

**MINUTES OF A MEETING OF THE BOARD OF EDUCATION
MONDAY, FEBRUARY 10, 2020
PARKVILLE SCHOOL**

PRESENT:

Mr. Donald L. Ashkenase, Vice President
Ms. Donna Peirez
Ms. Rebecca Sassouni
Mr. Jeffrey Shi

ABSENT:

Ms. Barbara Berkowitz, President

ALSO PRESENT:

Dr. Teresa Prendergast, Superintendent of Schools
Mr. John Powell, Assistant Superintendent – Business
Dr. Stephen Lando, Assistant Superintendent – Secondary
Ms. Kelly Newman, Assistant Superintendent – Elementary
Dr. Joseph Hickey, Assistant Superintendent – Pupil Personnel Services
Ms. Jennifer Kirby, Director – Human Resources
Mr. Jack Feldman, Counsel to the Board
Ms. Kuniko Langel, Secretary to the Board

Mr. Don Ashkenase called the meeting to order at 5:00 pm in the Parkville School Faculty Lounge. On a motion by Mr. Ashkenase and approved by unanimous consent, the Board went into Executive Session to discuss personnel matters.

At 7:15 pm, Ms. Rebecca Sassouni convened a working session in the Parkville School Gym with the Parkville PTO Executive Board to discuss topics of interest. On a motion by Ms. Sassouni and approved by unanimous consent, the meeting was adjourned at 8:00 pm.

At 8:13 pm, Ms. Donna Peirez reconvened the Board in public session in the Parkville Cafeteria.

Student Delegates: 4

Visitors: 100

1. **RECOGNITION OF STUDENTS – VILLAGE SCHOOL**

Mr. Jeff Shi introduced Mr. Steve Goldberg, Village School Principal, who recognized students from his school.

The Board of Education awarded Certificates of Commendation to 5 Village School students for their academic achievements and contribution to the quality of school life.

2. **APPROVAL OF MINUTES**

a. **January 27, 2020**

The Board accepted the minutes of the above meeting(s), as presented.

3. **BOARD/ADMINISTRATIVE AFFAIRS**

a. **Presentation: 2019 Recreation and Enrichment Programs**

Mr. David Zawatson
Director of Athletics, Recreation and Physical Education

Mr. Joseph Loria
Recreation Supervisor

Mr. Zawatson and Mr. Loria presented their report to the Board of Education.
The presentation will be posted to the district website.

b. **Presentation: 2019 Summer School and Summer Enrichment Programs**

Ms. Maria Giannopoulos
Summer School Principal

Mr. Dan Isaac
Summer School Assistant Principal

Ms. Giannopoulos and Mr. Isaac presented their report to the Board of Education.
The presentation will be posted to the district website.

c. **Superintendent's Report**

- North and South Middle Schools hosted their Cultural Heritage Celebrations which brought students, teachers, parents and families together in recognition of the wonderful diversity and pride that exists in our schools.
- Congratulations to the North and South High School cast, crew and staff involved in the productions of the plays, "Rumors" and "Clue".
- Congratulations to South Middle School's Science Olympiad Team who won first and second place at the LI Regional Middle School Science Bowl.
- Delighted to offer a new district-wide elementary robotics enrichment program for 4th and 5th graders this year. Congratulations to Discovery Team for winning the Project: Innovative Solution Award and the South Middle team for winning the Core Value Teamwork award.

Dr. Teresa Prendergast
Superintendent of Schools

d. **Policy 1741 – Home-Schooled Students (Second Reading)**

INFORMATION

Attached for Board of Education consideration is a new policy: ***Home-Schooled Students (1741)***. This policy describes existing District procedures with regard to oversight of students who are home-schooled so that they receive an education substantially equivalent to that offered in the Great Neck Public Schools. In addition it maintains that these students are not permitted to participate in District-sponsored activities, including athletics. There have been no changes since its first reading on 1/27/20 and it is being submitted for the second of three readings. No Board action will be taken at this time.

This policy will be brought back for a third reading at a future Board meeting.

1741

HOME-SCHOOLED STUDENTS

The Board of Education shall provide oversight for students instructed at home in order to confirm that they are taught by a competent instructor and receive an education substantially equivalent to that offered in the Great Neck Public Schools.

Parents/guardians who wish to educate their child/children at home must submit to the District an Individual Home Instruction Plan (IHIP), outlining the educational goals to be met and the course materials and syllabi to be used each year for the student's learning process. The District may accept or deny an IHIP. Parents/guardians must submit quarterly reports that provide the District with the necessary information to make determinations of substantial equivalency and competency of instruction on an ongoing basis.

Students instructed at home by their parents are not entitled to participate in interscholastic or intramural sports, and are not permitted to participate in District-sponsored activities or use District facilities, other than as permitted in accordance with Policy 1500 *Public Use of District Facilities*.

Great Neck Public Schools

Proposed: 1/27/20; 2/10/20

e. **Policy 5605 – Voter Pre-Registration for Students**
(One Reading Only)

INFORMATION

Attached for Board of Education consideration is a revised policy: ***Voter Pre-Registration For Students (5605)***. The revision updates the policy to include language codifying the District's existing practice with regard to providing an opportunity to register to vote for students who are at least 18 years old. The title of the policy has been amended to reflect this change. In accordance with Policy 2400 *Board Policy Development*, this revised policy is being submitted for one reading and possible adoption.

5605

VOTER PRE-REGISTRATION AND REGISTRATION FOR STUDENTS

In an effort to promote student voter registration, the Board of Education directs the Superintendent of Schools or designee(s) to offer all students who are at least 16 years old (but will not be 18 years old by the next election) the opportunity to pre-register to vote. These students must be otherwise qualified to register to vote as determined by the Nassau County Board of Elections. Upon reaching the age of eligibility, the students who have pre-registered will be automatically registered as voters following verification of qualifications and address by the Board of Elections.

Students who do not wish to pre-register to vote do not have to do so. There will be no penalty (including participation grades or credits) for choosing not to do so.

In addition, the District shall provide all students who are at least 18 years old the opportunity to register to vote.

