Great Neck Public Schools
Board of Education

Meeting of the Board of Education
Wednesday, December 15, 2021
North High School Auditorium
*5:00 PM / **7:30 PM

***5:00 PM**: The Board of Education will officially begin its public meeting and it is anticipated that the Board of Education will immediately entertain a motion to go into **Executive Session** to discuss items appropriate for executive session pursuant to the Open Meetings Law. If no such motion is adopted, the Board will declare a recess until the Public Meeting is reconvened at 7:30 pm.

****7:30 PM**: The Board of Education will reconvene its **Public Meeting** to act on agenda items necessary for the conduct of its business.

PLEDGE OF ALLEGIANCE

1. PRESENTATIONS
- a. Independent External Auditor Report – Cullen & Danowski, LLP

2. APPROVAL OF MINUTES
- a. November 17, 2021
- b. November 22, 2021
- c. December 8, 2021
- d. December 9, 2021

3. COMMUNICATIONS

4. BOARD/ADMINISTRATIVE AFFAIRS
- a. Superintendent's Report
- b. Naming of Parkville School Auditorium in Honor of Debra Shalom
- c. Naming of North High School Auditorium in Honor of Bernard Kaplan
- d. Policy 4321 – Programs for Students with Disabilities (First Reading)
- e. Policy 4321.1 – Allocation of Space for Special Education Programs and Services (First Reading)
- f. Policy 4321.2 – Confidentiality and Access to Individualized Education Programs and Individualized Education Services Programs (First Reading)
- g. Policy 4321.3 – Availability of Alternative Format Instructional Materials for Students with Disabilities (First Reading)
- h. Policy 4321.4 – District-wide and State-wide Assessments of Students with Disabilities or 504 Accommodation Plans (First Reading)
- i. Policy 4321.5 Deletion – Provision of IEPs to Teachers and Service Providers (First Reading)
- j. Policy 4321.5 – Public Report on Revisions to District Policies, Practices and Procedures Upon a Finding of Significant Disproportionality (First Reading)
- k. Policy 4321.7 – School-Wide Pre-Referral Approaches and Interventions (First Reading)
- l. Policy 4321.8 – Compensation of Impartial Hearing Officers (One Reading Only)
- m. Policy 4321.14 – Special Education Personnel (One Reading Only)
- n. Policy 4526 – Computer Network and Internet Acceptable Use for Students and Staff (First Reading)
- o. Policy 4526.1 – Internet Safety (First Reading)
- p. Policy 8505 – Charging of School Meals and Prohibition Against Shaming (First Reading)

q. Policy 8520 – Free and Reduced Price Meal Services (First Reading)
r. Tax Exemption - Cold War Veterans Property
s. Tax Exemption - Gold Star Parent of Veteran
u. Tax Exemption - Persons with Disabilities and Limited Income
v. Tax Exemption - Senior Citizens Real Property
w. Tax Exemption - Veterans
x. Tax Exemption - Volunteer Firefighter and Volunteer Ambulance Worker
y. Student Teacher(s) and/or Observer(s) – Elementary
z. Capital Improvements – South Middle School
aa. Capital Improvements – South Middle School
bb. Site Improvements – North Middle & North High Schools
cc. Residency Appeal
dd. Donation – Equipment: North High School (Bike Racks)
ee. Donation – Supplies: North Middle School (Artwork)
ff. Donation – Monetary: Scholarships/Awards

5. FACILITIES MATTERS

a. Public Use of District Facilities

6. FINANCE AND OPERATIONS

a. Audit Management Letter Corrective Action Plan 2020-2021
b. Claims Audit Report to the Board of Education – October 2021
c. Third Party Service Agreements
d. Payment of Fees to Counsel (Ingerman Smith) – July to September 2021
e. Payment of Fees to Special Counsel (Bond, Schoeneck & King) – June 2021 to November 2021
f. Electronic Submission of Reports to the Board of Education
   1) Monthly Treasurer's Report – June, July, August 2021
   2) Monthly Budget Status Report for General, Capital, Debt Service, Lunch and Special Aid Funds – June, July, August 2021
   3) Revenue Status Report General Fund – June, July, August 2021
   4) Quarterly Budget Transfer Report – April through June 2021
   5) Quarterly Extra Classroom Activity Funds Report – April through June 2021

7. STUDENT MATTERS AND CURRICULUM

a. Committee on Preschool Special Education Recommendations 2021-2022
b. Committee on Special Education Recommendations 2021-2022

8. PERSONNEL

I. Certificated Employees
   a. Appointment(s)
   b. Change(s) In Salary/Payment/Status
   c. Retirement(s)
   d. Resignation(s)
   e. Termination(s)
   f. Leave(s)
   g. Other

II. Non-Certificated Employees
   a. Appointment(s)
   b. Change(s) In Salary/Payment/Status

c. Retirement(s)
d. Resignation(s)
e. Termination(s)
f. Leave(s)
g. Other

9. OPEN TIME As part of its public service, the Board of Education desires to hear from members of the schools' community, whether residents or staff, who wish to address the Board. The purpose of "Open Time" is to permit the aforementioned to address the Board on topics which appear on the printed agenda. The Board may also hear other concerns. Generally, up to three minutes will be granted to each speaker who may address any item in Public Session with these exceptions: "Communications," on which only a letter-writer may comment, and subjects listed "For Board Discussion." In addition, comments regarding individual personnel or students will not be entertained. Please further note that effective September 2021, Board of Education meetings are livestreamed, recorded, and made available on the District website.

10. BOARD DISCUSSION (No action to be taken)

11. NEXT MEETING(S)

Day	Date	Meeting Type	Time	Location
Wed	January 19, 2022	Public Action Meeting	7:30pm	t.b.d
Wed	February 16, 2021	Public Action Meeting	7:30pm	t.b.d

1. PRESENTATIONS

a. Independent External Auditor Report – Cullen & Danowski, LLP

Jill Sanders, CPA and partner at Cullen & Danowski, LLP, will present an independent external audit report.

2. APPROVAL OF MINUTES

RESOLVED, that the Board of Education hereby accepts the minutes below as presented:

a. **November 17, 2021**
b. **November 22, 2021**
c. **December 8, 2021**
d. **December 9, 2021**

3. COMMUNICATIONS

Communication was received from the following Great Neck parent:

-----Original Message-----
From: Joanna Stolove
Sent: Thursday, November 18, 2021 9:21 AM
To: boe@greatneck.k12.ny.us
Subject: Thank you

Dear Great Neck Board of Education:

Last night a friend asked me to join her at the Board of Education meeting. She mentioned that there would be some discussion about Critical Race Theory and that she could use my support as she shared her comments during the open session. In preparation, I spent my last few commutes reading up on CRT and its implications.

It was my first time attending a BOE meeting and I was really unprepared for the experience. The meetings initial comments were eloquent and beautifully stated. I was reminded how fortunate my children are to have teachers, and school board volunteers who are sophisticated, bright and remarkably empathic. And then things devolved from there, I became disheartened after my fellow parents took to the microphone in a display of unruly rage. I felt frightened to the core for the parents and educators that spoke up for critical thinking and maintaining CDC guidelines (and awed by their strength and bravery).

So I want to extend my gratitude to each of you. I chuckled at the comment that being a BOE member is akin to being a human complaint box. But instead of well thought-out arguments, people were just throwing daggers. I guess this is the world we're living in these days and Great Neck is just a microcosm of larger national issues.

So, thank you. Thank you for listening to all of the comments, taking them in stride, and maintaining a civil discourse to the best of your abilities. And I'm so sorry that this is where our world is at. And that Great Neck seems to have gotten swept up in ugliness. Let's hope that our humanity and shared values carry our community through these times.

With gratitude,
Joanna Stolove

Communication was received from the following Great Neck parents:

-----Original Message-----
From: Kevin Jialin Sun
Sent: Monday, December 13, 2021 11:09 AM
To: boe@greatneck.k12.ny.us; Prendergast, Teresa; Lando, Stephen; Newman, Kelly
Cc: Moji Pourmoradi; Matthew Jagoda; Rachel Doppelt
Subject: Letter for BoE Meeting on Wednesday

Dear Board of Education Trustees, Dr. Prendergast, Dr. Lando, and Ms. Newman,

As proud residents of Great Neck, we believe having a two-way dialogue among our parents and stakeholders is essential for our school district, even more importantly when there is heightened disagreement as we find ourselves now. Therefore, we have called two meetings in the past two weeks, and envision these meetings as the start of a dialogue, an opportunity for all the Great Neck Public School system stakeholders to talk about the visions, goals, and concerns in a way that can benefit us all, where we all feel heard and respected.

We invited to our meetings a diverse group of parents from each of our schools, members of GNTA and SAGES as well as the broader Great Neck community to work together towards that goal. Many of them are with us in person or virtually tonight. We thank them for their trust in us and their unwavering support.

Over the course of two meetings, a common theme emerged. Participants expressed our love for Great Neck and our appreciation for the school district. We would like to express our wholehearted support to our school district including our teachers, administrators and board of education trustees to teach kids to be upstanding human beings with compassion and ability to think critically in this ever complicated world.

We also discussed the need to reduce the tension within the district, provide constructive community building, a need for parents to learn accurate information, and for parents to feel heard.

We proposed a "Let’s Have a Conversation" series to facilitate the dialogue and answer the many questions that parents have. These questions include, but are not limited to:

1. Where can we find accurate information about the state-mandated curriculum? Can the school district provide help to parents on the interpretation and implementation of state-mandated curriculum? How can the school district provide additional guidance and facilitation to parents on teaching and supporting the curriculum at home?

2. What is taught and contained in the curriculum? Why do we need to teach certain topics? How are they taught? How are personal opinions of teachers and students handled on controversial topics in the classroom?

3. Certain topics and curriculum are frequently mentioned, such as DEI, SEL, CRT, and health education. Can the school district help parents understand these topics and what the acronyms mean?

4. What is the protocol for decision making in the school district? How can we make sure that decisions are consistent across schools?

5. How can parents seek help and answers on sensitive topics?

We are encouraged that the school district has shown initial interest in working on community forums and look forward to bringing these to light. Thank you very much for listening.

Best Regards,

Moji Pourmoradi and Kevin Sun

4. **BOARD/ADMINISTRATIVE AFFAIRS**

a. **Superintendent's Report**

Dr. Teresa Prendergast
Superintendent of Schools

b. Naming of Parkville School Auditorium in Honor of Debra Shalom

BE IT RESOLVED, that the Board of Education hereby approves the naming of the Parkville School auditorium in honor of Debra Shalom, former Parkville Principal, in accordance with Policy 7510 *Naming Portions of Schools or Grounds and Commemorative Plaques*.

c. Naming of North High School Auditorium in Honor of Bernard Kaplan

BE IT RESOLVED, that the Board of Education hereby approves the naming of the Great Neck North High School auditorium in honor of Bernard Kaplan, former North High Principal, in accordance with Policy 7510 *Naming Portions of Schools or Grounds and Commemorative Plaques*.

d. Policy 4321 – Programs for Students with Disabilities (First Reading)

INFORMATION

Attached for Board of Education consideration is a new policy: ***Programs for Students With Disabilities*** **(4321)**. This required policy asserts the District's commitment to the provision of a free and appropriate public education to students with disabilities. It replicates, in policy format, the District's existing Special Education Plan, and incorporates current *Policy 4321.4 Independent Educational Evaluations at Public Expense* which is being presented for deletion as a stand-alone policy. It is being submitted for a first reading. No Board action will be taken at this time.

NOW, THEREFORE, BE IT RESOLVED, that the Board of Education has hereby reviewed Policy 4321 for a first reading, in accordance with *Policy 2400 Board Policy Development*.

PROGRAMS FOR STUDENTS WITH DISABILITIES

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I. General

The Board of Education of the Great Neck Public Schools will make available a free appropriate public education to all students with disabilities who reside within the District and are eligible for special education and related services under the Federal Individuals with Disabilities Education Act (IDEA) and Article 89 of New York State Education Law and their implementing regulations. Special education and related services will be provided to resident eligible students with disabilities in conformity with an Individualized Education Program (IEP) and in the least restrictive environment appropriate to meet their individual educational needs. Special education services or programs will be designed to enable a student with disabilities to be involved in and progress, to the extent appropriate, in the general education curriculum.

The Board also will make available special education and related services to eligible students with disabilities parentally placed in a nonpublic school located within the District, regardless of whether they are residents of the District. However, this obligation does not extend to resident students with disabilities who are placed by their parents in a nonpublic school within District boundaries because of a disagreement between the parents and the District over the provision of a free appropriate public education. Nonpublic school students with disabilities who are not District residents, but who reside within New York State, will be provided programs and services in accordance with their Individualized Education Services Program (IESP).

For purposes of this policy and others related to the provision of services to eligible students with disabilities, and consistent with applicable New York State and Federal laws and regulations, the word “parent” means a birth or adoptive parent, a legally appointed guardian generally authorized to act as the student’s parent or authorized to make educational decisions for the student; a person in parental relationship to the student as defined in Section 3212 of the New York State Education Law; an individual designated as a person in parental relation pursuant to title 15-A of the New York State General Obligations Law, including an individual so designated who is acting in the place of a birth or adoptive parent (including a grandparent, stepparent, or other relative with whom the student resides; or a surrogate parent who has been appointed in accordance with New York State Commissioner of Education’s regulations.

Eligible students with disabilities will be entitled to special education and related services until the end of the school year in which they turn twenty-one (21) or until they receive a local high school or Regents diploma, whichever comes first.

Students with disabilities will not be required to take medication as a condition for receiving a free appropriate public education.

The District will provide services to students with disabilities in accordance with the following:

1. District staff will take steps to locate, identify, evaluate and maintain information about all children with disabilities within the District, including homeless children and children who are wards of New York State, and children attending nonpublic school within the District (including religious schools), who are in need of special education.

2. The Board will appoint a Committee on Special Education (CSE), and, as appropriate, CSE subcommittees, to assure the timely identification, evaluation and placement of eligible students with disabilities.

3. The District will establish a plan and practice for implementing school-wide approaches and interventions in order to remediate a student's performance prior to referral for special education services. The District will provide general education support services, instructional accommodations, and/or alternative program options to address a student's performance before referring the student to the CSE. The Instruction Support Team (IST) will develop, implement and evaluate pre-referral intervention strategies.

4. District staff will refer for evaluation a student who has not made adequate progress after an appropriate period of time when provided instruction under a Response To Intervention (RTI) program.

5. The Board ~~of Education~~ will arrange for special education programs and services based upon the recommendation of the CSE or CSE subcommittee.

6. The Superintendent of Schools or designee will establish a plan for the recruitment, hiring and retention of staff appropriately and adequately prepared to meet the needs of students with disabilities including, but not limited to, highly qualified special education teachers.

7. The Superintendent of Schools or designee will establish a comprehensive professional development plan which provides personnel with the skills and knowledge required to meet the needs of students with disabilities.

