

**AGENDA**  
**Annual Organizational Meeting**  
**Rocky Point Schools - Board of Education**

**July 11, 2013**

**I. OPENING OF MEETING BY DISTRICT CLERK**

- a. Meeting called to order: Time \_\_\_\_\_
- b. Michael Nofi  
Diane Burke  
John Lessler  
Scott Reh  
Susan Sullivan  
Michael F. Ring, Ed.D., Superintendent of Schools  
Deborah De Luca, Ed.D., Assistant Superintendent  
Gregory Hilton, School Business Official  
Susan Wilson, Executive Director for Educational Services  
Patricia Jones, District Clerk
- c. Pledge of Allegiance to the Flag

**II. DISTRICT CLERK ADMINISTERS OATH OF OFFICE TO NEWLY ELECTED BOARD MEMBER SUSAN SULLIVAN.**

**III. ELECTION OF OFFICERS**

a. **ELECTION OF THE PRESIDENT OF THE BOARD**  
(Ed. Law 1701, 2504, 2563)

- 1. Nominations
- 2. Vote
- 3. Administer Oath to President by the Clerk:

“I, \_\_\_\_\_, do solemnly swear that I will support the Constitution of the United States and the Constitution of the State of New York, and that I will faithfully discharge the duties of the President of the Board of Education.”

- 4. **The President becomes the Chairperson of the meeting.**

b. **ELECTION OF VICE PRESIDENT OF THE BOARD**

1. Nominations
2. Vote
3. Administer Oath to Vice President by the Clerk:

“I, \_\_\_\_\_, do solemnly swear that I will support the Constitution of the United States and the Constitution of the State of New York, and that I will faithfully discharge the duties of the Vice President of the Board of Education.”

- c. Administer Oath to the Superintendent of Schools by the Clerk:

“I, \_\_\_\_\_, do solemnly swear that I will support the Constitution of the United States and the Constitution of the State of New York, and that I will faithfully discharge the duties of the Superintendent of Schools.”

**IV. APPOINTMENT OF OFFICERS**

- A. DISTRICT CLERK** (Ed. Law 2114, 2130, 2503; Comm. Reg. 170.2)

Upon a motion made by \_\_\_\_\_, seconded by \_\_\_\_\_, the following resolution is offered:

BE IT RESOLVED, that Patricia Jones be and hereby is appointed as District Clerk during the school year 2013-2014 for an annual stipend of \$12,600.

Ayes _____	Motion Carried _____
	Or
Nays _____	Motion Defeated _____

- B. ASSISTANT DISTRICT CLERK** (Ed. Law 2114, 2130, 2503; Comm. Reg. 170.2)

Upon a motion made by \_\_\_\_\_, seconded by \_\_\_\_\_, the following resolution is offered:

BE IT RESOLVED, that Loretta Sanchez be and hereby is appointed as Assistant District Clerk during the school year 2013-2014.

Ayes _____	Motion Carried _____
	Or
Nays _____	Motion Defeated _____

**C. DISTRICT TREASURER (Ed. Law 2122, 2130, 2523; Comm. Reg. 170.2)**

Upon a motion made by \_\_\_\_\_, seconded by \_\_\_\_\_, the following resolution is offered:

BE IT RESOLVED, that Virginia Holloway be and hereby is appointed as District Treasurer during the school year 2013-2014.

Ayes \_\_\_\_\_ Motion Carried \_\_\_\_\_  
Or  
Nays \_\_\_\_\_ Motion Defeated \_\_\_\_\_

**D. DEPUTY SCHOOL DISTRICT TREASURER (Ed. Law 1720)**

Upon a motion made by \_\_\_\_\_, seconded by \_\_\_\_\_, the following resolution is offered:

BE IT RESOLVED, that Linda Bilski be and hereby is appointed as Deputy School District Treasurer during the school year 2013-2014.

Ayes \_\_\_\_\_ Motion Carried \_\_\_\_\_  
Or  
Nays \_\_\_\_\_ Motion Defeated \_\_\_\_\_

**E. TAX COLLECTOR (Ed. Law 2126, 2130, 2506; Comm. Reg. 170.2)**

Upon a motion made by \_\_\_\_\_, seconded by \_\_\_\_\_, the following resolution is offered:

BE IT RESOLVED, that Virginia Holloway be and hereby is appointed as Tax Collector during the school year 2013-2014.

Ayes \_\_\_\_\_ Motion Carried \_\_\_\_\_  
Or  
Nays \_\_\_\_\_ Motion Defeated \_\_\_\_\_

**F. CENTRAL TREASURER - EXTRA CLASSROOM ACTIVITY ACCOUNTS (Ed. Law 2503; Comm. Reg. 172.5)**

Upon a motion made by \_\_\_\_\_, seconded by \_\_\_\_\_, the following resolution is offered:

BE IT RESOLVED, that Jill Marolla, be and hereby is appointed as Central

Treasurer - Extra-Classroom Activity Accounts during the school year 2013-2014 for an annual stipend of \$5,775.

BE IT FURTHER RESOLVED, that Dennehy Accounting Services, Inc., be appointed claims auditors for the Extra-Classroom Activity Accounts during the school year 2013-2014.

Ayes \_\_\_\_\_ Motion Carried \_\_\_\_\_  
Or  
Nays \_\_\_\_\_ Motion Defeated \_\_\_\_\_

**G. CLAIMS AUDITOR (Ed. Law 1709 20-A; Comm. Reg. 170.2)**

Upon a motion made by \_\_\_\_\_, seconded by \_\_\_\_\_, the following resolution is offered:

BE IT RESOLVED, that Dennehy Accounting Service, Inc., be appointed Claims Auditor for the period of July 1, 2013 through June 30, 2014 at a fee of \$17,015.00 for biweekly services or \$18,055.00 for weekly services, at the discretion of the district.

Ayes \_\_\_\_\_ Motion Carried \_\_\_\_\_  
Or  
Nays \_\_\_\_\_ Motion Defeated \_\_\_\_\_

**H. EXTERNAL AUDITOR (Ed. Law 1709 20-A; Comm. Reg. 170.2)**

Upon a motion made by \_\_\_\_\_, seconded by \_\_\_\_\_, the following resolution is offered:

BE IT RESOLVED, that the firm of R.S. Abrams & Co., LLP, be appointed External Auditor for the period of July 1, 2013 through June 30, 2014 at an annual cost of \$30,000.00.

Ayes \_\_\_\_\_ Motion Carried \_\_\_\_\_  
Or  
Nays \_\_\_\_\_ Motion Defeated \_\_\_\_\_

**I. INTERNAL AUDITOR (Ed. Law 1709 20-A; Comm. Reg. 170.2)**

Upon a motion made by \_\_\_\_\_, seconded by \_\_\_\_\_, the following resolution is offered:



BE IT RESOLVED, that the firm of Nawrocki Smith, LLP, be appointed Internal Auditor for the 2013-2014 school year at a cost of \$17,500.00 for internal audit services in accordance with the scope of services submitted in response to the District's request for proposal.

Ayes \_\_\_\_\_ Motion Carried \_\_\_\_\_  
Or  
Nays \_\_\_\_\_ Motion Defeated \_\_\_\_\_

**J. PURCHASING AGENT/DEPUTY PURCHASING AGENT (Comm. Reg. 170.2)**

Upon a motion made by \_\_\_\_\_ seconded by \_\_\_\_\_,  
the following resolution is offered:

BE IT RESOLVED, that Debra Hoffman be and hereby is appointed as the Purchasing Agent for the district during the school year 2013-2014 for an annual stipend of \$21,750.00 and that Gregory Hilton be and hereby is appointed as the Deputy Purchasing Agent, to serve in this capacity in the absence of the Purchasing Agent and to have all other roles in the purchasing process suspended when acting as Deputy Purchasing Agent, for no additional compensation.

Ayes \_\_\_\_\_ Motion Carried \_\_\_\_\_  
Or  
Nays \_\_\_\_\_ Motion Defeated \_\_\_\_\_

**K. 2013-2014 AUDIT COMMITTEE MEMBERS**

Upon a motion made by \_\_\_\_\_ seconded by \_\_\_\_\_,  
the following resolution is offered:

BE IT RESOLVED, that the following individuals be and hereby are appointed to serve on the Audit Committee during the 2013-2014 school year: Michael Nofi, Diane Burke, John Lessler, Scott Reh, and Susan Sullivan.

Ayes \_\_\_\_\_ Motion Carried \_\_\_\_\_  
Or  
Nays \_\_\_\_\_ Motion Defeated \_\_\_\_\_

**V. DESIGNATIONS**

**A. OFFICIAL BANK DEPOSITORY - ALL FUNDS  
(Ed. Law 2129, 2130; Comm. Reg. 170.2)**

Upon a motion made by \_\_\_\_\_, seconded by \_\_\_\_\_, the following resolution is offered:

BE IT RESOLVED, that the following Banks and/or Trust Companies be and are hereby designated as the official depositories for the district funds during the school year 2013-2014:

- Chase Manhattan Bank
- TD Bank
- Capital One Bank
- People's United Bank
- Citi Bank

Ayes \_\_\_\_\_ Motion Carried \_\_\_\_\_  
Or  
Nays \_\_\_\_\_ Motion Defeated \_\_\_\_\_

**B. REGULAR MONTHLY MEETINGS**  
(Ed. Law 1708 (quarterly), 2504)

Upon a motion made by \_\_\_\_\_, seconded by \_\_\_\_\_, the following resolution is offered:

BE IT RESOLVED, that the regular business school board meetings for the 2013-2014 school year be held at 6:00 p.m. in locations to be indentified prior to date of each meeting, on the following dates:

- |                    |  |
|--------------------|--|
| August 26, 2013    | Regular Meeting  |
| September 30, 2013 | Regular Meeting  |
| October 28, 2013   | Regular Meeting  |
| November 25, 2013  | Regular Meeting  |
| December 16, 2013  | Regular Meeting  |
| January 13, 2014   | Regular Meeting  |
| February 10, 2014  | Regular Meeting  |
| March 17, 2014     | Regular Meeting  |
| April 7, 2014      | Regular Meeting  |
| May 6, 2014        | Public Hearing (Budget) (Ed. Law 2017 (5))                   |
| May 20, 2014       | Regular Meeting and Budget Vote/Election<br>(Ed. Law 2022-a) |
| June 23, 2014      | Regular Meeting  |
| July 10, 2014      | 2014-2015 Organizational Meeting/Regular Meeting             |

Ayes \_\_\_\_\_ Motion Carried \_\_\_\_\_

Nays \_\_\_\_\_ Or  
Motion Defeated \_\_\_\_\_

**C. DISTRICT ANNUAL PUBLIC HEARING/BUDGET VOTE/ELECTION  
(Ed. Law 2022-a; Ed. Law 2017 (5))**

Upon a motion made by \_\_\_\_\_, seconded by  
\_\_\_\_\_, the following resolution is offered:

BE IT RESOLVED that pursuant to Section 2022-a of the Education Law the third Tuesday in May (May 20, 2014) is hereby designated as the date of the Annual Meeting to vote upon the appropriation of the necessary funds to meet the estimated expenditures of the school district, on any propositions involving the expenditure of money or authorizing the levy of taxes, and for the election of the members of the Board of Education; and that the 6th day of May, 2014, is hereby designated as the District Public Hearing date to review the proposed budget that will be voted upon on May 20, 2014.

Ayes \_\_\_\_\_ Motion Carried \_\_\_\_\_  
Or  
Nays \_\_\_\_\_ Motion Defeated \_\_\_\_\_

**D. OFFICIAL NEWSPAPERS  
(Ed. Law 2004; Gen. Municipal Law 103)**

Upon a motion made by \_\_\_\_\_, seconded by  
\_\_\_\_\_, the following resolution is offered:

BE IT RESOLVED that the official school district newspapers designated for legal notices are *The Village Beacon Record*, *The Long Island Business News* and *Newsday* for the 2013-2014 school year.

Ayes \_\_\_\_\_ Motion Carried \_\_\_\_\_  
Or  
Nays \_\_\_\_\_ Motion Defeated \_\_\_\_\_

**VI. OTHER APPOINTMENTS**

**A. SCHOOL ATTORNEYS**

Upon a motion made by \_\_\_\_\_, seconded by  
\_\_\_\_\_, the following resolution is offered:

BE IT RESOLVED that the law firm of Hamburger, Maxson, Yaffe, Knauer and

McNally, LLP, be appointed to serve as General and Labor Counsel for the 2013-2014 school year at a yearly retainer fee of \$26,000.00 and a per hour fee of \$195.00 for litigation services.

Ayes \_\_\_\_\_ Motion Carried \_\_\_\_\_  
Or  
Nays \_\_\_\_\_ Motion Defeated \_\_\_\_\_

**B. BOND ATTORNEY**

Upon a motion made by \_\_\_\_\_, seconded by \_\_\_\_\_, the following resolution is offered:

BE IT RESOLVED that the law firm of Hawkins, Delafield & Wood, LLP, be appointed to serve as Bond Counsel for the 2013-2014 school year, as per the attached fee schedule.

Ayes \_\_\_\_\_ Motion Carried \_\_\_\_\_  
Or  
Nays \_\_\_\_\_ Motion Defeated \_\_\_\_\_

**C. PUBLIC INFORMATION OFFICER**

Upon a motion made by \_\_\_\_\_, seconded by \_\_\_\_\_, the following resolution is offered:

BE IT RESOLVED, that Gregory Hilton be appointed to serve as Public Information Officer during the school year 2013-2014.

Ayes \_\_\_\_\_ Motion Carried \_\_\_\_\_  
Or  
Nays \_\_\_\_\_ Motion Defeated \_\_\_\_\_

**D. FAMILY EDUCATION RIGHTS & PRIVACY ACT OFFICER**

Upon a motion made by \_\_\_\_\_, seconded by \_\_\_\_\_, the following resolution is offered:

BE IT RESOLVED, that Susan Wilson be appointed to serve as Family Education Rights & Privacy Act Officer during the school year 2013-2014.

Ayes \_\_\_\_\_ Motion Carried \_\_\_\_\_  
Or

Nays \_\_\_\_\_ Motion Defeated \_\_\_\_\_

**E. INCARCERATED YOUTH/DESIGNATED EDUCATIONAL OFFICIAL**

Upon a motion made by \_\_\_\_\_, seconded by \_\_\_\_\_, the following resolution is offered:

BE IT RESOLVED, that Susan Wilson be appointed to serve as the Incarcerated Youth/Designated Educational Official during the school year 2013-2014.

Ayes \_\_\_\_\_ Motion Carried \_\_\_\_\_  
Or  
Nays \_\_\_\_\_ Motion Defeated \_\_\_\_\_

**F. LIAISON FOR HOMELESS CHILDREN AND YOUTH**

Upon a motion made by \_\_\_\_\_, seconded by \_\_\_\_\_, the following resolution is offered:

BE IT RESOLVED, that Jennifer Zaffino be appointed to serve as Liaison for Homeless Children and Youth during the school year 2013-2014.

Ayes \_\_\_\_\_ Motion Carried \_\_\_\_\_  
Or  
Nays \_\_\_\_\_ Motion Defeated \_\_\_\_\_

**G. APPOINTMENT OF THE 2013-2014 MEDICAID COMPLIANCE OFFICER**

Upon a motion made by \_\_\_\_\_, seconded by \_\_\_\_\_, the following resolution is offered:

BE IT RESOLVED, that upon the recommendation of the Superintendent of Schools, Dr. Deborah De Luca be appointed to serve as District Medicaid Compliance Officer during the school year 2013-2014.

Motion \_\_\_\_\_ 2<sup>nd</sup> \_\_\_\_\_ Vote \_\_\_\_\_

**H. SCHOOL PHYSICIANS/CHIEF MEDICAL OFFICERS**

Upon a motion made by \_\_\_\_\_, seconded by \_\_\_\_\_, the following resolution is offered:

BE IT RESOLVED, that Rocky Point Medical Care, P.C. (Dr Gil) and Sound Family

Medicine, P.C. (Dr. George Ruggiero) and concussion specialists Jennifer Semel, MD, Jennifer Gray, DO, Anuja Korlipara, MD, Yu Jen Lai, MD, Irene Patrylo, MD, Jun Zhang, MD, Philip Schrank, MD, and Hayley Queller, MD of the St. Charles Hospital ImPACT Program be appointed to serve as School Physicians/Chief Medical Officers during the school year 2013-2014.

Ayes \_\_\_\_\_ Motion Carried \_\_\_\_\_  
Or  
Nays \_\_\_\_\_ Motion Defeated \_\_\_\_\_

**I. CONSULTING SCHOOL DENTIST (S)**  
(Ed. Law 902)

Upon a motion made by \_\_\_\_\_, seconded by \_\_\_\_\_, the following resolution is offered:

BE IT RESOLVED, that Drs. Mark Cherches and Harlan Taub, be appointed to serve as Consulting School Dentists during the school year 2013-2014.

Ayes \_\_\_\_\_ Motion Carried \_\_\_\_\_  
Or  
Nays \_\_\_\_\_ Motion Defeated \_\_\_\_\_

**J. COMMITTEE/SUBCOMMITTEE ON SPECIAL EDUCATION:**  
(Comm. Reg. Subchapter P, Part 200)

Upon a motion made by \_\_\_\_\_, seconded by \_\_\_\_\_, the following resolution is offered:

BE IT RESOLVED, that in accordance with Commissioner's Regulations, Part 200, each Board of Education shall appoint a Committee/Subcommittee on Special Education in accordance with the provisions of the Education Law, Section 4402. The following people and positions are recommended for Board of Education approval for the 2013-2014 school year:

Chairperson	Deborah De Luca
Chairperson	Andrea Moscatiello
Chairperson	Paul Walia
Chairperson	Terence Reilly
Chairperson	Beth Apostoli
Alternate Chairperson	Marc Muchnik
Alternate Chairperson	John Haggerty
Alternate Chairperson	Juliet Williams

Alternate Chairperson	Meredith Picone
Student's Teacher	as per Education Law 4402
Alternate Parent Member	Jenny Andersson
Alternate Parent Member	Regina Bonello
Alternate Parent Member	Dominique Cicclone
Alternate Parent Member	Nancy Collins
Alternate Parent Member	Janine Fisher
Alternate Parent Member	Christine Fitzgerald
Alternate Parent Member	Jodie Lomas
Alternate Parent Member	Jennifer Olszewski
Alternate Parent Member	MaryAnne Palmese
Alternate Parent Member	Francine Pisano
Alternate Parent Member	Donna Porter
Alternate Parent Member	Maria Quaglio
Alternate Parent Member	Tracey Sasek
School Psychologist	Marc Muchnik
School Psychologist	John Haggerty
School Psychologist	Juliet Williams
School Psychologist	Meredith Picone
District Special Education Teacher Members	
District Regular Education Teacher Members	
School Physicians	Rocky Point Medical Care, P.C. (Dr Gil) Sound Family Medicine, P.C. (Dr. Ruggiero)

Ayes \_\_\_\_\_ Motion Carried \_\_\_\_\_  
Or  
Nays \_\_\_\_\_ Motion Defeated \_\_\_\_\_

**K. APPOINTMENTS TO THE COMMITTEE ON PRESCHOOL SPECIAL EDUCATION**

Upon a motion made by \_\_\_\_\_, seconded by \_\_\_\_\_, the following resolution is offered:

BE IT RESOLVED, that the Rocky Point Board of Education approves the appointment of a generic representative of the Suffolk County Department of Social Services for the Rocky Point Committee on Preschool Special Education which would be at the discretion of Suffolk County for the 2013-2014 school year.

BE IT FURTHER RESOLVED, that the Rocky Point Board of Education approves the appointment of a representative of the providing testing agency as a generic member of the Rocky Point Committee on Preschool Special Education for the 2013-2014 school year.

BE IT FURTHER RESOLVED, that in accordance with Commissioner's Regulations, Part 200, each Board of Education shall appoint a Committee on Preschool Special Education. The following people and positions are recommended for Board of Education approval for the 2013-2014 school year:

Chairperson	Deborah De Luca
Chairperson	Andrea Moscatiello
Chairperson	Paul Walia
Chairperson	Terence Reilly
Chairperson	Beth Apostoli
Alternate Chairperson	Marc Muchnik
Alternate Chairperson	John Haggerty
Alternate Chairperson	Juliet Williams
Alternate Chairperson	Meredith Picone
Student's Teacher	as per Education Law 4402
Alternate Parent Member	Jenny Andersson
Alternate Parent Member	Regina Bonello
Alternate Parent Member	Dominique Cicclone
Alternate Parent Member	Nancy Collins
Alternate Parent Member	Janine Fisher
Alternate Parent Member	Christine Fitzgerald
Alternate Parent Member	Jodie Lomas
Alternate Parent Member	Jennifer Olszewski
Alternate Parent Member	MaryAnne Palmese
Alternate Parent Member	Francine Pisano
Alternate Parent Member	Donna Porter
Alternate Parent Member	Maria Quaglio
Alternate Parent Member	Tracey Sasek
School Psychologist	Marc Muchnik
School Psychologist	John Haggerty
School Psychologist	Juliet Williams
School Psychologist	Meredith Picone
District Special Education Teacher Members	
District Regular Education Teacher Members	
School Physician	Rocky Point Medical Care, P.C. (Dr Gil) Sound Family Medicine, P.C. (Dr. Ruggiero)

Evaluator: For any meetings prior to the initial recommendation, a professional who participated in the evaluation of the child for whom services are first being sought.

Teacher: For any meeting held to review or re-evaluate the status of the preschool child, the child's Pre-School Teacher.

Suffolk County Representative: For a child in transition from an early intervention



program, the appropriately licensed or certified professional from the Department of Health Program.

Ayes \_\_\_\_\_ Motion Carried \_\_\_\_\_  
Or  
Nays \_\_\_\_\_ Motion Defeated \_\_\_\_\_

**L. SURROGATE PARENT:**

Upon a motion made by \_\_\_\_\_, seconded by \_\_\_\_\_, the following resolution is offered:

BE IT RESOLVED, that in accordance with Commissioner’s Regulations, Part 200, each Board of Education shall appoint a Surrogate Parent in accordance with the provisions of the Education Law, Section 4402. The following person is recommended for Board of Education approval for the 2013-2014 school year to serve as a Surrogate Parent: Ms. Nancy Collins, who resides at 56 Freya Road, Rocky Point, NY 11778.

Ayes \_\_\_\_\_ Motion Carried \_\_\_\_\_  
Or  
Nays \_\_\_\_\_ Motion Defeated \_\_\_\_\_

**M. SECTION 504 COORDINATOR:**

Upon a motion made by \_\_\_\_\_, seconded by \_\_\_\_\_, the following resolution is offered:

BE IT RESOLVED, that in accordance with Federal Regulations, (Subpart D. of the Handicapped Children’s Act), the following building principals are recommended for Board of Education approval for the 2013-2014 school year to serve as Section 504 Coordinators: John DeBenedetto, Principal, High School; Scott O’Brien, Principal, Middle School; Linda Towlen, Principal, Joseph A. Edgar School; Virginia Kelly-Gibbons, Principal, Frank J. Carasiti Elementary School; (Subpart D. of the Handicapped Children’s Act). The overall Section 504 Coordinator is Andrea Moscatiello, Director of Special Education.

Ayes \_\_\_\_\_ Motion Carried \_\_\_\_\_  
Or  
Nays \_\_\_\_\_ Motion Defeated \_\_\_\_\_

**N. TITLE IX COORDINATORS**

Upon a motion made by \_\_\_\_\_, seconded by \_\_\_\_\_,

the following resolution is offered:

BE IT RESOLVED that Susan Wilson, Anja Groth, Scott O'Brien, Gregory Hilton and District General Counsel will serve as the District's Title IX Coordinators for the 2013-2014 school year.

Ayes \_\_\_\_\_ Motion Carried \_\_\_\_\_  
Or  
Nays \_\_\_\_\_ Motion Defeated \_\_\_\_\_

**O. COMPLAINT OFFICERS**

Upon a motion made by \_\_\_\_\_, seconded by \_\_\_\_\_, the following resolution is offered:

BE IT RESOLVED that Susan Wilson, Gregory Hilton, Anja Groth, Scott O'Brien and District General Counsel will serve as the District's Complaint Officers for the 2013-2014 school year.

Ayes \_\_\_\_\_ Motion Carried \_\_\_\_\_  
Or  
Nays \_\_\_\_\_ Motion Defeated \_\_\_\_\_

**P. AMERICANS WITH DISABILITIES ACT (ADA) COORDINATOR  
(Pursuant to 28 CFR 35.107)**

Upon a motion made by \_\_\_\_\_, seconded by \_\_\_\_\_, the following resolution is offered:

BE IT RESOLVED that Deborah De Luca serves as the Americans with Disabilities Act (ADA) Coordinator for the 2013-2014 school year.

Ayes \_\_\_\_\_ Motion Carried \_\_\_\_\_  
Or  
Nays \_\_\_\_\_ Motion Defeated \_\_\_\_\_

**Q. (1) IMPARTIAL HEARING OFFICERS (As per the provisions of Chapter 403 of the Laws of 1993 Commissioner of Education Mandate Amendment to Section 4404(1) of the Education Law)**

Upon a motion made by \_\_\_\_\_, seconded by \_\_\_\_\_, the following resolution is offered:

IT IS HEREBY RESOLVED, that pursuant to a parental request for an Impartial Hearing to review a determination of the District's Committee on Special Education, an Impartial Hearing Officer shall be selected from the list of approved Hearing Officers available to serve in Suffolk County, as maintained by the New York State Education Department's Impartial Hearing Reporting System in accordance with the Regulations of the System in accordance with the Regulations of the Commissioner of Education, as amended by the Board of Regents, effective July 9, 2004, and is further

RESOLVED, that pursuant to such amended regulations, the rotational selection process for an Impartial Hearing Officer will be initiated not later than two (2) business days after receipt by the District of the written request for the Impartial Hearing, and it is further

RESOLVED, that the Board of Education President or Board of Education Vice President is hereby designated to appoint the Impartial Hearing Officer upon recommendation of the Superintendent of Schools and notice of such appointment shall be provided to the full Board as soon as practical.

**Q. (2) COMPENSATION OF IMPARTIAL HEARING OFFICERS (IHO)**

IT IS HEREBY FURTHER RESOLVED, as per the Board of Education District Policy No. 7670, that the District will be responsible for compensating the IHO for pre-hearing, hearing and post-hearing activities at the rate agreed upon at the time of the IHO's appointment. The rate of compensation shall not exceed the maximum rate approved by the Director of the Division of the Budget. The District will also reimburse the IHO for travel and other hearing-related expenses (e.g., duplication and telephone costs) pursuant to an annually determined schedule. On an annual basis, the District will forward a copy of its compensation rates to each IHO on the District's rotational list.

**Q. (3) 2013-2014 COMPENSATION SCHEDULE FOR IMPARTIAL HEARING OFFICERS**

BE IT FURTHER RESOLVED, that the Rocky Point Board of Education approves the 2013-2014 Compensation Schedule for Impartial Hearing Officers in accordance with the following:

Pursuant to 8 NYCRR 200.21, compensation for Impartial Hearing Officers for pre-hearing, hearing, and post-hearing activities shall be the maximum rate prescribed in a schedule approved by the director of the Division of the Budget. For the 2013-2014 school year the rate is \$100.00 per hour.

The School District shall not reimburse Impartial Hearing Officers for any administrative costs, including, but not limited to, administrative assistance,

secretarial, or other overhead expenses.

The School District shall not reimburse Impartial Hearing Officers for any meal or lodging expenses they may incur.

The School District shall, upon review and approval of properly submitted documentation, reimburse Impartial Hearing Officers for automobile travel at the most recent mileage rate approved by the Internal Revenue Service and for the cost of tolls necessarily incurred as a result of attending the impartial hearing. However, the maximum amount reimbursed by the School District for mileage and travel related expenses shall not exceed \$50.00 per day for each day the Impartial Hearing Officer attends the hearing.

Ayes \_\_\_\_\_ Motion Carried \_\_\_\_\_  
Or  
Nays \_\_\_\_\_ Motion Defeated \_\_\_\_\_

**R. RECORDS MANAGEMENT OFFICER**

Upon a motion made by \_\_\_\_\_, seconded by \_\_\_\_\_, the following resolution is offered:

BE IT RESOLVED, that Gregory Hilton be appointed to serve as Records Management Officer for the school year 2013-2014.

BE IT FURTHER RESOLVED, by the Rocky Point Union Free School District of Rocky Point, New York, that Records Retention and Disposition Schedule ED-1, issued pursuant to Article 57-A of the Arts & Cultural Affairs Law, and containing legal minimum retention periods for local government records, is hereby adopted for use by all officers in legally disposing of valueless records listed therein.

BE IT FURTHER RESOLVED, that in accordance with Article 57-A, (a) only those records will be disposed of that are described in Records Retention and Disposition Schedule ED-1 after they have met the minimum retention periods described therein; (b) only those records will be disposed of that do not have sufficient administrative, fiscal, legal, or historical value to merit retention beyond established legal minimum periods.

Ayes \_\_\_\_\_ Motion Carried \_\_\_\_\_  
Or  
Nays \_\_\_\_\_ Motion Defeated \_\_\_\_\_

**S. RECORDS ACCESS OFFICER**

Upon a motion made by \_\_\_\_\_, seconded by \_\_\_\_\_,  
the following resolution is offered:

BE IT RESOLVED, that Gregory Hilton be appointed to serve as Records Access  
Officer during the 2013-2014 school year.

Ayes \_\_\_\_\_ Motion Carried \_\_\_\_\_  
Or  
Nays \_\_\_\_\_ Motion Defeated \_\_\_\_\_

**T. RECORDS APPEALS OFFICER**

Upon a motion made by \_\_\_\_\_, seconded by \_\_\_\_\_,  
the following resolution is offered:

BE IT RESOLVED, that Dr. Michael F. Ring be appointed to serve as District  
Records Appeals Officer during the 2013-2014 school year.

Ayes \_\_\_\_\_ Motion Carried \_\_\_\_\_  
Or  
Nays \_\_\_\_\_ Motion Defeated \_\_\_\_\_

**U. FEDERAL CHILD NUTRITION PROGRAM HEARING OFFICIAL**

Upon a motion made by \_\_\_\_\_, seconded by \_\_\_\_\_,  
the following resolution is offered:

BE IT RESOLVED, that Elena Lynch-Dobert be appointed to serve as the Federal  
Child Nutrition Program Hearing Official during the 2013-2014 school year.

Ayes \_\_\_\_\_ Motion Carried \_\_\_\_\_  
Or  
Nays \_\_\_\_\_ Motion Defeated \_\_\_\_\_

**V. FEDERAL CHILD NUTRITION PROGRAM REVIEWING OFFICIAL**

Upon a motion made by \_\_\_\_\_, seconded by \_\_\_\_\_,  
the following resolution is offered:

BE IT RESOLVED, that Elena Lynch-Dobert be appointed to serve as the Federal  
Child Nutrition Program Reviewing Official during the 2013-2014 school year.

Ayes \_\_\_\_\_ Motion Carried \_\_\_\_\_  
Or  
Nays \_\_\_\_\_ Motion Defeated \_\_\_\_\_

**W. FEDERAL CHILD NUTRITION PROGRAM VERIFICATION OFFICIAL**

Upon a motion made by \_\_\_\_\_, seconded by \_\_\_\_\_,  
the following resolution is offered:

BE IT RESOLVED, that Elena Lynch-Dobert be appointed to serve as the Federal  
Child Nutrition Program Verification Official during the 2013-2014.

Ayes \_\_\_\_\_ Motion Carried \_\_\_\_\_  
Or  
Nays \_\_\_\_\_ Motion Defeated \_\_\_\_\_

**X. ASBESTOS OFFICER**

Upon a motion made by \_\_\_\_\_, seconded by \_\_\_\_\_,  
the following resolution is offered:

BE IT RESOLVED, that Christopher Malone and Gregory Hilton be appointed to  
serve as District Asbestos Officers during the 2013-2014 school year.

Ayes \_\_\_\_\_ Motion Carried \_\_\_\_\_  
Or  
Nays \_\_\_\_\_ Motion Defeated \_\_\_\_\_

**Y. CHEMICAL HYGIENE OFFICER**

Upon a motion made by \_\_\_\_\_, seconded by \_\_\_\_\_,  
the following resolution is offered:

BE IT RESOLVED, that Christopher Malone and Gregory Hilton be appointed to  
serve as District Chemical Hygiene Officers during the 2013-2014 school year.

Ayes \_\_\_\_\_ Motion Carried \_\_\_\_\_  
Or  
Nays \_\_\_\_\_ Motion Defeated \_\_\_\_\_

**Z. SCHOOL PESTICIDE OFFICER**

Upon a motion made by \_\_\_\_\_, seconded by \_\_\_\_\_,

the following resolution is offered:

BE IT RESOLVED, that Christopher Malone and Gregory Hilton be appointed to serve as District School Pesticide Officers during the 2013-2014 school year.

Ayes \_\_\_\_\_ Motion Carried \_\_\_\_\_  
Or  
Nays \_\_\_\_\_ Motion Defeated \_\_\_\_\_

**AA. ATTENDANCE OFFICER (Ed. Law 1709)**

Upon a motion made by \_\_\_\_\_, seconded by \_\_\_\_\_, the following resolution is offered:

BE IT RESOLVED, that Susan Wilson be appointed to serve as District Attendance Officer during the 2013-2014 school year.

Ayes \_\_\_\_\_ Motion Carried \_\_\_\_\_  
Or  
Nays \_\_\_\_\_ Motion Defeated \_\_\_\_\_

**BB. DIGNITY ACT COORDINATORS (ED. LAW 801)**

Upon a motion made by \_\_\_\_\_, seconded by \_\_\_\_\_, the following resolution is offered:

BE IT RESOLVED, that in accordance with Commissioner's Regulations, Part 100, each Board of Education shall appoint at least one (1) Dignity Act Coordinator for each school in the district in accordance with the provisions of the Education Law, Section 801 {a}. The following people are recommended for Board of Education approval for the 2013-2014 school year:

- Rocky Point High School: John DeBenedetto, Principal  
Susann Crossan, Assistant Principal
- Rocky Point Middle School: Scott O'Brien, Principal  
James Moeller, Assistant Principal
- Joseph A. Edgar School: Linda Towlen, Principal  
Joseph Tapler, Assistant Principal
- Frank J. Carasiti School: Virginia Gibbons, Principal  
Courtney Herbert, Assistant Principal
- District-Wide: Anja Groth Director of Instruction  
Susan Wilson, Executive Director for Educational Services  
Gregory Hilton, School Business Official

Ayes \_\_\_\_\_ Motion Carried \_\_\_\_\_  
Or  
Nays \_\_\_\_\_ Motion Defeated \_\_\_\_\_

**VII. AUTHORIZATIONS**

**A. AUTHORIZATION FOR CHIEF SCHOOL OFFICER TO CERTIFY PAYROLLS (Ed. Law 1720, 2523; Comm. Reg. 170.2)**

Upon a motion made by \_\_\_\_\_, seconded by \_\_\_\_\_, the following resolution is offered:

BE IT RESOLVED, that Dr. Michael F. Ring, Chief School Officer, be hereby authorized to certify payrolls of the district for the 2013-2014 school year.

Ayes \_\_\_\_\_ Motion Carried \_\_\_\_\_  
Or  
Nays \_\_\_\_\_ Motion Defeated \_\_\_\_\_

**B. AUTHORIZATION FOR CHIEF SCHOOL OFFICER TO FILE APPLICATIONS AND GRANTS IN COMPLIANCE WITH FEDERAL AND STATE REGULATIONS**

Upon a motion made by \_\_\_\_\_, seconded by \_\_\_\_\_, the following resolution is offered:

BE IT RESOLVED, that Dr. Michael F. Ring, Chief School Officer, be hereby authorized as district representative to file all applications in compliance with Federal and State regulations and grants for the 2013-2014 school year.

Ayes \_\_\_\_\_ Motion Carried \_\_\_\_\_  
Or  
Nays \_\_\_\_\_ Motion Defeated \_\_\_\_\_

**C. AUTHORIZATION TO APPROVE CONFERENCES, WORKSHOPS, ETC. REQUESTS (General Municipal Law 77.b)**

Upon a motion made by \_\_\_\_\_, seconded by \_\_\_\_\_, the following resolution is offered:

BE IT RESOLVED, that Dr. Michael F. Ring, Superintendent of Schools, and/or his designee, be authorized to approve all conferences, workshops, etc. requests for school district staff members for the 2013-2014 school year.



Ayes \_\_\_\_\_ Motion Carried \_\_\_\_\_  
Or  
Nays \_\_\_\_\_ Motion Defeated \_\_\_\_\_

**D. AUTHORIZATION TO ESTABLISH PETTY CASH FUNDS (Comm. Reg. 170.4)**

Upon a motion made by \_\_\_\_\_, seconded by \_\_\_\_\_, the following resolution is offered:

BE IT RESOLVED, that the Administration be authorized to establish petty cash funds for the 2013-2014 school year as follows:

Central Office – Dr. Michael F. Ring	\$100.00
Business Office – Gregory Hilton	\$100.00
Rocky Point High School – John DeBenedetto	\$100.00
Rocky Point Middle School –Scott O’Brien	\$100.00
Joseph A. Edgar School – Linda Towlen	\$100.00
Frank J. Carasiti Elementary School – Virginia Kelly-Gibbons	\$100.00

Ayes \_\_\_\_\_ Motion Carried \_\_\_\_\_  
Or  
Nays \_\_\_\_\_ Motion Defeated \_\_\_\_\_

**E. DESIGNATION OF AUTHORIZED SIGNATURES ON CHECKS (Ed. Law 1709-29; Comm. Reg. 170.4)**

Upon a motion made by \_\_\_\_\_, seconded by \_\_\_\_\_, the following resolution is offered:

BE IT RESOLVED, that Virginia Holloway, School District Treasurer, be authorized to sign checks for the 2013-2014 school year, and that Linda Bilski, Deputy School District Treasurer, and Gregory Hilton, School Business Official, and Dr. Michael F. Ring, Superintendent of Schools, be authorized to sign checks for the 2013-2014 school year in the absence of Virginia Holloway; and furthermore that two signatories be required for any check exceeding \$10,000 and that the signatories for such checks be the School District Treasurer and the Superintendent of Schools or the School Business Official

Ayes \_\_\_\_\_ Motion Carried \_\_\_\_\_  
Or  
Nays \_\_\_\_\_ Motion Defeated \_\_\_\_\_

**F. AUTHORIZATION FOR CHIEF SCHOOL OFFICER and SCHOOL BUSINESS OFFICIAL TO APPROVE BUDGET TRANSFERS (Ed. Law 1720, 2523)**

Upon a motion made by \_\_\_\_\_, seconded by \_\_\_\_\_, the following resolution is offered:

BE IT RESOLVED, that Dr. Michael F. Ring, Chief School Officer be authorized to approve budget transfers up to \$1,000,000 per occurrence and that Gregory Hilton, School Business Official be authorized to approve budget transfers up to \$100,000 per occurrence, during the 2013-2014 school year.

Ayes \_\_\_\_\_ Motion Carried \_\_\_\_\_  
Or  
Nays \_\_\_\_\_ Motion Defeated \_\_\_\_\_

**G. AUTHORIZATION FOR USE OF CHECK SIGNER**

Upon a motion made by \_\_\_\_\_, seconded by \_\_\_\_\_, the following resolution is offered:

BE IT RESOLVED, that the Deputy School District Treasurer and the School District Treasurer shall have use of their own check signer with USB flash drive devices containing the signature of the Deputy School District Treasurer and the School District Treasurer, respectively.

Ayes \_\_\_\_\_ Motion Carried \_\_\_\_\_  
Or  
Nays \_\_\_\_\_ Motion Defeated \_\_\_\_\_

**H. AUTHORIZATION TO INVEST DISTRICT FUNDS**

Upon a motion made by \_\_\_\_\_, seconded by \_\_\_\_\_, the following resolution is offered:

BE IT RESOLVED, that Virginia Holloway, District Treasurer, during the school year 2013-2014, and in her absence, Linda Bilski, Deputy District Treasurer, be authorized to invest district funds in accordance with the applicable state laws - Ed. Law 1723 (a).

Ayes \_\_\_\_\_ Motion Carried \_\_\_\_\_  
Or  
Nays \_\_\_\_\_ Motion Defeated \_\_\_\_\_

**I. AUTHORIZATION TO ENTER INTO AGREEMENT FOR COOPERATIVE EDUCATIONAL SERVICES WITH EASTERN SUFFOLK BOCES**

Upon a motion made by \_\_\_\_\_, seconded by \_\_\_\_\_, the following resolution is offered:

BE IT RESOLVED, that upon the recommendation of the Superintendent of Schools, the Board of Education enters into an agreement for Cooperative Educational Services with the Eastern Suffolk BOCES for fiscal year 2013/14 at an estimated cost of \$6,800,000.00.

Ayes \_\_\_\_\_ Motion Carried \_\_\_\_\_  
Or  
Nays \_\_\_\_\_ Motion Defeated \_\_\_\_\_

**VIII. OTHER ITEMS**

**A. TERRACES ON THE SOUND PROPERTY ASSOCIATION PRIVATE ROAD TRANSPORTATION**

Upon a motion made by \_\_\_\_\_, seconded by \_\_\_\_\_, the following resolution is offered:

BE IT RESOLVED, that upon the recommendation of the Superintendent of Schools, the Board of Education authorizes the School Business Official to enter into an Agreement with Terraces on the Sound Property Association for district pupil transportation services on private roads within the community.

Ayes \_\_\_\_\_ Motion Carried \_\_\_\_\_  
Or  
Nays \_\_\_\_\_ Motion Defeated \_\_\_\_\_

**B. 2014-2015 BUDGET DEVELOPMENT CALENDAR**

Upon a motion made by \_\_\_\_\_, seconded by \_\_\_\_\_, the following resolution is offered:

BE IT RESOLVED, that upon the recommendation of the Superintendent of Schools, the Board of Education adopts the 2014-2015 Budget Development Calendar as attached.

Ayes \_\_\_\_\_ Motion Carried \_\_\_\_\_  
Or  
Nays \_\_\_\_\_ Motion Defeated \_\_\_\_\_

**C. REVIEW AND RE-ADOPTION OF BOARD OF EDUCATION POLICY NUMBERS 1540, 2120, 2310, 3410, 4210, 4211, 5220, 5410, 5681, 6130, 6551, 6560, 7110, 7631, and 8271 (SECOND READING)**

Upon a motion made by \_\_\_\_\_, seconded by \_\_\_\_\_, the following resolution is offered:

BE IT RESOLVED, that upon the recommendation of the Superintendent of Schools, the Board of Education hereby moves the re-adoption of Board of Education Policy Numbers (*second reading*):

- 1540 Executive Sessions
- 2120 Board Member Training on Financial Oversight, Accountability and Fiduciary Responsibilities
- 2310 Memberships in Associations
- 3410 Code of Conduct on School Property
- 4210 Administrative Organization and Operation
- 4211 Rocky Point UFSD Organizational Chart
- 5220 District Investments
- 5410 Purchasing
- 5681 School Safety Plans
- 6130 Evaluation of Personnel
- 6551 FMLA
- 6560 Employee Assistance Program
- 7110 Rocky Point School District's Comprehensive Attendance Plan
- 7631 Appointment and Training of Committee on Special Education (CSE)/Subcommittee on Special Education Members
- 8271 Children's Internet Protection Act: Internet Content Filtering/Safety Policy

Ayes \_\_\_\_\_ Motion Carried \_\_\_\_\_  
Or  
Nays \_\_\_\_\_ Motion Defeated \_\_\_\_\_

**D. REVISION AND RE-ADOPTION OF BOARD OF EDUCATION POLICY NUMBER 1120 – BOARD OF EDUCATION MEMBERS; QUALIFICATIONS, NUMBERS AND TERMS OF OFFICE (FIRST READING; SECOND READING WAIVED)**

Upon a motion made by \_\_\_\_\_, seconded by \_\_\_\_\_, the following resolution is offered:

BE IT RESOLVED, that upon the recommendation of the Superintendent of Schools, the Board of Education hereby moves the re-adoption of Board of Education Policy Number 1120—Board of Education Members; Qualifications, Numbers and Terms of Office;

BE IT FURTHER RESOLVED, that the Board, in accordance with the provisions of Policy Number 1410, hereby waives the “second reading” of Policy Number 1120.

- 1120 Board of Education Members; Qualifications, Numbers and Terms of Office

Ayes \_\_\_\_\_ Motion Carried \_\_\_\_\_  
Or  
Nays \_\_\_\_\_ Motion Defeated \_\_\_\_\_

**E. ROCKY POINT SCHOOL DISTRICT’S CODE OF CONDUCT – REVIEWED**

Upon a motion made by \_\_\_\_\_, seconded by \_\_\_\_\_, the following resolution is offered:

BE IT RESOLVED, that upon the recommendation of the Superintendent of Schools, the Board of Education approves and re-adopts the Rocky Point School District Code of Conduct – Reviewed June 2013.

Ayes \_\_\_\_\_ Motion Carried \_\_\_\_\_  
Or  
Nays \_\_\_\_\_ Motion Defeated \_\_\_\_\_

**F. BONDING SUPERINTENDENT OF SCHOOLS, SCHOOL DISTRICT TREASURER, DEPUTY SCHOOL DISTRICT TREASURER, SCHOOL BUSINESS OFFICIAL, AND ALL OTHER EMPLOYEES**

Upon a motion made by \_\_\_\_\_, seconded by \_\_\_\_\_, the following resolution is offered:

BE IT RESOLVED, that the Superintendent of Schools, School Business Official, School District Treasurer, Deputy School District Treasurer, School District Clerk and Director of Child Nutrition shall be bonded at a minimum of \$1,500,000.00; Extra-Class Activity Treasurer and Board of Education President shall be bonded at a minimum of \$200,000.00, and all other employees shall be bonded at a minimum of \$100,000.

Ayes \_\_\_\_\_ Motion Carried \_\_\_\_\_  
Or  
Nays \_\_\_\_\_ Motion Defeated \_\_\_\_\_

**G. ESTABLISH MILEAGE REIMBURSEMENT RATE (Ed. Law 2118)**

Upon a motion made by \_\_\_\_\_, seconded by \_\_\_\_\_,  
the following resolution is offered:

BE IT RESOLVED, that the Board of Education establishes the mileage rate for reimbursement to school district employees for school business mileage at the current Internal Revenue Service rate per mile for the 2013-2014 school year.

Ayes \_\_\_\_\_ Motion Carried \_\_\_\_\_  
Or  
Nays \_\_\_\_\_ Motion Defeated \_\_\_\_\_

**H. ESTABLISH THE SUBSTITUTE RATE OF PAY SCHEDULE**

Upon a motion made by \_\_\_\_\_, seconded by \_\_\_\_\_,  
the following resolution is offered:

BE IT RESOLVED, that the Board of Education establish the following substitute rate of pay schedule for the 2013-2014 fiscal year:

*Non-Instructional Staff:*

Clerical	\$ 9.76 per hour
Custodial	\$ 9.76 per hour
Food Service Worker	\$ 9.76 per hour
Licensed Security	\$14.93 per hour
Teacher Aide/ Monitor	\$ 9.76 per hour
Registered Nurse	\$28.00 per hour

*Budget Hearing/Vote/Election Staff:*

Chief Inspector	\$10.00 per hour
Board of Registration	\$10.00 per hour
Teller	\$10.00 per hour
Poll Clerk	\$10.00 per hour
Substitutes for above	\$10.00 per hour

*Teaching Staff:*

Teachers	A. Regular Substitute Per Diem Daily rate \$100.00
----------	--

B. In cases where the substitute assignment lasts fifty (50) continuous days or more for the same teacher, the substitute will be paid at a per diem rate of \$225 beginning on day fifty-one (51).

Ayes \_\_\_\_\_ Motion Carried \_\_\_\_\_  
Or  
Nays \_\_\_\_\_ Motion Defeated \_\_\_\_\_

**I. ROCKY POINT SCHOOL DISTRICT SAFETY PLAN – REVISED JULY 2013**

Upon a motion made by \_\_\_\_\_, seconded by \_\_\_\_\_, the following resolution is offered:

BE IT RESOLVED, that upon the recommendation of the Superintendent of Schools, the Board of Education approves and adopts the Rocky Point School District Safety Plan – Revised July 2013.

Ayes \_\_\_\_\_ Motion Carried \_\_\_\_\_  
Or  
Nays \_\_\_\_\_ Motion Defeated \_\_\_\_\_

**J. ROCKY POINT SCHOOL SPECIAL EDUCATION PLAN – REVISED JULY 2013**

Upon a motion made by \_\_\_\_\_, seconded by \_\_\_\_\_, the following resolution is offered:

BE IT RESOLVED, that upon the recommendation of the Superintendent of Schools, the Board of Education approves and adopts the Rocky Point School Special Education Plan – Revised July 2013.

Ayes \_\_\_\_\_ Motion Carried \_\_\_\_\_  
Or  
Nays \_\_\_\_\_ Motion Defeated \_\_\_\_\_

**K. ADOPTION OF PURCHASING MANUAL**

Upon a motion made by \_\_\_\_\_, seconded by \_\_\_\_\_, the following resolution is offered:

BE IT RESOLVED, that upon the recommendation of the Superintendent of

Schools, the Board of Education adopts the Purchasing Manual, as attached.

Ayes \_\_\_\_\_ Motion Carried \_\_\_\_\_  
Or  
Nays \_\_\_\_\_ Motion Defeated \_\_\_\_\_

**L. OPENING/CLOSING OF DISTRICT BANK ACCOUNTS**

Upon a motion made by \_\_\_\_\_, seconded by \_\_\_\_\_,  
the following resolution is offered:

BE IT RESOLVED, that upon the recommendation of the Superintendent of Schools, the Board of Education authorizes the Superintendent of Schools, School Business Official and/or District Treasurer to open and close bank accounts as necessary to the banking needs of the district.

Ayes \_\_\_\_\_ Motion Carried \_\_\_\_\_  
Or  
Nays \_\_\_\_\_ Motion Defeated \_\_\_\_\_

**M. TREASURER'S REPORTS**

Upon a motion made by \_\_\_\_\_, seconded by \_\_\_\_\_,  
the following resolution is offered:

BE IT RESOLVED, that the Board of Education accepts the Treasurer's Reports for the month of June 2013 as presented.

Ayes \_\_\_\_\_ Motion Carried \_\_\_\_\_  
Or  
Nays \_\_\_\_\_ Motion Defeated \_\_\_\_\_

**N. INTERNAL CLAIMS AUDIT REPORT – JUNE 2013**

Upon a motion made by \_\_\_\_\_, seconded by \_\_\_\_\_,  
the following resolution is offered:

BE IT RESOLVED, that upon the recommendation of the Superintendent of Schools, the Board of Education accepts the June 2013 Internal Claims Audit Report.

Ayes \_\_\_\_\_ Motion Carried \_\_\_\_\_  
Or  
Nays \_\_\_\_\_ Motion Defeated \_\_\_\_\_



**O. STUDENT ACTIVITY CONTRACTS**

Upon a motion made by \_\_\_\_\_, seconded by \_\_\_\_\_,  
the following resolution is offered:

BE IT RESOLVED, that upon the recommendation of the Superintendent of Schools, the Board of Education authorizes the Purchasing Agent to enter into contracts for services to be provided for events and activities of district-sponsored clubs and organizations, as well as those sponsored by the district, in accordance with the attached schedule.

Ayes \_\_\_\_\_ Motion Carried \_\_\_\_\_  
Or  
Nays \_\_\_\_\_ Motion Defeated \_\_\_\_\_

**P. SHOREHAM-WADING RIVER CSD SUMMER 2013 CONTRACT**

Upon a motion made by \_\_\_\_\_, seconded by \_\_\_\_\_,  
the following resolution is offered:

BE IT RESOLVED, that upon the recommendation of the Superintendent of Schools, the Board of Education authorizes the President of the Board of Education to enter into a contract with Shoreham-Wading River Central School District for special education students participation in the Shoreham-Wading River CSD High Cost Summer Special Education Program for the 2013-2014 school year as required under applicable Individual Educational Programs, applicable law, and/or district policy.

Ayes \_\_\_\_\_ Motion Carried \_\_\_\_\_  
Or  
Nays \_\_\_\_\_ Motion Defeated \_\_\_\_\_

**Q. BID REJECTION – ROOF REPLACEMENT @ FRANK J. CARASITI ELEMENTARY SCHOOL SED # 58-02-09-02-0-006-016**

Upon a motion made by \_\_\_\_\_, seconded by \_\_\_\_\_,  
the following resolution is offered:

BE IT RESOLVED, that upon the recommendation of the Superintendent of Schools, the Board of Education rejects all bids received for the Roof Replacement at Frank J. Carasiti Elementary School, South Portable Building, opened on July 9, 2013.

Ayes \_\_\_\_\_ Motion Carried \_\_\_\_\_  
Or  
Nays \_\_\_\_\_ Motion Defeated \_\_\_\_\_

**R. BID AWARD – 2011/2012 CAPITAL IMPROVEMENT PROGRAM – PHASE 4 – TOILET RECONSTRUCTION @ ROCKY POINT HIGH SCHOOL**

Upon a motion made by \_\_\_\_\_, seconded by \_\_\_\_\_, the following resolution is offered:

BE IT RESOLVED, that upon the recommendation of the Superintendent of Schools, the Board of Education awards the contract for the Capital Improvement Program – Phase 4 - at Rocky Point High School totaling \$180,400 as follows:

<u>Contract No. 1: Toilet Reconstruction:</u>	Valco Inc.
Base Bid	\$142,400.00
Alternate No. 1	38,000.00
Total Base Bid plus alternates:	\$180,400.00

Ayes \_\_\_\_\_ Motion Carried \_\_\_\_\_  
Or  
Nays \_\_\_\_\_ Motion Defeated \_\_\_\_\_

**S. BID AWARD #14-12 PIZZA – 2013-2014**

Upon a motion made by \_\_\_\_\_, seconded by \_\_\_\_\_, the following resolution is offered:

BE IT RESOLVED, that upon the recommendation of the Superintendent of Schools, the Board of Education awards Bid #14-12 Pizza to Domino's in Rocky Point, the lowest responsible bidder meeting bid specifications, at \$5.93 per pie, as per the attached.

Ayes \_\_\_\_\_ Motion Carried \_\_\_\_\_  
Or  
Nays \_\_\_\_\_ Motion Defeated \_\_\_\_\_

**T. SURPLUS TEXTBOOKS**

Upon a motion made by \_\_\_\_\_, seconded by \_\_\_\_\_,

the following resolution is offered:

BE IT RESOLVED, that upon the recommendation of the Superintendent of Schools, the Board of Education approves for surplus the following attached list of textbooks.

Ayes \_\_\_\_\_ Motion Carried \_\_\_\_\_  
Or  
Nays \_\_\_\_\_ Motion Defeated \_\_\_\_\_

**U. AUDIT COMMITTEE CHARTER**

Upon a motion made by \_\_\_\_\_, seconded by \_\_\_\_\_, the following resolution is offered:

BE IT RESOLVED, that upon the recommendation of the Superintendent of Schools, the Board of Education adopts the Audit Committee Charter as per the attached.

Ayes \_\_\_\_\_ Motion Carried \_\_\_\_\_  
Or  
Nays \_\_\_\_\_ Motion Defeated \_\_\_\_\_

**V. PROFESSIONAL DEVELOPMENT PLAN AND ASSESSMENT**

Upon a motion made by \_\_\_\_\_, seconded by \_\_\_\_\_, the following resolution is offered:

BE IT RESOLVED, that upon the recommendation of the Superintendent of Schools, the Board of Education adopts the District's APPR plan and Next STEP plan initiatives in satisfaction of the Professional Development Plan and Assessment requirements.

Ayes \_\_\_\_\_ Motion Carried \_\_\_\_\_  
Or  
Nays \_\_\_\_\_ Motion Defeated \_\_\_\_\_

**W. AIS PLAN**

Upon a motion made by \_\_\_\_\_, seconded by \_\_\_\_\_, the following resolution is offered:

BE IT RESOLVED, that upon the recommendation of the Superintendent of

Schools, the Board of Education adopts the District's Academic Intervention Services Plan as per the attached.

Ayes \_\_\_\_\_ Motion Carried \_\_\_\_\_  
Or  
Nays \_\_\_\_\_ Motion Defeated \_\_\_\_\_

**X. SHARED DECISION MAKING PLAN**

Upon a motion made by \_\_\_\_\_, seconded by \_\_\_\_\_, the following resolution is offered:

**BE IT RESOLVED**, that upon the recommendation of the Superintendent of Schools, the Board of Education adopts the District's Shared Decision Making Plan as per the attached.

Ayes \_\_\_\_\_ Motion Carried \_\_\_\_\_  
Or  
Nays \_\_\_\_\_ Motion Defeated \_\_\_\_\_

**Y. RESIDENCY DETERMINATION DESIGNEE**

Upon a motion made by \_\_\_\_\_, seconded by \_\_\_\_\_, the following resolution is offered:

**BE IT RESOLVED**, that upon the recommendation of the Superintendent of Schools, the Board of Education hereby designates Susan Wilson, Executive Director for Educational Services, as the Board of Education's designee for the purpose of determining whether a child is a resident entitled to attend the Rocky Point Union Free School District.

Ayes \_\_\_\_\_ Motion Carried \_\_\_\_\_  
Or  
Nays \_\_\_\_\_ Motion Defeated \_\_\_\_\_

**Z. MEDICAID CONSULTANT SERVICES CONTRACT EXTENSION FOR 2013-2014**

Upon a motion made by \_\_\_\_\_, seconded by \_\_\_\_\_, the following resolution is offered:

**BE IT RESOLVED**, that upon the recommendation of the Superintendent of Schools, the Board of Education renews the agreement with Sivic Solutions Group, for the

2013-2014 fiscal year at no additional cost as per the attached

Ayes \_\_\_\_\_ Motion Carried \_\_\_\_\_  
Or  
Nays \_\_\_\_\_ Motion Defeated \_\_\_\_\_

**AA. RECERTIFICATION OF THE ROCKY POINT UFSD 2012-2015 ANNUAL PERFORMANCE REVIEW PLAN**

Upon a motion made by \_\_\_\_\_, seconded by \_\_\_\_\_, the following resolution is offered:

BE IT RESOLVED, that upon the recommendation of the Superintendent of Schools, the Board of Education of the Rocky Point Union Free School District does hereby recertify the Annual Professional Performance Review (APPR) Plan in compliance with Education Law Section 3012-c, 8 N.Y.C.R.R. 30-2 and 8 N.Y.C.R.R. 100.2; and

BE IT FURTHER RESOLVED, that the Superintendent of Schools is directed to file the foregoing Implementation Certification Form certifying that the Rocky Point UFSD multi-year APPR Plan is still in effect for the 2013-2014 school year.

Ayes \_\_\_\_\_ Motion Carried \_\_\_\_\_  
Or  
Nays \_\_\_\_\_ Motion Defeated \_\_\_\_\_

**BB. RECERTIFICATION OF QUALIFIED LEAD EVALUATORS FOR TEACHERS AND PRINCIPALS**

Upon a motion made by \_\_\_\_\_, seconded by \_\_\_\_\_, the following resolution is offered:

BE IT RESOLVED, that upon the recommendation of the Superintendent of Schools, the Board of Education hereby recertifies Susan Wilson, Linda Towlen and Dr. Deborah De Luca as Qualified Lead Evaluators of classroom teachers and building principals, having successfully completed the necessary training requirements prescribed in 8 NYCRR §30-2.9(b):

- (1) The New York State Teaching Standards, and their related elements and performance indicators/the Leadership Standards and their related functions;
- (2) Evidence-based observation techniques that are grounded in research;
- (3) Application and use of the student growth percentile model and the value-

added growth model as defined in 8 NYCRR §30-2.2;

(4) Application and use of the State-approved rubrics selected by the school district for use in the evaluation of classroom teachers and building principals, including training on the effective application of such rubric to observe a classroom teacher's/building principal's practice;

(5) Application and use of the assessment tools that the school district utilizes to evaluate its classroom teachers and building principals, including, but not limited to observations and structured portfolio reviews, etc.;

(6) Application and use of the State-approved locally selected measures of student achievement used by the school district to evaluate its classroom teachers and building principals;

(7) The scoring methodology utilized by the Department and the school district to evaluate a classroom teacher and building principal under 8 NYCRR §30-2, including:

(a) How scores are generated for each subcomponent and the composite effectiveness score of classroom teachers and building principals, and

(b) application and use of the scoring ranges prescribed by the Commissioner for the four designated rating categories used for the overall rating of classroom teachers and building principals and their subcomponent ratings; and

(8) Specific considerations in evaluating classroom teachers and building principals of English language learners and students with disabilities.

Training on the use of the Statewide Instructional Reporting System, also required by 8 NYCRR §30-2.9 (b), will be provided once the NYS Education Department makes available the information required for such training.

This certification has been issued in accordance with the process for certifying lead evaluators described in the district's annual professional performance review plan.

Ayes \_\_\_\_\_

Motion Carried \_\_\_\_\_

Or

Nays \_\_\_\_\_

Motion Defeated \_\_\_\_\_

**IX. RESOLUTION AUTHORIZING AND APPROVING AN AGREEMENT BETWEEN THE ROCKY POINT UFSD AND THE BOARD OF**

**COOPERATIVE EDUCATION SERVICES, FIRST SUPERVISORY DISTRICT OF SUFFOLK COUNTY, FOR THE INSTALLATION AND MONTHLY CHARGES FOR INTERNET ACCESS AND CONNECTIVITY**

Upon a motion made by \_\_\_\_\_, seconded by \_\_\_\_\_, the following resolution is offered:

BE IT RESOLVED, that upon the recommendation of the Superintendent of Schools, District (District) and the Board of Cooperative Educational Services, First Supervisory District of Suffolk County (BOCES), desire, pursuant to § 109 and § 119 of the General Municipal Law, Section 1950 (4) (aa) of the Education Law and Comptroller's Opinion #79-557, to undertake a Technology Project consisting of the installation of the 100 Megabit Internet Access, 100 Megabits of connectivity to the BOCES RIC and 100 Megabits of connectivity between Rocky Point High School and Joseph A. Edgar Intermediate School, as indicated in said Technology Project, as per the attached.

Ayes \_\_\_\_\_ Motion Carried \_\_\_\_\_  
Or  
Nays \_\_\_\_\_ Motion Defeated \_\_\_\_\_

**X. MEMORANDUM OF AGREEMENT BETWEEN THE BOARD OF EDUCATION AND THE ROCKY POINT TEACHERS' ASSOCIATION**

Upon a motion made by \_\_\_\_\_, seconded by \_\_\_\_\_, the following resolution is offered:

BE IT RESOLVED, that upon the recommendation of the Superintendent of Schools, the Board of Education authorizes the President of the Board of Education to execute a Memorandum of Agreement between the District and the Rocky Point Teachers' Association for the purpose of permitting a one-time modification of Article XIX of the collective bargaining agreement between the Board of Education and the Rock Point Teachers' Association.

Ayes \_\_\_\_\_ Motion Carried \_\_\_\_\_  
Or  
Nays \_\_\_\_\_ Motion Defeated \_\_\_\_\_

**XI. COMMITTEES ON SPECIAL EDUCATION/PRESCHOOL SPECIAL EDUCATION RECOMMENDATIONS**

Upon a motion made by \_\_\_\_\_, seconded by \_\_\_\_\_,

the following resolution is offered:

BE IT RESOLVED, that upon the recommendation of the Superintendent of Schools, the Board of Education votes to arrange for appropriate services pursuant to the recommendations of Schedule 7-11-13-A and Schedule 7-11-13-B.

Ayes \_\_\_\_\_ Motion Carried \_\_\_\_\_  
Or  
Nays \_\_\_\_\_ Motion Defeated \_\_\_\_\_

**XII. PERSONNEL**

Upon a motion made by \_\_\_\_\_, seconded by \_\_\_\_\_, the following resolution is offered:

BE IT RESOLVED, that upon the recommendation of the Superintendent of Schools, that the Board of Education accepts the attached Personnel changes.

Ayes \_\_\_\_\_ Motion Carried \_\_\_\_\_  
Or  
Nays \_\_\_\_\_ Motion Defeated \_\_\_\_\_

**XIII. EXECUTIVE SESSION**

At \_\_\_\_\_ PM motion made and seconded to go into executive session to discuss \_\_\_\_\_.

The Board returned to Open Session at \_\_\_\_\_

**XIV. ADJOURNMENT**

Moved by \_\_\_\_\_

Seconded by \_\_\_\_\_

Vote \_\_\_\_\_

Time \_\_\_\_\_





PHONE: 212-820-9300  
FAX: 212-514-8425

ONE CHASE MANHATTAN PLAZA  
NEW YORK, NY 10005  
WWW.HAWKINS.COM

NEW YORK  
WASHINGTON  
NEWARK  
HARTFORD  
LOS ANGELES  
SACRAMENTO  
SAN FRANCISCO  
PORTLAND

Telephone: 212-820-9406  
Facsimile: 212-344-6258  
e-mail address: mgeiger@hawkins.com

June 19, 2013

Rocky Point Union Free School District, Suffolk County, New York  
**Bond Counsel Engagement Letter for 2013-2014**

Mr. Greg Hilton  
School Business Official  
Rocky Point Union Free School District  
90 Rocky Point-Yaphank Road  
Rocky Point, New York 11778

Dear Greg:

via e-mail: [ghilton@rockypoint.k12.ny.us](mailto:ghilton@rockypoint.k12.ny.us)

**LETTER OF ENGAGEMENT FOR BOND COUNSEL SERVICES**

You have requested our Letter of Engagement for Bond Counsel services that may be required by the Rocky Point Union Free School District (the "School District"), in the County of Suffolk, New York, during the **2013-2014** fiscal year. Accordingly, I have prepared a general summary of our usual services pertaining to (i) a potential new capital project that may be submitted to the voters during the fiscal year, and (ii) tax anticipation notes, as well as applicable fee information. Should any other School District financing requirements arise during the **2013-2014** fiscal year, we will supplement this letter. Kindly note that the fees set forth herein are the same as we quoted last year; there has been no increase.

Our primary responsibility as Bond Counsel to the School District is to render an opinion in connection with the issuance of obligations by the School District which expresses our belief (i) that the obligations have been properly authorized and issued and are valid, (ii) that the essential sources of security for the obligations have been legally provided for, and (iii) that interest on the obligations is exempt from federal income taxation. A significant emphasis in discharging this responsibility is the preparation of a record sufficient to enable us to render this opinion. Our services include:

- (1) Participation in conferences and telephone discussions with representatives of the School District regarding the School District's financing program and requirements;

- (2) Preparation and delivery of a bond issue time-table/calendar letter for use by the Administration and Board of Education;
- (3) Preparation of all finance authorization documents relating to the bond referendum;
- (4) Review of affidavits of newspaper publishers with respect to the publication of the official notices of election;
- (5) Review of election documents and procedures including:
  - (a) Review of Resolution appointing officers to act at the Annual or Special District Meeting,
  - (b) Review of oaths of Inspectors of Election, and
  - (c) Review of Certificate of Inspectors of Election, and certificate of canvass of the vote;
- (6) Preparation of the bond resolution to be adopted by the Board of Education after a successful referendum;
- (7) Review of affidavits of newspaper publishers with respect to the publication of the bond resolution;
- (8) Participation in conferences and telephone conversations with representatives of the School District, the School District's financial advisor and State Department of Education Office of State Aid with respect to state aid questions;
- (9) Providing advice and consultation with respect to compliance with applicable provisions of the Internal Revenue Code of 1986, as amended, including all federal arbitrage regulations;
- (10) Participation with the School District and its financial advisors in scheduling and structuring each bond and note financing;
- (11) Assistance in drafting and review of agreements, forms and underlying documentation relating to the financing;
- (12) Assistance in the preparation of the official statement used in the public offering of the School District's bonds and notes;
- (13) Review of maturity schedules and official statements prepared by the School District's financial advisor, including:
  - (a) Review of each proposed maturity schedule for each bond issue to verify compliance with legal requirements,
  - (b) Review of the final maturity for each bond issue to verify compliance with legal requirements (i.e. amount of annual installments and adherence to the appropriate period of probable usefulness pursuant to the Local Finance Law),

- (c) Review and modification of, where appropriate, the description of constitutional and statutory requirements and procedures as described in each official statement,
  - (d) Review of the overall content of each official statement, and
  - (e) Participation in telephone conversations with representatives of the School District with respect to any pending litigation which may need to be disclosed in the official statement;
- (14) Preparation and drafting of the Certificate of Determination to be executed by the President of the Board of Education as the chief fiscal officer of the School District, which document authorizes the sale of each issue of bonds or notes, describes and sets forth the terms, forms and details thereof, and makes provision for the School District's continuing disclosure obligations under applicable federal securities laws and/or regulations;
  - (15) Preparation and drafting of the legal Notice of Sale to be circulated to the investment community in connection with sale of bonds;
  - (16) Preparation of the form of the bond for each bond sale;
  - (17) Preparation of the draft opinion for each bond sale, and the furnishing of same to the credit rating agencies and bond insurance companies, as requested;
  - (18) Preparation of all continuing disclosure agreements, as required under applicable federal securities laws and/or regulations;
  - (19) Review of the draft preliminary official statement;
  - (20) Assistance, upon request, in the negotiation of contracts and other matters related to the bond and note offering and rendering of additional opinions as to specific matters;
  - (21) Consultation with the School District, its accountants and attorneys, credit rating agencies, municipal bond insurers and others in regard to the financing;
  - (22) Review of the debt statement prepared by the School District with the assistance of the financial advisor and filed with the State Comptroller prior to the sale of each bond issue;
  - (23) Administrative coordination of meetings and sale arrangements, including attendance at and supervision of all bond sales conducted in our offices;
  - (24) Preparation, drafting and review of closing papers including:
    - (a) Certificate of Award of the President of the Board of Education,
    - (b) Closing Certificates,
    - (c) School Attorney's Certificate,
    - (d) Certificate of Delivery and Payment,

- (e) Arbitrage and Use of Proceeds Certificate, and
  - (f) Certificate with Respect to the Official Statement;
- (25) Attending to all necessary Internal Revenue Service issue reporting requirements, as required pursuant to the Internal Revenue Code of 1986, as amended;
  - (26) Review of municipal bond insurance policy and related documents provided by bond insurer, in the event a bond issue is insured;
  - (27) Delivery of securities to The Depository Trust Company in New York City to be held in escrow until the closing;
  - (28) Preparation of formal and reliance opinions, for delivery to the bond insurer for every bond issue which is insured;
  - (29) Preparation of two sets of the transcript of proceedings of each bond or note issue for delivery to the School District;
  - (30) Administrative coordination of bond and note closings with School District, financial advisor, underwriter and the Depository Trust Company;
  - (31) Rendering of our final approving legal opinion for each financing;
  - (32) Continuous and unlimited communication with the School District throughout the course of each financial transaction; and
  - (33) Availability at all times of our skilled and caring team of professionals to assist with any questions or concerns relating directly or indirectly to the transaction.

The scope of our services as Bond Counsel to the School District would also include the examination of applicable law and review of financial and debt statements.

In addition, we will assemble a complete record of proceedings to which we would refer when rendering our written opinion that the obligations proposed to be issued by the School District are valid and legally binding, and we will provide advice, including consultations with representatives of the School District and any others who may be involved in the various aspects of the financing. We will prepare all relevant proceedings for action by the Board of Education to authorize the issuance of School District obligations, and we will prepare documentation for the sale and delivery of the School District's bonds and notes, as required.

**Fees.** **I. Capital Improvement Projects:** We would propose the following schedule of fees to pertain to obligations for a capital project contemplated to be authorized by the Rocky Point Union Free School District between the date hereof and the close of the 2013-2014 fiscal year (June 30, 2014).

***Authorization:*** With respect to the authorization to undertake and finance a facilities improvement project, to be submitted for voter approval as one or more separate propositions at an Annual or Special District Meeting to be held in the future, we propose to

charge a one-time "*bond authorization fee*" ranging from \$3,500 to \$7,500 for the preparation of all pertinent documentation, including the resolution submitting the bond proposition(s) to referendum at a Special or Annual District Meeting and the appropriate legal language for the newspaper publication notices of such referendum; attendance at meetings held at the School District concerning the bond project and referendum; preparation of the bond resolution to be adopted following the successful vote together with the newspaper publication notice of adoption of bond resolution, and all necessary affidavits and certifications as required in connection with the financing authorization process. Said fee will also include advice and consultation concerning the foregoing and related matters, including bond authorization scheduling advice and communications with you and the School District architect (and/or construction manager) concerning the project scope and cost estimate. In the unfortunate event the bond referendum is unsuccessful, we would anticipate billing for a portion of the "*bond authorization fee*" together with all of our out-of-pocket disbursements incurred as of the date of the referendum.

***Serial Bonds:*** In connection with the sale of serial bonds, including the preparation of documentation, including the public sale authorization and the legal notice of sale, and for review of the official statement prepared in connection with the public offering of School District securities, we will charge a "*bond sale fee*" of not to exceed \$5,250, plus a "*per bond fee*" based on the amount of bonds sold at any one time, calculated at the rate of \$1.25 per \$1,000 principal amount of bonds up to \$10 million, \$1.00 per \$1,000 principal amount of bonds from \$10 million to \$20 million, 75¢ per \$1,000 principal amount of bonds from \$20 million to \$30 million, and 50¢ per \$1,000 thereafter. Said fee will include advice and consultation and all other usual and customary services expected to be rendered in connection with the sale of serial bonds of the School District.

***Bond Anticipation Notes:*** In the event bond anticipation notes are issued, a fee of \$750 will apply to bond anticipation notes in amounts of \$1 million or less, sold through an informal negotiation process and not requiring an official statement. In the alternative, for any bond anticipation notes which are sold pursuant to customary formal public sale procedures, which may require the preparation and circularization of an Official Statement and a Notice of Sale, and corresponding additional documentation and service provided by Bond Counsel, we will charge a fee of \$2,500 plus an amount based upon the dollar amount of bond anticipation notes sold at one time, calculated at the rate of 75¢ per \$1,000 principal amount of notes up to \$10 million, and 50¢ thereafter.

***Related Disbursements:*** The foregoing fees for future projects do not include our out-of-pocket disbursements, such as telephone tolls, duplicating, facsimile transmission, postage, FedEx and other delivery service charges, preparation and filing of IRS 8038 Reporting Forms (\$100 for notes and \$300 for bonds), postage, word-processing, and preparation of book-entry securities, the aggregate amount of which is usually nominal and not subject to precise statement in advance.

We charge \$325.00 for the initial book-entry form instrument for each bond issue (\$225 for the initial book-entry form instrument for each note issue), and \$25.00 for each additional book-entry form bond and note instrument. Such charge includes our costs of security preparation, as well as our services in delivering such securities to The Depository Trust Company in escrow pending a closing. We charge \$50 for each note instrument prepared in non book-entry form. All services provided by outside vendors (telecopier, express delivery and messenger service) are billed at actual cost to the firm.

**II. Tax Anticipation Notes:** Supplementing the general outline of services set forth above, we provide the following specific services in connection with the authorization and sale of tax anticipation notes:

(1) participation in telephone conferences and discussions with representatives of the School District regarding the School District’s cash-flow financing requirements, including “sizing” the issue within the limitations of applicable federal and state law; and

(2) drafting of basic authorizing documents for the Board of Education relating to the financing, including the resolution authorizing the issuance of tax anticipation notes and proceedings with respect to the sale of the tax anticipation notes; as well as all telephone discussions with the School District and its representatives, including its financial advisor, preparation or review of the tax anticipation note resolution and all related closing documents, review of the School District’s cash-flow schedules and assistance in the preparation of and review of its Official Statement, advice and consultation concerning the foregoing and related matters, preparation and filing of the necessary Internal Revenue Service reporting form, and our final approving legal opinion for delivery to the purchasers of the tax anticipation notes.

***Tan Anticipation Note Fees (Same fee schedule as last year):***

<u>ISSUE AMOUNT IN DOLLARS</u>	<u>FEE</u>
Issues of \$ 4 million	\$ 4,500
Issues of \$ 5 million	\$ 5,000
Issues of \$ 6 million	\$ 5,750
Issues of \$ 7 million	\$ 6,000
Issues of \$ 8 million	\$ 6,350
Issues of \$ 9 million	\$ 6,600
Issues of \$10 million	\$ 6,850
Issues of \$11 million	\$ 7,200
Issues of \$12 million	\$ 7,550

*plus* \$350 for each additional \$1 million notes, or any part thereof, up to an issue of \$20 million.

The fees for tax anticipation note issues are pro-rated to the exact amount of the issue. For example, the fee for a \$7.5 million issue would be \$6,175, calculated by adding \$6,000 (the fee for a \$7 million issue) and \$175 (being ½ of the \$350 incremental fee that would apply to an issue of \$8 million).

***Related Disbursements.*** Our fees for tax anticipation notes include all of our out of pocket expenses except for the costs relating to the preparation of book-entry securities. We charge \$215.00 for the initial book-entry instrument for each tax anticipation note issue, and \$15.00 for each additional instrument. Such charge includes our costs of security preparation, as well as our services in delivering such securities to The Depository Trust Company in escrow pending a closing. We charge \$50.00 per instrument for note instruments prepared in other than book-entry format.

\* \* \*

The fees provided herein for serial bonds and bond anticipation notes would generally apply to any such bonds and notes authorized **prior to June 30, 2014** and issued over a multi-year period, unless and until such fees are modified by mutual consent.

The fees provided herein for tax anticipation notes shall apply to any such notes issued in or on account of the **2013-2014** fiscal year and each successive fiscal year thereafter, unless and until such fees are modified my mutual consent.

.The fees described above do not, of course, include the drafting of legislation or the handling of litigation, neither of which is necessary or to be anticipated in an ordinary financing. It is our practice to submit a bill for our services rendered in connection with any issue within ten days following a closing.

If circumstances should arise where we are called upon to provide services to the School District of a special nature, above and beyond the usual and customary services as described in this Letter of Engagement, we will notify you and request your approval in advance of any additional fees and costs associated with such special matters before proceeding.

\* \* \*

This agreement is terminable at will on thirty (30) days notice and the School District's responsibility at termination would be to pay only those expenses incurred up to the date of termination. Should the terms hereof be acceptable, may I kindly ask that the President of the Board of Education acknowledge the acceptance of the terms of our engagement by signing where provided below, and returning a signed copy of this letter to us.

If you have any questions or concerns regarding our proposed services and fees, kindly do not hesitate contacting Bill Jackson or me.

With all best wishes, I am

Very truly yours,



Martin A. Geiger

MAG:cfc

APPROVED AND ACCEPTED BY  
ROCKY POINT UNION FREE SCHOOL DISTRICT, NEW YORK

By: \_\_\_\_\_  
(printed name)

\_\_\_\_\_  
President of the Board of Education

Date: \_\_\_\_\_



**Rocky Point Union Free School District**  
**Agreement to Provide Transportation on Private Roads**

THIS AGREEMENT by and between the ROCKY POINT UNION FREE SCHOOL DISTRICT (hereinafter referred to as the "District") and THE TERRACES ON THE SOUND PROPERTY ASSOCIATION (hereinafter referred to as the "Owner") regarding District pupil transportation services on private roads owned and maintained by the Owner or located within the Owner's community, is constituted as follows:

1. That in consideration for the terms and conditions contained herein, the District will provide pupil transportation services, as deemed appropriate by the District and pursuant to law, for students residing within the Owner's community boundaries that are within the District for the school year 2013-14;
2. That the parties acknowledge and recognize that during the aforementioned school year, District and Transportation Contractor buses will be required to travel on private roads owned and/or maintained by the Owner, or which are located within the Owner's community boundaries, in order to pick up and drop off resident students. The Owner hereby gives the District and Transportation Contractor permission to operate buses on such private roads. The bus stop(s) shall be on the following roads (unless changed by the bus company in its discretion): Long View Avenue, Oakwood Road, Wildwood Road, Ferndale Road, Greenleaf Road, Spring Garden Road, Albion Road, Crestwood Road, Cedar Hill Road, Sylvan Road, Glenwood Road, and Chestnut Hill Road;
3. That the Owner acknowledges and agrees that such buses must be given unobstructed access to the aforementioned Owner community roads, which in some cases may be narrow and/or a single lane. The Owner, therefore, hereby guarantees such unobstructed access and that residents will be instructed; and such instruction shall be enforced by the Owner, to the effect that buses will not be required by oncoming traffic on such roads to be operated in reverse for any reason; and that such oncoming traffic will be directed by the Owner to yield the right of way to oncoming buses;
4. That the Owner shall have the responsibility for maintaining and/or repairing such roads and/or to remove any such obstructions to the travel of the aforementioned buses including but not limited to snow and ice removal;
5. That the Owner hereby indemnifies, holds harmless and will defend the District and the District designated transportation company from any claim of any kind including but not limited to claims of personal injuries and property damages proximately caused by the condition of the aforementioned roadways and appurtenances, and/or by obstructions or other conditions on or about the land existing and within the Owner's community, upon Owner owned property. In addition to the Owner's duty to defend the District, the Owner also agrees to pay any and all reasonable attorney's fees and court costs incurred by the District in connection with any such claims;
6. The Owner shall maintain general liability, premises liability, and automobile liability insurance coverage (and any other insurance coverage reasonably necessary to protect the




**Rocky Point Union Free School District**  
**Agreement to Provide Transportation on Private Roads**

District against claims) with a carrier licensed in the State of New York with an A.M. Best rating of "A" or higher in amounts not less than One Million Dollars (\$1,000,000) per occurrence and Two Million Dollars (\$2,000,000) aggregate, naming the District as an additional insured under such policies and providing that in the event of cancellation of the aforementioned policies, the District will receive sixty (60) days written notice in advance by certified mail, return receipt requested;

7. That the Owner affirms that it is the owner and/or at the very least responsible for maintaining and repairing the roads within the Owner's community boundaries;
8. The Owner affirms that this document was executed by its representative having full authority from the Owner's Board of Directors to bind the Owner to this agreement, its terms and conditions;
9. That the representative of the Owner who has executed this agreement affirms that he/she has read same, understood it and executed the document knowingly and voluntarily with the advice of counsel;
10. Nothing contained herein shall be construed as an agreement to provide transportation to students who are not residents of the District and under no circumstances shall the District be required to provide transportation to non-residents;
11. Nothing contained herein shall create a right to the transportation referred herein. Furthermore, this agreement and such transportation may be cancelled by the District for any reason upon twenty-four (24) hours notice;
12. This agreement and the transportation that is the subject thereof may be renewed upon written request of the Owner submitted to the District's office no later than April 1<sup>st</sup> of each school year. No District transportation shall be provided to the Owner or its residents without a renewed agreement.

\_\_\_\_\_  
Gregory Hilton  
School Business Official  
Rocky Point Union Free School District

\_\_\_\_\_  
Date

  
\_\_\_\_\_  
Representative  
Terraces on the Sound Property Association  
*Anthony Motta, Pres*  
\_\_\_\_\_  
Print Name and Title  
*5/29/2013*  
\_\_\_\_\_  
Date



## ROCKY POINT SCHOOL DISTRICT 2014-2015 BUDGET DEVELOPMENT CALENDAR

DATE(S)		ACTION
10/18/2013	Friday	Preliminary Budget Meeting all Administrators/ Distribution of all Budget Materials
10/21/2013 - 10/25/2013	Various	Review of Budgets with Principals and Directors
11/15/2013	Friday	Return Budget Request forms to the Business Office
12/20/2013	Friday	Submission of Completed Draft Budget to the Superintendent
1/10/2014	Friday	Submission of Draft Budget to the Board of Education by the Superintendent
1/13/2014	Monday - 6:00 PM	Board Meeting and Budget Workshop
2/10/2014	Monday - 6:00 PM	Board Meeting and Budget Workshop
2/28/2014	Friday	Submission of the Property Tax Cap Worksheet
2/28/2014	Friday	Board of Education Candidate Petitions Available for Pick-Up
3/17/2014	Monday	Board Meeting and Budget Overview
4/7/2014	Monday	Adoption of the 2014-2015 Budget, BOE Meeting (Property Tax Report Card must be approved by the Board)
4/8/2014	Tuesday	Submission and Publication of the Property Tax Report Card
4/21/2014	Monday	Submission of Petitions for Board of Education Candidates
4/23/2014	Wednesday	Application for Absentee Ballots Available for Pick Up at the Office of the District Clerk
4/25/2014	Friday	Finalize the Budget Brochure
4/29/2014	Tuesday	Budget and Required Attachments Must be Made Available Upon Request at Each School Building.
4/29/2014	Tuesday	Salary Disclosure Notice Submission to State
5/6/2014	Tuesday – 7:00 PM	Public Hearing on the School Budget
5/7/2014	Wednesday	Mail School Budget Notice to all Qualified Voters
5/13/2014	Tuesday	Special Voter Registration Day 9 AM to 9 PM at the High School
5/13/2014	Tuesday	Deadline to Receive an Absentee Ballot Application by Mail
5/15/2014	Thursday	Last Day Qualified Voters May Register with the District
5/20/2014	Tuesday	School Budget Vote and Annual Election

**SUBJECT: EXECUTIVE SESSIONS**

Upon a majority vote of its total membership, taken in an open meeting pursuant to a motion identifying the area or areas of the subject or subjects to be considered, the Board of Education may conduct an executive session for discussion of the below enumerated purposes only, provided, however, that no action by formal vote shall be taken except on an Education Law Section 3020-a probable cause finding, or other matters permitted by law. For all other purposes, the action by formal vote shall be taken in open meeting and properly recorded in the minutes of the meeting.

- a) Matters that will imperil the public safety if disclosed;
- b) Any matter that may disclose the identity of a law enforcement agent or informer;
- c) Information relating to current or future investigation or prosecution of a criminal offense that would imperil effective law enforcement if disclosed;
- d) Discussions regarding proposed, pending or current litigation;
- e) Collective negotiations pursuant to Civil Service Law Article 14;
- f) Medical, financial, credit or employment history of any particular person or corporation, or matters leading to the appointment, employment, promotion, demotion, discipline, suspension, dismissal or removal of any particular person or corporation;
- g) Preparation, grading or administration of examinations;
- h) Proposed acquisition, sale or lease of real property or the proposed acquisition of securities, or sale or exchange of securities, but only when publicity would substantially affect the value thereof.

**Motions for executive sessions should state the subject or subjects to be discussed in executive session. It is insufficient to merely recite statutory language.**

Matters discussed in executive sessions must be treated as confidential; that is, never discussed outside of that executive session.

Education Law Section 3020-a  
Public Officers Law Article 7



Internal Operations

**SUBJECT: BOARD MEMBER TRAINING ON FINANCIAL OVERSIGHT,  
ACCOUNTABILITY AND FIDUCIARY RESPONSIBILITIES**

~~Within the first year of election, re-election or appointment, each Board member must complete a minimum of six hours of training on the financial oversight, accountability and fiduciary responsibilities of a school board member. Once the training is completed, it does not need to be repeated if the Board member is re-elected. The curriculum and provider of this training must be approved by the Commissioner of Education.~~

~~Upon completion of the required training, the Board member must file a certificate of completion with the District Clerk. The District Clerk will notify members of the Board of Education if this requirement is not met. Any expenses incurred for training are a lawful charge upon the District.~~

Training requirements for Board members in the first year of their first term as a Board member is two-fold.

**Training on Financial Oversight, Accountability and Fiduciary Responsibilities**

Currently, within the first year of election or appointment, each Board member must complete a minimum of six (6) hours of training on the financial oversight, accountability and fiduciary responsibilities of a school board member.

Re-elected Board members are not required to repeat this training. Additionally, re-training is not required if the Board member has previously fulfilled this requirement as a first-term member of a component school district.

**Training on Powers, Functions and Duties of Board Members and Other Authorities**

Beginning July 1, 2011 and thereafter, in addition to the above training, during the first year of a Board member's first term, he/she shall be required to complete a training course acquainting them with the powers, functions and duties of Boards of Education, as well as the powers and duties of other governing and administrative authorities affecting public education.

Re-elected Board members shall not be required to repeat this training. Additionally, should a voting Board member be seated or appointed on or before August 13, 2010, the signing date of Chapter 388 of the Laws of 2010, he/she is not required to take this training.

**Curricula and Compliance**

Training on financial oversight, accountability and fiduciary responsibilities shall be approved by the Commissioner of Education in consultation with the State Comptroller. General training shall be approved by the Commissioner of Education. Providers shall be approved by the Commissioner. Curricula may be offered together as a single course or separately.

Upon completing the required training, the Board member shall file with the District Clerk a certificate of completion issued by the provider of the training. Actual and necessary expenses incurred by a Board member in complying with these requirements are a lawful charge up the District.

Education Law Section 2102-a  
8 New York Code of Rules and Regulations (NYCRR) Section 170.12(a)

Adoption Date 3/23/09  
Revision Date 7/11/13  
Review Date

## Internal Operations

**SUBJECT: MEMBERSHIP IN ASSOCIATIONS**

The School District ~~shall~~ may be a member of the New York State School Boards Association (NYSSBA) and the Nassau/Suffolk Counties School Boards Association. Additionally, the Board may maintain membership and participate cooperatively in other associations.

Education Law Section 1618  
Comptroller's Opinion 81-255



| No changes recommended

**SUBJECT: CODE OF CONDUCT ON SCHOOL PROPERTY**

The District has developed and will amend, as appropriate, a written Code of Conduct for the Maintenance of Order on School Property, including school functions, which shall govern the conduct of students, teachers and other school personnel, as well as visitors. The Board of Education shall further provide for the enforcement of such Code of Conduct.

For purposes of this policy, and the implemented Code of Conduct, school property means in or within any building, structure, athletic playing field, playground, parking lot or land contained within the real property boundary line of the District's elementary or secondary schools, or in or on a school bus; and a school function shall mean a school-sponsored extracurricular event or activity regardless of where such event or activity takes place, including those that take place in another state.

The District Code of Conduct has been developed in collaboration with student, teacher, administrator, and parent organizations, school safety personnel and other school personnel.

The Code of Conduct shall include, at a minimum, the following:

- a) Provisions regarding conduct, dress and language deemed appropriate and acceptable on school property and at school functions, and conduct, dress and language deemed unacceptable and inappropriate on school property; provisions regarding acceptable civil and respectful treatment of teachers, school administrators, other school personnel, students and visitors on school property and at school functions; the appropriate range of disciplinary measures which may be imposed for violation of such Code; and the roles of teachers, administrators, other school personnel, the Board of Education and parents/persons in parental relation to the student;
- b) Standards and procedures to assure security and safety of students and school personnel;
- c) Provisions for the removal from the classroom and from school property, including a school function, of students and other persons who violate the Code;
- d) Provisions prescribing the period for which a disruptive student may be removed from the classroom for each incident, provided that no such student shall return to the classroom until the Principal (or his/her designated School District administrator) makes a final determination pursuant to Education Law Section 3214(3-a)(c) or the period of removal expires, whichever is less;
- e) Disciplinary measures to be taken for incidents involving the possession or use of illegal substances or weapons, the use of physical force, vandalism, violation of another student's civil rights, harassment and threats of violence;

(Continued)

Community Relations

**SUBJECT: CODE OF CONDUCT ON SCHOOL PROPERTY (Cont'd.)**

- f) Provisions for detention, suspension and removal from the classroom of students, consistent with Education Law Section 3214 and other applicable federal, state and local laws, including provisions for school authorities to establish procedures to ensure the provision of continued educational programming and activities for students removed from the classroom, placed in detention, or suspended from school, which shall include alternative educational programs appropriate to individual student needs;
- g) Procedures by which violations are reported and determined, and the disciplinary measures imposed and carried out;
- h) Provisions ensuring the Code of Conduct and its enforcement are in compliance with state and federal laws relating to students with disabilities;
- i) Provisions setting forth the procedures by which local law enforcement agencies shall be notified of Code violations which constitute a crime;
- j) Provisions setting forth the circumstances under and procedures by which parents/persons in parental relation to the student shall be notified of Code violations;
- k) Provisions setting forth the circumstances under and procedures by which a complaint in criminal court, a juvenile delinquency petition or person in need of supervision ("PINS") petition will be filed;
- l) Circumstances under and procedures by which referral to appropriate human service agencies shall be made;
- m) A minimum suspension period for students who repeatedly are substantially disruptive of the educational process or substantially interfere with the teacher's authority over the classroom, provided that the suspending authority may reduce such period on a case-by-case basis to be consistent with any other state and federal law. For purposes of this requirement, as defined in Commissioner's Regulations, "repeatedly is substantially disruptive of the educational process or substantially interferes with the teacher's authority over the classroom" shall mean engaging in conduct which results in the removal of the student from the classroom by teacher(s) pursuant to the provisions of Education Law Section 3214(3-a) and the provisions set forth in the Code of Conduct on four (4) or more occasions during a semester, or three or more occasions during a trimester, as applicable;
- n) A minimum suspension period for acts that would qualify the student to be defined as a violent student pursuant to Education Law Section 3214(2-a)(a). However, the suspending authority may reduce the suspension period on a case-by-case basis consistent with any other state and federal law;

(Continued)



**SUBJECT: CODE OF CONDUCT ON SCHOOL PROPERTY (Cont'd.)**

- o) A Bill of Rights and Responsibilities of Students which focuses upon positive student behavior, and which shall be publicized and explained to all students on an annual basis; and
- p) Guidelines and programs for in-service education programs for all District staff members to ensure effective implementation of school policy on school conduct and discipline.

The Code of Conduct has been adopted by the Board of Education only after at least one public hearing that provided for the participation of school personnel, parents/persons in parental relation, students, and any other interested parties. Copies of the Code of Conduct shall be disseminated pursuant to law and Commissioner's Regulations.

The District's Code of Conduct shall be reviewed on an annual basis, and updated as necessary in accordance with law. The School Board shall reapprove any updated Code of Conduct or adopt revisions only after at least one (1) public hearing that provides for the participation of school personnel, parents/persons in parental relation, students, and any other interested parties.

The District shall file a copy of its Code of Conduct and all amendments to the Code with the Commissioner of Education no later than thirty (30) days after their respective adoptions.

**Privacy Rights**

As part of any investigation, the District has the right to search all school property and equipment including District computers. Rooms, desks, cabinets, lockers, computers, etc. are provided by the District for the use of staff and students, but the users do not have exclusive use of these locations or equipment and should not expect that materials stored therein will be private.

Education Law Sections 2801 and 3214  
Family Court Act Articles 3 and 7  
Vehicle and Traffic Law Section 142  
8 New York Code of Rules and Regulations (NYCRR) Section 100.2(1)(2)

NOTE: Refer also to Policy #7310 -- School Conduct and Discipline  
*District Code of Conduct on School Property*

---

Adoption Date 3/23/09  
Revision Date  
Review Date 7/11/11, 7/11/13



Administration

**No Changes Recommended**

**SUBJECT: ADMINISTRATIVE ORGANIZATION AND OPERATION**

The basic principles of Administrative Organization and Operation are:

- a) The working relationships shall involve two (2) types of officers: line and staff. Line organization involves a direct flow of authority upward and downward from Superintendent to Building Principal. A line officer has power and authority over subordinates. Staff officers do not stand in the direct line of authority; they serve as coordinators or consultants.
- b) The Board of Education shall formulate and legislate educational policy.
- c) Administrative regulations shall be developed by the Superintendent in cooperation with affected or interested staff members or lay persons.
- d) The Central Office staff shall provide overall leadership and assistance in planning and research.
- e) A reasonable limit shall be placed upon the number of persons with whom an administrator shall be expected to work effectively.
- f) Areas of responsibility for each individual shall be clearly defined and are subject to change, from time to time, at the direction of the Superintendent of Schools.
- g) There shall be full opportunity for complete freedom of communication between all levels in the school staff.

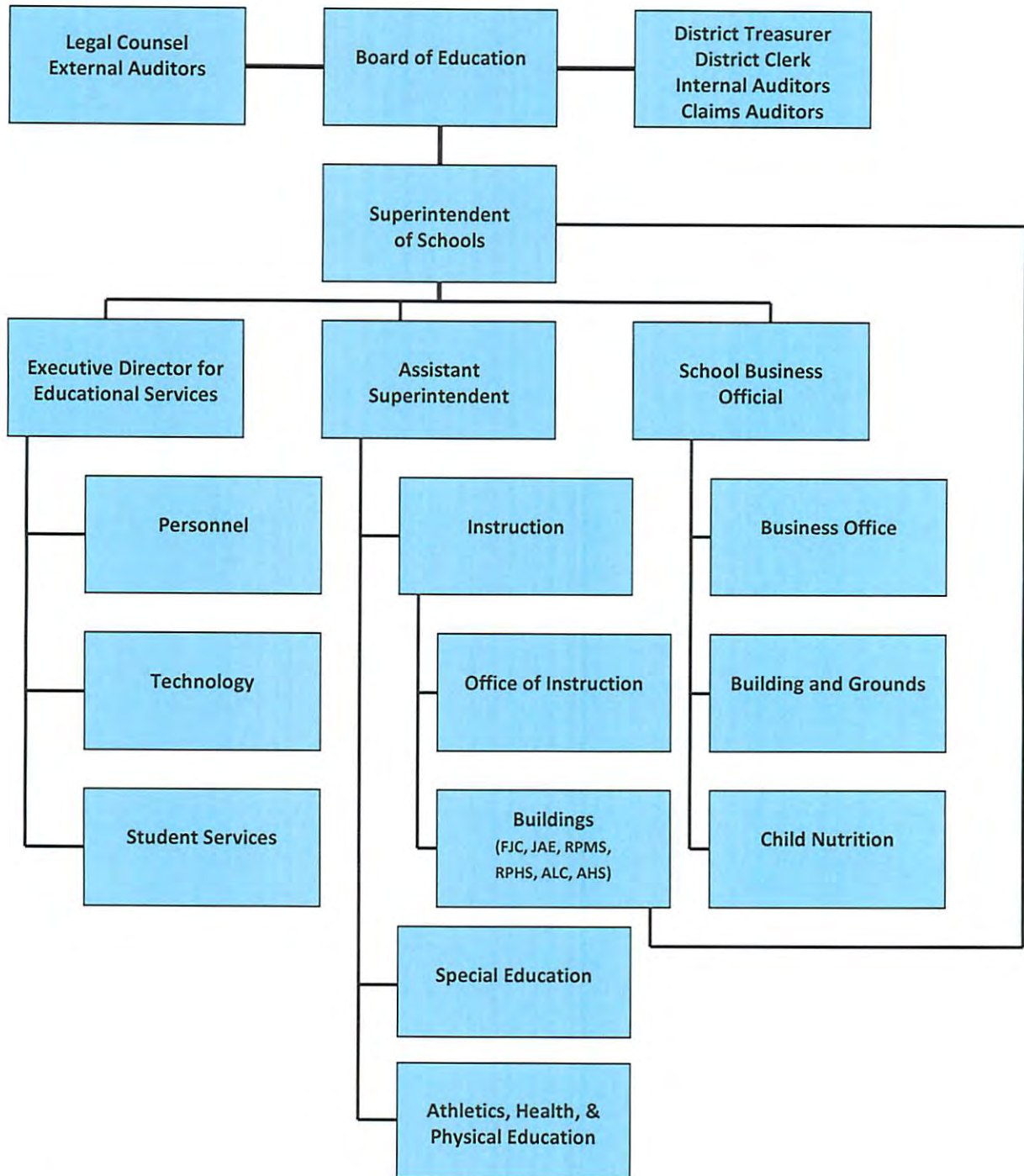
**Line Responsibility**

All employees of the District shall be under the general direction of the Superintendent. Teachers shall be immediately responsible to the Principal of the building in which they work. Other employees shall be immediately responsible to the administrative personnel under whom they work directly.

The lines of responsibility/reporting shall be as depicted on the organizational chart.

No changes recommended

SUBJECT: ROCKY POINT USD ORGANIZATIONAL CHART



Adoption Date 3/23/09

Revision Date 8/29/11

Review Date 7/12/12, 7/11/13

No Changes Recommended

**SUBJECT: DISTRICT INVESTMENTS**

Whenever the District has funds (including operating funds, reserve funds and proceeds of obligations) that exceed those necessary to meet current expenses, the Board of Education shall authorize the District Treasurer to invest such funds in accordance with all applicable laws and regulations and in conformity with the guidelines established by this policy.

**Objectives**

The objectives of this investment policy are as follow:

- a) Investments shall be made in a manner so as to safeguard the funds of the School District; and
- b) Bank deposits shall be made in a manner so as to safeguard the funds of the School District.
- c) Investments shall be sufficiently liquid so as to allow funds to be available as needed to meet the obligations of the School District.
- d) Funds shall be invested in such a way as to earn the maximum yield possible given the first three (3) investment objectives.

**Authorization**

The authority to deposit and invest funds is delegated to the District Treasurer. These functions shall be performed in accordance with the applicable sections of the General Municipal Law and the Local Finance Law of the State of New York.

The District Treasurer may invest funds in the following eligible investments:

- a) Obligations of the State of New York.
- b) Obligations of the United States Government or any obligations for which principal and interest are fully guaranteed by the United States Government.
- c) Time Deposit Accounts placed in a commercial bank authorized to do business in the State of New York, providing the account is collateralized as required by law. (Banking Law Section 237(2) prohibits a savings bank from accepting a deposit from a local government. This also applies to savings and loan associations.)

(Continued)

**SUBJECT: DISTRICT INVESTMENTS (Cont'd.)**

- d) Transaction accounts (demand deposits) both interest bearing and non-interest bearing that do not require notice of withdrawal placed in a commercial bank authorized to do business in the State of New York, providing the account is collateralized as required by law.
- e) Certificates of Deposits placed in a commercial bank authorized to do business in the State of New York providing the Certificates are collateralized as required by law.

**Implementation**

Using the policy as a framework, regulations and procedures shall be developed which reflect:

- a) A list of authorized investments;
- b) Procedures including a signed agreement to ensure the School District's financial interest in investments;
- c) Standards for written agreements consistent with legal requirements;
- d) Procedures for the monitoring, control, deposit and retention of investments and collateral which shall be done at least once a month;
- e) Standards for security agreements and custodial agreements consistent with legal requirements;
- f) Standards for diversification of investments with firms and banks with whom the School District transacts business

This policy shall be reviewed and re-adopted at least annually or whenever new investment legislation becomes law, as staff capabilities change, or whenever external or internal issues warrant modification.

Education Law Sections 1604-a, 1723(a), 2503(1) and 3652  
General Municipal Law Section 39  
Local Finance Law Section 165

---

Adoption Date 3/23/09  
Revision Date 8/29/11, 7/11/13  
Review Date

Non-Instructional/Business  
Operations**REPLACE IN ITS ENTIRETY WITH ATTACHED ERIE 1 POLICY****SUBJECT: PURCHASING**

~~— The District's purchasing activities will be part of the responsibilities of the Business Office, under the general supervision of the Purchasing Agent designated by the Board of Education. The purchasing process should enhance school operations and educational programs through the procurement of goods and services deemed necessary to meet District needs.~~

**~~Competitive Bids and Quotations~~**

~~As required by law, the Superintendent will follow normal bidding procedures in all cases where needed quantities of like items will total the maximum level allowed by law during the fiscal year, (similarly for public works construction, repair, etc.) and in such other cases that seem to be to the financial advantage of the School District.~~

~~A bid bond may be required if considered advisable.~~

~~No bid for supplies shall be accepted that does not conform to specifications furnished unless specifications are waived by Board action. Contracts shall be awarded to the lowest responsible bidder who meets specifications. However, the Board may choose to reject any bid.~~

~~Rules shall be developed by the administration for the competitive purchasing of goods and services.~~

~~The Superintendent may authorize purchases within the approved budget without bidding if required by emergencies and are legally permitted.~~

~~The Superintendent and/or his designee is authorized to enter into cooperative bidding for various needs of the School District.~~

**~~Request for Proposal Process for the Independent Auditor~~**

~~— In accordance with law, no audit engagement shall be for a term longer than five (5) consecutive years. The District may, however, permit an independent auditor engaged under an existing contract for such services to submit a proposal for such services in response to a request for competitive proposals or be awarded a contract to provide such services under a request for proposal process.~~

**~~Procurement of Goods and Services~~**

~~The Board of Education recognizes its responsibility to ensure the development of procedures for the procurement of goods and services not required by law to be made pursuant to competitive bidding requirements. These goods and services must be procured in a manner so as to:~~

- ~~a) Assure the prudent and economical use of public moneys in the best interest of the taxpayer;~~

(Continued)

**SUBJECT: ~~PURCHASING (Cont'd.)~~**

- ~~b) Facilitate the acquisition of goods and services of maximum quality at the lowest possible cost under the circumstances; and~~
- ~~c) Guard against favoritism, improvidence, extravagance, fraud and corruption.~~

~~These procedures shall contain, at a minimum, provisions which:~~

- ~~a) Prescribe a process for determining whether a procurement of goods and services is subject to competitive bidding~~
- ~~b) With certain exceptions (purchases pursuant to General Municipal Law, Article 5 A; State Finance Law, Section 162; State Correction Law, Section 184; or those circumstances or types of procurements set forth in (f) of this section), provide that alternative proposals or quotations for goods and services shall be secured by use of written request for proposals, written quotations, verbal quotations or any other method of procurement which furthers the purposes of General Municipal Law Section 104 b;~~
- ~~c) Set forth when each method of procurement will be utilized;~~
- ~~d) Require adequate documentation of actions taken with each method of procurement;~~
- ~~e) Require justification and documentation of any contract awarded to other than the lowest responsible dollar offer, stating the reasons;~~
- ~~f) Set forth any circumstances when, or the types of procurement for which, the solicitation of alternative proposals or quotations will not be in the best interest of the District; and~~
- ~~g) Identify the individual or individuals responsible for purchasing and their respective titles.~~
- ~~h) Items of five thousand dollars \$5,000 or a purchase order totaling this amount shall be subject to three (3) competitive quotes.~~

**~~Environmentally Sensitive Cleaning and Maintenance Products~~**

~~In accordance with Commissioner's Regulations, State Finance Law and Education Law, effective with the 2006-2007 school year, the I shall follow guidelines, specifications and sample lists when purchasing cleaning and maintenance products for use in its facilities. Such facilities include any building or facility used for instructional purposes and the surrounding grounds or other sites used for playgrounds, athletics or other instruction.~~

(Continued)

**SUBJECT: ~~PURCHASING (Cont'd.)~~**

~~Environmentally sensitive cleaning and maintenance products are those which minimize adverse impacts on health and the environment. Such products reduce as much as possible exposures of children and school staff to potentially harmful chemicals and substances used in the cleaning and maintenance of school facilities. The District shall identify and procure environmentally sensitive cleaning and maintenance products which are available in the form, function and utility generally used. Coordinated procurement of such products as specified by the Office of General Services may be done through central state purchasing contracts to ensure that the District can procure these products on a competitive basis.~~

~~The District shall notify their personnel of the availability of such guidelines, specifications and sample product lists.~~

**~~Contracts for Goods and Services~~**

~~No contracts for goods and services shall be made by individuals or organizations in the school that involve expenditures without first securing approval for such contract from the Purchasing Agent.~~

~~No Board of Education member or employee of the School District shall have an interest in any contract entered into by the District or the School District unless disclosed at the time of the signing of the contract.~~

~~Upon the adoption of a resolution by a vote of at least three fifths (3/5) of all Board of Education members stating that for reasons of efficiency or economy there is need for standardization, purchase contracts for a particular type or kind of equipment, materials or supplies of more than twenty thousand dollars may be awarded by the District to the lowest responsible bidder furnishing the required security after advertisement for sealed bids in the manner provided in law.~~

20 United States Code (USC) Section 1474(e)(3)(B)  
Education Law Sections 305(14), 409-I, 701, 1604, 1709, 1950, 2503, 2554 and 3602  
General Municipal Law Articles 5-A and 18  
State Finance Law Sections 162 and 163-b  
8 New York Code of Rules and Regulations (NYCRR) Sections 155, 170.2, 200.2(b)(10), 200.2(c)(2) and 200.2(i)



**SUBJECT: PURCHASING**

The District's purchasing activities will be part of the responsibilities of the Business Office, under the general supervision of the Purchasing Agent designated by the Board of Education. The purchasing process should enhance school operations and educational programs through the procurement of goods and services deemed necessary to meet District needs.

**Competitive Bids and Quotations**

As required by law, the Superintendent will follow normal bidding procedures in all cases where needed quantities of like items will total the maximum level allowed by law during the fiscal year, (similarly for public works-construction, repair, etc.) and in such other cases that seem to be to the financial advantage of the School District.

A bid bond may be required if considered advisable.

No bid for supplies shall be accepted that does not conform to specifications furnished unless specifications are waived by Board action. Contracts shall be awarded to the lowest responsible bidder who meets specifications. However, the Board may choose to reject any bid.

Rules shall be developed by the administration for the competitive purchasing of goods and services.

The Superintendent may authorize purchases within the approved budget without bidding if required by emergencies and are legally permitted.

The Superintendent is authorized to enter into cooperative bidding for various needs of the School District.

**Request for Proposal Process for the Independent Auditor**

In accordance with law, no audit engagement shall be for a term longer than five (5) consecutive years. The District may, however, permit an independent auditor engaged under an existing contract for such services to submit a proposal for such services in response to a request for competitive proposals or be awarded a contract to provide such services under a request for proposal process.

**Procurement of Goods and Services**

The Board of Education recognizes its responsibility to ensure the development of procedures for the procurement of goods and services not required by law to be made pursuant to competitive bidding requirements. These goods and services must be procured in a manner so as to:

- a) Assure the prudent and economical use of public moneys in the best interest of the taxpayer;

(Continued)



**SUBJECT: PURCHASING (Cont'd.)**

- b) Facilitate the acquisition of goods and services of maximum quality at the lowest possible cost under the circumstances; and
- c) Guard against favoritism, improvidence, extravagance, fraud and corruption.

