Liverpool Central School District

Board of Education Handbook

2019 – 2020

“Preparing our Students for Tomorrow . . . Today”
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I. Role of Superintendent and Board

Based on information provided by NYSSBA article “What Does a School Board Do?”

The New York State School Boards Association states that the role of the Board is to focus on ENDS—vision, goals and policy. The Board is supposed to deal with the “what, why, how much and how well.”

The role of the Superintendent is to focus on MEANS - how to implement the Board’s decisions. The Superintendent plans make recommendations and takes action on the Board’s vision, goals and policy.

II. Mission and Goals

A. Board Vision and Mission Statements

The following is printed on the board page of the District website. Please familiarize yourself with the Board page:

MISSION: “Our mission is to prepare each child to achieve academic and personal excellence.”

VISION: “Students must attain the intellectual and emotional growth necessary to be successful as independent thinkers, effective communicators, responsible citizens and life-long learners. Our vision is to provide leadership, guidance and resources to meet the educational needs of all students.”

B. Board Goals

- **GOAL Topic #1: Mental Health/Well Being**: The Liverpool Central School District is committed to the development of the whole child and creating a safe environment for all. This includes attending to the social-emotional development of students and responding when mental health concerns are noted. A variety of supports and services are available to proactively address the mental health needs of students as well as respond to concerns as they arise.

- **GOAL Topic #2: Innovation**: In an effort to continuously improve, the Liverpool Central School District is taking a hard look at what has been the status quo in many areas. This includes programming for students, development of teachers, physical structure of the district, and how we can better provide cutting edge opportunities as we prepare our students for tomorrow.

- **GOAL Topic #3: Poverty**: Despite being one of the most developed countries in the world, the United States has one of the highest rates of childhood poverty. Children born or raised in poverty face a number of disadvantages, most notably in education. Poverty reduces a child’s readiness for school because it leads to poor physical health and motor skills, diminishes a child’s ability to concentrate and
remember information, and reduces attentiveness, curiosity, and motivation. (Child Fund International)

- **GOAL Topic #4: Discipline**: Depending on the nature of the violation, discipline of students in the Liverpool Central School District is progressive in nature. The LCSD Code of Conduct outlines varying levels of possible responses to student misconduct, which ranges from a verbal warning to an expulsion. Consequences such as in-school and out-of-school suspension remove students from their typical learning environments. Our administrators work closely with students and families in an attempt to reduce the academic impact on a student when dealing with more serious violations that result in a student being removed from their typical academic setting.

C. **New Board Member Orientation**

The Superintendent and Board President shall conduct an orientation session that new Board Members are required to attend.

**III. Meeting Protocols**

A. **Conducting Business**

The Public Meetings Act guarantees the public an opportunity to observe their elected representatives as the Board considers information and makes decisions. Meetings must be both effective and efficient. The “Open Meeting Law” does not give the public a right to speak at meetings, but traditionally the LCSD Board does allow members of the public to comment on agenda items at some point during most of their meetings. A sample of this can be found in BoardDocs.

B. **Board Docs**

The Liverpool Central School District Board of Education uses BoardDocs - a paperless, web-based delivery service of board agendas, documents, policies, procedures and more. Each board member will be provided a password so he or she can view all meeting materials including confidential information. Please familiarize yourself with this program. This platform will be updated regularly and will have all necessary information that will need to be reviewed prior to any meeting.

C. **Proposed Agenda and Meeting**

Board Meetings are typically broken down by the following categories:

- **Routine Business**: These are items that generally need very little discussion and in the interest of time are packaged together. Please note a Board Member may ask questions or have discussion about this section during the meeting. If a Board Member wishes to discuss any item further (beyond basic questions) please contact the Board President and Superintendent to ask that the item be removed from the Routine Business PRIOR to the
meeting so further discussion can be held.

- **Reports, Updates and Presentations**: Typically items provided by the District for the Board’s information.

- **For Discussion**: The items for discussion are chosen by the President and the Superintendent with input from any Board Member who makes a request. Should a Board Member have a request please contact the Board President. During this period only a discussion is conducted. As a general rule, decisions regarding items for discussion will be added to a future agenda. In the event that a decision must be made on the same evening, the item also will appear in the For Action section.