8. The Superintendent of Schools or designee will establish a process for ensuring that District staff understand the right of students with disabilities to access and participate in the same academic, co-curricular and extracurricular programs and activities as all other students enrolled in the District's schools, to the extent appropriate to their individual needs.

II. Least Restrictive Environment

The Board recognizes its responsibility under IDEA , Article 89 of New York State Education Law and Section 200.6 of the New York State Commissioner of Education's Regulations to provide special education programs and services for students with disabilities in the least restrictive environment appropriate to meet their individual educational needs.

Therefore, the District will not place students with disabilities in special classes or separate schools, or otherwise remove them from the regular educational environment unless the nature or severity of their disability is such that their education cannot be achieved satisfactorily in regular classes, even with the use of supplementary aids and services. In addition, the District will provide special services or programs to enable students with disabilities to be involved in and progress in the general education curriculum, to the extent appropriate to their needs.

Furthermore, and pursuant to those legal provisions, students with disabilities placed together for purposes of receiving special education will be grouped by similarity of individual needs.

The Board also recognizes that the least restrictive environment requirements established by applicable New York State and Federal laws and regulations also extend to nonacademic settings. Therefore, to the extent appropriate to their individual needs, eligible students with disabilities residing within the District and attending the District's public schools will be entitled to participate in District academic, co-curricular and extracurricular activities available to all other students enrolled in the District's public schools. Such co-curricular and extracurricular activities may include, but are not limited to, athletics, recreational activities, school-sponsored special interest groups or clubs, transportation, and referrals to agencies that provide assistance to individuals with disabilities and the employment of students (including both employment by the District and assistance in making outside employment available). Students with disabilities, and their parents, will be informed of the availability of such programs and activities and their eligibility to participate.

District programs and activities, including extracurricular activities, will be provided that are accessible to students with disabilities to the extent appropriate to their individual needs. The District will make individual modifications to include physical facilities, scheduling and transportation arrangements, so that students are not excluded because of the presence of a disability.

In providing a free appropriate public education to students with disabilities eligible under the IDEA and Article 89, the Board ~~of Education~~ will afford students and their parents the procedural safeguard rights to which they are entitled under applicable New York State and Federal laws and regulations. The Board ~~of Education~~ also will provide them with notice of such rights as required by law and regulation, using the form prescribed by the New York State Commissioner of Education.

I**II. Locate and Identify Students with Disabilities**

The District will conduct an annual census to locate and identify all students with disabilities who reside in the District, and establish a register of such students who are entitled to attend the public schools of the District during the next school year, including students with disabilities who are homeless or wards of New York State. The census will be conducted, and the registry maintained, in accordance with the requirements established in New York State Commissioner of Education's regulations.

The District's activities for locating and identifying parentally-placed nonpublic school students with disabilities will be comparable to those undertaken for students attending the District's public schools, and will be completed in a comparable time period. The District will consult with representatives of private schools and representatives of parents of parentally placed private school students with disabilities on the child find process.

IV. Committee on Special Education

The members of the CSE and CSE subcommittees will include those individuals identified in applicable law and regulations, and their attendance at CSE and CSE subcommittee meetings will be required except as otherwise provided in New York State and Federal laws and regulations.

The parent of a student with disabilities is one of the mandated CSE and CSE subcommittee members and, as such, has a right to participate in CSE and CSE subcommittee meetings concerning the identification, evaluation, educational placement, and the provision of a free appropriate public education to their child.

District staff will take steps to promote the parent's participation, in accordance with the following:

1. CSE and CSE subcommittee meetings will be scheduled at a time and place that is mutually agreeable to the parent and the District.

2. The parent will be given at least five (5) days' notice of the time and place of a CSE or CSE subcommittee meeting, except as otherwise provided in New York State and Federal law and regulation, along with notice of the purpose of the meeting, those who will attend (including name and title) and the parent's right to be accompanied to the meeting by a person(s) the parent considers to have knowledge and special expertise about their child.

3. The parent and the District may agree to use alternative means of participation at CSE meetings, such as videoconferences or telephone conference calls.

4. District staff will take steps to provide the parent with an understanding concerning the proceedings at CSE meetings, including arranging for an interpreter for deaf or hearing impaired parents or parents whose native language is other than English.

The CSE or CSE subcommittee may meet without a student's parent only if District staff has been unable to obtain either parent's participation, and has a record of its attempts to arrange a mutually agreed upon time and place. Similarly, the CSE or CSE subcommittee may make a decision without the involvement of the student's parent only if District staff has been unable to obtain parental participation, even through the use of alternative means of participation, and has a record of its attempts to provide parental involvement.

The Superintendent of Schools or designee will establish a process that the Committee on Special Education (CSE) or CSE subcommittee chairperson, as appropriate, obtains an up-to-date copy of the New York State Commissioner of Education's Regulations at the beginning of each school year, and copies of any amendments that become effective during the school year.

V. Evaluation of Students with Disabilities

To initially determine a student's eligibility for a free appropriate public education under the IDEA and Article 89, the District will conduct a full evaluation of the student within legally prescribed time lines. As set forth in New York State Commissioner of Education's regulations, the initial evaluation will include, at least, a physical examination, an individual psychological evaluation unless the school psychologist determines it unnecessary, a social history, an observation of the student in the student's learning environment to document the student's academic performance and behavior in the areas of difficulty and other appropriate assessments or evaluations (including a functional behavioral assessment for a student whose behavior impedes personal learning or that of others) to ascertain the physical, mental, behavioral and emotional factors that contribute to the suspected disabilities.

Once a student has been determined eligible to receive ~~a~~ free appropriate public education, the District will reevaluate the student with a disability whenever the student's parent requests a reevaluation, and when the District determines the educational and related services needs (including improved academic achievement and functional performance) of the child warrant a reevaluation. However, a reevaluation must take place at least once every three (3) years, unless the student's parent and the District agree it is unnecessary.

VI. Parental Consent for Student Evaluations

Before conducting any type of evaluation, District staff will take steps to obtain written informed consent from a student's parent, as required by applicable New York State and Federal laws and regulations. They also will keep a detailed record of those attempts and their results, including phone calls and correspondence, visits to the parent's home and any responses received.

1. If a parent refuses to give consent for an initial evaluation, or fails to respond to such a request, the parent will be given an opportunity to attend an informal conference and ask questions about the proposed evaluation. Unless the referral for evaluation is withdrawn, if the parent continues to withhold consent, the Board may commence due process proceedings to conduct an initial evaluation without parental consent within the time lines established in New York State Commissioner of Education's regulations.

2. If a parent refuses to give consent for a reevaluation, or fails to respond to such a request, District staff will proceed with the reevaluation without parental consent if it has engaged in documented reasonable efforts to obtain such consent and the parent has failed to respond. If the District cannot document its efforts to obtain consent, the Board may commence due process proceedings to conduct a reevaluation without parental consent.

3. If District staff is unable to obtain consent for the initial evaluation or reevaluation of a home schooled or a parentally-placed nonpublic school student, the Board may commence due process proceedings to conduct the evaluation without parental consent.

VII. Referral Process

In conducting evaluations of students with disabilities, the District will use a variety of assessment tools and strategies, including parent-provided information, to gather relevant academic, developmental and functional information for determining a student's eligibility for special education and related services, and the content of the IEP or IESP or services plan in the case of nonpublic school students with disabilities (including information related to enabling the student to be involved in and progress in the general education curriculum).

The District also will assess a student in all areas of suspected disability, and the assessment and other evaluation used will not be discriminatory on a racial or cultural basis. In addition, students will be assessed in the language and form most likely to yield accurate information on what the student actually knows and can do academically, developmentally, and functionally, unless it is not feasible to do so.

In the case of students suspected of having a specific learning disability, the District will follow the procedures established in the New York State Commissioner of Education's Regulations.

The District will notify a student's parent of any determination that no additional data is needed and the reasons for such a determination. It will also inform the parent of the right to request an assessment, notwithstanding that determination.

VII. Independent Educational Evaluations

The Board will provide the parents of all students referred to the CSE or the Committee on Pre-School Special Education (CPSE) with notice of their due process rights. Included in the due process notice to parents at the time of the CSE/CPSE initial referral, annual review or triennial evaluation, the Office of Pupil Personnel Services will inform parents regarding their right to an Independent Educational Evaluation (IEE) and the circumstances under which such evaluations will be at District expense.

An Independent Educational Evaluation (IEE) means an individual evaluation of a student who has or who is thought to have a disability, conducted by a person who is not employed by the District. Whenever an IEE is conducted at public expense, the criteria under which the evaluation is obtained, including the location of the evaluation and the qualifications of the examiner, will be the same as the criteria used by the District when it initiates an evaluation. Those criteria will be as follows:

1. Location: Geographic location is defined as an evaluation which takes place within a 50-mile radius of the District.

2. Minimal Qualifications: Minimal Qualifications are defined by the School District as New York State Education Department certification or licensure within the specific area of the evaluation.

3. Timeline for IEE & Reimbursement: Timeline for the IEE used to contest an evaluation performed by the School District, is defined as being within one year of the School District's evaluation. The request for IEE reimbursement must be made within one year of the date of the IEE.

4. Reasonable Costs for an IEE: Reasonable costs are defined as 10% above the evaluation costs of any teaching university hospital within the 50 mile radius.

The names, addresses and telephone numbers of appropriate public and private agencies and other professional resources where IEEs may be obtained will be provided upon request. Parents may select professionals to conduct evaluations from the list provided by the District or may select others who meet District criteria. However, the District will not be responsible for the quality of such IEEs. In addition, the District will not be responsible for the cost of such IEEs~~,~~ which do not meet the criteria listed below.

Public Funding of an IEE:

The District will provide public funding of IEEs only under the following conditions:

1. Parents disagree with the evaluation conducted by the District, and the resulting IEE provides information that shows that the District evaluation was inappropriate.

2. The District was unable to comply with mandated timelines for conducting its own evaluations.

3. If such IEE is made at the request of an Impartial Hearing Officer as part of a duly convened impartial hearing.

The District may deny reimbursement for an IEE under the following conditions:

1. The District either had initiated, or shortly intends to initiate, a due process hearing to show that its evaluation of the student is appropriate or that the parents have not complied with other District criteria, such as:

    a. The criteria under which the IEE was conducted, including the legal criteria.

    b. The independent evaluator selected by the parents does not meet stated minimum qualifications.

c. The parents' request for reimbursement exceeded stated District timelines for such requests.

d. The parents' request for reimbursement exceeded stated District guidelines for such requests.

2. The IEE was not obtained because of a disagreement with the District's evaluation.

3. The District has already funded an IEE and has conducted no subsequent evaluation.

If the District concludes that it is not required to reimburse the parents for the IEE, it will notify the parents in writing of the receipt of the request, the basis for the denial and whether the District intends to initiate an impartial hearing.

IX. Declassification

The Board recognizes that it may be appropriate to declassify some students with disabilities. A student may mature and develop skills such that they no longer require the special program, support services or accommodations offered by an IEP or IESP. The CSE~~,~~ the CSE Subcommittee or the CPSE, as applicable, is responsible for making this judgment, while adhering to the requirements of Federal and New York State laws and regulations.

X. Declassification of Support Services

It is the goal of the Board of Education to provide an opportunity for the student to succeed in the transition to the regular education program. In order to facilitate that success, the CSE/CPSE may offer educational and support services for a period of time, not to exceed one year. Declassification support services may include:

For the student, psychological services, social work services, speech and language improvement services, non-career counseling, and other appropriate support services.

For the student’s teachers, the assistance of a teacher aide or a teaching assistant, and consultation with appropriate personnel.

The CSE/CPSE will provide teachers and service providers providing services to students with disabilities concerning the need for the transition services, and the nature and duration of those services.

XI. Re-evaluation

Prior to determining that a student is no longer eligible for special education services and should be placed in a full-time regular education program, the CSE, CSE subcommittee or CPSE, as applicable, will conduct a declassification evaluation of the student in accordance with the process and procedures prescribed for the evaluation and

reevaluation of students with disabilities, by applicable Federal and New York State laws and regulations. However, the CSE, CSE subcommittee, or CPSE members may determine after reviewing existing evaluation data that no additional information is needed to determine the student's continued eligibility for services.

When a determination is made that no additional data is needed for reviewing a student's continued eligibility for special education services, the CSE, CSE subcommittee, or CPSE Chairperson, as applicable, will notify the student's parents of that determination and the reasons for it, and of their right to nonetheless request an assessment. Unless the student's parents make such a request, the District will not conduct any further assessments.

The District will provide the student's parents with a copy of the reevaluation report and documentation regarding the eligibility determination.

Consistent with applicable New York State and Federal laws and regulations, the District will not conduct a declassification evaluation if the reason why a student is determined to be ineligible for special education services is that the student has either:

1. Graduated with a regular high school or Regents diploma; or
2. Exceeded the age of eligibility for services.

However, in such an instance the District will provide the student with a summary of academic achievement and functional performance that also includes recommendations on how to assist the student in meeting post-secondary goals.

XII. Eligibility Determination

The CSE or CSE subcommittee will determine whether a student is eligible for special education and related services under the IDEA and Article 89, as well as the student's educational needs.

The CSE or CSE subcommittee may not determine that a student is eligible for special education and related services if the determining factor is lack of appropriate instruction In the essential components of reading, including phonemic awareness, phonics, vocabulary development, reading fluency (including oral reading skills), and reading comprehension strategies; or lack of appropriate instruction in math; or limited English proficiency.

XIII. Pre-School Special Education

The Board of Education recognizes the value of special education and its responsibility in ensuring that all resident preschool children with disabilities have the opportunity to participate in special programs and services from which they may benefit, and will establish a Committee on Preschool Special Education (CPSE) as required under New York State Education Law. Its responsibilities will include the evaluation and recommendation for placement in appropriate approved programs and the provision of appropriate special education programs and services for each preschool child with a disability. The CPSE will review, at least annually, the status of each preschool child with a disability.

The Board of Education authorizes the Superintendent of Schools or designee to establish administrative practices and procedures that will include:

1. locating and identifying all preschool children with disabilities pursuant to the relevant provisions of the New York State and Federal Education Law. The register of children eligible to attend a preschool program is to be maintained and revised annually by the (CPSE);

2. verifying that the parent of preschool age children with disabilities have received and understand the request for consent for evaluation of their child;

3. developing an IEP for each preschool age child with a disability;

4. appointing and training appropriately qualified personnel including the members of a CPSE;

5. maintaining lists of impartial hearing officers and of New York State Education Department approved special education programs within the county and adjoining counties in which the District is located; and

6. reporting to the New York State Education Department the number of pre-school children with disabilities that are being served, as well as those not served.

Placement may be appealed by a parent to an impartial hearing officer, appointed by the Board. Mediation will be offered to such parents to resolve complaints regarding the education of preschool children with disabilities at the same time notice of the availability of an impartial hearing is provided.

The Superintendent of Schools or designee will determine that the District has made available adequate and appropriate space for programs and services for pre-school students with disabilities, when applicable.