These procedures shall contain, at a minimum, provisions which:

- a) Prescribe a process for determining whether a procurement of goods and services is subject to competitive bidding and if it is not, documenting the basis for such determination;
- b) With certain exceptions (purchases pursuant to General Municipal Law, Article 5-A; State Finance Law, Section 162; State Correction Law, Section 184; or those circumstances or types of procurements set forth in (f) of this section), provide that alternative proposals or quotations for goods and services shall be secured by use of written request for proposals, written quotations, verbal quotations or any other method of procurement which furthers the purposes of General Municipal Law Section 104-b;
- c) Set forth when each method of procurement will be utilized;
- d) Require adequate documentation of actions taken with each method of procurement;
- e) Require justification and documentation of any contract awarded to other than the lowest responsible dollar offer, stating the reasons;
- f) Set forth any circumstances when, or the types of procurement for which, the solicitation of alternative proposals or quotations will not be in the best interest of the District; and
- g) Identify the individual or individuals responsible for purchasing and their respective titles. Such information shall be updated biennially.

Any unintentional failure to fully comply with these provisions shall not be grounds to void action taken or give rise to a cause of action against the District or any District employee.

The Board of Education shall solicit comments concerning the District's policies and procedures from those employees involved in the procurement process. All policies and procedures regarding the procurement of goods and services shall be reviewed annually by the Board.

**Best Value**

Effective January 27, 2012, General Municipal Law (GML) Section 103 was amended to permit a school district or BOCES to award purchase contracts in excess of twenty thousand dollars (\$20,000) on the basis of "best value", rather than on the basis of the lowest responsible bid. The Board of Education must adopt a resolution at a public meeting authorizing the award of bids based on "best

(Continued)

**SUBJECT: PURCHASING (Cont'd.)**

value." The Board of Education may also approve "best value" bid award recommendations on an individual bid basis at a scheduled public meeting. A best value award is one that optimizes quality, cost and efficiency, typically applies to complex services and technology contracts and is quantifiable whenever possible.

**"Piggybacking" Law - Exception to Competitive Bidding**

On August 1, 2012, General Municipal Law (GML) Section 103 was amended to allow school districts to purchase certain goods and services (apparatus, materials, equipment and supplies) through the use of contracts let by the United States or any agency thereof, any state, and any county, political subdivision or district of any state. The amendment authorizes school districts and BOCES to "piggyback" on contracts let by outside governmental agencies in a manner that constitutes competitive bidding "consistent with state law."

This "piggybacking" is permitted on contracts issued by other governmental entities, provided that the original contract:

- a) Has been let by the United States or any agency thereof, any state (including New York State) or any other political subdivision or district therein;
- b) Was made available for use by other governmental entities and agreeable with the contract holder; and
- c) Was let in a manner that constitutes competitive bidding consistent with New York State law and is not in conflict with other New York State laws.

The "piggybacking" amendment and the "best value" amendment may not be combined to authorize a municipality to "piggyback" onto a cooperative contract which was awarded on the basis of "best value." In other words, while a school district or BOCES may authorize the award of contracts on the basis of "best value", it may not "piggyback" onto a purchasing contract awarded by another agency on the basis of "best value."

**Alternative Formats for Instructional Materials**

Preference in the purchase of instructional materials will be given to vendors who agree to provide materials in a usable alternative format (i.e., any medium or format, other than a traditional print textbook, for presentation of instructional materials that is needed as an accommodation for each student with a disability, including students requiring Section 504 Accommodation Plans, enrolled in the School District). Alternative formats include, but are not limited to, Braille, large print, open and closed captioned, audio, or an electronic file in an approved format as defined in Commissioner's Regulations.

(Continued)

**SUBJECT: PURCHASING (Cont'd.)**

As required by federal law and New York State Regulations, the District has adopted the National Instructional Materials Accessibility Standard (NIMAS) to ensure that curriculum materials are available in a usable alternative format for students with disabilities. Each school district has the option of participating in the National Instructional Materials Access Center (NIMAC). Whether a district does or does not participate in NIMAC, the district will be responsible to ensure that each student who requires instructional materials in an alternate format will receive it in a timely manner and in a format that meets NIMAS standards. The New York State Education Department (NYSED) recommends that school districts choose to participate in NIMAC, because this national effort to centralize the distribution of instructional materials in alternate formats will help guarantee timely provision of such materials to students.

For school districts, Boards of Cooperative Educational Services (BOCES), State-operated schools, State-supported schools and approved private schools that choose to participate in NIMAC, contracts with publishers executed on and after December 3, 2006 for textbooks and other printed core materials *must* include a provision that requires the publisher to produce NIMAS files and send them to the NIMAC (this will not add any cost to the contract).

For more information regarding NIMAC including model contract language, Steps for Coordinating with NIMAC and an IDEA Part B Assurances Application, see website: <http://www.vesid.nysed.gov/specialed/publications/persprep/NIMAS.pdf>

**Geographic Preference in Procuring Local Agricultural Products**

Schools participating in Child Nutrition Programs such as the National School Lunch Program, School Breakfast Program and/or Special Milk Program are encouraged to purchase unprocessed locally grown and locally raised agricultural products. A School District may apply an optional geographic preference in the procurement of such products by defining the local area where this option will be applied. The intent of this preference is to supply wholesome unprocessed agricultural products that are fresh and delivered close to the source.

A geographic preference established for a specific area adds additional points or credits to bids received in response to a solicitation, but does not provide a set-aside for bidders located in a specific area, nor does it preclude a bidder from outside a specified geographic area from competing for and possibly being awarded a specific contract.

**Computer Software Purchases**

Software programs designated for use by students in conjunction with computers of the District shall meet the following criteria:

- a) A computer program which a student is required to use as a learning aid in a particular class; and

(Continued)

**SUBJECT: PURCHASING (Cont'd.)**

- b) Any content-based instructional materials in an electronic format that are aligned with State Standards which are accessed or delivered through the internet and based on a subscription model. Such electronic format materials may include a variety of media assets and learning tools including video, audio, images, teacher guides, and student access capabilities as such terms are defined in Commissioner's Regulations.

**Environmentally Sensitive Cleaning and Maintenance Products**

In accordance with Commissioner's Regulations, State Finance Law and Education Law, effective with the 2006-2007 school year, the District shall follow guidelines, specifications and sample lists when purchasing cleaning and maintenance products for use in its facilities. Such facilities include any building or facility used for instructional purposes and the surrounding grounds or other sites used for playgrounds, athletics or other instruction.

Environmentally sensitive cleaning and maintenance products are those which minimize adverse impacts on health and the environment. Such products reduce as much as possible exposures of children and school staff to potentially harmful chemicals and substances used in the cleaning and maintenance of school facilities. The District shall identify and procure environmentally sensitive cleaning and maintenance products which are available in the form, function and utility generally used. Coordinated procurement of such products as specified by the Office of General Services (OGS) may be done through central state purchasing contracts to ensure that the District can procure these products on a competitive basis.

The District shall notify their personnel of the availability of such guidelines, specifications and sample product lists.

**SUBJECT: PURCHASING (Cont'd.)****Non-Competitive Bidding Purchases**

The Board's internal policies and procedures governing procurement of apparel or sports equipment, where such procurement is not required to be made pursuant to competitive bidding requirements, shall prohibit the purchase of apparel or sports equipment, from any vendor based upon either or both of the following considerations:

- a) The labor standards applicable to the manufacture of the apparel or sports equipment including, but not limited to, employee compensation, working conditions, employee rights to form unions, and the use of child labor; or
- b) The bidder's failure to provide information sufficient for the Board of Education to determine the labor standards applicable to the manufacture of the apparel or sports equipment.

(Continued)

**SUBJECT: PURCHASING (Cont'd.)**

**Contracts for Goods, Services and Public Works**

No contracts for goods and services shall be made by individuals or organizations in the school that involve expenditures without first securing approval for such contract from the Purchasing Agent.

No Board member or employee of the School District shall have an interest in any contract entered into by the Board or the School District.

Per General Municipal Law Section 103(5), upon the adoption of a resolution by a vote of at least three-fifths (3/5) of all Board members stating that for reasons of efficiency or economy there is need for standardization, purchase contracts for a particular type or kind of equipment, materials or supplies of more than twenty thousand (\$20,000) dollars may be awarded by the Board to the lowest responsible bidder furnishing the required security after advertisement for sealed bids in the manner provided in law. In addition, the Board is required to award all contracts for public works in excess of thirty-five thousand dollars (\$35,000) to the lowest responsible bidder after advertising for public sealed bids.

7 CFR 210.21, 215.14(a) and 220.16

20 USC Section 1474(e)(3)(B)

Education Law Sections 305(14), 409-I, 701, 751(2)(b), 1604, 1709, 1950, 2503, 2554 and 3602

General Municipal Law Articles 5-A, 18 and Section 103

State Finance Law Sections 162 and 163-b

8 NYCRR Sections 155, 170.2, 200.2(b)(10), 200.2(c)(2) and 200.2(i)

NOTE: Refer also to Policy #5660 -- School Food Service Program (Lunch and Breakfast)



**SUBJECT: SCHOOL SAFETY PLANS**

The District-wide and building-level school safety plans have been adopted by the School Board only after at least one (1) public hearing or meeting that allowed for the participation of school personnel, parents, students, and any other interested parties. Each plan shall be reviewed by the appropriate school safety team on at least an annual basis, updated as needed by July 1 and recommended to the Board of Education for approval. These plans will be designed to prevent or minimize the effects of serious violent incidents and emergencies and to facilitate the coordination of schools and the School District with local and county resources in the event of such incidents or emergencies.

**District-Wide School Safety Plan**

*District-wide school safety plan* means a comprehensive, multi-hazard school safety plan that covers all school buildings of the School District that addresses prevention and intervention strategies, emergency response and management at the District level and has the contents as prescribed in Education Law and Commissioner's Regulations.

The *District-wide school safety plan* shall be developed by the District-wide school safety team appointed by the Board of Education. The District-wide team shall include, but not be limited to, representatives of the School Board, student, teacher, administrator, and parent organizations, school safety personnel and other school personnel.

**Building-Level School Safety Plans**

*Building-level school safety plan* means a building-specific school emergency response plan, **or a component part of the district-wide safety plan**, that addresses prevention and intervention strategies, emergency response and management at the building level and has the contents as prescribed in Education Law and Commissioner's Regulations.

The building-level plan shall be developed ~~by the building-level school safety team. The building-level school safety team means a building-specific team appointed by the Building Principal, in accordance with regulations or guidelines prescribed by the Board of Education. The building-level team shall include, but not be limited to, representatives of teacher, administrator, and parent organizations, school safety personnel, other school personnel, community members, local law enforcement officials, local ambulance or other emergency response agencies, and any other representatives the School Board deems appropriate.~~ **in accordance with the guidelines contained with the District safety plan and in compliance with applicable regulations and law.**

If the District receives federal preparedness funds, the District requires appropriate personnel to complete the IS-700 NIMS (National Incident Management System) introductory course.

**Filing/Disclosure Requirements**

The District shall file a copy of its comprehensive District-wide school safety plan and any amendments thereto with the Commissioner of Education ~~no later than thirty (30) days after their adoption~~ **in accordance with the procedure for same, as promulgated by the Commissioner of Education.** ~~A copy of each building-level school safety plan and any amendments thereto shall be filed with the appropriate local law enforcement agency and with the state police within thirty (30) days of its adoption.~~ Building-level emergency response plans shall be confidential and shall **not** be subject to disclosure under the Freedom of Information Law or any other provision of law.

Homeland Security Presidential Directives - HSPD-5, HSPD-8  
Homeland Security Act of 2002, 6 United States Code (USC) Section 101  
Education Law Section 2801-a  
Public Officers Law Article 6  
8 New York Code of Rules and Regulations (NYCRR) Section 155.17



## Personnel

~~**SUBJECT: EVALUATION OF PERSONNEL; PURPOSES**~~

~~The administration shall undertake a continuous program of supervision and evaluation of all personnel in the School District in order to promote improved performance and to make decisions about the occupancy of positions. Evaluation of teachers providing instructional services or pupil personnel services as defined pursuant to Commissioner's Regulations will be conducted in accordance with the District's Annual Professional Performance Review (APPR).~~

~~The primary purposes of this evaluation are:~~

- ~~a) To encourage and promote self-evaluation by personnel;~~
- ~~b) To provide a basis for evaluative judgments by school administrators.~~

~~§ New York Code of Rules and Regulations (NYCRR) Sections 80-1.1 and 100.2(e)(2)~~

**SUBJECT: EVALUATION OF PERSONNEL**

The administration shall undertake a continuous program of supervision and evaluation of all personnel in the School District in order to promote improved performance and to make decisions about the occupancy of positions. Evaluation of teachers providing instructional services or pupil personnel services as defined pursuant to Commissioner's Regulations will be conducted in accordance with the District's Annual Professional Performance Review (APPR).

The primary purposes of this evaluation are:

- a) To encourage and promote self-evaluation by personnel;
- b) To provide a basis for evaluative judgments by school administrators.

District Plan

The Superintendent, in collaboration with teachers, pupil personnel professionals, administrators, and parents, shall develop a professional performance review plan for the District. The plan can be annual or multi-year. The Board will approve the plan and make it available on the website for review by September 10 of each school year or within ten (10) days after its approval by the Commissioner, whichever is later. Parent organizations and representatives from teacher's bargaining units will be given an opportunity to comment on the plan before adoption.

**APPR Ratings**

The Annual Professional Performance Review (APPR) will result in a single composite effectiveness score and a rating of "highly effective," "effective," "developing," or "ineffective." The composite score will be determined as follows:

- a) 20% - student growth on state assessments or a comparable measure of student achievement growth (increases to 25% upon implementation of a value-added growth model);
- b) 20% - locally selected measures of student achievement that are determined to be rigorous and comparable across classrooms (decreases to 15% upon implementation of a value-added growth model); and
- c) 60% - other measures of teacher/principal effectiveness.

The ratings scale based on composite scores has been established by the State Education Department (SED):

- a) Highly Effective = composite effectiveness score of 91-100
- b) Effective = composite effectiveness score of 75-90
- c) Developing = composite effectiveness score of 65-74
- d) Ineffective = composite effectiveness score of 0-64.

If a teacher or Principal is rated "developing" or "ineffective," the School District will develop and implement a teacher or Principal improvement plan. Tenured teachers and Principals with a pattern of ineffective teaching or performance, defined as two consecutive annual "ineffective" ratings, may be charged with incompetence and considered for termination through an expedited hearing process.

The School District will ensure that all evaluators are appropriately trained and that an appeals procedure is established.

8 NYCRR Sections 80-1.1 and 100.2(o)(2)  
Education Law 3012-c



**SUBJECT: FAMILY AND MEDICAL LEAVE ACT**

The Board of Education, in accordance with the Family and Medical Leave Act of 1993 (as amended) (FMLA), gives "eligible" employees of the District the right to take unpaid leave for a period of up to twelve (12) workweeks in a twelve-month period as determined by the District. The District will compute the twelve-month period according to the following time frame: a "rolling" twelve-month period will be used that is measured backward from the date an employee uses any FMLA leave. **The entitlement to leave for the birth or placement of a child shall expire at the end of the twelve (12) month period beginning on the date of such birth or placement.**

Employees are "eligible" if they have been employed by the District for at least twelve (12) months and for at least 1,250 hours of service during the previous twelve-month period. Full-time teachers are deemed to meet the 1,250 hour test. **However, a break in employment for military service (i.e., call to active duty) should not interrupt the twelve (12) month/1,250 hours of employment requirement and should be counted toward fulfilling this prerequisite.** The law covers both full-time and part-time employees.

Qualified employees may be granted leave for one (1) or more of the following reasons:

- a) The birth of a child and care for the ~~infant~~child;
- b) Adoption of a child and care for the ~~infant~~child;
- c) The placement with the employee of a child ~~in~~from foster care;
- d) To care for a spouse, **minor** child or parent who has a serious health condition as defined by the FMLA;
- ~~d)~~ **e) To care for an adult child who is incapable of self-care due to a disability (regardless of date of the onset of disability) and has a "serious health condition" as defined by the FMLA; and/or**
- f) **▲** serious health condition of the employee, as defined by the FMLA, that prevents the employee from performing his/her job;

**A "serious health condition" is defined as an illness, injury, impairment or physical or mental condition that involves inpatient care or continuing treatment by a health care provider that renders the employee person incapacitated for more than three (3) consecutive calendar days. Furthermore, the first visit to a health care provider for an employee claiming a "serious health condition" under FMLA must occur within seven (7) days of the aforementioned incapacity with the second required visit occurring within thirty (30) days of the incapacitating event. In order for an employee to claim the need for continuous treatment under FMLA for a chronic serious health condition, the condition must require a minimum of two (2) visits per year to a healthcare provider, continue over an extended period of time, and may cause episodic rather than a continuing period of incapacity. A "serious health condition" is also defined as any period of incapacity related to pregnancy or for prenatal care.**

(Continued)



**SUBJECT: FAMILY AND MEDICAL LEAVE ACT (Cont'd.)****~~Service Member~~ Military Family Leave Entitlements**

An eligible employee who is the spouse, son, daughter, parent, or next of kin (defined as the nearest blood relative ~~of that individual~~) ~~of a covered service member who is recovering from a serious illness or injury sustained in the line of duty while on active duty~~ is entitled to up to **twenty-six (26)** weeks of leave in a single 12-month period to care for the service member. This military caregiver leave is available during a single **twelve (12)**-month period ~~during which an eligible employee is entitled to a combined total of 26 weeks of all types of FMLA leave~~ to care for a "military member" who is:

- a) Recovering from a service-connected serious illness or injury sustained while on active duty; or
- b) Recovering from a serious illness or injury that existed prior to the service member's active duty and was aggravated while on active duty; or
- c) A veteran who has a qualifying injury or illness from service within the last five (5) years and aggravates that illness or injury.

This military caregiver leave is available during a single twelve (12) month period during which an eligible employee is entitled to a combined total of twenty-six (26) weeks of all types of FMLA leave. Military Caregiver Leave may be combined with other forms of FMLA-related leave providing a combined total of twenty-six (26) weeks of possible leave for any single twelve (12) month period; however, the other form of FMLA leave when combined cannot exceed twelve (12) of the twenty-six (26) weeks of combined leave. Military Caregiver Leave has a set "clock" for calculating the twelve (12) month period for when FMLA leave begins and tolling starts at the first day of leave taken.

The term "~~covered service~~ **military member**" means: ~~a member of the Armed Forces, including a member of the National Guard or Reserves.~~

- a) A member of the Regular Armed Forces (including a member of the National Guard or Reserves) who is undergoing medical treatment, recuperation, or therapy, is otherwise in outpatient status, or is otherwise on the temporary disability retired list, for a serious injury or illness; or
- a)b) A veteran (discharged or released under condition other than dishonorable) who is undergoing medical treatment, recuperation, or therapy, for a serious injury or illness and who was a member of the Armed Forces (including a member of the National Guard or Reserves) at any time during the period of five (5) years preceding the date on which the veteran undergoes that medical treatment, recuperation or therapy.

(Continued)



**SUBJECT: FAMILY AND MEDICAL LEAVE ACT (Cont'd.)****"Qualifying Exigency" Leave/Call to Active Duty**

An "eligible" employee is entitled to FMLA leave because of "a qualifying exigency" arising out of circumstances where the spouse, son, daughter, or parent of the employee is serving in the Regular Armed Forces or either the National Guard or the Reserves and is on active duty during a war or national emergency called for by the President of the United States or Congress, or has been notified of an impending call to active duty status, in support of a contingency operation. There is no "qualifying exigency" unless the military member is or is about to be deployed to a foreign country.

A "qualifying exigency" related to families of the Army National Guard of the United States, Army Reserve, Navy Reserve, Marine Corps Reserve, Air National Guard of the United States, Air Force Reserve and Coast Guard Reserve personnel on (or called to) active duty to take FMLA protected leave to manage their affairs is defined as any one of the following reasons:

- a) Short-notice deployment;
- b) Military events and related activities;
- c) Childcare and school activities;
- d) Parental care leave;
- e) Financial and legal arrangements;
- f) Counseling;
- g) Rest and recuperation (for up to fifteen [15] calendar days);
- h) Post-deployment activities; and
- i) Any additional activities where the employer and employee agree to the leave.

In any case in which the necessity for leave due to a qualifying exigency is foreseeable, the employee shall provide such notice to the employer as is reasonable and practicable. This military-related leave is for up to twelve (12) weeks during a single twelve (12) month period. Leave may be taken intermittently or on a reduced leave schedule.

**Implementation/Benefits/Medical Certification**

At the Board of Education's or employee's option, certain types of paid leave may be substituted for unpaid leave.

An employee on FMLA leave is also entitled to have health benefits maintained while on leave. If an employee was paying all or part of the premium payments prior to leave, the employee will continue to pay his/her share during the leave period.

In most instances, an employee has a right to return to the same position or an equivalent position with equivalent pay, benefits and working conditions at the conclusion of the leave.

(Continued)



**SUBJECT: FAMILY AND MEDICAL LEAVE ACT (Cont'd.)**

The Board of Education has a right to thirty (30) days advance notice from the employee where practicable. In addition, the Board may require an employee to submit certification from a health care provider to substantiate that the leave is due to the serious health condition of the employee or the employee's immediate family member. **Under no circumstance should the employee's direct supervisor contact any health care provider regarding the employee's condition; all contact in this manner must be made by a health care provider (employed by the employer), a human resource professional, a leave administrator or a management official. If the medical certification requested by the employer is found to be deficient, the employer must indicate where the errors are, in writing, and give the employee seven (7) days to provide corrected materials to cure any deficiency prior to any action being taken.** Failure to comply with these requirements may result in the denial of FMLA leave. The Board may also require that an employee present a certification of fitness to return to work when the absence was caused by the employee's serious health condition. The Board of Education has the right to deny restoration to employment if the employee does not furnish the certificate of fitness.

**Special Provisions for School District Employees**

An instructional employee is an employee whose principal function is to teach and instruct students in a class, a small group, or an individual setting (e.g., teachers, coaches, driving instructors, special education assistants, etc.). Teaching assistants and aides who do not have instruction as the principal function of their job are not considered an "instructional employee."

**Intermittent Leave Taken By Instructional Employees**

FMLA leave that is taken at the end of the school year and resumes at the beginning of the next school year is not regarded as intermittent leave but rather continuous leave. The period in the interim (i.e., summer vacation) is not counted against an employee and the employee must continue to receive any benefits that are customarily given over the summer break.

Intermittent leave may be taken but must meet certain criteria. If the instructional employee requesting intermittent leave will be on that leave for more than twenty percent (20%) of the number of working days during the period for which the leave would extend, the following criteria may be required by the employer:

- a) Take leave for a period or periods of a particular duration, not greater than the duration of the planned treatment; or
- b) Transfer temporarily to an available alternative position for which the employee is qualified, which has equivalent pay and benefits and which better accommodates recurring periods of leave than does the employee's regular position.

Appropriate notice for foreseeable FMLA leave still applies and all employees must be returned to an equivalent position within the School District. Additional work-related certifications, requirements and/or training may not be required of the employee as a contingent of their return to work.

(Continued)



**SUBJECT: FAMILY AND MEDICAL LEAVE ACT (Cont'd.)****Leave Taken by Instructional Employees near the End of the Instructional Year**

There are also special requirements for instructional employees taking leave and the leave's relation to the end of the term. If the instructional employee is taking leave more than five (5) weeks prior to the end of the term, the District may require that the employee take the leave until the end of the term if the leave lasts more than three (3) weeks and the employee was scheduled to return prior to three (3) weeks before the end of the term.

If the instructional employee is taking leave less than five (5) weeks prior to the end of the term for any of the following FMLA-related reasons except qualifying exigency, the District may require that the employee remain out for the rest of the term if the leave lasts more than two (2) weeks and the employee would return to work during that two (2) week period at the end of the instructional term.

If the instructional employee begins taking leave during the three (3) weeks prior to the end of the term for any reason except qualifying exigency, the District may require that the employee continue leave until the end of the term if the leave is scheduled to last more than five (5) working days.

Any additional time that is required by the employer due to the timing of the end of the school year, will not be charged against the employee as FMLA leave because it was the employer who requested that the leave extend until the end of the term.

**~~Notice for Leave Due to Active Duty of Family Member~~**

~~In any case in which the necessity for leave due to any qualifying exigency is foreseeable, whether because the spouse, or a son, daughter, or parent of the employee is on active duty, or because of notification of an impending call or order to active duty in support of a contingency operation, the employee shall provide such notice to the employer as is reasonable and practicable.~~

**FMLA Notice**

A notice which explains the FMLA's provisions and provides information concerning the procedures for filing complaints of violations of the FMLA shall be posted in each school building. and a notice of an employee's FMLA rights and responsibilities shall be either placed in the employee handbook of the employer or furnished to each new employee upon hire. The employer has five (5) days to supply such notice from the date of hire.

Administration is directed to develop regulations to implement this policy, informing employees of their rights and responsibilities under the FMLA.

Family and Medical Leave Act of 1993, Public Law 103-3

National Defense Authorization Act of 2008, Public Law 110-181

10 USC 101(a) (13)

29 Code of Federal Regulations (CFR) Part 825

29 CFR Part 825 and Part 1630

42 USC 12102

Health Insurance Portability and Accountability Act of 1996 (HIPAA), Public Law 104-191

45 CFR Parts 160 and 164

NOTE: Refer also to Policy #6552 -- Uniformed Services Employment and Reemployment Rights Act (USERRA)/Military Leaves of Absence

Remove in its entirety

~~SUBJECT: EMPLOYEE ASSISTANCE PROGRAM (EAP)~~

~~The District will provide an Employee Assistance Program for employees who are experiencing personal difficulties. The purpose of the program is to assist employees in obtaining help to resolve such problems in an effective and confidential manner. This program recognizes that the primary obligation to seek assistance and to resolve the problem rests with the employee.~~

~~The Board recognizes that a wide range of problems that are not directly associated with an employee's job function may have an effect on an employee's job performance. The problems may involve physical illness, mental or emotional illness, alcohol abuse or alcoholism, drug abuse or dependency, tobacco abuse or personal problems such as those of a marital, family, or financial nature.~~

~~A joint District/employee organization committee will be established to assist in the implementation of this policy.~~

~~NOTE: Refer also to Policies #3410 Code of Conduct on School Property  
#6150 Alcohol, Drugs and Other Substances (School Personnel)  
#6151 Drug Free Workplace~~



**SUBJECT: ROCKY POINT SCHOOL DISTRICT'S COMPREHENSIVE ATTENDANCE PLAN****Objectives**

Attendance is a critical factor in school success for students. Studies have shown that consistent school attendance, academic success, and school completion have a positive correlation. The educational process requires continuity of instruction and students need to experience classroom discussions, debate, and independent study in order to increase achievement. The purpose of Rocky Point School District's Attendance policy is to ensure the maintenance of an adequate record of verifying the attendance of all children during days of instruction and to establish a mechanism by which the patterns of pupil absence can be examined to develop effective intervention strategies. This procedure will permit each school to know the whereabouts of every student for safety and school management reasons and will help students succeed at meeting the New York State learning standards.

School attendance is both a right and responsibility in New York State. Children have the right to attend school between the ages of 5 and 21. Parents are expected to make sure that their children attend school on a regular basis. To implement a successful attendance policy, the District needs the cooperation of all members of the educational community, including parents, students, teachers, administrators, and support staff. Through the implementation of this policy the District expects to reduce the current level of unexcused absences, lateness, and early dismissals.

**Strategies Employed to Accomplish Objectives**

Rocky Point School District will employ the following strategies to ensure the effectiveness of this attendance policy.

**Increase awareness of policy among students by:**

- a) Including a copy in the student agenda book for 6th through 12th grade students.
- b) Request signatures from students in grades 6 through 12 indicating that they have read and understand the goals and consequences established for them in the District's Attendance Policy.
- c) Including a copy of policy on the district's Web site. ([www.rockypointschools.org](http://www.rockypointschools.org))

(Continued)

**SUBJECT: ROCKY POINT SCHOOL DISTRICT'S COMPREHENSIVE ATTENDANCE PLAN (Cont'd.)**

Increase awareness of policy among parents by:

- a) Including a summary of the policy with the mailing/ConnectEd inviting parents to Open School Night.
- b) Request a parent signature on policy indicating that they have read and understand what is expected of his/her child.
- c) Including a summary of attendance requirements in the school district's calendar.
- d) Reminding them of attendance requirements when daily phone calls are made to verify student absence.
- e) Including a copy of policy on the district's Web site. ([www.rockypointschools.org](http://www.rockypointschools.org))

**General Procedures**

Each absence, late, and early dismissal will be recorded as excused or unexcused along with a code noting specific reason for absence. Excused absences are defined as: an absence due to personal illness, illness or death in the family, religious observance, quarantine, required court appearances, approved college visits, approved cooperative work programs, or military obligations. All other absences, lateness, or early dismissals will be considered unexcused.

On the secondary level, grades 6 through 12, attendance will be taken during each class period and compiled in a central location within each school. A designated staff member responsible for attendance will cross reference class absence with daily absentee list. A mechanism for transferring classroom attendance data to the building level has been developed.

On the elementary level (grades K through 5), attendance will be taken on a subject by subject basis (ELA/Math/Social Studies/Science) during each assigned period.

Any absence, lateness, or early dismissal must be accounted for. It is the parents' responsibility to notify the school within 24 hours of the absence AND to provide a written excuse upon the student's return to school. The written note should include student's name, date of absence, reason for the absence, and parent's signature. This note should be brought to the main office when he/she returns to school. Each day a child is absent a phone call from the parent is requested; however, all absences will be recorded as unexcused until a written note is received. At the secondary level it is the student's responsibility to provide documentation for all in-school appointments that will prevent a student from attending class prior to dismissal from class.

(Continued)



**SUBJECT: ROCKY POINT SCHOOL DISTRICT'S COMPREHENSIVE ATTENDANCE PLAN (Cont'd.)**

Parents will be notified if their child is absent, late, or departs early from school. Students in grades 9 through 12, who enter school late with an unexcused reason, will be assigned after school detention. When a student is out of school for ten or more consecutive days or is hospitalized for any period of time, the parent or guardian must contact the health office prior to the student returning to school to set up a re-entry interview.

**Minimum Attendance Requirements for 9th through 12th Grade Students**

The high school attendance requirement states, in part, that to be granted academic credit for any course, a student must earn a passing grade in the course and attend each class a minimum of eighty five percent (85%) of the time.

Students will not receive course credit if absent more than:

- Full-year course 28 days
- Full-year alternating day course 14 days
- Half-year course 14 days

In each course, when a student exceeds the maximum number of absences, this student's work will no longer be evaluated. A notation of "no grade" for all subsequent reporting periods and exams will be entered on the report card. Students who have failed to meet the attendance requirements will be denied academic credit but will be responsible to complete course assignments while they audit the course. If a student is eligible to take a Regents examination, pursuant to Commissioner's Regulations, the score will be noted on the student's permanent record.

Applicability

- a) This policy shall apply to students in grades 9 through 12 and for accelerated 8th grade students enrolled in courses where they earn high school credit.
- b) This policy shall apply to each course independently.
- c) This policy shall apply to students with a handicapping condition unless otherwise noted in their individualized educational program or 504 plan.
- d) Students attending classes at other facilities, such as a BOCES center, shall be subject to the attendance policies at those other facilities. In addition, this policy shall apply for the portion of the students' program for which they are enrolled at Rocky Point High School.
- e) New students to the high school, who enroll after the first semester, shall be entitled to half the number of allowable absences for each scheduled course.
- f) Students who transfer from one class to another during the school year will have their class attendance transfer to the new class.

Continued)

**SUBJECT: ROCKY POINT SCHOOL DISTRICT'S COMPREHENSIVE ATTENDANCE PLAN (Cont'd.)**

Absences

- a) All absences from class will be covered by this policy. No distinction will be made between the classification of excused or unexcused when determining the total number of days absent from each course.
- b) Students shall not be considered absent when they are authorized by school officials to be somewhere other than in their regularly scheduled class. For example, if school personnel expect a student to report elsewhere during their regularly scheduled class time for such activities as meetings, conferences with school personnel, testing, physical exams, music lessons, or field trips, the student shall not be considered absent. It is the responsibility of the student and/or the designated staff member to provide the teacher with written documentation to attend these sessions before they are permitted to leave the class.
- c) Absences resulting from the student being assigned to the alternative learning program will not count as a class absence. Absences resulting from a student assigned to out-of-school suspension will not count as an absence.
- d) Students who, for any reason, are removed from the Regular Attendance Register and placed on Homebound Instruction shall not be considered absent from their regular classes during that time.

Notification Sequence

The following refers to the notification process pertaining to the number of absences in a single course. A student may be notified several different times if excessive absences exist in more than one class.

- a) As soon as possible after the fourteenth, twenty-first, and twenty-eighth absence from a full year course, the high school administration shall send written notification to the student's parent(s) and guidance counselor. The letters shall notify the parent(s) as follows:
  - After the 14th absence: The student has been absent half the number of maximum absences and may lose credit if absences continue.
  - After the 21st absence: The student has only seven absences remaining and will lose credit if absences exceed the limit.
  - After the 28th absence: The student will not receive credit due to excessive absenteeism.
- b) Similarly, as soon as possible after the sixth, tenth, and fourteenth absence from a half-year course, or a full-year alternating day course, the high school administration shall send written notification to the student's parent(s) and guidance counselor. The letters shall notify the parent(s) as follow:

(Continued)



Students

**SUBJECT: ROCKY POINT SCHOOL DISTRICT'S COMPREHENSIVE ATTENDANCE PLAN (Cont'd.)**

- After the 6th absence: The student has been absent nearly half the number of maximum absences and may lose credit if absences continue.
- After the 10th absence: The student has only four absences remaining and will lose credit if absences exceed the limit.
- After the 14th absence: The student will not receive credit due to excessive absenteeism.

In every letter to a student's parent(s), a request will be made for the parent to meet with the child's counselor. A phone call from the child's guidance counselor will follow this request. The impact of excessive absences on the student's education, possible intervention strategies to eliminate the problem, and the consequences associated with the student's absenteeism will be discussed. If contact between the parent(s) and the school is not made, the school may contact outside agencies for additional support in addressing the attendance problem. The parent(s) will have an opportunity to confer with the school staff; however, a conference with the parent(s) is not a prerequisite to denying academic credit to a student who has failed to meet the attendance requirements. The prime responsibility for the student's attendance in class rests with the student.

Appeals Process

For extenuating circumstances only, a parent has the right to file a written appeal for review by the appeals committee. The appeals committee will consist of an administrator, one counselor, and one teacher. The written appeal, including all supporting documentation, must be received by the Building Principal within ten (10) days of the date of the loss of credit letter. The committee will then rule on whether the student will continue as a regular student in the class or be placed on audit. The final decision will rest with the Principal. Any further absence during the appeals process may result in dismissal of appeal and loss of credit.

**Minimum Attendance Requirements for 6th-8th Grade Students**

The Middle School attendance requirement is consistent with the District's Attendance Policy. All students must attend each class a minimum of eighty-five percent (85%) of the time. This shall apply to all students in grades 6 through 8, unless otherwise stated on a classified student's individual educational plan or 504 plan. Eighth grade students taking courses for high school credit must maintain the minimum attendance requirements for students in grades 9 through 12. The High School definition of absences applies for all Middle School students.

Notification Sequence and Consequences

- After 5th absence: Main office notification letter home.

(Continued)

**SUBJECT: ROCKY POINT SCHOOL DISTRICT'S COMPREHENSIVE ATTENDANCE PLAN (Cont'd.)**

- After 10th absence: Letter and phone call requesting parental meeting with guidance counselor and student.
- After 15th absence: Letter and phone call requiring parental meeting with Assistant Principal.
- After 20th absence: Require meeting with Principal.  
Require medical documentation.  
PINS consideration and/or outside agency consideration.
- After 25th absence: Require meeting with Principal.  
PINS if no medical documentation is provided.  
Outside agency contacted if no medical documentation provided.
- After 28th absence: PINS and outside agency may be contacted.  
Principal's decision on retention regardless of academic standing.

**Minimum Attendance Requirement for Pre-K through 5th Grade Students**

The Elementary Schools' attendance requirement is consistent with the District's Attendance Policy. All students must attend class a minimum of eighty-five percent (85%) of the time. This shall apply to all students in grades Pre-K through 5. The school staff will discuss the importance of school attendance and offer assistance to parents and guardians of students who are excessively absent.

Notification Sequence

- a) As soon as possible after the tenth day of absence and/or tardiness, the school administration shall send written notification of the number of absences to the student's parent(s) or guardian(s) reminding them of the importance of regular attendance.
- b) As soon as possible after the twentieth day of absence and/or tardiness, the school administration shall send written notification of the number of absences to the student's parent(s) or guardian(s) expressing concern about the impact of excessive absences on the student's education. (*request a conference*)
- c) As soon as possible after the twenty-fifth day of absence and/or tardiness, the school administration shall arrange for a conference with the parent(s) or guardian(s) and shall consider contacting outside agencies to protect the interest of the child.

(Continued)



Students

**SUBJECT: ROCKY POINT SCHOOL DISTRICT'S COMPREHENSIVE ATTENDANCE PLAN (Cont'd.)**

Consequences of Excessive Absenteeism at the Elementary Level

- a) A doctor's note may be required.
- b) A child must demonstrate competence for promotion to next grade level by performance on district's standardized tests.
- c) Referrals will be made to outside agencies for additional support towards attendance problem.

**Incentives and Consequences for Attendance Patterns**

Each school, where administration deems appropriate, may use the following list of incentives to encourage good attendance.

- a) Community donated gifts are given or raffled to students who meet attendance standards.
- b) Students who meet the attendance standard can eat in a special area or with a special person in the school.
- c) Field trip arranged for students who meet the attendance standards.
- d) Participation in extra curricula activities for students who meet attendance standards.
- e) Recognition award for one hundred percent (100%) attendance each term.
- f) Students with perfect attendance selected to park in choice locations.
- g) Attendance record used when considering issuance of working papers.

Each school, where the administration deems appropriate, may use the following list of sanctions to discourage poor attendance.

- a) Loss of the right to play sports.
- b) Loss of the right to participate in extra-curricula activities.
- c) Loss of the right to attend school-related trips.
- d) Loss of parking privileges.
- e) Revocation of student's employment permit.
- f) Attendance at meeting with parents, administration and counselor to discuss impact of excessive absences.
- g) Repetition of course or grade level due to excessive absences.

(Continued)

**SUBJECT: ROCKY POINT SCHOOL DISTRICT'S COMPREHENSIVE  
ATTENDANCE PLAN (Cont'd.)**

**Procedure Review**

~~Each building will select a staff member responsible for initiating appropriate action to address excused and unexcused absence patterns. This person will lead all subsequent meetings with the attendance committee. This committee of teachers, administrators, students, and parents will meet each year to review the attendance policy. The committee will prepare a report providing recommendations and alterations to the District's Attendance Policy. The High School Principal will provide the Superintendent and the Board of Education with evaluation data and statistics on the implementation of this procedure at the end of each school year.~~

~~Written requests from the parent/guardian for the release of students generally will be honored. The appropriate time and reason for absence shall be recorded on the attendance record, using the procedures mandated by the State.~~

~~The Building Principal shall assume this responsibility or shall designate an individual to review and approve all requests.~~

---

Adoption Date 3/23/09

Revision Date 7/12/12, 7/11/13

Review Date



Students

**SUBJECT: APPOINTMENT AND TRAINING OF COMMITTEE ON SPECIAL EDUCATION (CSE)/SUBCOMMITTEE ON SPECIAL EDUCATION MEMBERS****Committee on Special Education (CSE) Membership**

The Board of Education shall appoint a Committee on Special Education (CSE) whose membership shall include, but not be limited to, the following members:

- a) The parent(s) or persons in parental relationship of the student. To ensure that one or both parents are present at each CSE meeting, the District and the parent(s) may agree to use alternative means of participation such as ~~videokonferences or~~ conference phone calls.
- b) Not less than one (1) regular education teacher of such student (if the student is, or may be, participating in the regular education environment);
- c) Not less than one (1) special education teacher of the student, or, where appropriate, not less than one (1) special education provider (i.e., related service provider) of such student;
- d) A representative of the School District who is qualified to provide or administer or supervise special education and who is knowledgeable about the general education curriculum and about the availability of resources of the District. An individual who meets these qualifications may be the same individual appointed as the special education teacher or provider in c) above or the school psychologist in i) below. The representative of the District will serve as the chairperson of the Committee;
- e) An individual who can interpret the instructional implications of evaluation results, who may be a CSE member selected from the regular education teacher, the special education teacher or provider, the school psychologist, or the School District representative described above, or a person having knowledge or special expertise regarding the student as determined by the District;
- f) A member as described in letters b) through e) of this subheading is not required to attend the CSE meeting, in whole or in part, if the parent/person in parental relation to the student with a disability and the School District agree, in writing not less than five (5) calendar days prior to the meeting date, that the attendance of the member is not necessary because:
  1. The member's area of the curriculum or related services is not being modified or discussed in the meeting; or
  2. The member's area of the curriculum or related services is being modified or discussed in the meeting but, not less than five (5) calendar days prior to the meeting, the excused member has submitted to the parents/persons in parental relation and the CSE written input into the development of the IEP, particularly with respect to their area of curriculum or related services; or

(Continued)



**SUBJECT: APPOINTMENT AND TRAINING OF COMMITTEE ON SPECIAL EDUCATION (CSE)/SUBCOMMITTEE ON SPECIAL EDUCATION MEMBERS (Cont'd.)**

- 3. The committee member is unable to attend due to an emergency or unavoidable scheduling conflict and the District submits the written input listed in 2. above to the parents/persons in parental relation within a reasonable time prior to the meeting and prior to obtaining written consent to the excusal by the parents/persons in parental relation;
- g) At the discretion of the parent or the District, other individuals who have knowledge or special expertise regarding the student, including related services personnel as appropriate. The determination of knowledge or special expertise shall be made by the party (parents or School District) who invited the individual to be a member of the committee;
- h) Whenever appropriate, the student with a disability. The District must invite a child with a disability to attend the child's CSE meeting if a purpose of the meeting will be the consideration of the postsecondary goals for the child and the transition services needed to assist the child in reaching those goals. If the child does not attend the CSE meeting, the District must take other steps to ensure that the child's preference and interests are considered. To the extent appropriate, with the consent of the parent or a student eighteen (18) years or older, the District must also invite a representative of any participating agency that is likely to be responsible for providing or paying for transition services;
- i) A school psychologist;
- j) A school physician, if requested in writing at least seventy-two (72) hours prior to the meeting by the parents of the student or the School District; and
- k) ~~An additional parent residing in the District or a neighboring school district who is a parent of a student with a disability, a parent of a student who has been declassified and is no longer eligible for an individualized education program (IEP), or a parent of a disabled child who has graduated. This parent member may serve for a period of five years beyond the student's declassification or graduation, provided that the parent shall not be employed by or under contract with the School District. Such parent is not a required member if the parents of the student request, in writing, that the additional parent member not participate in the meeting.~~

An additional parent is not required to attend the meeting unless specifically requested in writing, at least seventy-two (72) hours prior to such meeting by the parents or other person in parental relation to the student in question, the student, or a member of the CSE. The parents or persons in parental relation of the student in question shall receive proper written notice of their right to have an additional parent attend any meeting of the committee regarding the student, along with a prepared statement from NYSED explaining the role of having the additional parent attend the meeting.

**Subcommittee on Special Education Membership**

The Board of Education shall appoint, as necessary, a Subcommittee on Special Education whose membership shall include, but not be limited to, the following members:

(Continued)



Students

**SUBJECT: APPOINTMENT AND TRAINING OF COMMITTEE ON SPECIAL EDUCATION (CSE)/SUBCOMMITTEE ON SPECIAL EDUCATION MEMBERS (Cont'd.)**

- a) The parent(s) of the student;
- b) Not less than one (1) regular education teacher of such student (if the student is, or may be, participating in the regular education environment);
- c) Not less than one (1) special education teacher, of the student, or where appropriate, not less than one (1) special education provider (i.e., related service provider) of such student;
- d) A representative of the School District who is qualified to provide or administer or supervise special education and who is knowledgeable about the general education curriculum and about the availability of resources of the District. This individual may also fulfill the requirements of c) or e) of this section. The representative of the District will serve as the chairperson of the Subcommittee;
- e) A school psychologist, whenever a new psychological evaluation is reviewed or a change to a program option with a more intensive staff/student ratio, as set forth in Section 200.6(f)(4) of the Regulations of the Commissioner, is considered;
- f) A member as described in letters b) through e) of this subheading is not required to attend the subcommittee meeting, in whole or in part, if the parent/person in parental relation to the student with a disability and the School District agree, in writing not less than five (5) calendar days prior to the meeting date, that the attendance of the member is not necessary because:
  - 1. The member's area of the curriculum or related services is not being modified or discussed in the meeting; or
  - 2. The member's area of the curriculum or related services is being modified or discussed in the meeting but, not less than five (5) calendar days prior to the meeting, the excused member has submitted to the parents/persons in parental relation and the CSE written input into the development of the IEP, particularly with respect to their area of curriculum or related services; or
  - 3. The committee member is unable to attend due to an emergency or unavoidable scheduling conflict and the District submits the written input listed in 2. above to the parents/persons in parental relation within a reasonable time prior to the meeting and prior to obtaining written consent to the excusal by the parents/persons in parental relation;

(Continued)

Students

**SUBJECT: APPOINTMENT AND TRAINING OF COMMITTEE ON SPECIAL EDUCATION (CSE)/SUBCOMMITTEE ON SPECIAL EDUCATION MEMBERS (Cont'd.)**

- g) At the discretion of the parent or the Committee, other individuals who have knowledge or special expertise regarding the student, including related services personnel as appropriate. The determination of knowledge or special expertise shall be made by the party (parents or School District) who invited the individual to be a member of the subcommittee;
- h) An individual who can interpret the instructional implications of evaluation results, who may be a member described in letters "b" through "g" of this subheading; and
- i) Whenever appropriate, the student with a disability.

**Training**

The training of qualified personnel is essential to the effective implementation of the Regulations of the Commissioner of Education regarding the education of all students with disabilities.

The Director of Special Education shall be responsible to the Superintendent for establishing administrative practices and procedures for training all District personnel responsible for carrying out the provisions of Part 200 of the Commissioner's Regulations as well as members of the Committee on Special Education.

**Alternative Means of Meeting**

When conducting a meeting of the Committee on Special Education (CSE), the parent and the representative of the District appointed to the CSE may agree to use alternative means of meeting participation, such as ~~videoconferences and~~ conference calls.

Individuals with Disabilities Education Act (IDEA) 20 United States Code (USC) Section 1400 et seq.  
34 Code of Federal Regulations (CFR) Part 300 and Section 300.321  
Education Law Section 4402  
8 New York Code of Rules and Regulations (NYCRR) Sections 200.2(b)(3), 200.3, and 200.4(d)(4)(i)(d)

NOTE: Refer also to Policies #7613 -- The Role of the Board in Implementing a Student's Individualized Education Program  
#7632 -- Appointment and Training of Committee on Preschool Special Education Members



Instruction

**SUBJECT: CHILDREN'S INTERNET PROTECTION ACT: INTERNET CONTENT  
FILTERING/SAFETY POLICY**

In compliance with the Children's Internet Protection Act (CIPA) and Regulations of the Federal Communications Commission (FCC), the District has adopted and will enforce this Internet safety policy that ensures the use of technology protection measures (i.e., filtering or blocking of access to certain material on the Internet) on all District computers with Internet access. Such technology protection measures apply to Internet access by both adults and minors with regard to visual depictions that are obscene, child pornography, or, with respect to the use of computers by minors, considered harmful to such students. Further, appropriate monitoring of online activities of minors, as determined by the building/program supervisor, will also be enforced to ensure the safety of students when accessing the Internet.

Further, the Board of Education's decision to utilize technology protection measures and other safety procedures for staff and students when accessing the Internet fosters the educational mission of the schools including the selection of appropriate teaching/instructional materials and activities to enhance the schools' programs; and to help ensure the safety of personnel and students while online.

However, no filtering technology can guarantee that staff and students will be prevented from accessing all inappropriate locations. Proper safety procedures, as deemed appropriate by the applicable administrator/program supervisor, will be provided to ensure compliance with the CIPA.

In addition to the use of technology protection measures, the monitoring of online activities and access by minors to inappropriate matter on the Internet and World Wide Web *may* include, but shall not be limited to, the following guidelines:

- a) Ensuring the presence of a teacher and/or other appropriate District personnel when students are accessing the Internet including, but not limited to, the supervision of minors when using electronic mail, chat rooms, instant messaging and other forms of direct electronic communications. As determined by the appropriate building administrator, the use of e-mail and chat rooms may be blocked as deemed necessary to ensure the safety of such students;
- b) Monitoring logs of access in order to keep track of the web sites visited by students as a measure to restrict access to materials harmful to minors;
- c) In compliance with this Internet Safety Policy as well as the District's Acceptable Use Policy, unauthorized access (including so-called "hacking") and other unlawful activities by minors are prohibited by the District; and student violations of such policies may result in disciplinary action; and
- d) Appropriate supervision and notification to minors regarding the prohibition as to unauthorized disclosure, use and dissemination of personal identification information regarding such students.

(Continued)



**SUBJECT: CHILDREN'S INTERNET PROTECTION ACT: INTERNET CONTENT  
FILTERING/SAFETY POLICY (Cont'd.)**

The determination of what is "inappropriate" for minors shall be determined by the District and/or designated school official(s). It is acknowledged that the determination of such "inappropriate" material may vary depending upon the circumstances of the situation and the age of the students involved in online research.

The terms "minor," "child pornography," "harmful to minors," "obscene," "technology protection measure," "sexual act," and "sexual contact" will be as defined in accordance with CIPA and other applicable laws/regulations as may be appropriate and implemented pursuant to the District's educational mission.

Under certain specified circumstances, the blocking or filtering technology measure(s) may be disabled for adults engaged in bona fide research or other lawful purposes. The power to disable can only be exercised by an administrator, supervisor, or other person authorized by the School District.

The School District shall provide certification, pursuant to the requirements of CIPA, to document the District's adoption and enforcement of its Internet Safety Policy, including the operation and enforcement of technology protection measures (i.e., blocking/filtering of access to certain material on the Internet) for all School District computers with Internet access.

**Internet Safety Instruction**

In accordance with New York State Education Law, the School District may provide, to students in grades K through 12, instruction designed to promote the proper and safe use of the Internet. The Commissioner shall provide technical assistance to assist in the development of curricula for such course of study which shall be age appropriate and developed according to the needs and abilities of students at successive grade levels in order to provide awareness, skills, information and support to aid in the safe usage of the Internet.

**Access to Inappropriate Content/Material and Use of Personal Technology or Electronic Devices**

Despite the existence of District policy, regulations and guidelines, it is virtually impossible to completely prevent access to content or material that may be considered inappropriate for students. Students may have the ability to access such content or material from their home, other locations off school premises and/or with a student's own personal technology or electronic device on school grounds or at school events.

The District is not responsible for inappropriate content or material accessed via a student's own personal technology or electronic device or via an unfiltered Internet connection received through a student's own personal technology or electronic device.

(Continued)



**SUBJECT: CHILDREN'S INTERNET PROTECTION ACT: INTERNET CONTENT  
FILTERING/SAFETY POLICY (Cont'd.)****Notification/Authorization**

The District's Acceptable Use Policy and accompanying regulations will be disseminated to parents and students in order to provide notice of the school's requirements, expectations, and student's obligations when accessing the Internet.

"Passive Consent" (Opt-out) Student access to the District's computer system will automatically be provided unless the parent has submitted written notification to the District that such access not be permitted. Parents/legal guardians may submit a written request to the building principal to deny or rescind student use of the DCS in accordance with law Commissioner's Regulations and/or District policies and procedures.

~~\*"Affirmative Consent" (Opt in) Student use of the District's computer system (DCS) is conditioned upon written agreement by all students and their parents/guardians that student use of the DCS will conform to the requirements of this policy and any regulations adopted to ensure acceptable use of the DCS. All such agreements shall be kept on file in the individual school buildings.~~

The District has provided reasonable public notice and has held at least one (1) public hearing or meeting to address the proposed Internet Content Filtering/Safety Policy prior to Board adoption. Furthermore, appropriate actions will be taken to ensure the ready availability to the public of the District's Internet Content Filtering/Safety Policy, as well as any other District policies relating to the use of technology.

All users of the district's computer network, including access to the Internet and World Wide Web, must understand that use is a privilege, not a right, and that any such use entails responsibility. They must comply with the requirements of this policy and accompanying regulation, in addition to generally accepted rules of network etiquette, and the district's policy on the acceptable use of computers and the internet (policy 3120). Failure to comply may result in disciplinary action including, but not limited to, the revocation of computer access privileges.

47 United States Code (USC) Sections 254(h) and 254(l)  
47 Code of Federal Regulations (CFR) Part 54  
Education Law Section 814

**NOTE:**

Refer also to Policy #3120--*Acceptable Use Policy for Staff/Students/Visitors to the District for District Network, Computers, E-Mail, and the Internet*

---

Adoption Date 3/23/09

Revision Date 8/29/11, 7/11/13

Review Date 7/12/12

## By-Laws

**SUBJECT: BOARD OF EDUCATION MEMBERS: QUALIFICATIONS, NUMBERS AND TERMS OF OFFICE**

A Board of Education member of the Rocky Point Union Free School District must meet the following qualifications:

- a) A citizen of the United States;
- b) Eighteen (18) years of age or older;
- c) Able to read and write;
- d) A legal resident of the District for a continuous and uninterrupted period of at least one (1) year prior to the election;
- e) Cannot be an employee of the Rocky Point Union Free School District;
- f) The only member of his/her family (that is, cannot be a member of the same household) on the Rocky Point Union Free School District Board;
- g) May not simultaneously hold another incompatible public office, including, but not limited to Superintendent, clerk, tax collector, treasurer or librarian, or an employee of the Board. In union free school districts, a Board member may be appointed clerk of the Board and of the District.
- h) Must not have been removed from a school district office within one (1) year preceding the date of appointment or election to the Board.

**Number of Members**

The Board of Education of the Rocky Point Union Free School District shall consist of five (5) members elected by the qualified voters of the School District at the annual election as prescribed by law.

**Terms of Office**

Members of the Board of Education shall serve for three (3) years beginning July 1 following their election and each term shall expire on the thirtieth (30th) day of June of the third year.

Deleted: fifth

Education Law Sections 1602, 1702(1), 1804(1), 1950(9), 2101, 2102, 2103, 2103-a, 2130(1), 2105, and 2502  
Public Officers Law Section 3  
Town Law Section 23(1)

---

Adoption Date 3/23/09

Revision Date 7/11/13

Review Date 5/21/13



## By-Laws

**SUBJECT: BOARD OF EDUCATION MEMBERS: QUALIFICATIONS, NUMBERS AND TERMS OF OFFICE**

A Board of Education member of the Rocky Point Union Free School District must meet the following qualifications:

- a) A citizen of the United States;
- b) Eighteen (18) years of age or older;
- c) Able to read and write;
- d) A legal resident of the District for a continuous and uninterrupted period of at least one (1) year prior to the election;
- e) Cannot be an employee of the Rocky Point Union Free School District;
- f) The only member of his/her family (that is, cannot be a member of the same household) on the Rocky Point Union Free School District Board;
- g) May not simultaneously hold another incompatible public office, including, but not limited to Superintendent, clerk, tax collector, treasurer or librarian, or an employee of the Board. In union free school districts, a Board member may be appointed clerk of the Board and of the District.
- h) Must not have been removed from a school district office within one (1) year preceding the date of appointment or election to the Board.

**Number of Members**

The Board of Education of the Rocky Point Union Free School District shall consist of five (5) members elected by the qualified voters of the School District at the annual election as prescribed by law.

**Terms of Office**

Members of the Board of Education shall serve for three (3) years beginning July 1 following their election and each term shall expire on the thirtieth (30th) day of June of the fifth year.

Education Law Sections 1602, 1702(1), 1804(1), 1950(9), 2101, 2102, 2103, 2103-a, 2130(1), 2105, and 2502  
Public Officers Law Section 3  
Town Law Section 23(1)



**ROCKY POINT UNION FREE SCHOOL DISTRICT**



**TWO YEAR PLAN**

DISTRICT POLICIES, PRACTICES AND  
PROCEDURES FOR ASSURING APPROPRIATE  
EDUCATIONAL SERVICES AND DUE PROCESS  
IN EVALUATION AND PLACEMENT OF STUDENTS  
WITH DISABILITIES

**2013 – 2015**

ADOPTED BY THE BOARD OF EDUCATION ON \_\_\_\_\_

## **BOARD OF EDUCATION**

***Michael Nofi, President***

**Diane Burke**  
*Vice President*

**Susan Sullivan**  
*Trustee*

**Scott Reh**  
*Trustee*

**John Lessler**  
*Trustee*

**Pat Jones**  
*District Clerk*

**Virginia Holloway**  
*District Treasurer*

## **CENTRAL OFFICE ADMINISTRATION**

**Dr. Michael F. Ring**  
*Superintendent of Schools*

**Dr. Deborah DeLuca**  
*Assistant Superintendent*

**Susan Wilson**  
*Executive Director for Educational Services*

**Greg Hilton**  
*School Business Official*

**Anja Groth**  
*Director of Instruction*

**Andrea Moscatiello**  
*Director of Special Education*

**Amy Agnesini**  
*Director of Health, Physical Education, Athletics and Intramurals*

## **STATEMENT OF ASSURANCES**

As part of a long standing commitment to excellence in education for all students, the Rocky Point Union Free School District Board of Education supports the provision of special education and related services for students with disabilities under the auspices of the Committee on Special Education and the Committee on Preschool Special Education.

In full support of State and Federal laws pertaining to students with disabilities, it is the intent of this Board of Education to assure that the educational needs of special education students are met. To this end, and in full compliance with the Regulations of the Commissioner of Education, the Board has reviewed this two-year District Plan for Special Education.

By action of the Board of Education in a regularly scheduled meeting, the Board has adopted the Special Education District Plan.

---

Michael F. Ring, Ed.D., Superintendent of Schools

Date

---

Michael Nofi, President  
Rocky Point UFSD Board of Education

Date

## TABLE OF CONTENTS

### SECTION 1 – INTRODUCTION

General Program Objectives.....	2
Implementation of School-wide Approaches and Pre-referral Interventions.....	4
Definitions.....	6
Special Education Programs and Services: Overview.....	8
School Calendar	
Least Restrictive Environment	
District to District Transfers	
Procedures to Implement LRE Requirements	
Similarity of Needs	
Provision of Appropriate Special Education Services.....	12
District Plan for Providing Alternate Formats (Chapter 377).....	13
CSE AND CPSE.....	14
Appointment and Training	
Responsibilities	
Training CSE/CPSE Members	
General Staff Development	
Provision of IEP to Teachers and Service Providers (Chapter 408).....	17

### SECTION 2 – COMMITTEE ON PRESCHOOL SPECIAL EDUCATION 18

Membership.....	19
Definition “Preschool Student with A Disability”.....	20
CPSE Procedures .....	22
Referral	
Evaluation and Recommendation	
Placement	
Annual Review	
Withdrawal of Referral	
Continuum of Services.....	25

### SECTION 3 – COMMITTEE ON SPECIAL EDUCATION and SUBCOMMITTEE ON SPECIAL EDUCATION..... 29

CSE Membership .....	30
Subcommittee Membership .....	31

<b>CPSE/CSE Members .....</b>	<b>32</b>
<b>Subcommittee Members .....</b>	<b>32</b>
<b>Definitions .....</b>	<b>33</b>
<b>CSE Procedures .....</b>	<b>36</b>
<b>Referral</b>	
<b>Evaluation</b>	
<b>Placement</b>	
<b>Annual Review, Triennial Evaluation and Declassification</b>	
<b>Continuum of Services .....</b>	<b>48</b>
<b><u>SECTION 4 – ADDITIONAL EVALUATIONS, IEP and PLACEMENT CONSIDERATIONS .....</u></b>	<b>51</b>
<b>Arrangement of Special Education Placements CPSE and CSE .....</b>	<b>52</b>
<b>Declassification of Students With Disabilities .....</b>	<b>53</b>
<b>Procedures for Assessing English Language Learners (ELL) .....</b>	<b>54</b>
<b>Culturally Unbiased/Non-Discriminatory Evaluation for ELL Students .....</b>	<b>56</b>
<b>Extended School Year Services .....</b>	<b>59</b>
<b>Assistive Technology Devices and Services .....</b>	<b>60</b>
<b>Exemption from Foreign Language Requirement .....</b>	<b>61</b>
<b>Transition Planning Services for Students with Disabilities .....</b>	<b>62</b>
<b>Vocational Assessments .....</b>	<b>63</b>
<b>School Staff Responsibilities .....</b>	<b>65</b>
<b>Aging Out Guidelines for Students with Severe Disabilities .....</b>	<b>65</b>
<b>Opportunities to Earn High School Diplomas .....</b>	<b>66</b>
<b>Criteria for Issuance of Career Development and Occupational Studies Commencement Credential for Students with Disabilities.....</b>	<b>68</b>
<b>Criteria for Issuance of Skills and Achievement Commencement Credential for Students with Severe Disabilities.....</b>	<b>69</b>
<b><u>SECTION 5 – PROCEDURAL SAFEGUARDS .....</u></b>	<b>70</b>
<b>Informed Consent .....</b>	<b>71</b>
<b>Independent Evaluations .....</b>	<b>73</b>
<b>Surrogate Parents .....</b>	<b>75</b>
<b>Special Education Mediation .....</b>	<b>77</b>
<b>Appointment of Impartial Hearing Officers .....</b>	<b>78</b>
<b>Guardian Ad Litem .....</b>	<b>79</b>

<b><u>SECTION 6 – RECORDS ACCESS AND CONFIDENTIALITY</u></b> .....	<b>80</b>
<b>Notice of Rights Concerning Student Records</b> .....	<b>81</b>
<b>Records Kept in the District, their Location and Custodian</b> .....	<b>82</b>
<b>Inspection of School District Records</b> .....	<b>84</b>
<b>Release of Student Records to Third Parties</b>	
<b>Records of Requests for Access to Education Records</b>	
<b>Procedures for Maintaining Confidentiality of CSE/CPSE Record</b>	
<b>Procedures to Seek to Correct Education Records</b>	
<b>Hearing Process</b> .....	<b>88</b>
<b>Provisions Relating to Alcohol or Drug Abuse Services &amp; AIDS</b> .....	<b>88</b>
<b><u>SECTION 7 – DISCIPLINE</u></b> .....	<b>90</b>
<b>School Conduct and Discipline</b> .....	<b>91</b>
<b><u>SECTION 8 – ACCESSIBILITY</u></b> .....	<b>97</b>
<b>Access to Academic and Disciplinary Conferences</b> .....	<b>98</b>
<b>Access to Programs and Extra-Curricular Activities</b> .....	<b>98</b>
<b>Access to Educational Opportunities</b> .....	<b>98</b>
<b><u>SECTION 9 – MISCELLANEOUS</u></b> .....	<b>99</b>
<b>Screening Procedures</b> .....	<b>100</b>
<b>Guidelines for Providing Public School Services to Students in Non-Public Schools</b> .....	<b>101</b>
<b>Reimbursement for Unilateral Placement in a Private School</b> .....	<b>102</b>
<b>Census</b> .....	<b>104</b>
<b>Space Allocation for Special Education Programs</b> .....	<b>105</b>
<b>Methods for Evaluating Program Objectives</b> .....	<b>106</b>
<b>Procedures Regarding Additional Books for Special Education Students</b> ....	<b>107</b>
<b><u>SECTION 10 – DISTRICT PROGRAMS</u></b> .....	<b>108</b>
<b>Special Education Funding</b> .....	<b>110</b>
<b>Adaptations</b> .....	<b>110</b>
<b>Availability of Copies of this Policy</b> .....	<b>111</b>

# **SECTION 1**

# **INTRODUCTION**



## **PROGRAM OBJECTIVES FOR STUDENTS WITH DISABILITIES**

The Rocky Point Union Free School District is committed to the development and implementation of an appropriate education for students with disabilities who reside in the district in accordance with the following program objectives:

- To ensure the establishment of a plan and policies for implementing school-wide approaches and pre-referral interventions in order to remediate a student's performance prior to referral to special education.
- To provide a free appropriate education in the least restrictive environment for resident children between the ages of three (3) and twenty-one (21) or until a regular high school diploma has been achieved by the student, whichever shall occur first.
- To ensure that students with disabilities have the opportunity to participate in school district programs to the maximum extent appropriate to the need of each student, including access to general education curriculum and extracurricular programs and activities, which are available to all other students enrolled in the public schools of the district.
- To establish a Committee on Preschool Special Education (CPSE), a Committee on Special Education (CSE) and appropriate Subcommittees on Special Education for the purpose of evaluating students suspected of having disabilities and for placement of students with disabilities in appropriate programs. The CPSE and CSE will monitor the progress of all students with disabilities and will report annually to the Board of Education regarding the status of each student.
- To ensure effective communication and collaboration between the Committee on Special Education, the Committee on Preschool Special Education, school staff and school district administrators, parents and community.
- To ensure that parents are advised of their due process rights and to establish procedures in this regard.
- To ensure that each preschool student with a disability residing in the district has the opportunity to participate in an appropriate preschool program or services.
- To provide for the establishment of administrative practices and procedures to ensure that parents have received and understand the request for consent for evaluation of a preschool student.
- To ensure the establishment of administrative policies, practices and procedures to implement the provisions of Section 200.6 (a) of the Commissioner's Regulations and to provide special services or programs,

to the extent appropriate to the needs of the student, to enable the student to be involved in and progress in the general education curriculum.

- To provide the human and material resources necessary for the implementation of a continuum of programs and services to meet the academic, social, physical and management needs of students with disabilities.
- To provide, to the extent appropriate, adaptation, and/or modification of instruction and materials to enable students with disabilities to benefit from instruction within the general education setting, whenever appropriate.
- To ensure that students with disabilities have access to the full range of general education programs and services to the extent appropriate to their individual needs and to provide them appropriate opportunities to earn a high school diploma in accordance with Section 100.5 of the Regulations of the Commissioner of Education.
- To ensure that a discipline code for student behavior is in place, while protecting the rights to continuity of appropriate education for students with disabilities.
- To ensure the confidentiality of personally identifiable date, information or records pertaining to a student with a disability. Such personally identifiable information will not be disclosed except in accordance with the Regulations.
- To ensure that adequate and appropriate space is made available to meet the needs of preschool and school age students with disabilities.
- To provide professional development for all personnel who work with students with disabilities in order to assure that they have the skills and knowledge necessary to meet the unique needs of these students.
- To ensure the establishment of plans and policies for the appropriate declassification of students with disabilities.
- To ensure that students who reside in the district have received the protection of all other applicable State and Federal laws and regulations.

## **IMPLEMENTATION OF SCHOOL-WIDE APPROACHES AND PRE-REFERRAL INTERVENTIONS**

In accordance with the IDEA and Part 200 of the Commissioner's Regulations, the district must develop a policy and implement a plan to establish pre-referral interventions to assist a student's education process before consideration of referral to the Committee on Special Education (CSE). In keeping with this policy, it is the responsibility of the school's principal and building level team to investigate all possible avenues of general education support services that would enable the student to achieve the learning standards. Such services may include, but are not limited to, Academic Intervention Services and Educationally Related Support Services. These services must be afforded to all students who do not meet the minimum designated standards on State assessments, and to English Language Learners (ELL) students who do not achieve the annual CR Part 154 performance standards.

A description of these services will be approved by the Board of Education and reviewed every two years. Supplemental instruction in English, language arts, math, social studies, and science as well as support services to deal with barriers to student progress such as attendance, discipline, health, family nutrition, and transient issues will be afforded to students who score below level 3 on elementary or intermediate State Assessments or who score below the local State designated performance levels on any one of the State Examinations required for graduation.

All school-wide approaches to provide remediation activities for students who are at risk of not meeting State Standards or meeting graduation requirements will be considered prior to making referrals to the CSE. These approaches may also include but are not limited to extra teacher or teacher aide/assistant support, student or volunteer tutorial assistance, counseling support, and computer assisted programs. The principal shall notify each student's parents whenever Academic Intervention Services (AIS) are provided and shall ensure that written quarterly progress reports are provided in the native language of the parents. These school-wide approaches shall serve as pre-referral interventions prior to consideration of special education programs through the Committee on Special Education (CSE) as part of an overall Response to Intervention (RTI) approach.

The referral form to the CSE used by the district staff will describe, in writing, intervention services, programs used to remediate the student's performance prior to services, or instructional methodologies, including any supplementary aids or support services provided, or the reasons why no such attempts were made. The principal and/or building level team shall maintain a record of pre-referral interventions implemented for each student. Each referral shall be reviewed to determine its appropriateness and whether pre-referral interventions have been adequately utilized, and if further interventions are deemed necessary.

Within ten (10) days of receipt of referral to the CSE, the building administrator may request a meeting with the parent or person in parental relationship to the student, the student, and the referring person, if a staff member, to determine whether the student would benefit from additional general education support services as an alternative to special education. These services may include, but are not limited to, speech and language improvement services, educationally related support services, academic intervention services, and any other services designed to address the learning needs of the student and maintain the student's placement in general education. At this meeting, if there is a written agreement that with the provision of additional general education support services the referral is unwarranted, the referral shall be deemed withdrawn and the building administrator shall provide a copy of this agreement to the Chairperson of the CSE, the referring person, the parent or person in parental relationship, and the student if appropriate. The copy of the agreement will be in the native language of the parent and will name the additional general education support services that will be provided as well as the length of time of each service. This agreement will be placed in the student's cumulative educational record file. If there is no written agreement reached at this meeting, the required timelines of the CSE will be maintained.

Pre-referral interventions will not be utilized as a barrier to prevent appropriate referrals for special education services but shall be used to assess the ability of the student to fully benefit from regular education services and confirm RESPONSE to INTERVENTION Strategies (RTI).

## **DEFINITIONS**

Students with disabilities are those whose special needs are significant enough to warrant provisions of special educational services in accordance with an individualized program.

***The following statutory and regulatory definitions are controlling:*** The term ***student with a disability*** means a student with a disability, who has not attained the age of 21 prior to September 1<sup>st</sup> and who is entitled to attend public schools pursuant to section 3202 of the Education Law and who, because of mental, physical or emotional reasons, has been identified as having a disability and who requires special services and programs approved by the Department of Education. Such term does not include a student whose educational needs are due primarily to unfamiliarity with the English language, environmental, cultural or economic factors. In making a determination as to eligibility, a student shall not be determined to be a student with a disability if the determinant factor is lack of instruction in reading or math or limited English proficiency.

The term ***“all students”*** applies to every student listed on the registry of the district.

The term ***“special education”*** means specially designed individualized or group instruction or special services or programs, as defined in subdivision 2 of section 4401 of the Education Law, and special transportation, provided at no cost to the parent, to meet the unique needs of students with disabilities.

- a. Such instruction includes but is not limited to that conducted in classrooms, homes, hospitals, institutions and in other settings.
- b. Such instruction includes specially designed instruction in physical education, including adapted physical education.

The term ***“specially-designed instruction”*** means adapting, as appropriate to the needs of an eligible student under this Part, the content, methodology, or delivery of instruction to address the unique needs that result from the student’s disability; and to ensure access of the student to the general curriculum, so that he or she can meet the educational standards that apply to all students



The term “***special services or programs***” may include:

- a. Special classes, transitional support services, resource room, related services, consultant teacher services, indirect consultant teacher services and home instruction
- b. Contracts with other districts for special services or programs.
- c. Contracts for special services or programs provided by Boards of Cooperative Educational Services (BOCES)
- d. Appointment by the Commissioner to a state or state-supported school in accordance with article eighty-five, eighty-seven or eighty-eight of New York State law.
- e. Contracts with private non-residential schools, which have been approved by the Commissioner and which are within the State.
- f. Contracts with private non-residential schools, which have been approved by the Commissioner and which are outside of the State.
- g. Contracts with private residential schools, which have been approved by the Commissioner and which are within the State.
- h. Contracts with private residential schools, which have been approved by the Commissioner and which are outside of the State.
- i. Provision of educational services in a residential facility for the care and treatment of students with disabilities under the jurisdiction of a State agency other than the NYS Department of Education.
- j. Related services means developmental, corrective, and other supportive services as are required to assist a student with a disability and includes speech-language pathology, audiology services, psychological services, physical therapy, occupational therapy, counseling services, including rehabilitation counseling services, orientation and mobility services, medical services as defined in this section, parent counseling and training, school health services, school social work, assistive technology services, other appropriate developmental or corrective support services, appropriate access to recreation and other appropriate support services.
- k. Contracts for residential or non-residential placements with a special act school district listed in chapter five hundred sixty-six of the laws of Nineteen hundred sixty-seven.
- l. Contracts with New York State approved and funded schools (Article 89).

### **Additional Definitions:**

- a. Change in placement means a transfer of a student to or from a public school, BOCES, or schools enumerated in articles 81, 85, 87, 88, or 89 of the Education Law or graduation from high school with a local high school or Regents diploma. For purposes of removal of a student with a disability from the student's current education placement under Education Law 3214, change of placement is defined in Part 201 of the Regulations of the Commissioner of Education (March 2000).
- b. General curriculum means the same curriculum for all students including students with disabilities.
- c. Individualized Education Program (IEP) means a written statement developed, reviewed and revised in accordance with section 200.4(d)(2) of the Regulations of the Commissioner of Education to be provided to meet the unique educational needs of a student with a disability.

### **SPECIAL EDUCATION PROGRAMS AND SERVICES: OVERVIEW**

In accordance with Section 200.6 of the Regulations of the Commissioner of Education, the district provides a continuum of services which allows placement of preschool and school-age students in the least restrictive environment consistent with their needs and which provides for the placement of students on the basis of similarity of individual needs.

### **SCHOOL CALENDAR**

Special education students participate in the same school calendar as their general education peers.

School day means any day, including a partial day that students are in attendance at school for instructional purposes. The term school day has the same meaning for all students in school including students with disabilities and students without disabilities except that, during the months of July and August, school day means every day except Saturday, Sunday and legal holidays. School day means calendar days unless otherwise indicated as school day or business day.

Business day means Monday through Friday, except for Federal and State holidays (unless holidays are specifically included in the designation of business day).

## **LEAST RESTRICTIVE ENVIRONMENT**

The District provides a continuum of services, ranging from placement in residential settings to placement in general education classes with support and related services. The district is committed to the policy of placing students in the least restrictive environment consistent with their needs. ***“Least Restrictive Environment”*** means that the placement of students with disabilities in special classes, separate schools or other removal from the regular educational environment occurs ***only*** when the nature or severity of the disability is such that even with the use of supplementary aids and services, education cannot be satisfactorily achieved.

- Placement shall be based on the student’s individualized education program.
- Placement shall be as close as possible to the student’s home, and unless the student’s individualized education program requires some other arrangement, the student shall be educated in the school he or she would have attended if not disabled.
- In selecting the least restrictive environment, consideration must be given to any potential harmful effect on the student or on the quality of services that he or she needs; and
- A student with a disability must not be removed from education in age-appropriate regular classrooms solely because of needed modifications in the general curriculum.

### **District to District Transfers**

When a student with a disability transfers within the state, the Rocky Point School District will make every possible effort to implement the previous district’s Individualized Educational Plan within district based programs on an interim basis for up to thirty days until the CSE can convene and finalize placement accordingly provided that:

- The placement is consistent with the student’s previous IEP, to the extent possible, or
- The parents and the district have not otherwise agreed to an alternative placement until the CSE completes its review of the student’s program and placement needs.

## **PROCEDURES TO IMPLEMENT LRE REQUIREMENTS**

- The student will receive comprehensive, nonbiased, individual assessments in the student's dominant language or other mode of communication, unless it is clearly not feasible to do so, to determine his/her educational needs. In making a determination of a student's eligibility, the CSE shall not determine a student to be a student with a disability if the determination factor is lack of instruction in reading or math or limited English proficiency. The CSE must review evaluation information to determine whether any additions or modifications to special education services are needed to enable the student to participate, as appropriate, in the general curriculum.
- Prior to placement in special education, the CSE will ensure that the appropriateness of the resources of the general education program, including educationally related support services, academic intervention services have been considered.
- A student's educational program will be developed with the meaningful involvement of the student's parent or guardian and teacher and the student, when appropriate. The Committee will include persons knowledgeable about the student, the meaning of the evaluation data, and the continuum of placement options. IDEA requires that at least one of the student's regular education teachers must be a member of the Committee (if the student is, or may be, participating in the regular education environment). In addition, the representative of the school district qualified to provide or supervise the provision of special education services must be knowledgeable about the general curriculum and the availability of resources of the school district. The individual knowledgeable about the evaluation data must be able to interpret the instructional implications of the evaluation results.
- The Committee on Special Education or Committee on Preschool Special Education will first consider placement in general education with appropriate support for the student and the student's teachers. The IEP must include statements of the student's present levels of educational performance, including how the student's disability affects involvement and progress in the general curriculum; or for preschool students, as appropriate, how the disability affects the child's participation in appropriate activities.
- Measurable annual goals, including academic & functional goals, must be related to meeting the student's needs that result from the disability to enable the student to be involved in and progress in the general curriculum and meeting each of the student's other educational needs that result from the disability.

- Alternative placements, such as special classes, special schools or other removal from the general education environment, will be considered only when the CSE/CPSE determines that a student's education in regular classes cannot be satisfactorily achieved even with the use of supplementary aids and services.
- The IEP of the student will include an explanation of the extent to which the student will not participate with students who do not have disabilities.
- The parent or guardian and the board of education will be provided a recommendation from the CSE/CPSE, which describes the program and placement options considered for the student and a rationale for those options not selected.
- The CSE/CPSE must indicate clearly defined expected benefits to the student from the special education program selected in the areas of academic or educational achievement and learning characteristics, social development, physical development and management needs.
- The CSE/CPSE will conduct a review of the student's needs for continuation or modification of the provision of special education programs and services. Such review shall consider the educational progress of the student and the student's ability to participate in general education programs.

The district is committed to the policy of placing students in the least restrictive environment consistent with their needs. The district provides the continuum of services as described in 200.6 of the Commissioner's Regulations.



## **SIMILARITY OF NEEDS**

Whenever students with disabilities are grouped together for purposes of special education, they are grouped by similarity of need. The CPSE and CSE identify educational needs in accordance with the following factors:

**Academic/Educational Achievement**—Current levels of knowledge and development in subject and skill areas, including activities of daily living, level of intellectual functioning, adaptive behavior, expected rate of progress in acquiring skills and information and learning style.

**Social Development** – The degree and quality of the student’s relationships with peers and adults, feelings about self, and social adjustment of school and community environments.

**Physical Development** – The degree or quality of the student’s motor and sensory development, health, vitality and physical skills or limitations which pertain to the learning process.

**Management Needs** – The nature of and degree to which environmental modifications and human or material resources are required to enable the student to benefit from instruction. Management needs are determined in accordance with the factors identified in the areas of academic/educational achievement and learning characteristics, social development and physical development.

## **PROVISION OF APPROPRIATE SPECIAL EDUCATION SERVICES TO ENABLE INVOLVEMENT AND PROGRESS IN THE GENERAL EDUCATION CURRICULUM**

All students with disabilities who reside in the School District shall be provided with an appropriate Individual Education Program (IEP) that meets the student’s unique educational needs as determined and recommended by the Committee on Special Education (CSE) and arranged for by the Board of Education. This IEP shall be designed to enable involvement and foster progress in general education to the extent appropriate to the needs of the student. In designing the IEP, the CSE will consider the present levels of performance and the expected learning outcomes of the student. The student’s academic, social development, physical development, and management needs will be the basis for measurable goals.

In keeping with this policy, the CSE will consider general education or inclusion classes at each initial, program or review for the student as well as the appropriate support or related services needed for the student to make educational progress within this environment. Progress or educational benefit shall be indicated by successful academic progress, including improvement in

skills, achievement on State mandated examinations, ability to perform activities of daily living and an increase in adaptive behavior. Progress will also be considered in the social areas, including relationships with peers and adults, feelings about one's self, and the adjustment to school and community environments. Physical development areas such as the student's improvement in motor or sensory areas, health, vitality and physical skills and the decrease of management needs that require environmental modifications or human resources shall also be considered as progress.

The District will ensure equal access to a diploma for all students with disabilities through its establishment of mixed Regents classes, inclusion classes and special education classes that provide equivalent instruction. Appropriate academic intervention services shall also be considered and determined by the building principal to assist students with disabilities in meeting their academic goals. These services shall be in addition to the special education services deemed appropriate by the CSE. No student, by virtue of designation as a student with a disability, shall be precluded from receiving equivalent instruction unless the CSE has determined that the student requires a Skills and Achievement Commencement Credential program. If the student has the potential to achieve a regular high school diploma but requires a restrictive environment outside the district, the CSE will seek placement in a program that provides equivalent instruction.

The District will also ensure equal access for students with disabilities to after-school activities such as clubs, sports, or evening activities and will provide, as recommended by the CSE, appropriate services to enable this participation. Students who are receiving education in out-of-district facilities, as recommended by the CSE, shall also have an equal opportunity to participate in these activities, as deemed appropriate to meet their individualized needs.

### **DISTRICT PLAN TO ENSURE INSTRUCTIONAL MATERIALS ARE AVAILABLE IN A USABLE, ALTERNATIVE FORMAT FOR STUDENTS WITH DISABILITIES**

Under Chapter 377 of the Laws of 2001 (effective April 21, 2002), the District is required to develop a plan to ensure that instructional materials to be used in schools are available in a usable, alternative format for students with disabilities. Accordingly, for the implementation of that requirement, the following plan is being adopted and will be disseminated to the superintendent, business office, special education office and other individuals whose input and/or participation may be necessary in the implementation of this objective:

The District's procurement policies, pursuant to Section 104(b), will be reviewed so that preferences in the purchase of instructional materials to vendors who agree to provide materials in alternative format will be made, whether such purchases are solicited through RFP, bid request for quotations, or some other source.

Where vendors provide electronic files, the vendor will be required to specify how that students who have disabilities may access format, and/or how the District might convert such files to an alternative format.

The District shall review and shall coordinate information between the special education office and the business office to ensure that, to the extent there exist classroom or testing accommodations on IEP's or Section 504 accommodation plans that require books on tape or some other type of alternative format (e.g. Braille, large print, electronic file, closed caption, audio, etc.), a summary of the types and quantities of materials necessary will be transmitted to the business office so that it can ensure that alternative formats are available for instructional materials for students with disabilities by the commencement of the school year or, in any event, no later than the regular education students receive such items.

In the event that students move into the District during the school year, the personnel who are processing the admissions will request of the parent at the time of enrollment, whether the student's needs require any alternative format with regard to instructional materials.

#### **COMMITTEE ON SPECIAL EDUCATION (CSE) AND COMMITTEE ON PRESCHOOL SPECIAL EDUCATION (CPSE) APPOINTMENT AND TRAINING**

To implement its commitment to the education of students with disabilities, the Board of Education annually appoints a Committee on Special Education (CSE), Subcommittee and a Committee on Preschool Special Education (CPSE). The Committees are appointed in accordance with the provisions of New York Education Law, Sections 4402 and 4410 and Section 200.3 of the Regulations of the Commissioner of Education. Section 4410 of the Education Law, which established the Committee on Preschool Special Education, was signed into law on July 5, 1989, and the CPSE was established for the first time during the 1989/90 school year. Major functions of the CSE and CPSE include:

- Identifying, evaluating and recommending placement for students with disabilities;
- Assuring that appropriate due process safeguards are provided for each student;
- Maintaining an annually revised register of all students with disabilities who reside in the district and who are eligible to attend preschool or public school during the coming school year;
- Establishing a network for communication and sharing of resources with other educational and community service agencies;

- Reporting to the Board of Education on the adequacy and status of programs, services and facilities made available to school-age students with disabilities by the school district, and, for preschool students, by public and private agencies within the County of Suffolk;
- Reporting to the NYS Education Department on the number of preschool students, if any, within the district who is not receiving appropriate preschool services and the reasons for any such lack of service.

## **RESPONSIBILITIES**

The Committees have the responsibility to ensure that all necessary procedures for the identification, diagnosis, placement and annual review of the status and progress of every student with a disability are carried out in accordance with Federal and State Law and Regulations. Subcommittees are authorized to perform the functions of the Committee on Special Education except when a student is considered for a more restrictive environment or initial placement in:

- a special class; or
- a special class outside of the student's school of attendance; or
- a school primarily serving students with disabilities in a school outside the student's district.

Upon a written request from a parent or a legal guardian of a student, the subcommittee will immediately refer to the Committee on Special Education for its review any recommendation of the subcommittee concerning the identification, evaluation, educational placement or provision of a free appropriate public education to a student that is not acceptable to the parent or person in parental relationship to the student.

The Committee on Special Education is responsible for oversight and monitoring of the activities of each subcommittee to assure compliance with Federal and State Law and Regulations. Each subcommittee must annually report the status of each student with a disability within its jurisdiction to the Committee.

## **TRAINING CSE/CPSE MEMBERS**

The district is committed to ensuring that all members of the CSE and CPSE are appropriately trained for their responsibilities on their respective committees. Committee members are made aware of their responsibilities to insure that services are identified to allow the student to be involved in and progress in the general education curriculum. Specific administrative practices for training these members, including general education teachers and parents, to carry out the provisions of Part 200 include:

- conducting district based training;
- providing copies of guidelines pertaining to district practices and procedures for referring and evaluating preschool and school-age students suspected of having a disability;
- disseminating the Guidebook for Committees on Special Education in New York State, Part 200 of the Commissioner's Regulations, all amendments to the Regulations of the Commissioner, and informational bulletins and pamphlets, including memorandum from SED, to all committee members;
- inviting committee members to annual site visits of special education placements to familiarize them with placement options available to resident special education students;
- utilizing SETRC as a training resource; and utilizing the district's attorney as a resource person, if needed to interpret specific information for the committee members.

## **GENERAL PROFESSIONAL DEVELOPMENT**

As part of an ongoing effort to all teachers to better understand the needs of students with special needs, staff development plays a critical role in preparing teachers to work with diverse learners.

Two professional development periods are incorporated into teachers' weekly schedule.



In addition to staff meetings, in-service courses, Superintendent's Conference Day, as well as individual meetings between special and general education teachers, the State Education Department has directed districts to develop a Comprehensive System of Personnel Development. This staff development program for teachers details goals and objectives for the current school year.

## **PROVISION OF IEP TO TEACHERS AND SERVICE PROVIDERS**

In order to more effectively carry out the District's responsibility to provide a free appropriate public education to all eligible students with disabilities, it is the policy of the Board of Education of the Rocky Point School District to provide regular and special education teachers, related service providers and other providers with a copy of a student's individual education program (IEP), in accordance with the requirements of subdivision 7 of the section 4402 of the Education Law.

Prior to the implementation of such program, and as soon as practicable after a meeting of the Committee on Special Education, each regular education teacher, special education teacher, related service provider, and other service provider who is responsible for the implementation of a student's individualized education program shall be given an electronic copy of such student's IEP.

The Office of Special Education will provide (with the IEP), a statement explaining that the IEP is a confidential document, and that any copy of a student's IEP provided pursuant to this policy shall remain confidential and shall not be redisclosed to any other person, in compliance with Federal and State Laws and Regulations, including the Individuals with Disabilities Act and the Family Educational Rights and Privacy Act.

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

The employee charged with the duty to inform each teacher, related service provider, assistant and support staff person of his or her responsibilities relating to the IEP shall also inform those individuals of the obligation to maintain the confidentiality of the IEP. Those individuals receiving electronic copies of the IEP will provide their signature stating that they have been informed of the contents of the IEP and recognize their obligation to maintain the confidentiality of the document.

**SECTION 2**

**COMMITTEE ON  
PRESCHOOL SPECIAL  
EDUCATION**

## **COMMITTEE ON PRESCHOOL SPECIAL EDUCATION (CPSE) MEMBERSHIP**

At its yearly organization meeting, the Board of Education shall appoint a Committee on Preschool Special Education comprised of at least the following mandated members:

- 1 the student's parent;
- 2 the general education teacher of the student if the student is, or may be, participating in the general education environment;
- 3 the special education teacher or special education service provider of the student;
- 4 the CPSE chairperson who is a representative of the district qualified to provide, or supervise the provision of specially-designed instruction to meet the unique needs of students with disabilities who is knowledgeable about the general curriculum and about the availability of the resources of the local educational agency;
- 5 the parent of a preschool or elementary school-age child with a disability who resides in the district or neighboring district, such parent is not a required member if the parent(s) of the child requests in writing that the additional parent member not participate in the meeting;
- 6 an individual who can interpret the instructional implications of evaluation results, who may be a member of the team selected from the regular or special education teacher or provider or district representative described above;
- 7 other persons having knowledge or special expertise regarding the child, including related services personnel as appropriate, as the school district or the parents shall designate. The determination of knowledge or special expertise of such person shall be made by the party who invited the individual to be a member of the CPSE.
- 8 for a student in transition from early intervention programs and services, the appropriately licensed or certified professional from the Department of Health's Early Intervention Program;
- 9 an appropriately licensed or certified professional from the municipality is invited but not required for a quorum;

Consensus is the preferred decision-making process. Parents of the student being reviewed and other knowledgeable persons are encouraged to share information, outside evaluations and reports with the Committee. Written notice of CPSE meetings is provided to parents at least five days in advance of the meeting date. Meetings of the CPSE are held as needed to review referrals throughout the school year and during the summer months.

## **COMMITTEE ON PRESCHOOL SPECIAL EDUCATION (CPSE)\***

- Chairperson
- Parent of the Student
- Regular Education Teacher of the Student (if the student is, or may be, participating in the general education environment).
- Special Education Teacher or Related Service Provider (of the Student)
- Parent Member
- Representative from Local Education Agency

Individual Who Can Interpret Evaluation Results (may be selected from individuals listed above)

Representative from Early Intervention (if appropriate)

Representative from Department of Mental Health (not required for a quorum)

## **DEFINITION OF TERMS**

**“Preschool Student with a Disability”** refers to a preschool student who has been identified by the Committee on Preschool Special Education (CPSE) who is eligible to receive preschool programs and services, and is not entitled to attend the public schools of the district. To be identified as having a disability, a preschool student shall either:

1. Exhibit a significant delay or disorder in one or more functional areas related to cognitive, language and communicative, adaptive, social-emotional or motor development which adversely affects the student’s ability to learn. Such delay or disorder shall be documented by the results of the individual evaluation which includes, but is not limited to, information in all functional areas obtained from a structured observation of a student’s performance and behavior, a parental interview and other individually administered assessment procedures, and, when reviewed in combination and compared to accepted milestones for child development, indicate:
  - a. a 12 month delay in one or more functional area(s), or

- b. a 33 percent delay in one functional area, or a 25 percent delay in each of two functional areas, or
  - c. if appropriate standardized instruments are individually administered in the evaluation process, a score of 2.0 standard deviation below the mean in one functional area, or a score of 1.5 standard deviations below the mean in each of two functional areas; or
  - d. meets the criteria as Autistic, Deaf, Deaf-Blind, Hard of Hearing, Orthopedically Impaired, Other Health Impaired, Traumatic Brain Injury, or Visually Impaired.
2. Meet the criteria for a student with a disability set forth in the Commissioner's Regulations Part 200.1, subdivision (zz) and outlined on pages 33-35 of this plan.

**"First Eligible for Services"** is the earliest date on which a student becomes eligible for services as defined in current regulations. A student can be considered a preschool student with a disability through the month of August of the school year in which he or she first becomes eligible to attend kindergarten.

The Committee shall first consider providing special education services in a setting where age-appropriate peers without disabilities are found.



## **CPSE PROCEDURES**

### **Referral**

The Committee on Preschool Special Education (CPSE) is responsible for arranging for the evaluation of any student who is suspected of having a disability, who meets the age eligibility requirements specified in the Regulations, and is a resident of the school district. **The evaluation process begins when a written request for evaluation is made by either:**

- The student's parent or person in parental relationship
- A professional staff member of the school district in which the student resides or the public or private school the student legally attends
- A staff member of a preschool program approved pursuant to Section 4410
- A staff member of an approved program providing special instruction to students ages birth to three (3)
- A staff member of a program serving infants and toddlers or preschool students
- A licensed physician or judicial officer
- A representative of a public agency with responsibility for the welfare, care or education of students

A staff member of the Early Childhood Direction Center

The referral can be made at any time during the school year. It should specify the extent to which the preschool student has received any services prior to referral. When the CPSE receives a referral, the chairperson will meet with the parent describing the evaluation procedures and request parental consent for the evaluation. A list of County approved evaluation sites will be provided to the parent. Translations will be provided as needed. In the event that consent is not provided, the Committee shall implement the district's practices for ensuring that the parents have received and understood the request for consent.

### **Evaluation and Recommendations**

The individual evaluation of a preschool child shall include relevant functional and developmental information regarding the child's abilities and needs relating to participation in age-appropriate activities.

This evaluation will include the following, at no cost to the parent:

- A physical examination;
- An individual psychological examination, except when a school psychologist determines after an assessment that further evaluation is unnecessary;
- An observation;
- A social history; and
- Other appropriate assessments or evaluations as necessary to ascertain the physical, mental and emotional factors that contributes to the suspected disabilities.

The evaluator will use technically sound instruments that may assess the relative contribution of cognitive and behavioral factors, in addition to physical or developmental factors. Tests will be administered in the student's dominant language or other mode of communication, unless it is clearly not feasible to do so. The tests will be validated for the specific purpose for which they are used and will be administered by trained personnel. Tests will be administered so as not to be racially or culturally discriminatory and to ensure that they measure the extent to which the student has a disability and needs special education, rather than measure the student's English language skills. The CPSE will arrange for specialized evaluations where necessary. These assessments may include, but are not limited to, bilingual evaluations, psychiatric and neurological examinations, audiological evaluations, visual evaluations, and assistive technology assessments. Specialized evaluations are not limited to the initial evaluation process; they may be indicated at any time.

When completed, the evaluation reports will be submitted to the CPSE and a CPSE meeting will be scheduled. The parents will be provided with a copy of the summary reports prior to the meeting. The results of the evaluation will be provided to the parent in their native language or other mode of communication. Reasonable measures will be made to ensure that the parent attends the meeting. This means:

- A written notice is sent to the parent at least five days prior to advising them of the meeting
- Prior notice means written statements developed in accordance with Section 200.5(a) of the Part 200 Commissioner's Regulations, and provided to the parents of a student with a disability a reasonable time before the school district proposes to or refuses to initiate or change the identification, evaluation, or educational placement of the student or the provision of a free appropriate public education to the student.

- At least one additional attempt is made to notify the parents. This may mean an additional written notice or a telephone call.

Prior to making any recommendation that would place a child in an approved program of the agency that conducted the initial evaluation, the committee may exercise discretion to obtain an evaluation of the child from other approved evaluators.

The CPSE submits a recommendation to the Board of Education and to the parent of the preschool student within sixty (60) school days of the date of the receipt of consent. If the Committee determines the student is ineligible for special education, written notification will indicate the reasons for the finding. If the Committee determines that a student has a disability, an IEP (Individualized Education Program) is prepared which specifies the nature of the disability, the student's current levels of functioning, including how the disability affects the student's participation in appropriate activities, measurable annual goals, including benchmarks or short-term objectives, and the type of special education program and/or services recommended. The CPSE will seek, in every case, to recommend placement in the least restrictive environment consistent with the needs of the student. If, for any reasons, the recommendation of the Committee differs from the preference of the parent, the report shall include the reasons for the Committee's recommendations. The notice will also indicate that, in the event that the parent does not provide consent for placement, no further action will be taken by the CPSE until such consent is obtained.

### **Placement**

Upon receipt of the CPSE's recommendation, the Board of Education will arrange for the student to receive appropriate special programs and services. Services will not be provided without parental consent but if the parent disagrees with the recommendation of the Board and prefers an alternative program, he/she may request special education mediation or an impartial hearing review and may appeal the decision to the Commissioner of Education. Review of placement decisions will be conducted in accordance with the same rules of procedural due process applicable to the placement of school-aged students. Placement in an approved program will take place as soon as possible following Board approval. If the Board of Education disagrees with the Committee's recommendation, it may remand the recommendation to the Committee for further review.

## **Annual Review**

An annual review is conducted for every preschool student who has been classified as having a disability. The purpose of the annual review is to determine the appropriateness of each student's Individualized Education Program (IEP) and the need to continue or modify the student's preschool special education program. The yearly review ensures that the IEP will continue to meet the student's educational needs. In addition to the members of the CPSE, which includes the parent of the student, the student's teacher must also attend. Parents will receive a written notice, at least five (5) days prior to the meeting that indicates the time, date, location and persons expected to attend. Reasonable measures will be taken to ensure that the parent attends the meeting. This notice must also inform the parents that they may invite other persons to attend the meeting, who have knowledge or special expertise regarding the student.

## **Withdrawal of Referral**

Written consent of the parent or guardian is required prior to initiating an evaluation for a student who has not previously been identified as having a disability. In the event that parent permission is withheld, the parent shall be given the opportunity to attend an informal conference with a designated professional most familiar with the proposed evaluation. If, at this meeting the parent decides that the referral is not warranted, the referral shall be withdrawn.

## **CONTINUUM OF SERVICES** **COMMITTEE ON PRESCHOOL SPECIAL EDUCATION**

A Preschool Student with a Disability refers to a preschool student who has been identified by the Committee on Preschool Special Education (CPSE) and is eligible to receive preschool programs and services. To be identified as having a disability, a preschool student shall exhibit a significant delay or disorder in one or more functional areas related to cognitive, language and communicative, adaptive, social-emotional or motor development which adversely affects the student's ability to learn. Such delay or disorder shall be documented by the results of the individual evaluation which includes, but is not limited to, information in all functional areas obtained from a structured observation of a student's performance and behavior, a parental interview and other individually administered assessment procedures, and when reviewed in combination and compared to accepted milestones for child development indicate:

- a. a twelve (12) month delay in one or more functional area(s), or
- b. a 33 percent delay in one functional area, or a 25 percent delay in each of two functional areas, or,
- c. if appropriate standardized instruments are individually administered in the evaluation process, a score of 2.0 standard deviations below the mean in one functional area, or a score of 1.5 standard deviations below the mean in each of two functional areas.

### **PROGRAM RECOMMENDATIONS**

The CPSE must consider the appropriateness of services to meet the student's needs in the least restrictive environment in the following order:

- a. related services only
- b. special education itinerant services only
- c. related services in combination with special education itinerant services
- d. an integrated special education preschool program
- e. a half-day preschool program
- f. a full-day preschool program

If the CPSE determines that a student needs a single service, the service must be provided only as a related service or only as a special education itinerant service.

The Committee shall first consider providing special education services in a setting where age-appropriate peers without disabilities are found.



## **RELATED SERVICES**

Those services defined in Section 4401 of Education Law, i.e., speech pathology, audiology, psychological service, physical therapy, occupational therapy, counseling services, medical services as defined by regulation, parent counseling and training, school health services, school social work, other appropriate developmental or corrective support services, appropriate access to recreation and other appropriate support services. Related services are provided at a site determined by the Board of Education including, but not limited to:

- An appropriate or licensed pre-kindergarten
- A Head Start Program
- The worksite of the provider
- The child's home
- A hospital
- A state facility
- A childcare location

The initial location for the delivery of one or more related services must be stated on the IEP.

## **SPECIAL EDUCATION ITINERANT SERVICES**

Provided by a certified special education teacher of an approved program on an itinerant basis at a site determined by the Board of Education including, but not limited to:

- an approved or licensed pre-kindergarten
- the work site of the provider
- a Head Start program
- A student's home\*
- a hospital
- a state facility
- a childcare location

***\*Students are entitled to services in the home if the Board of Education determines that documented medical or special needs indicate that the student should not be transported to another site.***

Changes of location for the provision of services may occur without the review of the CPSE.

The purpose of Special Education Itinerant Services is to provide individual or group instruction and/or direct services to preschool students with disabilities:

- **Direct Services**: Specialized individual or group instruction to a preschool student to aid the student from benefiting from the early childhood program.
- **Indirect Services**: Consultations provided by a certified special education teacher to assist the student's teacher in adjusting the learning environment or modifying instructional methods to meet the individual needs of a preschool student with a disability who attends an Early Childhood program.

Special Education Itinerant Services are provided not less than two hours per week, and the total number of students with disabilities assigned to the special education teacher should not exceed 20.

### **INTEGRATED SPECIAL CLASS**

This is a special class of no more than twelve (12) preschool students, which is staffed by at least one special education teacher and one paraprofessional. A special class in an integrated setting may be provided:

- In a class of no more than twelve preschool students with disabilities staffed by a special education teacher and a paraprofessional, which is housed in the same special space as a preschool class with non-disabled students taught by another teacher.

### **SPECIAL CLASS (half or full day)**

A special class is defined as a class consisting of students with the same disabilities who have been grouped together because of similar individual needs for the purpose of being provided a special education program in a special class.

- Chronological age range within special classes shall not exceed 36 months.
- Maximum class size shall not exceed 12 preschool students with at least one teacher and one paraprofessional.
- Services provided not less than 2 ½ hours per day, 2 days per week.

### **RESIDENTIAL SPECIAL EDUCATION PROGRAMS AND SERVICES**

This program is a minimum of five hours per day, five days a week, for twelve months. Placements in residential programs must be approved by the Commissioner in accordance with 200.6 (l) of the Commissioner's Regulations.

**SECTION 3**

**COMMITTEE ON**  
**SPECIAL EDUCATION**

## **COMMITTEE ON SPECIAL EDUCATION MEMBERSHIP**

**At its yearly organization meeting, the Board of Education shall appoint a Committee on Special Education comprised of at least the following mandated members:**

- The parent or person in parental relationship to the student;
- Not less than one general education teacher of the student if the student is, or may be, participating in the general education environment;
- Not less than one special education teacher or special education service provider of the student;
- A school psychologist;
- The CSE chairperson who is a representative of the district qualified to provide, or supervise the provision of, specially-designed instruction to meet the unique needs of students with disabilities, who is knowledgeable about the general curriculum and about the availability of the resources of the local educational agency;
- An individual who can interpret the instructional implications of evaluation results, who may be a member of the team selected from the regular education teacher, special education teacher or provider, the school psychologist, or district representative described above;
- The school physician, if specifically requested in writing by the parent of the student or by a member of the school at least 72 hours prior to the meeting;
- A parent of a student with a disability who resides in the district or a neighboring school district, provided that the additional parent member may be the parent of a student who has been declassified within a period not to exceed five years or the parent of a student who has graduated within a period not to exceed five years. The parent is only a required member if the parent(s) of the student request in writing that the additional parent member participate in the meeting; such request should be made at least 72 hours prior to the date of the scheduled meeting.
- Other persons having knowledge or special expertise regarding the child, including related services personnel as appropriate, as the school district or the parents shall designate.
- If appropriate, the student

Consensus is the preferred decision-making process. Parents of the student being reviewed and other knowledgeable persons are encouraged to share information, outside evaluations and reports with the Committee.

Written notice of meetings is provided to the parents at least five days in advance of the meeting date. Meetings of the CSE are held in the School Buildings.

### **MEMBERSHIP OF THE SUBCOMMITTEE ON SPECIAL EDUCATION**

Subcommittees are utilized to review re-evaluations and during annual reviews. The Subcommittee consists of the following members appointed by the Board of Education:

- The parent of the student;
- A general education teacher of the student (if the student is, or may be, participating in the general education environment);
- A special education teacher, or where appropriate, at least one special education provider (i.e., related service provider) of the student;
- A representative of the district who is qualified to provide, administer or supervise special education and who is knowledgeable about the general curriculum and who is knowledgeable about the availability of resources of the school district.
- A school psychologist, whenever a new psychological evaluation is reviewed or a change to a program option with a more intensive staff/student ratio, is considered.
- An individual who can interpret the instructional implications of evaluation results, who may be a member of the team described above;
- Other persons having knowledge or special expertise regarding the child, including related services personnel as appropriate, as the committee or the parent shall designate. The determination of knowledge or special expertise of that person shall be made by the party who invited the individual to be a member of the Sub CSE.
- The student, if appropriate.



# Rocky Point Public Schools

## Board of Education Approved Members of the Committee/Subcommittee on Special Education (CSE) and Pre-School Education (CPSE)

<b>Chairpersons, Alternates and School Psychologists</b>		
<b>Special Education Administration (Chairpersons)</b>	<b>CSE/CPSE Administration (Chairpersons)</b>	<b>School Psychologists (Alternates)</b>
Dr. Deborah Deluca, Assistant Superintendent	Beth Apostoli	John Haggerty, Ph. D Meredith Picone
Andrea Moscatiello, Director of Special Education	Terence Reilly, Ph. D	Joanne Tavano-Foss, Ph.D Juliet Williams, Ph.D
Paul S. Walia, Special Education Coordinator		

<b>School Physicians</b>
Dr. John Gil

## **Definitions: “Student with a Disability”**

The term student with a disability includes the following classifications:

- (1) *Autism* means a developmental disability significantly affecting verbal and non-verbal communication and social interaction, generally evident before age 3, which adversely affects a student’s educational performance. Other characteristics often associated with autism are engagement in repetitive activities and stereotyped movements, resistance to environmental change or change in daily routines, and unusual responses to sensory experiences. The term does not apply if a student’s educational performance is adversely affected primarily because the student has an emotional disability as defined in paragraph 4. A student who manifests the characteristics of autism after age 3 could be diagnosed as having autism if the criteria in this paragraph are otherwise satisfied.
- (2) *Deafness* means a hearing impairment that is so severe that the student is impaired in processing linguistic information through hearing; with or without amplification that adversely affects a student’s educational performance.
- (3) *Deaf-blindness* means concomitant hearing and visual impairments, the combination of which causes such severe communication and other developmental and educational needs that they cannot be accommodated in special education programs solely for students with deafness or students with blindness.
- (4) *Emotional disability* means a condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree that adversely affects a student’s educational performance:
  - (i) an inability to learn that cannot be explained by intellectual sensory, or health factors;
  - (ii) an inability to build or maintain satisfactory interpersonal relationships with peers and teachers;
  - (iii) inappropriate types of behavior or feelings under normal circumstances;
  - (iv) a general pervasive mood of unhappiness or depression; or
  - (v) a tendency to develop physical symptoms or fears associated with personal or school problems.

*The term includes schizophrenia.* The term does not apply to students who are socially maladjusted, unless it is determined that they have an emotional disturbance.

- (5) *Hearing impairment* means impairment in hearing, whether permanent or fluctuation, which adversely affects the child's educational performance but that is not included under the definition of deafness in this section.
- (6) *Learning disability* means a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, which manifests itself in an imperfect ability to listen, think, speak, read, write, spell or to do mathematical calculations, as determined in accordance with the Commissioner's Regulations, Part 200.4. This term includes such conditions as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia and developmental aphasia. The term does not include learning problems that are primarily the result of visual, hearing or motor disabilities, of mental retardation, of emotional disturbance, or of environmental, cultural or economic disadvantage.
- (7) *Intellectual Disability* means significantly sub-average general intellectual functioning, existing concurrently with deficits in adaptive behavior and manifested during the developmental period, that adversely affects a student's educational performance.
- (8) *Multiple disabilities* means concomitant impairments (such as mental retardation, blindness, mental retardation-orthopedic impairments, etc.), the combination of which cause such severe educational needs that they cannot be accommodated in a special education program solely for one of the impairments. The term does not include deaf-blindness.
- (9) *Orthopedic impairment* means a severe orthopedic impairment that adversely affects a student's educational performance. The term includes impairments caused by congenital anomaly (e.g., clubfoot, absence of some member, etc.), impairments caused by disease (e.g., poliomyelitis, bone tuberculosis, etc), and impairments from other causes (e.g., cerebral palsy, amputation, and fractures or burns which cause contractures).
- (10) *Other health-impairment* means having limited strength, vitality or alertness, including a heightened alertness to environmental stimuli, that results in limited alertness with respect to the educational environment, that is due to chronic or acute health problems, including but not limited to a heart condition, tuberculosis, rheumatic fever, nephritis, asthma, sickle cell anemia, hemophilia, epilepsy, lead poisoning, leukemia, diabetes, attention deficit disorder or attention deficit hyperactivity disorder or tourette syndrome, which adversely affects a student's educational performance.
- (11) *Speech or language impairment* means a communication disorder, such as stuttering, impaired articulation, a language impairment or

a voice impairment that adversely affects a student's educational performance.

(12) *Traumatic brain injury* means an acquired injury to the brain caused by an external physical force or by certain medical conditions such as stroke, encephalitis, aneurysm, anoxia or brain tumors with resulting impairments that adversely affect educational performance. The term includes open or closed head injuries from certain medical conditions resulting in mild, moderate or severe impairments in one or more areas, including cognition, language, memory, attention, reasoning, abstract thinking, judgment, problem solving, sensory, perceptual and motor abilities, psychosocial behavior, physical functions, information processing, and speech. The term does not include injuries that are congenital or caused by birth trauma.

(13) *Visual impairment including blindness* means impairment in vision that, even with correction, adversely affects a student's educational performance. The term includes both partial sight and blindness.

1 Legal Reference: Regulations of The Commissioner of Education, Section 200.1 (April, 2012)

## **PROCEDURES OF THE COMMITTEE ON SPECIAL EDUCATION (CSE)**

### **Referral**

In accordance with New York Education Law Section 4402 and Part 200.2, 200.4 and 200.5 of the Commissioner's Regulations, the CSE is responsible for evaluating all school-age students suspected of having a disability, identifying a disability (or determining that no disability exists), and recommending placement and type of special education programs and/or services within sixty (60) days of the date of receipt of consent for evaluation. Referrals can be made at any time during the twelve-month year.

A student suspected of having a disability shall be referred in writing to the Chairperson of the Committee on Special Education or to the building Administrator of the school, which the student attends or is eligible to attend for an individual evaluation and determination of eligibility for special education programs or services. A referral may be made by:

- The student's parents or persons in parental relationship;
- A professional staff member of the school district or the public or private school the student legally attends.
- A licensed physician;
- A judicial officer;
- The commissioner or designee of a public agency with responsibility for the welfare, health or education of children; or
- The student himself/herself, if the student is 18 years of age or older, or an emancipated minor, who is eligible to attend the public schools of the district.

