

Highland Central School District

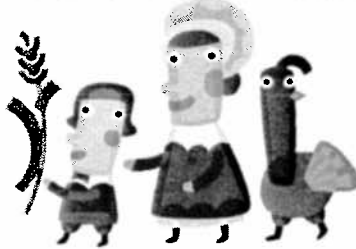
AGENDA

Board of Education Meeting

Tuesday, November 19, 2013

6:00 Executive Session (Pending on Board Approval)

7:00 pm Regular Meeting held in the High School Cafeteria



EXECUTIVE SESSION: Anticipated upon Board Approval

BE IT RESOLVED, that the Board of Education of the Highland Central School District conduct an Executive Session to discuss the following topics:

- Collective Negotiations pursuant to Article 14 (Taylor Law) of the Civil Service Law;
- The Medical, financial or credit, employment history of a particular person or corporation, or matters leading to the appointment, employment, promotion, demotion, discipline, suspension, dismissal or removal of a particular person or corporation

APPOINTMENT OF CLERK PRO TEMPORE

BE IT RESOLVED that the Board of Education appoints Louise M. Lynch as Clerk Pro Tempore for Board meeting held today, November 19, 2013.

CALL TO ORDER AND PLEDGE OF ALLEGIANCE

SPECIAL PRESENTATION

Star Re-Registration Presentation

PUBLIC COMMENTS:

Any topic related to the agenda may be addressed except for personnel or specific student issues.

Protocol for Public Comment:

The school board encourages public participation at its meetings. To allow for efficiency in conducting meetings and to give each speaker a fair opportunity to present his/her views the following shall apply to the public speaking portion of the agenda.

- *Each speaker shall state their name;*
- *Any questions/concerns be submitted in writing with speaker's contact information (name/address/phone number);*
- *Each speaker shall be limited to a time agreed upon by the Board;*
- *The Board will not permit discussion involving individual personnel or students;*
- *Direct all remarks to chair. Community members may not poll individual*

*Board members nor debate other community members in attendance.
Members of the community are encouraged to also present their comments in writing. Undue interruption or other interference with the orderly conduct of the Board of Education business will not be allowed. Defamatory or abusive remarks are always out of order.*

ACCEPTANCE OF REPORTS:

BE IT RESOLVED that the Board of Education acknowledges reviewing the following reports:

- a) Treasurer's Report – October 2013
- b) Enrollment and Attendance Report –

CURRICULUM AND INSTRUCTION:

- a) **Principal's Report:** (Reports on file in District Office)
Each month the Principals will report on important information and events occurring in their schools.
- b) **Director of Student Services Report:** (Report on file in District Office)
Director of Student Services, Barbara E. Chapman, will report on operations of the Student Services Department.
- c) **Approval of Committee on Special Education Minutes**
- d) **Approval of Committee on Preschool Special Education**

PERSONNEL:

- a) **Appointment**

BE IT RESOLVED that the Board of Education, upon the recommendation of the Superintendent of Schools, approves the appointment for the following individual as follows:

Jessica Mack

Position: School Monitor, PT
Salary: Grade 3, Step 1 / \$10.06 hr
Effective Date: November 20, 2013
Purpose: Leave replacement of Diane Dolcemascolo

Deidra Cappillino

Position: School Monitor, PT
Salary: Grade 3, Step 3 / \$10.86 hr
Effective Date: November 20, 2013
Purpose: Replacing resignation of Vicky Boyette

Lisa Rogers

Position: Fifth Grade Teacher
Salary: MA Step 1 / \$47,175, pro-rated
Effective Date: On or about November 27, 2013 – June 30, 2013
Purpose: Replacing Jessica Cozzolino on maternity leave

Olivia Pacheco

Position: Volunteer Assistant Girls Basketball Coach / JV and Varsity

Effective Date: Winter season 2013-2014

b) **Substitute Teaching Appointments**

BE IT RESOLVED that the Board of Education, upon the recommendation of the Superintendent of Schools, approves the attached revised substitute teaching list with an Emergency Conditional Appointment consistent with SAVE legislation requirements.

c) **Non-Teaching Substitute Appointments**

BE IT RESOLVED that the Board of Education, upon the recommendation of the Superintendent of Schools, approves the attached revised Non-Teaching substitute list with an Emergency Conditional Appointment consistent with SAVE legislation requirements.

d) **Employment Contract**

BE IT RESOLVED that the Board of Education, upon the recommendation of the Superintendent of Schools, approves the attached Terms and Conditions of Employment of the Assistant Superintendent, Transportation Supervisor, Director of Facilities II, and the School District Technology Coordinator.

BUSINESS AND OPERATIONS:

a) **Budget Transfer**

BE IT RESOLVED that the Board of Education, upon the recommendation of the Superintendent of Schools, approves the budget transfer as follows for the 2013-2014 school year:

- Budget Transfer Number 4349 totaling \$146,564.00

b) **Accept Donation & Budget Increase**

BE IT RESOLVED that the Board of Education, upon the recommendation of the Superintendent of Schools, accepts the donation in the amount of \$5,000 from Bob's Discount Furniture.

FURTHERMORE BE IT RESOLVED that based upon the recommendation of the Superintendent of Schools the Board of Education approves the budget increase of \$5,000.

<u>Appropriations</u>	<u>Total \$5,000</u>
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Computer Equipment	A2630-201-05-0000	Total \$5,000
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<u>Revenues</u>	<u>Total \$5,000</u>
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Gifts & Donations A2705	Total \$5,000
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c) **Designation**

BE IT RESOLVED that the Board of Education, upon the recommendation of the Superintendent of Schools, approves designating the following bank as depository for the 2013-2013 school year: Catskill Hudson Bank

d) **Uncollected Taxes**

“BE IT RESOLVED that upon the recommendation of the Superintendent of Schools the Board of Education approves transferring the Uncollected Taxes for the 2013-14 school year in the amount of \$1,594,596.64.

STUDENT REPRESENTATIVE COMMENTS – Priyanka Dongare

SUPERINTENDENT COMMENTS

BOARD OF EDUCATION:

New Business:

a) **Poll Voting Resolution**

Resolution of the Highland Central School District, Highland, New York, adopted November 19th 2013, appointing the Chairman for the Board, Special District Meeting, to be held on December 10, 2013 and appointing the Inspectors of Election to act at such Special District Meeting.

Resolved by the Board of Education of Highland Central School District, Ulster County, New York, as follows:

Section 1. Pursuant to the provisions of the Education Law, Section 2025, Maryann Ingraham, a qualified voter of this School District, is hereby appointed to act as the CHAIRMAN of the SPECIAL DISTRICT MEETING to be held in the School District on December 10, 2013 and the District is hereby authorized and directed to give written notice of appointment to such qualified voter so appointed by this Board of Education, not later than ten (10) days prior to the Special District Meeting to be held on December 10, 2013.

Section 2. Pursuant to the provisions of the Education Law, and being not less than (10) days prior to the holding of the Special District Meeting on December 10, 2013 the following qualified voters are hereby appointed to act as INSPECTORS OF ELECTION, and Lisa M. Cerniglia to act as the CHIEF ELECTION INSPECTOR, each to perform such duties and to take such action as prescribed by the Education Law:

Barbara Phillips
Angelo Greico
Pat Winchell
Gina Hansut
Sue Bacchi

Michelle McGrath
Barbara Vache
Robin Bogdanowicz
Heidi Souleotis
Mary Darcy

Sally Bellacicco
Brandin Bisaccia

Denise Santangelo
Kevin Rivera

and the District Clerk is hereby authorized and directed to give written notice of the appointments so made by the Board to all of the persons so appointed, all not less than ten (10) days prior to the date of said Special District Meeting to be held on December 10, 2013.

Section 3. The District Clerk is hereby authorized and directed to notify this Board of Education forthwith if any such persons hereinabove appointed to the respective offices refuses to accept such appointment or fails to serve, in which case this Board of Education is to take such further action as may be authorized in such circumstances pursuant to the Education Law. In the event that this Board of Education is unable to hold a meeting to appoint a qualified voter of this School District to fill a vacancy caused by the refusal of any person herein designated to accept his/her appointment or the failure of any such persons to serve, the District Clerk is hereby authorized to appoint a qualified voter of this School District to fill such vacancy.