The Board of Education directs the Superintendent of Schools or designee to develop and maintain a plan that incorporates information concerning the provision of services for preschool children with disabilities, pursuant to the Regulations of the New York State Commissioner of Education.

XIV. Provision of Services

The Board will arrange for appropriate special education and related services recommended by the CSE or CSE subcommittee within sixty (60) school days of the District's receipt of parental consent to evaluate a student not previously identified as a student with a disability, or within sixty (60) school days of referral for review of a student with a disability, except as otherwise provided in New York State and Federal laws and regulations.

All staff and/or related service providers responsible for the implementation of a student's IEP or IESP will be provided with information regarding those responsibilities in addition to a paper or electronic copy of the IEP or IESP prior to the implementation of such IEP or IESP or will be able to access such student's IEP or IESP electronically.

XV. Parental Consent for the Provision of Services

The Board acknowledges that parental consent for initial evaluation does not constitute consent for placement for the provision of special education and related services. Therefore, School District staff will take steps to obtain written informed
consent for the initial provision of special education and related services to an eligible student. The Board will be precluded by applicable New York State and Federal laws and regulations from commencing due process proceedings to override the parent's refusal to provide such consent or override the parent's failure to respond to such a request.

XVI. Annual Review

The CSE will annually review the IEP of each student with a disability to determine:

1. The extent to which the student can benefit from participation in regular educational programs and services in the least restrictive environment;
2. The extent to which credit toward a high school diploma can be granted through participation in special education programs; and
3. The student's progress toward a high school diploma.

At each annual review of a student's IEP, the CSE will consider the following factors (listed in order/priority):

1. the strengths of the student;
2. the concerns of the parents for enhancing the education of their child;
3. the results of the initial or most recent evaluation of the student;
4. as appropriate, the results of the student's performance on any general New York State or District-wide assessment programs;
5. the academic, developmental and social needs of the student~~s~~;
6. the educational progress and achievement of the student with a disability and the student's ability to participate in instructional programs in regular education ~~and~~ in the least restrictive environment;
7. in the case of a student whose behavior impedes personal learning or that of others, consider strategies including positive behavioral interventions and supports and other strategies to address the behavior
8. in the case of student with limited English proficiency, consider the language needs of the student as such needs relate to the student's IEP;
9. in the case of a student who is blind or visually impaired, provide for instruction in Braille and the use of Braille unless the CSE determines, after an evaluation of the student's reading and writing skills, needs and appropriate reading and writing media, that instruction in Braille or the use of Braille is not appropriate for the student;
10. consider the communication needs of the student, and in the case of student who is deaf or hearing impaired, consider the student's language and communication needs, opportunities for direct communication~~s~~ with peers and professional personnel in the student's language and communication mode, academic level and full range of needs, including opportunities for direct instruction in the student's language and communication mode; and
11. consider whether the student requires assistive technology devices and services, including whether the use of District purchased assistive technology devices is required to be used in the student's home or in other settings in order for the student to receive a free appropriate public education;

XVII. Due Process

The District or the parent(s) of a student may file a due process complaint with respect to any matter relating to the identification, evaluation or educational placement of a student with a disability, or a student suspected of having a disability, or the provision of free appropriate public education to such student in accordance with New York State and Federal law.

Great Neck Public Schools
Proposed: 12/15/21

e. Policy 4321.1 – Allocation of Space for Special Education Programs and Services (First Reading)

INFORMATION

Attached for Board of Education consideration is a new policy: ***Allocation of Space for Special Education Programs and Services*** **(4321.1)**. This policy supports the District's responsibility to make available the appropriate space necessary to serve students with disabilities, and outlines the methods by which it will do so. It replicates, in policy format, the relevant provisions of the District's existing Special Education Plan. It is being submitted for a first reading. No Board action will be taken at this time.

NOW, THEREFORE, BE IT RESOLVED, that the Board of Education has hereby reviewed Policy 4321.1 for a first reading, in accordance with *Policy 2400 Board Policy Development*.

ALLOCATION OF SPACE FOR SPECIAL EDUCATION PROGRAMS AND SERVICES

The Board of Education of the Great Neck Public Schools recognizes its responsibility to make appropriate space available for:

1. Special programs and services provided to meet the needs of students and preschool students with disabilities both within its own facilities, and in programs provided by the Board of Cooperative Educational Services (BOCES) and attended by District residents; and

2. Serving students with disabilities in settings with non-disabled peers, as well.

The ~~School~~ District will address such space allocation needs as part of its annual budget cycle, during the annual or any more frequent re-evaluation of its long-range educational facilities plan

The District also will share with the BOCES District Superintendent information relevant for the BOCES to determine the regional space needs for serving the District's students with disabilities.

As part of the process for ensuring the allocation of appropriate space for special education programs and services and serving students with disabilities in settings with non-disabled peers, the Superintendent of Schools or designee, in consultation with appropriate school personnel will, at a minimum:

1. Periodically gather information regarding the number of students and preschool students with disabilities presently participating and anticipated to continue to participate in the District's special education programs and services, the type of programming they presently receive and may receive in the future, as well as the setting in which those services are and/or will be provided.

2. Review the results of the District's latest census and other District child find efforts, including child find activities conducted with respect to parentally-placed nonpublic school students with disabilities.

3. Anticipate any projected increase in the number of students and preschool students with disabilities the District will be responsible for providing special education programs and services to, the anticipated type of services they will be receiving and the settings in which those services will be provided.

4. Based on the above information, review current space capacity, and identify any additional space requirements to meet both current and future needs.

5. Report to the Board of Education regarding the results of the above review process, along with necessary recommendations for additional space allocations.

f. Policy 4321.2 – Confidentiality and Access to Individualized Education Programs and Individualized Education Services Programs (First Reading)

INFORMATION

Attached for Board of Education consideration is a new policy: ***Confidentiality and Access to Individualized Education Programs and Individualized Education Services Programs* (4321.2)**. This policy replaces and expands upon existing ***Policy 4321.5 Provision of IEPs to Teachers and Service Providers*** which is proposed for deletion. It is being submitted for a first reading. No Board action will be taken at this time.

NOW, THEREFORE, BE IT RESOLVED, that the Board of Education has hereby reviewed the Policy 4321.2 for a first reading, in accordance with *Policy 2400 Board Policy Development*.

CONFIDENTIALITY AND ACCESS TO INDIVIDUALIZED EDUCATION PROGRAMS AND INDIVIDUALIZED EDUCATION SERVICES PROGRAMS

The Board of Education of the Great Neck Public Schools recognizes the importance of maintaining the confidentiality of Personally Identifiable Information (PII) pertaining to a student with a disability. PII will not be disclosed by any District employee or member of a Committee on Special Education (CSE)/Committee on Preschool Special Education (CPSE)to any person (other than the parent /guardian of such student), organization or agency unless the parent or guardian of the child provides written consent; there is a valid court order for such information; or disclosure is permitted by law.

The Board of Education, while acknowledging the confidentiality requirement, believes that in order for each student with disabilities to receive the full benefit of an Individualized Education Program (IEP) and Individualized Education Services Program (IESP), individuals responsible for implementing the program or plan must, prior to the implementation, fully understand the scope of their responsibility and the specific accommodations, modifications and supports to be provided.

This policy establishes procedures for the provision of services, accommodations or program modifications for students with an IEP or IESP in accordance with that student's IEP or IESP will be informed of the responsibilities under the IEP, and will receive or have access to a copy of the student's IEP or IESP as specified below.

I. IEP or IESP Copies

At a CSE, CSE Subcommittee or CPSE meeting for each student, a determination will be made as to which general education teachers, special education teachers, related service providers and other service providers have responsibility to implement the recommendations on the student's IEP or IESP. "Other service provider" means a Board of Cooperative Educational Services (BOCES) program, a charter school, a child care institution school, a New York State-supported school, an approved preschool provider, an approved private in-state or out-of-state school, a representative of another public school district and a Special Act school district where the student receives or will receive IEP or IESP services.

In accordance with the requirements of New York State Education Law 4402(7), while maintaining the appropriate confidentiality requirements guaranteed under the Federal Family Educational Rights and Privacy Act (FERPA), the CSE, CSE Subcommittee and CPSE Chairpersons will provide a paper or electronic copy of each student's IEP or IESP to each regular education teacher, special education teacher, related service provider and/or other service provider who is responsible for implementation of the program or plan along with continued access to the document during the remainder of the school year or as long as the student remains on the individual's professional caseload. These individuals responsible for implementing an IEP or IESP will, in turn, provide all paraprofessionals (teacher aides and teacher assistants) and other providers responsible for assisting in implementation with the opportunity to review their copy of the IEP or IESP prior to program implementation. If a student's IEP or IESP is revised during the school year, the District will provide electronic access or copies of the IEP or IESP to teachers and service providers consistent with New York State and Federal laws, regulations and this policy.

- Any copy of a student's IEP provided pursuant to this policy will remain confidential and will not be disclosed to any other person, in compliance with Federal and New York State laws and regulations, including the Federal Individuals with Disabilities Education Act (IDEA), and FERPA.

- The employee charged with the duty to inform each teacher, related service provider, and others of their responsibilities relating to the IEP will also inform those individuals of the obligation to maintain the confidentiality of the IEP.

- A copy of the IEP will be provided to the student's parents at no cost to the student's parents.

The Superintendent of Schools or designee will provide a statement explaining that the IEP is a confidential document, and that any copy of a student's IEP provided pursuant to this policy will remain confidential and will not be re-disclosed to any other person in compliance with Federal and New York State laws and regulations, including the IDEA and (FERPA).

II. Notification of Responsibilities

In addition to disseminating copies of a student's IEP or IESP, CSE, CSE Subcommittee and CPSE Chairpersons must designate one or more professional employees of the District with knowledge of the student's disability and program to inform each regular education teacher, special education teacher, related service provider, other service provider, paraprofessional, and other provider and support staff person of the responsibility to provide specific accommodations, program modifications, supports and/or services for the student in accordance with the IEP or IESP.

The professional staff person(s) who may be selected for this responsibility include the committee chairperson, another administrator, a teacher, a related service provider or another professional, as appropriate.

III. Confidentiality

All copies of a student's IEP or IESP provided or made accessible under this policy must remain confidential, and will not be redisclosed to any other person, except in accordance with the and FERPA. For purposes of confidentiality, the CSE and CPSE Chairpersons will include with each IEP or IESP copy provided or made accessible under this policy, a copy *Policy 5500 Student Records*. All IEP or IESP copies must remain in a secure location on school grounds at all times. If IEP copies are transmitted and/or provided electronically, security systems (e.g., file or folder password protection) must be implemented to prevent unauthorized internal and external access to the student's IEP or IESP.

IV. Documentation

The designated professional employee(s) defined in Section II above will obtain the signature of each person covered by this policy, indicating that the individual:

1. has received either a copy of the student's IEP or IESP or the opportunity to review the IEP or IESP prior to its implementation, as required under New York State law and regulation;

2. has been informed of their responsibilities for implementation;

3. has knowledge of where the IEP or IESP is to be maintained; and

4. has an understanding of the confidentiality requirements.

The Assistant Superintendent of Special Education and Pupil Services or designee will maintain these signatures in a District file.

At the end of the school year, or whenever the IEP has been revised, the CSE and CPSE Chairperson will collect all prior IEP copies provided under this policy and destroy them.

g. Policy 4321.3 – Availability of Alternative Format Instructional Materials for Students with Disabilities (First Reading)

INFORMATION

Attached for Board of Education consideration is a new policy: ***Availability of Alternative Format Instructional Materials for Students with Disabilities*** **(4321.3)**. This policy supports the District's responsibility to make all instructional materials used in the District's schools available in a usable alternative format for students with disabilities in accordance with their individual educational needs. It replicates, in policy format, the relevant provisions of the District's existing Special Education Plan. It is being submitted for a first reading. No Board action will be taken at this time.

NOW, THEREFORE, BE IT RESOLVED, that the Board of Education has hereby reviewed Policy 4321.3 for a first reading, in accordance with *Policy 2400 Board Policy Development*.

AVAILABILITY OF ALTERNATIVE FORMAT INSTRUCTIONAL MATERIALS FOR STUDENTS WITH DISABILITIES

The Board of Education of the Great Neck Public Schools recognizes its responsibility to make all instructional materials used in the District's schools available in a usable alternative format for students with disabilities in accordance with their individual educational needs and course selection at the same time as those materials are available to non-disabled students. In accordance with applicable New York State and Federal laws and regulations, any such alternative format procured by the District will meet the National Instructional Materials Accessibility Standard.

For purposes of this policy, alternative format will mean any medium or format for the presentation of instructional materials, other than a traditional print textbook, that is needed as an accommodation for a student with a disability enrolled in the District, including but not limited to audio, Braille, large print, open and closed captioning or an electronic file. An electronic file must be compatible with at least one alternative format conversion software program that is appropriate to meet the needs of the individual student.

The Superintendent of Schools or designee will develop a plan to ensure the availability of alternative format materials in accordance with the timeliness requirements of this policy. Such a plan will provide for:

1. Preference to vendors who agree to provide instructional materials in alternative formats, and to reflect this requirement in the bidding specifications used for the procurement of instructional materials. The same preference will be given to vendors of instructional materials ordered for a school library.

2. Consultation with appropriate school personnel regarding how students will access electronic files. The District's technology staff will be notified of any need to convert electronic files into an accessible format such as Braille, large print, audio, or alternative display.

3. The availability of hardware and/or software a student with disabilities in need of alternative format materials might require to access the instructional material.

4. The yearly review of the District's ordering timelines and processes for the purchase of instructional materials to ensure sufficient lead time for obtaining needed alternative format materials so that alternative format materials are available at the same time as regular format materials.

5. Notification to appropriate school personnel by the Committee on Special Education (CSE), CSE subcommittee, Committee on Preschool Special Education (CPSE) and Section 504 Committee Chairperson whenever it is determined that a student needs instructional materials in alternative format. Such notice also will identify the particular alternative format needed, and any assistive technology devices or services the student might need to access the alternative format materials.

6. Notification by classroom teachers of the books they will be using in class and any list of required readings with sufficient lead time in anticipation of the District's timelines for the purchase of instructional materials.

7. Consultation with the school librarian to make sure that specific library resources required by a student in need of alternative format materials to participate and progress in the selected courses are made available to the student in an accessible format.
8. Timely request of state assessments in alternative format.

9. As soon as the District is made aware that a student with a disability in need of materials in an alternative format will be moving into the District during the school year, the District will initiate the procedures to obtain such materials without delay.

Great Neck Public Schools
Proposed: 12/15/21

h. Policy 4321.4 – District-wide and State-wide Assessments of Students with Disabilities or 504 Accommodation Plans (First Reading)

INFORMATION

Attached for Board of Education consideration is a new policy: ***District-Wide and State-Wide Assessments of Students with Disabilities or 504 Accommodation Plans* (4321.4)**. This policy supports the District's responsibility to offer access and appropriate testing accommodations to eligible students so that they can participate in assessment programs on an equal basis with their nondisabled peers. It replicates, in policy format, the relevant provisions of the District's existing Special Education Plan. It is being submitted for a first reading. No Board action will be taken at this time.

