

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 12, 2018
E.M. BAKER AUDITORIUM
5:30*8:00P.M.**

*AT 5:30 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 29, 2018 - Working Session (5:00-6:30 p.m.-Student Government Leaders)
- b. January 29, 2018 - Working Session (7:30-8:30 p.m.-GNTA/SAGES/UPTC)
- c. January 29, 2018

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: 2017 RECREATION AND ENRICHMENT PROGRAMS

PRESENTATION: 2017 SUMMER SCHOOL AND SUMMER ENRICHMENT PROGRAMS

4. BOARD/ADMINISTRATIVE AFFAIRS

- a. Superintendent's Report
- b. Board of Education Advisory Committee Reports
- c. Policy on Entrance Age – Third Reading
- d. Policy on Homeless Students – Third Reading
- e. School Psychology Intern(s)
- f. Teacher of Students with Speech Language Disabilities – Student Observer(s)
- g. Resolution Regarding A Memorandum of Agreement Between the Board of Education of the Great Neck Public Schools and the Great Neck Teachers Association
- h. Resolution Agreement with Department of Education – Office of Civil Rights
- i. Biennial Review Committee of the District-Level Shared Decision Making Plan
- j. Elementary Student Observer(s) – Spring 2018 Semester
- k. Secondary Student Observer(s) – Spring 2018 Semester
- l. Staff Development Program – Inservice Institute & Technology Academy Courses
District-wide Courses – Spring 2018
- m. Child Nutrition Point of Sale System
- n. Copier – Buildings & Grounds Department
- o. Copier – Cumberland
- p. J.F. Kennedy School – Interior Alterations – Change Order #1
- q. Donation – Monetary – North Middle
- r. Donation – Equipment – North Middle
- s. Donation – Monetary – South High
- t. Donation – Equipment – Mindfulness Room - South High

5. **FACILITIES MATTERS**
 - a. Public Use of District Facilities

6. **FINANCE & OPERATIONS**
 - a. Bids & Contracts
 - (1) Bid Rejection – Ceiling and Flooring ACM Abatement-Phipps Administration Bldg.
 - (2) Bid – Small Wares
 - (3) Bid – Large Cafeteria Equipment
 - b. Outside Service Agreements

7. **STUDENT MATTERS**
 - a. Committee on Special Education Recommendations – School Year: 2017-18
 - b. Committee on Preschool Special Education Recommendations – School Year: 2017-18
 - c. Stipulation of Settlement
 - d. 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

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

NEXT MEETINGS:

- | | |
|-----------------------------|---|
| Monday, February 26, 2018 – | Phipps Board Room – 6:00 PM - Snow Date Meeting, if needed |
| Monday, March 5, 2018 – | Public Action Meeting - 7:30 PM – North High School - RECOGNITION OF NORTH HIGH SCHOOL STUDENTS - 1 st BUDGET MEETING |
| Saturday, March 24, 2018 – | Budget Meeting - 9:30 a.m. – SOUTH HIGH LIBRARY |
| Monday, April 9, 2018 – | Public Action Meeting – 7:30 p.m. – South High School - RECOGNITION OF SOUTH HIGH SCHOOL STUDENTS – 2 nd BUDGET MEETING |
| Tuesday, April 17, 2018 – | Public Action Meeting - 7:30 p.m. – North Middle School - RECOGNITION OF NORTH MIDDLE SCHOOL STUDENTS – OFFICIAL PUBLIC HEARING AND ADOPTION OF BUDGET |
| Monday, May 7, 2018 – | Public Action Meeting – 7:30 p.m. – South Middle School - RECOGNITION OF SOUTH MIDDLE SCHOOL STUDENTS & ANNUAL BUDGET HEARING |
| Tuesday, May 15, 2018 – | VOTING ON SCHOOL DISTRICT BUDGET – 7:00 a.m. to 10:00 p.m.
E. M. Baker Elementary, South High, Saddle Rock Elementary & Lakeville Elementary
10:30 p.m. – Public Action Meeting - PHIPPS BOARD ROOM – Report on Budget Vote |

*Some items may be appropriate for Executive Session.

BOARD/ADMINISTRATIVE AFFAIRS

February 12, 2018

SUPERINTENDENT'S REPORT

**Dr. Teresa Prendergast
Superintendent of Schools**

February 12, 2018

BOARD OF EDUCATION
ADVISORY COMMITTEE REPORTS

Rebecca Sassouni – CAC
Jeffrey Shi – BAC
Donald Ashkenase - FAC

February 12, 2018

ENTRANCE AGE

INFORMATION

Attached for Board of Education consideration is a revised policy: ***Entrance Age (5140)***. The revision addresses a ruling by the New York State Department of Education specifying that District regulations for entrance to public schools cannot be predicated upon age in grades other than pre-kindergarten and kindergarten. As a result, the policy has been retitled ***New Student Eligibility for Admission***, and all references to age requirements beyond pre-kindergarten and kindergarten have been deleted. In addition, new language has been added to govern procedures for placing new students entering other grades. There have been no changes since its second reading on 1/29/18, and this revised policy is being submitted for a third reading and possible adoption.

ENTRANCE AGE NEW STUDENT ELIGIBILITY FOR ADMISSION

Kindergarten

~~In accordance with New York State Education Law, every child admitted to pre-kindergarten (§3602-e (1) (c) in the Great Neck Public Schools must attain the age of four years on or before December 1 of the year of entrance, and every child admitted to kindergarten §3202(1) in the Great Neck Public Schools District must attain the age of five years on or before December 1 of the year of entrance. A birth certificate must be presented as proof of age.~~

~~No child under the aforementioned age will be admitted at any time during the school year unless:~~

- ~~1. The child was in attendance at another public school district in which the child's entrance age was in compliance; and~~
- ~~2. A recommendation for admission is made by the Department of Pupil Personnel Services after completion of the District's screening process~~

First Grade

~~Every child admitted to first grade must attain the age of six years on or before December 1 of the year of entrance. An underage child, one whose birthday falls after December 1, may be accepted if the child has completed a full year of kindergarten and is recommended for first grade placement by the director or principal of the school attended. (Nursery school attendance is not a substitute for kindergarten.)~~

Procedure for Underage First Grade Applicants

~~A parent who seeks to enroll an underage first grade child will be supplied with an entrance form by the Office of Attendance and Registration. The parent will have the director or principal of the child's former private or public school complete the form and mail it to the Office of Attendance and Registration. After the district's screening process has been completed, the parent will be notified as to the child's placement.~~

~~All new underage entrants in kindergarten through fifth grade will be observed by school staff for a minimum of two weeks in order to determine the appropriateness of the grade placement.~~

Initial placement of new resident students in other grades shall be based upon transfer data from their former schools. Final grade placement following admission shall be based upon direct observation by building staff and the student's level of performance in relation to the District's standards for the grade. The building principal will then notify the parent of the final decision regarding the child's placement. If the decision involves a change in grade, the parent will be informed in advance.

In accordance with *Policy 5150 School Admissions*, all students must meet the legal requirements for immunization series completion before being admitted to school.

Great Neck Public Schools

Adopted: 1/11/88

Proposed Revision: 1/11/18; 1/29/18; 2/12/18

February 12, 2018

HOMELESS STUDENTS

INFORMATION

Attached for Board of Education consideration is a revised policy: ***Homeless Students (5151)***. The revision addresses changes made under New York State laws and regulations conforming to the Federal Every Student Succeeds Act (ESSA) including the District's responsibility regarding the identification, enrollment, attendance and school success of homeless students. There have been no changes since its second reading on 1/29/18, and this revised policy is being submitted for a third reading and possible adoption.