Great Neck Public Schools

Adopted: 6/20/19

Proposed Revision: 2/10/20

f. **Policy 9150 – Staff-Student Relationships (Non-Fraternization)**
(First Reading)

INFORMATION

Attached for Board of Education consideration is a new policy: **Staff-Student Relationships (Non-Fraternization) (9150)**. This policy emphasizes the District's ongoing commitment to avoiding any situations in which an inappropriate relationship might occur between a District staff member (as defined by the policy) and a student. Prohibited conduct as well as the responsibilities of all parties are clearly described. It is being submitted for a first of three readings. No Board action will be taken at this time.

This policy will be brought back for a second reading at a future Board meeting

9150

STAFF-STUDENT RELATIONSHIPS **(NON-FRATERNIZATION)**

The Board of Education is committed to avoiding any situations in which an inappropriate relationship occurs between a District staff member and a student. Staff must establish appropriate personal boundaries with students and refrain from any behavior/conduct that could reasonably lead to perceived or actual impropriety. As per the District's *Code of Conduct* (Policy 5300), staff should maintain relationships that comprise a climate of mutual respect and dignity that strengthens a student's self-concept and promotes the confidence to learn. Therefore, undue fraternization or familiarity with students that takes place on or off District property during or outside of regular school hours, regardless of the student's age or whether or not the behavior is consensual or is initiated by the student, is prohibited. Every District staff member, whether paid or unpaid, shall adhere to this standard of conduct.

Definitions

1. *Staff* shall mean any individual employed by the Great Neck Public Schools, including but not limited to all full or part time employees, interns, student interns, volunteers, partners, contractors or employees thereof or any other member of the District's workforce.
2. *Student* shall mean any individual who is enrolled in the Great Neck Public Schools.

Prohibited conduct

Prohibited conduct includes, but is not limited to:

- Engaging in a sexual or romantic relationship with student(s)
- Inappropriate touching, sexual contact and/or sexual relations
- Inappropriate displays of affection and/or flirting
- Entertaining or socializing with students, either during or outside of class time, in a manner by which the perception of a relationship, other than a professional one, exists
- Sexually explicit or suggestive comments
- Initiating, continuing or otherwise engaging in inappropriate personal communications in any form or manner with students unrelated to course work, official school matters or concerns regarding a student's welfare or safety. This includes inappropriate communication through professional and/or personal means, such as, but not limited to, sending letters, notes, photos or other communication via phone, text, email, social networks, webcams, chat rooms, websites, etc.

9150/2

- Promoting, providing or sharing pornographic materials
- Offering or giving of inappropriate personal gifts
- Providing alcohol or drugs (prescription or illegal) to students, regardless of age, with the exception of medication provided in accordance with Policy 5420 *Student Health Services*.
- Transporting of students without prior parental consent and advance notice to the District.

Reporting Procedures**1. Duty to Report**

Any person (e.g., school employee or third party) who witnesses, has knowledge of or suspects any possible occurrence of an inappropriate relationship between a staff member and student shall immediately report the incident/conduct to the employee's supervisor, the student's principal, the pupil support services or the District's designated Compliance Officer(s).

Any employee having knowledge or reasonable suspicion that another employee may have engaged in inappropriate conduct with a student that may constitute child abuse must follow the reporting procedures for such allegations in accordance with Policy 9620 *Child Abuse in an Educational Setting*, and such information shall be reported by the designated administrator to law enforcement officials as required by New York State law, the New York State Education Department and/or Child Protective Services (CPS) as may be applicable.

Behavior that is initiated by a student towards a staff member that is perceived to be inappropriate must be promptly reported to a supervisor.

2. Student Reporting

Students who believe that they have been subjected to inappropriate staff behavior shall report concerns to a staff member, school administrator(s) or the District's designated Compliance Officer(s). Students who have knowledge of, or witness, any such occurrence of inappropriate staff-student relations shall report the incident to any staff member.

Protection from Retaliation

Any staff member who provides disclosure of a suspected fraternization violation, or who cooperates with inquiries or investigations of such violations, shall be afforded protection against retaliation in accordance with Policy 9645 *Disclosure of Wrongful or Unlawful Conduct: Whistleblower*.

9150/3**District Responsibility**

This policy, or summary thereof, shall be disseminated as appropriate to all staff. Building administrators shall be responsible for informing students, staff and volunteers of the requirements of this policy including the duty to report, the procedures established for investigation and the resolution of complaints.

The District shall promptly investigate all complaints regarding staff-student relations, including those that are made anonymously, and take prompt action as necessary. Investigations of such allegations shall follow the procedures utilized for complaints of harassment. The District shall ensure that all investigations relating to the foregoing shall be appropriately documented including the investigator's findings, conclusions and/or any actions taken respecting the matter and shall be treated as confidential and private to the extent possible within legal constraints.

Disciplinary Sanctions

Any staff member who engages in inappropriate conduct with a student shall be subject to disciplinary measures up to and including termination of employment in accordance with legal guidelines and District policy and regulation. A violation of this policy may also subject the employee to criminal and/or civil sanctions as well as disciplinary action by the New York State State Education Department.

Great Neck Public Schools***Proposed: 2/10/20***

g. **Biennial Review Committee of the District-Level Shared Decision Making Plan**

INFORMATION

Section 100.11 of the Commissioner's Regulations requires local Boards of Education, in collaboration with their respective district committee, to review biennially the district-level Shared Decision Making Plan and either revise or recertify the plan. This plan is due to be reviewed in 2020.

For this reason, a 2020 Biennial Review Committee has been formulated for this purpose (see attached).

RECOMMENDATION

It is recommended that the Board of Education approve the formation of the 2020 Biennial Review Committee.