NOW, THEREFORE, BE IT RESOLVED, that the Board of Education has hereby reviewed Policy 4321.4 for a first reading, in accordance with *Policy 2400 Board Policy Development*.

DISTRICT-WIDE AND STATE-WIDE ASSESSMENTS OF STUDENTS WITH DISABILITIES OR 504 ACCOMMODATION PLANS

The Board of Education of the Great Neck Public Schools recognizes the importance of offering access and appropriate testing accommodations to eligible students so that they can participate in assessment programs on an equal basis with their nondisabled peers. Two elements that contribute to an effective assessment program are proper use of accommodations and use of universal design principles in developing and administering tests.

Testing Accommodations

Testing accommodations provide an opportunity for students with disabilities to:

- Participate in the instructional and assessment program;
- Demonstrate their strengths, knowledge and skills without being restricted by their disability; and
- Provide an accurate measure of the standards being assessed so that appropriate instruction and services can be provided.

Testing accommodations are changes made in the administration of the test in order to remove obstacles to the test-taking process that are presented by ~~the~~ a disability without changing the constructs being tested. Testing accommodations include, but are not limited to: flexibility in scheduling/timing; flexibility in the setting for the administration of the test; changes in the method of presentation and changes in the method of response. Testing accommodations are neither intended nor permitted to: alter the construct being measured or invalidate the results, provide an unfair advantage for students with disabilities over students taking the test under standard conditions or substitute for knowledge or abilities that the student has not attained.

The Committee on Special Education (CSE), the Subcommittee on Special Education or the Committee on Preschool Special Education (CPSE) is responsible for recommending the appropriate test accommodations and including those recommendations on the student's Individualized Education Program (IEP) or Individualized Education Services Program (IESP).

In addition, the 504 Multidisciplinary Committee will include the appropriate test accommodations as part the 504 plan. If it is determined that a student should participate in alternative assessments instead of the standard New York statewide or District-wide tests, the CSE must indicate the reasons for doing so on the IEP or IESP.

The recommendations will be reviewed annually by the CSE, CSE subcommittee, CPSE or 504 team. The Board of Education acknowledges the importance of integrating the assessment program with the instructional program and, to that end, encourages effective communication among District staff so that implementation is consistent and fair. The goal is to provide effective assessments that allow students to benefit from their educational program.

A building principal may authorize use of testing accommodations in limited to cases where a general education student has or is suspected of having a disability, such as, but not limited to, a student with a broken limb or a student in the process of being evaluated for a disability, without sufficient time for the CSE, CPSE and/or Section 504 Committee to make a recommendation. They do not include cases where the student is already being evaluated to determine eligibility for status as a student with a disability. In exercising this authority, the building principal will use professional judgment, and may confer with CSE, CPSE and/or Section 504 Committee members.

The Superintendent of Schools or designee will explore how District assessments can be:

1. Made more usable by students with diverse abilities.
2. Designed to better accommodate a wide range of individual preferences and abilities.
3. Made more understandable.
4. Made to communicate necessary information to students more effectively.
5. Designed to minimize adverse consequences of accidental or unintended actions.
6. Used more efficiently and comfortably and with a minimum of student fatigue.

Great Neck Public Schools
Proposed: 12/15/21

i. Policy 4321.5 Deletion – Provision of IEPs to Teachers and Service Providers (First Reading)

INFORMATION

Attached for Board of Education consideration is deletion of the policy: ***Provision of IEPs to Teachers and Service Providers (4321.5)***. This policy, first adopted in 2003, is being replaced with proposed ***Policy 4321.2 Confidentiality and Access to Individualized Education Programs and Individualized Education Services Programs.*** This policy deletion is being submitted for a first reading. No Board action will be taken at this time.

NOW, THEREFORE, BE IT RESOLVED, that the Board of Education has hereby reviewed the deletion of Policy 4321.5 for a first reading, in accordance with *Policy 2400 Board Policy Development*.

PROVISION OF IEPs TO TEACHERS AND SERVICE PROVIDERS

In order to more effectively carry out the District's responsibility to provide a free appropriate education to all eligible students with disabilities, it is the policy of the Board of Education of the Great Neck UFSD to provide regular and special education teachers, related service providers and other service providers with a copy of a student's Individualized Education Program (IEP) to review with continued access to the document during the remainder of the school year or as long as the student remains on the individual's professional caseload, in accordance with the requirements of New York State Education Law 4402(7), while maintaining the appropriate confidentiality requirements guaranteed under the Family Educational Rights and Privacy Act (FERPA).

- Prior to the implementation of the IEP, each regular education teacher, special education teacher, related service provider, and other service provider who is responsible for the implementation of a student's individualized education program will be given a copy of such student's IEP.

- Any copy of a student's IEP provided pursuant to this policy will remain confidential and will not be disclosed to any other person, in compliance with Federal and New York State laws and regulations, including the Individuals with Disabilities Education Act (IDEA), and FERPA.

- In addition, the CSE Chair will designate a professional employee of the school district with knowledge of the student's disability and education program who will, prior to the implementation of the IEP, inform each teacher, related service provider, and other individuals with IEP implementation responsibility who would not be provided a copy of the student's IEP (including, but not limited to, a teaching assistant, a teacher aide, and a school bus driver when special transportation is specified on a student's IEP) of the specific responsibilities related to implementing a student's IEP and the specific accommodations, program modifications, and supports that must be provided for the student in accordance with the IEP. In most instances this will be the school psychologist at the elementary level and the special education chairperson at the secondary level.

- The employee charged with the duty to inform each teacher, related service provider, and others of their responsibilities relating to the IEP will also inform those individuals of the obligation to maintain the confidentiality of the IEP.

- A copy of the IEP will be provided to the student's parents at no cost to the student's parents.

Great Neck Public Schools
Adopted: 3/10/03; 1/19/21
Proposed Deletion: 12/15/21

j. Policy 4321.5 – Public Report on Revisions to District Policies, Practices and Procedures Upon a Finding of Significant Disproportionality (First Reading)

INFORMATION

Attached for Board of Education consideration is a new policy: ***Public Report on Revisions to District Policies, Practices and Procedures Upon a Finding of Significant Disproportionality*** **(4321.5)**. This policy describes the efforts the District will take upon a determination of significant disproportionality either in the identification, classification, placement and/or suspension of the District's students with disabilities. It replicates, in policy format, the relevant provisions of the District's existing Special Education Plan. It is being submitted for a first reading. No Board action will be taken at this time.

NOW, THEREFORE, BE IT RESOLVED, that the Board of Education has hereby reviewed Policy 4321.5 for a first reading, in accordance with *Policy 2400 Board Policy Development*.

PUBLIC REPORT ON REVISIONS TO DISTRICT POLICIES, PRACTICES AND PROCEDURES UPON A FINDING OF SIGNIFICANT DISPROPORTIONALITY

The Board of Education of the Great Neck Public Schools recognizes that, despite the District's best efforts, there may be times when there might be a disproportionate representation of racial and ethnic groups in its special education programs and services, and/or with respect to the suspension of students with disabilities. To minimize the risk of such an occurrence, the Board has endeavored to adopt policies, practices and procedures for the District that are consistent with the Federal Individuals With Disabilities Act (IDEA) and Article 89 of New York State Education Law, and their implementing regulations.

Nonetheless, upon a determination of significant disproportionality either in the identification, classification, placement and/or suspension of the District's students with disabilities, the Board will review the District's policies, practices and procedures to determine whether they are fully compliant with the requirements of the IDEA and Article 89, or require revisions. If changes are needed, the Board will take steps to adopt and implement any and all necessary revisions.

The Board will inform the public of any revisions to the District's policies, practices and procedures undertaken as a result of a finding of significant disproportionality. The Superintendent of Schools will notify school personnel responsible for implementing the revisions.

Great Neck Public Schools
Proposed: 12/15/21

k. Policy 4321.7 – School-Wide Pre-Referral Approaches and Interventions (First Reading)

INFORMATION

Attached for Board of Education consideration is a new policy: ***School-Wide Pre-Referral Approaches And Interventions*** **(4321.7)**. This policy supports the provision of academic and behavioral supports and targeted interventions for students who are not making academic progress at expected levels in order to help avert the need for referral for possible classification as a student with a disability, enabling them to succeed in the general education environment. It replicates, in policy format, the relevant provisions of the District's existing Special Education Plan. It is being submitted for a first reading. No Board action will be taken at this time.

NOW THEREFORE, BE IT RESOLVED, that the Board of Education has hereby reviewed Policy 4321.7 for a first reading, in accordance with *Policy 2400 Board Policy Development*.

SCHOOL-WIDE PRE-REFERRAL APPROACHES AND INTERVENTIONS

The Board of Education of the Great Neck Public Schools recognizes that the provision of academic and behavioral supports and targeted interventions for students who are not making academic progress at expected levels in the general curriculum may improve a student's performance and help avert the need for referral for possible classification as a student with a disability. Therefore, the District will implement on a school-wide basis practices appropriate to enable the District's students to succeed in the general education environment.

The Superintendent of Schools or designee will identify and take steps to implement a variety of practices appropriate to comply with this policy. Consistent with applicable New York State and Federal laws and regulations, those practices may include, for example:

1. Providing early intervention services with funds available under the Federal Individuals with Disabilities Education Act (IDEA), which may be coordinated with similar activities conducted under the Federal Elementary and Secondary Education Act. Such services would be made available to students not currently identified as needing special education and related services, but who need additional support to succeed in a general education setting. This may include professional development that enables teachers and other staff to deliver scientifically based academic instruction and behavioral interventions~~,~~ such as literacy instruction and, where appropriate, instruction on the use of adaptive instructional software. It also may include educational and behavioral evaluations, services and supports.

2. Implementation of a Multi-Tiered System of Support (MTSS) program that includes the minimum requirements established by the New York State Commissioner of Education's regulations, and allows teachers and other staff to determine whether a student responds to scientific, research-based instruction or requires interventions beyond those provided to all students in the general education classroom.

3. Implementation of a positive behavioral intervention and support (PBIS) system that reduces school and classroom behavioral problems, and creates and maintains a safe and positive learning environment by promoting positive behavior in all students.

The District's implementation of any of the above practices will not impede or delay the appropriate evaluation of a student suspected of having a disability~~,~~ and the student's right to a free appropriate public education.

Great Neck Public Schools
Proposed: 12/15/21

I. Policy 4321.8 – Compensation of Impartial Hearing Officers (One Reading Only)

INFORMATION

Attached for Board of Education consideration is a revised policy: **Compensation of Impartial Hearing Officers (4321.8)**. The revision renumbers the policy as **4321.6** in order to be sequentially aligned with the new and revised District policies on special education. In accordance with *Policy 2400 Board Policy Development*, this revised policy is being submitted for one reading and possible adoption.

NOW THEREFORE, BE IT RESOLVED, that the Board of Education has hereby reviewed the revised *Policy 4321.8* and hereby adopts it as *Policy 4321.6*, in accordance with *Policy 2400 Board Policy Development*.

COMPENSATION OF IMPARTIAL HEARING OFFICERS

Pursuant to §4404(1) of New York State Education Law and §200.1 of the New York State Commissioner of Education's Regulations, only a duly qualified hearing officer may preside over an appeal concerning a child with a disability. The Board of Education of the Great Neck Public Schools will employ such hearing officers in accordance with the procedure set forth in the New York State Commissioner of Education's Regulations. Pursuant to such Regulations, if an impartial hearing is currently pending for the same student when a new hearing request is received, the District will appoint the same Impartial Hearing Officer (IHO), if available, who will determine whether or not to consolidate the hearings. Additionally, if the new hearing request concerns an issue that had been previously withdrawn in the 12 months prior, the District will appoint the same IHO, if available.

A duly qualified hearing officer will be reimbursed in an amount consistent with the rate set forth in the New York State Commissioner of Education's Regulations. A hearing officer may be reimbursed for pre-hearing activities such as: scheduling the time and location of the hearing; conducting pre-hearing conference calls; arranging for interpreters, witnesses, subpoenas and stenographers; and writing letters to the parties involved in the hearing.

A hearing officer may also receive compensation for certain hearing activities including, but not limited to, conducting the hearing, handling settlement agreements placed on the record, participation in settlement discussions and arranging for subsequent hearing dates.

In addition, a hearing officer may be reimbursed for post-hearing activities such as: researching material pertinent to the issues at the hearing; reviewing transcripts, exhibits, post-hearing memoranda of law and the entire record from the hearing; and writing the decision.

Great Neck Public Schools
Adopted: 03/18/96
Amended: 08/27/12; 6/16/14
Proposed Revision: 12/15/21

m. Policy 4321.14 – Special Education Personnel (One Reading Only)

INFORMATION

Attached for Board of Education consideration is a revised policy: **Special Education Personnel (4321.14)**. The revision renumbers the policy as **4321.8** in order to be sequentially aligned with the new and revised District policies on special education. In accordance with *Policy 2400 Board Policy Development*, this revised policy is being submitted for one reading and possible adoption.

NOW THEREFORE, BE IT RESOLVED, that the Board of Education has hereby reviewed the revised *Policy 4321.14* and hereby adopts it as *Policy 4321.8*, in accordance with *Policy 2400 Board Policy Development*.

SPECIAL EDUCATION PERSONNEL

The Board of Education of the Great Neck Public Schools acknowledges its responsibility to recruit, hire, train and retain highly qualified personnel, as defined in the Federal Individuals with Disabilities Education Act (IDEA) and its accompanying regulations and in Article 89 of New York State Education Law and its accompanying regulations, to provide special education programs and services. In addition, the Board is committed to appointing appropriately qualified personnel to the Committee (and Subcommittee) on Special Education (CSE) and Committee (and Subcommittee) on Preschool Special Education (CPSE).

The Board will fulfill its obligation with regard to special education personnel by taking measurable steps, including but not limited to the following:

1. Actively recruit personnel who possess prior experience working with students with disabilities.
2. Seek candidates for teaching positions who are dually certified in both special education and an academic area, to the extent possible.
3. Ensure that every member of the professional staff participates in annual professional performance reviews and professional development plans.
4. Provide appropriate ongoing training and professional development to CSE and CPSE members and other special education program and service providers to ensure their continuing awareness of their obligations and responsibilities under the law.

The Superintendent is responsible for ensuring that the professional staff is appropriately certified, licensed and trained and that they meet the "highly qualified" standard established in Federal and New York State law. In the event that highly qualified individuals are not available, despite the best efforts of the administration, the Board recognizes its responsibilities to meet alternative standards as established by the New York State Education Department.

