INSTRUCTION

HOMEBOUND INSTRUCTION

I. Homebound instruction is a temporary service provided to students who are unable to attend school due to a short-term physical, mental or emotional illness or injury as substantiated by a licensed physician or licensed psychologist. A student will be eligible for home instruction if the student’s illness is expected to extend beyond ten (10) school days.

II. Homebound Instruction should begin as soon as possible after the parents have notified the District and have provided a statement from a licensed physician or a licensed psychologist that:

A. Clearly indicates that the student will be unable to attend school for at least ten (10) school days; and

B. Clearly specifies the diagnosis necessitating home instruction, the limitations concerning the kind or duration of instruction, and any possible precautions the homebound instructor should take.

III. The District will provide five (5) hours of homebound instruction a week for eligible elementary students (K-6), to the extent possible at least one (1) hour per day. The District will provide at least ten (10) hours of homebound instruction per week for eligible secondary school students (7-12), to the extent possible at least two (2) hours per day.

IV. Students with disabilities who are recommended for homebound instruction by the Committee on Special Education (CSE) shall be provided instruction and appropriate related services as determined by the CSE in consideration of the student’s unique needs. Such homebound instruction shall only be recommended if such placement is in the least restrictive environment. Home instruction will begin as soon as possible following such notification and shall be limited to the approved school calendar.

V. Homebound instruction shall be terminated when the period of probable absence as certified by the physician or licensed psychologist has expired. Should any extension of homebound instruction be requested, the District reserves the right to obtain a separate opinion.
IV. At the conclusion of this interim service the tutor will submit to the District a report of the pupil's progress during the period of homebound instruction.
INSTRUCTION

COURSES INCLUDING DISSECTION OF ANIMALS

I. STATEMENT OF POLICY

A. Students enrolled in a course that includes the dissection of an animal shall be given reasonable notice of that fact, and information about the student’s right under Section 809 of the Education Law and this Policy to be excused from witnessing or conducting animal dissection. This notice shall be distributed at the beginning of the school year, and shall be available upon request at the school office.

B. Students will be excused from witnessing or conducting animal dissection if the student:

1. provides a written statement from the student’s parent or legal guardian substantiating the fact that the student has a moral or religious objection to witnessing or conducting animal dissection, and

2. agrees to undertake and complete an alternative project approved by the student’s teacher.

C. Students who perform alternative projects who do not perform or witness the dissection of animals will not be penalized.

II. IMPLEMENTATION OF POLICY

The Superintendent of Schools shall prepare a notice that complies with the requirements of Section 809 of the Education Law and insure that teachers are aware of this Policy and that the notice is distributed as required.

New Hartford Central School District
Legal Ref: NYS Education Law Section 809(4)
Adopted:
INSTRUCTION

SPECIAL EDUCATION PROGRAMS AND SERVICES

I. The District shall make available to all students who are eligible under the Individuals with Disabilities Education Improvement Act (IDEA) and Article 89 of the New York State Education Law, and implementing regulations, a free appropriate public education in the least restrictive environment appropriate to meet individual needs.

A. The District accepts its responsibility to ensure that pupils with disabilities have the same opportunity to participate in district programs including extra-curricular programs and activities, which are available to all other pupils enrolled in the District.

B. The District, in accordance with the Commissioner’s Regulations, shall ensure that a continuum of alternative placements will be available to meet the needs of students with disabilities for special education and related services. To enable students with disabilities to be educated with nondisabled students to the maximum extent appropriate, specially designed instruction and supplementary services may be provided in the regular class. Such services may include, but are not limited to, resource room services and other group or individual supplemental or direct special education instruction.

II. Consistent with the requirements of federal and state laws and regulations, the Board of Education will:

A. Appoint a committee on special education, and, as appropriate, CSE subcommittees to assure the identification and placement of eligible students with disabilities. The Board of Education authorizes the Superintendent to recruit and recommend for hiring individuals who possess the certification, education and experience necessary.

B. Based upon the recommendation of the CSE, arrange for special education programs within legally prescribed timeframes. Should it disagree with the recommendation of the CSE, the Board, upon notice to the parents involved, and in accordance with the procedures set forth in the Regulations of the Commissioner of Education, may, forward its concerns to the CSE, or reconvene a second CSE for review of and revisions to the original recommendations as appropriate.

III. To ensure the appropriate delivery of services to students with disabilities who reside in the District, the Superintendent shall ensure that:

A. All children with disabilities residing in the District including those attending private school are identified, located and evaluated. A register of students eligible
SPECIAL EDUCATION PROGRAMS AND SERVICES

to attend the public schools or to attend a preschool program in accordance with Section 4410 of the Education Law shall be maintained and revised annually by the CSE or CPSE as appropriate.

B. School wide approaches and pre-referral interventions including, but not limited to, academic intervention services in order to remediate a student’s performance prior to referral for special education are implemented.

C. Personally identifiable data and information or records pertaining to students with disabilities remain confidential as required by law and regulations.

D. A comprehensive system of personnel development plan is developed and maintained so that professional and paraprofessional staff working with students with disabilities possess the skills and knowledge necessary to meet the needs of students with disabilities. The plan may be part of the professional development plan required by Section 100.2 of the Commissioner’s Regulations.

E. The district plan governing the provision of special education programs and services will provide detailed information on how appropriate space for the provision of special education programs and services will be allocated.

IV. The Committee on Special Education (CSE) is responsible for making recommendations to the Board of Education regarding the identification and placement of students with disabilities.

A. The CSE will convene periodically in accordance with federal laws and regulations to identify and review each student’s IEP and, if necessary, to make further recommendations to the Board of Education.

B. The CSE will develop strategies to ensure the successful application of a student’s IEP and to ensure that the student’s IEP remains confidential and is not disclosed to any person except in accordance with the Family Educational Rights and Privacy Act and the Individuals with Disabilities Education Act, and applicable regulations.

1. The CSE shall 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 Individualized Education Program (IEP) is given a copy of such student’s IEP prior to the implementation of such program.

2. a. Other service providers (such as certain teachers, assistants, and support staff persons) who will not receive a copy of the IEP, but
SPECIAL EDUCATION PROGRAMS AND SERVICES

who have direct contact with a disabled student shall be given
information of the specific accommodations relevant to their
contact with such student.

b. The Chairperson of the CSE shall designate a professional
employee of the district with knowledge of the student’s disability
and the education program to, prior to the implementation of
the student’s IEP, inform each such teacher, assistant and support staff
person of his or her responsibility relating to the implementation of
the IEP and the specific accommodations, modifications and
support that must be provided.

V. Parents of students with disabilities and their children shall be provided with notice of the
procedural safeguards available to them and their children. The district will use the
procedural safeguard notice prescribed by the Commissioner of Education and make the
notice available in the manner prescribed by the Commissioner’s Regulations. Students
with disabilities and their parents will be afforded the procedural safeguard rights set
forth in the notice.

VI. Each parent or person in parental relation shall be notified upon enrollment or attendance
of their child, that state and federal law provides them with rights regarding referral and
evaluation of their child for the purposes of special education services or programs. The
district will notify the parent or person in parental relations to obtain the information
through the website of the State Education Department. The notification will also include
the name and contact information of the Committee on Special Education chairperson or
other appropriate special education administrator.
SECTION 504 POLICY FOR STUDENTS WITH DISABILITIES

I. Introduction

A. It is the responsibility of the District to identify and evaluate students with disabilities who, within the intent of Section 504 of the Rehabilitation Act of 1973, need special services or programs in order that such students may receive the required free appropriate education. A free appropriate education consists of regular or special education and related aids and services that are designed to meet the disabled student's needs as adequately as the needs of nondisabled students are met. Each qualified student within the District who is eligible to receive regular or special education or related aids or services, regardless of the nature or severity of the condition necessitating such programs or services, shall receive a free appropriate education in the District.

B. For purposes of this policy, a student who may need special services or programs within the intent of Section 504 is one who:

1. Has a physical or mental impairment that substantially limits one or more major life activities (e.g., learning); or

2. Has a record of such impairment; or

3. Is regarded as having such impairment.

C. Students may be eligible for services under the provisions of Section 504 even though they do not require services pursuant to the Individuals with Disabilities Education Act, 20 U.S.C. Section 1400 et seq. (IDEA) and Article 89 of the New York Education Law and part 200 of the State Commissioner’s regulations which implement the IDEA. Students who are identified as disabled individuals with exceptional needs, according to IDEA criteria, are not addressed under this policy. The needs of such students are met through the Committee on Special Education (CSE) and its policies and procedures and under the applicable state and federal laws and regulations.

