

Residents may speak on any item in Public Session with these two exceptions: "Communications," on which only the letter-writer may comment, and subjects listed "For Board Discussion."

**MEETING OF THE GREAT NECK, N. Y., BOARD OF EDUCATION  
MONDAY, FEBRUARY 11, 2019  
CUMBERLAND – ALL PURPOSE ROOM  
6:00\*/8:00\*\*P.M.**

\*AT 6:00 P.M.: The **Board of Education** will officially begin its public meeting by accepting and voting on 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.

\*\*AT 8:00 P.M.: The **Board of Education** will resume its PUBLIC MEETING to act on agenda items necessary for the conduct of its business.

## **Pledge of Allegiance**

1. **RECOGNITION OF STUDENTS**

- a. Village School

2. **APPROVAL OF MINUTES**

- a. January 28, 2019

3. **OPEN TIME** – *(The purpose of "Open Time" is to permit any person in the audience to address the Board of Education on any matter concerning the school district, whether or not the matter appears on the printed agenda. Generally, up to three minutes will be granted to each speaker.)*

**PRESENTATION: 2018 RECREATION AND ENRICHMENT PROGRAMS**

**PRESENTATION: 2018 SUMMER SCHOOL AND SUMMER ENRICHMENT PROGRAMS**

4. **BOARD/ADMINISTRATIVE AFFAIRS**

- a. Superintendent's Report
- b. Board of Education Advisory Committee Report(s)
- c. Policy on Sexual Harassment – Third Reading
- d. Policy on Sexual Harassment of Staff (Deletion) – Third Reading
- e. Policy on Sexual Harassment of Students (Deletion) – Third Reading
- f. Policy on Public Use of District Facilities – One Reading & Possible Adoption
- g. Policy on Staff Identification Badges – First Reading
- h. Inservice Institute Course – Intra-building – Spring 2019
- i. Inservice Institute Course – District-wide – Spring 2019
- j. Elementary Student Observer(s) – Spring 2019 Semester
- k. Profiles of New Secondary Courses – 2019-2020 School Year
- l. Modification of Nassau BOCES BoTIE Internet Service
- m. Donation – Scholarship(s) – Jenny Spielman
- n. Donation – Table Tennis Table – South High
- o. Donation – Table Tennis Table – South High
- p. Fee Schedule for the Public Use of District Facilities

5. **FACILITIES MATTERS**

- a. Public Use of District Facilities

**6. FINANCE & OPERATIONS**

- a. Bids & Contracts
  - (1) Contract – Evaluation & Assessment Services
- b. Outside Service Agreements
- c. Electronic Submission of Reports to the Board of Education:
  - (1) Monthly Treasurer's Report – December 2018
  - (2) Monthly Budget Status Report and Revenue Status Report – December 2018
  - (3) Monthly Capital Fund, Debt Service Fund, Lunch Fund and Special Aid Fund Reports – December 2018
  - (4) Quarterly Budget Transfer Report – October, November & December 2018

**7. STUDENT MATTERS**

- a. Committee on Special Education Recommendations
  - (1) School Year: 2018-19
  - (2) School Year: 2019-20
- b. Committee on Preschool Special Education Recommendations – School Year: 2018-19
- c. Stipulation of Settlement

**8. PERSONNEL MATTERS\***

**I. Certificated Employees**

- Appointment(s)
- Change(s) in Salary/Payment/Status
- Retirement(s)
- Resignation(s)
- Termination(s)
- Leave(s)
- Other

**II. Non-Certificated Employees**

- Appointment(s)
- Change(s) in Salary/Payment/Status
- Retirement(s)
- Resignation(s)
- Termination(s)
- Leave(s)
- Other

**9. BOARD DISCUSSION - NO ACTION TO BE TAKEN**

**NEXT MEETINGS:**

Thursday, February 28, 2019 -	Phipps Admn. Bldg. – Board Room – 6:00 p.m. - Snow Date (if needed)
Monday, March 11, 2019 -	Public Action Meeting – 7:30 p.m. – North High School – Recognition of Students and 1 <sup>st</sup> Informal Budget Hearing
Saturday, March 23, 2019 -	South High Library – Budget Meeting
Monday, April 1, 2019 -	Public Action Meeting – 7:30 p.m. – South High School – Recognition of Students and 2 <sup>nd</sup> Informal Budget Hearing
Tuesday, April 16, 2019 -	Public Action Meeting – 7:30 North Middle School – Recognition of Students, Official Public Hearing, Adoption of Budget & required BOCES vote

\*Some items may be appropriate for Executive Session.

**February 11, 2019**

**SUPERINTENDENT'S REPORT**

**Dr. Teresa Prendergast  
Superintendent of Schools**

February 11, 2019

**BOARD OF EDUCATION**

**CITIZENS ADVISORY COMMITTEE REPORT**

**Rebecca Sassouni  
Board of Education Trustee**

February 11, 2019

## **SEXUAL HARASSMENT**

### **INFORMATION**

Attached for Board of Education consideration is a new policy: ***Sexual Harassment (0110)***. As a result of changes to New York State Law, this new policy replaces the District's existing policies, *0110.1 Sexual Harassment of Staff* and *0110.2 Sexual Harassment of Students*, both adopted in 1995 and amended in 2003, in order to be in compliance with the minimum standards set forth by the New York State Department of Labor. The new policy incorporates and maintains the District's existing principles and practices with regard to the proscription of sexual harassment, while aligning it with the recently enacted legal requirements. In addition, a revised form *0110-E Complaint of Alleged Sexual Harassment* is also being submitted. The amended form has been adapted from a model provided by the New York State Insurance Reciprocal (NYSIR). There have been no changes since its second reading on 1/28/19 and this new policy and accompanying exhibit are being submitted for a third reading and possible adoption.

## **SEXUAL HARASSMENT**

The Board of Education is committed to providing an educational and working environment that promotes respect, dignity and equality and that is free from all forms of sexual harassment. The Board recognizes that harassment of students, employees (including all staff, applicants for employment, both paid and unpaid interns, exempt and non-exempt status, part-time, seasonal, and temporary workers, regardless of immigration status) and certain “non-employees” (which includes contractors, subcontractors, vendors, consultant and other persons providing services pursuant to a contract, or their employees, Board of Education members and volunteers) on the basis of sex, gender and/or sexual orientation is abusive and illegal behavior. The Board further recognizes that preventing and remedying such harassment is essential to ensuring a healthy, nondiscriminatory environment in which students can learn and employees and “non-employees” can work productively.

Sexual harassment is a form of sex discrimination and is unlawful under Federal, New York State, and (where applicable) local law. Sexual harassment includes harassment on the basis of actual or perceived or self-identified sex, sexual orientation, gender identity, gender expression, and transgender status. Sexual harassment can occur between persons of all ages and genders.

Sexual harassment includes unwelcome conduct that is either of a sexual nature, or which is directed at an individual because of that individual's sex, when:

- a. submission to that conduct is made either explicitly or implicitly a term or condition of an individual's employment or a student's education;
- b. submission to or rejection of such conduct is used as the basis for decisions affecting an individual's employment or a student's education; or
- c. the conduct has the purpose or effect of unreasonably interfering with an employee's or "non-employee's" work or student's school performance or creating an intimidating, hostile or offensive work or educational environment, even if the complaining individual is not the intended target of the sexual harassment;

Sexual harassment can consist of unwelcome sexual advances, requests for sexual favors, and other verbal, nonverbal, or physical conduct of a sexual nature, or verbal, nonverbal or physical aggression, intimidation or hostility that is based on actual or perceived gender and sexual stereotypes. The foregoing includes favoritism between a supervisor and subordinate.

The Board condemns and strictly prohibits all forms of sexual harassment on school grounds, school buses and at all school-sponsored activities, programs and events, including those that take place at locations outside the District, or outside the school setting if the harassment impacts the individual's education or employment in a way that violates their legal rights. This includes when employees and "non-employees" travel on District business, or when harassment is done by electronic means (including on social media). For employees, sexual harassment is considered a form of employee misconduct. Sanctions shall be enforced against all those who engage in sexual harassment, and against supervisory and managerial personnel who knowingly allow such behavior to continue or engage in retaliation.

Under various New York State and Federal laws, students, employees and "non-employees" have legal protections against sexual harassment in the above described school environment. Additionally, local laws may apply to the District. The District's Code of Conduct (*Policy 5300*) also addresses appropriate behavior in the school environment. Incidents of sexual harassment may subject the District to liability. Harassers may be individually subject to civil liability if sued in a court of law or criminal liability if prosecuted.

In order for the Board to effectively enforce this policy and to take prompt corrective measures, it is essential that any targets of sexual harassment and persons with knowledge of sexual harassment report the harassment immediately to his/her immediate supervisor, building principal, assistant superintendent, Superintendent of Schools, the District's Title IX Compliance Officer(s) (as listed in the District calendar and website) or the Board of Education. Students and other minors may also report any incidents of sexual harassment to teachers, guidance counselors, deans or school support staff. Any person who receives such a complaint shall immediately notify a Title IX Compliance Officer. Filing a grievance or otherwise reporting sexual harassment shall not reflect on the individual's status, nor shall it affect future employment or work assignments. The District shall promptly investigate all complaints of sexual harassment, either formal or informal, verbal or written. To the extent possible, all complaints shall be treated in a confidential manner. Limited disclosure may be necessary to complete a thorough investigation. If the complainant reports that they feel unsafe at school due to the nature of the complaint, the District shall determine if accommodations need to be made until the issue is resolved.

