



A Compilation of

# Mandatory School District Planning & Reporting Requirements

May 2002

**Drowning in a Sea of Paperwork**

## *Part 85*

### District Intern Plan/ Mentor-Teacher Internship Program

- A plan must be submitted to be eligible for funds to support a mentor-internship program. The plan must demonstrate how the district will establish and implement a mentor-internship program.
- An annual report must be filed with the Department on or before **August 1st of each school year** demonstrating compliance with the requirements of the program.

## *Part 100.2*

### Comprehensive District Education Plan

- The plan outlines the general school requirements set by SED, which includes the objectives of the district, how the objectives will be achieved, and provisions for an annual assessment.

### School Code of Conduct

- **On or before July 1, 2001** School boards, BOCES and county vocational extension boards are required to adopt a code of conduct for the maintenance of order on school property, including a school function, which shall govern the conduct of students, teachers, and other school personnel as well as visitors. The code must also provide for the enforcement of such provisions. A copy of the code must be filed with the Commissioner within 30 days of its adoption.

### Corporal Punishment

- Each district is required to report on a **semiannual basis (January 15 and July 15)** to the Commissioner the substance of each complaint of corporal punishment, the results of each investigation and the action, if any, by the school district.

### Local Assistance Plan

- School districts whose students scored below the school accountability performance criteria must develop a plan specifying actions that will be taken to raise student performance. This plan may be incorporated into the comprehensive district education plan. The plan must include the process by which the plan was developed, the resources that will be provided to each school to implement the plan, the timeline for the implementation of the plan, and the professional development activities that will be taken to support the plan.

### Public School Performance Report

- **By September 1<sup>st</sup> each year** the Department will notify school districts of the required timeframe for submitting a public school performance report to their board of education at a public meeting. The report must include information regarding measures of academic performance, attendance, suspension and dropout rates. The report must also include a copy of the school district report card for each building.

Professional Performance Review Plan

- **By September 1, 2000** each school district and BOCES must adopt a plan, for the annual professional performance review of its teachers providing instructional services or pupil personnel services. School districts must develop a formal procedure for the annual professional review of all professional personnel. The plan must be developed through a collaborative effort and **be available for review by September 10<sup>th</sup> of each year**. The plan must include criteria for the evaluation of teachers in the following areas: content knowledge, preparation, instructional delivery, classroom management, student development, student assessment. The plan must also set forth criteria for evaluating pupil personnel services.

Professional Performance Annual Report

- An annual report must be filed with the Commissioner identifying the efforts being made to address poorly performing teachers, including information on teacher improvement plans. The plan must be available for review **no later than August 1 of each year**.

Corrective Action Plan

- Schools placed under registration review must develop a plan to improve school performance. The plan must be approved by the Board of Education and submitted to the Commissioner for review. The plan must be coordinated with the district's local assistance plan and be developed in cooperation with the department staff. The plans must be submitted to the Commissioner **no later than July 31<sup>st</sup> of the school year** following the SURR placement.

Annual program report: educationally related support services

- The superintendent of each school is required to submit an annual program report to the Commissioner by **September 1<sup>st</sup>** following the year the services are provided. The report must include assurances that the services are coordinated with other local, state, and federal programs, the total hours of services provided from general fund appropriations during a school year, and student referrals to the committee on special education.

Professional Development Plan

- **By September 1<sup>st</sup> and annually thereafter**, school districts and BOCES must develop a plan intended to improve the quality of teaching and learning by ensuring teachers participate in substantive professional development programs to remain current with the profession and meet the learning standards of their students. The plan must be developed by the professional development team and include: a needs analysis, goals and objectives, evaluations standards for professional development, how the school districts or BOCES will provide professional development opportunities related to student learning needs, the teachers' expected participation in professional development, and the alignment of professional development with the New York State standards and assessments.

Professional Development Plan Report

- **By June 1 of each year**, school districts and BOCES must report to the Commissioner information concerning the completion of professional development requirements. In addition, school districts are required to maintain a record of professional development successfully completed by certificate holders.

Local Special Education Comprehensive System of Personnel Development

- This plan may be incorporated into the professional development plan. School districts are required to develop a procedure for appointing and training appropriate qualified personnel working with special education students.

School District Report Card

- Each year, school districts must prepare a report identifying measures of academic performance, fiscal performance, special education placements, graduation rates, dropout rates, and **beginning with the 2002-03 school year**, a summary of the district's annual violent or disruptive incident report. **The report must be appended to copies of the proposed budget.**

BOCES Report Card

- Each year, each BOCES is required to prepare a report card that includes information on the measures of academic performance, measures of fiscal performance of the supervisory district as well as other measures that support the achievement of higher standards, and **beginning with the 2002-03 school year**, a summary of the violent or disruptive incident report. **The report will be made available by appending it to the administrative budget** made available to the public.