II. Identification and Referral Procedures

A. Any student who needs or is believed to need special education or related services not available through existing programs in order to receive a free appropriate public education may be referred by the student's parent or guardian, a teacher, or other certified school employee the designated Section 504 Committee for identification and evaluation of the student's individual education needs.
SECTION 504 POLICY FOR STUDENTS WITH DISABILITIES

B. 1. All decisions involving placements of children protected under Section 504 must be made by a group of individuals, including persons knowledgeable about the child, the meaning of the evaluation data and the placement options.

2. Subject to the sole discretion of the Board of Education, the CSE is designated as the 504 Committee.

C. Members of the 504 Committee will be encouraged to participate in training sessions and to provide in-service workshops so that others can be made more knowledgeable of disabilities, needs and law and regulations in this area.

D. The 504 Committee will consider the referral and, based upon a review of the student's existing records, including academic, medical, social, and behavioral records, make a decision as to whether an evaluation under this program is appropriate. If a request for evaluation is denied, the 504 Committee will inform the parent or guardian of this decision and of their procedural rights.

III. Evaluation

A. Evaluation of the student and formulation of a plan of services will be carried out by the 504 Committee according to the following procedures:

1. The 504 Committee will evaluate the nature of the student's disability and the impact of the disability upon the student's education. This evaluation will include consideration of any behaviors that interfere with regular participation of a student who otherwise meets the criteria (such as age) for participation in the educational program and/or activities. It shall also consider aptitude and achievement tests, teacher reports and recommendations, the student's physical condition, social or cultural background and adaptive behavior.

2. No final determination of whether the student will or will not be identified as disabled within the meaning of Section 504 will be made by the 504 Committee without first inviting the parent or guardian of the student to participate in a meeting concerning such determination.

3. A final decision will be made by the 504 Committee in writing, and the parents or guardian of the student shall be notified of the Section 504 procedural safeguards available to them, including the right to an impartial hearing and review.

IV. Plan for Services
SECTION 504 POLICY FOR STUDENTS WITH DISABILITIES

A. For a student who has been identified as disabled within the meaning of Section 504 and in need of special education or related aids and services, the 504 Committee shall be responsible for determining what special services are needed.

B. In making such determination, the 504 Committee will consider all available relevant information, drawing upon a variety of sources, including, but not limited to, comprehensive assessments conducted by the District's professional staff and/or the CSE.

C. The parents or guardian will be invited to participate in 504 Committee meetings where services for the student will be determined, and will be given an opportunity to examine all relevant records.

D. The 504 Committee will develop a written plan describing the disability and the special education or related services needed. The plan will specify how the regular or special education and related aids and services will be provided, and by whom. The plan may also specify accommodations that are to be made for the student within the regular education program.

E. The 504 Committee may also determine that no special education, related services or accommodations are appropriate. If so, the record of the 504 Committee proceedings will reflect the identification of the student as a disabled person and will state the basis for the decision that no special services are presently needed.

F. A disabled student will be placed in the regular educational environment of the District, with the use of supplementary aids and services, unless the 504 Committee demonstrates that such placement cannot be achieved satisfactorily. The disabled student will be educated with those who are not disabled to the maximum extent appropriate to the individual needs of the student. However, appropriate consideration must be given to the impact of a student with a disability on the education of other students in the general or special education class when making placement decisions.

G. The 504 Committee will notify the parents or guardian in writing of its final decision concerning the services to be provided.

H. If a plan for related services is developed, all school personnel who work with the student will be informed of the plan.

V. Review of the Student's Progress
SECTION 504 POLICY FOR STUDENTS WITH DISABILITIES

The 504 Committee will monitor the progress of the disabled student and the effectiveness of the student's education plan annually to determine whether special education, related services or accommodations are appropriate and necessary, and that the disabled student's needs are being met as adequately as the needs of the nondisabled students. Prior to any subsequent significant change in placement, a comprehensive reevaluation of the student's needs will be conducted.

VI. Procedural Safeguards

A. The parents or guardian will be notified in writing of all District decisions concerning the identification, evaluation, or educational placement of students made under this policy.

B. The parents or guardian will be notified that they may examine relevant records.

C. As to such decisions by the District, the parents or guardians shall have the right to an impartial hearing (Section 504 due process hearing). In the notification of any District decision concerning identification, evaluation, or placement, the parents or guardian will be advised that:

1. A request for a Section 504 due process hearing must be made in writing and filed with the Superintendent of Schools within thirty (30) days of notice of the determination to be reviewed.

2. The hearing shall be held by a person to be designated by the Board of Education.

3. The parent or guardian shall be permitted to participate in the hearing and shall be allowed to summon witnesses and to present other evidence on behalf of the student.

4. The parent or guardian shall be permitted to be represented by counsel at the hearing.

5. Compliance with technical rules of evidence shall not be required at the hearing.

D. If a state due process hearing has been or will be held under the IDEA concerning issues relevant to the Section 504 proceeding, a hearing officer qualified as to IDEA and Section 504 proceedings may preside in a joint hearing. The issues for either IDEA or Section 504 determination shall be clearly defined at the outset, and determinations by the hearing officer shall be separate and distinct.
SECTION 504 POLICY FOR STUDENTS WITH DISABILITIES

E. If both the parents or guardian and the District agree that the student is not eligible for special education under the IDEA, neither party is required to exhaust administrative proceedings under the IDEA prior to the holding of a Section 504 due process hearing.

F. The hearing officer shall render a decision. The parents or guardian shall be notified in writing of the decision. Either party may seek review of the decision of the Section 504 hearing officer by a court of competent jurisdiction as authorized by law.

G. The parties abide by the decision of the Section 504 hearing officer unless the decision is appealed to a court of competent jurisdiction and the decision is stayed by the court.
NOTICE OF SECTION 504 COMMITTEE MEETING

[DISTRICT]
[ADDRESS]
[PHONE]

[DATE]

To Parent(s)/Guardian(s) of:

[NAME]
[ADDRESS]

Birthdate: [DATE]
Grade: [GRADE]

The student named above has been referred to the school district as possibly being eligible under Section 504 as having a disabling condition.

This letter is to provide you with written notice that, to determine whether your child is eligible, an evaluation will be conducted at a Section 504 Committee Meeting. Your attendance at this meeting is welcomed, but it is not required by law.

Date of Meeting: [DATE]
Time: [TIME]
Location: [LOCATION]

If your child is determined to be eligible under Section 504, the Committee will develop an accommodation plan to address your child’s educational needs and make an appropriate placement.

For your further information, we have included a description of Section 504 and the rights you and your child are entitled to under Section 504 of the Rehabilitation Act of 1973. Please sign and return the attached form to verify that you have received your notification of your parent and student rights and to confirm your attendance at the scheduled Section 504 Evaluation Meeting.

If you have any questions or need additional information, please address your questions to the Section 504 School Designee at __________________.
NOTICE OF SECTION 504 COMMITTEE MEETING

Sincerely,

Section 504 School Designee

Attachments: Notice of Parent/Student Rights in Identification, Evaluation, and Placement Under Section 504

C Student’s Cumulative File

Adopted: 04/22/03
Revised: 06/21/05
Superintendent Approved: 05/03/11, _____
NOTICE OF DETERMINATION AFTER SECTION 504 COMMITTEE MEETING

[DISTRICT]
[ADDRESS]
[PHONE]

[DATE]

To the Parent/Guardian of:

[NAME]
[ADDRESS]

[NAME] has been evaluated by the 504 Committee to determine the need for Section 504 Accommodations. As a result of the Section 504 meeting on [DATE], the following recommendation is being sent to the Board of Education.

Student Classification: [CLASSIFICATION]

Program/Services:

<table>
<thead>
<tr>
<th>Program/Service</th>
<th>G/I</th>
<th>Freq</th>
<th>Min</th>
<th>Location</th>
<th>Placement Type</th>
<th>Start/End Dates</th>
</tr>
</thead>
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</table>

Duration: [12_MONTH]

This recommendation was based on the following evaluations, procedures, tests, records or reports and other factors stated below:

The options considered and the reasons they were accepted/rejected are:

<table>
<thead>
<tr>
<th>Programs Considered</th>
<th>Accepted/Rejected</th>
<th>Reason</th>
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</tbody>
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Page 1 of 2
New Hartford Central School District
SUPERINTENDENT'S REGULATION
Draft 12/08/2015

NOTICE OF DETERMINATION AFTER SECTION 504 COMMITTEE MEETING

Please review the attached information about your child and your due process rights. I urge you to read it carefully. I will gladly answer any questions about your legal rights or about the recommendation for your child. Please feel free to call me at [PHONE]. A copy of your child’s 504 Accommodation Plan and descriptions of evaluations are enclosed for you.

Your written consent is needed to implement the program described. Your prompt reply will help us to provide [FIRST NAME] with an appropriate school program. Please return the Request for Consent form to me at your earliest convenience.