Section 4. This resolution shall take effect immediately.

- b) **Elementary School – Local Assistance Plan**
- c) **Correspondence** – Any correspondence received by the Board may be discussed.
- d) **Future BOE Agenda Items**

Old Business:

- a) **Electronic Use Policy**
- b) **Capital Project** – Discussion
- c) **Board Priorities**
 - Improving Building Facilities;
 - Education Improvement;
 - Improving Community Relations;
 - Improving Fiscal Fitness

PUBLIC COMMENTS: Any topic related to the agenda may be addressed except for personnel or specific student issues.

EXECUTIVE SESSION: Anticipated upon Board approval

RESOLVED, that the Board of Education of the Highland Central School District conduct an Executive Session to discuss the following topics:

1. _____ Matters which will imperil the public safety if disclosed;
2. _____ Any matter which may disclose the identity of law enforcement agent or informer;

3. _____ Information relating to current or future investigations or prosecution of criminal offices, which would imperil effective law enforcement if disclosed;
4. _____ Discussions regarding proposed, pending, or current litigation;
5. x Collective Negotiations pursuant to Article 14 (Taylor Law) of the Civil Service Law;
6. x The Medical, financial or credit, employment history of a particular person or corporation, or matters leading to the appointment, employment, promotion, demotion, discipline, suspension, dismissal or removal of a particular person or corporation;
7. _____ The preparation, grading or administration of examinations;
8. _____ A proposed acquisition, sale, or lease of real property or the proposed acquisition of securities, or sale or exchange of securities held by such public body, but only when publicity would substantially affect the value thereof.

ADJOURNMENT

HIGHLAND ELEMENTARY SCHOOL
Principal's Report - November 13, 2013

Enrollment:

K: 136	1 st : 152	2 nd : 146	3 rd : 114	4 th : 133	5 th : 128
Total:	809 (as of 11/13/2013)				

SAFETY Drills:

- Eight (8) required fire drills have been completed for the fall. Four drills will occur in the spring.
- Early dismissal procedures reviewed – participated in the country-wide early dismissal (15 minutes early)
- Emergency evacuation drill conducted on Friday, November 8, 2013

PTA:

PTA has been busy with their annual fundraising campaigns to raise funds to help fund school-related events and projects. The November meeting was also spent informing the group about the upcoming referendum.

PBIS:

Our incentive program is working through the use of our school store. Teachers participated in the recent McTeacher Night at Highland McDonald's to raise funds to supply the school store with items for students to purchase using their earned Husky Dollars.

Local Assistance Plan (LAP):

The Local Assistance Plan has been completed and reviewed by faculty and staff. Additionally, it has been reviewed by our curriculum consultant, Robin Hecht, and our liaison at Ulster BOCES. It has been sent on to the district-level for review. The final stage is for it to be adopted so it can be placed on the school web site by November 23, 2013.

Annual Professional Performance Reviews (APPRs):

Type of APPR	Completed	Still to do
Announced	10	61
Unannounced	0	71

Staffing:

Type of Staffing	FTE
General Education – Classroom Teachers	35.0
Special Education (Inclusion, 12:1, 8:1, Resource, ESL)	14.0
Special Area (Art, Music, Library, PE, AIS)	11.2
Special Supports (Psychologist, Social Worker, OT/PT, Speech, Nurse)	6.0
Teaching Assistants/Aides	21.0
Secretaries/Attendance Clerk	3.0
Monitor	1.0
Health Aide/LPN	2.0
Security	1.0
Café Monitors (2.5 hrs)	12

Bob's Furniture Grant

Thanks to the efforts of Ms. Foglia (parent of fifth grade student) we were rewarded a \$5,000 grant from Bob's Discount Furniture. Ms. Foglia entered our school in the annual grant contest. One school is chosen in each state. We were visited by a representative of Bob's Discount Furniture on Tuesday, November 12th and received the check which is to be used to foster arts/technology programming in our school.

Upcoming Events:

Report Card Distribution: Thursday, November 14, 2013
Parent/Teacher Conferences: Monday, November 25th (5:45 pm – 9:00 pm)
Parent/Teacher Conferences: Wednesday, November 27th (8:00 am – 11:00 am)
Elementary PTA Meeting: Monday, December 2nd (6:30 pm – 8:00 pm)
Elementary Winter Concert: Monday, December 16th (6:30 pm – HHS Auditorium)

**Highland Middle School
Principal's Report
November 14, 2013**

Enrollment:	11/14/13	Staffing:	Teachers	Support Staff
6 th grade:	137		Full time HMS: 37	Teacher Assistants: 8
7 th grade:	142		Full time travel: 1	Teacher Aides: 3
8 th grade:	161		Part Time: 3	Monitors: 3

Calendar:

November 15:	7:00-9:00 pm	PTA MS Dance
November 26:	5:45-9:00 pm	Parent/Teacher Conferences
November 27:	8:00-11:00 am	Parent/Teacher Conferences
December 5:	7:30-8:30 pm	Music Boosters meeting
December 9:	6:30 pm	PTA meeting
December 12:	6:30 pm	Winter Concert

Master Scheduling: Although it seems early to be discussing this topic, there is no time to waste. As you know, the 8 period day, for several reasons, has been very difficult to work with. The middle school changed to the 8 period day to avoid a substantial amount of study hall seats. With current staffing, reverting to a 9 period day would result in approximately 350 study hall seats. With the help of the guidance staff, I am developing a "mock" 9 period master schedule to determine how much staffing would be required to drop this number significantly. This research will be done both including and excluding teaming.

WRITING PROJECT: Our last curriculum meeting was spent discussing the results of the first writing prompt that is part of the Writing Project. Teachers identified student strengths and weaknesses, and detailed lessons to be taught to address those weaknesses. In January, all teachers will give an in class writing prompt to check on student progress. The final writing prompt will be given in May, then scored and used as a school wide score for the Local 20 portion of the APPR.

CURRICULUM WRITING: I met with Sarah D-L and Robin H. this week to discuss the process of developing written curriculum /curriculum mapping at the middle school. This topic will be introduced at the faculty meeting on Monday. To begin, teachers will be asked to identify the current topics they teach throughout the year and the approximate time frames used to teach these topics. This information will be put together and analyzed for discrepancies both vertically and horizontally. Once any discrepancies are resolved, we will begin the work of applying Common Core Learning Standards (CCLS) to the topics. The eventual goal is to assure that each CCLS is sufficiently addressed throughout instruction in the building.

PBIS: Our first referral free recognition for PBIS will occur on 26th. It's hard to believe that we are already at the 10 week mark. As you may recall, this is the recognition where any student without a behavior referral may choose from one of many activities for a class period. These activities include such things as a dance party, karaoke, board games and gym activities. This is very popular for our students who don't otherwise get recognized for their significant positive behavior.

**Highland High School
Principal's Report
November 14, 2013**

Enrollment: 11/13/13 **Staffing:** **Teachers** **Support Staff**

9 th grade:	137	Full time HHS:	33	Teacher Assistants:	3
10 th grade:	150	Full time travel:	3	Teacher Aides:	0
11 th grade:	140	Part Time:	.8 Art	Monitors:	1
12 th grade:	150		.6 Math		
Total	577		.5 Guidance		
			.8 Music		

EVENTS:

November 25th – Parent/Teacher Evening Conferences – 6:00 p.m. – 9:00 p.m.
November 27th – Parent/Teacher Morning Conference – 8:00 a.m. – 11:00 a.m.
November 27th – 29th – No School - Thanksgiving Holiday
December 4th – Financial Aid Night – 6:30 – Library – Snowdate: December 11th
December 5th – Assembly – Jacey Good – Distracted Driving - 9:30 a.m.
December 6th – 8th – Canada Trip
December 23rd – January 1st – Winter Break

SADD CLUB Blood Drive

A big thank you to all of those students and faculty that donated in the blood drive last week. We had 41 students or faculty come through the door and the Red Cross collected 36 productive units. These units will help to save the lives of up to 108 hospital patients. We also had 19 first time donors, which is excellent.