- **Public Communications**: The Community is afforded the opportunity to fill out a blue sheet and request to address the Board. Community input shall be heard but the Board will avoid "question and answer" dialogue. The Board shall not be compelled to engage in extemporaneous conversation about school issues that are not on the meeting agenda. Note: Responses are sent after the meeting by the Board President or the Superintendent addressing the matter.

- **Board Communications**: This is the time a Board Member may communicate with the other members or share public topics. You also may pass. **Note: Individual Board Members do not speak on behalf of the Board, only the President has the ability to do that. If a Board Member is contacted by the public or Liverpool Central School District Community all inquiries must be sent to the Board President who will respond.** The District will provide opportunities to communicate and collaborate with our elected officials; inviting them to key Board meetings that highlight current accomplishments and/or concerns.

- **For Action**: This is where a motion is made by a Board Member, seconded by another Board Member (Robert’s Rules). The opportunity for discussion is offered and then a vote taken. As long as there is a quorum it is majority rule.

- **Announcements**: Noted at the bottom of the agenda and stated by the President. This is a good place to make notations in the Member’s calendar.

- **Executive Session**: When necessary the Board may decide to schedule executive session (closed) discussions either before or after regular board meetings. Upon a majority vote taken of all board members in OPEN SESSION, the Board may move to go into executive session for reasons such as the following:
  - Matters which imperil the public safety, if disclosed
  - Information pertinent to criminal or disciplinary matters
  - District appeals and grievances
  - Legal matters and proposed, pending or current litigation
  - Collective bargaining negotiations
  - Medical, financial or personnel matters of a particular person
New Board members should contact the Board President to review Executive Session protocol before attending the first meeting. Usually these sessions are facilitated to keep discussions focused and efficient.

**CONFIDENTIALITY** - Matters discussed in Executive Session are confidential and are not permitted to be disclosed or discussed outside of Executive Session.

**D. Dress Code and General Procedures**

Board members shall dress and act professionally at board meetings. The dress code is business casual. Shorts, jeans and t-shirts are not permitted.

Board members are expected to be familiar with and adhere to parliamentary procedure during open meetings. (See Robert’s Rules of Order)

Board Members are requested to use the microphone when speaking.

**E. Superintendent’s Role and Board Communication with Superintendent**

Board Members should, whenever possible, provide the Superintendent with questions or concerns he or she may have PRIOR to asking in Open Session so that he or she may have the most helpful response available.

The Board encourages the Superintendent to employ the media to inform the community of District initiatives and philosophical underpinnings.

The Board and Superintendent shall promote the Board’s desire to have citizens attend board meetings and other school events. The Board shall encourage citizens to relate concerns to the Superintendent and the Board (at convened meetings or via email).

The Superintendent shall endeavor to share all Board Member inquiries and responses with the entire Board either in Open Session or in his Confidential Memo. The Superintendent sends a weekly Confidential Memo to the Board.

**F. President’s Role**

The President is the designated spokesperson for the media and all other communications directed to the Board, including inquiries from the public. The President facilitates Board Meetings and attends all Agenda Meetings and other necessary functions. The President brings individual board member’s concerns to the collective board for consideration and discussion.
G. **Encouraged Behavior of Every Board Member**
(as recommended by the New York State School Board Association):