Sincerely,

Section 504 Designee

Attachments:
- Request for Consent Form
- Due Process Rights
- List of Legal and Other Relevant Services
- Descriptions of Evaluations

Adopted: 04/22/03
Revised: 06/21/05
Superintendent Approved: 05/03/11, ___
NOTICE OF DETERMINATION AFTER SECTION 504 COMMITTEE MEETING
NON-ELIGIBLE

[DISTRICT]
[ADDRESS]
[PHONE]

[DATE]

To the Parent/Guardian of:

[NAME]
[ADDRESS]

[NAME] has been evaluated by the Section 504 Committee to determine the need for Section 504 Accommodations. As a result of the Section 504 meeting on [DATE], we have determined that [FIRSTNAME] IS NOT eligible for Section 504 Accommodations. The test results and recommendations have been forwarded to the building administrator. This information will be provided to the staff in the regular education program so that other types of assistance that would meet the needs of your child may be considered. The following recommendation has been sent to the Board of Education:

Non-eligible

The above recommendation was made because:

This recommendation was based on the following evaluations, procedures, tests, records or reports and other factors stated below:

Review of records
New Hartford Central School District
SUPERINTENDENT'S REGULATION
Draft 12/08/2015
INSTRUCTION 7301.3

NOTICE OF DETERMINATION AFTER SECTION 504 COMMITTEE MEETING
NON-ELIGIBLE

The options considered and the reasons they were accepted/rejected are:

<table>
<thead>
<tr>
<th>Programs Considered</th>
<th>Accepted/Rejected</th>
<th>Reason</th>
</tr>
</thead>
</table>

The evaluation information gathered by the Section 504 Committee has been forwarded to your building Student Support Group. This information will be used to develop an intervention plan for your child. Please contact the principal if you have any questions regarding these support services.

Please review the attached information regarding your due process rights and the descriptions of evaluations. I urge you to read it carefully. I will gladly provide you with more information if you are interested. If you have any additional questions, feel free to call me at [PHONE].

Sincerely,

Section 504 Designee

Attachments:
- Due Process Rights
- List of Legal and Other Relevant Services
- Descriptions of Evaluations

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Adopted: 04/22/03
Reviewed: 06/21/05
Superintendent Approval: 05/03/11, ___
NOTICE OF DETERMINATION AFTER SECTION 504 BOARD MEETING

[DISTRICT]
[ADDRESS]
[PHONE]

[DATE]

To the Parent/Guardian of:

[NAME]
[ADDRESS]

The Board of Education on [BOARD_DATE] has approved the [DATE] recommendation for Section 504 Accommodations developed by the 504 Committee for [NAME].

The approved recommendations are:

Student Classification: [CLASSIFICATION]

<table>
<thead>
<tr>
<th>Program/Service</th>
<th>G/I</th>
<th>Freq</th>
<th>Min</th>
<th>Location</th>
<th>Placement Type</th>
<th>Start/End Dates</th>
</tr>
</thead>
</table>

Placement: [CURRENT_PLACE_TYPE]

We wish your child a successful and productive school experience. Please feel free to contact [CSECOORD], the 504 School Designee should you have any questions or concerns about your child's education or your legal rights.

Sincerely,

Section 504 School Designee

Attachments:
- Due Process Rights
- List of Legal and Other Relevant Services

Adopted: 04/22/03
Reviewed: 06/21/05
Superintendent Approved: 05/03/11
INDEPENDENT EDUCATIONAL EVALUATIONS

I. The New Hartford Central School District has established the following policy on independent educational evaluations for children with disabilities or for children who are referred to the Committee on Special Education because they are suspected of having an educational disability and may, therefore, be in need of special education.

II. Parents of children with disabilities have the right under Federal and State regulations to obtain an independent evaluation at public expense under certain conditions. Regulatory standards are outlined in New York State Regulations of the Commissioner of Education, Part 200.5 (g)(1)(i). Additionally, the Federal Regulations (34 Code of Federal Regulations (CFR) 300.503) specify requirements for an independent evaluation.

III. The purpose of this policy and the ensuring regulation is to explain the rights of parents of children with disabilities, or for children who have been referred to the Committee on Special Education because they are suspected of having an educational disability and being in need of special education services, of their rights to an independent educational evaluation, and of the rights of parents and the responsibilities of the school district with regard to independent evaluations, and to avoid any misunderstandings.
I. INTRODUCTION

A. The District has developed a policy on Independent Educational Evaluations in order to avoid any misunderstanding and to ensure that the District is meeting its responsibility to the child and the parent in providing for an independent educational evaluation where appropriate.

B. This policy ensures that appropriate evaluation information provided by parents is given meaningful consideration in the process of an Individualized Education Program (IEP) development.

II. DEFINITIONS

A. An “individual evaluation” means any procedures, tests, or assessments, including observations, given individually to a child to determine whether he or she has a disability and/or to identify his or her special education needs. The results of an individual evaluation report must be shared with the child’s parent, along with copies of documentation of determination of eligibility. Parents of preschool children must also be provided a copy of the summary report of the findings of the evaluation performed.

B. An “Independent Educational Evaluation” means a procedure, test, or assessment conducted by a qualified examiner who is not employed by the District that is responsible for the education of the student.

C. The term “parent” means a parent, guardian or other person statutorily entitled to the privileges outlined by 8 NYCRR 200.5 (g).

D. “Public expense” means that the District shall either pay for the cost of the independent educational evaluation or ensure that the independent educational evaluation is otherwise provided at no cost to the parent, provided that the cost of the independent educational evaluation does not exceed the monetary amount established by the District.

III. INDEPENDENT EDUCATIONAL EVALUATIONS

A. If requested by the parent, the District will provide to parents information about where an independent educational evaluation may be obtained, the District’s criteria under which the evaluation is to be obtained (including the location of the evaluation and the qualifications of the evaluator), and the District’s remaining criteria applicable for independent educational evaluations, including the
INDEPENDENT EDUCATIONAL EVALUATIONS

District’s procedures for requesting reimbursement for the cost of an independent educational evaluation.

B. A parent has the right to obtain their own independent educational evaluation for their child. A parent does not have the right to an independent educational evaluation if the District has not conducted and completed its own evaluation of a child.

C. An independent educational evaluation must be performed under the same criteria for evaluation procedures used by the District in its own individual evaluations.

IV. REQUEST FOR AN INDEPENDENT EDUCATIONAL EVALUATION

A. If a parent disagrees with the results of an individual evaluation obtained by the District, the parent has the right to request an independent educational evaluation at public expense.

B. If the parent wishes to obtain the District’s agreement to pay for an independent educational evaluation prior to the independent evaluation being conducted, he/she must submit a written request to the District requesting that the District fund the independent educational evaluation, within ninety (90) calendar days from the date of receipt of the District’s evaluation. The District may not refuse to reimburse a parent for the reasonable costs of an independent educational evaluation that the parent has already obtained, solely because the parent did not notify the District prior to obtaining the independent educational evaluation. Requests for reimbursement for the costs of an independent educational evaluation already obtained by the parent must be submitted within ten (10) calendar days from the date of receipt of the results of the independent educational evaluation, in order to be considered.

C. The District will, without unnecessary delay, either ensure that an independent educational evaluation is provided at public expense, or initiate an impartial hearing to show that the District’s evaluation is appropriate and that it does not intend to pay for the evaluation requested by a parent.

D. The District may ask for the parent’s reason why he or she objects to the individual evaluation. A parent need not provide an explanation for his/her objection to the individual evaluation. Additionally, the parent’s explanation or lack of explanation will not be a reason for the District to unreasonably delay either providing an independent educational evaluation at public expense or initiating an impartial hearing to defend the District’s evaluation.
INDEPENDENT EDUCATIONAL EVALUATIONS

E. The District may initiate an impartial hearing if it believes its individual evaluation is appropriate and objects to the payment for an additional evaluation requested by the parent. If the District should choose to deny payment for an independent educational evaluation already performed on behalf of the child, or chooses to controvert a parent’s request for an independent educational evaluation to be performed at public expense, the District shall notify the parent in writing of its reasons for the denial, and of its intent to initiate an impartial hearing.

F. If the Impartial Hearing Officer requests an independent educational evaluation as part of a hearing, the cost of the independent educational evaluation shall be at the District expense.

G. The Impartial Hearing Officer shall determine if the District’s own evaluation is appropriate or not. If he or she determines that the parent is entitled to an independent educational evaluation at the District expense, the District shall be responsible for the full costs of the independent educational evaluation. If the hearing officer determines that the District’s evaluation is appropriate, the parent has a right to an independent educational evaluation, but not at public expense.

V. RESPONSIBILITIES

When an independent educational evaluation is requested and approved by the District and an evaluator is selected by the parent, it becomes the responsibility of the evaluator chosen by the parent to contact and make arrangements with the District, to be confirmed in writing, the services to be performed, the cost involved, the method of payment, dates of classroom visitation and discussions with District staff, and a date when a written report will be submitted.

