

FIRE ISLAND UNION FREE SCHOOL DISTRICT

BOARD OF EDUCATION

Regular Meeting Agenda

September 14, 2021

4:30 p.m.

*In accordance with the Governor's Executive Order this meeting will be held virtually on Zoom
Meeting ID: 941 1751 5660 Passcode: fisdboe*

Call to Order

Pledge of Allegiance

Voice of the Taxpayer

ITEM 1 **Approval of Minutes**

- a. August 10, 2021 Regular Meeting
- b. August 31, 2021 Special Meeting

ITEM 2 **Finance**

Motion authorizing the District Clerk to sign documents on behalf of the Board President

- a. Treasurer's Report
- b. Trial Balance Reports
- c. Appropriation and Revenue Status Reports
- d. Cash Disbursement Report
- e. General Fund Cash Flow Report
- f. Budget Transfer
- g. Cash Transfer
- h. Warrant

ITEM 3 **Superintendent's Report**

ITEM 4 **Correspondence – no correspondence**

ITEM 5 **Action Items – Recommended for Approval**

- a. 2021 Re-Opening Plan – *revised*
- b. 2021-2022 District-Wide School Safety Plan
- c. 2021-2022 Building Level Emergency Response Plan – *Confidential*
- d. 2021-2023 District Plan for the Education of Children with Disabilities

ITEM 6 **Public Hearing/2nd Reading & Adoption of Policy Revisions**

- a. #6150 Alcohol, Tobacco, Drugs, and Other Substances (Staff)
- b. #7131 Education of Students in Temporary Housing
- c. #7320 Alcohol, Tobacco, Drugs, and Other Substances (Students)
- d. #8280 Instruction for English Language Learners

ITEM 7 **Adjournment**

Regular Meeting
BOARD OF EDUCATION
FIRE ISLAND UNION FREE SCHOOL DISTRICT
August 10, 2021

DRAFT

CALL TO ORDER	The meeting was called to order at 4:30 p.m. by Vice President A. Wood.
MEMBERS PRESENT	L. Nowachek, J. Phelan, K. Skelly-Kurka, A. Wood.
MEMBERS ABSENT	L. Kaufman, J. Lippert.
OTHERS PRESENT	Loretta Ferraro, Superintendent Jacqueline Lizza, School Business Official Rachel Roth, School Attorney Philip Tamberino, Principal Donna Clock, District Clerk Traci Murphy, Administrative Assistant Byron Chenault Lauren Chenault Ryann Murray
VOICE OF THE TAXPAYER	Ryann Murray and Lauren Chenault expressed their opposition to the wearing of masks in school.
APPOINTMENT OF BOARD MEMBER – B. CHENAULT	The Board hereby appoints Byron Chenault as a member of the Board of Education to fill the seat vacated by Vernon Henriksen for the term August 10, 2021 to May 17, 2022. (J. Phelan, K. Skelly-Kurka; 4-0)
OATH OF OFFICE	The Oath of Office was administered by the District Clerk to Byron Chenault for the position of Member of the Board of Education for the term August 10, 2021 to May 17, 2022.
APPROVAL OF MINUTES	Minutes of the following meetings were accepted as read: • July 13, 2021 Annual Organizational Meeting as amended • July 13, 2021 Regular Meeting (K. Skelly-Kurka, L. Nowachek; 5-0)
TREASURER’S REPORT	Treasurer’s Report for the month ended July 2021 was accepted as hereby attached. (J. Phelan, K. Skelly-Kurka; 5-0)
TRIAL BALANCE REPORTS	The Board accepts the Trial Balance Report for the month ending July 2021 as hereby attached. (J. Phelan, K. Skelly-Kurka; 5-0)
APPROPRIATION & REVENUE STATUS REPORTS	The Board accepts the Appropriation and Revenue Status Reports for July 2021 as hereby attached. (J. Phelan, K. Skelly-Kurka; 5-0)
GENERAL FUND CASH DISBURSEMENT	The Board accepts the General Fund Cash Disbursement report for July 2021 as hereby attached. (J. Phelan, K. Skelly-Kurka; 5-0)

Regular Meeting Minutes of August 10, 2021, continued...

GENERAL FUND CASH FLOW REPORT	The Board accepts the General Fund Cash Flow report as hereby attached. (J. Phelan, K. Skelly-Kurka; 5-0)
CASH TRANSFER	The Board approves a cash transfer in the amount of \$600,000.00 as hereby attached. (K. Skelly-Kurka, L. Nowachek; 5-0)
WARRANT	The Board hereby approves the General Fund Warrant in the amount of \$440,311.83 as presented. (J. Phelan, L. Nowachek; 5-0)
SUPERINTENDENT'S REPORT	Mrs. Ferraro reported on the following: • COVID-19: As of this date neither the NYS Department of Health nor NYSED have issued guidance for re-opening school. Districts are encouraged to follow CDC guidelines including use of masks indoors and social distancing. NYSED is expected to issue guidance next week. • New non-residents will not be accepted for enrollment for 2021-2022. • Guidance received from BBS regarding the RFP for Construction Manager for the upcoming capital project. • The Building Level Emergency Response Plan is currently being revised and will be available for Board review in September.
CORRESPONDENCE	The Board accepts a letter from B. Chenault stating his intention to abstain from voting on agenda item 6e – Proposal for School Year Photographs.
2020-2021 FINAL CONTRACT – BOCES COOPERATIVE EDUCATIONAL SERVICES	On the recommendation of the Superintendent, the Board hereby approves a final contract with ESBOCES Cooperative Educational Services for 2020-2021 at a cost of \$337,122.83. (J. Phelan, L. Nowachek; 5-0)
2021-2024 PHYSICAL EDUCATION PLAN	On the recommendation of the Superintendent, the Board hereby adopts the 2021-2024 Physical Education Plan as presented. (J. Phelan, L. Nowachek; 5-0)
2021-2022 AED COLLABORATIVE AGREEMENT	On the recommendation of the Superintendent, the Board hereby approves the 2021-2022 AED Collaborative Agreement with John Muratori, MD at the annual rate of \$2,000.00, and authorizes the Vice President to enter into said agreement on behalf of the Board. (K. Skelly-Kurka, J. Phelan; 5-0)
2021-2022 APPOINTMENTS – SUBSTITUTE TEACHERS	On the recommendation of the Superintendent, the Board approves the appointments of the following Substitute Teachers at a daily rate of \$168.74: Nancy Sobel Bucher, Caryn Burke, Jennifer deLyra, Martha Mason, Anne Niland, and Georgine Posillico. (A. Wood, B. Chenault; 5-0)

August 10, 2021 Regular Meeting Minutes, continued...

PROPOSAL FOR SCHOOL YEAR PHOTOGRAPHS	On the recommendation of the Superintendent, the Board accepts a proposal from Lauren Chenualt for 2021-2022 school photographs at a cost of \$360. (L. Nowachek, J. Phelan; 4-0, with B. Chenault abstaining.)
APPROVAL OF REVISED MAINTENANCE HOLIDAY SCHEDULE	On the recommendation of the Superintendent, the Board approves the revised holiday schedule for the Maintenance Department to reflect the inclusion of Juneteenth. (L. Nowachek, J. Phelan; 5-0)
EXPENDITURE APPROVAL – SUPERINTENDENT’S CONFERENCE DAY	The Board hereby approves an expenditure of funds for refreshments for a staff development day in accordance with Board policy #5323. (J. Phelan, L. Nowachek; 5-0)
REVISION – 2021-2022 BOARD MEETING CALENDAR	The Board hereby approves a revision to the 2021-2022 Board Meeting Calendar to reflect the addition of a Special Meeting to be held on August 31, 2021 at 4:30 p.m. (K. Skelly-Kurka, J. Phelan; 5-0)
EXECUTIVE SESSION	The Board entered into Executive Session at 5:00 p.m. to receive advice from counsel regarding the residency and enrollment of a particular student. (J. Phelan, K. Skelly-Kurka; 5-0) The regular meeting resumed at 5:20 p.m.
PUBLIC HEARING/1 ST READING OF POLICY REVISIONS	A Public Hearing and first reading was held of the following policy revisions: #6150 Alcohol, Tobacco, Drugs and Other Substances (Staff) #7131 Education of Students in Temporary Housing #7320 Alcohol, Tobacco, Drugs and Other Substances (Students) #8250 Instruction for English Language Learners
PUBLIC HEARING/2 ND READING AND ADOPTION OF POLICY	Following a Public Hearing and second reading, the Board adopts policy #5640 Smoking, Tobacco and Cannabis (Marijuana) Use as hereby attached. (J. Phelan, L. Nowachek; 5-0)
PUBLIC HEARING – 2021-2022 DISTRICT-WIDE SCHOOL SAFETY PLAN	A Public Hearing was held on the 2021-2022 District-Wide School Safety Plan. The Plan will be posted on the District website for 30 days to allow for public comment.
ADJOURNMENT	The meeting was adjourned at 5:25 p.m. (L. Nowachek, J. Phelan; 5-0)