2020 BIENNIAL REVIEW COMMITTEE MEMBERS
OF THE DISTRICT- LEVEL SHARED DECISION MAKING PLAN

<u>Building</u>	<u>Teacher</u>	<u>Parent</u>	<u>Student</u>
E. M. Baker	Sarah Barbarotto Cindy Lipper	Karishma Ramphul Matt Jagoda	n/a
J. F. Kennedy	Erin Dunlap	Limor Ohebshalom	n/a
Lakeville	Victoria Weiss	Janey Chu	n/a
Parkville	Dara Gelb	ShihPei Chang	n/a
Saddle Rock	Renee Remi Jennifer Green	Joanna Eshaghoff Nira Nafisi Liman Mimi Hu	n/a
South Middle	Danielle Carroll Pat Sandrowicz	Olga Kagan	Jubilee Kim Olivia Lei Paige Louie
North Middle	Katie Carmody	Eleanor Askari Rebecca Chu Jordana Levine	Talya Sharbani Gabriella Sadaghati
South High	Donna Nystrom	Lily Cheng Lisa Goodwin	Sabrina DePaulis
North High	Jodi Kahn	Rory Breidbart Pam Brodlieb	Alexandra Pour
Board of Ed Member	Donna Peirez		
GNTA	Jim Daszenski		
Administrators	Ron Gimondo (Elementary) Gina Cartolano (Middle) Ron Levine (High)		
District Steering Committee	Dr. Teresa Prendergast, Superintendent Jennifer Snyder, Kim Semder, Sandra Kaufman, GNTA Miriam Kobliner, Moji Pourmoradi, UPTC Co-Presidents Matt Jagoda, Rory Breidbart, Amy Lai, UPTC SDM Co-Chairs		

h. Profiles of New Secondary Courses 2020-2021 School Year**INFORMATION**

The following program additions and changes have been recommended for Board of Education approval by the respective secondary school administrators and reviewed by their Building Curriculum Groups. They include a restructuring of North High School's senior English courses as a means to create a bridge between high school and college-level English study, and to provide greater opportunity for students to pursue study in areas of particular interest. The Superintendent and her curriculum staff have reviewed them and recommend their approval with the following cautions:

1. Each building understands that approval of a course does not guarantee that staffing and/or other resources (including technological resources) will be available within the budget to run new courses, electives in particular. Once course requests are finalized, each setting may have to make choices among offerings to enable the District to live within its means.
2. Some recommendations will put additional constraints on the master schedule. Such constraints may cause imbalances in multiple section courses that were resolved in the past with increases in staffing. Unreasonably small sections cannot be justified in the present climate and may impact a school's ability to implement courses that have been requested and approved.

RECOMMENDATION

It is recommended that the Board of Education approve, with the cautions in mind, these recommended courses for implementation in the 2020-2021 School Year.

Course Profile Sheet

North High School

The American Mythos: Baseball

This twenty-week course will provide ½ credit of English. Baseball is the sport featured most frequently in books, movies, and the American mythos, and uniquely captures the American imagination. While its popularity may have waned as a spectator sport, nothing has dimmed our fascination with it. This course will use short stories, novels, movies, and columns to explore questions such as: What is it about baseball that captures who we are as a country? Is it that each game could conceivably never end, offering possibility in the direst of circumstances? Is it that its heroes come from all walks of life, making it a truly egalitarian game? Is it that it's walked with us through most of our country's history?

The American Short Story

This twenty-week course will provide ½ credit of English. It will examine the genre of the American short story and explore its historical origins in oral storytelling, the nascent versions of written forms, its mode of brevity and compression, and its range of styles: realism, regionalism, modernism, allegory, postmodernism, and more. Additionally, students will see how diverse the American experience is represented through the form, chronologically. Throughout the course, students will read and analyze short stories both independently and in groups. Students will also read pertinent literary theory on the short story form. The culminating project in this class will be for students to compose a short story of their own.

Cultural and Emotional Literacy

This twenty-week class will provide 1/2 credit of English and will be broken down into two, eight-week units: Cultural Literacy and Emotional Literacy. First, students will delve into a unit that allows them to explore their identities and beliefs. They will reflect upon and examine what factors contributed to and shaped these beliefs. Once students have a stronger sense of self, they will examine how language can empower them to effectively share these beliefs and persuade others. The second unit will focus on students' social-emotional knowledge and skills, analyzing factors that drive happiness, and empowering students with tools for conflict resolution and life-long self-care.

Detective/Mystery Fiction and True Crime

This twenty-week course will provide ½ credit of English. The class will begin with a unit exploring the key attributes of detective or mystery fiction and then examine a sampling of works in the genre. Students will analyze the characterization of detectives, suspects, and criminals, and consider the author's plotting, building of tension, and inclusion of clues. The course will include two units: Detective and Mystery Fiction, and True Crime. Throughout the coursework, students will be engaged in hands-on projects including a murder-mystery event, creating their own short works, podcasting, etc.

From College to Career and Beyond: The Stages of Life Through Literature

This twenty-week course will provide ½ credit of English and will be broken down into five four-week units. The class will begin with an exploration of the stage of life leading to college or employment, then the period of time dedicated to college/first full-time job/military, then the first years of complete independence, followed by marriage/singlehood, and finally, the decision whether to have children.

Gender, Sexuality, and Literature

This twenty-week course will provide ½ credit of English and explore the #MeToo! movement through the English Language Arts. Through critical and creative writing, close reading, and classroom discourse, students will explore their own preconceived notions about gender and sexual identity. This course will focus on the historical and cultural construction of gender and how it has evolved since the birth of the Me too movement. We will look to early and modern fiction, non-fiction, poetry, visual rhetoric, and film in order to interrogate the very terms - male, masculine, female, feminine, androgynous, heterosexual, bisexual, homosexual, etc.

Graphic Literature I

This twenty-week course will provide ½ credit of English and allow students to study alternate modes of storytelling in both fiction and non-fiction, through the use of short and full-length graphic texts. Students will study 3-act structure, effective narration, realistic dialogue, pacing and scene structure, script format and medium adaptation. Moreover, students will analyze and evaluate professional works and student-created works on learned, studied, and practiced criteria for assessing the effectiveness of both fiction and non-fiction. The culminating project will include a student-composed work of fiction or non-fiction comic book.

Graphic Literature II

This twenty-week course will provide ½ credit of English and allow students to examine American superheroes through a variety of lenses: literary, pop culture, historical, cultural, visual design, and adaptation and multi-media. The course is broken into six units of period study: The Golden Age, The Silver Age, The Bronze Age, The Modern Age, The Chromium Age, and The New Blue Period. Students will participate in an ongoing 3-5 episode video blog on a long-running series. The final project for this course will include the creation of several superhero characters.

Literary Forms and Genres: Dystopian Literature and the Quest for a Perfect World

This twenty-week course will provide ½ credit of English. In this exploration of dystopian literature, students will read texts that function to expound on topics such as surveillance, mob mentality, social equality, government control, and reliance on technology. Students will analyze the various warnings each author presents and seek to understand and evaluate each author's message/prophesy. The course will engage students through various mediums including short stories, poems, novels, and films. An additional goal of the coursework is for students to leave the classroom with not only an increased knowledge of great literature, but also a heightened awareness of the impactful roles they might play in our world. One of the final projects will allow students to reflect on today's society and craft their own dystopian work.