Anti-Bullying Youth Summit

On October 29th Kaitlyn Poluzzi, Emily Benkert, Emily Delfini and Ashlee Folmer attended an Anti-Bullying Youth Summit as representatives of HHS. The event was held in Wappingers Falls and was hosted by The Dutchess County Mediation Center. Students took place in workshops and round table discussions about bullying and anti-bullying. Thanks to Ms. Connors for arranging our participation and to Ms. Pratts for chaperoning our students.

Red Ribbon Week

The week of November 18-22 will be Red Ribbon week at HHS. The SADD club will hold daily awareness events to bring attention to the social, emotional and physical problems with drug use.

Highland Central School District

Office of Student Services, 320 Pancake Hollow Road, Highland, NY 12528

Barbara E. Chapman
Director of Student Services

bchapman1@highland-k12.org
845.691.1023
Fax: 845.691.1024

Director's Report November 19, 2013

Special Education Enrollment

K	1 st	2 nd	3 rd	4 th	5 th	6 th	7 th	8 th	9 th	10 th	11 th	12 th	Total
7	13	14	12	17	25	25	19	26	23	19	19	19	238

Commissioner's Advisory Panel on Special Education – I attended the CAP meeting in Albany last week and the members were very interested in the shared services that Marlboro and Highland are doing. Some of the agenda items we discussed were: several policy updates; preschool initiatives; health homes for children; Youth Employment Services Program; Day Treatment Program Models; a conversation with Assistant Commissioner James DeLorenzo; and a review of our work plan for 2013-2014. Please let me know if there are specific topics you are interested in and I will get you additional information.

Cross District Meetings – On Tuesday, November 12th, we held two inter-district meetings. We used the conference space at the Milton site as that is in between Highland and Marlboro and minimized travel for both staffs. The school psychologists/ CSE chairpersons and special education coordinators from both Highland and Marlboro met in the morning to discuss the Annual Review Process and to do annual review planning including setting dates for the CSE meetings in each of the buildings. Ray Castellani was able to join us for part of our meeting at both the morning and the afternoon sessions. The afternoon meeting was the self-contained classroom teachers from each district and the elementary CSE chairpersons. The teachers had been given postcards for each of their students with the student's name, DOB, grade, disability, and gender for each of the students in their class with room for them to fill in the student's academic strengths and weaknesses and any behavioral needs. All the teachers came to the meeting with their cards filled out – blue for Highland and orange for Marlboro. Both districts have more than 12 students in some of the 12-1-1 programs and we were looking to see if we could make a grouping of students for a new class that would contain students from each district. This is still a work in process, but we are looking down the road to the annual review process and developing cross district classes that could be more appropriately grouped to meet the needs of students in both districts. For example, students could be grouped by learning needs and by behavioral needs and we could perhaps program for more students with autism in district. I was very gratified that the teachers did not seem resistant to the idea of cross district programs. Exciting times – lots to do.

Attachments:

- NYSED Q & A – Career Development and Occupational Studies (CDOS) Commencement Credential
- Article – “The Not-So-Hidden Cause Behind the A.D.H.D. Epidemic”
- Article – “Simple Ways to Cultivate Happiness in Schools”

Vision Statement: The Highland Central School District, in collaboration with its community and partners, is a student-centered learning community focused on the development of independent, lifelong learners while providing a quality education and promoting positive and healthy student growth.

**New York State (NYS) Career Development and Occupational Studies (CDOS)
Commencement Credential
Questions and Answers
November 2013**

A. Eligibility

- 1. Can a student with a disability receive the CDOS Commencement Credential if he/she continues in high school beyond four years?**

Yes.

- 2. If a student is expected to be able to graduate with a Regents diploma, must that student participate in the requirements for the CDOS Commencement Credential?**

While not required, all students with disabilities should be encouraged to earn the CDOS Commencement Credential as a supplement to their local or Regents diploma.

- 3. Can a student be awarded the CDOS Commencement Credential if he/she has met all of the criteria for the CDOS Commencement Credential; attended school for at least 12 years, excluding kindergarten; has not yet earned a diploma; and is not planning to return to school the next year?**

Yes. If the student's only exiting credential is the CDOS Commencement Credential (i.e., the student has not yet earned a diploma), the credential must be accompanied by a written statement informing the parent that the student continues to be eligible for a free appropriate public education (FAPE) until the student has earned a local or Regents diploma or until the end of the school year in which the student turns age 21, whichever occurs earlier. The State's required Prior Written Notice has been revised to incorporate language regarding the award of the CDOS Commencement Credential (<http://www.p12.nysed.gov/specialed/formsnotices/PWN/home.html>).

- 4. If a student turns 21 in August, would he/she be eligible to stay in school for another year?**

No. The student would not be eligible to remain in school the following school year. Section 200.5(a)(5)(iii) of the Regulations of the Commissioner of Education indicates that the student continues to be eligible for FAPE until the end of the school year in which the student turns 21 or until the receipt of a regular high school diploma. Section 4402(5) of NYS Education Law indicates that students with disabilities reaching the age of 21 between July 1 and August 31 are eligible to remain in school until the 31st day of August or until the end of summer program, whichever occurs first. Students turning age 21 between September 1 and June 30

are entitled to remain in school until June 30 or until the end of the school year, whichever comes first.

5. **May a student who earns the CDOS Commencement Credential as his/her only exiting credential participate in the high school graduation ceremony and “walk across the stage?” May a student who doesn’t earn either a regular diploma or the credential participate in the graduation ceremony?**

Nothing in State law, regulation or guidance prevents a student from participating in graduation ceremonies. How a school conducts a graduation ceremony and the requirements needed for participation are a local decision made by the school district.

B. Instruction

CDOS Learning Standards

1. **Are the CDOS Learning Standards aligned with the NYS Common Core Learning Standards (CCLS)?**

The CDOS learning standards have not yet been revised to incorporate the CCLS. However, the NYS Career and Technical Education (CTE) Technical Assistance Center has developed a crosswalk between the CCLS and the CDOS learning standards. The crosswalk is available at <http://nyctecenter.org/content/userfiles/files/CCSS%20CDOS%20Crosswalk%20ELA.pdf>.

2. **If the student does not meet all standards (1, 2 and 3a) at the commencement level, is he/she eligible for an award of the CDOS Commencement Credential?**

No. The school district must have evidence that the student has demonstrated commencement level knowledge and skills relating to the CDOS learning standards (career development, integrated learning and the universal foundation skills) to award this credential to a student. However, it is not necessary for the student to complete all of the sample tasks to demonstrate attainment of that standard.

Opportunities to Earn a Diploma

3. **What are appropriate opportunities to earn a Regents/local diploma?**

A student with a disability must be provided with appropriate opportunities to earn a Regents or local high school diploma. This includes providing a student with meaningful access to participate and progress in the general curriculum and coursework to assist the student to meet the State’s learning standards and the requirements for graduation with a regular (local or Regents) high school diploma. Meaningful access to the general education curriculum means that a student with a disability is participating in credit-bearing courses with the appropriate supports,

services and accommodations to address his or her disability. The student's individualized education program (IEP) indicates the special education programs, services, and supports the student needs to be involved and progress in the general education curriculum. All students with disabilities, except those with severe cognitive disabilities who are assessed against alternate standards, must be engaged in courses and coursework required to earn the necessary credits and to take the required Regents assessments. Students with disabilities should not be placed on a "separate track" to receive the CDOS Commencement Credential.

- 4. Is seat time in general education classes a way to provide opportunities to earn a regular high school diploma and access to participate and progress in the general education curriculum if the student is not able to pass the curriculum?**

Access to and participation in the general education curriculum does not occur solely because a student is placed in a general education classroom, but rather when he or she is engaged in learning the content and skills that define the general education curriculum. Specially designed instruction is provided through a continuum of services designed to meet the unique needs of each student with a disability. For some students with disabilities, a special class for all or part of the day may be an appropriate special education program necessary for the student to have access to participate and progress in the general curriculum. The student's IEP, as developed by the committee on special education (CSE), indicates the special education programs, services, and supports the student needs to be involved and progress in the general education curriculum to meet the student's unique needs.