Except for self-referrals and referrals by parents or judicial officers, the referral must state the reasons for the referral and include any test results, records or reports upon which the referral is based. It must also describe efforts made by school and parent to resolve the difficulties leading to referral or to meet the needs of the student in the general classroom setting. Pre-referral strategies must be documented if a referral is received by the building Administrator, it must be forwarded to the CSE Chairperson immediately. If the CSE Chairperson receives a referral, a copy will be forwarded to the Building Administrator within five business days of its receipt.

The Committee will notify the parent or persons in parental relationship to the student that a referral for an evaluation has been received. The CSE will then:

- Request consent for evaluation;
- Provide the parent with procedural safeguards notice;
- Provide the parent with sources to obtain assistance in understanding the referral and evaluation process;
- Provide the parent "A Parent's Guide to Special Education". Translations are provided, as needed.

Within ten (10) business days following receipt of CSE referral or copy of a referral, the building principal may decide to meet with the parent/guardian and/or student to discuss educational services presently being offered and to determine whether the student would benefit from additional general education support services as an alternate to special education, including the provision of Educationally Related Support Services, Speech/Language Services, Remedial Instruction, and Academic Intervention Services. The professional staff member who made the referral should also attend this meeting. If at the meeting, the parent or person in parental relationship and the building administrator agree in writing that, with the provision of additional general education support services, the referral is unwarranted, the referral shall be deemed withdrawn, and the building administrator shall provide the chairperson of the Committee on Special Education, the person who made the referral if a professional staff member of the District, the parent or person in parental relationship to the student, and the student, if appropriate, with copies of the agreement. All such agreements about withdrawal of a CSE referral must be in writing and must specify the alternative services to resolve the identified learning difficulty of the student and provide the opportunity for a follow-up conference within an agreed period of time to review the student's progress. A copy of the agreement becomes a part of the student's cumulative educational record. A copy of the agreement must be in the native language of the parent or person in parental relationship.

If the referral to the CSE is not withdrawn by agreement, and the parent/guardian does not consent to the evaluation within thirty (30) days of the date of receipt of referral, the Chairperson of the CSE shall document attempts made by the Chairperson or other representatives of the committee to obtain parental consent and shall notify the Board Of Education that they may utilize the due process procedures.



## **Evaluation and Recommendation**

The initial evaluation will consist of procedures to determine whether a student is a student with a disability and to determine the educational needs of such a student. The evaluation will include a variety of assessment tools and strategies, including information provided by the parent to gather relevant functional and developmental information about the student, and information related to enabling the student to participate and progress in the general education curriculum.

The individual evaluation of the referred student must include, at no cost to the parent, at least:

- A physical examination;
- An individual psychological examination, except when a school psychologist determines after an assessment of a school age student that further evaluation is unnecessary. Whenever a psychologist determines that a psychological evaluation is unnecessary, the psychologist will prepare a written report of such assessment, including a statement of the reasons the evaluation is unnecessary, which shall be reviewed by the committee;
- An observation of the student in the current educational placement;
- A social history;
- Other appropriate assessment or evaluations, including a functional behavioral assessment for a student whose behavior impedes his or her learning or that of others, as necessary to ascertain the physical, mental, behavioral and emotional factors which contribute to the suspected disabilities.

The district will ensure that:

- (a) Tests and other assessment procedures:
  - (a) in the language and form most likely to yield accurate information on what the child knows and can do academically, developmentally, and functionally, unless it is not feasible to so provide or administer.
  - (b) have been validated for the specific purpose for which they are used;
  - (c) are administered by trained personnel in accordance with the instruction provided by those who developed such tests or procedures; and
  - (d) are administered so as not to be racially or culturally discriminatory;

- (e) Tests and other assessment procedures include those tailored to assess specific areas of educational need and not merely those which are designed to provide a general intelligence quotient;
- (f) Tests are selected and administered to ensure that, when a test is administered to a student with impaired sensory, manual or speaking skills, the test results accurately reflect the student's aptitude or achievement level or whatever other factors the test purports to measure, rather than reflecting the student's impaired sensory, manual or speaking skills, except where those skills are factors which the test purports to measure;
- (g) Materials and procedures used to assess a student with limited English proficiency be selected and administered to ensure that they measure the extent to which the student has a disability or needs special education, rather than measure the student's English language skills;
- (h) No single procedure is used as the sole criterion for determining whether a student is a student with a disability and for determining an appropriate educational program for a student;
- (i) The evaluation is made by a multidisciplinary team or group of persons, including at least one teacher or the specialist with certification or knowledge in the area of the suspected disability;
- (j) The evaluation is sufficiently comprehensive to identify all of the student's special education needs, whether or not commonly linked to the disability category in which the student has been identified;
- (k) Technically sound instruments are used that may assess the relative contribution of cognitive and behavioral factors, in addition to physical or developmental factors;
- (l) Assessment tools and strategies are used that provide relevant information that directly assists persons in determining the educational needs of the student;
- (m) The student is assessed in all areas related to the suspected disability, including, where appropriate, health, vision, hearing, social and emotional status, general intelligence, academic performance, vocational skills, communicative status and motor abilities;
- (n) Students age fifteen (15) and those referred to special education for the first time who are age fifteen (15) and over, shall receive an assessment that includes a review of school records and total assessments, and parent and student interview to determine vocational skills, aptitude and interests;

- (o) The results of the evaluation are provided to parents or persons in parental relationships in their native language or mode of communication.

The CSE will arrange for specialized evaluations where necessary, using appropriate resources outside of the district. These assessments may include, but are not limited to, bilingual evaluations, psychiatric and neurological examinations, audiological evaluations, visual evaluations, vocational evaluations and assistive technology assessments. Specialized evaluations are not limited to the initial evaluation process; they may be indicated at any time. The CSE shall maintain a list of appropriate resources and certified professionals for this purpose.

When an evaluation is completed, a CSE meeting is convened. Reasonable measures will be taken to ensure that the parent attends the meeting. This means:

- A written notice will be sent to parents at least five days prior advising them of the meeting;
- In the event the parent still cannot be reached, the student's school will be contacted in an effort to enlist their assistance in reaching the parent via a note sent home with the student.
- Attempts to communicate with the parent will be documented.

## **ELIGIBILITY DETERMINATION**

The CSE will consider evaluation information including evaluations provided by the parent. The CSE must ensure that all general education resources including educationally related support services and academic intervention services have been considered prior to determining that the student should be placed in a special education program. In making a determination of eligibility for special education and related services, a student may not be identified as a child with a disability if the determinant factor is lack of instruction in reading or math or limited English proficiency. A student with a disability remains eligible to receive special education services even if the student is advancing from grade to grade. The CSE will ensure that parents receive and understand all evaluation reports and documentation of eligibility in their native language, including the results of required evaluations when the student is determined no longer to be eligible for special education. Whenever feasible this should occur when the evaluation reports are shared with other members of the CSE before any meeting to discuss the identification, evaluation or educational placement of the student of the provision of a free appropriate public education to the student. Consensus is the preferred decision making process.

When an evaluation is completed, the committee, including the parent and, if appropriate, the student meets to review the evaluation information to determine eligibility for special education and, if appropriate, develop an Individualized Education Program (IEP). When evaluations are conducted for the purpose of determining a student's eligibility or continuing eligibility for special education, the CSE must give a copy of the evaluation report and the documentation of the determination of eligibility to the student's parent. The results of the evaluation will be provided to the parent in their native language or other mode of communication.

In developing the recommendations for the IEP, the Committee must consider the results of the initial or most recent evaluation, the student's strengths, the concerns of the parents, the results of the student's performance on any general State or district-wide tests, and other factors unique to the student's disability.

The IEP includes:

- (a) The student's present performance and individual needs in the following areas – academic, social, physical, management and educational performance including how the disability affects the student's involvement and progress in the general curriculum;
- (b) Measurable annual goals, including benchmarks or short-term objectives, related to enabling the student to be involved in and progress in the general curriculum and meeting each of the student's other educational needs that result from the student's disability;
- (c) Special education and related services and supplementary aids and services to be provided to the student, or on behalf of the student, and a statement of the program modifications or supports for school

personnel that will be provided for the student to advance appropriately towards attaining annual goals, to be involved and progress in general curriculum, and to be educated and participate in activities with other students with and without disabilities;

- (d) The extent, if any, to which the student will **NOT** participate with non-disabled students in the general class and in other activities;
- (e) If a student is not participating in a regular physical education program, the extent to which the student will participate in specially designed instruction in physical education, including adapted physical education;
- (f) the extent to which the student will not participate in a particular State or district-wide assessment or part of such assessment, and a statement of why the assessment is not appropriate and how the student will be assessed;
- (g) A statement of any individual testing accommodations to be used consistently for the student in the recommended educational program and in the administration of district-wide assessments of student achievement, and in accordance with NYS Education Department policy, State Assessments of student achievement that are needed in order for the student to participate in the assessment;
- (h) The projected date for the beginning of the services and modifications and the anticipated frequency, location, and duration of these services and modifications;
- (i) How the student's progress towards the annual goals will be measured, how the student's parents will be regularly informed of their student's progress towards annual goals and the extent to which that progress is sufficient to enable the student to achieve the goals by the end of the year;
- (j) The regular education classes in which the student will receive consultant teacher services.

The IEP must also include:

- Beginning at age fifteen (15), and updated annually, a statement of the transition service needs of the student under the applicable components of the student's IEP that focuses on the student's course of study (such as participation in advanced placement courses or a vocational education program), and;

- At the beginning of each school year, the special education teacher meets with all mainstream teachers to discuss each student's IEP and review the modifications and adaptations that may need to be made for each student. Teachers need to be aware of each student's area of disability, testing modifications, special needs with regard to specialized equipment (e.g., enlarged print, taped textbooks, use of a calculator, etc.) and any other special accommodations as stipulated in the IEP.

### **Consideration of special factors**

The CSE shall:

- (1) in the case of a student whose behavior impedes his or her learning or that of others, consider when appropriate, strategies, including positive behavioral interventions, and supports to address that behavior;
- (2) in the case of a student with limited English proficiency, consider the language needs of the student as such needs relate to the student's IEP;
- (3) in the case of a student who is blind or visually impaired, provide for instruction in Braille and the use of Braille unless the CSE determines, after an evaluation of the student's reading and writing skills, needs, and appropriate reading and writing media (including an evaluation of the student's future needs for instruction in Braille or the use of Braille), that instruction in Braille or use of Braille is not appropriate for the student;
- (4) consider the communication needs of the student, and in the case of a student who is deaf or hard of hearing, consider the student's language and communication needs, opportunities for direct communications with peers and professional personnel in the student's language and communication mode, academic level, and full range of needs, including opportunities for direct instruction in the student's language and communication mode;
- (5) consider whether the student requires assistive technology devices and services, including whether the use of school-purchased assistive technology devices is required to be used in the student's home or in other settings in order for the student to receive a free appropriate public education;
- (6) include a statement in the IEP if, in considering the special factors listed above, the committee has determined a student needs a particular device or service (including an intervention, accommodation, or other program modification) in order for the student to receive a free appropriate public education.



If the committee determines that the student is **ineligible** for special education:

- The committee will provide notice to the parent of the recommendation. The parent will receive procedural safeguards and a copy of the evaluation report and the documentation of determination for ineligibility
- The committee will provide recommendations to the building Administrator for consideration of educationally related support services (ERSS) to address student's needs.
- The committee will provide the recommendations to the Board of Education.

If the student has been receiving special education services, but it is determined by the Committee on Special Education that the student no longer needs special education services and can be placed in a regular education program on a full-time basis, the recommendation shall:

- Identify the declassification support services as identified in Section 100.1(q), if any, to be provided to the student, and/or the student's teachers; and
- Indicate the projected date of initiation of the services, the frequency of provision of the services, provided that these services shall not continue for more than one year after the student enters the full-time regular education program.

If the committee determines that the student is **eligible** for special education:

- The committee will develop a written recommendation (IEP).
- The committee will document least restrictive environment considerations.
- The committee will document special considerations for students whose behavior impedes learning, students who are deaf or hard of hearing, students who are blind or visually impaired, students with limited English proficiency and students who need assistive technology devices or services.

The committee will provide notice to parents which includes:

- A recommendation including options considered and a rationale for rejecting those options not selected;
- A copy of the evaluation report and the documentation of determination of eligibility;
- A copy of the evaluation report and the documentation of determination of eligibility;

- Procedural safeguards notice; and
- Request parental consent for initial placement (including, if appropriate, initial recommendation for twelve (12) month programs and services).

The committee will also provide notice to the Board of Education.

Within sixty (60) school days of the receipt of consent to evaluate for a student not previously identified as having a disability, or within sixty (60) school days of the referral for review of the student with a disability, the Board of Education shall arrange for appropriate special programs and services. If a recommendation is for placement in an approved in-state or out-of-state private school, the Board shall arrange for such programs and services within thirty (30) school days of the Board's receipt of the recommendation of the committee. Notice of the recommendation will be provided to the parent, including procedural safeguards notice. If the Board of Education disagrees with the committee's recommendations, the Board may remand the recommendation back to the committee for reconsideration and provide notice to the parent. The Board may also establish a second committee to develop a new recommendation for the student:

- If the Board disagrees with the recommendation of the second committee, it may remand the recommendation back to the second committee for additional reviews.
- The Board must accept the recommendation of the second committee once the Board authorizes a second committee to make a new recommendation.
- In all cases, the Board must arrange for programs and services within sixty (60) school days of receipt of consent to evaluate, except in those instances described above.

The CSE must ensure that each regular education teacher, special education teacher, related service provider, and other service provider who is responsible for the implementation of a student's IEP shall have access to a copy of the IEP; and each teacher and provider is informed of his or her specific responsibilities related to implementing the student's IEP and the specific accommodations, modifications, and supports that must be provided for the student at no cost to the student's parents.

The School District must provide special education and related services to a student with a disability in accordance with the student's IEP and make a good faith effort to assist the student to achieve the goals and objectives or benchmarks listed in the student's IEP.

## **Annual Review, Re-Evaluation and Declassification**

An annual review is conducted for every resident student who has been classified as having a disability. Prior to conducting any new assessments, parental consent must be obtained. Parents are notified by mail in advance of this review. Reasonable measures are taken to ensure that the parent attends the meeting. If a revision of the IEP is recommended, it must address:

- Any lack of expected progress toward the annual goals in the general curriculum, if appropriate;
- The results of any reevaluation and any information about the student provided to, or by, the parents;
- The student's anticipated needs;
- Or other matters, including a student's need for test accommodations and/or modification.

A comprehensive reevaluation is arranged at least once every three (3) years by a multidisciplinary team or group of persons, including at least one teacher or other specialists with knowledge in the area of the student's disability. The triennial evaluation shall be sufficient to determine the student's individual needs, educational progress and achievement, the student's ability to participate in instructional programs in regular education and the student's continuing eligibility for special education. Reevaluations are also initiated prior to the triennial requirement if requested by the student's parent or teacher. The results of any reevaluations must be addressed by the committee on special education in reviewing and, as appropriate, revising the student's IEP. When evaluations are conducted with the purpose of determining continuing eligibility for special education the CSE will provide a copy of the evaluation report and the documentation of the determination of eligibility to the student's parent.

Parent consent is obtained, if any new tests will be administered.

A variety of assessment tools and strategies to gather relevant functional and developmental information, including information provided by the parents, will be used in determining whether the student is or continues to be a student with a disability and the content of the student's individualized education program, including information related to enabling the student to be involved in and progress in the general education curriculum. Existing evaluation data on the student will be reviewed, including evaluations and information provided by the student's parents, current classroom-based assessments and observations, and teacher and related service providers' observations. The group may conduct its review without a meeting.

The CSE must obtain informed parental consent prior to conducting any new test or assessment as part of a re-evaluation of a student with a disability, except the such informed parent consent need not be obtained if the district can

demonstrate that it took reasonable measures to obtain such consent and the student's parent failed to respond. Reasonable measures will be defined as at least one telephone contact attempted and one additional note sent home either via mail or with the student. If the parent refuses consent, the district must resolve the matter through a mediation agreement or an impartial hearing before conducting the new test or assessment as part of the re-evaluation. If the committee determines that no additional data is needed to determine whether the student continues to be a student with a disability, the CSE will notify the parent of that determination, and the reasons for it and the right of the parent to request an assessment to determine whether the student continues to be a student with a disability. The committee will also indicate that it is not required to conduct such an assessment unless requested by the student's parent.

The CSE must evaluate a student with a disability in accordance with section 614 before determining that the student is no longer a student with a disability. A copy of the evaluation report and the documentation of eligibility must be provided to the student's parent. When the CSE determines that a student no longer requires special education services, the Committee may recommend declassification support services to the student for no more than the first year in regular education. Such services may include psychological, social work, speech and language services, non-career counseling, or the assistance of a teacher aide or consultant to the classroom teacher.

**Continuation of testing modifications upon declassification is not automatic.** The CSE may determine the test modifications previously documented in a student's IEP continue to be consistently provided to the student for the balance of his or her public school education. The school district is not required to conduct a reevaluation of a student before the termination of a student's eligibility due to graduation with a local high school or Regent's diploma or exceeding the age eligibility for a free appropriate public education.

## **CONTINUUM OF SERVICES**

### **COMMITTEE ON SPECIAL EDUCATION (CSE)**

All services shall be provided in accordance with the provisions set forth in the Commissioner's Regulations, Part 200.

### **TRANSITIONAL SUPPORT SERVICES**

When specified in a student's Individualized Education Program, transitional support services are provided to a teacher on a temporary basis to aid in the provision of an appropriate educational program to the student with a disability who is transferring to a general education program or to a less restrictive program or service. These services are temporary and do not continue beyond one year. These services may be provided by the building psychologist, a special education teacher, a speech/language therapist, physical therapist, occupational therapist or other appropriate professional who understands the specific needs of the student with a disability.

### **CONSULTANT TEACHER SERVICES**

Consultant teacher services shall be for the purpose of providing direct and/or indirect services to students with disabilities enrolled full-time in general education classes including career and technical education. Such services shall be recommended by the Committee on Special Education to meet specific needs of such students and shall be included in the student's individualized educational program (IEP). Such services shall be provided by special education instructional staff and can be augmented by instructional support personnel (i.e. teaching assistants, aides).

### **RELATED SERVICES**

Related services means developmental, corrective, and other supportive services as are required to assist a student with a disability and includes speech-language pathology, audiology services, psychological services, physical therapy, occupational therapy, counseling services, including rehabilitation counseling services, orientation and mobility service, medical services as defined by regulations, parent counseling and training, school health services, school social work, assistive technology services, other appropriate developmental or corrective support services, appropriate access to recreation and other appropriate support services.

### **LEARNING LABS**

The learning lab program is for the purpose of supplementing the general or special classroom instruction of students with disabilities who are in need of such supplemental programs in ELA, math, or study skills.

### **RESOURCE ROOM**

Resource room programs shall be for the purpose of supplementing the regular or special classroom instruction of students with disabilities who are in need of such supplemental programs. Instruction is provided for the duration of at least three hours per week in groups not to exceed five students. Resource Room instruction is a less restrictive option than placement in a special class due to the academic and social benefits that are derived from access to the general education milieu. The Resource Room teacher provides supplementary

instruction focusing on the reinforcement and acquisition of skills which enable the student to meet the daily demands of the general education setting.

### **INTEGRATED CO-TEACHING**

The continuum of special education services may include integrated co-teaching services in its continuum of services for special education students. Integrated co-teaching services means the provision of specially designed instruction and academic instruction provided to a group of students with disabilities and non-disabled students. The maximum number of students with disabilities receiving integrated co-teaching services in a class shall be determined in accordance with the students' individual needs as indicated on their IEP's, and shall not exceed 12 students. School personnel assigned to each class shall minimally include a special education teacher and a general education teacher. Such services shall be provided by special education instructional staff and can be augmented by instructional support personnel (i.e. teaching assistants, aides). Integrated services may be provided by the District in grades six through twelve, in the core academic areas (English, mathematics, science, and social studies).

### **SPECIAL CLASS**

A special class is defined as a class consisting of students with the same disabilities or with differing disabilities who have been grouped together because of similar individual needs for the purpose of being provided a special education program. The chronological age range of students who are less than sixteen (16) years of age shall not exceed thirty-six (36) months. Special Class services may be provided in 15:1 and 12:1 Ratios.

### **OUT-OF-DISTRICT PLACEMENT**

Students with disabilities whose needs cannot be addressed appropriately in an in-district special education program, may be placed in one of the following, listed from least restrictive to more restrictive:

- Special class operated by another school district
- A BOCES program
- An approved Private School (day)
- 4201 or State Operated School
- An approved Residential Placement

### **HOME AND HOSPITAL INSTRUCTION**

Students with disabilities who are recommended for home and/or hospital instruction by the CSE shall receive instruction as follows:

- Elementary school students (grades 1-5) will be provided a minimum of five (5) hours per week;
- Secondary school students (6-12) will receive a minimum of ten (10) hours of instruction per week, preferably two (2) hours daily.



### **DECLASSIFICATION SUPPORT SERVICES**

Students exiting special education may be considered for declassification services. Declassification support services are defined in the Part 100 Regulations. Testing modifications may be continued as recommended by the CSE.

If a student has been receiving special education services but the Committee on Special Education determines that the student no longer requires such services and can be placed in a general education program on a full-time basis, the recommendation shall:

- identify the declassification support services,
- indicate the projected date of initiation, and
- frequency and duration of such services, not to exceed one year.

**SECTION 4**

**ADDITIONAL  
EVALUATION, IEP AND  
PLACEMENT  
CONSIDERATIONS**

## **ARRANGEMENT OF SPECIAL EDUCATION PLACEMENTS** **CPSE AND CSE**

The Board of Education shall, upon receipt of the IEP recommendation, arrange for programs and services to be provided to a student with a disability after consideration of the recommendation of the Committee on Special Education. The Board shall notify the parent that this has been arranged.

For CPSE, the Board shall arrange for the services commencing with the July, September or January starting date, unless such services are recommended by the CPSE less than 30 days prior to, or after, such appropriate starting date, in which case the services shall be provided no later than thirty (30) days from the recommendation of the Committee.

For CSE, evaluation and placement shall be completed within 60 days of receipt of consent to evaluate a student not previously identified as having a disability or within 60 days of referral for review of a student with a disability. For placement in approved in-state or out-of-state private school placements, the Board shall arrange for such programs and services within 30 days of receipt of the recommendation of the Committee on Special Education.

Because the placement of students is often a lengthy process, the Board authorizes the Superintendent of Schools, or designee, to act as its agent in making necessary arrangements to implement the appropriate recommended program/services prior to Board of Education review.

If the Board disagrees with the recommendation of the CSE, it shall set forth in writing a statement of its reasons and send the recommendation back to the Committee, with notice of the need to schedule a timely meeting to review the Board's concerns and to revise the IEP as deemed appropriate. The Board shall provide the parent with a copy of this statement and notice. The committee shall then submit its revised recommendation to the Board of Education.

## **DECLASSIFICATION OF STUDENTS WITH DISABILITIES**

The recommendation to declassify students with disabilities is the responsibility of the Committee on Preschool Special Education (CPSE) and the Committee on Special Education (CSE). As declassification constitutes a significant change of identification and placement, the CPSE/CSE shall reevaluate the child prior to making this recommendation. The CPSE/CSE shall also provide prior notice, in the native language or other mode of communication of the home, to the child's parent or guardian, that a reevaluation is being sought for the purpose of considering declassification and request written consent for this evaluation. If the initial request for consent for reevaluation is unsuccessful, alternate measures will be taken to obtain consent and will be documented. If reasonable attempts have been made to obtain consent and have been documented, but no response is received from the parent or guardian, the CPSE/CSE shall reevaluate the child without consent.

In order to determine the nature of this reevaluation, the school staff including members of the CPSE/CSE and other qualified professionals may review the existing evaluation data on the student including evaluations provided by the parents or guardians, current class assessments, observations by teachers, reports by related services providers and other professionals. This review shall not constitute a CPSE/CSE meeting. On the basis of this review, the District may decide that no further data is needed. In this case, the CPSE/CSE shall notify the parents or guardians that further assessment has been deemed unnecessary and that they have a right to request further assessment to determine if their child continues to be a student with a disability. If the parent or guardian does not request further assessment, the CPSE/CSE may meet to review the existing information and to consider declassification. A copy of this informal evaluation report shall be made available to the parent or guardian.

In conducting its review, the CPSE/CSE will consider the student's ability to participate in instructional programs in regular education, the student's benefit from special education, and the student's continued eligibility to be identified as a child with a disability according to the criteria set forth in IDEA, the Part 200 Commissioner's Regulations and the District's existing policies and procedures. The CPSE/CSE must also consider the provision of educational and support services to the student upon declassification. Upon declassification, the CPSE/CSE shall identify any declassification support services including the projected date of initiation of such services and the duration of these services. Declassification services shall be provided for no more than a year following the declassification date. Recommendations for declassification support services and appropriate evaluation information shall be forwarded to the building administrator who shall determine any additional educationally related support services, academic intervention services, or other services that may be appropriate for the child.

**PROCEDURES FOR ASSESSING  
ENGLISH LANGUAGE LEARNERS  
(ELL STUDENTS)**

**SCREENING:**

As part of the Kindergarten screening, students who appear to be English Language Learners (ELL), formerly known as Limited English Proficient (LEP) students, are screened by the ELL teacher. The ELL teacher also screens ELL new entrants to the district. In order to determine educational needs, the screening is completed in the student's native language. One method that is used to determine the student's predominant language is the Home Language Survey. If the student does not speak English, the ELL teacher administers the Language Assessment Battery (LAB) to determine language proficiency. If the student scores at or below the cut-off point on the LAB, the student is determined to be limited in oral proficiency and ELL services are provided. If a student scores at or below the statewide reference point or the 40<sup>th</sup> percentile on a standardized test of English reading, the student is considered limited in proficiency in reading English and will receive ELL services.

Students who are referred for a bilingual assessment have usually been in the ELL program for at least two-three years. Traditionally, the referral comes from the ELL teachers who discuss their concerns about the student's progress with the building team or guidance counselor and/or the school psychologist with regard to the possibility of a disability interfering with the acquisition of academic and/or language skills.

Prior to referral, general education supports are attempted to determine if the student can make progress through these interventions.

These supports may include:

- Reading Recovery
- Literacy Collaborative
- Remedial Reading Program
- AIS Services
- ELL Program
- Extra help sessions with the general education teacher
- Individual tutoring
- Speech/Language Services
- Informal small group instruction
- Unclassified Resource Room support
- Curriculum modifications

If the student's home language is other than English, this is noted on the referral form in order that further evaluations can be completed in the student's native language. If the parents' dominant language is not English, they will receive all notifications in their dominant language. They will also receive the Parent's Guide to Special Education in their native language.

At the CSE meeting, an interpreter will be provided for parents if their native language is other than English. When considering if a disability is present, the CSE will consider the following factors:

- The length of time the student has been in the United States;
- The amount of instruction that the student has received in the United States as well as his or her home country;
- The length of time the student has been receiving ESL instruction;
- Attendance in school;
- The student's proficiency in his native language as well as English proficiency;
- The types of general education supports that the student has received.

In all cases, the student's educational, cultural and experiential background will be considered by the Committee to determine if these factors are contributing to the student's learning or behavioral problems. In making a determination of eligibility for special education and related services, a student may not be identified as a child with a disability if the determinant factor for such determination is limited English proficiency.



## **CULTURALLY UNBIASED/NON-DISCRIMINATORY EVALUATION FOR ENGLISH LANGUAGE LEARNERS**

The CPSE/CSE is responsible for evaluating students to determine the existence of a disability that may require special education services. In order to safeguard educational opportunities for students, whose native language is other than English, the CSE must ensure that all tests and assessment procedures are administered so as not to be racially and culturally discriminatory.

The procedures for ensuring appropriate and non-discriminatory evaluations for students who are Limited English Proficient will be as follows:

- The CSE referral will indicate the student's native language, as determined by the Home Language Survey and other assessments.
- The CSE referral includes a section that must be completed on students who are Limited English Proficient and may also be suspected of having a disability.
- If the student's English proficiency is determined to be insufficient to obtain valid results in English and the home language is not English, the evaluation shall be bilingual.
- If the home language is English but the student is considered limited English proficient, an evaluation will be conducted by a professional familiar with the culture and language dialect of the student.
- If the student is from a culturally and linguistically diverse background and English is the home language and the student is considered to be proficient in English, as determined by an English/Language Assessment, the evaluation may be conducted in English; however, the culture and linguistic background of the student will be taken into consideration.
- If the parents' dominant language is not English, they will receive all notifications in their dominant language. They will also receive the **Parent's Guide to Special Education** in their native language.

Upon receipt of a referral that indicates that the home language is not English, due process notices will be mailed to parents in the dominant language. At the CSE/CPSE meeting, an interpreter will be present to explain the results of the evaluations and the proposed recommendations.

**The bilingual evaluation will include the following considerations/evaluations:**

- The length of time the student has been in the United States;
- The amount of instruction that the student has received in the United States as well as his or her home country;
- The length of time the student has been receiving ESL instruction;
- Attendance in school;
- The student's proficiency in his native language as well as English proficiency;
- The types of general education supports that the student has received;
- A bilingual evaluator will be obtained who is knowledgeable about the student's geographic area of origin as well as its language and culture;
- BOCES and other agencies may be used for bilingual assessment;
- Test instruments in the appropriate language that are normed on the same or similar population, as the country from which the student has come will be sought. If such evaluative tools are not available, the evaluator will state in the report specific concerns regarding the instruments that were used and specific cautions to be observed when interpreting the results;
- If specific sub-tests are not considered appropriate because of cultural disadvantage, the evaluator may prorate the results and explain the reasons for this decision in the report;
- Student work samples may be submitted to the CSE to provide an informal portfolio assessment that may indicate functional levels;
- Non-verbal assessment batteries will be used to supplement more linguistic based measures;
- Age-appropriate adaptive behaviors will also be taken into consideration;
- All areas of suspected disability will be evaluated in the student's native language (e.g. speech);

- The bilingual evaluator will conduct a complete bilingual social history;
- The evaluation report will state the language in which the assessment was administered; and,
- If the tests normally used are not considered valid for the LEP student, other avenues of data collection including criterion-referenced tests may be used and the results will be described in the evaluation report.

***The following procedures will be followed by the CSE/CPSE when reviewing bilingual evaluations:***

- (1) A bilingual professional or translator will be present at the CSE/CPSE meeting and the attendance sheet will indicate the name and language of this interpreter.
- (2) The CSE will consider the role of cultural and/or linguistic factors in relation to the student's behavior and/or academic difficulties before determining if special education services are required.
- (3) In keeping with the doctrine of Least Restrictive Environment, the CSE/CPSE will determine if remedial services and other general education supports can be tried before considering special education services.
- (4) All notices requiring consent and informing parents of CSE/CPSE recommendations will be translated into the parent's dominant language.
- (5) The program or services recommended for the student may consist of a combination of ESL and special education services, as recommended by the CSE.

## **EXTENDED SCHOOL YEAR (ESY) SERVICES**

The Committee on Special Education or Committee on Preschool Special Education will determine whether a student requires extended school year special education services in order to prevent substantial regression. Substantial regression as defined by regulations would be indicated by a student's inability to maintain developmental levels due to a loss of skill, set of skill competencies or knowledge during the months of July and August. In accordance with Section 200.6(j) of the Commissioner's Regulations, students will be considered for twelve-month (12) special services and/or programs to prevent substantial regression if they are:

- Students whose management needs are determined to be highly intensive and require a high degree of individualized attention and intervention and who are placed in special classes;
- Students with severe multiple disabilities, whose programs consist primarily of rehabilitation and treatment
- Students who are recommended for home and hospital instruction whose special education needs are determined to be highly intensive and require a high degree of individualized attention and intervention or who have severe multiple disabilities and require primarily habilitation and treatment;
- Students whose needs are so severe that they can be met only in a seven-day (7) residential program; or
- Students receiving other special education services, who, because of their disabilities exhibit the need for a twelve-month (12) special service and/or program provided in a structured learning environment of up to twelve (12) months duration in order to prevent substantial regression.

Both quantitative and qualitative information will be reviewed by the Committee to substantiate the need for providing such services and programs. A student is eligible for a twelve-month (12) service or program when the period of review or re-teaching required to recoup the skill or knowledge level attained by the end of the prior school year is beyond the time ordinarily reserved for that purpose at the beginning of the school year. The typical period of review or re-teaching ranges between twenty (20) and forty (40) school days. As a guideline for the purpose of determining eligibility for an extended school year program, a review period of eight (8) weeks or more would indicate that substantial regression has occurred.

Parent consent is required for initial placement in a twelve (12) month program or service.

## **ACCESS TO ASSISTIVE TECHNOLOGY DEVICES AND SERVICES**

The District is committed to ensuring that assistive technology devices and/or services are made available to a student with a disability, when appropriate, as part of the student's Individualized Education Program (IEP).

The IEP must describe any specialized equipment and adaptive devices needed for the student to benefit from instruction. IDEA requires each school district to ensure that assistive technology devices and/or services are made available to a preschool or school-age student with a disability as part of the student's special education, related services or supplementary aids or services as described in the IEP. IDEA defines assistive technology devices and assistive technology services, as follows:

Assistive technology devices means any item, piece of equipment, or product system, whether acquired commercially off the shelf, modified, or customized, that is used to increase, maintain, or improve the functional capabilities of a child with a disability.

Assistive technology service means any service that directly assists a student with a disability in the selection, acquisition, or use of an assistive technology device. The term includes:

- The evaluation of the needs of a child with a disability, including a functional evaluation of the student in the student's customary environment;
- Purchasing, leasing, or otherwise providing for the acquisition of assistive technology devices by children with disabilities;
- Selecting, designing, fitting, customizing, adapting, applying, maintaining, repairing or replacing assistive technology devices;
- Coordinating and using other therapies, interventions, or services with assistive technology devices, such as those associated with existing education and rehabilitation plans and programs;
- Training or technical assistance for a child with a disability, or if appropriate, that child's family; and
- Training or technical assistance for professionals (including individuals providing education or rehabilitation services), employers, or other individuals who provide services to employ, or are otherwise substantially involved in the major life functions of that student.

A student's need for assistive technology is determined through the individual evaluation. The district's CSE/CPSE is responsible for this functional evaluation of the student. The need to conduct an assistive technology component of an evaluation must be considered for students on a case-by-case basis.

Since assistive technology services are provided as part of the student's special education instruction, related services and/or other supplementary aids and services, they must be provided by an appropriately licensed or certified individual in accordance with Section 200.6 of the Regulations of the Commissioner of Education.

### **EXEMPTION FROM FOREIGN LANGUAGE REQUIREMENT**

Students who entered the ninth grade during the 2001/02 school year and thereafter, are required to complete one high school credit in a language other than English in order to earn the new Regents diploma. This requirement is established for all schools in the State by Section 100.2 (d) of the Regulations of the Commissioner of Education.

Students identified as having disabilities may be exempted from this requirement if their Individualized Education Program (IEP) indicates that such requirement is inappropriate. Only those students whose disabilities specifically and severely impair receptive and/or expressive language skills, or exhibits other behavioral or learning problems that would impact ability to benefit from foreign language instruction may be exempt from the foreign language requirements, as most students would benefit from exposure to a foreign language. The reasons for any exemption will be specified in the IEP. Therefore, at annual review for all students who are completing sixth, seventh, or eighth grade, the CSE will take the following steps:

Curriculum will be reviewed to determine whether the language requirement has been completed.

If the language requirement has not been completed, attention will be paid to speech and language levels, learning characteristics, and emotional factors, which may be relevant to the student's ability to benefit from language instruction in the following year.

In determining whether or not exemption is "appropriate", particular attention will be paid to severity of the speech and language impairment. Exemption may be granted if a student is severely speech and language impaired or if other factors justify such exemption. If the CSE concludes that exemption is warranted, reasons will be provided in a statement accompanying the IEP.

If a student with a disability is assigned to a language class, a copy of the IEP showing necessary testing modifications and classroom modifications will be made available to the language instructor by the student's special education teacher.

School district and NYS Education Department policies strongly favor fulfillment of the language requirement by all students prior to completion of ninth grade. Only students whose receptive or expressive language is severely impaired will be exempted unless there are specific factors, which, in combination with language problems, make exemption necessary.



## **TRANSITIONAL PLANNING SERVICES FOR STUDENTS WITH DISABILITIES**

### **Definition:**

“Transition Services” are defined in the IDEA and Article 89 as a coordinated set of activities for a student with a disability designed within an outcome oriented process, that promotes movement from school to post-school activities including, but not limited to, post-secondary education, vocational training, integrated competitive employment (including supported employment), continuing and adult education, adult services, independent living, or community participation. The coordinated set of activities shall be based upon the individual student’s needs, taking into account the student’s preferences and interests, and shall include needed activities in the areas of instruction, related services, community experiences, the development of employment and other post-school adult living objectives and, if appropriate, acquisition of daily living skills and functional vocational evaluation (20 U.S.C. (1401(a)(19)).

### **Individualized Transition Plans:**

Transition Services planning for secondary students with disabilities is outcome oriented and looks toward adult life. Professionals, students and parents or other guardians work cooperatively to identify appropriate destination statements and to determine and implement plans for reaching these outcomes. The student’s interests and needs are kept foremost in the decision making process.

For students age fourteen and older, the IEP must demonstrate the use of a coordinated set of activities as the means by which the student can achieve the long-term adult outcomes. Beginning at age fourteen (14), the focus of activity is on instruction (e.g., courses of study such as participation in advanced placement courses or a vocational education program). At age fifteen or older, the coordinated set of activities must address instruction, related services, community experiences and the development of employment or other post-school adult living objectives. At all meetings for the purpose of discussing the need for transition services, the student will be invited. In addition, a representative of the agencies likely to provide or pay for transition services will be invited. Other knowledgeable school personnel (e.g., administrators, psychologist, related service provider, general education teacher) may be asked to participate in the process.

### **The coordinated sets of activities are:**

- **Instruction** – Education instruction that will be provided to the student to achieve the stated outcome(s) (e.g. general and/or special education course instruction, occupational education and advanced placement courses).

- **Related Services** – These are specific related services, as defined in Section 200.1 of the Regulations of the Commissioner of Education, such as rehabilitation counseling services, which will support the student in attaining the stated outcome(s).
- **Employment and Other Post-School Adult Living Objectives** – Educational services that will be provided to the student to prepare for employment or other post-school activity. Post-school activities will determine what other skills or supports will be necessary for the student to succeed as independently as possible. Examples include participation in a work experience program, information about colleges in which the student has an interest and travel training.
- **Community Experiences** – Community-based experiences that will be offered or community resources utilized as part of the student’s school program, whether utilized during school hours or after school hours, to achieve the stated outcome(s).
- **Activities of Daily Living Skills (ADL)** (if appropriate) – ADL skills necessary to be worked on to achieve the stated outcome(s) (e.g. dressing, hygiene, self-care skills, self-medication).
- **Functional Vocational Assessment** (if appropriate) – If the vocational assessment has not provided enough information to make a vocational program decision, additional assessment activities can be performed to obtain more information about the student’s needs, preferences and interests.

## **VOCATIONAL ASSESSMENT POLICY**

### **GOAL OF THE VOCATIONAL ASSESSMENT PROCESS**

The goal of the vocational assessment process is the successful transition of students to post-secondary education or employment. The process serves to help students, parents, and staff focus on long-term planning leading to realistic outcomes. The ultimate goal is for the school, the family and community agencies to work cooperatively to identify appropriate destination statements and to determine and implement plans for reaching these outcomes.

Vocational assessment is an ongoing process involving the systematic collection of information about a student’s vocational aptitudes, abilities, expressed interest and occupational awareness. Based on the age, abilities, interests and needs of each student, an appropriate vocational assessment may include:

- the review of existing school information
- the completion of informal interviews
- parent questionnaires

- one or more formal vocational evaluations
- job and student performance analysis made in real and/or simulated work settings.

Though the amount and type of information collected on each student may vary, it must be sufficient for the Committee on Special Education to make and substantiate appropriate occupational education programs decisions.

### **LEVEL OF VOCATIONAL ASSESSMENT**

Vocational assessment is conducted for special education students starting at age fifteen (15) and those referred to special education for the first time who are age fifteen (15) or older.

**Level I** vocational assessment includes a structured collection of information and analysis of existing information about the student. This assessment involves the participation of the student, the student's parent(s) or guardian(s), a special education teacher, and the student's guidance counselor. Other appropriate professionals may also participate in this assessment.

**Level II** vocational assessment is more focused and involves administration of standardized tests, which look in further detail at interests, vocational skills, and specific aptitudes and abilities. This assessment builds upon information that was recorded in the Level I assessment. Specialized vocational evaluation instruments, such as a vocational interest inventory, vocational aptitude battery and selected work samples, may be introduced at this level.

**Level III** vocational assessment is a situational assessment conducted while a student is actually engaged in work related/vocational activities. This may require resources such as those available in a vocational rehabilitation facility, an occupational assessment center or in an actual work setting. This type of assessment is usually reserved for more multi-disabled students whose disabilities are very severe.

In all cases, the assessments keep the student's unique interests, needs and desires at the forefront during the evaluation and decision making process.

## **SCHOOL STAFF RESPONSIBILITIES**

### **Guidance Counselors:**

Guidance counselors will be involved with the transition process at each grade level, beginning in grade six. Counselors will be responsible for meeting with students and parents to review programs and schedules. They will assist the CSE in determining the appropriate course of study, number of credits and sequences, and vocational programs, if appropriate, so that students will be eligible to earn a high school diploma. Counselors will attend CSE meetings during the year as well as annual reviews.

### **Special Education Teachers:**

Special education teachers will complete the Teacher Assessment Form prior to each annual review. They will also have all ninth grade students complete the Student Interview Form as part of the transition process. Special education teachers will also assist each student in helping them understand the IEP process and their strengths and weaknesses. The teachers will also complete the Transition Schedule for each student, which details the activities that are completed at each grade level.

### **Transitional Multidisciplinary Team:**

The Transitional team consists of the guidance counselor, special education teacher, psychologist, social worker, speech therapist, and any other staff member who has information about the student as it relates to transitional planning.

The team will discuss data collection, vocational evaluations (if conducted), and current programs and services for each student. The team will determine transitional needs and if the student requires any additional assistance from such agencies as VESID.

## **AGING OUT GUIDELINES FOR STUDENTS WITH SEVERE DISABILITIES**

Students with disabilities are no longer eligible for a free appropriate public education once they reach the age of 21 or attain a high school diploma. The Rocky Point Union Free School District has a mandated responsibility to implement an aging-out process to transition students with severe disabilities from public education to adult services. Aging-out procedures are in addition to the transition planning services previously discussed in this plan.

Aging-out is specifically designed to meet the needs of three groups of students with severe disabilities:

- **Chapter 544 Students:** Students attending residential out-of-state schools that have attained or will attain the age of 18 prior to June 30 of the current school year.
- **Chapter 570 Students:** Students attending residential in-state schools that have attained or will attain the age of 18 by June 30 of the current school year.
- **Chapter 462 Students:** Students attending non-residential, in-state programs 100% of the time, who have intensive management needs and who are likely to require adult services: The process for eligible students begins at the first annual review after the student reaches the age of 18.

Although the procedures for referral of students in these three groups are not identical, there are certain common overriding steps:

- Identification of students likely to need adult service based on criteria noted above.
- Notification to parents or students
- Obtaining consent to release information
- Referral to agency (ies)
- Submission of reports to the NYS Education Department

### **OPPORTUNITIES TO EARN HIGH SCHOOL DIPLOMAS**

It is the policy of the school district to encourage students with disabilities to pursue high school diplomas. Access must be provided to required courses, electives and tests as specified in Part 100 of the Regulations of the Commissioner. The Committee must consider the high school exiting credentials the student will seek to attain: one of the arrays of current Regents diplomas or Career Development and Occupational Studies Commencement Credential or Skills and Achievement Commencement Credential. To ensure that students with disabilities are encouraged and assisted to achieve the credits and the skill levels necessary for attaining a diploma, the district adopts the following procedures:

1. The Committee on Special Education (CSE) will annually review the special educational needs of each student with a disability. At each annual review after the student has entered the Middle School, the CSE will make an assessment as to whether or not the student's capabilities indicate probable success in a course of study leading to a diploma, or whether his or her needs could be better met in an individualized education program designed to culminate in a Career Development and Occupational Studies Commencement Credential or Skills and

Achievement Commencement Credential. Where appropriate, the student will participate in this decision-making process.

2. The decision will be reviewed annually. The CSE will consider the following factors:
  - current levels of achievement;
  - learning rate;
  - preference of student and family.
3. The CSE will consider if the student requires testing modifications to participate in State or district—wide assessments. These modifications will be clearly stated on the student’s IEP.
4. The district will offer appropriate remedial instruction for all students.
5. The CSE will identify and recommend support services and supplementary instruction necessary to assist students to benefit from credit courses.
6. If the student’s special educational needs require instruction in small classes from certified special education teachers, the IEP shall so indicate and placement will be made in or outside the district in special education classes. In any such case, instruction in subjects granting credit toward graduation and a Regent’s or local high school diploma will be provided in accordance with curriculum objectives and required levels of achievement determined by the special education teacher in consultation with a teacher certified in the subject being taught.

A record of the objectives and criteria for mastery will be subject to approval by the building principal and maintained in the special education office. Evaluation of student work will be completed in accordance with the individual educational needs of the student.

Prior receipt of a “Career Development and Occupational Studies Commencement Credential or Skills and Achievement Commencement Credential” does not preclude subsequent granting of a regular diploma if passing of appropriate assessments and necessary credits are achieved before the end of the school year in which a student reaches his/her twenty-first (21) birthday. In all cases in which an Skills and Achievement Commencement Credential is issued, parents will receive written notice that a student is entitled to receive a free, appropriate public education until the end of the school year in which he/she reaches his/her twenty-first (21) birthday or obtains a high school diploma.



**CRITERIA FOR ISSUANCE OF A CAREER DEVELOPMENT AND OCCUPATIONAL STUDIES COMMENCEMENT CREDENTIAL FOR STUDENTS WITH DISABILITIES**

The Board of Education and district staff shall comply with all federal and state requirements concerning the education of students with disabilities.

The district subscribes to the concept that all students must be provided with quality instruction and opportunities for academic achievement. In accordance with this, it is expected that students with disabilities will be guided towards a course of study, which will lead to the achievement of a high school diploma. For students with disabilities, they may earn a nondiploma credential denoting entry-level work readiness as a supplement to a regular high school diploma. It is recognized, however, that the achievement of this standard may be precluded for some students due to the nature or severity of their disability. The awarding of a Career Development and Occupational Studies Commencement Credential, as an exiting credential is also available and is authorized for such students under the following conditions:

1. Available to students with disabilities who are **not** assessed using the NYS Alternate Assessment (NYSSA).
2. Completes and actively develops a career plan that documents his/her self-identified career interests, career goals, relevant coursework, and plan to achieve delineated goals.
3. The student has demonstrated knowledge and skills at the commencement level of the CDOS learning standards and successful completion at the secondary level of not less than the equivalent of two units of study (216 hours) in career-related courses and/or work-based learning experiences. Hours of work-based learning experiences may, but would not be required to, be completed in conjunction with career and technical courses.
4. At least one employability profile has been completed which documents the student's attainment of the commencement level of the CDOS learning standards, including career development, integrated learning and universal foundation skills, and work-related skills and experiences.

**OR**

5. In lieu of the above requirements, a district could award the credential as to a student with a disability who has met the requirements for one of the nationally-recognized work-readiness credentials, such as the National Work Readiness Credential.
6. The credential may be awarded as a supplement to a regular diploma, or, if the student is unable to meet diploma standards, the credential may be awarded as the student's exiting credential provided the student has attended school for not less than 12 years, excluding Kindergarten.

**CRITERIA FOR ISSUANCE OF A SKILLS AND ACHIEVEMENT  
COMMENCEMENT CREDENTIAL FOR STUDENTS WITH SEVERE  
DISABILITIES**

The Board of Education and district staff shall comply with all federal and state requirements concerning the education of students with disabilities.

The district subscribes to the concept that all students must be provided with quality instruction and opportunities for academic achievement. In accordance with this, it is expected that students with disabilities will be guided towards a course of study, which will lead to the achievement of a high school diploma. It is recognized, however, that the achievement of this standard may be precluded for some students due to the nature or severity of their disability. The awarding of a Skills and Achievement Commencement Credential is authorized for such students under the following conditions:

1. Only students with disabilities who have been instructed and assessed on the alternate performance level for the New York State learning standards (NYSAA) are eligible for this credential.
2. The credential may be awarded any time after such student has attended school for at least 12 years, excluding kindergarten or received a substantially equivalent education elsewhere; or at the end of the school year in which a student attains the age of 21.
3. The credential would not be considered a regular high school diploma in accordance with State standards or for federal accountability purposes.
4. The credential must be similar in form to the diploma issued by the school district or nonpublic school, except that there shall appear on the credential a clear annotation to indicate the credential is based on achievement of alternate academic achievement standards.
5. The credential must be issued together with a summary of the student's academic achievement and functional performance (Student Exit Summary) and must include documentation of the student's achievement against the Career Development and Occupational Studies (CDOS) learning standards, level of academic achievement and independence as measured by NYSAA; skills, strengths, interests; and as appropriate, other achievements and accomplishments.
6. For students less than 21 years old, the credential must be provided with a written assurance that the student continues to be eligible to attend the public schools of the school district in which the student resides without payment of tuition until the student has earned a regular high school diploma or until the end of the school year in which the student turns age 21, whichever occurs first.

## **SECTION 5**

# **PROCEDURAL SAFEGUARDS**

### **Due Process**

A mandatory Procedural Safeguards Notice has been provided to school districts by the New York State Education Department

The Procedural Safeguards Notice must be provided to parents upon:

- initial referral of the child for evaluation;
- each notice of an individualized education program (IEP) meeting
- reevaluation of the child;
- request for an impartial due process hearing;
- a decision to suspend or move a child for discipline reasons that would result in a disciplinary change in placement.

### **Informed Consent (CSE and CPSE)**

#### **“Consent” means:**

- the parent has been fully informed, in his or her native language or other mode of communication, of all information relevant to the activity for which consent is sought, and has been notified of the records of the student which will be released and to whom they will be released;
- the parent understands and agrees in writing to the activity for which consent is sought; and
- the parent is made aware that the consent is voluntary on the part of the parent and may be revoked at any time except that, if a parent revokes consent, that revocation is not retroactive (i.e., it does not negate an action that has occurred after the consent was given and before the consent was revoked).

### **Written Parental Consent is Required Prior To:**

**Initial Evaluation** – Upon receipt of a referral to the CSE/CPSE of a student who is suspected of having a disability, parental consent for evaluation is requested. The parent is contacted by a representative of the CSE/CPSE regarding the referral. The reason for the referral and the evaluation process are explained. The parent is also provided with a copy of due process rights, information describing the components of a comprehensive evaluation and **A Parent’s Guide to Special Education**. Translations are provided to the parent as needed. If the parent does not consent, the parent is invited to an informal conference to discuss the evaluation process. Outreach efforts are made, when necessary, to ensure the parent has received and understands the request for consent. If the parent of a preschool child does not provide consent for initial evaluation, no further action will be taken by the CPSE until such consent is obtained. If the parent of a school-age child does not provide consent for an initial evaluation within 30 days of the dated receipt of the referral, the chairperson will document attempts to obtain parental consent and will request that the Board of Education initiate an impartial hearing.

**Initial Provision of Special Education Services** – If the CSE/CPSE determines the student has a disability and recommends special education services, parental consent to initial placement is requested. The parent is provided with a copy of due process rights. If a parent refuses to give written consent, the District may not deny the parent or child any other service, benefit, or activity of the school district, except for the recommended special education service. Translations are provided as necessary. Parents are given the opportunity for further discussion with the Chairperson of the CSE or school staff, if needed. Outreach efforts are made, when necessary, to ensure the parent has received and understands the request for consent for placement. If the parent of a preschool child does not provide consent for the initial provision of special education services, no further action will be taken by the CPSE until such consent is obtained. If the parent of a school-age student does not grant consent for an initial provision of special education services within 30 days of a notice of recommendation, the Board of Education will initiate an impartial hearing.

**Initial Provision of a Twelve (12) Month Program or Service** – The procedures detailed above apply.

**Reevaluation** – Parental consent will be requested prior to conducting a reevaluation of the student with a disability; however, the district may proceed with the reevaluation if the parent/guardian does not respond and reasonable measures have been taken to obtain such consent.

Reasonable measures are interpreted as:

- a written notice is sent to the parent requesting consent for the reevaluation;
- at least one additional attempt is made to notify the parents; this may mean an additional written notice or a telephone call.

**Requests for Records/Other Communications with Non-District Personnel**

Parent consent is requested for the following:

- release of CSE records to another agency/individual;
- request for copies of reports/evaluations from another agency/individual;
- request for verbal communications with another agency/individual;
- see section on **Special Education Records: Access and Accessibility** for further information in this regard.

Parental consent is not required before reviewing existing data as part of an evaluation or a reevaluation or administering a test or other evaluation that is administered to all students unless, before administration of that test or

evaluation, consent is required of parents of all students. Parental consent is not required for a functional behavioral assessment.

### **INDEPENDENT EVALUATIONS**

At the time of CSE initial or reevaluation, the Office of Special Services will inform parents regarding their right to an independent evaluation by providing them with a copy of the Due Process Notice. When they disagree with the evaluation conducted by the CSE, parents may request an independent evaluation at district expense. The names, addresses and telephone numbers of appropriate public and private agencies and other professional resources where independent educational evaluations may be obtained will be provided upon request. The school district has a right to initiate an impartial hearing to demonstrate that its evaluation is appropriate or that the evaluation obtained by the parent does not meet school district criteria. If a hearing officer determines that the district's evaluation was appropriate or the evaluation obtained by the parent did not meet school district criteria, the parent is not entitled to reimbursement at district expense. Any independent evaluation whether paid for by the parent or by the school district, will be reviewed by the CSE and taken into consideration in its final placement determination.

**If parents intend to seek funding for the cost of the evaluation they must adhere to following criteria:**

- the parent must request a copy of the board policy prior to seeking an evaluation and reimbursement;
- the qualifications of the evaluator and the location of the evaluation shall be the same as the criteria, which the district uses when it initiates an evaluation. This includes, but is not limited to the following:
  - psychologists must be licensed by the State of New York as clinical psychologists or certified as school psychologists. If certified as a school psychologist, the evaluator must conduct the evaluation in a school setting;
  - other evaluators should be appropriately certified in the area of their specialty by the State Education Department; and
- the evaluation will take place within the boundaries of the metropolitan area (e.g. Nassau, Suffolk, Queens or Manhattan).
- The tests performed must be norm referenced for individual evaluation appropriate for the age and educational level of the student, and measure the same cognitive, motor, and affective skills as district tests;
- The cost of an independent evaluation requested by a hearing officer shall be at district expense;



- Reimbursement will not be in excess of the reasonable cost of such evaluation, less the portion of such costs paid through insurance or Medicaid payments. In the absence of unusual circumstances costs will be deemed reasonable and allowable in accordance with the following fee schedule (based upon 2012-2013 Eastern Suffolk BOCES Educational Services Rates):

Psycho educational Evaluation	\$ 757.00
Neuropsychological Evaluation	\$ 300.00/hr (10hr. maximum)
Speech/Language Evaluation	\$ 757.00
OT Evaluation	\$ 757.00
PT Evaluation	\$ 757.00
Psychiatric Evaluation	\$ 975.00
Audiological Evaluation	\$ 400.00
Assistive Technology Evaluation	\$ 3,000.00

## **SURROGATE PARENTS**

**"Surrogate Parent"** means a person appointed to act in place of parents or guardians when a student's parents or guardians are not known, or when after reasonable efforts, the Board of Education cannot discover the whereabouts of a parent or, the student is a ward of the State. The Board of Education shall select a surrogate parent from a list of individuals who are eligible and willing to serve as surrogate parents. The list is approved at the annual organization meeting of the Board.

### Qualifications:

Persons selected as surrogate parents cannot be officers, employees or agents of the school district or NYS Education Department or other agency involved in the education or care of the student. To the extent possible, an effort is made to appoint surrogate parents who:

1. Have no other interest which could conflict with their primary allegiance to the student they would represent;
2. Are committed to acquaint themselves personally and thoroughly with the student and the student's educational needs;
3. Are of the same racial, cultural and linguistic background as the student they seek to represent; and
3. Are generally familiar with the educational options available to children with disabilities.

### Procedures for Assigning Surrogates:

Assignment of a surrogate parent to a particular student shall be made in accordance with the following procedures:

1. Any person whose work involves education or treatment of students, who knows of a student who may need special education services, and who knows that the parents or guardians are not known or are unavailable, or that the student is a ward of the State, may file a request for assignment of a surrogate parent, with the Committee on Special Education;
2. The Committee on Special Education shall send notice of the possible need for a surrogate parent to the adult in charge of the student's place of residence and to the parents or guardians at their last known address;

3. The Committee on Special Education shall determine whether the parents or guardians are unknown or unavailable, or whether the student is a ward of the State. This determination shall be completed within a reasonable time following the receipt of the original request for a surrogate parent. If the Committee on Special Education finds that there is a need for a surrogate parent, such assignment shall be made by the Board of Education within ten (10) business days of the date of determination by the Committee.
4. Once assigned, the surrogate parent shall represent the student for as long as a surrogate parent is required.
5. The foster parent of the student, who otherwise meets the qualifications, may be appointed as the surrogate parent of the student without being appointed from a list approved by the Board of Education.

The surrogate parents appointed by the Board of Education (07/2/2007) are:

Mrs. Nancy Collins  
56 Freya Road  
Rocky Point, NY 11778

## **SPECIAL EDUCATION MEDIATION**

Special Education mediation is a process in which the parents of a student with a disability and representative of the school district meet with an independent person, a mediator. By asking questions and discussing all information with both parties the mediator helps the parents and school district representatives to reach a more complete understanding of each other's concerns and to reach an agreement about the special education programs and services that the student will receive. ***Mediation can only be initiated upon a written request of a parent or guardian.*** Mediation is voluntary and may not be used to deny or delay a parent's rights to an impartial hearing. The mediators are qualified, impartial and have been trained in effective mediation techniques. A mediator may not have a personal or professional interest, which would conflict with his or her objectivity in the mediation process and may not be an employee of a school district or program serving students with disabilities. Mediation will be scheduled in a timely manner and held in a location convenient to the parties. ***Mediation occurs at no cost to either the parents or the school district.***

If a parent disagrees with the decision of the Committee regarding their student's program or services, they have the option to participate in mediation. Choosing to participate in mediation does not limit other alternatives, such as requesting a meeting with the Committee or requesting an impartial hearing.

Unlike an impartial hearing, at the end of which the impartial hearing officer makes a decision about the kinds of special education programs and services the student will receive, the mediator does not make a decision. At the end of the mediation session, whatever the parents and the school district representative agree should be done is written down. Agreement may be reached on any or all of the concerns or issues, which were discussed during the mediation session. Any remaining issues can be discussed further with the CSE or can be reviewed by an impartial hearing officer. Discussions during the mediation session are confidential and may not be used as evidence in any subsequent hearings or proceedings.

Special education mediation will be conducted by the Community Mediation Center in Smithtown (631-265-0490). This center is staffed by a number of highly qualified mediators who are not employed by the school district and who are not selected to be mediators by the school district.

## **APPOINTMENT OF IMPARTIAL HEARING OFFICERS**

The Board of Education annually establishes and maintains a list of names and qualifications of Impartial Hearing Officers available to serve in the school district from which the district shall choose an impartial hearing officer.

A certified impartial hearing officer shall:

- Beginning September 1, 2001, be a New York State attorney in good standing with a minimum of two years' practice and/or experience in the areas of education, special education, disability rights or civil rights; or be independent and not an officer, employee or agent of the school district or of the board of cooperative educational services (BOCES) of which the school district is a component or an employee of the NYS Education Department;
- Continue to remain qualified as an IHO if the individual was certified as an IHO prior to September, 2001.
- Not have been employed by a school district, school or program serving students with disabilities placed there by a school district CSE or an officer, employee or agent of a school district for two years following the termination of such employment;
- Have access to the support and equipment necessary to perform the duties of an IHO; and
- Successfully complete a NYS Education Department training program.

### **Procedures**

1. The selection of an impartial hearing officer must be made from a list of all hearing officers who are certified, pursuant to the Regulations of the Commissioner 200.1 (X) and available to serve in the school district.
2. The list must be established and maintained in alphabetical order with new appointees being inserted into the alphabetical order of the list.
3. Selection must be made on a rotational basis, beginning with the first name after the hearing officer who last served. If no hearing officer on the list has served, selection must be made beginning with the first name on the list.

4. If a hearing officer declines appointment or if within 24 hours, the Impartial Hearing Officer fails to respond or is unreachable after reasonable efforts by the school district, each successive impartial hearing officer whose name next appears on the list shall be offered appointment, until such appointment is accepted. These attempts will be documented.

**For further information concerning the impartial hearing process refer to the “NOTICE OF DUE PROCESS RIGHTS”.**

### **GUARDIAN AD LITEM**

In the event the impartial hearing officer determines that the interests of the parent are opposed to or inconsistent with those of the student, or that for any other reason the interests of a student would best be protected by appointment of a ***guardian ad litem***, the impartial hearing officer shall appoint a guardian ad litem, to protect the interests of the student unless a surrogate parent has previously been assigned. The impartial hearing officer shall ensure that the procedural due process rights afforded to the student’s parent are preserved throughout the hearing whenever a ***guardian ad litem*** is appointed.

A ***guardian ad litem*** is defined as a person who is familiar with the provision of the Part 200 Regulations and is appointed from the list of surrogate parents maintained by the District or may be a pro-bono attorney appointed to represent the interests of the student during the proceedings of an impartial hearing and, where appropriate, to join in an appeal to the State Review Officer initiated by the parent or Board of Education. A ***guardian ad litem*** shall have the right to fully participate in the impartial hearing to the extent indicated in the Regulations.

**SECTION 6**

**RECORDS ACCESS  
AND CONFIDENTIALITY**



## **SPECIAL EDUCATION RECORDS: ACCESS AND CONFIDENTIALITY**

### **Notice of Rights Concerning Student Records**

**Following is an explanation of the rights of parents/guardians concerning school records relating to their student pursuant to the Federal "Family Educational Rights and Privacy Act of 1974":**

- Parents of a student under 18, or a student 18 or older, have a right to inspect and review any and all official records, files and data directly related to their student, including all material that is incorporated into each student's cumulative record folder, and intended for school use or to be available to parties outside the school or school system and specifically including, but not necessarily limited to, identifying data, academic work completed, level of achievement (grades standardized achievement test scores), attendance data, score on standardized intelligence, aptitude, and psychological tests, interest inventory results, health data, family background information, teacher or counselor ratings and observations, and verified reports of serious recurrent behavior patterns.
- A parent of a student under 18 years of age or a student 18 years of age or older shall make a request for access to a student's (their own) school records, in writing, to the Elementary principal of the building to which such student is assigned or the guidance Counselor in the Secondary School. Upon receipt of such request, arrangements shall be made to provide access to such records within a reasonable period of time, but in no case, no more than forty-five (45) days after the request has been received.
- Such parents and students are also entitled to an opportunity for a hearing to challenge the content of such records, to ensure that they are not inaccurate, misleading, or otherwise in violation of the privacy or other rights of students, and to provide an opportunity for the correction or deletion of any such inaccurate, misleading or otherwise inappropriate data contained therein. Any questions concerning the procedure to be followed in requesting such a hearing should be directed to the Assistant Superintendent of Schools.
- Student records and any material contained therein which is personally identifiable, are confidential and may not be released or made available to persons other than parents or students without the written consent of such parents or student. There are a number of exceptions to this rule, such as other school employees and officials and certain State and Federal officials who have a legitimate educational need for access to such records in the course of their employment.
- The District shall maintain directory information regarding its students. Directory information consists of personal information about individual students and includes the student's name, address, telephone listing, date

and place of birth, major field of study, dates of attendance, degrees and awards received and previous educational institutions attended. Directory information shall be disclosed for limited purposes and to a limited number of district-related groups, committees, associations and organizations such as PTA and SEPTA.

- At the beginning of each school year this policy remains in effect. The District shall notify parents, guardians and students eighteen years old and older (“eligible students”), either by direct mail or by other district-wide publication, or both, of those categories of information that constitute directory information. Thereafter, parents, guardians or eligible students shall have a reasonable period of time in which to inform the District that any or all of the information designated as directory information may not be released without the individual’s consent. Any objection to such disclosure of directory information, and any request to be excluded from the list of directory information to be disclosed, shall be submitted in writing to the Superintendent of Schools, no later than three weeks after the mailing of notice to parents, guardians or eligible students, or notice in a district-wide publication.

## **Student Records Regulations**

### **Definitions**

Terms which are defined in Federal or State law which are used in this statement are explained below:

**Student:** any person who has received educational services or instruction within the District. This includes students who receive preschool services from the Rocky Point Public Schools.

**Eligible Student:** a student or former student who has reached the age of eighteen or who is attending an institution of post-secondary school education, unless the parent has legal guardianship of the student. An “eligible student” (not his/her parent) has full access to his/her own records and is the only person who is authorized to consent to the release of such records. Such student may expressly authorize a parent or guardian to exercise access and release rights on his/her behalf, but such authorization must be in writing, and must be signed by the student in the presence of a third party.

**Parent:** either parent, unless his/her right to access to school records has been specifically revoked by court order or a legally binding document, and the District has received notice of such court order or document. The term “parent” also includes a guardian who has been appointed by a court or who had demonstrated, to the satisfaction of the principal, that he or she is the actual and only person responsible for the child and for making decisions on the student’s behalf.

Non-custodial parents have the same rights concerning access to their student's educational records, as do parents who have custody. Boards may use the 45-day period to inform the custodial parent and afford him or her the opportunity to present a court order or other binding instrument barring the release of the data requested.

**Education Record**: a record which is maintained within the school district which relates to the preschool, elementary, or secondary school education of a student within the district and which is accessible to more than one educator or other professional within the school district.

**Personally Identifiable**: information that includes the name or address of the student, the student's parent or other family member, a personal identifier such as the student's social security or student identification number, or a list of personal characteristics or other information that would make it possible to identify the student with reasonable certainty.

**Student Cumulative Records**: The student cumulative record is initiated upon the student's entry into school, and follows the student through his/her school career. By the time the student completes secondary school, the record will include the following kinds of information: personal identification data; attendance records, health history; end-of-the year development suggestions; academic history including subjects and teachers by semester and year, units of study, summer school credits, subjects and grades failed and subjects dropped, secondary school subject sequences, type of diploma and date of graduation, report cards; standardized transcript, correspondence which is pertinent to the educational development of the student; records of suspensions or other disciplinary matter; and honors and awards.

## **INSPECTION OF SCHOOL DISTRICT RECORDS**

1. Parent(s), guardians(s) and eligible students may inspect and review the student's official records, files and data directly related to the student upon compliance with the following conditions:
  - The parent or eligible student should submit to the student's school principal in the elementary schools or guidance counselor in the secondary schools a written request to see the student's file. If a student's records are maintained in several locations, the school principal will, upon request, collect the records, as described below. Such review will be scheduled promptly after receipt of the written request for access and in no case take place more than forty-five (45) days from the date of that receipt.
  - Records in the custody of the Department of Special Education may be obtained upon request to the Director of Special Education. Appointments for review of special education records will be made upon a minimum of three days' notice at the mutual convenience of staff, parent or eligible student.
  - Upon request, record review will be arranged prior to any Committee on Special Education or Committee on Preschool Special Education meeting or any discussion regarding an Individualized Education Program.
2. Within five (5) school days of receipt of a written request for a record, the principal or guidance counselor shall make such record available, deny such request in writing, or furnish a written acknowledgement of the receipt of the request and a statement of the approximate date when the request will be granted or denied. If access to records is neither granted nor denied within ten (10) business days after the principal or guidance counselor acknowledges receipt of the request, failure to respond may be construed as a denial of access that may be appealed.
3. Any person denied access to a record, within thirty (30) days from receipt of notice of such denial, might appeal the denial in writing, to the Superintendent of Schools or a designee. It may be appealed in a proceeding pursuant to Article 78 of the Civil Practice Law and Rules.
4. Appropriate school district personnel will be present during record inspection to interpret and explain records during the school year. Records may be inspected between 9:00 a.m. and 3:00 p.m. Parents may be accompanied by any person in reviewing records or may have an appropriately authorized representative inspect and review only the information relating to their child.

## **Release of Student Records to Third Parties**

1. **Release with Consent** – Except under certain limited circumstances set forth in this policy and permitted by the Family Educational Rights and Privacy Act, education records will be released to third parties only with the prior written consent of the parent or eligible student.

2. **Release without Consent** – Records may be released without consent only under the following circumstances:

- a. “Directory Information” may be disclosed, where appropriate without consent.
- b. Educational records concerning a particular student may be released only to staff members who have responsibility for the student, and then only if it is educationally necessary to consult the records.
- c. Records in the custody of the Department of Special Services may be released to school officials and members of the Committee on Special Education or Committee on Preschool Special Education only for purposes of the identification of a student’s disability and development of an individualized education program.

Portions of the cumulative record or current evaluations and IEP from special education records may be released without consent to another school under the circumstances indicated below:

- If the principal of the school maintaining the record has received written notification of the student’s intent or attempt to enroll there, or
- If the Committee on Special Education has recommended placement in such school.

**Records disclosed pursuant to this provision without express written consent, will be only those deemed by the Director of Special Services to be essential for the provision of educational services or educational planning. The district will notify parents of eligible students prior to transfer of records. They may request and receive copies of records transferred under this provision. Transcripts will not identify courses as “special education” courses without the written consent of parent or eligible students.**

- d. Records may be released without consent to Federal and State officials in connection with evaluation of federally supported education programs or enforcement of federal requirements. Persons reviewing records under this provision must sign a written form, to be kept in the student's folder, indicating their interest in the records.
- e. With the approval of the Superintendent of Schools, records may be released without consent to organizations, public and private, conducting studies for or on behalf of educational agencies for institutions. The district shall require recipients of such information to provide written assurances that personally identifiable information will not be further released and that all the information received will be destroyed when no longer needed for the study.
- f. Records may be released without consent to accrediting organizations to carry out their accrediting functions.
- g. Records may be released without consent to comply with judicial orders or lawfully issued subpoenas. A subpoena will be considered to be "lawfully issued" when it is issued by a court, or when counsel to the school has reviewed it and found it to be "lawfully issued". Before making such a disclosure the district must send written notice to the parent or eligible student.
- h. Records may be released without consent in health or safety emergencies, if such disclosure is deemed by the official making the disclosure to be warranted by the seriousness of the threat to the health or safety of the student or other persons and if the information is necessary to meet the emergency. Such records will be released without written consent only in the event that the person, to whom the information is disclosed, is qualified to deal with the emergency and time is an important factor in dealing with the emergency.

### **Records of Request for Access to Education Records**

Current special education staff and administration have the right to continuous access to the special education student files. In addition, for all others, the district will maintain a record of all requests for disclosure of information from, or permission for access to, a student's special or general education record and will keep a record of all information disclosed and access permitted. Such record will not include request for access by the parents who have responsibility for the student, persons whose request is accompanied by prior written consent or a party seeking Directory Information. The access record will be kept with the cumulative record, or, in the case of records pertaining to special education, with those records. It will be available only to the record custodian, the eligible student, the parent of the student, or to public officials for the purpose of auditing or enforcing the requirement of federally supported educational programs. The record will include:

- The name of the person or agency that made the request, the interest the person or agency had in the information, the date of the request,
- Whether the request was granted and if so, the date access was permitted,
- Such record will be maintained as long as the student's education record is maintained.

### **Procedure for Maintaining Confidentiality of CSE/CPSE Records**

Student records and files are kept in locked files in an office that is also locked when left unattended.

The CSE/CPSE secretaries monitor access to student files. They acknowledge and are familiar with all staff that has access. Professionals visit the CSE/CPSE office when they need access to a file. The CSE/CPSE secretary obtains the file and the professional proceeds to a designated area where review can take place. When the professional review is complete, the file is returned to the CSE/CPSE secretary.

Only professionals who are working with the student and parents who are members of the CSE are allowed access to the records. Specified support staff are also allowed access to student files in order to complete tasks such as filing, sending and receiving records, etc. The student's original record is **not** allowed out of the office at any time.

### **Procedures to Seek to Correct Education Records**

Parents and eligible students have a right to seek to change any part of a student's record, which they believe to be inaccurate, misleading, or in violation of the student's rights.

1. The parent or student shall notify the principal or Director of Special Services of objections and shall prepare and sign a statement identifying the records believed to be inaccurate, misleading or otherwise in violation of rights together with a reason for challenge. Upon receipt of such statement, the Assistant Superintendent of Schools will hold an informal conference with the parent or student and, when possible, with the maker of the record. If after reviewing the record and objections to it, the Assistant Superintendent finds no basis for amendment, he or she shall so advise the student or parent in writing and advise them of the right to a hearing.
2. The Assistant Superintendent of Schools will also advise the student or parent of the right to place in the education record a statement on the challenged information and/or setting forth any reason for disagreeing with this decision. An explanation placed in an education record under this paragraph shall be maintained by the district as part of the education record as long as the record is maintained by the district. It will be



released by the district with the education record whenever such release is authorized by the provisions of this policy.

3. An appeal from a hearing concerning the educational records of a regular educational student may be made to the FERPA Office of the U.S. Department of Education.

### **Hearing Process**

1. A hearing pursuant to paragraph 1 will be held upon request and the parents will receive timely notice of the place, date and time. The hearing officer may be the Superintendent of Schools or a designated school official having no interest in the hearing's outcome. The parents may, at their own expense, be assisted or represented by one or more individuals of their choice, including an attorney, and will be afforded a full and fair opportunity to present evidence.
2. After taking evidence, the hearing officer shall render a written decision stating the disposition of the challenge and the reasons for the determination. If the hearing officer decides that the record is not accurate or is otherwise in violation of the rights of the student, he shall direct the principal or Director of Special Services to make the appropriate changes. Otherwise, he shall advise the parent of the right to place in the education record a statement commencing on the challenged information as described in paragraph 2, above.
3. A parent who disagrees with the findings of the hearing officer may request review by the Board of Education and in the case of special education records, by the Office for Special Education Services. Thereafter, special education records or entries in the cumulative record may be reviewed, at the Federal level by the Family Policy and Regulation Office, U.S. Department of Education, Room 1087 FB 6400 Maryland Avenue, S.W., Washington, D. C. 20202. In either case, a complaint may be in the form of a letter and should include specific claims of policy violations. If the Family Policy and Regulations Office finds the District to be out of compliance with applicable law and if resolution cannot be reached informally, the office may refer the case to the Compliance Board of the U. S. Department of Education for a formal resolution of the conflict before an administrative law judge.

### **Special Provisions Relating to Alcohol or Drug Abuse Services & AIDS**

Services provided within the school district to diagnose drug or alcohol abuse or to provide treatment or direct referral for treatment will be the subject to Federal Regulations on Confidentiality of Alcohol and Drug Abuse Patient Records. Information verbal or in written form, indicating participation in such program will not be released without the student's written consent.

Effective February 1, 1989, all school personnel are required by law to protect the privacy of students or other people (i.e. family members) identified in student records as having AIDS or having tested positive for exposure to the virus.

Each release of such information requires the express written consent of the parent, or the student, if over the age of 18. A separate consent is required for each disclosure. Consent for release of information, which allows a school to receive such information, does **not** authorize disclosure by school personnel.

When the district has received confidential HIV related information regarding a student, the Superintendent shall request a meeting with the student's parent or legal guardian for the purpose of discussing the student's condition, concerns and, should the need arise, educational alternatives. Such alternatives may include homebound instruction during the periods of short-term illness, as well as provisions of educationally related support services. If a parent or guardian concurs in writing to the provision of educational alternatives, no referral to the CSE will be made. However, where the parent or guardian does not concur, and where a student is suspected of having a disability, the Superintendent shall request the parent or guardian to give informed written consent for disclosure of confidential HIV information to the CSE. If such consent is refused, the Superintendent may request that the Board of Education seek a court order to such disclosure.

In making its determination, the CSE shall consider the following factors:

1. the physical condition of the student and any behavior which might increase the risk of transmission of the HIV virus; and
2. the expected type of interaction with others in the school setting.

**SECTION 7**

***DISCIPLINE***

## **SCHOOL CONDUCT AND DISCIPLINE**

In accordance with Subpart 200.1 of the Regulations of the Commissioner of Education, the Rocky Point Union Free School District has adopted and implemented a written policy on school conduct and discipline designed to promote responsible student behavior. A copy of the policy is on file in each school building and is available for review by any resident of the district.

Students with disabilities who are mainstreamed in the schools of the district are generally expected to meet mainstream standards for school conduct and are subject to district-wide policy. However, when a student with a disability repeatedly violates school rules, the student will be re-evaluated by the Committee on Special Education to determine whether the inappropriate conduct is related to the disability and whether a change in services or placement is appropriate. When the conduct is related to the disability, students with disabilities will be treated in accordance with their individual educational needs.

Disciplinary change in placement means a suspension or removal from a student's current education placement that is either:

1. For more than ten (10) consecutive school days; or
2. For a period of ten (10) consecutive days or less if the student is subjected to a series of suspensions or removals that constitute a pattern because they cumulate to more than 10 school days in a school year and because of such factors as the length of each suspension or removal, the total amount of time the student is removed and the proximity of the suspensions or removals to one another.

**Authority of School Personnel** – School personnel may change the placement of a student with a disability to the extent that such alternatives would be applied to students without disabilities:

1. To an appropriate interim alternative educational setting, or suspension, for not more than ten (10) consecutive school days; and
2. To an appropriate interim alternative education setting (AES) for not more than 45 days if the child brings a weapon or knowingly possesses/uses, sells or solicits illegal drugs while at school or a school function.

The Superintendent of Schools may order a change in a placement of a student with a disability to an AES directly or upon recommendation of a hearing officer

even when the CSE determines that the student's behavior is a manifestation of the student's disability. The setting shall be determined by the CSE.

Either before or not later than ten (10) business days after taking the disciplinary action described above:

1. The CSE will meet to develop an assessment plan to address that behavior; or
2. If the student already has a behavioral intervention plan, the CSE will review the plan and modify it, as necessary, to address the behavior.

### **SUPERINTENDENT'S HEARING ON DISCIPLINARY CHARGE AGAINST STUDENTS WITH DISABILITIES**

Superintendent's hearings on disciplinary charges against students with disabilities and students presumed to have a disability for discipline purposes shall be bifurcated into a guilt phase and a penalty phase and conducted in accordance with the following procedures:

1. The Superintendent of Schools or hearing officer in the superintendent's hearing shall proceed with the guilt phase and determine whether the student is guilty of the alleged misconduct. If it is determined that the student is guilty, the superintendent of Schools or hearing officer shall determine whether a suspension or removal in excess of 10 consecutive school days in a school year or a disciplinary change in placement should be considered. If such a suspension or removal is considered, before the superintendent orders or the hearing officer recommends any such removal, the superintendent's hearing shall be adjourned until a manifestation determination is made by the Committee on Special Education, except in cases where IAES has been ordered. If the superintendent or hearing officer determines that a suspension or removal that would constitute a disciplinary change in placement should not be considered, the hearing shall proceed to the penalty phase.
2. Upon a determination by the CSE that the behavior of a student with a disability was not a manifestation of the student's disability, the student may be disciplined in the same manner as a student without a disability, except that the student shall continue to receive services. Upon receipt of notice of the determination, the superintendent or hearing officer shall proceed with the penalty phase of the hearing. If the CSE determines that the behavior was a manifestation of the student's disability, the superintendent or hearing officer shall dismiss the superintendent's hearing, except in cases when IAES has been ordered.
3. For the penalty phase, the school district will transmit copies of the special education and disciplinary records to the superintendent or hearing officer for consider.

**Manifestation Determination Review** – If any of the disciplinary actions above are contemplated or if a disciplinary action involving a change in placement for more than 10 school days is contemplated for a student with a disability who has engaged in any behavior that violated any rule or code of conduct of the district that applies to all children: (1) not later than the date on which the decision to take that action is made, the parents shall be notified of that decision and of all procedural safeguards accorded under this section; and (2) immediately, if possible, but in no case later than 10 school days after the date on which the decision to suspend or change placement, a meeting of the CSE and other qualified personnel will be scheduled to determine the relationship between the student's disability and the behavior subject to the disciplinary action.

In carrying out the review, the CSE may determine that the behavior of the student was not a manifestation of such student's disability only if the CSE first considers, in terms of the behavior subject to disciplinary action, all relevant information, including: evaluation and diagnostic results, including such results and other relevant information supplied by the parents of the student; observations of the student; and the child's IEP and placement; and then determines that: in relationship to the behavior subject to disciplinary action, the student's IEP and placement were appropriate and the special education services, supplementary aids and services and behavior intervention strategies were provided consistent with the student's IEP and placement; the student's disability did not impair the ability of the student to understand the impact and consequences of the behavior subject to disciplinary action; and the student's disability did not impair the ability of the student to control the behavior subject to disciplinary action.

A special education student may be suspended by a building principal more than once during a school year, but a series of short-term suspensions adding up to ten (10) days in the same school year may be considered a change in placement, requiring prior evaluation and CSE review. Therefore, building principals, in consultation with the chairperson of the CSE, will monitor the total days and pattern of suspensions with respect to each special education student. If a student has already been suspended on multiple occasions, or if his/her behavior suggests that a "revolving door" pattern of suspensions is developing, the principal is expected to consult with the CSE before again suspending a student for disciplinary reasons.

In addition, if a special education student repeatedly violates school rules, any member of the professional staff of a school may ask the CSE to review the student's placement. The parent is invited to the meeting. The Committee, after re-evaluation or review of records, may determine that the student requires a different program, within or outside the district. The CSE may develop a behavioral intervention plan at that time or review the existing plan and its implementation to determine if modifications are necessary. The parent has the right to seek an independent evaluation or to appeal. The student's class setting will not be changed during the course of the review or appeal procedures.

**Determination of Setting** – An interim educational setting in which a student is placed by either school personnel or a hearing officer shall: (1) be selected to enable the student to continue to participate in the general curriculum, although in another setting, and to continue to receive those services and modifications, including those described in the IEP, that will enable the student to meet the IEP goals; and (2) include services and modifications designed to address the behavior described above so that it does not recur.

**Parent Notice of Disciplinary Removal** – No later than the date on which a decision is made to change the placement of a student with a disability to an IAES, or a decision is to impose a suspension or removal that constitutes a disciplinary change in placement, the parent shall be notified of the decision and shall be provided the procedural safeguards notice.

**Parent Appeal** – If the parent disagrees with a determination that the student's behavior was not a manifestation of the student's disability or with any decision regarding placement, the parent may request a hearing. The district shall arrange for an expedited hearing in any case described in this section when requested by a parent.

In reviewing a decision with respect to the manifestation determination, the hearing officer shall determine whether the public agency has demonstrated that the student's behavior was not a manifestation of such student's disability consistent with the requirements for a manifestation determination review. In reviewing to place a student in an interim alternative educational setting, the hearing officer shall apply the standards indicated in "Determination of Setting".

When a parent requests a hearing to challenge the interim alternative educational setting or the manifestation determination, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the time period discussed in sections "Authority of School Personnel" and "authority of a Hearing Officer", whichever occurs first, unless the parent and the district agree otherwise.

If the student is placed in an interim alternative educational setting and school personnel propose to change the student's placement after the expiration of the interim alternative educational placement, during the pendency of any proceeding to challenge the proposed change in placement, the student shall remain in the current placement (the student's placement prior to the interim alternative educational setting), except where the student is again placed in an IAES by an Impartial Hearing Officer in an expedited hearing described below.

**Authority of an Impartial Hearing Officer** – An impartial hearing officer may order a change in placement of a student with a disability to an appropriate interim alternative educational setting, in a dangerous situation, for not more than 45 days if the impartial hearing officer:



1. Determines that the district has demonstrated substantial evidence that maintaining the current placement is likely to result in injury to the student or to others;
2. Considers the appropriateness of the student's current placement;
3. Considers whether the district has made reasonable efforts to minimize the risk of harm in the student's current placement, including the use of supplementary aids and services; and
4. Determines that the interim alternative educational setting meets the requirements.

**Expedited Hearing** If school personnel maintain that it is dangerous for the student to be in the current placement during the pendency of the due process proceedings, the district may request an expedited hearing. An expedited due process hearing shall be completed within fifteen (15) business days of receipt of the request for a hearing, provided that the impartial hearing officer may grant specific extensions of times at the request of either the school district or the parent. The impartial hearing officer shall mail a copy of the written, or at the option of the parents, electronic findings of fact and the decision to the parents, Board of Education and VESID within 5 business days after the last hearing date, but in no event later than 45 calendar days after receipt of the request for a hearing, without exceptions or extension. In determining whether the student may be placed in the alternative educational setting or in another appropriate placement ordered by the hearing officer, the hearing officer shall apply the standards indicated in "Authority of a Hearing Officer".

Notwithstanding anything in this policy, if the Superintendent concludes that the student's presence in school creates a substantial likelihood of danger to himself or others, the school district will seek injunctive relief in a State or Federal court with respect to a change of placement pending the outcome of review proceedings.

**Protections for Students Not Yet Eligible for Special Education and Related Services.**

A student who has not yet been determined to be eligible for special education under this part and who has engaged in behavior that violated any rule or code of conduct of the district, including any behavior described above, may assert any of the provisions described herein if the district had knowledge that the student was a student with a disability before the behavior that precipitated the disciplinary action occurred. A district shall be deemed to have knowledge that a child is a child with a disability if:

- The parent of the student has expressed concern in writing (unless the parent is illiterate or has a disability that prevents compliance with the requirements contained in this clause) to personnel of the district that the student is in need of special education or related services.
- The behavior or performance of the student demonstrates the need for such services;
- The parent of the student has requested an evaluation of the student; or
- The teacher of the student or other personnel of the district has expressed concern about behavior or performance of the student to the CSE or other personnel of the district.

If the district determines that there is no basis for knowledge that a student is a student with a disability prior to taking disciplinary measures against the student, the student may be subjected to the same disciplinary measures as students without disabilities who engaged in comparable behaviors. If a request is made for an evaluation of a student during the time period in which the student is subjected to disciplinary measures under section "Authority of School Personnel" or "Authority of Hearing Officer" above, the evaluation shall be conducted in an expedited manner. An expedited evaluation shall be completed no later than fifteen (15) school days after receipt of the request for evaluation. The CSE shall make a determination of eligibility of the student in a meeting held no later than five (5) school days after completion of the expedited evaluation. If the student is determined to be a student with a disability, taking into consideration information from the evaluation and information provided by the parents, the district shall provide special education and related services in accordance with the provisions of this part, except that, pending the results of the evaluation, the student shall remain in the education placement determined by school authorities, which can include suspension.

**Referral to Law Enforcement Authorities** – Nothing prohibits a district from reporting a crime committed by a student with a disability to appropriate authorities or to prevent NYS law enforcement and judicial authorities from exercising their responsibilities. A district reporting a crime committed by a student with a disability shall ensure that copies of the special education and disciplinary records of the student are transmitted for consideration by the appropriate authorities to which it reports a crime.

**SECTION 8**

***ACCESSIBILITY***

## **ACCESS TO ACADEMIC AND DISCIPLINARY CONFERENCES**

It is the policy of the school to assure access for parents of students with disabilities to school-initiated conferences with respect to educational planning or school discipline. Accordingly, a sign language interpreter will be provided, upon request, to hearing-impaired parents who require such assistance. Parents requiring this or another accommodation (i.e.; translators, barrier-free site) to participate in meetings of the Committee on Special Education or Preschool Special Education are requested to notify in writing the Special Education Office at the beginning of the school year, at the time of enrollment, or at least five days prior to the scheduled meeting or activity.

## **ACCESS TO PROGRAMS AND EXTRA-CURRICULAR ACTIVITIES**

Students with disabilities residing in the district have the opportunity, on the same basis as pertaining to all students, to participate in all programs and activities administered by the district and available to the students enrolled in district public schools, providing that the students seeking to participate are otherwise qualified to participate in such programs and activities. These may include regular classroom instruction, occupational education programs, ESL programs, laboratory instruction, support services, extracurricular activities and programs, special assemblies and events and career education programs.

## **ACCESS TO OCCUPATIONAL EDUCATIONAL OPPORTUNITIES**

### **TITLE IX OF THE EDUCATION AMENDMENTS OF 1972**

Employment and educational opportunities, including vocational educational opportunities, are offered by the Rocky Point Union Free School District to boys and girls on an equal basis without discrimination on the basis of sex.

Discrimination on the basis of sex in education programs and activities is prohibited by Title IX. The district official responsible for the coordination of activities relating to non-Discrimination is the Assistant Superintendent of Schools. She will provide information, including information on complaint procedures, to any student or employee who feels that the district or its officials may have violated his/her rights under Title IX. In addition, any student or employee may make an inquiry or a complaint directly to the Federal Office for Civil Rights or New York State Division of Human Rights.

**SECTION 9**

**MISCELLANEOUS**

## **SCREENING PROCEDURES**

Comprehensive program has been developed by the school district to locate, identify and provide programs for those students who need special services, including students who are gifted. Diagnostic screenings are conducted for kindergarten students, new entrants into the district, and students scoring below reference points on State examinations.

The diagnostic screening includes a health examination, review of immunization records, and a determination of receptive and expressive language development, motor development, articulation skills and cognitive development. A report is prepared containing the results of the diagnostic screening conducted on each student.

### **Screenings Are Conducted As follows:**

- Kindergarten Screening – all pre-kindergarten students are screened in the spring prior to scheduled entrance into kindergarten.

Students suspected of having a disability as a result of diagnostic screening must be referred to the CSE within fifteen (15) days after completion of the screening. Parents of any student suspected of having a disability, which indicates the possible need for special education services, will be notified.

## **GUIDELINES FOR PROVIDING PUBLIC SCHOOL SERVICES TO STUDENTS IN NON-PUBLIC SCHOOLS**

The procedures to locate, identify, and evaluate all non-public private school students with disabilities, including religious-school children residing in the school district, must be comparable to activities undertaken for students with disabilities in public schools. The Board of Education shall consult with appropriate representatives of private school students with disabilities, that may include representatives of organizations of non public school groups, selected parents of students with disabilities enrolled in non public schools and selected representatives of the non public schools in the school district, on how to carry out the activities described in the Regulations of the Commissioner of Education.

### **BEGINNING WITH THE 2007-2008 SCHOOL YEAR, AS PER FEDERAL AND STATE LAW (IDEA 2004 & NYSED COMMISSIONER'S REGULATIONS):**

If a parent has placed their child in a nonpublic school and, while the child is enrolled in that school, suspects that the student has a disability, the parent must contact the school district where the nonpublic school is located to request an evaluation to determine eligibility for special education services.

Written consent must be provided by the parent to the Rocky Point School District before any personally identifiable information can be shared with the either the nonpublic school or district of location.

If a student with a disability is placed by his parents in a nonpublic school and the parents wish the student to receive special education services, a request for those services must be made in writing to the district of location no later than June 1 before the school year in which services are to be provided.

Rocky Point School District will continue to provide all special education services to students enrolled in nonpublic schools located within the geographic boundaries of Rocky Point.

All student with disabilities attending nonpublic schools located within the geographic boundaries of other school districts will be the responsibility of the public school district in which the nonpublic school is located. The district of location will arrange for and provide the recommended services for students with disabilities. The personnel assignments and locations for the delivery of those services will be determined by that school district. Federal and State law require this.

Transportation requests to the nonpublic school should continue to be submitted to the Rocky Point School District by April 1 of the school year before transportation is to be provided.



### **Reimbursement for Unilateral Placement in a Private School**

A school district is not required to pay for the tuition for a student with a disability placed in a private school or facility by a parent if that school district made a free and appropriate public education available to the student and the parents, instead, elected to place the student in the private school or facility.

If the parents of a student with a disability, who previously received special education and related services under the authority of the district, enroll the student in a private elementary or secondary school without the consent of or referral by the district, a court or a hearing officer may require the district to reimburse the parents for the cost of that enrollment if the court or hearing officer finds that the district had not made a free appropriate public education available to the student in a timely manner prior to that enrollment.

The cost of reimbursement may be reduced or denied:

- If, at the most recent IEP meeting that the parents attended prior to the removal of the student from the public school, the parents did not
- Inform the Committee that they were rejecting the placement proposed by the district to provide a free and appropriate public education to their child, including stating their concerns and their intent to enroll their child in a private school at public expense; or
- 10 business days (including any holidays that occur on a business day) prior to the removal of the student from the public school the parents did not give written notice to the school district of the information described in the preceding paragraph.
- If, prior to parental removal of the student from the public school, the school district informed the parents, through the notice requirements described in section 615(b)(7), of its intent to evaluate the student (including a statement of the purpose of the evaluation that was appropriate and reasonable), but the parents did not make the student available for the evaluation; or
- Upon a judicial finding of unreasonableness with respect to actions taken by the parent.

The cost of reimbursement may not be reduced or denied for the parents' failure to provide written notice if:

- The parent is illiterate and cannot write in English;
- Compliance would likely result in physical or serious emotional harm to the student;
- The school prevented the parent from providing such notice; or
- The parents did not receive notice, pursuant to section 615, of their obligation to provide the written notice described above.

## **CENSUS PROCEDURES**

The Rocky Point Union Free School District periodically conducts a demographic study of all students who reside in the district. Said demographic study serves to identify students who reside within the district boundaries, who may be eligible to attend school. The study does not target students who may have disabilities. Therefore, the district will ensure that students with disabilities are located through the following procedures:

- A statement will be included in the first district newsletter in September sent to all families who reside within the district, asking if any student is known who might require special education services. This statement will be as follows:

“The Rocky Point Union Free School District is attempting to locate any students between the ages of 3-21 who may reside within the district boundaries who may require special education services. A student may have a physical, mental, emotional, medical or developmental disability, which would require special education programs or services.

If you have any knowledge of a student who may meet these criteria, please contact Mrs. Andrea Moscatiello, Director of Special Education Services - (631) 744-1600 x 7583.

- If a student is identified who might require special education services, the parents or guardians will be directed to contact the Special Education Department of the Rocky Point Schools;
- All new entrants will be asked, through registration procedures, if a student has been receiving special education services in a previous district or if a preschool youngster, through Early Intervention Services. If services have been received, the building will refer the student to the Special Education Department immediately.
- All private schools and preschools located within the Rocky Point School District will be sent a letter, describing the referral process for any student suspected of having a disability.

A register of all students identified as disabled will be maintained in the Special Education Office.

## **SPACE ALLOCATION FOR SPECIAL EDUCATION PROGRAMS**

It is the policy and practice of the Board of Education of the district to ensure, to the extent practicable, that students with disabilities residing in the district shall be educated within the school district.

It is the policy and practice of the Board of Education to ensure, to the extent practicable, the allocation of appropriate space within the District for special education programs that meet the needs of school-age students with disabilities.

The Rocky Point School District will consider organizing new or additional special education classes when appropriate to do so. When a present special class exceeds the legal limit of either twelve (12) or fifteen (15) students permitted by education law, a variance from the NYS Education Department will be obtained or a new class will be formed.

Further, it is the policy and practice of the Board of Education to ensure, to the extent practicable, that appropriate space will be available to meet the needs of resident students with disabilities who attend special education programs provided by the Board of Cooperative Educational Services (BOCES). At least once per year, a staff member from the District's Special Education Department will visit the placement of each resident student who attends a BOCES special education program to assure the appropriateness of the space allocated for that placement.

The District may, at the discretion of the Superintendent, provide space, to the extent available, for school-age students from other school districts who need self-contained classes not available in their home schools. The District will also continue to meet with Eastern Suffolk BOCES to work toward NYS Education Department's requirement in developing the regional plan that reduces the number of special education students in center based non-integrated settings.

## **METHODS FOR EVALUATING PROGRAM OBJECTIVES**

Through the use of assessment techniques such as staff reports, interviews with faculty, parents and students, site visits, etc., formative data will be gathered relative to the success of the delineated Board of Education objectives on Page 2. The data will be analyzed to provide summary information to assist the district in decision-making regarding revisions and modifications for programs, services and procedures.

The goal of the special education program in the district is to provide each student with individualized instruction designed to help each student compensate for his or her disability in order to more fully reach his or her potential.

The methods used to evaluate the extent to which the objectives of the special education program have been achieved are:

- Ongoing evaluation of student achievement using various standardized diagnostic tests and other teacher derived assessments;
- Annual reviews of students' progress and programs, resulting in revised comprehensive IEP's
- Qualitative techniques such as teacher observations and conferences, classroom observations, anecdotal reports, and end-of-year student summaries;
- Triennial reevaluations of each student with a disability as outlined in NYCRR 200.4(f)(4); and
- Biennial review of the district plan

## **PROCEDURES REGARDING ADDITIONAL BOOKS FOR SPECIAL EDUCATION STUDENTS**

There are specific classified students who may require a second set of textbooks for home use. In discussions with school psychologists, guidance counselors and special education teachers, the following criteria will be followed when recommending that a student receive a second set of textbooks:

1. The notation for extra books must be specified on the student's IEP as recommended by the Committee on Special Education. The need for the extra books will be decided on an individual basis.
2. Specific difficulties that require a student to have an extra set of books may include disorganization resulting from a documented disability such as Other Health Impaired or Learning Disability.
3. Specific medical reasons (e.g. broken arm or other documented health reasons) may necessitate an extra set of books for a specified period of time.

**SECTION 10**

**DISTRICT PROGRAMS**



## **SCHOOL-AGED SPECIAL EDUCATION**

**The Rocky Point Union Free School District operates a variety of programs and services for students who possess difficulties. The following services are provided to district residents:**

### **Special Education Programs and Services**

**Related Services Only:** Some students do not require an academic educational program but, due to the nature of their disability, require services that are "related" to their disability. Related services may be provided in the classroom ("push in") or in a therapy room ("pull out"). The frequency of services is determined by the Committee on Special Education. Related services can include:

- Speech Language Therapy
- Occupational Therapy
- Physical Therapy
- Vision Services
- Counseling
- Social Skills Training
- Parent Training (for students with Autism)

**Resource Room Program:** Offered for supplemental instruction provided by a certified special education teacher.

**Learning Labs:** Instruction provided by a certified special education teacher every other day or daily to support math, English Language Arts or study skills.

**Consultant Teacher Direct:** (CTD) Program provided within a general education classroom and provides the additional support of a certified special education teacher for the core academic areas (English, Social Studies, Mathematics, and Science).

**Integrated Co-Teaching:** (ICT) Program for the provision of specially designed instruction in the core academic areas (English, mathematics, science and social studies) to a group of students with disabilities and non-disabled students within a mainstream setting.

**Special Class: (15:1 and 12:1)** Program for the provision of specially designed instruction to a group of students with disabilities within a non-integrated classroom setting, with opportunities for mainstream in the general education setting for lunch and specials.

**Life Skills Program:** Provided to some students who present at a level of disability necessitating the administration of the New York State Alternate Assessment for Students with Disabilities. This program is facilitated within a 12:1 Special Class setting and provides a curriculum consisting of life skills and functional academics that are intended to assist students in their transition to independent adulthood.

Out of District Program Placement (e.g. BOCES): Such programs offer special education classrooms at a staffing ratio determined by the Committee on Special Education as well as any needed related services. Transportation to such programs is provided by the district.

## **SPECIAL EDUCATION FUNDING**

Special education programs and related services provided by the Rocky Point Union Free School District are available at no cost to the children or their parents. The public funds come from at least three major sources:

- Local school district property tax revenues;
- State general and excess cost aid to local school districts;
- Federal aid to the states, which is available through a variety of federal grant programs.

The local funds for special education services are part of the annual district budget, which is approved by the Board of Education.

## **ADAPTATIONS**

This document was created with adaptations from the following sources:

2004	IDEA (Individuals with Disabilities Education Act)
2008-2010	Lynbrook Union Free School District 2-Year Plan
August 2009	Update Commissioner's Regulations Parts 200 and 201
2009-2011	Bethlehem Central Schools District Two year Plan
September 2011	Island Trees School District Plan of Services for Special Education

**AVAILABILITY OF COPIES OF THIS POLICY**

**THE DISTRICT SPECIAL EDUCATION PLAN IS ON FILE IN THE OFFICE OF THE SUPERINTENDENT OF SCHOOLS, SPECIAL SERVICES DEPARTMENT, ALL ROCKY POINT PUBLIC SCHOOL BUILDINGS, AND THE NORTH SHORE PUBLIC LIBRARY FOR PUBLIC INSPECTION AND REVIEW BY THE COMMISSIONER OF EDUCATION. A PARENT MAY REQUEST AND RECEIVE A COPY OF THIS POLICY FROM THE SCHOOL AT ANY TIME. REQUESTS SHOULD BE SUBMITTED THROUGH THE OFFICE OF SPECIAL EDUCATION.**

# ROCKY POINT UNION FREE SCHOOL DISTRICT

## PURCHASING PROCEDURES MANUAL TABLE OF CONTENTS

	Page #
Introduction.....	2
Definitions	
General Municipal Law	
Best Value	3
Piggybacking Law-Exception to Competitive Bidding	
The Purchasing Agent .....	4
Procedure for Bids: Advertisements, Openings, Evaluations	
Submitting a Formal Bid Request .....	7
Purchase Specifications .....	8
Evaluation of Products/Quality Control .....	9
Requisitioning/Ordering	
Preparation of Purchase Order .....	10
Processing of Purchase Order	
Blanket Orders.....	
Confirming Orders .....	12
Petty Cash	
Insufficient Appropriations	
Receipt/Payment of Purchase Orders.....	13
Cancellation of Order	

# PURCHASING PROCEDURES MANUAL

## INTRODUCTION

It shall be the goal of the Board of Education to focus on the educational welfare of the students, in conjunction with seeking maximum value for each dollar expended. In pursuit of this goal, the Board of Education shall purchase competitively, without prejudice, all goods and services necessary to support the educational and auxiliary departments of the district. The adoption of written purchasing policies and procedures, in compliance with General Municipal Laws 103 and 104.b will help to assure that these goals are met.

The objective of the procurement process is to obtain goods and services of the appropriate quality, in the appropriate quantity, at the appropriate time, at the best possible price, in compliance with all applicable rules and regulations. This Purchasing Manual prepared at the direction of the Board of Education shall clearly establish the Procurement Policy and Procedures governing the purchasing activities of the district and shall serve as a guideline to meet these objectives. The cooperation of all involved is essential for the efficient and effective operation of the procedures as outlined.

The following sets forth the procedures for the procurement of goods and services by the district:

## DEFINITIONS

**Purchase Contract:** a contract involving the acquisition of commodities, materials, supplies or equipment.

**Public Works Contract:** a contract involving services, labor and/or construction including, but not limited to construction, paving, printing and repairs.

## GENERAL MUNICIPAL LAW

The Board of Education policy, based upon the General Municipal Law requires that purchase contracts for materials, equipment and supplies involving an estimated annual expenditure which exceeds \$20,000 and public work contracts involving an expenditure of more than \$35,000 will be awarded only after responsible bids have been received in response to a public advertisement soliciting formal bids. In determining the necessity for competitive bidding, the aggregate cost of a commodity estimated to be purchased

in a fiscal year must be considered.

If in excess of bid limits, the following is also subject to General Municipal Law 103:

- Lease/rental of personal property (Section 1725 of Education Law)
- "Lease Purchasing" agreement for instructional equipment (Section 1725-A of Education Law)
- "Installment Purchase" of equipment, machinery and apparatus (Section 109-B of General Municipal Law)
- Cooperative Bid Arrangements (Section 119-9 of General Municipal Law)
- Standardization (Section 103 of General Municipal Law)
- Transportation contracts and cafeteria contracts covered by "Education Law" are subject to same limits as "Purchase Contracts" under Section 103 of General Municipal Law 9 Section 305, Subdivision 14, Education Law)

### **BEST VALUE**

Effective January 27, 2012, General Municipal Law (GML) Section 103 was amended to permit a school district or BOCES to award purchase contracts in excess of twenty thousand dollars (\$20,000) on the basis of "best value", rather than on the basis of the lowest responsible bid. The Board of Education must adopt a resolution at a public meeting authorizing the award of bids based on "best value." The Board of Education may also approve "best value" bid award recommendations on an individual bid basis at a scheduled public meeting. A best value award is one that optimizes quality, cost and efficiency, typically applies to complex services and technology contracts and is quantifiable whenever possible.

### **"PIGGYBACKING" LAW-EXCEPTION TO COMPETITIVE BIDDING**

On August 1, 2012, General Municipal Law (GML) Section 103 was amended to allow school districts to purchase certain goods and services (apparatus, materials, equipment and supplies) through the use of contracts let by the United States or any agency thereof, any state, and any county, political subdivision or district of any state. The amendment authorizes school districts and BOCES to "piggyback" on contracts let by outside governmental agencies in a manner that constitutes competitive bidding "consistent with state law."

This "piggybacking" is permitted on contracts issued by other governmental entities, provided that the original contract:

- a) Has been let by the United States or any agency thereof, any state (including New York State) or any other political subdivision or district therein;
- b) Was made available for use by other governmental entities and agreeable with the contract holder; and
- c) Was let in a manner that constitutes competitive bidding consistent with New York State law and is not in conflict with other New York State laws.

The "piggybacking" amendment and the "best value" amendment may not be combined to authorize a municipality to "piggyback" onto a cooperative contract which was awarded on the basis of "best value." In other words, while a school district or BOCES may authorize the award of contracts on the basis of "best value", it may not "piggyback" onto a purchasing contract awarded by another agency on the basis of "best value."

### **THE PURCHASING AGENT**

The Purchasing Agent shall be responsible for the implementation of purchasing policy and procedures. Such policy and procedures shall comply with all applicable laws and regulations of the State of New York and the Commissioner of Education.

### **PROCEDURE FOR BIDS: ADVERTISEMENTS, OPENINGS, EVALUATIONS**

A "Notice to Bidders" shall be published in the officially designated newspaper(s) and may also be mailed to potential bidders sufficiently in advance of the scheduled bid opening date to permit timely preparation and submission of bids. The "General Terms and Conditions" and/or Information for Bidders shall be incorporated in all contracts.

Bids shall be received until the opening time designated in the official notice. Late bids will not be accepted. All bids shall be date stamped upon receipt and shall be kept in a safe location until the time for opening.

Bids shall be opened at the time and place set forth in the Notice to Bidders. There will be at least two district employees present at each bid opening, including the Purchasing Agent or his/her designee. All interested parties may also attend the opening of bids.

Names of all persons/firms submitting bids shall be read aloud .

Pricing submitted shall be read aloud and recorded by designated district personnel.



Bids may be inspected at the conclusion of the bid opening.

Contracts shall be awarded upon approval of the Board of Education, to the lowest responsible bidder as recommended by the appropriate district personnel in cooperation with the Purchasing Agent.

Results of the evaluation of said bids will be available to the public subsequent to the award by the Board of Education.

All bids shall be analyzed to determine whether the low bidder is "responsible". The Purchasing Agent shall consider:

- adequate expertise, prior experience with comparable projects, financial resources necessary to perform the work outlined in the contract in a timely, competent and acceptable manner;
- reliable past performance, products or services. Such factors indicating unreliable past performance, products or services may include, but not limited to :
  - ❖ inability to provide items as awarded in previous bids
  - ❖ inability to deliver materials or services in a timely fashion as required by contract/bid documents.
  - ❖ the substitution of alternate items without notifying the district.
  - ❖ variance in any way from the prescribed procedures and/or specifications for the performance of the service or contract without the expressed permission of the district.
  - ❖ products which did not meet district standards as determined through its own testing and evaluation procedures, whether conducted in-house or through third party analysis and/or testing.
  - ❖ failure to provide independent test documentation to determine whether substitute equipment or products meet or exceed bid specifications when such testing is required.
  - ❖ failure or difficulty in providing proper certificates of insurance or performance bonds where and when required.
  - ❖ use of subcontractors which provide inferior products or services.
  - ❖ failure to provide adequate references.
  - ❖ Loss of certification as qualified installation contractor from materials suppliers;
  - ❖ failure to provide samples of alternate bid items when requested.

The Purchasing Agent shall maintain accurate and complete records as to the performance of any contractor or vendor in order to document any failure in performance for future reference. The district may cooperate with other school

**districts in providing the following information between and amongst themselves for the purpose of selecting the lowest responsible bidder in future contracts for goods and/or services.**

- **engagement in criminal conduct in connection with any other government contract or the conduct of business activity that involves such crimes as extortion, bribery, fraud, bid-rigging and embezzlement;**
- **grave disregard for the safety of employees or members of the public. The Purchasing Agent may determine whether employees will be properly trained and whether the equipment to be used is safe and functioning properly;**
- **willful noncompliance with the state labor laws regarding prevailing wage and supplement payment requirements. All contracts on public work projects are required to pay their employees not less than the prevailing wage;**
- **disregard for other state labor laws, including child labor, proper and timely wage payments and unemployment insurance laws;**
- **violations of the State Workers' Compensation Law including failure to provide proof of proper workers' compensation or disability coverage;**
- **violations of any state or federal environmental statutes;**
- **the failure to abide by state and federal statutes and regulations regarding efforts to solicit and use disadvantaged minority and women-owned business enterprises as potential sub-contractors;**
- **the submission of a bid which is mathematically or materially unbalanced;**
- **the submission of a bid which is so much lower than the contracting agency's confidential estimate that it appears unlikely that the contractor will be able to complete the project satisfactorily at the price bid; or**
- **the presentation of false or misleading statements or any other issue that raises serious questions about the responsibility of the bidder.**

**The Purchasing Agent shall make a recommendation to the Board of Education as to the lowest responsible bidder who has complied with the bid specifications. Should an item submitted for consideration by the lowest responsible bidder not exactly meet all of the specifications, the Purchasing Agent may, in consultation with the end user, award said item. This shall occur only when deviations from specifications does not significantly alter the performance of the product or conflict with General Municipal Law rules and regulations.**

**The Board must adopt the contract by resolution.**

**In the event there are two or more tied responsible bidders, the Board may make an award to one of the low bidders or, in its discretion, it may reject all the bids and re-**

advertise the purchase. In making an award in the case of tied low bidders, the Board may give consideration to a local business or supplier.