The Literature of Comedy

This twenty-week course will provide ½ credit of English will allow students to explore the literature of comedy in a variety of forms. In this course, students will be exposed to satire, modern comedic writing, and the true artistry of creating a joke. Students will explore various techniques comedic writers employ to connect with an audience, create a laugh, and touch upon social commentary along the way. It will foster an understanding that the doom and gloom of tragedy is not the defining characteristic of great literature.

The Literature of New York

This twenty-week course will provide ½ credit of English and explore a variety of literature and media born in New York City and its boroughs from the early twentieth century to today. After considering the diverse history and culture of the city, the class will focus on authors who are native to NYC as well as other NYC-related identities such as the voice of the immigrant. Students will study a variety of literary genres as well as other forms of media inspired by the bustling Big Apple. The course is broken down into six units: History and Geography of Manhattan, Immigrant Experience, Harlem Renaissance, New York in Classic Literature, Shakespeare in the Park, and Contemporary NYC Media.

Myths and Legends from Homer to Harry Potter

This twenty-week course will provide ½ credit of English. Students will explore the importance of myth and legend as a vehicle for expressing various cultures' histories and values. The course commences with a study of oral storytelling and the evolution of myth and legend. The class will then read and discuss creation myths from a variety of world cultures, and even write their own creation myth explaining a particular natural phenomenon or human behavior. Students will also spend time studying Joseph Campbell's hero journey and use his comparative research (Monomyth ideology) to analyze and understand classic and modern stories as well as films.

Plays and Play Writing

This twenty-week course will provide ½ credit of English. Students will read a variety of one act and full length plays, as well as explore the popular subgenre of the 10-minute play. The class will begin with the genre's origins in ancient Greece and move through its evolution into the present. The groups will learn to analyze a script and focus on character motivation, intent, and conflict. Students would be given a chance to perform dramatic reading of the works as well as act out plays. All of the students' work would culminate with the students creating and performing their own one act plays.

Rhetoric of the Moving Image

This twenty-week course will provide ½ credit of English. Seniors will see films, not watch movies, as they learn how to "read" and appreciate visual texts. Students will analyze 13-14 films from Germany, Italy, France, Ireland, Britain, Australia, China, Hong Kong, and the U.S.

Shakespeare I: Uneasy Lies The Head

This twenty-week course will provide ½ credit of English. In this course, students will explore the issues of power and royalty through a study of some of Shakespeare's most interesting rulers-- "Henry IV - Part I", "Henry V, Coriolanus", "Richard III" and "King Lear"— and develop an understanding of the perils of power: its tenuousness, its ability to resist the desire for more power, its compulsion to compromise one's values, and its inability to resist the fear that it may one day be gone. Students will take part in dramatic readings of the plays and will explore a wide range of scholarly writings on the plays, from Harold Bloom's Shakespeare: The Invention of the Human to classic works by A. C. Bradley and other critics. Students will write scholarly essays at appropriate points during the course. The course will culminate in performances of key scenes.

Shakespeare II: Still My Grievs Are Mine

This twenty-week course will provide ½ credit of English. In this course, students will explore the way power is manifested in "average" people through a study of the plays "Measure for Measure", "The Winter's Tale", "The Tempest", and "The Merchant of Venice". They will further develop an understanding of the perils of power: its tenuousness, its ability to resist the desire for more power, its compulsion to compromise one's values, and its inability to resist the fear that it may one day be gone. Students will take part in dramatic readings of the plays and will explore a wide range of scholarly writings on the plays, from Harold Bloom's Shakespeare: The Invention of the Human to classic works by A. C. Bradley and other critics. Students will write scholarly essays at appropriate points during the course. The course will culminate in performances of key scenes.

Young Adult Literature: From Caulfield to Katniss to You

This twenty-week course will provide ½ credit of English. From The Catcher in The Rye to The Hunger Games, Young Adult (YA) literature attempts to teach about navigating the world as a teen. Can the young adult experience be authentically captured in literature? Examining themes and writing techniques in works such as The Fault in Our Stars, Speak, The Absolutely True Diary of a Part-Time Indian, The Outsiders, and A Separate Peace, students will evaluate the commonalities and accuracy of YA literature in portraying the turbulent teenage years and imminent transitions to adulthood. As a culminating project, students will explore their own voice in planning and crafting their own young adult novel.

PM Running Class

This twenty-week course will provide 1/4 credit in Physical Education. It is a running course designed for all levels of runners with the goal of competing in 2 local races--The Stepping Stone 5K and the Autism Run at South High. Minimum required enrollment will be 28 students.

Strength and Conditioning

This twenty-week course will provide 1/4 credit in Physical Education. Students will be given the opportunity to learn weight training concepts and techniques for optimal fitness and nutrition. Students will learn proper lifting techniques, spotting methods, weight room safety and workout routines. Minimum required enrollment will be 28 students.

Introduction to Social Welfare and Policy

This full-year Social Studies course has 17 possible units/topics to utilize for syllabus development. Introduction to social work, the history, generalist practice, advocacy, poverty, family & child welfare, health care/challenges, physical, cognitive, and developmental challenges, substance use and addiction, helping older adults, criminal justice, at risk communities, the changing workplace, veterans, families and military social work, environmentalism, and international social work.

South High School**Introduction to Computer Aided Design (CAD)**

This half-year class is designed to provide students with an understanding of the fundamental concepts related to communicating engineering-related technical information/design ideas. Through a series of hands-on experiences, students will become familiar with the sketching, lettering scale drawing, print reading, visualization dimensioning, and problem solving techniques used by engineers and designers. They will use CAD and rendering software throughout the course to produce 2 and 3 dimensional drawings of solutions to engineering-related problems and 3-D printing technology to generate effective prototypes and models.

Modern Feminisms: Literature and Theory

This half-year English 12 course will introduce students to major debates, theories, and concepts in feminist studies. Literature interpretation has evolved with the application of gender theory. Theoretical frameworks will be the foundation for our study of literature by and about women.