VI. INDEPENDENT EDUCATIONAL EVALUATIONS PROVIDED FOR AT PUBLIC EXPENSE

A. When an independent educational evaluation is obtained at public expense, the criteria under which the independent educational evaluation is obtained must be the same as the criteria that the District uses when it initiates an evaluation (to the extent those criteria are consistent with the parent’s right to an independent educational evaluation).

B. The District may not impose conditions other than those outlined by this Regulation or otherwise permitted by law.

C. The District has established a comprehensive list of qualified individuals in private practice or employees of other public agencies who meet the District's
INDEPENDENT EDUCATIONAL EVALUATIONS

location and qualification criteria to whom parents may go to secure an
independent evaluation. This list will be provided to parents upon request. A
parent may, however, select an evaluator of their own choosing, as long as the
evaluator meets the District’s geographic, qualification and reasonable cost
criteria.

D. The following criteria are applicable to District initiated evaluations and to parent
initiated independent educational evaluations that are publicly funded:

1. The following schedule of maximum fees is allowable for each specified
test: see regulation #7302.2.

2. Tests may take place within the following geographical specifications:
Oneida/Herkimer/Onondaga Counties.

3. New York State certification or licensure is required of all evaluators.

E. The fee amounts set forth in this policy are consistent with those amounts which
the District would pay when scheduling its own individual evaluations.

F. In very limited and/or unique circumstances, and with good cause shown, the
District may allow for an exception to the restrictions governing the public
expense of independent educational evaluations. Requests for an exception to the
fee amounts established for herein, or to the geographic area, in which an
evaluation may be obtained, must be forwarded in writing to the Chairperson of
the Committee on Special Education (CSE) or the Chairperson of the Committee
on Pre-School Special Education (CPSE), as appropriate.

G. The District shall periodically update its list of independent educational
evaluators.

VII. USE OF THE INDEPENDENT EDUCATIONAL EVALUATION IN THE REVIEW
PROCESS

A. The results of an independent educational evaluation must be considered by the
District as part of its review of a child’s entitlement to special educational needs,
and the development of the child’s Individualized Educational Program (IEP), if
appropriate.

B. The results of an independent educational evaluation may be presented as
evidence at an impartial hearing regarding a child.

VIII. FURTHER INFORMATION
INDEPENDENT EDUCATIONAL EVALUATIONS

The District has developed a policy and regulations governing independent educational evaluations in order to avoid any misunderstanding as to a parent’s entitlement to and the process for obtaining an independent educational evaluation. Parents can obtain further information on independent educational evaluations by contacting the Chairperson of the Committee on Special Education (CSE) or the Chairperson of the Committee on Pre-School Special Education (CPSE) for the District at New Hartford. The parent may also wish to contact the Office for Special Education Services for the NYS Department of Education at NYS Education Department, Special Education Quality Assurance, State Tower Building, 109 Warren Street, Syracuse, New York 13202, at (315) 476-5081, and speak to a Regional Associate. Additional information may further be obtained from a booklet published by the NYS Department of Education entitled: "A Parent’s Guide to Special Education: Your Child’s Right to an Education in New York State. This publication may be obtained either by calling the NYS Department of Education, or at: http://www.p12.nysed.gov/specialed/publications/policy/parentguide.htm.

New Hartford Central School District
Legal Ref: 8 NYCRR 200.1(z) & (ii); 8 NYCRR 200.5(g); Commissioner’s Decision No. 12,822; January 2002 Field Memorandum From Rita D. Levay, State Education Department.
Cross Ref: 7306, Selection, Appointment & Compensation of Impartial Hearing Officers
Adopted: 04/26/94
Revised: 06/17/97, 06/19/07, 05/03/11
Reviewed: ____
### INDEPENDENT EDUCATIONAL EVALUATIONS

#### APPENDIX A: REIMBURSEMENT RATES

<table>
<thead>
<tr>
<th>EVALUATIONS</th>
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<tr>
<td>Psychological Evaluation</td>
<td>$1,200.00</td>
</tr>
<tr>
<td>Speech/Language Evaluation</td>
<td>$ 400.00</td>
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<tr>
<td>Occupational Therapy Evaluation</td>
<td>$ 400.00</td>
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<td>Physical Therapy Evaluation</td>
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</tr>
<tr>
<td>Comprehensive Evaluation</td>
<td>$1,500.00</td>
</tr>
</tbody>
</table>

Superintendent Approved: 05/03/11, ___
SKILLS AND ACHIEVEMENT COMMENCEMENT CREDENTIAL

I. Students who are eligible to take the New York State Alternate Assessment (NYSSAA) and meet other specified conditions pursuant to 8 NYCRR 100.6 shall be provided with the appropriate opportunities to earn a skill and achievement commencement credential.

A. The credential shall be similar in form to the diploma issued by the district, with a clear annotation to indicate that the credential is based on achievement of alternate achievement standards;

B. The credential shall be issued together with a summary of the student's academic achievement and functional performance as required by 8 NYCRR 200.4.

II. The District will ensure that the following conditions are met:

A. The student has been recommended by the committee on special education to be eligible for the alternate assessment in lieu of a regular State assessment;

B. The student meets the definition of a student with a severe disability as defined in 8 NYCRR 100.1;

C. The student has been afforded appropriate opportunities to participate in community experiences and development of employment and other instructional activities to prepare the student for post-secondary living, learning and employment.

D. The student has attended school for at least 12 years, excluding kindergarten, or has received a substantially equivalent education elsewhere, or the student has attained the age of 21;

E. If the credential is awarded before the student turns 21 years of age, it must include a written statement of assurance that the student continues to be eligible to attend public school until the student has earned a regular high school diploma or the end of the school year in which the student turns 21, whichever occurs first.

III. Reports

The District shall submit to the State Education Department, a report concerning students awarded skills and achievement commencement credential in that school year.
INSTRUCTION

PRESCHOOL SPECIAL EDUCATION

I. The New Hartford Central School District recognizes its responsibility in ensuring that all resident preschool children with disabilities have the opportunity to participate in special programs and services from which they may benefit.

II. The Board of Education authorizes the Superintendent of Schools to establish administrative practices and procedures to carry out the responsibility of providing preschool children with disabilities the opportunity to participate in special programs and services. Such administrative practices and procedures shall include:

A. Locating and identifying all preschool children with disabilities pursuant to the relevant provisions of the Education Law. The register of children eligible to attend a preschool program is to be maintained and revised annually by the Committee on Preschool Special Education (CPSE);

B. Ensuring that the parent(s)/guardian(s) of preschool age children with disabilities have received and understand the request for consent for evaluation of their child;

C. Developing an individualized education program (IEP) for each preschool age child with a disability;

D. Appointing and training appropriately qualified personnel including the members of a CPSE;

E. Maintaining lists of impartial hearing officers and of State Education Department-approved special education programs within the county and adjoining counties in which the district is located; and

F. Reporting to the State Education Department the number of children with disabilities that are being served, as well as those not served.

III. A. The Board of Education hereby establishes the CPSE as required under the Education Law. Its responsibilities will include the evaluation and recommendation for placement in appropriate approved programs and the provision of appropriate special education programs and services for each preschool child with a disability. The CPSE shall review, at least annually, the status of each preschool child with a disability.

B. It is ultimately the responsibility of the Board to arrange for the appropriate approved preschool program and services for the district children. Should the Board disagree with the CPSE’s recommendations, it shall send the
PRESCHOOL SPECIAL EDUCATION

recommendation back to the CPSE so that they may schedule a timely meeting to review the Board's concerns and to revise the IEP as deemed appropriate.

C. Placement may be appealed by a parent/guardian to an impartial hearing officer, appointed by the Board. Mediation shall be offered to such parents/guardians to resolve complaints regarding the education of preschool children with disabilities at the same time notice of the availability of an impartial hearing is provided.

D. The CPSE shall make an annual report on the status of each preschool child with a disability and report on the adequacy of preschool special education programs and services to the Board.

IV. The Board directs the Superintendent to ensure that the district considers that adequate and appropriate space is made available for such programs and services.

V. The Boards directs the Superintendent to develop and maintain a plan which incorporates information concerning the provision of services for preschool children with disabilities, pursuant to the Regulations of the Commissioner of Education.

New Hartford Central School District
Legal Ref: Section 4410, New York State Education Law; Commissioner's Regulations 200.1(nn), 200.2 200.3, 20016(e)(3)(i)
Adopted: 6/19/90
Revised: 06/21/05, 05/03/11
Reviewed: _____
EXEMPTION FROM SECOND LANGUAGE REQUIREMENT

I. Committee on Special Education may exempt a student with a disability from the second language requirements set forth in the Commissioner’s Regulations, Part 100. In determining whether to exempt a particular student from the requirement, the following data should be considered:

A. Psychological evaluation and recommendations.

B. The nature of the student’s disability.

C. Speech/language teacher's evaluation and recommendation.

II. After reviewing the pertinent data, the Committee on Special Education should make a determination based on the following questions:

A. If the student is not pursuing a high school diploma, would the student's disability (intellectual, physical, etc.) prevent the student from benefiting from second language instruction?