HOMELESS STUDENTS

The Board of Education recognizes its responsibility, ~~in accordance with~~ under Federal (McKinney-Vento) and New York State laws and regulations, to identify homeless ~~children~~ students within the District, encourage their enrollment and eliminate existing barriers to their ~~education~~ identification, enrollment, attendance, or success in school that may exist in District practices. The Board will provide homeless ~~children~~ students attending the District's schools with access to the same free and appropriate public education and other school programs and activities, including publically funded preschool education, as other ~~children~~ students.

The District shall coordinate with local social services agencies and other entities providing services to homeless ~~children~~ students and their families for the provision of services to homeless ~~children~~ students, and shall coordinate with other school districts on issues of prompt identification, transportation, transfer of records, and other inter-district activities. This shall include ensuring the provision of appropriate services to homeless students with disabilities who are eligible for services under either Section 504 or IDEA.

A homeless ~~child~~ student has the right to attend public preschool or school in either the district of origin (i.e., where he/she resided before becoming homeless), the district of current location, or a district participating in a regional placement plan. The homeless ~~child~~ student is entitled to attend the designated school district on a tuition-free basis for the duration of his or her homelessness. If the ~~child~~ becomes permanently housed, the ~~child~~ student is entitled to continued attendance in the same school building until the end of the school year, and for one additional year if that year constitutes the ~~child's~~ student's terminal year in such building. If a homeless ~~child~~ student completes the final grade level in his/her school of origin, the ~~child~~ students may also attend the designated receiving school at the next grade level for all feeder schools for that one year.

The District shall coordinate with social services agencies and other entities providing services to homeless students and their families for the provision of services to homeless students and shall coordinate with other school districts on issues of prompt identification, transportation, transfer of records and other inter-district activities. This shall include ensuring the provision of appropriate services to homeless students with disabilities who are eligible for services under either Section 504 or IDEA.

A portion of the District's Title 1, Part A funds shall be set aside for homeless students and youth to provide educationally related support services and services not ordinarily provided to other students.

Definition of Homeless Child Students and Unaccompanied Youth

Pursuant to the McKinney-Vento Homeless Education Assistance Act (42 USC § 11434a [2]) (McKinney-Vento) and New York State Education Law § 3209 (1) (a), a homeless ~~child~~ student is defined as a ~~child~~ student who does not have a fixed, regular, and adequate nighttime residence or whose primary nighttime location is in a public or private shelter designated to provide temporary living accommodations, or a place not designed for, or ordinarily used as regular sleeping accommodations for human beings. This definition includes a ~~child~~ student who is:

- Sharing the housing of other persons due to loss of housing, economic hardship or similar reason (sometimes referred to as double-up).
- Living in emergency or transitional shelters.
- Living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations.
- Living in a car, park, public space, abandoned building, substandard housing, bus or train stations or similar settings.
- Abandoned in hospitals.
- ~~Awaiting foster care placement.~~
- A migratory ~~child~~ student who qualifies as homeless because he or she is living in circumstances described above.

~~In addition,~~ An unaccompanied youth is a homeless ~~child~~ student for whom no parent or person in parental relation is available (8 NYCRR §100.2[x] [1] [vi]). The term unaccompanied youth shall not include a student or youth who is residing with someone other than a parent or legal guardian for the sole reason of taking advantage of the schools of the District.

Identification of Homeless Students

The Great Neck Public Schools shall determine whether there are homeless students within the Great Neck School District. It shall do so by all means available, including, but not limited to contacting:

- Nassau County Department of Social Services.
- Any local runaway and homeless youth shelter (as listed at <http://www.ocfs.state.ny.us/main/Youth/rhydirectory.asp>).
- Any other shelters located in the district.

The District will have a student residency questionnaire that asks for a description of the current living arrangements of the ~~child~~ students or youth in order to determine whether the child or youth meets the definition of a homeless ~~child~~ students under McKinney-Vento and New York State Education Law §3209 (1) (a). This questionnaire will be distributed to every family upon registration for school and those reporting a change of address, ~~and will also be available in all school buildings for distribution by the school guidance and nursing staff.~~ For immediate enrollment, parents/guardians of homeless students are not required to provide proof of residency or any other documentation ordinarily required. Information about a homeless ~~child's~~ student's living situation shall be treated as a student education record, and shall not be deemed to be directory information under the Family Educational Rights and Privacy Act of 1974 (FERPA) in accordance with *Policy 5500 Student Records*.

Duties of the Mandated Local Liaison for Homeless Children Students and Youth

Every Local Education Agency (LEA), regardless of whether it receives a McKinney-Vento sub-grant, is required to designate a local liaison for homeless ~~children~~ students and youth (Homeless Liaison), and ensure that this person is aware of, and able to carry out his or her responsibilities under the law. The Homeless Liaison at the LEA serves as one of the primary contacts between homeless families and school staff, District personnel, shelter workers, and other service providers.

The Homeless Liaison coordinates services to ensure that homeless ~~children~~ students and youth enroll in school, and have the opportunity to succeed academically. The liaison shall receive appropriate professional development on identifying and meeting

the needs of homeless students, including the definitions of terms related to homelessness.

The LEA understands that its Homeless Liaison must ensure that:

- Homeless ~~children~~ students and youth are identified by school personnel and through outreach and coordination activities with other entities and agencies.
- School personnel providing services under the McKinney Vento Act receive professional development and other support.
- Homeless students enroll in, and have full and equal opportunity to succeed in, the schools of the LEA.
- Homeless ~~children~~ students and youth and their families receive educational services for which they are eligible, including but not limited to Head Start, Even Start and preschool programs administered by the LEA, and as well as referrals to health care, ~~mental health~~, dental and other appropriate services for homeless students and their families.
- Parents or guardians of homeless ~~children~~ students and youth are informed of educational and related opportunities available to their ~~children~~ students, and are provided with meaningful opportunities to participate in the education of their ~~children~~ students.
- Parents and guardians and unaccompanied youth are fully informed of all transportation services, including transportation to and from the school district of origin, and are assisted in accessing transportation services.
- Disputes regarding school selection, enrollment or transportation are promptly mediated and resolved in accordance with the requirements of McKinney-Vento. The District must continue enrollment and transportation during any dispute involving eligibility, school selection, enrollment or transportation pending final resolution of the dispute, including all available appeals.
- Assistance in commencing an appeal pursuant to Education Law §310 of a final determination regarding enrollment, school selection and/or transportation is provided to the homeless ~~child's~~ student's or youth's parent or guardian or the

unaccompanied youth in accordance with the provisions of 8 NYCRR §100.2(x)(7)(iii).

- Public notice of the educational rights of homeless students is posted in locations where such students receive services, ~~such as schools, shelters, and soup kitchens~~ frequented by homeless unaccompanied youth and parents/guardians of homeless children students in a manner and form that is understandable to the parents and guardians and unaccompanied youths.
- A record is maintained of all appeals of enrollment, school selection and transportation.
- School personnel, service providers and advocates working with homeless families are informed of the duties of the Homeless Liaison and receive required professional development and support on identifying and meeting the needs of homeless students. *42 USC §11432(g)(6)(A); 8 NYCRR §100.2(x)(7)(iii).*
- Homeless unaccompanied youth are informed of their status as independent students under section 480 of the Higher Education Act of 1965 (20 U.S.C. section 1087 (v)) and their right to receive verification of this status from the local educational agency McKinney-Vento liaison, are enrolled in school, and have opportunities to meet the same state standards set for all students, including receiving credit for full or partial coursework earned in a prior school pursuant to Commissioner's regulations.
- Students identified as homeless receive free school meals.
- For homeless students attending school out of the District, the District shall, within five days of receipt of a request for records, forward a complete copy of the homeless student's records including proof of age, academic records, evaluation, immunization records and guardianship paper, if applicable. For homeless students attending school in the District, the District shall request the student's records from the school the student last attended.