Bid bonds or deposits may be required, at the discretion of the Purchasing Agent, on all purchase contracts. Deposits may be required for labor or service contracts. Performance Bonds of one hundred percent (100%) of the bid price may be required for contracts at the discretion of the Purchasing Agent.

Every bid shall contain the Non-Collusive certification, properly executed by the bidder, required by Section 103-d of the General Municipal Law.

Minor deviations from specifications or compliance with bidding requirements may be waived upon the recommendation of the Purchasing Agent. The Purchasing Agent, in cooperation with appropriate administrators, shall determine all questions of comparability or equivalency. Legal counsel may be consulted, if deemed necessary.

### **SUBMITTING A FORMAL BID REQUEST**

A formal bid request must be submitted to the Purchasing Department as least one (1) month before bid is to be opened:

- Requests for Capital Projects must be approved by the State Education Department prior to being acted upon by Purchasing.
- Requests must be submitted with the assurance that the money is available for materials and/or services requested.
- If funding must be obtained by budgetary transfer request, transfer must be approved prior to submitting the bid request.
- Specifications provided by the department must be submitted in a manner that is clear and legible, preferably typed on 8 1/2" x 11" white paper., or forms provided by Purchasing Department.

Requests must include the following:

- Physical, chemical and/or electrical composition
- Dimensions, tolerance and performance expected
- Quantity or estimated quantity required
- Time requirements
- Suggested vendors
- Approximate Cost

- Upon the submission of the above, the Purchasing Department will schedule advertising of bids in the legal section of the "Official District Newspaper".
- After completion of the tabulation of the bids, the department submitting the request will review the data and make written recommendations in conjunction with the Purchasing Agent. It is the responsibility of the Purchasing Agent to make alternate suggestions as to procurement of goods/services, if, in the judgment of the Purchasing Agent, said alternates meeting the users' needs, and can be expeditiously and economically procured.

### **PURCHASE SPECIFICATIONS**

Utilizing the information furnished by the ordering Department, the Purchasing Agent shall prepare specifications for certain supplies or commodities needed, and advertise for bids based on the specifications prepared. Specifications will not be written in such a manner as to effectively exclude all but one bidder. Specifications shall be written in a manner to allow any product, article, or object that is a reasonable equivalent to satisfy the bid requirements.

Specifications for all advertised bids will be furnished to bidders by the purchasing department, utilizing the vendor list maintained, upon request of bidder, by mail or phone.

The Board of Education reserves the right to reject all bids in accordance with applicable law. The award of bids may not be done in a manner that may be construed as arbitrary or capricious, but rather based on facts submitted by the lowest responsible bidder.

The Purchasing Agent will be responsible for the following specification information:

- Terms and Conditions of Bid
- Non-Collusive Certification
- Official bid sheets
- Necessary surety required
- Affidavit of Compliance
- Sole Source Justification

Purchasing Agent will ensure that bidder meets standards mandated by specifications.

Specifications for all advertised bids will be furnished to bidders by the purchasing department, utilizing the vendor list maintained, upon request of bidder, and/or by mail.

## **EVALUATION OF PRODUCTS/QUALITY CONTROL**

The acquisition of products for evaluation purposes is the responsibility of the Purchasing Agent. When practical, bidders shall be required to submit a sample of their product so that conformance with specifications can be ascertained. Such testing must be coordinated and documented by the purchasing office. When a low bidder proposes an alternate as "equal" to that specified, it is the responsibility of the Purchasing Agent in cooperation with the appropriate administrator, to determine whether the proposed substitution is, in fact, an equal. Such decision shall be based on evaluation by the user and the Purchasing Agent. Documentation shall include all related data.

The materials or supplies actually received may be tested, on a random sampling basis, to determine if the quality of the product continues to meet the standards established. The Purchasing Agent shall be responsible for obtaining the best quality product at the most reasonable price while also considering the ultimate use of the product.

## **REQUISITIONING/ORDERING**

- Only the person designated as Purchasing Agent, or in the absence of the Purchasing Agent the Deputy Purchasing Agent, may commit the district to a purchase.
- Only purchase order forms provided by the Purchasing Agent shall be used.
- The purchase order shall be prepared by the ordering location and signed by the authorized budget supervisor.
- Standard lists of commonly used items shall be jointly developed for all categories or groups of supplies by the Purchasing Agent and the appropriate departments. Items not specifically included on standard supply lists shall be requested on the requisition form provided by the Purchasing Department. These lists shall be used as a basis for determining the legality of obtaining quotations or formal bids. They shall also be used as a basis for ordering subsequent to approval of award recommendation.
- The purchase order shall serve as a requisition until such time as it receives final approval, this being the signature of the Purchasing Agent.
- The following are designated as "budget supervisors", authorized to approve items for purchase, ie., Superintendent, Assistant Superintendents, School Business Official, Principals, Directors,

Supervisors, Coordinators, Administrative Assistants, Administrators for Physical Education, Community Education and Personnel and District Clerk. Each Budget Supervisor is responsible for compliance with the purchasing procedures adopted.

- The number of purchase orders will be kept to a minimum. Purchase orders shall be processed to conform to the purchasing schedule.
- It shall be the responsibility of the School Business Official to ensure that appropriate financial record keeping and accounting is performed.

### **PREPARATION OF PURCHASE ORDER**

The purchase order should include but not be limited to the following information:

- Description of item requested
  - Quantity required
  - Code to be charged
  - Vendor number
  - Date
  - Signature of budget supervisor
  - Bid, contract number
  - Delivery instructions
  - Discounts as appropriate
  - Ship to information
  - Bill to information
  - Unit price
  - Total price
- In no circumstances are Purchase Orders to be mailed directly to supplier without first routing through the Purchasing Office

### **PROCESSING OF PURCHASE ORDER**

When the requisition is prepared, the signed original and any supporting documentation shall be sent to the purchasing office. Once approved by the Purchasing Agent, a multi part Purchase Order will be generated.

Official copy  
Vendor copy-faxed/mailed to vendor  
Business Office copy  
Accounts Payable copy

### **BLANKET ORDERS**

In the case of an order for which a firm price cannot be obtained at the time the order

is placed i.e. repair work, an estimate will be obtained and noted on the purchase order stating that it is an estimate and the final cost is not to exceed the estimate.

If the cost of repair of an item exceeds 75% of the cost to replace the item, the Purchasing Agent may, in cooperation with the appropriate administrator, and within the approved budget, authorize the purchase a new item in lieu of repair.

- Blanket purchase orders or open end accounts may be issued to various vendors for the purchase of items considered to be of immediate need.
- Blanket purchase orders may be used:
- to eliminate the necessity for the issuance of separate orders for groups of items which are purchased frequently from the same vendor. An example of this would be automotive supplies (such as spark plugs, battery cables, points, etc.) also to permit the department to purchase items of this nature on an "as needed" basis when there is no provision to maintain an inventory.

The amount of the blanket purchase order shall be determined by the Purchasing Agent and the Budget Supervisor. It should be based on information available in the records covering previous fiscal years and data obtained from the Budget Supervisor. Blanket purchase orders, must be used only in compliance with GML 103 and 104.b. Each blanket purchase order must have a fixed maximum monetary amount (i.e. not to exceed \$\_\_\_\_\_) and must be limited to a specific time period (i.e. This blanket purchase order good thru \_\_\_\_\_).

- The Budget Supervisor should keep a record of the purchases made to insure that they do not exceed the amount allowed by the blanket purchase order.
- When supplies are delivered or picked up, receipts, delivery slips, or other documents transmitted by the vendor will be legibly signed, and name printed by the individual receiving the supplies. The blanket purchase order number will be placed on the documents which will be attached to the payment (white) copy of the purchase order and forwarded to Accounts Payable in a timely manner. When the amount allowed on the blanket purchase order is reached the order should be closed, and a new blanket purchase order typed.
- Partial payments on blanket orders shall be made on a monthly basis even when the amount is less than the minimum of \$50.00.
- All employees authorized to purchase shall carry with them, to the vendor, encumbered purchase order signed by the purchasing agent. No orders should be accepted by vendors unless they are in receipt of a signed purchase order.
- Once a blanket purchase order is established, the open purchase order can only be increased with proper authorization by the Purchasing Agent after verifying that sufficient funds exist within the applicable appropriations budget code.



## **CONFIRMING ORDERS**

- A verbal order, subject to subsequent confirmation by a written purchase order, may be given in cases where necessity for immediate action exists. Such a deviation from "normal" must have a very limited use. Lack of proper planning will not be considered a valid reason for this process.
- A confirmation order must be issued immediately. This order shall follow the same procedures as other orders but shall have priority so that the vendor will receive the order without delay. The order shall be marked: CONFIRMATION OF VERBAL ORDER (DATE) -- DO NOT DUPLICATE.
- The district will not be responsible for orders placed in this manner unless a confirming order has been cleared through the purchasing office.

## **PETTY CASH**

- Petty cash funds shall be established annually in increments of \$100 for each school building, central administrative office, and other programs designated by the Board. Such funds shall be used for the payment of properly itemized bills of nominal amounts and under conditions calling for immediate payment. Responsibility, security, and accounting of petty cash funds shall be in accordance with the regulations of the Board and Commissioner of Education. Section 170.3 of the Regulations of the Commissioner of Education.
- Original receipts and an itemized statement of expenditures must be attached to request for reimbursement of funds. Tax will not be reimbursed; all receipts should be itemized and only original receipts will be processed. Mileage should not be submitted as a petty cash expense.

## **INSUFFICIENT APPROPRIATIONS**

- Purchase order will be returned to Requisitioner/Budget Supervisor for adjustment; i.e. deletion of items, transfer of funds
- Adjusted purchase orders should be re-submitted
- Requests for transfer, if required, should be attached to the front of the purchase order.

## **RECEIPT/PAYMENT OF PURCHASE ORDERS**

- Upon receipt of goods/services the Requisitioner/Budget Supervisor or his/her designee requesting said goods/services shall assure that same has been received and meets the terms and conditions as stipulated in the order.
- Signed, authorized invoices shall be forwarded to the Accounts Payable Department in a timely manner, for payment. Any deviation in the amount of invoice from the amount previously encumbered should be verified, documented and/or corrected prior to submitting to Accounts Payable for payment.
- Failure of vendors to make promised deliveries or to deliver acceptable product shall be reported to the Purchasing Agent in a timely manner.

## **CANCELLATION OF ORDER**

- Memo of cancellation containing reasons for action shall be forwarded to the Purchasing Agent. Signature of budget supervisor must appear on a memo.

**ROCKY POINT UNION FREE SCHOOL DISTRICT  
FINANCE REPORTS  
FOR THE MONTHS ENDED JUNE 2013**

**BOARD MEETING BOOK**

TREASURER'S REPORT

EXTRA-CLASSROOM ACTIVITY ACCOUNT TREASURER'S REPORT

Rocky Point Union Free School District  
Treasurer's Report  
General Fund - Money Market A204  
As of June 30, 2013

Reconciled Balance as of:	5/31/2013		103,221.29
Receipts:			
	Interest	<u>42.43</u>	42.43
Disbursements:		<u>0.00</u>	<u>0.00</u>
Total available balance per General Ledger as of:	6/30/2013		<u>103,263.72</u>
Bank Balance as of:	6/30/2013		<u>103,263.72</u>

Prepared by:  
Date:

Linda Bilski  
7/1/2013

Reviewed by:  
Date:

Virginia Holway  
7/1/2013

**DETAIL ACCOUNT TRANSACTIONS - A 204 MONEY MARKET-PEOPLES UNITED BANK - 06/01/13 - 06/30/13**

DATE	REF#	INV#	VEND#	EXPLANATION	SCH#	DEBITS	CREDITS	BALANCE
06/01/13				BALANCE 07/01/12 - 05/31/13		0.00	0.00	103,221.29
06/30/13	1021808			INTEREST REVENUE	CR-20	42.43	0.00	103,263.72
				<b>TOTALS</b>		<b>42.43</b>	<b>0.00</b>	<b>103,263.72</b>

Report Completed 3:14 PM

Rocky Point Union Free School District  
Treasurer's Report  
General Fund - Investment A2008  
As of June 30, 2013

Reconciled Balance as of: 5/31/2013 14,230,677.58

Receipts:

UPK Revenue	39,700.00	
IDEA RTI Revenue	20,359.00	
IDEA 611 Revenue	327,690.00	
Title I A&D Revenue	38,344.00	
General Aid Revenue	2,127,965.64	
Excess Cost Aid Revenue	839,102.96	
Tax Revenue	12,348,959.56	
Federal Cafeteria Revenue	62,542.00	
Funding Transfer	1,750,000.00	
Interest	3,674.08	
	<u>3,674.08</u>	17,558,337.24

Disbursements:

Funding Transfer:	Release Interfund Receivable	1,990,000.00	
Funding Transfer:	Debt Service & TAN	5,592,500.35	
Funding Transfer:	Net Payroll	4,719,912.97	
Funding Transfer:	Payroll Deductions	2,562,973.67	
Funding Transfer:	AP Warrants	2,517,827.30	
		<u>2,517,827.30</u>	(17,383,214.29)

Total available balance per General Ledger as of: 6/30/2013 14,405,800.53

Bank Balance as of: 6/30/2013 14,405,800.53

Prepared by: Linda Belaki  
Date: 7/1/2013

Reviewed by: Virginia Holloway  
Date: 7/1/2013

A2008

ExportData[8]

Direct inquiries to Customer Service  
(877) 694-9111

ROCKY POINT UFSO  
GENERAL FUND INVESTMENT ACCOUNT  
90 ROCKY POINT YAPHANK RD  
ROCKY POINT NY 11778-8423

0 ENCLOSURES Page 1 of 2

Government Bking Cking w/i

Opening balance	06-01-13	14,230,677.58	
+Deposits/Credits	9	17,554,663.16	
-Checks/Debits	16	17,383,689.51	
-Service charge		0.00	
+Interest paid		4,149.30	- 475.22 fees =
Ending balance	06-30-13	14,405,800.53	3674.08
Days in Statement Period	30		

INTEREST INFORMATION

Average Daily Balance	16,825,677.03
Days in Earnings Period	30
Interest Earned	4,149.30
Annual Percentage Yield Earned	0.30 %
Interest Paid this Year	30,173.49

DATE	DESCRIPTION	CHECK#	DEBITS	CREDITS	BALANCE
	Beginning Balance				14,230,677.58
06-04	Book transfer credit			1000,000.00	15,230,677.58
06-04	Book transfer debit		913,119.98		14,317,557.60
06-04	Book transfer debit		636,458.92		13,681,098.68
06-04	Book transfer debit		1000,000.00		12,681,098.68
06-04	Book transfer debit		540,590.63		12,140,508.05
06-05	ACH deposit BROOKHAVEN WARRANT 16 060513 ROCKY POINT SCH DIST SCS09			6261,328.00	18,401,836.05
06-05	ACH deposit NYS OSC ACH			426,093.00	18,827,929.05
06-07	Book transfer debit 060513 ROCKY POINT SCHOOL DIS AP0000451157		72,006.72		18,755,922.33
06-10	ACH deposit NYS OSC ACH			44,053.00	18,799,975.33

## DETAIL ACCOUNT TRANSACTIONS - A 2008 CAPITAL ONE INVESTMENT - 06/01/13 - 06/30/13

DATE	REF#	INV#	VEND#	EXPLANATION	SCH#	DEBITS	CREDITS	BALANCE
06/01/13				BALANCE 07/01/12 - 05/31/13		0.00	0.00	14,230,677.58
06/04/13	321			FUND.TRANSF. FOR BOND P	JE-25	0.00	540,590.63	13,690,086.95
06/04/13	1021675			RELEASE INTERFUND RECEI	CR-20	0.00	1,000,000.00	12,690,086.95
06/04/13	1021676			RELEASE INTERFUND RECEI	CR-20	1,000,000.00	0.00	13,690,086.95
06/05/13	1021670			TAX REVENUE #16	CR-20	6,261,328.00	0.00	19,951,414.95
06/05/13	1021684			TITLE I A&D IMPROVE. ACAD.	CR-20	38,344.00	0.00	19,989,758.95
06/05/13	1021685			IDEA PT.B DISCRET. RTI '12-'1	CR-20	20,359.00	0.00	20,010,117.95
06/05/13	1021686			IDEA PT.B SEC.611 REVENUE	CR-20	327,690.00	0.00	20,337,807.95
06/05/13	1021687			UNIVERSAL PRE K '12-'13 RE	CR-20	39,700.00	0.00	20,377,507.95
06/07/13	1021683			FUNDING WARRANT #82	CR-20	0.00	72,006.72	20,305,501.23
06/07/13	1021673			TRUST & AGENCY DEDUCTIO	CR-20	0.00	636,458.92	19,669,042.31
06/07/13	1021674			FUNDING NET PAYROLL 6.7.1	CR-20	0.00	913,119.98	18,755,922.33
06/10/13	1021688			FEDERAL LUNCH REV. MAY 2	CR-20	37,767.00	0.00	18,793,689.33
06/10/13	1021689			FEDERAL B'FAST REVENUE	CR-20	6,286.00	0.00	18,799,975.33
06/12/13	1021707			FUNDING WARRANT #84	CR-20	0.00	88,543.57	18,711,431.76
06/13/13	1021728			EXCESS COST AID 2012-2013	CR-20	839,102.96	0.00	19,550,534.72
06/19/13	1021710			TRUST & AGENCY DEDUCTIO	CR-20	0.00	1,850,536.11	17,699,998.61
06/19/13	1021711			FUNDING NET PAYROLL 6.21.	CR-20	0.00	3,609,171.76	14,090,826.85
06/20/13	1021709			FUNDING WARRANT #85	CR-20	0.00	1,321,526.60	12,769,300.25
06/21/13	1021727			TAX REVENUE #17	CR-20	6,087,631.56	0.00	18,856,931.81
06/24/13	326			P'MENT OF TAN P&I DUE 6/28	JE-25	0.00	5,051,909.72	13,805,022.09
06/27/13	1021778			GENERAL AID 2012-2013	CR-20	2,127,965.64	0.00	15,932,987.73
06/27/13	1021770			FUNDING WARRANTS #80 & #	CR-20	0.00	1,035,750.41	14,897,237.32
06/28/13	1021779			FEDERAL LUNCH REVENUE J	CR-20	16,111.00	0.00	14,913,348.32
06/28/13	1021776			RELEASE INTERFUND REC	CR-20	0.00	990,000.00	13,923,348.32
06/28/13	1021780			FEDERAL B'FAST REVENUE J	CR-20	2,378.00	0.00	13,925,726.32
06/28/13	1021768			TRUST & AGENCY DEDUCTIO	CR-20	0.00	75,978.64	13,849,747.68
06/28/13	1021769			FUNDING NET PAYROLL 6.28.	CR-20	0.00	197,621.23	13,652,126.45
06/28/13	1021777			INTEFUND TRANSFER	CR-19	750,000.00	0.00	14,402,126.45
06/30/13	1021781			INTEREST REVENUE	CR-20	3,674.08	0.00	14,405,800.53
				<b>TOTALS</b>		<b>17,558,337.24</b>	<b>17,383,214.29</b>	<b>14,405,800.53</b>



Rocky Point Union Free School District  
Treasurer's Report  
General Fund - Operating A2009  
As of June 30, 2013

Reconciled Balance as of:	5/31/2013	2,000,000.00
Receipts:		0.00
Disbursements:		<u>0.00</u>
Total available balance per General Ledger as of:	6/30/2013	<u><u>2,000,000.00</u></u>
Bank Balance as of:	6/30/2013	<u><u>2,000,000.00</u></u> -

Prepared by: Linda Beliski  
Date: 7/1/2013

Reviewed by: Virginia Holloway  
Date: 7/1/2013

A2009

ExportData[6]

Direct inquiries to Customer Service  
(877) 694-9111

ROCKY POINT UFSD  
OPERATING ACCOUNT  
90 ROCKY POINT YAPHANK RD  
ROCKY POINT NY 11778-8423

0 ENCLOSURES

Page 1 of 1

Government Banking Checking

Opening balance	06-01-13	2,000,000.00
+Deposits/Credits	0	0.00
-Checks/Debits	0	0.00
-Service charge		0.00
Ending balance	06-30-13	2,000,000.00
Days in Statement Period	30	
END OF STATEMENT		

DETAIL ACCOUNT TRANSACTIONS - A 2009 CAPITAL ONE OPERATING - 06/01/13 - 06/30/13

DATE	REF#	INV#	VEND#	EXPLANATION	SCH#	DEBITS	CREDITS	BALANCE
06/01/13				BALANCE 07/01/12 - 05/31/13		0.00	0.00	2,000,000.00
					TOTALS	0.00	0.00	2,000,000.00

Report Completed 10:37 AM

Rocky Point Union Free School District  
Treasurer's Report  
General Fund - AP Checking A2010  
As of June 30, 2013

Reconciled Balance as of: 5/31/2013 1,521,987.87

Receipts:

Donation	19.20	
Box Top Reward Program	1,668.00	
Copy/Postage Fee	44.07	
State Aid	577,280.00	
Bid Deposits	500.00	
Health, Dental	5,296.53	
ECS Winter Payment	226.57	
NSF Redeposits	580.00	
Petty Cash Return	392.23	
Special Ed Service Re-imbusement	757.00	
Foster Care Tuition Reimbursement	14,428.90	
Varsity Dinner	10,714.40	
Senior Prom	47,175.00	
Lost Books	915.42	
Lost Calculators	490.00	
Lost Golf Shirt	25.00	
Driver's Ed	30,900.00	
Community Ed	10,775.00	
Funding Transfer	2,517,827.30	
Interest	497.60	
		3,220,512.22

Disbursements:

NSF Checks	1,005.00	
Funding Transfer	750,000.00	
Cash Disbursements	2,517,827.30	(3,268,832.30)

Total available balance per General Ledger as of: 6/30/2013 1,473,667.79

Bank Balance as of: 6/30/2013 1,814,487.58

Less: Outstanding Checks (340,819.79)

Adjusted Bank Balance as of: 6/30/2013 1,473,667.79

Prepared by:  
Date:

Linda Beliski  
7/1/2013

Reviewed by:  
Date:

Virginia Ho Masay  
7/1/2013

A2010

ExportData[4]

Direct inquiries to Customer Service  
(877) 694-9111

ROCKY POINT UFSD  
GENERAL FUND CHECKING  
90 ROCKY POINT YAPHANK RD  
ROCKY POINT NY 11778-8423

Special handle

219 ENCLOSURES Page 1 of 8

Government Bking Cking w/i

Opening balance	06-01-13	3,093,400.95
+Deposits/Credits	18	3,220,014.92
-Checks/Debits	227	4,499,425.89
-Service charge		0.00
+Interest paid		497.60
Ending balance	06-30-13	1,814,487.58
Days in Statement Period	30	

INTEREST INFORMATION

Average Daily Balance	2,017,800.21
Days in Earnings Period	30
Interest Earned	497.60
Annual Percentage Yield Earned	0.30 %
Interest Paid this Year	3,378.55

DATE	DESCRIPTION	CHECK#	DEBITS	CREDITS	BALANCE
	Beginning Balance				3,093,400.95
06-03	Check withdrawal	94734	868,830.19		2,224,570.76
06-03	Check withdrawal	94765	1,815.00		2,222,755.76
06-03	Check withdrawal	94749	889.66		2,221,866.10
06-03	Check withdrawal	94740	874.50		2,220,991.60
06-03	Check withdrawal	94750	747.14		2,220,244.46
06-03	Check withdrawal	94736	712.00		2,219,532.46
06-03	Check withdrawal	94766	689.40		2,218,843.06
06-03	Check withdrawal	94760	544.94		2,218,298.12
06-03	Check withdrawal	94700	401.27		2,217,896.85
06-03	Check withdrawal	94763	152.10		2,217,744.75
06-03	Check withdrawal	94764	130.00		2,217,614.75
06-03	Check withdrawal	94743	120.00		2,217,494.75
06-03	Check withdrawal	94742	120.00		2,217,374.75
06-03	Check withdrawal	94729	42.02		2,217,332.73
06-03	Check withdrawal	94761	25.60		2,217,307.13
06-03	Check withdrawal	94732	19.60		2,217,287.53
06-04	Customer deposit			2,379.20	2,219,666.73
06-04	Check withdrawal	94698	623,521.38		1,596,145.35
06-04	Check withdrawal	94735	3,250.00		1,592,895.35
06-04	Check withdrawal	94738	3,000.00		1,589,895.35

**ROCKY POINT UFSD  
OUTSTANDING CHECK LIST  
AS OF JUNE 30, 2013**

<b>CHECK#</b>	<b>CHECK DATE</b>	<b>CHECK AMOUNT</b>
92683	9/12/2012	\$11,987.61
93495	12/18/2012	\$599.40
93605	12/18/2012	\$599.40
94653	5/15/2013	\$13.99
94723	5/28/2013	\$186.00
94800	6/4/2013	\$260.00
94823	6/4/2013	\$298.57
94893	6/18/2013	\$13.30
94894	6/18/2013	\$621.75
94895	6/18/2013	\$13,527.95
94897	6/18/2013	\$2,477.00
94908	6/18/2013	\$24.66
94934	6/18/2013	\$10,751.26
94937	6/18/2013	\$14.46
94938	6/18/2013	\$634.55
94939	6/18/2013	\$145.00
94943	6/19/2013	\$175.00
94944	6/25/2013	\$709.35
94945	6/25/2013	\$79.91
94946	6/25/2013	\$267.60
94947	6/25/2013	\$178.81
94948	6/25/2013	\$274.00
94949	6/25/2013	\$175.44
94950	6/25/2013	\$244.99
94951	6/25/2013	\$17,069.80
94952	6/25/2013	\$84.99
94953	6/25/2013	\$29.06
94954	6/25/2013	\$1,875.65
94955	6/25/2013	\$7.30
94956	6/25/2013	\$5,053.71
94957	6/25/2013	\$6.03
94958	6/25/2013	\$65.00
94959	6/25/2013	\$722.00
94960	6/25/2013	\$4,206.15
94961	6/25/2013	\$5,250.00
94962	6/25/2013	\$203.25
94963	6/25/2013	\$48.41
94964	6/25/2013	\$6,352.50
94965	6/25/2013	\$1,890.00
94968	6/25/2013	\$19.18
94969	6/25/2013	\$274.35
94970	6/25/2013	\$10,010.31
94971	6/25/2013	\$65.00
94972	6/25/2013	\$1,247.48
94973	6/25/2013	\$65.00
94974	6/25/2013	\$237.50

94975	6/25/2013	\$17,994.00
94976	6/25/2013	\$9,349.68
94977	6/25/2013	\$1,418.75
94978	6/25/2013	\$435.93
94979	6/25/2013	\$110.00
94980	6/25/2013	\$65.00
94981	6/25/2013	\$1,595.00
94982	6/25/2013	\$65.00
94983	6/25/2013	\$489.80
94984	6/25/2013	\$70.20
94985	6/25/2013	\$17,791.13
94986	6/25/2013	\$16,178.70
94987	6/25/2013	\$375.00
94988	6/25/2013	\$792.00
94989	6/25/2013	\$11,966.10
94993	6/25/2013	\$1,598.40
94994	6/25/2013	\$2,000.00
94995	6/25/2013	\$531.52
94996	6/25/2013	\$9.38
94997	6/25/2013	\$56.61
94998	6/25/2013	\$7,083.00
95000	6/25/2013	\$94.00
95001	6/25/2013	\$478.99
95002	6/25/2013	\$167.42
95003	6/25/2013	\$12,100.12
95004	6/25/2013	\$85.00
95005	6/25/2013	\$68.00
95006	6/25/2013	\$65.00
95007	6/25/2013	\$110.00
95008	6/25/2013	\$3,188.93
95009	6/25/2013	\$300.00
95010	6/25/2013	\$1,470.00
95011	6/25/2013	\$1,120.00
95012	6/26/2013	\$599.40
95013	6/26/2013	\$599.40
95014	6/26/2013	\$599.40
95015	6/26/2013	\$599.40
95016	6/26/2013	\$599.40
95017	6/26/2013	\$599.40
95018	6/26/2013	\$599.40
95019	6/26/2013	\$599.40
95020	6/26/2013	\$1,798.20
95021	6/26/2013	\$599.40
95022	6/26/2013	\$599.40
95023	6/26/2013	\$599.40
95024	6/26/2013	\$599.40
95025	6/26/2013	\$599.40
95026	6/26/2013	\$599.40
95027	6/26/2013	\$599.40
95028	6/26/2013	\$499.50
95029	6/26/2013	\$599.40

95030	6/26/2013	\$599.40
95031	6/26/2013	\$599.40
95032	6/26/2013	\$599.40
95033	6/26/2013	\$599.40
95034	6/26/2013	\$599.40
95035	6/26/2013	\$599.40
95036	6/26/2013	\$1,317.76
95037	6/26/2013	\$599.40
95038	6/26/2013	\$1,079.40
95039	6/26/2013	\$1,079.40
95040	6/26/2013	\$599.40
95041	6/26/2013	\$599.40
95042	6/26/2013	\$599.40
95043	6/26/2013	\$599.40
95044	6/26/2013	\$1,079.40
95045	6/26/2013	\$599.40
95046	6/26/2013	\$599.40
95047	6/26/2013	\$599.40
95048	6/26/2013	\$599.40
95049	6/26/2013	\$599.40
95050	6/26/2013	\$599.40
95051	6/26/2013	\$599.40
95052	6/26/2013	\$599.40
95053	6/26/2013	\$599.40
95054	6/26/2013	\$1,798.20
95055	6/26/2013	\$599.40
95056	6/26/2013	\$599.40
95057	6/26/2013	\$599.40
95058	6/26/2013	\$599.40
95059	6/26/2013	\$599.40
95060	6/26/2013	\$1,079.40
95061	6/26/2013	\$599.40
95062	6/26/2013	\$599.40
95063	6/26/2013	\$399.60
95064	6/26/2013	\$599.40
95065	6/26/2013	\$599.40
95066	6/26/2013	\$599.40
95067	6/26/2013	\$599.40
95068	6/26/2013	\$599.40
95069	6/26/2013	\$599.40
95070	6/26/2013	\$599.40
95071	6/26/2013	\$599.40
95072	6/26/2013	\$1,079.40
95073	6/26/2013	\$599.40
95074	6/26/2013	\$599.40
95075	6/26/2013	\$599.40
95076	6/26/2013	\$599.40
95077	6/26/2013	\$599.40
95078	6/26/2013	\$599.40
95079	6/26/2013	\$599.40
95080	6/26/2013	\$599.40



95081	6/26/2013	\$599.40
95082	6/26/2013	\$599.40
95083	6/26/2013	\$599.40
95084	6/26/2013	\$599.40
95085	6/26/2013	\$599.40
95086	6/26/2013	\$599.40
95087	6/26/2013	\$599.40
95088	6/26/2013	\$599.40
95089	6/26/2013	\$599.40
95090	6/26/2013	\$599.40
95091	6/26/2013	\$1,798.20
95092	6/26/2013	\$599.40
95093	6/26/2013	\$599.40
95094	6/26/2013	\$599.40
95095	6/26/2013	\$599.40
95096	6/26/2013	\$1,079.40
95097	6/26/2013	\$599.40
95098	6/26/2013	\$599.40
95099	6/26/2013	\$599.40
95100	6/26/2013	\$599.40
95101	6/26/2013	\$599.40
95102	6/26/2013	\$599.40
95103	6/26/2013	\$599.40
95104	6/26/2013	\$599.40
95105	6/26/2013	\$599.40
95106	6/26/2013	\$599.40
95107	6/26/2013	\$599.40
95108	6/26/2013	\$599.40
95109	6/26/2013	\$599.40
95110	6/26/2013	\$599.40
95111	6/26/2013	\$599.40
95112	6/26/2013	\$1,079.40
95113	6/26/2013	\$599.40
95114	6/26/2013	\$599.40
95115	6/26/2013	\$599.40
95116	6/26/2013	\$599.40
95117	6/26/2013	\$599.40
95118	6/26/2013	\$599.40
95119	6/26/2013	\$599.40
95120	6/26/2013	\$599.40
95121	6/26/2013	\$599.40
95122	6/26/2013	\$599.40
95123	6/26/2013	\$299.70
95124	6/26/2013	\$599.40
95125	6/26/2013	\$599.40
95126	6/26/2013	\$599.40
95127	6/26/2013	\$599.40
95128	6/26/2013	\$599.40
95129	6/26/2013	\$599.40
95130	6/26/2013	\$599.40
95131	6/26/2013	\$599.40

95132	6/26/2013	\$599.40
95133	6/26/2013	\$599.40
95134	6/26/2013	\$1,079.40
95135	6/26/2013	\$1,079.40
95136	6/26/2013	\$1,079.40
95137	6/26/2013	\$1,079.40
95138	6/26/2013	\$1,079.40
95139	6/26/2013	\$599.40
95140	6/26/2013	\$599.40
95141	6/26/2013	\$199.80
95142	6/26/2013	\$599.40
95143	6/26/2013	\$599.40
95144	6/26/2013	\$599.40
95145	6/26/2013	\$1,079.40
95146	6/26/2013	\$599.40
95147	6/26/2013	\$599.40
95148	6/26/2013	\$599.40
95149	6/26/2013	\$599.40
95150	6/26/2013	\$599.40
95151	6/26/2013	\$599.40
95152	6/26/2013	\$399.60
95153	6/26/2013	\$599.40
95154	6/26/2013	\$599.40
95155	6/26/2013	\$599.40
95156	6/26/2013	\$599.40
95157	6/26/2013	\$599.40
95158	6/26/2013	\$499.50
95159	6/26/2013	\$599.40
95160	6/26/2013	\$599.40
95161	6/26/2013	\$599.40
95162	6/26/2013	\$1,798.20
95163	6/26/2013	\$1,079.40
95164	6/26/2013	\$1,079.40
95165	6/26/2013	\$599.40
95166	6/26/2013	\$599.40
95167	6/26/2013	\$599.40
95168	6/26/2013	\$599.40
95169	6/26/2013	\$1,079.40
95170	6/26/2013	\$599.40
95171	6/26/2013	\$599.40
95172	6/26/2013	\$1,079.40
95173	6/26/2013	\$599.40
95174	6/26/2013	\$599.40
95175	6/26/2013	\$599.40
95176	6/26/2013	\$599.40
95177	6/26/2013	\$599.40
95178	6/26/2013	\$599.40
95179	6/26/2013	\$599.40
95180	6/26/2013	\$599.40
95181	6/26/2013	\$1,798.20
95182	6/26/2013	\$599.40

95183	6/26/2013	\$599.40
95184	6/26/2013	\$599.40
95185	6/26/2013	\$599.40
95186	6/26/2013	\$599.40
95187	6/26/2013	\$599.40
95188	6/26/2013	\$599.40
95189	6/26/2013	\$599.40
95190	6/26/2013	\$599.40
95191	6/26/2013	\$599.40
95192	6/26/2013	\$599.40
95193	6/26/2013	\$599.40
95194	6/26/2013	\$599.40
95195	6/26/2013	\$599.40
95196	6/26/2013	\$599.40
95197	6/26/2013	\$599.40
95198	6/26/2013	\$599.40
95199	6/26/2013	\$1,798.20
95200	6/26/2013	\$599.40
95201	6/26/2013	\$599.40
95203	6/26/2013	\$3,896.00
	Total	<u>\$340,819.79</u>

## DETAIL ACCOUNT TRANSACTIONS - A 2010 CAPITAL ONE AP CHECKING - 06/01/13 - 06/30/13

DATE	REF#	INV#	VEND#	EXPLANATION	SCH#	DEBITS	CREDITS	BALANCE
06/01/13				BALANCE 07/01/12 - 05/31/13		0.00	0.00	1,521,987.87
06/04/13	1021634			DONATION FROM GREAT AM	CR-19	19.20	0.00	1,522,007.07
06/04/13	1021635			COMMUNITY ED	CR-19	2,360.00	0.00	1,524,367.07
06/05/13				* SEE CASH DISBURSEMENT	CD-82	0.00	72,006.72	1,452,360.35
06/07/13	1021682			DEPOSIT CHECKS/ BID FROM	CR-20	500.00	0.00	1,452,860.35
06/07/13	1021683			FUNDING WARRANT #82	CR-20	72,006.72	0.00	1,524,867.07
06/07/13	329			NSF CHECKS (2) - GALLIANO	JE-25	0.00	180.00	1,524,687.07
06/07/13	1021667			HEALTH	CR-19	767.98	0.00	1,525,455.05
06/07/13	1021677			LOST BOOKS	CR-20	10.36	0.00	1,525,465.41
06/07/13	1021678			LOST BOOKS	CR-20	11.26	0.00	1,525,476.67
06/07/13	1021679			VARSITY DINNER - XCLASS	CR-20	10,714.40	0.00	1,536,191.07
06/07/13	1021680			DRIVER ED	CR-20	26,800.00	0.00	1,562,991.07
06/07/13	1021681			MS BOXTOPS - PTA	CR-20	1,668.00	0.00	1,564,659.07
06/12/13	1021699			COPYING FEE FOR RECORD	CR-20	15.00	0.00	1,564,674.07
06/12/13	346			NSF CHECK-MCCABE	JE-25	0.00	400.00	1,564,274.07
06/12/13	1021707			FUNDING WARRANT #84	CR-20	88,543.57	0.00	1,652,817.64
06/12/13	345			NSF CHECK - WHITWORTH	JE-25	0.00	400.00	1,652,417.64
06/12/13				* SEE CASH DISBURSEMENT	CD-84	0.00	88,543.57	1,563,874.07
06/12/13	1021695			LOST TEXTBOOK - HS	CR-20	145.00	0.00	1,564,019.07
06/12/13	1021696			LOST CALCULATOR - HS	CR-20	110.00	0.00	1,564,129.07
06/12/13	1021697			COMMUNITY ED	CR-20	1,855.00	0.00	1,565,984.07
06/12/13	1021698			DRIVERS ED	CR-20	100.00	0.00	1,566,084.07
06/17/13	1021705			NY WINTER 2012-2013 PROG	CR-20	226.57	0.00	1,566,310.64
06/17/13	1021706			REDEPOSIT CK#950, #951	CR-20	180.00	0.00	1,566,490.64
06/17/13	1021702			LOST BOOKS	CR-20	10.00	0.00	1,566,500.64
06/17/13	1021703			COMMUNITY ED	CR-20	985.00	0.00	1,567,485.64
06/17/13	1021704			LONGWOOD CSD, INV#2013-0	CR-20	9,117.82	0.00	1,576,603.46
06/19/13				* SEE CASH DISBURSEMENT	CD-85	0.00	1,321,526.60	255,076.86
06/20/13	1021709			FUNDING WARRANT #85	CR-20	1,321,526.60	0.00	1,576,603.46
06/21/13	1021746			COPY FEES	CR-20	25.00	0.00	1,576,628.46
06/21/13	1021751			DRIVERS ED	CR-20	800.00	0.00	1,577,428.46
06/21/13	1021737			LOST CALCULATOR COVER	CR-20	5.00	0.00	1,577,433.46
06/21/13	1021738			HS PETTY CASH - CLOSE YE	CR-20	48.28	0.00	1,577,481.74
06/21/13	1021734			LOST BOOK	CR-20	110.00	0.00	1,577,591.74
06/21/13	1021747			MIDDLE COUNTRY CSD 2012-	CR-20	5,311.08	0.00	1,582,902.82
06/21/13	1021729			SR PROM	CR-20	47,175.00	0.00	1,630,077.82
06/21/13	1021730			LOST BOOK	CR-20	20.00	0.00	1,630,097.82
06/21/13	1021748			COMMUNITY ED	CR-20	1,370.00	0.00	1,631,467.82
06/21/13	1021739			DISTRICT OFFICE PETTY CA	CR-20	58.83	0.00	1,631,526.65
06/21/13	1021731			DRIVER ED	CR-20	800.00	0.00	1,632,326.65
06/21/13	1021732			COMMUNITY ED	CR-20	1,360.00	0.00	1,633,686.65
06/21/13	1021733			LOST BOOK	CR-20	35.00	0.00	1,633,721.65
06/21/13	1021735			LOST BOOK	CR-20	11.25	0.00	1,633,732.90



## DETAIL ACCOUNT TRANSACTIONS - A 2010 CAPITAL ONE AP CHECKING - 06/01/13 - 06/30/13

DATE	REF#	INV#	VEND#	EXPLANATION	SCH#	DEBITS	CREDITS	BALANCE
06/21/13	1021736			LOST BOOK	CR-20	90.00	0.00	1,633,822.90
06/21/13	1021740			LOST CALCULATOR	CR-20	110.00	0.00	1,633,932.90
06/21/13	1021741			LOST GOLF SHIRT	CR-20	25.00	0.00	1,633,957.90
06/21/13	1021742			LOST BOOK	CR-20	20.00	0.00	1,633,977.90
06/21/13	1021743			LOST BOOK	CR-20	35.86	0.00	1,634,013.76
06/21/13	1021752			COMMUNITY ED	CR-20	725.00	0.00	1,634,738.76
06/21/13	1021744			LOST BOOK	CR-20	9.95	0.00	1,634,748.71
06/21/13	1021745			LOST CALCULATOR	CR-20	110.00	0.00	1,634,858.71
06/25/13	1021765			COPY FEES & POSTAGE	CR-20	4.07	0.00	1,634,862.78
06/25/13	1021758			LOST BOOK	CR-20	75.00	0.00	1,634,937.78
06/25/13	1021759			LOST BOOK	CR-20	11.46	0.00	1,634,949.24
06/25/13	1021760			LOST BOOK	CR-20	180.36	0.00	1,635,129.60
06/25/13	1021761			DRIVERS ED	CR-20	2,400.00	0.00	1,637,529.60
06/25/13	1021762			REDEPOSIT CK.0894	CR-20	400.00	0.00	1,637,929.60
06/25/13	1021763			LOST BOOK	CR-20	99.92	0.00	1,638,029.52
06/25/13	1021764			LOST CALCULATOR	CR-20	110.00	0.00	1,638,139.52
06/26/13	363			NSF CHECK - DITOMASSO	JE-25	0.00	10.00	1,638,129.52
06/26/13				* SEE CASH DISBURSEMENT	CD-87	0.00	907,091.95	731,037.57
06/27/13	1021770			FUNDING WARRANTS #80 & #	CR-20	1,035,750.41	0.00	1,766,787.98
06/27/13	362			NSF CHECK - SCIACCHITANO	JE-25	0.00	10.00	1,766,777.98
06/28/13	361			NSF CHECK - JACKSON	JE-25	0.00	5.00	1,766,772.98
06/28/13	1021791			12/13 STATE AID JUNE 2013	CR-20	577,280.00	0.00	2,344,052.98
06/28/13	1021793			MIDDLE SCHOOL YEAR NED	CR-20	94.30	0.00	2,344,147.28
06/28/13	1021794			LOST CALCULATORS	CR-20	45.00	0.00	2,344,192.28
06/28/13	1021788			PETTY CASH (YEAR END CLO	CR-20	126.24	0.00	2,344,318.52
06/28/13	1021784			LOST BOOK	CR-20	35.00	0.00	2,344,353.52
06/28/13	1021786			LOST BAND FOLDER	CR-20	5.00	0.00	2,344,358.52
06/28/13	1021772			COMMUNITY ED	CR-20	1,335.00	0.00	2,345,693.52
06/28/13	1021773			HEALTH, DENTAL, LIFE	CR-20	4,528.55	0.00	2,350,222.07
06/28/13	1021774			MT. SINAI UFSD / SPED REIM	CR-20	757.00	0.00	2,350,979.07
06/28/13	1021775			COMMUNITY ED	CR-20	785.00	0.00	2,351,764.07
06/28/13	1021771			DISTRICT OFFICE PETTY CA	CR-20	64.58	0.00	2,351,828.65
06/28/13	1021777			INTEFUND TRANSFER	CR-19	0.00	750,000.00	1,601,828.65
06/30/13				**SEE OPEN CASH DISBURSE	CD-80	0.00	128,658.46	1,473,170.19
06/30/13	1021782			INTEREST REVENUE	CR-20	497.60	0.00	1,473,667.79
				TOTALS		3,220,512.22	3,268,832.30	1,473,667.79

Rocky Point Union Free School District  
Treasurer's Report  
General Fund - Investment A2011  
As of June 30, 2013

Reconciled Balance as of:	5/31/2013		6,005,754.24
Receipts:			
	Interest	<u>1,232.38</u>	1,232.38
Disbursements:			<u>0.00</u>
Total available balance per General Ledger as of:	6/30/2013		<u><u>6,006,986.62</u></u>
Bank Balance as of:	6/30/2013		<u><u>6,006,986.62</u></u>

Prepared by: Linda Bilski  
Date: 7/1/2013

Reviewed by:  
Date:

Vigilia Holway  
7/1/2013

A 2011

Cash Reporting – Statement Report by Cumulative Range

ROCKY POINT UFSD

\*\* Informational Purposes Only \*\*

Date Range: 06/01/2013 - 06/28/2013

Amount Range: All Amounts

Includes Credits and Debits for: All Transaction Types

---

Bank: JPMorgan Chase Bank, N.A. (NY)

Currency: US Dollar

Last Update: 03:33 ET 06/29/2013

Account Name: GENERAL FUND MONEY MARKET

---

<u>Date</u>		<u>Amount</u>	<u>Items</u>
06/03/2013	Opening Ledger	6,005,754.24	
	Total Credits	1,232.38	1
	Total Debits	0.00	0
06/28/2013	Closing Ledger	6,006,986.62	
	Closing Available	6,006,986.62	
	1 Day Float	0.00	
	2+ Day Float	0.00	
	3+ Day Float	0.00	
	Investment Position	NA	

---

CREDITS

<u>Date</u>	<u>Description</u>	<u>Amount</u>	<u>Cust Ref</u>
06/28/2013	INTEREST PAYMENT	1,232.38	
	<b>Total Credits</b>	<b>1,232.38</b>	<b>1 Item</b>

---

DETAIL ACCOUNT TRANSACTIONS - A 2011 CHASE GENERAL FUND MM - 06/01/13 - 06/30/13

DATE	REF#	INV#	VEND#	EXPLANATION	SCH#	DEBITS	CREDITS	BALANCE
06/01/13				BALANCE 07/01/12 - 05/31/13		0.00	0.00	6,005,754.24
06/30/13	1021783			INTEREST REVENUE	CR-20	1,232.38	0.00	6,006,986.62
				TOTALS		1,232.38	0.00	6,006,986.62

Report Completed 11:55 AM



Rocky Point Union Free School District  
Treasurer's Report  
Cafeteria ACH - C205  
As of June 30, 2013

Reconciled Balance as of:	5/31/2013	37,413.05
Receipts:		0.00
Disbursements:		<u>0.00</u>
Total available balance per General Ledger as of:	6/30/2013	<u><u>37,413.05</u></u>
Bank Balance as of:	6/30/2013	<u><u>37,413.05</u></u>
		0.00

Prepared by: Linda Belski  
Date: 7/1/2013

Reviewed by: Virginia Hollaway  
Date: 7/1/2013

DETAIL ACCOUNT TRANSACTIONS - C 205 TD-CAFETERIA ACH REVENUE - 06/01/13 - 06/30/13

DATE	REF#	INV#	VEND#	EXPLANATION	SCH#	DEBITS	CREDITS	BALANCE
06/01/13				BALANCE 07/01/12 - 05/31/13		0.00	0.00	37,413.05
					TOTALS	0.00	0.00	37,413.05

Report Completed 4:05 PM

Rocky Point Union Free School District  
Treasurer's Report  
Cafeteria Checking - C207  
As of June 30, 2013

Reconciled Balance as of:	5/31/2013		530,714.19
Receipts:			
	Void Outdated Checks	30.46	
	Prepay	29.05	
	Special Functions	1,510.94	
	Prepay Vending	127.16	
	Student Deposits	22,593.52	
	Start Up Money Return	562.00	
	Interest	134.50	
		24,987.63	24,987.63
Disbursements:			
	NSF Checks	15.00	
	Cash Disbursements	44,633.40	
		(44,648.40)	(44,648.40)
Total available balance per General Ledger as of:	6/30/2013		511,053.42
Bank Balance as of:	6/30/2013		529,709.49
Less:	Outstanding Checks		(18,656.07)
Adjusted Bank Balance as of :	6/30/2013		511,053.42

Prepared by: Linda Beliski  
Date: 7/2/2013

Reviewed by: Virginia Hollaway  
Date: 7/2/2013

C 207

ExportData[7]

Direct inquiries to Customer Service  
(877) 694-9111

ROCKY POINT UFSD  
CAFETERIA CHECKING  
90 ROCKY POINT YAPHANK RD  
ROCKY POINT NY 11778-8423

47 ENCLOSURES Page 1 of 4

Government Bking Cking w/i

Opening balance	06-01-13	555,249.34
+Deposits/Credits	59	26,368.54
-Checks/Debits	49	52,042.89
-Service charge		0.00
+Interest paid		134.50
Ending balance	06-30-13	529,709.49
Days in Statement Period	30	

INTEREST INFORMATION

Average Daily Balance	545,406.54
Days in Earnings Period	30
Interest Earned	134.50
Annual Percentage Yield Earned	0.30 %
Interest Paid this Year	923.58

DATE	DESCRIPTION	CHECK#	DEBITS	CREDITS	BALANCE
	Beginning Balance				555,249.34
06-03	Customer deposit			1,545.87	556,795.21
06-03	Customer deposit			47.00	556,842.21
06-03	Deposit correction debit		47.00		556,795.21
06-03	Check withdrawal	9156	4,068.75		552,726.46
06-03	Check withdrawal	9159	2,435.06		550,291.40
06-03	Check withdrawal	9158	1,513.56		548,777.84
06-03	Check withdrawal	9154	1,175.77		547,602.07
06-03	Check withdrawal	9151	937.08		546,664.99
06-03	Check withdrawal	9155	146.70		546,518.29
06-04	Customer deposit			1,011.40	547,529.69
06-04	Customer deposit			418.00	547,947.69
06-04	Customer deposit			394.89	548,342.58
06-04	Check withdrawal	9149	2,658.48		545,684.10
06-04	Check withdrawal	9150	2,404.52		543,279.58
06-04	Check withdrawal	9157	914.50		542,365.08
06-04	Check withdrawal	9148	128.80		542,236.28
06-05	Customer deposit			893.25	543,129.53
06-05	Customer deposit			472.11	543,601.64
06-05	Customer deposit			146.30	543,747.94
06-05	Check withdrawal	9145	1,362.14		542,385.80

**Bank Reconciliation Outstanding Checks Listing as of 06/30/13**

CHECK#	ISSUE DATE	PAYEE	AMOUNT	CLEARED	CLEAR DATE
9140	05/21/13	LONG ISLAND EQUIP SERVICE	850.00	N	
9153	05/28/13	LONG ISLAND EQUIP SERVICE	3,500.00	N	
9169	06/12/13	LONG ISLAND EQUIP SERVICE	280.25	N	
9176	06/18/13	Charles McLaughlin	1.00	N	
9177	06/18/13	Coleen O'Gallagher	1.60	N	
9180	06/18/13	Donna Benante	0.60	N	
9181	06/18/13	Donna Macellaro	4.55	N	
9183	06/18/13	Edward Torriero	2.35	N	
9185	06/18/13	Gerald Nadeau	1.25	N	
9188	06/18/13	John Fischetti	0.30	N	
9190	06/18/13	Laura Carpenter	5.50	N	
9192	06/18/13	Michael Hake	9.00	N	
9197	06/18/13	Nicole O'Neill	1.15	N	
9198	06/18/13	Pamela Stone-Campbell	32.20	N	
9199	06/18/13	Robert Hunsucker	12.65	N	
9202	06/18/13	Sheila Falco	21.55	N	
9204	06/25/13	ALWAYS BAGELS INC	613.80	N	
9205	06/25/13	CD AUTOMOTIVE	340.18	N	
9206	06/25/13	COTTINGHAM, SUZANNE	14.90	N	
9207	06/25/13	CREAM-O-LAND DAIRIES, LLC	2,476.04	N	
9208	06/25/13	DOMINOS PIZZA	7,020.00	N	
9209	06/25/13	LONG ISLAND EQUIP SERVICE	1,348.80	N	
9210	06/25/13	MIVILA FOODS OF NY	261.80	N	
9211	06/25/13	MODERN ITALIAN BAKERY	1,037.08	N	
9212	06/25/13	SAVORY FOOD SERVICE	819.52	N	
GRAND TOTAL			18,656.07		
TOTAL CHECKS			25		

Report Completed 1:00 PM

## DETAIL ACCOUNT TRANSACTIONS - C 207 CAPITAL ONE CHECKING - 06/01/13 - 06/30/13

DATE	REF#	INV#	VEND#	EXPLANATION	SCH#	DEBITS	CREDITS	BALANCE
06/01/13				BALANCE 07/01/12 - 05/31/13		0.00	0.00	530,714.19
06/03/13	1021713			CAF'T RECEIPTS	CR-12	1,234.01	0.00	531,948.20
06/03/13	1021713			CAF'T RECEIPTS	CR-12	1,011.40	0.00	532,959.60
06/03/13	1021713			CAF'T RECEIPTS	CR-12	418.00	0.00	533,377.60
06/03/13	1021713			CAF'T RECEIPTS	CR-12	394.89	0.00	533,772.49
06/03/13	1021809			DEPOSIT CORRECTION FOR	CR-12	47.00	0.00	533,819.49
06/04/13	1021714			CAF'T RECEIPTS	CR-12	1,314.80	0.00	535,134.29
06/04/13	1021714			CAF'T RECEIPTS	CR-12	893.25	0.00	536,027.54
06/04/13	1021714			CAF'T RECEIPTS	CR-12	472.11	0.00	536,499.65
06/04/13	1021714			CAF'T RECEIPTS	CR-12	146.30	0.00	536,645.95
06/05/13	1021715			CAF'T RECEIPTS	CR-12	373.45	0.00	537,019.40
06/05/13	1021715			CAF'T RECEIPTS	CR-12	1,082.50	0.00	538,101.90
06/05/13	1021715			CAF'T RECEIPTS	CR-12	1,101.55	0.00	539,203.45
06/05/13	1021715			CAF'T RECEIPTS	CR-12	252.89	0.00	539,456.34
06/06/13	1021716			CAF'T RECEIPTS	CR-12	274.86	0.00	539,731.20
06/06/13	1021712			START UP MONEY	CR-12	200.00	0.00	539,931.20
06/06/13	1021716			CAF'T RECEIPTS	CR-12	922.31	0.00	540,853.51
06/06/13	1021716			CAF'T RECEIPTS	CR-12	1,036.35	0.00	541,889.86
06/06/13	1021716			CAF'T RECEIPTS	CR-12	443.88	0.00	542,333.74
06/07/13	1021717			CAF'T RECEIPTS	CR-12	423.65	0.00	542,757.39
06/07/13	1021717			CAF'T RECEIPTS	CR-12	897.35	0.00	543,654.74
06/07/13	1021717			CAF'T RECEIPTS	CR-12	556.67	0.00	544,211.41
06/10/13	1021718			CAF'T RECEIPTS	CR-12	253.70	0.00	544,465.11
06/10/13	1021718			CAF'T RECEIPTS	CR-12	1,062.15	0.00	545,527.26
06/10/13	1021718			CAF'T RECEIPTS	CR-12	366.15	0.00	545,893.41
06/11/13	1021719			CAF'T RECEIPTS	CR-12	386.60	0.00	546,280.01
06/11/13	1021719			CAF'T RECEIPTS	CR-12	903.97	0.00	547,183.98
06/11/13	1021719			CAF'T RECEIPTS	CR-12	260.13	0.00	547,444.11
06/12/13	1021721			CAF'T RECEIPTS	CR-12	346.42	0.00	547,790.53
06/12/13				* SEE CASH DISBURSEMENT	CD-41	0.00	19,052.32	528,738.21
06/12/13	1021721			CAF'T RECEIPTS	CR-12	1,094.40	0.00	529,832.61
06/12/13	1021721			CAF'T RECEIPTS	CR-12	199.54	0.00	530,032.15
06/13/13	1021722			CAF'T RECEIPTS	CR-12	303.17	0.00	530,335.32
06/13/13	1021722			CAF'T RECEIPTS	CR-12	274.10	0.00	530,609.42
06/13/13	1021722			CAF'T RECEIPTS	CR-12	376.81	0.00	530,986.23
06/14/13	1021723			CAF'T RECEIPTS	CR-12	344.14	0.00	531,330.37
06/14/13	1021723			CAF'T RECEIPTS	CR-12	31.50	0.00	531,361.87
06/14/13	1021723			CAF'T RECEIPTS	CR-12	309.83	0.00	531,671.70
06/17/13	1021724			CAF'T RECEIPTS	CR-12	262.59	0.00	531,934.29
06/17/13	1021724			CAF'T RECEIPTS	CR-12	969.35	0.00	532,903.64
06/17/13	1021724			CAF'T RECEIPTS	CR-12	78.10	0.00	532,981.74
06/17/13	1021724			CAF'T RECEIPTS	CR-12	176.04	0.00	533,157.78
06/18/13	1021725			CAF'T RECEIPTS	CR-12	238.72	0.00	533,396.50



## DETAIL ACCOUNT TRANSACTIONS - C 207 CAPITAL ONE CHECKING - 06/01/13 - 06/30/13

DATE	REF#	INV#	VEND#	EXPLANATION	SCH#	DEBITS	CREDITS	BALANCE
06/18/13	1021725			CAF'T RECEIPTS	CR-12	3.50	0.00	533,400.00
06/18/13	1021754			START UP MONEY	CR-12	200.00	0.00	533,600.00
06/18/13	1021725			CAF'T RECEIPTS	CR-12	24.85	0.00	533,624.85
06/18/13	1021725			CAF'T RECEIPTS	CR-12	279.83	0.00	533,904.68
06/19/13	353			NSF CHECK - SETTEPANI	JE-25	0.00	15.00	533,889.68
06/19/13				* SEE CASH DISBURSEMENT	CD-42	0.00	11,648.96	522,240.72
06/19/13	1021726			CAF'T RECEIPTS	CR-12	32.84	0.00	522,273.56
06/19/13	1021726			CAF'T RECEIPTS	CR-12	20.73	0.00	522,294.29
06/20/13	1021753			CAF'T RECEIPTS	CR-12	7.60	0.00	522,301.89
06/20/13	1021753			CAF'T RECEIPTS	CR-12	167.31	0.00	522,469.20
06/20/13	1021753			CAF'T RECEIPTS	CR-12	59.00	0.00	522,528.20
06/21/13	1021756			START UP MONEY	CR-12	111.00	0.00	522,639.20
06/21/13	1021757			CAF'T RECEIPTS	CR-12	391.78	0.00	523,030.98
06/21/13	1021757			CAF'T RECEIPTS	CR-12	17.15	0.00	523,048.13
06/21/13	1021757			CAF'T RECEIPTS	CR-12	54.30	0.00	523,102.43
06/21/13	1021755			START UP MONEY	CR-12	51.00	0.00	523,153.43
06/25/13	1021804			PREPAY	CR-12	29.05	0.00	523,182.48
06/26/13				* SEE CASH DISBURSEMENT	CD-43	0.00	13,932.12	509,250.36
06/27/13				**SEE OPEN CASH DISBURSE	CD-44	30.46	0.00	509,280.82
06/28/13	1021806			SPEC FUNC	CR-12	1,510.94	0.00	510,791.76
06/28/13	1021805			PREPAY, VENDING	CR-12	127.16	0.00	510,918.92
06/30/13	1021785			INTEREST REVENUE	CR-20	134.50	0.00	511,053.42
				<b>TOTALS</b>		<b>24,987.63</b>	<b>44,648.40</b>	<b>511,053.42</b>

Report Completed 9:06 AM

Rocky Point Union Free School District  
Treasurer's Report  
Cafeteria Fund ACH C208  
As of June 30, 2013

Reconciled Balance as of:	5/31/2013		70,774.02
Receipts:			
	Interest	6.25	
	Café Sales	<u>8,616.60</u>	
			8,622.85
Disbursements:			<u>0.00</u>
Total available balance per General Ledger as of:	6/30/2013		<u><u>79,396.87</u></u>
Bank Balance as of:	6/30/2013		<u><u>79,396.87</u></u> 0.00

Prepared by:  
Date:

Linda Beliski  
7/1/2013

Reviewed by:  
Date:

Virginia Holling  
7/1/2013



C208

# J.P.Morgan

Cash Reporting -- Statement Report by Cumulative Range

ROCKY POINT UFSD

\*\* Informational Purposes Only \*\*

Date Range: 06/01/2013 - 06/28/2013

Amount Range: All Amounts

Includes Credits and Debits for: All Transaction Types

Bank: JPMorgan Chase Bank, N.A. (NY)

Currency: US Dollar

Last Update: 03:33 ET 06/29/2013

Account Name: SCHOOL LUNCH ACH

<u>Date</u>		<u>Amount</u>	<u>Items</u>
06/03/2013	Opening Ledger	68,500.84	
	Total Credits	11,122.64	63
	Total Debits	226.61	1
06/28/2013	Closing Ledger	79,396.87	
	Closing Available	79,396.87	
	1 Day Float	0.00	
	2+ Day Float	0.00	
	3+ Day Float	0.00	
	Investment Position	NA	

## CREDITS

<u>Date</u>	<u>Description</u>	<u>Amount</u>	<u>Cust Ref</u>
06/03/2013	EFT CREDIT	330.00	
06/03/2013	EFT CREDIT	295.00	
06/03/2013	EFT CREDIT	290.00	
06/03/2013	EFT CREDIT	280.00	
06/03/2013	EFT CREDIT	275.00	
06/03/2013	EFT CREDIT	260.00	
06/03/2013	EFT CREDIT	205.00	
06/03/2013	EFT CREDIT	110.00	
06/03/2013	EFT CREDIT	70.00	
06/03/2013	EFT CREDIT	20.00	

DETAIL ACCOUNT TRANSACTIONS - C 208 CHASE ACH REVENUE - 06/01/13 - 06/30/13

DATE	REF#	INV#	VEND#	EXPLANATION	SCH#	DEBITS	CREDITS	BALANCE
06/01/13				BALANCE 07/01/12 - 05/31/13		0.00	0.00	70,774.02
06/30/13	1021787			INTEREST REVENUE	CR-20	6.25	0.00	70,780.27
06/30/13	1021800			FJC ACH	CR-20	3,472.00	0.00	74,252.27
06/30/13	1021801			JAE ACH	CR-20	2,360.00	0.00	76,612.27
06/30/13	1021802			RPHS ACH	CR-20	562.00	0.00	77,174.27
06/30/13	1021803			RPMS ACH	CR-20	2,222.60	0.00	79,396.87
				<b>TOTALS</b>		<b>8,622.85</b>	<b>0.00</b>	<b>79,396.87</b>

Report Completed 12:56 PM

Rocky Point Union Free School District  
Treasurer's Report  
Federal Fund Checking - F205  
As of June 30, 2013

Reconciled Balance as of:	5/31/2013		220,804.57
Receipts:			
	REMS Grant	27,559.39	
	Interest	<u>52.47</u>	
			27,611.86
Disbursements:			
	Cash Disbursements	<u>66,440.11</u>	
			<u>(66,440.11)</u>
Total available balance per General Ledger as of:	6/30/2013		<u>181,976.32</u>
Bank Balance as of:	6/30/2013		211,749.32
Less:	Outstanding Checks		<u>(29,773.00)</u>
Adjusted Bank Balance as of :	6/30/2013		<u>181,976.32</u>

Prepared by: Linda Bielcki  
Date: 7/1/2013

Reviewed by: Virginia Hollaway  
Date: 7/1/2013

F205

ExportData[4]

Direct inquiries to Customer Service  
(877) 694-9111

ROCKY POINT UFSD  
FEDERAL CHECKING  
90 ROCKY POINT YAPHANK RD  
ROCKY POINT NY 11778-8423

18 ENCLOSURES Page 1 of 2

Government Bking Cking w/i

Opening balance	06-01-13	220,912.57
+Deposits/Credits	1	27,559.39
-Checks/Debits	18	36,775.11
-Service charge		0.00
+Interest paid		52.47
Ending balance	06-30-13	211,749.32
Days in Statement Period	30	

INTEREST INFORMATION

Average Daily Balance	212,751.56
Days in Earnings Period	30
Interest Earned	52.47
Annual Percentage Yield Earned	0.30 %
Interest Paid this Year	338.77

DATE	DESCRIPTION	CHECK#	DEBITS	CREDITS	BALANCE
	Beginning Balance				220,912.57
06-10	Check withdrawal	3903	53.77		220,858.80
06-11	Check withdrawal	3907	562.40		220,296.40
06-12	Check withdrawal	3909	8,035.00		212,261.40
06-12	Check withdrawal	3904	479.10		211,782.30
06-12	Check withdrawal	3908	457.92		211,324.38
06-12	Check withdrawal	3902	158.40		211,165.98
06-12	Check withdrawal	3905	76.85		211,089.13
06-13	Check withdrawal	3906	421.21		210,667.92
06-20	Check withdrawal	3910	26.96		210,640.96
06-24	Check withdrawal	3914	7,392.00		203,248.96
06-24	Check withdrawal	3911	178.96		203,070.00
06-25	Check withdrawal	3917	1,983.01		201,086.99
06-25	Check withdrawal	3918	256.30		200,830.69
06-25	Check withdrawal	3912	15.94		200,814.75
06-26	Check withdrawal	3919	102.19		200,712.56
06-26	Check withdrawal	3916	98.10		200,614.46
06-27	Check withdrawal	3913	15,354.00		185,260.46
06-28	ACH deposit			27,559.39	212,819.85

ED TREAS 310 MISC PAY  
062813 ROCKY POINT UNION FREE \*\*\*\*\*0200

**Bank Reconciliation Outstanding Checks Listing as of 06/30/13**

CHECK#	ISSUE DATE	PAYEE	AMOUNT	CLEARED	CLEAR DATE
3774	06/19/12	NORTHERN TERMINUS INC.	51.00	N	
3826	11/20/12	NORTHERN TERMINUS INC.	57.00	N	
3920	06/25/13	COMMANDER PROPERTIES, INC	1,854.48	N	
3921	06/25/13	POSITIVE PROMOTIONS	162.25	N	
3922	06/25/13	SCHOOL SPECIALTY	249.19	N	
3923	06/25/13	SUFFOLK COUNTY DEPT. OF H	25,590.00	N	
3924	06/25/13	SUPER DUPER PUBLICATIONS	1,809.08	N	
GRAND TOTAL			29,773.00		
TOTAL CHECKS			7		

Report Completed 1:29 PM

DETAIL ACCOUNT TRANSACTIONS - F 205 CAPITAL ONE CHECKING - 06/01/13 - 06/30/13

DATE	REF#	INV#	VEND#	EXPLANATION	SCH#	DEBITS	CREDITS	BALANCE
06/01/13				BALANCE 07/01/12 - 05/31/13		0.00	0.00	220,804.57
06/05/13				* SEE CASH DISBURSEMENT	CD-34	0.00	10,244.65	210,559.92
06/12/13				* SEE CASH DISBURSEMENT	CD-35	0.00	26.96	210,532.96
06/19/13				* SEE CASH DISBURSEMENT	CD-36	0.00	26,503.50	184,029.46
06/26/13				* SEE CASH DISBURSEMENT	CD-37	0.00	29,665.00	154,364.46
06/28/13	1021767			REMS GRANT	CR-20	27,559.39	0.00	181,923.85
06/30/13	1021789			INTEREST REVENUE	CR-20	52.47	0.00	181,976.32
				TOTALS		27,611.86	66,440.11	181,976.32

Report Completed 1:27 PM

Rocky Point Union Free School District  
Treasurer's Report  
Capital Fund Checking - H205  
As of June 30, 2013

Reconciled Balance as of: 5/31/2013 611,914.38

Receipts:

Funding Transfer	1,990,000.00	
Interest	<u>397.25</u>	
		1,990,397.25

Disbursements:

Cash Disbursement	<u>1,330.00</u>	<u>(1,330.00)</u>
-------------------	-----------------	-------------------

Total available balance per General Ledger a 6/30/2013 2,600,981.63

Bank Balance as of: 6/30/2013 2,600,981.63  
0.00

Prepared by: Linda Bilski Reviewed by:  
Date: 7/1/2013 Date:

Virginia Hollway  
7/1/2013

H205

ExportData[2]

Direct inquiries to Customer Service  
(877) 694-9111

ROCKY POINT UFSD  
CAPITAL FUND CHECKING  
90 ROCKY POINT YAPHANK RD  
ROCKY POINT NY 11778-8423

3 ENCLOSURES Page 1 of 1

Government Bking Cking w/i

Opening balance	06-01-13	616,446.40
+Deposits/Credits	2	1,990,000.00
-Checks/Debits	3	5,862.02
-Service charge		0.00
+Interest paid		397.25
Ending balance	06-30-13	2,600,981.63
Days in Statement Period	30	

INTEREST INFORMATION

Average Daily Balance	1,610,897.98
Days in Earnings Period	30
Interest Earned	397.25
Annual Percentage Yield Earned	0.30 %
Interest Paid this Year	1,371.24

DATE	DESCRIPTION	CHECK#	DEBITS	CREDITS	BALANCE
	Beginning Balance				616,446.40
06-04	Book transfer credit			1000,000.00	1,616,446.40
06-05	Check withdrawal	865	2,822.02		1,613,624.38
06-05	Check withdrawal	864	1,710.00		1,611,914.38
06-17	Check withdrawal	866	1,330.00		1,610,584.38
06-28	Book transfer credit			990,000.00	2,600,584.38
06-30	Interest paid			397.25	2,600,981.63
	Ending balance				2,600,981.63

CHECKS PAID DURING STATEMENT PERIOD

Date	Check No.	Amount	Date	Check No.	Amount
06-05	864	1,710.00	06-05	865	2,822.02
06-17	866	1,330.00			

END OF STATEMENT



DETAIL ACCOUNT TRANSACTIONS - H 205 CAPITAL ONE CHECKING - 06/01/13 - 06/30/13

DATE	REF#	INV#	VEND#	EXPLANATION	SCH#	DEBITS	CREDITS	BALANCE
06/01/13				BALANCE 07/01/12 - 05/31/13		0.00	0.00	611,914.38
06/04/13	1021675			RELEASE INTERFUND RECEI	CR-20	1,000,000.00	0.00	1,611,914.38
06/12/13				* SEE CASH DISBURSEMENT	CD-20	0.00	1,330.00	1,610,584.38
06/28/13	1021776			RELEASE INTERFUND REC	CR-20	990,000.00	0.00	2,600,584.38
06/30/13	1021790			INTEREST REVENUE	CR-20	397.25	0.00	2,600,981.63
				<b>TOTALS</b>		<b>1,990,397.25</b>	<b>1,330.00</b>	<b>2,600,981.63</b>

Report Completed 1:03 PM

Rocky Point Union Free School District  
Treasurer's Report  
Trust and Agency Checking - T204  
As of June 30, 2013

Reconciled Balance as of:	5/31/2013		1,701,446.51
Receipts:			
	Theatre Three	276.00	
	Funding Transfers	2,562,973.67	
	Interest Revenue	<u>245.29</u>	
			2,563,494.96
Disbursements:			
	Funding Transfer	1,005,000.00	
	Cash Disbursements	<u>2,617,289.51</u>	
			<u>(3,622,289.51)</u>
Total available balance per General Ledger as of:	6/30/2013		<u><u>642,651.96</u></u>
Bank Balance as of:	6/30/2013		687,389.79
Less:	Outstanding Checks		(44,737.83)
			<u>642,651.96</u>
Adjusted Bank Balance as of :	6/30/2013		<u><u>642,651.96</u></u>

Prepared by: Linda Belski  
Date: 7/1/2013

Reviewed by: Virginia Holway  
Date: 7/1/2013

T204

ExportData[6]

Direct inquiries to Customer Service  
(877) 694-9111

ROCKY POINT UFSD  
TRUST AND AGENCY ACCOUNT  
90 ROCKY POINT YAPHANK RD  
ROCKY POINT NY 11778-8423

25 ENCLOSURES Page 1 of 3

Government Bking Cking w/i

Opening balance	06-01-13	1,720,258.08
+Deposits/Credits	6	2,563,249.67
-Checks/Debits	37	3,596,363.25
-Service charge		0.00
+Interest paid		245.29
Ending balance	06-30-13	687,389.79
Days in Statement Period	30	

INTEREST INFORMATION

Average Daily Balance	994,655.41
Days in Earnings Period	30
Interest Earned	245.29
Annual Percentage Yield Earned	0.30 %
Interest Paid this Year	2,659.66

DATE	DESCRIPTION	CHECK#	DEBITS	CREDITS	BALANCE
	Beginning Balance				1,720,258.08
06-03	Check withdrawal	10117	7,403.50		1,712,854.58
06-03	Check withdrawal	10115	4,330.54		1,708,524.04
06-03	Check withdrawal	10085	703.00		1,707,821.04
06-03	Check withdrawal	10096	703.00		1,707,118.04
06-03	Check withdrawal	10108	703.00		1,706,415.04
06-04	Book transfer credit			636,458.92	2,342,873.96
06-04	customer deposit			221.00	2,343,094.96
06-04	Book transfer debit		1000,000.00		1,343,094.96
06-05	Check withdrawal	10114	3,107.55		1,339,987.41
06-06	Check withdrawal	10118	1,150.00		1,338,837.41
06-07	wire transfer withdrawal		60,097.44		1,278,739.97
	The OMNI Group				
	060713 130607054713H400				
06-07	ACH withdrawal		414,692.18		864,047.79
	IRS USATAXPYMT				
	060713 ROCKY POINT SCHOOL DIS *****1384				
06-07	ACH withdrawal		69,721.92		794,325.87
	New York State 1573803455				

Bank Reconciliation Outstanding Checks Listing as of 06/30/13

CHECK#	ISSUE DATE	PAYEE	AMOUNT	CLEARED	CLEAR DATE
10113	05/21/13	VOTE COPE	355.50	N	
10128	06/05/13	SHERIFF OF SUFFOLK COUNTY	155.05	N	
10130	06/05/13	VOTE COPE	355.50	N	
10133	06/14/13	AP EXAMS	28,785.00	N	
10138	06/19/13	SHERIFF OF SUFFOLK COUNTY	282.98	N	
10139	06/19/13	US DEPARTMENT OF EDUCATIO	116.42	N	
10140	06/26/13	J.J. STANIS AND COMPANY,	14,304.97	N	
10141	06/26/13	NYS CHILD SUPPORT PROCESS	265.39	N	
10142	06/26/13	SHERIFF OF SUFFOLK COUNTY	58.81	N	
10143	06/26/13	US DEPARTMENT OF EDUCATIO	58.21	N	
GRAND TOTAL			44,737.83		
TOTAL CHECKS			10		

Report Completed 2:18 PM

## DETAIL ACCOUNT TRANSACTIONS - T 204 CAPITAL ONE TRUST &amp; AGENCY - 06/01/13 - 06/30/13

DATE	REF#	INV#	VEND#	EXPLANATION	SCH#	DEBITS	CREDITS	BALANCE
06/01/13				BALANCE 07/01/12 - 05/31/13		0.00	0.00	1,701,446.51
06/04/13	1021636			THEATER THREE - THE BULL	CR-11	142.00	0.00	1,701,588.51
06/04/13	1021637			THEATER THREE - THE BULL	CR-11	79.00	0.00	1,701,667.51
06/04/13	1021676			RELEASE INTERFUND RECEI	CR-20	0.00	1,000,000.00	701,667.51
06/05/13				* SEE CASH DISBURSEMENT	CD-61	0.00	2,688.55	698,978.96
06/07/13	1021673			TRUST & AGENCY DEDUCTIO	CR-20	636,458.92	0.00	1,335,437.88
06/12/13	1021693			THEATER THREE - THE BULL	CR-11	25.00	0.00	1,335,462.88
06/12/13	1021694			THEATER THREE - THE BULL	CR-11	12.00	0.00	1,335,474.88
06/12/13				* SEE CASH DISBURSEMENT	CD-63	0.00	2,139.00	1,333,335.88
06/14/13				* SEE CASH DISBURSEMENT	CD-65	0.00	28,785.00	1,304,550.88
06/19/13				* SEE CASH DISBURSEMENT	CD-64	0.00	4,601.71	1,299,949.17
06/19/13	1021710			TRUST & AGENCY DEDUCTIO	CR-20	1,850,536.11	0.00	3,150,485.28
06/21/13	1021749			THEATER THREE -THE BULL	CR-11	18.00	0.00	3,150,503.28
06/26/13				* SEE CASH DISBURSEMENT	CD-68	0.00	14,304.97	3,136,198.31
06/28/13	1021768			TRUST & AGENCY DEDUCTIO	CR-20	75,978.64	0.00	3,212,176.95
06/30/13				**SEE OPEN CASH DISBURSE	CD-67	0.00	78,271.14	3,133,905.81
06/30/13				**SEE OPEN CASH DISBURSE	CD-62	0.00	571,107.53	2,562,798.28
06/30/13				**SEE OPEN CASH DISBURSE	CD-66	0.00	1,915,391.61	647,406.67
06/30/13	1021792			INTEREST REVENUE	CR-20	245.29	0.00	647,651.96
06/30/13	1021807			RELEASE RECEIVABLE	CR-20	0.00	5,000.00	642,651.96
				<b>TOTALS</b>		<b>2,563,494.96</b>	<b>3,622,289.51</b>	<b>642,651.96</b>

Report Completed 2:30 PM

Rocky Point Union Free School District  
Treasurer's Report  
Net Payroll Checking - T205  
As of June 30, 2013

Reconciled Balance as of:	5/31/2013		28,788.96
Receipts:			
	Interest	194.23	
	Funding Transfer	4,719,912.97	
			4,720,107.20
Disbursements:			
	Disburse Net Payroll	4,719,912.97	
			(4,719,912.97)
Total available balance per General Ledger as of:	6/30/2013		28,983.19
Bank Balance as of:	6/30/2013		399,689.08
Less:	Outstanding Checks		(370,705.89)
Adjusted Bank Balance as of:	6/30/2013		28,983.19
			0.00

Prepared by: Linda Beluski  
Date: 7/1/2013

Reviewed by: Virginia Holley  
Date: 7/1/2013

T205

ExportData[5]

Direct inquiries to Customer Service  
(877) 694-9111

ROCKY POINT UFSD  
PAYROLL ACCOUNT  
90 ROCKY POINT YAPHANK RD  
ROCKY POINT NY 11778-8423

505 ENCLOSURES Page 1 of 16

Government Bking Cking w/i

Opening balance	06-01-13	77,512.64
+Deposits/Credits	4	4,720,296.89
-Checks/Debits	507	4,398,314.68
-Service charge		0.00
+Interest paid		194.23
Ending balance	06-30-13	399,689.08
Days in Statement Period	30	

INTEREST INFORMATION

Average Daily Balance	787,648.16
Days in Earnings Period	30
Interest Earned	194.23
Annual Percentage Yield Earned	0.30 %
Interest Paid this Year	716.55

DATE	DESCRIPTION	CHECK#	DEBITS	CREDITS	BALANCE
	Beginning Balance				77,512.64
06-03	Check withdrawal	83595	2,868.42		74,644.22
06-03	Check withdrawal	83576	2,565.00		72,079.22
06-03	Check withdrawal	83551	88.85		71,990.37
06-03	Check withdrawal	83633	88.85		71,901.52
06-04	Book transfer credit			913,119.98	985,021.50
06-04	Check withdrawal	83572	3,135.92		981,885.58
06-04	Check withdrawal	83636	57.14		981,828.44
06-05	Check withdrawal	83591	4,979.37		976,849.07
06-05	Check withdrawal	83585	3,631.80		973,217.27
06-07	Check withdrawal	83670	521.60		972,695.67
06-07	Check withdrawal	83660	853.88		971,841.79
06-07	Check withdrawal	83659	2,168.55		969,673.24
06-07	ACH withdrawal		846,632.02		123,041.22
	PAYROLL ROCKYPT REG SALARY				
	060713 PAYROLL ROCKYPT				
	-SETT-ECASH				
06-07	Check withdrawal	83588	3,273.36		119,767.86
06-10	Check withdrawal	83678	330.09		119,437.77
06-10	Check withdrawal	83652	474.92		118,962.85
06-10	Check withdrawal	83693	495.77		118,467.08

**ROCKY POINT UFSD  
OUTSTANDING CHECK LIST  
AS OF JUNE 30, 2013**

<u>Check #</u>	<u>Check Date</u>	<u>Check Amt.</u>
83635	5/24/2013	\$140.48
83684	6/7/2013	\$198.74
83709	6/21/2013	\$680.67
83717	6/21/2013	\$1,034.12
83724	6/21/2013	\$3,976.92
83736	6/21/2013	\$1,302.51
83742	6/21/2013	\$2,881.06
83749	6/21/2013	\$178.70
83756	6/21/2013	\$346.29
83758	6/21/2013	\$178.70
83761	6/21/2013	\$292.65
83767	6/21/2013	\$346.29
83770	6/21/2013	\$175.18
83771	6/21/2013	\$357.40
83774	6/21/2013	\$964.51
83787	6/21/2013	\$184.70
83790	6/21/2013	\$178.70
83794	6/21/2013	\$668.98
83798	6/21/2013	\$625.86
83801	6/21/2013	\$357.40
83804	6/21/2013	\$178.70
83810	6/21/2013	\$1,121.50
83822	6/21/2013	\$1,289.32
83831	6/21/2013	\$357.40
83834	6/21/2013	\$357.40
83863	6/21/2013	\$544.68
83868	6/21/2013	\$184.70
83869	6/21/2013	\$184.70
83871	6/21/2013	\$1,276.91
83874	6/21/2013	\$925.25
83893	6/21/2013	\$88.85
83895	6/21/2013	\$474.71
83897	6/21/2013	\$204.49
83909	6/21/2013	\$88.51
83911	6/21/2013	\$92.35
83927	6/21/2013	\$11,739.19
83933	6/21/2013	\$11,501.69
83935	6/21/2013	\$15,333.24
83960	6/21/2013	\$14,199.81
83962	6/21/2013	\$13,568.47
83981	6/21/2013	\$10,927.00
84025	6/21/2013	\$17,473.12
84030	6/21/2013	\$15,299.08
84049	6/21/2013	\$3,077.55



84050	6/21/2013	\$4,360.54
84091	6/21/2013	\$59.73
84104	6/21/2013	\$29.86
84109	6/21/2013	\$29.86
84117	6/21/2013	\$16,494.39
84120	6/21/2013	\$12,671.76
84139	6/21/2013	\$4,465.74
84147	6/21/2013	\$3,058.90
84166	6/21/2013	\$5,002.66
84170	6/21/2013	\$57.47
84173	6/28/2013	\$1,999.81
84174	6/28/2013	\$1,628.31
84175	6/28/2013	\$1,732.41
84176	6/28/2013	\$28.44
84177	6/28/2013	\$28.44
84178	6/28/2013	\$27.52
84179	6/28/2013	\$123.30
84180	6/28/2013	\$1,766.95
84181	6/28/2013	\$69.69
84182	6/28/2013	\$1,416.99
84183	6/28/2013	\$1,894.58
84184	6/28/2013	\$1,750.98
84185	6/28/2013	\$609.74
84186	6/28/2013	\$492.73
84187	6/28/2013	\$1,761.91
84188	6/28/2013	\$594.62
84189	6/28/2013	\$470.15
84190	6/28/2013	\$580.60
84191	6/28/2013	\$341.87
84192	6/28/2013	\$42.03
84193	6/28/2013	\$117.17
84194	6/28/2013	\$69.30
84195	6/28/2013	\$72.03
84196	6/28/2013	\$1,716.55
84197	6/28/2013	\$495.22
84198	6/28/2013	\$1,554.61
84199	6/28/2013	\$1,144.42
84200	6/28/2013	\$359.12
84201	6/28/2013	\$72.03
84202	6/28/2013	\$134.95
84203	6/28/2013	\$1,253.64
84204	6/28/2013	\$648.99
84205	6/28/2013	\$2,056.30
84206	6/28/2013	\$165.12
84207	6/28/2013	\$470.40
84208	6/28/2013	\$454.37
84209	6/28/2013	\$274.47
84210	6/28/2013	\$389.75
84211	6/28/2013	\$72.03
84212	6/28/2013	\$809.16
84213	6/28/2013	\$863.70

84214	6/28/2013	\$423.00
84215	6/28/2013	\$265.96
84216	6/28/2013	\$938.41
84217	6/28/2013	\$484.94
84218	6/28/2013	\$460.43
84219	6/28/2013	\$137.50
84220	6/28/2013	\$127.44
84221	6/28/2013	\$69.69
84223	6/28/2013	\$714.01
84224	6/28/2013	\$460.43
84225	6/28/2013	\$686.34
84226	6/28/2013	\$870.09
84227	6/28/2013	\$1,141.80
84228	6/28/2013	\$442.75
84229	6/28/2013	\$460.43
84230	6/28/2013	\$846.41
84231	6/28/2013	\$69.69
84232	6/28/2013	\$517.25
84233	6/28/2013	\$423.05
84234	6/28/2013	\$460.43
84235	6/28/2013	\$1,027.19
84236	6/28/2013	\$69.69
84237	6/28/2013	\$69.69
84238	6/28/2013	\$654.44
84239	6/28/2013	\$362.94
84240	6/28/2013	\$72.03
84241	6/28/2013	\$367.92
84242	6/28/2013	\$72.03
84243	6/28/2013	\$448.67
84245	6/28/2013	\$331.45
84246	6/28/2013	\$740.92
84247	6/28/2013	\$695.66
84248	6/28/2013	\$366.19
84251	6/28/2013	\$1,098.96
84252	6/28/2013	\$1,235.69
84253	6/28/2013	\$1,288.72
84254	6/28/2013	\$977.50
84255	6/28/2013	\$633.88
84256	6/28/2013	\$625.53
84257	6/28/2013	\$1,287.81
84258	6/28/2013	\$474.01
84259	6/28/2013	\$3,110.04
84260	6/28/2013	\$820.85
84261	6/28/2013	\$447.52
84262	6/28/2013	\$443.96
84263	6/28/2013	\$1,712.88
84264	6/28/2013	\$1,286.78
84265	6/28/2013	\$410.40
84266	6/28/2013	\$583.37
84267	6/28/2013	\$697.35
84268	6/28/2013	\$1,736.97

84269	6/28/2013	\$1,737.85
84270	6/28/2013	\$626.91
84271	6/28/2013	\$2,011.07
84272	6/28/2013	\$536.31
84273	6/28/2013	\$1,432.51
84274	6/28/2013	\$858.59
84275	6/28/2013	\$669.73
84276	6/28/2013	\$924.84
84277	6/28/2013	\$221.64
84278	6/28/2013	\$325.75
84279	6/28/2013	\$493.02
84280	6/28/2013	\$66.50
84281	6/28/2013	\$93.09
84282	6/28/2013	\$635.06
84283	6/28/2013	\$851.87
84284	6/28/2013	\$390.54
84285	6/28/2013	\$370.51
84286	6/28/2013	\$521.74
84287	6/28/2013	\$824.40
84288	6/28/2013	\$340.33
84289	6/28/2013	\$896.44
84290	6/28/2013	\$1,098.09
84291	6/28/2013	\$206.12
84292	6/28/2013	\$751.77
84293	6/28/2013	\$1,677.04
84294	6/28/2013	\$69.69
84295	6/28/2013	\$1,957.15
84296	6/28/2013	\$239.86
84297	6/28/2013	\$242.71
84298	6/28/2013	\$1,369.00
84299	6/28/2013	\$132.98
84300	6/28/2013	\$624.47
84301	6/28/2013	\$654.50
84302	6/28/2013	\$234.10
84303	6/28/2013	\$827.43
84304	6/28/2013	\$283.20
84305	6/28/2013	\$386.44
84306	6/28/2013	\$135.20
84307	6/28/2013	\$324.48
84308	6/28/2013	\$207.71
84309	6/28/2013	\$22.41
84310	6/28/2013	\$279.17
84311	6/28/2013	\$208.94
84312	6/28/2013	\$189.28
84313	6/28/2013	\$529.27
84314	6/28/2013	\$452.02
84315	6/28/2013	\$600.36
84316	6/28/2013	\$292.71
84317	6/28/2013	\$389.92
84318	6/28/2013	\$252.38
84319	6/28/2013	\$359.98

84320	6/28/2013	\$271.95
84321	6/28/2013	\$36.60
84322	6/28/2013	\$175.76
84323	6/28/2013	\$219.53
84324	6/28/2013	\$686.82
84325	6/28/2013	\$241.53
84326	6/28/2013	\$359.50
84327	6/28/2013	\$413.71
84328	6/28/2013	\$190.64
84329	6/28/2013	\$329.26
84330	6/28/2013	\$286.64
84331	6/28/2013	\$149.23
84332	6/28/2013	\$205.98
84333	6/28/2013	\$178.03
84334	6/28/2013	\$190.09
84335	6/28/2013	\$157.91
84336	6/28/2013	\$342.25
84337	6/28/2013	\$382.71
84338	6/28/2013	\$518.34
84339	6/28/2013	\$456.98
84340	6/28/2013	\$488.81
84341	6/28/2013	\$720.19
84342	6/28/2013	\$606.65
84343	6/28/2013	\$576.35
84344	6/28/2013	\$496.18
84345	6/28/2013	\$625.93
84347	6/28/2013	\$552.09
84348	6/28/2013	\$1,493.55
84349	6/28/2013	\$906.52
84350	6/28/2013	\$830.20
84351	6/28/2013	\$833.68
84352	6/28/2013	\$522.46
84354	6/28/2013	\$656.00
84355	6/28/2013	\$572.89
84356	6/28/2013	\$612.23
84357	6/28/2013	\$1,058.64
84358	6/28/2013	\$1,154.48
84360	6/28/2013	\$116.78
84361	6/28/2013	\$596.63
84362	6/28/2013	\$808.49
84363	6/28/2013	\$1,076.06
84365	6/28/2013	\$3,017.26
84366	6/28/2013	\$910.58
84367	6/28/2013	\$1,752.28
84368	6/28/2013	\$902.70
84369	6/28/2013	\$3,069.26
84371	6/28/2013	\$982.88
84372	6/28/2013	\$584.07
84373	6/28/2013	\$3,439.36
84374	6/28/2013	\$1,000.85
84376	6/28/2013	\$665.25

84377	6/28/2013	\$832.00
84378	6/28/2013	\$758.42
84380	6/28/2013	\$669.18
84381	6/28/2013	\$1,283.48
84382	6/28/2013	\$622.80
84383	6/28/2013	\$352.97
84384	6/28/2013	\$135.20
84385	6/28/2013	\$242.23
84386	6/28/2013	\$328.10
84387	6/28/2013	\$162.24
84388	6/28/2013	\$242.75
84389	6/28/2013	\$506.07
84390	6/28/2013	\$349.08
84391	6/28/2013	\$466.73
84392	6/28/2013	\$254.14
84393	6/28/2013	\$233.10
84394	6/28/2013	\$33.43
84395	6/28/2013	\$36.31
84396	6/28/2013	\$1,148.74
84397	6/28/2013	\$720.37
84398	6/28/2013	\$34.88
84399	6/28/2013	\$428.95
84400	6/28/2013	\$319.70
84401	6/28/2013	\$89.45
84402	6/28/2013	\$13.78
84403	6/28/2013	\$40.15
84404	6/28/2013	\$197.14
84405	6/28/2013	\$194.68
84406	6/28/2013	\$176.56
84407	6/28/2013	\$145.02
84408	6/28/2013	\$226.34
84409	6/28/2013	\$189.28
84410	6/28/2013	\$305.57
84411	6/28/2013	\$288.52
84412	6/28/2013	\$380.91
84413	6/28/2013	\$260.07
84414	6/28/2013	\$183.67
84415	6/28/2013	\$402.35
84416	6/28/2013	\$54.27
84417	6/28/2013	\$268.05
84418	6/28/2013	\$546.18
84419	6/28/2013	\$498.47
84420	6/28/2013	\$524.19
84421	6/28/2013	\$92.35
84422	6/28/2013	\$671.78
84423	6/28/2013	\$574.12
84424	6/28/2013	\$168.88
84425	6/28/2013	\$528.48
84426	6/28/2013	\$208.12
84427	6/28/2013	\$90.85
84428	6/28/2013	\$1,814.78

84429	6/28/2013	\$324.61
84430	6/28/2013	\$651.78
84431	6/28/2013	\$3,076.03
84432	6/28/2013	\$94.97
84433	6/28/2013	\$546.18
84434	6/28/2013	\$88.85
84435	6/28/2013	\$180.69
84436	6/28/2013	\$527.35
84437	6/28/2013	\$116.85
84438	6/28/2013	\$94.88
84439	6/28/2013	\$445.24
84440	6/28/2013	\$233.36
84441	6/28/2013	\$155.92
84442	6/28/2013	\$101.75
84443	6/28/2013	\$224.81
84444	6/28/2013	\$178.70
84445	6/28/2013	\$515.14
84446	6/28/2013	\$1,241.37
84447	6/28/2013	\$209.29
84448	6/28/2013	\$181.97
84449	6/28/2013	\$1,096.01
84450	6/28/2013	\$782.68
84451	6/28/2013	\$1,568.70
84452	6/28/2013	\$751.47
84453	6/28/2013	\$582.24
84454	6/28/2013	\$286.70
84455	6/28/2013	\$266.55
84456	6/28/2013	\$184.70
84457	6/28/2013	\$248.08
84458	6/28/2013	\$303.42
84459	6/28/2013	\$1,645.88
84460	6/28/2013	\$473.32
84461	6/28/2013	\$326.70
84462	6/28/2013	\$319.93
84463	6/28/2013	\$662.37
84464	6/28/2013	\$215.42
84465	6/28/2013	\$175.31
84466	6/28/2013	\$32.09
84467	6/28/2013	\$738.01
84468	6/28/2013	\$292.84
84469	6/28/2013	\$52.01
84470	6/28/2013	\$367.49
84471	6/28/2013	\$234.43
84472	6/28/2013	\$37.04
84473	6/28/2013	\$1,586.35
84474	6/28/2013	\$201.72
84475	6/28/2013	\$175.18
84476	6/28/2013	\$683.98
84477	6/28/2013	\$66.20
84478	6/28/2013	\$54.45
84479	6/28/2013	\$655.19

84480	6/28/2013	\$614.31
84481	6/28/2013	\$662.20
84482	6/28/2013	\$27.76
84483	6/28/2013	\$734.45
84484	6/28/2013	\$678.17
84485	6/28/2013	\$378.24
84486	6/28/2013	\$52.32
84487	6/28/2013	\$88.85
84488	6/28/2013	\$187.43
84489	6/28/2013	\$169.78
84490	6/28/2013	\$92.35
84491	6/28/2013	\$137.90
84492	6/28/2013	\$200.91
84493	6/28/2013	\$1,340.69
84494	6/28/2013	\$593.02
84495	6/28/2013	\$127.15
84496	6/28/2013	\$678.17
84497	6/28/2013	\$89.35
84498	6/28/2013	\$651.78
84499	6/28/2013	\$89.35
84500	6/28/2013	\$612.02
84501	6/28/2013	\$1,568.70
84502	6/28/2013	\$669.88
84503	6/28/2013	\$268.05
84504	6/28/2013	\$1,445.19
84505	6/28/2013	\$199.66
84506	6/28/2013	\$342.70
84507	6/28/2013	\$599.07
84508	6/28/2013	\$92.35
84509	6/28/2013	\$18.29

\$370,705.89

## DETAIL ACCOUNT TRANSACTIONS - T 205 CAPITAL ONE NET PAYROLL - 06/01/13 - 06/30/13

DATE	REF#	INV#	VEND#	EXPLANATION	SCH#	DEBITS	CREDITS	BALANCE
06/01/13				BALANCE 07/01/12 - 05/31/13		0.00	0.00	28,788.96
06/07/13	312			FICA & MED & T&A DEDUCTI	JE-26	0.00	913,119.98	-884,331.02
06/07/13	1021674			FUNDING NET PAYROLL 6.7.1	CR-20	913,119.98	0.00	28,788.96
06/19/13	1021711			FUNDING NET PAYROLL 6.21.	CR-20	3,609,171.76	0.00	3,637,960.72
06/21/13	330			FICA & MED & T&A DEDUCATI	JE-26	0.00	3,609,171.76	28,788.96
06/28/13	1021769			FUNDING NET PAYROLL 6.28.	CR-20	197,621.23	0.00	226,410.19
06/28/13	358			FICA & MED & T&A DEDUCTI	JE-26	0.00	197,621.23	28,788.96
06/30/13	1021795			INTEREST REVENUE	CR-20	194.23	0.00	28,983.19
				<b>TOTALS</b>		<b>4,720,107.20</b>	<b>4,719,912.97</b>	<b>28,983.19</b>

Report Completed 3:19 PM



Rocky Point Union Free School District  
Treasurer's Report  
Scholarship Fund Checking - U200  
As of June 30, 2013

Reconciled Balance as of:	5/31/2013		13,864.81
Receipts:			
	Donations	200.00	
	Funding Transfer	5,000.00	
	Interest	<u>4.25</u>	
			5,204.25
Disbursements:			
	Stop Payment Check	100.00	
	Cash Disbursement	<u>7,500.00</u>	<u>(7,600.00)</u>
Total available balance per General Ledger as of:	6/30/2013		<u>11,469.06</u>
Bank Balance as of:	6/30/2013		16,569.06
Less:	Outstanding Checks		<u>(5,100.00)</u>
Adjusted Bank Balance as of:	6/30/2013		<u>11,469.06</u> 0.00

Prepared by: Linda Beliski  
Date: 7/1/2013

Reviewed by: Virginia Hollenbeck  
Date: 7/1/2013

4200

ExportData[2]

Direct inquiries to Customer Service  
(877) 694-9111

ROCKY POINT UFSD  
SCHOLARSHIP CHECKING  
90 ROCKY POINT YAPHANK RD  
ROCKY POINT NY 11778-8423

6 ENCLOSURES Page 1 of 1

Government Bking Cking w/i

Opening balance	06-01-13	15,864.81
+Deposits/Credits	3	5,200.00
-Checks/Debits	7	4,500.00
-Service charge		0.00
+Interest paid		4.25
Ending balance	06-30-13	16,569.06
Days in Statement Period	30	
Interest Paid this Year		16.56

DATE	DESCRIPTION	CHECK#	DEBITS	CREDITS	BALANCE
	Beginning Balance				15,864.81
06-12	Book transfer credit			545.00	16,409.81
06-18	Book transfer credit			4,455.00	20,864.81
06-21	Customer deposit			200.00	21,064.81
06-24	Check withdrawal	255	1,000.00		20,064.81
06-24	Check withdrawal	244	1,000.00		19,064.81
06-24	Check withdrawal	250	200.00		18,864.81
06-24	Check withdrawal	254	200.00		18,664.81
06-25	Chargeback		100.00		18,564.81
	Stop Payment	062113			
06-25	Check withdrawal	249	1,000.00		17,564.81
06-26	Check withdrawal	253	1,000.00		16,564.81
06-30	Interest paid			4.25	16,569.06
	Ending balance				16,569.06

CHECKS PAID DURING STATEMENT PERIOD \* INDICATES CHECK OUT OF SEQUENCE

Date	Check No.	Amount	Date	Check No.	Amount
06-24	244	1,000.00	06-25	249*	1,000.00
06-24	250	200.00	06-26	253*	1,000.00
06-24	254	200.00	06-24	255	1,000.00

**Bank Reconciliation Outstanding Checks Listing as of 06/30/13**

CHECK#	ISSUE DATE	PAYEE	AMOUNT	CLEARED	CLEAR DATE
243	05/28/13	MENTNECH, AUSTIN	2,000.00	N	
245	06/12/13	CAMPBELL, DILLON	200.00	N	
246	06/12/13	GROSSMANN, KELLI	200.00	N	
247	06/12/13	HAEFFNER, STEVEN	250.00	N	
248	06/12/13	KALAVANOS, BILLY	200.00	N	
251	06/12/13	MENON, SIDARTH	1,000.00	N	
252	06/12/13	PANETTIERE, JOSEPH	1,000.00	N	
256	06/12/13	TIRANNO-CIMISI, SERAFINA	250.00	N	
GRAND TOTAL			5,100.00		
TOTAL CHECKS			8		

Report Completed 1:47 PM

DETAIL ACCOUNT TRANSACTIONS - U 200 CASH IN CHECKING - 06/01/13 - 06/30/13

DATE	REF#	INV#	VEND#	EXPLANATION	SCH#	DEBITS	CREDITS	BALANCE
06/01/13				BALANCE 07/01/12 - 05/31/13		0.00	0.00	13,864.81
06/12/13				* SEE CASH DISBURSEMENT	CD-3	0.00	7,500.00	6,364.81
06/21/13	1021750			LIVE LIKE SUSIE - MEMORIAL	CR-4	200.00	0.00	6,564.81
06/25/13	360			STOP PAYMENT CHECK-MUT	JE-25	0.00	100.00	6,464.81
06/30/13	1021796			INTEREST REVENUE	CR-20	4.25	0.00	6,469.06
06/30/13	1021807			RELEASE RECEIVABLE	CR-20	545.00	0.00	7,014.06
06/30/13	1021807			RELEASE RECEIVABLE	CR-20	4,455.00	0.00	11,469.06
				<b>TOTALS</b>		<b>5,204.25</b>	<b>7,600.00</b>	<b>11,469.06</b>

Report Completed 2:58 PM

Rocky Point Union Free School District  
Treasurer's Report  
Scholarship Fund - Money Market U201  
As of June 30, 2013

Reconciled Balance as of:	5/31/2013		18,754.52
Receipts:			
	Donations	300.00	
	Interest	<u>4.69</u>	
			304.69
Disbursements:			<u>0.00</u>
Total available balance per General Ledger as of:	6/30/2013		<u>19,059.21</u>
Bank Balance as of:	6/30/2013		<u>19,059.21</u>

Prepared by: Linda Bilski  
Date: 7/1/2013

Reviewed by: Virginia Murray  
Date: 7/1/2013

U201

ExportData[5]

Direct inquiries to Customer Service  
(877) 694-9111

ROCKY POINT UFSD  
SCHOLARSHIP INVESTMENT  
90 ROCKY POINT YAPHANK RD  
ROCKY POINT NY 11778-8423

0 ENCLOSURES Page 1 of 1

Government Bking Cking w/i

Opening balance	06-01-13	18,754.52
+Deposits/Credits	1	300.00
-Checks/Debits	0	0.00
-Service charge		0.00
+Interest paid		4.69
Ending balance	06-30-13	19,059.21
Days in Statement Period	30	

INTEREST INFORMATION

Average Daily Balance	19,014.52
Days in Earnings Period	30
Interest Earned	4.69
Annual Percentage Yield Earned	0.30 %
Interest Paid this Year	32.57

DATE	DESCRIPTION	CHECK#	DEBITS	CREDITS	BALANCE
	Beginning Balance				18,754.52
06-04	Customer deposit			300.00	19,054.52
06-30	Interest paid			4.69	19,059.21
	Ending balance				19,059.21
	END OF STATEMENT				

DETAIL ACCOUNT TRANSACTIONS - U 201 CASH IN MONEY MARKET - 06/01/13 - 06/30/13

DATE	REF#	INV#	VEND#	EXPLANATION	SCH#	DEBITS	CREDITS	BALANCE
06/01/13				BALANCE 07/01/12 - 05/31/13		0.00	0.00	18,754.52
06/04/13	1021638			GRORGE REH MEMORIAL SC	CR-4	300.00	0.00	19,054.52
06/30/13	1021797			INTEREST REVENUE	CR-20	4.69	0.00	19,059.21
				TOTALS		304.69	0.00	19,059.21

Report Completed 1:50 PM

Rocky Point Union Free School District  
Treasurer's Report  
Debt Service Fund Checking - V200  
As of June 30, 2013

Reconciled Balance as of:	5/31/2013		1,088,276.24
Receipts:			
	Funding Transfer	540,590.63	
	Interest	<u>235.80</u>	
			540,826.43
Disbursements:			
	Debt Service Interest Payment	346,981.25	
	Bond Principal Payment	425,000.00	
	Bond Interest ACH	<u>115,590.63</u>	
			<u>(887,571.88)</u>
Total available balance per General Ledger as of:	6/30/2013		<u><u>741,530.79</u></u>
Bank Balance as of:	6/30/2013		<u><u>741,530.79</u></u>

Prepared by: Linda Beliski  
Date: 7/1/2013

Reviewed by: Virginia Hallway  
Date: 7/1/2013



V200

ExportData[2]

Direct inquiries to Customer Service  
(877) 694-9111

ROCKY POINT UFSD  
DEBT SERVICE FUND  
90 ROCKY POINT YAPHANK RD  
ROCKY POINT NY 11778-8423

0 ENCLOSURES Page 1 of 1

Government Bking Cking w/i

Opening balance	06-01-13	1,088,276.24
+Deposits/Credits	1	540,590.63
-Checks/Debits	3	887,571.88
-Service charge		0.00
+Interest paid		235.80
Ending balance	06-30-13	741,530.79
Days in Statement Period	30	

INTEREST INFORMATION

Average Daily Balance	956,183.01
Days in Earnings Period	30
Interest Earned	235.80
Annual Percentage Yield Earned	0.30 %
Interest Paid this Year	1,520.15

DATE	DESCRIPTION	CHECK#	DEBITS	CREDITS	BALANCE
	Beginning Balance				1,088,276.24
06-03	ACH withdrawal		346,981.25		741,294.99
	DEPOSITORY TRUST DEBITS				
	060313 ROCKY POINT SD NY	50882850			
06-04	Book transfer credit			540,590.63	1,281,885.62
06-14	wire transter withdrawal		425,000.00		856,885.62
	DTC				
	061413 130614054350H400				
06-17	ACH withdrawal		115,590.63		741,294.99
	DEPOSITORY TRUST DEBITS				
	061713 ROCKY POINT SD NY	50882850			
06-30	Interest paid			235.80	741,530.79
	Ending balance				741,530.79

\* - - - - - EFT ACTIVITY - - - - - \*

DATE	DESCRIPTION	AMOUNT
06-03	DEPOSITORY TRUST DEBITS	346,981.25-
06-14	DTC	425,000.00-

DETAIL ACCOUNT TRANSACTIONS - V 200 CASH - 06/01/13 - 06/30/13

DATE	REF#	INV#	VEND#	EXPLANATION	SCH#	DEBITS	CREDITS	BALANCE
06/01/13				BALANCE 07/01/12 - 05/31/13		0.00	0.00	1,088,276.24
06/01/13	293			DEBT SERVICE INTEREST PA	JE-25	0.00	346,981.25	741,294.99
06/04/13	321			FUND.TRANSF. FOR BOND P	JE-25	540,590.63	0.00	1,281,885.62
06/15/13	319			BOND PRINCIPAL P'MENT TO	JE-25	0.00	425,000.00	856,885.62
06/15/13	320			ACH TO DTC FOR BOND INTE	JE-25	0.00	115,590.63	741,294.99
06/30/13	1021798			INTEREST REVENUE	CR-20	235.80	0.00	741,530.79
				<b>TOTALS</b>		<b>540,826.43</b>	<b>887,571.88</b>	<b>741,530.79</b>

Report Completed 1:53 PM

**STUDENT ACTIVITY ACCOUNTS**

June-13

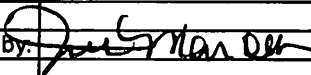
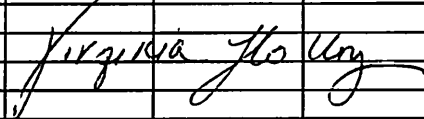
FROM: 6/1/13

TO: 6/30/13

ACCOUNT	NAME	6/1/2013 BEG. BAL.	RECEIPTS	DISB	JE OR TRANSFERS	6/30/2013 END BAL.
602	OTHER LIABILITY	\$0.00				\$0.00
600-2013	CLASS OF 2013	\$1,055.23		\$246.75	\$1,800.00	\$2,608.48
600-2014	CLASS OF 2014	\$797.27		\$72.00		\$725.27
600-2015	CLASS OF 2015	\$0.00				\$0.00
600-2016	CLASS OF 2016	\$0.00				\$0.00
6252	FJC KINDERGARTEN	\$0.00				\$0.00
630-3	FASHION CLUB	\$0.00				\$0.00
630-6	HISTORY CLUB	\$0.00				\$0.00
630-7	LEADERS CLUB	\$9,465.48	\$2,735.00	\$11,514.40	(\$78.00)	\$608.08
630-8	MATH HONOR SOCIETY	\$51.56				\$51.56
630-9	VARSITY CLUB	\$4,460.25	\$2,041.00	\$3,219.44		\$3,281.81
6310	SCIENCE CLUB	\$514.00				\$514.00
6315	INTERACT CLUB	\$0.00	\$2,721.50	\$2,452.05		\$269.45
6351	STUDENT COUNCIL-MS	\$6,296.16	\$3,887.05	\$850.84		\$9,332.37
635-3	MS/YEARBOOK	\$15,239.02	\$1,615.00	\$10,062.50		\$6,791.52
635-4	MS ART CLUB	\$0.00				\$0.00
640-1	HIGH SCHOOL STORE	\$0.00				\$0.00
640-2	MS SCHOOL STORE	\$257.30				\$257.30
645-2	NICER NEIGHBOR CLUB	\$1,346.56	\$2,022.65	\$612.36	(\$1,800.00)	\$956.85
64521	BANN-KIN	\$256.43				\$256.43
645-3	FBLA CLUB	\$0.00				\$0.00
645-4	COMMUNITY SERVICE	\$1,590.71				\$1,590.71
645-5	GERMAN CLUB	\$0.00				\$0.00
645-7	SKILLS USA	\$290.54		\$250.00		\$40.54
645-8	CAP	\$0.00				\$0.00
65010	S.A.D.D.	\$643.39				\$643.39
650-115	THESPIAN TROUPE	\$87.50				\$87.50
650-12	YEARBOOK CLUB	\$43,984.72	\$2,220.00	\$20,203.39		\$26,001.33
650-16	HS STUDENT COUNCIL	\$30,121.48	\$1,127.33	\$3,473.79	(\$21.94)	\$27,753.08
650-17	ART CLUB	\$1,349.14				\$1,349.14
65018	BUSINESS HONOR	\$1,200.64				\$1,200.64
650-25	JAE STUDENT COUNCIL	\$2,607.18				\$2,607.18
391	DUE FROM OTHER FUNDS	\$0.00				\$0.00
700	INTEREST	\$364.28			\$29.81	\$394.09
	<b>TOTALS</b>	<b>\$121,978.84</b>	<b>\$18,369.53</b>	<b>\$52,957.52</b>	<b>-\$70.13</b>	<b>\$87,320.72</b>

	6/1/2013 BEG. BAL.	RECEIPTS	DISB.	CASH MOVE	6/30/2013 END BAL.
<b>201 - CHECKING ACCT - CAP ONE</b>	<b>\$121,978.84</b>	<b>\$18,369.53</b>	<b>\$52,957.52</b>	<b>-\$70.13</b>	<b>\$87,320.72</b>
<b>391 DUE FROM GENERAL</b>					<b>\$0.00</b>
					<b>\$87,320.72</b>

I certify that this financial report is correct, that all cash receipts have been recorded and deposited intact, that all disbursements were supported by the proper authorities and documentary evidence with state laws, regulations and school board regulations.

