

MONTICELLO CENTRAL SCHOOLS

PUPIL PERSONNEL SERVICES

**PROCEDURES AND INFORMATION
2005-2006**

7/12/2005

MONTICELLO CENTRAL SCHOOL DISTRICT
POLICY AND PROCEDURE FOR REPORTING INCIDENTS OF SUSPECTED CHILD
ABUSE AND MALTREATMENT

The Board of Education of the Monticello Central School District establishes the following policy and procedure, pursuant to the provisions in the Social Services Law, Chapter 1039, Laws of 1973, Title 6. The purpose of child abuse and maltreatment policy is to protect children whose health or welfare is threatened through non-accidental injury by parents, guardians, or caretakers, hi reporting incidents of child abuse or maltreatment, the school will cooperate with other agencies and professions in identification, treatment, and prevention programs.

Questions and Answers: Suspected Abuse and Maltreatment

1. Q. What is considered child abuse or maltreatment?

A. A child -whose health or welfare is threatened through non-accidental injury by parents, guardians or caretakers.

2. Q. What signs should I look for?

A. If a child has a suspicious bump, bruise, cut or mark; or if a child complains of pain in or around a certain area.

3. Q. If I notice a suspicious mark, what should I do?

A. Contact the building principal immediately.

4. Q. What if I think this mark is not worthy of a hotline call?

A. Any suspicious mark must be reported. There may be a history of abuse that you may not be aware of. In addition, the law requires you to report it. Pupil Personnel Services will make an assessment by staff members whose training provides them with the necessary expertise to make such determinations.

5. Q. What happens to the child after I contact the principal?

A. The school principal reports the incident to the Office of Pupil Personnel Services who as liaison to CPS, will report the incident to the NYS Child Abuse and Maltreatment Registry Hotline Number (#1-800-635-1522).

6. Q. What happens next?

A. Pupil Personnel Services will interview the child and follow the recommendations of the local Child Protective Services after the child is interviewed. The school may disclose information from educational records to assist in the protection of the health and safety of the student.

7. Q. Can students be taken out of the home?

A. If it is determined that the child is in imminent danger, Child Protective Services may take the child into protective custody with or without the consent of the child's parent or guardian.

8. Q. Is there a written record of this?

A. A "Report of Suspected Child Abuse or Maltreatment" form (Form DSS-2221A) will be completed by Pupil Personnel Services with one copy sent to Child Protective Services at the Sullivan County Department of Social Services in Liberty.

9. Q. What happens if a case is "unfounded"?

A. All information reported to the State registry is expunged. The school must destroy all records of this incident.

10. Q. Will someone contact me during this incident?

A. Once all information is collected and a determination is made, the building principal should provide follow-up to the teacher who reported the incident.

Note: This information should be placed where it can be easily and frequently accessed for review.

Procedures for Reporting:

1. All school personnel who have reasonable cause to suspect a child is being abused or maltreated is required to report the incident to the principal immediately.
2. The school principal reports the incident to the Office of Pupil Personnel Services who as liaison to Child Protective Services, will report the incident to the New York State Child Abuse and Maltreatment Registry through its toll free number, #1-800-635-1522.
3. After the telephone report to the State Central Registry, the New York State Department of Social Services, Form DSS-2221 A, "Report of Suspected Child Abuse or Maltreatment" will be completed by Pupil Personnel Services with one copy sent to:
Child Protective Services, Supervisor
Sullivan County Department of Social Services
P.O. Box 231, Infirmary Road
Liberty, NY 12754

One copy will be kept in the office of Pupil Personnel Services where it will remain pending disposition of the case. This written report may be used as evidence in the event the referral precipitates legal action.

4. If it is felt that the child should be taken into protective custody, this should be requested when the oral report is made to the State Central Registry in order that immediate action could be initiated. In those cases where the Child Protective Services worker has determined that the child is in imminent danger, the worker may take the child into protective custody without the consent of the child's parent or guardian.

5. School district personnel should assist the staff of Child Protective Services to fulfill their responsibilities by allowing the child to be interviewed on school property. If a Child Protective Services worker requests to interview a student at school, the principal will notify Pupil Personnel Services so that appropriate follow-up can be initiated.
6. The school may disclose information from educational records to Child Protective Services in child abuse and maltreatment situations providing the information is utilized to protect the health and safety of the student.
7. When a report has been determined to be unfounded, all identifying data in the State Central Registry is automatically expunged. The school must also destroy its records. Child Protective Services will notify all mandated reporters so that the DSS-2221A form can be destroyed.