Food Science: Edible Experiments

This half-year Food Science course will explore the scientific and sensory principles that underlie the preparation and composition of the food we eat. Why does popcorn pop? How does cream become butter? The course will integrate diverse scientific domains including biology, chemistry, physics, technology, and engineering to answer these questions. Students will evaluate the effects of processing, preparation, perception, and storage on the quality, safety, composition, and nutritive value of foods. Advanced hands-on recipe labs will apply specific scientific principles such as emulsification, fermentation, microbiology, and biotechnology to help students understand, expand, and improve the food supply and our ever-changing relationship to it as humans. This science is delicious!

Spanish Language and Literature AP

AP Spanish Literature, a full-year course, is equivalent to a college level introductory survey course of literature written in Spanish. Students will continue to develop their interpretive, interpersonal, and presentational skills in Spanish language as well as critical reading and analytical writing as they explore short stories, novels, plays, essays, and poetry from Spain, Latin America, and U.S. Hispanic authors along with other non-required texts.

South Middle School**National History Day Research**

This is a full-year, encore course that engages students in social science research. History Day has been the vehicle that creates an understanding and appreciation of history while developing the necessary 21st-century tools, skills and aptitudes for a diverse student population. Students will choose a historical topic related to the annual NHD theme, and then conduct primary and secondary research under the supervision (and with the support) of their teacher. Students will look through libraries, archives and museums, conduct oral history interviews, and visit historic sites. After they have analyzed and interpreted their sources, and have drawn a conclusion about the significance of their topic, they will then be able to present their work in one of five ways: as a paper, an exhibit, a performance, a documentary, or a website.

Introduction to Coding

This is a half-year, alternate day encore course. Students will be introduced to basic coding principles through Makerspace activities in the SMS Library. Once they have a basic understanding, they will work on computers to complete activities from Google's CS First program. Students will use block-based coding to complete challenges and benchmarks. They will spend the last portion of the course back in the Makerspace to complete advanced challenges and to design a program of their own that will help solve a real-world issue.

Immersive Science

This full-year course will be offered at an alternative to support students who need a fully interactive science experience. Specifically, students will delve into authentic Citizen Science projects through both local data collection and through remote sensing data sources. This will allow students to communicate in the universal language of science. This will be a class where students present their work to the community at least three times per year through an authentic assessment process.

i. **Student Teacher(s) and/or Observer(s) – Elementary – Spring 2020 Semester**

INFORMATION

Pursuant to Education Law Section 301 – Qualification of Teachers, a practice teacher enrolled in an approved teacher education program may teach a class provided s/he is supervised by a certified classroom teacher.

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

The following student teacher(s) and/or observer(s) have requested assignments to our elementary schools for the 2020 spring semester.

STUDENT OBSERVER(S)

<u>Name</u>	<u>College</u>	<u>School</u>	<u>Teacher</u>	<u>Grade/Subject</u>	<u>Hours</u>
Jennie Solomkin	SUNY Westbury	JFK	L. Rook	Sp.Ed. –TBD	15
Zhihan Shang	Queens	LKV	J. Garcia	Music	20
			R. Sambursky	Gen.Ed.	5

RECOMMENDATION

It is recommended that the Board of Education approve the placement of the above student teacher(s) and/or observer(s) to our elementary spring 2020 semester.

j. **Student Teacher(s) and/or Observer(s) – Secondary – Spring 2020 Semester**

INFORMATION

Pursuant to Education Law Section 301 – Qualification of Teachers, a practice teacher enrolled in an approved teacher education program may teach a class provided s/he is supervised by a certified classroom teacher.

All student teachers and observers enrolled in education classes at local universities are interviewed at the building level by the principal or assistant principal to insure their suitability for placement in our secondary classrooms.

The following student teacher(s) and/or observer(s) has requested assignment to our secondary school for the 2020 spring semester.

STUDENT OBSERVER(S)

<u>Name</u>	<u>College</u>	<u>School</u>	<u>Teacher</u>	<u>Subject</u>	<u>Hours</u>
Zhihan Shang	Queens	SH	M. Schwartz	Music	30

RECOMMENDATION

It is recommended that the Board of Education approve the placement of the above student teacher(s) and/or observer(s) to our secondary spring 2020 semester.

k. Inservice Institute Courses District-Wide – Spring 2020**INFORMATION**

The Superintendent and her Inservice Institute designees, Jennifer Kirby and Kelly Newman, propose that the course described in the attached course descriptions be offered to District personnel as part of our ongoing staff development program.

RECOMMENDATION

It is recommended that the Board of Education approve the Spring 2020 Inservice Institute courses.

<u>Course Titles/Descriptions</u>	<u># Hours</u>	<u>Supplies</u>
Synthesizing, Summarizing, and Sharing Learning with Infographics Get students to create rather than consume on their iPads by using infographics to depict processes, relationships, and more! Infographics challenge students to synthesize information and share it in a clear and visually appealing way. Participants in this course will be introduced to various infographic-creation platforms, and will develop projects for their students to create.	4	0
Being Present: Movement & Mindfulness for Children We can all get better at paying attention. Mindfulness activities provide us with methods to connect the body, breath and mind. In this course participants will practice movement and create mindfulness experiences using the <i>Little Flower Yoga</i> teaching method which is based on five elements: Connect, Breathe, Move, Focus, and Relax.	8	0
ENL: An Overview for Elementary Staff This course will offer an overview of English as a New Language (ENL) at the elementary level. The course will explain state mandates regarding the identification and placement of English Language Learners (ELLs), differentiated instruction for various levels of language fluency, testing of ELLs, and how teachers can support ELLs in the classroom.	4	0
Creative Use of Google Slides in the Classroom This course will help educators learn how to use the updated Google Slides features in Google Suite. Participants will learn how to use the latest features in Google Slides for their classrooms to improve productivity. This hands-on course will also give participants the opportunity to create worksheets, templates, presentations, and more for their classrooms.	8	0
Stonewall: 50 Years Later This course will explore the historical significance of pre and post events connected to the Stonewall Riots, and the effectiveness of protest and civil disobedience in civil rights movements throughout history.	8	0

<u>Course Titles/Descriptions</u>	<u># Hours</u>	<u>Supplies</u>
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Tolerance and Human Rights: Best Practice K-12	4	0
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There has been a resurgence in hate crimes and acts of discrimination globally and locally during the past few years. With this increase, many organizations have published materials to help teachers address human rights issues of the past and modern-day. This course will introduce participants to materials and curriculum leaders from a handful of organizations such as Facing History and Ourselves, the Glen Cove Holocaust and Tolerance Center, Paperclips, the Brown Choices Program, and Echoes and Reflections. Participants will examine a plethora of available resources and collaborate with colleagues throughout the district so that there is a constant and collaborative message of tolerance. Time will be allotted for participants to both explore resources for classroom use and engage in K-12 articulation.