AIS Procedure

- **By July 1, 2000**, school districts are required to develop a procedure to provide academic intervention instructional and/or student support services to students in need. The description of services must include the district-wide procedure used to determine the need for academic intervention services, and the timing of when services will be provided (during or outside regular school day).
- School districts are required to have a district developed or district adopted procedure that meets the state criteria for determining whether students in grades K-3 need AIS services.
- For grades 4-8 and 9-12, school districts are required to provide services when students score below the state designated performance level on one or more of the state assessments, are LEP and determined to be at risk of not meeting the state learning standards, or are determined through a district developed procedure to be at risk of not meeting the state learning standards.

Uniform Violent Incident Reporting System

- **By September 30, 2002** each school district is required to submit to the Commissioner annual reports documenting violent or disruptive incidents that

occurred in the prior school. The report shall contain information on the number of incidents that occurred, type of offense, type of offender, location of incident, and the actions taken by the school in response to the incident.

#### Child Abuse Reporting in an Educational Setting

- School district employees are required to file reports of alleged child abuse in an educational setting. School district administrators are required to review allegations and notify local law enforcement officials. School districts are also required to provide training for both current and new employees regarding the reporting duties, confidentiality provisions, and the penalties for failure to comply. **Reporting at the local level is required on an ongoing basis.**

#### School Based Shared Decision Making Plan

- School districts and BOCES must adopt a plan for the participation of teachers and parents with administrators and school board members in school based planning and shared decision-making. The plan must be developed by a committee including superintendents, administrators, teachers, and parents. The plan must set forth the educational issues to be decided by the committee, the level of involvement by the parties, the standards by which parties shall evaluate improvement in student achievement, and the means by which all parties will be held accountable for the decisions which they share in making. The plan must be reviewed **biennially** by the Board of Education and approved by the Commissioner by **February 1<sup>st</sup>** in each year of review.

#### Instructional Computer Technology Plans

- To be eligible for aid for instructional computer technology expenses pursuant to Ed. Law (3602 26-a), school districts must develop a plan **in a format developed by the Commissioner**. The plan must include a description of the number and type of instructional computer technologies to be used and applied to the K-12 programs, provisions for the maintenance and repair of equipment, and provisions for staff development to demonstrate how classroom teachers will use instructional technology initiatives.

#### School District Property Tax Report Card

- Commencing with the proposed budget for the 2000-01 school year, each school district must prepare a property tax report card. The report card must include: (1) the amount of total spending and total estimated school tax levy that would result from adoption of the proposed budget and the percentage increase or decrease in total spending and total school tax levy from the school district budget for the preceding school year, (2) the projected enrollment growth for the school year for which the budget is prepared, and the percentage change in enrollment from the previous year; and (3) the percentage increase in the consumer price index, from January first of the prior school year to January first of the current school year. **A copy of the property tax report card must be prepared for the annual district meeting** and be submitted to the department by the end of the business day next

following approval of the report card, but no later than twenty-four days prior to the statewide uniform voting day.

### *Part 100.10*

#### Individual Home Instruction Plan

- **Within ten business days of the receipt of the notice of intention to instruct at home**, the school district shall send to the parents a copy of this section 100.10 of the Regulations of the Commissioner of Education and a form on which to submit an individualized home instruction plan (IHIP) for each child of compulsory attendance age who is to be taught at home.
- **Within ten business days of receipt of the IHIP, or by September 30, whichever is later**, the school district shall notify the parents whether the IHIP complies with state regulations.
- **Within ten business days of receipt of the revised IHIP, or by October 31, whichever is later**, the school district shall notify the parents whether the revised IHIP complies with state regulations.

### *Part 104*

#### Pupil Attendance and Recordkeeping

- **By June 30, 2002** each school district must adopt a comprehensive attendance policy that contains a statement of the overall objectives, a description of strategies to be employed, a determination of which absences will be deemed excused vs. unexcused, description of the school policy regarding attendance and ability to receive course credit, incentives to be employed to encourage pupil attendance, notice to parents whose children are absent, and the process to develop strategies to address absenteeism. **The policy must be distributed at the start of each school year.**

### *Part 107*

#### Comprehensive Plan for Safety Education

- Schools districts are required to develop a plan that addresses safety issues. Topics include: highway and traffic safety, bicycle safety, home safety, and recreational safety.