Prepared By:  Treasurer 

Rocky Point Union Free School District  
Treasurer's Report  
Extra Class Checking - X201  
As of June 30, 2013

Reconciled Balance as of:	5/31/2013		121,978.84
Receipts:			
	BANN	1,712.65	
	Flower Sale	2,721.50	
	Water	500.00	
	Review Books	1,127.33	
	Varsity Dinner #3	2,235.00	
	Sales Drive	450.00	
	Gatorade	2,041.00	
	70's & 80's Dance	310.00	
	Yearbook Sales	3,385.00	
	Dance Tickets	3,887.05	
	Interest	29.81	
		18,399.34	18,399.34
Disbursements:			
	NSF Check	99.94	
	Cash Disbursements	52,957.52	
		(53,057.46)	(53,057.46)
Total available balance per General Ledger as of:	6/30/2013		87,320.72
Bank Balance as of:	6/30/2013		121,295.42
Less:	Outstanding Checks		(33,974.70)
Adjusted Bank Balance as of:	6/30/2013		87,320.72

Prepared by: Linda Belski  
Date: 7/1/2013

Reviewed by: Virginia McHenry  
Date: 7/1/2013

X201

ExportData[9]

Direct inquiries to Customer Service  
(877) 694-9111

ROCKY POINT UFSD  
EXTRA CLASS CHECKING  
90 ROCKY POINT YAPHANK RD  
ROCKY POINT NY 11778-8423

19 ENCLOSURES Page 1 of 2

Government Bking Cking w/i

Opening balance	06-01-13	123,888.84
+Deposits/Credits	12	18,369.53
-Checks/Debits	22	20,992.76
-Service charge		0.00
+Interest paid		29.81
Ending balance	06-30-13	121,295.42
Days in Statement Period	30	

INTEREST INFORMATION

Average Daily Balance	120,871.22
Days in Earnings Period	30
Interest Earned	29.81
Annual Percentage Yield Earned	0.30 %
Interest Paid this Year	201.65

DATE	DESCRIPTION	CHECK#	DEBITS	CREDITS	BALANCE
	Beginning Balance				123,888.84
06-04	Customer deposit			1,712.65	125,601.49
06-05	Chargeback		78.00		125,523.49
	NSF 1st time	053113			
06-07	Customer deposit			2,721.50	128,244.99
06-07	Customer deposit			2,157.00	130,401.99
06-07	Customer deposit			500.00	130,901.99
06-07	Check withdrawal	10681	10,714.40		120,187.59
06-07	Check withdrawal	10669	325.00		119,862.59
06-10	Check withdrawal	10679	499.25		119,363.34
06-10	Check withdrawal	10664	300.00		119,063.34
06-12	Customer deposit			1,127.33	120,190.67
06-12	Check withdrawal	10680	293.29		119,897.38
06-13	Chargeback		10.97		119,886.41
	NSF 1st time	061213			
06-17	Customer deposit			1,165.00	121,051.41
06-17	Customer deposit			310.00	121,361.41
06-17	Chargeback		10.97		121,350.44
	NSF 1st time	061213			

Bank Reconciliation Outstanding Checks Listing as of 06/30/13

CHECK#	ISSUE DATE	PAYEE	AMOUNT	CLEARED	CLEAR DATE
10674	06/05/13	GIFFORD, SEAN	125.00	N	
10676	06/05/13	GUERRISI, MATTHEW	125.00	N	
10677	06/05/13	LASALLA, NICK	125.00	N	
10678	06/05/13	MCLOONE, CHARLES	125.00	N	
10682	06/05/13	SORANNO, DAN	125.00	N	
10685	06/05/13	GROSSMANN, KELLI	400.00	N	
10688	06/12/13	MESSINETTI, JACQUELINE	500.00	N	
10694	06/19/13	SCALONE, TARA	510.16	N	
10695	06/26/13	GONZALEZ, MICHELLE	1,340.00	N	
10696	06/26/13	JOSTENS INC.	20,203.39	N	
10697	06/26/13	PORT JEFFERSON SPORTING G	86.90	N	
10698	06/26/13	THRIFTY BEVERAGE	246.75	N	
10699	06/26/13	WILLIAM JAMES PHOTOGRAPHY	10,062.50	N	
GRAND TOTAL			33,974.70		
TOTAL CHECKS			13		

Report Completed 2:03 PM

## DETAIL ACCOUNT TRANSACTIONS - X 201 CAPITAL ONE CHECKING - 06/01/13 - 06/30/13

DATE	REF#	INV#	VEND#	EXPLANATION	SCH#	DEBITS	CREDITS	BALANCE
06/01/13				BALANCE 07/01/12 - 05/31/13		0.00	0.00	121,978.84
06/04/13	1021617			SINGING SANTAS	CR-12	1,712.65	0.00	123,691.49
06/06/13	1021671			FLOWER SALE	CR-12	2,721.50	0.00	126,412.99
06/07/13	1021665			WATER	CR-12	500.00	0.00	126,912.99
06/07/13	1021666			VARSITY DINNER #3	CR-12	2,157.00	0.00	129,069.99
06/12/13	1021690			REVIEW BOOKS	CR-12	1,127.33	0.00	130,197.32
06/14/13	1021692			70'S & 80'S DANCE	CR-12	310.00	0.00	130,507.32
06/14/13	1021691			YEARBOOK SALES	CR-12	2,220.00	0.00	132,727.32
06/17/13	1021701			SALES	CR-12	1,165.00	0.00	133,892.32
06/17/13	1021700			DANCE TICKETS	CR-12	3,887.05	0.00	137,779.37
06/19/13	349			NSF - FAULHABER	JE-13	0.00	78.00	137,701.37
06/19/13	348			NSF - D'ANGELO	JE-13	0.00	10.97	137,690.40
06/21/13	1021708			VARSITY BANQUET	CR-12	78.00	0.00	137,768.40
06/24/13	352			NSF - IVONE	JE-13	0.00	10.97	137,757.43
06/25/13	1021720			GATORADE	CR-12	2,041.00	0.00	139,798.43
06/28/13	1021766			SALES	CR-12	450.00	0.00	140,248.43
06/30/13				**SEE OPEN CASH DISBURSE	CD-12	0.00	52,957.52	87,290.91
06/30/13	359			INTEREST INCOME	JE-13	29.81	0.00	87,320.72
				<b>TOTALS</b>		<b>18,399.34</b>	<b>53,057.46</b>	<b>87,320.72</b>

Report Completed 2:03 PM





**John F. Dennehy**  
**Certified Public Accountant**

July 1, 2013

Board of Education  
Rocky Point School District  
90 Rocky Point-Yaphank Road  
Rocky Point, NY 11778

*Re: Internal Claims Audit Report for the period  
June 1, 2013 through June 30, 2013*

Board of Education:

I have completed my internal claims auditing services for the Rocky Point School District covering the period June 1, 2013 through June 30, 2013. The services I performed, as outlined within my proposal, include reviewing all claims against the District. The purpose of this report is to update the Board of Education on work performed to date, my findings, and recommendations.

For ease of reference I have categorized the remainder of this report as follow:

**Internal Claims Audit Services**

**Exhibits**

**INTERNAL CLAIMS AUDIT SERVICES**

The internal claims audit services performed on each claim against the District consisted of:

1. Verification of the accuracy of invoices and claim forms
2. Ensuring proper approval of all purchases; checking that purchases constitute legal expenses of the school district
3. Determining that purchase orders have been issued in accordance with Board of Education policy, and applicable state laws



Board of Education  
Rocky Point School District  
July 1, 2013  
Page 2

*Re: Internal Claims Audit Report for the time period of  
June 1, 2013 through June 30, 2013*

4. Comparison of invoices or claims with previously approved contracts
5. Reviewing price extensions, claiming of applicable discounts, inclusion of shipping and freight charges
6. Approving all charges that are presented for payment which are supported with documentary evidence indicating compliance with all pertinent laws, policies and regulations

Over the time period of June 1, 2013 through June 30, 2013 I have audited 635 claims against the District in the amount of \$5,307,977.84. (See attached Exhibit I) I made inquiries and/ or observations into 70 claims in the amount of \$276,375.32. I have summarized the inquiries and/or observations as well as the resolutions within Exhibit II. It should be noted that currently, there is 1 outstanding inquiry in regards to the audit of the claims made against the District for the period of June 1, 2013 through June 30, 2013. I have summarized all voided checks and notable exceptions in Exhibit III.

\*\*\*\*\*

I trust that the foregoing comments are clear. If you have any questions or you would like to discuss this matter further, please contact me at 631-928-5406.

Very truly yours,

*John F. Dennehy, Jr.*  
Certified Public Accountant

**Internal Claims Audit By Fund**

**Rocky Point School District**

**Exhibit I**

Warrant Date	Audit Date	Warrant #	Fund	# of Checks	\$ Value of Checks	# of Inquiries	\$ Value of Inquiries	# of Resolved Inquiries	# of Outstanding Inquiries	Check Sequence
6/26/2013	6/26/2013	80	A	190	128,658.46	5	2,397.60	5	-	95012-95201
6/5/2013	6/5/2013	82	A	61	72,006.72	14	18,677.10	14	-	94769-94829
6/12/2013	6/12/2013	84	A	46	88,543.57	6	3,718.96	6	-	94830-94875
6/19/2013	6/19/2013	85	A	71	1,321,526.60	19	126,127.85	19	-	94876-94943
6/26/2013	6/26/2013	87	A	73	907,091.95	8	40,867.67	7	1	94944-95203
6/12/2013	6/12/2013	41	C	13	19,052.32	4	8,028.99	4	-	9160-9172
6/19/2013	6/19/2013	42	C	31	11,648.96	3	7,583.85	3	-	9173-9203
6/26/2013	6/26/2013	43	C	9	13,932.12	3	10,844.84	3	-	9204-9212
6/5/2013	6/5/2013	34	F	8	10,244.65	-	-	-	-	3902-3909
6/12/2013	6/12/2013	35	F	1	26.96	-	-	-	-	3910
6/19/2013	6/19/2013	36	F	9	26,503.50	3	22,746.00	3	-	3911-3919
6/26/2013	6/26/2013	37	F	5	29,665.00	1	25,590.00	1	-	3920-3924
6/12/2013	6/12/2013	20	H	1	1,330.00	1	1,330.00	1	-	866
6/5/2013	6/5/2013	61	T	3	2,688.55	-	-	-	-	10119-10121
6/5/2013	6/5/2013	62	T	27	571,107.53	-	-	-	-	10122-10130, 5112149-5112166
6/12/2013	6/12/2013	63	T	2	2,139.00	-	-	-	-	10131-10132
6/19/2013	6/19/2013	64	T	1	4,601.71	-	-	-	-	10134
6/14/2013	6/14/2013	65	T	1	28,785.00	-	-	-	-	10133
6/19/2013	6/19/2013	66	T	23	1,915,391.61	-	-	-	-	10135-10139, 5112167-5112184
6/26/2013	6/26/2013	67	T	16	78,271.14	-	-	-	-	10141-10143, 5112185-5112197
6/26/2013	6/26/2013	68	T	1	14,304.97	-	-	-	-	10140
6/12/2013	6/12/2013	3	U	13	7,500.00	-	-	-	-	244-256
6/26/2013	6/26/2013	12	X	30	52,957.52	3	2,462.46	3	-	10671-10699
<b>TOTAL</b>				<b>635</b>	<b>\$ 5,307,977.84</b>	<b>70</b>	<b>\$ 270,375.32</b>	<b>69</b>	<b>1</b>	

**Legend:**

A - General	P (A) - Chase General
C - Cafeteria	T - Trust & Agency
F - Federal	HB - Bond 2003
H - Capital	CM- Misc Spec Revenue
HCP - Capital Projects	U - Scholarship

*John F. Dennehy, Jr.*  
**Certified Public Accountant, PC**

**Rocky Point School District**  
**Claims Audit - Analysis by Number of Inquiries & Dollar Value**  
**Summary of Inquiries / Resolutions and Percentage of Total Claims & Dollar Value of Claims**  
**Exhibit II**

**2012 / 2013 YTD**

**Analysis by Number of Inquiries**

Reason For Inquiry	Resolution	Jan-13	Feb-13	Mar-13	Apr-13	May-13	Jun-13
All invoices not reflected on check	Pay unpaid invoice(s) next warrant	- 0.00%	- 0.00%	- 0.00%	- 0.00%	- 0.00%	- 0.00%
Check voided by accounts payable	Check voided	- 0.00%	- 0.00%	- 0.00%	- 0.00%	1 0.29%	- 0.00%
Check amount not equal to invoices	Void & reissue	1 0.24%	- 0.00%	- 0.00%	- 0.00%	- 0.00%	- 0.00%
Current year expense paid prior year P.O.	P.O. Funds carried over	5 1.18%	1 0.41%	- 0.00%	- 0.00%	- 0.00%	- 0.00%
Insufficient supporting backup	Hold for missing information	1 0.24%	- 0.00%	- 0.00%	1 0.23%	- 0.00%	1 0.16%
Insufficient supporting backup	Backup Provided	- 0.00%	- 0.00%	1 0.38%	- 0.00%	- 0.00%	7 1.10%
Insufficient supporting backup	Void check	- 0.00%	- 0.00%	- 0.00%	- 0.00%	- 0.00%	- 0.00%
Invoice date precedes PO date	Noted by Business Office	11 2.59%	9 3.66%	13 3.60%	16 3.64%	18 5.16%	17 2.64%
Invoice over 90 days outstanding/undated	Verified no duplicate payment	12 2.83%	3 1.23%	8 2.23%	7 1.59%	16 4.58%	4 0.63%
Invoice previously stamped by claims auditor	Original check confirmed void	- 0.00%	- 0.00%	1 0.26%	1 0.23%	- 0.00%	4 0.63%
Insufficient separation of duties	Received additional administration approval	- 0.00%	- 0.00%	- 0.00%	1 0.23%	- 0.00%	- 0.00%
Missing administrator approval signature	Received proper authorization	- 0.00%	- 0.00%	- 0.00%	- 0.00%	1 0.29%	- 0.00%
Missing receiving signature on invoice or PO	Verified receipt of goods/services	- 0.00%	- 0.00%	- 0.00%	1 0.23%	- 0.00%	- 0.00%
No Purchase Order encumbered	Void & reissue after P.O. encumbered	- 0.00%	- 0.00%	- 0.00%	- 0.00%	- 0.00%	- 0.00%
Not an original invoice	Copy, fax or statement accepted	1 0.24%	1 0.41%	1 0.28%	3 0.68%	4 1.13%	3 0.47%
Paid sales tax	Amount immaterial (< \$5), claim paid	- 0.00%	- 0.00%	- 0.00%	- 0.00%	- 0.00%	- 0.00%
PO insufficient funds	PO funds increased post invoice	3 0.71%	2 0.81%	3 0.84%	13 2.94%	11 3.13%	31 4.64%
PO insufficient funds	No funds available in budget code, budget transfer required	- 0.00%	- 0.00%	- 0.00%	- 0.00%	- 0.00%	1 0.16%
Prior year invoice paid current year funds	Noted by Business Office	- 0.00%	1 0.41%	- 0.00%	- 0.00%	- 0.00%	1 0.16%
Vendor name incorrect	Finance Mgr updated to new name	- 0.00%	- 0.00%	- 0.00%	- 0.00%	1 0.29%	- 0.00%
Xtra Class club purchased gift cards for needy family	Utilizing recipient verification procedure through school social worker	1 0.24%	- 0.00%	- 0.00%	- 0.00%	1 0.29%	1 0.16%
<b>Total Number (#) of Inquiries</b>		<b>35 8.25%</b>	<b>17 6.91%</b>	<b>27 7.48%</b>	<b>43 9.79%</b>	<b>53 15.19%</b>	<b>70 11.03%</b>
<b>Total Claims Audited</b>		<b>424 100.00%</b>	<b>246 100.00%</b>	<b>361 100.00%</b>	<b>439 100.00%</b>	<b>349 100.00%</b>	<b>635 100.00%</b>
<b>Total Outstanding Inquiries</b>		<b>0 0.00%</b>	<b>0 0.00%</b>	<b>0 0.00%</b>	<b>0 0.00%</b>	<b>0 0.00%</b>	<b>1 0.16%</b>

**Rocky Point School District**  
**Claims Audit - Analysis by Number of Inquiries & Dollar Value**  
**Summary of Inquiries / Resolutions and Percentage of Total Claims & Dollar Value of Claims**  
**Exhibit II**

**2012 / 2013 YTD**

**Analysis by Dollar Value**

Reason For Inquiry	Resolution	Jan-13	Feb-13	Mar-13	Apr-13	May-13	Jun-13
All invoices not reflected on check	Pay unpaid invoice(s) next warrant	- 0.00%	- 0.00%	- 0.00%	- 0.00%	- 0.00%	- 0.00%
Check voided by accounts payable	Check voided	- 0.00%	- 0.00%	- 0.00%	- 0.00%	1,110.00 0.03%	- 0.00%
Check amount not equal to invoices	Void & reissue	339.94 0.01%	- 0.00%	- 0.00%	- 0.00%	- 0.00%	- 0.00%
Current year expense paid prior year P.O.	Noted by Business Office	9,693.79 0.27%	6,109.60 0.27%	- 0.00%	- 0.00%	- 0.00%	- 0.00%
Insufficient supporting backup	Hold for missing information	278.59 0.01%	- 0.00%	- 0.00%	90.00 0.00%	- 0.00%	79.91 0.00%
Insufficient supporting backup	Backup Provided	- 0.00%	- 0.00%	1,277.77 0.03%	- 0.00%	- 0.00%	2,922.22 0.06%
Insufficient supporting backup	Void check	- 0.00%	- 0.00%	- 0.00%	- 0.00%	- 0.00%	- 0.00%
Invoice date precedes PO date	Noted by Business Office	55,010.06 1.31%	23,767.07 1.05%	110,845.13 2.60%	177,948.81 3.67%	45,517.32 1.27%	87,297.61 1.94%
Invoice over 90 days outstanding/undated	Verified no duplicate payment	50,516.32 1.11%	2,900.00 0.13%	36,374.15 0.83%	108,027.27 2.31%	77,987.03 2.17%	4,713.30 0.09%
Invoice previously stamped by claims auditor	Original check confirmed void	- 0.00%	- 0.00%	11,416.48 0.27%	57,162.68 1.17%	- 0.00%	18,418.70 0.35%
Insufficient separation of duties	Received additional administration approval	- 0.00%	- 0.00%	- 0.00%	150.00 0.00%	- 0.00%	- 0.00%
Missing administrator approval endorsement	Received proper authorization	- 0.00%	- 0.00%	- 0.00%	- 0.00%	2,000.00 0.06%	- 0.00%
Missing receiving signature on invoice or PO	Verified receipt of goods/services	- 0.00%	- 0.00%	- 0.00%	451.42 0.01%	- 0.00%	- 0.00%
No Purchase Order encumbered	Void & reissue after P.O. encumbered	- 0.00%	- 0.00%	- 0.00%	- 0.00%	- 0.00%	- 0.00%
Not an original invoice	Copy, fax or statement accepted	17,688.20 0.39%	689.54 0.03%	3,120.00 0.07%	84.38 0.00%	4,328.93 0.12%	1,936.71 0.04%
Paid sales tax	Amount immaterial (< \$5), claim paid	- 0.00%	- 0.00%	- 0.00%	- 0.00%	- 0.00%	- 0.00%
PO insufficient funds	P.O. funds increased post invoice	2,129.62 0.05%	1,089.03 0.05%	15,322.08 0.36%	20,770.07 0.42%	11,057.16 0.31%	129,179.74 2.84%
PO insufficient funds	No funds available in budget code, budget transfer required	- 0.00%	- 0.00%	- 0.00%	- 0.00%	- 0.00%	17,791.13 0.38%
Prior year invoice paid current year funds	Noted by Business Office	- 0.00%	2,315.54 0.10%	- 0.00%	- 0.00%	- 0.00%	6,696.00 0.13%
Vendor name incorrect	Finance Mgr updated to new name	- 0.00%	- 0.00%	- 0.00%	- 0.00%	2,816.86 0.08%	- 0.00%
Xtra Class club purchased gift cards for needy family	Utilizing recipient verification procedure through school social worker	604.52 0.01%	- 0.00%	- 0.00%	- 0.00%	100.00 0.00%	1,340.00 0.03%
<b>Total Value (\$) of Inquiries</b>		<b>136,261.04 2.97%</b>	<b>36,870.78 1.63%</b>	<b>178,355.61 4.19%</b>	<b>364,684.63 7.93%</b>	<b>144,917.32 4.04%</b>	<b>270,375.32 5.99%</b>
<b>Total Claims Audited</b>		<b>4,556,663.92 100.00%</b>	<b>2,237,851.03 100.00%</b>	<b>4,255,815.21 100.00%</b>	<b>4,894,808.01 100.00%</b>	<b>3,585,885.56 100.00%</b>	<b>5,307,977.84 100.00%</b>
<b>Total Outstanding Inquiries</b>		<b>- 0.00%</b>	<b>- 0.00%</b>	<b>- 0.00%</b>	<b>- 0.00%</b>	<b>- 0.00%</b>	<b>79.91 0.00%</b>

**Rocky Point School District  
Internal Claim Audit  
Notable Exceptions  
Exhibit III**

**Voided Checks - June 2013**

<b>Fund</b>	<b>Ck #</b>	<b>Amount \$</b>	<b>Vendor</b>	<b>Warrant #</b>	<b>Warrant Date</b>	<b>Reason For Inquiry</b>	<b>Resolution</b>
None		-					
<b>Total</b>	<b>0 Voids</b>	-					

**Other Notable Exceptions - June 2013**

<b>Fund</b>	<b>Ck #</b>	<b>Amount \$</b>	<b>Vendor</b>	<b>Warrant #</b>	<b>Warrant Date</b>	<b>Reason For Inquiry</b>	<b>Resolution</b>
None		-					
<b>Total</b>	<b>0 Inquiries</b>	-					

*John F. Dennehy, Jr.  
Certified Public Accountant, PC*

**Rocky Point School District  
Internal Claims Audit  
Payroll Audit  
Exhibit IV**

**Audited Payroll Checks - June 2013**

<b>Fund</b>	<b>Ck #</b>	<b>Amount \$</b>	<b>Employee</b>	<b>Payroll Date</b>	<b>Exceptions</b>
PR	83661	2,585.86	Aschettino, Karen	6/5/2013	None
PR	205932	2,365.21	Czajkowski, Lauren	6/5/2013	None
PR	206060	2,019.36	Daly, Katerina	6/5/2013	None
PR	206051	2,387.16	Brons, Richard III	6/5/2013	None
PR	206107	2,772.99	Rand, Jason	6/5/2013	None
PR	83700	2,437.27	Kelly-Gibbons, Virginia D	6/19/2013	None
PR	206537	1,146.94	Gibaldi, Patricia G	6/19/2013	None
PR	83934	16,044.61	Giacchetto, Dana J	6/19/2013	None
PR	83930	20,066.35	Fusco, Cheryl	6/19/2013	None
PR	83923	19,319.29	Doolittle, Cecelia	6/19/2013	None
		<b>71,145.04</b>			

\*Please note all checks have been selected at random using a random number generator.

\*\*A result of no exceptions means that the the payroll check is accurate when compared against contracts, renewal letters and other documents.

*John F. Dennehy, Jr.*  
**Certified Public Accountant, PC**

# Budget Transfer Summary Report

## June 2013

From Account		To Account				
Account #	Description	Amount	Account #	Description	Amount	Reason
A 2110 120 99 0000	Instructional	\$ 30,000.00	A 9040 805 95 4000	Workers Compensation	\$ 30,000.00	Workers Compensation
A 2020 440 03 0000	Conference and Travel	\$ 150.00	A 2110 440 03 0000	Conference Expenses	\$ 150.00	Additional Conference Expenses
A 1620 416 04 0000	Natural Gas	\$ 2,800.00	A 1621 520 04 0000	B&G Materials	\$ 2,800.00	HS Ceiling Tiles
A 1620 417 04 0000	Electric	\$ 3,500.00	A 1651 520 04 0000	B&G Materials	\$ 3,500.00	Pending Invoices for Supplies
A 1620 417 04 0000	Electric	\$ 21,000.00	A 1621 404 04 0000	Special Projects	\$ 21,000.00	South Portable Repair
A 2855 433 04 0000	Official Fees	\$ 5,318.00	A 2855 425 04 0000	Sports Physicals	\$ 5,318.00	Sports Physicals
A 1620 417 04 0000	Electric	\$ 1,000.00	A 1620 520 04 0000	B&G Materials	\$ 1,000.00	HVAC Supplies
A 2110 440 02 0000	Conference Travel Expense	\$ 857.02	A 2020 440 02 0000	Conference Expense	\$ 1,092.02	Conference
A 2250 440 02 0000	Conference Travel Expense	\$235.00				
A 2020 440 03 0000	Conference Travel Expense	\$235.00	A 2110 440 03 0000	Conference Expense	\$ 300.00	Conference
A 1620 417 04 0000	Electric	\$ 73,700.00	A 1621 461 04 0000	Service Contracts	\$ 73,700.00	Sidewalk, Parking, Curbing and Drainage Repairs
A 1620 417 04 0000	Electric	\$ 4,490.00	A 1620 400 04 0000	Contractual	\$ 4,400.00	Locker Combination Changes; New Tires
			A 1621 520 04 0000	B&G Materials	\$ 90.00	
A 2110 120 99 0000	Instructional	\$ 86,110.80	A 2630 515 75 0000	Computer Supplies	\$ 86,110.80	Computer Lab Materials
A 1620 416 04 0000	Natural Gas	\$ 1,000.00	A 1620 520 04 0000	B&G Materials	\$ 1,000.00	Grounds Supplies
A 2110 208 04 0000	Instructional Equipment	\$ 4,832.00	A 2138 208 06 3120	Instructional Equipment MS	\$ 4,832.00	Music Supplies
A 1620 417 04 0000	Electric	\$ 500.00	A 1621 520 04 0000	B&G Materials	\$ 500.00	Locker Combination Changes; New Tires
A 2138 406 03 3120	Transportation	\$ 1,934.54	A 2138 500 06 3120	Supplies	\$ 1,934.54	MS Sound System
A 1620 418 04 0000	Telephone	\$11,000.00	A 1620 400 04 0000	Contractual	\$ 11,000.00	Electrical Services
A 2855 441 04 0000	Dues & Memberships	\$94.00	A 2855 425 04 0000	Sports Physicals	\$ 94.00	Athletic Physicals

# Budget Transfer Summary Report

## June 2013

From Account		To Account				
Account #	Description	Amount	Account #	Description	Amount	Reason
A 2855 440 04 0000	Conference Travel Expense	\$231.00	A 2110 500 03 3139	Supplies	\$ 107.00	Athletic Supplies
			A 2110 500 06 3139	Supplies	\$ 124.00	Athletic Supplies
A 2110 120 99 0000	Instructional	\$59,860.00	A 1620 400 04 0000	Contractual	\$ 59,860.00	Auditorium Maintenance
A 2110 208 04 0000	Instructional Equipment	\$3,600.00	A 2630 201 75 0000	Computer Equipment	\$3,600.00	Smart Board Purchase
A 2110 120 99 0000	Instructional	\$ 24,800.00	A 1621 400 04 0000	Contractual	\$24,800.00	Classroom Maintenance
A 1620 417 04 0000	Electric	\$ 2,000.00	A 1620 400 04 0000	Contractual	\$2,000.00	Fire Alarm Repair
A 1620 418 04 0000	Telephone	\$1,667.70	a 1620 400 04 0000	Contractual	\$1,667.70	MS Locker Combination Changes
A 2110 130 99 0000	Instructional	\$4,030.00	A 2630 515 75 0000	Computer Supplies	\$4,030.00	Instructional Support
A 2815 500 01 0000	Nurse Supplies	\$1,400.00	A 2110 500 01 0000	Supplies	\$1,400.00	Office Supplies
A 1620 417 04 0000	Electric	\$4,400.00	A 1620 400 04 0000	Contractual	\$4,400.00	Change Locker Combinations
A 2110 130 99 0000	Instructional	\$ 33,200.00	A 2630 400 75 0000	Contractual	\$33,200.00	Instructional Support
A 1620 418 04 0000	Telephone	\$1,140.64	A 1621 400 04 0000	Contractual	\$1,140.64	MS DVR Repair
A 2110 130 99 0000	Instructional	\$35,000.00	A 1621 400 04 0000	Contractual	\$35,000.00	Clear Brush
A 2110 130 99 0000	Instructional	\$29,931.00	A 1621 400 04 0000	Contractual	\$17,931.00	Tennis Court Repair
			A 1620 521 04 0000	Custodial Supplies	\$12,000.00	
A 2060 154 99 0000	Curriculum Work	\$ 10,024.00	A 2010 490 04 0000	Boces	\$65,129.00	Test Scoring
A 2010 400 04 0000	Contractual	\$ 53,294.00				
A 2010 440 04 0000	Conference Travel Expense	\$ 1,429.00				
A 2010 441 04 0000	Dues & Memberships	\$ 382.00				
A 2110 400 06 3090	Contractual	\$ 428.00	A 2110 500 06 0000	Supplies	\$428.00	Replace items in FACS rooms
A 2110 130 99 0000	Instructional	\$ 26,925.42	A 1621 400 04 0000	Contractual	\$ 26,925.42	Building Maintenance



## **Student Activity and District Sponsored Contracts:**

### **Group:**

MS and HS Student Counsel Dances  
Leaders Club  
Varsity Club  
Career Advisory Partnership (CAP)  
BANN NYC trip  
Senior Prom  
High School Production  
High School  
High School-PSAT/SAT  
HS Yearbook  
MS Yearbook  
Thespian Troupe  
High School Jr. Prom  
High School Prom  
Mark Twain Literary Awards  
Boys Varsity Golf

### **Service Contracts:**

DJ  
Catering Hall  
Catering Hall  
Catering Hall  
Coach buses, restaurant, CircleLine  
Coach buses, yacht/catering hall, DJ  
Set materials, Licenses  
Photographer-Commencement ceremony  
Princeton Review classes  
Printing  
Printing  
Coach buses, restaurant, theater tours  
Lighting, Sound  
Lighting, Sound  
Catering Hall  
Golf Course Use (Rolling Oaks)

**SHOREHAM WADING RIVER CENTRAL SCHOOL DISTRICT  
ADMINISTRATIVE OFFICE  
250B ROUTE 25A  
SHOREHAM, NY 11786**

**SPECIAL EDUCATION INSTRUCTIONAL SERVICES AGREEMENT**

This Agreement is entered into this 1<sup>st</sup> day of July 2013, by and between the Board of Education of the SHOREHAM-WADING RIVER CENTRAL SCHOOL DISTRICT (hereinafter "RECEIVING DISTRICT"), having its principal place of business for the purpose of this Agreement at 250B Route 25A, Shoreham, New York 11786 and ROCKY POINT UNION FREE SCHOOL DISTRICT (hereinafter "SENDING DISTRICT"), having its principal place of business for the purpose of this Agreement at 90 Rocky Point-Yaphank Road, Rocky Point, NY 11778.

**WITNESSETH**

WHEREAS the SENDING DISTRICT is authorized under the Education Law to contract with other school districts within the State of New York for the instruction of students with disabilities in those situations where the SENDING DISTRICT is unable to provide for the education of such students with disabilities in special classes in the schools of the SENDING DISTRICT; and

WHEREAS, the RECEIVING DISTRICT is a school district within the State of New York authorized to provide special education and related services to students with disabilities;

NOW, THEREFORE, the parties mutually agree as follows:

A. TERM:

1. The term of this Agreement shall be from July 1<sup>st</sup> through August 9, 2013, inclusive, unless terminated early as provided for in this Agreement. It is understood that the SENDING DISTRICT is under no obligation to renew this Agreement upon its expiration.

B. CONDITIONS:

In performing services specified in this Agreement, it is understood that:

1. This Agreement, and any amendments to this Agreement, will not be in effect until agreed to in writing and signed by authorized representatives of both parties.
2. The RECEIVING DISTRICT agrees to defend, indemnify and hold harmless the SENDING DISTRICT, its officers, directors, agents, or employees against all claims, costs, damages and expenses, including attorneys' fees, judgments, fines

and amounts arising from any willful act, error or negligence of the RECEIVING DISTRICT, its officers, directors, agents or employees in relation to the performance of this Agreement.

3. The SENDING DISTRICT agrees to defend, indemnify and hold harmless the RECEIVING DISTRICT, its officers, directors, agents, or employees against all claims, costs, damages and expenses, including attorneys' fees, judgments, fines and amounts arising from any willful act, error or negligence of the SENDING DISTRICT, its officers, directors, agents or employees in relation to the performance of this Agreement.

C. SERVICES AND RESPONSIBILITIES:

1. The RECEIVING DISTRICT agrees to provide instructional services, excluding any and all transportation services, to those students specified in the attached Addendum "A", incorporated by reference herein and made a part of this Agreement, in accordance with their IEP for the applicable school year.
  - a. A student(s) may be added or deleted from the attached Schedule A only by an agreement, in writing, signed by authorized representatives from both parties. In the event that a student(s) is/are added or deleted during the term of this Agreement, the payment amount owed by the SENDING DISTRICT shall be adjusted accordingly.
2. All services provided by the RECEIVING DISTRICT to students under this Agreement shall be in accordance with each student's Individualized Education Program (IEP), as it may be modified from time to time.
  - a. Prompt notice shall be given by the SENDING DISTRICT to the RECEIVING DISTRICT upon any modification of a student's IEP.
  - b. The SENDING DISTRICT shall obtain whatever releases, prescriptions, or other legal documents necessary for the RECEIVING DISTRICT to implement the IEP.
3. The RECEIVING DISTRICT shall perform all services under this Agreement in accordance with all applicable Federal, State and local laws, rules, and regulations, as well as established policy guidance from the New York State Education Department.
4. The RECEIVING DISTRICT shall provide conscientious, competent, and diligent services throughout the term of this Agreement.

5. The RECEIVING DISTRICT agrees to make relevant personnel available to participate in meetings of the SENDING DISTRICT's Committee on Special Education (CSE), where appropriate, upon reasonable prior notice to the RECEIVING DISTRICT of such meetings.
6. The RECEIVING DISTRICT shall perform background checks and fingerprinting of all staff directly providing services to students, and comply with all provisions of the Safe Schools Against Violence in Education (SAVE) Act. The RECEIVING DISTRICT shall provide the SENDING DISTRICT with the appropriate proof of clearance for employment by the New York State Education Department.
7. The SENDING DISTRICT shall obtain releases or other legal documents necessary for the RECEIVING DISTRICT to render full and complete reports concerning the education and progress of the student(s) covered by the terms of this Agreement. The RECEIVING DISTRICT will render such reports to the SENDING DISTRICT at the same time that such reports are made to the parent(s) of student(s) covered by the terms of this Agreement.
8. The SENDING DISTRICT shall have the right to examine any or all records or accounts maintained by the RECEIVING DISTRICT in connection with this Agreement.
9. Upon reasonable prior written notice, the RECEIVING DISTRICT shall be subject to visitation by the SENDING DISTRICT and/or its designated representatives during the normal business hours of the RECEIVING DISTRICT.
10. In the event that the parent or person in parental relation to a student(s) receiving services pursuant to this Agreement initiates litigation in connection with such services, the RECEIVING DISTRICT shall promptly give written notice of same to the SENDING DISTRICT.

D. REPRESENTATIONS:

1. The RECEIVING DISTRICT represents that all services under this Agreement will be provided by individuals who are of good character, who are in good professional standing, and who possess current and valid licenses/certifications necessary to perform the services under this Agreement. The RECEIVING DISTRICT represents that no individuals providing services under this Agreement are currently charged, nor in the past have been charged with any relevant criminal or professional misconduct or incompetence. Upon the execution of this Agreement, the RECEIVING DISTRICT shall provide copies of required licenses/certifications of all professionals providing services to student(s) under this Agreement.

2. In the event that the required license/certification of any agent or employee of the RECEIVING DISTRICT providing services under this Agreement is revoked, terminated, suspended, or otherwise impaired, the RECEIVING DISTRICT shall immediately notify the SENDING DISTRICT in accordance with the requirements for all notices pursuant to this Agreement set forth below.

E. COMPENSATION:

1. The RECEIVING DISTRICT shall be entitled to recover tuition from the SENDING DISTRICT for each student receiving services pursuant to this Agreement in accordance with the Commissioner's formula for calculating tuition for nonresident students.
  - a. The parties understand that this rate is subject to change by the State Education Department in accordance with Part 174 of the Regulations of the Commissioner of Education. In the event that the tuition rate is changed for the term of this Agreement, the amount of tuition which the SENDING DISTRICT is required to pay shall be increased or decreased to reflect the adjusted tuition rate for the relevant period of each student's attendance.
2. Requests for payment by the RECEIVING DISTRICT shall be made by submission of a detailed written invoice to the SENDING DISTRICT which references the time period for which payment is being requested, and a breakdown of the total amount due for the period specified. A copy of the tuition worksheet shall accompany each invoice.
3. The SENDING DISTRICT shall pay the RECEIVING DISTRICT within thirty (30) days of receipt of each invoice by the SENDING DISTRICT.

F. INSURANCE:

1. The RECEIVING DISTRICT, at its sole expense, shall procure and maintain such policies of comprehensive general liability, malpractice and other insurance as shall be necessary to insure the SENDING DISTRICT (and the Board of Education) as additional insured, against any claim for liability, personal injury, or death occasioned directly or indirectly by the RECEIVING DISTRICT, its officers, agents, or employees in connection with the performance of the RECEIVING DISTRICT'S responsibilities under this Agreement; each such policy shall provide a minimum coverage of One Million (\$1,000,000.00) Dollars in the event of injury or death to one person, and Three Million (\$3,000,000.00) Dollars in the event of injury or death to more than one person as the result of the same incident.

2. The insurance is to be underwritten by a licensed and/or admitted New York State Insurer with a minimum Bests rating of A-minus.
3. There should be a thirty (30) day written notice to the SENDING DISTRICT in the event of cancellation or non-renewal.
4. Upon request, the RECEIVING DISTRICT shall supply the SENDING DISTRICT with a copy of said policy / policies.

G. TERMINATION:

1. Either the SENDING DISTRICT or the RECEIVING DISTRICT may terminate this Agreement upon thirty (30) days prior written notice to the other party. Such notice shall be given in accordance with the requirements for all notices pursuant to this Agreement set forth below.
2. The parties agree that either party's failure to comply with any terms or conditions of this Agreement will provide a basis for the other party to immediately terminate this Agreement without any further liability to the party which violated the Agreement.
3. In the event the SENDING DISTRICT or the RECEIVING DISTRICT terminates this Agreement with or without cause, such termination of the Agreement shall not discharge the parties' existing obligations to each other as of the effective date of termination.

H. NOTICES

1. All notices which are required or permitted under this Agreement shall be in writing, and shall be deemed to have been given if delivered personally or sent by registered or certified mail, addressed as follows:

RECEIVING DISTRICT:

SHOREHAM-WADING RIVER CENTRAL SCHOOL DISTRICT  
250B Route 25A  
Shoreham, NY 11786

SENDING DISTRICT:

ROCKY POINT UNION FREE SCHOOL DISTRICT  
90 Rocky Point-Yaphank Road  
Ricky Point, NY 11778

I. SUCCESSORS AND ASSIGNS:

1. It is expressly understood that this Agreement shall not be assigned or transferred without prior written consent of the other party.

J. WAIVER OF RIGHTS

1. The failure of either party to enforce any provision of this Agreement shall not be construed as a waiver or limitation of that party's right to subsequently enforce every provision of this Agreement.

K. SEVERABILITY

1. Should any provision of this Agreement, for any reason, be declared invalid and/or unenforceable, such decision shall not effect the validity of the remaining provisions of this Agreement. Such remaining provisions shall remain in full force and effect as if this Agreement had been executed with the invalid provision(s) eliminated.

L. GOVERNING LAW

1. This Agreement and the rights and obligations of the parties hereunder shall be construed in accordance with, and governed by, the laws and regulations of the State of New York and applicable Federal laws and regulations

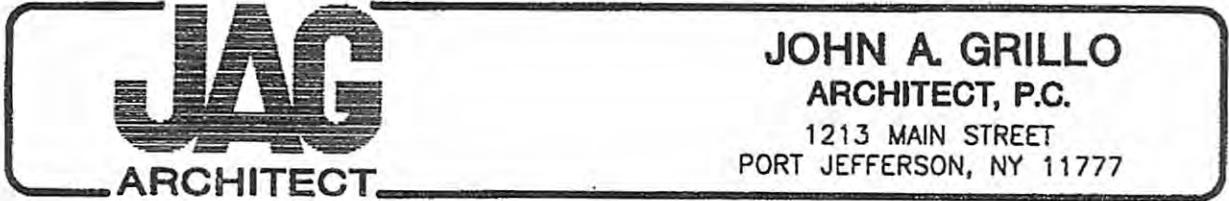
M. ENTIRE AGREEMENT:

1. This Agreement, along with the attached "Schedule A," is the complete and exclusive statement of the Agreement between the parties, and supersedes all prior or contemporaneous, oral or written: proposals, understandings, representations, conditions or covenants between the parties relating to the subject matter of the Agreement.
2. This Agreement may not be changed orally, but only by an agreement, in writing, signed by authorized representatives of both parties.

**Estimated Tuition for One (1) Rocky Point Student for the 2013-14 School Year (summer program) \$4,864.00**







TEL: (631) 476-2161

FAX: (631) 476-9846

July 9, 2013

Mr. Greg Hilton  
School Business Official  
Rocky Point UFSD  
90 Rocky Point-Yaphank Road  
Rocky Point, NY 11778

RE: Rocky Point UFSD  
2013 Roof Replacement at the  
Frank J. Carasiti Elementary School  
SED No.: 58-02-09-02-0-006-016

Dear Mr. Hilton:

We have reviewed the bids received, on July 9, 2013, for the work of the referenced project, and recommend the Board of Education reject all bids received and this work be rebid.

If additional information is required, please don't hesitate to contact our office.

Very truly yours,



John M. Grillo  
Architect

JMG:kw

cc: Dr. M. Ring  
J. Drenckhahn

2013-Roof Replacement - FJC - rec ltr -reject



TEL: (631) 476-2161

FAX: (631) 476-9846

July 8, 2013

Mr. Greg Hilton  
School Business Official  
Rocky Point UFSD  
90 Rocky Point-Yaphank Road  
Rocky Point, NY 11778

RE: Rocky Point UFSD  
2011/2012 Capital Improvement Program  
Phase 4 - REBID  
Rocky Point High School  
SED No.: 58-02-09-02-0-005-030

Dear Mr. Hilton:

We have reviewed the bids received, on July 3, 2013, for the work of the referenced project, and recommend awards of contracts be made to the lowest responsible bidders as follows:

Contract No. 1: Toilet Reconstruction

We recommend award of Contract No. 1 - Toilet Reconstruction to the lowest responsible bidder as follows:

Valco, Inc.  
29 Orchard Meadow Road  
East Williston, NY 11596  
516-746-7414

in the following amounts:

1. Base Bid (005-030):	\$142,400
2. Alternate No. 1 - New Men's Toilet:	\$38,000
	-----
4. Total Base Bid Plus Alternates:	\$180,400

For projects below the monetary threshold, as outlined in the Wicks Law Reform, bidders must submit a sealed list naming each subcontractor for the plumbing, HVAC and electrical work, and the amount to be paid to each. However, AFL failed to include this documentation as part of their sealed bid package and therefore, their bid must be rejected by the Board of Education as failing to comply with the bid documents.

If additional information is required, please don't hesitate to contact our office.

Very truly yours,



John M. Grillo  
Architect

JMG:kw

cc: Dr. M. Ring  
J. Drenckhahn

11-12 CIP-Phase 4 - rec ltr - REBID 7-8-13



**ROCKY POINT UNION FREE SCHOOL DISTRICT**

**Administrative Offices**

**90 Rocky Point-Yaphank Road**

**Rocky Point, New York 11778**

**BIDDERS PROPOSAL AND CERTIFICATION**

The Board of Education  
Rocky Point Union Free School District  
Rocky Point, NY 11778

Attention: Business Office

Gentlemen:

We, the undersigned, herewith propose and agree to furnish to the Board of Education of the Rocky Point Union Free School District, Rocky Point, New York, any one or all of the items upon which we have bid, for the prices indicated herein, in accordance with the specifications. We further certify that we have read these specifications and our offer is in strict accordance therewith.

Bid No. 14-12 Pizza

Bid Price per Pie \$ 5.93

We offer the following cash discount for  
Payment within 30 days after delivery  
\_\_\_\_\_ %.


Bid security submitted with this bid  
(Certified Check/Bid Bond)  
\$ 3,000.00

Respectfully submitted,

DOMINO'S PIZZA  
Name of Firm

379 A RT 25 A  
Street

ROCKY POINT, NY 11778  
Town, State, Zip Code

By:   
Signature

SHAHID MAHMOOD  
Name (Print) & Title

631-833-5639 CELL  
Telephone  
631-821-3500 BUS

Note: All communication in connection with this bid should be addressed to the Purchasing Agent, Rocky Point Union Free School District, Business Office, 90 Rocky Point-Yaphank Road, Rocky Point, New York 11778. Telephone number 631-849-7563.

**ROCKY POINT PUBLIC SCHOOLS**

**SURPLUS TEXTBOOK DISPOSAL**

SCHOOL: Rocky Point High School

DEPARTMENT: English

ADMINISTRATOR: Michael Yannucci

Title and Author	ISBN#	Copyright Date	Number to be Disposed of	Rationale
The Language in Composition	0-312-45094	2008	40	Updated edition purchased

Assistant Superintendent Deborah DeLuca Date 6/12/13

**ROCKY POINT UNION FREE SCHOOL DISTRICT**

**SURPLUS TEXTBOOK DISPOSAL**

SCHOOL: *Middle School*      DEPARTMENT: *Science*      ADMINISTRATOR: *Marianne Williams*

Title and Author	ISBN#	Copyright Date	Number to be Disposed of	Rationale
<i>Physical Science - Scott Foresman</i>	<i>0-673-42184-8</i>	<i>1990</i>	<i>141</i>	<i>Outdated</i>

ASSISTANT SUPERINTENDENT: *Deborah DeLuca*      DATE: *6/20/13*



## AUDIT COMMITTEE CHARTER

Revised July 2013

Deleted: September

Deleted: 0

### Audit Committee Authority

Pursuant to resolution number VI, dated December 19, 2005, the Board of Education of the Rocky Point School District has established an audit committee to assist the Board of Education in the oversight of both the internal and external audit functions. The requirement to create an audit committee was established by Education Law 2116-c. In accordance with Education Law 2116-c (4), the role of an audit committee shall be advisory, unless the Audit Committee consists of at least a quorum of Board members, and any recommendations it provides to the Board shall not be substituted for any required review and acceptance by the Board of Education.

### Mission

The Board of Education of the Rocky Point School District has established an audit committee to provide independent advice, assistance, and recommendations to the Board in the oversight of the internal and external audit functions of the district.

### Composite and Requisite Skills

The Audit Committee shall be comprised of all current Board of Education members. The committee shall act as a sub-committee of the Board, or a combination of the Board and community members. No district employee shall serve on this committee. Committee members are to be selected and reappointed annually. Committee members serve without compensation but are allowed reimbursement for any actual and necessary expenses incurred in relation to attendance at committee meetings.

Deleted: at least three residents of the community

The members of the Audit Committee shall have the collective expertise in understanding the accounting and financial reporting of district finances and resolve concerns presented by the district's external and internal auditor.

### Duties and Responsibilities

The duties and responsibilities of the Rocky Point School District Audit Committee include the following:

- **External Audit Focus**
  - Provide recommendations regarding the selection of the external auditor to the Board of Education



- Meet with the external auditor prior to commencement of the audit to, among other things, review the engagement letter, and understand the scope of the external audit process.
  - Review and discuss with the external auditor any risk assessment of the district's fiscal operations developed as part of the auditor's responsibilities under governmental auditing standards for a financial statement audit and federal single audit standards, if applicable
  - Receive and review the draft annual audit report and accompanying draft management letter, including the external auditor's assessment of the district's system of internal controls, and, working directly with the external auditor, assist the Board of Education in interpreting such documents
  - Make a recommendation to the Board of Education on accepting the annual audit report
  - Review every corrective action plan developed by the school district and assist the Board of Education in the implementation of such plan
- **Internal Audit Focus**
    - Make recommendations to the Board of Education regarding the appointment of the internal auditor
    - Assist in the oversight of the internal audit function, including reviewing the annual internal audit plan to ensure that high risk areas and key control activities are periodically evaluated and tested, and reviewing the results of internal audit activities
    - Review significant recommendations and findings of the internal auditor
    - Monitor implementation of the internal auditor's recommendations by management
    - Participate in the evaluation of the performance of the internal audit function
- **Administrative Matters**
    - Hold regularly scheduled meetings no less than once per fiscal year
    - Review and revise the Audit Committee Charter, as necessary

### **Meetings and Notification**

The chairperson will be responsible for scheduling meetings. All meetings will be conducted in open session, except as otherwise permitted by law. Education Law provides that the Audit Committee may conduct an executive session under certain circumstances, such as, meetings with the external auditor or matters pertaining to personnel.

The District Clerk will be responsible to:

- Inform the committee of scheduled meetings
- Record the minutes of the meeting

**Decision Making Process**

All decisions shall be reached by vote of a simple majority of the total membership of the committee. A quorum constitutes a simple majority of the total membership and meetings will not be conducted unless a quorum is present.

**Reporting Requirements**

Provide minutes or a summary of minutes of meetings which clearly record the actions and recommendations of the Committee.

**Review of the Charter**

The Rocky Point School District Audit Committee shall assess and report to the Board of Education on the adequacy of this Charter no less than on an annual basis or as necessary. Charter modifications, as recommended by the Audit Committee, should be presented to the Board of Education in writing for their review and action.

Adopted: September 27, 2010

# Academic Intervention Plan

2012-2014

Rocky Point School District



## **Introduction**

The Rocky Point Union Free School District's Academic Intervention Services (AIS) plan was developed to meet the requirements of the Section 100.2(ee) revisions to the Commissioner's Regulations. School districts are required to provide instructional and student support services to help students achieve the New York State learning standards.

## **Definition**

Academic Intervention Services are defined as additional instructional services that supplements regular classroom instruction and/or student support services designed to help students achieve the New York State learning standards. Academic Intervention Services are direct services intended to assist students who are identified as being at-risk of not achieving the New York State learning Standards in English Language Arts and mathematics in grades K-12 and in social studies and science in grades 4-12. In addition, the services are provided to those students who are identified as being at-risk of not gaining the skills and knowledge necessary to meet or exceed designated performance levels on the New York State assessments. Each year the elementary and intermediate state assessments will have four designated performance levels on each assessment.

### **Level 1:**

The student has not met academic standards, has serious academic problems, and needs extra help.

### **Level 2:**

The student has not met the academic standards, has some academic problems, and needs extra help.

### **Level 3:**

The student has met the academic standards.

### **Level 4:**

The student exceeds the standards and is moving toward high performance.

\* Scale Score Ranges are subject to change based on New York State Department of Education modifications

## **English Language Arts: Scale Score Ranges Associated with Performance Levels**

<b>Grade</b>	<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>
<b>3</b>	465 – 643	644 – 662	663 – 693	694 – 780
<b>4</b>	430 – 636	637 – 670	671 – 721	722 – 765
<b>5</b>	495 – 647	648 – 667	668 – 699	700 – 795
<b>6</b>	480 – 643	644 – 661	662 – 693	694 – 785
<b>7</b>	470 – 641	642 – 664	665 – 697	698 – 790
<b>8</b>	430 – 627	628 – 657	658 – 698	699 – 790



### Mathematics: Scale Score Ranges Associated with Performance Levels

Grade	Level 1	Level 2	Level 3	Level 4
3	470 – 661	662 – 683	684 – 706	707 – 770
4	485 – 635	636 – 665	666 – 706	707 – 800
5	495 – 639	640 – 665	666 – 706	707 – 780
6	500 – 639	640 – 673	674 – 699	700 – 780
7	500 – 638	639 – 669	670 – 693	694 – 800
8	480 – 638	639 – 673	674 – 703	704 – 765

All students who score at Levels 1 and 2 *must* receive Academic Intervention Services. The services for a particular student should vary in intensity based on the student’s needs as measured by state assessments and other information about the student’s performance. In addition, the plan must address barriers to student progress including attendance problems, discipline problems, family-related problems, health-related issues, nutrition-related issues, and mobility/transfer related issues.

Academic Intervention Services must be initiated no later than the beginning of the semester following a determination that a student needs such services.

#### Eligibility Criteria

Specific circumstances automatically qualify a student for Academic Intervention Services:

- Students who score below the designated performance levels (level 1 or level 2) on elementary, intermediate, and commencement level New York State assessments in English Language Arts, mathematics, social studies, and science
- Students who are at-risk of not meeting New York State standards as indicated through district-adopted procedures
- Students in grades K-2 who lack reading readiness
- Limited English Proficient (LEP)/English Language Learners (ELL) who do not achieve the annual performance standards.

In addition, the District will use *multiple measures* to determine student eligibility for Academic Intervention Services. These multiple sources may include but are not limited to:

- Early reading assessments/literacy profiles
- Elementary math assessments
- Performance on New York State assessments

- Performance on teacher assessments
- Performance on benchmark assessments
- Classroom performance
- Report card grades
- Observation and anecdotal records
- Recommendation by teacher, counselor, administrator, or other school staff

\* If a New York State Assessments score is unavailable, previous New York State Assessments and/or the multiple measures stated above will be used to determine if a student is in need of Academic Intervention Services.

**Academic Intervention Services (AIS) grades 6 – 8:**

**Based on 5<sup>th</sup> Grade Test: Incoming 6<sup>th</sup> Grade Students**

Criteria for Assigning AIS Services	Scale Scores	Level of AIS Service
ELA Level 2	648-652	High Intensity
ELA Level 2	653-660	Moderate Intensity
ELA Level 2	661-667	Low Intensity
Math Level 2	640-651	High Intensity
Math Level 2	652-663	Moderate Intensity
Math Level 2	664-665	Low Intensity

**Based on 6<sup>th</sup> Grade Test: Incoming 7<sup>th</sup> Grade Students**

Criteria for Assigning AIS Services	Scale Scores	Level of AIS Service
ELA Level 2	644-649	High Intensity
ELA Level 2	650-655	Moderate Intensity
ELA Level 2	656-661	Low Intensity
Math Level 2	640-651	High Intensity
Math Level 2	652-663	Moderate Intensity
Math Level 2	664-673	Low Intensity

**Based on 7<sup>th</sup> Grade Test: Incoming 8<sup>th</sup> Grade Students**

Criteria for Assigning AIS Services	Scale Scores	Level of AIS Service
ELA Level 2	642-649	High Intensity
ELA Level 2	650-657	Moderate Intensity
ELA Level 2	658-664	Low Intensity
Math Level 2	639-649	High Intensity
Math Level 2	650-658	Moderate Intensity
Math Level 2	659-669	Low Intensity



## Academic Intervention Services (AIS) grades 9-12:

### Based on 8<sup>th</sup> Grade Test: Incoming 9<sup>th</sup>, 10<sup>th</sup>, 11<sup>th</sup> Grade Students

Criteria for Assigning AIS Services	Scale Scores	Level of AIS Service
ELA Level 2	628-637	High Intensity
ELA Level 2	638-647	Moderate Intensity
ELA Level 2	648-657	Low Intensity
Math Level 2	639-650	High Intensity
Math Level 2	651-661	Moderate Intensity
Math Level 2	662-673	Low Intensity

### Based on Regents exam: Incoming 11<sup>th</sup> and 12<sup>th</sup> Grade Students

Criteria for Assigning AIS Services
English Regents: Failing Score
English Class: Failing of course
Math Regents: Failing Score
Math Class: Failing of course

## Special Education

Academic Intervention Services will be provided to students with disabilities on the same basis as non-disabled students. Academic Intervention Services are provided in addition to special education services. The same appropriate accommodations and supports outlined on the student's Individualized Education Program (IEP) must be provided when Academic Intervention Services are delivered.

## Exit Criteria

Academic Intervention Services may be discontinued when the student achieves proficiency on the New York State assessments or when the student meets one or more of the requirements outlined in this document.

All Academic Intervention Services are provided by certified, highly-qualified teachers.

### **Intensity of Services**

The intensity of services will be based on the level of student need as determined by multiple measures and sources of evidence gathered by the school district. Frequency of services will be based on the level of intensity of services and IST/RtI recommendation.

The following information is included in this Academic Intervention Services plan:

- Criteria for entrance and exit eligibility
- Description of services
- Procedure for parent notification
- Procedure for monitoring student progress.

As per New York State Education Department Regulations, the plan will be revised biannually.

### **Teacher Monitoring: Middle and High School Levels**

Students receiving a high level 2 performance score on a New York State assessment (see above for the respective scores) will receive teacher monitoring. At the middle and high school level a teacher(s) is (are) assigned a group of students. This teacher works in conjunction with the Mathematics or English Language Arts Coordinator. When student progress reports (or report cards) are distributed the coordinator will download the specific student's academic information via e-School and will subsequently collaborate with the student's teacher(s) to ensure academic success.



**Rocky Point UFSD**  
**2012-2014 Academic Intervention Services Plan Summary**  
**English Language Arts**

ELA	High Intensity	Moderate Intensity	Low Intensity	Exit
K	Reading 5/wk 30 min/session Wilson Foundations Double Dose 2/wk 30 min/session Teacher Monitoring Extra Help with Specialist Extra Help with Teacher	Teacher Monitoring Extra Help with Teacher	Teacher Monitoring Extra Help	Report Card: On Grade Level 3 Lexile Level 100 or Above Literacy Collaborative Guided Reading Level B or Above AIMSweb Benchmark Reading Fluency: Avg. ThinkLink K score of 3 or 4 Passing ELA Parallel Tasks Teacher/Rtl Recommendation
1	Reading Recovery 5/wk 30 min/session Leveled Literacy Instruction 5/wk 30 min/session Wilson Foundations Double Dose 2/wk 30 min/session Teacher Monitoring Extra Help with Specialist Extra Help with Teacher	Teacher Monitoring Extra Help	Teacher Monitoring Extra Help	Report Card: On Grade Level 3 Lexile Level 400 or Above Literacy Collaborative Guided Reading Level I or Above AIMSweb Benchmark Reading Fluency: Avg ThinkLink 1 score of 3 or 4 Passing ELA Parallel Tasks Teacher/Rtl Recommendation
2	Leveled Literacy Instruction 5/wk 30 min/session Wilson Foundations Double Dose 2/wk 30 min/session Teacher Monitoring Extra Help with Specialist Extra Help with Teacher	Teacher Monitoring Extra Help	Teacher Monitoring Extra Help	Report Card: On Grade Level 3 Lexile Level 500 or Above Literacy Collaborative Guided Reading Level M or Above AIMSweb Benchmark Reading Fluency: Avg. ThinkLink 2 score of 3 or 4 Passing ELA Practice Test Teacher/Rtl Recommendation
3	System 44: 5/wk 80 min READ 180: 5/wk 80 min Reading Pull-out or Push-In 2/wk 40 min sessions Reading: Wilson 3/wk 40 min/session School-based Tutoring/Support Teacher Monitoring Extra Help with Reading Specialist Extra Help with Teacher	Teacher Monitoring Extra Help	Teacher Monitoring Extra Help	Report Card: On Grade Level 3 Scholastic Reading Inventory Lexile Level 700 or Above Literacy Collaborative Guided Reading Level Q or Above NYSEL ELA 3 Score of 3 or 4 AIMSweb Benchmark Reading Fluency: Avg. ThinkLink Score of 3 or 4 Teacher/Rtl Recommendation
4	System 44: 5/wk 80 min READ 180: 5/wk 80 min Reading: Pull-out 2/wk 1/wk Push-in 1/wk 40 min	Teacher Monitoring Extra Help	Teacher Monitoring Extra Help	Report Card: On Grade Level 3 Scholastic Reading Inventory Lexile Level 800 or Above Literacy Collaborative Guided Reading Level S or Above



ELA	High Intensity	Moderate Intensity	Low Intensity	Exit
	<p>sessions</p> <p>Reading: Wilson 3/wk 40 min/session</p> <p>School-based Tutoring/Support</p> <p>Teacher Monitoring</p> <p>Extra Help with Reading Specialist</p> <p>Extra Help with Teacher</p>			<p>NYSED ELA 4 Score of 3 or 4</p> <p>AIMSweb Benchmark Reading Fluency: Avg.</p> <p>ThinkLink Score of 3 or 4</p> <p>Teacher/RtI Recommendation</p>
5	<p>System 44: 5/wk 80 min</p> <p>READ 180: 5/wk 80 min</p> <p>Reading Pull-out 2/wk 1/wk Push-In 1/wk 40 min sessions</p> <p>Reading: Wilson 3/wk 40 min/session</p> <p>School-based Tutoring/Support</p> <p>Extra Help with Reading Specialist</p> <p>Extra Help with Teacher</p> <p>Teacher Monitoring</p>	<p>Teacher Monitoring</p> <p>Extra Help</p>	<p>Teacher Monitoring</p> <p>Extra Help</p>	<p>Report Card: On Grade Level 3</p> <p>Scholastic Reading Inventory Lexile Level 900 or Above</p> <p>Literacy Collaborative Guided Reading Level V or Above</p> <p>NYSED ELA 5 Score of 3 or 4</p> <p>AIMSweb Benchmark Reading Fluency: Avg.</p> <p>ThinkLink Score of 3 or 4</p> <p>Teacher/RtI Recommendation</p>
6	<p>System 44: 2 42-minute periods every day</p> <p>READ 180: 2 42-minute periods every day</p> <p>ELA 6 AIS: 1 42-minute period every day</p> <p>ELA 6 AIS: 1 42-minute period every other day</p> <p>Wilson Reading 3/wk 42 min/session</p> <p>School-based Tutoring/Support</p> <p>Teacher Monitoring</p> <p>Extra Help</p>	<p>Teacher Monitoring</p> <p>Extra Help</p>	<p>Teacher Monitoring</p> <p>Extra Help</p>	<p>English Course Grade of 65 or higher</p> <p>English Final Exam Grade of 65 or higher</p> <p>NYSED ELA 6 Score of 3 or 4</p> <p>AIMSweb Benchmark Reading On Grade Level</p> <p>ThinkLink 6 Score of 3 or 4</p> <p>Scholastic Reading Inventory Lexile Level 1000 or Above</p> <p>Teacher/RtI Recommendation</p>
7	<p>System 44: 2 42-minute periods every day</p> <p>READ 180: 2 42-minute periods every day</p> <p>ELA 7 AIS: 1 42-minute period every day</p> <p>ELA 7 AIS: 1 42-minute period every other day</p> <p>Reading: Wilson 3/wk 42 min/session</p> <p>School-based Tutoring/Support</p> <p>Teacher Monitoring</p> <p>Extra Help</p>	<p>Teacher Monitoring</p> <p>Extra Help</p>	<p>Teacher Monitoring</p> <p>Extra Help</p>	<p>English Course Grade of 65 or higher</p> <p>English Final Exam Grade of 65 or higher</p> <p>NYSED ELA 7 Score of 3 or 4</p> <p>ThinkLink 7 Score of 3 or 4</p> <p>Scholastic Reading Inventory Lexile Level 1100 or Above</p> <p>Teacher/RtI Recommendation</p>
8	<p>System 44: 2 42-minute periods every day</p> <p>READ 180: 2 42-minute periods every day</p> <p>ELA 8 AIS: 1 42-minute period every day</p> <p>ELA 8 AIS: 1 42-minute period every other day</p> <p>Reading: Wilson 3/wk 42 min/session</p> <p>School-based Tutoring/Support</p> <p>Teacher Monitoring</p> <p>Extra Help</p>	<p>Teacher Monitoring</p> <p>Extra Help</p>	<p>Teacher Monitoring</p> <p>Extra Help</p>	<p>English Course Grade of 65 or higher</p> <p>English Final Exam Grade of 65 or higher</p> <p>NYSED ELA 8 Score of 3 or 4</p> <p>ThinkLink 8 Score of 3 or 4</p> <p>Scholastic Reading Inventory Lexile Level 1150 or Above</p> <p>Teacher/RtI Recommendation</p>

ELA	High Intensity	Moderate Intensity	Low Intensity	Exit
English 9	System 44: 2 42-minute periods every day READ 180: 2 42-minute periods every day ELA AIS 9/10: 1 42-minute period every other day School-based Tutoring/Support Teacher Monitoring Extra Help	Teacher Monitoring Extra Help	Teacher Monitoring Extra Help	English Course Grade of 65 or higher Final Exam score of 65 or higher Scholastic Reading Inventory Lexile Level 1200 or Above Teacher/Rtl Recommendation
English 10	System 44: 2 42-minute periods every day READ 180: 2 42-minute periods every day ELA AIS 9/10: 1 42-minute period every other day School-based Tutoring/Support Teacher Monitoring Extra Help	Teacher Monitoring Extra Help	Teacher Monitoring Extra Help	English Course Grade of 65 or higher Final Exam score of 65 or higher Scholastic Reading Inventory Lexile Level 1250 or Above Teacher/Rtl Recommendation
English 11	System 44: 2 42-minute periods every day READ 180: 2 42-minute periods every day ELA AIS 11/12: 1 42-minute period every other day School-based Tutoring/Support Teacher Monitoring Extra Help	Teacher Monitoring Extra Help	Teacher Monitoring Extra Help	English Course Grade of 65 or higher English Regents Exam Grade of 65 or higher Scholastic Reading Inventory Lexile Level 1300 or Above Teacher/Rtl Recommendation



**Rocky Point UFSD**  
**2012-2014 Academic Intervention Services Plan Summary**  
**Mathematics**

Math	High Intensity	Moderate Intensity	Low Intensity	Exit
K	Drop-In Math Extra Help Teacher Monitoring Extra Help	Teacher Monitoring Extra Help	Teacher Monitoring Extra Help	Report Card: On Grade Level 3 or Above AIMSweb Math Concepts: Average ThinkLink K Score of 3 or 4 Passing Math Parallel Tasks Teacher/RtI Recommendation
1	Drop-In Math Extra Help Teacher Monitoring Extra Help	Teacher Monitoring Extra Help	Teacher Monitoring Extra Help	Report Card: On Grade Level 3 or Above AIMSweb Math Concepts: Average ThinkLink 1 Score of 3 or 4 Passing Math Parallel Tasks Teacher/RtI Recommendation
2	Drop-In Math Extra Help Teacher Monitoring Extra Help	Teacher Monitoring Extra Help	Teacher Monitoring Extra Help	Report Card: On Grade Level 3 or Above AIMSweb Math Concepts: Average ThinkLink 2 Score of 3 or 4 Passing Math Practice Test Teacher/RtI Recommendation
3	School-based Tutoring/Support Math Program 2/wk 60 min/session Drop-In Math Extra Help Teacher Monitoring Extra Help	Teacher Monitoring Extra Help	Teacher Monitoring Extra Help	Report Card: On Grade Level 3 or Above NYSED Math 3 Score of 3 or 4 AIMSweb Math Concepts: Average ThinkLink 3 Score of 3 or 4 Above Teacher/RtI Recommendation Teacher/RtI Recommendation
4	School-based Tutoring/Support Math Program 2/wk 60 min/session Drop-In Math Extra Help Teacher Monitoring Extra Help	Teacher Monitoring Extra Help	Teacher Monitoring Extra Help	Report Card: On Grade Level 3 or Above NYSED Math 4 Score of 3 or 4 AIMSweb Math Concepts: Average ThinkLink 4 Score of 3 or 4 Teacher/RtI Recommendation Teacher/RtI Recommendation
5	School-based Tutoring/Support Math Program 2/wk 60 min/session Drop-In Math Extra Help Teacher Monitoring Extra Help	Teacher Monitoring Extra Help	Teacher Monitoring Extra Help	Report Card: On Grade Level 3 or Above NYSED Math 5 Score of 3 or 4 AIMSweb Math Concepts: Average ThinkLink 5 Score of 3 or 4 Above Teacher/RtI Recommendation Teacher/RtI Recommendation

Math	High Intensity	Moderate Intensity	Low Intensity	Exit
6	Math 6 AIS: 1 42-minute period every day Math 6 AIS: 1 42-minute period every other day School-based Tutoring/Support Teacher Monitoring Extra Help	Teacher Monitoring Extra Help	Teacher Monitoring Extra Help	Math Course Grade of 65 or higher Math Final Exam Grade of 65 or higher NYSED Math 6 Score of 3 or 4 ThinkLink 6 Score of 3 or 4 Teacher/RtI Recommendation
7	Math 7 AIS: 1 42-minute period every day Math 7 AIS: 1 42-minute period every other day School-based Tutoring/Support Teacher Monitoring Extra Help	Teacher Monitoring Extra Help	Teacher Monitoring Extra Help	Math Course Grade of 65 or higher Math Final Exam Grade of 65 or higher NYSED Math 7 Score of 3 or 4 ThinkLink 7 Score of 3 or 4 Teacher/RtI Recommendation
8	Math 8 AIS: 1 42-minute period every day Math 8 AIS: 1 42-minute period every other day School-based Tutoring/Support Teacher Monitoring Extra Help	Teacher Monitoring Extra Help	Teacher Monitoring Extra Help	Math Course Grade of 65 or higher Math Final Exam Grade of 65 or higher NYSED Math 8 Score of 3 or 4 ThinkLink 8 Score of 3 or 4 Teacher/RtI Recommendation
Integrated Algebra	School-based Tutoring/Support Math AIS 9/10: Integrated Algebra Teacher Monitoring Extra Help	Teacher Monitoring Extra Help	Teacher Monitoring Extra Help	Integrated Algebra Course Grade of 65 or higher Integrated Algebra Regents Grade of 80 or higher Teacher/RtI Recommendation
Geometry	School-based Tutoring/Support Teacher Monitoring Extra Help	Teacher Monitoring Extra Help	Teacher Monitoring Extra Help	Geometry Course Grade of 65 or higher Geometry Regents Grade of 80 or higher Teacher/RtI Recommendation
Algebra II/ Trigonometry	School-based Tutoring/Support Teacher Monitoring Extra Help	Teacher Monitoring Extra Help	Teacher Monitoring Extra Help	Algebra II/Trigonometry Course Grade of 65 or higher Algebra II/Trigonometry Regents Grade of 65 or higher Teacher/RtI Recommendation



**Rocky Point UFSD**  
**2012-2014 Academic Intervention Services Plan Summary**  
**Social Studies**

Social Studies	High Intensity	Moderate Intensity	Low Intensity	Exit
K	ELA AIS: SS Content Area Reading and Writing Teacher Monitoring Extra Help	Teacher Monitoring Extra Help	Teacher Monitoring Extra Help	Report Card: On Grade Level 3 or Above Passing SS Tasks Teacher/RtI Recommendation
1	ELA AIS: SS Content Area Reading and Writing Teacher Monitoring Extra Help	Teacher Monitoring Extra Help	Teacher Monitoring Extra Help	Report Card: On Grade Level 3 or Above Passing SS Tasks Teacher/RtI Recommendation
2	ELA AIS: SS Content Area Reading and Writing Teacher Monitoring Extra Help	Teacher Monitoring Extra Help	Teacher Monitoring Extra Help	Report Card: On Grade Level 3 or Above Passing SS Tasks Teacher/RtI Recommendation
3	ELA AIS: SS Content Area Reading and Writing Teacher Monitoring Extra Help	Teacher Monitoring Extra Help	Teacher Monitoring Extra Help	Report Card: On Grade Level 3 or Above Passing SS Tasks Teacher/RtI Recommendation
4	ELA AIS: SS Content Area Reading and Writing Teacher Monitoring Extra Help	Teacher Monitoring Extra Help	Teacher Monitoring Extra Help	Report Card: On Grade Level 3 or Above Passing SS Tasks Teacher/RtI Recommendation
5	ELA AIS: SS Content Area Reading and Writing Teacher Monitoring Extra Help	Teacher Monitoring Extra Help	Teacher Monitoring Extra Help	Report Card: On Grade Level 3 or Above Passing SS Tasks Teacher/RtI Recommendation
6	School-based Tutoring/Support Teacher Monitoring Extra Help	Teacher Monitoring Extra Help	Teacher Monitoring Extra Help	Social Studies Course Grade of 65 or higher Social Studies Final Exam Grade of 65 or higher Passing SS Tasks Teacher/RtI Recommendation
7	School-based Tutoring/Support Teacher Monitoring Extra Help	Teacher Monitoring Extra Help	Teacher Monitoring Extra Help	Social Studies Course Grade of 65 or higher Social Studies Final Exam Grade of 65 or higher Passing SS Tasks Teacher/RtI Recommendation
8	School-based Tutoring/Support Teacher Monitoring Extra Help	Teacher Monitoring Extra Help	Teacher Monitoring Extra Help	Social Studies Course Grade of 65 or higher Social Studies Final Exam Grade of 65 or higher Passing SS Tasks Teacher/RtI Recommendation
Global History & Geography 9	School-based Tutoring/Support Teacher Monitoring Extra Help	Teacher Monitoring Extra Help	Teacher Monitoring Extra Help	Social Studies Course Grade of 65 or higher Social Studies Final Exam Grade of 65 or higher Passing SS Tasks Teacher/RtI Recommendation
US History & Government 11	School-based Tutoring/Support Teacher Monitoring & Extra Help	Teacher Monitoring Extra Help	Teacher Monitoring Extra Help	US History Course Grade of 65 US History Regents Grade of 65 Teacher/RtI Recommendation



**Rocky Point UFSD**  
**2012-2014 Academic Intervention Services Plan Summary**  
**Social Studies**

Science	High Intensity	Moderate Intensity	Low Intensity	Exit
K-2	ELA AIS: Science Content Area Reading and Writing Teacher Monitoring Extra Help	Teacher Monitoring Extra Help	Teacher Monitoring Extra Help	Report Card: On Grade Level 3 or Above Teacher/RtI Recommendation
3	ELA AIS: Science Content Area Reading and Writing Teacher Monitoring Extra Help	Teacher Monitoring Extra Help	Teacher Monitoring Extra Help	Report Card: On Grade Level 3 or Above NYSED Practice Test Score of 3 or 4 Teacher/RtI Recommendation
4	ELA AIS: Science Content Area Reading and Writing Teacher Monitoring Extra Help	Teacher Monitoring Extra Help	Teacher Monitoring Extra Help	Report Card: On Grade Level 3 or Above NYSED Science 4 Score of 3 or 4 Teacher/RtI Recommendation
5	ELA AIS: Science Content Area Reading and Writing Teacher Monitoring Extra Help	Teacher Monitoring Extra Help	Teacher Monitoring Extra Help	Report Card: On Grade Level 3 or Above NYSED Practice Test Score of 3 or 4 Teacher/RtI Recommendation
6-7	School-based Tutoring/Support Teacher Monitoring Extra Help	Teacher Monitoring Extra Help	Teacher Monitoring Extra Help	Science Course Grade of 65 or higher Science Final Exam Grade of 65 or higher Teacher/RtI Recommendation
8	School-based Tutoring/Support Teacher Monitoring Extra Help	Teacher Monitoring Extra Help	Teacher Monitoring Extra Help	Science Course Grade of 65 or higher NYSED Science 8 Score of 3 or 4 Teacher/RtI Recommendation
Living Environment	School-based Tutoring/Support Teacher Monitoring Extra Help	Teacher Monitoring Extra Help	Teacher Monitoring Extra Help	Living Environment Course Grade of 65 Living Environment Regents Grade of 65 Teacher/RtI Recommendation
Earth Science	School-based Tutoring/Support Teacher Monitoring Extra Help	Teacher Monitoring Extra Help	Teacher Monitoring Extra Help	Earth Science Course Grade of 65 Earth Science Regents Grade of 65 Teacher/RtI Recommendation
Chemistry	School-based Tutoring/Support Teacher Monitoring Extra Help	Teacher Monitoring Extra Help	Teacher Monitoring Extra Help	Chemistry Course Grade of 65 Chemistry Regents Grade of 65 Teacher/RtI Recommendation

ACADEMIC INTERVENTION SERVICES DESCRIPTION: 2012-14

Rocky Point School District

Standards Area: Student Support Services

Grade Level/Grade Level Group: Grade PK-2

**Procedures to Determine AIS Student Support and AIS Discontinuance**

Multiple Measure(s)	Criteria to Determine AIS Need	Criteria to Discontinue AIS
<b>Developmental Measures:</b>		
<b>Academic Screening:</b> <ul style="list-style-type: none"> <li>▪ Woodcock Johnson</li> <li>▪ Wechsler Individual Achievement Test (WIAT)</li> <li>▪ Bracken</li> </ul>	<ul style="list-style-type: none"> <li>▪ Low Average and Below On Multiple Sub-Tests</li> </ul>	<ul style="list-style-type: none"> <li>▪ Average on Multiple Sub-Tests</li> </ul>
<b>Diagnostic Screening:</b> <ul style="list-style-type: none"> <li>▪ Achenbach Teacher Form</li> <li>▪ Achenbach Parent Form</li> <li>▪ Behavior Assessment System for Children (BASC)</li> <li>▪ Behavior Rating Inventory of Executive Functioning (BRIEF)</li> <li>▪ Attention Deficit Hyperactivity Disorder Test (ADHD-T) Teacher Form</li> <li>▪ ADHD-T Parent Form</li> <li>▪ PDDBI</li> </ul>	<ul style="list-style-type: none"> <li>▪ Borderline Clinical or Clinical</li> </ul>	<ul style="list-style-type: none"> <li>▪ Normal</li> </ul>
<b>Psychological Testing:</b> <ul style="list-style-type: none"> <li>▪ Leiter – Nonverbal Performance</li> <li>▪ WISC-4</li> <li>▪ WIPPSI</li> </ul>	<ul style="list-style-type: none"> <li>▪ Low Average and Below On Multiple Sub-Tests</li> </ul>	<ul style="list-style-type: none"> <li>▪ Average on Multiple Sub-Tests</li> </ul>
<b>Professional Observations</b>	<ul style="list-style-type: none"> <li>▪ Inability to Complete Class Work</li> <li>▪ Inability to Complete Homework</li> <li>▪ Behaviors Interfere with Successful Acquisition of Learning</li> <li>▪ Poor Coping Skills</li> <li>▪ Emotional Instability</li> <li>▪ Poor Social Skills</li> </ul>	<ul style="list-style-type: none"> <li>▪ Completed Class Work</li> <li>▪ Completed Homework</li> <li>▪ Improved Behavior</li> <li>▪ Improved Outcomes</li> <li>▪ Instructional Support Team Recommendation</li> <li>▪ Improved Coping Skills</li> </ul>



Multiple Measure(s)	Criteria to Determine AIS Need	Criteria to Discontinue AIS
<b>Developmental Measures:</b>		
Professional Observations	<ul style="list-style-type: none"> <li>▪ Poor Peer/Adult Relationships</li> <li>▪ Home life is affecting ability to function at school</li> <li>▪ Instructional Support Team Referral</li> </ul>	<ul style="list-style-type: none"> <li>▪ Improved Emotional Stability</li> <li>▪ Improved Social Skills</li> <li>▪ Improved Peer/Adult Relationships</li> <li>▪ Improved home situation or coping skills</li> <li>▪ Instructional Support Team Recommendation</li> </ul>
Parent Observations	<ul style="list-style-type: none"> <li>▪ Inability to Complete Homework</li> <li>▪ Poor Coping Skills</li> <li>▪ Emotional Instability</li> <li>▪ Poor Social Skills</li> <li>▪ Poor Peer/Adult Relationships</li> <li>▪ Home life is affecting ability to function at school</li> </ul>	<ul style="list-style-type: none"> <li>▪ Completed Homework</li> <li>▪ Improved Coping Skills</li> <li>▪ Improved Emotional Stability</li> <li>▪ Improved Social Skills</li> <li>▪ Improved Peer/Adult Relationships</li> <li>▪ Improved home situation or coping skills</li> </ul>

### Possible Sources of Evidence

Reports:		
Discipline Referrals	5 Referrals	No Further Referrals
Attendance	10 Absences Excessive Tardiness Excessive Early Pick-ups from School	Improved Attendance
Nurse Records and Referrals	Neglect	Instructional Support Team Recommendation
Medical Diagnoses and Records	Instructional Support Team Recommendation	Instructional Support Team Recommendation
Progress Reports and Report Card	Near Level or Below Level	On Level or Above Level
Instructional Support Team Action Plan	Instructional Support Team Recommendation	Instructional Support Team Recommendation
Functional Behavior Assessment (FBA)	Behavior Support Plan (BSP)	No longer need BSP as determined by Instructional Support Team Recommendation

**Description of Level of Intensity Need – Based on Multiple Measures and Evidence/Related Criteria:**

**District Attendance Policy:**

- **High Intensity**
  - 25 or More Absences/Lateness to School/Early Pick-ups
    - Parent Contact by Letter
    - Meet with Building Administration
    - Possible Referral To Child Protective Services
- **Moderate Intensity**
  - 20 or More Absences/Lateness to School/Early Pick-ups
    - Parent Contact by Letter
    - Meet with Building Administration
- **Low Intensity**
  - 10 or More Absences/Lateness to School /Early Pick-ups
    - Parent Contact by Letter
    - Parent Contact by Phone

**Academic Intervention Services – Student Support (Guidance, Social Worker, School Psychologist, etc)**

	Description of Services	Intensity Factors: Frequency/Duration/Individualization
High Intensity	<i>Regular School Day</i> <ul style="list-style-type: none"> <li>▪ Individual Counseling</li> </ul>	<ul style="list-style-type: none"> <li>• 1x a week/30 minutes/Individual</li> </ul>
Moderate Intensity	<i>Regular School Day</i> <ul style="list-style-type: none"> <li>▪ Banana Splits Divorce Groups</li> <li>▪ Social Skills Groups</li> <li>▪ Friendship Groups</li> <li>▪ Bereavement Groups</li> </ul>	<ul style="list-style-type: none"> <li>• 1x a week/30 minutes/Group</li> <li>• 1x a week/30 minutes/Group</li> <li>• 1x a week/30 minutes/Group</li> <li>• 1x a week/30 minutes/Group</li> </ul>
Low Intensity	<i>Regular School day</i> <ul style="list-style-type: none"> <li>▪ Big Buddy/Little Buddy</li> <li>▪ FJC M&amp;M Mentoring Program</li> </ul>	<ul style="list-style-type: none"> <li>• 1x a week/40 minutes/Group</li> <li>• 1x a week during lunch/40 minutes/Individual or Group</li> </ul>



**ACADEMIC INTERVENTION SERVICES DESCRIPTION: 2012-14**

**Rocky Point School District**

Standards Area: Student Support Services

*Grade Level/Grade Level Group: 3-5*

**Procedures to Determine AIS Student Support and AIS Discontinuance**

Multiple Measure(s)	Criteria to Determine AIS Need	Criteria to Discontinue AIS
<b>Developmental Measures:</b>		
Academic Screening: <ul style="list-style-type: none"> <li>▪ Woodcock Johnson</li> <li>▪ Wechsler Individual Achievement Test (WIAT)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Low Average and Below On Multiple Sub-Tests</li> </ul>	<ul style="list-style-type: none"> <li>▪ Average on Multiple Sub-Tests</li> </ul>
Diagnostic Screening <ul style="list-style-type: none"> <li>▪ AIMSweb fluency</li> <li>▪ AIMS Maze/Math Concepts</li> <li>▪ Literacy Benchmark Testing</li> <li>▪ Think Link ELA/Math</li> <li>▪ Schlagel Spelling Test</li> </ul>	<ul style="list-style-type: none"> <li>▪ AIMS: Below Average/Well Below Average or Tier 2/3</li> <li>▪ LC grade level benchmarks</li> <li>▪ Think Link Level 1 or 2</li> <li>▪ Schlagel two years below grade level</li> <li>▪</li> </ul>	<ul style="list-style-type: none"> <li>▪ AIMS: Average or Tier 1</li> <li>▪ LC near/on grade level benchmark</li> <li>▪ Schlagel Instructional or Independent</li> <li>▪</li> <li>▪</li> </ul>
Psychological Testing <ul style="list-style-type: none"> <li>▪ WISC-4</li> <li>▪ WIPPSI</li> </ul>	<ul style="list-style-type: none"> <li>▪ Low Average and Below On Multiple Sub-Tests</li> </ul>	<ul style="list-style-type: none"> <li>▪ Average on Multiple Sub-Tests</li> </ul>
Professional Observations	<ul style="list-style-type: none"> <li>▪ Inability to Complete Class Work</li> <li>▪ Inability to Complete Homework</li> <li>▪ Behaviors Interfere with Successful Acquisition of Learning</li> <li>▪ Poor Coping Skills</li> <li>▪ Emotional Instability</li> <li>▪ Poor Social Skills</li> <li>▪ Poor Peer/Adult Relationships</li> <li>▪ Home life is affecting ability to function at school</li> <li>▪ Instructional Support Team Referral</li> </ul>	<ul style="list-style-type: none"> <li>▪ Completed Class Work</li> <li>▪ Completed Homework</li> <li>▪ Improved Behavior</li> <li>▪ Improved Outcomes</li> <li>▪ Instructional Support Team Recommendation</li> <li>▪ Improved Coping Skills</li> <li>▪ Improved Emotional Stability</li> <li>▪ Improved Social Skills</li> <li>▪ Improved Peer/Adult Relationships</li> <li>▪ Improved home situation or coping skills</li> <li>▪ Instructional Support Team Recommendation</li> </ul>
Parent Observations	<ul style="list-style-type: none"> <li>▪ Inability to Complete Homework</li> <li>▪ Poor Coping Skills</li> <li>▪ Emotional Instability</li> </ul>	<ul style="list-style-type: none"> <li>▪ Completed Homework</li> <li>▪ Improved Coping Skills</li> <li>▪ Improved Emotional Stability</li> </ul>

Multiple Measure(s)	Criteria to Determine AIS Need	Criteria to Discontinue AIS
<b>Developmental Measures:</b>		
	<ul style="list-style-type: none"> <li>▪ Poor Social Skills</li> <li>▪ Poor Peer/Adult Relationships</li> <li>▪ Home life is affecting ability to function at school</li> </ul>	<ul style="list-style-type: none"> <li>▪ Improved Social Skills</li> <li>▪ Improved Peer/Adult Relationships</li> <li>▪ Improved home situation or coping skills</li> </ul>
<b>Possible Sources of Evidence</b>		
<b>Reports:</b>		
Attendance	10 Absences Excessive Tardiness Excessive Early Pick-ups from School	Improved Attendance
Nurse Records and Referrals	Neglect	Instructional Support Team Recommendation
Medical Diagnoses and Records	Instructional Support Team Recommendation	Instructional Support Team Recommendation
Progress Reports and Report Card	Near Level or Below Level	On Level or Above Level
Instructional Support Team Action Plan	Instructional Support Team Recommendation	Instructional Support Team Recommendation
Functional Behavior Assessment (FBA)	Behavior Support Plan (BSP)	No longer need BSP as determined by Instructional Support Team Recommendation



**Description of Level of Intensity Need – Based on Multiple Measures and Evidence/Related Criteria:**

**District Attendance Policy:**

- **High Intensity**
  - 25 or More Absences/Lateness to School/Early Pick-ups
    - Parent Contact by Letter
    - Meet with Building Administration
    - Possible Referral To Child Protective Services
- **Moderate Intensity**
  - 20 or More Absences/Lateness to School/Early Pick-ups
    - Parent Contact by Letter
    - Meet with Building Administration
- **Low Intensity**
  - 10 or More Absences/Lateness to School /Early Pick-ups
    - Parent Contact by Letter
    - Parent Contact by Phone

**Academic Intervention Services –Student Support (Guidance, Social Worker, School Psychologist, etc.)**

	Description of Services	Intensity Factors: Frequency/Duration/Individualization
High Intensity	<i>Regular School Day</i> <ul style="list-style-type: none"> <li>▪ Individual Counseling</li> </ul>	<ul style="list-style-type: none"> <li>▪ 1x a week/30 minutes/Individual</li> </ul>
Moderate Intensity	<i>Regular School Day</i> <ul style="list-style-type: none"> <li>▪ Banana Splits Divorce Groups</li> <li>▪ Social Skills Groups</li> <li>▪ Friendship Groups</li> </ul>	<ul style="list-style-type: none"> <li>▪ 1x a week/30 minutes/Group</li> <li>▪ 1x a week/30 minutes/Group</li> <li>▪ 1x a week/30 minutes/Group</li> </ul>
Low Intensity	<i>Regular/After School day</i> <ul style="list-style-type: none"> <li>▪ Big Buddy/Little Buddy (High School Students)</li> <li>▪ Caring Connections Mentoring Program (staff members)</li> </ul>	<ul style="list-style-type: none"> <li>▪ 1x a week/40 minutes/Group</li> <li>▪ 1x a week during lunch/40 minutes/Individual or Group</li> </ul>

ACADEMIC INTERVENTION SERVICES DESCRIPTION: 2012-14

Rocky Point School District

Standards Area: Student Support

Grade Level/Grade Level Group: 6-8

## Procedures to Determine AIS Student Support and AIS Discontinuance

Multiple Measure(s)	Criteria to Determine AIS Need	Criteria to Discontinue AIS
<b>Developmental Measures:</b>		
Academic Screening: <ul style="list-style-type: none"> <li>▪ Woodcock Johnson</li> <li>▪ Wechsler Individual Achievement Test (WIAT)</li> <li>▪ NYS ELA/Math Scores</li> <li>▪ AIMS Web (6<sup>th</sup> grade)</li> <li>▪ Transcript &amp; Record Evaluations</li> <li>▪ ThinkLink (Discovery Education ELA/Math)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Low Average and Below On Multiple Sub-Tests</li> <li>▪ NYS ELA/Math Cut Scores</li> <li>▪ IST/AIS team recommendation</li> </ul>	<ul style="list-style-type: none"> <li>▪ Average on Multiple Sub-Tests</li> <li>▪ NYS Cut Scores</li> <li>▪ Demonstrated consistent Academic Improvement</li> </ul>
Diagnostic Screening <ul style="list-style-type: none"> <li>▪ Behavior Assessment System for Children (BASC)</li> <li>▪ Behavior Rating Inventory of Executive Functioning (BRIEF)</li> <li>▪ Conners ADHD Scale</li> <li>▪ BECK Youth Incentives</li> </ul>	<ul style="list-style-type: none"> <li>▪ Borderline Clinical or Clinical</li> <li>▪ Emotional/Social Concerns</li> </ul>	<ul style="list-style-type: none"> <li>▪ Normal</li> </ul>
Psychological Testing: <ul style="list-style-type: none"> <li>▪ Leiter – Nonverbal Performance</li> <li>▪ WISC-4</li> </ul>	<ul style="list-style-type: none"> <li>▪ Low Average and Below On Multiple Sub-Tests</li> </ul>	<ul style="list-style-type: none"> <li>▪ Average on Multiple Sub-Tests</li> </ul>
Professional Observations <ul style="list-style-type: none"> <li>▪ Team Meetings</li> </ul> Professional Observations <ul style="list-style-type: none"> <li>▪ Team Meetings</li> </ul>	<ul style="list-style-type: none"> <li>▪ Inability to Complete Class Work</li> <li>▪ Inability to Complete Homework</li> <li>▪ Behaviors Interfere with Successful Acquisition of Learning</li> <li>▪ Poor Coping Skills</li> <li>▪ Emotional Instability</li> <li>▪ Poor Social Skills</li> <li>▪ Poor Peer/Adult Relationships</li> <li>▪ Home life is affecting ability to function at school</li> <li>▪ Instructional Support Team Referral</li> </ul>	<ul style="list-style-type: none"> <li>▪ Completed Class Work</li> <li>▪ Completed Homework</li> <li>▪ Improved Behavior</li> <li>▪ Improved Outcomes</li> <li>▪ Instructional Support Team Recommendation</li> <li>▪ Improved Coping Skills</li> <li>▪ Improved Emotional Stability</li> <li>▪ Improved Social Skills</li> <li>▪ Improved Peer/Adult Relationships</li> <li>▪ Improved home situation or coping skills</li> <li>▪ Instructional Support Team Recommendation</li> </ul>



Multiple Measure(s)	Criteria to Determine AIS Need	Criteria to Discontinue AIS
<b>Developmental Measures:</b>		
Parent Observations	<ul style="list-style-type: none"> <li>▪ Inability to Complete Homework</li> <li>▪ Poor Coping Skills</li> <li>▪ Emotional Instability</li> <li>▪ Poor Social Skills</li> <li>▪ Poor Peer/Adult Relationships</li> <li>▪ Home life is affecting ability to function at school</li> </ul>	<ul style="list-style-type: none"> <li>▪ Completed Homework</li> <li>▪ Improved Coping Skills</li> <li>▪ Improved Emotional Stability</li> <li>▪ Improved Social Skills</li> <li>▪ Improved Peer/Adult Relationships</li> <li>▪ Improved home situation or coping skills</li> </ul>

### Possible Sources of Evidence

<b>Reports:</b>		
Discipline Referrals	3 Referrals	No Further Referrals
Attendance	10 Absences Excessive Tardiness Excessive Early Pick-ups from School	Improved Attendance
Nurse Records and Referrals	Neglect	Instructional Support Team Recommendation
Medical Diagnoses and Records	Instructional Support Team Recommendation	Instructional Support Team Recommendation
Progress Reports and Report Card	Failing or in danger of failing	Passing by 80 or better
Instructional Support Team Action Plan	Instructional Support Team Recommendation	Instructional Support Team Recommendation
Functional Behavior Assessment (FBA)	Behavior Support Plan (BSP)	No longer need BSP as determined by Instructional Support Team Recommendation



**Description of Level of Intensity Need – Based on Multiple Measures and Evidence/Related Criteria:**

**District Attendance Policy:**

- **High Intensity**
  - 25 or More Absences/Lateness to School/Early Pick-ups
    - Parent Contact by Letter
    - Meet with Building Administration
    - Possible Referral To Child Protective Services and/or PINS
    - Mandatory participation in AIS every other day for ELA and/or Math
- **Moderate Intensity**
  - 20 or More Absences/Lateness to School/Early Pick-ups
    - Parent Contact by Letter
    - Meet with Building Administration
    - Mandatory participation in AIS class every other day in ELA and/or Math
- **Low Intensity**
  - 10 or More Absences/Lateness to School /Early Pick-ups
    - Parent Contact by Letter
    - Parent Contact by Phone
    - AIS Monitoring if score warrants

**Academic Intervention Services – Student Support (Guidance, Social Worker, School Psychologist, Student Assistance Counselor, etc)**

	<b>Description of Service</b>	<b>Intensity Factors: Frequency/Duration/Individualization</b>
<b>High Intensity</b>	<p><i>Regular School Day</i></p> <ul style="list-style-type: none"> <li>▪ Individual Counseling</li> <li>▪ Why Try</li> <li>▪ Substance Abuse Education</li> <li>▪ Failure letters sent to parent at report card</li> </ul>	<ul style="list-style-type: none"> <li>▪ 1x a week/30 minutes/Individual</li> <li>▪ 1x a week/ 30 minutes Group</li> </ul>
<b>Moderate Intensity</b>	<p><i>Regular School Day</i></p> <ul style="list-style-type: none"> <li>▪ Banana Splits Divorce Groups</li> <li>▪ Social Skills Groups</li> <li>▪ Friendship Groups</li> <li>▪ Bereavement Groups</li> <li>▪ Failure letters sent to parent at report card</li> </ul>	<ul style="list-style-type: none"> <li>▪ 1x a week/30 minutes/Group</li> <li>▪ 1x a week/30 minutes/Group</li> <li>▪ 1x a week/30 minutes/Group</li> <li>▪ 1x a week/30 minutes/Group</li> </ul>
<b>Low Intensity</b>	<p><i>Regular School day</i></p> <ul style="list-style-type: none"> <li>▪ Big Buddy/Little Buddy</li> <li>▪ Mentoring Program</li> <li>▪ Failure letters sent to parent at report card</li> </ul>	<ul style="list-style-type: none"> <li>▪ 1x a week/40 minutes/Group</li> <li>▪ 1x a week during lunch/40 minutes/Individual or Group</li> </ul>

ACADEMIC INTERVENTION SERVICES DESCRIPTION: 2012-14

Rocky Point School District

Standards Area: Student Support Services

Grade Level/Grade Level Group: 9 -12

## Procedures to Determine AIS Student Support and AIS Discontinuance

Multiple Measure(s)	Criteria to Determine AIS Need	Criteria to Discontinue AIS
<b>Developmental Measures:</b>		
Academic Screening: <ul style="list-style-type: none"> <li>▪ Woodcock Johnson</li> <li>▪ Basic Achievement Skills Inventory</li> </ul>	<ul style="list-style-type: none"> <li>▪ Low Average and Below On Multiple Sub-Tests</li> </ul>	<ul style="list-style-type: none"> <li>▪ Average on Multiple Sub-Tests</li> </ul>
Diagnostic Screening <ul style="list-style-type: none"> <li>▪ Behavior Assessment System for Children (BASC)</li> <li>▪ Behavior Rating Inventory of Executive Functioning (BRIEF)</li> <li>▪ Scale for Assessing Emotional Disturbance</li> <li>▪ Conners 3</li> </ul>	<ul style="list-style-type: none"> <li>▪ Borderline Clinical or Clinical</li> </ul>	<ul style="list-style-type: none"> <li>▪ Normal</li> </ul>
Psychological Testing: <ul style="list-style-type: none"> <li>▪ WISC-4</li> <li>▪ WAIS-4</li> </ul>	<ul style="list-style-type: none"> <li>▪ Low Average and Below On Multiple Sub-Tests</li> </ul>	<ul style="list-style-type: none"> <li>▪ Average on Multiple Sub-Tests</li> </ul>
Professional Observations	<ul style="list-style-type: none"> <li>▪ Inability to Complete Class Work</li> <li>▪ Inability to Complete Homework</li> <li>▪ Behaviors Interfere with Successful Acquisition of Learning</li> <li>▪ Poor Coping Skills</li> <li>▪ Emotional Instability</li> <li>▪ Poor Social Skills</li> <li>▪ Poor Peer/Adult Relationships</li> <li>▪ Home life is affecting ability to function at school</li> <li>▪ Instructional Support Team Referral</li> </ul>	<ul style="list-style-type: none"> <li>▪ Completed Class Work</li> <li>▪ Completed Homework</li> <li>▪ Improved Behavior</li> <li>▪ Improved Outcomes</li> <li>▪ Instructional Support Team Recommendation</li> <li>▪ Improved Coping Skills</li> <li>▪ Improved Emotional Stability</li> <li>▪ Improved Social Skills</li> <li>▪ Improved Peer/Adult Relationships</li> <li>▪ Improved home situation or coping skills</li> <li>▪ Instructional Support Team Recommendation</li> </ul>
Student Observations	<ul style="list-style-type: none"> <li>▪ Consistent attendance at extra help</li> <li>▪ Consistent use of peer tutoring</li> </ul>	
Parent Observations	<ul style="list-style-type: none"> <li>▪ Inability to Complete Homework</li> <li>▪ Poor Coping Skills</li> <li>▪ Emotional Instability</li> </ul>	<ul style="list-style-type: none"> <li>▪ Completed Homework</li> <li>▪ Improved Coping Skills</li> <li>▪ Improved Emotional Stability</li> </ul>



Multiple Measure(s)	Criteria to Determine AIS Need	Criteria to Discontinue AIS
<b>Developmental Measures:</b>		
	<ul style="list-style-type: none"> <li>▪ Poor Social Skills</li> <li>▪ Poor Peer/Adult Relationships</li> <li>▪ Home life is affecting ability to function at school</li> </ul>	<ul style="list-style-type: none"> <li>▪ Improved Social Skills</li> <li>▪ Improved Peer/Adult Relationships</li> <li>▪ Improved home situation or coping skills</li> </ul>
<b>Possible Sources of Evidence</b>		
<b>Reports:</b>		
Discipline Referrals	Chronic Pattern of Discipline Referrals	No Further Referrals
Attendance	Chronic Absences Excessive Tardiness	Improved Attendance
Nurse Records and Referrals	Neglect	Instructional Support Team Recommendation
Medical Diagnoses and Records	Instructional Support Team Recommendation	Instructional Support Team Recommendation
Progress Reports and Report Card	Passing, in danger of failing or failing	Passing
State Assessments	Passing, in danger of failing or failing	Passing
Instructional Support Team Action Plan	Instructional Support Team Recommendation	Instructional Support Team Recommendation
Functional Behavior Assessment (FBA)	FBA determines need for Behavior Support Plan (BSP)	No longer need BSP as determined by Instructional Support Team Recommendation

**Description of Level of Intensity Need – Based on Multiple Measures and Evidence/Related Criteria:**

**District Attendance Policy:**

- **High Intensity**
  - 20 or More Absences CPS may be contacted
  - 20 or More Absences PINS may be contacted
  - Full year courses
    - 28 absences – Parent contacted by certified letter and student meets with guidance
    - 21 absences- Parent contacted by letter and student meets with guidance
  - Half year courses
    - 14 absences – Parent contacted by certified letter and student meets with guidance
    - 10 absences- Parent contacted by letter and student meets with guidance
- **Moderate Intensity**
  - Full year courses
    - 14 absences – Parent contacted by letter
  - Half year courses
    - 6 absences – Parent contacted by letter
- **Low Intensity**
  - Parents contacted by phone for each absence

## Academic Intervention Services – Student Support (Guidance, Social Worker, School Psychologist, etc)

	Description of Services	Intensity Factors: Frequency/Duration/Individualization
High Intensity	<p><i>Regular School Day</i></p> <ul style="list-style-type: none"> <li>▪ Individual Counseling</li> <li>▪ Behavior Support Plan (BSP)</li> <li>▪ Assist Parents in securing outside support</li> </ul>	As needed
Moderate Intensity	<p><i>Regular School Day</i></p> <ul style="list-style-type: none"> <li>▪ Bereavement Groups</li> <li>▪ Short Term Counseling</li> <li>▪ Referral for outside services</li> </ul>	As needed
Low Intensity	<p><i>Regular School day</i></p> <ul style="list-style-type: none"> <li>▪ Guidance appointments</li> <li>▪ Parent/Teacher Meetings</li> </ul>	As needed

### Parental Notification and Involvement

Parents/guardians play a vital role in the academic success of their children. The District is committed to establishing a strong partnership with parents to ensure academic success for all students. The parent/guardian will be notified, in writing, by the building principal that the student requires Academic Intervention Services. This notice will be translated, where appropriate, into the native language of parents.

This commencement notification will include:

- The reason the student requires such services;
- A summary of the services to be provided; and
- The consequences of not achieving the expected performance levels.

When services are to be discontinued, the parent/guardian of the student will be notified, in writing, by the building principal. This notice will:

- Include the criteria used for terminating the service;
- Indicate the performance levels obtained on district-level and/or state assessments.

Placement in educational programs during the regular school day is the responsibility of the District and school. Parents may not refuse to have their child participate in Academic Intervention Services if they are offered within the regular school day.

## Monitoring Student Progress

At a minimum, the school will provide parents/guardians with the following:

- Reports on the student's progress at least once each quarter by mail, telephone, or other means
- Opportunity to consult with the student's regular classroom teacher(s), and other professional staff providing Academic Intervention Services

**ROCKY POINT SCHOOL DISTRICT  
ROCKY POINT, NEW YORK**

**DISTRICT PLAN FOR SCHOOL-BASED PLANNING AND  
SHARED DECISION-MAKING**

Adopted by the Board of Education - January 26, 1998

Amended - January 28, 2002

Amended - January 23, 2004

Amended - March 26, 2006

Amended - January 18, 2008

Amended - April 18, 2012

Amended – July 11, 2013

**ROCKY POINT DISTRICT MISSION STATEMENT**

The mission of the Rocky Point Union Free School District is to develop each child's full potential in a nurturing and supportive student-centered environment that will promote a foundation for lifelong learning.

***HISTORY***

On March 12, 1992, the New York State Board of Regents adopted Section 100.11 of the Regulations of the Commissioner of Education requiring each public school district board of education to develop and adopt by February 1, 1994, a district plan for the participation by teachers and parents in school-based planning and shared decision-making. The Regulation further specified that the plan be developed in collaboration with the Board of Education, administrators, teachers, and parents and that it should be updated on a two-year cycle.

In order to improve student achievement and to provide increased success for the students of the Rocky Point School District, the Board of Education, administrators, teachers, and parents have joined together to create this District Plan, through the process of consensus-based decision-making. The plan has been reviewed biennially, and was updated with input from the District Coordinating Committee in 2012.

***PURPOSE***

The Regulation states that the purpose of school-based planning and shared decision-making shall be to improve the educational performance of all students in the schools, regardless of such factors as socio-economic status, race, sex, language background, or disability.



**COMPONENT 1**  
**THE EDUCATIONAL ISSUES WHICH WILL BE SUBJECT TO COOPERATIVE  
PLANNING AND SHARED DECISION-MAKING AT THE BUILDING LEVEL**

The following educational issues can be addressed by shared decision-making teams at the Building Team level. These issues are to be considered as they relate to student performance. The list is not meant to be exhaustive but simply *examples* of the types of issues that may be discussed:

- Resources
- Assessment
- Curriculum
- Building Organization
- Safety/Health
- Professional Growth
- Instructional Strategies
- School Environment
- School-Community Relations
- Graduation Rates and Impediments
- Scheduling
- Parent Education/Workshops
- Other

**PARAMETERS:**

- Decisions that are made by the building teams must be outside the scope of existing contracts, cannot conflict with law, statutory regulations and Board of Education policies, and must be planned for within the district budget process.

- Implementation of School Based Planning will not limit administrators or the Board from their responsibilities in initiating actions in the above specified areas.
- Actions taken by the team should be supported by research or best current practice, evidence of which should be presented and discussed as part of the deliberative process of the team.
- Actions that would exceed the authority of the team or any member of the team can be made as recommendations to the Superintendent by the team.
- Decisions and actions should be consistent with the intent of the Rocky Point Next STEP plan as per building needs.
- Decisions must be reflective of improved student performance.
- Decisions and actions taken by the team may not go beyond the scope of the building level unless working in cooperation with other building level teams.

**COMPONENT 2**  
**THE MANNER AND EXTENT OF THE EXPECTED**  
**INVOLVEMENT OF ALL PARTIES**

The implementation of the Revised District Plan will be the responsibility of the Building Teams as specified by the Plan. These Building Teams will create short-term and long-range goals (due date); seek input; analyze and identify areas needing improvements; develop evaluation plans for the projects undertaken, and prepare an annual progress report (due date and format). All efforts are to be focused on fostering school improvement and strengthening student performance.

The District will provide training at least once every two years to help team members understand the goals of the regulation and learn processes that will foster team success. Training will be offered yearly for new or interested returning members.

Every two years, the District will convene a District Coordinating Committee whose responsibility is to review the plan, assess its effectiveness, and recommend to the Board any changes that are needed to support and guide the work of the building teams.

**BUILDING TEAMS**

The designated stakeholders to be included on the Building Teams in the Rocky Point School District are the following:

- Teachers
- Administrators
- Parents (Best efforts will be made to recruit parents not otherwise employees of the District)
- Students (at the secondary level)
- School-related Personnel (SRP)
- Community Members

The Building Teams are to be configured as follows:

**Frank J. Carasiti School (elementary)**

- 3-4 Teachers
- 1-2 Building Administrators: principal and one designee selected by the principal
- 3-4 Parents (Best efforts will be made to recruit parents not otherwise employees of the District)
- 1-2 SRP representatives

**Joseph A. Edgar School (elementary)**

- 3-4 Teachers
- 1-2 Building Administrator: principal and/or his or her designees

- 3-4 Parents (Best efforts will be made to recruit parents not otherwise employees of the District)
- 1-2 SRP representatives

#### **Rocky Point Middle School**

- 3-4 Teachers
- 1-2 Building Administrators: principal and/or his or her designees
- 3-4 Parents (Best efforts will be made to recruit parents not otherwise employees of the District)
- 1-2 SRP representatives
- up to 3 Students

#### **Rocky Point High School**

- 3-4 Teachers
- 1-2 Building Administrators: principal and/or his or her designees
- 3-4 Parents (Best efforts will be made to recruit parents not otherwise employees of the District)
- 1-2 SRP representative
- 2-3 Students

With the exception of the principal and the students, members will be selected in a manner to be determined by the designated groups. The administrators will be selected by the principal of each building. The teachers will be selected by their bargaining unit, the Rocky Point Teachers Association (RPTA). The Parents will be selected by the PTA and must have a student registered in the school on whose team they will serve. SRP representatives will be selected by their bargaining unit, the Rocky Point School-Related Professional Association. Students at the Middle School will be nominated by the guidance department. Students at the High School will be nominated by the Student Council Advisor.