Transportation Responsibilities

The District shall promptly provide transportation for homeless students currently attending District schools as required by applicable law. In general, the District shall ensure that transportation is provided to homeless students enrolled in the District who attend a school of origin, including a publicly funded preschool administered by the District or the New York State Department of Education (SED), even if the student lives outside of the district's boundaries. Transportation shall be provided for the duration of homelessness through the remainder of the school year in which the student becomes permanently housed, and one additional year if that is the student's final year in the school.

- A Local Department of Social Services (LDSS) is responsible for providing transportation to homeless ~~children~~ students who are eligible for benefits under New York State Social Services Law §350-j and placed in temporary housing arrangements outside their designated districts.
- To the extent funds are provided for such purpose, the New York State Office of Children and Family Services (OCFS) must provide transportation for each homeless ~~child~~ student who lives in a residential program for runaway youth and homeless youth located outside of the designated school district. The LDSS or OCFS may contract with a school district or Board of Cooperative Educational Services (BOCES) to provide such transportation. The costs for transportation will be reimbursed by the LDSS with the submission of a Runaway and Homeless Youth Act Transportation Program Form, which is available from the Homeless Education Program Office (518-473-0295).
- Any homeless ~~child~~ student not entitled to receive transportation from the LDSS or OCFS must be transported by the designated school district. *New York State Education Law §3209(4); 8 NYCRR §100.2(x)(6).*
- When the school district of the current location is designated as the school district the homeless ~~child~~ student will attend, that school district must provide transportation to the homeless ~~child~~ student on the same basis as it is provided to resident students. *New York State Education Law §3209(4)(d); 8 NYCRR §100.2(x)(6)(iii).*

- If the homeless ~~child~~ student designates the school district of origin or a school district participating in a regional placement plan, then that school district must provide transportation to and from the homeless ~~child's~~ student's temporary housing and school. Such transportation cannot exceed 50 miles one way, unless the Commissioner determines that it is in the best interest of the ~~child~~ student. *New York State Education Law §3209(4)(c); 8 NYCRR §100.2(x)(6)(ii)*.
- Homeless ~~children~~ students are entitled to transportation during any disputes regarding school selection and enrollment. *8 NYCRR §100.2(x)(7)(ii)(c)*.
- Transportation for Summer School is required if the designated school district of attendance has recommended that the student who is homeless attend a summer educational program and the lack of transportation poses a barrier to participation. The school district or social services district must provide transportation to extracurricular or academic activities if the student participates or would like to participate in the activity, meets relevant criteria for the activity and the lack of transportation presents a barrier to the student's participation.

Great Neck Public Schools

Adopted: 12/15/14

Amended: 11/14/16

Proposed Revision: 1/11/18; 1/29/18; 2/12/18

February 12, 2018

SCHOOL PSYCHOLOGY INTERN(S)

RECOMMENDATION:

Board approval is requested for the following student(s) to serve as school psychology intern from February – May for the 2017-2018 school year:

INTERN	COLLEGE/PROGRAM	SCHOOL
DeJesus, Angela	Queens College	NHS

February 12, 2018

TEACHER OF STUDENTS WITH SPEECH LANGUAGE DISABILITIES

STUDENT OBSERVER(S)

RECOMMENDATION:

Board approval is requested for the following to serve as a student observer of students with speech language disabilities from May - June of the 2017/2018 school year:

INTERN	COLLEGE/PROGRAM	SCHOOL
Covacci, Diana	LIU	J. F. Kennedy

February 12, 2018

**RESOLUTION REGARDING A MEMORANDUM OF AGREEMENT BETWEEN
THE BOARD OF EDUCATION OF THE GREAT NECK PUBLIC SCHOOLS
AND THE GREAT NECK TEACHERS ASSOCIATION**

BE IT RESOLVED that the Board of Education of the Great Neck Union Free School District hereby approves the terms and conditions of the Memorandum of Agreement (attached) between the school district and the Great Neck Teachers Association regarding the accumulation of inservice education for salary credit.

BE IT HEREBY RESOLVED that the Superintendent be authorized to execute said Agreement on behalf of the Board of Education.

**MEMORANDUM OF AGREEMENT
BETWEEN THE GREAT NECK PUBLIC SCHOOLS
AND THE GREAT NECK TEACHERS ASSOCIATION**

This will confirm that the Great Neck Union Free School District ("District") and the Great Neck Teachers Association ("GNTA") agree to modify the terms of the 2015-19 collective bargaining agreement between the Board of Education and the GNTA as follows:

1. When considering the accumulation of inservice education for salary credit, the school year is erroneously indicated in the collective bargaining agreement as July 1-June 30. It should be defined as September 1 – August 31.
2. Since this error is due to no fault of the GNTA members, the District agrees to honor inservice education submitted for salary credit that fall under the designation of July 1-June 30. This exception will apply to both the September 1, 2017 and February 1, 2018 salary credit submissions.
3. Effective September 1, 2018 of the 2018-19 school year and going forward, GNTA agrees to follow the guidelines that have consistently applied in the past for the accumulation of inservice education for salary credit: fall/spring/summer semesters, September 1 – August 31.
4. Accordingly, Article 27 ("Inservice Institute"), section B.2 shall be modified to read September 1 – August 31 (vs. July 1 – June 30).
5. The above constitutes the full and complete agreement between the parties with respect to this matter.

Signed: Teresa Prendergast Date: 2/7, 2018
Teresa Prendergast, Superintendent of Schools

Signed: J. P. Daszinski Date: 2/16, 2018
James Daszinski, President of Great Neck Teachers Association

Approved: Great Neck Board of Education at their meeting of _____
Attestation:

Jacqueline Lizza, District Clerk

February 12, 2018

RESOLUTION AGREEMENT WITH THE
DEPARTMENT OF EDUCATION OFFICE OF CIVIL RIGHTS

INFORMATION:

The Great Neck Public Schools has maintained a Web site for over nineteen years without having received a single complaint from community residents or other Web site visitors about content accessibility. The District is in the process of abandoning its current Web site and developing a replacement that is being built from the ground up with Americans with Disabilities Act (ADA) compliance in mind. Nevertheless, a U.S. Department of Education Office of Civil Rights (OCR) complaint regarding some Web site ADA compliance issues was filed against the District and thousands of other school districts by a national advocate, and must be resolved to the satisfaction of the OCR.

The Superintendent, Technology Director, and District Lawyer have negotiated a resolution agreement with the OCR that minimizes the modifications necessary to the current District Web Site and establishes procedures to ensure ongoing ADA compliance with the design and content of the new District Web Site once it is launched later this spring. The District reaffirms its commitment to ensure that people with disabilities have an opportunity equal to that of their nondisabled peers to participate in the District's programs, benefits, and services, including those delivered through electronic and information technology, except where doing so would impose an undue burden or create a fundamental alteration.

RECOMMENDATION:

It is recommended that the Board of Education authorize the Superintendent of Schools to sign the OCR Resolution Agreement (Case No. 02-17-1461) with regard to this matter.

RESOLUTION AGREEMENT

Great Neck Public Schools OCR Case No. 02-17-1461

In order to resolve Case No. 02-17-1461, Great Neck Public Schools (“District”) assures the U.S. Department of Education, Office for Civil Right (“OCR”), that it will take the actions detailed below pursuant to the requirements of Section 504 of the Rehabilitation Act of 1973 (Section 504), and its implementing regulation at 34 C.F.R. Part 104, and Title II of the Americans with Disabilities Act of 1990 (the ADA), and its implementing regulation at 28 C.F.R. Part 35.

Assurances of Nondiscrimination. The District hereby reaffirms its commitment to ensure that people with disabilities have an opportunity equal to that of their nondisabled peers to participate in the District’s programs, benefits, and services, including those delivered through electronic and information technology, except where doing so would impose an undue burden or create a fundamental alteration.