- devote time, thought, and study to the duties and responsibilities of being school board members as well as participate in training activities so that we may render effective, informed and creditable service.
- regularly attend board meetings and act after careful study of the issues facing the board and after full discussion at such meetings.
- work with fellow school board members in a spirit of harmony and cooperation in spite of differences of opinion that arise during vigorous debate of points at issue.
- base decisions upon available facts in each situation; to base each vote upon honest conviction, unswayed by partisan bias; thereafter, to abide by and uphold the final majority decision of the board.
- communicate concerns and public reaction to board policies and school programs to the superintendent and other board members in a professional manner.
- remember that as individuals, school board members have no legal authority outside the meetings of the board, and that this must be reflected in all expressions with staff, the local citizenry, and the media.
- resist temptation and outside pressure to use our positions as school board members to benefit either ourselves or any other individual or agency apart from the total interest of our school districts.
- agree to honor our positions and the people who elected us by maintaining high ethical standards and by not engaging in any activity which presents a conflict of interest, or an appearance of impropriety.
- publicly disclose the nature and extent of any interest we as school board members have in any proposed contract or agreement which comes before the board.
- keep confidential matters pertaining to the schools, which are either legally required to be kept confidential and/or, if disclosed, would needlessly injure individuals or the schools.
- follow the dictates of the state’s Open Meetings Law.
- recognize that the primary function of a school board is to establish policies (which are in conformity with applicable law and regulations) by which the schools are to be administered, but that the administration of the educational program and the conduct of school business shall be left to the superintendent of schools and his/her staff.
- strive to procure, when the vacancy exists, the employment of a superintendent who is best qualified for the job and who represents the interests of our communities.
- strive to build and exercise a relationship with the superintendent that is constructive and positive and which enables district staff to function as effectively as possible.
- make decisions having received the recommendations of the superintendent in matters of employment or dismissal of school personnel.
- welcome and encourage active involvement by citizens, including parents and organizations in board activities regarding establishing school policy and developing future plans.
- finally, strive step by step toward ideal conditions for most effective school board service to our communities, in the spirit of teamwork and devotion to public education in a manner which serves as a role model to our students and which demonstrates that school board service is the greatest instrument for preservation and perpetuation of our representative democracy.
**IV. Open Meetings Law (taken from NYSSBA, 3rd edition)**

All 50 states have passed Open Meetings Laws, often referred to as “Sunshine Laws,” to require state and local officials to conduct their business in open sessions subject to press and public scrutiny. These laws prohibit private or closed meetings except in exceptional circumstances.

- Board Members Gathering: The law does not apply to a casual or chance encounter by Board members not intended for the purposes of doing business, so long as the encounter does not become an informal conference or agenda session.

- E-mails: An email transmission which is more than information seeking also could be a violation of the Open Meetings Laws.

- Retreats: Board retreats also are exempt from having to be an open meeting pursuant to the law.

Open Meetings Laws apply to voting but also to activities preliminary to voting such as consideration of a matter which could be the subject of Board action.

Additional information about the guidelines and restrictions of Open Meetings Laws is provided by NYSSBA’s counsel on the NYSSBA Web site (click here).

**V. Attendance and Time Commitment**

**Attendance**

Regular attendance is expected at all Board functions which includes:

- All regular board meetings (usually scheduled twice per month, year-round)
- All budget workshops sessions (scheduled weekly during budget time)
- All board retreats (usually scheduled annually or bi-annually)
- All special meetings of the Board (as needed)

**Time Commitment**

According to Onondaga Cortland Madison BOCES it is expected that each individual Board member will spend an average of 15 hours or more per week for Board related activities and business.

**Responsibilities Include:**

- Emails - Each Board member is expected to check school emails on a regular and frequent basis (checking daily is recommended.)

- Meeting Preparation - Meeting materials are provided five days prior to a meeting. Every board member is expected to be thoroughly prepared and familiar with all materials provided in the board packet and confidential updates.
Liaison Responsibilities - Each board member shall be assigned by the Board President to be a liaison to building or programs throughout the District. Each board member is responsible to schedule a meeting with the appropriate building/program administrators during the summer months to discuss and establish how to best participate as a liaison for that building/program. The Board President selects these assignments in July of each year. Please see the District web page for specifics. Contact the Board President if you have preferences. The purpose of the liaison position is to familiarize yourself with the culture of your assigned building and to be visible and accessible to the staff, students and parents connected to that building.

VI. Board Committees

AUDIT COMMITTEE - The Audit Committee, an advisory committee formed by the Board of Education in June 2005, is an independent agency that helps the Board oversee the internal and external auditing of the District’s fiscal operations. This committee is not a subcommittee of the board, but rather an independent group of people with financial expertise. Members of the committee are not required to be district residents and cannot be district employees. Two board members serve as liaisons between the Board and the committee, which meets 4-5 times a year.

ETHICS COMMITTEE - The Ethics Committee provides independent advice and recommendations to district officers, employees and the Board regarding ethical issues. Its purpose is to strengthen the confidence of the school community in the integrity of school district officials, help preserve the integrity of the decision-making process, provide an opportunity for citizens to raise ethical questions regarding district operations and to have said questions resolved by a fair and independent entity. This group is comprised of three community members and the board member serves in a liaison capacity. The committee meets as needed.