The leadership of each stakeholder group is encouraged to select for service individuals who will be effective in assuming the team member responsibilities listed below. It should be recognized that diversity in selection of team members by the respective groups is highly valued.

*TERM OF OFFICE:* With the exception of the building principal, building team members will typically serve a term of two years. Team members can serve one two-year term, and can be considered again by their stakeholder group for membership after a one-year break in service. Teams and the leadership of the represented groups should work together to stagger the terms, so that there is continuity from year to year.

#### **RESPONSIBILITIES OF TEAM MEMBERS:**

- regularly attend meetings
- contribute to the process; actively participate
- clarify, articulate, and pursue the school's vision
- link building initiatives to District goals as defined in the District's strategic plan (Next S.T.E.P.)

- represent the interests of the entire school community while ensuring input and feedback from the sponsoring group
- team members will participate in all Shared Decision Making Team training as a requirement to actively serve on the team in representation of their shareholder group.
- actively support the decisions made by the team and work toward successful implementation
- focus all activities on improved student achievement
- knowledge of what Shared Decision Making entails.
- to understand and embrace that the purpose of the shared decision making process is to improve educational performance under Section 100.11
- to be committed to work toward consensus among team members.
- gather input and feedback through a variety of methods including but not limited to: focus groups, building level SDM eBoards, websites, suggestion boxes, surveys, etc.

The individual stakeholder group may replace a team member if the group's leadership determines that the individual is no longer fulfilling his or her responsibilities.

#### TEAM STRUCTURES:

Each Building Team will have a Chairperson and Note taker.

Generally, the chair and note taker will each serve for one year. Candidates to fill these vacancies will be selected by each Team, by group consensus.

#### RESPONSIBILITIES OF THE CHAIR:

- facilitate meetings, guiding the process
- ensure that all ideas are heard
- clarify ground rules/group norms with the team and help team members adhere to these norms
- keep time
- attend to meeting logistics (room availability, supplies, etc.)
- assist team members in working through conflicts through effective problem solving and communication.
- help the team to develop agendas at each meeting for next meeting
- collaborate on any modified agendas with the principal
- ensure that there is clarity regarding meeting follow-up/action planning
- ensure that the team has a plan to communicate with all stakeholders through publication of agendas, minutes, and actionable items on the District website or other appropriate venues.
- ensure that each team member has a copy of this plan by the end of September

#### RESPONSIBILITIES OF THE NOTETAKER:

- take meeting notes that include the date, who was present, major items discussed, proposed and finalized decisions, and next steps
- ensure that approved meeting notes are sent to team members, and the superintendent
- keep attendance records
- have available notes and action plans from previous meetings

The Building Teams will meet at least once a month. Additional meetings may be called as needed. The time of day for meetings will be left to the individual schools. Each team should be sensitive to the needs of all participants.

The Building Team shall be able to create ad hoc or sub-committees charged with specific tasks or projects. These teams will be primarily composed of representatives of the stakeholder groups but may add other members as the need arises. Each ad hoc or subcommittee will have at least one member from the SDM team. Recognizing that limited priorities are one key to success, the building teams should carefully establish priorities, and limit the number of subcommittees that are functioning at any one time.

Each team shall establish annual goals (short and long term) for the following school year. The team will submit in writing, the group's stated goals to the Superintendent by no later than June 15<sup>th</sup> and subsequently post same to the District's web-site. In addition, each building team will prepare a written progress report, with a copy sent to the Superintendent by no later than June 15<sup>th</sup>, and post it on the school's web page. The team will re-evaluate the posted goals for action the following September.

The Building Teams will use consensus as their method of making decisions.

*Consensus* is a systematic process used by a group to make decisions that everyone can support. Decisions are to be made by consensus and not by a vote of the membership of the Building Teams. Consensus signifies:

- that all members accept the decision in principle after having had the opportunity to fully voice his/her opinion on the issue(s);
- that the complete decision may not be 100% aligned with a team member's wishes;
- that failure to voice an opinion on a decision allows for acceptance of the point under discussion;
- that the decision is the property of the entire team, not simply those who support it strongly;
- that no one personally will be singled out for supporting or rejecting the decision;
- that all will support the decision and will not oppose its implementation.

All Building Team meetings will be open to stakeholder groups and the public. Beginning in September, 2008, all visitors to SDM meetings shall be non-participating observers. Meeting agendas will be posted in appropriate places.

### ***DISTRICT COORDINATING COMMITTEE***

The purpose of the District Coordinating Committee is to conduct the biennial review of the 100.11 plan, and any other needed revisions, as convened by the Superintendent. The designated stakeholders to be included on the district Coordinating Committee of the Rocky Point School District and the committee's configuration are as follows:

- Superintendent (or designee)
- President of the District Administrators Association (or designee) plus one additional designee
- President of the Teachers' Bargaining Unit (RPTA President) or designee, plus one additional designee
- President of the SRP Bargaining Unit (SRP President) or designee, plus one additional designee
- President of the PTA (or designee), plus one additional designee.



**COMPONENT 3**  
**THE MEANS AND STANDARDS BY WHICH ALL PARTIES SHALL**  
**EVALUATE IMPROVEMENT IN STUDENT ACHIEVEMENT**

Student performance, related to the decisions reached by the Building Teams, will be based on achievement evidence. On an annual basis, building teams will review current methods of assessing student achievement as well as the means utilized for reporting of results to parents and students. To ensure the improved educational performance of all students, regardless of such factors as: socioeconomic status, race, gender, language background, or disability, building teams will review test data and other measures that are appropriate to evaluate improvement in student achievement. That desired achievement may be based on the following criteria:

- Rocky Point School District goals as defined in the District's strategic plan (Next S.T.E.P.)
- *The New York State School Report Card and State Assessments*
- SAT/PSAT/ACT/Regents
- C.E.P. report
- Aims-Web
- Fountas & Pinnell Benchmark Assessment System
- Wilson Foundations Unit Tests
- Real Math Unit Tests
- Graduation Rates
- Free and Reduced Lunch Rates
- Failure rates
- Student Attendance
- Suspension rates
- Enrollment in Advance Placement, Honors, Accelerated Courses
- Principals Honor Roll, High Honor Roll, Honor Roll
- drop out rate
- acceptance rates at 2 & 4 year colleges
- school and departmental exams
- participation rates in athletics, music, and other co-curricular activities
- other norm or criterion-referenced tests
- grade level specifics metrics for students not covered by state testing
- other performance measures as determined by the building team

In order to evaluate student performance, the Building Teams will use testing programs and other measures that are appropriate to student learning, which will be available at each meeting. In an effort to maintain student confidentiality, all student data will only be shared in an aggregate form.

**COMPONENT 4**  
**THE MEANS WHICH ALL PARTIES WILL BE HELD ACCOUNTABLE**  
**FOR THE DECISIONS WHICH THEY SHARE IN MAKING**

Each Team member will observe the rules and responsibilities inherent in a consensus-making environment. Those rules and responsibilities include, but are not limited to:

- demonstrable mutual respect
- effective listening
- open mindedness
- regular and punctual attendance (following the third absence, the member will be removed from the team)
- commitment to the goal of improving student achievement
- willingness to compromise
- candidness
- focus on ideas
- acknowledgment and celebration of success
- effective communication
- knowledge of what SDM entails

Each Team will be accountable for monitoring the effectiveness of its decisions. In order to accomplish this, each team will:

- establish goals at the end of each year, and specify indicators of success. Then re-evaluate the goals the following September
- self-evaluate the team's work in light of the goals that the team set for the year
- assess the team's success in fostering the improved educational performance of all students in the schools, regardless of such factors as socio-economic status, race, sex, language background, or disability.
- prepare an annual report to the superintendent by June 15<sup>th</sup> that describes the team's activities and accomplishments for the year. This document should be published for all stakeholders to review and shared via websites and the District's SDM eBoards.

**COMPONENT 5**  
**THE PROCESS WHEREBY DISPUTES PRESENTED BY THE PARTICIPATING**  
**PARTIES ABOUT THE EDUCATIONAL ISSUES BEING DECIDED UPON**  
**WILL BE RESOLVED AT THE LOCAL LEVEL**

Consensus is the mechanism for decision making. All members are to strive to reach consensus through cooperation, careful thought, active listening, and openness to all ideas. In the event that the Building Teams cannot reach consensus on a decision, the team may select from the following options:

- defer an issue to a subsequent meeting
- obtain additional information
- seek further input from research sources
- table the issue
- slow down; restate areas of agreement; clarify the areas of disagreement
- narrow the list of possibilities
- seek to identify new solutions

(NOTE: For issues on which consensus cannot be reached, and all of the above strategies have been exhausted, the decision reverts to the principal.)

**COMPONENT 6**  
**THE MANNER IN WHICH ALL STATE AND FEDERAL REQUIREMENTS FOR THE**  
**INVOLVEMENT OF PARENTS IN PLANNING AND DECISION-MAKING WILL BE**  
**COORDINATED WITH AND MET BY THE OVERALL PLAN**

Chapter I and II (Remedial and Compensatory Education), Occupational Education, Special Education, and other similar programs will remain under the auspices of the District Office. Building Teams commit themselves to following appropriate Federal and State regulations for the involvement of parents. The District supports parental involvement in the educational process of the youth in the community.



**ROCKY POINT UNION FREE SCHOOL DISTRICT**  
**BUSINESS OFFICE**  
90 Rocky Point – Yaphank Road  
Rocky Point, New York 11778

Telephone: (631) 744-1600

Fax: (631) 849-7556

**Dr. Michael F. Ring**  
*Superintendent of Schools*

**Gregory Hilton**  
*School Business Official*

May 1, 2013

Ms. Joanne C. Joseph  
Sivic Solutions Group  
2 Poe Court  
Ballston Spa, NY 12020

Re: RFP #R12-08 Medicaid Consultant Services Contract Extension for 2013-14

Dear Ms. Joseph:

The current 2011-2012 Medicaid Consultant Services contract between Sivic Solutions Group (formerly Cost Management Services, Inc.) and The Rocky Point UFSD allows for the extension of said contract 30 days prior to the extension for the 2013-2014 school year at the current rates, terms and conditions subject to Board of Education approval.

Please sign your acknowledgement below and return to Debra Hoffman, Purchasing Agent, at the above address by May 10, 2013.

We look forward to working with you again for another year.

Sincerely,

A handwritten signature in black ink, appearing to read "Greg Hilton".

Greg Hilton  
School Business Official

AGREEMENT

Sivic Solutions Group (formerly Cost Management Services, Inc.) agrees to extend the current Medicaid Consultant Services contract, under the same terms and conditions as per RFP #R12-08, for the period 7/1/13-6/30/14.

A handwritten signature in black ink, appearing to read "K. A. Sy".  
\_\_\_\_\_  
Representative-Sivic Solutions Group.

Date: 5/3/2013

## MEDICAID BILLING SERVICES

THIS AGREEMENT made and entered into, and between the Board of Education of the Rocky Point UFSD, a public body corporate, herein after referred to as "Board", with its principal business address at 90 Rocky Point-Yaphank Road, Rocky Point, NY 11779, and Sivic Solutions Group, LLC, (hereinafter referred to as the "Consultant" or "SSG"), as party of the second part, having its registered address at 118 Sylvan Way, New Hartford, New York 13413. All claiming activities and record retention and storage will take place in the company's New York offices, located at 2 Poe Court, Ballston Spa, New York 12020 and 414 Trenton Road, Suite 202, Utica, New York 13502.

WHEREAS, the Consultant has represented to the Board that it has expertise in dealing with Medicaid and collecting funds that are due organizations such as the Board for services rendered to disabled students and the Board is desirous of contracting with a firm with the expertise in the field of collecting from Medicaid that which is due the Board for services rendered to disabled children in the School District and others;

WHEREAS, the Board and the Consultant have agreed upon the following terms and conditions for the Consultant to perform services that the Board needs in order to be fully compensated for rendering services to disabled persons and others in accordance with the laws of the United States and the State of New York for the mutual benefit of both organizations.

### 1. TERM

- 1.1 This agreement shall be valid for the period July 1, 2013-June 30, 2014, unless terminated earlier, as set forth herein.
- 1.2 Notice of intent to terminate shall be sent certified mail to the other party at the last official address, unless another address is specified by the parties in writing, sixty (60) days before the date of termination.
- 1.3 In the event of the termination of this contract, all fees for billing and other related work performed to date by the Consultant shall, with proper documentation, become due and payable. All other obligations, rights, and responsibilities of either party shall immediately end.

### 2. SCOPE OF SERVICES TO THE DISTRICT

The Consultant shall provide the Board with the following:

- 2.1 Collect and document billing data for Individual Education Plans (IEP) recommended Medicaid eligible services, which are entered and approved by the Board staff;
- 2.2 Formulate the Board's Medicaid billings for Board Signature and submission to State Education, through the Central NY Regional Information Center Medicaid claiming process;
- 2.3 Reconcile Medicaid payments and resolve billing rejections. Where necessary, the Board will provide required data to facilitate prompt resolution of billing adjustments and discrepancies.
- 2.4 Maintain and retain service delivery and financial data related to Medicaid billings;
- 2.5 Provide management reports on a periodic basis;
- 2.6 Recommend the Medicaid documentation necessary to comply with the federal and state requirements which are approved by the Board. Maintenance and management of documentation is the responsibility of the Board;

- 2.7 Assist the Board at audits conducted by the Federal and State oversight agencies;
- 2.8 Conduct reviews of the Board's procedures to identify areas of vulnerability and develop specific recommendations tailored to resolve identified problems;
- 2.9 Provide training to the Board's staff and help them to implement other loss prevention strategies.

### 3. COMPREHENSIVE SERVICE FEE

- 3.1 The Board agrees to pay the Consultant a contingency fee based on 15% of Federal Medicaid revenues that the district is entitled to retain, based on approved claims for services provided to special education classified students.
- 3.2 The Board agrees to provide the Consultant with a copy of every Medicaid check stub, upon receipt, in order to establish the exact amount of payments to the school district from Medicaid. Payment for services will be invoiced on a monthly basis and will be for revenues received by the Board during that period. Payment shall be made to the Consultant within thirty (30) days of invoicing.
- 3.3 Payments will only be made to the Consultant for funds received and retained by the Board as a result of services rendered by the Consultant to the Board, except as noted for the condition described in Section 7.3. This will include payments received after the term of the contract for services rendered during the term of the contract. Payments to SSG should be sent to Sivic Solutions Group, LLC, 118 Sylvan Way, New Hartford, NY 13413.

### 4 CHANGES IN TERMS, CONDITIONS AND FEES

After the initial one year term, the Consultant may change its fees and services provided under this Agreement provided both the parties agree in writing and the Consultant gives the Board ninety (90) days written notice of their desire to discuss a change in this Agreement.

### 5 COVERAGE

- 5.1 Where necessary to accomplish the contract, all Medicaid software modules utilized by the Consultant in performance of their duties will be provided to the Board for the term of this Agreement, strictly for the use by Board only. The Medicaid software and the functionality of the software cannot be disclosed to anyone other than the users of the Board without the written consent of the Consultant. Any pre-existing intellectual property, products and work material used to satisfy the requirements of this Contract shall remain the property of Sivic Solutions Group, LLC. Any software and hardware, including MAXCapture Billing system used to generate Claims to satisfy the requirements of this services contract shall remain the property of Sivic Solutions Group, LLC with full copyright access.
- 5.2 Any data accumulated in the performance of their duties by the Consultant shall remain the property of the Board.

### 6 CONFIDENTIALITY OF RECORDS

All personally identifiable student and staff information obtained by or furnished to the Consultant or its subcontractors by the Board and all reports and studies containing such information prepared or assembled by the Consultant, shall not be provided or disclosed to a third party without the written permission of the Board. The Consultant shall limit access to such materials in its control to those of its employees and/or subcontractors performing services



pursuant to this agreement purely on a need to know basis. The Consultant shall restrict its use of the information to its performance under this agreement.

## 7 LIABILITY

- 7.1 The Consultant is relying on the Board to provide timely student, staff and services information to the Consultant, so that it may properly, adequately and timely provide the Medicaid loss prevention and reimbursement services agreed to herein. Should the Board be required to pay back monies because of errors in the *information supplied to the Board by the Consultant*, the Consultant's liability will be limited to reimbursement of fees paid to it by the Board which are directly related to the money the Board must return. It is understood that the Board will promptly advise the Consultant of any such audit and will provide any proposed and final notices of asserted overpayments, penalties or assessments. If errors occur due to documentation provided by the Board that is determined to be inaccurate, incomplete or fraudulent, any assessed penalties or assessment will be the responsibility of the Board.
- 7.2 The Board may deduct the fees needing reimbursement from those fees due the Consultant on the next subsequent invoice following the Board's return of Medicaid funds;
- 7.3 The reimbursement of fees by the Consultant shall not extend to errors or defects in the information provided to the Consultant by the Board because of Board's errors or system changes. In these cases, the Consultant will keep all previously billed fees.

## 8 GENERAL

- 8.1 This agreement shall be binding between both parties when accepted by the Consultant and the Board and will be governed by the laws of the State of New York.
- 8.2 Headings. The headings of the various sections of this agreement are inserted only for convenience of reference and are not intended, nor shall they be construed to modify, define, limit or expand the intent of the parties as expressed in this agreement.
- 8.3 Severable. In the event any provision of this agreement shall be held to be invalid or unenforceable, the remaining provisions of this agreement shall nevertheless remain in full force and effect.
- 8.4 Interpretation. When the context in which the words are used in this agreement indicates that such is the intent, words in the singular number shall include the plural and vice versa, and words in the masculine gender shall include the feminine and neuter genders and vice versa.
- 8.5 Successors. This agreement shall be binding upon the parties hereto, if and when the assigned, in accordance with the provisions thereof, their respective assigns, successors in interest personal or legal representative, estates, heir and legalese. This agreement shall not be assigned by the Consultant without the expressed written consent of the Board.
- 8.6 Independent Contractor. This agreement does not create an employee/employer relationship between the parties. It is the intention that the Consultant will be an independent contractor and not a District employee for all purposes, including, but not limited to, the application of the Fair Labor Standards Act minimum wage and overtime payment provisions, Federal Insurance Contribution Act (FICA), the Social Security Act, The Federal Unemployment Tax Act (FUTA), the provisions of the Internal Revenue Code, the New York State Revenue and Taxation Laws, the New York State Workers' Compensation Law, the New York State

Unemployment Law and other payment and contributions, including contributions to a retirement system or plan. The Consultant hereby accepts and assumes exclusive liability for and shall indemnify, protect and save harmless the Board against the payments of:

- 8.6.1 All contributions, taxes, or premiums (including interest and penalties, thereon) which may be payable under the Unemployment Insurance Law of any state, the Federal Social Security Act, Federal Tax Withholding Laws or any other law measured upon the payroll of, or required to be withheld from employees, by whomever employed, engaged on the work to be performed under this agreement; or
  - 8.6.2 All other taxes that might be required as a result of the Consultant's performance under this agreement; or
  - 8.6.3 All pension, welfare, vacation, annuity or any other contribution of benefit for which the Consultant may be responsible to any employee engaged in the work to be performed under this agreement.
- 8.7 Independence: The Consultant will retain sole and absolute discretion in the judgment of the manner and means of carrying out the services, activities and responsibilities hereunder. The Consultant agrees to be a separate and independent enterprise from the District who has a full opportunity to find other business and that a high level of skill will be necessary to perform the work. The district shall not be liable for any obligation incurred by the consultant, if any, including but not limited to unpaid minimum wages and/or overtime premiums.
- 8.8 Indemnification: The Consultant shall defend, indemnify and hold harmless the Board, its officers, employees and agents from any claims, liabilities, suits, proceedings and actions, of whatever name or nature, as the same may relate, in any manner, to the services provided by the Consultant to the District pursuant to this Agreement. Said indemnification, defense and hold harmless shall apply to any claim, liability, suit, proceeding or action in which the Board, its officers, employees and agents may be named as a party except for negligent acts and omissions of the Board, notwithstanding that the Consultant may deem said claim, liability, suit, proceeding or action frivolous or without merit. It is intended that this provision be interpreted in the broadest manner possible to as to insulate the Board from any liability or judgment, monetary or otherwise, as the same may relate to the personnel and services provided by the Consultant to the Board pursuant to this Agreement (but not for the negligent acts or omissions of the Board, its officers, employees and agents.)
- 8.9 Fair Employment Practices: The Consultant agrees that it will not discriminate with respect to the provision of services on the grounds of race, religion, creed, color, national origin, sex, sexual orientation, marital status, military status, disability or other not-merit factors, nor discriminate against any individuals based on these grounds.

**Mr. Siva Kakuturi, President  
Sivic Solutions Group, LLC  
118 Sylvan Way  
New Hartford, New York 13413**

\_\_\_\_\_  
**Rocky Point UFSD  
90 Rocky Point-Yaphank Road  
Rocky Point, NY 11779**

**Board of Education**

Name \_\_\_\_\_


Signature \_\_\_\_\_

Title \_\_\_\_\_

Date \_\_\_\_\_

**Sivic Solutions Group, LLC**

Name Siva Kakuturi

Signature 

Title President

Date 5/3/2012

## **IMPLEMENTATION CERTIFICATION FORM FOR DISTRICT OR BOCES:**

### **Please download this form, sign and upload to APPR form**

By signing this document, the school district or BOCES certifies that this document constitutes the district's or BOCES' complete Annual Professional Performance Review (APPR) Plan, that all provisions of the APPR that are subject to collective negotiations have been resolved pursuant to the provisions of Article 14 of the Civil Service Law and that such APPR Plan complies with the requirements of Education Law §3012-c and Subpart 30-2 of the Rules of the Board of Regents and has been adopted by the governing body of the school district or BOCES. The school district or BOCES, where applicable, also certify that upon information and belief, all statements made herein are true and accurate and that any applicable collective bargaining agreements for teachers and principals are consistent with and/or have been amended and/or modified or otherwise resolved to the extent required by Article 14 of the Civil Service Law, as necessary to require that all classroom teachers and building principals will be evaluated using a comprehensive annual evaluation system that rigorously adheres to Education Law §3012-c and Subpart 30-2 of the Rules of the Board of Regents.

The school district or BOCES also certify that the APPR Plan submitted for approval by the Commissioner is the sole plan that will be fully implemented by the school district or BOCES; that there are no collective bargaining agreements, memoranda of understanding or any other agreements in any form that prevent, conflict or interfere with full implementation of the APPR Plan; and that no material changes will be made to the plan through collective bargaining or otherwise except with the approval of the Commissioner in accordance with Subpart 30-2 of the Rules of the Board of Regents.

The school district also acknowledges that if approval of this APPR plan is rejected or rescinded for any reason, any State aid increases received as a result of the Commissioner's approval of this APPR plan will be returned or forfeited to the State pursuant to Chapter 57 of the Laws of 2012 and/or 2013, as applicable.

### **The school district or BOCES also make the following specific certifications with respect to their APPR Plan:**

- Assure that the evaluation system will be used as a significant factor for employment decisions and teacher and principal development
- Assure that all lead evaluators for teachers and principals have been properly trained and have received certification and recertification, as necessary, in accordance with Subpart 30-2.9 of the Rules of the Board of Regents for the 2012-13 school year
- Assure that all evaluators for teachers and principals have been properly trained to conduct evaluations for the 2012-13 school year, as necessary, in accordance with Subpart 30-2.9 of the Rules of the Board of Regents
- Assure that all evaluators and lead evaluators for teachers and principals will be properly trained and that lead evaluators will be certified and recertified, as necessary, in accordance with Subpart 30-2.9 of the Rules of the Board of Regents for the 2013-14 school year
- Assure that all data will be submitted to the Commissioner by August 27, 2013, to the extent practicable, and no later than October 18, 2013. Assure that all data submitted to the Commissioner by October 18, 2013 will be a complete and accurate representation of the information requested and includes the State Growth subcomponent, locally selected subcomponent, Other comparable measures subcomponent, and final composite rating, for all teachers and principals employed by the district or BOCES, for the 2012-13 school year
- Assure that all data for the State Growth subcomponent, locally selected subcomponent, Other comparable measures subcomponent, and final composite rating, for all teachers and principals employed by the district or BOCES, for the 2012-13 school year is certified by the superintendent and maintained in a central database. The Department reserves the right to require your district to provide this data at any time for auditing purposes
- Assure that the district will keep a record of who the lead evaluator(s) and evaluator(s), as applicable, are for each teacher and principal observation/school visit that will be conducted during the 2013-14 school year. The Department reserves the right to require your district to provide this information any time for monitoring purposes
- Assure that the Department approved APPR plan, in its entirety, has been posted on the district or BOCES website

Please check one of the following boxes regarding your district or BOCES APPR plan for the 2013-2014 school year:

District or BOCES has submitted a revised plan to the Department for the 2013-2014 school year

District or BOCES has an approved multi-year APPR Plan that is still in effect for the 2013-2014 school year

District or BOCES had an approved annual APPR Plan or a plan determined by the Commissioner for 2012-2013 and the collectively bargained plan most recently approved or the plan determined by the Commissioner remains in effect until a subsequent plan is agreed to

**Signatures, dates**

Superintendent Signature:    Date:

--

Board of Education President Signature:    Date:

--

Resolution Authorizing and Approving Agreement Between  
Rocky Point Union Free School District and  
The Board of Cooperative Educational Services,  
First Supervisory District of Suffolk County  
For the Acquisition and Installation of Computer Equipment,  
Related Software and Other Services

WHEREAS, the District (District) and the Board of Cooperative Educational Services, First Supervisory District of Suffolk County (BOCES), desire, pursuant to §109 and §119 of the General Municipal Law, Section 1950(4)(aa) of the Education Law and Comptroller’s Opinion #79-557, to undertake a Technology Project consisting of the installation of the 100 Megabit Internet Access, 100 Megabits of connectivity to the BOCES RIC and 100 Megabits of connectivity between Rocky Point High School and Joseph A. Edgar Intermediate School as indicated in said Technology Project, and

WHEREAS, the cost of the Internet Access Project # IA-RP-062613-2013-2018 is \$2,875.00 to be paid as a one-time cost; and,

WHEREAS, the recurring costs of the Internet Access Project # IA-RP-062613-2013-2018 is \$217,143.00 to be paid in equal installments over a five-year period.

NOW, THEREFORE, BE IT RESOLVED, by the Board of Education of the District as follows:

The President of the Board of Education and the Superintendent of Schools are hereby authorized, on behalf of the District, to execute and deliver the Eastern Suffolk BOCES Multi-Year Service Agreement; the execution thereof by the President of the Board of Education and Superintendent of Schools to constitute conclusive evidence of such approval.

The officers, employees and agents of the District are hereby authorized and directed for and in the name and on behalf of the District to do all acts and things required or provided for by the provisions of the Eastern Suffolk BOCES Multi-Year Service Agreement, including all acts and things necessary to ensure the payments due thereunder, and deliver all additional certificates, instruments and documents, to pay all such fees, charges and expenses and to do all such further acts and things as may be necessary or, in the opinion of the officers, employee or agent acting, desirable and proper to effect the purpose of the foregoing resolution and to cause compliance by the District with all of the terms, covenants and provisions of the Eastern Suffolk BOCES Multi-Year Service Agreement, binding upon the District.

The undersigned certifies that the above resolution has been adopted at the \_\_\_\_\_ meeting of the Board of Education of the Rocky Point Union Free School District.

Rocky Point Union Free School District

Date: \_\_\_\_\_

By: \_\_\_\_\_  
District Clerk

**Board of Cooperative Educational Services  
First Supervisory District of Suffolk County**

**Multi-Year Service Agreement**

District Rocky Point Union Free School District

Project Number and Name: Project #IA-RP-062613-2013-2018 // Internet Access Project

Co-Ser Number and Name: 514-G002

Term: 5 Years  
Start Date: Upon installation of Equipment End Date: Upon last payment by District

Type of Project:  Financed Project  Annual Installment Project

1. This Multi-year Service Agreement ("Service Agreement") is entered into by and between the Board of Cooperative Educational Services, First Supervisory District of Suffolk County, New York (hereinafter referred to as "BOCES") and the School District noted above (hereinafter referred to as the "District").

WHEREAS, BOCES responds to program requests and initiatives from participating school districts and the New York State Education Department ("SED") and determines needs that would be most efficiently and cost effectively met on a regional, cooperative basis; and

WHEREAS, the District has requested the items identified in Exhibit A -Proposal ("Items") and the services identified in Exhibit A ("Services") and BOCES elects to lease the Items and provide Services to the District;

NOW, THEREFORE, BOCES AND the DISTRICT agree as follows:

2. **Definitions.** As used in this Service Agreement, the following definitions shall apply:
- a. **"Service Agreement"** shall mean this agreement, any attached exhibits or schedules and any amendments to this Service Agreement which are in writing and signed by both parties.
  - b. **"Proposal"** shall mean the document prepared by BOCES that delineates all of the project details including the Items and Services to be provided, as well as the applicable NYS Contract, bid, and financing information.
  - c. **"Financed Project"** shall mean a project through which BOCES obtains financing to purchase hardware/software, and leases the hardware/software to the District for a stated term. The projects are financed through the BOCES-awarded financing company or through a project-specific, BOCES bid that includes financing. All financed projects require SED approval.
  - d. **"Annual Installment Project"** shall mean a project that provides for BOCES' installment-purchase or lease of hardware/software through a NYS Contract and annual installment payments and subsequent lease to the District. Network printer acquisitions are the most common form of an Annual Installment Project.



- e. "Project Plan" shall mean a plan that provides the best estimate of anticipated timelines in the implementation of the project and is attached as Exhibit B.
- f. "Estimated Payment Schedule" shall mean a summary of the estimated annual costs of the project over the project term and is attached as Exhibit C.
- g. "Final Payment Schedule" shall mean a detailed listing of the total annual costs of the project that is prepared upon completion of all project purchases. This document may be used by the District to assist with annual budgeting for the project.
- h. "Project Amendment Authorization" shall mean a document that is prepared after SED approval to update the original proposal to reflect current technology standards and prices. The Item substitutions, adjusted prices, additions, and deletions are made to the original proposal prior to the creation of purchase orders, due to the length of the proposal approval process and the daily changes in technology. The amendment requires an authorized District signature.
- i. "Inventory List" shall mean a written list provided to BOCES by the District in the form attached as Exhibit D. The list shall include all Items leased by the District from BOCES and shall include the Item description, the Item serial number, the school district tag number, if applicable and the building and room location of the Item.
- j. "Monetary Commitment" shall mean the project amount authorized by the District's Superintendent and Board of Education President as evidenced by the District's Board Resolution. The District's Board Resolution is attached as Exhibit E.
- k. "BOCES Approved Software List" shall mean a current list of software applications that are available and supported by BOCES. The Approved Software List may be requested from BOCES Regional Information Center. Districts may request a software application be added to the Approved Software List by completing and submitting a request form, a copy of which is available upon request to BOCES Regional Information Center.

### 3. BOCES' Responsibilities

- a. BOCES will assist the District in developing its hardware and/or software technology implementation project that is consistent with regional standards adopted in the annual Chapter 793 process.
- b. Where applicable, BOCES will acquire, install, control, and maintain all hardware and software subject to the Service Agreement, as part of the appropriate approved BOCES base service configuration. BOCES will retain ownership of all such hardware and software subject to the parameters of the Service Agreement.
- c. Where applicable, BOCES will provide operating system management, network management, and/or application software management to the District pursuant to participation in the previously-identified Cooperative Service Agreement ("Co-Ser").
- d. Upon termination of this Agreement, BOCES will effect recovery of all Items in accordance with Exhibit F, Item Recovery Procedure.
- e. In accordance with Co-Ser requirements and SED guidelines, BOCES will file for aid eligibility on behalf of the District.
- f. For Financed Projects, BOCES will provide the Final Payment Schedule to the District.
- g. BOCES will make reasonable efforts to secure timely delivery of Items on the District's behalf and will keep the District informed of any delays. BOCES is not responsible for delays in delivery and installation due to events beyond its control, including, but not limited to, changes in New York State Office of General Services contracts, failure of any vendors to stock or procure contracted materials, and shipping delays. BOCES best estimates of the project timelines are reflected in Exhibit B-Project Plan.

### 4. District Responsibilities

- a. Within 30 days of delivery of the Items ("Acceptance Period"), The District shall either (i) inform BOCES that it has accepted responsibility for the cost of the delivered Items pursuant to this Service Agreement or (ii) inform BOCES that it has rejected responsibility

- for the cost of the delivered Items due to a problem with the Items such as, damaged/defective Items, incorrect amount of Items; etc.
- b. In the event the District does not notify BOCES of acceptance or rejection of the Items within the Acceptance Period, the Items, upon receipt by BOCES of proof of delivery to the District, will be considered accepted and the District agrees to accept responsibility for the cost of the delivered Items.
  - c. The District shall be responsible for making all payments pursuant to this Service Agreement.
  - d. Only software from the BOCES Approved Software List shall be made available and/or installed on BOCES owned networks/hardware. In the event the District wishes to add software to the BOCES Approved Software List, District shall submit such request to BOCES and approval shall not be unreasonably withheld or delayed.
  - e. The District will provide a contact person to work with BOCES on all issues related to implementation and management of the Service Agreement as well as on-going support.
  - f. The District will control all local user access lists, and other local network administrative functions.
  - g. The District will be responsible for complying with BOCES current written standards regarding backup of all data. BOCES current written standards may be requested from BOCES Regional Information Center.
  - h. The District assumes full responsibility for the care, custody, and control of the Items upon delivery. The District shall insure these Items at the value listed in Exhibit A naming BOCES, and the financing company if applicable, as additional insureds. The District shall provide to BOCES an insurance endorsement as evidence of such coverage.
  - i. The District will be responsible for taking appropriate care to prevent loss or system damage from abuse, theft or vandalism.
    - 1. The District will be responsible for all costs associated with, and all reporting of, such incidents to BOCES in the form attached as Exhibit G.
    - 2. The District will provide replacement value of the Item(s) to BOCES and remit payment for the Item(s).
    - 3. Once the Items have been received in the District, the District will provide BOCES with the Inventory List . Thereafter, the District shall provide an updated Inventory List to BOCES annually.
  - j. The District shall defend, indemnify and hold harmless BOCES from any and all claims or suits brought against BOCES arising without limitation, from any negligent act or omission by the District under this Service Agreement, including but not limited to, payment of any obligation to pay a claim, judgment or other monies, including reasonable attorneys' fees, incurred by BOCES. BOCES shall defend, indemnify and hold harmless the District from any and all claims or suits brought against the District arising, without limitation, from any negligent act or omission by BOCES under this agreement, including but not limited to, payment of any obligation to pay a claim, judgment or other monies, including reasonable attorneys' fees, incurred by the District.
  - k. The District certifies that the hardware and/or software provided under the Service Agreement is being used in conjunction with one or more BOCES Services in a manner consistent with the District's Co-Ser requirements. The District acknowledges that its State Aid eligibility for BOCES services provided under this Service Agreement may be jeopardized if the District fails to comply with such Co-Ser requirements.
  - l. The District will provide adequate electrical service and cabling, consistent with the minimum manufacturer/vendor hardware and/or connectivity specifications. The District will also provide all furniture required for the new Items. BOCES shall provide the District with the specifications for such Items and shall make its staff available to the District for consultation with the performance of the requirements in this provision.
  - m. The District will assure adequate hardware consistent with the minimum manufacturer/vendor specified configuration required to install and execute software

applications. BOCES shall provide the District with the specifications for such Items and shall make its staff available to the District for consultation with the performance of the requirements in this provision.

- n. Should the District elect to have BOCES recover the equipment at the expiration of the Multi-Year Project, The District is responsible for formatting all hard drives and other storage devices before they are returned to BOCES.

**5. Pricing**

Prices quoted in the Exhibit A are in effect as of the date of the Proposal. Any subsequent changes in price will be passed on to the District. If the price change results in lower costs, the District will have the option of reducing its Commitment for the project, or increasing the quantity of BOCES provided Items and Services for the difference. If the price change results in increased costs, the District has the option of increasing its Commitment for the project, or reducing the quantity of BOCES provided Items and Services for the difference. BOCES will document all price or Item changes and other Item additions or deletions for the District in the Project Amendment Authorization.

**6. Required Approvals**

The Service Agreement must be approved by the District's Board of Education, as evidenced by a copy of the District's resolution signed by the Board of Education President. After approval by both the District and the SED, financing may be arranged by BOCES, as applicable. The Items will be ordered only after SED and financing company approval is obtained.

**7. Ownership of Items**

Items provided under this agreement remain the property of BOCES.

**8. Rules and Regulations**

It is understood and agreed that while on school grounds, BOCES, its employees and/or agents shall obey all of the Districts's rules and regulations and must follow all reasonable directives of the District administrators and employees. The District must provide an up-to-date version of the rules and regulations to BOCES.

**9. Assignment**

Neither party shall assign, transfer, convey, sublet, pledge, hypothecate, or otherwise dispose of its rights, title, or interests herein, or its power to execute the Service Agreement, to any person or corporation.

**10. Titles**

The titles of the sections of the Service Agreement are solely for the convenience of the parties and shall not be used as an aid in the interpretation of the terms and conditions thereof.

**11. Laws**

The Service Agreement shall be governed by the laws of the State of New York. Any claim or action arising under the Service Agreement shall have venue in Suffolk County, New York.

**12. Notice**

All notices required or permitted shall be made in writing by hand delivery or by registered or certified mail, or by a recognized courier service. Notice shall be deemed given on the date of delivery or upon receipt. Notice shall be delivered or mailed to:

**District:**  
Rocky Point UFSD  
90 Rocky Point-Yaphank Road  
Rocky Point, NY 11778  
Attn: Susan Wilson

**BOCES:**  
Eastern Suffolk BOCES  
201 Sunrise Highway  
Patchogue, NY 11772  
Attention: Management  
Services

Regional Information Center  
15 Andrea Road  
Holbrook, NY 11741  
Attention: Jeanne K. Weber

**13. Entire Agreement**

The Service Agreement is the complete and exclusive statement of the agreement between the parties, and supersedes all prior contemporaneous proposals, oral or written, understandings, representations, conditions, or covenants between the parties relating to the subject matter of the contract.

The Service Agreement may not be changed orally, but only by a contract, in writing, signed by the parties hereto.

Should any part of the Service Agreement, for any reason, be declared invalid, such decision shall not affect the validity of any remaining parts of the Service Agreement. Such remaining parts shall remain in full force as if the Service Agreement had been executed with the invalid part eliminated.

By signing the Service Agreement, the District agrees that the services provided under the Service Agreement meet the needs and expectations of the District. The signatures below attest that the Service Agreement is acceptable to both parties.

**District:** Rocky Point Union Free School District

By: \_\_\_\_\_  
Superintendent Date

By: \_\_\_\_\_  
Board of Education President Date

**BOCES**

By: \_\_\_\_\_  
Chief Operating Officer Date

By: \_\_\_\_\_  
Board President Date

Attachments: *Exhibit A – Proposal*  
*Exhibit C – Estimated Payment Schedule*  
*Exhibit E – District Board Resolution*

**Project #IA-RP-062613-2013-2018 // Internet Access Project**

**District Rocky Point UFSD**

**Project Proposal** Rocky Point UFSD, a participant in the LAN/WAN service, has requested the establishment of the installation of 100 Megabit Internet Access, 100 Megabits of connectivity to the BOCES RIC and 100 Megabits of connectivity between Rocky Point High School and Joseph A. Edgar Intermediate School. Light Tower Fiber Long Island has been awarded the contract for this initiative based upon their bid response to Bid #14-05-0625.

CoSer: 514

<b>Contacts</b>	<b>District</b>		<b>BOCES</b>	
	Name	Susan Wilson	Name	Dominick Mupo
	Number	631-849-7080	Number	631-244-4253
	email	<a href="mailto:swilson@rockypoint.k12.ny.us">swilson@rockypoint.k12.ny.us</a>	email	<a href="mailto:dmupo@esboces.org">dmupo@esboces.org</a>

Annual Recurring & One-Time Costs	Item	Price	Quantity	Total Cost
	<b>Bid #14-05-0625 - Light Tower Fiber Long Island</b>			
	One-time, non-recurring cost for 100 Megabits of Internet Access via the vendor's network backbone (one -time charge). Base Bid #1.	\$0.00	1	\$0.00
	Recurring costs for service, repair, maintenance and other related recurring costs for years 1, 2, 3, 4 and 5 as detailed in bid specifications. Base Bid #2 - Recurring monthly costs for 100 Megabits of Internet Access via vendor's network backbone. Recurring Pricing = \$1,049.00 per month; Affiliated monthly taxes/surcharges are indeterminate at this time; please note that rates for any such costs are government regulated and subject to change (currently .25%).	\$1,049.00	60	\$62,940.00
	One-time, non-recurring cost for 100 Megabits of connectivity via the vendor's network backbone for BOCES RIC as a secure transit (one -time charge). Base Bid #4.	\$0.00	1	\$0.00
	Recurring costs for service, repair, maintenance and other related recurring costs for years 1, 2, 3, 4 and 5 as detailed in bid specifications. Base Bid #5 - Recurring monthly costs for 100 Megabits of connectivity via the vendor's network backbone for the BOCES RIC as a secure transit to Rocky Point. Recurring Pricing = \$999.00 per month; Affiliated monthly taxes/surcharges are indeterminate at this time; please note that rates for any such costs are government regulated and subject to change (currently .25%).	\$999.00	60	\$59,940.00
	One-time, non-recurring cost for 100 Megabits of connectivity between Rocky Point High School and Joseph A. Edgar Intermediate School (one -time charge). Base Bid #7.	\$0.00	1	\$0.00
	Recurring costs for service, repair, maintenance and other related recurring costs for years 1, 2, 3, 4 and 5 as detailed in bid specifications. Base Bid #8 - Recurring monthly costs for 100 Megabits of connectivity between Rocky Point High School and Joseph A. Edgar Intermediate School. Recurring Pricing = \$1,099.00 per month; Affiliated monthly taxes/surcharges are indeterminate at this time; please note that rates for any such costs are government regulated and subject to change (currently .25%).	\$1,099.00	60	\$65,940.00
	One-time, non-recurring, budgetary placeholder for "ESBOCES RIC Customer Premise Equipment (CPE) Device".	\$2,500.00	1	\$2,500.00

<b>Project Total</b>	<b>\$191,320.00</b>
----------------------	---------------------

**Cost Summary**

<b>Item</b>	<b>Total Cost</b>
Total Recurring & One-Time Costs	\$191,320.00
BOCES Project Management Fees	\$28,698.00
<b>Project Total</b>	<b>\$220,018.00</b>

**Authorizations**

\_\_\_\_\_  
 Superintendent  
 Rocky Point UFSD  
 DATE

\_\_\_\_\_  
 Program Administrator/Coordinator  
 Eastern Suffolk BOCES  
 DATE

\_\_\_\_\_  
 RIC Director  
 Eastern Suffolk BOCES  
 DATE

\_\_\_\_\_  
 Manager of Administrative Services  
 Eastern Suffolk BOCES  
 DATE



### Estimated Payment Schedule

**5 Year Term**

District: Rocky Point UFSD

Project:IA-RP-062613-2013-2018 // Internet Access Project

Description	TOTAL	Year 1	Year 2	Year 3	Year 4	Year 5
<b>Project Costs:</b>						
Number of Years	5					
One-time, non-recurring cost for 100 Megabits of Internet Access via the vendor's network backbone (one -time charge). Base Bid #1.		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Recurring costs for service, repair, maintenance and other related recurring costs for years 1, 2, 3, 4 and 5 as detailed in bid specifications. Base Bid #2 Recurring monthly costs for 100 Megabits of Internet Access via vendor's network backbone. Recurring Pricing = \$1,049.00 per month; Affiliated monthly taxes/surcharges are indeterminate at this time; please note that rates for any such costs are government regulated and subject to change (currently .25%).		\$12,588.00	\$12,588.00	\$12,588.00	\$12,588.00	\$12,588.00
One-time, non-recurring cost for 100 Megabits of connectivity via the vendor's network backbone for BOCES RIC as a secure transit (one -time charge). Base Bid #4.		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Recurring costs for service, repair, maintenance and other related recurring costs for years 1, 2, 3, 4 and 5 as detailed in bid specifications. Base Bid #5 Recurring monthly costs for 100 Megabits of connectivity via the vendor's network backbone for the BOCES RIC as a secure transit to Rocky Point. Recurring Pricing = \$999.00 per month; Affiliated monthly taxes/surcharges are indeterminate at this time; please note that rates for any such costs are government regulated and subject to change (currently .25%).		\$11,988.00	\$11,988.00	\$11,988.00	\$11,988.00	\$11,988.00
One-time, non-recurring cost for 100 Megabits of connectivity between Rocky Point High School and Joseph A. Edgar Intermediate School (one -time charge). Base Bid #7.		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00



Recurring costs for service, repair, maintenance and other related recurring costs for years 1, 2, 3, 4 and 5 as detailed in bid specifications. Base Bid #8 Recurring monthly costs for 100 Megabits of connectivity between Rocky Point High School and Joseph A. Edgar Intermediate School. Recurring Pricing = \$1,099.00 per month; Affiliated monthly taxes/surcharges are indeterminate at this time; please note that rates for any such costs are government regulated and subject to change (currently .25%).		\$13,188.00	\$13,188.00	\$13,188.00	\$13,188.00	\$13,188.00
<b>Total Recurring Project Costs over 5 years</b>		<b>\$37,764.00</b>	<b>\$37,764.00</b>	<b>\$37,764.00</b>	<b>\$37,764.00</b>	<b>\$37,764.00</b>
One-time, non-recurring cost for budgetary placeholder for ESBOCES RIC Customer Premise Equipment (CPE) Device		\$2,500.00				

BOCES Project Coordination Fee	\$6,039.60	\$5,664.60	\$5,664.60	\$5,664.60	\$5,664.60
--------------------------------	------------	------------	------------	------------	------------

<b>Estimated Total Project Cost per Year</b>	<b>\$46,303.60</b>	<b>\$43,428.60</b>	<b>\$43,428.60</b>	<b>\$43,428.60</b>	<b>\$43,428.60</b>
--	--------------------	--------------------	--------------------	--------------------	--------------------

**COST SUMMARY**

<b>Total Recurring Project Costs over 5 years</b>	<b>\$188,820.00</b>
---	---------------------

<b>Total one time, non-recurring Project Costs</b>	<b>\$2,500.00</b>
--	-------------------

<b>BOCES Project Coordination Fee</b>	<b>\$28,698.00</b>
---------------------------------------	--------------------

<b>Total Project Costs</b>	<b>\$220,018.00</b>
----------------------------	---------------------

**MEMORANDUM OF AGREEMENT**  
Between the  
**BOARD OF EDUCATION OF THE ROCKY POINT UNION FREE SCHOOL DISTRICT**  
And the  
**ROCKY POINT TEACHERS' ASSOCIATION**

**THIS MEMORANDUM OF AGREEMENT is entered into by the Board of Education of the Rocky Point Union Free School District (the "District") and the Rocky Point Teachers' Association (the "Association"), collectively referred to as the "Parties."**

**WHEREAS, there is a collective bargaining agreement, between the Rocky Point Union Free School District ("District") and the Rocky Point Teachers' Association ("RPTA"); and,**

**WHEREAS, such collective bargaining agreement includes "Article XIX—Retirement Incentive" which applies to employees who are first time eligible to retire from the Teacher's Retirement System ("TRS") or reach 55 years of age and by August 31<sup>st</sup> of a given year; and,**

**WHEREAS, the District and the RPTA pursuant to collective bargaining agree to allow employees the ability to receive the benefits of Article XIX who were eligible for such benefits in prior school years and elected to continue employment ("post-eligible employees");**

**THEREFORE, it is hereby agreed that post-eligible employees shall be entitled to receive the benefits of Article XIX, subject to the following conditions:**

- 1. Post-eligible employees shall be eligible to retire and receive such benefits provided for the otherwise eligible employees for 2012-2013 school year at a rate of 50% of the maximum benefit. Thus, the maximum benefit as per this agreement, is \$23,750.**
- 2. The obligation under Article XIX-3 to submit an irrevocable letter of resignation for the purpose of retirement by March 1, 2013, is hereby modified to allow for post-eligible employees to submit such irrevocable notice by July 15, 2013.**
- 3. Except as specified in paragraph 2 above, all procedural requirements and deadlines for participation as specified in Article XIX shall apply to post eligible employees electing to retire under this Agreement.**
- 4. This agreement shall be binding upon the RPTA, its successors and assigns as well as the District and its successors and assigns.**
- 5. The enactment of this Agreement shall not diminish, waive or in any way amend the provisions of Article XIX of the Collective Bargaining Agreement.**
- 6. This Agreement will automatically "sunset" effective July 30, 2013 and have no validity with respect to §209-a.1(e) of the Public Employees Fair Employment Act, unless extended in writing by the parties.**

7. The Parties further agree that this Agreement shall not be precedent-setting nor binding upon the Parties in the future. Moreover, the Parties agree that this Memorandum of Agreement shall not be used and/or admitted into evidence in connection with any subsequent claim, litigation, arbitration, cause of action or proceeding of any kind and nature in any jurisdiction or forum.

Dated: June 27, 2013

ROCKY POINT TEACHERS' ASSOCIATION

BOARD OF EDUCATION OF THE ROCKY  
POINT UNION FREE SCHOOL DISTRICT

By: Michael Friscia  
Mr. Michael Friscia, President  
RPTA

By: \_\_\_\_\_  
Mr. Michael Nofi, President  
Rocky Point UFSD, Board of Education

# *Interoffice Memorandum*

**TO:** *Dr. Michael Ring, Superintendent*

**FROM:** *Andrea Moscatiello, Director of Special Education*

**DATE:** *7/11/2013*

**RE:** *Board Action Sheets*

---

*Below please find the schedule to be approved at the 07/11/2013 Board of Education meeting:*

<b>SCHEDULE A 7/11/2013</b>		
<b>Year</b>	<b>Date</b>	<b>Location</b>
2012-2013	04/26/2013	Manifestation-Bellport Academic
2013-2014	05/14/2013	JAE Committee
2012-2013	05/16/2013	RPHS Committee
2013-2014	05/16/2013	RPHS Committee
2012-2013	05/16/2013	FJC Committee
2013-2014	05/16/2013	FJC Committee
2013-2014	05/17/2013	JAE Committee
2012-2013	05/17/2013	RPHS Committee
2013-2014	05/17/2013	RPHS Committee
2012-2013	05/20/2013	FJC Committee
2013-2014	05/20/2013	FJC Committee
2013-2014	05/20/2013	RPHS Committee
2013-2014	05/21/2013	JAE Committee
2012-2013	05/21/2013	RPHS Committee
2013-2014	05/21/2013	RPHS Committee
2013-2014	05/22/2013	BOCES-Westhampton Beach
2013-2014	05/23/2013	BOCES-Bellport Academic
2013-2014	05/28/2013	RPMS Committee
2012-2013	05/29/2013	FJC Committee
2013-2014	05/29/2013	FJC Committee
2013-2014	05/30/2013	JAE Committee
2013-2014	05/30/2013	RPMS Committee
2013-2014	05/31/2013	RPMS Committee
2013-2014	06/03/2013	JAE Committee
2012-2013	06/03/2013	RPMS Committee
2013-2014	06/03/2013	RPMS Committee
2013-2014	06/04/2013	RPMS Committee
2012-2013	06/05/2013	RPMS Committee
2013-2014	06/05/2013	RPHS Committee
2013-2014	06/05/2013	RPHS Committee

2013-2014	06/06/2013	JAE Committee
2013-2014	06/06/2013	RPHS Committee
2013-2014	06/07/2013	JAE Committee
2013-2014	06/07/2013	RPMS Committee
2013-2014	06/10/2013	JAE Committee
2013-2014	06/11/2013	RPMS Committee
2012-2013	06/12/2013	FJC Committee
2013-2014	06/12/2013	FJC Committee
2012-2013	06/13/2013	FJC Committee
2013-2014	06/13/2013	FJC Committee
2013-2014	06/18/2013	JAE Committee
2012-2013	06/18/2013	FJC Committee
2013-2014	06/18/2013	FJC Committee
2013-2014	06/20/2013	BOCES-Bellport Academic Center
2012-2013	May & June	District Wide Amendments without meetings

*Dr. Michael Ring - Board Action Sheets*  
*AM/em*

**Rocky Point Union Free School District  
Committee Meeting Recommendations for Board of Education**

<b>Student:</b> 'Board of Education Copy'		<b>AltID#:</b>		<b>DOB</b>		<b>Grade:</b> 09	
<b>Meeting Date</b>	<b>BOE Date</b>	<b>Committee / Reason</b>	<b>Decision</b>			<b>Placement Recommendation / School</b>	
06/20/2013	07/11/2013	Subcommittee on Special Education / Annual Review	Classified			BOCES Class in a Public School(BOCES-PSD) / BOCES ES Bellport Academic Center-SE	
<b><u>Recommended Program/Service</u></b>	<b><u>Start Date</u></b>	<b><u>End Date</u></b>	<b><u>Ratio</u></b>	<b><u>Frequency</u></b>	<b><u>Period</u></b>	<b><u>Duration</u></b>	<b><u>Location</u></b>
Special Class (Bellport Academic Center-SE)	09/09/2013	06/26/2014	8:1+1	5	Daily	6hr.	Across All Educational Settings
Counseling	09/09/2013	06/26/2014	Small Group	1	Weekly	30min.	Counselor's Office/Special Location
Counseling	09/09/2013	06/26/2014	Individual	2	Weekly	30min.	Counselor's Office/Special Location

**Rocky Point Union Free School District  
Committee Meeting Recommendations for Board of Education**

Student:	Board of Education Copy	AltID#:	DOB:	Grade:	Ungraded			
<b>Meeting Date</b>	<b>BOE Date</b>	<b>Committee / Reason</b>		<b>Decision</b>	<b>Placement Recommendation / School</b>			
05/14/2013	07/11/2013	Subcommittee on Special Education / Program Review		Classified	Home Public School District(HPSD) / Rocky Point Middle School			
<u>Recommended Program/Service</u>	<u>Start Date</u>	<u>End Date</u>	<u>Ratio</u>	<u>Frequency</u>	<u>Period</u>	<u>Duration</u>	<u>Location</u>	
Special Class - English	09/09/2013	06/26/2014	15:1	1	Daily	42min.	Classroom	
Special Class - Math	09/09/2013	06/26/2014	15:1	1	Daily	42min.	Classroom	
Special Class - Social Studies	09/09/2013	06/26/2014	15:1	1	Daily	42min.	Classroom	
Special Class - Science	09/09/2013	06/26/2014	15:1	1	Daily	42min.	Classroom	
Special Class - Reading	09/09/2013	06/26/2014	15:1	1	Daily	42min.	Classroom	
Special Class	07/01/2013	08/09/2013	12:1+1	5	Weekly	2hr. 30min.	Classroom	
Applied Behavioral Analysis Services	09/09/2013	06/26/2014	Individual	3	Weekly	1hr.	Home	
Parent Counseling and Training	09/09/2013	06/26/2014	Individual	2	Weekly	1hr.	Home	
Speech/Language Therapy	09/09/2013	06/26/2014	Individual	1	Weekly	30min.	Therapy Room or Classroom	
Counseling-Social Skills Training	09/09/2013	06/26/2014	Small Group	1	Weekly	30min.	Counselor's Office/Classroom	
Speech/Language Therapy	09/09/2013	06/26/2014	Small Group	2	Weekly	30min.	Therapy Room or Classroom	
Parent Counseling and Training	09/09/2013	06/26/2014	Individual	4	Yearly	30min.	School	
Occupational Therapy	09/09/2013	06/26/2014	Small Group	2	Weekly	30min.	Therapy Room or Classroom	
Applied Behavioral Analysis Services	07/01/2013	08/09/2013	Individual	3	Weekly	1hr.	Home	
Parent Counseling and Training	07/01/2013	08/09/2013	Individual	1	Weekly	1hr.	Home	
Occupational Therapy	07/01/2013	08/09/2013	Small Group	2	Weekly	30min.	Classroom	
Speech/Language Therapy	07/01/2013	08/09/2013	Small Group	2	Weekly	30min.	Classroom	
Counseling-Social Skills Counseling	07/01/2013	08/09/2013	Small Group	1	Weekly	30min.	Classroom	
Individual Aide	09/09/2013	06/26/2014		6	Daily	40 minutes	Classroom	



**Rocky Point Union Free School District  
Committee Meeting Recommendations for Board of Education**

<b>Student:</b> 'Board of Education Copy'		<b>AltID#:</b>		<b>DOB:</b>		<b>Grade:</b> 12		
<b>Meeting Date</b>	<b>BOE Date</b>	<b>Committee / Reason</b>	<b>Decision</b>		<b>Placement Recommendation / School</b>			
05/16/2013	07/11/2013	Subcommittee on Special Education / Manifestation Determination	Classified		Home Public School District(HPSD) / Rocky Point High School			
<b><u>Recommended Program/Service</u></b>		<b><u>Start Date</u></b>	<b><u>End Date</u></b>	<b><u>Ratio</u></b>	<b><u>Frequency</u></b>	<b><u>Period</u></b>	<b><u>Duration</u></b>	<b><u>Location</u></b>
Special Class - Science		09/05/2012	06/21/2013	15:1	1	Daily	42min.	Classroom
Consultant Teacher Services (CTD Social Studies)		09/05/2012	06/21/2013	Direct	1	Daily	42min.	Classroom

**Rocky Point Union Free School District**  
**Committee Meeting Recommendations for Board of Education**

Student: 'Board of Education Copy'		AltID#:	DOB:	Grade: 10			
<b>Meeting Date</b> 05/16/2013	<b>BOE Date</b> 07/11/2013	<b>Committee / Reason</b> Subcommittee on Special Education / Annual Review	<b>Decision</b> Classified	<b>Placement Recommendation / School</b> Home Public School District(HPSD) / Rocky Point High School			
<u>Recommended Program/Service</u>	<u>Start Date</u>	<u>End Date</u>	<u>Ratio</u>	<u>Frequency</u>	<u>Period</u>	<u>Duration</u>	<u>Location</u>
Special Class - English	09/09/2013	06/26/2014	15:1	1	Daily	42min.	Classroom
Special Class - Social Studies	09/09/2013	06/26/2014	15:1	1	Daily	42min.	Classroom
Special Class - Science	09/09/2013	06/26/2014	15:1	1	Daily	42min.	Classroom
Special Class - Math	09/09/2013	06/26/2014	15:1	1	Daily	42min.	Classroom
Hearing Services	09/09/2013	06/26/2014	Individual	3	Weekly	42min.	Therapy Room or Classroom

Student: 'Board of Education Copy'		AltID#:	DOB:	Grade: 12			
<b>Meeting Date</b> 05/16/2013	<b>BOE Date</b> 07/11/2013	<b>Committee / Reason</b> Subcommittee on Special Education / Annual Review	<b>Decision</b> Classified	<b>Placement Recommendation / School</b> Home Public School District(HPSD) / Rocky Point High School			
<u>Recommended Program/Service</u>	<u>Start Date</u>	<u>End Date</u>	<u>Ratio</u>	<u>Frequency</u>	<u>Period</u>	<u>Duration</u>	<u>Location</u>
Special Class (Learning Lab - Study Skills)	09/09/2013	06/26/2014	15:1	1	Every Other Day	42min.	Classroom
Consultant Teacher Services (CTD English)	09/09/2013	06/26/2014	Direct	1	Daily	42min.	Classroom
Consultant Teacher Services (CTD Social Studies)	09/09/2013	06/26/2014	Direct	1	Daily	42min.	Classroom

Student: 'Board of Education Copy'		AltID#:	DOB:	Grade: 11			
<b>Meeting Date</b> 05/16/2013	<b>BOE Date</b> 07/11/2013	<b>Committee / Reason</b> Subcommittee on Special Education / Reevaluation/Annual Review	<b>Decision</b> Classified	<b>Placement Recommendation / School</b> Home Public School District(HPSD) / Rocky Point High School			
<u>Recommended Program/Service</u>	<u>Start Date</u>	<u>End Date</u>	<u>Ratio</u>	<u>Frequency</u>	<u>Period</u>	<u>Duration</u>	<u>Location</u>
Consultant Teacher Services (CTD English)	09/09/2013	06/26/2014	Direct	1	Daily	42min.	Classroom
Special Class (Learning Lab - Study Skills)	09/09/2013	06/26/2014	15:1	1	Every Other Day	42min.	Classroom
Consultant Teacher Services (CTD Social Studies)	09/09/2013	06/26/2014	Direct	1	Daily	42min.	Classroom

Student: 'Board of Education Copy'		AltID#:	DOB:	Grade: 11			
<b>Meeting Date</b> 05/16/2013	<b>BOE Date</b> 07/11/2013	<b>Committee / Reason</b> Subcommittee on Special Education / Annual Review	<b>Decision</b> Classified	<b>Placement Recommendation / School</b> Home Public School District(HPSD) / Rocky Point High School			
<u>Recommended Program/Service</u>	<u>Start Date</u>	<u>End Date</u>	<u>Ratio</u>	<u>Frequency</u>	<u>Period</u>	<u>Duration</u>	<u>Location</u>
Special Class (Learning Lab - Math)	09/09/2013	06/26/2014	15:1	1	Every Other Day	42min.	Classroom
Consultant Teacher Services (CTD Math)	09/09/2013	06/26/2014	Direct	1	Daily	42min.	Classroom
Consultant Teacher Services (CTD English)	09/09/2013	06/26/2014	Direct	1	Daily	42min.	Classroom

**Student:** 'Board of Education Copy'

**AltID#:**

**DOB:**

**Grade:** 12

<b>Meeting Date</b>	<b>BOE Date</b>	<b>Committee / Reason</b>	<b>Decision</b>	<b>Placement Recommendation / School</b>			
05/16/2013	07/11/2013	Subcommittee on Special Education / Annual Review	Classified	Home Public School District(HPSD) / Rocky Point High School			

<b><u>Recommended Program/Service</u></b>	<b><u>Start Date</u></b>	<b><u>End Date</u></b>	<b><u>Ratio</u></b>	<b><u>Frequency</u></b>	<b><u>Period</u></b>	<b><u>Duration</u></b>	<b><u>Location</u></b>
Consultant Teacher Services (CTD English)	09/09/2013	06/26/2014	Direct	1	Daily	42min.	Classroom
Consultant Teacher Services (CTD Social Studies)	09/09/2013	06/26/2014	Direct	1	Daily	42min.	Classroom
Special Class (Learning Lab - Study Skills)	09/09/2013	06/26/2014	15:1	1	Every Other Day	42min.	Classroom
Counseling-Social Skills Training	09/09/2013	06/26/2014	Small Group	1	Weekly	42min.	Therapy Room/ Counselors Office
Parent Counseling and Training	09/09/2013	06/26/2014	Individual	4	Yearly	1hr.	Special Location

**Rocky Point Union Free School District**  
**Committee Meeting Recommendations for Board of Education**

<b>Student:</b> 'Board of Education Copy'		<b>AID#:</b>		<b>DOB:</b>		<b>Grade:</b> 03		
<b>Meeting Date</b>	<b>BOE Date</b>	<b>Committee / Reason</b>	<b>Decision</b>		<b>Placement Recommendation / School</b>			
05/16/2013	07/11/2013	Subcommittee on Special Education / Reevaluation/Annual Review	Declassified		Home Public School District(HPSD) / Joseph A. Edgar School			
<b><u>Recommended Program/Service</u></b>		<b><u>Start Date</u></b>	<b><u>End Date</u></b>	<b><u>Ratio</u></b>	<b><u>Frequency</u></b>	<b><u>Period</u></b>	<b><u>Duration</u></b>	<b><u>Location</u></b>
Consultant Teacher Services		05/16/2013	06/21/2013	Direct	4	Daily	40min.	Classroom
Speech/Language Therapy		05/16/2013	06/21/2013	Small Group	2	Weekly	30min.	Therapy Room or Classroom
Occupational Therapy		05/16/2013	06/21/2013	Small Group	1	Weekly	30min.	Therapy Room or Classroom

**Rocky Point Union Free School District**  
**Committee Meeting Recommendations for Board of Education**

<b>Student:</b> 'Board of Education Copy'		<b>AID#:</b>		<b>DOB:</b>		<b>Grade:</b> 01		
<b>Meeting Date</b>	<b>BOE Date</b>	<b>Committee / Reason</b>	<b>Decision</b>		<b>Placement Recommendation / School</b>			
05/16/2013	07/11/2013	Subcommittee on Special Education / Annual Review	Classified		Home Public School District(HPSD) / Frank J. Carasiti Elem.			
<b>Recommended Program/Service</b>		<b>Start Date</b>	<b>End Date</b>	<b>Ratio</b>	<b>Frequency</b>	<b>Period</b>	<b>Duration</b>	<b>Location</b>
Special Class		09/09/2013	06/26/2014	15:1	6	Daily	40min.	Classroom
Speech/Language Therapy		09/09/2013	06/26/2014	Individual	1	Weekly	30min.	Therapy Room or Classroom
Speech/Language Therapy		09/09/2013	06/26/2014	Small Group	2	Weekly	30min.	Therapy Room or Classroom

<b>Student:</b> 'Board of Education Copy'		<b>AID#:</b>		<b>DOB:</b>		<b>Grade:</b> 02		
<b>Meeting Date</b>	<b>BOE Date</b>	<b>Committee / Reason</b>	<b>Decision</b>		<b>Placement Recommendation / School</b>			
05/16/2013	07/11/2013	Subcommittee on Special Education / Annual Review	Classified		Home Public School District(HPSD) / Frank J. Carasiti Elem.			
<b>Recommended Program/Service</b>		<b>Start Date</b>	<b>End Date</b>	<b>Ratio</b>	<b>Frequency</b>	<b>Period</b>	<b>Duration</b>	<b>Location</b>
Consultant Teacher Services		09/09/2013	06/26/2014	Direct	4	Daily	40min.	Classroom

<b>Student:</b> 'Board of Education Copy'		<b>AID#:</b>		<b>DOB:</b>		<b>Grade:</b> 02		
<b>Meeting Date</b>	<b>BOE Date</b>	<b>Committee / Reason</b>	<b>Decision</b>		<b>Placement Recommendation / School</b>			
05/16/2013	07/11/2013	Subcommittee on Special Education / Annual Review	Classified		Home Public School District(HPSD) / Frank J. Carasiti Elem.			
<b>Recommended Program/Service</b>		<b>Start Date</b>	<b>End Date</b>	<b>Ratio</b>	<b>Frequency</b>	<b>Period</b>	<b>Duration</b>	<b>Location</b>
Speech/Language Therapy		09/09/2013	06/26/2014	Small Group	2	Weekly	30min.	Therapy Room or Classroom

<b>Student:</b> 'Board of Education Copy'		<b>AID#:</b>		<b>DOB:</b>		<b>Grade:</b> 02		
<b>Meeting Date</b>	<b>BOE Date</b>	<b>Committee / Reason</b>	<b>Decision</b>		<b>Placement Recommendation / School</b>			
05/16/2013	07/11/2013	Subcommittee on Special Education / Annual Review	Classified		Home Public School District(HPSD) / Frank J. Carasiti Elem.			
<b>Recommended Program/Service</b>		<b>Start Date</b>	<b>End Date</b>	<b>Ratio</b>	<b>Frequency</b>	<b>Period</b>	<b>Duration</b>	<b>Location</b>
Consultant Teacher Services		09/09/2013	06/26/2014	Direct	4	Daily	40min.	Classroom

<b>Student:</b> 'Board of Education Copy'		<b>AID#:</b>		<b>DOB:</b>		<b>Grade:</b> 03		
<b>Meeting Date</b>	<b>BOE Date</b>	<b>Committee / Reason</b>	<b>Decision</b>		<b>Placement Recommendation / School</b>			
05/16/2013	07/11/2013	Subcommittee on Special Education / Annual Review	Classified		Home Public School District(HPSD) / Joseph A. Edgar School			
<b>Recommended Program/Service</b>		<b>Start Date</b>	<b>End Date</b>	<b>Ratio</b>	<b>Frequency</b>	<b>Period</b>	<b>Duration</b>	<b>Location</b>
Consultant Teacher Services		09/09/2013	06/26/2014	Direct	4	Daily	40min.	Classroom
Speech/Language Therapy		09/09/2013	06/26/2014	Small Group	3	Weekly	30min.	Therapy Room or Classroom

<b>Student:</b> 'Board of Education Copy'		<b>AID#:</b>		<b>DOB:</b>		<b>Grade:</b> 02	
<b>Meeting Date</b>	<b>BOE Date</b>	<b>Committee / Reason</b>	<b>Decision</b>		<b>Placement Recommendation / School</b>		
05/16/2013	07/11/2013	Subcommittee on Special Education / Annual Review	Classified		Home Public School District (HPSD) / Frank J. Carasiti Elem.		
<b><u>Recommended Program/Service</u></b>	<b><u>Start Date</u></b>	<b><u>End Date</u></b>	<b><u>Ratio</u></b>	<b><u>Frequency</u></b>	<b><u>Period</u></b>	<b><u>Duration</u></b>	<b><u>Location</u></b>
Consultant Teacher Services	09/09/2013	06/26/2014	Direct	3	Daily	40min.	Classroom
Resource Room Program	09/09/2013	06/26/2014	5:1	1	Daily	40min.	Classroom
Occupational Therapy	09/09/2013	06/26/2014	Small Group	1	Weekly	30min.	Classroom
Occupational Therapy	09/09/2013	06/26/2014	Small Group	1	Weekly	30min.	Therapy Room

**Rocky Point Union Free School District  
Committee Meeting Recommendations for Board of Education**

<b>Student:</b> 'Board of Education Copy'		<b>AltID#:</b>		<b>DOB:</b>		<b>Grade:</b> 05	
<b>Meeting Date</b> 05/20/2013	<b>BOE Date</b> 07/11/2013	<b>Committee / Reason</b> Subcommittee on Special Education / Annual Review	<b>Decision</b> Classified	<b>Placement Recommendation / School</b> Home Public School District(HPSD) / Joseph A. Edgar School			
<u>Recommended Program/Service</u>	<u>Start Date</u>	<u>End Date</u>	<u>Ratio</u>	<u>Frequency</u>	<u>Period</u>	<u>Duration</u>	<u>Location</u>
Consultant Teacher Services (CTD Math)	09/09/2013	06/26/2014	Direct	1	Daily	40min.	Classroom
Consultant Teacher Services (CTD Reading)	09/09/2013	06/26/2014	Direct	1	Daily	40min.	Classroom
Consultant Teacher Services (CTD English)	09/09/2013	06/26/2014	Direct	2	Daily	40min.	Classroom
Speech/Language Therapy	09/09/2013	06/26/2014	Small Group	2	Weekly	30min.	Therapy Room

<b>Student:</b> 'Board of Education Copy'		<b>AltID#:</b>		<b>DOB:</b>		<b>Grade:</b> 05	
<b>Meeting Date</b> 05/20/2013	<b>BOE Date</b> 07/11/2013	<b>Committee / Reason</b> Subcommittee on Special Education / Annual Review	<b>Decision</b> Classified	<b>Placement Recommendation / School</b> Home Public School District(HPSD) / Joseph A. Edgar School			
<u>Recommended Program/Service</u>	<u>Start Date</u>	<u>End Date</u>	<u>Ratio</u>	<u>Frequency</u>	<u>Period</u>	<u>Duration</u>	<u>Location</u>
Consultant Teacher Services (CTD English)	09/09/2013	06/26/2014	Direct	2	Daily	40min.	Classroom
Consultant Teacher Services (CTD Reading)	09/09/2013	06/26/2014	Direct	1	Daily	40min.	Classroom
Consultant Teacher Services (CTD Math)	09/09/2013	06/26/2014	Direct	1	Daily	40min.	Classroom
Speech/Language Therapy	09/09/2013	06/26/2014	Small Group	2	Weekly	30min.	Counselor's Office/Classroom
Counseling-Social Skills Counseling	09/09/2013	06/26/2014	Small Group	1	Weekly	30min.	Counselor's Office
Occupational Therapy	09/09/2013	06/26/2014	Small Group	2	Weekly	30min.	Classroom

<b>Student:</b> 'Board of Education Copy'		<b>AltID#:</b>		<b>DOB:</b>		<b>Grade:</b> 05	
<b>Meeting Date</b> 05/17/2013	<b>BOE Date</b> 07/11/2013	<b>Committee / Reason</b> Subcommittee on Special Education / Reevaluation/Annual Review	<b>Decision</b> Classified	<b>Placement Recommendation / School</b> Home Public School District(HPSD) / Joseph A. Edgar School			
<u>Recommended Program/Service</u>	<u>Start Date</u>	<u>End Date</u>	<u>Ratio</u>	<u>Frequency</u>	<u>Period</u>	<u>Duration</u>	<u>Location</u>
Special Class	09/09/2013	06/26/2014	15:1	6	Daily	40min.	Classroom
Physical Therapy	09/09/2013	06/26/2014	Small Group	1	Weekly	30min.	Therapy Room or Classroom
Physical Therapy	09/09/2013	06/26/2014	Individual	1	Weekly	30min.	Therapy Room
Speech/Language Therapy	09/09/2013	06/26/2014	Small Group	2	Weekly	30min.	Therapy Room or Classroom

<b>Student:</b> 'Board of Education Copy'		<b>AltID#:</b>		<b>DOB:</b>		<b>Grade:</b> 05	
<b>Meeting Date</b> 05/20/2013	<b>BOE Date</b> 07/11/2013	<b>Committee / Reason</b> Subcommittee on Special Education / Reevaluation/Annual Review	<b>Decision</b> Classified	<b>Placement Recommendation / School</b> Home Public School District(HPSD) / Joseph A. Edgar School			
<u>Recommended Program/Service</u>	<u>Start Date</u>	<u>End Date</u>	<u>Ratio</u>	<u>Frequency</u>	<u>Period</u>	<u>Duration</u>	<u>Location</u>
Consultant Teacher Services	09/09/2013	06/26/2014	Direct	4	Daily	40min.	Classroom



Speech/Language Therapy	09/09/2013	06/26/2014	Small Group	2	Weekly	30min.	Therapy Room or Classroom
-------------------------	------------	------------	-------------	---	--------	--------	---------------------------

<b>Student:</b> Board of Education Copy		<b>AltID#:</b>		<b>DOB:</b>		<b>Grade:</b> 05	
<b>Meeting Date</b>	<b>BOE Date</b>	<b>Committee / Reason</b>	<b>Decision</b>	<b>Placement Recommendation / School</b>			
05/17/2013	07/11/2013	Subcommittee on Special Education / Annual Review	Classified	Home Public School District(HPSD) / Joseph A. Edgar School			
<u>Recommended Program/Service</u>	<u>Start Date</u>	<u>End Date</u>	<u>Ratio</u>	<u>Frequency</u>	<u>Period</u>	<u>Duration</u>	<u>Location</u>
Special Class	09/09/2013	06/26/2014	15:1	6	Daily	40min.	Classroom
Speech/Language Therapy	09/09/2013	06/26/2014	Small Group	2	Weekly	30min.	Therapy Room or Classroom

<b>Student:</b> Board of Education Copy		<b>AltID#:</b>		<b>DOB:</b>		<b>Grade:</b> 05	
<b>Meeting Date</b>	<b>BOE Date</b>	<b>Committee / Reason</b>	<b>Decision</b>	<b>Placement Recommendation / School</b>			
05/17/2013	07/11/2013	Subcommittee on Special Education / Annual Review	Classified	Home Public School District(HPSD) / Joseph A. Edgar School			
<u>Recommended Program/Service</u>	<u>Start Date</u>	<u>End Date</u>	<u>Ratio</u>	<u>Frequency</u>	<u>Period</u>	<u>Duration</u>	<u>Location</u>
Consultant Teacher Services (CTD English)	09/09/2013	06/26/2014	Direct	2	Daily	40min.	Classroom
Consultant Teacher Services (CTD Reading)	09/09/2013	06/26/2014	Direct	1	Daily	40min.	Classroom
Consultant Teacher Services (CTD Math)	09/09/2013	06/26/2014	Direct	1	Daily	40min.	Classroom
Speech/Language Therapy	09/09/2013	06/26/2014	Small Group	1	Weekly	30min.	Therapy Room or Classroom

<b>Student:</b> Board of Education Copy		<b>AltID#:</b>		<b>DOB:</b>		<b>Grade:</b> 05	
<b>Meeting Date</b>	<b>BOE Date</b>	<b>Committee / Reason</b>	<b>Decision</b>	<b>Placement Recommendation / School</b>			
05/17/2013	07/11/2013	Subcommittee on Special Education / Reevaluation/Annual Review	Classified	Home Public School District(HPSD) / Joseph A. Edgar School			
<u>Recommended Program/Service</u>	<u>Start Date</u>	<u>End Date</u>	<u>Ratio</u>	<u>Frequency</u>	<u>Period</u>	<u>Duration</u>	<u>Location</u>
Consultant Teacher Services (CTD English)	09/09/2013	06/26/2014	Direct	2	Daily	40min.	Classroom
Consultant Teacher Services (CTD Reading)	09/09/2013	06/26/2014	Direct	1	Daily	40min.	Classroom
Consultant Teacher Services (CTD Math)	09/09/2013	06/26/2014	Direct	1	Daily	40min.	Classroom

**Rocky Point Union Free School District  
Committee Meeting Recommendations for Board of Education**

Student: 'Board of Education Copy'		AltID#:		DOB:		Grade: 10		
Meeting Date	BOE Date	Committee / Reason	Decision			Placement Recommendation / School		
05/17/2013	07/11/2013	Subcommittee on Special Education / Annual Review	Classified			Home Public School District(HPSD) / Rocky Point High School		
<u>Recommended Program/Service</u>		<u>Start Date</u>	<u>End Date</u>	<u>Ratio</u>	<u>Frequency</u>	<u>Period</u>	<u>Duration</u>	<u>Location</u>
Counseling-Social Skills Training		09/09/2013	06/26/2014	Small Group	1	Weekly	42min.	Therapy Room/ Counselors Office
Parent Counseling and Training		09/09/2013	06/26/2014	Individual	4	Yearly	42min.	Special Location
Counseling-Social Skills Training		09/09/2013	06/26/2014	Individual	2	Monthly	42min.	Counselor's Office/Special Location

Student: 'Board of Education Copy'		AltID#:		DOB:		Grade: 10		
Meeting Date	BOE Date	Committee / Reason	Decision			Placement Recommendation / School		
05/17/2013	07/11/2013	Subcommittee on Special Education / Reevaluation/Annual Review	Classified			Home Public School District(HPSD) / Rocky Point High School		
<u>Recommended Program/Service</u>		<u>Start Date</u>	<u>End Date</u>	<u>Ratio</u>	<u>Frequency</u>	<u>Period</u>	<u>Duration</u>	<u>Location</u>
Counseling-Social Skills Training		09/09/2013	06/26/2014	Individual	2	Monthly	30min.	Therapy Room/ Counselors Office
Counseling - Social Skills Training		09/09/2013	06/26/2014	Small Group	1	Weekly	42min.	Therapy Room/ Counselors Office
Parent Counseling and Training		09/09/2013	06/26/2014	Individual	4	Yearly	42min.	Special Location

Student: 'Board of Education Copy'		AltID#:		DOB:		Grade: 12		
Meeting Date	BOE Date	Committee / Reason	Decision			Placement Recommendation / School		
05/17/2013	07/11/2013	Subcommittee on Special Education / Annual Review	Classified			Home Public School District(HPSD) / Rocky Point High School		
<u>Recommended Program/Service</u>		<u>Start Date</u>	<u>End Date</u>	<u>Ratio</u>	<u>Frequency</u>	<u>Period</u>	<u>Duration</u>	<u>Location</u>
Counseling-Social Skills Training		09/09/2013	06/26/2014	Individual	2	Monthly	42min.	Therapy Room/ Counselors Office
Parent Counseling and Training		09/09/2013	06/26/2014	Individual	4	Yearly	42min.	Special Location

**Rocky Point Union Free School District  
Committee Meeting Recommendations for Board of Education**

<b>Student:</b> 'Board of Education Copy'		<b>AltID#:</b>		<b>DOB:</b>		<b>Grade:</b> 11		
<b>Meeting Date</b>	<b>BOE Date</b>	<b>Committee / Reason</b>	<b>Decision</b>		<b>Placement Recommendation / School</b>			
05/17/2013	07/11/2013	Subcommittee on Special Education / Reevaluation/Annual Review	Declassified		Home Public School District(HPSD) / Rocky Point High School			
<u>Recommended Program/Service</u>		<u>Start Date</u>	<u>End Date</u>	<u>Ratio</u>	<u>Frequency</u>	<u>Period</u>	<u>Duration</u>	<u>Location</u>
Counseling-as per program		05/17/2013	05/17/2013	Individual	1	Weekly	42min.	Counselor's Office

<b>Student:</b> 'Board of Education Copy'		<b>AltID#:</b>		<b>DOB:</b>		<b>Grade:</b> 10		
<b>Meeting Date</b>	<b>BOE Date</b>	<b>Committee / Reason</b>	<b>Decision</b>		<b>Placement Recommendation / School</b>			
05/17/2013	07/11/2013	Committee on Special Education / Annual Review	Declassified Support Services		Home Public School District(HPSD) / Rocky Point High School			
<u>Recommended Program/Service</u>		<u>Start Date</u>	<u>End Date</u>	<u>Ratio</u>	<u>Frequency</u>	<u>Period</u>	<u>Duration</u>	<u>Location</u>
Consultant Teacher Services (CTD Math)		09/05/2012	05/17/2013	Direct	1	Daily	42min.	Classroom
Consultant Teacher Services (CTD Science)		09/05/2012	05/17/2013	Direct	1	Daily	42min.	Classroom
Consultant Teacher Services (CTD English)		09/05/2012	05/17/2013	Direct	1	Daily	42min.	Classroom
Consultant Teacher Services (CTD Social Studies)		09/05/2012	05/17/2013	Direct	1	Daily	42min.	Classroom

**Rocky Point Union Free School District  
Committee Meeting Recommendations for Board of Education**

<b>Student:</b> 'Board of Education Copy'		<b>AltID#:</b>		<b>DOB</b>		<b>Grade:</b> 02	
<b>Meeting Date</b>	<b>BOE Date</b>	<b>Committee / Reason</b>	<b>Decision</b>			<b>Placement Recommendation / School</b>	
05/20/2013	07/11/2013	Committee on Special Education / Annual Review	Classified			Home Public School District(HPSD) / Frank J. Carasiti Elem.	
<b><u>Recommended Program/Service</u></b>	<b><u>Start Date</u></b>	<b><u>End Date</u></b>	<b><u>Ratio</u></b>	<b><u>Frequency</u></b>	<b><u>Period</u></b>	<b><u>Duration</u></b>	<b><u>Location</u></b>
Counseling-Social Skills Counseling	09/09/2013	06/26/2014	Individual	1	Daily	30min.	Classroom
Parent Counseling and Training	09/09/2013	06/26/2014	Individual	4	Yearly	30min.	Conference Room
Speech/Language Therapy	09/09/2013	06/26/2014	Small Group	2	Weekly	30min.	Therapy Room or Classroom

**Rocky Point Union Free School District**  
**Committee Meeting Recommendations for Board of Education**

<b>Student:</b> 'Board of Education Copy'		<b>AltID#:</b>	<b>DOB:</b>	<b>Grade:</b> 01
<b>Meeting Date</b>	<b>BOE Date</b>	<b>Committee / Reason</b>	<b>Decision</b>	<b>Placement Recommendation / School</b>
05/20/2013	07/11/2013	Committee on Special Education / Initial Eligibility Determination Meeting	Classified No Services	Home Public School District(HPSD) / Frank J. Carasiti Elem.

**Rocky Point Union Free School District  
Committee Meeting Recommendations for Board of Education**

<b>Student:</b> 'Board of Education Copy'		<b>AltID#:</b>		<b>DOB:</b>		<b>Grade:</b> 11		
<b>Meeting Date</b> 05/20/2013	<b>BOE Date</b> 07/11/2013	<b>Committee / Reason</b> Subcommittee on Special Education / Annual Review	<b>Decision</b> Classified		<b>Placement Recommendation / School</b> Home Public School District(HPSD) / Rocky Point High School			
<b>Recommended Program/Service</b>		<b>Start Date</b>	<b>End Date</b>	<b>Ratio</b>	<b>Frequency</b>	<b>Period</b>	<b>Duration</b>	<b>Location</b>
Special Class (Learning Lab - Study Skills)		09/09/2013	06/26/2014	15:1	1	Every Other Day	42min.	Classroom
Consultant Teacher Services (CTD English)		09/09/2013	06/26/2014	Direct	1	Daily	42min.	Classroom
Consultant Teacher Services (CTD Social Studies)		09/09/2013	06/26/2014	Direct	1	Daily	42min.	Classroom

<b>Student:</b> 'Board of Education Copy'		<b>AltID#:</b>		<b>DOB:</b>		<b>Grade:</b> 11		
<b>Meeting Date</b> 05/20/2013	<b>BOE Date</b> 07/01/2013	<b>Committee / Reason</b> Subcommittee on Special Education / Reevaluation/Annual Review	<b>Decision</b> Classified		<b>Placement Recommendation / School</b> Home Public School District(HPSD) / Rocky Point High School			
<b>Recommended Program/Service</b>		<b>Start Date</b>	<b>End Date</b>	<b>Ratio</b>	<b>Frequency</b>	<b>Period</b>	<b>Duration</b>	<b>Location</b>
Consultant Teacher Services (CTD Social Studies)		09/09/2013	06/26/2014	Direct	1	Daily	42min.	Classroom
Consultant Teacher Services (CTD English)		09/09/2013	06/26/2014	Direct	1	Daily	42min.	Classroom
Consultant Teacher Services (CTD Science)		09/09/2013	06/26/2014	Direct	1	Daily	42min.	Classroom
Special Class (Learning Lab - Math)		09/09/2013	06/26/2014	15:1	1	Every Other Day	42min.	Classroom
Consultant Teacher Services (CTD Math)		09/09/2013	06/26/2014	Direct	1	Daily	42min.	Classroom

<b>Student:</b> 'Board of Education Copy'		<b>AltID#:</b>		<b>DOB:</b>		<b>Grade:</b> 11		
<b>Meeting Date</b> 05/20/2013	<b>BOE Date</b> 07/11/2013	<b>Committee / Reason</b> Subcommittee on Special Education / Annual Review	<b>Decision</b> Classified		<b>Placement Recommendation / School</b> Home Public School District(HPSD) / Rocky Point High School			
<b>Recommended Program/Service</b>		<b>Start Date</b>	<b>End Date</b>	<b>Ratio</b>	<b>Frequency</b>	<b>Period</b>	<b>Duration</b>	<b>Location</b>
Special Class - Language Arts (Learning Lab - ELA)		09/09/2013	06/26/2014	15:1	1	Every Other Day	42min.	Classroom

<b>Student:</b> 'Board of Education Copy'		<b>AltID#:</b>		<b>DOB:</b>		<b>Grade:</b> 12		
<b>Meeting Date</b> 05/20/2013	<b>BOE Date</b> 07/11/2013	<b>Committee / Reason</b> Subcommittee on Special Education / Annual Review	<b>Decision</b> Classified		<b>Placement Recommendation / School</b> Home Public School District(HPSD) / Rocky Point High School			
<b>Recommended Program/Service</b>		<b>Start Date</b>	<b>End Date</b>	<b>Ratio</b>	<b>Frequency</b>	<b>Period</b>	<b>Duration</b>	<b>Location</b>
Consultant Teacher Services (CTD English)		09/09/2013	06/26/2014	Direct	1	Daily	42min.	Classroom
Consultant Teacher Services (CTD Social Studies)		09/09/2013	06/26/2014	Direct	1	Daily	42min.	Classroom

<b>Student:</b> 'Board of Education Copy'		<b>AltID#:</b>		<b>DOB:</b>		<b>Grade:</b> 11		
---	--	----------------	--	-------------	--	------------------	--	--

<b>Meeting Date</b> 05/20/2013	<b>BOE Date</b> 07/11/2013	<b>Committee / Reason</b> Subcommittee on Special Education / Reevaluation/Annual Review	<b>Decision</b> Classified	<b>Placement Recommendation / School</b> Home Public School District(HPSD) / Rocky Point High School				
<u>Recommended Program/Service</u> Special Class (Learning Lab - ELA)	<u>Start Date</u> 09/09/2013	<u>End Date</u> 06/26/2014	<u>Ratio</u> 15:1	<u>Frequency</u> 1	<u>Period</u> Every Other Day	<u>Duration</u> 42min.	<u>Location</u> Classroom	

<b>Student: 'Board of Education Copy'</b>		<b>AltID#:</b>	<b>DOB:</b>	<b>Grade: 11</b>				
<b>Meeting Date</b> 05/20/2013	<b>BOE Date</b> 07/11/2013	<b>Committee / Reason</b> Subcommittee on Special Education / Reevaluation/Annual Review	<b>Decision</b> Classified	<b>Placement Recommendation / School</b> Home Public School District(HPSD) / Rocky Point High School				
<u>Recommended Program/Service</u> Consultant Teacher Services (CTD English)	<u>Start Date</u> 09/09/2013	<u>End Date</u> 06/26/2014	<u>Ratio</u> Direct	<u>Frequency</u> 1	<u>Period</u> Daily	<u>Duration</u> 42min.	<u>Location</u> Classroom	
Consultant Teacher Services (CTD Social Studies)	09/09/2013	06/26/2014	Direct	1	Daily	42min.	Classroom	
Counseling - Psychological	09/09/2013	06/26/2014	Individual	1	Weekly	42min.	Classroom	

<b>Student: 'Board of Education Copy'</b>		<b>AltID#:</b>	<b>DOB:</b>	<b>Grade: 12</b>				
<b>Meeting Date</b> 05/20/2013	<b>BOE Date</b> 07/11/2013	<b>Committee / Reason</b> Subcommittee on Special Education / Annual Review	<b>Decision</b> Classified	<b>Placement Recommendation / School</b> Home Public School District(HPSD) / Rocky Point High School				
<u>Recommended Program/Service</u> Special Class - English	<u>Start Date</u> 09/09/2013	<u>End Date</u> 06/26/2014	<u>Ratio</u> 15:1	<u>Frequency</u> 1	<u>Period</u> Daily	<u>Duration</u> 42min.	<u>Location</u> Classroom	
Special Class - Math	09/09/2013	06/26/2014	15:1	1	Daily	42min.	Classroom	
Special Class - Social Studies	09/09/2013	06/26/2014	15:1	1	Daily	42min.	Classroom	



**Rocky Point Union Free School District  
Committee Meeting Recommendations for Board of Education**

Student: 'Board of Education Copy'		AltID#:		DOB:		Grade: 05		
Meeting Date	BOE Date	Committee / Reason	Decision		Placement Recommendation / School			
05/21/2013	06/17/2013	Subcommittee on Special Education / Reevaluation/Annual Review	Classified		Home Public School District(HPSD) / Joseph A. Edgar School			
<u>Recommended Program/Service</u>		<u>Start Date</u>	<u>End Date</u>	<u>Ratio</u>	<u>Frequency</u>	<u>Period</u>	<u>Duration</u>	<u>Location</u>
Consultant Teacher Services (CTD Social Studies/Science)		09/09/2013	06/26/2014	Direct	1	Daily	40min.	Classroom
Consultant Teacher Services (CTD Reading)		09/09/2013	06/26/2014	Direct	1	Daily	40min.	Classroom
Consultant Teacher Services (CTD English)		09/09/2013	06/26/2014	Direct	1	Daily	40min.	Classroom
Special Class - Math		09/09/2013	06/26/2014	15:1	1	Daily	40min.	Classroom
Speech/Language Therapy		09/09/2013	06/26/2014	Small Group	2	Weekly	30min.	Therapy Room or Classroom

Student: 'Board of Education Copy'		AltID#:		DOB:		Grade: 05		
Meeting Date	BOE Date	Committee / Reason	Decision		Placement Recommendation / School			
05/21/2013	07/11/2013	Subcommittee on Special Education / Annual Review	Classified		Home Public School District(HPSD) / Joseph A. Edgar School			
<u>Recommended Program/Service</u>		<u>Start Date</u>	<u>End Date</u>	<u>Ratio</u>	<u>Frequency</u>	<u>Period</u>	<u>Duration</u>	<u>Location</u>
Consultant Teacher Services (CTD English)		09/09/2013	06/26/2014	Direct	1	Daily	40min.	Classroom
Consultant Teacher Services (CTD Math)		09/09/2013	06/26/2014	Direct	1	Daily	40min.	Classroom
Consultant Teacher Services (CTD Reading)		09/09/2013	06/26/2014	Direct	1	Daily	40min.	Classroom
Consultant Teacher Services (CTD Social Studies/Science)		09/09/2013	06/26/2014	Direct	1	Daily	40min.	Classroom

Student: 'Board of Education Copy'		AltID#:		DOB:		Grade: 05		
Meeting Date	BOE Date	Committee / Reason	Decision		Placement Recommendation / School			
05/21/2013	07/11/2013	Subcommittee on Special Education / Reevaluation/Annual Review	Classified		Home Public School District(HPSD) / Joseph A. Edgar School			
<u>Recommended Program/Service</u>		<u>Start Date</u>	<u>End Date</u>	<u>Ratio</u>	<u>Frequency</u>	<u>Period</u>	<u>Duration</u>	<u>Location</u>
Consultant Teacher Services (CTD English)		09/09/2013	06/26/2014	Direct	1	Daily	40min.	Classroom
Consultant Teacher Services (CTD Math)		09/09/2013	06/26/2014	Direct	1	Daily	40min.	Classroom
Consultant Teacher Services (CTD Reading)		09/09/2013	06/26/2014	Direct	1	Daily	40min.	Classroom
Consultant Teacher Services (CTD Social Studies/Science)		09/09/2013	06/26/2014	Direct	1	Daily	40min.	Classroom

Student: 'Board of Education Copy'		AltID#:		DOB:		Grade: 05	
Meeting Date	BOE Date	Committee / Reason	Decision		Placement Recommendation / School		
05/20/2013	07/11/2013	Subcommittee on Special Education / Annual Review	Classified		Home Public School District(HPSD) / Joseph A. Edgar School		

<u>Recommended Program/Service</u>	<u>Start Date</u>	<u>End Date</u>	<u>Ratio</u>	<u>Frequency</u>	<u>Period</u>	<u>Duration</u>	<u>Location</u>
Consultant Teacher Services (CTD English)	09/09/2013	06/26/2014	Direct	1	Daily	40min.	Classroom
Consultant Teacher Services (CTD Math)	09/09/2013	06/26/2014	Direct	1	Daily	40min.	Classroom
Consultant Teacher Services (CTD Reading)	09/09/2013	06/26/2014	Direct	1	Daily	40min.	Classroom
Consultant Teacher Services (CTD Social Studies/Science)	09/09/2013	06/26/2014	Direct	1	Daily	40min.	Classroom

<b>Student:</b> 'Board of Education Copy'		<b>AltID#:</b>	<b>DOB:</b>	<b>Grade:</b> 05			
<b>Meeting Date</b>	<b>BOE Date</b>	<b>Committee / Reason</b>	<b>Decision</b>	<b>Placement Recommendation / School</b>			
05/20/2013	07/11/2013	Committee on Special Education / Annual Review	Classified	Home Public School District(HPSD) / Joseph A. Edgar School			
<u>Recommended Program/Service</u>	<u>Start Date</u>	<u>End Date</u>	<u>Ratio</u>	<u>Frequency</u>	<u>Period</u>	<u>Duration</u>	<u>Location</u>
Consultant Teacher Services (CTD English)	09/09/2013	06/26/2014	Direct	1	Daily	40min.	Classroom
Consultant Teacher Services (CTD Math)	09/09/2013	06/26/2014	Direct	1	Daily	40min.	Classroom
Consultant Teacher Services (CTD Reading)	09/09/2013	06/26/2014	Direct	1	Daily	40min.	Classroom
Consultant Teacher Services (CTD Social Studies/Science)	09/09/2013	06/26/2014	Direct	1	Daily	40min.	Classroom
Speech/Language Therapy	09/09/2013	06/26/2014	Small Group	2	Weekly	30min.	Therapy Room or Classroom

<b>Student:</b> 'Board of Education Copy'		<b>AltID#:</b>	<b>DOB:</b>	<b>Grade:</b> 05			
<b>Meeting Date</b>	<b>BOE Date</b>	<b>Committee / Reason</b>	<b>Decision</b>	<b>Placement Recommendation / School</b>			
05/21/2013	07/11/2013	Subcommittee on Special Education / Reevaluation/Annual Review	Classified	Home Public School District(HPSD) / Joseph A. Edgar School			
<u>Recommended Program/Service</u>	<u>Start Date</u>	<u>End Date</u>	<u>Ratio</u>	<u>Frequency</u>	<u>Period</u>	<u>Duration</u>	<u>Location</u>
Consultant Teacher Services (CTD English)	09/09/2013	06/26/2014	Direct	1	Daily	40min.	Classroom
Consultant Teacher Services (CTD Math)	09/09/2013	06/26/2014	Direct	1	Daily	40min.	Classroom
Consultant Teacher Services (CTD Reading)	09/09/2013	06/26/2014	Direct	1	Daily	40min.	Classroom
Consultant Teacher Services (CTD Social Studies/Science)	09/09/2013	06/26/2014	Direct	1	Daily	40min.	Classroom
Speech/Language Therapy	09/09/2013	06/26/2014	Small Group	2	Weekly	30min.	Therapy Room or Classroom

<b>Student:</b> 'Board of Education Copy'		<b>AltID#:</b>	<b>DOB:</b>	<b>Grade:</b> 06			
<b>Meeting Date</b>	<b>BOE Date</b>	<b>Committee / Reason</b>	<b>Decision</b>	<b>Placement Recommendation / School</b>			
05/21/2013	07/11/2013	Subcommittee on Special Education / Annual Review	Classified	Home Public School District(HPSD) / Rocky Point Middle School			
<u>Recommended Program/Service</u>	<u>Start Date</u>	<u>End Date</u>	<u>Ratio</u>	<u>Frequency</u>	<u>Period</u>	<u>Duration</u>	<u>Location</u>
Consultant Teacher Services (CTD Science)	09/09/2013	06/26/2014	Direct	1	Daily	42min.	Classroom
Consultant Teacher Services (CTD Social Studies)	09/09/2013	06/26/2014	Direct	1	Daily	42min.	Classroom
Consultant Teacher Services (CTD Math)	09/09/2013	06/26/2014	Direct	1	Daily	42min.	Classroom
Special Class - English	09/09/2013	06/26/2014	15:1	1	Daily	42min.	Classroom
Special Class - Reading	09/09/2013	06/26/2014	15:1	1	Daily	42min.	Classroom

**Rocky Point Union Free School District  
Committee Meeting Recommendations for Board of Education**

<b>Student:</b> 'Board of Education Copy'		<b>AltID#:</b>		<b>DOB:</b>		<b>Grade:</b> 11	
<b>Meeting Date</b> 05/21/2013	<b>BOE Date</b> 07/11/2013	<b>Committee / Reason</b> Subcommittee on Special Education / Annual Review	<b>Decision</b> Classified	<b>Placement Recommendation / School</b> Home Public School District(HPSD) / Rocky Point High School			
<u><b>Recommended Program/Service</b></u> Special Class (Learning Lab - Study Skills)	<u><b>Start Date</b></u> 09/05/2012	<u><b>End Date</b></u> 06/21/2013	<u><b>Ratio</b></u> 15:1	<u><b>Frequency</b></u> 1	<u><b>Period</b></u> Every Other Day	<u><b>Duration</b></u> 42min.	<u><b>Location</b></u> Classroom

<b>Student:</b> 'Board of Education Copy'		<b>AltID#:</b>		<b>DOB:</b>		<b>Grade:</b> 10	
<b>Meeting Date</b> 5/21/13	<b>BOE Date</b> 07/11/2013	<b>Committee / Reason</b> Subcommittee on Special Education / Annual Review	<b>Decision</b> Classified	<b>Placement Recommendation / School</b> Home Public School District(HPSD) / Rocky Point High School			
<u><b>Recommended Program/Service</b></u> Special Class - Math (Learning Lab - Math)	<u><b>Start Date</b></u> 09/05/2012	<u><b>End Date</b></u> 06/21/2013	<u><b>Ratio</b></u> 15:1	<u><b>Frequency</b></u> 1	<u><b>Period</b></u> Every Other Day	<u><b>Duration</b></u> 42min.	<u><b>Location</b></u> Classroom

<b>Student:</b> 'Board of Education Copy'		<b>AltID#:</b>		<b>DOB:</b>		<b>Grade:</b> 12	
<b>Meeting Date</b> 05/21/2013	<b>BOE Date</b> 07/11/2013	<b>Committee / Reason</b> Subcommittee on Special Education / Graduating Senior	<b>Decision</b> Classified	<b>Placement Recommendation / School</b> Home Public School District(HPSD) / Rocky Point High School			
<u><b>Recommended Program/Service</b></u> Special Class (Learning Lab - Study Skills)	<u><b>Start Date</b></u> 09/05/2012	<u><b>End Date</b></u> 06/21/2013	<u><b>Ratio</b></u> 15:1	<u><b>Frequency</b></u> 1	<u><b>Period</b></u> Every Other Day	<u><b>Duration</b></u> 42min.	<u><b>Location</b></u> Classroom

<b>Student:</b> 'Board of Education Copy'		<b>AltID#:</b>		<b>DOB:</b>		<b>Grade:</b> 12	
<b>Meeting Date</b> 05/21/2013	<b>BOE Date</b> 07/11/2013	<b>Committee / Reason</b> Subcommittee on Special Education / Graduating Senior	<b>Decision</b> Classified	<b>Placement Recommendation / School</b> Home Public School District(HPSD) / Rocky Point High School			
<u><b>Recommended Program/Service</b></u> Special Class (Learning Lab - Study Skills)	<u><b>Start Date</b></u> 09/05/2012	<u><b>End Date</b></u> 06/21/2013	<u><b>Ratio</b></u> 15:1	<u><b>Frequency</b></u> 1	<u><b>Period</b></u> Every Other Day	<u><b>Duration</b></u> 42min.	<u><b>Location</b></u> Classroom
<u><b>Recommended Program/Service</b></u> Consultant Teacher Services (CTD English)	<u><b>Start Date</b></u> 09/05/2012	<u><b>End Date</b></u> 06/21/2013	<u><b>Ratio</b></u> Direct	<u><b>Frequency</b></u> 1	<u><b>Period</b></u> Daily	<u><b>Duration</b></u> 42min.	<u><b>Location</b></u> Classroom
<u><b>Recommended Program/Service</b></u> Consultant Teacher Services (CTD Social Studies)	<u><b>Start Date</b></u> 09/05/2012	<u><b>End Date</b></u> 06/21/2013	<u><b>Ratio</b></u> Direct	<u><b>Frequency</b></u> 1	<u><b>Period</b></u> Daily	<u><b>Duration</b></u> 42min.	<u><b>Location</b></u> Classroom

**Rocky Point Union Free School District  
Committee Meeting Recommendations for Board of Education**

<b>Student:</b> 'Board of Education Copy'		<b>AltID#:</b>		<b>DOB:</b>		<b>Grade:</b> 10		
<b>Meeting Date</b>	<b>BOE Date</b>	<b>Committee / Reason</b>	<b>Decision</b>		<b>Placement Recommendation / School</b>			
05/21/2013	07/11/2013	Subcommittee on Special Education / Annual Review	Classified		Home Public School District(HPSD) / Rocky Point High School			
<u>Recommended Program/Service</u>		<u>Start Date</u>	<u>End Date</u>	<u>Ratio</u>	<u>Frequency</u>	<u>Period</u>	<u>Duration</u>	<u>Location</u>
Special Class (Learning Lab - Study Skills)		09/09/2013	06/26/2014	15:1	1	Every Other Day	42min.	Classroom
Special Class (Learning Lab - Math)		09/09/2013	06/26/2014	15:1	1	Every Other Day	42min.	Classroom
Parent Counseling and Training		09/09/2013	06/26/2014	Individual	4	Yearly	42min.	Special Location

<b>Student:</b> 'Board of Education Copy'		<b>AltID#:</b>		<b>DOB:</b>		<b>Grade:</b> 12		
<b>Meeting Date</b>	<b>BOE Date</b>	<b>Committee / Reason</b>	<b>Decision</b>		<b>Placement Recommendation / School</b>			
05/21/2013	07/11/2013	Subcommittee on Special Education / Annual Review	Classified		Home Public School District(HPSD) / Rocky Point High School			
<u>Recommended Program/Service</u>		<u>Start Date</u>	<u>End Date</u>	<u>Ratio</u>	<u>Frequency</u>	<u>Period</u>	<u>Duration</u>	<u>Location</u>
Special Class (Learning Lab - Study Skills)		09/09/2013	06/26/2014	15:1	1	Every Other Day	42min.	Classroom
Consultant Teacher Services (CTD Social Studies)		09/09/2013	06/26/2014	Direct	1	Daily	42min.	Classroom
Consultant Teacher Services (CTD English)		09/09/2013	06/26/2014	Direct	1	Daily	42min.	Classroom

<b>Student:</b> 'Board of Education Copy'		<b>AltID#:</b>		<b>DOB:</b>		<b>Grade:</b> 11		
<b>Meeting Date</b>	<b>BOE Date</b>	<b>Committee / Reason</b>	<b>Decision</b>		<b>Placement Recommendation / School</b>			
05/21/2013	07/11/2013	Subcommittee on Special Education / Reevaluation/Annual Review	Classified		Home Public School District(HPSD) / Rocky Point High School			
<u>Recommended Program/Service</u>		<u>Start Date</u>	<u>End Date</u>	<u>Ratio</u>	<u>Frequency</u>	<u>Period</u>	<u>Duration</u>	<u>Location</u>
Special Class (Learning Lab - Study Skills)		09/09/2013	06/26/2014	15:1	1	Every Other Day	42min.	Classroom
Parent Counseling and Training		09/09/2013	06/26/2014	Individual	4	Yearly	42min.	Conference Room
Counseling-Social Skills Training		09/09/2013	06/26/2014	Individual	2	Monthly	42min.	Counselor's Office

**Rocky Point Union Free School District  
Committee Meeting Recommendations for Board of Education**

<b>Student:</b> 'Board of Education Copy'		<b>AltID#:</b>		<b>DOB:</b>		<b>Grade:</b> 12	
<b>Meeting Date</b>	<b>BOE Date</b>	<b>Committee / Reason</b>	<b>Decision</b>			<b>Placement Recommendation / School</b>	
05/22/2013	07/11/2013	Subcommittee on Special Education / Annual Review	Classified			BOCES Class in a Public School(BOCES-PSD) / BOCES ES-Westhampton Beach Learning Center	
<u>Recommended Program/Service</u>	<u>Start Date</u>	<u>End Date</u>	<u>Ratio</u>	<u>Frequency</u>	<u>Period</u>	<u>Duration</u>	<u>Location</u>
Special Class	09/09/2013	06/26/2014	8:1:1+2	1	Daily	5hr. 30min.	Classroom
Special Class (Westhampton Beach Learning Center)	07/01/2013	08/09/2013	8:1:1+2	1	Daily	5hr. 30min.	Classroom
Occupational Therapy	09/09/2013	06/26/2014	Individual	2	Weekly	30min.	Therapy Room or Classroom
Speech/Language Therapy	09/09/2013	06/26/2014	Individual	2	Weekly	30min.	Therapy Room or Classroom
Counseling - Psychological	09/09/2013	06/26/2014	Small Group	1	Weekly	30min.	Counselor's Office/Classroom
Speech/Language Therapy	07/01/2013	08/09/2013	Individual	1	Weekly	30min.	Therapy Room or Classroom
Speech/Language Therapy	07/01/2013	08/09/2013	Small Group	1	Weekly	30min.	Therapy Room or Classroom

**Rocky Point Union Free School District  
Committee Meeting Recommendations for Board of Education**

<b>Student:</b> 'Board of Education Copy'		<b>AltID#:</b>	<b>DOB:</b>	<b>Grade:</b> 09			
<b>Meeting Date</b>	<b>BOE Date</b>	<b>Committee / Reason</b>	<b>Decision</b>	<b>Placement Recommendation / School</b>			
05/23/2013	07/11/2013	Subcommittee on Special Education / Annual Review	Classified	BOCES Class in a Public School(BOCES-PSD) / BOCES ES Bellport Academic Center-SE			
<u>Recommended Program/Service</u>	<u>Start Date</u>	<u>End Date</u>	<u>Ratio</u>	<u>Frequency</u>	<u>Period</u>	<u>Duration</u>	<u>Location</u>
Special Class (Islip Academic Center)	09/09/2013	06/26/2014	8:1+1	1	Daily	6hr.	Classroom
Counseling - Psychological	09/09/2013	06/26/2014	Individual	2	Weekly	30min.	Counselor's Office/Special Location
Counseling - Psychological	09/09/2013	06/26/2014	Small Group	1	Weekly	30min.	Counselor's Office/Classroom
Individual Aide	09/09/2013	06/26/2014		5	Weekly	6 hours	Across All Educational Settings
Behavioral Intervention Consultation for Team	09/09/2013	06/26/2014		1	Monthly	42 minutes	Special Location

**Rocky Point Union Free School District  
Committee Meeting Recommendations for Board of Education**

<b>Student:</b> 'Board of Education Copy'		<b>AltID#:</b>		<b>DOB:</b>		<b>Grade:</b> 09	
<b>Meeting Date</b> 05/28/2013	<b>BOE Date</b> 07/11/2013	<b>Committee / Reason</b> Subcommittee on Special Education / Annual Review	<b>Decision</b> Classified		<b>Placement Recommendation / School</b> Home Public School District(HPSD) / Rocky Point High School		
<u><b>Recommended Program/Service</b></u>	<u><b>Start Date</b></u>	<u><b>End Date</b></u>	<u><b>Ratio</b></u>	<u><b>Frequency</b></u>	<u><b>Period</b></u>	<u><b>Duration</b></u>	<u><b>Location</b></u>
Special Class - Math	09/09/2013	06/26/2014	15:1	1	Daily	42min.	Classroom
Special Class (Learning Lab - Math)	09/09/2013	06/26/2014	15:1	1	Every Other Day	42min.	Classroom
Special Class (Learning Lab - ELA)	09/09/2013	06/26/2014	15:1	1	Every Other Day	42min.	Classroom
Special Class - Science	09/09/2013	06/26/2014	15:1	1	Daily	42min.	Classroom
Consultant Teacher Services (CTD English)	09/09/2013	06/26/2014	Direct	1	Daily	42min.	Classroom
Consultant Teacher Services (CTD Social Studies)	09/09/2013	06/26/2014	Direct	1	Daily	42min.	Classroom

<b>Student:</b> 'Board of Education Copy'		<b>AltID#:</b>		<b>DOB:</b>		<b>Grade:</b> 07	
<b>Meeting Date</b> 05/28/2013	<b>BOE Date</b> 07/11/2013	<b>Committee / Reason</b> Subcommittee on Special Education / Annual Review	<b>Decision</b> Classified		<b>Placement Recommendation / School</b> Home Public School District(HPSD) / Rocky Point Middle School		
<u><b>Recommended Program/Service</b></u>	<u><b>Start Date</b></u>	<u><b>End Date</b></u>	<u><b>Ratio</b></u>	<u><b>Frequency</b></u>	<u><b>Period</b></u>	<u><b>Duration</b></u>	<u><b>Location</b></u>
Consultant Teacher Services (CTD Math)	09/09/2013	06/26/2014	Direct	1	Daily	42min.	Classroom
Consultant Teacher Services (CTD Science)	09/09/2013	06/26/2014	Direct	1	Daily	42min.	Classroom
Consultant Teacher Services (CTD Social Studies)	09/09/2013	06/26/2014	Direct	1	Daily	42min.	Classroom
Special Class - English	09/09/2013	06/26/2014	15:1	1	Daily	42min.	Classroom
Special Class - Reading	09/09/2013	06/26/2014	15:1	1	Daily	42min.	Classroom
Speech/Language Therapy	09/09/2013	06/26/2014	Small Group	2	Weekly	42min.	Therapy Room or Classroom

<b>Student:</b> 'Board of Education Copy'		<b>AltID#:</b>		<b>DOB:</b>		<b>Grade:</b> 07	
<b>Meeting Date</b> 05/28/2013	<b>BOE Date</b> 07/11/2013	<b>Committee / Reason</b> Subcommittee on Special Education / Reevaluation/Annual Review	<b>Decision</b> Classified		<b>Placement Recommendation / School</b> Home Public School District(HPSD) / Rocky Point Middle School		
<u><b>Recommended Program/Service</b></u>	<u><b>Start Date</b></u>	<u><b>End Date</b></u>	<u><b>Ratio</b></u>	<u><b>Frequency</b></u>	<u><b>Period</b></u>	<u><b>Duration</b></u>	<u><b>Location</b></u>
Special Class - Math	09/09/2013	06/26/2014	15:1	1	Daily	42min.	Classroom
Special Class - English	09/09/2013	06/26/2014	15:1	1	Daily	42min.	Classroom
Special Class - Social Studies	09/09/2013	06/26/2014	15:1	1	Daily	42min.	Classroom
Special Class - Science	09/09/2013	06/26/2014	15:1	1	Daily	42min.	Classroom
Special Class - Reading	09/09/2013	06/26/2014	15:1	1	Daily	42min.	Classroom
Speech/Language Therapy	09/09/2013	06/26/2014	Small Group	2	Weekly	42min.	Therapy Room or Classroom
Speech/Language Therapy	09/09/2013	06/26/2014	Individual	1	Weekly	42min.	Therapy Room or Classroom

<b>Student:</b> 'Board of Education Copy'		<b>AltID#:</b>		<b>DOB:</b>		<b>Grade:</b> 09	
---	--	----------------	--	-------------	--	------------------	--



<b>Meeting Date</b> 05/28/2013	<b>BOE Date</b> 07/11/2013	<b>Committee / Reason</b> Subcommittee on Special Education / Annual Review	<b>Decision</b> Classified	<b>Placement Recommendation / School</b> Home Public School District(HPSD) / Rocky Point High School				
<b>Recommended Program/Service</b>		<b>Start Date</b>	<b>End Date</b>	<b>Ratio</b>	<b>Frequency</b>	<b>Period</b>	<b>Duration</b>	<b>Location</b>
Special Class - Math (Learning Lab - Math)		09/09/2013	06/26/2014	15:1	1	Every Other Day	42min.	Classroom
Special Class - English (Learning Lab - ELA)		09/09/2013	06/26/2014	15:1	1	Every Other Day	42min.	Classroom
Consultant Teacher Services (CTD Math)		09/09/2013	06/26/2014	Direct	1	Daily	42min.	Classroom
Consultant Teacher Services (CTD Science)		09/09/2013	06/26/2014	Direct	1	Daily	42min.	Classroom
Consultant Teacher Services (CTD Social Studies)		09/09/2013	06/26/2014	Direct	1	Daily	42min.	Classroom
Consultant Teacher Services (CTD English)		09/09/2013	06/26/2014	Direct	1	Daily	42min.	Classroom

<b>Student: 'Board of Education Copy'</b>		<b>AltID#:</b>	<b>DOB:</b>	<b>Grade: 09</b>				
<b>Meeting Date</b> 05/28/2013	<b>BOE Date</b> 07/11/2013	<b>Committee / Reason</b> Subcommittee on Special Education / Reevaluation/Annual Review	<b>Decision</b> Classified	<b>Placement Recommendation / School</b> Home Public School District(HPSD) / Rocky Point High School				
<b>Recommended Program/Service</b>		<b>Start Date</b>	<b>End Date</b>	<b>Ratio</b>	<b>Frequency</b>	<b>Period</b>	<b>Duration</b>	<b>Location</b>
Special Class - English		09/09/2013	06/26/2014	15:1	1	Daily	42min.	Classroom
Special Class (Learning Lab - Math)		09/09/2013	06/26/2014	15:1	1	Every Other Day	42min.	Classroom
Consultant Teacher Services (CTD Science)		09/09/2013	06/26/2014	Direct	1	Daily	42min.	Classroom
Consultant Teacher Services (CTD Math)		09/09/2013	06/26/2014	Direct	1	Daily	42min.	Classroom
Consultant Teacher Services (CTD Social Studies)		09/09/2013	06/26/2014	Direct	1	Daily	42min.	Classroom

<b>Student: 'Board of Education Copy'</b>		<b>AltID#:</b>	<b>DOB:</b>	<b>Grade: 08</b>				
<b>Meeting Date</b> 05/28/2013	<b>BOE Date</b> 07/11/2013	<b>Committee / Reason</b> Subcommittee on Special Education / Reevaluation/Annual Review	<b>Decision</b> Classified	<b>Placement Recommendation / School</b> Home Public School District(HPSD) / Rocky Point Middle School				
<b>Recommended Program/Service</b>		<b>Start Date</b>	<b>End Date</b>	<b>Ratio</b>	<b>Frequency</b>	<b>Period</b>	<b>Duration</b>	<b>Location</b>
Special Class (Learning Lab - Math)		09/09/2013	06/26/2014	15:1	1	Every Other Day	42min.	Classroom
Special Class (Learning Lab - ELA)		09/09/2013	06/26/2014	15:1	1	Every Other Day	42min.	Classroom
Consultant Teacher Services (CTD English)		09/09/2013	06/26/2014	Direct	1	Daily	42min.	Classroom
Consultant Teacher Services (CTD Math)		09/09/2013	06/26/2014	Direct	1	Daily	42min.	Classroom
Consultant Teacher Services (CTD Science)		09/09/2013	06/26/2014	Direct	1	Daily	42min.	Classroom
Consultant Teacher Services (CTD Social Studies)		09/09/2013	06/26/2014	Direct	1	Daily	42min.	Classroom

<b>Student: 'Board of Education Copy'</b>		<b>AltID#:</b>	<b>DOB:</b>	<b>Grade: 08</b>				
<b>Meeting Date</b> 05/28/2013	<b>BOE Date</b> 07/11/2013	<b>Committee / Reason</b> Subcommittee on Special Education / Reevaluation/Annual Review	<b>Decision</b> Classified	<b>Placement Recommendation / School</b> Home Public School District(HPSD) / Rocky Point Middle School				
<b>Recommended Program/Service</b>		<b>Start Date</b>	<b>End Date</b>	<b>Ratio</b>	<b>Frequency</b>	<b>Period</b>	<b>Duration</b>	<b>Location</b>
Special Class (Learning Lab - ELA)		09/09/2013	06/26/2014	15:1	1	Every Other Day	42min.	Classroom

Special Class (Learning Lab - Math)	09/09/2013	06/26/2014	15:1	1	Every Other Day	42min.	Classroom
Consultant Teacher Services (CTD English)	09/09/2013	06/26/2014	Direct	1	Daily	42min.	Classroom
Consultant Teacher Services (CTD Math)	09/09/2013	06/26/2014	Direct	1	Daily	42min.	Classroom
Consultant Teacher Services (CTD Science)	09/09/2013	06/26/2014	Direct	1	Daily	42min.	Classroom
Consultant Teacher Services (CTD Social Studies)	09/09/2013	06/26/2014	Direct	1	Daily	42min.	Classroom
Counseling-Social Skills Counseling	09/09/2013	06/26/2014	Small Group	1	Weekly	30min.	Counselor's Office

**Rocky Point Union Free School District**  
**Committee Meeting Recommendations for Board of Education**

Student: 'Board of Education Copy'		AltID#:	DOB:	Grade: 01
Meeting Date	BOE Date	Committee / Reason	Decision	Placement Recommendation / School
05/29/2013	07/11/2013	Committee on Special Education / Initial Eligibility Determination Meeting	Initial Meeting - Eligibility Not Determined	Home Public School District(HPSD) / Frank J. Carasiti Elem.