Safety Care Training	12	0
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The Safety-Care Behavioral Safety Training program provides the skills and competencies necessary to effectively prevent, minimize, and manage behavioral challenges with dignity, safety, and the possibility of change. Using the newest and most effective technologies from Applied Behavior Analysis (ABA) and Positive Behavior Interventions & Supports (PBIS), this Safety-Care program will provide staff with strategies for not only preventing and managing behavioral challenges, but also to effectively teach replacement behaviors. Appropriate for individuals experiencing developmental, neurologic, psychiatric and other impairments, Safety-Care will result in a more positive reinforcement based approach, the development of new skills, and fewer restraints. Safety-Care provides the tools you need to be safe when working with behaviorally challenging individuals.

Safety Care Training Re-certification	6	0
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This course provides an annual review of the skills and competencies of the Safety-Care Behavioral Safety Training program.

Behavioral Psychology and Beyond	8	0
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This course will focus on the theories of behavioral psychologists such as Pavlov, Skinner and Bandura. Participants will analyze and discuss the classroom use of behavior modification techniques. Topics examined will help teachers evaluate the effective use of rewards, consequences, token economies and modeling. Should students be validated for doing homework? How can teachers encourage independent reading? When should a teacher use a check mark rather than a number or letter grade? In addition to discussing theories, participants will participate in a number of hands-on activities to test the value of specific behavioral modification strategies.

I. Inservice Institute Course Intra-Building – Spring 2020**INFORMATION**

The Superintendent and her Inservice Institute designees, Jennifer Kirby and Kelly Newman, propose that the course described in the attached course description be offered to District personnel as part of our ongoing staff development program.

RECOMMENDATION

It is recommended that the Board of Education approve the Spring 2020 Inservice Institute course.

Course Titles/Descriptions**# Hours****Supplies****Small Group Work in Phonics – Grades 1-3
(LKV)****4****0**

This course will highlight that the teaching of phonics can be fun and engaging! More specifically, teachers will be equipped with an arsenal of pre-written, small group phonics lessons, and will have time to create the materials for these lessons. Teachers will also learn about the latest thinking with regard to the teaching of phonics.

m. Insurance Recovery Check – South Middle School**INFORMATION**

In July 2019, the faucet on the slop sink on the second floor at the South Middle School was left running by the contractor, J-Cole Construction Co. Inc., causing significant flood damage. As a result, these damages needed to be remediated as soon as possible to minimize additional damage. The District filed a claim with the insurance carrier, New York Schools Insurance Reciprocal (NYSIR), who paid the District \$40,129.62 in total. This payment was made to the District to pay the vendors performing the repair work directly.

RECOMMENDATION

It is recommended that the Board of Education accept the check of \$40,129.62 from New York Schools Insurance Reciprocal (NYSIR) in settlement of the damages caused by the contractor, J-Cole Construction Co. Inc. while working at South Middle School; and that the proceeds from that check be accounted for in the 2019-2020 operating budget (General Fund) of the Great Neck Public School District as follows:

Revenue Budget:

A2680 Insurance Recoveries \$40,129.62

Expenditure Budget:

A1621.4073.000.0000 Carpentry by Contractor \$40,129.62

It is also recommended that the Board of Education authorize payment to the vendors performing the repair work accordingly.

n. **Food and Nutrition Purchase Order Increase**

INFORMATION

The current purchase order generated in July 2019 for the following vendor has been exhausted. The introduction of new items has resulted in the need to replenish this purchase order.

The following vendor and the additional funds needed are:

Asian Food Solutions	\$ 15,000
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RECOMMENDATION

It is recommended that the Board of Education approve the above vendor for the additional amount shown for the remainder of 2019-2020 school year.

These additional funds will be taken from the 2019-2020 School Food and Nutrition Services budget.

o. **Heartland School Solutions/Mosaic**

INFORMATION

The District has been using Heartland School Solutions/Mosaic Point of Sale system to service the Child Nutrition program since April 2018. The annual software subscription renewal is now due.

RECOMMENDATION

It is recommended that the Board of Education approve the annual renewal of the Mosaic Point of Sale System software support from August 1, 2019 through July 31, 2020 for \$7,200.

These funds will be taken from the 2019-2020 School Food and Nutrition Services budget.

p. **Residency Appeal to the Board of Education**

RESOLVED, that the appeal of property owners identified in the attached confidential schedule "A" which seeks to reverse the determination of the Registrar that their property is not located within the District and that children residing at said premises be excluded effective June 30, 2020, is hereby denied.

CONFIDENTIAL ATTACHMENT "A"

q. **Donation – Equipment: Drum Set for North High School**

INFORMATION

Dr. Dan Holtzman would like to donate a 2007 Roland 5-piece electric drum set to Great Neck North High School.

The administration has indicated that the donation would be very much appreciated.

RECOMMENDATION

It is recommended that the Board of Education accept the donation of the drum set to North High School.

GREAT NECK PUBLIC SCHOOL
John L. Miller – Great Neck North High School
35 Polo Road
Great Neck, New York 11023

(516) 441-4700



OVER 85 YEARS OF EXCELLENCE

January 24, 2020

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

Dear Board of Education Members:

I would like to donate my 2007 Roland, 5 piece, electric drum set to Great Neck North High School.

The percussion students in our respective music classes will have access to practice without the typical voluminous sounds of a traditional drum set and for on stage for performance, it can be plugged in to a speaker for better mixing with the other instruments.

Please let me know if you need any additional information.

Sincerely,

Dan Holtzman, Ed.D.
Principal

r. **Donation – Supplies: DVDs for North/South High Schools**

INFORMATION

The National Council of Jewish Women (NCJW) Lakeville Section would like to donate 2 DVDs, “Judeophobia: A History of Anti-Semitism” to the Social Studies departments at North and South High Schools.