- 5. Are modified curriculum classes for students with disabilities considered access to participate and progress in general education?**

Yes. Modified curriculum classes for students with disabilities may be considered access to participate and progress in general education if documented as a special education support or service in the student's IEP. Access to the general education curriculum not only means that students are taking the appropriate courses needed to earn a Regents or local high school diploma, but also that they are being provided with appropriate specially designed instruction, accommodations, supports and services to progress in the curriculum.

- 6. Does a student with a disability have to participate in Regents examinations, including those participating in expanded delivery of coursework over two - three years?**

A student with a disability who completes a Regents course must have the opportunity to take the required Regents exam. The CSE may not exempt any student from such participation. Regents exams may be taken multiple times, and there are safety net options available so that students with disabilities may graduate

with a local diploma. More information regarding these options is available at <http://www.p12.nysed.gov/specialed/publications/safetynet-qa.htm>.

In addition, the student's IEP must indicate, if appropriate, any testing accommodations the student needs in order to participate in testing programs on an equal basis with his/her nondisabled peers. Such accommodations provide students with the ability to demonstrate mastery of skills and attainment of knowledge without being limited or unfairly restricted due to the effects of a disability. Guidance on test access and accommodations for students with disabilities is available at <http://www.p12.nysed.gov/specialed/publications/policy/testaccess/policyguide.htm>.

7. When is a decision made to have a student stop working toward a diploma and concentrate on earning this credential?

At no point should a decision be made that a student stops working toward a regular high school diploma in order to concentrate on earning this credential. Preparation for attainment of the CDOS Commencement Credential is not a track. A student with a disability must be provided with appropriate opportunities to earn a Regents or local high school diploma, including providing a student with meaningful access to participate and progress in the general curriculum to assist the student to meet the State's learning standards.

8. If a student with a disability has completed transition planning, the CTE coursework and work-based learning requirements to earn a CDOS Commencement Credential, and remains in or returns to school, must districts provide programming other than access to the general education curriculum for students who have not yet earned a Regents diploma?

Transition planning and activities are not completed until the student exits high school. In addition, the hours of instruction and work-based learning requirements to earn the CDOS Commencement Credential is a minimum standard. All students should be encouraged to evolve their work readiness skills beyond the minimum requirements, and all districts should provide students with additional coursework and work-based learning experiences beyond the 216 hour requirement while the student continues in school to earn a regular high school diploma.

9. How will students have time to work toward both the CDOS Commencement Credential and a regular high school diploma?

Each student with a disability who is age 15 and older must have an IEP that includes a coordinated set of activities that prepare the student to meet his/her post-secondary goals, including employment goals. In developing this plan, CSEs should consider the student's need for courses of study that will prepare him/her to earn this credential. To earn the CDOS Commencement Credential, a student must have successfully completed in grades 9-12, a minimum of 216 hours of CTE coursework and/or work-based learning activities. Fifty-four (54) of the 216 hours must include

documented, school-supervised work-based learning experiences related to career awareness, exploration and/or preparation which may, but are not required to, be completed in conjunction with the student's CTE course(s). Over a four (or more) year period of time (grades 9-12), it is reasonably expected that schools can provide students with work-based learning activities such as job shadowing, community service, volunteering, service learning, senior project(s) and/or school-based enterprise(s). Although work-based learning experiences must be provided consistent with State Education Department (SED) guidelines and under the supervision of the district, participation in these activities may occur outside of regular school hours.

In addition to the minimum 216 hours of career preparation, the district must have documentation that a student has achieved the commencement level CDOS learning standards in the areas of career development, integrated learning and universal foundation skills. SED has existing guidance on sample instructional activities as examples of how the CDOS standards can be presented in the classroom (<http://www.p12.nysed.gov/cte/cdlearn/documents/CDOS-intro.pdf>). Some activities are short, one-day events that focus on a single topic or concept. Others are multi-day instructional units that lead students through inquiry processes that increase their understanding. While there are specific CDOS standards, there are unlimited ways to teach those standards.

To provide additional flexibility, a student with a disability has the option to earn the CDOS Commencement Credential if he/she has earned one of the nationally recognized work readiness credentials in lieu of the other minimum career plan, instruction and employability profile requirements.

10. The regulations indicate that a school district that awards the credential to more than 20 percent of students with disabilities in the cohort, where the credential is not a supplement to a regular diploma, may be subject to redirection of a portion of their IDEA funds. What portion of these funds will be reallocated? How is the 20 percent ceiling being calculated?

To clarify, there is no cap on the percentage number of students with disabilities that can receive the CDOS Commencement Credential where the credential is not a supplement to a regular diploma. However, when a district awards the credential to more than 20 percent of the students with disabilities in the cohort, where such credential is not a supplement to a regular high school diploma, SED may, at its discretion, determine that the reason for the numbers of students receiving the CDOS Commencement Credential as their sole credential is because the district failed to provide students with disabilities with appropriate access to participate and progress in the general education curriculum necessary to earn a regular high school diploma. The amount of funds to be redirected would be determined on a case by case basis, depending on the findings of the State.

Work-Based Learning

11. If the student achieves the required 216 equivalent hours through coursework, can the individual “opt out” of the 54 hours of work-based learning?

No. The student cannot “opt out” of the work-based learning requirement if he/she is earning the credential through option 1. However, where at least 54 hours of work-based learning is a component of a CTE course, the student’s successful completion of the CTE course would demonstrate that the student completed the minimum 54 hours of work-based learning.

12. How can schools get approval of their work-based learning programs?

Only those work-based learning programs associated with registered CTE programs must be approved by SED. These include the Career Exploration Internship Program (CEIP); General Education Work Experience Program (GEWEP); Work Experience and Career Exploration Program (WECEP); and CTE Cooperative Work Experience Program (CO-OP). Other work-based learning options (e.g., job shadowing; community service; volunteering; service learning; senior projects; school-based enterprises and community based work programs) are developed at the local level and must be provided consistent with SED guidance. Information regarding work-based learning requirements and the application for an SED registered program is available at <http://www.p12.nysed.gov/cte/wbl/home.html>.

13. Could a student with a disability use part-time/full-time employment outside of school to count toward the work-based learning requirement? If so, could school supervision be a collection of documented evidence of hours completed per work supervisor (time card/anecdotal meeting with employer)?

A school district may enter into formalized agreements for the provision of transition services such as vocational training programs approved by SED or by another State agency. In these cases, a student’s employment could be counted toward the work-based learning requirement. However, a student cannot use his/her independent employment outside of school to count toward the number of hours of work-based learning that is required for the CDOS Commencement Credential. Work-based learning experiences must be provided consistent with SED guidelines, under the supervision of the district and documented in a student’s transcript. Guidance on these and other work-based learning programs is available at <http://www.p12.nysed.gov/cte/wbl/home.html>.

14. What are the duties of a job coach?

A job coach is a person who provides on-the-job training to individuals to help them adjust to the work environment. A job coach’s duties include:

- assistance with learning specific work duties and performance standards (doing the task);

- development of work-related behaviors such as time and attendance, dress, communication skills, accepting supervision and travel skills; and
- helping the student acquire a sense of belonging at the work site and encouraging an understanding of and a participation in employee programs which involves socialization with coworkers.

15. Are teaching assistants qualified to accompany and/or monitor students during community work-based experiences, or will they need to be a job coach?

Yes. Teaching assistants may accompany and/or monitor students during community-based work experiences provided they do so under the supervision of a teacher who may or may not be present at the work site. Teaching assistants often fulfill the role of job coach, providing ongoing, on-site coaching for students that have more intense needs and require more direct supervision and training in order to work at a job site. It is recommended that job coaches complete a job coach training program.

16. Can a teacher aide serve as a job coach?

No. The job duties of a teacher aide are limited to nonteaching duties such as:

- managing records, materials and equipment;
- attending to the physical needs of children; and
- supervising students and performing such other services to support teaching duties when such services are determined and supervised by teacher.

Because a job coach must assist students with disabilities learning specific work duties and performance standards, it would be inconsistent with the responsibilities of a teacher aide to perform such duties.