Benchmarks for Measuring Accessibility. For the purposes of this Agreement, the accessibility of online content and functionality will be measured according to the W3C’s Web Content Accessibility Guidelines (WCAG) 2.0 Level AA and the Web Accessibility Initiative Accessible Rich Internet Applications Suite (WAI-ARIA) 1.0 for web content, which are incorporated by reference. Adherence to these accessible technology standards is one way to ensure compliance with the District’s underlying legal obligations to ensure that people with disabilities are able to acquire the same information, engage in the same interactions, and enjoy the same benefits and services within the same timeframe as their nondisabled peers, with substantially equivalent ease of use; that they are not excluded from participation in, denied the benefits of, or otherwise subjected to discrimination in any District programs, services, and activities delivered online, as required by Section 504 and Title II of the ADA and their implementing regulations; and that they receive effective communication of the District’s programs, services, and activities delivered online.

Remedies and Reporting Requirements

- 1) Proposed Policies and Procedures Regarding New Online Content and Functionality. By February 15, 2018, the District will submit to OCR for its review and approval proposed policies and procedures (“the Plan for New Content”) to ensure that all new, newly-added, or modified online content and functionality will be accessible to people with disabilities as measured by conformance to the Benchmarks for Measuring Accessibility set forth above, except where doing so would impose a fundamental alteration or undue burden.
 - a) When fundamental alteration or undue burden defenses apply, the Plan for New Content will require the District to provide equally effective alternative access. The Plan for New Content will require the District, in providing equally effective alternate access, to take any actions that do not result in a fundamental alteration or undue financial and administrative burdens, but nevertheless ensure that, to the maximum

extent possible, individuals with disabilities receive the same benefits or services as their nondisabled peers. To provide equally effective alternate access, alternates are not required to produce the identical result or level of achievement for persons with and without disabilities, but must afford persons with disabilities equal opportunity to obtain the same result, to gain the same benefit, or to reach the same level of achievement, in the most integrated setting appropriate to the person's needs.

- b) The Plan for New Content must include sufficient quality assurance procedures, backed by adequate personnel and financial resources, for full implementation. This provision also applies to the District's online content and functionality developed by, maintained by, or offered through a third-party vendor or by using open sources.
- c) Within thirty (30) days of receiving OCR's approval of the Plan for New Content, the District will officially adopt, and fully implement the amended policies and procedures.

Reporting Requirement: Within forty-five (45) days of receiving OCR's approval, the District will submit to OCR the approved policies and procedures, evidence of their adoption and distribution, and a description of how they are being implemented.

- 2) Undue Burden and Fundamental Alteration. For any technology-related requirement in this Agreement for which the District asserts an undue burden or fundamental alteration defense, such assertion may only be made by the District's Superintendent of Schools or by an individual designated by the District's Superintendent of Schools and who has budgetary authority after considering all resources available for use in the funding and operation of the service, program, or activity, and must be accompanied by a written statement of the reasons for reaching that conclusion, including the cost of meeting the requirement and the available funding and other resources. The written statement will be certified by the determining official. If such a determination is made, the certifying official will describe in the written statement how it will provide equally effective alternate access, *i.e.*, other action that would not result in such an alternative or such burdens but would nevertheless ensure that, to the maximum extent possible, individuals with disabilities receive the same benefits or services provided by the District as their non-disabled peers.
- 3) Creation and Audit of Content and Functionality of New Website. By February 15, 2018, the District will propose for OCR's review and approval the identity and *bona fides* of an Auditor (corporation or individual) to audit all content and functionality of the new website the District intends to launch on or before May 15, 2018. If the District is unable to launch its new website by May 15, 2018, the District will provide OCR with the specific reasons for the delay and a detailed schedule for completing and launching the new website, by May 1, 2018. Upon launch of the new website, the District will immediately disable the existing website, and the Auditor will conduct an Audit of the new website, including but not limited to, the home page, all subordinate pages, and intranet pages and sites, to identify any online content or functionality that is inaccessible to persons with disabilities, including online content and functionality developed by,

maintained by, or offered through a third party vendor or an open source. The Auditor will have sufficient knowledge and experience in website accessibility for individuals with disabilities to carry out all related tasks, including developing a Proposed Corrective Action Plan, if necessary. The Audit will use the Benchmarks for Measuring Accessibility set out above, unless the District receives prior permission from OCR to use a different standard as a benchmark. During the Audit, the District will also seek input from members of the public with disabilities, including parents, students, employees, and others associated with the District, and other individuals knowledgeable about website accessibility, regarding the accessibility of the District's online content and functionality. The District will do so by including in its new Home Page an invitation for comments by users of any accessibility concerns and to whom those concerns should be addressed. Additionally, upon the launch of the new website, the District will send an email blast to all staff and parents, as well as parent organizations including the District's Special Education Parent Teacher Association ("SEPTA"), soliciting their input with regard to accessibility.

Reporting Requirements:

- i) By February 15, 2018, the District will submit the *bona fides* of its proposed Auditor to OCR for review and approval. OCR will evaluate whether the proposed Auditor has the requisite experience and knowledge to carry out an appropriate Audit and to develop a Proposed Corrective Action Plan pursuant to Item 4, below, if necessary.
 - ii) By June 1, 2018 the District will submit to OCR documentation of the steps taken by District Webmasters to address compliance issues identified by the Auditor during the Audit of the District's newly created website, a description of the outreach it undertook and the input it received, and a detailed accounting of the results of the Audit.
- 4) Proposed Corrective Action Plan. If the Auditor identifies any inaccessible content and/or functionality during the Audit of the District's newly launched website, then simultaneously with the submission of the Audit documentation, the District will submit to OCR for its review and approval a proposed Corrective Action Plan to address all inaccessible content and functionality identified during the District's Audit. The proposed Corrective Action Plan will set out a detailed schedule for:
- a) addressing problems, taking into account identified priorities, with all corrective actions to be completed within six (6) months of the date OCR approved the proposed Corrective Action Plan;
 - b) setting up systems of accountability and verifying claims of accessibility by vendors or open sources; and
 - c) setting up a system of testing and accountability to maintain the accessibility of all online content and functionality on an ongoing basis.

If the Audit of the District's newly launched website does not reveal any inaccessible content and/or functionality, then the District may report that to OCR, in lieu of submitting a proposed Corrective Action Plan.

Reporting Requirements:

- i) Within forty-five (45) days of receiving OCR's approval of the proposed Corrective Action Plan, the District will submit to OCR the approved Corrective Action Plan, and documentation establishing that the approved Corrective Action Plan is being implemented according to the approved schedule.
 - ii) Reports will be due every six (6) months thereafter until the Corrective Action Plan has been completed.
- 5) Interim Corrective Action Plan. By March 1, 2018, the Auditor will conduct an audit of the most frequently visited webpages on District's existing website to identify any online content or functionality that is inaccessible to individuals with disabilities. The District will then develop and submit to OCR for review and approval an Interim Corrective Action Plan that sets out a detailed schedule for remedying the problems identified, with all corrective actions to be completed within one (1) month of the date OCR approves the Interim Corrective Action Plan.

Reporting Requirement: Within forty-five (45) days of receiving OCR's approval of any proposed Interim Corrective Action Plan, the District will submit to OCR documentation establishing that the approved Interim Corrective Action Plan was implemented.