All complainants and those who participate in sexual harassment complaints or the investigation of a complaint of sexual harassment have the right to be free from retaliation of any kind, when they believe in good faith that sexual harassment has occurred (*Policy 9645 Whistleblower*). Such prohibited retaliation can include, but is not limited to, discipline, discrimination, demotion, denial of privileges, or any action that would keep a person from coming forward to make or support a sexual harassment claim. Such actions need not be job- or education-related, or occur in the workplace or educational environment, to constitute unlawful retaliation.

If, after appropriate investigation, the District finds that a student, an employee, “non-employee” or a third party has violated this policy, prompt corrective action shall be taken in accordance with District policy and New York State law.

In order to raise awareness of the issues surrounding sexual harassment and to implement preventative measures to help reduce incidents of sexual harassment, the District requires annual training programs for employees.

Students shall receive age-appropriate instruction to learn to recognize, prevent and report sexual harassment.

This policy shall be made available in each District facility, on the District’s website and other appropriate school publications.

***Great Neck Public Schools***

***Proposed: 12/17/18; 1/28/19; 2/11/19***



## COMPLAINT OF ALLEGED SEXUAL HARASSMENT

This form is to be filed in order to initiate a complaint of alleged sexual harassment prohibited by the Great Neck Public School District's policy on Sexual Harassment.

Your Name: \_\_\_\_\_

Address: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip Code: \_\_\_\_\_

Home Phone: ( ) \_\_\_\_\_ Cell Phone: ( ) \_\_\_\_\_

Status: (Circle one) **Instructional Staff** **Non-Instructional Staff** **Student**

Time(s) and Date(s) incidents of sexual harassment took place:

\_\_\_\_\_  
 \_\_\_\_\_

Have you also filed this charge with a Federal, State, or Local Government agency?

Yes \_\_\_\_\_ No \_\_\_\_\_

Name/position/location of the individual who harassed you. If more than one, list all.

Name: \_\_\_\_\_

Position/Location: \_\_\_\_\_

Describe the incident(s) that occurred and your reasons for concluding that it was sexual harassment:

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

~~Describe briefly what you would consider to be appropriate resolution of the conduct described above. (The District at all times retains sole discretion and authority to determine the appropriate disciplinary and/or corrective action to be taken with regard to meritorious complaints. This question should not be construed in any way to constitute a forfeiture of that discretion or authority.)~~

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~~Identify all persons who witnessed the incidents described above:~~

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~~I swear or affirm that I have read the above complaint and that it is true to the best of my knowledge, information and belief.~~

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Signature of Complainant	Date
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Received by:

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*In order to assist the Great Neck Public Schools in investigating your allegations of sexual harassment in a prompt and thorough fashion, please complete this form to the best of your ability and with as much detail as you are able. Once completed, please submit this form to a Title IX Compliance Officer. To the extent possible, all complaints shall be treated in a confidential manner and no individual shall be retaliated against for filing a complaint.*

Name of Complainant: \_\_\_\_\_ Date Submitted: \_\_\_\_\_

Job Title: \_\_\_\_\_

Address: \_\_\_\_\_

Home phone: \_\_\_\_\_ Cell: \_\_\_\_\_ Work: \_\_\_\_\_  
(Please circle the number you'd prefer us to call)

Email: \_\_\_\_\_

Name of Victim (if different than Complainant): \_\_\_\_\_

Time(s) and date(s) the sexual harassment took place:

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Name(s) and location of the individual who allegedly engaged in the sexual harassment.  
If more than one, list all.

Name(s): \_\_\_\_\_

Location(s): \_\_\_\_\_

Describe the incident(s) which occurred with as much detail as you are able, including why you believe the incident(s) constitutes sexual harassment (please attach any documentation or evidence you believe is relevant to the incident):

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Describe briefly what you would consider to be appropriate resolution of the conduct described above: (Please note that the Great Neck Public Schools retains the sole discretion and authority to determine the appropriate disciplinary and/or corrective action to be taken with regard to meritorious complaints. This question should not be construed in any way to constitute a forfeiture of that discretion or authority.)

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Identify all persons who witnessed the incident(s) described above:

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Please identify any other persons you believe have knowledge important to the incident(s) in question, including his/her contact information and a brief description of the knowledge held by each person:

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Have you filed a complaint or charge with a Federal, State, or Local Government agency related to the incident(s) identified above?

Yes \_\_\_\_\_

No \_\_\_\_\_

Has this incident or occurrence been previously reported to **[employer name]**?

☐ Y ☐ N. If yes, when and to whom?

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If the incident or occurrence has been previously reported, please describe the remedy, outcome or resolution:

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**I swear or affirm that I have read the above complaint and that it is true to the best of my knowledge, information and belief.**

\_\_\_\_\_  
Complainant's Signature

\_\_\_\_\_  
Date

Received by:

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

Print Name:\_\_\_\_\_

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**For Employer Use Only – To be Completed Upon Receipt**

Recipient of Complaint (print): \_\_\_\_\_

Date, Time and Manner (e.g. personal delivery, mailbox, etc.) of Receipt: \_\_\_\_\_

Notes: \_\_\_\_\_

***Great Neck Public Schools***

***Adopted: 3/20/95***

***Proposed Revision: 12/17/18; 1/28/19; 2/11/19***

February 11, 2019

**SEXUAL HARASSMENT OF STAFF**

**INFORMATION**

Attached for Board of Education consideration is deletion of the policy: **Sexual Harassment of Staff (0110.1)**. This policy, first adopted in 1995 and amended in 2003, addresses the District's prohibition of sexual harassment of staff. As a result of recent changes to New York State law, it is recommended that it be replaced by a new policy, ***0110 Sexual Harassment***, that conforms to the current requirements set forth by the New York State Department of Labor. This policy is being submitted for a third reading in tandem with the third reading of the newly proposed policy, and possible deletion.

## **SEXUAL HARASSMENT OF STAFF**

It is the policy of the Great Neck Public Schools to maintain a learning and working environment that is free from sexual harassment. When a staff member (male or female) is subjected to unwelcome behavior that is sexual in nature, it is "sexual harassment" and is inappropriate, harmful and against the law. Sexual harassment may originate from a person of either sex and may be directed against persons of the same sex or the opposite sex.

### ***I. POLICY***

- A. No employee in the District shall be subjected to sexual harassment. It shall be a violation of this policy for any member of the Great Neck Public Schools staff to harass other staff members through conduct or communication of a sexual nature as defined in Section II. It shall also be a violation of this policy for students to harass staff members through conduct or communication of a sexual nature as defined in Section II.
- B. Each administrator shall be responsible for promoting understanding and acceptance of, and assuring compliance with, state and federal laws and Board of Education policy and procedures governing sexual harassment within his/her school or office.
- C. Violations of this policy or procedures will be cause for disciplinary action.

### ***II. DEFINITION***

- A. Sexual harassment means unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when:
  - 1. Submission to such conduct is made either explicitly or implicitly a term or condition of a person's employment, advancement, or participation in school programs or activities; or
  - 2. Submission to or rejection of such conduct by an employee is used as the basis for decisions affecting the employee; or
  - 3. Such conduct has the purpose or effect of unreasonably interfering with an employee's performance or creating an intimidating, hostile or offensive work environment.



B. Sexual harassment as set forth in Section II.A. may include, but is not limited to, the following:

1. Verbal harassment or abuse
2. Pressure for sexual activities
3. Repeated remarks with sexual or demeaning implications
4. Unwelcome touching
5. Sexual jokes, posters, etc.
6. Suggesting or demanding sexual involvement accompanied by implied or explicit threats concerning one's evaluation, opportunities, promotion, or other benefits of employment.

### **III. PROCEDURES FOR REPORTING HARASSMENT**

Any staff member who alleges sexual harassment by another staff member or student in the School District may complain directly to his/her immediate supervisor, building principal, assistant superintendent, Superintendent, the District's Title IX Compliance Officer\* (see School Telephone Directory), or the Board of Education. Any person who receives such a complaint will immediately notify the Title IX Compliance Officer. Filing a grievance or otherwise reporting sexual harassment will not reflect on the individual's status, nor will it affect future employment or work assignments. Any act of retaliation against the complainant is a violation of human rights law.

- A. **Informal Conference** - Prior to filing a formal complaint, a staff member may arrange to meet informally with the Title IX Compliance Officer. The purpose of such a meeting will be to discuss the allegations and to explore possible ways to resolve the situation. In an effort to achieve resolution, meetings may also be held with the alleged harasser. No written records will be kept.
- B. **Formal Complaint** - A formal complaint may be submitted either to report an allegation of sexual harassment or as a follow-up to an unsatisfactory resolution. A formal complaint shall be made in writing by completing the District's *Complaint of Alleged Sexual Harassment* form (0110-E), which shall be available in all District offices. Upon receipt, a formal complaint will be immediately forwarded to the Title IX Compliance Officer.
- C. **Unreported Complaint** - In the absence of a victim's complaint, the Board will ensure that an investigation is commenced upon learning of or having reason to suspect the occurrence of sexual harassment.

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\*Pursuant to Title IX of the Education Amendments of 1972, the Title IX Compliance Officer is the district official responsible for ensuring that the school system does not discriminate on the basis of sex in the educational or employment opportunities extended to students or staff.

**IV. INVESTIGATION**

- A. Upon receipt of a formal or informal complaint, a prompt, thorough investigation of the allegations will be made by an appropriate authority designated by the Title IX Compliance Officer. This investigation is to be conducted diligently and the complainant is to be notified of the outcome. Should it become necessary to interview any students in the course of the investigation, their parents will be notified and afforded the opportunity to be present.
- B. All complaints will be treated as confidential and only those persons necessary for the conduct of the investigation will be involved in the process.
- C. In the case of a formal complaint only, the results of the investigation will appear in the form of a written report that will be placed in a confidential file kept by the Title IX Compliance Officer. Copies of the report and conclusions will be transmitted to the staff member who made the complaint, the person against whom the complaint was made (and his/her parents if a student), and the Superintendent of Schools.