Special Meeting
BOARD OF EDUCATION
FIRE ISLAND UNION FREE SCHOOL DISTRICT
August 31, 2021

DRAFT

CALL TO ORDER	The meeting was called to order at 4:30 p.m. by President J. Lippert.
MEMBERS PRESENT	B. Chenault, L. Kaufman, J. Lippert, L. Nowachek, J. Phelan, A. Wood.
MEMBERS ABSENT	K. Skelly-Kurka
OTHERS PRESENT	L. Ferraro, Superintendent J. Lizza, School Business Official P. Tamberino, Principal R. Roth, School Attorney D. Clock, District Clerk L. Chenault, parent R. Murray, parent N. Straut, parent D. Wyckoff, community member
VOICE OF THE TAXPAYER	Nathaniel Straut addressed the Board to express his objection to mandated mask-wearing for students. Lauren Chenault and Ryann Murray also stated their objections to mask wearing. D. Wyckoff thanked the Board for successfully keeping all students in school last year and for their efforts to make this school year as safe.
WARRANT	The Board hereby approves a general fund warrant in the amount of \$53,375.00 as presented. (A. Wood, J. Phelan; 6-0)
2021-2022 RE-OPENING PLAN	On the recommendation of the Superintendent, the Board hereby adopts the 2021-2022 Re-Opening Plan as presented. (L. Kaufman, A. Wood; 6-0)
DESIGNATION OF OFFICIAL BANK DEPOSITORY	WHEREAS, The Board of Education for the Fire Island Union Free School District is required by Federal and State laws, rules and regulations to establish Depositories for school district funds; and WHEREAS, the Fire Island School District desires to designate the First National Bank of Long Island as the official Depository for the deposit of District funds; NOW THEREFORE, BE IT RESOLVED, upon the recommendation of the Superintendent of Schools, the Board of Education hereby designates First National Bank of Long Island as an official depository of the District for the purposes of the deposit of district public funds. (A. Wood, L. Nowachek; 6-0)

Special Meeting Minutes of August 31, 2021, continued...

DESIGNATION OF
SIGNATURES ON CHECKS

WHEREAS, the Board of Education has designated Fire National Bank of Long Island as Official Bank Depository for all funds for the Fire Island School District, the Board hereby designates the following persons as Signatories on checks:

Jacqueline Lizza, District Treasurer
Donna Clock, District Clerk
Jay Lippert, Board Member
Lisa Kaufman, Board Member
(J. Phelan, L. Nowachek; 6-0)

ADOPTION – FEDERAL HOME
LOAN AS ELIGIBLE TO
COLLATERALIZE

WHEREAS, a situation may arise that funds are deposited in excess of available federal deposit insurance; and

WHEREAS, under such circumstances the school district shall require the financial institution to furnish collateral security or a corporate surety bond executed by a company authorized to do business in the state; and

WHEREAS, such collateral shall be placed in safekeeping in a restricted account at a Federal Reserve Bank or in an account at a trust department of a commercial bank or other “financial institution” and the “the selection shall be approved by the government entity”;

THEREFORE, BE IT RESOLVED, that banks designated as depositories of school district funds shall be permitted to designate any one of the following named banks to act as custodians for safe keeping of the collateral pledged to secure school district deposits; provided, that no collateral furnished by any depository bank shall ever held by such bank: M&T Bank. (A. Wood, L. Nowachek; 6-0)

RESIGNATION – TEACHER
ASSISTANT

On the recommendation of the Superintendent, the Board accepts the resignation of Teacher Assistant Renee Baldwin effective immediately. (A. Wood, J. Phelan; 6-0)

TEACHER ASSISTANT
SALARY SCHEDULE

On the recommendation of the Superintendent, the Board hereby approves the teacher assistant salary schedule as presented. (L. Nowachek, A. Wood; 6-0)

ADJOURNMENT

The meeting was adjourned at 4:55 p.m.
(L. Kaufman, J. Phelan; 6-0)

Donna Clock
District Clerk

FIRE ISLAND UFSD



Cash Account Transactions Report From 8/1/2021 To 8/31/2021

Account	Date	Account Name Ref Number Invoice #	Vendor ID	Explanation	Schedule	Debits	Credits	Balance
A 204		HSBC Checking						
				BALANCE 07/01/2021 - 07/31/2021		0.00	0.00	303,275.14
08/12/2021	8667			A/R Receipt for Gerard Rohan - A/R Receipt for Gerard Rohan	CR-2	980.90	0.00	304,256.04
08/12/2021	8668			A/R Receipt for Peggy Danziger - A/R Receipt for Peggy Danziger	CR-2	145.96	0.00	304,402.00
08/12/2021	8669			A/R Receipt for John McCollum - A/R Receipt for John McCollum	CR-2	408.89	0.00	304,810.89
08/12/2021	8670			A/R Receipt for Dawn Lippert - A/R Receipt for Dawn Lippert	CR-2	145.96	0.00	304,956.85
08/12/2021	8671			A/R Receipt for Kevin Gillespie - A/R Receipt for Kevin Gillespie	CR-2	7.41	0.00	304,964.26
08/12/2021	8672			A/R Receipt for Evelyn Rahne - A/R Receipt for Evelyn Rahne	CR-2	7.41	0.00	304,971.67
08/12/2021	8673			A/R Receipt for Asaro, Jennifer - A/R Receipt for Asaro, Jennifer	CR-2	325.28	0.00	305,296.95
08/12/2021	8674			A/R Receipt for John & Rachel Gold Longo - A/R Receipt for John & Rachel Gold Longo	CR-2	325.28	0.00	305,622.23
08/12/2021	8675			A/R Receipt for Zuleta, Alejandro - A/R Receipt for Zuleta, Alejandro	CR-2	250.00	0.00	305,872.23
08/12/2021	8676			A/R Receipt for Zuleta, Alejandro - A/R Receipt for Zuleta, Alejandro	CR-2	100.00	0.00	305,972.23
08/17/2021	8677			A/R Receipt for Loretta Cannon - A/R Receipt for Loretta Cannon	CR-2	7.41	0.00	305,979.64
08/17/2021	8678			A/R Receipt for James Fitz - A/R Receipt for James Fitz	CR-2	7.41	0.00	305,987.05
08/17/2021	8679			A/R Receipt for Lois Thornberg - A/R Receipt for Lois Thornberg	CR-2	7.41	0.00	305,994.46
08/17/2021	8680			A/R Receipt for Patricia Purnhagen - A/R Receipt for Patricia Purnhagen	CR-2	145.96	0.00	306,140.42
08/17/2021	8681			A/R Receipt for Roberta Roesch - A/R Receipt for Roberta Roesch	CR-2	214.97	0.00	306,355.39
08/17/2021	8682			A/R Receipt for Ferazzoli, Giovanni - A/R Receipt for Ferazzoli, Giovanni	CR-2	325.28	0.00	306,680.67
08/18/2021	8683			A/R Receipt for Renee Weil - A/R Receipt for Renee Weil	CR-2	7.41	0.00	306,688.08
08/31/2021				See Cash Disbursement Schedule 2	CD-2	0.00	559,201.73	-252,513.65
08/31/2021	16			To Record August Revenues	JE-4	13,604.35	0.00	-238,909.30
08/31/2021	18			To Record Monthly Wire Transfers	JE-4	300,000.00	0.00	61,090.70
Grand Totals:						317,017.29	559,201.73	61,090.70

FIRE ISLAND UFSD



Cash Account Transactions Report From 8/1/2021 To 8/31/2021

Account	Account Name		Vendor ID	Explanation	Schedule	Debits	Credits	Balance
Date	Ref Number	Invoice #						
A 204-1	HSBC Payroll							
				BALANCE 07/01/2021 - 07/31/2021		0.00	0.00	125,227.69
08/10/2021	14			Payroll 8/13/21	JE-4	551.94	0.00	125,779.63
08/23/2021	15			Payroll 8/27/21	JE-4	551.94	0.00	126,331.57
08/31/2021				See Cash Disbursement Schedule 2	CD-2	0.00	87,227.56	39,104.01
08/31/2021	18			To Record Monthly Wire Transfers	JE-4	300,000.00	0.00	339,104.01
Grand Totals:						301,103.88	87,227.56	339,104.01