The administration has indicated that the donations would be very much appreciated.

RECOMMENDATION

It is recommended that the Board of Education accept the donation of the 2 DVDs for North and South High School.



National Council of Jewish Women
Lakeville Section

Great Neck Public Schools

Board of Education

345 Lakeville Rd.

Great Neck, NY 11020

Dear Board,

With all the concern about anti-Semitism, I would like to donate to the schools, two copies of a DVD called Judeophobia: A History of Anti-Semitism. It is very well done and I thought that the Social Studies teachers of North and South could use it in their classes. As a former teacher at South Middle, I know the value of a good visual aid in my teaching.

If you would like this donation, please let me know.

Sincerely,

A handwritten signature in cursive script that reads "Miriam Chatinover".

Miriam Chatinover

RECEIVED

JAN 29 2020

Superintendent's office

s. **Donation – Monetary: North Middle**

INFORMATION

Dr. Jerry Cozine, North Middle School Principal, would like to donate \$50 towards the North Middle School Student Organization fund. RTI Survey Incentive Program presented a check for \$50 to Dr. Cozine for coordinating North Middle's participation in the Middle Grades Longitudinal Study of 2017-2018.

The administration has indicated that the donation would be very much appreciated.

RECOMMENDATION

It is recommended that the Board of Education accept the donation of \$50 from Dr. Cozine to the North Middle School Student Organization fund.

GREAT NECK PUBLIC SCHOOLS
RICHARD S. SHERMAN – GREAT NECK NORTH MIDDLE SCHOOL
77 Polo Road
Great Neck, New York 11023

TELEPHONE (516) 441-4500
<https://www.greatneck.k12.ny.us/NMS>

GERALD C. COZINE
Principal
gcozine@greatneck.k12.ny.us

JENNIFER ANDERSEN
Assistant Principal
jandersen@greatneck.k12.ny.us

NANCY GUNNING
Assistant Principal
ngunning@greatneck.k12.ny.us

Office of the Principal

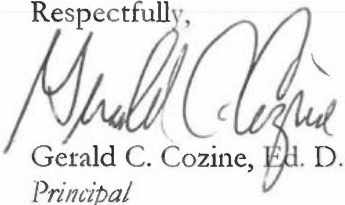
Dear GNPS Board of Education,

I would like to donate the attached check in the amount of \$50 to the North Middle School Student Community Organization (SCO) fund. The payment was received for my coordination of NMS's participation in the Middle Grades Longitudinal Study of 2017-2018 (MGLS: 2017). This study is the first study

to follow a nationally-representative sample of students as they enter and move through the middle grades. The data collected through repeated measures of key constructs will provide a rich descriptive picture of the experiences and lives of all students during these critical years and will allow researchers to examine associations between contextual factors and student outcomes. Because mathematics and literacy skills are important for preparing students for high school and are associated with later education and career opportunities, the study is placing a focus on student growth in these areas and on their instruction (<https://nces.ed.gov/surveys/mglsl/>).

NMS is proud to take part in this middle level study and we look forward to learning about, and from, its conclusions.

Respectfully,


Gerald C. Cozine, Ed. D.
Principal

t. Donation – Monetary: Scholarships**INFORMATION**

The following donations have been received by the District:

<u>Name of Scholarship</u>	<u>Name of Donors</u>	<u>Amount</u>
Adelipour Scholarship	Stefan Adelipour for Life	\$15,000
Jenny Spielman Scholarship	Robert Flug	\$5,000
Jenny Spielman Scholarship	J. R. Realty Corp	\$1,000
Jenny Spielman Scholarship	Howard B. Feuerstein Trust	\$500
Jenny Spielman Scholarship	Mrs. Sandy Dinnsen	\$300
Jenny Spielman Scholarship	Jeffrey & Dianne Barber	\$100

The administration has indicated that these scholarship donations are very much appreciated.

RECOMMENDATION

It is recommended that the Board of Education accept the above donations to the Great Neck Public Schools.

4. **FACILITIES**

a. **Public Use of District Facilities**

INFORMATION

Attached is a schedule of requests for public use of district facilities. The fees are calculated in accordance with Board policy for the use of district facilities.

RECOMMENDATION

It is recommended that the schedule of requests for public use of district facilities be accepted.

PUBLIC USE OF DISTRICT FACILITIES

2019 - 2020

(For Board of Education Approval)

February 10, 2020

ORGANIZATION	LOCATION	DAY	DATE	START TIME	END TIME	PURPOSE	FEE	CLASS
Sophisticated Productions	South High	Friday	03/06/2020	5:00 PM	7:00 PM	Dance Competition	\$12,500.00	4
	Auditorium, Cafeteria	Saturday	03/07/2020	7:00 AM	7:00 PM			
	General Purpose Room	Sunday	03/08/2020	7:00 AM	7:00 PM			

5. **FINANCE AND OPERATIONS**

a. **Contract(s) – Tuition Addenda**

INFORMATION

New York State adjusts tuition rates for approved private special education schools during the school year and sets final rates during and after the school year is over. This state process requires us to approve adjustments to such tuitions several times. In that regard, the Board of Education is asked to approve payments resulting from the tuition adjustments for students who attend(ed) approved private special education schools, as noted below.

School	Location	Classified Student(s)	Adjustment	Dates
Brookville Center for Children's Services	Glen Head	7	Revised tuition rate from \$11,726 per student to \$12,698 per student	7/19-8/19
Brookville Center for Children's Services	Glen Head	9	Revised tuition rate from \$70,355 per student to \$76,190 per student	9/19-6/20
Brookville Center for Children's Services	Glen Head	1	Revised tuition rate from \$8,850 per student to \$9,512 per student	7/19-8/19
Brookville Center for Children's Services	Glen Head	1	Revised tuition rate from \$53,098 per student to \$57,071 per student	9/19-6/20

RECOMMENDATION

It is recommended that the Board of Education approve the revised rate(s) above for classified student(s) who attend(ed) approved private special education schools.

b. **Outside Service Agreements**

INFORMATION

The attached Outside Service Agreements are being submitted for approval. Provider credentials have been reviewed by administration.

RECOMMENDATION

It is recommended that the Great Neck Board of Education authorize the President of the Board of Education to approve payment of the attached Outside Service Agreements.