- 6) Notice. Within thirty (30) days of the date of this Agreement, the District will submit to OCR for review and approval a proposed Notice to individuals with disabilities regarding how to request the webmaster or other appropriate person to provide access to (or notify the District regarding) online information or functionality that is currently inaccessible. The District will ensure that staff will respond to all requests within a reasonable period of time, not to exceed forty-eight (48) hours. The proposed notice will also include information or an accessible link to information instructing people how to file formal grievances under Section 504 and Title II of the ADA. Within ten (10) days of receiving OCR's approval of the proposed Notice, the District will officially adopt and prominently post the approved Notice on its home page and throughout its website (including all subordinate pages and intranet sites).

Reporting Requirement: Within fifteen (15) days of receiving OCR's approval of the District's proposed Notice, the District will provide documentation to OCR regarding the locations and content of its published Notice.

- 7) Training. The District has begun website accessibility training for current appropriate District personnel, and will provide such training to all appropriate District personnel not yet trained within 60 days from the date of this Agreement, and annually thereafter. Such

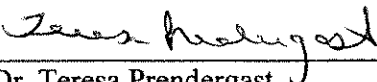
training shall include, but not be limited to: content developers, webmasters, procurement officials, and all others responsible for developing, loading, maintaining, or auditing web content and functionality. Training shall also be provided in a timely manner to employees newly assigned to website responsibilities. In the event that an individual holding any of the aforementioned title(s) is a third-party vendor of the District, the District will require that appropriate website accessibility training has been delivered to such individual.

Reporting Requirements:

- i) For each training session required by this Agreement, until such time as OCR closes the monitoring of this Agreement, the District will submit to OCR documentation that it has been delivered, which, in the case of third party vendors, may include a copy of the applicable training certificate(s).
- ii) The documentation will include a list of invitees and attendees, including titles; a description of the delivered training content; and the presenters' credentials for giving such training.

The District understands that by signing this Agreement, it agrees to provide the foregoing information in a timely manner in accordance with the reporting requirements of this Agreement. Further, the District understands that during the monitoring of this Agreement, if necessary, OCR may visit the District, interview staff, and request such additional reports or data, including simulated website accounts and passwords, as are necessary for OCR to determine whether the District has fulfilled the terms of this Agreement and is in compliance with Section 504 and its implementing regulation at 34 C.F.R. § 104.4(a) and (b), and Title II of the ADA and its implementing regulation at 28 C.F.R. §§ 35.130 and 35.160. Upon completion of the obligations under this Agreement, OCR shall close this case.

The District understands and acknowledges that OCR may initiate administrative enforcement or judicial proceedings to enforce the specific terms and obligations of this Agreement. Before initiating administrative enforcement (34 C.F.R. §§ 100.9, 100.10), or judicial proceedings to enforce this Agreement, OCR shall give the District written notice of the alleged breach and sixty (60) calendar days to cure the alleged breach.



Dr. Teresa Prendergast
Superintendent
Great Neck Public Schools

2-12-18
Date

February 12, 2018

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

INFORMATION

Section 100.11 of the Commissioner's Regulations requires local boards of education, in collaboration with their respective district committee to review biennially the district-level shared decision making plan and either revise or recertify the plan. This plan is due to be reviewed in 2018.

For this purpose, a 2018 Biennial Review Committee has been formulated for this purpose (see attached).

RECOMMENDATION

It is recommended that the Board of Education approve the formation of the 2018 Biennial Review Committee.

2018 BIENNIAL REVIEW COMMITTEE MEMBERS

OF THE DISTRICT- LEVEL SHARED DECISION MAKING PLAN

<u>Building</u>	<u>Teacher</u>	<u>Parent</u>	<u>Student</u>
E. M. Baker	Cynthia Gorney Dawn Luisi	Karishma Ramphul	n/a
J. F. Kennedy	Alyssa Gies	Liat Ginsberg	n/a
Lakeville	Dale Gindi	Angela Pian	n/a
Parkville	Rachel Mishkin	Susan Ha	n/a
Saddle Rock	Fernanda Bravo Tricia Schoelle Robin Trichon	Jordana Levine Moji Pourmoradi	n/a
South Middle	Arlene Gerber	Salima Daredia	Karmen Ta
North Middle	Danielle Larson	Eleanor Askari Rachel Geula	Mia Carrillo
South High	Chris Beaujon Bradley Krauz	Julie Agris Lisa Goodwin	Talia Katz
North High	Amanda Reilly	Haleh Damaghi	Preethi Kumar Avery Park
Board of Ed Member	Donna Peirez		
GNTA Administrators	Jim Dzenski Ron Gimondo (Elementary) Dr. James Welsch (Middle) Ron Levine (High)		
District Steering Committee	Dr. Teresa Prendergast, Superintendent Jennifer Snyder, Jeffrey Bernstein, Luci Legotti, GNTA Michelle Ahdoot, UPTC President Dena Surks, Rory Breidbart, Amy Lai, UPTC SDM Co-Chairs		

February 12, 2018

ELEMENTARY STUDENT OBSERVER(S)
Spring 2018 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 2018 spring semester.

STUDENT OBSERVER(S)

<u>Name</u>	<u>College</u>	<u>School</u>	<u>Teacher</u>	<u>Subject</u>	<u>Dates/ Hours</u>
Brianna Servidio	LIU	PKV	M. Bice	PreK	2/13-5/11/18
Sahla Zawril	Queens	JFK	D. Yakuel	Grade 3	2/13-5/11/18

RECOMMENDATION

It is recommended that the Board of Education approve the placement of the student observer(s) to our elementary spring 2018 semester.

February 12, 2018

SECONDARY STUDENT TEACHER(S) & OBSERVER(S)
SPRING 2018 SEMESTER

INFORMATION

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

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

The following student teacher(s) & observer(s) have requested assignments to our secondary 2018 spring semester.

STUDENT TEACHER(S)

<u>Name</u>	<u>College</u>	<u>School</u>	<u>Teacher</u>	<u>Subject</u>	<u>Dates/ Hours</u>
Jennifer Perez	Queens	North Middle	R. Silva	TESOL	2/13-5/23

STUDENT OBSERVER(S)

Nicole Yazdanpanah	Queens	North High	E. Flood	Physical Ed	25 hours
Pat Ferrante	Iona	South Middle	B. Marzigliano	Speech	10 hours

RECOMMENDATION

It is recommended that the Board of Education approve the placement of these student teacher(s) and observer(s) to our secondary spring 2018 semester.

February 12, 2018

STAFF DEVELOPMENT PROGRAM

Inservice Institute & Technology Academy Courses

District-Wide Courses – Spring 2018

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 2018 Inservice Institute and Technology Academy courses.

February 12, 2018

STAFF DEVELOPMENT PROGRAM

Inservice Institute & Technology Academy Courses

District-Wide Courses – Spring 2018

<u>Course Titles/Description</u>	<u># Hours</u>	<u>Supplies</u>
Nonviolent Crisis Intervention Program The Nonviolent Crisis Intervention program is a safe, non-harmful behavior management system. It is designed to help human service professionals provide for the best possible care, welfare, safety and security of disruptive, assaultive, and out-of-control students, even during their most violent moments.	12	0
Nonviolent Crisis Intervention - CPI Refresher Refresher of Units 1-10 of the full Nonviolent Crisis Intervention - CPI course for participants who were certified last school year.	4	0
The LGBTQ Struggle and New Civil Rights Movement While America has made great strides as a nation of tolerance, there is much progress to be made for the LGBTQ Community. Hate Crime legislation and LGBTQ rights vary state-by-state, as do adoption restrictions and bathroom permissions. This class will explore the historic progress made by the LGBTQ community, from the Stonewall riots of 1969 to the landmark Supreme Court case Obergefell v. Hodges (2015). We will discuss the American experience for LGBT children, what it means to "come out" in 2018, the importance of LGBTQ role models in education and society, and what comes next for the LGBTQ community.	8	0
Writing Across the Curriculum 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.	8	0
Coding Basics (No Experience Required) In this course, participants will utilize iPads and apps including Lightbot, Dynamic Art, and Kodable to learn about the basics of coding. In addition, the website code.org will be explored. Participants will leave this course with an appreciation for coding as well as various strategies to incorporate coding into lessons. iPads will be provided or participants can bring their district-issued iPad.	4	\$30.00