FIRE ISLAND UFSD



Cash Account Transactions Report From 8/1/2021 To 8/31/2021

Account	Account Name								
Date	Ref Number	Invoice #	Vendor ID	Explanation	Schedule	Debits	Credits	Balance	
A 205	HSBC Money Market								
				BALANCE 07/01/2021 - 07/31/2021		0.00	0.00	6,239,880.86	
08/31/2021	17			To Record August Interest	JE-4	103.00	0.00	6,239,983.86	
08/31/2021	18			To Record Monthly Wire Transfers	JE-4	0.00	600,000.00	5,639,983.86	
Grand Totals:						103.00	600,000.00	5,639,983.86	

FIRE ISLAND UFSD



Cash Account Transactions Report From 8/1/2021 To 8/31/2021

Account	Account Name		Vendor ID	Explanation	Schedule	Debits	Credits	Balance
Date	Ref Number	Invoice #						
H 204	HSBC Checking							
				BALANCE 07/01/2021 - 07/31/2021		0.00	0.00	28,054.79
Grand Totals:						0.00	0.00	28,054.79

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FIRE ISLAND UFSD



Cash Account Transactions Report From 8/1/2021 To 8/31/2021

Account	Account Name							
Date	Ref Number Invoice #	Vendor ID	Explanation	Schedule	Debits	Credits	Balance	
CM 204	FIA Scholarship							
			BALANCE 07/01/2021 - 07/31/2021		0.00	0.00	415.55	
Grand Totals:					0.00	0.00	415.55	

FIRE ISLAND UFSD



Cash Account Transactions Report From 8/1/2021 To 8/31/2021

Account	Account Name				Schedule	Debits	Credits	Balance
Date	Ref Number	Invoice #	Vendor ID	Explanation				
CM 204-1		Conrad Muriel Wirostek Schholarship						
				BALANCE 07/01/2021 - 07/31/2021		0.00	0.00	77,775.94
Grand Totals:						0.00	0.00	77,775.94

FIRE ISLAND UFSD



Cash Account Transactions Report From 8/1/2021 To 8/31/2021

Account	Account Name								
Date	Ref Number	Invoice #	Vendor ID	Explanation	Schedule	Debits	Credits	Balance	
A 206	HSBC Repair Reserve								
				BALANCE 07/01/2021 - 07/31/2021		0.00	0.00	108,800.20	
08/31/2021	17			To Record August Interest	JE-4	1.91	0.00	108,802.11	
Grand Totals:						1.91	0.00	108,802.11	

FIRE ISLAND UFSD



Cash Account Transactions Report From 8/1/2021 To 8/31/2021

Account	Account Name								
Date	Ref Number	Invoice #	Vendor ID	Explanation	Schedule	Debits	Credits	Balance	
A 207	HSBC Capital Reserve #2								
				BALANCE 07/01/2021 - 07/31/2021		0.00	0.00	334,908.98	
08/31/2021	17			To Record August Interest	JE-4	5.87	0.00	334,914.85	
Grand Totals:						5.87	0.00	334,914.85	

FIRE ISLAND UFSD



Cash Account Transactions Report From 8/1/2021 To 8/31/2021

Account	Account Name								
Date	Ref Number	Invoice #	Vendor ID	Explanation	Schedule	Debits	Credits	Balance	
A 208	HSBC Capital Reserve								
				BALANCE 07/01/2021 - 07/31/2021		0.00	0.00	319,196.93	
08/31/2021	17			To Record August Interest	JE-4	5.60	0.00	319,202.53	
Grand Totals:						5.60	0.00	319,202.53	

FIRE ISLAND UFSD

Trial Balance Report From 7/1/2021 - 8/31/2021



Account	Description	Debits	Credits
A 18	State Retirement	0.00	547.85
A 19	Teachers Retirement System	0.00	1,617.07
A 20	Group Insurance AFLAC	1,479.32	0.00
A 20.1	Group Health Insurance	631.26	0.00
A 204	HSBC Checking	61,090.70	0.00
A 204-1	HSBC Payroll	339,104.01	0.00
A 205	HSBC Money Market	5,639,983.86	0.00
A 206	HSBC Repair Reserve	108,802.11	0.00
A 207	HSBC Capital Reserve #2	334,914.85	0.00
A 208	HSBC Capital Reserve	319,202.53	0.00
A 210	Petty Cash	132.53	0.00
A 22	Federal Income Tax	9,224.58	0.00
A 24	Union Dues / F.I. Teachers Assoc.	0.00	370.79
A 38	Student Deposits	0.00	525.00
A 380	Accounts Receivable	6,915.46	0.00
A 391-2	Due From Capital Fund	291,978.13	0.00
A 440	Due From Other Governments (Towns)	47,288.00	0.00
A 510	Estimated Revenue	12,690,712.00	0.00
A 521	Encumbrances	4,206,842.22	0.00
A 522	Expenditures	6,091,060.07	0.00
A 599	Appropriated Fund Balance	0.00	370,637.98
A 600	Accounts Payable	0.00	18,278.31
A 601	Accrued Liabilities	0.00	3,897.12
A 630-2	Due To Capital Fund	0.00	263,923.46
A 632	Due To Teachers Retirement System	0.00	164,857.59
A 637	Due To Employees Retirement	0.00	40,252.00
A 691	Deferred Revenue	0.00	5,096.27
A 693	Deferred Revenues - Suffolk County	0.00	630,000.00
A 814	Reserve For Workers Compensation	0.00	887,173.02
A 815	Unemployment Insurance Reserve	0.00	50,635.83
A 821	Reserve For Encumbrances	0.00	3,564,887.26
A 827	Retirement Contribution Reserve	0.00	1,000,284.26
A 828	TRS Contribution Reserve	0.00	62,471.38
A 867	Reserve For Employee Benefits	0.00	163,533.54
A 878	Reserve For Capital	0.00	3,645,724.82
A 882	Reserve For Repairs	0.00	129,826.40
A 909	Fund Balance, Unreserved	0.00	1,073,712.49
A 914	Assigned Appropriated Fund Balance	0.00	150,000.00
A 960	Appropriations	0.00	12,320,074.02
A 980	Revenues	0.00	5,601,035.17
A Fund Totals:		30,149,361.63	30,149,361.63
CM 204	FIA Scholarship	415.55	0.00
CM 204-1	Conrad Muriel Wirostek Scholarship	77,775.94	0.00
CM 391	Due From Other Funds	0.00	68,925.14
CM 909	Fund Balance, Unreserved	0.00	9,266.35
CM Fund Totals:		78,191.49	78,191.49

FIRE ISLAND UFSD

Trial Balance Report From 7/1/2021 - 8/31/2021



Account	Description	Debits	Credits
H 204	HSBC Checking	28,054.79	0.00
H 391	Due From Other Funds	263,923.46	0.00
H 521	Encumbrances	4,650.00	0.00
H 599	Appropriated Fund Balance	1,900,000.00	0.00
H 821	Reserve For Encumbrances	0.00	4,650.00
H 915	Assigned Fund Balance	0.00	291,978.25
H 960	Appropriations	0.00	1,900,000.00
H Fund Totals:		2,196,628.25	2,196,628.25
Grand Totals:		32,424,181.37	32,424,181.37