To assist in determining the appropriate roles for a teacher assistant and a teacher aide, a description of duties is provided at: <http://www.highered.nysed.gov/tcert/career/tavsta.html>.

17. Can a district contract with a community agency to provide job coaching services?

Yes. Section 4401(2)(n) of NYS Education Law authorizes districts to enter into formal agreements or contracts with community agencies approved by SED or another State agency to provide transition services, which may include job coach services, to students with disabilities. Transition services including, but not limited to, participation in work experiences, job coaching, and acquisition of employment skills as documented in a student's IEP, may be funded through excess cost aid and are considered purchased services. Additionally, another State agency may provide or pay for any transition service that the agency would otherwise provide to students with disabilities who meet the eligibility criteria of that agency.

18. Will teachers providing work-based learning experiences need to have a specific certification such as a work-based learning extension?

Those providing work-based learning experiences associated with SED registered programs must, depending upon the type of program, be certified as a work-based learning coordinator completing an 8981 extension (Coordinator of Work-Based Learning Programs for Career Awareness) or an 8982 extension (Coordinator of Work-Based Learning Programs for Career Development). For individuals supervising locally approved community-based work programs, it is highly recommended but not required that they complete the certification requirements for Coordinator of Work Based Learning Programs for Career Awareness – extension #8981 (<http://www.p12.nysed.gov/cte/wbl/home.html>).

Coursework

19. Does the requirement for completion of CTE coursework and/or work-based learning experiences mean that the student will have to be enrolled in separate specific courses, or can the hours be completed through integration in other courses or settings?

To earn the CDOS Commencement Credential, the student must successfully complete the equivalent of two units of study or 216 hours in CTE course(s) and/or work-based learning experiences. The CTE coursework can consist of specialized and integrated courses (grades 9-12) that are approved by the local board of education or through SED registered CTE programs. Students must have a minimum of 54 hours of the total 216 hours in documented, school-supervised work-based learning experiences related to career awareness, exploration and/or preparation which may, but are not required to, be completed in conjunction with the student's CTE course(s). Students may complete all of the 216 hours through participation in work-based learning. The 216 hours, whether achieved through completion of CTE coursework and/or work-based learning, may begin accumulating in 9th grade.

20. Could school district general education courses that integrate CDOS learning standards (e.g., English language arts (ELA) where an activity is creating a resume) count toward 2 units of study in CTE coursework?

No. General education courses (e.g., ELA) do not count toward the two units of study required for this credential. The equivalent units of study must be earned through coursework in CTE and/or work-based learning experiences. A CTE course means a grade 9-12 course in career and technical education that consists of specialized and integrated courses that are approved by the local board of education or by SED.

21. If a student is enrolled in a course(s) that would provide him or her with 216 hours of work-based learning, but the student is absent several times, does the student need to make up lost hours in order to meet the requirement for award of the credential?

In order to satisfactorily complete the course, students must meet class attendance requirements as established by the district.

22. If a school district develops a locally approved CTE course, what must the coursework/curriculum include?

The majority of all courses that districts offer are locally developed and locally approved. For purposes of this credential, CTE coursework, whether locally approved or approved by SED, means courses completed in grades 9-12 which could be specialized or integrated courses in CTE. Such courses must:

- be aligned to the learning standards (in this case, the CDOS learning standards);
- be taught by a CTE teacher with CTE certification appropriate to the course description;
- meet the unit of study requirement consistent with section 100.1(a) of the Regulations of the Commissioner of Education (at least 180 minutes of instruction per week throughout the school year or the equivalent); and
- if credit is being awarded, meet the unit of credit requirements established in section 100.1(b) of the Regulations of the Commissioner of Education. A unit of credit is earned by:
 - the mastery of the learning outcomes set forth in a NYS-developed or locally developed syllabus for a given high school subject, after a student has had the opportunity to complete a unit of study in the given subject matter area; or
 - pursuant to section 100.5(d)(1) of the Regulations, a passing score of at least 85 percent or its equivalent on a SED-approved examination in a given high school subject without the completion of a unit of study, and the successful completion of either an oral examination or a special project.

CTE course offerings approved at the local level are in the following content areas:

- Agricultural;
- Business and Marketing;
- Family and Consumer Sciences; and
- Technology.

While courses for this credential must be CTE content area specific (e.g., Agricultural), a course may focus specifically on Agriculture, or one or more of the four CTE content specific areas (e.g., Agricultural and Technology) may be combined to comprise one course. One course may also expose students to the four different content areas (i.e., Agricultural; Business and Marketing; Family and Consumer Sciences; and Technology).

Coursework in which a student participates should also be consistent with his/her strengths, preferences and interests.

23. Do schools or agencies need to get approval of their CTE courses in order to award the NYS CDOS Commencement Credential?

For purposes of this credential, CTE course(s) include grade 9-12 course(s) in CTE consisting of specialized and integrated courses that are either approved by the local board of education (locally approved) or included in an SED registered CTE program (SED approved). Students working toward the CDOS Commencement Credential may participate in SED-approved CTE programs or take locally approved courses. For locally approved courses, the local board of education has much flexibility in designing and/or realigning existing courses to meet the needs of the students pursuing the CDOS Commencement Credential. For example, CTE course offerings approved at the local level include those in Agricultural; Business and Marketing; Family and Consumer Sciences; and Technology. While the locally approved courses must be CTE content area specific (e.g., Agricultural), a course may focus specifically on Agriculture, or one or more of the four CTE content specific areas (e.g., Agricultural and Technology) may be combined to comprise one course. One course may also expose students to the four different content areas (i.e., Agricultural; Business and Marketing; Family and Consumer Sciences; and Technology). For locally approved courses, approval from SED is not required.

Information regarding the approval process and required coursework for SED registered CTE programs is available at <http://www.p12.nysed.gov/cte/ctepolicy>.

24. If a two unit CTE course(s) for the CDOS credential is a board (locally) approved program, who can teach the course?

As with SED-approved (registered) programs, locally developed CTE courses must also be taught by CTE teachers. Unless also certified as a CTE teacher, a special and/or general education teacher cannot teach courses required for award of this credential. However, the CTE teacher and special and/or general education teacher may work together to co-plan and/or deliver the coursework.

C. Career Plan

1. When should the student begin a Career Plan?

Students working toward this credential should begin commencement level career planning in grade nine. However, districts are encouraged to engage students in career planning early on in a student's education as it is an important mechanism to add relevance and meaning to learning experiences across subject areas. Section 100.2(j)(ii) of the Regulations of the Commissioner of Education requires that a student's guidance program in grades 7-12 shall include an annual review of each student's educational progress and career plans. NYS provides model Career Plans

beginning in kindergarten which districts may, but are not required to use. NYS model career plans are available at <http://www.p12.nysed.gov/cte/careerplan>. Beginning in grade six, students may also create individual Career Plans with the "My Portfolio" tool found at the NYS Department of Labor's CareerZone web site available at www.careerzone.ny.gov.

2. How often should the Career Plan be completed or reviewed during a student's high school career?

To ensure the student is actively engaged in career planning, the school district must have evidence that the student has developed, annually reviewed, and, as appropriate, revised his/her career plan. Additionally, a student's preferences and interests as identified in his/her career plan must be reviewed annually and considered in the development of his/her IEP. While the career plan is a student-developed document, some students may require assistance in completing their career plan and districts must, as appropriate, provide such assistance to students. How frequently a student works on his/her career plan will depend upon the individual student and his/her unique needs.

D. Employability Profile

1. What documentation should districts collect to substantiate the information on a student's employability profile?

The work skills employability profile is intended to document student attainment of technical knowledge and work-related skills. Documents to validate skills reported on the profile could include, but are not limited to, an employer/teacher review of student work based on learning standards and expectations in the workplace, performance evaluations and observations.

Students must have at least one employability profile completed within one year prior to school exit. If a student is involved in a number of work-based learning experiences and/or is employed part time, he/she may also have additional employability profiles as completed by others knowledgeable about his or her skills (e.g., employer and/or job coach).