Great Neck Public Schools
Adopted: 2/9/09
Proposed Revision: 12/15/21

n. Policy 4526 – Computer Network and Internet Acceptable Use for Students and Staff (First Reading)

INFORMATION

Attached for Board of Education consideration is a revised policy: ***Computer Network and Internet Acceptable Use for Students and Staff*** **(4526)**. The revision addresses the inclusion of sections outlining responsible use, prohibited activities and the limits of liability connected with use of the District's computer resources, along with an expansion of the existing section on user guidelines. This revised policy is being submitted for a first reading. No Board action will be taken at this time.

NOW THEREFORE, BE IT RESOLVED that the Board of Education has hereby reviewed the revised Policy 4526 for a first reading, in accordance with *Policy 2400 Board Policy Development*.

COMPUTER NETWORK AND INTERNET ACCEPTABLE USE FOR STUDENTS AND STAFF

The Board of Education of the Great Neck Public Schools is committed to the optimization of student learning and teaching, considers an instructional computer network to be a valuable tool for education and encourages the use of computers and computer-related technology in District classrooms, and believes that providing access to computers is an integral part of a contemporary education. The term "education" includes use of the system for classroom, professional or career development activities. Through software applications, online databases, bulletin boards and electronic mail, the network can significantly enhance educational experiences and provide statewide, national and global communications opportunities for staff and students. Within financial limitations, computers, computer networks and the internet will be made available to students, faculty and staff. The technology resources at the District (e.g. all networking, hardware and software, the Internet, e-mail, telephone equipment, digital still and video, voice mail, fax machines and supporting telephone lines and all communication equipment) are provided to support the educational and administrative activities of the District and should be used for those purposes. An individual's use of the District's computer resources must be in support of education and research and consistent with the educational objectives of the District.

When an individual accesses computers, computer systems and/or computer networks, including the Internet provided by the District (hereinafter the "District's computer resources"), the individual assumes certain responsibilities and obligations. Access to the District's computer resources is subject to Federal, New York State and local law, as well as Board of Education policy. Use of District's ~~network~~ computer resources is a privilege to be used responsibly, fairly and appropriately, and is not a right. The District reserves the authority to control access to the Internet for all users of its computer resources. The District may either allow or prohibit certain kinds of online activity, or access to specific websites. Inappropriate use can result in the cancellation of privileges and/or disciplinary action by District officials.

~~It is the philosophy of the Great Neck Public Schools that~~ The integration of technology with the curriculum is an essential part of instruction. At the same time, there is an inherent responsibility on the part of users to conduct themselves in an appropriate and considerate manner when using this medium. The Internet contains a rich array of educational content as well as information that is illegal or inappropriate for children. Therefore, Internet resources are filtered for inappropriate content, students are educated about Internet safety and digital citizenship, and student use is monitored and supervised by staff. However, the security, accuracy and quality of information that is available through ~~our network~~ District's computer resources cannot be guaranteed.

Prior to students being directed by staff to use any cloud-based educational software/application, staff must get approval from the Superintendent of Schools or designee. To protect personal safety from risks involved with using the Internet, Internet users should not give out personal information to others on website, chat rooms or other systems. The District cannot guarantee that users will not encounter text, pictures or references that are objectionable. Responsible attitudes and appropriate behavior are essential in using this resource. Users should be aware that ~~the~~ District system administrators maintain compliance by monitoring online activity.

Users must be aware that some material circulating on the Internet is illegally distributed. Users must never use the District's computer resources to download illegally distributed material. In order to avoid damage to the District's computer resources, users are cautioned not to open e-mail attachments or download any files from unknown sources. Anything questionable should be reported immediately to a building administrator and/or the Superintendent of Schools or designee.

Parent/Guardian Option: A parent/guardian may deny their child independent access to the Internet at any time by submitting a letter to the school. However, teacher-directed Internet activities are part of our curriculum, and not subject to parent/guardian authorization.

Protection of Personal Information: Network activities increasingly include the use of various online educational Web sites and services that may require students to set up individual user accounts. When this is needed, the minimum required personal information will be provided solely for the purpose of accessing such services in connection with approved classroom instruction. With increased concern about identity theft and the need to protect personally identifiable information, teachers will consult with their school's technology specialist, and if needed, the District Technology Director, to ensure that the terms of service of any new cloud-based educational service complies with District standards for privacy and security, and are consistent with the *Parents' Bill of Rights For Data Privacy and Security (Policy 8635-E)*. Unless a parent/guardian denies such access for their child, students will be permitted to set up such accounts, with the consent of their teachers, in accordance with the Children's Online Privacy Protection Act (COPPA).

Internet Filtering System: In compliance with the Children's Internet Protection Act, the District employs technology protection measures that are designed to block access to visual depictions of pornography, obscenity and other material deemed illegal, inappropriate or harmful to minors. Web site traffic passes through this filter on all Internet-enabled computers. The following procedure has been developed to customize the filter in a manner that is consistent with instructional needs and community standards:

1. Three separate filters will be provided for students and staff to meet their respective educational, instructional, and professional needs while maintaining compliance with the law and this policy:
    a. elementary/middle school students;
    b. high school students;
    c. staff

2. Technology protection measures will not be disabled for student use. Bypass accounts will be limited in scope and by location to adult-only computers. The need to use bypass accounts should be rare; therefore, they will be provided to a limited subset of users including central and building administrators, deans, and computer and library staff. Bypass accounts will be provided for the following reasons:
    a. to conduct bona fide research for professional use;
    b. to preview blocked Web sites to determine their appropriateness for instruction;
    c. to investigate an issue involving the behavior, health, or safety of a student;
    d. for other lawful reasons not otherwise prohibited by the law or this policy.

Staff members may access a bypass account through any of the users identified above. Users should be mindful of the fact that our filtering system logs all Web site activity.

3. Users are encouraged to submit Web site addresses that they believe are incorrectly filtered to their school's computer specialist for review.

4. Valid requests will be forwarded to the Office of Instructional Technology for resolution.

5. If a request is denied, alternatives will be discussed with the requestor and, if necessary, school library/technology staff will be consulted.

6. Uncategorized sites will be allowed by default on the staff filter, but will be blocked by default on student filters until they are categorized through the usual process or submitted for review.

Personal Security Issues: The Great Neck Public Schools issues network accounts and online accounts to students and staff to facilitate instruction and learning. The District also issues e-mail accounts to secondary students and staff to facilitate communication and collaboration. Information created with these accounts and stored on District equipment is the property of the Great Neck Public Schools, and is subject to District review.

Therefore, users should have no expectation of privacy, and should exercise professional discretion when creating, storing or transmitting any electronic information including that which is stored on hosted providers. Likewise, online communications between students and staff offer unique learning opportunities, but can have potentially negative consequences if misused or misinterpreted. Students and staff should always be aware that online communications can become part of the public domain, and should not be considered personal or private.

1. Users should not share their school accounts or attempt to ascertain the passwords of others.

2. For safety reasons, students should never transmit personal information such as names, addresses, telephone numbers, or photographs, or make appointments with people they have met online, without prior authorization from both a parent/guardian and a building administrator or designee.

3. Students should notify a staff member whenever they come across information that is dangerous, illegal, obscene, inappropriate or makes them feel uncomfortable.

4. Users must follow the Guidelines in *District Sponsored Internet Publishing (Policy 5221)* to determine whether, and under what circumstances, names, photos, videos, school work, or other student or staff content may be published on public Web sites, including social networking sites.

Responsible Use:

1. All users must act in ways that comply with all legal restrictions regarding the use of electronic data and do not invade the privacy of others.

2. All users must maintain the confidentiality of student information in compliance with Federal and New York State law. Disclosing and/or gossiping (including but not limited to via e-mail, voice mail, Internet instant messaging, chat rooms or on Web pages) about confidential or proprietary information related to the District is prohibited.

3. All users must refrain from acts that monopolize the District's computer resources or prevent others from using them. Users will not access, modify or delete others' files or system settings without express permission. Tampering of any kind is strictly forbidden. Deliberate attempts to circumvent filtering, access, degrade or tamper with the performance of the District's computer resources or telephone system or deprive authorized users of access to or use of such resources are prohibited.

4. Users are responsible for both the content and possible effects of their messages on the District's computer resources. Prohibited activity includes, but is not limited to, creating or propagating viruses, material in any form (text, sound, pictures or video) that reflects adversely on the District, "chain letters" (which proffer incentives to relay them to others), inappropriate messages (including discriminatory, bullying, cyberbullying or harassing material), and billable services.

5. Official email communications must be professional, ethical and meet the standards of other District publications bearing in mind that the writer is acting as a representative of the District and in furtherance of the District's educational mission.

6. Users are prohibited from using personal links and addresses such as blogs, YouTube videos, etc. in District email unless used in the furtherance of the business of the District or as part of the curriculum of the District. The signature portion of the user's email may not include external links that are unrelated to the District and/or content of the email.

7. Altering electronic communications to hide the identity of the sender or impersonate another person is illegal, considered forgery and is prohibited.

8. Users will abide by all copyright, trademarks, patent and other laws governing intellectual property. No software may be installed, copied or used with or on the District's computer resources except as permitted by law and approved by the Superintendent of Schools or designee. All software license provisions must be strictly adhered to.

9. Since the installation of applications, other than District-owned and District-tested programs could damage the District's computer resources or interfere with others' use, software downloaded from the Internet or obtained elsewhere must be approved by the Superintendent of Schools or designee. Software may not be installed onto any District- owned or District-leased computer by an individual other than the Superintendent of Schools or designee.

10. Use of voice mailboxes for commercial purposes or advertising is not permitted. Commercial purposes is defined as offering or providing goods or services or purchasing goods or services for personal use. Use of security codes is required in order to guarantee privacy for mailbox user.

User Guidelines: ~~Use of the District network is a privilege to be used responsibly, fairly and appropriately.~~ The same behavioral expectations of individuals in school and the community apply to ~~online behavior~~. use of the District's computer resources. ~~Users~~

~~should be aware that the District maintains compliance by monitoring online activity~~

1. All student users of the District's computer resources will have access according to the student's assigned rights, with appropriate authorization and parent consent in writing. Approved class work will have priority over other uses. No single user should monopolize a computer, unless specifically assigned for special needs.

2. All use of the District's computer resources must be in support of education and research or administration/management consistent with the goals of the District.

3. Users are responsible for the use of their individual accounts and should take all reasonable precautions to prevent others from being able to access their accounts. Users will be held responsible for any policy violations that are traced to their accounts. Under no conditions will a user provide the user's password to another person.

4. Users will not meet with strangers they have met online.

5. Users may be required to remove files if District's computer resources storage space becomes low.

6. Users who are provided a District email address will check their email on a regular basis and delete unwanted messages promptly.

7. Electronic files stored on the school computers may be reviewed by school personnel at any time.

8. Priority will be given to those individuals who are using the Internet for curriculum-driven and research-oriented purposes.

9. The rights of all students and staff to use ~~our network~~ the District's computer resources without disruption should be respected at all times.

10. District-owned equipment and software should be treated with care.

11. Incidental personal use of the Internet is prohibited on the District network during the school day for all users, but is permitted for staff from 3 PM to 8 AM provided that such use does not interfere with a professional assignment, compromise network security or is in conflict with the educational philosophy of the Great Neck Public Schools. It is also permissible for staff to use personal devices that access the Internet without going through the District network, except during instructional, preparation, professional, and supervisory times as contractually defined. Students will follow the guidelines listed in the District's *Policy 5695 Personal Electronic Communication Devices*.

12. All staff and secondary school students ~~and staff members~~ will be assigned District e-mail accounts for professional and educational use.

13. Elementary school students can request e-mail access through a staff account for education-related reasons with authorization and supervision from the staff member.

14. Upon request, a club or activity may be assigned a District e-mail account to be used solely for the purpose of club or activity business. This account may be accessed by student designees, recommended and supervised by the faculty advisor.

15. Users may not access synchronous online communications such as chat rooms or instant messaging unless it is for education-related reasons; students must have authorization from a staff member.

16. High school students and staff members may access and contribute to asynchronous online communications such as message boards, blogs, and Wikis as long as messages are posted in a thoughtful and respectful manner for educational and professional reasons.

17. Elementary school students may participate in classroom activities that utilize ~~e-mail and Web 2.0~~ software applications only if a teacher initiates the assignment and proactively reviews the posted content.

18. Users may utilize education-specific or professional social networking sites but not sites that primarily facilitate personal relationships. However, high school students and staff may request access to individual pages on such sites for educational or professional reasons.

19. The District as an organization, and the individual schools as suborganizations, may have, to the extent possible, an official read-only social networking presence using Facebook® with a designated computer to be used for this purpose. High school students may participate in maintaining a school's official social networking presence using Facebook® with supervision by a designated staff member. Clubs, activities, teams, and other groups may contribute to the suborganization presence.

20. Image search sites are allowed for students and staff through a safe search filter, and video streaming sites are allowed for staff and high school students through a safe mode, or by exception.

21. Users may not download or upload files unless it is for education-related reasons; elementary and middle school students must have authorization from a designated staff member.

22. The use of the District's ~~network~~ computer resources to purchase items or services for professional use, without appropriate supporting documentation, is prohibited. ~~Personal purchases by staff are permitted from 3 PM to 8 AM provided that such use does not interfere with a professional assignment, compromise network security or is in conflict with the educational philosophy of the Great Neck Public Schools.~~

23. High school students and staff members may use personal devices to connect to the appropriate District Bring Your Own Device (BYOD) wireless network in designated locations. By doing so, users implicitly agree to the terms, conditions, responsibilities, and liabilities for such use contained in this and other District policies as well as applicable local, New York State and Federal laws.

24. Adult visitors invited to the Great Neck Public Schools to conduct business, take adult education courses, or participate in evening, technology-based school events may use District equipment with guest network privileges. Requests for exceptions to this rule will be considered by the District Technology Director on a case-by-case basis. If an exception is granted, a temporary password will be made available for access to the BYOD Guest wireless network.

25. No user may physically or wirelessly connect unauthorized equipment of any kind to ~~our~~ the District's network. Any such equipment, if found, will be removed immediately by District staff for network security reasons, and reported to the District Technology Director and Building Principal.

Prohibited Activities: The following is a list of examples of prohibited activity concerning use of the District's computer resources. Violation of any of these prohibitions may result in discipline or other appropriate penalty, including suspension or revocation of a user's access to the District's computer resources.

•Knowingly or recklessly posting false or defamatory information about a person or organization.
•Utilizing the District's computer resources to access, create, download, edit, view, store, send or print material that is illegal, offensive, threatening, harassing, intimidating, discriminatory, sexually explicit or graphic, pornographic, obscene, or which constitute sexting or cyberbullying or are otherwise inconsistent with the values and general standards for community behavior. For students, a special

exception to certain sensitive materials for projects may be made for literature if the purpose of such access is to conduct research and the access is approved by the teacher or building administrator. The District's determination as to whether the nature of the material is considered offensive or objectionable is final. The District will respond to complaints of harassing or discriminatory use of the District's computer resources in accordance with *Policy 0100 Equal Opportunity*, *Policy 0110 Sexual Harassment* and/or *Policy 0115 Bullying and Harassment*.