In order for all aspects of the legal process to be fulfilled and also to protect the interest of staff members, it is important that once a suspected case of abuse and neglect is reported, that staff members have no communication with parents or their representative, such as lawyers, or anyone else who requests information or knowledge of the circumstances or incident. Staff members are to report such requests to their building administrators. In summary, no information should be provided to family members without authorization. It is important that school staff members do not disclose any information or if you or anyone else were the source of the hotline registry initiation. Refer that person to building administration or the Pupil Personnel Office.

INFORMATION FOR MANDATED REPORTERS

Abstract Sections from Article 6, Title 6, Social Services Law:

Section 412: Definitions

1. Definition of Child Abuse (see N. Y. Family Court Act, Section 1012(e))

An "abused child" is a child less than 18 years of age whose parent or other person is legally responsible for his/her care who:

- Inflicts or allows to be inflicted upon the child serious physical injury, or
- Creates or allows to be created a substantial risk of physical injury, or
- Commits or allows to be committed against the child a sexual offense as defined in the penal law

2. Definition of Child Maltreatment (see NYC Family Court Act, Section 1012(f))

A "maltreated child" is a child under 18 years of age who has had serious physical injury inflicted upon him by other than accidental means.

A "maltreated child" is a child under 18 years of age whose physical, mental or emotional condition has been impaired or is in danger of becoming impaired as a result of the failure of his parent or other person legally responsible for his care to exercise a minimum degree of care:

- In supplying the child with adequate food, clothing, shelter, education, medical or surgical care, though financially able to do so or offered financial or other reasonable means to do so; or
- In providing the child with proper supervision or guardianship or
- By unreasonable inflicting, or allowing to be inflicted, harm or a substantial risk thereof, including the infliction of excessive corporal punishment; or
- By using a drug or drugs; or
- By using alcoholic beverages to the extent that he/she loses self-control of his/her actions; or by any other acts of a similarly serious nature requiring the aid of Family Court.

3. Section 419. Immunity from Liability. Any person, official, or institution participating in good faith in the making of a report, the taking of photographs, or the removal or keeping of a child pursuant to this title shall have immunity from any liability, civil or criminal, that might otherwise result by reason of such actions. For the purpose of any proceeding, civil or criminal, the good faith of any person required to report cases of child abuse or maltreatment shall be presumed.

4. Section 420. Penalties for Failure to Report

- Any person, official or institution required by this title to report a case of suspected child abuse or maltreatment who willfully fails to do so shall be guilty of a Class A misdemeanor.
- Any person, official or institution required by this title to report a case of suspected child abuse or maltreatment who knowingly and willfully fails to do so shall be civilly liable for the damages approximately caused by such failure.

POLICY AND PROCEDURES FOR REPORTING STUDENTS WHO ARE SUSPECTED OF BEING AT-RISK FOR SUICIDE

The Monticello Central School District recognizes that at times we must deal with students who are suspected of being at-risk for suicide. The following procedures must be followed by all personnel:

Procedure:

1. All school personnel who have reasonable cause to suspect a child is at-risk for suicide are required to **report the incident to the administrator in charge immediately.**
2. The administrator in charge is required to report the incident directly to the office of Pupil Personnel Services (794-0128) and speak with either the Director or Assistant Director. If not available, information should be shared with a member of the PPS staff. **It is important to indicate that there is a potential crisis with a student.**
3. Once the administrator contacts the PPS Office, a clinical staff member will assess the situation and may interview the child.
4. If school personnel believe the student to be in imminent danger, a staff member will remain with the student until proper additional help is obtained.
5. If the student has already hurt his or herself, the school nurse will be immediately notified.
6. Pupil Personnel Services will help determine a course of action.
 - a) A member of the Pupil Personnel staff will contact the parents in order to make recommendations and referrals.
 - b) It is the responsibility of the parents to arrange for the appropriate assessment and treatment for their child.
 - c) Pupil Personnel Services staff will assist the parents in obtaining community support services.
 - d) Feedback will be provided to appropriate school personnel.

*** PLEASE SPEAK TO AN ADMINISTRATOR BEFORE A CHILD IS INTERVIEWED. IT IS IMPORTANT THAT YOU DO NOT BRING THE CHILD TO SOMEONE UNTIL THE PRINCIPAL DETERMINES WHO WILL INTERVIEW THAT CHILD.**

Clarification of *procedures* for reporting students who are suspected of being at-risk for suicide.