2. Will the employability profile for the CDOS Commencement Credential serve as the Student Exit Summary?

No. The employability profile does not meet all of the requirements for the Student Exit Summary as established in section 200.4(c)(4) of the Regulations of the Commissioner of Education. The Student Exit Summary must include a summary of the student's academic achievement and functional performance as well as recommendations to assist the student in meeting his/her post-secondary goals.

The employability profile demonstrates evidence of the student's attainment of each of the commencement level CDOS standards, technical knowledge and work-related skills, work experiences, performance on industry-based assessments and work-related and academic achievements. The information in the employability profile(s) should be considered when completing the Student Exit Summary. Both documents should help the student better understand the impact of his/her disability and articulate individual strengths and needs as well as supports that would be helpful in post-school life.

E. Documentation

- 1. Must a district maintain an ongoing record of the student's skills in relation to the CDOS learning standards or only the final employability profile and/or career plan?**

The district must have documentation of how students demonstrated achievement of the CDOS learning standards 1, 2 and 3a at the commencement level in order to award the credential. For purposes of the student's permanent record, the district must maintain a copy of the career plan that was in effect during the school year in which the student exits high school and at least one employability profile completed within one year prior to a student's exit from high school.

- 2. Districts are required to maintain a copy of the career plan that was in effect during the school year that the student exits high school in the student's permanent record. How can the final career plan be maintained in the student's record for those using CareerZone as a career planning tool?**

Students who created a career plan using CareerZone may print a copy of their career plan from CareerZone. This is the same career plan as SED's model commencement level career plan.

- 3. What documentation should be included in the transcript of the student earning the CDOS Commencement Credential?**

The transcript must identify that the student earned the NYS CDOS Commencement Credential and document the CTE coursework and number of hours of work-based learning experiences the student completed.

F. National Credentials

- 1. Can a district offer coursework and training to prepare a student to earn one of the National Work Readiness Credentials?**

Yes. Districts can offer coursework and/or work-based learning experiences that will prepare a student for the assessment necessary to earn one of the National Work Readiness Credentials. Under Option 2, a district may award a student this

credential if the student has met the requirements for one of the nationally recognized work readiness credentials including, but not limited to:

- National Work Readiness Credential;
- SkillsUSA Work Force Ready Employability Assessment;
- National Career Readiness Certificate WorkKeys - (ACT); and
- Comprehensive Adult Student Assessment Systems Workforce Skills Certification System.

To earn any of these National Work Readiness Credentials, students must pass the assessment required of that credential. Each of the assessments measures slightly different skills and has a fee associated with it. Each also provides instructional materials and resources to assist in preparing a student for the assessment.

Although a school district may provide individual students the option of earning the NYS CDOS Commencement Credential by meeting the requirements for one of the nationally recognized work readiness credentials, the national credential option should not be the only option available to students in the district to earn the credential.

- 2. If a district offers course(s) to prepare a student for the assessment for one of the National Work Readiness Credentials, would that be considered work-based learning?**

Whether the experience would be considered work-based learning is dependent upon the nature of the experience. Section 100.6(b)(1)(ii)(2) of the Regulations of the Commissioner of Education indicate work-based learning experiences include, but are not limited to, job shadowing, community service, volunteering, service learning, senior project(s) and/or school based enterprises. Such experiences must be provided consistent with SED guidelines. For additional information on work-based learning programs, see <http://www.p12.nysed.gov/cte/wbl/home.html>.

- 3. Must students participate in work-based learning experiences if they are earning the credential through successful completion of one of the National Work Readiness Credentials?**

No. Students would not be required to participate in work-based learning experiences unless otherwise required for successful completion of the national credential.

G. Students Exiting Before July 2015 and Transfer Students

- 1. For students exiting prior to July 2015, the decision about whether or not to award the CDOS credential is up to the principal with input from relevant faculty. What kind of evidence is required to demonstrate that the student has achieved each of the commencement level CDOS learning standards?**

For students with disabilities who exit from high school prior to July 1, 2015, the CDOS Commencement Credential may be awarded to a student who has not met all of the requirements, provided that the school principal, in consultation with relevant faculty (e.g., guidance counselors, teachers, job coaches, CTE teachers and/or others knowledgeable about the student's skills), has determined that the student has otherwise demonstrated knowledge and skills in the commencement level CDOS learning standards related to career planning, integrated learning and the universal foundation skills. An award of this credential means that the student is ready for entry-level employment and therefore, the principal must have evidence that the student has successfully completed relevant instructional and work-based learning activities during the student's secondary school years that demonstrates the student has readiness skills for entry-level employment.

There are many ways a student can demonstrate attainment of all of the CDOS standards. Successful completion of the sample tasks provided for the CDOS standards while the student is engaged in CTE and other coursework and work-based learning experiences provide evidence that the student has met that standard. However, up until June 30, 2015, the total hours of the CTE coursework and/or work-based learning activities may be less than the equivalent of two units of study (216 hours).

2. How does a principal determine whether or not a student who transfers from another school district meets the requirements of the CDOS Commencement Credential?

For students with disabilities who transfer from another school district within the State or another state, the principal must, after consultation with relevant faculty, evaluate the work-based learning experiences and coursework on the student's transcript or other records to determine if the student meets the requirements of the CDOS Commencement Credential.

When making the determination as to whether the student meets the requirements of the CDOS Commencement Credential in these situations, the principal, in consultation with relevant faculty should consider the following:

- Documentation that the student has engaged in career planning and exploration. Minimally, all students should have a career plan;
- Evidence that the student has attained each of the commencement level CDOS learning standards;
- The extent to which the student has successfully completed instruction, courses of study and transition activities at the secondary level related to the student's post-secondary employment goals; and
- An evaluation of the student's employability skills as documented in the employability profile of the student.