**V. DISCIPLINARY ACTIONS**

- A. If a staff member is found guilty of sexual harassment, the Superintendent of Schools will impose appropriate sanctions in a manner consistent with any applicable law, District policies and regulations, and collective bargaining agreements. Depending on the gravity of the misconduct, sanctions may range from a reprimand up to and including dismissal.
- B. If a student is found guilty of sexual harassment, the principal of the school will impose appropriate sanctions in a manner consistent with any applicable law and the District's Code of Conduct (see 5300). The Superintendent will review the matter and determine whether further action should be taken.
- C. The Superintendent of Schools will determine whether the findings of sexual harassment warrant turning the report and conclusions over to the Police Department for action. The individual harassed is, of course, free to file a complaint with the Police Department in any case.
- D. Anyone subjecting complainants or witnesses to any form of retaliation will also be subject to disciplinary action in the manner prescribed above.

- E. Because of the damage that can be done to someone falsely accused, any individual who in bad faith knowingly makes a false complaint or report of harassment will be subject to disciplinary action in the manner prescribed above.
- F. Pursuant to this policy, any official or employee of the District who receives a complaint of sexual harassment and who does not follow the procedures outlined in this policy will be held accountable and disciplined accordingly.

## **VI APPEALS**

Any complainant or accused party who wishes to appeal the procedures which the District followed in investigating a written complaint filed under this Policy, may do so within ten (10) days of receipt of the appellant's notification of the investigation outcome. Untimely submissions shall not receive consideration. Such appeal must be made in writing to the Board of Education by submission to the District Clerk. The appellant shall be entitled to present evidence as to why the investigation procedures were flawed, improper, or otherwise not in compliance with this Policy. The Board's consideration and review of any such appeal shall be conducted confidentially in executive session. Following a review of that evidence, as well as the information obtained in the investigation process and conclusions derived there from, the Board of Education, or its designee, shall render a decision. The Board's decision shall be final. The appellant shall be notified of the decision in writing.

## **VII. NOTIFICATION AND TRAINING**

- A. Copies of this policy will be distributed to all schools and departments of the Great Neck Public Schools, incorporated in teacher and student handbooks, and the school district calendar will include a summary.
- B. Each school will develop a training program for staff and students to raise awareness of the issues surrounding sexual harassment and to implement preventive measures to help reduce incidents of sexual harassment. The program will provide for a review of policy, procedures and prevention at least once a year for each group.

***Great Neck Public Schools***

***Adopted: 3/20/95***

***Amended: 3/10/03***

***Proposed Deletion: 12/17/18; 1/28/19; 2/11/19***

February 11, 2019

## **SEXUAL HARASSMENT OF STUDENTS**

### **INFORMATION**

Attached for Board of Education consideration is deletion of the policy: **Sexual Harassment of Students (0110.2)**. This policy, first adopted in 1995 and amended in 2003, addresses the District's prohibition of sexual harassment of students. As a result of recent changes to New York State law, it is recommended that it be replaced by a new policy, ***0110 Sexual Harassment***, that conforms to the current requirements set forth by the New York State Department of Labor. This policy is being submitted for a third reading in tandem with the third reading of the newly proposed policy, and possible deletion.

## **SEXUAL HARASSMENT OF STUDENTS**

It is the policy of the Great Neck Public Schools to maintain a learning and working environment that is free from sexual harassment. When a student (male or female) is subjected to unwelcome behavior that is sexual in nature, it is "sexual harassment" and is inappropriate, harmful and against the law. Sexual harassment may originate from a person of either sex and may be directed against persons of the same sex or the opposite sex.

### ***I. POLICY***

- A. No student in the District shall be subjected to sexual harassment. It shall be a violation of this policy for any member of the Great Neck Public Schools staff to harass a student through conduct or communication of a sexual nature as defined in Section II. It shall also be a violation of this policy for students to harass other students through conduct or communication of a sexual nature as defined in Section II.
- B. Each administrator shall be responsible for promoting understanding and acceptance of, and assuring compliance with, state and federal laws and Board of Education policy and procedures governing sexual harassment within his/her school or office.
- C. Violations of this policy or procedures will be cause for disciplinary action.

### ***II. DEFINITION***

- A. Sexual harassment means unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when:
  - 1. Submission to such conduct is made either explicitly or implicitly a term or condition of a student's participation in school programs or activities; or
  - 2. Submission to or rejection of such conduct by a student is used as the basis for decisions affecting the student; or
  - 3. Such conduct has the purpose or effect of unreasonably interfering with a student's performance and creating an intimidating, hostile or offensive learning environment.

B. Sexual harassment as set forth in Section II.A. may include, but is not limited to, the following:

1. Verbal harassment or abuse
2. Pressure for sexual activities
3. Repeated remarks with sexual or demeaning implications
4. Unwelcome touching
5. Sexual jokes, posters, etc.
6. Suggesting or demanding sexual involvement accompanied by implied or explicit threats concerning one's evaluation, opportunities, and other benefits of education.

### **III. PROCEDURES FOR REPORTING HARASSMENT**

Any student, or parent of a student, who alleges sexual harassment by a staff member or another student in the School District may complain directly to a teacher, counselor, building administrator, central administrator, the District's Title IX Compliance Officer\* (see School Telephone Directory), or the Board of Education. Any person who receives such a complaint will immediately notify the Title IX Compliance Officer. Reporting sexual harassment will not reflect on the student's status, nor will it affect grades or other educational opportunities. Any act of retaliation against the complainant is a violation of human rights law.

- A. **Informal Conference** - Prior to filing a formal complaint, a student and/or parent may arrange to meet informally with the Title IX Compliance Officer. The purpose of such a meeting will be to discuss the allegations and to explore possible ways to resolve the situation. In an effort to achieve resolution, meetings may also be held with the alleged harasser. No written records will be kept.
- B. **Formal Complaint** - A formal complaint may be submitted either to report an allegation of sexual harassment or as a follow-up to an unsatisfactory informal resolution. A formal complaint shall be made in writing by completing the District's *Complaint of Alleged Sexual Harassment* form (0110-E), which shall be available in all District offices. Upon receipt, a formal complaint will be immediately forwarded to the Title IX Compliance Officer.
- C. **Unreported Complaint** - In the absence of a victim's complaint, the Board will ensure that an investigation is commenced upon learning of or having reason to suspect the occurrence of sexual harassment.

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\*Pursuant to Title IX of the Education Amendments of 1972, the Title IX Compliance Officer is the district official responsible for ensuring that the school system does not discriminate on the basis of sex in the educational or employment opportunities extended to students or staff.

**IV. INVESTIGATION**

- A. Upon receipt of a formal or informal complaint, a prompt, thorough investigation of the allegations will be made by an appropriate authority designated by the Title IX Compliance Officer. This investigation is to be conducted diligently and the complainant and his/her parents are to be notified of the outcome. Should it become necessary to interview any students in the course of the investigation, their parents will be notified and afforded the opportunity to be present.
- B. All complaints will be treated as confidential and only those persons necessary for the conduct of the investigation will be involved in the process.
- C. In the case of a formal complaint only, the results of the investigation will appear in the form of a written report that will be placed in a confidential file kept by the Title IX Compliance Officer. Copies of the report and conclusions will be transmitted to the student who made the complaint, his/her parents, the person against whom the complaint was made (and his/her parents if a student), and the Superintendent of Schools.

**V. DISCIPLINARY ACTIONS**

- A. If a staff member is found guilty of sexual harassment, the Superintendent of Schools will impose appropriate sanctions in a manner consistent with any applicable law, District policies and regulations, and collective bargaining agreements. Depending on the gravity of the misconduct, sanctions may range from a reprimand up to and including dismissal.
- B. If a student is found guilty of sexual harassment, the principal of the school will impose appropriate sanctions in a manner consistent with any applicable law and the District's Code of Conduct (see 5300). The Superintendent will review the matter and determine whether further action should be taken.
- C. The Superintendent of Schools will determine whether the findings of sexual harassment warrant turning the report and conclusions over to the Police Department for action. The individual harassed is, of course, free to file a complaint with the Police Department in any case.
- D. Anyone subjecting complainants or witnesses to any form of retaliation will also be subject to disciplinary action in the manner prescribed above.

- E. Because of the damage that can be done to someone falsely accused, any individual who in bad faith knowingly makes a false complaint or report of harassment will be subject to disciplinary action in the manner prescribed above.
- F. Pursuant to this policy, any official or employee of the District who receives a complaint of sexual harassment and who does not follow the procedures outlined in this policy will be held accountable and disciplined accordingly.

## **VI APPEALS**

Any complainant or accused party who wishes to appeal the procedures which the District followed in investigating a written complaint filed under this Policy, may do so within ten (10) days of receipt of the appellant's notification of the investigation outcome. Untimely submissions shall not receive consideration. Such appeal must be made in writing to the Board of Education by submission to the District Clerk. The appellant shall be entitled to present evidence as to why the investigation procedures were flawed, improper, or otherwise not in compliance with this Policy. The Board's consideration and review of any such appeal shall be conducted confidentially in executive session. Following a review of that evidence, as well as the information obtained in the investigation process and conclusions derived there from, the Board of Education, or its designee, shall render a decision. The Board's decision shall be final. The appellant shall be notified of the decision in writing.