FIRE ISLAND UFSD

Appropriation Status Detail Report By Function From 7/1/2021 To 8/31/2021



Account	Description		Budget	Adjustments	Adj. Budget	Expensed	Encumbered	Available
A 1010.20	Board Of Education		1,500.00	0.00	1,500.00	0.00	0.00	1,500.00
A 1010.40	Board Of Education		10,000.00	130.00	10,130.00	3,001.00	2,180.00	4,949.00
A 1010.45	Board Of Education		1,000.00	879.75	1,879.75	879.75	78.00	922.00
1010	BOARD OF EDUCATION	*	12,500.00	1,009.75	13,509.75	3,880.75	2,258.00	7,371.00
A 1040.16	District Clerk		97,868.43	0.00	97,868.43	18,465.75	79,402.68	0.00
A 1040.20	District Clerk		1,000.00	0.00	1,000.00	0.00	0.00	1,000.00
A 1040.40	District Clerk		500.00	0.00	500.00	0.00	0.00	500.00
A 1040.45	District Clerk		500.00	0.00	500.00	0.00	0.00	500.00
1040	DISTRICT CLERK	*	99,868.43	0.00	99,868.43	18,465.75	79,402.68	2,000.00
A 1060.40	District Meeting		3,000.00	0.00	3,000.00	0.00	0.00	3,000.00
1060	DISTRICT MEETING	*	3,000.00	0.00	3,000.00	0.00	0.00	3,000.00
10		**	115,368.43	1,009.75	116,378.18	22,346.50	81,660.68	12,371.00
A 1240.15	Central Administration		132,815.07	0.00	132,815.07	10,769.24	59,230.76	62,815.07
A 1240.16	Central Administration		36,781.55	0.00	36,781.55	7,479.20	29,707.85	-405.50
A 1240.20	Central Administration		2,000.00	104.97	2,104.97	314.91	1,465.26	324.80
A 1240.40	Central Administration		4,000.00	0.00	4,000.00	1,043.84	1,357.65	1,598.51
A 1240.45	Central Administration		700.00	0.00	700.00	14.20	0.00	685.80
1240	CHIEF SCHOOL ADMINISTRATOR	*	176,296.62	104.97	176,401.59	19,621.39	91,761.52	65,018.68
12		**	176,296.62	104.97	176,401.59	19,621.39	91,761.52	65,018.68
A 1310.15	Business Administration		109,531.20	0.00	109,531.20	20,666.25	88,864.95	0.00
A 1310.16	Business Administration		104,447.80	0.00	104,447.80	19,654.05	84,512.65	281.10
A 1310.40	Business Admin		31,468.00	0.00	31,468.00	8,397.33	1,817.50	21,253.17
A 1310.49	Business Adminstration		7,000.00	0.00	7,000.00	0.00	7,000.00	0.00
1310	BUSINESS ADMINISTRATION	*	252,447.00	0.00	252,447.00	48,717.63	182,195.10	21,534.27
A 1320.40	Auditing		29,200.00	13,100.00	42,300.00	0.00	33,900.00	8,400.00
1320	AUDITING	*	29,200.00	13,100.00	42,300.00	0.00	33,900.00	8,400.00
A 1325.16	District Treasurer		36,510.40	0.00	36,510.40	6,888.75	29,621.65	0.00
A 1325.20	District Treasurer		500.00	0.00	500.00	0.00	0.00	500.00
A 1325.40	District Treasurer		10,000.00	0.00	10,000.00	0.00	0.00	10,000.00
A 1325.45	District Treasurer		4,500.00	0.00	4,500.00	0.00	0.00	4,500.00
1325	TREASURER	*	51,510.40	0.00	51,510.40	6,888.75	29,621.65	15,000.00
13		**	333,157.40	13,100.00	346,257.40	55,606.38	245,716.75	44,934.27
A 1420.40	Legal		57,000.00	0.00	57,000.00	6,819.37	36,180.63	14,000.00

FIRE ISLAND UFSD

Appropriation Status Detail Report By Function From 7/1/2021 To 8/31/2021



Account	Description		Budget	Adjustments	Adj. Budget	Expensed	Encumbered	Available
1420	LEGAL	*	57,000.00	0.00	57,000.00	6,819.37	36,180.63	14,000.00
A 1430.40	Personnel		1,500.00	0.00	1,500.00	0.00	0.00	1,500.00
A 1430.45	Personnel		500.00	0.00	500.00	0.00	0.00	500.00
A 1430.49	Personnel		16,347.00	150.00	16,497.00	495.83	16,001.17	0.00
1430	PERSONNEL	*	18,347.00	150.00	18,497.00	495.83	16,001.17	2,000.00
A 1460.16	Records Management Officer		500.00	0.00	500.00	0.00	0.00	500.00
A 1460.20	Records Management - Equipment		500.00	0.00	500.00	0.00	0.00	500.00
A 1460.40	Records Management-Con Expenditure		5,000.00	452.42	5,452.42	452.42	4,980.00	20.00
A 1460.45	Records Management-Material/Supply		500.00	0.00	500.00	0.00	0.00	500.00
1460	RECORDS MANAGEMENT OFFICER	*	6,500.00	452.42	6,952.42	452.42	4,980.00	1,520.00
A 1480.49	Public Information Services - BOCES		15,000.00	0.00	15,000.00	0.00	15,000.00	0.00
1480	PUBLIC INFORMATION & SERVICES	*	15,000.00	0.00	15,000.00	0.00	15,000.00	0.00
14		**	96,847.00	602.42	97,449.42	7,767.62	72,161.80	17,520.00
A 1620.16	Operations Of Plant		123,821.46	0.00	123,821.46	22,102.40	84,756.91	16,962.15
A 1620.20	Operations Of Plant		3,000.00	0.00	3,000.00	0.00	2,142.24	857.76
A 1620.40	Operations Of Plant		115,000.00	9,201.09	124,201.09	11,051.85	65,649.24	47,500.00
A 1620.45	Operations Of Plant		12,500.00	0.00	12,500.00	1,610.67	7,664.77	3,224.56
1620	OPERATION OF PLANT	*	254,321.46	9,201.09	263,522.55	34,764.92	160,213.16	68,544.47
A 1621.16	Maintenance Of Plant		87,403.67	0.00	87,403.67	16,003.65	68,815.79	2,584.23
A 1621.20	Maintenance Of Plant		2,000.00	0.00	2,000.00	0.00	0.00	2,000.00
A 1621.40	Maintenance Of Plant		56,000.00	2,981.99	58,981.99	1,286.98	30,945.01	26,750.00
A 1621.45	Maintenance Of Plant		20,000.00	183.53	20,183.53	43.20	140.33	20,000.00
1621	MAINTENANCE OF PLANT	*	165,403.67	3,165.52	168,569.19	17,333.83	99,901.13	51,334.23
A 1660.45	Central Storeroom		5,000.00	200.00	5,200.00	295.18	3,654.82	1,250.00
1660	CENTRAL STOREROOM	*	5,000.00	200.00	5,200.00	295.18	3,654.82	1,250.00
A 1670.40	Central printing & mailing		4,500.00	0.00	4,500.00	1,120.00	0.00	3,380.00
1670	CENTRAL PRINTING & MAILING	*	4,500.00	0.00	4,500.00	1,120.00	0.00	3,380.00
A 1680.20	Central Data Processing		500.00	0.00	500.00	0.00	0.00	500.00
A 1680.40	Central Data Processing		1,000.00	0.00	1,000.00	0.00	0.00	1,000.00
A 1680.45	Central Data Processing		11,725.00	0.00	11,725.00	3,986.48	3,660.00	4,078.52
A 1680.49	Central Data Processing		97,683.00	0.00	97,683.00	196.55	97,486.45	0.00
1680	CENTRAL DATA PROCESSING	*	110,908.00	0.00	110,908.00	4,183.03	101,146.45	5,578.52
16		**	540,133.13	12,566.61	552,699.74	57,696.96	364,915.56	130,087.22