### *Part 115.1*

#### BOCES Computer Services Plans

- **By December 1**, each BOCES shall prepare a five-year regional plan to meet the projected need for cooperative computer services in the supervisory district and submit it to the Commissioner.

### *Part 118.2*

#### Incarcerated Students

- **By July 15**, each school district that is responsible for the provision of educational services pursuant to Education Law, section 3202(7) shall submit a plan for the approval of the Commissioner consisting of a narrative description of the content

and scope of the educational programs and services available to students in the correctional facility.

*Part 135*

Physical Education School District Plans

- **Effective January 1, 1983**, school districts are required to develop and implement school district plans to provide physical education experiences for all pupils. The plans must be kept on file in the school district office and filled with the Division of Physical Education, Fitness, Health, Nutrition and Safety Services. The plans must include the curriculum and the required instruction for elementary and secondary instructional programs.

*Part 141*

Occupational Education Report

- School districts conducting approved occupational education programs are required to submit to the Commissioner a report that includes a statistical and financial reports on the programs offered. The reports are to be **submitted at the request of the Commissioner**.

*Part 142.4*

Education of Gifted and Talented Students

- **By December 1**, school districts shall submit to the Education Department a summary plan in a form prescribed by the Commissioner, including information about the scope and nature of the services provided by the school district to gifted pupils.

*Part 144*

Early Grade Class Size District Plan

- School districts seeking funding for allowable costs for early grade class size reduction are required to submit to the Commissioner **for approval a written plan on or before February 1<sup>st</sup> of the school year immediately preceding the school year** in which the district is first eligible for funding. The plans must be updated annually and include the following information: the number of new classrooms to be added, the procedure by which the district will give priority to schools with the greatest need, a detailed timetable for achieving full compliance with the district plan, the mechanism by which parents and teachers will participate in the school based planning and shared decision-making regarding the plan.
- **School districts receiving grants are required to file annual reports with the Commissioner by October 15<sup>th</sup>**. The report must include the number of new classrooms added, the number of teachers hired, how the plan was incorporated into the existing district plans and a description of the involvement of the parents and teachers in the program.

## *Part 149*

### Attendance Plan

- School districts are required to set aside funding for attendance improvement and drop-out prevention and file a plan with the Commissioner detailing a program designed to meet these objectives. **The plan must be filed by July 15.**

### Attendance Report

- School districts required to set aside a portion of the comprehensive operating aid for attendance improvement and drop-out prevention and are required to file a statistical report for purposes of evaluating progress.

### Set - Aside for Early Grade Intervention

- Schools districts having a population in excess of 125,000 inhabitants are required to set aside a portion of its comprehensive operating aid for early grade intervention and to **file a plan with the Commissioner by August 1<sup>st</sup>** detailing a program to reduce class size.

## *Part 149-1*

### Compensatory Education

- **By September 1 every three years and amendments annually**, each school district that is required to set aside an amount of its comprehensive operating aid for pupils with compensatory educational needs shall submit a comprehensive district plan to the Commissioner describing the use of such setaside.

## *Part 151*

### Universal Pre-kindergarten Program Plan

- A plan must be submitted by the school district pre-kindergarten policy and advisory board **in a format prescribed by the Commissioner** demonstrating how children will be served in a pre-kindergarten program. Districts that adopt a pre-K program plan and intend to implement such a program must submit an application to SED for approval.
  - a) Development of application process for eligible agencies
    - Each school district with an approved pre-kindergarten program must develop a process for the submittal of requests for proposals from agencies seeking to collaborate on the implementation of the pre-kindergarten program.

## *Part 154*

### Policy on Educating Pupils with Limited English Proficiency

- Boards of Education which have identified pupils with limited English proficiency are required to develop and implement a policy concerning the education of LEP pupils. The plan must include: procedures to identify pupils with limited English proficiency, a process to annually evaluate pupil performance, assurances of access to appropriate instructional support services. The policy along with supporting

documents must be submitted to the Commissioner. To receive aid the **plan must be submitted to the Commissioner by September 1st each year.**

### *Part 155*

#### Comprehensive Long Range Plan for Educational Facilities

- Plans must include the appraisal of the following: the educational philosophy of the district, administrative organization and program requirements, present and projected pupil enrollments, space use and state rated pupil capacity of existing facilities, and priority of maintenance needs. **The plan must be updated annually.**

#### 5-Year Capital Facilities Plan

- Each school district is required develop a 5 year capital facilities plan **by July1, 2001 and update the plan annually.** The plan must include a breakdown of current and proposed construction, current and proposed additions, and current and proposed alterations/major repairs, energy consumption and a district wide inventory.