## **VII. NOTIFICATION AND TRAINING**

- A. Copies of this policy will be distributed to all schools and departments of the Great Neck Public Schools, incorporated in teacher and student handbooks, and the school district calendar will include a summary.
- B. Each school will develop a training program for staff and students to raise awareness of the issues surrounding sexual harassment and to implement preventive measures to help reduce incidents of sexual harassment. The program will provide for a review of policy, procedures and prevention at least once a year for each group.

***Great Neck Public Schools***

***Adopted: 3/20/95***

***Amended: 3/10/03***

***Proposed Deletion: 12/17/18; 1/28/19; 2/11/19***



February 11, 2019

**PUBLIC USE OF DISTRICT FACILITIES**

**INFORMATION**

Attached for Board of Education consideration is a revised policy: ***Public Use of District Facilities (1500)***. The revision addresses a change to the fee structure to include a change to Class II: Not For Profit Youth Activities. In addition, the requirement that any fees paid by not for profit organizations be based on the registration fees they charge has been deleted. The succeeding fee categories have been re-numbered accordingly. In conformance with Policy 2400 *Board Policy Development*, this revised policy is being submitted for one reading and possible adoption.

## **PUBLIC USE OF DISTRICT FACILITIES**

In conformity with New York State Education Law (414), the following regulations for the use of school buildings and facilities in out-of-school hours have been established by the Board of Education:

A. The schoolhouses, grounds and other school property, when not in use for school purposes, may be used for other purposes only if a written permit for such other use shall have been issued by or under the authority of the Board.

B. All applications for permits shall be made in writing. A non-refundable application fee is required for each individual application. Requests for use of all District facilities should be addressed to the Office of Athletics, Physical Education and Recreation, 345 Lakeville Road, Great Neck, NY 11020 (Telephone: 516-441-4045). The applicant shall list all groups or organizations that are co-sponsors of the event for which District facilities are being requested. Failure to comply with this requirement will result in cancellation of the permit and possible denial of future applications. All co-sponsors shall meet these requirements as well.

C. No permit shall be issued in the following instances:

1. For any purpose that will in any way interfere with the use of school buildings, grounds or other school property by the District.
2. To any person, persons, or corporate entities for personal or private gain, financial or otherwise. However, the Board may, to the extent permitted by law, allow activities that incidentally involve a private benefit or profit if the Board determines that (1) such activity is in furtherance of a legitimate school purpose or provides a public benefit, (2) a fair and adequate portion of the proceeds is used for charitable or educational purposes, and (3) any private benefit or profit is incidental to such public purpose.
3. For meetings sponsored by political organizations, except as otherwise provided for by law.
4. For holding a social, civic or recreational meeting or entertainment or other use pertaining to the welfare of the community, unless such meeting, entertainment or use shall be non-exclusive and open to the general public (general public is defined as all residents of the school district).

5. For a meeting, entertainment or occasion where admission fees are charged, unless the proceeds thereof are to be expended for an educational or other charitable purpose, "provided, however, that the Board may permit an activity or event whose proceeds are not expended solely for an educational or charitable purpose where (1) such activity is in furtherance of a legitimate school purpose or provides a public benefit, (2) a fair and adequate portion of the proceeds is used for charitable or educational purposes, and (3) any private benefit or profit is incidental to such public purpose."

6. For a meeting, entertainment or occasion where admission fees are charged if such events are under the exclusive control, and the proceeds are to be applied for the benefit of a society, association or organization of a religious sect or denomination, or of a fraternal, secret or exclusive society or organization. This provision shall not apply to an organization of veterans or of volunteer firemen.

7. Unless the District is satisfied that the proposed activity on District premises will be adequately supervised and that the applicant will see to the proper conduct of such activity. The applicant may be held responsible for any damage which the activity may cause to District property.

8. For any use that is contrary to the provisions of Section 414 of the Education Law.

D. Permits shall be issued upon the following terms and conditions:

1. A permit may be issued to a group within the community, if at least a majority of its members reside within the school district.

2. A permit may be issued to a for-profit entity or organization for an activity or event involving admission fees or the sale of merchandise only if at least seventy-five percent (75%) of the activity's participants reside within the school district.

3. In the case of a permit issued for a meeting, entertainment or occasion where admissions fees are charged, a detailed written statement of total receipts, expenditures and disbursement of profits shall be filed, upon request, with the Board of Education by the permittee within 30 days of such meeting, entertainment or occasion, in such form as the Board of Education requires.

4. Whether or not admission fees are charged, no contributions shall be solicited or collected on school premises.

5. The permit shall be valid only for use of the particular school premises on the date or dates and at the hours specified in the permit, and for the purposes specified in the application. **NO EVENT SHALL BE PUBLICIZED UNTIL A PERMIT IS GRANTED.**

6. The permit shall be valid only when it is signed by the Superintendent of schools or his/her designee.
7. The permit shall not be transferable.
8. The permit may be cancelled at the option of the Board of Education at any time for cause.
9. Any organization or group granted permission by the Board of Education to use any facility accepts, without reservation, responsibility for holding the school district, Board of Education collectively and individually, and all employees of the school district harmless for any injury sustained by a member of such organization or group using the facility or by any attendee at such event, and for any damage or loss of personal property owned, leased, or borrowed by such member or attendee. In addition, the Board of Education requires the applicant to obtain insurance, in an amount specified by the Board of Education or its agent, which names the school district as an additional insured.
10. The District reserves the right of transferring, on due notice whenever possible, any activity from one space to another in the same building, or to another building.
11. All youth groups shall have an adult leader who shall be present at all times that the group is on school premises.
12. Special arrangements for the use of swimming pools must be made in accordance with the regulations governing the use of swimming pools by non-school groups. An insurance certificate shall be required.
13. The District will not permit any changes to the facility.
14. The permittee shall pay to the Great Neck Union Free School District all fees or charges imposed by the Board of Education within 30 days of the school district's invoice date. Failure to comply with this provision shall result in denial of future use of facilities.
15. The permittee shall deposit with the treasurer of the school district a bank check made out to the Great Neck Union Free School District in the amount of up to \$500.00 as security against damage to school district equipment and property. Such deposit shall be returned to the permittee within two weeks of the date of last use of the facility provided that no damage has been incurred. In the event of damage to school district equipment or property the permittee shall be billed for the cost of repairs or replacement. Should such cost exceed the amount of the deposit the permittee shall be responsible for payment of the cost in its totality.

16. The permittee shall not deny to any person participation in the use of District facilities on the grounds of: age, ancestry, color, disability, ethnic group, gender, genetic predisposition, marital status, national origin, parental status, race, religion, religious practice, sex, sexual orientation, or weight and shall so state in its application for use of facilities.

17. Any permit shall be cancelled if the permittee fails to comply with the foregoing provisions or other applicable rules and regulations of the Board of Education.

18. The District reserves the right to specify any additional terms or conditions it deems appropriate, based upon its review of the specific request and related circumstances.

19. Permittees, who reserved District facilities but who do not actually utilize such facilities, may be denied opportunities for future permit approvals.

## FEE CATEGORIES

**Application Fee** - There will be a non-refundable \$25 fee for each permit requested.

CLASS I: NO CHARGE TO BE MADE UNDER THE FOLLOWING CONDITIONS:

1. School facilities may be used by any organized parent-teacher organization or parent group of any public school within the school district for school programs and meetings that are open to the public and for which no admission fee is charged.
2. School facilities, excluding auditoriums, may be used by organized youth-serving agencies whose membership includes at least 20% Great Neck students, that do not charge a fee greater than \$25.00, and that are open to all school district residents. Such use, without payment of fee, shall be limited to times when the use of a particular building does not involve custodial overtime.
3. School facilities may be used by various branches of the Armed Forces and their allied Reserve groups, the Civil Defense and such other activities pertaining to their respective official function or of a war emergency situation, which may be beneficial to the country, state or local community.
4. School facilities may be used by the local Fire Departments for the training of personnel. There shall be no limitation on the sites used, provided such sites are not being used for school purposes.
5. School facilities may be used by a Village Board of Trustees when a Village does not have its own Village Hall. Such use, without payment of fee, shall be limited to once per month, provided the facility is vacated by 11:00 p.m. If the facility is not to be vacated by 11:00 p.m., a fee will be charged in accordance with the current fee schedule.
6. School facilities used by public school associations for sectional or county competitions, such as athletic events, musical contests, and academic tournaments, including reciprocal agreements with other school districts.
7. Special districts established within the boundaries of the Great Neck School District are exempt from payment of fees for facility usage. Upon submission of an application, permission will be granted subject to availability, recommendation by the Superintendent of Schools or his/her designee and approval by the Board of Education.

CHARGES FOR CUSTODIAL SERVICE, LIGHT AND HEAT TO BE MADE ACCORDING TO FEE SCHEDULE UNDER THE FOLLOWING CONDITIONS:

**CLASS II: NOT FOR PROFIT ORGANIZATIONS**

1. School facilities used by Class I groups beyond the use outlined above.
2. School facilities used by organized groups within the community for non-profit, charitable, philanthropic, civic, or other non-commercial, non-personal purpose.

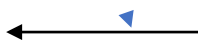
**CLASS III: NOT FOR PROFIT YOUTH ACTIVITIES**

4. School facilities used by any group or organization for educational purposes benefiting Great Neck students, recommended by the Superintendent of Schools or his/her designee and approved by the Board of Education.

~~Fees for Class II groups or organizations are determined based on the registration fees they charge their participants as shown on their registration forms.~~

**CLASS III IV: ADDITIONAL CHARGES, RESTRICTIONS AND REQUIREMENTS MAY BE APPLIED UNDER THE FOLLOWING CONDITIONS:**

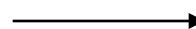
1. School facilities used by any group or organization for an activity or event involving admission fees or the sale of merchandise whose proceeds are not expended solely for a charitable or educational purpose.
2. School facilities used by any group or organization as a location for recording, filming, taping and/or photographing in connection with the production and/or broadcast of motion pictures, television programming or other forms of media.