FACILITIES ADVISORY COMMITTEE - This committee makes recommendations to the Board regarding long-term facility needs that are supportive of the District’s mission and strategic plan. The group provides guidance for modifications to facilities, dissemination of capital funds and allocation of space. Recommendations for the continued development of district facilities must be efficient, functional, aesthetic, and sustainable. The group meets from September through June.

POLICY COMMITTEE - The Policy Committee, a subcommittee of the Board of Education, reviews existing district policies and proposes new policies as needed. This group is comprised of the Superintendent, a district administrator and two to three board members. The committee meets from September through June.

SAFETY COMMITTEE - The Safety Committee is a district-wide committee with Board member participation. The committee reviews current conditions throughout the district, evaluates existing safety concerns and the potential impact on building facilities, staff and students; district policies are discussed, as well as annual surveys, inspections and code enforcement reports. This group is comprised of the Superintendent, a district administrator, building representatives and two board members. The committee meets from September through June – typically quarterly.
**VII. Budget Process**

The budget process is one of the most critical, important and time-consuming aspects of a board member’s responsibilities. With an overall annual operating budget of more than $150 million the Board must balance the interests of students, staff, and taxpayers in its budget decisions and their fiduciary responsibilities. We need to make sure that the final spending plan approved by the Board provides essential academic programming within the context of current economic realities.

The budget is an estimated spending plan for a specified period of time based on probable offsetting revenues. The Board is required by law to prepare an annual budget adhering to specific deadlines and regulations. When approved, the school budget becomes the legal basis upon which the Board can levy a tax and spend funds.

The Superintendent proposes his or her budget; the Board approves the final spending plan in April. In early May the budget goes before the public for a vote. Between the initial proposal and vote, the Board holds public workshop sessions to analyze all aspects of the plan, including personnel, program initiatives, non-personnel services, and the proposed tax levy.

**BUDGET DEVELOPMENT**

Prior to engaging in the actual budget review, it is strongly recommended that a new Board member meet with the Superintendent and utilize the knowledge and historical experience of other Board Members to better understand how the budget process and the finished budget presented to the taxpayers will affect all facets of the school program. The following are areas of importance and vital when analyzing the budget development process:

- Current Year Appropriations
- Revenue Streams
- NYS Tax Cap Calculation
- Tax Levy & Tax Rate
- Fund Balance
- Reserves

**UNDERSTANDING THE MATERIALS PROVIDED**

Each Board member is supplied with various documents that help guide Board Members through the Budget Development Process. These include:

- Appropriation Estimates
- Revenue Projections
- Historical Budget Trends
- Timeline of Budget [Gap] Adjustments
- List of Retirees & Resignations
- FTE Staffing List (3-Year Spreadsheet)
- Proposed Staff/Program Cuts and/or Additions
Each Board member brings his or her unique perspective to this analysis. Reflective questions that any Board member might ask include: What educational outcomes have been achieved? Which have not? Why? What revisions, if any, should be made to the proposed budget to promote and achieve stated district goals and objectives?

The following BUDGET TERMINOLOGY will assist Board Members in better understanding the budget binder and the budget process as a whole:

- **Tax Levy**: The amount of dollars to be collected this year versus the amount collected last year.
- **Tax Rate**: The percentage of the tax levy apportioned to a town/the assessed value of that town. *(Note: this is not controlled by the Board)*.
- **State Aid**: State tax dollars distributed to individual school districts based on a wealth/property formula compared to a state average.
- **STAR Program**: School tax relief exemptions for taxpayers in their primary residence based upon age and income.
- **Fund Balance**: Reserve or unreserved funds established for a specific purpose that must be used accordingly. May be appropriated to reduce the tax impact of a budget increase.
- **Tax Cap**: Two percent of prior year’s levy or the rate of inflation, whichever is less. Exclusions include approved capital expenditures, mandatory employee retirement contributions, court ordered torts, and new real property added to the tax base. To override the cap an approval vote of at least sixty percent of the voting body is required.

**VIII. Role of District Legal Counsel**

The District Counsel (aka District lawyer) is responsible ultimately to the Board of Education.