B. What are the long-range goals and future needs of the student after leaving high school?

C. Is the student interested in studying a second language, despite his/her disability?

III. If the Committee on Special Education decides to exempt a student with a disability from the second language requirement, it must be so noted on the student's Individual Education Program (IEP).
ACCOMMODATION OF HEARING-IMPAIRED PARENTS

I. The District provides parents of and persons in parental relation to, District-enrolled students many opportunities to participate in their child’s educational program. If the parent, or person in parental relation, is hearing impaired, the District provides interpreter services (American Sign Language) to facilitate that person’s participation in school initiated meetings or activities specific to the academic or disciplinary aspects of the student’s educational program. This service is provided at no cost to the parent, or person in parental relation. If an interpreter is not available, the District will make other reasonable accommodation of the hearing impairment, such as written communication, transcripts, decoder, or Telecommunication Device for the Deaf (TDD), also at no cost to the parent or person in parental relation.

II. Definitions

A. School initiated meetings or activities include, but are not limited to, parent-teacher conferences, instructional support team meetings, planning meetings with school counselors regarding educational progress and career planning, and suspension hearings or any conferences with school officials relating to disciplinary action. The term does not include voluntary extra-curricular activities.

B. Hearing impaired means any hearing impairment, whether permanent or fluctuating hearing impairment which prevents meaningful participation in school district meetings or activities.

III. Procedure

A. Request: Parent(s) or person(s) in parental relation who are hearing impaired must request the services of an interpreter, or reasonable accommodation, in writing. The request must be submitted to the Director of Student Services. The request must be received by the Director of Student Services at least 10 (ten) calendar days prior to the meeting or activity at which the services are desired. The request must specify the name of the student and the parent(s) or person(s) in parental relation, and the nature, date and time of the school function.

B. District Response: The District will provide a written response to each request for interpreter services.

C. Appeal of District Response: If the parent, or person in parental relation, is not satisfied with the District’s response to the request for services, the parent, or person in parental relation, may seek a different decision by taking these steps:
ACCOMMODATION OF HEARING-IMPAIRED PARENTS

1. an informal conference with the Superintendent and other appropriate personnel;

2. file of appeal form (Regulation 7306.2) with District office;

3. a formal conference with and action by the Superintendent;

4. an opportunity to present their complaint to the Board at a regularly scheduled meeting;

5. an explanation of the process by which parent(s) and person(s) in parental relation may appeal the Board’s decision to the Commissioner of Education.

IV. Superintendent Responsibilities

In addition to the roles described above, the Superintendent shall:

A. Annually arrange for the notification of parent(s) or person(s) in parental relation who are hearing impaired of the availability of interpreters or other effective reasonable accommodations and of the time limitation for requesting these services.

B. Determine whether a list of qualified interpreters shall be maintained by the District or if service arrangements will be made through an interpreter referral service.

New Hartford Central School District
Legal Ref.: Section 504 of the Rehabilitation Act; Rothschild v. Grottenthaler, 907 F. 2d 286 C.A.2. (N.Y.), 1990; NYS Education Law Section 3230; 8 NYCRR 100.2 and 200.1.

Adopted: 12803/91, 06/21/05
Revised: 06/19/07, 05/03/11
Reviewed: _______
New Hartford Central School District
SUPERINTENDENT'S REGULATION
Draft 12/08/2015

INSTRUCTION 7306.1

ACCOMMODATION OF HEARING-IMPAIRED PARENTS REQUEST FORM

ACCOMMODATION REQUEST

Parents in need of interpreter services are asked to complete this form. All requests must be submitted to and received by the District within 10 (ten) calendar days prior to the scheduled meeting or activity.

To: Director of Student Services
   New Hartford Central School District

From: ____________________________________________
   Name of Parent or Person in Parental Relation

   ____________________________________________
   Name of Student

   ____________________________________________
   Address

   ____________________________________________

Please specify the nature, date, time of the meeting and/or activity:

   ____________________________________________
   ____________________________________________
   ____________________________________________

Please identify the type of interpreter needed:

   _____ Interpreter for the Hearing Impaired: ( )American Sign; ( )English

In the event an interpreter is not available, please identify the type of alternative service preferred:
ACCOMMODATION OF HEARING-IMPAIRED PARENTS REQUEST FORM

___ Written Communication

___ Transcripts

___ Decoder

___ Telecommunication Device for the Deaf (TDD)

___ Other (please specify) ________________________________

__________________________________  ____________________
Signature                        Date
New Hartford Central School District
SUPERINTENDENT'S REGULATION
Draft 12/08/2015

ACCOMMODATION OF HEARING-IMPAIRED PARENTS REQUEST FORM

FROM: Director of Student Services
New Hartford Central School District

TO: ____________________________________________________________

Name

Address

The District hereby:

___ grants your request for provision of an interpreter for the hearing impaired

___ denies your request for provision of an interpreter for the hearing impaired for the following reason:

____________________________________________________________________

____________________________________________________________________

___ provides the following alternative reasonable accommodation:

____________________________________________________________________

____________________________________________________________________

Superintendent Approved: 05/03/11, ____
New Hartford Central School District
SUPERINTENDENT'S REGULATION
Draft 12/08/2015

INSTRUCTION

ACCOMMODATION OF HEARING-IMPAIRED PARENTS NOTICE

NOTICE:

You Have A Right To Appeal The Decision Regarding Special Services Described In This Communication To The Following School Officer:

Superintendent of Schools
District

I hereby appeal ____________________________

Signature ____________________________ Date

NOTE: Upon denial by the Superintendent/Board of Education, parents have the right to file an appeal with the Commissioner of Education (as per Section 310 of the Education Law). Such appeal must be filed within thirty (30) days of the final action by the Board. Information regarding such appeal is available at district offices.

Superintendent Approved: 05/03/11, _____
PARENTAL AND FAMILY ENGAGEMENT INVOLVEMENT IN TITLE I PROGRAMS

I. Introduction

A. The New Hartford Central School District recognizes that the purpose of Title I funding is to improve the educational opportunities of educationally deprived children. The District therefore shall use Title I resources to help educationally deprived children succeed in regular district programs, attain grade level proficiency, and improve achievement in basic and advanced skills.

B. The District also recognizes the importance of a parent and family active participation in the education of his/her child. The District therefore shall involve parents and family members of eligible children in the development and implementation of innovative programs and activities to ensure the delivery of appropriate educational services to eligible students.

C. The purpose of this policy is to establish the District’s expectations for parent and family engagement and involvement in Title I programs.

II. Definitions: For the purposes of this policy:

A. The terms “student” and “child” shall mean a student eligible for Title I services in the New Hartford Central School District.

B. Except where specifically noted in this policy, the term “parent” shall mean the parent/guardian of a student who is eligible for Title I services in the New Hartford Central School District.

III. District Obligations:

A. The District will:

1. Convene and invite parents and family members to an annual Title I meeting.

2. At the beginning of each school year, notify the parents of each student attending a school which receives Title I money (even if their child is not in a Title I program) of their right to request and receive information regarding the following credentials of the professionals providing educational services to their children:

   a. Whether their child’s teacher is certified for the grade levels and subject areas in which the teacher provides instruction (or whether
the teacher is providing instruction under an exception to such qualifications).

b. The relevant teacher’s academic credentials and baccalaureate degree major.

c. The relevant classroom teacher’s graduate certification (or degree) and the field of discipline of such certification (or degree).

d. Whether the child is receiving services from paraprofessionals and, if so, the qualifications of those paraprofessionals.

3. Involve parents and family members in the joint development of:

a. The District’s Consolidated Plan for ESEA funds (20 USCA 6212; Section 1112 of the Every Student Succeeds Act, NCLBA). If the plan is not satisfactory to parents, the District will submit any parent comments to the State when the District submits its plan to the State.

b. The process of using local academic assessment standards/indicators (20 USCA 6316; Section 1116 of the Every Student Succeeds Act, NCLBA).

c. School-wide specifically designed program(s) to address academic needs of low-income students (20 USCA 6314; Section 1114(b)(2) of the Every Student Succeeds Act, NCLBA). If the program(s) are not satisfactory to parents, the school will submit any parent comments on the program(s) when the school makes the program(s) available to the District.

4. Provide the coordination, technical assistance and other support necessary to assist participating schools in planning and implementing effective parent and family involvement activities to meet the challenging State academic standards, improve student academic achievement and school performance.