FIRE ISLAND UFSD

Appropriation Status Detail Report By Function From 7/1/2021 To 8/31/2021



Account	Description		Budget	Adjustments	Adj. Budget	Expensed	Encumbered	Available
A 1910.40	Unallocated Insurance		58,200.00	10,880.00	69,080.00	69,080.00	0.00	0.00
1910	UNALLOCATED INSURANCE	*	58,200.00	10,880.00	69,080.00	69,080.00	0.00	0.00
A 1981.49	Boces Administrative Charge		8,014.00	0.00	8,014.00	679.25	7,334.75	0.00
1981	BOCES ADMINISTRATIVE COSTS	*	8,014.00	0.00	8,014.00	679.25	7,334.75	0.00
19		**	66,214.00	10,880.00	77,094.00	69,759.25	7,334.75	0.00
1		***	1,328,016.58	38,263.75	1,366,280.33	232,798.10	863,551.06	269,931.17
A 2010.49	Curriculum Development		14,445.00	42.53	14,487.53	42.53	14,445.00	0.00
2010	CURRICULUM DEVEL & SUPERVISION	*	14,445.00	42.53	14,487.53	42.53	14,445.00	0.00
A 2020.15	Curriculum Development Administrative		137,000.00	0.00	137,000.00	25,849.05	111,150.95	0.00
2020	SUPERVISION-REGULAR SCHOOL	*	137,000.00	0.00	137,000.00	25,849.05	111,150.95	0.00
A 2070.40	In-Service Training		30,000.00	0.00	30,000.00	1,620.00	22,680.00	5,700.00
2070	INSERVICE TRAINING-INSTRUCTION	*	30,000.00	0.00	30,000.00	1,620.00	22,680.00	5,700.00
20		**	181,445.00	42.53	181,487.53	27,511.58	148,275.95	5,700.00
A 2110.10	Teaching Regular School		65,168.67	0.00	65,168.67	0.00	82,078.92	-16,910.25
A 2110.12	Teaching Regular School		808,347.03	0.00	808,347.03	748.86	732,670.95	74,927.22
A 2110.14	Teaching Regular School		15,000.00	0.00	15,000.00	495.09	0.00	14,504.91
A 2110.20	Teaching Regular School		5,000.00	0.00	5,000.00	1,847.79	2,818.49	333.72
A 2110.40	Teaching Regular School		15,000.00	1,493.90	16,493.90	3,452.51	2,680.68	10,360.71
A 2110.45	Teaching Regular School		15,000.00	202.53	15,202.53	908.61	3,404.93	10,888.99
A 2110.47	Teaching Regular School		235,000.00	161,707.00	396,707.00	10,592.00	245,973.00	140,142.00
A 2110.48	Teaching Regular School		10,000.00	1,227.87	11,227.87	902.87	550.00	9,775.00
A 2110.49	Teaching Regular School		7,462.00	0.00	7,462.00	0.00	7,462.00	0.00
2110	TEACHING-REGULAR SCHOOL	*	1,175,977.70	164,631.30	1,340,609.00	18,947.73	1,077,638.97	244,022.30
21		**	1,175,977.70	164,631.30	1,340,609.00	18,947.73	1,077,638.97	244,022.30
A 2250.15	Programs for Students w/ Disabilities		52,015.36	0.00	52,015.36	0.00	52,275.43	-260.07
A 2250.20	Programs for Students w/ Disabilities		1,000.00	0.00	1,000.00	0.00	0.00	1,000.00
A 2250.40	Programs for Students w/ Disabilities		16,000.00	0.00	16,000.00	0.00	3,500.00	12,500.00
A 2250.45	Programs for Students w/ Disabilities		1,500.00	0.00	1,500.00	0.00	0.00	1,500.00
A 2250.47	Programs for Students w/ Disabilities		85,000.00	82,800.00	167,800.00	-10,592.00	46,696.00	131,696.00
A 2250.49	Programs for Students w/ Disabilities		161,908.00	911.26	162,819.26	911.26	161,908.00	0.00
2250	PROGRAMS-STUDENTS W/ DISABIL	*	317,423.36	83,711.26	401,134.62	-9,680.74	264,379.43	146,435.93
22		**	317,423.36	83,711.26	401,134.62	-9,680.74	264,379.43	146,435.93
A 2330.49	Environmental Education - BOCES		23,348.00	2,293.40	25,641.40	2,293.40	23,348.00	0.00

FIRE ISLAND UFSD

Appropriation Status Detail Report By Function From 7/1/2021 To 8/31/2021



Account	Description		Budget	Adjustments	Adj. Budget	Expensed	Encumbered	Available
2330	TEACHING-SPECIAL SCHOOLS	*	23,348.00	2,293.40	25,641.40	2,293.40	23,348.00	0.00
23		**	23,348.00	2,293.40	25,641.40	2,293.40	23,348.00	0.00
A 2610.15	School Library		62,478.22	0.00	62,478.22	0.00	50,232.49	12,245.73
A 2610.20	School Library		300.00	0.00	300.00	0.00	0.00	300.00
A 2610.40	School Library		4,000.00	1,798.23	5,798.23	780.00	1,798.23	3,220.00
A 2610.45	School Library		500.00	0.00	500.00	0.00	0.00	500.00
A 2610.49	School Library		5,607.00	0.00	5,607.00	0.00	5,607.00	0.00
2610	SCHOOL LIBRARY & AUDIOVISUAL	*	72,885.22	1,798.23	74,683.45	780.00	57,637.72	16,265.73
A 2620.49	Educational TV - BOCES		1,305.00	0.00	1,305.00	0.00	1,305.00	0.00
2620	EDUCATIONAL TELEVISION	*	1,305.00	0.00	1,305.00	0.00	1,305.00	0.00
A 2630.15	Computer Assisted Instruction		121,194.32	0.00	121,194.32	22,980.00	98,814.04	-599.72
A 2630.20	Computer Assisted Instruction		2,000.00	651.50	2,651.50	0.00	651.50	2,000.00
A 2630.22	Computer Hardware		50,000.00	11,754.00	61,754.00	18,351.00	6,398.00	37,005.00
A 2630.40	Computer Assisted Instruction		20,000.00	3,378.00	23,378.00	1,345.00	3,378.00	18,655.00
A 2630.45	Computer Assisted Instruction		1,500.00	2,219.99	3,719.99	2,199.39	309.00	1,211.60
A 2630.46	Computer Software		5,500.00	0.00	5,500.00	0.00	0.00	5,500.00
2630	COMPUTER ASSISTED INSTRUCTION	*	200,194.32	18,003.49	218,197.81	44,875.39	109,550.54	63,771.88
26		**	274,384.54	19,801.72	294,186.26	45,655.39	168,493.26	80,037.61
A 2815.16	Health Services		96,083.04	0.00	96,083.04	863.80	96,766.54	-1,547.30
A 2815.20	Health Services		500.00	0.00	500.00	0.00	0.00	500.00
A 2815.40	Health Services		8,000.00	0.00	8,000.00	0.00	2,000.00	6,000.00
A 2815.45	Health Services		800.00	0.00	800.00	0.00	0.00	800.00
2815	HEALTH SERVICES-REGULAR SCHOOL	*	105,383.04	0.00	105,383.04	863.80	98,766.54	5,752.70
A 2820.40	Psychological Services		1,000.00	0.00	1,000.00	0.00	0.00	1,000.00
A 2820.45	Psychological Services		600.00	0.00	600.00	0.00	0.00	600.00
2820	PSYCHOLOGICAL SRVC-REG SCHOOL	*	1,600.00	0.00	1,600.00	0.00	0.00	1,600.00
A 2830.49	Pupil Personnel		2,500.00	0.00	2,500.00	0.00	2,500.00	0.00
2830	PUPIL PERSONNEL SRVC-SPEC SCHL	*	2,500.00	0.00	2,500.00	0.00	2,500.00	0.00
A 2850.15	Co Curricular Activities		17,000.00	0.00	17,000.00	132.65	0.00	16,867.35
A 2850.40	Co Curricular Activities		20,000.00	775.79	20,775.79	775.79	0.00	20,000.00
A 2850.45	Co Curricular Activities		1,000.00	0.00	1,000.00	0.00	0.00	1,000.00
2850	CO-CURRICULAR ACTIV-REG SCHL	*	38,000.00	775.79	38,775.79	908.44	0.00	37,867.35
28		**	147,483.04	775.79	148,258.83	1,772.24	101,266.54	45,220.05