**PUBLIC USE OF DISTRICT FACILITIES (1500) APPLICATION**

<https://www.greatneck.k12.ny.us/cms/lib/NY02208059/Centricity/domain/81/buildingandgrounds/ApplicationUseofFacilities.pdf>

**PUBLIC USE OF DISTRICT FACILITIES (1500) FEE SCHEDULE**



<https://www.greatneck.k12.ny.us/cms/lib/NY02208059/Centricity/domain/81/buildingandgrounds/FeeTableUseofFacilities.pdf>

***Great Neck Public Schools***

***Adopted: 5/19/97***

***Amended: 5/10/99; 5/07/01; 12/04/06; 10/19/09; 7/02/12; 1/28/13***

***Proposed Revision: 2/11/19***

February 11, 2019

## **STAFF IDENTIFICATION BADGES**

### **INFORMATION**

Attached for Board of Education consideration is a revised policy: ***Staff Identification Badges (8105)***. The revision addresses the addition of Board of Education members, high school students and visitors among those who shall be required to wear and visibly display a Great Neck Public Schools identification badge. As a result, the policy has been retitled Identification Badges. In addition, the procedures for handling forgotten, lost, stolen or damaged identification badges have been strengthened with the inclusion of new language regarding the utilization of temporary identification badges. In accordance with Policy 2400 *Board Policy Development*, this revised policy is being submitted for a first reading.



## **STAFF IDENTIFICATION BADGES**

For security purposes, All Great Neck Public School staff members, Board of Education members, high school students, those individuals approved for provisional access to District buildings and visitors are required to wear and visibly display their District-issued identification badge at all times during the workday school day. Additionally, this obligation applies to staff members and Board of Education members who are present during any school-District sponsored events. These badges may also be required to access school-related services.

All individuals are required to report forgotten, lost, stolen or mishandled damaged Great Neck Public School identification badges immediately to the District Security Office building administration. Individuals without their badges shall be provided with a temporary badge issued for identification purposes only, with no access to school-related services. This temporary badge shall be returned at the end of the school day. A fee shall be charged to replace any lost, stolen or mishandled damaged cards badges.

All identification badges remain the property of the Great Neck Public Schools and must be returned to the District immediately upon separation from ~~service~~ in the District.

***Great Neck Public Schools***

***Adopted: 12/10/07***

***Amended: 6/18/18***

***Proposed Revision: 2/11/19***

**February 11, 2019**

**INSERVICE INSTITUTE COURSE(S)**

**Intra-Building – Spring 2019**

**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 this Spring 2019 Inservice Institute course.

**February 11, 2019**

**INSERVICE INSTITUTE COURSE(S)**

**Intra-Building Course – Spring 2019**

<b><u>Course Title/Description</u></b>	<b><u># Hours</u></b>	<b><u>Supplies</u></b>
<b>Teachers Talk About Teaching (D-3) (INTRA-BUILDING – SHS)</b>	<b>4</b>	<b>0</b>

This series is designed to foster collegiality while exploring and addressing challenges and innovations for teachers. Each session is focused on a different topic and explores a specific aspect of the teaching experience specific to the needs of the building and current participants. Staff members are invited to present and share their expertise with the group.

**February 11, 2019**

**INSERVICE INSTITUTE COURSE(S)**

**District-Wide – Spring 2019**

**INFORMATION**

The Superintendent and her Inservice Institute designees, Jennifer Kirby and Kelly Newman, propose that the courses 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 these Spring 2019 Inservice Institute courses.

February 11, 2019

**INSERVICE INSTITUTE COURSE(S)**

**District-Wide – Spring 2019**

<b><u>Course Titles/Descriptions</u></b>	<b><u># Hours</u></b>	<b><u>Supplies</u></b>
<b>SEL*F &amp; Mindful Movement</b> Social-emotional learning strategies help students to focus their minds, connect to their bodies, regulate their emotions, express their creativity, form meaningful connections, and experience a deep sense of calm and relaxation. These pedagogical practices will enhance the collective well-being of our classroom communities. Learn about the SEL*F curriculum for Social Emotional Learning (AND Facilitation)! We will also discuss strategies used to lead guided meditation for children and learn ways to integrate mindful movement into our classrooms.	<b>8</b>	<b>0</b>
<b>Using Digital Photography in the Classroom with Photoshop CC 2018</b> This course will assist teachers in the effective use of digital images within the curriculum. Teachers will be encouraged to take and/or locate photos and then use them to enhance their own curriculum-based lessons. Teaching can become more effective through the use of images to increase student involvement and learning, particularly to reach our Special Education and TESL learners, and especially for the current generation of students who have grown up with a lot of exposure to photographic and video images. Adobe Photoshop CC 2018 will be used in this course, and is available in all four of our secondary schools.	<b>8</b>	<b>0</b>
<b>Safety Care Training</b> 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.	<b>12</b>	<b>0</b>

February 11, 2019

**INSERVICE INSTITUTE COURSE(S)**

**District-Wide – Spring 2019**

<b><u>Course Titles/Descriptions</u></b>	<b><u># Hours</u></b>	<b><u>Supplies</u></b>
<b>Does This Work Look Familiar?</b> <b>Assuring Academic Integrity:</b> <b>Plagiarism Countermeasures</b> All of us want to maintain academic integrity on written assignments in our classes. We will explore the reasons why students plagiarize to understand how teachers can minimize that activity while maintaining a positive classroom environment. In addition to sharing prevention strategies, we will explore technological solutions such as Turnitin and Socrative.	<b>8</b>	<b>0</b>
<b>Writing Across the Curriculum</b> This course will provide teachers with an opportunity to reflect on the way they teach writing. Teachers will become more aware of writing as a process, along with their students' struggles to develop the skills needed to support critical views in oral and written responses to all content areas. Because teachers often work alone, the environment of this course will be largely communal and collaborative. Teachers will do a great deal of writing, sharing, and discussing each other's writing and teaching.	<b>8</b>	<b>0</b>
<b>Stonewall: 50 Years Later</b> 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.	<b>8</b>	<b>0</b>
<b>Mental Health and Today's Youth</b> This course will help educators identify and develop ways to incorporate the NYS Mental Health Mandate into lessons and units.	<b>4</b>	<b>0</b>
<b>Responsive Classroom Approach to Discipline</b> The Responsive Classroom Approach to Discipline offers practical teachers' guidance based on Responsive Classroom philosophy. Participants will leave the workshop with a rejuvenated mindset regarding student discipline and a few teachers' goodies as well.	<b>8</b>	<b>0</b>

February 11, 2019

**ELEMENTARY STUDENT OBSERVER(S)**

**Spring 2019 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 observer(s) have requested assignments to our elementary 2019 spring semester.

**STUDENT OBSERVER(S)**

<b><u>Name</u></b>	<b><u>College</u></b>	<b><u>School</u></b>	<b><u>Teacher</u></b>	<b><u>Subject/ Grade</u></b>	<b><u>Dates/ Hours</u></b>
Bridget Murphy	Adelphi	JFK	K. Rosario	Gr. 4/5 (Sp.Ed.)	75 hrs.
Haley Roach	Nassau	JFK	K. Sussman	Gr. 2 (Sp.Ed.)	30 hrs.

**RECOMMENDATION**

It is recommended that the Board of Education approve the placement of the student observer(s) to our elementary spring 2019 semester.

February 11, 2019

**PROFILES OF NEW SECONDARY COURSES**  
**2019-2020 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. 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 keep within budgeted staffing allocations.
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 2019-2020 School Year.



## **North High School**

**Advertising Art and Design:** Students will be introduced to the process by which graphic designers conceive, create and develop exciting and visually interesting designs for publications and promotions (advertisements, posters, logos, etc.) through the use of Adobe Suite computer applications.

**Target/Eligible Students:** Grades 9-12 students with an interest in visual communications that prefer to use digital media as a medium. A prerequisite of Digital I or Studio Art is recommended.

**American History Through Musicals:** This course will explore the American past through musicals such Hamilton, Ragtime, 1776, Allegiance, The Civil War, Fiorello, Come From Away, Parade and Bloody, Bloody Andrew Jackson. While exploring these musicals, students will evaluate what kinds of stories about the American past are being told and what we can learn from these messages. They will ask questions like: Whose voices are being heard and who is left out? What is the plot, who are the characters of each show and what does each say about the time period when it was produced and what do our reactions say about our own moment in time? How do the narratives told in these musicals compare with the narratives told in our history classes?

**Target/Eligible Students:** Grade 10-12 students

## **South High School**

**Data Structures:** This course explores topics in computer science beyond what is covered in the AP curriculum and will be open to students who have completed AP Computer Science. The class continues the computer science sequence with the study of data structure and algorithms in a new programming language (C++).

**Target/Eligible Students:** Students who have completed AP Computer Science

**AP Human Geography:** This Advanced Placement course studies patterns and processes that have shaped human understanding, use, and alteration of Earth's surface.

**Target/Eligible Students:** Grade 9 Honors students who have a proven record of academic interest and excellence and want to challenge themselves.

**Introduction to Multicultural Society Past and Present:** This one year course looks at different immigrant groups in the United States. The course will examine the laws and policies that affected different groups, and their roles in and contributions to the domestic economy. The course will read pluralistic narratives of the United States that emphasize the contributions and experiences of groups that are or were racial and ethnic minorities. The purpose is not to underscore how minorities have been treated, but instead to demonstrate how they influenced the trajectory of American history and shaped the nation's political, social, and economic culture.