•Attempting to log on through another person's account or to access another person's files, except that the District's administrators have the right to log on through another person's account and access another person's files for network security reasons or other reasons within their discretion.

•Using the District's computer resources for a purpose or effect that is deemed by the Superintendent of Schools or designee to be dangerous, objectionable, pornographic, distracting to education, or otherwise offensive in nature.

•Engaging in any illegal act, such as arranging for a drug sale, purchasing alcohol, engaging in criminal activity, threatening the safety of a person, etc.

•Unauthorized exploration of the Network Operating System or unauthorized changes to any installed software.

•Attempting to read, delete, copy or modify the electronic mail (e-mail) of other system users and deliberately interfering with the ability of other system users to send and/or receive e-mail.

•Forging or attempting to forge e-mail messages.

•Engaging in vandalism. Vandalism is defined as any malicious attempt to harm or destroy District equipment or materials, data of another user of the District's computer resources or of any of the entities or other networks that are connected to the Internet. This includes, but is not limited to, creating and/or placing a computer virus on the network. Unauthorized tampering or mechanical alteration, including software configurations is considered to be vandalism

•Using the District's computer resources to send anonymous messages or files.

•Using the District's computer resources to receive, transmit or make available to others a message that is inconsistent with the *District's Code of Conduct (Policy 5300).*

•Revealing the personal address, telephone number or other personal information of oneself or another person.

•Using the District's computer resources for sending and/or receiving personal messages.

•Intentionally disrupting network traffic or crashing the network and connected systems.

•Using District's computer resources for commercial purposes or financial gain or fraud.

•Using the District's computer resources for political purposes, including political lobbying in support of or opposition to individual candidates or political parties.

•Stealing data, equipment or intellectual property.

•Gaining or seeking to gain unauthorized access to any files, resources, or computer or phone systems, or vandalize the data of another user.
•Changing or exceeding resource quotas as set by the District without the permission of the appropriate District official or employee.
•Using the District's computer resources while access privileges are suspended or revoked.
•Using the District's computer resources in a fashion inconsistent with directions from teachers and other staff and generally accepted network etiquette.
•Invading the privacy of others.
•Failing to comply with all legal restrictions regarding the use of electronic data.
•Sending broadcast e-mail or broadcast voice mail.
•Using the District's computer resources for private or commercial business, advertising or religious purposes.
•Student recording of classroom instruction without the express permission of the teacher.
•Attempting to gain unauthorized access to the District system or to any other computer system through the District System, or go beyond authorized access. This includes attempting to access another person's files.
•Deliberately attempting to disrupt the computer system performance or destroy data by spreading computer viruses or by any other means.
•Engaging in illegal acts, such as computer fraud, threatening the safety of self or others, hacking, or engaging in any activity that violates local, New York State, or Federal laws.
•Damaging District technology in any way.
•Installing software to District technology, including any downloads, games, hacking tools, music sharing or video sharing applications or others or attempting to run such software from a personal device such as a thumb/flash drive or any other media/device.
•Transmitting inappropriate pictures of themselves or others.
•Attempting to find security problems, as this effort may be construed as an attempt to gain illegal access to the network.
•Attempting to gain unauthorized access to files stored on computers or network servers.
•Using the District's computer resources to post materials or establish email accounts unless required and authorized as part of a curriculum project.

Terms and Conditions for Personal Devices: BYOD wireless networks for high school students and staff are designed to provide wireless access to the Internet and may not have access to other networked District resources. In addition to the other guidelines in this policy, the following terms are pre-conditions for the use of personal devices on our BYOD wireless networks:

1. Personal devices must contain the most recent operating system, security updates, Web browser, and virus/malware scanning software (where applicable).

2. Technical information about personal devices may be logged by the District when making this connection.

3. High school students and staff agree to submit their personal devices to GNPS Technical Support or school staff upon request for ongoing compliance with these guidelines.

4. GNPS Technical Support is not available to troubleshoot or support personal device issues.

5. The District is not responsible or liable if personal devices are accessed, modified, infected, broken, vandalized, stolen, lose data, become inoperable, injure the owner or another individual, or damage the property of the school or others while on District property.

Ethical and Legal Considerations: Use of ~~our~~ the District's computer resources must conform to District policies and local, New York State and Federal laws. The following are prohibited:

- Use of ~~our~~ the District to access, store, distribute or promote illegal activities, obscenity or any other material deemed inappropriate or harmful to minors.

- Use of ~~our~~ the District to install, use, store, duplicate or distribute personal software or copyrighted materials without the permission of the appropriate District official or employee or license to do so, including software, files, videos, photographs, graphics, text, music, or speech.

- Use of ~~our~~ the District ~~network~~ computer resources to transmit computer viruses or other malware.

- Use of ~~our~~ the District to plagiarize, in part or whole, the intellectual property of others, including the work of fellow students or any published content whether in print or electronic format.

District Limitation of Liability: The District does not warrant in any manner, expressed or implied, that the functions or the services provided by or through the District system will be error-free or without defect. The District will not be responsible for any damages suffered by any user, including, but not limited to, loss of data resulting from delays, non-deliveries, misdeliveries, or service interruptions caused by the user's own negligence or the errors or omissions of any user.

Similarly, the ~~District~~ willl not bear any liability for financial obligations that arise out of the unauthorized or illegal use of the system.

In accordance with *Policy 8332 District-Issued Portable Electronic Devices*, users are responsible for any financial costs, liabilities, or damages incurred by the District as a result of improper use of District computer resources, including, but not limited to, equipment (including repairs), replacement of and/or insurance for Chromebooks/iPads or other District issued technological devices, legal fees, and other costs.

Consequences of Violations: The consequences for violating this policy will be consistent with other District policies and may include the following:

1. Notification of school authorities.

2. Notification of parent/guardian.

3. Suspension of access to the ~~computer network~~ the District's computer resources and the Internet.

4. School consequences consistent with ~~the~~ *Policy 5300 Code of Conduct*.

5. Financial restitution.

6. Legal action.

Staff Responsibilities: In order to comply with the provisions of this policy and the Children's Internet Protection Act, building principals will inform staff members to:

1. Inform all students about the guidelines contained in this policy, educate all students with regard to Internet safety and digital citizenship, and supervise and monitor the online activities of all students.

2. Take reasonable measures to prevent students whose parent/guardian has denied permission from engaging in independent Internet activities.

3. Take appropriate disciplinary actions when students violate this policy.

4. Report serious policy violations to an administrator.

5. Report illegal, obscene, or inappropriate information to the Office of Instructional Technology.

6. Never facilitate the collection of private information about students by any Web site outside of the Great Neck Public School domain, consult with the school's technology specialist, and if necessary, the District Technology Director, to ensure cloud-based services comply with District standards for privacy and security of personal information, and ensure that only the minimum information has been provided to conduct a sanctioned online educational activity.

7. Contact an administrator when inappropriate student use of the Internet outside of school comes to their attention so that the matter can be investigated, parents/guardians may be notified, and appropriate action may be taken to minimize disruption to the educational environment and ensure the safety and well-being of children.

All of the above notwithstanding, parents/guardians are ultimately responsible for the appropriate behavior of their children when using personal or District-issued technology outside of school and should address any misuse or misbehavior.

Great Neck Public Schools
Adopted: 4/28/98
Amended: 6/17/02; 1/09/06; 3/31/08; 6/21/10; 12/9/13; 7/7/15; 9/16/20
Proposed Revision: 12/15/21

o. Policy 4526.1 – Internet Safety (First Reading)

INFORMATION

Attached for Board of Education consideration is a new policy: *Internet Safety* (4526.1). A policy on internet safety is required under the Federal Children's Internet Protection Act (CIPA) as a condition of the District receiving E-rate discounts. The policy codifies the District's existing approach to educating students regarding appropriate online behavior including the stipulation that technology protection measures that block or filter Internet access be utilized. In concert with *Policy 4526 Computer Network and Internet Acceptable Use for Students And Staff* which encompasses similar elements, this new policy will reinforce the District's ongoing commitment to internet safety for its students. It is being submitted for a first reading. No Board action will be taken at this time.

NOW, THEREFORE, BE IT RESOLVED, that the Board of Education has hereby reviewed Policy 4526.1 for a first reading, in accordance with *Policy 2400 Board Policy Development*.

INTERNET SAFETY

The Board of Education of the Great Neck Public Schools committed to undertaking efforts that provide safe student use of the District's computers resources for access to the Internet and World Wide Web. To this end, although unable to guarantee that any selected filtering and blocking technology will work perfectly, the Board of Education directs the Superintendent of Schools or designee to develop, procure and implement procedures that provide for the safety and security of students using electronic mail, chat rooms, and other forms of direct electronic communications; monitor the online activities of students using District computers; and restrict student access to materials that are harmful to minors as defined in the Children's Internet Protection Act (CIPA). Such technology protection measures will block or filter Internet access by:

- adults for visual depictions that are obscene or child pornography,
- and minors for visual depictions that are obscene, child pornography, or harmful to minors, as defined in CIPA.

Subject to staff supervision, however, any such measures may be overridden for conducting bona fide student research or other lawful purposes, in accordance with criteria established by the Superintendent of Schools or designee.

The Superintendent of Schools or designee also will develop and implement procedures that provide for the safety and security of students using electronic mail, chat rooms, and other forms of direct electronic communications; monitoring the online activities of students using District computers; and restricting student access to materials that are harmful to minors.

In addition, the Board of Education prohibits the unauthorized disclosure, use and dissemination of personal information regarding students; unauthorized online access by students, including hacking and other unlawful activities; and access by students to inappropriate matter on the Internet and World Wide Web. The Superintendent of Schools or designee will establish and implement procedures that enforce these restrictions.

The Superintendent of Schools or individual designated under *Policy 4526 Computer Network and Internet Acceptable Use For Students and Staff* will monitor and examine all District computer network activities to determine compliance with this policy and will be responsible for providing staff and students with training on the requirements set forth herein.

All users of the District's computer network, including access to the Internet and World Wide Web, must understand that use is a privilege, not a right, and that any such use entails responsibility. Users are required to comply generally accepted rules of network etiquette, and the District's policy on the acceptable use of computers and the Internet.

Failure to comply may result in disciplinary action including, but not limited to, the revocation of computer access privileges.

The District will also provide age-appropriate instruction regarding appropriate online behavior, including, but not limited to:

1. interacting with other individuals on social networking sites and in chat rooms, and
2. cyberbullying awareness and response.
3. protecting Personally Identifiable Information (PII).

Instruction will be provided even if the District prohibits students from accessing social networking sites or chat rooms on District computers.

Great Neck Public Schools
Proposed: 12/15/21

p. Policy 8505 – Charging of School Meals and Prohibition Against Shaming (First Reading)

INFORMATION

Attached for Board of Education consideration is a revised policy: ***Charging of School Meals and Prohibition Against Shaming*** **(8505)**. The revision addresses changes to applicable law that limit the remedies available to school districts regarding the collection of unpaid meal charges. This revised policy is being submitted for a first reading. No Board action will be taken at this time.

NOW THEREFORE, BE IT RESOLVED, that the Board of Education has hereby reviewed the revised Policy 8505 for a first reading, in accordance with *Policy 2400 Board Policy Development*.

CHARGING OF SCHOOL MEALS AND PROHIBITION AGAINST SHAMING

The Board of Education of the Great Neck Public Schools authorizes the utilization of a point of sale system for the purpose of providing parents/guardians of students enrolled in the District with the ability to fund school meals, as well as identifying and recording all meals provided. The District encourages parents/guardians to avail themselves of this system which allows for automatic replenishment when a balance reaches a certain set amount. Remaining funds in a student's school meal account at the end of a school year will be carried forward into the next school year. When a student ceases attendance in the District and/or graduates from the District, the District will refund any funds remaining in the student's account to the parent/guardian. Parents/guardians may request, in writing, that said remaining funds be transferred to a student who remains enrolled in the District. Unclaimed funds remaining after ninety (90) days will be retained in the school meal account.

The Board ~~of Education~~ recognizes that, on occasion, students may ~~forget to bring meal money to school~~ not have sufficient funds available for the purchase of a meal. To ensure that students do not go hungry, the Board will allow students who do not have enough funds the option to "charge" the cost of meals to be paid back subject to the terms in this policy. Parents/guardians will be notified annually that they have the right to opt out of charging privileges. Charged meals must be counted and claimed for reimbursement on the day that the student charged (received) the meal, not the day the charge is paid back. Students eligible for free meals will not be denied a reimbursable meal even if they have accrued a prior negative balance.

- Only regular reimbursable meals, and only what is on the published menu may be charged;
- No snacks may be charged;
- ~~A computer-generated point of sale system will be used for identifying and recording all charged meals, as well as for collecting repayments.~~

Students who cannot pay for a meal or ~~who~~ have unpaid meal debt will not be publicly identified or stigmatized by any means or have any outstanding meal debt discussed in the presence of other students. If requested by the student, the District will provide a meal of the student's choosing from the reimbursable meal choices regardless of unpaid school meal fees. ~~The District will not take any action directed at a student to collect unpaid school meal fees. However, the District may discretely notify secondary students of their account balances, and why certain items (e.g., à la carte, etc.) could not be provided with charged meals.~~

As part of its efforts to decrease student distress or embarrassment connected with unpaid meal charges, the District will not:

1. require that a student who cannot pay for a meal or who owes a meal debt to wear a wristband or hand stamp;
2. require that a student who cannot pay for a meal or who owes a meal debt to do chores or other work to pay for meals;
3. require that a student throw away a meal after it has been served because of the student's inability to pay for the meal or because money is owed for earlier meals;
4. take any action directed at a pupil to collect unpaid school meal fees. A school or school district may attempt to collect unpaid school meal fees from a parent or guardian, but will not use a debt collector.

~~The District will discretely notify parents/guardians of students with negative balances of at least five meals to determine if the student is directly certified to be eligible for free meals. Attempts to reach the parent/guardian will be made in order to assist them in the application process for free or reduced price meals, to determine if there are other issues within the household causing the insufficient funds and to offer appropriate support. If a parent/guardian regularly fails to provide meal money and does not qualify for free or reduced price meals, the District may take other actions as appropriate. The District will to determine if the student is directly certified to be eligible for free meals. Attempts to reach the parent/guardian will be made in order to assist them in the application process for free or reduced price meals, to determine if there are other issues within the household causing the insufficient funds and to offer appropriate support.~~

Unpaid meal charges are a financial burden to the District and taxpayers and can negatively affect the school program. In order to maintain a system of accounting for charged meals, both full and reduced price, that complies with New York State guidelines, and to establish a procedure for handling unpaid meal charges, the District will:

1. discretely notify parents/guardians of students with negative balances of at least five meals in a timely manner by the use of an automated telephone or electronic system or by mail of outstanding charges.
2. offer repayment plans, and take other actions that do not result in harm or shame to the child, until unpaid charges are paid.
3. determine eligibility for free or reduced price meals in accordance with *Policy 8520 Free and Reduced Price Meal Services*, by:
    a. making every attempt to determine if a student is directly certified to be eligible for free meals;
    b. making at least two attempts, not including the application or instructions included in a school enrollment packet, to reach the student's parent/guardian to have the parent or guardian fill out a meal application; and

c. contacting the parent or guardian to offer assistance with a meal application, to determine if there are other issues within the causing the insufficient funds and to offer appropriate support.