The Not-So-Hidden Cause Behind the A.D.H.D. Epidemic

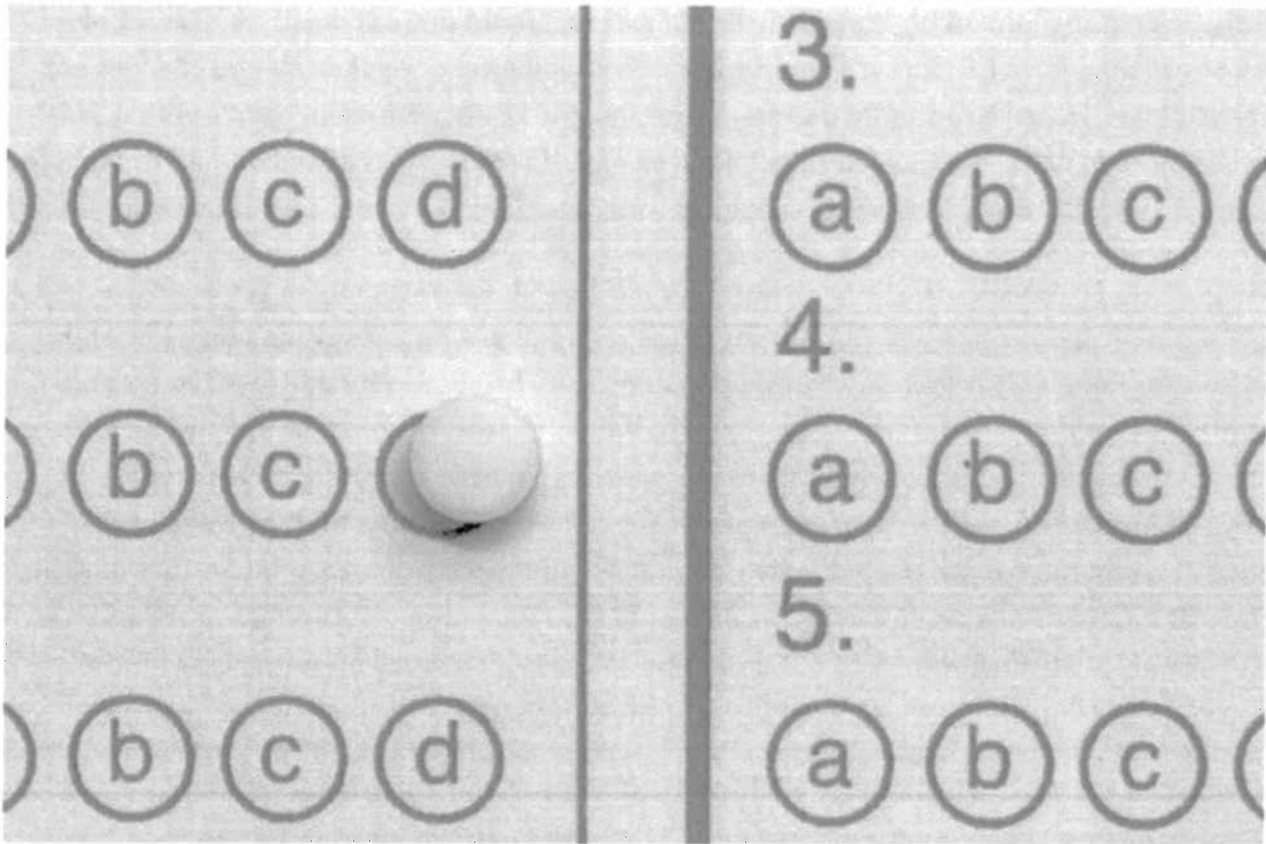


Illustration by Oliver Munday

By MAGGIE KOERTH-BAKER

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Between the fall of 2011 and the spring of 2012, people across the United States suddenly found themselves unable to get their hands on A.D.H.D. medication. Low-dose generics were particularly in short supply. There were several factors contributing to the shortage, but the main cause was that supply was suddenly being outpaced by demand.

The number of diagnoses of Attention Deficit Hyperactivity Disorder has ballooned over the past few decades. Before the early 1990s, fewer than 5 percent of school-age kids were thought to have A.D.H.D. Earlier this year, data from the Centers for Disease Control and Prevention showed that 11 percent of children ages 4 to 17 had at some point received the diagnosis — and that doesn't even include first-time diagnoses in adults. (Full disclosure: I'm one of them.)

That amounts to millions of extra people receiving regular doses of stimulant drugs to keep neurological symptoms in check. For a lot of us, the diagnosis and subsequent treatments — both behavioral and pharmaceutical — have proved helpful. But still: Where did we all come from? Were

that many Americans always pathologically hyperactive and unable to focus, and only now are getting the treatment they need?

Probably not. Of the 6.4 million kids who have been given diagnoses of A.D.H.D., a large percentage are unlikely to have any kind of physiological difference that would make them more distractible than the average non-A.D.H.D. kid. It's also doubtful that biological or environmental changes are making physiological differences more prevalent. Instead, the rapid increase in people with A.D.H.D. probably has more to do with sociological factors — changes in the way we school our children, in the way we interact with doctors and in what we expect from our kids.

Which is not to say that A.D.H.D. is a made-up disorder. In fact, there's compelling evidence that it has a strong genetic basis. Scientists often study twins to examine whether certain behaviors and traits are inborn. They do this by comparing identical twins (who share almost 100 percent of the same genes) with fraternal twins (who share about half their genes). If a disorder has a genetic basis, then identical twins will be more likely to share it than fraternal twins. In 2010, researchers at Michigan State University analyzed 22 different studies of twins and found that the traits of hyperactivity and inattentiveness were highly inheritable. Numerous brain-imaging studies have also shown distinct differences between the brains of people given diagnoses of A.D.H.D. and those not — including evidence that some with A.D.H.D. may have fewer receptors in certain regions for the chemical messenger dopamine, which would impair the brain's ability to function in top form.

None of that research yet translates into an objective diagnostic approach, however. Before I received my diagnosis, I spent multiple sessions with a psychiatrist who interviewed me and my husband, took a health history from my doctor and administered several intelligence tests. That's not the norm, though, and not only because I was given my diagnosis as an adult. Most children are given the diagnosis on the basis of a short visit with their pediatrician. In fact, the diagnosis can be as simple as prescribing Ritalin to a child and telling the parents to see if it helps improve their school performance.

This lack of rigor leaves room for plenty of diagnoses that are based on something other than biology. Case in point: The beginning of A.D.H.D. as an “epidemic” corresponds with a couple of important policy changes that incentivized diagnosis. The incorporation of A.D.H.D. under the Individuals With Disabilities Education Act in 1991 — and a subsequent overhaul of the Food and Drug Administration in 1997 that allowed drug companies to more easily market directly to the public — were hugely influential, according to Adam Rafalovich, a sociologist at Pacific University in Oregon. For the first time, the diagnosis came with an upside — access to tutors, for instance, and time allowances on standardized tests. By the late 1990s, as more parents and teachers became aware that A.D.H.D. existed, and that there were drugs to treat it, the diagnosis became increasingly normalized, until it was viewed by many as just another part of the experience of childhood.

Stephen Hinshaw, a professor of psychology at University of California, Berkeley, has found another telling correlation. Hinshaw was struck by the disorder's uneven geographical distribution. In 2007, 15.6 percent of kids between the ages of 4 and 17 in North Carolina had at some point received an A.D.H.D. diagnosis. In California, that number was 6.2 percent. This disparity between the two states is representative of big differences, generally speaking, in the rates of diagnosis between the South and West. Even after Hinshaw's team accounted for differences like race and income, they still found that kids in North Carolina were nearly twice as likely to be given diagnoses of A.D.H.D. as those in California.

Hinshaw, as well as sociologists like Rafalovich and Peter Conrad of Brandeis University, argues that such numbers are evidence of sociological influences on the rise in A.D.H.D. diagnoses. In trying to narrow down what those influences might be, Hinshaw evaluated differences between diagnostic tools, types of health insurance, cultural values and public perceptions of mental illness. Nothing seemed to explain the difference — until he looked at educational policies.

The No Child Left Behind Act, signed into law by President George W. Bush, was the first federal effort to link school financing to standardized-test performance. But various states had been slowly rolling out similar policies for the last three decades. North Carolina was one of the first to adopt such a program; California was one of the last. The correlations between the implementation of these laws and the rates of A.D.H.D. diagnosis matched on a regional scale as well. When Hinshaw compared the rollout of these school policies with incidences of A.D.H.D., he found that when a state passed laws punishing or rewarding schools for their standardized-test scores, A.D.H.D. diagnoses in that state would increase not long afterward. Nationwide, the rates of A.D.H.D. diagnosis increased by 22 percent in the first four years after No Child Left Behind was implemented.

To be clear: Those are correlations, not causal links. But A.D.H.D., education policies, disability protections and advertising freedoms all appear to wink suggestively at one another. From parents' and teachers' perspectives, the diagnosis is considered a success if the medication improves kids' ability to perform on tests and calms them down enough so that they're not a distraction to others. (In some school districts, an A.D.H.D. diagnosis also results in that child's test score being removed from the school's official average.) Writ large, Hinshaw says, these incentives conspire to boost the diagnosis of the disorder, regardless of its biological prevalence.

Rates of A.D.H.D. diagnosis also vary widely from country to country. In 2003, when nearly 8 percent of American kids had been given a diagnosis of A.D.H.D., only about 2 percent of children in Britain had. According to the British National Health Service, the estimate of kids affected by A.D.H.D. there is now as high as 5 percent. Why would Britain have such a comparatively low incidence of the disorder? But also, why is that incidence on the rise?

Conrad says both questions are linked to the different ways our societies define disorders. In the United States, we base those definitions on the Diagnostic and Statistical Manual of Mental Disorders (D.S.M.), while Europeans have historically used the International Classification of Diseases (I.C.D.). “The I.C.D. has much stricter guidelines for diagnosis,” Conrad says. “But, for a variety of reasons, the D.S.M. has become more widely used in more places.” Conrad, who’s currently researching the spread of A.D.H.D. diagnosis rates, believes that America is essentially exporting the D.S.M. definition and the medicalized response to it. A result, he says, is that “now we see higher and higher prevalence rates outside the United States.”

According to Joel Nigg, professor of psychiatry at Oregon Health and Science University, this is part of a broader trend in America: the medicalization of traits that previous generations might have dealt with in other ways. Schools used to punish kids who wouldn’t sit still. Today we tend to see those kids as needing therapy and medicine. When people don’t fit in, we react by giving their behavior a label, either medicalizing it, criminalizing it or moralizing it, Nigg says.