The Monticello Central School District recognized that at times we must deal with students who are suspected of being at-risk for suicide.

In order to insure prompt attention to any student who falls into the category of at-risk for suicide as it is described below, the following procedures must be followed by all personnel.

1. Who is "At-Risk?"

Any student who says or writes or otherwise indicates in the presence of a staff member that he or she is contemplating suicide is at-risk.

Please Note:

A staff member should not evaluate whether the student's verbal or written statement is a serious statement. That assessment must be made by those staff members whose training provides them with the necessary expertise to make such determinations.

2. Procedures to follow:

Any staff member who suspects that a student is at-risk for suicide **MUST REPORT THAT INFORMATION TO THE BUILDING PRINCIPAL AT ONCE.** The building principal will then inform Pupil Personnel Services where staff will take immediate and appropriate action.

Please Note:

It is not an acceptable practice for the staff to notify Pupil Personnel. You must notify the principal in your building (his/her designee in case he/she is not available). At the appropriate time, you will be contacted by Pupil Personnel staff for your input.

If you have any questions regarding these procedures, please refer them to any member of the Pupil Personnel staff.

REFERRAL PROCESS

The PPS Intervention Form:

A referral for Pupil Personnel intervention can be initiated when a student is experiencing difficulty and not achieving to the level of students in that grade and is showing difficulty in an academic area, but is not suspected of being in need of special education programs and services. There may be suspected personal family problems, drug or alcohol abuse, a hearing or vision problem, or the need for intervention with family and/or counseling. This referral is reviewed by the Office of Pupil Services. The student is then assigned to an appropriate staff member for appropriate follow-up. Any member of the Pupil Personnel staff may be assigned as appropriate. If a problem other than a disability is found, an appropriate intervention plan is initiated. However, at any point in the process if a student is perceived to have a disability, then the Committee on Special Education (CSE) referral process needs to be initiated.

Child Suspected of Having a Disability

A referral to the CSE is accomplished by completing a referral form when a student is suspected of being in need of special education programs or services. Once this referral is initiated, there are specific requirements which must be implemented. These requirements include informed consent, medical evaluation, psychoeducational evaluation, social/developmental history, classroom observation, and presentation to the CSE where placement recommendations are made.

Categories of Children with Disabilities:

Autism	Multiple Disabilities
Deafness	Orthopedic Impairment
Deaf-Blindness	Other Health Impairment
Emotional Disturbance	Speech or Language Impairment
Hearing Impairment	Traumatic Brain Injury
Learning Disability	Visual Impairment
Mentally Retardation	

SPECIAL EDUCATION TEACHERS: RESPONSIBILITIES TO TEACHERS FOR MAINSTREAMED STUDENTS

1. Inform teacher, assistant and support staff person of his or her responsibility relating to the implementation of the individualized education program and the specific accommodations, modifications, and supports that must be provided for the student.
2. Conference ideally on a weekly basis with regular education teachers to note progress and keep familiar with regular teachers to note progress and keep familiar with course content.
3. Note when you, as a special education teacher, will be available to have conferences (day, period, time, etc.) with the regular education teacher and where conference will take place.
4. Verbally inform the regular education teachers of any pertinent behavioral, social, medical, emotional, family or academic problems that might interfere with progress in the mainstreamed classroom.
5. Regular education teachers should be made aware of which special education teacher is responsible for each special education student in order to avoid confusion.
6. Updated test data should be made aware of and follow any required modification in the student's program.
7. The regular education teacher should be made aware of and follow any required modification in the student's program.
8. Regular education teachers and the student's guidance counselor should be invited to parent conferences.
9. In the Resource Room, make sure that copies of regular textbooks are available to students.
10. Work collaboratively with the regular education teachers in order to facilitate the educational program of shared students.