If a parent/guardian regularly fails to provide meal money and does not qualify for free or reduced price meals, the District may take other actions as appropriate.

If ~~school food service authorities~~ the District's Food and Nutrition Services Office identify that a family may be in violation of this policy by accumulating an outstanding balance greater than $25, they will discretely notify the parent/guardian of the balance and the process to refill the account. This notification will continue regularly until the account is replenished, and may continue into the next school year. ~~Failure to replenish an outstanding balance may result in the curtailment of a parent's electronic access to student records.~~

Information concerning the availability of free and reduced price meals will be provided to the parents/guardians of all students enrolled in the District prior to the start of the school year as follows:

- Applications will be provided to all families prior to the start of the school year, and will be available at the District's Food and Nutrition Services Office.
- The District will provide a free, printed meal application in every school enrollment packet.
- if the District chooses to use an electronic meal application, an explanation of the electronic meal application process with instructions for how parents/guardians may request a paper application at no cost will be provided in school enrollment packets.
- Parents/guardians will be advised that the application for free or reduced price meals is available on the District's website at: https://www.greatneck.k12.ny.us/cms/lib/NY02208059/Centricity/Domain/39/ApplicationFreeReducedInstructions.pdf and at all schools in the District.
- Families may apply for free reduced price meals at any time during the school year.

The District will communicate to all parents on an annual basis, prior to the opening day of school and to families transferring into the District during the year, notifying them of the requirements of this policy. The policy will also be published in appropriate school and District publications. All staff involved in implementing and enforcing this policy will also be notified of these requirements and their responsibilities. The District's enrollment process will include the application process for free and reduced price meals. If the District becomes aware that a student is so eligible, it will file an application for the student. Staff responsible for assisting foster, homeless and migrant students (including unaccompanied migrant youth) will coordinate with ~~food services~~ District Food and Nutrition Services staff to ensure such students receive free school or reduced price meals. The District's homeless liaison(s) will coordinate with

the District Food and Nutrition Services office to make sure that homeless, foster, and migrant students (including unaccompanied migrant youth) receive free school meals, in accordance with Federal law.

~~Unpaid meal charges are a financial burden to the District and taxpayers and can negatively affect the school program. All schools will maintain a system for accounting for charged meals that follows New York State guidelines. The District will attempt to recover unpaid meal charges before the end of the school year, but may continue efforts into the next school year. The District will notify parents/guardians of unpaid meal charges at regular intervals, and may engage in collection activities by District staff, which do not involve debt collectors as defined in Federal law (15 USC §1692a), and may not charge fees or interest. The District will offer repayment plans, and may take other actions that do not result in harm or shame to the child, until unpaid charges are paid. As a last attempt to recover unpaid meal charge balances, at the discretion of the Superintendent of Schools or designee, a student's participation in various school sponsored events/activities, including but not limited to receipt of a high school parking pass, a class yearbook, a cap/gown and/or participation in a graduation/moving-up ceremony, may be withheld.~~

~~Remaining funds will be carried over to the next school year. When students leave the District or graduate, the District will attempt to contact the parent/guardian to return remaining funds. Parents/guardians may request, in writing, that funds be transferred to other students (e.g., siblings, unpaid accounts).~~

The District will provide training to staff concerning:

- the procedures to be utilized in the event a student's unpaid meal charges exceed five (5) outstanding charges;
- the manner in which assistance will be provided to affected parents/guardians for establishing eligibility for free or reduced price meals.

Staff

In accordance with Federal law, ~~the District is not permitted to extend credit for meal purchases to~~ staff members are allowed to purchase food from District food services. However, all purchases must be on a cash basis. Staff members will not be allowed to charge meals to be repaid later.

Great Neck Public Schools
Adopted: 6/16/14
Amended: 7/5/17; 6/18/18; 8/28/18; 4/7/21
Proposed Revision: 12/15/21

q. Policy 8520 – Free and Reduced Price Meal Services (First Reading)

INFORMATION

Attached for Board of Education consideration is a new policy: ***Free and Reduced Price Meal Services*** **(8520)**. This policy codifies the District's existing practices regarding the notification of the availability of free and reduced price meal services for eligible students residing within the District as well as information relating to the application process. In concert with *Policy 8505 Charging of School Meals and Prohibition Against Shaming* which encompasses similar elements, this new policy will reinforce the District's ongoing commitment to providing meal services for all students. It is being submitted for a first reading. No Board action will be taken at this time.

NOW THEREFORE, BE IT RESOLVED, that the Board of Education has hereby reviewed Policy 8520 for a first reading, in accordance with *Policy 2400 Board Policy Development*.

8520

FREE AND REDUCED PRICE MEAL SERVICES

The Board of Education of the Great Neck Public Schools recognizes that the nutrition of District students is an important factor in their educational progress. The District therefore will participate in federally funded school meal and milk programs as feasible, and will provide free or reduced price meal and milk services to qualified District students. All records concerning federally funded school meal and milk programs will be maintained in a separate and distinct manner.

Notice of the availability of the free and reduced price meal programs will be provided to parents/guardians of students in the District, local media, the local unemployment office and large employers experiencing layoffs in the area from which the District draws its attendance. Any child who is a member of a family unit whose income is below the Federally established scale will be eligible to receive such services.

To apply for the free or reduced price meal program:

a. Application forms will be available on the District's website and can be completed and submitted at any time during the year. Information will be provided to parents/guardians of all students prior to the start of each school year and upon enrollment in the District. Such information will include a plain summary explanation of the electronic meal application process and instructions for how parents/guardians may request a paper application at no cost.

b. Completed forms must be submitted to the District's Office of Food and Nutrition Services prior to any determination of eligibility.

c. The parent/guardian will be informed of the determination by the District's Office of Food and Nutrition Services within one (1) week of receiving a properly completed application.

d. If a school and/or the District becomes aware that a student who has not submitted a meal application is eligible for free or reduced price meals, the school/District will complete and file an application on behalf of the student.

e. The District's homeless liaison(s) will coordinate with the District's Office of Food and Nutrition Services to make sure that homeless, foster and migrant students (including unaccompanied migrant students) receive free school meals, in accordance with Federal law.

Applications will be kept confidential. Parents/guardians will be responsible for all charges incurred prior to the approval of an application for free or reduced price meals.

Upon written request, the Superintendent of Schools or designee will hear appeals of determinations regarding such services in compliance with Federal regulations governing the National School Lunch Program.

In addition, in order to reach students who are eligible for free and reduced price meals and to comply with New York State law, The Superintendent of Schools or designee will review the list made available by the New York State Education Department of children ages three(3) to eighteen(18) who are in households receiving Federal meal assistance or Temporary Assistance for Needy Families (TANF) and Medicaid to identify students within the District. The District will send a notice to those families apprising them that their student is eligible to participate in the school meal programs without further application. Parents may decline participation by informing the District in writing. If the service is declined, the student will be removed from the eligibility list. Parents may decline participation by informing the District in writing. If the service is declined, the student will be removed from the eligibility list.

In accordance with *Policy 8505 Charging of School Meals and Prohibition Against Shaming*, the Building Principal, in conjunction with the District's Office of Food and Nutrition Services, will establish meal time procedures that both protect the anonymity of the student and allow for proper accounting.

Great Neck Public Schools
Proposed: 12/15/21

r. Tax Exemption - Cold War Veterans Property

WHEREAS, the New York State Legislature amended the New York State Real Property Tax Law (RPTL) to authorize school districts to provide a real property tax exemption from school district taxation for Cold War veterans under RPTL§458-b;

WHEREAS, state legislation was intended to provide Cold War veterans with real property tax exemptions similar to tax exemptions given to other war time veterans;

WHEREAS, the Board of Education of the Great Neck Union Free School District (Board of Education) desires by this resolution to extend similar real property tax exemptions to Cold War veterans who are eligible and qualified property owners pursuant to RPTL§458-b;

NOW, THEREFORE, BE IT RESOLVED, that:

I. The Board of Education hereby adopts the definitions of “qualified owner,” “qualified residential real property” and “Cold War veteran” as provided in the RPTL§458-b(1), and

II. Eligible recipients shall be entitled to the exemption provided under RPTL§458-b(2)(a) to a maximum of ten percent of the assessed value of such property; provided however, that such exemption shall not exceed eight thousand dollars multiplied by the latest state equalization rate of the assessing unit, or, in the case of a special assessing unit, the latest class ratio, whichever is less, and

III. Eligible recipients shall be entitled to the exemption provided under RPTL§458-b(2)(b) to the extent of the product of the assessed value of such property, multiplied by fifty percent of the Cold War veteran disability rating; provided, however, that such exemption shall not exceed forty thousand dollars multiplied by the latest state equalization rate for the assessing unit, or, in the case of a special assessing unit, the latest class ratio, whichever is less, and

IV. Tenant-stockholders of eligible cooperative corporations, shall be eligible to receive such exemptions as provided in RPTL§458-b(7), and

V. If a Cold War veteran receives an exemption under section 458 or 458-a of the New York State Real Property Tax Law, the Cold War veteran shall not be eligible to receive the exemption provided by this resolution, and

VI. The exemption provided under paragraph II of this resolution shall be granted for a period of ten (10) years, the commencement, measurement and expiration of which shall be governed pursuant to RPTL§458-b(2)(c)(iii).

VII. Application for the exemption shall be made by the owner, or all of the owners, of the qualified residential real property on a form prescribed by the state.

VIII. This resolution may be repealed by the Board of Education. Any such repeal shall occur at least ninety (90) days prior to the taxable status date of the County of Nassau.

s. Tax Exemption - Gold Star Parent of Veteran

WHEREAS, the Board wishes to extend a real property tax exemption to the parent(s) of a child who died in the line of duty while serving in the United States armed forces during a period of war as permitted by Real Property Tax Law, section 458-a(7);

NOW, THEREFORE, BE IT RESOLVED, that the Board of Education hereby adopts the definitions of "Gold Star Parent" as provided in the Real Property Tax Law, section 458-a(7)(a), and

BE IT FURTHER RESOLVED, that such a Gold Star Parent shall be entitled to the exemptions provided pursuant to Real Property Tax Law, section 458-a(7), to a combined maximum of twenty thousand dollars, and as limited by Real Property Tax Law, section 458-a(7)(c).

u. Tax Exemption - Persons with Disabilities and Limited Income

WHEREAS, for the last several years the Board of Education has adopted a Real Property Tax Exemption for Persons with Disabilities and Limited Income;

WHEREAS, The Board of Education first adopted this resolution in 1984 to provide Real Property Tax relief to persons with disabilities and limited income. The complete table of benefits is as follows:

INCOME	PERCENT EXEMPTION
Up to and including $29,000	50%
at least $29,001, but less than $29,999	45%
at least $30,000, but less than $30,999	40%
at least $31,000, but less than $31,999	35%
at least $32,000, but less than $32,899	30%
at least $32,900, but less than $33,799	25%
at least $33,800, but less than $34,699	20%
at least $34,700, but less than $35,599	15%
at least $35,600, but less than $36,499	10%
at least $36,500, but less than $37,399	5%

NOW, THEREFORE, BE IT RESOLVED, that the Board of Education herby approves the above table and continues to participate in the Persons with Disabilities and Limited Income Exemption Law and that the Nassau County Department of Assessment be notified of the District's participation.

v. Tax Exemption - Senior Citizens Real Property

WHEREAS, the New York State Legislature has extended the current level of tax exemption for Senior Citizens Real Property Taxes, and the complete table of benefits is as follows:

INCOME	PERCENT EXEMPTION
Up to and including $29,000	50%
at least $29,001, but less than $29,999	45%
at least $30,000, but less than $30,999	40%
at least $31,000, but less than $31,999	35%
at least $32,000, but less than $32,899	30%
at least $32,900, but less than $33,799	25%
at least $33,800, but less than $34,699	20%
at least $34,700, but less than $35,599	15%
at least $35,600, but less than $36,499	10%
at least $36,500, but less than $37,399	5%

WHEREAS, the Board of Education, since 1970, has provided relief to certain property owners, sixty-five years of age or older;

NOW, THEREFORE, BE IT RESOLVED, that the Board of Education hereby approves the maximum schedule of benefits permitted under the Senior Citizens Exemption Law and that the Nassau County Department of Assessment be notified of this approval.

w. Tax Exemption - Veterans

WHEREAS, the Board of Education wishes to extend real property tax exemptions to eligible and qualified property owners pursuant to Real Property Tax Law, section 458-a(2);

NOW, THEREFORE, BE IT RESOLVED, that the Board of Education hereby adopts the definitions of "qualified owner," "qualifying residential real property" and "veteran" as provided in the Real Property Tax Law, section 458-a(1)(c),(d) and (e), respectively, and

BE IT FURTHER RESOLVED, that eligible recipients shall be entitled to the exemptions provided in Real Property Tax Law, section 458-a(2)(a), (b) and (c) to a maximum of twelve thousand dollars, eight thousand dollars and forty thousand dollars, respectively and

***BE IT FURTHER RESOLVED,** that tenant-stockholders of eligible cooperative corporations, shall be eligible to receive such exemptions as provided in Real Property Tax Law 458-a(6), and

****BE IT FURTHER RESOLVED,** that recipients of these exemptions shall be permitted to transfer, on a pro-rata basis, the exemption to another home purchased within the Great Neck U.F.S.D. as provided in Real Property Tax Law 458-a(8).

* Extends, to residents of cooperatives, this exemption on the same basis as owners of real property.