FIRE ISLAND UFSD

Appropriation Status Detail Report By Function From 7/1/2021 To 8/31/2021



Account	Description		Budget	Adjustments	Adj. Budget	Expensed	Encumbered	Available
2		***	2,120,061.64	271,256.00	2,391,317.64	86,499.60	1,783,402.15	521,415.89
A 5510.16	District Transportation		374,602.68	0.00	374,602.68	22,799.75	389,350.63	-37,547.70
A 5510.16B			25,000.00	0.00	25,000.00	989.04	0.00	24,010.96
A 5510.20	District Transportation		1,000.00	0.00	1,000.00	0.00	0.00	1,000.00
A 5510.21	District Transportation		70,000.00	70,000.00	140,000.00	0.00	70,000.00	70,000.00
A 5510.40	District Transportation		100,000.00	10,091.25	110,091.25	7,745.50	13,525.00	88,820.75
A 5510.45	District Transportation		55,000.00	4,082.15	59,082.15	4,241.46	36,943.49	17,897.20
A 5510.49	District Transportation		3,266.00	135.00	3,401.00	919.50	2,481.50	0.00
5510	DISTRICT TRANSPORT-MEDICAID	*	628,868.68	84,308.40	713,177.08	36,695.25	512,300.62	164,181.21
A 5530.16	Garage Building		8,785.10	0.00	8,785.10	1,669.50	7,178.90	-63.30
A 5530.20	Garage Building		3,000.00	0.00	3,000.00	0.00	0.00	3,000.00
A 5530.40	Garage Building		10,000.00	0.00	10,000.00	255.19	7,744.81	2,000.00
A 5530.45	Garage Building		500.00	0.00	500.00	0.00	0.00	500.00
5530	GARAGE BUILDING	*	22,285.10	0.00	22,285.10	1,924.69	14,923.71	5,436.70
A 5581.49	Mobile Safety Bus - BOCES		1,020.00	0.00	1,020.00	0.00	1,020.00	0.00
5581	TRANSPORTATION FROM BOCES	*	1,020.00	0.00	1,020.00	0.00	1,020.00	0.00
55		**	652,173.78	84,308.40	736,482.18	38,619.94	528,244.33	169,617.91
5		***	652,173.78	84,308.40	736,482.18	38,619.94	528,244.33	169,617.91
A 7140.16	Community Recreation		21,491.73	0.00	21,491.73	2,179.10	9,370.09	9,942.54
A 7140.40	Community Recreation		15,000.00	0.00	15,000.00	0.00	295.00	14,705.00
A 7140.45	Community Recreation		5,000.00	42.36	5,042.36	84.72	3,559.16	1,398.48
7140	RECREATION	*	41,491.73	42.36	41,534.09	2,263.82	13,224.25	26,046.02
71		**	41,491.73	42.36	41,534.09	2,263.82	13,224.25	26,046.02
7		***	41,491.73	42.36	41,534.09	2,263.82	13,224.25	26,046.02
A 9010.80	State Retirement		128,541.00	0.00	128,541.00	0.00	0.00	128,541.00
9010	STATE RETIREMENT	*	128,541.00	0.00	128,541.00	0.00	0.00	128,541.00
A 9020.80	Teacher Retirement		180,822.00	0.00	180,822.00	0.00	0.00	180,822.00
9020	TEACHERS' RETIREMENT	*	180,822.00	0.00	180,822.00	0.00	0.00	180,822.00
A 9030.80	Social Security		203,016.00	0.00	203,016.00	15,200.55	351,658.78	-163,843.33
9030	SOCIAL SECURITY	*	203,016.00	0.00	203,016.00	15,200.55	351,658.78	-163,843.33
A 9040.80	Worker Compensation		1,000.00	0.00	1,000.00	0.00	0.00	1,000.00
9040	WORKERS' COMPENSATION	*	1,000.00	0.00	1,000.00	0.00	0.00	1,000.00
A 9045.80	Life Insurance		3,000.00	0.00	3,000.00	1,357.87	0.00	1,642.13

FIRE ISLAND UFSD

Appropriation Status Detail Report By Function From 7/1/2021 To 8/31/2021



Account	Description		Budget	Adjustments	Adj. Budget	Expensed	Encumbered	Available
9045	LIFE INSURANCE	*	3,000.00	0.00	3,000.00	1,357.87	0.00	1,642.13
A 9050.80	Unemployment Insurance		1,000.00	0.00	1,000.00	0.00	0.00	1,000.00
9050	UNEMPLOYMENT INSURANCE	*	1,000.00	0.00	1,000.00	0.00	0.00	1,000.00
A 9055.80	Disability Insurance		1,000.00	0.00	1,000.00	0.00	0.00	1,000.00
9055	DISABILITY INSURANCE	*	1,000.00	0.00	1,000.00	0.00	0.00	1,000.00
A 9060.80	Hospital & Dental Insurance		952,000.00	-13,080.00	938,920.00	128,408.18	759,199.62	51,312.20
9060	HOSPITAL, MEDICAL & DENTAL INS	*	952,000.00	-13,080.00	938,920.00	128,408.18	759,199.62	51,312.20
A 9070.80	Unused Sick Leave Payment		83,233.05	0.00	83,233.05	0.00	0.00	83,233.05
9070	UNION WELFARE BENEFITS	*	83,233.05	0.00	83,233.05	0.00	0.00	83,233.05
A 9089.80	Medicare Reimbursement		20,000.00	0.00	20,000.00	0.00	0.00	20,000.00
9089	OTHER	*	20,000.00	0.00	20,000.00	0.00	0.00	20,000.00
90		**	1,573,612.05	-13,080.00	1,560,532.05	144,966.60	1,110,858.40	304,707.05
9		***	1,573,612.05	-13,080.00	1,560,532.05	144,966.60	1,110,858.40	304,707.05
Fund ATotals:			5,715,355.78	380,790.51	6,096,146.29	505,148.06	4,299,280.19	1,291,718.04
Grand Totals:			5,715,355.78	380,790.51	6,096,146.29	505,148.06	4,299,280.19	1,291,718.04

FIRE ISLAND UFSD

Revenue Status Report From 7/1/2021 To 8/31/2021



Account	Description	Budget	Adjustments	Revised Budget	Revenue Earned	Unearned Revenue
A 1001	Real Property Tax	5,082,291.00	0.00	5,082,291.00	0.00	5,082,291.00
A 1040	Appropriation Of Planned Balance	150,000.00	0.00	150,000.00	0.00	150,000.00
A 1041	Special Taxes - Suffolk County	630,000.00	0.00	630,000.00	0.00	630,000.00
A 1085	School Tax Relief " Star "	9,829.00	0.00	9,829.00	0.00	9,829.00
A 1311	Day School Tuition From individuals	51,000.00	0.00	51,000.00	6,464.94	44,535.06
A 1315	Adult Education	3,500.00	0.00	3,500.00	350.00	3,150.00
A 1335	Student Fees & Charges	1,500.00	0.00	1,500.00	0.00	1,500.00
A 2401	Interest & Earnings	9,816.00	0.00	9,816.00	233.15	9,582.85
A 2665	Sale Of Equipment	3,000.00	0.00	3,000.00	0.00	3,000.00
A 2666	Sale Of Transportation Equipment	6,500.00	0.00	6,500.00	0.00	6,500.00
A 2701	Refund Of Prior Year Expense	6,500.00	0.00	6,500.00	0.00	6,500.00
A 2770	Other Unclassified Revenues	0.00	0.00	0.00	9,403.00	-9,403.00
A 3101	Basic State Aid	269,039.00	0.00	269,039.00	0.00	269,039.00
A 3101.EX	Excess Cost Aid	50,000.00	0.00	50,000.00	0.00	50,000.00
A 3102	Lottery Aid	16,264.00	0.00	16,264.00	0.00	16,264.00
A 3103	Boces Aid	53,255.00	0.00	53,255.00	26,008.40	27,246.60
A 3260	Textbook Aid	2,287.00	0.00	2,287.00	0.00	2,287.00
A 3262	Computer Software Aid	450.00	0.00	450.00	0.00	450.00
A 3263	Library Aid	125.00	0.00	125.00	0.00	125.00
A Totals:		6,345,356.00	0.00	6,345,356.00	42,459.49	6,302,896.51
Grand Totals:		6,345,356.00	0.00	6,345,356.00	42,459.49	6,302,896.51

FIRE ISLAND UFSD



Cash Disbursement Schedule Report For A - 2: Cash Disbursement

Check / Ref #	Manual Check	Date	Vendor ID	Vendor Name PO Number	Account	Explanation	Paid	Liquidated
2312	☐	08/25/2021	1123	NYS INCOME TAX	A 21	Trust & Agency Payment	1,998.02	0.00
Check Totals:							1,998.02	0.00
2313	☐	08/25/2021	1126	NYS EMPLOYEES' RETIREMENT SYSTEM	A 18	Trust & Agency Payment	64.06	0.00
Check Totals:							64.06	0.00
2314	☐	08/25/2021	2076	FICA	A 26	Trust & Agency Payment	2,415.72	0.00
							2,415.72	0.00
							586.27	0.00
							586.27	0.00
Check Totals:							6,003.98	0.00
2315	☐	08/25/2021	2910	Federal 941 Withholding	A 22	Trust & Agency Payment	5,416.95	0.00
Check Totals:							5,416.95	0.00
2316	☐	08/25/2021	3228	Fire Island UFSD	A 20.1	Trust & Agency Payment	551.94	0.00
Check Totals:							551.94	0.00
2317	☐	08/25/2021	3272	Fire Island UFSD - T & A	A 29	Trust & Agency Payment	550.00	0.00
							1,547.00	0.00
Check Totals:							2,097.00	0.00
2318	☐	08/25/2021	3453	Net Pay - Fire Island UFSD	A 10	Trust & Agency Payment	26,971.17	0.00
Check Totals:							26,971.17	0.00
2319	☒	08/13/2021	3453	Net Pay - Fire Island UFSD		Trust & Agency Payment		