RESPONSIBILITIES OF THE REGULAR EDUCATION TEACHERS:

1. Be aware of which students in your class receive special education services and become knowledgeable of the IEP of each student.
2. Know who the child is assigned to in the high school and middle school (case manager) and elementary school (special education teacher).
3. Meet on a regular basis with the special education teacher to discuss the mainstreamed child. Informal and formal meetings are encouraged.
4. Keep the special education teacher informed of anything the child might need help with (i.e. reading tests, covering supplemental material as reinforcement, etc.).
5. Resource room teachers should be given copies of relevant textbooks.
6. Special education teachers should be kept abreast of upcoming projects, reports and assignments that students might need help with.
7. Inform the special education teacher of classroom behavior, social interactions and overall acceptance in the mainstreamed class.
8. Special education teachers should be invited to conferences with parents.
9. Copies of report cards should be made available to the special education teacher at the elementary level.
10. Work collaboratively with the special education teacher/case manager in order to facilitate the educational program of shared students.

CASE MANAGER - Secondary Schools

Each special education teacher in the High School and Middle School is assigned a student caseload. The case manager is responsible for student scheduling, arranging parent conferences, and the monitoring of student's progress in school.

The special education teacher will make weekly contacts with the student's regular education teacher and a log will be maintained. The case manager, therefore, acts as a consultant by offering helpful suggestions regarding effective ways to deal with the student's handicapping conditions in all areas of the student's school life.

All teachers will receive lists containing case manager/case load assignments at the onset of the school year and whenever updates are necessary.

TEAM LEADER - High School

The teacher will continue with their regular teaching duties as a special education staff member. In addition, he/she will work under the supervision of the Principal and the Director of Pupil Personnel Services to:

1. Assist in the organization and implementation of the special education program.
2. Assist in the procedures necessary for the appropriate placement of students assigned to the special education program.
3. Coordinate and facilitate the gathering of information to and from the department.
4. Facilitate the transition for newly assigned students to the special education program.
5. Schedule teacher visitation to mainstream classes (electives, language), when necessary.
6. Assist in carrying out of the procedures and policies necessary for special education students.
7. Coordinate and facilitate testing schedules.
8. Perform other tasks and assume other such responsibilities as assigned.

TEAM LEADER - RJK MIDDLE SCHOOL

A member of the special education department will continue with their regular teaching duties as a member of the special education department. He/she will work under the supervision of the RJK Middle School Principal and the Director of Pupil Personnel Services. He/she will assist in the organization and implementation of the RJK Middle School special education department.

- Arrange coverage for substitute teachers, teacher assistants and special education aides in the morning and as needed.
- Assist in the distribution of supplies and other materials in support of the special education instructional program.
- Assist in the dissemination of Individual Educational Plans (IEP's) to appropriate staff members.
- To arrange proctoring and monitor accommodations for students during school-wide testing.
- To assist in the facilitation of communication between the RJK Middle School and the Pupil Personnel office.
- Perform such other tasks and other responsibilities as assigned.

COMMON TERMS:

- A. Individuals with Disabilities Act (IDEA)** is a federal law mandating that disabled children be entitled to a free, appropriate public education in the Least Restrictive Environment (LRE). Additionally, it gives parents Due Process Rights concerning the education of their child.
- B. Least Restrictive Environment (LRE)** under IDEA requires that a placement in other than a regular class is made only after it is determined that placement in regular classes will be unsuccessful.
- C. Inclusion** is the delivery of services for any disabled child which is provided to the extent possible in the neighborhood school, in the regular classroom, with educational supports.
- D. Mainstreaming** is the placement of the disabled student into programs with non-disabled students to the maximum extent appropriate. Once it has been determined that inclusion is not appropriate for the student, alternative or "pull out" special education programs are provided, with mainstreaming required to the extent possible.
- E. Classification** is determined by a multi-disciplinary team including (but not limited to) the parent of the child being discussed, the parent member, a school psychologist, school social worker, teacher member, physician, CSE chairperson, and related service personnel.
- Based on the results of the comprehensive evaluation *and* other pertinent information about the child, members of the CSE (including the parent), and other invited persons meet to recommend an appropriate educational program.
- F. Committee on Special Education (CSE)** - The mandated members of the CSE include the parent of the child being discussed, a teacher or administrator of special education, a school psychologist, a regular education teacher of the student, a parent of a disabled child who lives in the district and a physician. The physician is not required to attend each CSE meeting. Members of the Committee on Special Education meet to review evaluation reports and develop a recommendation. The participation of all members provides a wide range of viewpoints and expertise. The Individual Education Program is developed at the CSE meeting.
- G. Individualized Education Program (IEP)** is the basis for instruction used to document and review progress. It summarized the student's current skills and abilities, establishes goals and objectives for the school year, describes programs designed to meet these goals, and lists ways to periodically check the student's progress.
- H. Related Services** such as audiology, counseling, occupational therapy, physical therapy, speech pathology, medical services, psychological services and other appropriate services support the student's educational program.