**Target/Eligible Students:** Grade 12 students who show interest in the subject and are committed to exploring political, economic, and social issues of different groups in our pluralistic society.

## **North Middle School/South Middle School**

None.

# Great Neck Public Schools

## Course Profile Sheet

**School:** Great Neck North High School  
**Department:** Fine & Performing Arts  
**Department Head:** Dr. Pamela Levy

**Name of Course:** Advertising Art and Design  
**Length of Course:** Semester (Fall/Spring)  
**Year/Semester First Offered:** 2019-2020

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### **Capsule Course Description:**

Students will be introduced to the process by which graphic designers conceive, create and develop exciting and visually interesting designs for publications and promotions (advertisements, posters, logos, etc.) through the use of Adobe Suite computer applications.

### **Target/Eligible students:**

Grades 9-12, Students with an interest in visual communications that prefer to use digital media as a medium. A prerequisite of Digital I or Studio Art I recommended.

### **Rationale for Course:**

Introduce students to a possible career path in the visual arts through the practical application of design principles and the elements of art, and how to use these concepts to create visual communications.

### **Link for Curriculum Summary:**

Advertising Art and Design will be offered as a half year course, satisfying a half credit for Art or Technology. Prerequisite: Studio Art I or Digital Design. Students will learn how to use Adobe Suite computer applications and be introduced to the process by which designers and art directors develop visual communications and advertising through creative problem solving. Curriculum is designed to introduce students to the practical application of graphic computer programs and develop design skills through the understanding of the Elements and Principles of Design. Units of study include an introduction to Graphic Design and influential designers; how to develop an idea for visual communications and advertising: designing of logos; review of design principles applied to composition; application of concepts in digital media and print advertising.

### **Primary Texts, Published Materials, Media:**

Adobe Creative Suite: Illustrator, PhotoShop, InDesign.

### **Required and Desired Teacher Qualification (if any):**

Certified Visual Arts Teacher

**Projected Enrollment:** 44: A minimum of 20 enrolled students will be required to run the course. Section sizes must average 20 or more.

**Projected Sections:** 2

**Projected Staffing (in FTEs):** No increase--FTEs will shift from other elective courses.

### **Other Needs, Equipment, Supplies, etc., with Projected Costs:**

None.

### **Provide any other information that helps to characterize this course:**

None.

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**Principal's Signature and Date**

# Great Neck Public Schools

## Course Profile Sheet

**School:** North High  
**Department:** Social Studies  
**Department Head:** Sue Babkes

**Name of Course:** American History Through Musicals  
**Length of Course:**  
**Year/Semester First Offered:** 2019-2020

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### **Capsule Course Description:**

This course would explore the American past through musicals such Hamilton, Ragtime, 1776, Allegiance, The Civil War, Fiorello, Come From Away, Parade and Bloody, Bloody Andrew Jackson. While exploring these musicals, students will evaluate what kinds of stories about the American past are being told and what we can learn from these messages. They will ask questions like: Whose voices are being heard and who is left out? What is the plot, who are the characters of each show and what does each say about the time period when it was produced and what do our reactions say about our own moment in time? How do the narratives told in these musicals compare with the narratives told in our history classes?

### **Target/Eligible students:**

Grades 10-12

### **Rationale for Course:**

There is a rich history of musical theater that focuses on topics an American History. This course would offer students a different avenue to approach history.

### **Link for Curriculum Summary:**

The content would be approached thematically and chronologically. Each musical will be introduced with an analysis and overview of the major theme of the musicals, then students will be given the book of the musical to examine the theme and the perspective of each musical, the final stage will be to watch all or excerpts from each musical. The course would focus on: Hamilton, 1776, Bloody, Bloody Andrew Jackson, The Civil War, Ragtime, Parade, Fiorello, Allegiance, Come From Away. The culminating project for the course will be writing the book of the musical and a few representative songs, with a performance of those songs.

### **Primary Texts, Published Materials, Media:**

### **Required and Desired Teacher Qualification (if any):**

Social Studies

**Projected Enrollment:** 30: A minimum of 20 enrolled students will be required to run the course. Section sizes must average 20 or more.

**Projected Sections:** 1

**Projected Staffing (in FTEs):** No increase--FTEs will shift from other elective courses.

### **Other Needs, Equipment, Supplies, etc., with Projected Costs:**

The goal would be to take a class trip to see a live performance of a musical. Cost will be covered with through the school index or paid by students.  
some costs not covered by students.

### **Provide any other information that helps to characterize this course:**

None

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**Principal's Signature and Date**

# Great Neck Public Schools

## Course Profile Sheet

**School:** Great Neck South High School  
**Department:** Mathematics  
**Department Head:** Neel Chugh

**Name of Course:** Data Structures  
**Length of Course:** Year  
**Year/Semester First Offered:** 2019-2020

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### **Capsule Course Description:**

This course explores topics in computer science beyond what is covered in the AP curriculum and will be open to students who have completed AP Computer Science. The class continues the computer science sequence with the study of data structure and algorithms in a new programming language (C++).

### **Target/Eligible students:**

Students who have completed AP Computer Science

### **Rationale for Course:**

While incorporating significant programming concepts, the AP Computer Science course does not include the study of data structures.

### **Link for Curriculum Summary:**

[https://docs.google.com/document/d/1IJJAY5ani0aig2Re9Uy-FRnjsCncPKQQvFubZsY\\_ag/edit?ts=5bf2ae43](https://docs.google.com/document/d/1IJJAY5ani0aig2Re9Uy-FRnjsCncPKQQvFubZsY_ag/edit?ts=5bf2ae43)

### **Primary Texts, Published Materials, Media:**

<http://cplusplus.com>

### **Required and Desired Teacher Qualification (if any):**

Background in Computer Science

**Projected Enrollment:** A minimum of 20 enrolled students will be required to run the course. Section sizes must average 20 or more.

**Projected Sections:** 1

**Projected Staffing (in FTEs):** No increase--FTEs will shift from other elective courses.

### **Other Needs, Equipment, Supplies, etc., with Projected Costs:**

None.

### **Provide any other information that helps to characterize this course:**

None.

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**Principal's Signature and Date**

# Great Neck Public Schools

## Course Profile Sheet

**School:** Great Neck South High School  
**Department:** Social Studies  
**Department Head:** Alexander Redito

**Name of Course:** AP Human Geography  
**Length of Course:** Year  
**Year/Semester First Offered:** 2019-2020

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### **Capsule Course Description:**

This course is an Advanced Placement course of study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface.

### **Target/Eligible students:**

This course is opened to 9th grade Honors students who have proven record of academic interest and excellence and want to challenge themselves.

### **Rationale for Course:**

The recent change in the NYSED standards and assessments for Global Studies have shifted to focus only on the 10th grade curriculum. The new Global Regents and NYS standards does not require 9th grade Global Studies to culminate in a statewide exam. Since our 9th graders will be sitting through a uniform final exam created by our teachers, there are rooms to modify and introduce new skills sets aligned with AP Human Geography. AP Human Geography can provide 9th grade Honors level students with the opportunity to develop critical analytical and spatial concepts that are useful across disciplines.

### **Link for Curriculum Summary:**

The course will follow the set guidelines of AP Collegeboard curriculum

### **Primary Texts, Published Materials, Media:**

Cultural Landscape- an Introduction to Human Geography

### **Required and Desired Teacher Qualification (if any):**

Social Studies teacher with Global History background. The teacher(s) should attend College Board AP Workshop for the course (pending availability).

**Projected Enrollment:** A minimum of 20 enrolled students will be required to run the course. Section sizes must average 20 or more.

**Projected Sections:** 1 or more based on enrollment

**Projected Staffing (in FTEs):** No increase--FTEs will shift from other elective courses.

### **Other Needs, Equipment, Supplies, etc., with Projected Costs:**

Textbooks (from building index)

### **Provide any other information that helps to characterize this course:**

This is an academically challenging course offered to high achieving 9th grade students with emphasis on developing spatial, critical, analytical and writing skills in the course of learning about human movements and the sociopolitical organizations man have established over time in varying places. The teachers will meet and discuss the course and student performance. The course will be modified as needed to meet of our young students throughout the year.

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**Principal's Signature and Date**

# Great Neck Public Schools

## Course Profile Sheet

**School:** Great Neck South High School  
**Department:** Social Studies  
**Department Head:** Alexander Redito

**Name of Course:** Introduction to Multicultural Society Past and Present  
**Length of Course:** Year  
**Year/Semester First Offered:** 2019-2020

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### **Capsule Course Description:**

This course is a one year course that looks at the different immigrant groups in the US. The course will look at the laws and policies that affected different groups as well as their roles and contribution in US economy. The course will read pluralistic narrative of the United States that emphasizes the contributions and experiences of groups that are or were racial and ethnic minorities. The purpose is not to underscore how minorities have been treated, but instead to demonstrate how they influenced the trajectory of American history and shaped the nation's political, social, and economic culture.

### **Target/Eligible students:**

This course is opened 12th grade students who show interest in the subject and are committed to exploring the current political, economic, and social issues of the different groups in our pluralistic society. The course meets the NYSED 9-12 Social Studies Framework for Grade 12 Participation in Government and Civics and Economics and Personal Finance standards.

### **Rationale for Course:**

In light of many racially based incidents that have made the headlines in recent years, there is a need for a positive and open discussions and exploration about our pluralistic society. Great Neck South High School boasts of diversity but we need to begin a dialogue about what that means and how we came to be. Second rationale is to the colleges are recognizing the need for students to be aware of this topic as the students are growing up in a global community. Third rationale is to focus on developing awareness of our economic well being and personal financial literacy. Many colleges and throughout the nation are requiring ethnic or diversity course as part of general education. In keeping with preparing our students for college and the world beyond high school, we need to integrate a diversity course to enable students to comprehend the nature of the world in which they belong.