5. Build the schools’ and parents’ capacity for strong parent and family involvement.

6. Coordinate and integrate parent and family involvement strategies in Title I programs with parent and family involvement strategies under other programs (such as Head Start, Reading First, Early Reading First, Even
PARENTAL AND FAMILY ENGAGEMENT INVOLVEMENT IN TITLE I PROGRAMS

Start, Parents as Teachers, Home Instruction for Preschool Youngsters, and State-run preschool programs).

7. Conduct, with the involvement of parents and family members, an annual survey and/or evaluation of the content and effectiveness of the parent and family engagement involvement policy in improving the academic quality of schools receiving Title I funding.

a. The District will identify barriers to greater participation by parents and family members in Title I activities.

b. The District will design or revise strategies to overcome such barriers.

c. When designing or revising strategies to overcome such barriers, the District will pay particular attention to barriers faced by parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or of any racial or ethnic minority background.

8. Involve parents and family members in the activities of Title I schools and programs.

9. Jointly develop with parents and family members the school-parent compact described by this policy.

10. Provide other reasonable support for parent and family members involvement activities as parents and family may request.

B. The District may:

1. Use Title I funds to provide transportation, childcare, or home visits as such services relate to parent and family involvement.

2. Involve parents and family in the development of training for teachers, principals and other educators to improve the effectiveness of such training.

3. Provide necessary literacy training from Title I funds if the District has exhausted all other reasonably available sources of funding for such training.
POLICY

INSTRUCTION

PARENTAL AND FAMILY ENGAGEMENT INVOLVEMENT IN TITLE I PROGRAMS

4. Pay reasonable and necessary expenses associated with local parent and family involvement activities, including transportation and childcare costs, to enable parents and family members to participate in school-related meetings and training sessions.

5. Train parents and family members to enhance the involvement of other parents and families.

6. Arrange school meetings at a variety of times, or conduct in-home conferences between teachers or other educators, who work directly with children, with parents and family members who are unable to attend such conferences at school, in order to maximize parent and family involvement and participation.

7. Adopt and implement model approaches to improving parent and family involvement.

8. Establish a district-wide parent advisory council to provide advice on all matters related to parent and family involvement in Title I programs.

9. Develop appropriate roles for community-based organizations and businesses in parent and family involvement activities.

IV. Partnership With Parents:

A. The District believes parents should be partners in their child’s education. A parent’s active and meaningful participation in his/her child’s education increases the child’s potential for educational success.

B. To promote meaningful parent and family involvement, the District encourages parents:

1. To attend and actively participate in the District’s annual Title I meeting.

2. To act as consultants who assist the District in completing periodic Title I grant applications.

3. To assess and if necessary, help the District develop or revise its Title I programs.

4. To play an integral role in their child’s learning.
5. To periodically assess and, if necessary, help the District revise this policy.

6. To otherwise become active and full partners in their child’s education.

C. The District will fulfill its Parental and Family Involvement obligations by:

1. Offering a flexible number of meetings, such as meetings in the morning or evening.

2. Involving parents in an organized, ongoing and timely way, in the planning, review, and improvement of Title I programs, including the planning review and improvement of this policy.

3. Providing parents with timely information about Title I Programs.

4. Providing parents with a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of challenging State academic standards, proficiency levels students are expected to meet.

5. Providing requesting parents with opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and to respond to any such suggestions as soon as practicably possible.

6. Responding to suggestions made by parents as soon as practicably possible.

7. Building capacity for parental and family involvement by:

   a. Providing assistance to parents, as appropriate, in understanding such topics as the challenging State academic standards, State’s academic content standards, State and local academic assessments, Title I requirements, and how to monitor a child’s progress and work with educators to improve the achievement of their children.

   b. Providing materials and training to help parents work with their children to improve their children’s achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement.
PARENTAL AND FAMILY ENGAGEMENT INVOLVEMENT IN TITLE I PROGRAMS

c. Educating teachers, specialized instructional support personnel, principals and other leaders, pupil services personnel, principals and other staff:

i. About the value and utility of parental contributions to education.

ii. So that they may develop skills to reach out to, communicate and work with parents as equal partners.

iii. So that they may implement and coordinate parent programs and work to build ties between parents and the school.

d. Coordinating and integrating, to the extent feasible and appropriate, parent and family involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, the Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs.

e. Conducting other activities, such as parent resource centers, which encourage and support parents in more fully participating in the education of their children.

f. Ensuring that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand.

8. Developing jointly with parents innovative programs, activities and procedures that have the goals and objectives outlined by this policy.

9. Informing parents of the reasons their children are participating in the program and of the specific instructional objectives and methods of the program.

10. Supporting the efforts of parents, and train parents, to the maximum extent practicable to:

a. Work with their children in the home to attain the instructional objectives of the program.

b. Understand the program’s requirements.
PARENTAL AND FAMILY ENGAGEMENT INVOLVEMENT IN TITLE I PROGRAMS

11. Providing, to the extent practicable, opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children.

12. Providing information and school reports required under section 1111 of the Every Student Succeeds Act No Child Left Behind Act in a format and, to the extent practicable, in a language such parents understand.

13. Informing parents and parental organizations of the existence and purpose of any parental resource centers available to provide training, information or support to parents.

14. Scheduling student conference between parents and Title I teachers as necessary.

V. Annual Title I Meeting:

A. Notification:

1. At the beginning of the school year, the District will formally invite parents to attend the District’s annual Title I meeting.

2. The annual notification will be provided to parents in an understandable and uniform format and, to the extent practicable, will be provided in a language that parents can understand.

B. Purpose: The purpose of the District’s annual Title I meeting is:

1. To inform parents of the general purpose of Title I funding and to further inform these parents of the reasons their children are participating in Title I programs.

2. To inform parents of the specific Title I programs, activities and services currently available to their children.

3. To inform parents of their right to be active participants in the education of their children.

4. To allow parents the opportunity to ask questions, make suggestions and have input into the District’s Title I program.

5. To encourage parents to become active participants in the education of their children.
VI. Parent – School Compact

A. The District will jointly develop with parents and family members a “Parent – School Compact” that outlines how parents, the entire school staff, and teachers will share the responsibility for improved State academic standards and student academic achievement and the means by which the school and parents will build and develop a partnership to help the children achieve state standards.

B. The compact will:

1. Describe the school’s responsibility to improve high-quality curriculum and instruction in a supportive and effective learning environment that enables the challenging State academic standards, children to meet state academic standards.

2. Describe the ways in which each parent will be responsible for supporting their child’s learning, such as:

   a. Monitoring attendance, homework completion, and television watching—Volunteering in their child’s classroom; and participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time.

3. Address the importance of communication between teachers and parents on an ongoing basis, by:

   a. Scheduling parent-teacher conferences in elementary schools on an annual (or more frequent) basis. Such conferences will include a discussion of how the parent – teacher compact relates to the individual child’s achievement.

   b. Providing frequent reports to parents on their children’s progress.

   c. Ensuring reasonable access to staff.

   d. Ensuring regular two-way, meaningful communication between family members and school staff and, to the extent practicable, in a language that family members can understand.

   e. Providing opportunities to observe classroom activities, and to volunteer and participate in their child’s class.
PARENTAL AND FAMILY ENGAGEMENT INVOLVEMENT IN TITLE I PROGRAMS

VII. Complaint and Appeal Process

A. The District distributes to parents and appropriate private school officials, free of charge, information about the State Complaint and Appeal Procedures available for use when parents have complaints regarding the District’s fulfillment of its obligations under ESEA Title I, Parts A, C, and D, or under the General Education Provisions Act, or under Section 100.2(ee) of the Commissioner’s Regulations.

B. A complaint regarding the District’s administration or implementation of its ESEA Title I Grant, or of Academic Intervention Services for students identified under Commissioner’s Regulations Part 100 must be submitted in writing to the Superintendent.

1. The District will attempt to resolve the complaint within thirty (30) business days.

2. If the parent making the complaint is not satisfied with the District’s response after thirty (30) business days, the parent may submit the complaint to the Title I School and Community Services Office, Room 365 EBA, New York State Education Department, 89 Washington Avenue, Albany, New York 12234.

VIII. Accessibility:

To the extent practicable, the District will provide full opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities and parents and family members of migratory children, including providing information and reports in a format and, to the extent practicable, in a language parents understand.

VIII. Incorporation:

This policy shall be incorporated into the District’s Local Educational Agency Plan under Section 1112 of the Every Students Succeeds Act No Child Left Behind Act.

IX. Policy Development, Distribution, Revision and Review:

A. This policy was developed jointly with, and is agreed to by parents and family members. This policy is subject to periodic review and/or revision with help from parents and family members.
PARENTAL AND FAMILY ENGAGEMENT INVOLVEMENT IN TITLE I PROGRAMS

B. This policy will be distributed to parents and family members in a format understandable to them, and, to the extent practicable, in a language they can understand.