TESTING MODIFICATIONS

This refers to the adaptation of testing procedures to accommodate individual student's needs.

If testing modifications are stated on the student's Individualized Educational Program (IEP), they must be implemented **by all teaching personnel**.

Some of the most common testing modifications specified on IEPs are listed below but this list is not exhaustive:

- Time limit waived/extended
- Exam administered in a separate location
- Use of calculator
- Exam copy provided in Braille, large print, etc.
- Questions read to student
- Directions read to student
- Modified method of response
- Directions simplified

SUGGESTIONS FOR CARRYING OUT MODIFICATIONS IN THE CLASSROOM:

1. Reduce number of questions completed for FULL credit. Modifications can be made with regard to the quantity of the material the student is required to complete (ex: give 10 problems instead of 20).
2. Test formats should vary. Examples: short answer, multiple choice, essay, oral, open book and take-home tests, depending on individual needs of students.
3. Present limited material on one page.
4. A student who has difficulty expressing himself with written language could be allowed to answer questions orally (ex: tape recorder, directly to teacher).
5. Students having difficulties should have directions that are short and simple. If necessary, have the student repeat directions in his/her own words.
6. Step-by-step directions should be short and simple. If necessary, have the student repeat directions in his own words.
7. Provide completed examples.
8. Use concrete manipulative items (chalkboard, games, computer, etc.)
9. Assign another student "designated note taker" or photocopy notes.
10. Have students work in pairs or groups.
11. State the number correct, when grading, as opposed to the number wrong.

GRADING POLICY OF MAINSTREAMED STUDENTS

When a special education student is mainstreamed in a regular education class, testing accommodations and modifications must be implemented, as stated on the IEP. In addition, grading modifications are expected to be made by the regular education teacher when necessary or appropriate to fit the specific disabilities of the special education students.

An example might be if a slow learner is given a lengthy homework assignment, the regular education teacher may opt to assign a modified version (i.e. every other question).

It is recommended that the regular education teacher seek assistance and/or recommendations from the special education teacher/case manager to help identify areas of need.

Teachers should be aware that special education students often have areas of weakness in demonstrating knowledge of material due to their disabilities. This should be taken into consideration when grading class assignments, homework and tests. Alternative methods of assessment may be employed for students with disabilities in order to allow them to accurately demonstrate their level of knowledge of curriculum content.

Report Card Grading – grading for students with disabilities should be consistent with grading policies for all students. Alternative methods of assessment may be employed for students with disabilities but grading based on such assessments should be consistent for all students. Effort and motivation should be factors in grading to the same extent that such factors are considered for all students in the class.

Copies of report cards should be shared between special education teachers and regular teachers.

MONTICELLO RESOURCE ROOM PROGRAM GUIDELINES

A major focus of the Special Education Program is the provision of Resource Room services. The goal of this program is to support students' placement in as many regular education instruction settings as appropriate (LRE). Resource Room teachers carry out two major roles: direct instruction as well as a consultant role to regular educational staff.

The program components described below are the basic requirements that are to be carried out by staff assigned and should reflect the individualized needs of the assigned students as prescribed in the IEP (learning needs, social and developmental needs, physical needs and management needs).

These components are:

1. To help develop, refine and enhance student's study skills. This includes but is not limited to:
 - a) remediate areas of weakness
 - b) note taking skills
 - c) notebook organization
 - d) test preparation
 - e) outlining skills
 - f) homework completion
 - g) project completion
2. To help present mainstream curriculum in alternative modes (i.e. on tape-recorder, in simplified terms by demonstration, etc.)

Contact with all mainstream teachers for each student should be made within one week of placement. At that time, an appointment should be secured to review the IEP goals and objectives with the mainstream teachers. Regular education teacher will receive the student data sheet and/or a copy of the IEP.

There will be regular contact meetings where the following information will be shared: tests and quiz dates, lesson plans and assignments, student's performance, behavior, and any other pertinent information.

A log will be maintained by the special education teacher recording contacts made with regular education teachers. These logs will be reviewed periodically by the Pupil Personnel Services Administrators.

Students are expected to bring appropriate material to Resource Room class and added back up material should be on hand for those who are unprepared or who have completed assignments.