*Working with Board*: The District Counsel is available for consultation with the Board President or Board as a whole body. Requests for legal information and assistance should go through the Board President or Superintendent.

*Working with the Superintendent*: District Counsel generally works very closely with the Superintendent. Since the Superintendent of any District is the designated official responsible for the day-to-day operation of the District.
Counsel to District Employees and Departments: The District Counsel provides counsel to the Superintendent and Assistant Superintendents on a wide variety of Educational Law, Employment Law, employee disciplinary matters, student special needs issues and other legal matters.

Training Sessions: The District Counsel may also have to provide various training sessions for district staff on topics such as sexual harassment and dealing and employees with poor performance reviews.

Chief Negotiator: With the Board’s permission, District Counsel also may serve as the District’s Chief Negotiator for specified union contracts.

Media Relations and Other Non-Legal Challenges: The District Counsel may, if requested by the Board or Superintendent, offer counsel regarding media relations and other non-legal challenges.

NOTE: Also, be advised that Pursuant to Section 211 of the Civil Service Law (Taylor Law), the District Counsel is specifically designated as the District’s” Chief Legal Officer” in the event an injunction is required to enjoin unlawful strike activity by one of the Unions.

Other Legal Counsel

When appropriate, other attorneys may be consulted for matters such as tax abatement, bonding, construction contracts, open meetings law, real estate and other specialty areas. These attorneys are usually employed by the same firm as the District Counsel.
**Board of Education Oversees:**
- Superintendent of Schools - Dr. Mark F. Potter

**Superintendent of Schools Oversees:**
- Assistant Superintendents
  - Assistant Superintendent for Human Resources – Timothy Manning
  - Assistant Superintendent for Administrative Services – Daniel Henner
- Executive Directors
  - Executive Director for Special Education – Amy DiVita
  - Executive Director for Curriculum (Math, Science & Technology) – Kasey Dolson
  - Executive Director for Curriculum (Humanities) & Middle Level Education – Amanda Caldwell
  - Executive Director for Elementary Education – Richard Chapman
  - Executive Principal High School – Douglas Lawrence
- School Information Officer – Meghan Piper
EMPLOYEE UNITS
Unless otherwise indicated, all LCSD employees are part of one of the bargaining units below (as of January 1, 2019):

Service Employees International Union (SEIU)
- 181 Members
- Comprised of Custodians, Maintenance, Transportation, Mechanics

Hotel & Restaurant Employees (HERE)
- 41 Members
- Comprised of Food Service workers

Liverpool Association of Middle Management (LAMM)
- 16 Members
- Comprised of Accountants, Lunch Director, Transportation Director, Mechanic Supervisor, Custodial Supervisor, Security Director, Energy Supervisor, Info Systems Coordinator, LAN Specialist, Software Specialist, Maintenance Supervisors, Safety Officers, Bus Dispatcher, Purchasing Officer

Liverpool Association of Administrators (LAA)
- 31 Members
- Comprised of Building and District Office Administrators

United Liverpool Faculty Association (ULFA)
- 658 Members
- Comprised of Teachers, Nurses, Counselors, Psychologists, OT/PT, Coaches, Advisors

Teaching Assistants
- 201 Members
- Comprised of Teacher Assistants, Teaching Assistants with Tech Specialization, Interpreters
- Member Unit of ULFA

Teacher Aides
- 62 Members
- Comprised of School Monitors, Teacher Aides
- Member Unit of ULFA

Office Personnel Association of Liverpool Schools (OPALS)
- 52 Members
- Comprised Secretaries, Account Clerks, Clerks, Typists
- Member Unit of ULFA
* Please note that 10 District employees are non-affiliated with any bargaining unit. This group is comprised of the Superintendent, Assistant Superintendent of Human Resources, Assistant Superintendent of Administrative Services, Director of School Business Administration, & their District Office Secretaries and Support.

**X. Glossary**

**GLOSSARY A - Terms/Programs**

A “cheat sheet” of programmatic terms used in Liverpool is provided below:

**AIS** (Academic Intervention Services) - According to No Child Left Behind (NCLB) legislation and the New York State Education Department (NYSED) students who score a level one or two on the annual NYSED ELA and Math assessments qualify for mandated AIS, and the district is obligated to develop a plan and create the programming and schedule to deliver AIS.