C. This policy will be made available to the local community.

New Hartford Central School District
Adopted: 05/05/92
Revised: 07/15/03, 06/21/05, 05/03/11, _____
ANNUAL NOTIFICATION OF TEACHER QUALIFICATIONS

Date: __________________

Dear Parent or Guardian:

Your child attends a school that receives Title I funds from the federal government. The Every Student Succeeds Act No Child Left Behind Act allows you to request:

1. Whether your child’s teacher has met State qualification and licensing criteria for the grade levels and subject areas in which your child’s teacher provides instruction.

2. Whether your child’s teacher is teaching under emergency or other provisional status through which State qualification or licensing criteria have been waived.

3. The baccalaureate degree major of your child’s teacher and any other graduate certification or degree held by your child’s teacher, and the field of discipline of the certification or degree.

4. Whether your child is provided services by paraprofessionals and, if so, their qualifications.

If you are interested in receiving any information you are entitled to under the Every Student Succeeds Act No Child Left Behind Act, please direct your inquiry to:

| NAME | __________________ |
| TITLE | __________________ |
| BUSINESS ADDRESS | __________________ |
| BUSINESS PHONE | __________________ |

Sincerely,

INSERT NAME
INSERT TITLE

Superintendent Approved: 05/03/11, ___
INSTRUCTION

Response to Intervention (RTI) Framework

In accordance with the regulations of the Commissioner of Education, The Board of Education of the New Hartford Central School District adopts the following policy and procedures to ensure that all students suspected of experiencing academic difficulty shall receive appropriate instruction in reading and mathematics in general education before the district initiates a referral to the Committee on Special Education (CSE), a process referred to as Response to Intervention (RTI).

The district model for the RTI process shall include:

I. Scientific, research-based core instruction in reading. Reading instruction shall include phonemic awareness, phonics, vocabulary development, fluency, and comprehension;

II. Screening for all students in grades K-6 at least three (3) times per academic year to identify those who are not making academic progress at the expected rate;

III. Research-based interventions matched to the student’s targeted need at increasing levels of intensity for those students who do not make satisfactory progress in their levels of performance and/or in their rate of learning to meet district-determined standards;

IV. Repeated assessments of targeted skill areas using curriculum-based measures to determine if interventions are resulting in student progress toward district-determined standards;

V. A building-based team to review screening data, curriculum data, and make decisions related to student performance and intervention need; and

VI. Written notice to parents when the student requires intervention beyond that provided to all students in the general education classroom. Written notice to the parents will provide information about:

A. The techniques, strategies, and programs that will be used to address deficit areas to increase the student’s rate of learning and performance level;

B. The amount and nature of student performance data that will be collected and the general education services that will be provided;

C. The parents’ right to request an evaluation for special education.

New Hartford Central School District
Adopted: 05/03/11
Reviewed: ________
STRUCTURE OF THE RESPONSE TO INTERVENTION PROGRAM

I. Structure of the Response to Intervention Program

A district-wide multi-tiered model (K-6) that allows each building team to determine interventions specific to the needs of their students according to district-determined standards.

A building team comprised of any or all of the following: General and special education teachers, reading specialist, speech therapist, school psychologist, and building administrator. The team shall convene on a regular basis to conduct the following tasks:

A. Review and analyze data collected pursuant to this policy;

B. Identify the interventions appropriate for Tier I and Tier II of the tiered model, and apply the criteria for movement between tiers;

C. Make decisions regarding the appropriateness of the interventions used and the intensity and duration of those interventions;

D. Recommend changes in students’ instructional programs based upon the analysis of the data; and

E. Determine whether students are making adequate progress and when or if a referral to the CSE is appropriate.

II. Criteria for determining the appropriate levels of intervention

All students in grades K-6 shall be assessed a minimum of three times a year using the assessments specified in the Universal Assessment Matrix in the general area of reading to identify those students who are at risk.

Students who score below the established benchmarks shall receive additional instruction through Tier I or Tier II intervention based upon their current performance level.

Progress monitoring of students at risk shall be conducted on an ongoing basis during the period of intervention to determine if the interventions are resulting in student progress towards the district-determined benchmarks.

III. Types of Interventions

A. Tier I

All students receive research-based, explicit, systematic and differentiated instruction in reading as part of the core curriculum in grades K-6. Classroom
RESPONSE TO INTERVENTION (RTI) FRAMEWORK

intervention in the form of additional learning and practice should be provided as determined by student performance in the classroom or on universal screening instruments and by the determination of the building team. Targeted interventions are research-based and implemented with integrity and fidelity consistent with identified areas of need. Intervention results are progress monitored on a consistent basis for the purpose of timely reviews by the teacher and the building team to determine adequate progress.

B. Tier II

Students who do not demonstrate adequate progress in reading as determined by progress monitoring data shall receive targeted interventions in the specific areas of difficulty at a frequency of between 2 to 6 days per cycle in the areas of reading, writing, math, Speech Improvement, and Occupational Therapy with increasing frequency based on student progress.

Data results shall be documented and lead to the termination or continuation of the intervention including extension of intervention duration at Tier II, return to Tier I, or referral to CSE.

C. Tier III

Students who do not show progress, or who show insufficient progress to meet district-determined standards, notwithstanding intervention at Tier II for a minimum period of 10 weeks with increasing intensity, may be referred to the CSE by the building-level team. The building-level team may, however, extend the period of intervention if it determines that a different intervention would be more effective, or that the intervention was not implemented with sufficient frequency or fidelity.

IV. Parent right to notification and referral

Notice shall be given to parents of students receiving RTI. No part of this policy shall be construed as restricting a parent’s right to make a referral to the CSE at any time. The parent’s right to refer their child shall be clearly specified in all communication regarding the RTI process.
INSTRUCTIONAL SUPPORT TEAMS

I. The District shall have an Instructional Support Team at each of the five New Hartford schools. The team will be a building level, multi-disciplinary team. The Instructional Support Team concept enables a multi-disciplinary team to bring their collective expertise to bear in dealing with a particular child’s difficulties and helps to develop a closer working relationship among the professionals who serve a particular school.

II. The team’s goal is:

To remediate a student’s performance before the student is formally referred to the Committee on Special Education and to do develop support and follow up strategies to maintain any improvements resulting from such remediation.

III. The composition of each team may include, but is not limited to a building administrator, guidance counselor(s) at the secondary level, social worker (or elementary counselor), psychologist, nurse, speech/language therapist, special education teacher(s) and classroom teacher(s). AIS teachers are invited as needed.

IV. The Instructional Support Team co-managers shall:

A. Meet once per week on a set schedule and at other times as needed. Referrals may be made to the teams via the team co-managers by the child’s teacher, a staff member, or the child’s parent.

B. Establish the agenda for upcoming meetings on a priority basis and shall disseminate information to share with the team as appropriate.

C. Document any intervention strategies that are recommended to meet the performance needs of the struggling students.

D. Review and consider using any existing evaluation information and services currently being provided by the District. Examples of such services may include AIS or ELL, LEP services. Written parental consent is required for evaluations recommended by the teams (Regulation No. 7400.1). The goal is to complete evaluations and report back to the team within 30 school days of the receipt of written parental consent.
INSTRUCTIONAL SUPPORT TEAMS

V. Upon declassification of a student, a referral to the team for the review of the provision of educational and support services may be made. The team shall establish a timeframe for the periodic review of each student referred to the team. It is recommended that this review occur at least once annually. Such review shall incorporate consideration of continuance or modification of the educational and support services the child is receiving.
REQUEST FOR CONSENT TO EVALUATE

Date: ______________

Student’s Name: ____________________________  School ____________________________

Dear Parent/Guardian:
We are asking you to assist us with educational planning for your child by providing your written consent to conduct the evaluation(s) indicated below. The evaluation will enable us to better assess the needs of your child in school.

_____ Psychological Evaluation  _____ Occupational Therapy Evaluation
_____ Speech/Language Evaluation  _____ Physical Therapy Evaluation
_____ Social Work Assessment/Services  _____ Functional Behavioral Assessment
_____ Other ______________________

Please check and sign your name to the appropriate statement below and return this form in the enclosed envelope. Thank you for your cooperation.

_____ I give my consent for the evaluation(s).

_____ I do not give my consent for the evaluation(s).

_____ I would like to discuss the proposed evaluation(s).

______________________________  Date: ______________
Parent Signature

Please return this form to:  Director of Student Services
                         Perry Junior High
                         New Hartford Central School
                         Weston Road
                         New Hartford, New York 13413

Superintendent Approved:  05/03/11, _____
INSTRUCTION

SELECTION, APPOINTMENT AND COMPENSATION
OF IMPARTIAL HEARING OFFICERS

I. The New Hartford Central School District is committed to providing a free and appropriate education to all of its students. The District therefore will appoint an impartial due process hearing officer (IHO) to review the identification, evaluation, or placement of any student who is disabled:

A. If the District believes an impartial due process hearing is necessary to secure an appropriate identification, evaluation or placement and the District has fully exhausted its statutory and/or regulatory responsibilities with respect to securing parental consent.