### **Link for Curriculum Summary:**

The course will begin with a history of how different national/ethnic/minority groups came about to come to America. We will explore the experiences of different groups, their motivation to be here, struggles, and achievements and how laws and policies affected these groups. The course will also focus on economic developments of various groups past and present and apply our student's place in the current political and economic landscape

### **Primary Texts, Published Materials, Media:**

Paula Rothenberg, Race, Class, and Gender in the United States (9th Edition), articles and primary sources, videos as appropriate and relevant.

### **Required and Desired Teacher Qualification (if any):**

Teacher with history/ sociology background and interest in immigration history and ethnic studies would be the most ideal candidate to teach this course.

**Projected Enrollment:** A minimum of 20 enrolled students will be required to run the course. Section sizes must average 20 or more.

**Projected Sections:** 1 or more based on enrollment

**Projected Staffing (in FTEs):** No increase--FTEs will shift from other elective courses.

### **Other Needs, Equipment, Supplies, etc., with Projected Costs:**

Textbooks (from building index)

**Provide any other information that helps to characterize this course:**

This course is to allow all students, regardless of their own personal or ethnic backgrounds, to better understand the experiences minority groups in the United States. This aims to attain a better understanding of pluralistic nature of our own community and the greater society. Understanding the challenges, triumphs of various immigrant groups will provide space and opportunity for students to reflect on the combination of experiences and events that make up their own identity and community.

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**Principal's Signature and Date**

# Great Neck Public Schools

## Course Profile Sheet

**School:** Great Neck North and South Middle Schools  
**Department:** Science  
**Department Head:** TBD, Tobias Hatten

**Name of Course:** ENL Earth Science  
**Length of Course:** Year  
**Year/Semester First Offered:** 2019-2020

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### **Capsule Course Description:**

Introduce eligible ENL students to Earth Science Regents Vocabulary and context in 7th grade. This will provide ENL students with enough experience to be active members of the 8th grade Regents Course.

### **Target/Eligible students:**

7th grade ENL students

### **Rationale for Course:**

Traditionally our ENL population is not adequately prepared to take the June Regents exam after a 1 year immersion in the course. Students who fit the ENL criteria struggle with mastering the vocabulary as well as applying concepts. Allowing ENL students to focus on vocabulary and the context in which it relates would help more ENL students find success on the Regents exam in June.

### **Link for Curriculum Summary:**

Curriculum Calendar/Summary Needed

### **Primary Texts, Published Materials, Media:**

### **Required and Desired Teacher Qualification (if any):**

Earth Science 7-12 or General Science 7-12

**Projected Enrollment:** A minimum of 15 enrolled students will be required to run the course.

**Projected Sections:** 1

**Projected Staffing (in FTEs):** No increase in FTEs due to shift from 7th grade general science.

### **Other Needs, Equipment, Supplies, etc., with Projected Costs:**

none

### **Provide any other information that helps to characterize this course:**

None.

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**Principal's Signature and Date**



February 11, 2019

**MODIFICATION OF NASSAU BOCES BoTIE INTERNET SERVICE**

**INFORMATION**

The District has been incrementally increasing its Internet bandwidth over the past few years to meet the growing demand for online activities that emanate from our 1:1 iPad Initiative that now spans Grades 3-12. As teachers integrate technology into the curriculum and embed it into their instruction, the use of online educational resources and Internet Web sites by students expands along with it, necessitating greater bandwidth.

Each month, our Internet Service Provider, Nassau BOCES, issues Internet Utilization reports which enable the Technology Director to monitor online usage to ensure that Internet bandwidth meets the instructional and business service needs of the District. Internet speed tests conducted by GNPS Technical Support are also utilized for more granular data measurements on a weekly, and sometimes daily or even hourly basis.

The data collected during this school year establishes the need to further increase our Internet bandwidth for next school year. A Letter of Intent (LOI) to provide this increased service for the 2019-20 school year has been prepared by Nassau BOCES for district approval.

**RECOMMENDATION**

It is recommended that the Board of Education approve and sign the Nassau BOCES LOI, dated January 28, 2019, to increase our Internet bandwidth from 800 Mbps to 1,000 Mbps (1 Gbps) effective September 1, 2019. The \$3,086.42 cost increase for the school year, which is inclusive of state and local surcharges as well as BOCES coordination and support fees, is included in the 2019-20 budget allocation and is eligible for both E-Rate discount and BOCES Aid reimbursement.

**February 11, 2019**

**DONATION – MONETARY**

**Scholarship Fund(s)**

**INFORMATION**

The following donation checks have been received by the District:

<b><u>Name of Scholarship</u></b>	<b><u>Name of Donors</u></b>	<b><u>Amount</u></b>
Jenny Spielman Scholarship	Jack & Tzippi Gruber	\$ 100
	Howard Feuerstein	\$ 500
	Brian Young, MD	\$ 500
	Jeffrey & Vivien Ressler	\$ 1,000

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.

**February 11, 2019**

**DONATION – TABLE TENNIS TABLE**

**INFORMATION**

Ms. Pirooska Acosta would like to donate and have delivered a new, high quality table tennis table, Joola 2500, to South High School. The administration at Great Neck South High School has indicated this donation would be greatly appreciated.

**RECOMMENDATION**

It is recommended that the Board of Education approve this donation from Ms. Pirooska Acosta to the Great Neck Public Schools.

**GITZ, CHRISTOPHER**

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**From:** Piroska Klestenitz [pk820403@gmail.com]  
**Sent:** Monday, January 28, 2019 11:07 AM  
**To:** GITZ, CHRISTOPHER  
**Subject:** table tennis donation

**Dr. Christopher Gitz, Principal**

**William A. Shine**

**Great Neck South High School**

**341 Lakeville Road**

**Great Neck, NY 11020**

January 28, 2019

Dear Dr. Gitz,

I, Piroska Acosta would like to donate a Joola 2500 high quality table tennis table to Great Neck South High School so that the students can have proper professional tables to train during the evening recreation program. My children Botond and Bulcsu both go to Lakeville Elementary School and they have been attending the table tennis recreation program for over a year now. Please accept this donations.

Sincerely,

Piroska Acosta

516-761-5637

1 Melbourne Rd, Great Neck, NY 11021

*I Gladly*

*ACCEPT THIS  
DONATION!*

*THANK YOU!!!*

*1/31/19 CHRIS GITZ  
C. Gitz*

February 11, 2019

**DONATION – TABLE TENNIS TABLE**

**INFORMATION**

Coach Fei Ming Tong would like to donate and deliver a new, high quality table tennis table, Joola 2500, to South High School. The administration at Great Neck South High School has indicated this donation would be greatly appreciated.

**RECOMMENDATION**

It is recommended that the Board of Education approve this donation from Coach Fei Ming Tong to the Great Neck Public Schools.

**GITZ, CHRISTOPHER**

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**From:** Fei Ming Tong [feimingtong2@gmail.com]  
**Sent:** Saturday, January 26, 2019 3:13 PM  
**To:** GITZ, CHRISTOPHER  
**Subject:** Table Tennis table donation

**Dr. Christopher Gitz, Principal, Via email**

William A. Shine

Great Neck South High School

341 Lakeville Road

Great Neck, NY 11020

January 26, 2019

Dear Dr.Gitz:

This is Fei Ming Tong, Table Tennis Coach at the North Middle School and South High School recreational table tennis programs.

I would like to donate one Joola 2500 high quality Table Tennis table to Great Neck South High School to improve the playing conditions for the evening Table Tennis program that I conduct in cooperation with Mr. Joe Loria. This new table will help make the program better as the existing tables at GNSHS are not in good repair.

I have already received School Board approval for donating another high quality table to Great Neck North Middle School.

Please favorably consider accepting this table for your program.

Sincerely,

*Fei Ming Tong*

Fei Ming Tong  
835 Glen Cove Avenue  
Glen Head, NY 11545

917-520-0622

[feimingtong2@gmail.com](mailto:feimingtong2@gmail.com)

*I would welcome  
THIS DONATION. I  
GLADLY ACCEPT!!!*

*1/31/19*

*CHRIS  
Gitz*

February 11, 2019

**FEE SCHEDULE**  
**FOR PUBLIC USE OF DISTRICT FACILITIES**

**INFORMATION**

Periodic reviews are done of our fee schedule for Public Use of District Facilities. Upon review, the following changes are recommended:

Class II will now be divided into two separate classes. Not-for-profit adult recreation or activities will remain in Class II and the new Class III category will be for youth serving activities. For profit organizations will be moved into the new Class IV category.

Additionally, to more accurately represent the actual cost to the District for the use of its facilities, the attached fee schedule is also being recommended for Board approval.

**RECOMMENDATION**

It is recommended that the Board of Education adopt the new Class categories and fee schedule for the Public Use of District Facilities.