**AP** – Advanced Placement

**APPR** – Annual Professional Performance Review

**AYP** (Adequate Yearly Progress) - AYP is a measurement defined by the United States federal No Child Left Behind Act that allows the U.S. Department of Education to determine how every public school and school district in the country is performing academically according to results on standardized tests.

**CCLS** - Common Core Learning Standards

**COTA** (Certified Occupational Therapy Assistant) - A COTA is an assistant with specific training in delivering Occupational Therapy services. A COTA must be directly supervised by an Occupational Therapist.

**CPSE** (Committee on Preschool Special Education) - In much the same way that the CSE operates, the CPSE is a district committee comprised of stakeholders who consider the psychological and therapy evaluations to determine if the child should be classified as Preschool Student with a Disability, and then make a program recommendation. The CPSE writes the IEP for the student’s program.

**CSE** (Committee on Special Education) - As determined by legislation – IDEA (Individuals with Disabilities Education Act) or NCLB (No Child Left Behind) – each school district must have a CSE comprised of administrators, teachers (general and special education) psychologist/evaluator, and parent. The CSE meets to determine the classification of a disability, the placement of a student in a special education program, and the appropriateness of the proposed services. The committee also writes the Individual Education Plan (IEP) and discusses information about progress during an annual review and triennial (every three years) review of a student’s level of performance, and continued (or discontinued) placement with special education services.

**Cut Scores** – Cut scores are selected points on the score scale of a test. The points are used to determine whether a particular test score is sufficient for some purpose. In New York State, the cut score determines which students have achieved proficiency on an assessment, and which have not.
Daily 5 – This Literacy Program is more than a management system or a curriculum framework – it is a structure that will help students develop the daily habits of reading, writing and working with peers that will lead to a lifetime of independent literacy.

DRA (Developmental Reading Assessment) - The Developmental Reading Assessment (DRA) is a set of individually administered criterion-referenced reading assessments for students in Kindergarten through Grade 8. The DRA is intended to be administered, scored, and interpreted by classroom teachers and reading teachers. The information is used as a formative assessment in grades K-8 to determine progress toward building ELA goals, prediction of performance according to reading skill sets.

ELA – English Language Arts

Formative Assessment (def) – The purpose of formative assessment is to validate or ensure that the goals of the instruction are being achieved, as well as to improve the instruction, if necessary, by means of identification and subsequent remediation of problematic aspects.

FTE (Full Time Equivalent) - Defined as an employee who works the expected hours of a full-time employee.

Growth Data – The use of longitudinal vertically scaled student achievement data for growth-based, value-added accountability. Essentially, student growth data will be collected on individual students over time as a measurement of their achievement on standardized and/or data point assessments.

Humanities – The Humanities department includes courses and staff involved with ELA, Social Studies, and Foreign Language.

IEP (Individual Education Plan) - The IEP is written by the CSE or CPSE based on the classification of a student with a disability and the results of an evaluation to note present levels of performance, goals and objectives, and testing accommodations. Recommendations are made at the CSE meeting and noted in the IEP for program placement.

ICT (Integrated Co-Taught Class) - An ICT is a combination class of students with disabilities and those without disabilities who are taught in a single classroom by a general education teacher and a special education teacher. Students with disabilities in this classroom typically require more interventions and monitoring than students receiving Resource services.

LLI (Leveled Literacy Intervention) - A systematic approach to small-group reading instruction that is a scientifically based early intervention program that can prevent literacy difficulties before they turn into long-term challenges. The accompanying assessment system provides critical information on a child’s reading strengths and needs in the areas of processing strategies, comprehension, and fluency. Students (the lowest three reading performers at a grade level) are taught in a small group for a determined period of time.

LRE (Least Restrictive Environment) - By law, all schools are required to provide a free appropriate public education (FAPE) to students. The district must provide the opportunity for all students, including those with a disability, to be educated with non-disabled peers to the greatest extent possible. The student should have access to the general education curriculum, extracurricular activities, and any programs to which non-disabled peers have access. Supplemental materials and accommodations can be used to provide the LRE.