** Allows recipients of this exemption who sell their home and purchase another home within the district to transfer the exemption on a prorated basis.

x. Tax Exemption - Volunteer Firefighter and Volunteer Ambulance Worker

WHEREAS, on July 19, 2005 the New York State Legislature amended Section 466-c of the Real Property Tax Law, enabling school districts to offer a property tax exemption to volunteer firefighters and volunteer ambulance workers and includes strict guidelines for applicants to qualify for the tax assessment exemption;

WHEREAS, the exemption will be ten percent of the qualified applicant's real property assessed value;

WHEREAS, the Board of Education has, since 2005, adopted a resolution to extend this exemption to the volunteer firefighters and volunteer ambulance workers;

NOW, THEREFORE, BE IT RESOLVED, that the Board of Education hereby approves the Volunteer Firefighter and Volunteer Ambulance Worker Tax Exemption in accordance with Section 466-c of the Real Property Tax Law and that the Nassau County Department of Assessment be notified of this approval.

y. Student Teacher(s) and/or Observer(s) – Elementary

WHEREAS, pursuant to Education Law Section 301 – Qualification of Teachers, practice teachers enrolled in an approved teacher education program may teach a class provided they are supervised by a certified classroom teacher;

WHEREAS, all student teachers and observers enrolled in education classes at universities are interviewed at the building level by the principal or assistant principal to insure their suitability for placement in our elementary classrooms;

WHEREAS, the following student teacher(s) and/or observer(s) have requested assignments to our elementary schools for the 2021-2022 school year:

STUDENT OBSERVER(S)

Name	College	School	Teacher	Gr.	Hrs/Dates	Semester
Leeor Elias	Univ. of Hartford	EMB	C. Gorney	Mus.	1/3/22-1/14/22	Spring

STUDENT TEACHER(S)

Name	College	School	Teacher	Gr.	Hrs/Dates	Semester
Emmie Levy	SUNY Oneonta	LKV	R. Mishkin	1	1/3/22-3/4/22	Spring
			S. Bailyn	4	3/7/22-5/6/22	

NOW THERFORE, BE IT RESOLVED, that the Board of Education approves the placement of the above elementary student teacher(s) and/or observer(s) for the 2021-2022 school year, subject to the terms and conditions of an agreement between the District and the above College(s) to be prepared by District counsel;

BE IT FURTHER RESOLVED, that the Board of Education hereby authorizes the President of the Board of Education to execute the necessary documents to effectuate said agreements on behalf of the Board of Education.

z. Capital Improvements – South Middle School

WHEREAS, one of the projects in the District's capital program includes the capital improvements at the South Middle School;

WHEREAS, while working on the project, Pella General Construction was asked to perform additional work and back charged for work not performed as follows:

Items Back Charged	**Amount**
Change Order #1	
The contractor needed to construct ceiling pockets at the window locations in the toilet rooms.	$7,900.00
The contractor had to repair the acoustical ceiling grid and floor tile damage caused by ACS System Associates, Inc. in toilet rooms 300 & 613.	$2,199.95
The District is back charging the contractor for half of the total costs incurred by the District for remediating a clogged sanitary line. Construction debris was found and removed from the sanitary line by an independent agency.	($2,340.42)
The District is back charging the contractor for overtime costs incurred by ACS System Associates, Inc. due to delays in the construction schedule.	($8,185.33)
The District has requested a credit back for the unused general allowance.	($15,000.00)
Total Change Order #1:	**($15,425.80)**

Original Contract Sum:	$397,950.00
Change Order #1:	($15,425.80)
Amended Contract Sum:	$382,524.20

BE IT RESOLVED, that the Board of Education hereby approves change order #1 for a credit of $15,425.80 with Pella General Construction.

aa. Capital Improvements – South Middle School

WHEREAS, one of the projects in the District's capital program includes the capital improvements at the South Middle School;

WHEREAS, while working on the project, ACS System Associates, Inc. was asked to perform additional work and back charged for work not performed as follows:

Items Back Charged	**Amount**
Change Order #1	
The contractor is submitting a back charge for overtime costs due to delays in the construction schedule caused by the general contractor.	$8,185.33
The District has directed the contractor to remove and replace pneumatic thermostats in toilet rooms 632 and 800 to allow for ceramic tile replacement.	$4,268.52
The District has requested the contractor to reroute the CUH condensate drain piping to LPC main in pipe tunnel.	$2,507.13
The contractor is submitting for costs incurred to adjust the F/A beam sensor located in the auditorium.	$1,127.00
The District has requested a credit back for the unused general allowance.	($5,000.00)
Total Change Order #1:	**$11,087.98**

Original Contract Sum:	$432,000.00
Change Order #1:	$11,087.98
Amended Contract Sum:	$443,087.98

BE IT RESOLVED, that the Board of Education hereby approves change order #1 in the amount of $11,087.98 with ACS System Associates, Inc.

bb. Site Improvements – North Middle & North High Schools

WHEREAS, one of the projects in the District's capital program includes the site improvements at the North Middle & North High Schools;

WHEREAS, while working on the project, The Landtek Group, Inc. was back charged for work not performed as follows:

Items Back Charged	**Amount**
Change Order #3	
The District has requested a credit back for the remaining unused general allowance.	($25,000)
Total Change Order #1:	**($25,000)**

Original Contract Sum:	$1,345,000.00
Change Order #1:	$71,652.00
Change Order #2:	$1,144.90
Change Order #3:	($25,000.00)
Amended Contract Sum:	$1,392,796.90

BE IT RESOLVED, that the Board of Education hereby approves change order #3 for a credit of $25,000 with The Landtek Group, Inc.

cc. Residency Appeal

WHEREAS, the Board of Education of the Great Neck Union Free School District received a residency appeal in accordance with Board Policy 5150 on December 3, 2021; and

WHEREAS, the residency appeal was filed as a result of the District Registrar's determination to exclude two students whose identities were disclosed to the Board of Education in Executive Session; and

WHEREAS, in accordance with Board Policy 5150, the Board of Education must make a determination with regard to the residency appeal filed by the parent with regard to the two students referenced above.

NOW, THEREFORE, BE IT RESOLVED, that the Board of Education of the Great Neck Union Free School District, after having reviewed documentation relating to the instant residency appeal relating to the exclusion of two students whose identities were disclosed to the Board of Education in Executive Session, hereby _____ the residency appeal submitted by the parent of the two students on December 3, 2021, and

NOW, THEREFORE, BE IT FURTHER RESOLVED, that the Board of Education directs the District Clerk to notify the parent of the Board's determination of the residency appeal submitted on December 3, 2021.

dd. Donation – Equipment: North High School (Bike Racks)

WHEREAS, the North High School PTO would like to donate two steel bike racks to be used by the students to safely park their bikes outside of the school building;

WHEREAS, the administration has indicated that this donation would be very much appreciated;

NOW, THEREFORE, BE IT RESOLVED, that the Board of Education hereby accepts the above donation to North High School.

GREAT NECK PUBLIC SCHOOLS

John L. Miller–Great Neck North High School
35 Polo Road
Great Neck, New York 11023-1044
(516) 441-4700
www.greatneck.k12.ny.us



Over 90 years of excellence

December 6, 2021

Board of Education
Great Neck Public Schools
345 Lakeville Road
Great Neck, NY 11020

Dear President Sassouni & Board of Education Trustees:

The Great Neck North High School PTO would like to donate the following items for Great Neck North High School to be used by the students in order to safely park their bikes outside of the school building. The total cost of the purchase from a district approved vendor is approximately $717.70

Items:
2 Park-It Powder-Coated Steel Bike Racks.

Thank you for your consideration of this request.

Sincerely,

Jordana Levine
Jordana Levine
co-President
GNNHS PTO

Sara Kane
Sara Kane
co-President
GNNHS PTO

Approved by:

Dan Holtzman

Dan Holtzman, NHS Principal

ee. Donation – Supplies: North Middle School (Artwork)

WHEREAS, the North Middle School PTO would like to donate five reproductions of classic art paintings to be hung in North Middle's hallways to enrich and enhance the quality of education for their students;

WHEREAS, the administration has indicated that this donation would be very much appreciated;

NOW, THEREFORE, BE IT RESOLVED, that the Board of Education hereby accepts the above donation to North Middle School.

Great Neck North Middle School PTO
77 Polo Road
Great Neck, NY 11023

November 18, 2021

Board of Education
Great Neck Public Schools
345 Lakeville Road
Great Neck, NY 11020

Dear Members of the Board,

One of Shared Decision Making's goals for last year was to provide more artwork in the school's hallways. We are writing to you on behalf of Great Neck North Middle School PTO to request your permission to make the following donation, which will greatly enrich and enhance the quality of the educational experience of our students.

We would like to purchase five reproductions of classic art paintings. (Graffiti Girl with Red Balloon, Water Lilies by Claude Monet, Sunday Afternoon by Georges Seurat, Starry Night by Vincent Van Gogh, and Mediterranean Landscape by Pablo Picasso).

Our PTO executive board has already approved and earmarked the funds for this project, totaling $267.81.

We appreciate your attention to this matter and look forward to your response.

Very truly yours,

Margareth Adams and Carey Ye

Great Neck North Middle PTO Co-Presidents

NMS happily accepts this donation from our PTO, and we are appreciative of their continued support.

J Cozine

ff. Donation – Monetary: Scholarships/Awards

WHEREAS, the following donations have been received by the District:

Name of Scholarship	Name of Donors	Amount
Jenny Spielman Scholarship	Spielman Family Foundation	$10,000
Jenny Spielman Scholarship	Mittlemann Family Foundation	$1,000
Jenny Spielman Scholarship	Jeffrey Barber	$100

WHEREAS, the administration has indicated that these donations would be very much appreciated;

NOW, THEREFORE, BE IT RESOLVED, that the Board of Education hereby accepts the above donations.

5. FACILITIES MATTERS

a. Public Use of District Facilities

WHEREAS, attached is a schedule of requests for public use of district facilities and the fees are calculated in accordance with Board policy for the use of district facilities;

NOW, THEREFORE, BE IT RESOLVED, that the Board of Education hereby accepts the schedule of requests for public use of district facilities.

PUBLIC USE OF DISTRICT FACILITIES

2021 - 2022
(For Board of Education Approval)
December 15, 2021

ORGANIZATION	LOCATION	DAY	DATE	START TIME	END TIME	PURPOSE	FEE	CLASS	LIABILITY WAIVER SIGNED
St. Anastasia CYO	Gym Lakeville	Monday, Tuesday & Friday	12/17/2021 - 03/30/2022	7:00 PM	10:00 PM	Youth Basketball	$10,250.00	4	Yes
Gold Coast Arts Center	Auditorium South Middle	Sunday Sunday	5/15/2022 5/22/2022	11:30 AM 12:00 PM	5:30 PM 5:30 PM	Rehearsal Dance Recital	$1,710.00 $1,567.50	2	Yes

6. FINANCE AND OPERATIONS

a. Audit Management Letter Corrective Action Plan 2020-2021

WHEREAS, each year as part of the independent external audit engagement, the District auditors prepare a management letter that lists areas the auditor has identified that need to be improved;

WHEREAS, the District has developed a plan, the corrective action plan, in response to the comments in the 2020-2021 Audit Management Letter to improve upon these areas;

NOW, THEREFORE, BE IT RESOLVED, that the Board of Education hereby accepts the District's corrective action plan addressing the comments listed in the management letter dated November 12, 2021, prepared by Cullen & Danowski, LLP, Certified Public Accounts pursuant to the Independent Audit engagement for the fiscal year ending June 30, 2021.

b. Claims Audit Report to the Board of Education – October 2021

WHEREAS, each month the District's claims auditing firm, Nawrocki Smith LLP, prepares a report of the previous month's claims activity;

WHEREAS, this report is solely for the Board of Education's information;

WHEREAS, it has been recommended that the submission of these monthly claims reports to the Board of Education and their acknowledgement of receipt be documented;

NOW THEREFORE, BE IT RESOLVED, that the Board of Education hereby acknowledges receipt of the October 2021 claims audit reports, as presented.

c. Third Party Service Agreements

WHEREAS, the attached Third Party Service Agreements are being submitted for approval and provider credentials have been reviewed by administration;

NOW, THEREFORE, BE IT RESOLVED, that the Board of Education hereby authorizes the District to enter into Third Party Service Agreements with the consultants identified on the attached list for the provision of services for the 2021-2022 school year identified therein, subject to the terms and conditions of Third Party Service Agreements to be prepared by District counsel;

BE IT FURTHER RESOLVED, that the Board of Education authorizes the President of the Board of Education to execute the necessary documents to effectuate said Third Party Service Agreements on behalf of the Board of Education.

THIRD PARTY SERVICE AGREEMENTS
GENERAL CONSULTANTS
12/15/21 BOARD MEETING

Consultant	Purpose	Location	Start Date	End Date	Rate	Max. Amount	
Association for Middle Level Education	Presentation to Staff on Student Motivation	South Middle	1/10/22	1/10/22	$250	$250	
Club Getaway	Team Building and Outdoor Activities to Celebrate the End of Middle School	North Middle	5/25/22	5/25/22	$89/student	$25,810	***
DNA Learning Center	Science Lab	North Middle	2/14/22	2/16/22	$750/class	$7,500 $1,500	***
Amanda Gimondo	Teacher Center Workshop, "Mindfulness and Education: Your Classroom, Your Life"	District-Wide	1/18/22	2/15/22	$107/hr	$856	

THIRD PARTY SERVICE AGREEMENTS
SPECIAL EDUCATION CONSULTANTS
12/15/21 BOARD MEETING

Consultant	Purpose	Location	Start Date	End Date	Rate	Max. Amount	
Theresa Gentry	Nurse 1:1	Brookville Ctr (AHRC) school	11/15/21	6/30/22	$65/hr	$70,720	

*Partially or fully funded by a State of Federal Grant.
**Emergency conditional appointment as defined in Section 1709, Subdivision 39 of the education law.
***Amount included in fee paid for by participants.

d. Payment of Fees to Counsel (Ingerman Smith) – July to September 2021

RESOLVED, that the Board of Education hereby authorizes the payment of $117,949.76 for the period of July to September 2021 as per the invoices submitted by counsel, Ingerman Smith, for professional services rendered.

e. Payment of Fees to Special Counsel (Bond, Schoeneck & King) – June 2021 to November 2021

RESOLVED, that the Board of Education hereby authorizes the payment of $387,402.22 for the period of June to November 2021 as per the invoices submitted by special counsel, Bond, Schoeneck & King, PLLC, for professional services rendered.

f. Electronic Submission of Reports to the Board of Education

1) Monthly Treasurer's Report – June, July, August 2021
2) Monthly Budget Status Report for General, Capital, Debt Service, Lunch and Special Aid Funds – June, July, August 2021
3) Revenue Status Report General Fund – June, July, August 2021
4) Quarterly Budget Transfer Report – April through June 2021
5) Quarterly Extra Classroom Activity Funds Report – April through June 2021

7. STUDENT MATTERS AND CURRICULUM

a. Committee on Preschool Special Education Recommendations 2021-2022

WHEREAS, in accord with applicable regulations and law, the Board of Education is required to approve services to students with disabilities as recommended by the Committee on Preschool Special Education;

WHEREAS, the Board of Education has been provided with the schedule of specific recommendations for the 2021-2022 school year made by the Committee on Preschool Special Education for students whose ID numbers appear in a Confidential Schedule provided to the Board of Education;

NOW THEREFORE, BE IT RESOLVED, that the Board of Education hereby approves this schedule.

b. Committee on Special Education Recommendations 2021-2022

WHEREAS, in accord with applicable regulations and law, the Board of Education is required to approve services to students with disabilities as recommended by the Committee on Special Education;

WHEREAS, the Board of Education has been provided with the schedules of specific recommendations for the 2021-2022 school year made by the Committee on Special Education for students whose ID numbers appear in a Confidential Schedule provided to the Board of Education;

NOW THEREFORE, BE IT RESOLVED, that the Board of Education hereby approves these schedules.