**Rocky Point Union Free School District  
Committee Meeting Recommendations for Board of Education**

<b>Student:</b> 'Board of Education Copy'		<b>AKID#:</b>		<b>DOB:</b>		<b>Grade:</b> 01		
<b>Meeting Date</b>	<b>BOE Date</b>	<b>Committee / Reason</b>	<b>Decision</b>		<b>Placement Recommendation / School</b>			
05/23/2013	07/11/2013	Subcommittee on Special Education / Annual Review	Classified		Home Public School District(HPSD) / Frank J. Carasiti Elem.			
<b>Recommended Program/Service</b>		<b>Start Date</b>	<b>End Date</b>	<b>Ratio</b>	<b>Frequency</b>	<b>Period</b>	<b>Duration</b>	<b>Location</b>
Consultant Teacher Services (CTD English)		09/09/2013	06/26/2014	Direct	1	Daily	40min.	Classroom
Consultant Teacher Services (CTD Math)		09/09/2013	06/26/2014	Direct	1	Daily	40min.	Classroom
Consultant Teacher Services (CTD Reading)		09/09/2013	06/26/2014	Direct	1	Daily	40min.	Classroom
Consultant Teacher Services (CTD Social Studies/Science)		09/09/2013	06/26/2014	Direct	1	Daily	40min.	Classroom
Counseling - Psychological		09/09/2013	06/26/2014	Small Group	1	Weekly	30min.	Counselor's Office
Speech/Language Therapy		09/09/2013	06/26/2014	Small Group	3	Weekly	30min.	Therapy Room or Classroom
Occupational Therapy		09/09/2013	06/26/2014	Small Group	1	Weekly	30min.	Classroom

**Rocky Point Union Free School District  
Committee Meeting Recommendations for Board of Education**

<b>Student:</b> 'Board of Education Copy'		<b>Aitd#:</b>		<b>DOB:</b>		<b>Grade:</b> 05		
<b>Meeting Date</b> 05/30/2013	<b>BOE Date</b> 07/11/2013	<b>Committee / Reason</b> Subcommittee on Special Education / Annual Review	<b>Decision</b> Classified		<b>Placement Recommendation / School</b> Home Public School District(HPSD) / Joseph A. Edgar School			
<b>Recommended Program/Service</b>		<b>Start Date</b>	<b>End Date</b>	<b>Ratio</b>	<b>Frequency</b>	<b>Period</b>	<b>Duration</b>	<b>Location</b>
Consultant Teacher Services		09/09/2013	06/26/2014	Direct	1	Daily	40min.	Classroom
Special Class		09/09/2013	06/26/2014	15:1	3	Daily	40min.	Classroom

<b>Student:</b> 'Board of Education Copy'		<b>Aitd#:</b>		<b>DOB:</b>		<b>Grade:</b> 05		
<b>Meeting Date</b> 05/30/2013	<b>BOE Date</b> 07/11/2013	<b>Committee / Reason</b> Subcommittee on Special Education / Annual Review	<b>Decision</b> Classified		<b>Placement Recommendation / School</b> Home Public School District(HPSD) / Joseph A. Edgar School			
<b>Recommended Program/Service</b>		<b>Start Date</b>	<b>End Date</b>	<b>Ratio</b>	<b>Frequency</b>	<b>Period</b>	<b>Duration</b>	<b>Location</b>
Consultant Teacher Services		09/09/2013	06/26/2014	Direct	4	Daily	40min.	Classroom

<b>Student:</b> 'Board of Education Copy'		<b>Aitd#:</b>		<b>DOB:</b>		<b>Grade:</b> 05		
<b>Meeting Date</b> 05/30/2013	<b>BOE Date</b> 07/11/2013	<b>Committee / Reason</b> Subcommittee on Special Education / Annual Review	<b>Decision</b> Classified		<b>Placement Recommendation / School</b> Home Public School District(HPSD) / Joseph A. Edgar School			
<b>Recommended Program/Service</b>		<b>Start Date</b>	<b>End Date</b>	<b>Ratio</b>	<b>Frequency</b>	<b>Period</b>	<b>Duration</b>	<b>Location</b>
Consultant Teacher Services		09/09/2013	06/26/2014	Direct	4	Daily	40min.	Classroom
Counseling-Social Skills Counseling		09/09/2013	06/26/2014	Small Group	1	Weekly	30min.	Counselor's Office/Classroom

<b>Student:</b> 'Board of Education Copy'		<b>Aitd#:</b>		<b>DOB:</b>		<b>Grade:</b> 05		
<b>Meeting Date</b> 05/30/2013	<b>BOE Date</b> 07/11/2013	<b>Committee / Reason</b> Subcommittee on Special Education / Annual Review	<b>Decision</b> Classified		<b>Placement Recommendation / School</b> Home Public School District(HPSD) / Joseph A. Edgar School			
<b>Recommended Program/Service</b>		<b>Start Date</b>	<b>End Date</b>	<b>Ratio</b>	<b>Frequency</b>	<b>Period</b>	<b>Duration</b>	<b>Location</b>
Consultant Teacher Services		09/09/2013	06/26/2014	Direct	4	Daily	40min.	Classroom
Counseling - Psychological		09/09/2013	06/26/2014	Individual	1	Weekly	30min.	Counselor's Office

<b>Student:</b> 'Board of Education Copy'		<b>Aitd#:</b>		<b>DOB:</b>		<b>Grade:</b> 05		
<b>Meeting Date</b> 05/30/2013	<b>BOE Date</b> 07/11/2013	<b>Committee / Reason</b> Subcommittee on Special Education / Annual Review	<b>Decision</b> Classified		<b>Placement Recommendation / School</b> Home Public School District(HPSD) / Joseph A. Edgar School			
<b>Recommended Program/Service</b>		<b>Start Date</b>	<b>End Date</b>	<b>Ratio</b>	<b>Frequency</b>	<b>Period</b>	<b>Duration</b>	<b>Location</b>
Consultant Teacher Services		09/09/2013	06/26/2014	Direct	4	Daily	40min.	Classroom

Counseling-Social Skills Counseling	09/09/2013	06/26/2014	Small Group	1	Weekly	30min.	Counselor's Office/Classroom
-------------------------------------	------------	------------	-------------	---	--------	--------	------------------------------

**Rocky Point Union Free School District  
Committee Meeting Recommendations for Board of Education**

Student: 'Board of Education Copy'		AltID#:	DOI	Grade: 08			
<b>Meeting Date</b> 05/30/2013	<b>BOE Date</b> 07/11/2013	<b>Committee / Reason</b> Subcommittee on Special Education / Annual Review	<b>Decision</b> Classified	<b>Placement Recommendation / School</b> Home Public School District(HPSD) / Rocky Point Middle School			
<u>Recommended Program/Service</u>	<u>Start Date</u>	<u>End Date</u>	<u>Ratio</u>	<u>Frequency</u>	<u>Period</u>	<u>Duration</u>	<u>Location</u>
Special Class - Reading	09/09/2013	06/26/2014	15:1	1	Daily	42min.	Classroom
Special Class - Math	09/09/2013	06/26/2014	15:1	1	Daily	42min.	Classroom
Special Class - English	09/09/2013	06/26/2014	15:1	1	Daily	42min.	Classroom
Special Class - Social Studies	09/09/2013	06/26/2014	15:1	1	Daily	42min.	Classroom
Special Class - Science	09/09/2013	06/26/2014	15:1	1	Daily	42min.	Classroom
Speech/Language Therapy	09/09/2013	06/26/2014	Small Group	2	Weekly	42min.	Therapy Room or Classroom
Physical Therapy	09/09/2013	06/26/2014	Individual	1	Weekly	30min.	Therapy Room or Classroom

Student: 'Board of Education Copy'		AltID#:	DOB:	Grade: 07			
<b>Meeting Date</b> 05/30/2013	<b>BOE Date</b> 07/11/2013	<b>Committee / Reason</b> Subcommittee on Special Education / Reevaluation/Annual Review	<b>Decision</b> Classified	<b>Placement Recommendation / School</b> Home Public School District(HPSD) / Rocky Point Middle School			
<u>Recommended Program/Service</u>	<u>Start Date</u>	<u>End Date</u>	<u>Ratio</u>	<u>Frequency</u>	<u>Period</u>	<u>Duration</u>	<u>Location</u>
Special Class - Math	09/09/2013	06/26/2014	15:1	1	Daily	42min.	Classroom
Special Class - English	09/09/2013	06/26/2014	15:1	1	Daily	42min.	Classroom
Special Class - Social Studies	09/09/2013	06/26/2014	15:1	1	Daily	42min.	Classroom
Special Class - Science	09/09/2013	06/26/2014	15:1	1	Daily	42min.	Classroom
Special Class - Reading	09/09/2013	06/26/2014	15:1	1	Daily	42min.	Classroom
Counseling-Social Skills Training	09/09/2013	06/26/2014	Small Group	1	Weekly	42min.	Therapy Room or Classroom
Speech/Language Therapy	09/09/2013	06/26/2014	Small Group	3	Weekly	42min.	Therapy Room or Classroom
Physical Therapy	09/09/2013	06/26/2014	Small Group	1	Weekly	42min.	Therapy Room or Classroom
Parent Counseling and Training	09/09/2013	06/26/2014	Individual	4	Yearly	42min.	Counselor's Office/Special Location

Student: 'Board of Education Copy'		AltID#:	DOB:	Grade: 07			
<b>Meeting Date</b> 05/30/2013	<b>BOE Date</b> 07/11/2013	<b>Committee / Reason</b> Subcommittee on Special Education / Annual Review	<b>Decision</b> Classified	<b>Placement Recommendation / School</b> Home Public School District(HPSD) / Rocky Point Middle School			
<u>Recommended Program/Service</u>	<u>Start Date</u>	<u>End Date</u>	<u>Ratio</u>	<u>Frequency</u>	<u>Period</u>	<u>Duration</u>	<u>Location</u>
Special Class - Math	09/09/2013	06/26/2014	15:1	1	Daily	42min.	Classroom
Special Class - English	09/09/2013	06/26/2014	15:1	1	Daily	42min.	Classroom
Special Class - Social Studies	09/09/2013	06/26/2014	15:1	1	Daily	42min.	Classroom
Special Class - Science	09/09/2013	06/26/2014	15:1	1	Daily	42min.	Classroom
Special Class - Reading	09/09/2013	06/26/2014	15:1	1	Daily	42min.	Classroom



Speech/Language Therapy	09/09/2013	06/26/2014	Individual	1	Weekly	42min.	Therapy Room or Classroom
Speech/Language Therapy	09/09/2013	06/26/2014	Small Group	2	Weekly	42min.	Therapy Room or Classroom
Physical Therapy	09/09/2013	06/26/2014	Individual	1	Weekly	42min.	Home
Counseling-Social Skills Counseling	09/09/2013	06/26/2014	Small Group	1	Weekly	42min.	Counselor's Office/Classroom
Occupational Therapy	09/09/2013	06/26/2014	Individual	1	Weekly	42min.	Home
Shared Aide	09/09/2013	06/26/2014		7	Daily	42 minutes	classroom
Occupational Therapy Consultation	09/09/2013	06/26/2014		1	Monthly	30 minutes	Special Location/Classroom

<b>Student:</b> 'Board of Education Copy'		<b>AltID#:</b>		<b>DOB:</b>		<b>Grade:</b> 07	
<b>Meeting Date</b>	<b>BOE Date</b>	<b>Committee / Reason</b>	<b>Decision</b>		<b>Placement Recommendation / School</b>		
05/30/2013	07/11/2013	Subcommittee on Special Education / Reevaluation/Annual Review	Classified		Home Public School District(HPSD) / Rocky Point Middle School		
<u>Recommended Program/Service</u>	<u>Start Date</u>	<u>End Date</u>	<u>Ratio</u>	<u>Frequency</u>	<u>Period</u>	<u>Duration</u>	<u>Location</u>
Special Class - English	09/09/2013	06/26/2014	15:1	1	Daily	42min.	Classroom
Special Class - Math	09/09/2013	06/26/2014	15:1	1	Daily	42min.	Classroom
Special Class - Social Studies	09/09/2013	06/26/2014	15:1	1	Daily	42min.	Classroom
Special Class - Science	09/09/2013	06/26/2014	15:1	1	Daily	42min.	Classroom
Special Class - Reading	09/09/2013	06/26/2014	15:1	1	Daily	42min.	Classroom
Speech/Language Therapy	09/09/2013	06/26/2014	Individual	1	Weekly	42min.	Therapy Room or Classroom
Speech/Language Therapy	09/09/2013	06/26/2014	Small Group	2	Weekly	42min.	Classroom

<b>Student:</b> 'Board of Education Copy'		<b>AltID#:</b>		<b>DOB:</b>		<b>Grade:</b> 07	
<b>Meeting Date</b>	<b>BOE Date</b>	<b>Committee / Reason</b>	<b>Decision</b>		<b>Placement Recommendation / School</b>		
05/30/2013	07/11/2013	Subcommittee on Special Education / Reevaluation/Annual Review	Classified		Home Public School District(HPSD) / Rocky Point Middle School		
<u>Recommended Program/Service</u>	<u>Start Date</u>	<u>End Date</u>	<u>Ratio</u>	<u>Frequency</u>	<u>Period</u>	<u>Duration</u>	<u>Location</u>
Special Class - Math	09/09/2013	06/26/2014	15:1	1	Daily	42min.	Classroom
Special Class - English	09/09/2013	06/26/2014	15:1	1	Daily	42min.	Classroom
Special Class - Social Studies	09/09/2013	06/26/2014	15:1	1	Daily	42min.	Classroom
Consultant Teacher Services (CTD Science)	09/09/2013	06/26/2014	Direct	1	Daily	42min.	Classroom
Special Class - Reading	09/09/2013	06/26/2014	15:1	1	Daily	42min.	Classroom
Counseling-Social Skills Training	09/09/2013	06/26/2014	Small Group	1	Weekly	42min.	Therapy Room or Classroom
Speech/Language Therapy	09/09/2013	06/26/2014	Small Group	2	Weekly	42min.	Therapy Room or Classroom

<b>Student:</b> 'Board of Education Copy'		<b>AltID#:</b>		<b>DOB:</b>		<b>Grade:</b> 08	
<b>Meeting Date</b>	<b>BOE Date</b>	<b>Committee / Reason</b>	<b>Decision</b>		<b>Placement Recommendation / School</b>		
05/30/2013	07/11/2013	Subcommittee on Special Education / Annual Review	Classified		Home Public School District(HPSD) / Rocky Point Middle School		
<u>Recommended Program/Service</u>	<u>Start Date</u>	<u>End Date</u>	<u>Ratio</u>	<u>Frequency</u>	<u>Period</u>	<u>Duration</u>	<u>Location</u>

Consultant Teacher Services (CTD Science)	09/09/2013	06/26/2014	Direct	1	Daily	42min.	Classroom
Special Class - Reading	09/09/2013	06/26/2014	15:1	1	Daily	42min.	Classroom
Special Class - Math	09/09/2013	06/26/2014	15:1	1	Daily	42min.	Classroom
Special Class - English	09/09/2013	06/26/2014	15:1	1	Daily	42min.	Classroom
Special Class - Social Studies	09/09/2013	06/26/2014	15:1	1	Daily	42min.	Classroom

<b>Student:</b> 'Board of Education Copy'		<b>AltID#:</b>		<b>DOB:</b>		<b>Grade:</b> 08	
<b>Meeting Date</b>	<b>BOE Date</b>	<b>Committee / Reason</b>	<b>Decision</b>	<b>Placement Recommendation / School</b>			
05/30/2013	07/11/2013	Subcommittee on Special Education / Annual Review	Classified	Home Public School District(HPSD) / Rocky Point Middle School			
<u>Recommended Program/Service</u>	<u>Start Date</u>	<u>End Date</u>	<u>Ratio</u>	<u>Frequency</u>	<u>Period</u>	<u>Duration</u>	<u>Location</u>
Special Class (Learning Lab - ELA)	09/09/2013	06/26/2014	15:1	1	Every Other Day	42min.	Classroom
Special Class (Learning Lab - Math)	09/09/2013	06/26/2014	15:1	1	Every Other Day	42min.	Classroom
Consultant Teacher Services (CTD Math)	09/09/2013	06/26/2014	Direct	1	Daily	42min.	Classroom
Consultant Teacher Services (CTD English)	09/09/2013	06/26/2014	Direct	1	Daily	42min.	Classroom
Consultant Teacher Services (CTD Science)	09/09/2013	06/26/2014	Direct	1	Daily	42min.	Classroom
Consultant Teacher Services (CTD Social Studies)	09/09/2013	06/26/2014	Direct	1	Daily	42min.	Classroom
Speech/Language Therapy	09/09/2013	06/26/2014	Small Group	2	Weekly	30min.	Therapy Room or Classroom

**Rocky Point Union Free School District  
Committee Meeting Recommendations for Board of Education**

Student: 'Board of Education Copy'		AltID#:	DOB:	Grade: 08			
<b>Meeting Date</b> 05/31/2013	<b>BOE Date</b> 07/11/2013	<b>Committee / Reason</b> Subcommittee on Special Education / Annual Review	<b>Decision</b> Classified	<b>Placement Recommendation / School</b> Home Public School District(HPSD) / Rocky Point Middle School			
<u>Recommended Program/Service</u>	<u>Start Date</u>	<u>End Date</u>	<u>Ratio</u>	<u>Frequency</u>	<u>Period</u>	<u>Duration</u>	<u>Location</u>
Special Class - Math	09/09/2013	06/26/2014	15:1	1	Daily	42min.	Classroom
Special Class - English	09/09/2013	06/26/2014	15:1	1	Daily	42min.	Classroom
Special Class - Social Studies	09/09/2013	06/26/2014	15:1	1	Daily	42min.	Classroom
Special Class - Science	09/09/2013	06/26/2014	15:1	1	Daily	42min.	Classroom
Special Class - Reading	09/09/2013	06/26/2014	15:1	1	Daily	42min.	Classroom
Parent Counseling and Training	09/09/2013	06/26/2014	Individual	4	Yearly	42min.	Special Location
Counseling-Social Skills Training	09/09/2013	06/26/2014	Small Group	1	Weekly	42min.	Counselor's Office/Special Location
Speech/Language Therapy	09/09/2013	06/26/2014	Small Group	2	Weekly	42min.	Therapy Room or Classroom
Individual Aide	09/09/2013	06/26/2014		8	Daily	Throughout the School Day	Classroom

Student: 'Board of Education Copy'		AltID#:	DOB:	Grade: 09			
<b>Meeting Date</b> 05/31/2013	<b>BOE Date</b> 07/11/2013	<b>Committee / Reason</b> Subcommittee on Special Education / Program Review	<b>Decision</b> Classified	<b>Placement Recommendation / School</b> Home Public School District(HPSD) / Rocky Point High School			
<u>Recommended Program/Service</u>	<u>Start Date</u>	<u>End Date</u>	<u>Ratio</u>	<u>Frequency</u>	<u>Period</u>	<u>Duration</u>	<u>Location</u>
Special Class - Math	09/09/2013	06/26/2014	15:1	1	Daily	42min.	Classroom
Special Class - Social Studies	09/09/2013	06/26/2014	15:1	1	Daily	42min.	Classroom
Special Class - English	09/09/2013	06/26/2014	15:1	1	Daily	42min.	Classroom
Special Class - Science	09/09/2013	06/26/2014	15:1	1	Daily	42min.	Classroom
Speech/Language Therapy	09/09/2013	06/26/2014	Small Group (5:1)	2	Weekly	42min.	Therapy Room or Classroom

Student: 'Board of Education Copy'		AltID#:	DOB:	Grade: 07			
<b>Meeting Date</b> 05/31/2013	<b>BOE Date</b> 07/11/2013	<b>Committee / Reason</b> Subcommittee on Special Education / Annual Review	<b>Decision</b> Classified	<b>Placement Recommendation / School</b> Home Public School District(HPSD) / Rocky Point Middle School			
<u>Recommended Program/Service</u>	<u>Start Date</u>	<u>End Date</u>	<u>Ratio</u>	<u>Frequency</u>	<u>Period</u>	<u>Duration</u>	<u>Location</u>
Special Class (Learning Lab - ELA)	09/09/2013	06/26/2014	15:1	1	Every Other Day	42min.	Classroom
Special Class (Learning Lab - Math)	09/09/2013	06/26/2014	15:1	1	Every Other Day	42min.	Classroom
Consultant Teacher Services (CTD Math)	09/09/2013	06/26/2014	Direct	1	Daily	42min.	Classroom
Consultant Teacher Services (CTD Science)	09/09/2013	06/26/2014	Direct	1	Daily	42min.	Classroom
Consultant Teacher Services (CTD Social Studies)	09/09/2013	06/26/2014	Direct	1	Daily	42min.	Classroom

Consultant Teacher Services (CTD English)	09/09/2013	06/26/2014	Direct	1	Daily	42min.	Classroom
Counseling-Social Skills Counseling	09/09/2013	06/26/2014	Small Group	1	Weekly	42min.	Therapy Room

<b>Student:</b> 'Board of Education Copy'		<b>AltID#:</b>		<b>DOB:</b>		<b>Grade:</b> 09	
<b>Meeting Date</b>	<b>BOE Date</b>	<b>Committee / Reason</b>	<b>Decision</b>	<b>Placement Recommendation / School</b>			
05/31/2013	07/11/2013	Subcommittee on Special Education / Reevaluation/Annual Review	Classified	Home Public School District(HPSD) / Rocky Point High School			
<u>Recommended Program/Service</u>	<u>Start Date</u>	<u>End Date</u>	<u>Ratio</u>	<u>Frequency</u>	<u>Period</u>	<u>Duration</u>	<u>Location</u>
Special Class - Math	09/09/2013	06/26/2014	15:1	1	Daily	42min.	Classroom
Special Class - Reading	09/09/2013	06/26/2014	15:1	1	Daily	42min.	Classroom
Special Class - Social Studies	09/09/2013	06/26/2014	15:1	1	Daily	42min.	Classroom
Special Class - Science	09/09/2013	06/26/2014	15:1	1	Daily	42min.	Classroom
Speech/Language Therapy	09/09/2013	06/26/2014	Small Group	2	Weekly	42min.	Therapy Room or Classroom

<b>Student:</b> 'Board of Education Copy'		<b>AltID#:</b>		<b>DOB:</b>		<b>Grade:</b> 09	
<b>Meeting Date</b>	<b>BOE Date</b>	<b>Committee / Reason</b>	<b>Decision</b>	<b>Placement Recommendation / School</b>			
05/16/2012	07/11/2013	Subcommittee on Special Education / Annual Review	Classified	Home Public School District(HPSD) / Rocky Point High School			
<u>Recommended Program/Service</u>	<u>Start Date</u>	<u>End Date</u>	<u>Ratio</u>	<u>Frequency</u>	<u>Period</u>	<u>Duration</u>	<u>Location</u>
Consultant Teacher Services (CTD Math)	09/09/2013	06/26/2014	Direct	1	Daily	42min.	Classroom
Special Class - English	09/09/2013	06/26/2014	15:1	1	Daily	42min.	Classroom
Consultant Teacher Services (CTD Social Studies)	09/09/2013	06/26/2014	Direct	1	Daily	42min.	Classroom
Consultant Teacher Services (CTD Science)	09/09/2013	06/26/2014	Direct	1	Daily	42min.	Classroom
Special Class (Learning Lab - Study Skills)	09/09/2013	06/26/2014	15:1	1	Every Other Day	42min.	Classroom
Special Class (Learning Lab - Math)	09/09/2013	06/26/2014	15:1	1	Every Other Day	42min.	Classroom

<b>Student:</b> 'Board of Education Copy'		<b>AltID#:</b>		<b>DOB:</b>		<b>Grade:</b> 08	
<b>Meeting Date</b>	<b>BOE Date</b>	<b>Committee / Reason</b>	<b>Decision</b>	<b>Placement Recommendation / School</b>			
05/31/2013	07/11/2013	Subcommittee on Special Education / Annual Review	Classified	Home Public School District(HPSD) / Rocky Point Middle School			
<u>Recommended Program/Service</u>	<u>Start Date</u>	<u>End Date</u>	<u>Ratio</u>	<u>Frequency</u>	<u>Period</u>	<u>Duration</u>	<u>Location</u>
Consultant Teacher Services (CTD Math)	09/09/2013	06/26/2014	Direct	1	Daily	42min.	Classroom
Special Class (Learning Lab - ELA)	09/09/2013	06/26/2014	15:1	1	Every Other Day	42min.	Classroom
Special Class (Learning Lab - Math)	09/09/2013	06/26/2014	15:1	1	Daily	42min.	Classroom
Consultant Teacher Services (CTD Science)	09/09/2013	06/26/2014	Direct	1	Daily	42min.	Classroom
Consultant Teacher Services (CTD English)	09/09/2013	06/26/2014	Direct	1	Daily	42min.	Classroom
Consultant Teacher Services (CTD Social Studies)	09/09/2013	06/26/2014	Direct	1	Daily	42min.	Classroom
Speech/Language Therapy	09/09/2013	06/26/2014	Small Group	2	Weekly	42min.	Therapy Room or Classroom
Counseling-Social Skills Counseling	09/09/2013	06/26/2014	Small Group	1	Weekly	42min.	Counselor's Office

<b>Student:</b> 'Board of Education Copy'		<b>AltID#:</b>		<b>DOB:</b>		<b>Grade:</b> 07		
<b>Meeting Date</b>	<b>BOE Date</b>	<b>Committee / Reason</b>	<b>Decision</b>		<b>Placement Recommendation / School</b>			
05/31/2013	07/11/2013	Subcommittee on Special Education / Reevaluation/Annual Review	Classified		Home Public School District(HPSD) / Rocky Point Middle School			
<u>Recommended Program/Service</u>		<u>Start Date</u>	<u>End Date</u>	<u>Ratio</u>	<u>Frequency</u>	<u>Period</u>	<u>Duration</u>	<u>Location</u>
Consultant Teacher Services (CTD Math)		09/09/2013	06/26/2014	Direct	1	Daily	42min.	Classroom
Consultant Teacher Services (CTD Science)		09/09/2013	06/26/2014	Direct	1	Daily	42min.	Classroom
Consultant Teacher Services (CTD Social Studies)		09/09/2013	06/26/2014	Direct	1	Daily	42min.	Classroom
Consultant Teacher Services (CTD English)		09/09/2013	06/26/2014	Direct	1	Daily	42min.	Classroom

<b>Student:</b> 'Board of Education Copy'		<b>AltID#:</b>		<b>DOB:</b>		<b>Grade:</b> 09		
<b>Meeting Date</b>	<b>BOE Date</b>	<b>Committee / Reason</b>	<b>Decision</b>		<b>Placement Recommendation / School</b>			
05/31/2013	07/11/2013	Subcommittee on Special Education / Program Review	Classified		Home Public School District(HPSD) / Rocky Point High School			
<u>Recommended Program/Service</u>		<u>Start Date</u>	<u>End Date</u>	<u>Ratio</u>	<u>Frequency</u>	<u>Period</u>	<u>Duration</u>	<u>Location</u>
Special Class - English		09/09/2013	06/26/2014	15:1	1	Daily	42min.	Classroom
Special Class - Math		09/09/2013	06/26/2014	15:1	1	Daily	42min.	Classroom
Special Class - Science		09/09/2013	06/26/2014	15:1	1	Daily	42min.	Classroom
Special Class - Social Studies		09/09/2013	06/26/2014	15:1	1	Daily	42min.	Classroom

**Rocky Point Union Free School District  
Committee Meeting Recommendations for Board of Education**

<b>Student:</b> 'Board of Education Copy'		<b>AltID#:</b>		<b>DOB:</b>		<b>Grade:</b> 06																																																																		
<b>Meeting Date</b>	<b>BOE Date</b>	<b>Committee / Reason</b>	<b>Decision</b>	<b>Placement Recommendation / School</b>																																																																				
06/03/2013	07/11/2013	Subcommittee on Special Education / Annual Review	Classified	Home Public School District(HPSD) / Rocky Point Middle School																																																																				
<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th><u>Recommended Program/Service</u></th> <th><u>Start Date</u></th> <th><u>End Date</u></th> <th><u>Ratio</u></th> <th><u>Frequency</u></th> <th><u>Period</u></th> <th><u>Duration</u></th> <th><u>Location</u></th> </tr> </thead> <tbody> <tr> <td>Consultant Teacher Services (CTD English)</td> <td>09/09/2013</td> <td>06/26/2014</td> <td>Direct</td> <td>1</td> <td>Daily</td> <td>42min.</td> <td>Classroom</td> </tr> <tr> <td>Consultant Teacher Services (CTD Math)</td> <td>09/09/2013</td> <td>06/26/2014</td> <td>Direct</td> <td>1</td> <td>Daily</td> <td>42min.</td> <td>Classroom</td> </tr> <tr> <td>Consultant Teacher Services (CTD Social Studies)</td> <td>09/09/2013</td> <td>06/26/2014</td> <td>Direct</td> <td>1</td> <td>Daily</td> <td>42min.</td> <td>Classroom</td> </tr> <tr> <td>Consultant Teacher Services (CTD Science)</td> <td>09/09/2013</td> <td>06/26/2014</td> <td>Direct</td> <td>1</td> <td>Daily</td> <td>42min.</td> <td>Classroom</td> </tr> <tr> <td>Parent Counseling and Training</td> <td>09/09/2013</td> <td>06/26/2014</td> <td>Individual</td> <td>4</td> <td>Yearly</td> <td>30min.</td> <td>Conference Room</td> </tr> <tr> <td>Counseling-Social Skills Counseling</td> <td>09/09/2013</td> <td>06/26/2014</td> <td>Small Group</td> <td>1</td> <td>Weekly</td> <td>42min.</td> <td>Counselor's Office/Classroom</td> </tr> <tr> <td>Behavioral Intervention Consultation for Teacher</td> <td>09/09/2013</td> <td>06/26/2014</td> <td></td> <td>8</td> <td>Yearly</td> <td>1 hour</td> <td>classroom</td> </tr> </tbody> </table>									<u>Recommended Program/Service</u>	<u>Start Date</u>	<u>End Date</u>	<u>Ratio</u>	<u>Frequency</u>	<u>Period</u>	<u>Duration</u>	<u>Location</u>	Consultant Teacher Services (CTD English)	09/09/2013	06/26/2014	Direct	1	Daily	42min.	Classroom	Consultant Teacher Services (CTD Math)	09/09/2013	06/26/2014	Direct	1	Daily	42min.	Classroom	Consultant Teacher Services (CTD Social Studies)	09/09/2013	06/26/2014	Direct	1	Daily	42min.	Classroom	Consultant Teacher Services (CTD Science)	09/09/2013	06/26/2014	Direct	1	Daily	42min.	Classroom	Parent Counseling and Training	09/09/2013	06/26/2014	Individual	4	Yearly	30min.	Conference Room	Counseling-Social Skills Counseling	09/09/2013	06/26/2014	Small Group	1	Weekly	42min.	Counselor's Office/Classroom	Behavioral Intervention Consultation for Teacher	09/09/2013	06/26/2014		8	Yearly	1 hour	classroom
<u>Recommended Program/Service</u>	<u>Start Date</u>	<u>End Date</u>	<u>Ratio</u>	<u>Frequency</u>	<u>Period</u>	<u>Duration</u>	<u>Location</u>																																																																	
Consultant Teacher Services (CTD English)	09/09/2013	06/26/2014	Direct	1	Daily	42min.	Classroom																																																																	
Consultant Teacher Services (CTD Math)	09/09/2013	06/26/2014	Direct	1	Daily	42min.	Classroom																																																																	
Consultant Teacher Services (CTD Social Studies)	09/09/2013	06/26/2014	Direct	1	Daily	42min.	Classroom																																																																	
Consultant Teacher Services (CTD Science)	09/09/2013	06/26/2014	Direct	1	Daily	42min.	Classroom																																																																	
Parent Counseling and Training	09/09/2013	06/26/2014	Individual	4	Yearly	30min.	Conference Room																																																																	
Counseling-Social Skills Counseling	09/09/2013	06/26/2014	Small Group	1	Weekly	42min.	Counselor's Office/Classroom																																																																	
Behavioral Intervention Consultation for Teacher	09/09/2013	06/26/2014		8	Yearly	1 hour	classroom																																																																	

<b>Student:</b> 'Board of Education Copy'		<b>AltID#:</b>		<b>DOB:</b>		<b>Grade:</b> 04																										
<b>Meeting Date</b>	<b>BOE Date</b>	<b>Committee / Reason</b>	<b>Decision</b>	<b>Placement Recommendation / School</b>																												
06/03/2013	07/11/2013	Subcommittee on Special Education / Annual Review	Classified	Home Public School District(HPSD) / Joseph A. Edgar School																												
<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th><u>Recommended Program/Service</u></th> <th><u>Start Date</u></th> <th><u>End Date</u></th> <th><u>Ratio</u></th> <th><u>Frequency</u></th> <th><u>Period</u></th> <th><u>Duration</u></th> <th><u>Location</u></th> </tr> </thead> <tbody> <tr> <td>Special Class</td> <td>09/09/2013</td> <td>06/26/2014</td> <td>15:1</td> <td>6</td> <td>Daily</td> <td>40min.</td> <td>Classroom</td> </tr> <tr> <td>Counseling - Psychological</td> <td>09/09/2013</td> <td>06/26/2014</td> <td>Small Group</td> <td>1</td> <td>Weekly</td> <td>30min.</td> <td>Counselor's Office</td> </tr> </tbody> </table>									<u>Recommended Program/Service</u>	<u>Start Date</u>	<u>End Date</u>	<u>Ratio</u>	<u>Frequency</u>	<u>Period</u>	<u>Duration</u>	<u>Location</u>	Special Class	09/09/2013	06/26/2014	15:1	6	Daily	40min.	Classroom	Counseling - Psychological	09/09/2013	06/26/2014	Small Group	1	Weekly	30min.	Counselor's Office
<u>Recommended Program/Service</u>	<u>Start Date</u>	<u>End Date</u>	<u>Ratio</u>	<u>Frequency</u>	<u>Period</u>	<u>Duration</u>	<u>Location</u>																									
Special Class	09/09/2013	06/26/2014	15:1	6	Daily	40min.	Classroom																									
Counseling - Psychological	09/09/2013	06/26/2014	Small Group	1	Weekly	30min.	Counselor's Office																									

<b>Student:</b> 'Board of Education Copy'		<b>AltID#:</b>		<b>DOB:</b>		<b>Grade:</b> 06																		
<b>Meeting Date</b>	<b>BOE Date</b>	<b>Committee / Reason</b>	<b>Decision</b>	<b>Placement Recommendation / School</b>																				
06/03/2013	07/11/2013	Subcommittee on Special Education / Annual Review	Classified	Home Public School District(HPSD) / Rocky Point Middle School																				
<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th><u>Recommended Program/Service</u></th> <th><u>Start Date</u></th> <th><u>End Date</u></th> <th><u>Ratio</u></th> <th><u>Frequency</u></th> <th><u>Period</u></th> <th><u>Duration</u></th> <th><u>Location</u></th> </tr> </thead> <tbody> <tr> <td>Resource Room Program</td> <td>09/09/2013</td> <td>06/26/2014</td> <td>5:1</td> <td>1</td> <td>Daily</td> <td>42min.</td> <td>Classroom</td> </tr> </tbody> </table>									<u>Recommended Program/Service</u>	<u>Start Date</u>	<u>End Date</u>	<u>Ratio</u>	<u>Frequency</u>	<u>Period</u>	<u>Duration</u>	<u>Location</u>	Resource Room Program	09/09/2013	06/26/2014	5:1	1	Daily	42min.	Classroom
<u>Recommended Program/Service</u>	<u>Start Date</u>	<u>End Date</u>	<u>Ratio</u>	<u>Frequency</u>	<u>Period</u>	<u>Duration</u>	<u>Location</u>																	
Resource Room Program	09/09/2013	06/26/2014	5:1	1	Daily	42min.	Classroom																	



**Rocky Point Union Free School District  
Committee Meeting Recommendations for Board of Education**

<b>Student:</b> 'Board of Education Copy'		<b>AltID#:</b>		<b>DOB:</b>		<b>Grade:</b> Kdg.		
<b>Meeting Date</b> 06/13/2013	<b>BOE Date</b>	<b>Committee / Reason</b> Subcommittee on Special Education / Annual Review	<b>Decision</b> Classified		<b>Placement Recommendation / School</b> Home Public School District(HPSD) / Frank J. Carasiti Elem.			
<b>Recommended Program/Service</b>		<b>Start Date</b>	<b>End Date</b>	<b>Ratio</b>	<b>Frequency</b>	<b>Period</b>	<b>Duration</b>	<b>Location</b>
Speech/Language Therapy		09/09/2013	06/26/2014	Individual	1	Weekly	30min.	Therapy Room or Classroom
Speech/Language Therapy		09/09/2013	06/26/2014	Small Group	1	Weekly	30min.	Therapy Room or Classroom

<b>Student:</b> 'Board of Education Copy'		<b>AltID#:</b>		<b>DOB:</b>		<b>Grade:</b> 09		
<b>Meeting Date</b> 06/03/2013	<b>BOE Date</b> 07/11/2013	<b>Committee / Reason</b> Subcommittee on Special Education / Annual Review	<b>Decision</b> Classified		<b>Placement Recommendation / School</b> Home Public School District(HPSD) / Rocky Point High School			
<b>Recommended Program/Service</b>		<b>Start Date</b>	<b>End Date</b>	<b>Ratio</b>	<b>Frequency</b>	<b>Period</b>	<b>Duration</b>	<b>Location</b>
Consultant Teacher Services (CTD Social Studies)		09/09/2013	06/26/2014	Direct	1	Daily	42min.	Classroom
Consultant Teacher Services (CTD Science)		09/09/2013	06/26/2014	Direct	1	Daily	42min.	Classroom
Special Class - English		09/09/2013	06/26/2014	15:1	1	Daily	42min.	Classroom
Special Class - Math		09/09/2013	06/26/2014	15:1	1	Daily	42min.	Classroom
Speech/Language Therapy		09/09/2013	06/26/2014	Small Group	2	Weekly	42min.	Therapy Room or Classroom

<b>Student:</b> 'Board of Education Copy'		<b>AltID#:</b>		<b>DOB:</b>		<b>Grade:</b> 09		
<b>Meeting Date</b> 06/03/2013	<b>BOE Date</b> 07/11/2013	<b>Committee / Reason</b> Subcommittee on Special Education / Annual Review	<b>Decision</b> Classified		<b>Placement Recommendation / School</b> Home Public School District(HPSD) / Rocky Point High School			
<b>Recommended Program/Service</b>		<b>Start Date</b>	<b>End Date</b>	<b>Ratio</b>	<b>Frequency</b>	<b>Period</b>	<b>Duration</b>	<b>Location</b>
Special Class - English		09/09/2013	06/26/2014	15:1	1	Daily	42min.	Classroom
Consultant Teacher Services (CTD Math)		09/09/2013	06/26/2014	Direct	1	Daily	42min.	Classroom
Consultant Teacher Services (CTD Science)		09/09/2013	06/26/2014	Direct	1	Daily	42min.	Classroom
Consultant Teacher Services (CTD Social Studies)		09/09/2013	06/26/2014	Direct	1	Daily	42min.	Classroom
Special Class (Learning Lab - Math)		09/09/2013	06/26/2014	15:1	1	Every Other Day	42min.	Classroom

<b>Student:</b> 'Board of Education Copy'		<b>AltID#:</b>		<b>DOB:</b>		<b>Grade:</b> 07		
<b>Meeting Date</b> 06/03/2013	<b>BOE Date</b> 07/11/2013	<b>Committee / Reason</b> Subcommittee on Special Education / Reevaluation/Annual Review	<b>Decision</b> Classified		<b>Placement Recommendation / School</b> Home Public School District(HPSD) / Rocky Point Middle School			
<b>Recommended Program/Service</b>		<b>Start Date</b>	<b>End Date</b>	<b>Ratio</b>	<b>Frequency</b>	<b>Period</b>	<b>Duration</b>	<b>Location</b>
Consultant Teacher Services (CTD English)		09/09/2013	06/26/2014	Direct	1	Daily	42min.	Classroom
Consultant Teacher Services (CTD Math)		09/09/2013	06/26/2014	Direct	1	Daily	42min.	Classroom
Consultant Teacher Services (CTD Science)		09/09/2013	06/26/2014	Direct	1	Daily	42min.	Classroom



Consultant Teacher Services (CTD Social Studies)	09/09/2013	06/26/2014	Direct	1	Daily	42min.	Classroom
Special Class (Learning Lab - ELA)	09/09/2013	06/26/2014	15:1	1	Every Other Day	42min.	Classroom
Special Class (Learning Lab - Math)	09/09/2013	06/26/2014	15:1	1	Every Other Day	42min.	Classroom
Speech/Language Therapy	09/09/2013	06/26/2014	Small Group	2	Weekly	42min.	Therapy Room or Classroom

<b>Student:</b> 'Board of Education Copy'		<b>AltID#:</b>		<b>DOB:</b>		<b>Grade:</b> 07	
<b>Meeting Date</b>	<b>BOE Date</b>	<b>Committee / Reason</b>	<b>Decision</b>	<b>Placement Recommendation / School</b>			
06/03/2013	07/11/2013	Subcommittee on Special Education / Reevaluation/Annual Review	Classified	Home Public School District(HPSD) / Rocky Point Middle School			
<u><b>Recommended Program/Service</b></u>	<u><b>Start Date</b></u>	<u><b>End Date</b></u>	<u><b>Ratio</b></u>	<u><b>Frequency</b></u>	<u><b>Period</b></u>	<u><b>Duration</b></u>	<u><b>Location</b></u>
Special Class - Reading	09/09/2013	06/26/2014	15:1	1	Daily	42min.	Classroom
Special Class - English	09/09/2013	06/26/2014	15:1	1	Daily	42min.	Classroom
Special Class - Social Studies	09/09/2013	06/26/2014	15:1	1	Daily	42min.	Classroom
Special Class - Science	09/09/2013	06/26/2014	15:1	1	Daily	42min.	Classroom
Special Class - Math	09/09/2013	06/26/2014	15:1	1	Daily	42min.	Classroom
Speech/Language Therapy	09/09/2013	06/26/2014	Small Group	2	Weekly	42min.	Therapy Room or Classroom
Counseling - Psychological	09/09/2013	06/26/2014	Individual	1	Weekly	42min.	Counselor's Office/Classroom

<b>Student:</b> 'Board of Education Copy'		<b>AltID#:</b>		<b>DOB:</b>		<b>Grade:</b> 07	
<b>Meeting Date</b>	<b>BOE Date</b>	<b>Committee / Reason</b>	<b>Decision</b>	<b>Placement Recommendation / School</b>			
06/03/2013	07/11/2013	Subcommittee on Special Education / Annual Review	Classified	Home Public School District(HPSD) / Rocky Point Middle School			
<u><b>Recommended Program/Service</b></u>	<u><b>Start Date</b></u>	<u><b>End Date</b></u>	<u><b>Ratio</b></u>	<u><b>Frequency</b></u>	<u><b>Period</b></u>	<u><b>Duration</b></u>	<u><b>Location</b></u>
Consultant Teacher Services (CTD English)	09/09/2013	06/26/2014	Direct	1	Daily	42min.	Classroom
Consultant Teacher Services (CTD Math)	09/09/2013	06/26/2014	Direct	1	Daily	42min.	Classroom
Consultant Teacher Services (CTD Science)	09/09/2013	06/26/2014	Direct	1	Daily	42min.	Classroom
Consultant Teacher Services (CTD Social Studies)	09/09/2013	06/26/2014	Direct	1	Daily	42min.	Classroom

**Rocky Point Union Free School District**  
**Committee Meeting Recommendations for Board of Education**

<b>Student:</b> 'Board of Education Copy'		<b>AltID#:</b>		<b>DOB:</b>		<b>Grade:</b> 06		
<b>Meeting Date</b>	<b>BOE Date</b>	<b>Committee / Reason</b>	<b>Decision</b>		<b>Placement Recommendation / School</b>			
06/03/2013	07/11/2013	Subcommittee on Special Education / Reevaluation/Annual Review	Declassified		Home Public School District(HPSD) / Rocky Point Middle School			
<b><u>Recommended Program/Service</u></b>		<b><u>Start Date</u></b>	<b><u>End Date</u></b>	<b><u>Ratio</u></b>	<b><u>Frequency</u></b>	<b><u>Period</u></b>	<b><u>Duration</u></b>	<b><u>Location</u></b>
Consultant Teacher Services (CTD English)		09/05/2012	06/21/2013	Direct	1	Daily	42min.	Classroom
Consultant Teacher Services (CTD Math)		09/05/2012	06/21/2013	Direct	1	Daily	42min.	Classroom
Consultant Teacher Services (CTD Science)		09/05/2012	06/21/2013	Direct	1	Daily	42min.	Classroom
Consultant Teacher Services (CTD Social Studies)		09/05/2012	06/21/2013	Direct	1	Daily	42min.	Classroom

**Rocky Point Union Free School District  
Committee Meeting Recommendations for Board of Education**

Student: 'Board of Education Copy'		AltID#:	DOB:	Grade: 08			
<b>Meeting Date</b> 06/04/2013	<b>BOE Date</b> 07/11/2013	<b>Committee / Reason</b> Subcommittee on Special Education / Annual Review	<b>Decision</b> Classified	<b>Placement Recommendation / School</b> Home Public School District(HPSD) / Rocky Point Middle School			
<u>Recommended Program/Service</u>	<u>Start Date</u>	<u>End Date</u>	<u>Ratio</u>	<u>Frequency</u>	<u>Period</u>	<u>Duration</u>	<u>Location</u>
Consultant Teacher Services (CTD Math)	09/09/2013	06/26/2014	Direct	1	Daily	42min.	Classroom
Consultant Teacher Services (CTD Science)	09/09/2013	06/26/2014	Direct	1	Daily	42min.	Classroom
Consultant Teacher Services (CTD Social Studies)	09/09/2013	06/26/2014	Direct	1	Daily	42min.	Classroom
Special Class (Learning Lab - Math)	09/09/2013	06/26/2014	15:1	1	Every Other Day	42min.	Classroom
Special Class (Learning Lab - ELA)	09/09/2013	06/26/2014	15:1	1	Every Other Day	42min.	Classroom
Consultant Teacher Services (CTD English)	09/09/2013	06/26/2014	Direct	1	Daily	42min.	Classroom

Student: 'Board of Education Copy'		AltID#:	DOB:	Grade: 08			
<b>Meeting Date</b> 06/04/2013	<b>BOE Date</b> 07/11/2013	<b>Committee / Reason</b> Subcommittee on Special Education / Annual Review	<b>Decision</b> Classified	<b>Placement Recommendation / School</b> Home Public School District(HPSD) / Rocky Point Middle School			
<u>Recommended Program/Service</u>	<u>Start Date</u>	<u>End Date</u>	<u>Ratio</u>	<u>Frequency</u>	<u>Period</u>	<u>Duration</u>	<u>Location</u>
Resource Room Program	09/09/2013	06/26/2014	5:1	1	Daily	42min.	Classroom

Student: 'Board of Education Copy'		AltID#:	DOB:	Grade: 08			
<b>Meeting Date</b> 06/04/2013	<b>BOE Date</b> 07/11/2013	<b>Committee / Reason</b> Subcommittee on Special Education / Annual Review	<b>Decision</b> Classified	<b>Placement Recommendation / School</b> Home Public School District(HPSD) / Rocky Point Middle School			
<u>Recommended Program/Service</u>	<u>Start Date</u>	<u>End Date</u>	<u>Ratio</u>	<u>Frequency</u>	<u>Period</u>	<u>Duration</u>	<u>Location</u>
Resource Room Program	09/09/2013	06/26/2014	5:1	1	Daily	42min.	Classroom

Student: 'Board of Education Copy'		AltID#:	DOB:	Grade: 08			
<b>Meeting Date</b> 06/04/2013	<b>BOE Date</b> 07/11/2013	<b>Committee / Reason</b> Subcommittee on Special Education / Annual Review	<b>Decision</b> Classified	<b>Placement Recommendation / School</b> Home Public School District(HPSD) / Rocky Point Middle School			
<u>Recommended Program/Service</u>	<u>Start Date</u>	<u>End Date</u>	<u>Ratio</u>	<u>Frequency</u>	<u>Period</u>	<u>Duration</u>	<u>Location</u>
Consultant Teacher Services (CTD English)	09/09/2013	06/26/2014	Direct	1	Daily	42min.	Classroom
Consultant Teacher Services (CTD Math)	09/09/2013	06/26/2014	Direct	1	Daily	42min.	Classroom
Consultant Teacher Services (CTD Social Studies)	09/09/2013	06/26/2014	Direct	1	Daily	42min.	Classroom
Consultant Teacher Services (CTD Science)	09/09/2013	06/26/2014	Direct	1	Daily	42min.	Classroom
Special Class (Learning Lab - ELA)	09/09/2013	06/26/2014	15:1	1	Every Other Day	42min.	Classroom
Special Class (Learning Lab - Math)	09/09/2013	06/26/2014	15:1	1	Every Other Day	40min.	Classroom

Individual Aide	09/09/2013	06/26/2014	4	Daily	42 minutes	Classroom
-----------------	------------	------------	---	-------	------------	-----------

**Student:** 'Board of Education Copy'      **AltID#:**      **DOB:**      **Grade:** 08

Meeting Date	BOE Date	Committee / Reason	Decision	Placement Recommendation / School			
06/04/2013	07/11/2013	Subcommittee on Special Education / Annual Review	Classified	Home Public School District(HPSD) / Rocky Point Middle School			
<u>Recommended Program/Service</u>	<u>Start Date</u>	<u>End Date</u>	<u>Ratio</u>	<u>Frequency</u>	<u>Period</u>	<u>Duration</u>	<u>Location</u>
Special Class (Learning Lab - ELA)	09/09/2013	06/26/2014	15:1	1	Every Other Day	42min.	Classroom
Special Class (Learning Lab - Math)	09/09/2013	06/26/2014	15:1	1	Every Other Day	42min.	Classroom

**Rocky Point Union Free School District**  
**Committee Meeting Recommendations for Board of Education**

<b>Student:</b> 'Board of Education Copy'		<b>AltID#:</b>	<b>DOB:</b>	<b>Grade:</b> 08
<b>Meeting Date</b>	<b>BOE Date</b>	<b>Committee / Reason</b>	<b>Decision</b>	<b>Placement Recommendation / School</b>
06/05/2013	07/11/2013	Committee on Special Education / Initial Eligibility Determination Meeting	Ineligible	Home Public School District(HPSD) / Rocky Point Middle School

**Rocky Point Union Free School District**  
**Committee Meeting Recommendations for Board of Education**

<b>Student:</b> 'Board of Education Copy'		<b>AltID#:</b>	<b>DOP:</b>	<b>Grade:</b> 10			
<b>Meeting Date</b>	<b>BOE Date</b>	<b>Committee / Reason</b>	<b>Decision</b>	<b>Placement Recommendation / School</b>			
06/05/2013	07/11/2013	Subcommittee on Special Education / Reevaluation/Annual Review	Classified	Home Public School District(HPSD) / Rocky Point High School			
<b><u>Recommended Program/Service</u></b>	<b><u>Start Date</u></b>	<b><u>End Date</u></b>	<b><u>Ratio</u></b>	<b><u>Frequency</u></b>	<b><u>Period</u></b>	<b><u>Duration</u></b>	<b><u>Location</u></b>
Consultant Teacher Services (CTD Science)	09/09/2013	06/26/2014	Direct	1	Daily	42min.	Classroom
Consultant Teacher Services (CTD Social Studies)	09/09/2013	06/26/2014	Direct	1	Daily	42min.	Classroom
Special Class - English	09/09/2013	06/26/2014	15:1	1	Daily	42min.	Classroom

**Rocky Point Union Free School District**  
**Committee Meeting Recommendations for Board of Education**

**Student:** 'Board of Education Copy'      **AltID#:**      **DOB:**      **Grade:** 11

<b>Meeting Date</b>	<b>BOE Date</b>	<b>Committee / Reason</b>	<b>Decision</b>	<b>Placement Recommendation / School</b>
06/05/2013	07/11/2013	Subcommittee on Special Education / Annual Review	Classified PP Outside District	Home Public School District(HPSD) / Rocky Point High School

<u>Recommended Program/Service</u>	<u>Start Date</u>	<u>End Date</u>	<u>Ratio</u>	<u>Frequency</u>	<u>Period</u>	<u>Duration</u>	<u>Location</u>
Special Class - English	09/09/2013	06/26/2014	15:1	1	Daily	42min.	Classroom
Consultant Teacher Services (CTD Math)	09/09/2013	06/26/2014	Direct	1	Daily	42min.	Classroom
Consultant Teacher Services (CTD Science)	09/09/2013	06/26/2014	Direct	1	Daily	42min.	Classroom
Consultant Teacher Services (CTD Social Studies)	09/09/2013	06/26/2014	Direct	1	Daily	42min.	Classroom
Special Class (Learning Lab - ELA)	09/09/2013	06/26/2014	15:1	1	Every Other Day	42min.	Classroom
Special Class (Learning Lab - Math)	09/09/2013	06/26/2014	15:1	1	Every Other Day	42min.	Classroom



**Rocky Point Union Free School District  
Committee Meeting Recommendations for Board of Education**

<b>Student:</b> 'Board of Education Copy'		<b>AltID#:</b>		<b>DOB:</b>		<b>Grade:</b> 06	
<b>Meeting Date</b> 06/06/2013	<b>BOE Date</b> 07/11/2013	<b>Committee / Reason</b> Subcommittee on Special Education / Annual Review	<b>Decision</b> Classified	<b>Placement Recommendation / School</b> Home Public School District(HPSD) / Rocky Point Middle School			
<u>Recommended Program/Service</u>	<u>Start Date</u>	<u>End Date</u>	<u>Ratio</u>	<u>Frequency</u>	<u>Period</u>	<u>Duration</u>	<u>Location</u>
Special Class - Math	09/09/2013	06/26/2014	15:1	1	Daily	42min.	Classroom
Special Class - English	09/09/2013	06/26/2014	15:1	1	Daily	42min.	Classroom
Special Class - Social Studies	09/09/2013	06/26/2014	15:1	1	Daily	42min.	Classroom
Special Class - Science	09/09/2013	06/26/2014	15:1	1	Daily	42min.	Classroom
Special Class - Reading	09/09/2013	06/26/2014	15:1	1	Daily	42min.	Classroom

<b>Student:</b> 'Board of Education Copy'		<b>AltID#:</b>		<b>DOB:</b>		<b>Grade:</b> 06	
<b>Meeting Date</b> 06/06/2013	<b>BOE Date</b> 07/11/2013	<b>Committee / Reason</b> Subcommittee on Special Education / Annual Review	<b>Decision</b> Classified	<b>Placement Recommendation / School</b> Home Public School District(HPSD) / Rocky Point Middle School			
<u>Recommended Program/Service</u>	<u>Start Date</u>	<u>End Date</u>	<u>Ratio</u>	<u>Frequency</u>	<u>Period</u>	<u>Duration</u>	<u>Location</u>
Special Class - English	09/09/2013	06/26/2014	15:1	1	Daily	42min.	Classroom
Special Class # Math	09/09/2013	06/26/2014	15:1	1	Daily	42min.	Classroom
Special Class - Social Studies	09/09/2013	06/26/2014	15:1	1	Daily	42min.	Classroom
Special Class - Science	09/09/2013	06/26/2014	15:1	1	Daily	42min.	Classroom
Special Class - Reading	09/09/2013	06/26/2014	15:1	1	Daily	42min.	Classroom
Speech/Language Therapy	09/09/2013	06/26/2014	Small Group	2	Weekly	30min.	Therapy Room or Classroom

<b>Student:</b> 'Board of Education Copy'		<b>AltID#:</b>		<b>DOB:</b>		<b>Grade:</b> 06	
<b>Meeting Date</b> 06/06/2013	<b>BOE Date</b> 07/11/2013	<b>Committee / Reason</b> Subcommittee on Special Education / Annual Review	<b>Decision</b> Classified	<b>Placement Recommendation / School</b> Home Public School District(HPSD) / Rocky Point Middle School			
<u>Recommended Program/Service</u>	<u>Start Date</u>	<u>End Date</u>	<u>Ratio</u>	<u>Frequency</u>	<u>Period</u>	<u>Duration</u>	<u>Location</u>
Special Class	09/09/2013	06/26/2014	15:1	6	Daily	40min.	Classroom

<b>Student:</b> 'Board of Education Copy'		<b>AltID#:</b>		<b>DOB:</b>		<b>Grade:</b> 05	
<b>Meeting Date</b> 06/06/2013	<b>BOE Date</b> 07/11/2013	<b>Committee / Reason</b> Subcommittee on Special Education / Reevaluation/Annual Review	<b>Decision</b> Classified	<b>Placement Recommendation / School</b> Home Public School District(HPSD) / Joseph A. Edgar School			
<u>Recommended Program/Service</u>	<u>Start Date</u>	<u>End Date</u>	<u>Ratio</u>	<u>Frequency</u>	<u>Period</u>	<u>Duration</u>	<u>Location</u>
Consultant Teacher Services (CTD Reading)	09/09/2013	06/26/2014	Direct	1	Daily	40min.	Classroom
Consultant Teacher Services (CTD English)	09/09/2013	06/26/2014	Direct	1	Weekly	40min.	Classroom
Special Class - Math	09/09/2013	06/26/2014	15:1	2	Daily	40min.	Classroom

Occupational Therapy	09/09/2013	06/26/2014	Small Group	1	Weekly	30min.	Classroom
Counseling - Psychological	09/09/2013	06/26/2014	Individual	1	Weekly	30min.	Counselor's Office
Speech/Language Therapy	09/09/2013	06/26/2014	Small Group	2	Weekly	30min.	Therapy Room or Classroom

<b>Student:</b> 'Board of Education Copy'		<b>AltID#:</b>		<b>DOB:</b>		<b>Grade:</b> 05	
<b>Meeting Date</b>	<b>BOE Date</b>	<b>Committee / Reason</b>	<b>Decision</b>		<b>Placement Recommendation / School</b>		
06/06/2013	07/11/2013	Subcommittee on Special Education / Annual Review	Classified		Home Public School District(HPSD) / Joseph A. Edgar School		
<u>Recommended Program/Service</u>	<u>Start Date</u>	<u>End Date</u>	<u>Ratio</u>	<u>Frequency</u>	<u>Period</u>	<u>Duration</u>	<u>Location</u>
Consultant Teacher Services (CTD English)	09/09/2013	06/26/2014	Direct	1	Daily	40min.	Classroom
Consultant Teacher Services (CTD Math)	09/09/2013	06/26/2014	Direct	1	Daily	40min.	Classroom
Consultant Teacher Services (CTD Reading)	09/09/2013	06/26/2014	Direct	1	Daily	40min.	Classroom
Consultant Teacher Services (CTD Social Studies/Science)	09/09/2013	06/26/2014	Direct	1	Daily	40min.	Classroom
Speech/Language Therapy	09/09/2013	06/26/2014	Small Group	2	Weekly	30min.	Therapy Room or Classroom

<b>Student:</b> 'Board of Education Copy'		<b>AltID#:</b>		<b>DOB:</b>		<b>Grade:</b> 05	
<b>Meeting Date</b>	<b>BOE Date</b>	<b>Committee / Reason</b>	<b>Decision</b>		<b>Placement Recommendation / School</b>		
06/06/2013		Subcommittee on Special Education / Reevaluation/Annual Review	Classified		Home Public School District(HPSD) / Joseph A. Edgar School		
<u>Recommended Program/Service</u>	<u>Start Date</u>	<u>End Date</u>	<u>Ratio</u>	<u>Frequency</u>	<u>Period</u>	<u>Duration</u>	<u>Location</u>
Consultant Teacher Services (CTD English)	09/09/2013	06/26/2014	Direct	1	Daily	40min.	Classroom
Consultant Teacher Services (CTD Math)	09/09/2013	06/26/2014	Direct	1	Daily	40min.	Classroom
Consultant Teacher Services (CTD Reading)	09/09/2013	06/26/2014	Direct	1	Daily	40min.	Classroom
Consultant Teacher Services (CTD Social Studies/Science)	09/09/2013	06/26/2014	Direct	1	Daily	40min.	Classroom

**Rocky Point Union Free School District  
Committee Meeting Recommendations for Board of Education**

<b>Student:</b> 'Board of Education Copy'		<b>AltID#:</b>		<b>DOB</b>		<b>Grade:</b> 05		
<b>Meeting Date</b>	<b>BOE Date</b>	<b>Committee / Reason</b>	<b>Decision</b>			<b>Placement Recommendation / School</b>		
06/06/2013	07/11/2013	Subcommittee on Special Education / Reevaluation/Annual Review	Classified			Home Public School District(HPSD) / Joseph A. Edgar School		
<b><u>Recommended Program/Service</u></b>		<b><u>Start Date</u></b>	<b><u>End Date</u></b>	<b><u>Ratio</u></b>	<b><u>Frequency</u></b>	<b><u>Period</u></b>	<b><u>Duration</u></b>	<b><u>Location</u></b>
Special Class		09/09/2013	06/26/2014	15:1	6	Daily	40min.	Classroom
Counseling-Social Skills Counseling		09/09/2013	06/26/2014	Small Group	1	Weekly	30min.	Counselor's Office/Special Location
Speech/Language Therapy		09/09/2013	06/26/2014	Small Group	3	Weekly	30min.	Therapy Room or Classroom
Shared Aide		09/09/2013	06/26/2014		3	Daily	40 minutes	class

**Rocky Point Union Free School District**  
**Committee Meeting Recommendations for Board of Education**

<b>Student:</b> 'Board of Education Copy'		<b>AltID#:</b>		<b>DOB:</b>		<b>Grade:</b> 12		
<b>Meeting Date</b>	<b>BOE Date</b>	<b>Committee / Reason</b>	<b>Decision</b>		<b>Placement Recommendation / School</b>			
06/06/2013	07/11/2013	Subcommittee on Special Education / Annual Review	Classified		Home Public School District(HPSD) / Rocky Point High School			
<b><u>Recommended Program/Service</u></b>		<b><u>Start Date</u></b>	<b><u>End Date</u></b>	<b><u>Ratio</u></b>	<b><u>Frequency</u></b>	<b><u>Period</u></b>	<b><u>Duration</u></b>	<b><u>Location</u></b>
Consultant Teacher Services (CTD Social Studies)		09/09/2013	06/26/2014	Direct	1	Daily	42min.	Classroom
Consultant Teacher Services (CTD English)		09/09/2013	06/26/2014	Direct	1	Daily	42min.	Classroom

<b>Student:</b> 'Board of Education Copy'		<b>AltID#:</b>		<b>DOB:</b>		<b>Grade:</b> 10		
<b>Meeting Date</b>	<b>BOE Date</b>	<b>Committee / Reason</b>	<b>Decision</b>		<b>Placement Recommendation / School</b>			
06/06/2013	07/11/2013	Subcommittee on Special Education / Annual Review	Classified		Home Public School District(HPSD) / Rocky Point High School			
<b><u>Recommended Program/Service</u></b>		<b><u>Start Date</u></b>	<b><u>End Date</u></b>	<b><u>Ratio</u></b>	<b><u>Frequency</u></b>	<b><u>Period</u></b>	<b><u>Duration</u></b>	<b><u>Location</u></b>
Consultant Teacher Services (CTD English)		09/09/2013	06/26/2014	Direct	1	Daily	42min.	Classroom
Consultant Teacher Services (CTD Math)		09/09/2013	06/26/2014	Direct	1	Daily	42min.	Classroom
Consultant Teacher Services (CTD Science)		09/09/2013	06/26/2014	Direct	1	Daily	42min.	Classroom
Special Class (Learning Lab - Math)		09/09/2013	06/26/2014	15:1	1	Every Other Day	42min.	Classroom

**Rocky Point Union Free School District**  
**Committee Meeting Recommendations for Board of Education**

<b>Student:</b> 'Board of Education Copy'		<b>AltID#:</b>	<b>DOB:</b>	<b>Grade:</b> 03			
<b>Meeting Date</b>	<b>BOE Date</b>	<b>Committee / Reason</b>	<b>Decision</b>	<b>Placement Recommendation / School</b>			
06/07/2013	07/11/2013	Subcommittee on Special Education / Annual Review	Classified	Home Public School District(HPSD) / Joseph A. Edgar School			
<b><u>Recommended Program/Service</u></b>	<b><u>Start Date</u></b>	<b><u>End Date</u></b>	<b><u>Ratio</u></b>	<b><u>Frequency</u></b>	<b><u>Period</u></b>	<b><u>Duration</u></b>	<b><u>Location</u></b>
Special Class	09/09/2013	06/26/2014	15:1	6	Daily	40min.	Classroom
Counseling - Psychological	09/09/2013	06/26/2014	Small Group	1	Weekly	30min.	Therapy Room

**Rocky Point Union Free School District  
Committee Meeting Recommendations for Board of Education**

<b>Student:</b> 'Board of Education Copy'		<b>AltID#:</b>	<b>DOB:</b>	<b>Grade:</b> 08			
<b>Meeting Date</b>	<b>BOE Date</b>	<b>Committee / Reason</b>	<b>Decision</b>	<b>Placement Recommendation / School</b>			
06/07/2013	07/11/2013	Subcommittee on Special Education / Annual Review	Classified	Home Public School District(HPSD) / Rocky Point Middle School			
<u><b>Recommended Program/Service</b></u>	<u><b>Start Date</b></u>	<u><b>End Date</b></u>	<u><b>Ratio</b></u>	<u><b>Frequency</b></u>	<u><b>Period</b></u>	<u><b>Duration</b></u>	<u><b>Location</b></u>
Special Class - Reading	09/09/2013	06/26/2014	15:1	1	Daily	42min.	Classroom
Special Class - Social Studies	09/09/2013	06/26/2014	15:1	1	Daily	42min.	Classroom
Special Class - Math	09/09/2013	06/26/2014	15:1	1	Daily	42min.	Classroom
Special Class - English	09/09/2013	06/26/2014	15:1	1	Daily	42min.	Classroom
Special Class - Science	09/09/2013	06/26/2014	15:1	1	Daily	42min.	Classroom
Counseling - Psychological	09/09/2013	06/26/2014	Individual	1	Weekly	42min.	Counselor's Office
Speech/Language Therapy	09/09/2013	06/26/2014	Small Group	2	Weekly	42min.	Therapy Room or Classroom

<b>Student:</b> 'Board of Education Copy'		<b>AltID#:</b>	<b>DOB:</b>	<b>Grade:</b> 08			
<b>Meeting Date</b>	<b>BOE Date</b>	<b>Committee / Reason</b>	<b>Decision</b>	<b>Placement Recommendation / School</b>			
06/07/2013	07/11/2013	Subcommittee on Special Education / Program Review	Classified	BOCES Class in a Public School(BOCES-PSD) / BOCES ES Jefferson Academic Center			
<u><b>Recommended Program/Service</b></u>	<u><b>Start Date</b></u>	<u><b>End Date</b></u>	<u><b>Ratio</b></u>	<u><b>Frequency</b></u>	<u><b>Period</b></u>	<u><b>Duration</b></u>	<u><b>Location</b></u>
Special Class	09/09/2013	06/26/2014	12:1+1	1	Daily	6hr.	Classroom
Counseling - Psychological	09/09/2013	06/26/2014	Individual	1	Weekly	30min.	Counselor's Office/Classroom

<b>Student:</b> 'Board of Education Copy'		<b>AltID#:</b>	<b>DOB:</b>	<b>Grade:</b> 08			
<b>Meeting Date</b>	<b>BOE Date</b>	<b>Committee / Reason</b>	<b>Decision</b>	<b>Placement Recommendation / School</b>			
06/07/2013	07/11/2013	Subcommittee on Special Education / Annual Review	Classified	Home Public School District(HPSD) / Rocky Point Middle School			
<u><b>Recommended Program/Service</b></u>	<u><b>Start Date</b></u>	<u><b>End Date</b></u>	<u><b>Ratio</b></u>	<u><b>Frequency</b></u>	<u><b>Period</b></u>	<u><b>Duration</b></u>	<u><b>Location</b></u>
Consultant Teacher Services (CTD Math)	09/09/2013	06/26/2014	Direct	1	Daily	42min.	Classroom
Consultant Teacher Services (CTD Science)	09/09/2013	06/26/2014	Direct	1	Daily	42min.	Classroom
Consultant Teacher Services (CTD Social Studies)	09/09/2013	06/26/2014	Direct	1	Daily	42min.	Classroom
Consultant Teacher Services (CTD English)	09/09/2013	06/26/2014	Direct	1	Daily	42min.	Classroom
Special Class (Learning Lab - ELA)	09/09/2013	06/26/2014	15:1	1	Every Other Day	42min.	Classroom
Special Class (Learning Lab - Math)	09/09/2013	06/26/2014	15:1	1	Every Other Day	42min.	Classroom

<b>Student:</b> 'Board of Education Copy'		<b>AltID#:</b>	<b>DOB:</b>	<b>Grade:</b> 08
<b>Meeting Date</b>	<b>BOE Date</b>	<b>Committee / Reason</b>	<b>Decision</b>	<b>Placement Recommendation / School</b>
06/07/2013	07/11/2013	Subcommittee on Special Education / Annual Review	Classified	Home Public School District(HPSD) / Rocky Point Middle School

<u>Recommended Program/Service</u>	<u>Start Date</u>	<u>End Date</u>	<u>Ratio</u>	<u>Frequency</u>	<u>Period</u>	<u>Duration</u>	<u>Location</u>
Special Class (Learning Lab - Math)	09/09/2013	06/26/2014	15:1	1	Every Other Day	42min.	Classroom
Special Class (Learning Lab - ELA)	09/09/2013	06/26/2014	15:1	1	Every Other Day	42min.	Classroom
Consultant Teacher Services (CTD English)	09/09/2013	06/26/2014	Direct	1	Daily	42min.	Classroom
Consultant Teacher Services (CTD Math)	09/09/2013	06/26/2014	Direct	1	Daily	42min.	Classroom
Consultant Teacher Services (CTD Science)	09/09/2013	06/26/2014	Direct	1	Daily	42min.	Classroom
Consultant Teacher Services (CTD Social Studies)	09/09/2013	06/26/2014	Direct	1	Daily	42min.	Classroom

<b>Student:</b> 'Board of Education Copy'		<b>AltID#:</b>	<b>DOB:</b>	<b>Grade:</b> 07			
<b>Meeting Date</b>	<b>BOE Date</b>	<b>Committee / Reason</b>	<b>Decision</b>	<b>Placement Recommendation / School</b>			
06/07/2013	07/11/2013	Subcommittee on Special Education / Reevaluation/Annual Review	Classified	Home Public School District(HPSD) / Rocky Point Middle School			
<u>Recommended Program/Service</u>	<u>Start Date</u>	<u>End Date</u>	<u>Ratio</u>	<u>Frequency</u>	<u>Period</u>	<u>Duration</u>	<u>Location</u>
Consultant Teacher Services (CTD English)	09/09/2013	06/26/2014	Direct	1	Daily	42min.	Classroom
Consultant Teacher Services (CTD Math)	09/09/2013	06/26/2014	Direct	1	Daily	42min.	Classroom
Consultant Teacher Services (CTD Science)	09/09/2013	06/26/2014	Direct	1	Daily	42min.	Classroom
Consultant Teacher Services (CTD Social Studies)	09/09/2013	06/26/2014	Direct	1	Daily	42min.	Classroom
Counseling-Social Skills Counseling	09/09/2013	06/26/2014	Small Group	1	Weekly	42min.	Counselor's Office/Classroom
Speech/Language Therapy	09/09/2013	06/26/2014	Small Group	2	Weekly	42min.	Therapy Room or Classroom

<b>Student:</b> 'Board of Education Copy'		<b>AltID#:</b>	<b>DOB:</b>	<b>Grade:</b> 08			
<b>Meeting Date</b>	<b>BOE Date</b>	<b>Committee / Reason</b>	<b>Decision</b>	<b>Placement Recommendation / School</b>			
06/07/2013	07/11/2013	Subcommittee on Special Education / Annual Review	Classified	Home Public School District(HPSD) / Rocky Point Middle School			
<u>Recommended Program/Service</u>	<u>Start Date</u>	<u>End Date</u>	<u>Ratio</u>	<u>Frequency</u>	<u>Period</u>	<u>Duration</u>	<u>Location</u>
Special Class - Social Studies	09/09/2013	06/26/2014	15:1	1	Daily	42min.	Classroom
Special Class - Math	09/09/2013	06/26/2014	15:1	1	Daily	42min.	Classroom
Special Class - English	09/09/2013	06/26/2014	15:1	1	Daily	42min.	Classroom
Special Class - Science	09/09/2013	06/26/2014	15:1	1	Daily	42min.	Classroom
Special Class - Reading	09/09/2013	06/26/2014	15:1	1	Daily	42min.	Classroom
Counseling - Psychological	09/09/2013	06/26/2014	Individual	1	Weekly	30min.	Counselor's Office

<b>Student:</b> 'Board of Education Copy'		<b>AltID#:</b>	<b>DOB:</b>	<b>Grade:</b> 08			
<b>Meeting Date</b>	<b>BOE Date</b>	<b>Committee / Reason</b>	<b>Decision</b>	<b>Placement Recommendation / School</b>			
06/07/2013	07/11/2013	Subcommittee on Special Education / Reevaluation/Annual Review	Classified	Home Public School District(HPSD) / Rocky Point Middle School			
<u>Recommended Program/Service</u>	<u>Start Date</u>	<u>End Date</u>	<u>Ratio</u>	<u>Frequency</u>	<u>Period</u>	<u>Duration</u>	<u>Location</u>
Special Class (Learning Lab - Math)	09/09/2013	06/26/2014	15:1	1	Every Other Day	42min.	Classroom
Special Class (Learning Lab - ELA)	09/09/2013	06/26/2014	15:1	1	Every Other Day	42min.	Classroom



**Rocky Point Union Free School District  
Committee Meeting Recommendations for Board of Education**

<b>Student:</b> 'Board of Education Copy'		<b>AltID#:</b>		<b>DOB:</b>		<b>Grade:</b> 06		
<b>Meeting Date</b>	<b>BOE Date</b>	<b>Committee / Reason</b>	<b>Decision</b>	<b>Placement Recommendation / School</b>				
06/10/2013	07/11/2013	Subcommittee on Special Education / Annual Review	Classified	Home Public School District(HPSD) / Rocky Point Middle School				
<b>Recommended Program/Service</b>		<b>Start Date</b>	<b>End Date</b>	<b>Ratio</b>	<b>Frequency</b>	<b>Period</b>	<b>Duration</b>	<b>Location</b>
Consultant Teacher Services (CTD Science Lab)		09/09/2013	06/26/2014	Direct	1	Daily	40min.	Classroom
Consultant Teacher Services (CTD Social Studies)		09/09/2013	06/26/2014	Direct	1	Daily	40min.	Classroom
Consultant Teacher Services (CTD English)		09/09/2013	06/26/2014	Direct	1	Daily	40min.	Classroom
Speech/Language Therapy		09/09/2013	06/26/2014	Small Group	2	Weekly	30min.	Therapy Room

<b>Student:</b> 'Board of Education Copy'		<b>AltID#:</b>		<b>DOB:</b>		<b>Grade:</b> 04		
<b>Meeting Date</b>	<b>BOE Date</b>	<b>Committee / Reason</b>	<b>Decision</b>	<b>Placement Recommendation / School</b>				
06/10/2013		Subcommittee on Special Education / Reevaluation/Annual Review	Classified	Home Public School District(HPSD) / Joseph A. Edgar School				
<b>Recommended Program/Service</b>		<b>Start Date</b>	<b>End Date</b>	<b>Ratio</b>	<b>Frequency</b>	<b>Period</b>	<b>Duration</b>	<b>Location</b>
Consultant Teacher Services (CTD English)		09/09/2013	06/26/2014	Direct	1	Daily	40min.	Classroom
Consultant Teacher Services (CTD Math)		09/09/2013	06/26/2014	Direct	1	Daily	40min.	Classroom
Consultant Teacher Services (CTD Reading)		09/09/2013	06/26/2014	Direct	1	Daily	40min.	Classroom
Consultant Teacher Services (CTD Social Studies/Science)		09/09/2013	06/26/2014	Direct	1	Daily	40min.	Classroom

<b>Student:</b> 'Board of Education Copy'		<b>AltID#:</b>		<b>DOB:</b>		<b>Grade:</b> 04		
<b>Meeting Date</b>	<b>BOE Date</b>	<b>Committee / Reason</b>	<b>Decision</b>	<b>Placement Recommendation / School</b>				
06/10/2013	07/11/2013	Subcommittee on Special Education / Annual Review	Classified	Home Public School District(HPSD) / Joseph A. Edgar School				
<b>Recommended Program/Service</b>		<b>Start Date</b>	<b>End Date</b>	<b>Ratio</b>	<b>Frequency</b>	<b>Period</b>	<b>Duration</b>	<b>Location</b>
Consultant Teacher Services (CTD English)		09/09/2013	06/26/2014	Direct	1	Daily	40min.	Classroom
Consultant Teacher Services (CTD Math)		09/09/2013	06/26/2014	Direct	1	Daily	40min.	Classroom
Consultant Teacher Services (CTD Reading)		09/09/2013	06/26/2014	Direct	1	Daily	40min.	Classroom
Consultant Teacher Services (CTD Social Studies/Science)		09/09/2013	06/26/2014	Direct	1	Daily	40min.	Classroom

<b>Student:</b> 'Board of Education Copy'		<b>AltID#:</b>		<b>DOB:</b>		<b>Grade:</b> 04		
<b>Meeting Date</b>	<b>BOE Date</b>	<b>Committee / Reason</b>	<b>Decision</b>	<b>Placement Recommendation / School</b>				
06/10/2013	07/11/2013	Subcommittee on Special Education / Annual Review	Classified	Home Public School District(HPSD) / Joseph A. Edgar School				
<b>Recommended Program/Service</b>		<b>Start Date</b>	<b>End Date</b>	<b>Ratio</b>	<b>Frequency</b>	<b>Period</b>	<b>Duration</b>	<b>Location</b>
Consultant Teacher Services (CTD Math)		09/09/2013	06/26/2014	Direct	1	Daily	40min.	Classroom

Consultant Teacher Services (CTD Reading)	09/09/2013	06/26/2014	Direct	1	Daily	40min.	Classroom
Consultant Teacher Services (CTD Social Studies/Science)	09/09/2013	06/26/2014	Direct	1	Daily	40min.	Classroom
Consultant Teacher Services (CTD English)	09/09/2013	06/26/2014	Direct	1	Daily	40min.	Classroom
Speech/Language Therapy	09/09/2013	06/26/2014	Small Group	2	Weekly	30min.	Therapy Room or Classroom
Counseling-Social Skills Counseling	09/09/2013	06/26/2014	Small Group	1	Weekly	30min.	Counselor's Office/Special Location
Parent Counseling and Training	09/09/2013	06/26/2014	Individual	4	Yearly	30min.	Counselor's Office/Special Location

<b>Student:</b> 'Board of Education Copy'		<b>AltID#:</b>		<b>DOB:</b>		<b>Grade:</b> 04	
<b>Meeting Date</b>	<b>BOE Date</b>	<b>Committee / Reason</b>	<b>Decision</b>	<b>Placement Recommendation / School</b>			
06/10/2013	07/11/2013	Subcommittee on Special Education / Annual Review	Classified	Home Public School District(HPSD) / Joseph A. Edgar School			
<u>Recommended Program/Service</u>	<u>Start Date</u>	<u>End Date</u>	<u>Ratio</u>	<u>Frequency</u>	<u>Period</u>	<u>Duration</u>	<u>Location</u>
Consultant Teacher Services (CTD English)	09/09/2013	06/26/2014	Direct	1	Daily	40min.	Classroom
Consultant Teacher Services (CTD Math)	09/09/2013	06/26/2014	Direct	1	Daily	40min.	Classroom
Consultant Teacher Services (CTD Reading)	09/09/2013	06/26/2014	Direct	1	Daily	40min.	Classroom
Consultant Teacher Services (CTD Social Studies/Science)	09/09/2013	06/26/2014	Direct	1	Daily	40min.	Classroom
Speech/Language Therapy	09/09/2013	06/26/2014	Small Group	2	Weekly	30min.	Therapy Room or Classroom

<b>Student:</b> 'Board of Education Copy'		<b>AltID#:</b>		<b>DOB:</b>		<b>Grade:</b> 04	
<b>Meeting Date</b>	<b>BOE Date</b>	<b>Committee / Reason</b>	<b>Decision</b>	<b>Placement Recommendation / School</b>			
06/10/2013	07/11/2013	Subcommittee on Special Education / Annual Review	Classified	Home Public School District(HPSD) / Joseph A. Edgar School			
<u>Recommended Program/Service</u>	<u>Start Date</u>	<u>End Date</u>	<u>Ratio</u>	<u>Frequency</u>	<u>Period</u>	<u>Duration</u>	<u>Location</u>
Consultant Teacher Services (CTD Math)	09/09/2013	06/26/2014	Direct	1	Daily	40min.	Classroom
Consultant Teacher Services (CTD Reading)	09/09/2013	06/26/2014	Direct	1	Daily	40min.	Classroom
Consultant Teacher Services (CTD Social Studies/Science)	09/09/2013	06/26/2014	Direct	1	Daily	40min.	Classroom
Consultant Teacher Services (CTD English)	09/09/2013	06/26/2014	Direct	1	Daily	40min.	Classroom

<b>Student:</b> 'Board of Education Copy'		<b>AltID#:</b>		<b>DOB:</b>		<b>Grade:</b> 04	
<b>Meeting Date</b>	<b>BOE Date</b>	<b>Committee / Reason</b>	<b>Decision</b>	<b>Placement Recommendation / School</b>			
06/10/2013	07/11/2013	Subcommittee on Special Education / Annual Review	Classified	Home Public School District(HPSD) / Joseph A. Edgar School			
<u>Recommended Program/Service</u>	<u>Start Date</u>	<u>End Date</u>	<u>Ratio</u>	<u>Frequency</u>	<u>Period</u>	<u>Duration</u>	<u>Location</u>
Consultant Teacher Services (CTD Math)	09/09/2013	06/26/2014	Direct	1	Daily	40min.	Classroom
Consultant Teacher Services (CTD Reading)	09/09/2013	06/26/2014	Direct	1	Daily	40min.	Classroom

Consultant Teacher Services (CTD Social Studies/Science)	09/09/2013	06/26/2014	Direct	1	Daily	40min.	Classroom
Consultant Teacher Services (CTD English)	09/09/2013	06/26/2014	Direct	1	Daily	40min.	Classroom
Speech/Language Therapy	09/09/2013	06/26/2014	Small Group	2	Weekly	30min.	Therapy Room or Classroom
Physical Therapy	09/09/2013	06/26/2014	Small Group	1	Weekly	30min.	Therapy Room
Occupational Therapy	09/09/2013	06/26/2014	Small Group	1	Weekly	30min.	Classroom

**Rocky Point Union Free School District**  
**Committee Meeting Recommendations for Board of Education**

Student: 'Board of Education Copy'		AltID#:		DOB:		Grade: 08		
Meeting Date	BOE Date	Committee / Reason	Decision			Placement Recommendation / School		
06/11/2013	07/11/2013	Subcommittee on Special Education / Annual Review	Classified			Home Public School District(HPSD) / Rocky Point Middle School		
<u>Recommended Program/Service</u>		<u>Start Date</u>	<u>End Date</u>	<u>Ratio</u>	<u>Frequency</u>	<u>Period</u>	<u>Duration</u>	<u>Location</u>
Integrated Co-teaching Services (ICT-English)		09/09/2013	06/26/2014		1	Daily	42min.	Classroom
Integrated Co-teaching Services (ICT-Math)		09/09/2013	06/26/2014		1	Daily	42min.	Classroom
Integrated Co-teaching Services (ICT-Science)		09/09/2013	06/26/2014		1	Daily	42min.	Classroom
Integrated Co-teaching Services (ICT-Social Studies)		09/09/2013	06/26/2014		1	Daily	42min.	Classroom
Special Class (Learning Lab - ELA)		09/09/2013	06/26/2014	15:1	1	Every Other Day	42min.	Classroom
Special Class (Learning Lab - Math)		09/09/2013	06/26/2014	15:1	1	Every Other Day	42min.	Classroom
Counseling - Psychological		09/09/2013	06/26/2014	Individual	1	Weekly	42min.	Counselor's Office

Student: 'Board of Education Copy'		AltID#:		DOB:		Grade: 07		
Meeting Date	BOE Date	Committee / Reason	Decision			Placement Recommendation / School		
06/11/2013	07/11/2013	Subcommittee on Special Education / Program Review	Classified			Home Public School District(HPSD) / Rocky Point Middle School		
<u>Recommended Program/Service</u>		<u>Start Date</u>	<u>End Date</u>	<u>Ratio</u>	<u>Frequency</u>	<u>Period</u>	<u>Duration</u>	<u>Location</u>
Special Class - Math		09/09/2013	06/26/2014	15:1	1	Daily	42min.	Classroom
Special Class - English		09/09/2013	06/26/2014	15:1	2	Daily	42min.	Classroom
Consultant Teacher Services (CTD Social Studies)		09/09/2013	06/26/2014	Direct	1	Daily	42min.	Classroom
Consultant Teacher Services (CTD Science)		09/09/2013	06/26/2014	Direct	1	Daily	42min.	Classroom

**Rocky Point Union Free School District  
Committee Meeting Recommendations for Board of Education**

<b>Student:</b> 'Board of Education Copy'		<b>AltID#:</b>		<b>DOB:</b>		<b>Grade:</b> 01		
<b>Meeting Date</b>	<b>BOE Date</b>	<b>Committee / Reason</b>	<b>Decision</b>			<b>Placement Recommendation / School</b>		
06/12/2013	07/11/2013	Committee on Special Education / Annual Review	Classified No Services			Home Public School District(HPSD) / Frank J. Carasiti Elem.		
<b><u>Recommended Program/Service</u></b>		<b><u>Start Date</u></b>	<b><u>End Date</u></b>	<b><u>Ratio</u></b>	<b><u>Frequency</u></b>	<b><u>Period</u></b>	<b><u>Duration</u></b>	<b><u>Location</u></b>
Consultant Teacher Services (CTD English)		09/09/2013	06/26/2014	Direct	1	Daily	40min.	Classroom
Consultant Teacher Services (CTD Math)		09/09/2013	06/26/2014	Direct	1	Daily	40min.	Classroom
Consultant Teacher Services (CTD Reading)		09/09/2013	06/26/2014	Direct	1	Daily	40min.	Classroom
Consultant Teacher Services (CTD Social Studies/Science)		09/09/2013	06/26/2014	Direct	1	Daily	40min.	Classroom
Speech/Language Therapy		09/09/2013	06/26/2014	Individual	2	Weekly	30min.	Therapy Room or Classroom
Speech/Language Therapy		09/09/2013	06/26/2014	Small Group	2	Weekly	30min.	Therapy Room or Classroom

**Rocky Point Union Free School District  
Committee Meeting Recommendations for Board of Education**

<b>Student:</b> 'Board of Education Copy'		<b>AltID#:</b>		<b>DOB:</b>		<b>Grade:</b> 02		
<b>Meeting Date</b> 06/13/2013	<b>BOE Date</b> 07/11/2013	<b>Committee / Reason</b> Subcommittee on Special Education / Annual Review	<b>Decision</b> Classified		<b>Placement Recommendation / School</b> Home Public School District(HPSD) / Frank J. Carasiti Elem.			
<u>Recommended Program/Service</u> Occupational Therapy		<u>Start Date</u> 09/09/2013	<u>End Date</u> 06/26/2014	<u>Ratio</u> Small Group	<u>Frequency</u> 1	<u>Period</u> Weekly	<u>Duration</u> 30min.	<u>Location</u> Therapy Room or Classroom

<b>Student:</b> 'Board of Education Copy'		<b>AltID#:</b>		<b>DOB:</b>		<b>Grade:</b> 01		
<b>Meeting Date</b> 06/13/2013	<b>BOE Date</b> 07/11/2013	<b>Committee / Reason</b> Subcommittee on Special Education / Annual Review	<b>Decision</b> Classified		<b>Placement Recommendation / School</b> Home Public School District(HPSD) / Frank J. Carasiti Elem.			
<u>Recommended Program/Service</u> Speech/Language Therapy		<u>Start Date</u> 09/09/2013	<u>End Date</u> 06/26/2014	<u>Ratio</u> Small Group	<u>Frequency</u> 2	<u>Period</u> Weekly	<u>Duration</u> 30min.	<u>Location</u> Therapy Room or Classroom

<b>Student:</b> 'Board of Education Copy'		<b>AltID#:</b>		<b>DOB:</b>		<b>Grade:</b> 01		
<b>Meeting Date</b> 06/13/2013	<b>BOE Date</b> 07/11/2013	<b>Committee / Reason</b> Subcommittee on Special Education / Annual Review	<b>Decision</b> Classified		<b>Placement Recommendation / School</b> Home Public School District(HPSD) / Frank J. Carasiti Elem.			
<u>Recommended Program/Service</u> Occupational Therapy		<u>Start Date</u> 09/09/2013	<u>End Date</u> 06/26/2014	<u>Ratio</u> Small Group	<u>Frequency</u> 1	<u>Period</u> Weekly	<u>Duration</u> 30min.	<u>Location</u> Therapy Room or Classroom

<b>Student:</b> 'Board of Education Copy'		<b>AltID#:</b>		<b>DOB:</b>		<b>Grade:</b> 02		
<b>Meeting Date</b> 06/13/2013	<b>BOE Date</b> 07/11/2013	<b>Committee / Reason</b> Subcommittee on Special Education / Annual Review	<b>Decision</b> Classified		<b>Placement Recommendation / School</b> Home Public School District(HPSD) / Frank J. Carasiti Elem.			
<u>Recommended Program/Service</u> Occupational Therapy		<u>Start Date</u> 09/09/2013	<u>End Date</u> 06/26/2014	<u>Ratio</u> Small Group	<u>Frequency</u> 1	<u>Period</u> Weekly	<u>Duration</u> 30min.	<u>Location</u> Classroom

<b>Student:</b> 'Board of Education Copy'		<b>AltID#:</b>		<b>DOB:</b>		<b>Grade:</b> 01		
<b>Meeting Date</b> 06/13/2013	<b>BOE Date</b> 07/11/2013	<b>Committee / Reason</b> Subcommittee on Special Education / Annual Review	<b>Decision</b> Classified		<b>Placement Recommendation / School</b> Home Public School District(HPSD) / Frank J. Carasiti Elem.			
<u>Recommended Program/Service</u> Speech/Language Therapy		<u>Start Date</u> 09/09/2013	<u>End Date</u> 06/26/2014	<u>Ratio</u> Small Group	<u>Frequency</u> 3	<u>Period</u> Weekly	<u>Duration</u> 30min.	<u>Location</u> Therapy Room or Classroom

**Rocky Point Union Free School District**  
**Committee Meeting Recommendations for Board of Education**

<b>Student:</b>	<b>Board of Education Copy</b>	<b>AltID#:</b>	<b>DOE</b>	<b>Grade:</b>	<b>Kdg.</b>
<b>Meeting Date</b>	<b>BOE Date</b>	<b>Committee / Reason</b>	<b>Decision</b>	<b>Placement Recommendation / School</b>	
06/13/2013	07/11/2013	Subcommittee on Special Education / Annual Review	Declassified	Home Public School District(HPSD) / Frank J. Carasiti Elem.	



**Rocky Point Union Free School District  
Committee Meeting Recommendations for Board of Education**

<b>Student:</b> 'Board of Education Copy'		<b>AltID#:</b>		<b>DOB:</b>		<b>Grade:</b> 05	
<b>Meeting Date</b>	<b>BOE Date</b>	<b>Committee / Reason</b>	<b>Decision</b>	<b>Placement Recommendation / School</b>			
06/18/2013	07/11/2013	Subcommittee on Special Education / Parent Request	Classified	Home Public School District(HPSD) / Joseph A. Edgar School			
<u>Recommended Program/Service</u>	<u>Start Date</u>	<u>End Date</u>	<u>Ratio</u>	<u>Frequency</u>	<u>Period</u>	<u>Duration</u>	<u>Location</u>
Consultant Teacher Services (CTD Math)	09/09/2013	06/26/2014	Direct	2	Daily	40min.	Classroom
Special Class (Special Class ELA)	09/09/2013	06/26/2014	15:1	2	Daily	40min.	Classroom
Counseling-Social Skills Counseling	09/09/2013	06/26/2014	Small Group	1	Weekly	30min.	Counselor's Office/Special Location
Speech/Language Therapy	09/09/2013	06/26/2014	Small Group	3	Weekly	30min.	Therapy Room or Classroom
Parent Counseling and Training	09/09/2013	06/26/2014	Individual	8	Yearly	30min.	Conference Room
Shared Aide	09/09/2013	06/26/2014		4	Daily	40 minutes	class

<b>Student:</b> 'Board of Education Copy'		<b>AltID#:</b>		<b>DOB:</b>		<b>Grade:</b> 06	
<b>Meeting Date</b>	<b>BOE Date</b>	<b>Committee / Reason</b>	<b>Decision</b>	<b>Placement Recommendation / School</b>			
06/18/2013	07/11/2013	Subcommittee on Special Education / Annual Review	Classified	Home Public School District(HPSD) / Rocky Point Middle School			
<u>Recommended Program/Service</u>	<u>Start Date</u>	<u>End Date</u>	<u>Ratio</u>	<u>Frequency</u>	<u>Period</u>	<u>Duration</u>	<u>Location</u>
Integrated Co-teaching Services (ICT-Math)	09/09/2013	06/26/2014		1	Daily	42min.	Classroom
Integrated Co-teaching Services (ICT-Science)	09/09/2013	06/26/2014		1	Daily	42min.	Classroom
Integrated Co-teaching Services (ICT-Social Studies)	09/09/2013	06/26/2014		1	Daily	42min.	Classroom
Integrated Co-teaching Services (ICT-English)	09/09/2013	06/26/2014		1	Daily	42min.	Classroom
Counseling-Social Skills Training	09/09/2013	06/26/2014	Small Group	1	Weekly	42min.	Counselor's Office/Classroom

**Rocky Point Union Free School District  
Committee Meeting Recommendations for Board of Education**

<b>Student:</b> 'Board of Education Copy'		<b>AltID#:</b>		<b>DOB:</b>		<b>Grade:</b> 02		
<b>Meeting Date</b> 06/18/2013	<b>BOE Date</b> 07/11/2013	<b>Committee / Reason</b> Subcommittee on Special Education / Annual Review	<b>Decision</b> Classified		<b>Placement Recommendation / School</b> Home Public School District(HPSD) / Frank J. Carasiti Elem.			
<b><u>Recommended Program/Service</u></b>		<b><u>Start Date</u></b>	<b><u>End Date</u></b>	<b><u>Ratio</u></b>	<b><u>Frequency</u></b>	<b><u>Period</u></b>	<b><u>Duration</u></b>	<b><u>Location</u></b>
Speech/Language Therapy		09/09/2013	06/26/2014	Small Group	2	Weekly	30min.	Therapy Room or Classroom
Occupational Therapy		09/09/2013	06/26/2014	Small Group	1	Weekly	30min.	Classroom

<b>Student:</b> 'Board of Education Copy'		<b>AltID#:</b>		<b>DOB:</b>		<b>Grade:</b> 01		
<b>Meeting Date</b> 06/18/2013	<b>BOE Date</b> 07/11/2013	<b>Committee / Reason</b> Subcommittee on Special Education / Annual Review	<b>Decision</b> Classified		<b>Placement Recommendation / School</b> Home Public School District(HPSD) / Frank J. Carasiti Elem.			
<b><u>Recommended Program/Service</u></b>		<b><u>Start Date</u></b>	<b><u>End Date</u></b>	<b><u>Ratio</u></b>	<b><u>Frequency</u></b>	<b><u>Period</u></b>	<b><u>Duration</u></b>	<b><u>Location</u></b>
Occupational Therapy		09/09/2013	06/26/2014	Small Group	2	Weekly	30min.	Therapy Room or Classroom

**Rocky Point Union Free School District**  
**Committee Meeting Recommendations for Board of Education**

<b>Student:</b> 'Board of Education Copy'		<b>AltID#:</b>	<b>DOB:</b>	<b>Grade:</b> 01
<b>Meeting Date</b>	<b>BOE Date</b>	<b>Committee / Reason</b>	<b>Decision</b>	<b>Placement Recommendation / School</b>
06/18/2013	07/11/2013	Subcommittee on Special Education / Annual Review	Declassified	Home Public School District(HPSD) / Frank J. Carasiti Elem.