PLC (Professional Learning Community) - The term professional learning community has become quite commonplace in education circles. The term describes a collegial group who are united in their commitment to an outcome. In the case of education, the commitment would be to student learning. The community engages in a variety of activities including sharing a vision, working and learning collaboratively, visiting and observing other classrooms, and participating in shared decision making. The benefits of professional learning community to
educators and students include reduced isolation of teachers, better informed and committed teachers, and academic gains for students.

**PT** – Physical Therapist

**RTI** (Response to Intervention) - Response to Intervention integrates assessment and intervention within a multi-level prevention system to maximize student achievement and to reduce behavior problems. With RTI, schools identify students at risk for poor learning outcomes, monitor student progress, provide evidence-based interventions and adjust the intensity and nature of those interventions depending on a student’s responsiveness, and identify students with learning disabilities or other disabilities. Each school has an RTL team comprised of principal, teachers, and support staff. There are three tiers of instruction affiliated with RTL – school wide, targeted interventions, and intensive interventions.

**RTTT** – (Race to the Top) This is a $4.35 billion United States Department of Education program designed to spur reforms in state and local district K-12 education. It is funded by the ED Recovery Act as part of the American Recovery and Reinvestment Act of 2009 and was announced by President Barack Obama and Secretary of Education Arne Duncan on July 24, 2009.

**SET** (School Excellence Team) - Each school has created a SET comprised of the learning community’s stakeholders (principal, teachers, support staff, parents) to develop building goals, an action plan, and a data collection system to determine if the school is improving the teaching and learning for the benefit of student achievement and school improvement.

**SLC** (Small Learning Community) - Also referred to as a School-Within-A-School. It is a form of school structure that is increasingly common in secondary schools to subdivide large school populations into smaller, autonomous groups of students and teachers. The primary purpose of restructuring secondary schools into SLCs is to create a more personalized learning environment to better meet the needs of students. Each community will often share the same teachers and student members from grade to grade.

**Student Growth Data** – The term is often attached to concepts of monitoring and tracking student performance from a starting point to an end point. Typically, this can be done using assessments such as the New York State 3-8 assessments, or the Regents Examinations, and developing a profile of student performance over time. New York State is developing an accountability system that will track student performance/growth in specific academic areas over time, as well as provide the ability to track the teachers who were responsible for the instruction in those specific academic areas prior to assessing performance.

**SUPA** – Syracuse University Project Advance

**Summative Assessment** – Summative assessment is typically quantitative, using numeric scores or letter grades to assess learner achievement. Examples of summative assessments would be annual NYSED ELA and Math assessments, Regents Examinations, and those assessments linked to SUPA and AP courses.

**SWD** – Student with a Disability

GLOSSARY B – Terms & Acronyms/Human Resources

**RST** - Regular substitute teacher is a long-term substitute teacher position extending twenty-one days or more.

**Prob** - Designates a teacher on a tenure track in a probationary position on the personnel sheets.

**PT** - Designates a part-time position (less than 1.0 FTE) on the personnel sheets.
JUUL Agreement - An agreement between an educator and his/her appointing authority that extends the educator’s probationary period rather than terminating the educator at the end of his or her original probationary period.

Jarema Credit - Probationary service credit for continuous regular (long-term) substitute teaching in the district.

Taylor Law - The Taylor Law (Article 14 of the Civil Service Law) is a comprehensive labor relations statute covering all public employees in New York State. It became effective in 1967 and:

- grants public employees the right to organize and be represented by a union of their choice, or to refrain there from;
- requires public employers to negotiate with such unions concerning terms and conditions of employment of employees;
- establishes impasse procedures for the resolution of disputes in negotiations;
- defines and prohibits improper practices by unions and public employers;
- prohibits strikes.

PERB - The NYS Public Employment Relations Board is the agency established by the Taylor Law to administer that law.

Tenure by Estoppel - Results when a school board fails to take the action required by law to grant or deny tenure and, with its full knowledge and consent, permits a teacher to continue to teach beyond the expiration of his or her probationary period.