February 11, 2019

**GREAT NECK PUBLIC SCHOOLS  
REFER TO THE BOARD OF  
EDUCATION POLICY FOR TERMS  
AND CONDITIONS FOR EACH FEE  
CATEGORY**

**RATES FOR PUBLIC USE OF DISTRICT FACILITIES**

TYPE OF FACILITY & USE	<b>CLASS I</b>	<b>CLASS II</b>	<b>CLASS III</b>	<b>CLASS IV</b>
	MONDAY - FRIDAY			
	Hourly Rate (*minimum of 3 hours)			
<b>Auditorium for Play, Concert or Meeting</b>				
<b>High School</b> Custodian, Security and AV Manager (Student Aides, if necessary)	No Fee	175*	175*	260*
<b>All Other Schools Auditorium</b> Custodian, Security and Manager (Student Aides, if necessary)	No Fee	130*	130*	165*
<b>Classroom, Choral or All-Purpose Room</b>	No Fee	60	60	85
<b>Cafeteria</b> (Extra Fees May Apply)	No Fee	60	60	85
<b>Gymnasium</b> (per hour)	No Fee	170	25	250
<b>Athletic Field</b> ( per hour)	No Fee	60	25	90
<b>Pool</b> (per hour)	No Fee	250	250	360



February 11, 2019

GREAT NECK PUBLIC SCHOOLS  
REFER TO THE BOARD OF  
EDUCATION POLICY FOR TERMS  
AND CONDITIONS FOR EACH FEE  
CATEGORY

RATES FOR PUBLIC USE OF DISTRICT FACILITIES

	<b>CLASS I</b>	<b>CLASS II</b>	<b>CLASS III</b>	<b>CLASS IV</b>
	Saturday - until 5:00PM			
<b>TYPE OF FACILITY &amp; USE</b>	Hourly Rate (*minimum of 3 hours)			
<b>Auditorium for Play, Concert or Meeting</b>				
<b>High School</b>	No Fee	310*	310*	350*
Custodian, Security and AV Manager (Student Aides, if necessary)				
<b>All Other Schools Auditorium</b>	No Fee	200*	200*	300*
Custodian, Security and AV Manager (Student Aides, if necessary)				
<b>Classroom, Choral or All-Purpose Room</b>	No Fee	160	160	240
<b>Cafeteria</b> ( <i>Extra Fees May Apply</i> )	No Fee	160	160	240
<b>Gymnasium</b> ( <i>per hour</i> )	No Fee	500	35†	725
<b>Athletic Field</b> ( <i>per hour</i> )	No Fee	75	35†	105
<b>Pool</b> ( <i>per hour</i> )	No Fee	640	640	950

†plus one hour for custodial/grounds services

February 11, 2019

GREAT NECK PUBLIC SCHOOLS  
REFER TO THE BOARD OF  
EDUCATION POLICY FOR TERMS  
AND CONDITIONS FOR EACH FEE  
CATEGORY

RATES FOR PUBLIC USE OF DISTRICT FACILITIES

	<b>CLASS I</b>	<b>CLASS II</b>	<b>CLASS III</b>	<b>CLASS IV</b>
	Saturday after 5:00PM through Sunday			
TYPE OF FACILITY & USE	Hourly Rate (*minimum of 3 hours)			
<b>Auditorium for Play, Concert or Meeting</b>				
<b>High School</b> Custodian, Security and AV Manager (Student Aides, if necessary)	No Fee	370*	370*	550*
<b>All Other Schools Auditorium</b> Custodian, Security and AV Manager (Student Aides, if necessary)	No Fee	285*	285*	430*
<b>Classroom, Choral or All-Purpose Room</b>	No Fee	200	200	310
<b>Cafeteria</b> ( <i>Extra Fees May Apply</i> )	No Fee	200	200	310
<b>Gymnasium</b> ( <i>per hour</i> )	No Fee	600	50†	905
<b>Athletic Field</b> ( <i>per hour</i> )	No Fee	90	50†	115
<b>Pool</b> ( <i>per hour</i> )	No Fee	785	785	1175

†plus one hour for custodial/grounds services

## **FACILITIES MATTERS**

**February 11, 2019**

### **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

2018 - 2019  
(For Board of Education Approval)  
February 11, 2019

ORGANIZATION	LOCATION	DAY	DATE	START TIME	END TIME	PURPOSE	FEE	CLASS
North Shore Sephardic Synagogue	North High Gymnasium (Large)	Sunday	02/24/2019	6:00 PM	8:00 PM	Youth Basketball	\$1,200.00	2
			03/10/2019	7:30 PM	9:30 PM			
			03/31/2019	7:30 PM	9:30 PM			
			04/07/2019	7:30 PM	9:30 PM			
			05/05/2019	7:30 PM	9:30 PM			
Great Neck Soccer Club	North Middle Field 6 (Pit Field)	Monday - Friday	03/11/2019 - 06/14/2019	6:00 PM	9:30 PM	Youth Soccer	\$1,215.00	2
Great Neck Soccer Club	North Middle Field 9 (Track Field)	Monday - Friday Saturday Sunday	03/11/2019 - 06/14/2019	6:00 PM 2:00PM 12:00 PM	9:30 PM 7:30 PM 7:30 PM	Youth Soccer	\$1,710.00	2
Great Neck Soccer Club	Saddle Rock Upper Field	Monday - Friday	03/11/2019 - 06/14/2019	4:30 PM	7:30 PM	Youth Soccer	\$1,372.50	2
Great Neck Soccer Club	South High West Field	Saturday Sunday	03/11/2019 - 06/14/2019	2:00 PM 9:00 AM	7:30 PM 7:30 PM	Youth Soccer	\$517.50	2

**FINANCE & OPERATIONS**

**February 11, 2019**

**EVALUATION AND ASSESSMENT SERVICES**

**INFORMATION**

The Committee on Special Education (CSE) has recommended specialized assessments and evaluation for certain students with disabilities. The Board of Education is asked to approve payment for the evaluations which have been provided by the consultants and agencies below.

**ANDERSON CENTER FOR AUTISM**

**RECOMMENDATION**

It is recommended that the Board of Education approve a contract with the Anderson Center for Autism Staatsburg, New York for providing services as outlined in the contract.

February 11, 2019

**OUTSIDE SERVICE AGREEMENTS**

**INFORMATION**

The following 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.

**COMMUNITY EDUCATION CONSULTANTS**  
02/11/19 BOARD MEETING

Consultant	Purpose	Location	Date(s)	Rate	Maximum Approval
Barrington Stage	Community Education Trip to Barrington Stage	Cumberland	7/7/2019	\$38.40 / Ticket	\$1,113.60 ***
Nederlander Productions	Community Education Trip to see "Moulin Rouge"	Cumberland	9/26/2019	\$159 / Person + Fees	\$7,169.50 ***
Nederlander Productions	Community Education Trip to see "Oklahoma"	Cumberland	6/12/2019	\$99.50 / Person	\$4,477.50 ***
Nederlander Productions	Community Education Trip to see "Oklahoma"	Cumberland	6/25/2019	\$99.50 / Person	\$4,477.50 ***
Sardi's Restaurant	Community Education Luncheon	Cumberland	9/26/2019	\$54 / Person	\$2,430.00 ***
Tony's Di Napoli	Community Education Luncheon	Cumberland	6/12/2019	\$45.60 / Person	\$2,052.40 ***
Tony's Di Napoli	Community Education Dinner	Cumberland	6/25/2019	\$57.60 / Person	\$2,592.00 ***

Note: All funded by User Fees unless otherwise noted.

\*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.

**SPECIAL EDUCATION - OTHER**  
**02/11/19 BOARD MEETING**

<b>Consultant</b>	<b>Purpose</b>	<b>Location</b>	<b>Date(s)</b>	<b>Rate</b>	<b>Maximum Approval</b>
Marina Muchnik, MS CCC-SLP	Provide a Bilingual Speech/Language Evaluation of a Middle School Student	District Wide	2/11/19-6/30/19	\$575 / Cost	\$575.00

\*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.



**OTHER CONSULTANTS**  
**02/11/19 BOARD MEETING**

<b>Consultant</b>	<b>Purpose</b>	<b>Location</b>	<b>Date(s)</b>	<b>Rate</b>	<b>Maximum Approval</b>
Thomas Demaria, Ph.D.	Superintendent's Conference Day Speaker	District Wide	2/5/2019	\$500 / Cost	\$ 500.00
J & I Consulting of NY	CPR/AED and EPI Pen Recertification of Summer Recreation Staff Members	District Wide	2/27/19-6/30/19	\$65 / Certification	\$3,250.00
J & I Consulting of NY	First Aid Recertification of Summer Recreation Staff Members	District Wide	2/27/19-6/30/19	\$95 / Recertification \$115 / New Certification	\$2,475.00

\*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.

**February 11, 2019**

**ELECTRONIC SUBMISSION OF REPORTS TO**  
**THE BOARD OF EDUCATION**

- (1) Monthly Treasurer's Report – December 2018
- (2) Monthly Budget Status Report and Revenue Status Report – December 2018
- (3) Monthly Capital Fund, Debt Service Fund, Lunch Fund and Special Aid  
Fund Reports – December 2018
- (4) Quarterly Budget Transfer Report – October, November & December 2018

**STUDENT MATTERS**

February 11, 2019

**COMMITTEE ON SPECIAL EDUCATION RECOMMENDATIONS****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 2018 – 2019 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.

10083	G0269	P2590
10098	H7670	R8768
10109	I5758	S0049
10280	J3143	S0335
10330	J8381	S2271
10366	K2390	S3004
10422	K4850	S4030
10423	L0512	S4718
10442	L1642	S4945
10640	M1360	S5380
4794	M6299	S7374
A0008	M6465	S7795
A0477	M8391	S89018
C2448	M8392	V4583
D1079	N5557	W0417
D4818	O1163	W6254
E3993	O3066	
F5375	P1598	

February 11, 2019

**COMMITTEE ON SPECIAL EDUCATION RECOMMENDATIONS**

**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.

R8768

February 11, 2019

**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 2018 – 2019 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.

J0456	K2021	D3460
L4123	L5599	L9580
L0766	M4559	R5083
J7377	L1995	R1995
Y1144	Y2926	

**February 11, 2019**

**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 CSE and identified by student number 10377; and

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