February 12, 2018

STAFF DEVELOPMENT PROGRAM

Inservice Institute & Technology Academy Courses

District-Wide Courses – Spring 2018

<u>Course Titles/Description</u>	<u># Hours</u>	<u>Supplies</u>
Efficient Thinking: How Can We Help Our Students Better Encode, Store, and Retrieve What We Teach? This course will examine the memory process. Participants will reflect on effective ways to help students encode, store and retrieve information. In addition to simulations, participants will modify lessons in order to incorporate techniques that are meant to facilitate the memory process.	4	0
The Student-Centered Classroom Who is working harder in your classroom--you or your students? If you have ever asked yourself this question, consider taking "The Student-Centered Classroom." Participants will explore teaching techniques such as the Socratic Seminar, student leader discussions, and the flipped classroom. In addition, participants will examine technological tools such as discussion boards, peer editing, and Voicethread.	8	0
What's New With Explain Everything v. 4.0 Explain Everything is an interactive whiteboard platform that allows users to create, collaborate, and share in an infinite collaborative space. Teachers can use the app to create videos which enable the teacher to flip the classroom, provide homework support, create review/reference material, and plan ahead for lessons to be used during absences. This course is for novice users or participants who are already familiar with Explain Everything and want to learn more about the recent changes in v. 4.0 and create and edit their own videos for classroom use.	4	\$60.00
Introduction to Birding in Great Neck: Science and NGSS; Using Technology to Engage Students Outdoors Electronic bird identification can teach you a valuable skill to extend to your students' learning environment. Bird identification techniques of size, shape, color, behavior and habitat will be reviewed in the classroom and then applied in the field. Participants will utilize digital field guides and will need to bring/download the MERLIN APPLICATION (for iPhone, android or iPad). The presentation will conclude with the submission of the data to Cornell University's ebird Citizen Science Project. This will teach participants how to share and analyze local observations for use both in the classroom and for scientists throughout the world. At the end of the workshop participants will learn regional bird species and bird identification through authentic fieldwork. This class will foster an inquiry, student centered instructional environment that will encourage student-generated knowledge, appreciation and understanding of the world of birds.	8	0

February 12, 2018

STAFF DEVELOPMENT PROGRAM

Inservice Institute & Technology Academy Courses

District-Wide Courses – Spring 2018

<u>Course Titles/Description</u>	<u># Hours</u>	<u>Supplies</u>
Using Digital Photography in the Classroom with Photoshop CC 2017 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 2017 will be used in this course, and is available in all four of our secondary schools.	8	0
Promoting ENL Conversation and Close Reading This course will present a variety of differentiated classroom activities to enhance ENL speaking in class. Teachers will engage in activities that scaffold instruction and add a level of support for ENL students, raising their comfort level when sharing in class. In addition, a close reading and writing activity will be shared and used. Both activities can assist ENL students with reading and writing analysis of texts. (Open to all, but an emphasis on middle and high school strategies.)	4	0
Elementary School Inquiry Investigations Through Outdoor Learning: Integrating Next Generation Science Standards (NGSS) K-5 This high energy two-day NGSS field based-Inquiry Science Course will immerse K-5 teachers in outdoor science learning. Through these experiences, educators will understand the benefits of outdoor inquiry and will develop skills and strategies to implement these practices with students. Additionally, this course will guide educators towards the successful evolution/integration of student-centered inquiry NGSS experiences using the outdoor school environment and local field trip locations. Emphasis will be on heightening observation skills and allowing students to explore the environment with clarity. Observations lead to questions, investigations, tests, reflections and strengthen the scientific curiosity. Participants will be able to integrate the natural capital of Long Island into pedagogical practices and shift current offerings to NGSS Standards.	8	0

February 12, 2018

STAFF DEVELOPMENT PROGRAM

Inservice Institute & Technology Academy Courses

District-Wide Courses – Spring 2018

<u>Course Titles/Description</u>	<u># Hours</u>	<u>Supplies</u>
Getting Creative with the Core Curriculum for Grades 1-5 In this course, we will explore ways in which elementary teachers can incorporate the creative arts (including visual art, music, dance/movement, theater arts, and creative writing), and creativity based instruction into the TC Units of Study and the Math in Focus curriculum. We will also think about how using creativity based work can help open up our literacy and math programs for so many of our students with diverse learning needs. This is an opportunity for elementary teachers to explore ways we can potentially boost student engagement and foster creative thinking without losing sight of our curriculum and standards.	6	0
Math in Focus - An Overview Are you wondering what the Teacher's Guide DOESN'T tell you about Math in Focus? Are you struggling to figure out how to utilize the materials in an efficient way? Could you use some help figuring out how to approach the tricky topics? Do you feel like you could use some training, or a course to explore the basics? In this course, we'll try to unravel the mystery of teaching Math in Focus successfully, and how to deal with some of the more challenging aspects of the program. We'll discuss everything Singapore math: ten frames, number bonds, bar models, and how they're all connected. You'll have the opportunity to talk to teachers of different grade levels and see how the topics progress, and how we can help kids change from being "answer getters" to being mathematical thinkers. We will even incorporate Growth Mindset as it relates to mathematical thinking.	8	0
Unselfie: Building Empathy in the Classroom and Workplace Participants will learn about and discuss ways in which student participation and empathy can be encouraged. Topics will include incentives, motivation, modeling, compliance and conformity. Psychological theories will be examined in order to better understand human behavior and the struggles students face outside the classroom. Time will be dedicated to critiquing and creating initiatives that will spark student interest.	8	0

February 12, 2018

CHILD NUTRITION POINT OF SALE SYSTEM

INFORMATION

The current Point of Sale System, Heartland/WebSmatt, servicing the Child Nutrition program is unable to meet a critical safety need for our students. The current health alert field is not sufficient for the multiple food allergy students. This creates a risk to the student. Additionally, parents have requested on-line access to student accounts to view balances and transactions and replenish funds using a credit card.

Food & Nutrition Services, in coordination with Information Systems, the Treasurer and Accounting, viewed demonstrations of three systems to determine the functionality necessary for each stakeholder.

Infinite Campus Food Systems, while compatible with the student management system, did not have the crucial health alerts feature and had a higher annual support cost. It lacked student photos on the point of sale screen and had variable fees associated with on-line payments.

Mosaic is Heartland School Solutions' newest system. This system will alert the staff to the many allergies affecting our students and will satisfy the needs of the food service staff, parents and the district.

RECOMMENDATION

It is recommended that the Board of Education approve and sign the proposal to purchase, install, train and implement the Mosaic system.

The funds for the purchase of the Heartland School Solutions' Mosaic system are provided in the 2017/2018 School Food and Nutrition Service budget.

February 12, 2018

COPIER
BUILDINGS & GROUNDS DEPARTMENT

INFORMATION

The District's three year lease with Konica Minolta for a copy machine for the Buildings & Grounds Department will expire March 26, 2018. The department would like to enter into a new agreement with Konica Minolta under Eastern Suffolk BOCES Networked Copiers Bid, effective March 27, 2018. This is a 53 month deferred payment plan with payments of \$113.19 per month for the machine and a rate of \$0.007 for photocopies, including maintenance and supply costs. At the end of the term, the District has the option to keep the machine or return it.

RECOMMENDATION

It is recommended that the Board of Education approve this 53 month lease with Konica Minolta for a copy machine in the Buildings & Grounds Department.