GLOSSARY C – Terms & Acronyms/Special Education

504 - Rehabilitation Act of 1973 (Public Law 93-112, Section 504)
ACCES - Adult Career and Continuing Education Services
ADA - Americans with Disabilities Act
ADD - Attention Deficit Disorder
ADHD - Attention Deficit/Hyperactivity Disorder
ADL - Activities for Daily Living
AIS - Academic Intervention Services
AMO - (Effective) Annual Measurable Objective
APR - Annual Performance Report (State report on SPP performance)
AT - Assistive Technology
AU - Autism
AYP - Adequate Yearly Progress
BEDS - Basic Educational Data System
BIP - Behavioral Intervention Plan
BOCES - Board of Cooperative Educational Services
BOE - Board of Education
CDOS - Career Development and Occupational Studies Learning Standards
CEIS - Comprehensive Early Intervening Services
COTA - Certified Occupational Therapy Assistant
CP - Cerebral Palsy
CPSE - Committee on Preschool Special Education
CSE - Committee on Special Education
CSEIS - Comprehensive Special Education Information System
CT - Consultant Teacher
CTE - Career and Technical Education
DB - Deaf-Blindness
DF - Deafness
DOH - Department of Health
ECDC - Early Childhood Direction Center
ED - Emotional Disturbance
EI - Early Intervention (Program)
EIO - Early Intervention Official
ELA - English Language Arts
ELL - English Language Learner
ESL - English as a Second Language
ESY - Extended School Year
FAPE - Free Appropriate Public Education
FBA - Functional Behavioral Assessment
FERPA - Family Educational Rights and Privacy Act
GED - General Equivalency Diploma
HI - Hearing Impairment
HOH/HH - Hard of Hearing
IAES - Interim Alternative Educational Setting
IDEA - Individuals with Disabilities Education Act
IDEIA - Individuals with Disabilities Education Improvement Act (December 2004)
IEE - Independent Educational Evaluation
IEP - Individualized Education Program
IESP - Individualized Education Services Program
IFSP - Individualized Family Service Plan
ID - Intellectual Disability
IHE - Institution of Higher Education
IHO - Impartial Hearing Officer
ILC - Independent Living Center
IQ - Intelligence Quotient
LD - Learning Disability
LEA - Local Educational Agency
LOTE - Language Other Than English
LRE - Least Restrictive Environment
MAPS - Management, Academic, Physical, Social (4 required areas in PLPs)
MD - Multiple Disabilities
NCLB - No Child Left Behind Act, 2002
NYSAA - New York State Alternate Assessment
NYSED - New York State Education Department
OAASAS - Office of Alcohol and Substance Abuse Services
OCFS - Office of Children and Family Services
OHI - Other Health Impairment
OI - Orthopedic Impairment
OMH - Office of Mental Health
OPWDD - Office for People with Developmental Disabilities
OT - Occupational Therapist/Occupational Therapy
PD - Pupils with Disabilities (PD) data
PDD - Pervasive Developmental Disorder
PDD-NOS - Pervasive Developmental Disorder - not otherwise specified
PINS - Person In Need of Supervision
PST - Pupil Services Team
PT - Physical Therapist/Physical Therapy
PTA - Physical Therapy Assistant
P.L.94-142 - The Education of All Handicapped Children Act of 1975
PLP/PLEP/PLOP - Present Level of Performance
Pre-K - Pre-Kindergarten
PWD - Preschooler with a Disability
RA - Regional Associate (see SEQA)
RCT - Regents Competency Test
RR - Resource Room
RT - Recreational Therapist
RTI - Response to Intervention
RTF - Residential Treatment Facility
RS - Related Service
RSE-TASC - Regional Special Education Technical Assistance Center
SCANS - Secretary’s Commission on Achieving Necessary Skills for Employment
SEA - State Educational Agency
SED - State Education Department
SEIT - Special Education Itinerant Teacher
SEQA - Special Education Quality Assurance Unit, SED
SI - Speech/Language Impairment
SIRS - Student Information Repository System
SLP - Speech Language Pathologist
SP - Services Plan
SPC - Special Class
SPP - State Performance Plan
SRO - State Review Officer
SSI - Supplemental Security Income
TBI - Traumatic Brain Injury
TRE - Technology Resources for Education
UPK - Universal Pre-Kindergarten
USDOE - United States Department of Education
VI - Visual Impairment
VR - Vocational Rehabilitation