For some kids, getting medicine might be a better outcome than being labeled a troublemaker. But of course there are also downsides, especially when there are so many incentives encouraging overdiagnosis. Medicalization can hurt people just as much as moralizing can. Not so long ago, homosexuality was officially considered a mental illness. And in a remarkable bit of societal blindness, the diagnosis of drapetomania was used to explain why black slaves would want to escape to freedom.

Today many sociologists and neuroscientists believe that regardless of A.D.H.D.’s biological basis, the explosion in rates of diagnosis is caused by sociological factors — especially ones related to education and the changing expectations we have for kids. During the same 30 years when A.D.H.D. diagnoses increased, American childhood drastically changed. Even at the grade-school level, kids now have more homework, less recess and a lot less unstructured free time to relax and play. It’s easy to look at that situation and speculate how “A.D.H.D.” might have become a convenient societal catchall for what happens when kids are expected to be miniature adults. High-stakes standardized testing, increased competition for slots in top colleges, a less-and-less accommodating economy for those who don’t get into colleges but can no longer depend on the existence of blue-collar jobs — all of these are expressed through policy changes and cultural expectations, but they may also manifest themselves in more troubling ways — in the rising number of kids whose behavior has become pathologized.

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Simple Ways to Cultivate Happiness in Schools

October 10, 2013 | Elena Aguilar

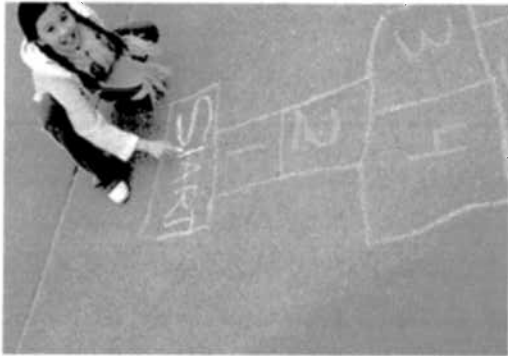


Photo credit: Veer

In my last post I suggested that equitable schools are those that contribute to happiness in children. Now I'd like to offer some suggestions for actions that school leaders and teachers can take in order to cultivate happier schools.

1. Slow Down

When we slow down, we notice more, we appreciate more, we take stock of relationships, learning, and goals. Everyone can benefit from slowing down: students, teachers, and administrators. There's a direct correlation between our levels of contentment and the pace at which we live our lives. In the classroom, this might look like spending more time in a morning meeting with students, or lingering over a read aloud, or taking an extra 10 minutes to engage kids in a game outside after recess.

2. Get Outside

Being outside, even for just a few minutes a day, can heighten our state of well-being. We breathe fresh air, feel the elements on our skin -- the warmth of the sun, the sting of wind, the moisture of rain -- which connects us to the natural world. Even when it's cold out, or when it's warm and glorious, we can take our students outside for a quick (5 minute) walk, or we can do silent reading outside and our feelings of happiness might increase.

Furthermore, when the weather is comfortable, why can't we have some of the many meetings we all have to sit in outside? Last year I took my instructional coaches to the forest for one of our professional development days. In addition to hiking, we read, talked, learned, and wrote -- all of the activities we usually do in our office.

3. Move Your Body

We all know this already, but I'm going to remind you anyway: Moving our bodies increases our happiness. Even if you can't take your kids outside, you can incorporate stretching breaks into their days, play quick games that get their hearts pumping and their energy out, or put on music and dance. During the rainy winter months when my son was in preschool, his teacher regularly played "I like to move it," (from the movie, *Madagascar*) and the kids danced

and wiggled all over their tiny classroom. In any meeting that I facilitate, if we're together for more than two hours, I schedule ten-minute "Walk and Talks" for participants. Moments of movement are great and our brains start producing the endorphins that make us happy right away.

4. Blast Good Music

Music in a fast tempo and in a major key can make us feel happy and it has a measurable positive impact on our bodies -- it can even boost our immune system, decrease blood pressure, and lower anxiety. Playing music as your students enter the classroom can be welcoming and can create a positive atmosphere. Those of us who facilitate learning for adults can also do this. Imagine coming into an early morning staff meeting to the sounds of salsa or to Johnny Nash singing, "I Can See Clearly Now." You probably feel happier just thinking about this.

5. Sing

Now sing along with those tunes, or sing in your car or in the shower -- and see how you feel. Singing requires us to breathe deeply, which makes us happier. Singing along to some of our favorite music makes our brain release endorphins. If you teach elementary school, then it's easy to get your kids singing every day. Teach them a simple song and start the day with it. Use singing during transitions or to signal the end of an activity. Find songs that connect with the content you're teaching -- they'll remember it better -- and they'll feel happier. And if you teach middle or high school, then I challenge you to get your kids singing.

6. Smile

Even if you're not a smiley person, try smiling more often -- aim for authentic, genuine smiles, but if you can't produce one, go ahead and fake it. Yes, even fake smiles can move you along towards a more content state of being. And more than that, they can have an affect on those looking at you. So teachers, administrators, just see what happens if you smile more often at the people you interact with on a daily basis.

7. Incorporate Quiet Time

My new email pen pal in Bhutan, a teacher in a school for boys aged 6-18, describes how all students in Bhutan practice meditation. Of course, this makes sense given that this is a Buddhist nation. He describes this as a primary way in which his country works to build a happy populace. There's an abundance of evidence about how meditation causes changes in our brain chemistry that produces feelings of calm and wellbeing. In our country, some schools are incorporating mindfulness meditation, but I also think we could work towards similar ends by simply incorporating more quiet time into our daily routines.

There's so much more to say and do on this subject, but I hoped to start with some simple and actionable ideas. What ideas do you have about integrate activities that cultivate happiness in schools?

HIGHLAND CENTRAL SCHOOL DISTRICT

Business Office, 320 Pancake Hollow Road, Highland, New York 12528
Phone: (845) 691-1008 ~ Fax: (845) 691-1003

TO: Deborah Haab, Superintendent of Schools
FROM: Louise M. Lynch, School Business Administrator
DATE: October 30, 2013
RE: **BUDGET TRANSFERS ~ 2013-14 school year**

Louise M. Lynch

Please have the Board approve the budget transfer totaling \$146,564.00 at the next board meeting.

- Budget Transfer Numbers 4349 \$ 146,564.00

If you have any questions, let me know.

Date: 10/30/2013

\$146,564.00

\$146,564.00

Explanation: Planned grant funds reallocated away from salaries, nonanticipated incremental increases and other.

Signature: _____

(Originator)

Title: _____

Recommend: Approval (☒) Disapproval (☐)

Remarks: _____

Signature: Louise M. Lynch
Title: School Business Administrator

Date: 10/31/23

Recommend: Approval () Disapproval ()

Remarks:

Signature: *Deborah A. Stant*
Title: Superintendent of Schools

Title: Superintendent of Schools

Date: 11/12/13

Date of Board Resolution

HIGHLAND CENTRAL SCHOOL DISTRICT

Business Office, 320 Pancake Hollow Road, Highland, New York 12528
Phone: (845) 691-1008 ~ Fax: (845) 691-1003

TO: Deborah Haab, Superintendent of Schools

FROM: Louise M. Lynch, School Business Administrator

DATE: November 13, 2013

RE: **ACCEPT DONATION & BUDGET INCREASE**

Louise M Lynch

The District is in receipt of a donation in the amount of \$5,000 from Bob's Discount Furniture.

Please have the Board authorize the following:

BE IT RESOLVED that based upon the recommendation of the Superintendent of Schools the Board of Education accept the donation in the amount of \$5,000 from Bob's Discount Furniture.

FURTHERMORE BE IT RESOLVED that based upon the recommendation of the Superintendent of Schools the Board of Education approve the budget increase of \$5,000.

<u>Appropriations</u>	<u>Total \$5,000</u>	
Computer Equipment	A2630-201-05-0000	Total \$5,000
<u>Revenues</u>	<u>Total \$5,000</u>	
Gifts & Donations A2705		Total \$5,000

C: Joel Freer
Carol Potash