FIRE ISLAND UFSD



Cash Disbursement Schedule Report For A - 2: Cash Disbursement

Check / Ref #	Manual Check	Date	Vendor ID	Vendor Name PO Number	Account	Explanation	Paid	Liquidated
					A 10		26,274.33	0.00
Check Totals:							26,274.33	0.00
2320	☒	08/13/2021	1126	NYS EMPLOYEES' RETIREMENT SYSTEM		Trust & Agency Payment		
					A 18		64.06	0.00
Check Totals:							64.06	0.00
2321	☒	08/13/2021	2076	FICA		Trust & Agebcy Payment		
					A 26		6,078.32	0.00
Check Totals:							6,078.32	0.00
2322	☒	08/13/2021	1123	NYS INCOME TAX		Trust & Agency Payment		
					A 21		1,986.99	0.00
Check Totals:							1,986.99	0.00
2323	☒	08/13/2021	2910	Federal 941 Withholding		Trust & Agency Payment		
					A 22		5,397.04	0.00
Check Totals:							5,397.04	0.00
2324	☒	08/13/2021	3228	Fire Island UFSD		Trust & Agency Payment		
					A 20.1		551.94	0.00
Check Totals:							551.94	0.00
2325	☒	08/13/2021	3272	Fire Island UFSD - T & A		Trust & Agebcy Payment		
					A 29		2,097.00	0.00
Check Totals:							2,097.00	0.00
4552	☐	08/10/2021	2592	AFLAC				
					A 20		1,674.76	0.00
Check Totals:							1,674.76	0.00
29694	☐	08/04/2021	1183	APPLE COMPUTER, INC. 4402				
					A 2630.22		11,754.00	11,754.00

FIRE ISLAND UFSD



Cash Disbursement Schedule Report For A - 2: Cash Disbursement

Check / Ref #	Manual Check	Date	Vendor ID	Vendor Name	PO Number	Account	Explanation	Paid	Liquidated
					5081	A 2630.22		6,597.00	6,597.00
					5081	A 2630.40		1,345.00	1,345.00
Check Totals:								19,696.00	19,696.00
29695	☐	08/04/2021	1999	Bank of America Business Card					
					5040	A 1240.20		209.94	209.94
					5045	A 2110.45		500.81	500.81
					5090	A 2110.20		70.00	70.00
					5101	A 2110.20		79.00	79.00
					5094	A 2110.40		36.18	36.18
					5041	A 7140.45		42.36	42.36
					5077	A 2110.20		84.00	84.00
					5076	A 2110.20		95.00	95.00
					5038	A 2110.40		57.68	57.68
					5115	A 1240.40		299.88	299.88
					5114	A 1240.40		15.99	15.99
Check Totals:								1,490.84	1,490.84
29696	☐	08/04/2021	1096	Bay Shore UFSD					
					4449	A 2110.47		272,211.06	272,211.06
					4449	A 2250.47		82,800.00	82,800.00
Check Totals:								355,011.06	355,011.06
29697	☐	08/04/2021	3830	Brennan Landscaping Co.					
					4002	A 1620.40		4,365.00	4,365.00
					4002	A 1620.40		1,250.00	1,250.00
Check Totals:								5,615.00	5,615.00
29698	☐	08/04/2021	1004	Costello's Ace Hardware					
					5098	A 1620.45		208.88	208.88
Check Totals:								208.88	208.88
29699	☐	08/04/2021	1835	EASTERN SUFFOLK BOCES					

FIRE ISLAND UFSD



Cash Disbursement Schedule Report For A - 2: Cash Disbursement

Check / Ref #	Manual Check	Date	Vendor ID	Vendor Name	PO Number	Account	Explanation	Paid	Liquidated
					4037	A 1430.49		150.00	150.00
					4037	A 2010.49		42.53	42.53
					4037	A 2250.49		911.26	911.26
					4037	A 5510.49		135.00	135.00
					4037	A 2330.49		2,293.40	2,293.40
					5112	A 1430.49		345.83	345.83
					5112	A 5510.49		784.50	784.50
Check Totals:								4,662.52	4,662.52
29700	☐	08/04/2021	2895	Edge Document Solutions,LLC					
					5079	A 1310.40		467.83	467.83
Check Totals:								467.83	467.83
29701	☐	08/04/2021	3026	Finance Manager					
					5083	A 1310.40		7,757.00	7,757.00
Check Totals:								7,757.00	7,757.00
29702	☐	08/04/2021	1054	FIRE ISLAND FERRIES, INC.					
					4039	A 1620.40		324.15	324.15
Check Totals:								324.15	324.15
29703	☐	08/04/2021	1245	GALAXIE COFFEE SERVICE					
					5023	A 1620.40		285.80	285.80
Check Totals:								285.80	285.80
29704	☐	08/04/2021	3074	GovConnection					
					5095	A 1240.45		14.20	14.20
					5095	A 1680.45		2,179.40	2,179.40
Check Totals:								2,193.60	2,193.60
29705	☐	08/04/2021	2507	GUERCIO AND GUERCIO					
					5010	A 1420.40		902.71	902.71
Check Totals:								902.71	902.71

FIRE ISLAND UFSD



Cash Disbursement Schedule Report For A - 2: Cash Disbursement

Check / Ref #	Manual Check	Date	Vendor ID	Vendor Name	PO Number	Account	Explanation	Paid	Liquidated
29706	☐	08/04/2021	1023	I. JANVEY AND SONS, INC.	4430	A 1621.45		43.20	43.20
Check Totals:								43.20	43.20
29707	☐	08/04/2021	2429	ISLIP CHIEF SCHOOL ADMINI. ASSOC.	5097	A 1240.40		500.00	500.00
Check Totals:								500.00	500.00
29708	☐	08/04/2021	3799	Johnson Controls Security Solutions	5066	A 1621.40		525.00	525.00
Check Totals:								525.00	525.00
29709	☐	08/04/2021	1441	LAKESHORE LEARNING MATERIALS	5032	A 2110.40		344.81	344.81
					5053	A 2110.40		132.65	132.65
Check Totals:								477.46	477.46
29710	☐	08/04/2021	3963	LLN Consulting Group	5109	A 2070.40		1,620.00	1,620.00
Check Totals:								1,620.00	1,620.00
29711	☐	08/04/2021	3013	Loyola Education Group	5085	A 2110.40		299.40	299.40
Check Totals:								299.40	299.40
29712	☐	08/04/2021	2840	MUSIC And ARTS CENTER	5071	A 2110.20		64.16	64.16
Check Totals:								64.16	64.16
29713	☐	08/04/2021	3580	PSEG Long Island, LLC	5028	A 5530.40		255.19	255.19
					5029	A 1620.40		1,242.08	1,242.08

FIRE ISLAND UFSD



Cash Disbursement Schedule Report For A - 2: Cash Disbursement

Check / Ref #	Manual Check	Date	Vendor ID	Vendor Name PO Number	Account	Explanation	Paid	Liquidated
Check Totals:							1,497.27	1,497.27
29714	☐	08/04/2021	2908	Really Good Stuff 5033	A 2110.40		140.40	140.40
Check Totals:							140.40	140.40
29715	☐	08/04/2021	2456	STAPLES Contract & Commercial 5062	A 1660.45		176.79	176.79
				5037	A 2110.40		75.97	75.97
				5037	A 2110.40		32.76	32.76
				5037	A 2110.40		63.24	63.24
				5037	A 2110.40		32.49	32.49
				5037	A 2110.40		51.18	51.18
				5037	A 2110.40		31.49	31.49
				5034	A 2110.40		38.58	38.58
				5093	A 2110.45		32.37	32.37
				5093	A 2110.45		181.96	181.96
				5093	A 2110.45		26.98	26.98
Check Totals:							743.81	743.81
29716	☐	08/04/2021	1443	SUCCESS BY DESIGN, INC. 5035	A 2110.40		157.36	157.36
Check Totals:							157.36	157.36
29717	☐	08/04/2021	3103	Syntax Communications 5111	A 1670.40		1,120.00	1,120.00
Check Totals:							1,120.00	1,120.00
29718	☐	08/04/2021	3922	The New York Times 5086	A 2610.40		780.00	780.00
Check Totals:							780.00	780.00
29719	☐	08/04/2021	2485	TOWN OF ISLIP				