February 12, 2018

COPIER
COMMUNITY EDUCATION AT CUMBERLAND

INFORMATION

The Xerox copier used by Community Education at Cumberland has reached the end of its three year purchase agreement and the District would like to replace it with a Konica-Minolta BizHub 458 copier.

The 53-month deferred payment plan will be \$137.08 per month under the Eastern Suffolk BOCES contract, plus \$0.0057 per copy. The payment includes the Equitrac and eCopy software applications.

RECOMMENDATION

It is recommended that the President of the Board of Education approve a 53-month deferred payment plan for a Konica-Minolta Bizhub 458 copier at a monthly cost of \$137.08, plus \$0.0057 per copy.

February 12, 2018

J. F. KENNEDY SCHOOL – INTERIOR ALTERATIONS
CHANGE ORDER #1

INFORMATION

One of the projects in the District's Capital Program is the interior alterations at the J. F. Kennedy School. Crossroads Construction, while working on the project, discovered that additional work is needed. Change Order #1 in the amount of \$1,440 is needed to re-write the existing Fire Alarm Program to allow for the addition of 22 devices.

Original Contract Sum:	\$206,900.00
Change Order #1:	+ <u>1,440.00</u>
Amended Contract Sum:	<u>\$208,340.00</u>

RECOMMENDATION

It is recommended that the Board of Education approve Change Order #1 in the amount of \$1,440.00 with Crossroads Construction.

February 12, 2018

DONATION – MONETARY

INFORMATION

The Exxon Mobil corporation sponsors an Educational Alliance Program that focuses on improvements in math and science from pre-school to higher education. The Exxon gas station located at 595 Northern Boulevard in Great Neck submitted an application to the Educational Alliance Program nominating Great Neck North Middle School to be a recipient of a \$500 grant for this purpose.

RECOMMENDATION

It is recommended that the Board of Education accept the donation of \$500 from the Educational Alliance Program to the Great Neck Public Schools.

RESOLVED, that the Board of Education authorizes the application and appropriation increase for the North Middle School donation as follows:

A2110-4500-030-3800 – Instructional Supplies (Science) – North Middle	\$250
A2110-4500-030-3100 – Instructional Supplies (Math) – North Middle	\$250

BE IT FURTHER RESOLVED that the Board of Education increase the following Revenue account:

A2705-096 Gifts & Donations – District	\$500
--	-------

Petroleum Marketing Group, Inc
2359 Research Ct
Woodbridge, VA 22192

Richard S Sherman Great Neck Middle School
Reference ID: 105M10089658

Congratulations! Your 2017 Educational Alliance application for the school noted above has been approved. To recognize this achievement, please display the enclosed sign at your station to communicate your participation in this year's Educational Alliance program.

In addition, please contact the school representative as soon as possible to make arrangements to present or mail them your donation of \$500 with the included certification letter. You will not be credited the \$500 unless the completed certification letter is received at our office before February 28, 2018.

Please ensure the school receives this poster and displays it in a visible location (i.e.: bulletin board, office window, etc.). Exxon Mobil has a long history of supporting educational programs, like Educational Alliance, that focus on improvements in math and science from pre-school to higher education. We believe it is fundamentally important to encourage the next generation to pursue studies and careers involved in these fields.

Furthermore, a demonstration of community awareness is required from all retailers who receive Educational Alliance grants. Customers should retain this information locally to be furnished upon request. Failure to do so may render a retailer ineligible to receive a grant the following year.

Examples include (but are not limited to):

- a school/PTA newsletter reporting on the grant
- a community newspaper/newsletter article
- letters of appreciation from community, school, students, etc.

Congratulations again and thank you for your support!

Sincerely,

Exxon Mobil Educational Alliance Program

CustomerID: 110887
Store #: 312454
Store Name: GREAT NECK PETROLEUM COR
Address: 595 NORTHERN BLVD
GREAT NECK, NY 110215103

North Middle
School is appreciative
of this donation and
happily accepts this grant.
Thank you!
J. Coyne

February 12, 2018

DONATION
EQUIPMENT – NORTH MIDDLE SCHOOL

INFORMATION

The North Middle School PTO would like to donate the following items:

- One classroom set of wireless keyboards
- Books for the Family Book Talk
- A new podium with school logo
- Portable wireless sound system

The administration at North Middle School has indicated that this donation would be greatly appreciated.

RECOMMENDATION

It is recommended that the Board of Education approve these donations by the North Middle School PTO to the Great Neck Public Schools.

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

RECEIVED

JAN 25 2018

Superintendent's Office

January 23, 2018

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

Dear Members of the Board,

We are writing to you on behalf of the Great Neck North Middle School PTO.

In our continuing collaboration with our school administrators to identify areas where the PTO can support the school, we have identified the following items for the PTO to donate to North Middle School.

One classroom set of wireless keyboards \$394
Books for the Family Book Talk \$426
A New Podium with school logo \$800
Portable Wireless Sound System \$4,400

Our school administrators have indicated their appreciation for these donations.

We appreciate your attention to this matter and look forward to your approval of our donations.

Very truly yours,



Linda Cheung, Pargol Khadavi and Lori Beth Schwartz
Great Neck North Middle PTO Co-Presidents

ONMS appreciates this generous offer and will make great use of these donations. Jerry Cozine

February 12, 2018

DONATION – MONETARY

INFORMATION

South High School's PTSA would like to donate \$3,100 to be used for the purchase of sound and lighting equipment for the Black Box Theatre at South High School. The administration has indicated that this donation would be very much appreciated.

RECOMMENDATION

It is recommended that the Board of Education accept the donation of \$3,100 from the South High School PTSA to the Great Neck Public Schools.

RESOLVED, that the Board of Education authorizes the application and appropriation increase for the South High School donation as follows:

A2110-2001-041-3200 – Equipment New – South High \$3,100.

BE IT FURTHER RESOLVED that the Board of Education increase the following Revenue account:

A2705-096 Gifts & Donations – District \$3,100.

Great Neck South High School PTSA
341 Lakeville Road
Great Neck, New York 11020

January 25, 2018

Mrs. Barbara Berkowitz, President
Board of Education
Great Neck Public Schools
345 Lakeville Road
Great Neck, New York 11020

Re: Donation for purchase of sound and lighting equipment


Dear Mrs. Berkowitz and Members of the Board of Education,

The executive board of the Great Neck South High School PTSA approved the donation of \$3100 for the purchase of sound and lighting equipment for the Black Box Theatre at Great Neck South High School. We will provide a check in that amount, payable to the district, to cover the purchase of the equipment.

The performing arts department and the administration of Great Neck South High School has expressed interest in improving the sound and lighting in that theatre and the PTSA is happy to provide the funding.

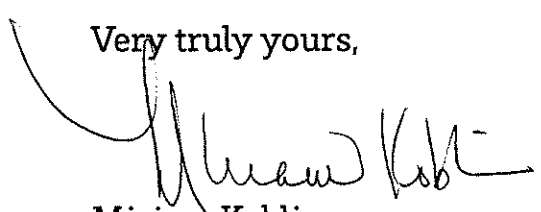
Kindly approve this donation.

I accept this donation on behalf of Great Neck South High School,



Dr. Christopher Gitz, Principal
Friday, February 2, 2018

Very truly yours,


Miriam Kobliner
President, GNSHS PTSA

February 12, 2018

DONATION
EQUIPMENT – MINDFULNESS ROOM
SOUTH HIGH SCHOOL

INFORMATION

The PTSA of South High School would like to purchase and donate \$501 worth of various items to accessorize the mindfulness room at South High School. The administration has indicated that this donation would be very much appreciated.

RECOMMENDATION

It is recommended that the Board of Education accept the donation from South High School's PTSA for use in the mindfulness room at South High School.