B. If the student's parent/guardian submits a written request for an impartial due process hearing.

C. If the District fails to effectuate, within the mandated timelines, a recommendation issued by the Committee on Special Education and the student's parent/guardian submits a written request for an impartial due process hearing.

II. An expedited impartial due process hearing related to the discipline of a student with a disability may be requested:

A. By the District to obtain an order placing a student with a disability in an interim alternative educational setting when school personnel maintain that it is dangerous for the student to be in his or her current educational placement. (The District's request for an expedited hearing may or may not be pending the outcome of a non-expedited hearing).

B. By a parent/guardian who requests an impartial due process hearing from a determination that the student's behavior was not a manifestation of the student's disability.

C. By a parent/guardian relating to any decision regarding a disciplinary change in placement, including but not limited to any decision to place the student in an interim alternative educational setting.

III. The Superintendent will develop regulations to ensure the fair and efficient selection of IHOs.
INSTRUCTION

REGULATION

SELECTION, APPOINTMENT AND COMPENSATION
OF IMPARTIAL HEARING OFFICERS

I. The New Hartford Central School District is will ensure the fair and efficient selection and appointment of impartial hearing officers (IHOS):

A. By utilizing and maintaining the district-specific list for Impartial Hearing Officers as maintained by the NYS Education Department's Impartial Hearing Reporting System (IHRS) pursuant to Part 200.1(x) and Part 200.2(e)(1) of the Commissioner's Regulations.

B. By granting the Superintendent (or designee) the authority to conditionally appoint an IHO who has been selected according to the procedures set forth in this policy and arranging for Board approval of the conditional appointment at the first regular Board meeting following the conditional appointment.

C. By reporting information related to the impartial hearing process, including but not limited to the request for initiation and completion of each impartial hearing to VESID in a format and at an interval prescribed by the Commissioner.

D. By directing all employees to promptly forward to the Board of Education any parent's request for an impartial hearing.

E. By maintaining the confidentiality of the information contained in impartial hearing requests and impartial hearings.

II. Initiating A Hearing:

A. If the District initiates the impartial hearing, it will provide the parent with prior written notice that it intends to initiate the impartial hearing. Prior notice includes a statement of the action proposed and any explanation of why the district proposes to take the action.

B. If a parent submits a written request for an impartial hearing, the request should include the name and address of the student, the name of the school the student is attending, a description of the nature of the problem of the student relating to the proposed or refused initiation or change (including facts related to the problem) and a proposed resolution of the problem to the extent known and available to the parents at the time.

1. The Superintendent (or designee) will make sure that the parent’s request is date-stamped on the first business day that the parent’s request is received by the District.
REGULATION

INSTRUCTION

SELECTION, APPOINTMENT AND COMPENSATION OF IMPARTIAL HEARING OFFICERS

2. The District may not deny or delay a parent’s right to an impartial hearing on the grounds that the parent’s written request for the hearing does not include required information.

3. The District will continue to process the request until the parent revokes the request in writing.

III. After the District determines the need for an impartial hearing or receives a parental request for an impartial hearing:

A. The Superintendent (or designee) will notify the affected student’s parent of the availability of mediation and of free (or low cost) legal and other relevant services available in the area. The Superintendent (or designee) also will provide the parent with a copy of the District’s Procedural Safeguard Notice.

B. The District should encourage the parents to consider mediation to resolve the disagreement. However, the District cannot delay initiating the impartial hearing once a written request for the hearing is received and the District will continue to process a parent’s hearing request until parent revokes the request in writing.

C. The District will, within two business days of the day the District determines the need for an impartial hearing or receives a parental request for an impartial hearing, initiate the rotational selection process for appointing an IHO pursuant to Part 200.2(e)(1) and Part 200.5(i) of the Commissioner's regulations and the following procedure:

1. The Superintendent (or designee) will first contact the IHO whose name appears at the top of the alphabetical list, or if an IHO previously has been appointed to preside over any other matter, the Superintendent (or designee) will first contact the IHO whose name immediately follows the IHO last appointed.

2. The Superintendent (or designee) will ask any IHO who is contacted whether he/she can convene a hearing within 14 calendar days and can conclude the hearing (unless either party has requested and has been granted an extension) within 45 calendar days (or 30 calendar days for preschool students or 15 calendar days for expedited hearings). If the hearing officer is unable to convene a hearing within these timelines, he/she will be deemed unavailable to serve and the District will proceed with the rotational selection process by contacting the IHO whose name next appears on the alphabetical list.

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REGULATION

INSTRUCTION

SELECTION, APPOINTMENT AND COMPENSATION
OF IMPARTIAL HEARING OFFICERS

3. An IHO who has not responded or remains unreachable after at least two reasonable and independently verifiable efforts to contact him/her within a twenty-four hour period will be deemed unavailable to serve and the District will proceed with the rotational selection process by contacting the IHO whose name next appears on the alphabetical list. (See SED’s July 1998 Memorandum). Examples of reasonable and independently verifiable efforts include facsimile, electronic mail, certified overnight mail and telephone contacts that are recorded and confirmed in writing.

4. The District may seek to expedite the selection process by simultaneously contacting and checking the availability of multiple hearing officers, provided that the District’s ultimate selection accords with the rotational selection process detailed in this policy and in the Commissioner’s Regulations.

D. The Superintendent (or designee) will contemporaneously document and maintain records of all efforts to contact each IHO.

1. This documentation will include phone log entries and/or overnight mail receipts, recording dates, times, substance of conversations and/or messages and responses from IHOS.

2. This documentation also will include the entry of all required data into the State Education Department’s web based reporting system. The District will commence web based reporting as soon as the Board of Education receives a request for an impartial hearing.

3. The above-described documentation will be completed for every request for an impartial hearing.

E. The Board of Education or its designee will appoint the IHO as soon as he/she has been selected.

IV. After the IHO has been appointed, the District will provide the IHO with a letter of appointment, a copy of the District’s notice to the parent that describes the need for a hearing (or a copy of the parent’s written request for a hearing), contact information for the parties and a copy of the District’s policy on compensation for the IHO.

V. If, by mutual agreement of the parties, the IHO is deemed incapacitated or otherwise unavailable or unwilling to continue the hearing or issue the decision, the Board of
SELECTION, APPOINTMENT AND COMPENSATION
OF IMPARTIAL HEARING OFFICERS

Education will rescind the appointment of the IHO and appoint a new IHO in accordance with the procedures established by law and summarized by this policy.

VI. Compensation and Reimbursement of Costs:

A. Reimbursement for services:

1. At the conclusion of the impartial hearing, the IHO shall submit to the District an itemized record describing each service performed and the time required to perform each service. An IHO will not receive reimbursement for services before the itemized record is submitted to the District.

2. The following activities associated with impartial hearings are reimbursable:
   a. Pre-hearing activities such as scheduling the hearing and determining the location, conducting pre-hearing conference calls, arranging for interpreters, witnesses, subpoenas and a stenographer and writing letters to the parties involved in the hearing.
   b. Hearing activities such as conducting the hearing, handling settlement agreements placed on the record and arranging for subsequent hearing dates.
   c. Post-hearing activities such as researching information pertinent to the hearing issue(s) and writing the decision.

3. The rate of reimbursement for the above listed activities shall be $75.00 per hour.

B. Reimbursement for out-of-pocket necessary expenses:

1. The IHO shall submit receipts for out-of-pocket necessary expenses to the District before receiving reimbursement for such expenses.

2. The following out-of-pocket necessary expenses are reimbursable:
   a. Mileage at the District rate.
   b. The cost of highway tolls.
c. The cost of reasonable overnight accommodations and reasonable meal expenses when the hearing dates are scheduled for two or more continuous dates and the IHO would otherwise be required to travel ninety or more miles between his/her residence and the hearing location.

C. Cancellation or Re-scheduling fees: The District shall attempt to provide an IHO with two (2) or more business days' advance notice of the cancellation or re-scheduling of an impartial hearing.

1. Should the District request the cancellation or re-scheduling of an impartial hearing and fail to provide an impartial hearing officer with two (2) business days of notice, the District agrees to pay the IHO a fee as set by the State Budget Director.

2. The District shall not be responsible for costs associated with a parent/legal guardian's cancellation or adjournment of a hearing.

D. Payment for Expedited Transcripts: The District shall not pay for an expedited transcript of a hearing unless the IHO determines that an expedited transcript is required for the IHO to fulfill his/her duties.