**OTHER CONSULTANTS
2/10/20 BOARD MEETING**

<u>Consultant</u>	<u>Purpose</u>	<u>Location</u>	<u>Date(s)</u>	<u>Rate</u>	<u>Maximum Approval</u>
Roger Chizever	Reimbursement of Material Fees for Defensive Driving Course for GNPS Employees	District Wide	2/11/20-6/30/20	\$18/person	\$1,620.00
Dice Communications, Inc.	Hourly Labor for Service Calls Not Covered by Hardware and Software Support	District Wide	1/1/20-9/30/20	\$175/hour	\$5,250.00
Fun Bricks, LLC	Coding Instruction Programs – Sundays	District Wide	3/1/20-5/31/20	\$375/hour	\$18,000.00 ***
Fun Bricks, LLC	LEGO Instruction Programs – Sundays	District Wide	3/1/20-5/31/20	\$300/hour	\$10,800.00 ***
Great Neck Car Wash	50 Full Service Car Wash Tickets and 4 Wash and Shampoo Interior Detail	District Wide	2/11/20-6/30/20	\$18/vehicle for Full Service \$170/vehicle For Wash and Shampoo	\$1,580.00
The Holocaust Memorial & Tolerance Center	Helen Turner to Speak at Faculty Meeting About Tolerance and Micro Aggressions	South High	1/24/20	\$350/session	\$350.00

*Partially or fully funded by a State or Federal Grant.

**Emergency conditional appointment as defined in Section 1709, Subdivision 39 of the education law.

***Amount included in fee paid for by participants.

2/3/2020 11:01 AM

**OTHER CONSULTANTS
2/10/20 BOARD MEETING**

<u>Consultant</u>	<u>Purpose</u>	<u>Location</u>	<u>Date(s)</u>	<u>Rate</u>	<u>Maximum Approval</u>
George Kushmakov	Self Defense Instruction Program – Monday and Wednesday	District Wide	3/2/20-6/10/20	\$210/hour	\$9,240.00 ***
George Kushmakov	Self Defense Instruction Program – Sunday	District Wide	3/1/20-5/31/20	\$210/hour	\$10,080.00 ***
Long Island Chess Kids, LLC	Chess Instruction Program – Sundays	District Wide	3/1/20-5/31/20	\$120/hour	\$5,760.00 ***
MPA Consultants	Approved Course by MPA Consulting to be taught/given to the Office Staff Association	District Wide	5/9/20	\$105.04/hour	\$735.28
Transfinder	Annual Technical Support and Upgrade for Transfinder Software	District Wide	4/1/20-3/31/21	\$10,350/year	\$10,350.00

*Partially or fully funded by a State or Federal Grant.

**Emergency conditional appointment as defined in Section 1709, Subdivision 39 of the education law.

***Amount included in fee paid for by participants.

2/3/2020 11:01 AM

COMMUNITY EDUCATION CONSULTANTS
2/10/20 BOARD MEETING

<u>Consultant</u>	<u>Purpose</u>	<u>Location</u>	<u>Date(s)</u>	<u>Rate</u>	<u>Maximum Approval</u>
Barrington Stage	Tickets for Show at the Barrington Stage	Cumberland	8/13/20	\$60.50/ticket	\$1,754.50 ***
Boston Symphony Orchestra	Tickets for Performance at Tanglewood	Cumberland	8/12/20	\$56.05/ticket	\$1,681.50 ***

*Partially or fully funded by a State or Federal Grant.

**Emergency conditional appointment as defined in Section 1709, Subdivision 39 of the education law.

***Amount included in fee paid for by participants.

2/4/2020 8:22 AM

c. Payment of Fees to Counsel – October 2019**INFORMATION**

Invoices were received from district counsel, Frazer & Feldman, for professional services rendered during October 2019 in the following matters:

Student Matters – Special Ed (13)	\$	19,001.25
Negotiations	\$	4,252.50
Human Resources (5)	\$	4,500.00
Instruction	\$	1,923.75
Student Matters – Residency	\$	11,445.75
Miscellaneous	\$	16,559.65
	\$	<u>57,682.90</u>

RECOMMENDATION

It is recommended that the Board of Education authorize the payment of \$57,682.90 for October 2019 as per the invoices submitted by Frazer & Feldman for professional services rendered as stated above.

6. STUDENT MATTERS AND CURRICULUM**a. Committee on Preschool Special Education Recommendations****INFORMATION**

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.

RECOMMENDATION

The Board of Education has been provided with the schedule of specific recommendations for the 2019 – 2020 school year made by the Committee on Preschool Special Education for students whose ID numbers appear below. It is recommended that the Board of Education approve this schedule.

C9999	M0578	A6670
J7271	M8405	N6597
S1589	L3575	Q4305
P8153	P7239	S8029
R9809	W9491	J3484
S4860	S1126	K0670
S0082	S5490	Y0398
W7693	X1361	Z0336
Y8572	Z3561	Z5506
Z8031	Z9391	

b. Committee on Special Education Recommendation**INFORMATION**

In accordance 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.

RECOMMENDATION

The Board of Education has been provided with the schedule of specific recommendations for the 2019 – 2020 school year made by the Committee on Special Education for students whose ID numbers appear below. It is recommended that the Board of Education approve this schedule.

10251	L5090
10298	L5139
10336	M1302
10578	M2083
B3322	N7001
B4203	O4154
B7240	O6404
C0002	R5072
C1333	R5329
C3301	S3006
C5054	S5732
D0228	S7146
D1286	S8876
F0842	S9632
F3143	T0720
G5028	T1131
K2427	T7860
K2562	V5047
K8121	W1730
L1188	W21599
L2498	Y2926

c. **Stipulation of Settlement**

BE IT RESOLVED that the Board of Education of the Great Neck Union Free School District hereby approves the terms and conditions of the Stipulation of Settlement resolving a certain matter between the District and the parents of a youngster classified by the District's CPSE and identified by student number 300009343; and

BE IT FURTHER RESOLVED that the Board of Education authorizes the President of the Board to execute said Stipulation of Settlement as approved on the Board's behalf.

On a motion by Ms. Peirez and approved by unanimous consent, the meeting was adjourned at 9:34 pm.

Kuniko Langel
Secretary to the Board