#### Comprehensive Public School Safety Program

- School districts must ensure that the school facilities comply with the following requirements.
  - a) Building Condition Surveys
    - School districts must survey the conditions all occupied buildings within the district. The surveys must be conducted for all occupied buildings **on or before November 15, 2000 and at least every 5 years thereafter.**
  - b) Annual Visual Inspections
    - School districts are required to conduct a visual inspection of every occupied building. Inspections must be **completed by November 15<sup>th</sup>** of each year in which a building condition survey is not scheduled and report must be **filed with the Commissioner by January 15<sup>th</sup>.**

#### District Wide School Safety Plan

- School districts are required to develop a comprehensive, multi-hazard school safety plan that covers all school buildings of the school district. The plan is designed to address crisis intervention and emergency response and management at the district level. The plans include: policies and procedures for responding to threats or acts of violence; prevention and intervention strategies; building security policies; establishment of emergency protocols; and strategies for improving communications. School districts must **adopt the plans by July 1, 2001 and update the plans by July 1<sup>st</sup> each succeeding year.**

#### Building Level School Safety Plan

- Each school district must adopt a plan addressing emergency evacuations, crisis management procedures, and policies to permit law enforcement access to

necessary information. School districts must adopt the plans by **July 1, 2001** and update the plans by **July 1<sup>st</sup>** each succeeding school year.

#### School Facility Report Card

- **On January 1, 2001 and each year thereafter**, school districts must report in a public meeting the conditions of school building facilities, specifically, the age of the buildings, size, enrollment, capacity, use life, inspection results and projected building plans.

#### Pesticide Notification Requirements

- **At the commencement of each school year**, school districts are required to provide general information on the application of pesticide products at the school. Upon the request of a parent or staff person, the school district is required to provide at least 48 hours advance notification of a pesticide application. Districts are required to share information on a quarterly basis with all parents and staff regarding pesticide applications that occurred during a specified time period.

#### *Part 155.17*

##### School Emergency Management Plan

- **By October 1**, each school district and BOCES shall prepare a school emergency management plan to insure the safety and health of children and staff and to insure integration and coordination with similar emergency planning at the municipal, county and state levels.

#### *Part 200*

##### Registry of all Students with disabilities

- Each school district is required to maintain and update annually a registry of students with disabilities. Registry information must be reported to the Committee on Special Education by **October 1<sup>st</sup>** and revised annually.

##### School Policy on Procedures and Practices for Disabled Students

- A plan must be developed for implementing school wide approaches and pre-referral interventions to remediate student performance prior to a referral for special education.
- Policy must be developed for the declassification of students with disabilities.
- Each school district must establish a plan to allow students with disabilities to be involved in and progress in the general education curriculum.

##### District Plans

- Each board receiving an aid apportionment for eligible students must prepare periodic plans providing detailed information regarding the school's special education plan. The plans must include a description and identify the scope of the special education programs and services, and the age and number of students served by the budget to support the plan. The plan must be updated by **September 1, every two years beginning with 1986**.

#### Special Education Space Requirements Plan

- BOCES superintendents must submit a special education space plan. The plan must identify the need for additional facilities space for all special education programs in the geographic area. The plan must be submitted to the Commissioner not later than **February 1, 1989 and by February 1<sup>st</sup> of every 5<sup>th</sup> year thereafter.**

#### Personnel Development Plan for Special Education

- The Board of Education of each school district must submit to the Department on an annual basis (**date set by the Commissioner**) a local plan containing information demonstrating that all personnel providing services to students with disabilities are adequate. This plan may be incorporated into the professional development plan.

#### Individualized Education Plans

- Students identified with disabilities are provided with an IEP.
- IEPs are issued following the completion of an evaluation and recommendation identifying the student's present performance level and the individual's needs to meet the educational objectives.
- IEP's are required to be reviewed and **updated annually** for each student.

### *Part 201*

#### Functional Behavioral Assessment

- An assessment must be completed on students identified with behavioral challenges. The purpose of the assessment is to determine why the student engages in behaviors that impede learning and how the students' behavior relates to the environment.

#### Behavioral Intervention Plan

- An individualized plan must be established to address the behavioral needs of students. The plan is based on the results of the functional behavioral assessment, and at a minimum includes a description of the problem behavior, global and specific hypotheses as to the problem and intervention strategies to address the behavior.