**Rocky Point Union Free School District**  
**Committee Meeting Recommendations for Board of Education**

<b>Student:</b> 'Board of Education Copy'		<b>AKID#:</b>		<b>DOB:</b>		<b>Grade:</b> 09		
<b>Meeting Date</b>	<b>BOE Date</b>	<b>Committee / Reason</b>	<b>Decision</b>			<b>Placement Recommendation / School</b>		
06/20/2013	07/11/2013	Subcommittee on Special Education / Annual Review	Classified			BOCES Class in a Public School(BOCES-PSD) / BOCES ES Bellport Academic Center-SE		
<b><u>Recommended Program/Service</u></b>		<b><u>Start Date</u></b>	<b><u>End Date</u></b>	<b><u>Ratio</u></b>	<b><u>Frequency</u></b>	<b><u>Period</u></b>	<b><u>Duration</u></b>	<b><u>Location</u></b>
Special Class (Bellport Academic Center-SE)		09/09/2013	06/26/2014	8:1+1	5	Daily	6hr.	Across All Educational Settings
Counseling		09/09/2013	06/26/2014	Small Group	1	Weekly	30min.	Counselor's Office/Special Location
Counseling		09/09/2013	06/26/2014	Individual	2	Weekly	30min.	Counselor's Office/Special Location

**Rocky Point Union Free School District  
Committee Meeting Recommendations for Board of Education**

<b>Student:</b> 'Board of Education Copy'		<b>AKID#:</b>		<b>DOB:</b>		<b>Grade:</b> Ungraded		
<b>Meeting Date</b> 05/02/2013	<b>BOE Date</b> 07/11/2013	<b>Committee / Reason</b> Subcommittee on Special Education / Amendment	<b>Decision</b> Classified		<b>Placement Recommendation / School</b> Home Public School District(HPSD) / Joseph A. Edgar School			
<u>Recommended Program/Service</u>	<u>Start Date</u>	<u>End Date</u>	<u>Ratio</u>	<u>Frequency</u>	<u>Period</u>	<u>Duration</u>	<u>Location</u>	
Special Class	09/05/2012	06/21/2013	12:1+1	6	Daily	40min.	Classroom	
Special Class	07/02/2012	08/10/2012	12:1+1	5	Weekly	2hr. 30min.	Classroom	
Speech/Language Therapy	09/05/2012	06/21/2013	Individual	3	Weekly	30min.	Therapy Room or Classroom	
Speech/Language Therapy	09/05/2012	06/21/2013	Small Group	1	Weekly	30min.	Therapy Room or Classroom	
Speech/Language Therapy	07/02/2012	08/10/2012	Small Group	2	Weekly	30min.	Classroom	
Individual Aide	09/05/2012	06/21/2013		6	Daily	40 minutes	class	

<b>Student:</b> 'Board of Education Copy'		<b>AKID#:</b>		<b>DOB:</b>		<b>Grade:</b> Kdg.		
<b>Meeting Date</b> 05/29/2013	<b>BOE Date</b> 07/11/2013	<b>Committee / Reason</b> Committee on Special Education / Amendment	<b>Decision</b> Classified		<b>Placement Recommendation / School</b> Home Public School District(HPSD) / Frank J. Carasiti Elem.			
<u>Recommended Program/Service</u>	<u>Start Date</u>	<u>End Date</u>	<u>Ratio</u>	<u>Frequency</u>	<u>Period</u>	<u>Duration</u>	<u>Location</u>	
Consultant Teacher Services	09/05/2012	06/21/2013	Direct	4	Daily	40min.	Classroom	
Speech/Language Therapy	09/05/2012	06/21/2013	Individual	1	Weekly	30min.	Therapy Room or Classroom	
Speech/Language Therapy	09/05/2012	06/21/2013	Small Group	2	Weekly	30min.	Therapy Room or Classroom	

<b>Student:</b> 'Board of Education Copy'		<b>AKID#:</b>		<b>DOB:</b>		<b>Grade:</b> 08		
<b>Meeting Date</b> 05/28/2013	<b>BOE Date</b> 07/11/2013	<b>Committee / Reason</b> Subcommittee on Special Education / Amendment	<b>Decision</b> Classified		<b>Placement Recommendation / School</b> Home Public School District(HPSD) / Rocky Point Middle School			
<u>Recommended Program/Service</u>	<u>Start Date</u>	<u>End Date</u>	<u>Ratio</u>	<u>Frequency</u>	<u>Period</u>	<u>Duration</u>	<u>Location</u>	
Special Class - Reading	09/05/2012	06/21/2013	15:1	1	Daily	42min.	Classroom	
Special Class - English	09/05/2012	06/21/2013	15:1	1	Daily	42min.	Classroom	
Consultant Teacher Services (CTD Math)	09/05/2012	06/21/2013	Direct	1	Daily	42min.	Classroom	
Consultant Teacher Services (CTD Science)	09/05/2012	06/21/2013	Direct	1	Daily	42min.	Classroom	
Consultant Teacher Services (CTD Social Studies)	09/05/2012	06/21/2013	Direct	1	Daily	42min.	Classroom	

<b>Student:</b> 'Board of Education Copy'		<b>AKID#:</b>		<b>DOB:</b>		<b>Grade:</b> 02		
<b>Meeting Date</b> 06/07/2013	<b>BOE Date</b> 07/11/2013	<b>Committee / Reason</b> Committee on Special Education / Amendment	<b>Decision</b> Classified		<b>Placement Recommendation / School</b> Home Public School District(HPSD) / Frank J. Carasiti Elem.			
<u>Recommended Program/Service</u>	<u>Start Date</u>	<u>End Date</u>	<u>Ratio</u>	<u>Frequency</u>	<u>Period</u>	<u>Duration</u>	<u>Location</u>	

Consultant Teacher Services	09/05/2012	06/21/2013	Direct	4	Daily	40min.	Classroom
-----------------------------	------------	------------	--------	---	-------	--------	-----------

# *Interoffice Memorandum*

**TO:** *Dr. Michael Ring, Superintendent*

**FROM:** *Andrea Moscatiello, Director of Special Education*

**DATE:** *7/11/2013*

**RE:** *Board Action Sheets*

---

*Below please find the schedule to be approved at the 7/11/2013 Board of Education meeting:*

<b>SCHEDULE- B 7/11/2013</b>	
<b>Date</b>	<b>Location</b>
<i>4/9/2013</i>	<i>CPSE Committee</i>
<i>4/19/2013</i>	<i>CPSE Committee</i>
<i>4/26/2013</i>	<i>CPSE Committee</i>
<i>6/3/2013</i>	<i>CPSE Committee</i>
<i>6/7/2013</i>	<i>CPSE Committee</i>
<i>6/7/2013</i>	<i>CPSE to CSE Committee</i>
<i>6/11/2013</i>	<i>CPSE Committee</i>
<i>6/18/2013</i>	<i>CPSE Committee</i>
<i>6/24/2013</i>	<i>CPSE Committee</i>

*Dr. Michael Ring-Board Action Sheets*  
*DD/kao*



**Rocky Point Union Free School District**  
**Committee Meeting Recommendations for Board of Education**

<b>Student:</b> 'Board of Education Copy'		<b>AID#:</b>		<b>DOB:</b>		<b>Grade:</b> Preschool		
<b>Meeting Date</b>	<b>BOE Date</b>	<b>Committee / Reason</b>	<b>Decision</b>		<b>Placement Recommendation / School</b>			
06/18/2013	07/11/2013	Committee on Preschool Special Education / Annual Review	Declassified		Preschool Itinerant Services Only(PISO) / Preschool Itinerant Services Only			
<b><u>Recommended Program/Service</u></b>		<b><u>Start Date</u></b>	<b><u>End Date</u></b>	<b><u>Ratio</u></b>	<b><u>Frequency</u></b>	<b><u>Period</u></b>	<b><u>Duration</u></b>	<b><u>Location</u></b>
Occupational Therapy		10/15/2012	06/21/2013	Individual	2	Weekly	30min.	Preschool
Physical Therapy		10/15/2012	06/21/2013	Individual	2	Weekly	30min.	Preschool

<b>Student:</b> 'Board of Education Copy'		<b>AID#:</b>		<b>DOB:</b>		<b>Grade:</b> Preschool		
<b>Meeting Date</b>	<b>BOE Date</b>	<b>Committee / Reason</b>	<b>Decision</b>		<b>Placement Recommendation / School</b>			
06/03/2013	07/11/2013	Committee on Preschool Special Education / Initial Eligibility Determination Meeting	Classified Preschool/No Services Continued EI		Preschool Itinerant Services Only(PISO) / Preschool Itinerant Services Only			
<b><u>Recommended Program/Service</u></b>		<b><u>Start Date</u></b>	<b><u>End Date</u></b>	<b><u>Ratio</u></b>	<b><u>Frequency</u></b>	<b><u>Period</u></b>	<b><u>Duration</u></b>	<b><u>Location</u></b>
Special Class		06/03/2013	06/21/2013	8:1+2	5	Weekly	5hr.	Classroom
Speech/Language Therapy		06/03/2013	06/21/2013	Individual	3	Weekly	30min.	Therapy Room or Classroom
Physical Therapy		06/03/2013	06/21/2013	Individual	2	Weekly	30min.	Therapy Room or Classroom
Occupational Therapy		06/03/2013	06/21/2013	Individual	2	Weekly	30min.	Therapy Room or Classroom
Parent Counseling and Training		06/03/2013	06/21/2013	Individual	1	Monthly	1hr.	Special Location

**Rocky Point Union Free School District**  
**Committee Meeting Recommendations for Board of Education**

<b>Student:</b> 'Board of Education Copy'		<b>AID#:</b>		<b>DOB:</b>		<b>Grade:</b> Preschool		
<b>Meeting Date</b>	<b>BOE Date</b>	<b>Committee / Reason</b>	<b>Decision</b>			<b>Placement Recommendation / School</b>		
06/25/2013	07/11/2013	Committee on Preschool Special Education / Amendment - Agreement No Meeting	Classified Preschool			Approved Preschool Special Education Program(APSEP) / New Interdisciplinary School		
<b>Recommended Program/Service</b>		<b>Start Date</b>	<b>End Date</b>	<b>Ratio</b>	<b>Frequency</b>	<b>Period</b>	<b>Duration</b>	<b>Location</b>
Special Class in an Integrated Setting		09/09/2013	06/27/2014	18:2:1	5	Weekly	2hr. 30min.	Classroom
Special Class in an Integrated Setting		07/01/2013	08/09/2013	18:2:1	5	Weekly	2hr. 30min.	Classroom
Speech/Language Therapy		09/09/2013	06/27/2014	Individual	1	Weekly	30min.	Therapy Room
Occupational Therapy		09/09/2013	06/27/2014	Individual	2	Weekly	30min.	Therapy Room
Speech/Language Therapy		09/09/2013	06/27/2014	Small Group	1	Weekly	30min.	Therapy Room
Occupational Therapy		07/01/2013	08/09/2013	Individual	1	Weekly	30min.	Therapy Room
Speech/Language Therapy		07/01/2013	08/09/2013	Individual	1	Weekly	30min.	Therapy Room

<b>Student:</b> 'Board of Education Copy'		<b>AID#:</b>		<b>DOB:</b>		<b>Grade:</b> Preschool		
<b>Meeting Date</b>	<b>BOE Date</b>	<b>Committee / Reason</b>	<b>Decision</b>			<b>Placement Recommendation / School</b>		
06/25/2013	07/11/2013	Committee on Preschool Special Education / Amendment - Agreement No Meeting	Classified Preschool			Approved Preschool Special Education Program(APSEP) / New Interdisciplinary School		
<b>Recommended Program/Service</b>		<b>Start Date</b>	<b>End Date</b>	<b>Ratio</b>	<b>Frequency</b>	<b>Period</b>	<b>Duration</b>	<b>Location</b>
Special Class in an Integrated Setting		09/09/2013	06/27/2014	18:2:1	5	Weekly	2hr. 30min.	Classroom
Special Class in an Integrated Setting		07/01/2013	08/09/2013	18:2:1	5	Weekly	2hr. 30min.	Classroom
Parent Counseling and Training		09/09/2013	06/27/2014	Individual	1	Monthly	1hr.	Special Location
Occupational Therapy		09/09/2013	06/27/2014	Individual	2	Weekly	30min.	Therapy Room or Classroom
Speech/Language Therapy		09/09/2013	06/27/2014	Individual	1	Weekly	30min.	Therapy Room or Classroom
Speech/Language Therapy		09/09/2013	06/27/2014	Small Group	1	Weekly	30min.	Therapy Room or Classroom
Occupational Therapy		07/01/2013	08/09/2013	Individual	1	Weekly	30min.	Therapy Room or Classroom
Speech/Language Therapy		07/01/2013	08/09/2013	Individual	1	Weekly	30min.	Therapy Room or Classroom
Parent Counseling and Training		07/01/2013	08/09/2013	Individual	1	Monthly	1hr.	Special Location

<b>Student:</b> 'Board of Education Copy'		<b>AID#:</b>		<b>DOB:</b>		<b>Grade:</b> Preschool		
<b>Meeting Date</b>	<b>BOE Date</b>	<b>Committee / Reason</b>	<b>Decision</b>			<b>Placement Recommendation / School</b>		
06/07/2013	07/11/2013	Committee on Preschool Special Education / Program Review	Exited			Approved Preschool Special Education Program(APSEP) / Just Kids		
<b>Recommended Program/Service</b>		<b>Start Date</b>	<b>End Date</b>	<b>Ratio</b>	<b>Frequency</b>	<b>Period</b>	<b>Duration</b>	<b>Location</b>
Special Education Itinerant Teacher Services		07/01/2013	08/09/2013	1:1	2	Weekly	1hr.	Home/Community
Special Class in an Integrated Setting		07/01/2013	08/09/2013	12:1+2	5	Weekly	5hr.	Classroom
Occupational Therapy		07/01/2013	08/09/2013	Individual	3	Weekly	30min.	Therapy Room or Classroom
Speech/Language Therapy		07/01/2013	08/09/2013	Individual	5	Weekly	30min.	Therapy Room or Classroom
Parent Counseling and Training		07/01/2013	08/09/2013	Individual	1	Weekly	1hr.	Home

<b>Student:</b> 'Board of Education Copy'		<b>AidD#:</b>		<b>DOB:</b>		<b>Grade:</b> Preschool		
<b>Meeting Date</b>	<b>BOE Date</b>	<b>Committee / Reason</b>	<b>Decision</b>		<b>Placement Recommendation / School</b>			
06/11/2013	07/11/2013	Committee on Preschool Special Education / Annual Review	Classified Preschool		Approved Preschool Special Education Program(APSEP) / Just Kids			
<b>Recommended Program/Service</b>		<b>Start Date</b>	<b>End Date</b>	<b>Ratio</b>	<b>Frequency</b>	<b>Period</b>	<b>Duration</b>	<b>Location</b>
Special Class in an Integrated Setting		07/01/2013	08/09/2013	18:2:1	5	Weekly	5hr.	Classroom
Speech/Language Therapy		07/01/2013	08/09/2013	Individual	1	Weekly	30min.	Therapy Room or Classroom
Speech/Language Therapy		07/01/2013	08/09/2013	Small Group	1	Weekly	30min.	Therapy Room or Classroom
Occupational Therapy		07/01/2013	08/09/2013	Individual	2	Weekly	30min.	Therapy Room or Classroom
Physical Therapy		07/01/2013	08/09/2013	Individual	2	Weekly	30min.	Therapy Room or Classroom

<b>Student:</b> 'Board of Education Copy'		<b>AidD#:</b>		<b>DOB:</b>		<b>Grade:</b> Preschool		
<b>Meeting Date</b>	<b>BOE Date</b>	<b>Committee / Reason</b>	<b>Decision</b>		<b>Placement Recommendation / School</b>			
04/09/2013	07/11/2013	Committee on Preschool Special Education / Annual Review	Classified Preschool		Approved Preschool Special Education Program(APSEP) / Just Kids			
<b>Recommended Program/Service</b>		<b>Start Date</b>	<b>End Date</b>	<b>Ratio</b>	<b>Frequency</b>	<b>Period</b>	<b>Duration</b>	<b>Location</b>
Special Class in an Integrated Setting		09/09/2013	06/25/2014	18:2:1	5	Weekly	2hr. 30min.	Classroom
Counseling - Psychological		09/09/2013	06/25/2014	Individual	1	Weekly	30min.	Classroom
Speech/Language Therapy		09/09/2013	06/25/2014	Individual	2	Weekly	30min.	Therapy Room or Classroom

<b>Student:</b> 'Board of Education Copy'		<b>AidD#:</b>		<b>DOB:</b>		<b>Grade:</b> Preschool		
<b>Meeting Date</b>	<b>BOE Date</b>	<b>Committee / Reason</b>	<b>Decision</b>		<b>Placement Recommendation / School</b>			
06/03/2013	07/11/2013	Committee on Preschool Special Education / Annual Review	Classified Preschool		Preschool Itinerant Services Only(PISO) / Preschool Itinerant Services Only			
<b>Recommended Program/Service</b>		<b>Start Date</b>	<b>End Date</b>	<b>Ratio</b>	<b>Frequency</b>	<b>Period</b>	<b>Duration</b>	<b>Location</b>
Special Class		09/09/2013	06/27/2014	8:1+2	5	Weekly	5hr.	Classroom
Speech/Language Therapy		09/09/2013	06/27/2014	Individual	3	Weekly	30min.	Therapy Room or Classroom
Physical Therapy		09/09/2013	06/27/2014	Individual	2	Weekly	30min.	Therapy Room or Classroom
Occupational Therapy		09/09/2013	06/27/2014	Individual	2	Weekly	30min.	Therapy Room or Classroom
Parent Counseling and Training		09/09/2013	06/27/2014	Individual	1	Monthly	1hr.	Special Location

<b>Student:</b> 'Board of Education Copy'		<b>AidD#:</b>		<b>DOB:</b>		<b>Grade:</b> Preschool		
<b>Meeting Date</b>	<b>BOE Date</b>	<b>Committee / Reason</b>	<b>Decision</b>		<b>Placement Recommendation / School</b>			
06/07/2013	07/11/2013	Committee on Preschool Special Education / Annual Review	Exited		Preschool Itinerant Services Only(PISO) / Preschool Itinerant Services Only			
<b>Recommended Program/Service</b>		<b>Start Date</b>	<b>End Date</b>	<b>Ratio</b>	<b>Frequency</b>	<b>Period</b>	<b>Duration</b>	<b>Location</b>
Special Education Itinerant Teacher Services		07/01/2013	08/09/2013	1:1	2	Weekly	1hr.	School

<b>Student:</b> 'Board of Education Copy'		<b>AldD#:</b>		<b>DOB:</b>		<b>Grade:</b> Preschool		
<b>Meeting Date</b>	<b>BOE Date</b>	<b>Committee / Reason</b>	<b>Decision</b>		<b>Placement Recommendation / School</b>			
04/19/2013	07/11/2013	Committee on Preschool Special Education / Annual Review	Classified Preschool		Approved Preschool Special Education Program(APSEP) / Just Kids			
<b>Recommended Program/Service</b>		<b>Start Date</b>	<b>End Date</b>	<b>Ratio</b>	<b>Frequency</b>	<b>Period</b>	<b>Duration</b>	<b>Location</b>
Special Class in an Integrated Setting		09/09/2013	06/25/2014	12:1+2	5	Weekly	5hr.	Classroom
Speech/Language Therapy		09/09/2013	06/25/2014	Individual	3	Weekly	30min.	Therapy Room or Classroom
Occupational Therapy		09/09/2013	06/25/2014	Individual	1	Weekly	30min.	Therapy Room or Classroom

<b>Student:</b> 'Board of Education Copy'		<b>AldD#:</b>		<b>DOB:</b>		<b>Grade:</b> Preschool		
<b>Meeting Date</b>	<b>BOE Date</b>	<b>Committee / Reason</b>	<b>Decision</b>		<b>Placement Recommendation / School</b>			
04/26/2013	07/11/2013	Committee on Preschool Special Education / Annual Review	Classified Preschool		Preschool Itinerant Services Only(PISO) / Preschool Itinerant Services Only			
<b>Recommended Program/Service</b>		<b>Start Date</b>	<b>End Date</b>	<b>Ratio</b>	<b>Frequency</b>	<b>Period</b>	<b>Duration</b>	<b>Location</b>
Speech/Language Therapy		09/09/2013	06/26/2014	Individual	3	Weekly	30min.	Preschool

**Rocky Point Union Free School District**  
**Committee Meeting Recommendations for Board of Education**

<b>Student:</b> 'Board of Education Copy'		<b>AID#:</b>		<b>DOB:</b>		<b>Grade:</b> Kdg.	
<b>Meeting Date</b>	<b>BOE Date</b>	<b>Committee / Reason</b>	<b>Decision</b>		<b>Placement Recommendation / School</b>		
06/07/2013	07/11/2013	Committee on Special Education / Reevaluation CPSE to CSE Transition	Classified		Other Public School District(OPSD) / Eastport/South Manor School District		
<b><u>Recommended Program/Service</u></b>	<b><u>Start Date</u></b>	<b><u>End Date</u></b>	<b><u>Ratio</u></b>	<b><u>Frequency</u></b>	<b><u>Period</u></b>	<b><u>Duration</u></b>	<b><u>Location</u></b>
Special Class	09/09/2013	06/26/2014	8:1+1	5	Weekly	6hr.	Classroom
Occupational Therapy	09/09/2013	06/26/2014	Individual	3	Weekly	30min.	Therapy Room or Classroom
Speech/Language Therapy	09/09/2013	06/26/2014	Individual	5	Weekly	30min.	Therapy Room or Classroom
Applied Behavioral Analysis Services	09/09/2013	06/26/2014	Individual	3	Weekly	1hr.	Home
Individual Aide	09/09/2013	06/26/2014		As needed	Daily	Throughout the School Day	School

<b>Student:</b> 'Board of Education Copy'		<b>AID#:</b>		<b>DOB:</b>		<b>Grade:</b> Kdg.	
<b>Meeting Date</b>	<b>BOE Date</b>	<b>Committee / Reason</b>	<b>Decision</b>		<b>Placement Recommendation / School</b>		
06/07/2013	07/11/2013	Committee on Special Education / Reevaluation CPSE to CSE Transition	Classified		Home Public School District(HPSD) / Frank J. Carasiti Elem.		
<b><u>Recommended Program/Service</u></b>	<b><u>Start Date</u></b>	<b><u>End Date</u></b>	<b><u>Ratio</u></b>	<b><u>Frequency</u></b>	<b><u>Period</u></b>	<b><u>Duration</u></b>	<b><u>Location</u></b>
Consultant Teacher Services	09/09/2013	06/26/2014	Direct	4	Daily	40min.	Classroom

Rocky Point UFSD  
Personnel Schedule for Board of Education Approval -07/11/13

**Schedule 07-11-13-A Classified Staff**

Name	Position	Bldg.	Salary		Effective Date	Description/Comments	
			Rate	Amount			
Vecchio	Barbara	Senior Clerk Typist	DO	Annual - Step 0	30,259	7/15/13	Promotional appointment as per Civil Service rules and regulations. Salary pro-rated.
Osmanski	Joanne	Clerk Typist	FJC	N/A	N/A	8/28/13 EOB	Amended effective date of retirement
Staudermann	Peggy	Clerk Typist	FJC	N/A	N/A	8/29/13	Lateral transfer. Replaces J. Osmanski.
Wells	Barbara	Clerk Typist	MS	Annual - Step 3	26,360	8/29/13	Full-time twelve-month probationary appointment. Replaces P. Staudermann. Salary pro-rated.
Cottingham	Suzanne	School Lunch Manager	DW	N/A	N/A	7/12/13 EOB	Resignation for personal reasons
Lynch-Dobert	Elena	Interim School Lunch Manager	DW	Daily	475.00	7/15/13	Interim appointment beginning 7/15/13 for a period to be determined. Replaces S. Cottingham.

Rocky Point UFSD  
Personnel Schedule for Board of Education Approval -07/11/13

**Schedule 07-11-13-B Certified Staff**

Name	Position	Bldg.	Salary		Effective Date	Description/Comments	
			Rate	Amount			
Meyer	Gloria	Special Education Teacher	JAE	M-1	53,569*	9/1/13	Probationary appointment commencing 9/1/13 and ending 6/30/15. One (1) Year Jarema Credit. Replaces T. Hicks.
O'Connor	Elizabeth	Special Education Teacher	HS	M-1	53,569*	9/1/13	Probationary appointment commencing 9/1/13 and ending 6/30/15. One (1) Year Jarema Credit. Replaces M. Brons.
Boyle	Lauren	Special Education Teacher	JAE	M-1	53,569*	9/1/13	Probationary appointment commencing 9/1/13 and ending 6/30/16. New Position.
Crerend	Ashley	Special Education Teacher	MS	M-1	53,569*	9/1/13	Probationary appointment commencing 9/1/13 and ending 6/30/16. New Position.
Daly	Janice	Special Education Teacher	JAE	M-1	53,569*	9/1/13	Probationary appointment commencing 9/1/13 and ending 6/30/16. New Position.
Fabian	Gina	Special Education Teacher	JAE	M-1	53,569*	9/1/13	Probationary appointment commencing 9/1/13 and ending 6/30/16. New Position.
Glennon	Erin	Special Education Teacher	FJC	B-1	45,203*	9/1/13	Probationary appointment commencing 9/1/13 and ending 6/30/16. New Position.
Grupinski	Kristina	Special Education Teacher	HS	M-1	53,569*	9/1/13	Probationary appointment commencing 9/1/13 and ending 6/30/16. Replaces J. DeLucia.
Kistner	Christine	Special Education Teacher	JAE	M-1	53,569*	9/1/13	Probationary appointment commencing 9/1/13 and ending 6/30/16. New Position.
Laughlin	Heather	Special Education Teacher	HS	M-1	53,569*	9/1/13	Probationary appointment commencing 9/1/13 and ending 6/30/16. New Position.
Murphy	Susan	Special Education Teacher	HS	M-1	53,569*	9/1/13	Probationary appointment commencing 9/1/13 and ending 6/30/16. New Position.
O'Mahoney	Laura	Special Education Teacher	JAE	M-1	53,569*	9/1/13	Probationary appointment commencing 9/1/13 and ending 6/30/16. New Position.
Volino	Lauren	ELA Teacher	HS	B-1	45,203*	9/1/13	Regular substitute teacher assignment from 9/1/13 through 6/30/14 (J. Rubin).



Rocky Point UFSD  
Personnel Schedule for Board of Education Approval -07/11/13

**Schedule 07-11-13-B Certified Staff**

Name	Position	Bldg.	Salary		Effective Date	Description/Comments	
			Rate	Amount			
Hetterich	Joseph	Special Education Teacher	HS	N/A	N/A	6/30/13	Resignation for the purpose of retirement
Pina	Nancy	Special Education Teacher	HS	M-60 Step 1	62,612*	9/1/13	Probationary appointment commencing 9/1/13 and ending 6/30/15. Replaces J. Hetterich
Russell	Michelle	Physical Education/Health Teacher	FJC	M-1	42,855*	9/1/13	Part-time .8 contractual appointment Replaces P. Smith.
Burns	Dorothy	Business and Distributive Education Teacher	HS	M-2	55,832*	9/1/13	Amended appointment from .9 to 1.0 FTE. Probationary appointment 9/1/13 and ending 6/30/16.
Muchnik	Marc	School Psychologist	FJC	B-2	47,238*	9/1/13	Continuation of regular substitute teacher assignment from 9/4/13 through 6/30/14. Replaces J. Tavano-Foss. Salary pro-rated.
Delaney	Timothy	ELA Teacher 7-12	HS	N/A	N/A	6/30/13 EOB	Resignation for the purpose of retirement
De Bari	Christine	ELA Teacher 7-12	HS	M-2	55,832*	9/1/13	Probationary appointment commencing 9/1/13 and ending 6/30/15. Replaces T. Delaney. Amended appointment from regular substitute teacher appointment.
Williams	Marianne	Coordinator PreK-12 Instruction	DO	N/A	N/A	6/29/13 EOB	Corrected date of termination of employment
*Pending contract negotiations							

Rocky Point UFSD  
Personnel Schedule for Board of Education Approval - 07/11/13

**Schedule 07-11-13-C- Non-Teaching Substitutes**

Name	Position	Bldg.	Salary		Effective Date	Description/Comments	
			Rate	Amount			
Giaccaglia	Rudolph	Custodian	DW	Hourly	9.76	7/1/13	2013-2014 school year
Bardunias	Barbara	Clerical	DW	Hourly	9.76	7/1/13	2013-2014 school year
Carbone	KellyAnne	Aide/Monitor/Clerical	DW	Hourly	9.76	7/1/13	2013-2014 school year
Carlson	Diane	Aide/Clerical	DW	Hourly	9.76	7/1/13	2013-2014 school year
De Nobrega	Suzanne	Aide/Monitor/Clerical	DW	Hourly	9.76	7/1/13	2013-2014 school year
Donovan	Beth	Aide/Monitor/Clerical	DW	Hourly	9.76	7/1/13	2013-2014 school year
Frank-Ziegler	Leslie	Aide/Monitor/Clerical	DW	Hourly	9.76	7/1/13	2013-2014 school year
Galluzzo	Michelle	Aide/Monitor/Clerical	DW	Hourly	9.76	7/1/13	2013-2014 school year
Hamilton	Laura	Aide/Monitor/Clerical	DW	Hourly	9.76	7/1/13	2013-2014 school year
Kontarinis	Effie	Aide/Clerical	DW	Hourly	9.76	7/1/13	2013-2014 school year
Molinaro	Jacquelyn	Aide/Monitor/Clerical	DW	Hourly	9.76	7/1/13	2013-2014 school year
Mulligan	Susan	Aide/Monitor/Clerical	DW	Hourly	9.76	7/1/13	2013-2014 school year
Nugent	Linda	Aide/Monitor/Clerical	DW	Hourly	9.76	7/1/13	2013-2014 school year
Pollard	Nancy	Aide/Monitor/Clerical	DW	Hourly	9.76	7/1/13	2013-2014 school year
Romano	Josephine	Clerical	DW	Hourly	9.76	7/1/13	2013-2014 school year
Sinacore	Jeanne	Aide/Monitor/Clerical	DW	Hourly	9.76	7/1/13	2013-2014 school year
Watson	Robin	Aide/Monitor/Clerical	DW	Hourly	9.76	7/1/13	2013-2014 school year
Walker	Kenneth	Security Guard	DW	Hourly	14.93	7/1/13	2013-2014 school year
DiMaggio	Maria	Food Service Worker	HS	N/A	N/A	9/1/13	Resignation for personal reasons

Rocky Point UFSD  
Personnel Schedule for Board of Education Approval - 07/11/13

*Schedule 07-11-13-D Teaching Substitutes*

Name	Position	Bldg.	Salary		Effective Date	Description/Comments
			Rate	Amount		
None						

Rocky Point UFSD  
Personnel Schedule for Board of Education Approval - 07/11/13

**Schedule 07-11-13-E Co-Curricular Positions 2012/2013 and 2013/2014**

Name		Position	Bldg.	Salary		Effective Date	Description/Comments
				Rate	Amount		
Luglio	Gerald	Athletic Trainer	DW	Annual	28,050*	7/1/13	2013-2014 school year
Vuolo	Mary	Additional Supervision	FJC	Hourly	46.00*	9/1/12	2012-2013 school year. Not to exceed fifteen (15) hours.
Richardson	Catherine	Additional Supervision	JAE	Hourly	46.00*	9/1/12	2012-2013 school year. Not to exceed fifteen (15) hours.
Fusco	Cheryl	Additional Supervision	FJC	Hourly	46.00*	9/1/12	2012-2013 school year
Goldstein	Darren	Additional Supervision	MS	Hourly	46.00*	9/1/12	2012-2013 school year
Panella	Patrick	Additional Supervision	MS	Hourly	46.00*	9/1/12	2012-2013 school year
Wolper	Bruce	Additional Supervision	HS	Hourly	46.00*	9/1/12	2012-2013 school year
Meyers	Dawn	Additional Supervision	HS	Hourly	46.00*	9/1/12	2012-2013 school year
Quigley	Janine	School Counselor	MS	Daily	474.20*	7/1/13	Amended appointment. Not to exceed six (6) days during July/August 2013.
Bane-Honan	Courtney	School Counselor	DW	Daily	392.17*	7/1/13	Amended appointment. Not to exceed six (6) days during July/August 2013.
Acritelli	Richard	Chaperone	DW	Hourly	See below**	9/1/13	2013-2014 school year
Alberti	Patricia	Chaperone	DW	Hourly	See below**	9/1/13	2013-2014 school year
Amato	Cristina	Chaperone	DW	Hourly	See below**	9/1/13	2013-2014 school year
Amoscato	Maria	Chaperone	DW	Hourly	See below**	9/1/13	2013-2014 school year
Aschettino	Karen	Chaperone	DW	Hourly	See below**	9/1/13	2013-2014 school year
Baker	Danielle	Chaperone	DW	Hourly	See below**	9/1/13	2013-2014 school year

Biagiotti	Jean	Chaperone	DW	Hourly	See below**	9/1/13	2013-2014 school year
Bittner	Katie	Chaperone	DW	Hourly	See below**	9/1/13	2013-2014 school year
Boehler	Nancy	Chaperone	DW	Hourly	See below**	9/1/13	2013-2014 school year
Bonomi	Brooke	Chaperone	DW	Hourly	See below**	9/1/13	2013-2014 school year
Buonconsiglio	James	Chaperone	DW	Hourly	See below**	9/1/13	2013-2014 school year
Burns	Dorothy	Chaperone	DW	Hourly	See below**	9/1/13	2013-2014 school year
Callahan	Dawn	Chaperone	DW	Hourly	See below**	9/1/13	2013-2014 school year
Camarda	Joseph	Chaperone	DW	Hourly	See below**	9/1/13	2013-2014 school year
Catandella	Heather	Chaperone	DW	Hourly	See below**	9/1/13	2013-2014 school year
Centrone	Frank	Chaperone	DW	Hourly	See below**	9/1/13	2013-2014 school year
Ciaccio	Robert	Chaperone	DW	Hourly	See below**	9/1/13	2013-2014 school year
Coen	Kristin	Chaperone	DW	Hourly	See below**	9/1/13	2013-2014 school year
Connelly	Grant	Chaperone	DW	Hourly	See below**	9/1/13	2013-2014 school year
Cooper	Andrew	Chaperone	DW	Hourly	See below**	9/1/13	2013-2014 school year
Costa	Peter	Chaperone	DW	Hourly	See below**	9/1/13	2013-2014 school year
Craig	Joann	Chaperone	DW	Hourly	See below**	9/1/13	2013-2014 school year
De Bari	Christine	Chaperone	DW	Hourly	See below**	9/1/13	2013-2014 school year
DiLorenzo	Anthony	Chaperone	DW	Hourly	See below**	9/1/13	2013-2014 school year

Donadoni	Chris	Chaperone	DW	Hourly	See below**	9/1/13	2013-2014 school year
Donovan	Mary	Chaperone	DW	Hourly	See below**	9/1/13	2013-2014 school year
Eichler	Chet	Chaperone	DW	Hourly	See below**	9/1/13	2013-2014 school year
Elcik	Deborah	Chaperone	DW	Hourly	See below**	9/1/13	2013-2014 school year
Engellau	Jennifer	Chaperone	DW	Hourly	See below**	9/1/13	2013-2014 school year
Falcone	David	Chaperone	DW	Hourly	See below**	9/1/13	2013-2014 school year
Fioto	Eileen	Chaperone	DW	Hourly	See below**	9/1/13	2013-2014 school year
Gambino	Karen	Chaperone	DW	Hourly	See below**	9/1/13	2013-2014 school year
Hallock	Audra	Chaperone	DW	Hourly	See below**	9/1/13	2013-2014 school year
Hetterich	Joseph	Chaperone	DW	Hourly	See below**	9/1/13	2013-2014 school year
Honan	Courtney	Chaperone	DW	Hourly	See below**	9/1/13	2013-2014 school year
Janson	Laurel	Chaperone	DW	Hourly	See below**	9/1/13	2013-2014 school year
Kalinowski	Anne	Chaperone	DW	Hourly	See below**	9/1/13	2013-2014 school year
Kenwood	Kyra	Chaperone	DW	Hourly	See below**	9/1/13	2013-2014 school year
Knapp	Craig	Chaperone	DW	Hourly	See below**	9/1/13	2013-2014 school year
Kuhn	Lori	Chaperone	DW	Hourly	See below**	9/1/13	2013-2014 school year
Kyriakakis	Katerina	Chaperone	DW	Hourly	See below**	9/1/13	2013-2014 school year
Lindsay	Scott	Chaperone	DW	Hourly	See below**	9/1/13	2013-2014 school year

Lopez	Mara	Chaperone	DW	Hourly	See below**	9/1/13	2013-2014 school year
Lucadamo	Keri	Chaperone	DW	Hourly	See below**	9/1/13	2013-2014 school year
Maggio	Gregory	Chaperone	DW	Hourly	See below**	9/1/13	2013-2014 school year
Maggio	Michele	Chaperone	DW	Hourly	See below**	9/1/13	2013-2014 school year
Mancini	Jaimie	Chaperone	DW	Hourly	See below**	9/1/13	2013-2014 school year
Marchetta	Anthony	Chaperone	DW	Hourly	See below**	9/1/13	2013-2014 school year
Mattia	John	Chaperone	DW	Hourly	See below**	9/1/13	2013-2014 school year
Mauceri	John	Chaperone	DW	Hourly	See below**	9/1/13	2013-2014 school year
Meadows	Nyree	Chaperone	DW	Hourly	See below**	9/1/13	2013-2014 school year
Meier	Seth	Chaperone	DW	Hourly	See below**	9/1/13	2013-2014 school year
Messinetti	Margaret	Chaperone	DW	Hourly	See below**	9/1/13	2013-2014 school year
Meyers	Dawn	Chaperone	DW	Hourly	See below**	9/1/13	2013-2014 school year
Monz	Rose	Chaperone	DW	Hourly	See below**	9/1/13	2013-2014 school year
Moorman	Mark	Chaperone	DW	Hourly	See below**	9/1/13	2013-2014 school year
Nentwich	Christopher	Chaperone	DW	Hourly	See below**	9/1/13	2013-2014 school year
Nobre	Anthony	Chaperone	DW	Hourly	See below**	9/1/13	2013-2014 school year
Ntiri	Agnes	Chaperone	DW	Hourly	See below**	9/1/13	2013-2014 school year
O'Connell	Catherine	Chaperone	DW	Hourly	See below**	9/1/13	2013-2014 school year

O'Connor	Elizabeth	Chaperone	DW	Hourly	See below**	9/1/13	2013-2014 school year
O'Connor	Kim	Chaperone	DW	Hourly	See below**	9/1/13	2013-2014 school year
Panella	Patrick	Chaperone	DW	Hourly	See below**	9/1/13	2013-2014 school year
Parise	Megan	Chaperone	DW	Hourly	See below**	9/1/13	2013-2014 school year
Parker	James	Chaperone	DW	Hourly	See below**	9/1/13	2013-2014 school year
Perri	Dawn	Chaperone	DW	Hourly	See below**	9/1/13	2013-2014 school year
Perrotte	Jennifer	Chaperone	DW	Hourly	See below**	9/1/13	2013-2014 school year
Picone	Meredith	Chaperone	DW	Hourly	See below**	9/1/13	2013-2014 school year
Prudenti	Valerie	Chaperone	DW	Hourly	See below**	9/1/13	2013-2014 school year
Puric	Kristin	Chaperone	DW	Hourly	See below**	9/1/13	2013-2014 school year
Quigley	Janine	Chaperone	DW	Hourly	See below**	9/1/13	2013-2014 school year
Reid	Guy	Chaperone	DW	Hourly	See below**	9/1/13	2013-2014 school year
Ruggiero	Sara	Chaperone	DW	Hourly	See below**	9/1/13	2013-2014 school year
Salbu	Corrine	Chaperone	DW	Hourly	See below**	9/1/13	2013-2014 school year
Scalfani	Carl	Chaperone	DW	Hourly	See below**	9/1/13	2013-2014 school year
Schecher	Amy	Chaperone	DW	Hourly	See below**	9/1/13	2013-2014 school year
Schumacher	John	Chaperone	DW	Hourly	See below**	9/1/13	2013-2014 school year
Schumacher	Sarah	Chaperone	DW	Hourly	See below**	9/1/13	2013-2014 school year



Scott	Patricia	Chaperone	DW	Hourly	See below**	9/1/13	2013-2014 school year
Selvaggio	Elicia	Chaperone	DW	Hourly	See below**	9/1/13	2013-2014 school year
Settepani	Danielle	Chaperone	DW	Hourly	See below**	9/1/13	2013-2014 school year
Settepani	Joseph	Chaperone	DW	Hourly	See below**	9/1/13	2013-2014 school year
Shanahan	Sherin	Chaperone	DW	Hourly	See below**	9/1/13	2013-2014 school year
Smokler	Kim	Chaperone	DW	Hourly	See below**	9/1/13	2013-2014 school year
Spahn	Jeffrey	Chaperone	DW	Hourly	See below**	9/1/13	2013-2014 school year
Spallina	Daniel	Chaperone	DW	Hourly	See below**	9/1/13	2013-2014 school year
Spallina	Anna	Chaperone	DW	Hourly	See below**	9/1/13	2013-2014 school year
Staudt	Nicole	Chaperone	DW	Hourly	See below**	9/1/13	2013-2014 school year
Tandy	Carrie	Chaperone	DW	Hourly	See below**	9/1/13	2013-2014 school year
Thomas	Kerri	Chaperone	DW	Hourly	See below**	9/1/13	2013-2014 school year
Trapani	Karen	Chaperone	DW	Hourly	See below**	9/1/13	2013-2014 school year
Tsavos	Jonathan	Chaperone	DW	Hourly	See below**	9/1/13	2013-2014 school year
Valvo	Denise	Chaperone	DW	Hourly	See below**	9/1/13	2013-2014 school year
Varriale	Laurie	Chaperone	DW	Hourly	See below**	9/1/13	2013-2014 school year
Wade	Karen	Chaperone	DW	Hourly	See below**	9/1/13	2013-2014 school year
Werthner	Serina	Chaperone	DW	Hourly	See below**	9/1/13	2013-2014 school year

West	Treewolf	Chaperone	DW	Hourly	See below**	9/1/13	2013-2014 school year
Wolper	Bruce	Chaperone	DW	Hourly	See below**	9/1/13	2013-2014 school year
Yashowitz	Mark	Chaperone	DW	Hourly	See below**	9/1/13	2013-2014 school year
Boehler	Nancy	PSAT Proctor/Grader	DW	Hourly	46.00*	9/1/13	2013-2014 school year
Catandella	Heather	PSAT Proctor/Grader	DW	Hourly	46.00*	9/1/13	2013-2014 school year
Ciaccio	Robert	PSAT Proctor/Grader	DW	Hourly	46.00*	9/1/13	2013-2014 school year
Eichler	Chet	PSAT Proctor/Grader	DW	Hourly	46.00*	9/1/13	2013-2014 school year
Elcik	Deborah	PSAT Proctor/Grader	DW	Hourly	46.00*	9/1/13	2013-2014 school year
Hallock	Audra	PSAT Proctor/Grader	DW	Hourly	46.00*	9/1/13	2013-2014 school year
Honan	Courtney	PSAT Proctor/Grader	DW	Hourly	46.00*	9/1/13	2013-2014 school year
Lindsay	Scott	PSAT Proctor/Grader	DW	Hourly	46.00*	9/1/13	2013-2014 school year
Meadows	Nyree	PSAT Proctor/Grader	DW	Hourly	46.00*	9/1/13	2013-2014 school year
Messinetti	Margaret	PSAT Proctor/Grader	DW	Hourly	46.00*	9/1/13	2013-2014 school year
Nobre	Anthony	PSAT Proctor/Grader	DW	Hourly	46.00*	9/1/13	2013-2014 school year
O'Connell	Catherine	PSAT Proctor/Grader	DW	Hourly	46.00*	9/1/13	2013-2014 school year
O'Connor	Elizabeth	PSAT Proctor/Grader	DW	Hourly	46.00*	9/1/13	2013-2014 school year
O'Connor	Kim	PSAT Proctor/Grader	DW	Hourly	46.00*	9/1/13	2013-2014 school year
Parise	Megan	PSAT Proctor/Grader	DW	Hourly	46.00*	9/1/13	2013-2014 school year
Poole	Matthew	PSAT Proctor/Grader	DW	Hourly	46.00*	9/1/13	2013-2014 school year
Prudenti	Valerie	PSAT Proctor/Grader	DW	Hourly	46.00*	9/1/13	2013-2014 school year
Quigley	Janine	PSAT Proctor/Grader	DW	Hourly	46.00*	9/1/13	2013-2014 school year
Shanahan	Sherin	PSAT Proctor/Grader	DW	Hourly	46.00*	9/1/13	2013-2014 school year
Smokler	Kim	PSAT Proctor/Grader	DW	Hourly	46.00*	9/1/13	2013-2014 school year
Spahn	Jeffrey	PSAT Proctor/Grader	DW	Hourly	46.00*	9/1/13	2013-2014 school year
Valvo	Denise	PSAT Proctor/Grader	DW	Hourly	46.00*	9/1/13	2013-2014 school year
Wade	Karen	PSAT Proctor/Grader	DW	Hourly	46.00*	9/1/13	2013-2014 school year
Aschettino	Karen	Lunch Duty	MS	Hourly	27.00*	9/1/13	2013-2014 school year

Buonconsiglio	James	Lunch Duty	MS	Hourly	27.00*	9/1/13	2013-2014 school year
Centrone	Frank	Lunch Duty	MS	Hourly	27.00*	9/1/13	2013-2014 school year
Ciaccio	Robert	Lunch Duty	MS	Hourly	27.00*	9/1/13	2013-2014 school year
Connelly	Grant	Lunch Duty	MS	Hourly	27.00*	9/1/13	2013-2014 school year
Cooper	Andrew	Lunch Duty	MS	Hourly	27.00*	9/1/13	2013-2014 school year
Donadoni	Chris	Lunch Duty	MS	Hourly	27.00*	9/1/13	2013-2014 school year
Fioto	Eileen	Lunch Duty	MS	Hourly	27.00*	9/1/13	2013-2014 school year
Gambino	Karen	Lunch Duty	MS	Hourly	27.00*	9/1/13	2013-2014 school year
Goldstein	Darren	Lunch Duty	MS	Hourly	27.00*	9/1/13	2013-2014 school year
Hallock	Audra	Lunch Duty	MS	Hourly	27.00*	9/1/13	2013-2014 school year
Honan	Courtney	Lunch Duty	MS	Hourly	27.00*	9/1/13	2013-2014 school year
Kuhn	Lori	Lunch Duty	MS	Hourly	27.00*	9/1/13	2013-2014 school year
Marchetta	Anthony	Lunch Duty	MS	Hourly	27.00*	9/1/13	2013-2014 school year
Mattia	John	Lunch Duty	MS	Hourly	27.00*	9/1/13	2013-2014 school year
Mauceri	John	Lunch Duty	MS	Hourly	27.00*	9/1/13	2013-2014 school year
Moorman	Mark	Lunch Duty	MS	Hourly	27.00*	9/1/13	2013-2014 school year
O'Connell	Catherine	Lunch Duty	MS	Hourly	27.00*	9/1/13	2013-2014 school year
Ortega-Lydic	Sandra	Lunch Duty	MS	Hourly	27.00*	9/1/13	2013-2014 school year
Parise	Megan	Lunch Duty	MS	Hourly	27.00*	9/1/13	2013-2014 school year
Salbu	Corrine	Lunch Duty	MS	Hourly	27.00*	9/1/13	2013-2014 school year
Selvaggio	Elicia	Lunch Duty	MS	Hourly	27.00*	9/1/13	2013-2014 school year
Settepani	Danielle	Lunch Duty	MS	Hourly	27.00*	9/1/13	2013-2014 school year
Shanahan	Sherin	Lunch Duty	MS	Hourly	27.00*	9/1/13	2013-2014 school year
Tsavos	Jonathan	Lunch Duty	MS	Hourly	27.00*	9/1/13	2013-2014 school year
Valvo	Denise	Lunch Duty	MS	Hourly	27.00*	9/1/13	2013-2014 school year
Aschettino	Andrew	Lunch Duty	HS	Hourly	27.00*	9/1/13	2013-2014 school year
DiLorenzo	Anthony	Lunch Duty	HS	Hourly	27.00*	9/1/13	2013-2014 school year
Meier	Seth	Lunch Duty	HS	Hourly	27.00*	9/1/13	2013-2014 school year
Nentwich	Christopher	Lunch Duty	HS	Hourly	27.00*	9/1/13	2013-2014 school year
Rotanz	Thomas	Lunch Duty	HS	Hourly	27.00*	9/1/13	2013-2014 school year
Schumacher	John	Lunch Duty	HS	Hourly	27.00*	9/1/13	2013-2014 school year

Spallina	Daniel	Lunch Duty	HS	Hourly	27.00*	9/1/13	2013-2014 school year
Black	Tara	Elementary Teacher	FJC	Hourly	181.00	8/1/13	Kindergarten Orientation/Kindersocial
Cacciatore	Debra	Health Aide	FJC	Hourly	17.39	8/1/13	Kindergarten Orientation/Kindersocial
Conner	Catherine	Elementary Teacher	FJC	Hourly	181.00	8/1/13	Kindergarten Orientation/Kindersocial
DellaRipa	Maria	School Teacher Aide	FJC	Hourly	12.94	8/1/13	Kindergarten Orientation/Kindersocial
DeRosa	Deanine	School Teacher Aide	FJC	Hourly	13.53	8/1/13	Kindergarten Orientation/Kindersocial
Dzenkowski	Susan	School Teacher Aide	FJC	Hourly	13.53	8/1/13	Kindergarten Orientation/Kindersocial
Fasano	JoAnna	Elementary Teacher	FJC	Hourly	181.00	8/1/13	Kindergarten Orientation/Kindersocial
Filippi	Elizabeth	Elementary Teacher	FJC	Hourly	181.00	8/1/13	Kindergarten Orientation/Kindersocial
Fisher	Nicole	Elementary Teacher	FJC	Hourly	181.00	8/1/13	Kindergarten Orientation/Kindersocial
Gallino	Nicole	Elementary Teacher	FJC	Hourly	181.00	8/1/13	Kindergarten Orientation/Kindersocial
Gasparro	Lisa	Elementary Teacher	FJC	Hourly	181.00	8/1/13	Kindergarten Orientation/Kindersocial
Giacchetto	Dana	Elementary Teacher	FJC	Hourly	181.00	8/1/13	Kindergarten Orientation/Kindersocial
Giorlando	Jaime	Elementary Teacher	FJC	Hourly	181.00	8/1/13	Kindergarten Orientation/Kindersocial
Horowitz	Vanessa	Elementary Teacher	FJC	Hourly	181.00	8/1/13	Kindergarten Orientation/Kindersocial
LoConte	Lauren	School Teacher Aide	FJC	Hourly	181.00	8/1/13	Kindergarten Orientation/Kindersocial
McNicholas	Lynda	School Teacher Aide	FJC	Hourly	17.91	8/1/13	Kindergarten Orientation/Kindersocial
Nicholson	Karen	Elementary Teacher	FJC	Hourly	181.00	8/1/13	Kindergarten Orientation/Kindersocial
O'Malley	Nancy	School Teacher Aide	FJC	Hourly	11.90	8/1/13	Kindergarten Orientation/Kindersocial
Rinaldo	Lisa	School Teacher Aide	FJC	Hourly	12.94	8/1/13	Kindergarten Orientation/Kindersocial
Ritchie	Carlyle	Elementary Teacher	FJC	Hourly	181.00	8/1/13	Kindergarten Orientation/Kindersocial
Romonoski	Mary	School Teacher Aide	FJC	Hourly	12.37	8/1/13	Kindergarten Orientation/Kindersocial
Staudt	Gale	School Teacher Aide	FJC	Hourly	15.08	8/1/13	Kindergarten Orientation/Kindersocial
Sumwalt	Janel	Elementary Teacher	FJC	Hourly	181.00	8/1/13	Kindergarten Orientation/Kindersocial
Syrett	Jeanine	School Teacher Aide	FJC	Hourly	11.90	8/1/13	Kindergarten Orientation/Kindersocial
Tobiassen	Linda	School Teacher Aide	FJC	Hourly	16.14	8/1/13	Kindergarten Orientation/Kindersocial
Torriero	Katherine	School Teacher Aide	FJC	Hourly	16.95	8/1/13	Kindergarten Orientation/Kindersocial
Winters	Rhonda	School Teacher Aide	FJC	Hourly	12.94	8/1/13	Kindergarten Orientation/Kindersocial
Zumpol	Stacie	Elementary Teacher	FJC	Hourly	181.00	8/1/13	Kindergarten Orientation/Kindersocial
Amato	Cristina	Home Tutor--English	DW	Hourly	46.00*	7/1/13	2013-2014 school year

Boehler	Nancy	Home Tutor--Science	DW	Hourly	46.00*	7/1/13	2013-2014 school year
Burns	Dorothy	Home Tutor--Business Education	DW	Hourly	46.00*	7/1/13	2013-2014 school year
Callahan	Dawn	Home Tutor--Social Studies, Elementary	DW	Hourly	46.00*	7/1/13	2013-2014 school year
Catandella	Heather	Home Tutor--English	DW	Hourly	46.00*	7/1/13	2013-2014 school year
Ciaccio	Robert	Home Tutor--Technology, Spec Ed	DW	Hourly	46.00*	7/1/13	2013-2014 school year
Conner	Catherine	Home Tutor--Elementary, Spec Ed	DW	Hourly	46.00*	7/1/13	2013-2014 school year
DeBari	Christine	Home Tutor -- English	DW	Hourly	46.00*	7/1/13	2013-2014 school year
Eichler	Chester	Home Tutor--Social Studies	DW	Hourly	46.00*	7/1/13	2013-2014 school year
Gambino	Karen	Home Tutor--Mathematics	DW	Hourly	46.00*	7/1/13	2013-2014 school year
Guerrisi	Kathleen	Home Tutor--Elementary	DW	Hourly	46.00*	7/1/13	2013-2014 school year
Hallock	Audra	Home Tutor--Science	DW	Hourly	46.00*	7/1/13	2013-2014 school year
Kjaerbye	Barbara	Home Tutor--Social Studies, Elementary	DW	Hourly	46.00*	7/1/13	2013-2014 school year
Kuhn	Lori	Home Tutor--Science	DW	Hourly	46.00*	7/1/13	2013-2014 school year
Lindsay	Scott	Home Tutor--Special Ed	DW	Hourly	46.00*	7/1/13	2013-2014 school year
Lopez	Mara	Home Tutor--ESL, Elementary	DW	Hourly	46.00*	7/1/13	2013-2014 school year
Lucadamo	Keri	Home Tutor--English, Spec Ed	DW	Hourly	46.00*	7/1/13	2013-2014 school year
Maggio	Michele	Home Tutor--Speech	DW	Hourly	46.00*	7/1/13	2013-2014 school year
Meier	Seth	Home Tutor--Art	DW	Hourly	46.00*	7/1/13	2013-2014 school year
Messinetti	Margaret	Home Tutor--Social Studies, Spec Ed	DW	Hourly	46.00*	7/1/13	2013-2014 school year
Nentwich	Christopher	Home Tutor--Social Studies	DW	Hourly	46.00*	7/1/13	2013-2014 school year
O'Connor	Elizabeth	Home Tutor--Mathematics, Special Ed	DW	Hourly	46.00*	7/1/13	2013-2014 school year
O'Connor	Kim	Home Tutor--Elementary	DW	Hourly	46.00*	7/1/13	2013-2014 school year
Parise	Megan	Home Tutor--Special Ed	DW	Hourly	46.00*	7/1/13	2013-2014 school year
Parker	James	Home Tutor--English	DW	Hourly	46.00*	7/1/13	2013-2014 school year
Prudenti	Valerie	Home Tutor--Special Ed	DW	Hourly	46.00*	7/1/13	2013-2014 school year
Puric	Kristin	Home Tutor--Business Education	DW	Hourly	46.00*	7/1/13	2013-2014 school year
Scalfani	Carl	Home Tutor--Social Studies	DW	Hourly	46.00*	7/1/13	2013-2014 school year
Selvaggio	Elicia	Home Tutor--Science	DW	Hourly	46.00*	7/1/13	2013-2014 school year
Settepani	Joseph	Home Tutor--English	DW	Hourly	46.00*	7/1/13	2013-2014 school year
Shanahan	Sherin	Home Tutor--Special Ed	DW	Hourly	46.00*	7/1/13	2013-2014 school year
Smokler	Kim	Home Tutor--Elementary	DW	Hourly	46.00*	7/1/13	2013-2014 school year
Tandy	Carrie	Home Tutor--Elementary	DW	Hourly	46.00*	7/1/13	2013-2014 school year

Trapani	Karen	Home Tutor--Elementary	DW	Hourly	46.00*	7/1/13	2013-2014 school year
Tsavos	Jonathan	Home Tutor--Special Ed	DW	Hourly	46.00*	7/1/13	2013-2014 school year
Valvo	Denise	Home Tutor--Special Ed	DW	Hourly	46.00*	7/1/13	2013-2014 school year
Wolper	Bruce	Home Tutor--LOTE (Spanish)	DW	Hourly	46.00*	7/1/13	2013-2014 school year
Acritelli	Richard	AIS--Social Studies	DW	Per 40 minute session	48.00*	7/1/13	AIS Services - ICARE Program 2013-2014 school year
Amato	Cristina	AIS--English	DW	Per 40 minute session	48.00*	7/1/13	AIS Services - ICARE Program 2013-2014 school year
Aschettino	Karen	AIS--Spec Ed	DW	Per 40 minute session	48.00*	7/1/13	AIS Services - ICARE Program 2013-2014 school year
Baker	Danielle	AIS--Science	DW	Per 40 minute session	48.00*	7/1/13	AIS Services - ICARE Program 2013-2014 school year
Boehler	Nancy	AIS--Science	DW	Per 40 minute session	48.00*	7/1/13	AIS Services - ICARE Program 2013-2014 school year
Buonconsiglio	James	AIS--Spec Ed	DW	Per 40 minute session	48.00*	7/1/13	AIS Services - ICARE Program 2013-2014 school year
Callahan	Dawn	AIS--Social Studies	DW	Per 40 minute session	48.00*	7/1/13	AIS Services - ICARE Program 2013-2014 school year
Catandella	Heather	AIS-English	DW	Per 40 minute session	48.00*	7/1/13	AIS Services - ICARE Program 2013-2014 school year
Coen	Kristin	AIS--Business Education	DW	Per 40 minute session	48.00*	7/1/13	AIS Services - ICARE Program 2013-2014 school year

Conner	Catherine	AIS--Spec Ed, Elementary	DW	Per 40 minute session	48.00*	7/1/13	AIS Services - SHARP Program 2013-2014 school year
Cooper	Andrew	AIS--Speech	DW	Per 40 minute session	48.00*	7/1/13	AIS Services - ICARE Program 2013-2014 school year
Cox	Jessica	AIS--English	DW	Per 40 minute session	48.00*	7/1/13	AIS Services - ICARE Program 2013-2014 school year
DeBari	Christine	AIS--English	DW	Per 40 minute session	48.00*	7/1/13	AIS Services - ICARE Program 2013-2014 school year
Eichler	Chet	AIS--Social Studies	DW	Per 40 minute session	48.00*	7/1/13	AIS Services - ICARE Program 2013-2014 school year
Elcik	Deborah	AIS--Spec Ed	DW	Per 40 minute session	48.00*	7/1/13	AIS Services - ICARE Program 2013-2014 school year
Falcone	David	AIS--Elementary	DW	Per 40 minute session	48.00*	7/1/13	AIS Services - SHARP Program 2013-2014 school year
Fioto	Eileen	AIS--Spec Ed	DW	Per 40 minute session	48.00*	7/1/13	AIS Services - ICARE Program 2013-2014 school year
Gambino	Karen	AIS--Mathematics	DW	Per 40 minute session	48.00*	7/1/13	AIS Services - ICARE Program 2013-2014 school year
Hallock	Audra	AIS--Science	DW	Per 40 minute session	48.00*	7/1/13	AIS Services - ICARE Program 2013-2014 school year

Burke	Jennifer	AIS--ESL	DW	Per 40 minute session	48.00*	7/1/13	AIS Services - ICARE Program 2013-2014 school year
Kalinowski	Anne	AIS--Mathematics	DW	Per 40 minute session	48.00*	7/1/13	AIS Services - ICARE Program 2013-2014 school year
Kjaerbye	Barbara	AIS--Social Studies, Elementary	DW	Per 40 minute session	48.00*	7/1/13	AIS Services - ICARE Program 2013-2014 school year
Kuhn	Lori	AIS--Science	DW	Per 40 minute session	48.00*	7/1/13	AIS Services - ICARE Program 2013-2014 school year
Lindsay	Scott	AIS--Special Ed	DW	Per 40 minute session	48.00*	7/1/13	AIS Services - ICARE Program 2013-2014 school year
Lopez	Mara	AIS--ESL, Elementary	DW	Per 40 minute session	48.00*	7/1/13	AIS Services - SHARP Program 2013-2014 school year
Lucadamo	Keri	AIS--English, Spec Ed	DW	Per 40 minute session	48.00*	7/1/13	AIS Services - ICARE Program 2013-2014 school year
Maggio	Michele	AIS--Speech	DW	Per 40 minute session	48.00*	7/1/13	AIS Services - SHARP Program 2013-2014 school year
Mancini	Jaimie	AIS--Spec Ed, Social Studies	DW	Per 40 minute session	48.00*	7/1/13	AIS Services - ICARE Program 2013-2014 school year
Meadows	Nyree	AIS--Social Studies	DW	Per 40 minute session	48.00*	7/1/13	AIS Services - ICARE Program 2013-2014 school year



Messinetti	Margaret	AIS--Spec Ed, Social Studies	DW	Per 40 minute session	48.00*	7/1/13	AIS Services - ICARE Program 2013-2014 school year
Nentwich	Christopher	AIS--Social Studies	DW	Per 40 minute session	48.00*	7/1/13	AIS Services - ICARE Program 2013-2014 school year
Nobre	Anthony	AIS--Science	DW	Per 40 minute session	48.00*	7/1/13	AIS Services - ICARE Program 2013-2014 school year
O'Connor	Elizabeth	AIS--Spec Ed, Math	DW	Per 40 minute session	48.00*	7/1/13	AIS Services - ICARE Program 2013-2014 school year
O'Connor	Kim	AIS--Elementary	DW	Per 40 minute session	48.00*	7/1/13	AIS Services - SHARP Program 2013-2014 school year
Parise	Megan	AIS--Special Ed	DW	Per 40 minute session	48.00*	7/1/13	AIS Services - ICARE Program 2013-2014 school year
Parker	James	AIS--English	DW	Per 40 minute session	48.00*	7/1/13	AIS Services - ICARE Program 2013-2014 school year
Perri	Dawn	AIS--Mathematics	DW	Per 40 minute session	48.00*	7/1/13	AIS Services - ICARE Program 2013-2014 school year
Prudenti	Valerie	AIS--Spec Ed	DW	Per 40 minute session	48.00*	7/1/13	AIS Services - ICARE Program 2013-2014 school year
Puric	Kristin	AIS--Business Education	DW	Per 40 minute session	48.00*	7/1/13	AIS Services - ICARE Program 2013-2014 school year

Salbu	Corrine	AIS--Elementary	DW	Per 40 minute session	48.00*	7/1/13	AIS Services - ICARE Program 2013-2014 school year
Scalfani	Carl	AIS--Social Studies	DW	Per 40 minute session	48.00*	7/1/13	AIS Services - ICARE Program 2013-2014 school year
Scott	Patricia	AIS--English	DW	Per 40 minute session	48.00*	7/1/13	AIS Services - ICARE Program 2013-2014 school year
Selvaggio	Elicia	AIS--Science	DW	Per 40 minute session	48.00*	7/1/13	AIS Services - ICARE Program 2013-2014 school year
Settepani	Danielle	AIS--Spec Ed	DW	Per 40 minute session	48.00*	7/1/13	AIS Services - ICARE Program 2013-2014 school year
Settepani	Joseph	AIS--English	DW	Per 40 minute session	48.00*	7/1/13	AIS Services - ICARE Program 2013-2014 school year
Shanahan	Sherin	AIS--Spec Ed	DW	Per 40 minute session	48.00*	7/1/13	AIS Services - ICARE Program 2013-2014 school year
Smokler	Kim	AIS--Elementary	DW	Per 40 minute session	48.00*	7/1/13	AIS Services - SHARP Program 2013-2014 school year
Spahn	Jeffrey	AIS--Science	DW	Per 40 minute session	48.00*	7/1/13	AIS Services - ICARE Program 2013-2014 school year
Tandy	Carrie	AIS--Elementary	DW	Per 40 minute session	48.00*	7/1/13	AIS Services - SHARP Program 2013-2014 school year

Trapani	Karen	AIS--Elementary	DW	Per 40 minute session	48.00*	7/1/13	AIS Services - SHARP Program 2013-2014 school year
Tsavos	Jonathan	AIS--English	DW	Per 40 minute session	48.00*	7/1/13	AIS Services - ICARE Program 2013-2014 school year
Valvo	Denise	AIS--Spec Ed	DW	Per 40 minute session	48.00*	7/1/13	AIS Services - ICARE Program 2013-2014 school year
Varriale	Laurie	AIS--Elementary, Spec Ed	DW	Per 40 minute session	48.00*	7/1/13	AIS Services - SHARP Program 2013-2014 school year
Wolper	Bruce	AIS--LOTE (Spanish)	DW	Per 40 minute session	48.00*	7/1/13	AIS Services - ICARE Program 2013-2014 school year
Yashowitz	Mark	AIS--Elementary	DW	Per 40 minute session	48.00*	7/1/13	AIS Services - SHARP Program 2013-2014 school year
Alberti	Patricia	General Education Teacher	JAE	Hourly	69.58*	7/1/13	Summer CSE/CPSE committee meetings
Aschettino	Karen	Special Education Teacher	MS	Hourly	58.54*	7/1/13	Summer CSE/CPSE committee meetings
Buonconsiglio	James	Special Education Teacher	MS	Hourly	62.22*	7/1/13	Summer CSE/CPSE committee meetings
Centrone	Frank	Special Education Teacher	MS	Hourly	58.54*	7/1/13	Summer CSE/CPSE committee meetings
Ciaccio	Robert	General Education Teacher	MS	Hourly	88.44*	7/1/13	Summer CSE/CPSE committee meetings
Ciaccio	Robert	Special Education Teacher	MS	Hourly	88.44*	7/1/13	Summer CSE/CPSE committee meetings
Conner	Catherine	General Education Teacher	FJC	Hourly	69.58*	7/1/13	Summer CSE/CPSE committee meetings
Conner	Catherine	Special Education Teacher	FJC	Hourly	69.58*	7/1/13	Summer CSE/CPSE committee meetings
Cooper	Andrew	Speech Therapist	MS	Hourly	67.74*	7/1/13	Summer CSE/CPSE committee meetings
Czajkowski	Lauren	General Education Teacher	FJC	Hourly	65.90*	7/1/13	Summer CSE/CPSE committee meetings
Edmonds	Christine	General Education Teacher	FJC	Hourly	64.06*	7/1/13	Summer CSE/CPSE committee meetings
Elcik	Deborah	Special Education Teacher	JAE	Hourly	56.02*	7/1/13	Summer CSE/CPSE committee meetings
Fioto	Eileen	Special Education Teacher	MS	Hourly	54.41*	7/1/13	Summer CSE/CPSE committee meetings

Guerrisi	Kathleen	General Education Teacher	FJC	Hourly	33.74*	7/1/13	Summer CSE/CPSE committee meetings
Guerrisi	Kathleen	Special Education Teacher	FJC	Hourly	33.74*	7/1/13	Summer CSE/CPSE committee meetings
Hallock	Audra	General Education Teacher	MS	Hourly	76.94*	7/1/13	Summer CSE/CPSE committee meetings
Hartmann	Lydia	Speech Therapist	FJC	Hourly	88.44*	7/1/13	Summer CSE/CPSE committee meetings
Kjaerbye	Barbara	General Education Teacher	MS	Daily	100.00	7/1/13	Summer CSE/CPSE committee meetings
Kuhn	Lori	General Education Teacher	MS	Hourly	76.94*	7/1/13	Summer CSE/CPSE committee meetings
Kyriakakis	Katerina	General Education Teacher	JAE	Hourly	59.25*	7/1/13	Summer CSE/CPSE committee meetings
Lindsay	Scott	Special Education Teacher	MS	Hourly	62.22*	7/1/13	Summer CSE/CPSE committee meetings
Lopez	Mara	General Education Teacher	JAE	Hourly	59.25*	7/1/13	Summer CSE/CPSE committee meetings
Lucadamo	Keri	Special Education Teacher	HS	Hourly	52.80*	7/1/13	Summer CSE/CPSE committee meetings
Luongo	Joselle	Special Education Teacher	MS	Hourly	54.41*	7/1/13	Summer CSE/CPSE committee meetings
Maggio	Gregory	General Education Teacher	MS	Hourly	71.42*	7/1/13	Summer CSE/CPSE committee meetings
Maggio	Michele	Speech Therapist	JAE	Hourly	51.18*	7/1/13	Summer CSE/CPSE committee meetings
Meyers	Dawn	General Education Teacher	MS	Hourly	65.90*	7/1/13	Summer CSE/CPSE committee meetings
Muchnik	Marc	School Psychologist	FJC	Hourly	33.74*	7/1/13	Summer CSE/CPSE committee meetings
O'Connor	Elizabeth	Special Education Teacher	HS	Hourly	38.26*	7/1/13	Summer CSE/CPSE committee meetings
O'Connor	Kim	Special Education Teacher	JAE	Hourly	57.64*	7/1/13	Summer CSE/CPSE committee meetings
Parise	Megan	Special Education Teacher	MS	Hourly	49.57*	7/1/13	Summer CSE/CPSE committee meetings
Picone	Meredith	Psychologist	MS	Hourly	52.80*	7/1/13	Summer CSE/CPSE committee meetings
Prudenti	Valerie	Special Education Teacher	HS	Hourly	65.90*	7/1/13	Summer CSE/CPSE committee meetings
Salbu	Corrine	General Education Teacher	MS	Hourly	88.44*	7/1/13	Summer CSE/CPSE committee meetings
Shanahan	Sherin	Special Education Teacher	MS	Hourly	80.62*	7/1/13	Summer CSE/CPSE committee meetings
Smokler	Kim	Special Education Teacher	JAE	Hourly	80.62*	7/1/13	Summer CSE/CPSE committee meetings
Smokler	Kim	General Education Teacher	JAE	Hourly	80.62*	7/1/13	Summer CSE/CPSE committee meetings
Stalters	Jessica	Special Education Teacher	JAE	Hourly	67.74*	7/1/13	Summer CSE/CPSE committee meetings
Tandy	Carrie	General Education Teacher	FJC	Hourly	60.38*	7/1/13	Summer CSE/CPSE committee meetings
Tsavos	Jonathan	General Education Teacher	MS	Hourly	58.54*	7/1/13	Summer CSE/CPSE committee meetings
Valvo	Denise	Special Education Teacher	MS	Hourly	52.80*	7/1/13	Summer CSE/CPSE committee meetings
Varbero	Suzanne	General Education Teacher	JAE	Hourly	71.42*	7/1/13	Summer CSE/CPSE committee meetings
Varriale	Laurie	General Education Teacher	JAE	Hourly	59.25*	7/1/13	Summer CSE/CPSE committee meetings
Yashowitz	Mark	General Education Teacher	JAE	Hourly	69.58*	7/1/13	Summer CSE/CPSE committee meetings

Ruggiero	Sara	Elementary Music Chairperson	MS	Annual	4,564*	7/1/13	2013-2014 School Year
Jennifer	Burke	ESL K-12 Chairperson	MS	Annual	5,086*	7/1/13	2013-2014 School Year
Schecher	Amy	Secondary Music Chairperson	HS	Annual	5,086*	7/1/13	2013-2014 School Year
Ntiri	Agnes	Technology/FACS/Cosmetology Chairperson	MS/HS	Annual	5,086*	7/1/13	2013-2014 School Year
Richardson	Catherine	Literacy Collaborative Coordinator	JAE	Annual	5,216*	7/1/13	2013-2014 School Year
Vuolo	Mary	Literacy Collaborative Coordinator	FJC	Annual	5,216*	7/1/13	2013-2014 School Year
Alemaghides	Erica	Additional Supervision--Social Studies Teacher	MS	Hourly	46.00*	7/1/13	Additional Supervision--Summer CTD Training --2013/2014 school year
Aschettino	Karen	Additional Supervision--Special Ed Teacher	MS	Hourly	46.00*	7/1/13	Additional Supervision--Summer CTD Training --2013/2014 school year
Buonconsiglio	James	Additional Supervision--Special Ed Teacher	MS	Hourly	46.00*	7/1/13	Additional Supervision--Summer CTD Training --2013/2014 school year
Centrone	Frank	Additional Supervision--Special Ed Teacher	MS	Hourly	46.00*	7/1/13	Additional Supervision--Summer CTD Training --2013/2014 school year
Connelly	Grant	Additional Supervision--ELA Teacher	MS	Hourly	46.00*	7/1/13	Additional Supervision--Summer CTD Training --2013/2014 school year
Cox	Jessica	Additional Supervision--ELA Teacher	MS	Hourly	46.00*	7/1/13	Additional Supervision--Summer CTD Training --2013/2014 school year
Gambino	Karen	Additional Supervision--ELA Teacher	MS	Hourly	46.00*	7/1/13	Additional Supervision--Summer CTD Training --2013/2014 school year
Goldstein	Darren	Additional Supervision--ELA Teacher	MS	Hourly	46.00*	7/1/13	Additional Supervision--Summer CTD Training --2013/2014 school year
Hallock	Audra	Additional Supervision--ELA Teacher	MS	Hourly	46.00*	7/1/13	Additional Supervision--Summer CTD Training --2013/2014 school year
Kuhn	Lori	Additional Supervision--Elementary Teacher	MS	Hourly	46.00*	7/1/13	Additional Supervision--Summer CTD Training --2013/2014 school year
Lindsay	Scott	Additional Supervision--Special Ed Teacher	MS	Hourly	46.00*	7/1/13	Additional Supervision--Summer CTD Training --2013/2014 school year
Luongo	Joselle	Additional Supervision--Special Ed Teacher	MS	Hourly	46.00*	7/1/13	Additional Supervision--Summer CTD Training --2013/2014 school year

Madigan	Jennifer	Additional Supervision--ELA Teacher	MS	Hourly	46.00*	7/1/13	Additional Supervision--Summer CTD Training --2013/2014 school year
Maggio	Greg	Additional Supervision--Elementary Teacher	MS	Hourly	46.00*	7/1/13	Additional Supervision--Summer CTD Training --2013/2014 school year
Mauceri	John	Additional Supervision--Special Ed Teacher	MS	Hourly	46.00*	7/1/13	Additional Supervision--Summer CTD Training --2013/2014 school year
Meyers	Dawn	Additional Supervision--ELA Teacher	MS	Hourly	46.00*	7/1/13	Additional Supervision--Summer CTD Training --2013/2014 school year
Murphy	David	Additional Supervision--Special Ed Teacher	MS	Hourly	46.00*	7/1/13	Additional Supervision--Summer CTD Training --2013/2014 school year
Shanahan	Sherin	Additional Supervision--Special Ed Teacher	MS	Hourly	46.00*	7/1/13	Additional Supervision--Summer CTD Training --2013/2014 school year
Tsavos	John	Additional Supervision--ELA Teacher	MS	Hourly	46.00*	7/1/13	Additional Supervision--Summer CTD Training --2013/2014 school year
Vuolo	Mary	Additional Supervision--Literacy Coordinator	FJC	Hourly	46.00*	6/15/13	Additional Supervision--SHARP Training 2012 2013 School Year
Boehler	Nancy	Additional Supervision--Science Teacher	HS	Hourly	46.00*	7/1/13	Additional Supervision--Summer CTD Training --2013/2014 school year
Catandella	Heather	Additional Supervision--ELA Teacher	HS	Hourly	46.00*	7/1/13	Additional Supervision--Summer CTD Training --2013/2014 school year
Eichler	Chester	Additional Supervision--Social Studies Teacher	HS	Hourly	46.00*	7/1/13	Additional Supervision--Summer CTD Training --2013/2014 school year
Gilroy	Michael	Additional Supervision--Math Teacher	HS	Hourly	46.00*	7/1/13	Additional Supervision--Summer CTD Training --2013/2014 school year
Lucadamo	Keri	Additional Supervision--Special Ed Teacher	HS	Hourly	46.00*	7/1/13	Additional Supervision--Summer CTD Training --2013/2014 school year
Mancini	Jamie	Additional Supervision--Special Ed Teacher	HS	Hourly	46.00*	7/1/13	Additional Supervision--Summer CTD Training --2013/2014 school year
Meadows	Nyree	Additional Supervision--Social Studies Teacher	HS	Hourly	46.00*	7/1/13	Additional Supervision--Summer CTD Training --2013/2014 school year

Messinetti	Margaret	Additional Supervision--Special Ed Teacher	HS	Hourly	46.00*	7/1/13	Additional Supervision--Summer CTD Training --2013/2014 school year
Prudenti	Valerie	Additional Supervision--Special Ed Teacher	HS	Hourly	46.00*	7/1/13	Additional Supervision--Summer CTD Training --2013/2014 school year
Rand	Jason	Additional Supervision--Math Teacher	HS	Hourly	46.00*	7/1/13	Additional Supervision--Summer CTD Training --2013/2014 school year
Scalfani	Carl	Additional Supervision--Social Studies Teacher	HS	Hourly	46.00*	7/1/13	Additional Supervision--Summer CTD Training --2013/2014 school year
Thomas	Kerri	Additional Supervision--Math Teacher	HS	Hourly	46.00*	7/1/13	Additional Supervision--Summer CTD Training --2013/2014 school year
Birnstein	Kelly	Additional Supervision--Special Ed Teacher	FJC	Hourly	46.00*	7/1/13	Additional Supervision--Summer CTD Training --2013/2014 school year
Capaldi	Christina	Additional Supervision--Elementary Teacher	FJC	Hourly	46.00*	7/1/13	Additional Supervision--Summer CTD Training --2013/2014 school year
DiGennaro	Elisa	Additional Supervision--Special Ed Teacher	FJC	Hourly	46.00*	7/1/13	Additional Supervision--Summer CTD Training --2013/2014 school year
Doolittle	Cecilia	Additional Supervision--Elementary Teacher	FJC	Hourly	46.00*	7/1/13	Additional Supervision--Summer CTD Training --2013/2014 school year
Filippi	Elizabeth	Additional Supervision--Elementary Teacher	FJC	Hourly	46.00*	7/1/13	Additional Supervision--Summer CTD Training --2013/2014 school year
Fisher	Nicole	Additional Supervision--Special Ed Teacher	FJC	Hourly	46.00*	7/1/13	Additional Supervision--Summer CTD Training --2013/2014 school year
Fusco	Cheryl	Additional Supervision--Special Ed Teacher	FJC	Hourly	46.00*	7/1/13	Additional Supervision--Summer CTD Training --2013/2014 school year
Glover	Stacey	Additional Supervision--Special Ed Teacher	FJC	Hourly	46.00*	7/1/13	Additional Supervision--Summer CTD Training --2013/2014 school year
Liantonio	Maria	Additional Supervision--Elementary Teacher	FJC	Hourly	46.00*	7/1/13	Additional Supervision--Summer CTD Training --2013/2014 school year
Pilkington-Kaler	Jan	Additional Supervision--Elementary Teacher	FJC	Hourly	46.00*	7/1/13	Additional Supervision--Summer CTD Training --2013/2014 school year

Anderson	Nicole	Additional Supervision--Elementary Teacher	JAE	Hourly	46.00*	7/1/13	Additional Supervision--Summer CTD Training --2013/2014 school year
Celentano	Lisa	Additional Supervision--Special Ed Teacher	JAE	Hourly	46.00*	7/1/13	Additional Supervision--Summer CTD Training --2013/2014 school year
Coogan	William	Additional Supervision--Special Ed Teacher	JAE	Hourly	46.00*	7/1/13	Additional Supervision--Summer CTD Training --2013/2014 school year
Craig	JoAnn	Additional Supervision--Elementary Teacher	JAE	Hourly	46.00*	7/1/13	Additional Supervision--Summer CTD Training --2013/2014 school year
Falcone	David	Additional Supervision--Elementary Teacher	JAE	Hourly	46.00*	7/1/13	Additional Supervision--Summer CTD Training --2013/2014 school year
Giardelli	Linda	Additional Supervision--Special Ed Teacher	JAE	Hourly	46.00*	7/1/13	Additional Supervision--Summer CTD Training --2013/2014 school year
Mitchell	Deborah	Additional Supervision--Elementary Teacher	JAE	Hourly	46.00*	7/1/13	Additional Supervision--Summer CTD Training --2013/2014 school year
Nesbitt	Patricia	Additional Supervision--Elementary Teacher	JAE	Hourly	46.00*	7/1/13	Additional Supervision--Summer CTD Training --2013/2014 school year
O'Brien	Theresa	Additional Supervision--Elementary Teacher	JAE	Hourly	46.00*	7/1/13	Additional Supervision--Summer CTD Training --2013/2014 school year
O'Connor	Kim	Additional Supervision--Special Ed Teacher	JAE	Hourly	46.00*	7/1/13	Additional Supervision--Summer CTD Training --2013/2014 school year
Smokler	Kim	Additional Supervision--Elementary Teacher	JAE	Hourly	46.00*	7/1/13	Additional Supervision--Summer CTD Training --2013/2014 school year
Stalters	Jessica	Additional Supervision--Elementary Teacher	JAE	Hourly	46.00*	7/1/13	Additional Supervision--Summer CTD Training --2013/2014 school year
Varbero	Suzanne	Additional Supervision--Elementary Teacher	JAE	Hourly	46.00*	7/1/13	Additional Supervision--Summer CTD Training --2013/2014 school year
Ericson	Donna	Additional Supervision	DW	Hourly	46.00*	7/1/13	2013-2014 school year. Not to exceed 2,500.
Meyer	Gloria	Additional Supervision--Special Ed Teacher	JAE	Hourly	46.00*	7/1/13	Additional Supervision--Summer CTD Training --2013/2014 school year



O'Connor	Elizabeth	Additional Supervision--Special Ed Teacher	HS	Hourly	46.00*	7/1/13	Additional Supervision--Summer CTD Training --2013/2014 school year
Boyle	Lauren	Additional Supervision--Special Ed Teacher	JAE	Hourly	46.00*	7/1/13	Additional Supervision--Summer CTD Training --2013/2014 school year
Crerend	Ashley	Additional Supervision--Special Ed Teacher	MS	Hourly	46.00*	7/1/13	Additional Supervision--Summer CTD Training --2013/2014 school year
Daly	Janice	Additional Supervision--Special Ed Teacher	JAE	Hourly	46.00*	7/1/13	Additional Supervision--Summer CTD Training --2013/2014 school year
Fabian	Gina	Additional Supervision--Special Ed Teacher	JAE	Hourly	46.00*	7/1/13	Additional Supervision--Summer CTD Training --2013/2014 school year
Glennon	Erin	Additional Supervision--Special Ed Teacher	FJC	Hourly	46.00*	7/1/13	Additional Supervision--Summer CTD Training --2013/2014 school year
Grupinski	Christina	Additional Supervision--Special Ed Teacher	HS	Hourly	46.00*	7/1/13	Additional Supervision--Summer CTD Training --2013/2014 school year
Kistner	Christine	Additional Supervision--Special Ed Teacher	JAE	Hourly	46.00*	7/1/13	Additional Supervision--Summer CTD Training --2013/2014 school year
Laughlin	Heather	Additional Supervision--Special Ed Teacher	HS	Hourly	46.00*	7/1/13	Additional Supervision--Summer CTD Training --2013/2014 school year
Murphy	Susan	Additional Supervision--Special Ed Teacher	HS	Hourly	46.00*	7/1/13	Additional Supervision--Summer CTD Training --2013/2014 school year
O'Mahoney	Laura	Additional Supervision--Special Ed Teacher	JAE	Hourly	46.00*	7/1/13	Additional Supervision--Summer CTD Training --2013/2014 school year
Pina	Nancy	Additional Supervision--Special Ed Teacher	HS	Hourly	46.00*	7/1/13	Additional Supervision--Summer CTD Training --2013/2014 school year
Amato	Cristina	Additional Supervision--General Ed Teacher	HS	Hourly	46.00*	7/1/13	Additional Supervision--Summer CTD Training --2013/2014 school year
Parker	James	Additional Supervision--General Ed Teacher	HS	Hourly	46.00*	7/1/13	Additional Supervision--Summer CTD Training --2013/2014 school year
DeBarri	Christine	Additional Supervision--General Ed Teacher	HS	Hourly	46.00*	7/1/13	Additional Supervision--Summer CTD Training --2013/2014 school year

West	Treewolf	Additional Supervision--Art Teacher	JAE	Hourly	46.00*	7/1/13	Additional Supervision--Independent Study Supervision - Not to exceed fifteen (15) hours--2013/2014 school year
Kjaerbye	Barbara	Additional Supervision	DW	Hourly	46.00*	7/1/13	Additional Supervision--Mentor Training/Workshops--2013/2014 school year
Fusco	Cheryl	Special Education Teacher	DW	Annual	2,625	9/1/13	Wilson Foundations training and coaching. 2013-2014 school year.
Bowen	Christian	Instructional Coordinator	DW	Daily	453.10	7/1/13	Not to exceed five (5) days during July/August 2013
Yannucci	Michael	Instructional Coordinator	DW	Daily	453.10	7/1/13	Not to exceed three (3) days during July/August 2013
Walia	Inderpal	Special Education Coordinator	DW	Daily	453.10	7/1/13	Not to exceed ten (10) days during July/August 2013. Amended daily rate.
DiGiovanni	Monica	JAE Literary Magazine	JAE	Annual	1,173*	9/1/13	2013-2014 School Year
Knapp	Craig	JAE Drama Club	JAE	Annual	1,173*	9/1/13	2013-2014 School Year
Knapp	Craig	JAE Elementary Chorus Grade 3	JAE	Annual	1,955*	9/1/13	2013-2014 School Year
Knapp	Craig	JAE Elementary Chorus Grades 4-5	JAE	Annual	1,955*	9/1/13	2013-2014 School Year
Kyriakakis	Katerina	JAE Memory Book	JAE	Annual	1,553*	9/1/13	2013-2014 School Year
Varriale	Laurie	JAE Technology Club	JAE	Annual	1,173*	9/1/13	2013-2014 School Year
Ventura	Dave	JAE 5th Grade Orchestra	JAE	Annual	1,955*	9/1/13	2013-2014 School Year
Yashowitz	Mark	JAE Student Council	JAE	Annual	1,173*	9/1/13	2013-2014 School Year
Yashowitz	Mark	JAE Academic Leadership	JAE	Annual	1,173*	9/1/13	2013-2014 School Year
Kenwood	Kyra	FJC Elementary Chorus - Grade 2	FJC	Annual	1,955*	9/1/13	2013-2014 School Year
Starke	Nancy	FJC Garden Club	FJC	Annual	1,173*	9/1/13	2013-2014 School Year
Tandy	Carrie	FJC Science Club	FJC	Annual	1,173*	9/1/13	2013-2014 School Year
Ragona	Vincent	HS Assistant Marching Band	MS	Annual	2,608*	9/1/13	2013-2014 School Year
Butcher	Nicholas	HS Orchestra 9-12	MS	Annual	4,031*	9/1/13	2013-2014 School Year
Moorman	Mark	HS Video Production (HS Events Support)	MS	Annual	1,173*	9/1/13	2013-2014 School Year

Ragona	Vincent	JAE 5th Grade Band	MS	Annual	1,955*	9/1/13	2013-2014 School Year
Connelly	Grant	MS Student Council	MS	Annual	5,216*	9/1/13	2013-2014 School Year
Ruggiero	Sara	MS 6th Grade Chorus	MS	Annual	1,955*	9/1/13	2013-2014 School Year
Schecher	Amy	MS 7th Grade Band	MS	Annual	3,130*	9/1/13	2013-2014 School Year
Donovan	Mary	MS 7th Grade Chorus	MS	Annual	1,955*	9/1/13	2013-2014 School Year
Selvaggio	Elicia	MS 8th Grade Advisor	MS	Annual	1,955*	9/1/13	2013-2014 School Year
Ragona	Vincent	MS 8th Grade Band	MS	Annual	3,130*	9/1/13	2013-2014 School Year
Ruggiero	Sara	MS 8th Grade Chorus	MS	Annual	1,955*	9/1/13	2013-2014 School Year
O'Connell	Catherine	MS After School Library	MS	Hourly	46.00*	9/1/13	2013-2014 School Year. Stipend not to exceed \$1,500.
Burns	Dorothy	MS Assistant Robotics Director	MS	Annual	1,564*	9/1/13	2013-2014 School Year
Honan	Courtney	MS Best Buddies (2)	MS	Annual	1,173*	9/1/13	2013-2014 School Year
Biagiotti	Jean	MS Best Buddies (2)	MS	Annual	1,173*	9/1/13	2013-2014 School Year
O'Connell	Catherine	MS Book of the Month Club	MS	Annual	1,173*	9/1/13	2013-2014 School Year
Ntiri	Agnes	MS Community Service Club	MS	Annual	1,955*	9/1/13	2013-2014 School Year
Ciaccio	Robert	MS Department Club--Technology	MS	Annual	1,173*	9/1/13	2013-2014 School Year
Ciaccio	Robert	MS Detention Duty	MS	Hourly	27.00*	9/1/13	2013-2014 School Year
Collier	Donna	MS Director of Dramatics - Musical	MS	Annual	2,608*	9/1/13	2013-2014 School Year
Shanahan	Sherin	MS Friends of Rachel Club	MS	Annual	1,173*	9/1/13	2013-2014 School Year
Panella	Patrick	MS Guidance Facilitator	MS	Annual	5,038*	9/1/13	2013-2014 School Year
Ragona	Vincent	MS Jazz Band	MS	Annual	1,173*	9/1/13	2013-2014 School Year
Salbu	Corrine	MS National Junior Honor Society	MS	Annual	1,955*	9/1/13	2013-2014 School Year
Shanahan	Sherin	MS Natural Helpers	MS	Annual	1,173*	9/1/13	2013-2014 School Year
Selvaggio	Elicia	MS Newspaper (5 issues min)	MS	Annual	3,260*	9/1/13	2013-2014 School Year
Butcher	Nicholas	MS Orchestra - Grades 6-8	MS	Annual	1,955*	9/1/13	2013-2014 School Year
Schumacher	Sarah	MS Poetry/Coffee House	MS	Annual	422*	9/1/13	2013-2014 School Year. Shared stipend.
O'Connell	Catherine	MS Poetry/Coffee House	MS	Annual	422*	9/1/13	2013-2014 School Year. Shared stipend.
Maggio	Gregory	MS Production Manager - Musical	MS	Annual	1,564*	9/1/13	2013-2014 School Year
Moorman	Mark	MS Robotics Director	MS	Annual	2,608*	9/1/13	2013-2014 School Year
Collier	Donna	MS Set Painting	MS	Annual	1,304*	9/1/13	2013-2014 School Year
Adamko	Walter	MS Set Building	MS	Annual	1,955*	9/1/13	2013-2014 School Year
Connelly	Grant	MS Student Council	MS	Annual	5,216*	9/1/13	2013-2014 School Year

Moorman	Mark	MS Video Production Club (MS Events Support)	MS	Annual	1,173*	9/1/13	2013-2014 School Year
Moorman	Mark	MS Yearbook	MS	Annual	5,380*	9/1/13	2013-2014 School Year
Ventura	Dave	MS/HS Guitar Club	MS	Annual	1,173*	9/1/13	2013-2014 School Year
Tsavos	Jonathan	Lois Lowry (MS)	MS	Annual	422*	9/1/13	2013-2014 School Year
Scott	Patricia	Lois Lowry (MS)	MS	Annual	422*	9/1/13	2013-2014 School Year
Nentwich	Christopher	HS 10th Grade Advisor	HS	Annual	1,955*	9/1/13	2013-2014 School Year
Meadows	Nyree	HS 11th Grade Advisor	HS	Annual	3,260*	9/1/13	2013-2014 School Year
Eichler	Chet	HS 12th Grade Advisor	HS	Annual	5,216*	9/1/13	2013-2014 School Year
Lucadamo	Keri	HS 9th Grade Advisor	HS	Annual	1,955*	9/1/13	2013-2014 School Year
Meier	Seth	HS Art Honor Society	HS	Annual	1,173*	9/1/13	2013-2014 School Year
Calamita	Kelly	HS Athletes Helping Athletes	HS	Annual	1,173*	9/1/13	2013-2014 School Year
Schecher	Amy	HS Band 11-12	HS	Annual	5,216*	9/1/13	2013-2014 School Year
Bonomi	Brooke	HS Be A Nicer Neighbor	HS	Annual	1,173*	9/1/13	2013-2014 School Year
Coen	Kristin	HS Business Honor Society	HS	Annual	586.50*	9/1/13	2013-2014 School Year (1/2 year prorated)
King	Kristina	HS Choreographer	HS	Annual	2,217*	9/1/13	2013-2014 School Year
Messinetti	Margaret	HS Community Service (Interact)	HS	Annual	1,955*	9/1/13	2013-2014 School Year
Meier	Seth	HS Department Club--Art	HS	Annual	1,173*	9/1/13	2013-2014 School Year
Gabrinowitz	Joseph	HS Department Club--Science	HS	Annual	1,173*	9/1/13	2013-2014 School Year
Donovan	Mary	HS Director of Dramatics - Musical	HS	Annual	2,608*	9/1/13	2013-2014 School Year
Wade	Karen	HS Drama Coach (Pocket Theater)	HS	Annual	1,141*	9/1/13	2013-2014 School Year Shared Stipend
Ely	Joanne	HS Drama Coach (Pocket Theater)	HS	Annual	1,141*	9/1/13	2013-2014 School Year Shared Stipend
Schecher	Amy	HS Executive Director of Production	HS	Annual	2,282*	9/1/13	2013-2014 School Year Shared Stipend
Donovan	Mary	HS Executive Director of Production	HS	Annual	2,282*	9/1/13	2013-2014 School Year Shared Stipend
Hunter	Nancy	HS Gay & Straight Alliance Club	HS	Annual	1,173*	9/1/13	2013-2014 School Year
Poole	Matthew	HS Guidance Facilitator	HS	Annual	10,500*	9/1/13	2013-2014 School Year
Schecher	Amy	HS Jazz Band Ensemble	HS	Annual	1,173*	9/1/13	2013-2014 School Year
Calamita	Kelly	HS Leaders Club	HS	Annual	1,955*	9/1/13	2013-2014 School Year
Boehler	Nancy	HS Manga Club	HS	Annual	1,173*	9/1/13	2013-2014 School Year
Schecher	Amy	HS Marching Band	HS	Annual	5,216*	9/1/13	2013-2014 School Year

Adamko	Walt	HS Musical Stage Manager	HS	Annual	1,731*	9/1/13	2013-2014 School Year
O'Connor	Elizabeth	HS Newspaper (8 issues minimum)	HS	Annual	5,216*	9/1/13	2013-2014 School Year
Wade	Karen	HS Production Manager - Drama	HS	Annual	652*	9/1/13	2013-2014 School Year Shared Stipend
Ely	Joanne	HS Production Manager - Drama	HS	Annual	652*	9/1/13	2013-2014 School Year Shared Stipend
Schecher	Amy	HS Production Manager - Musical	HS	Annual	1,564*	9/1/13	2013-2014 School Year
Donovan	Mary	HS Senior High Choral Director	HS	Annual	2,608*	9/1/13	2013-2014 School Year
Reid	Guy	HS Senior Honor Society	HS	Annual	1,955*	9/1/13	2013-2014 School Year
Adamko	Walt	HS Set Building	HS	Annual	1,955*	9/1/13	2013-2014 School Year
Meier	Seth	HS Set Painting	HS	Annual	1,304*	9/1/13	2013-2014 School Year
Stiastny	Jeanne	HS Skills USA	HS	Annual	1,173*	9/1/13	2013-2014 School Year
Scalfani	Carl	HS Student Council	HS	Annual	5,216*	9/1/13	2013-2014 School Year
Acritelli	Richard	HS Varsity Club	HS	Annual	1,955*	9/1/13	2013-2014 School Year
Donovan	Mary	HS Vocal Coach	HS	Annual	1,955*	9/1/13	2013-2014 School Year
Armine	Gregory	HS Yearbook	HS	Annual	7,171*	9/1/13	2013-2014 School Year
Bowler	Michael	Intramural Athletics	DW	Hourly	23.00*	9/1/13	2013-2014 school year. Not to exceed 20 hours per program. Boys Lacrosse
Buonconsiglio	James	Intramural Athletics	DW	Hourly	23.00*	9/1/13	2013-2014 school year. Not to exceed 20 hours per program. Boys Tennis
Buonconsiglio	James	Intramural Athletics	DW	Hourly	23.00*	9/1/13	2013-2014 school year. Not to exceed 20 hours per program. Girls Tennis
Perrino	Craig	Intramural Athletics	DW	Hourly	23.00*	9/1/13	2013-2014 school year. Not to exceed 20 hours per program. Football
Donadoni	Christopher	Intramural Athletics	DW	Hourly	23.00*	9/1/13	2013-2014 school year. Not to exceed 20 hours per program. Winter Track
Donadoni	Christopher	Intramural Athletics	DW	Hourly	23.00*	9/1/13	2013-2014 school year. Not to exceed 20 hours per program. Spring Track and Field
Eichler	Chester	Intramural Athletics	DW	Hourly	23.00*	9/1/13	2013-2014 school year. Not to exceed 20 hours per program. Weight Room Fall
Eichler	Chester	Intramural Athletics	DW	Hourly	23.00*	9/1/13	2013-2014 school year. Not to exceed 20 hours per program. Weight Room Spring
Falcone	David	Intramural Athletics	DW	Hourly	23.00*	9/1/13	2013-2014 school year. Not to exceed 20 hours per program. Girls Soccer

Krejci	Cynthia	Intramural Athletics	DW	Hourly	23.00*	9/1/13	2013-2014 school year. Not to exceed 20 hours per program. Volleyball
Marchetta	Anthony	Intramural Athletics	DW	Hourly	23.00*	9/1/13	2013-2014 school year. Not to exceed 20 hours per program. Football
Marchetta	Anthony	Intramural Athletics	DW	Hourly	23.00*	9/1/13	2013-2014 school year. Not to exceed 20 hours per program. Winter Track
Marchetta	Anthony	Intramural Athletics	DW	Hourly	23.00*	9/1/13	2013-2014 school year. Not to exceed 20 hours per program. Spring Track and Field
Mattia	John	Intramural Athletics	DW	Hourly	23.00*	9/1/13	2013-2014 school year. Not to exceed 20 hours per program. Girls Winter Track
Mattia	John	Intramural Athletics	DW	Hourly	23.00*	9/1/13	2013-2014 school year. Not to exceed 20 hours per program. Girls Spring Track & Field
Mauceri	John	Intramural Athletics	DW	Hourly	23.00*	9/1/13	2013-2014 school year. Not to exceed 20 hours per program. Girls Soccer
Nentwich	Christopher	Intramural Athletics	DW	Hourly	23.00*	9/1/13	2013-2014 school year. Not to exceed 20 hours per program. Early Winter Weight Room
Nentwich	Christopher	Intramural Athletics	DW	Hourly	23.00*	9/1/13	2013-2014 school year. Not to exceed 20 hours per program. Late Winter Weight Room
Tsavos	Jonathan	Intramural Athletics	DW	Hourly	23.00*	9/1/13	2013-2014 school year. Not to exceed 20 hours per program. Volleyball
Aschettino	Andrew	Intramural Athletics	DW	Hourly	23.00*	9/1/13	2013-2014 school year. Not to exceed 20 hours per program. Baseball
Tripp	Bettina	Curriculum Writing	FJC	Hourly	46.00*	7/1/13	ELA K Common Core Learning Standards. Grant-funded through general fund and Title II Grant. 2013/2014 school year.
Birnstein	Kelly	Curriculum Writing	FJC	Hourly	46.00*	7/1/13	Math 1 Common Core Learning Standards. Grant-funded through general fund and Title II Grant. 2013/2014 school year.
Black	Tara	Curriculum Writing	FJC	Hourly	46.00*	7/1/13	ELA K Common Core Learning Standards. Grant-funded through general fund and Title II Grant. 2013/2014 school year.

Black	Tara	Curriculum Writing	FJC	Hourly	46.00*	7/1/13	Math K Common Core Learning Standards. Grant-funded through general fund and Title II Grant. 2013/2014 school year.
Connor	Catherine	Curriculum Writing	FJC	Hourly	46.00*	7/1/13	Math K Common Core Learning Standards. Grant-funded through general fund and Title II Grant. 2013/2014 school year.
Vuolo	Mary	Curriculum Writing	FJC	Hourly	46.00*	7/1/13	ELA 1 Common Core Learning Standards. Grant-funded through general fund and Title II Grant. 2013/2014 school year.
Youngs	Danielle	Curriculum Writing	FJC	Hourly	46.00*	7/1/13	Math 2 Common Core Learning Standards. Grant-funded through general fund and Title II Grant. 2013/2014 school year.
Ladani	Erin	Curriculum Writing	FJC	Hourly	46.00*	7/1/13	ELA 2 Common Core Learning Standards. Grant-funded through general fund and Title II Grant. 2013/2014 school year.
Ladani	Erin	Curriculum Writing	FJC	Hourly	46.00*	7/1/13	Math 2 Common Core Learning Standards. Grant-funded through general fund and Title II Grant. 2013/2014 school year.
Iberger	Stacy	Curriculum Writing	FJC	Hourly	46.00*	7/1/13	Math 2 Common Core Learning Standards. Grant-funded through general fund and Title II Grant. 2013/2014 school year.
Fusco	Cheryl	Curriculum Writing	FJC	Hourly	46.00*	7/1/13	ELA 1 Common Core Learning Standards. Grant-funded through general fund and Title II Grant. 2013/2014 school year.
Fusco	Cheryl	Curriculum Writing	FJC	Hourly	46.00*	7/1/13	Math 1 Common Core Learning Standards. Grant-funded through general fund and Title II Grant. 2013/2014 school year.
Doolittle	Cecilia	Curriculum Writing	FJC	Hourly	46.00*	7/1/13	ELA 1 Common Core Learning Standards. Grant-funded through general fund and Title II Grant. 2013/2014 school year.
Pilkington-Kaler	Jan	Curriculum Writing	FJC	Hourly	46.00*	7/1/13	Math 1 Common Core Learning Standards. Grant-funded through general fund and Title II Grant. 2013/2014 school year.
Tandy	Carrie	Curriculum Writing	FJC	Hourly	46.00*	7/1/13	Math 1 Common Core Learning Standards. Grant-funded through general fund and Title II Grant. 2013/2014 school year.

Rogers	Nicole	Curriculum Writing	FJC	Hourly	46.00*	7/1/13	ELA 2 Common Core Learning Standards. Grant-funded through general fund and Title II Grant. 2013/2014 school year.
Capaldi	Christina	Curriculum Writing	FJC	Hourly	46.00*	7/1/13	ELA 2 Common Core Learning Standards. Grant-funded through general fund and Title II Grant. 2013/2014 school year.
Smokler	Kim	Curriculum Writing	JAE	Hourly	46.00*	7/1/13	ELA 3 Common Core Learning Standards. Grant-funded through general fund and Title II Grant. 2013/2014 school year.
Pagnotta	Rebecca	Curriculum Writing	JAE	Hourly	46.00*	7/1/13	ELA 3 Common Core Learning Standards. Grant-funded through general fund and Title II Grant. 2013/2014 school year.
Smokler	Kim	Curriculum Writing	JAE	Hourly	46.00*	7/1/13	Math 3 Common Core Learning Standards. Grant-funded through general fund and Title II Grant. 2013/2014 school year.
Alberti	Patricia	Curriculum Writing	JAE	Hourly	46.00*	7/1/13	ELA 4 Common Core Learning Standards. Grant-funded through general fund and Title II Grant. 2013/2014 school year.
Craig	Joanne	Curriculum Writing	JAE	Hourly	46.00*	7/1/13	Math 4 Common Core Learning Standards. Grant-funded through general fund and Title II Grant. 2013/2014 school year.
Richardson	Catherine	Curriculum Writing	JAE	Hourly	46.00*	7/1/13	ELA 5 Common Core Learning Standards. Grant-funded through general fund and Title II Grant. 2013/2014 school year.
Arnesen	Jaimie	Curriculum Writing	JAE	Hourly	46.00*	7/1/13	ELA 5 Common Core Learning Standards. Grant-funded through general fund and Title II Grant. 2013/2014 school year.
Falcone	Davie	Curriculum Writing	JAE	Hourly	46.00*	7/1/13	Math 5 Common Core Learning Standards. Grant-funded through general fund and Title II Grant. 2013/2014 school year.
Varriale	Laurie	Curriculum Writing	JAE	Hourly	46.00*	7/1/13	Math 5 Common Core Learning Standards. Grant-funded through general fund and Title II Grant. 2013/2014 school year.
Varbero	Suzanne	Curriculum Writing	JAE	Hourly	46.00*	7/1/13	Math 5 Common Core Learning Standards. Grant-funded through general fund and Title II Grant. 2013/2014 school year.



Muro	Bruce	Volunteer Football Coach	DW	N/A	N/A	7/1/13	2013-2014 school year
Muscarella	Ron	Volunteer Football Coach	DW	N/A	N/A	7/1/13	2013-2014 school year
Jonaitis	Cassandra	Volunteer Field Hockey Coach	DW	N/A	N/A	7/1/13	2013-2014 school year
Apicella	Ryan	JV Boys Basketball	DW	Annual	4,956*	7/1/13	Coaching appointment.2013-2014 school year
Butzke	Richard	JV Boys Soccer	DW	Annual	4,826*	7/1/13	Coaching appointment.2013-2014 school year
Nicolich	Jacqueline	JV Cheerleading - Fall	DW	Annual	4,304*	7/1/13	Coaching appointment.2013-2014 school year
Nicolich	Jacqueline	JV Cheerleading - Winter	DW	Annual	4,304*	7/1/13	Coaching appointment.2013-2014 school year
Collier	Donna	MS Cheerleading - Fall	DW	Annual	3,651*	7/1/13	Coaching appointment.2013-2014 school year
Collier	Donna	MS Cheerleading - Winter	DW	Annual	4,695*	7/1/13	Coaching appointment.2013-2014 school year
Nentwich	Christopher	JV Football Head Coach	DW	Annual	4,956*	7/1/13	Coaching appointment.2013-2014 school year
Marchetta	Anthony	Assistant Varsity Boys Winter Track	DW	Annual	5,217*	7/1/13	Coaching appointment.2013-2014 school year
Falcone	David	JV Girls Soccer	DW	Annual	4,304*	7/1/13	Coaching appointment.2013-2014 school year
Nobre	Anthony	JV Girls Tennis	DW	Annual	4,826*	7/1/13	Coaching appointment.2013-2014 school year
Tsavos	Jonathan	JV Girls Volleyball	DW	Annual	4,826*	7/1/13	Coaching appointment.2013-2014 school year
Ciolino	Anthony	JV Wrestling	DW	Annual	4,956*	7/1/13	Coaching appointment.2013-2014 school year
DiLorenzo	Anthony	MS Boys Basketball	DW	Annual	3,912*	7/1/13	Coaching appointment.2013-2014 school year
Rotanz	Thomas	MS Boys Basketball	DW	Annual	4,956*	7/1/13	Coaching appointment.2013-2014 school year
McCormick	James	MS Boys Cross Country	DW	Annual	4,695*	7/1/13	Coaching appointment.2013-2014 school year
Costa	Peter	MS Boys Soccer	DW	Annual	3,651*	7/1/13	Coaching appointment.2013-2014 school year
Pranzo	Donald	MS Field Hockey	DW	Annual	3,651*	7/1/13	Coaching appointment.2013-2014 school year
DiLorenzo	Anthony	MS Football	DW	Annual	4,434*	7/1/13	Coaching appointment.2013-2014 school year
Panella	Patrick	MS Football	DW	Annual	4,434*	7/1/13	Coaching appointment.2013-2014 school year
Spallina	Daniel	MS Football	DW	Annual	3,912*	7/1/13	Coaching appointment.2013-2014 school year
Stevens	Robert	MS Football	DW	Annual	3,912*	7/1/13	Coaching appointment.2013-2014 school year
DiLorenzo	Anthony	MS Girls Basketball	DW	Annual	3,912*	7/1/13	Coaching appointment.2013-2014 school year
Perrotte	Jennifer	MS Girls Basketball	DW	Annual	3,912*	7/1/13	Coaching appointment.2013-2014 school year
Maggio	Gregory	MS Girls Soccer	DW	Annual	3,651*	7/1/13	Coaching appointment.2013-2014 school year
Rotanz	Thomas	MS Girls Soccer	DW	Annual	3,651*	7/1/13	Coaching appointment.2013-2014 school year
Lindsay	Scott	MS Girls Tennis	DW	Annual	4,173*	7/1/13	Coaching appointment.2013-2014 school year
Krejci	Cynthia	MS Volleyball	DW	Annual	5,217*	7/1/13	Coaching appointment.2013-2014 school year
Perrotte	Jennifer	MS Volleyball	DW	Annual	4,695*	7/1/13	Coaching appointment.2013-2014 school year
Marchetta	Anthony	Varsity Assistant Football	DW	Annual	5,217*	7/1/13	Coaching appointment.2013-2014 school year
Mattia	John	Varsity Assistant Football	DW	Annual	5,217*	7/1/13	Coaching appointment.2013-2014 school year
Aschettino	Anthony	Varsity Baseball	DW	Annual	6,521*	7/1/13	Coaching appointment.2013-2014 school year
Schumacher	John	Varsity Bowling	DW	Annual	4,173*	7/1/13	Coaching appointment.2013-2014 school year

Jordan	James	Varsity Boys Basketball	DW	Annual	7,042*	7/1/13	Coaching appointment.2013-2014 school year
Acritelli	Richard	Varsity Boys Cross Country	DW	Annual	6,521*	7/1/13	Coaching appointment.2013-2014 school year
Camarda	Joseph	Varsity Boys Soccer	DW	Annual	5,999*	7/1/13	Coaching appointment.2013-2014 school year
Donadoni	Christopher	Varsity Boys Winter Track	DW	Annual	7,042*	7/1/13	Coaching appointment.2013-2014 school year
Spallina	Anna	Varsity Cheerleading - Fall	DW	Annual	6,521*	7/1/13	Coaching appointment.2013-2014 school year
Spallina	Anna	Varsity Cheerleading - Winter	DW	Annual	6,521*	7/1/13	Coaching appointment.2013-2014 school year
Passiglia	Lenee	Varsity Assistant Cheerleading - Fall	DW	Annual	4,434*	7/1/13	Coaching appointment.2013-2014 school year
Passiglia	Lenee	Varsity Assistant Cheerleading - Winter	DW	Annual	4,434*	7/1/13	Coaching appointment.2013-2014 school year
Bittner	Katie	Varsity Field Hockey	DW	Annual	5,999*	7/1/13	Coaching appointment.2013-2014 school year
Meier	Seth	JV Field Hockey	DW	Annual	4,826*	7/1/13	Coaching appointment.2013-2014 school year
Perrino	Craig	Varsity Football Head Coach	DW	Annual	5,998*	7/1/13	Coaching appointment.2013-2014 school year
Lindsay	Scott	Varsity Girls Basketball	DW	Annual	5,998*	7/1/13	Coaching appointment.2013-2014 school year
Poole	Matthew	Varsity Girls Cross Country	DW	Annual	6,521*	7/1/13	Coaching appointment.2013-2014 school year
Mauceri	John	Varsity Girls Soccer Head Coach	DW	Annual	5,477*	7/1/13	Coaching appointment.2013-2014 school year
Buonconsiglio	James	Varsity Girls Tennis	DW	Annual	6,521*	7/1/13	Coaching appointment.2013-2014 school year
Krejci	Cynthia	Varsity Girls Volleyball	DW	Annual	7,043*	7/1/13	Coaching appointment.2013-2014 school year
Mattia	John	Varsity Girls Winter Track	DW	Annual	6,520*	7/1/13	Coaching appointment.2013-2014 school year
Aschettino	Andrew	Assistant Varsity Girls Winter Track	DW	Annual	4,695*	7/1/13	Coaching appointment.2013-2014 school year
Hetterich	Joseph	Varsity Golf	DW	Annual	5,217*	7/1/13	Coaching appointment.2013-2014 school year
Goldstein	Darren	Varsity Wrestling	DW	Annual	7,042*	7/1/13	Coaching appointment.2013-2014 school year
Brienza	Mark	Interscholastic Sports for the Challenged (Athletics for All)	DW	Annual	2,608*	7/1/13	Coaching appointment.2013-2014 school year
Messinetti	Margaret	Interscholastic Sports for the Challenged (Athletics for All)	DW	Annual	2,608*	7/1/13	Coaching appointment.2013-2014 school year
*Pending contract settlement							
**Up to two hours: \$52.00; in excess of two hours: \$78.00; Junior/Senior Prom: \$52.00 per hour.							

Rocky Point UFSD  
 Personnel Schedule for Board of Education Approval -07/11/13

**Schedule 07-11-13-F Community Education**

Name	Position	Bldg.	Salary		Effective	Description/Comments
			Rate	Amount	Date	
None						