

Documents as they relate to the May 23 Board of Education meeting.

Policies for Second Read for Elimination

Policies for First Read

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First Reading

Policy 8410 – Independent Study

Policy 8502 – Appropriate Special Education Programs and Related
Services for Students with Disabilities

<h1>POLICY</h1>	2012	8410
	Instruction	

SUBJECT: Independent Study

The Board of Education recognizes the value of supervised independent study for students in situations where special interest, abilities, or unique individual needs cannot be properly accommodated in the regular instructional program. In accordance with the New York State Commissioner’s Regulations students may earn a maximum of 3 units of elective credit towards a Regents diploma through independent study.

Student participation in independent study shall be approved by a school-based panel consisting of, at a minimum, the principal, a teacher in the subject area for which independent study credit is sought, and a guidance counselor or other administrator. The panel shall approve the student’s participation in independent study based on the following criteria:

- The student has demonstrated readiness and has a high likelihood of success (may be indicated by a given grade point average in general or in the given subject area) in each subject in which he or she seeks to undertake independent study; and
- the student has accumulated the expected number of units of credit for the student’s grade level; and
- the student has passed the appropriate number of Regents examinations or other assessments required for graduation, for the student’s grade level.

Independent study shall be:

- academically rigorous and aligned to the New York State commencement-level learning standards;
- overseen by a teacher knowledgeable and experienced in the subject area of the independent study;
- based on a syllabus on file for each independent study; and
- of comparable scope and quality to classroom work that would have been done at the school awarding the credit.

The principal, after consultation with relevant faculty, shall award credit to the student for successful completion of the independent study and demonstrated mastery of the learning outcomes for the subject.

Credit for independent study may be awarded for elective courses only, and shall not be awarded for courses required for the Regents diploma as specified in subparagraph (iv) of paragraph (7) of subdivision (b) of this section. (8 NYCRR § 100.5 [d] [9]).

Approved: Board of Education
(Date)

<h1>POLICY</h1>	2012	8502
	Instruction	

Subject: Appropriate Special Education Programs and Related Services for Students with Disabilities

The Board of Education recognizes its responsibility for providing appropriate special education and related services that meet the individual needs of disabled school-aged and preschool students. To achieve this goal the Committee on Special Education (CSE) shall provide the Board with a written evaluation for each disabled student, which includes:

- a) Identification of disabling condition.
- b) Recommendation(s) for a special education program and/or related service(s).

The Board of Education directs that the Committee on Special Education (CSE) or Committee on Preschool Special Education (CPSE) shall have prepared a written statement (program) for each child with a disability.

Such an Individualized Education Program will be developed by the CSE or CPSE upon referral, and reviewed or revised, whichever is appropriate, for every child with a disability at least annually or in the event that the program no longer appears to be appropriate to meet the student's needs and ability level.

A pupil with disabilities shall be provided the special education services determined by the Board of Education to be necessary to meet the pupil's special education needs. Services shall be provided in the least restrictive environment as defined in Section 200.1(cc) of the Commissioner's Regulations.

Students with disabilities placed together for purposes of special education shall be grouped by similarity of individual needs as defined in Section 200.1(ww) of the Commissioner's Regulations. This grouping shall be in accordance with the following:

- (a) *academic or educational achievement and learning characteristics* which shall mean the levels of knowledge and development in subject and skill areas, including activities of daily living, level of intellectual functioning, adaptive behavior, expected rate of progress in acquiring skills and information, and learning style;

POLICY	2012	8502
	Instruction	

Subject: Appropriate Special Education Programs and Related Services for Students with Disabilities (Continued)

(b) *social development* which shall mean the degree and quality of the student's relationships with peers and adults, feelings about self, and social adjustment to school and community environments;

(c) *physical development* which shall mean the degree or quality of the student's motor and sensory development, health, vitality, and physical skills or limitations which pertain to the learning process; and

(d) *management needs* which shall mean the nature of and degree to which environmental modifications and human or material resources are required to enable the student to benefit from instruction. Management needs shall be determined in accordance with the factors identified in each of the three areas described in clauses (a)-(c) of this subparagraph.