Great Neck South High School PTSA
341 Lakeville Road
Great Neck, New York 11020

January 25, 2018

Mrs. Barbara Berkowitz, President
Board of Education
Great Neck Public Schools
345 Lakeville Road
Great Neck, New York 11020

Re: Donation of \$501 for purchase of mindfulness items

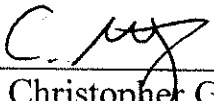
Dear Mrs. Berkowitz and Members of the Board of Education,

The executive board of the Great Neck South High School PTSA approved the donation of \$501 to cover the cost of items to be purchased for the mindfulness room at Great Neck South High School. The PTSA intends to purchase items for a total of \$501.

The administration of Great Neck South High School has expressed interest in these items and has asked for our financial support.

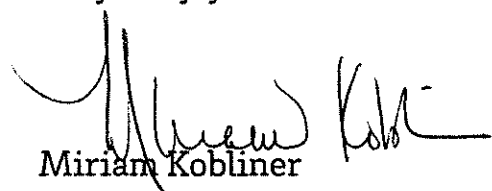
Kindly approve this donation.

I accept this donation on behalf of Great Neck South High School.



Dr. Christopher Gitz, Principal
Friday, February 2, 2018

Very truly yours,


Miriam Kobliner
President, GNSHS PTSA

FACILITIES MATTERS

February 12, 2018

PUBLIC USE OF DISTRICT FACILITIES

INFORMATION

Attached are two schedules 2017-2018 and 2018-2019 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

2017 - 2018

(For Board of Education Approval)

February 12, 2018

ORGANIZATION	LOCATION	DAY	DATE	START TIME	END TIME	PURPOSE	FEE	CLASS
United Mashadi Jewish Community of America	J.F. Kennedy Gym - Upstairs	Mondays & Wednesdays	4/9/18 - 6/20/18	7:00 PM	9:00 PM	Youth Basketball	\$405.00	2
Great Neck PAL	J.F. Kennedy Gym - Lower	Tuesdays & Thursdays	4/10/18 - 6/21/18	7:00 PM	10:00 PM	Youth Strength and Conditioning	\$450.00	2
Silverstein Hebrew Academy (Chabad of Great Neck)	Lakeville Gym	Mondays & Tuesdays	2/26/18 - 6/19/18	7:00 PM	10:00 PM	Youth Basketball	\$585.00	2

PUBLIC USE OF DISTRICT FACILITIES

2018 - 2019

(For Board of Education Approval)

February 12, 2018

ORGANIZATION	LOCATION	DAY	DATE	START TIME	END TIME	PURPOSE	FEE	CLASS
Eden II / Genesis School Foundation for the Advancement of Autistic Persons, Inc.	South High South Campus Roadways, Gym, Field, Track, Bathrooms, Lower Parking Lot	Sunday	09/09/2018	6:30 AM	11:30 AM	Blazing Trails 4-Mile Autism Run	\$3,117.00	2

FINANCE & OPERATIONS

February 12, 2018

REJECTION**CEILING AND FLOORING ACM ABATEMENT****PHIPPS ADMINISTRATION BUILDING****INFORMATION**

One of the projects in the District's Capital Program includes the ceiling and flooring ACM abatement at the Phipps Administration Building. A total of eleven (11) bid responses were received by Mr. Jason Martin, on behalf of the Board of Education on January 17, 2018. In accordance with the specifications, the following bids were submitted:

Surge, Inc.	\$59,500
Allstate Enterprises	\$61,300
East Coast USA	\$64,500
PB Contracting	\$64,500
Pella Construction	\$76,500
Crossroads Construction	\$84,850
RENU Contracting	\$108,875
Total Construction Corp.	\$139,500
IJZ Associates	\$134,452
WJ Northridge Construction	\$146,000
Apex Development	\$189,550

RECOMMENDATION

It is recommended that the Board of Education reject the bids submitted on January 17, 2018 for the ceiling and flooring ACM abatement at the Phipps Administration Building.

February 12, 2018

SMALL WARES BID

INFORMATION

The Long Island School Nutrition Director's Association executed a combined co-op bid for small wares. Specifications were duly advertised for the purchase of these products to be used for the period February 1, 2018 through January 31, 2019. Bids were received in the name of the Long Island School Nutrition Director's Association by Nancy Padrone at Massapequa Union Free School District on January 10, 2018.

Eight invitations to bid were mailed. Five vendors submitted bids, three of whom bid on items requested by the Great Neck Public Schools.

The following vendors and the annual amounts shown represent the individual low price on each item conforming to specifications:

Calico Industries	\$ 200.00
Mivila Foods	\$ 100.00
W. B. Mason	\$ 150.00

RECOMMENDATION

It is recommended that the Board of Education accept the bids of the above vendors to furnish small cafeteria equipment to the District for the period starting February 1, 2018 through January 31, 2019.

The funds for the purchase of the above items will be provided in the 2017/2018 and the 2018/2019 School Food and Nutrition Services budget.

February 12, 2018

LARGE CAFETERIA EQUIPMENT BID

INFORMATION

The Long Island School Nutrition Director's Association executed a combined co-op bid for large cafeteria equipment. Specifications were duly advertised for the purchase of these products to be used for the period February 1, 2018 through January 31, 2019. Bids were received in the name of the Long Island School Nutrition Director's Association by Nancy Padrone at Massapequa Union Free School District on January 10, 2018.

Fourteen invitations to bid for large equipment were mailed. Four vendors submitted bids, one of whom bid on an item requested by the Great Neck Public Schools.

The following vendor and the annual amount shown represent the individual low price on the item conforming to specifications:

Diamond Equipment	\$ 9,000.00
-------------------	-------------

RECOMMENDATION

It is recommended that the Board of Education accept the bids from the above vendors to furnish large cafeteria equipment to the District for the period starting February 1, 2018 through January 31, 2019.

The funds for the purchase of the above items are provided in the 2017/2018 and 2018/2019 School Food and Nutrition Service budget.

February 12, 2018

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
2/12/18 BOARD MEETING**

Consultant	Purpose	Location	Date(s)	Rate	Maximum Approval
Cathryn's Tuscan Grill	Community Education Luncheon	Cumberland	9/27/2018	\$30 / Person	\$1,080.00 ***
Sardi's Restaurant - Gail Lisser	Community Education Luncheon	Cumberland	10/14/2018	\$54 / Person	\$2,430.00 ***

*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
2/12/18 BOARD MEETING

Consultant	Purpose	Location	Date(s)	Rate	Maximum Approval
A la Carte Culinary Services - Polly Talbutt	French Cooking Class for Students	South Middle	3/23/2018	\$39 / Student	\$ 1,014.00 ***
Harbor Club - Prime Events Inc.	Senior Prom Class of 2018	North High	6/7/2018	\$110 / Student + Fees	\$21,526.23 ***
HMTC - Holocaust Memorial - Helen Turner	Professional Development for Faculty at North High School Workshop	North High	3/13/2018	\$500 / Cost	\$ 500.00

*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.

STUDENT MATTERS

February 12, 2018

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 2017 - 2018 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.

A6694	A4586	A4062	B5996	D2976	D9952
E2033	E8082	E3993	G2653	G4801	H3024
I5757	I0999	I9999	10081	L1029	L0058
L3077	M3042	M6053	M6311	M2156	N3150
N0931	10377	P1851	Q8211	Q7461	R7761
10370	S5669	S2977	S9271	10330	S6411
S6175	S3104	S3972	T4484	W4550	Y1004
Y9326					

February 12, 2018

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 2017 – 2018 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.

A2660
H7853
B3460
J3846
S9858

A6869
K3073
R8520
M9060
S4747

N0519
K2689
L4594
A2770

February 12, 2018

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 alternate student number D1882; and

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

February 12, 2018

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 alternate student number 10455; and

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