Twelve Month Education Program

The School District recognizes the need and shall provide, directly or by contract, special education services during July and August to students whose disabilities require a structured learning environment to prevent substantive regression, as determined by the Committee on Special Education.

Commissioner's Regulations Sections 200.2(b)(3), 200.5(b), 200.6(a)(2), 200.6(j)
 8 New York Code of Rules and Regulations (NYCRR) Section 200.4(c)
 Commissioner's Regulations Part 200 and Part 201

Approved: Board of Education
 June 22, 1994

Approved: Board of Education
 February 25, 2004

Approved: Board of Education
 June 11, 2008

Approved: Board of Education
 (Date)

First Reading for Elimination

Policy 8505 – Twelve Month Education Program

POLICY	2008	8505
	Instruction	

Subject: Twelve Month Educational Program

The School District recognizes the need and shall provide, directly or by contract, special education services during July and August to students whose disabilities require a structured learning environment to prevent substantive regression, as determined by the Committee on Special Education.

Commissioner's Regulations
Sections 200.5(b), 200.6(j)

Approved: Board of Education
November 14, 1990

Approved: Board of Education
June 22, 1994

Approved: Board of Education
February 25, 2004

Approved: Board of Education
June 11, 2008

Second Reading for Elimination

Policy 8240 – Enrichment

Policy 8503 – Appropriate Special Education Programs for Students
with Disabilities

Policy 8530 – Student Individualized Education Program (IEP)

POLICY	2008	8240
	Instruction	

Subject: Enrichment

The District will provide all students with the opportunity to enrich their education through the regular education program and outside opportunities.

Approved: Board of Education
September 9, 1998

Approved: Board of Education
May 28, 2008

<h1>POLICY</h1>	2008	8503
	Instruction	

Subject: Appropriate Special Education Programs for Students with Disabilities

School-aged and preschool students with disabilities shall be provided with an appropriate special education program. Students with disabilities shall be provided special education in the least restrictive environment as defined in Section 200.1(cc) of the Commissioner's Regulations. A pupil with disabilities shall be provided the special education services determined by the Board of Education to be necessary to meet the pupil's special education needs. Students with disabilities placed together for purposes of special education shall be grouped by similarity of individual needs as defined in Section 200.1(ww) of the Commissioner's Regulations. This grouping shall be in accordance with the following:

- (a) *academic or educational achievement and learning characteristics* which shall mean the levels of knowledge and development in subject and skill areas, including activities of daily living, level of intellectual functioning, adaptive behavior, expected rate of progress in acquiring skills and information, and learning style;
- (b) *social development* which shall mean the degree and quality of the student's relationships with peers and adults, feelings about self, and social adjustment to school and community environments;
- (c) *physical development* which shall mean the degree or quality of the student's motor and sensory development, health, vitality, and physical skills or limitations which pertain to the learning process; and
- (d) *management needs* which shall mean the nature of and degree to which environmental modifications and human or material resources are required to enable the student to benefit from instruction. Management needs shall be determined in accordance with the factors identified in each of the three areas described in clauses (a)-(c) of this subparagraph.

Commissioner's Regulations Part 200 and Part 201

Approved: Board of Education
February 25, 2004

Approved: Board of Education
June 11, 2008

POLICY	2008	8530
	Instruction	

Subject: Student Individualized Educational Program (IEP)

The Board of Education directs that the Committee on Special Education (CSE) or Committee on Preschool Special Education (CPSE) shall have prepared a written statement (program) for each child with a disability.

Such an individualized Education Program will be developed by the CSE, or CPSE upon referral, and reviewed or revised, whichever is appropriate, for every child with a disability at least annually or in the event that the program no longer appears to be appropriate to meet the student's needs and ability level.

8 New York Code of Rules and Regulations (NYCRR)
Section 200.4(c)

Approved: Board of Education
September 9, 1998

Approved: Board of Education
June 11, 2008