FIRE ISLAND UFSD



Cash Disbursement Schedule Report For A - 2: Cash Disbursement

Check / Ref #	Manual Check	Date	Vendor ID	Vendor Name	PO Number	Account	Explanation	Paid	Liquidated
					4159	A 5510.45		4,082.15	4,082.15
Check Totals:								4,082.15	4,082.15
29720	☐	08/04/2021	2111	Verizon					
					5057	A 1620.40		901.25	901.25
Check Totals:								901.25	901.25
29721	☐	08/04/2021	3305	Wilson Language Training Corp.					
					5054	A 2110.20		760.63	760.63
					5054	A 2110.40		9.63	9.63
Check Totals:								770.26	770.26
29722	☐	08/04/2021	3814	Windstream Communications, Inc					
					5067	A 1620.40		0.39	0.39
Check Totals:								0.39	0.39
29723	☐	08/10/2021	2431	VERIZON WIRELESS					
					5059	A 1620.45		509.52	509.52
Check Totals:								509.52	509.52
29724	☐	08/10/2021	3568	Allstate Sign & Plaque Corp.					
					5099	A 1620.45		147.45	147.45
Check Totals:								147.45	147.45
29725	☐	08/10/2021	3932	Association of Title IX Administrators					
					4325	A 2110.48		699.00	699.00
Check Totals:								699.00	699.00
29726	☐	08/10/2021	2947	Baldwin Automotive					
					4411	A 5510.40		7,097.50	7,097.50
Check Totals:								7,097.50	7,097.50
29727	☐	08/10/2021	3832	Benetech, Inc.					

FIRE ISLAND UFSD



Cash Disbursement Schedule Report For A - 2: Cash Disbursement

Check / Ref #	Manual Check	Date	Vendor ID	Vendor Name	PO Number	Account	Explanation	Paid	Liquidated
					5013	A 1310.40		72.50	72.50
Check Totals:								72.50	72.50
29728	☐	08/10/2021	3830	Brennan Landscaping Co.					
					4002	A 1620.40		1,080.00	1,080.00
Check Totals:								1,080.00	1,080.00
29729	☐	08/10/2021	1835	EASTERN SUFFOLK BOCES					
					5112	A 1680.49		196.55	196.55
					5112	A 1981.49		679.25	679.25
Check Totals:								875.80	875.80
29730	☐	08/10/2021	1115	FIRE ISLAND BOTTLE GAS CORP.					
					5021	A 1621.40		698.00	698.00
Check Totals:								698.00	698.00
29731	☐	08/10/2021	2468	FIRST RELIANCE STANDARD LIFE INSUR.					
					5005	A 9060.80		3,202.80	3,202.80
Check Totals:								3,202.80	3,202.80
29732	☐	08/10/2021	3074	GovConnection					
					5095	A 1680.45		1,807.08	1,807.08
					5095	A 2630.45		2,179.40	2,179.40
Check Totals:								3,986.48	3,986.48
29733	☐	08/10/2021	1718	GRAINGER					
					5100	A 1620.45		38.41	38.41
					5100	A 1620.45		222.52	222.52
Check Totals:								260.93	260.93
29734	☐	08/10/2021	2507	GUERCIO AND GUERCIO					
					5009	A 1420.40		2,958.33	2,958.33
					5009	A 1420.40		2,958.33	2,958.33

FIRE ISLAND UFSD



Cash Disbursement Schedule Report For A - 2: Cash Disbursement

Check / Ref #	Manual Check	Date	Vendor ID	Vendor Name PO Number	Account	Explanation	Paid	Liquidated
Check Totals:							5,916.66	5,916.66
29735	☐	08/10/2021	3825	Love The Plumber 5075	A 1620.45		483.89	483.89
Check Totals:							483.89	483.89
29736	☐	08/10/2021	3066	MakeMusic, Inc. 5092	A 2110.40		319.79	319.79
Check Totals:							319.79	319.79
29737	☐	08/10/2021	2314	NCS Pearson, Inc 5089	A 2110.40		325.00	325.00
Check Totals:							325.00	325.00
29738	☐	08/10/2021	1139	PATTHEY FLOWERS, INC. 4417	A 2110.45		108.95	108.95
Check Totals:							108.95	108.95
29739	☐	08/10/2021	3351	Suffolk County Comm., Inc. 5063	A 5510.40		324.00	324.00
Check Totals:							324.00	324.00
29740	☐	08/10/2021	2485	TOWN OF ISLIP 5065	A 5510.45		159.31	159.31
Check Totals:							159.31	159.31
29741	☐	08/10/2021	2111	Verizon 5058	A 1621.40		31.99	31.99
Check Totals:							31.99	31.99
29742	☐	08/11/2021	1119	NYS EMP. HEALTH INS PENDING A/ 5008	A 9060.80		67,189.66	67,189.66
Check Totals:							67,189.66	67,189.66

FIRE ISLAND UFSD



Cash Disbursement Schedule Report For A - 2: Cash Disbursement

Check / Ref #	Manual Check	Date	Vendor ID	Vendor Name	PO Number	Account	Explanation	Paid	Liquidated
29743	☐	08/26/2021	2455	New York Schools Insurance Reciprocal	5133	A 1910.40		53,375.00	53,375.00
Check Totals:								53,375.00	53,375.00
8132021	☐	08/13/2021	2941	PAYROLL EXPENDITURE			Payroll Summary 8/13/2021		
						A 1040.16		3,693.15	0.00
						A 1240.15		2,692.31	0.00
						A 1240.16		1,660.84	0.00
						A 1310.15		4,133.25	0.00
						A 1325.16		1,377.75	0.00
						A 1620.16		4,274.96	0.00
						A 1621.16		3,200.73	0.00
						A 2630.15		4,596.00	0.00
						A 5510.16		4,393.10	0.00
						A 5530.16		333.90	0.00
						A 7140.16		435.82	0.00
						A 1310.16		3,930.81	0.00
						A 2020.15		5,169.81	0.00
						A 522		39,892.43	0.00
						A 500		-39,892.43	0.00
Check Totals:								39,892.43	0.00
8272021	☐	08/27/2021	2941	PAYROLL EXPENDITURE			Payroll Summary 8/27/2021		
				212022		A 1040.16		3,693.15	3,693.15
				212022		A 1240.15		2,692.31	2,692.31
				212022		A 1240.16		1,521.74	1,521.74
				212022		A 1310.15		4,133.25	4,133.25
				212022		A 1325.16		1,377.75	1,377.75
				212022		A 1620.16		4,985.80	4,985.80
				212022		A 1621.16		3,200.73	3,200.73
				212022		A 2630.15		4,596.00	4,596.00
				212022		A 2850.15		132.65	0.00
				212022		A 5510.16		4,393.10	4,393.10

FIRE ISLAND UFSD



Cash Disbursement Schedule Report For A - 2: Cash Disbursement

Check / Ref #	Manual Check	Date	Vendor ID	Vendor Name	Explanation		
				PO Number	Account	Paid	Liquidated
				212022	A 5530.16	333.90	333.90
				212022	A 7140.16	435.82	435.82
				212022	A 1310.16	3,930.81	3,930.81
				212022	A 2020.15	5,169.81	5,169.81
				212022	A 522	40,596.82	0.00
				212022	A 500	-40,596.82	0.00
				212022	A 521	-40,464.17	0.00
				212022	A 821	40,464.17	0.00
Check Totals:						40,596.82	40,464.17

Number of Cash Disbursements: 67						Grand Totals:	726,918.54	599,665.90
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Account Distribution Totals

Account	Description	Total Expensed	Total Liquidated
A 10	Consolidated Payroll	53,245.50	0.00
A 1040.16	District Clerk	7,386.30	3,693.15
A 1240.15	Central Administration	5,384.62	2,692.31
A 1240.16	Central Administration	3,182.58	1,521.74
A 1240.20	Central Administration	209.94	209.94
A 1240.40	Central Administration	815.87	815.87
A 1240.45	Central Administration	14.20	14.20
A 1310.15	Business Administration	8,266.50	4,133.25
A 1310.16	Business Administration	7,861.62	3,930.81
A 1310.40	Business Admin	8,297.33	8,297.33
A 1325.16	District Treasurer	2,755.50	1,377.75
A 1420.40	Legal	6,819.37	6,819.37
A 1430.49	Personnel	495.83	495.83
A 1620.16	Operations Of Plant	9,260.76	4,985.80
A 1620.40	Operations Of Plant	9,448.67	9,448.67
A 1620.45	Operations Of Plant	1,610.67	1,610.67
A 1621.16	Maintenance Of Plant	6,401.46	3,200.73
A 1621.40	Maintenance Of Plant	1,254.99	1,254.99
A 1621.45	Maintenance Of Plant	43.20	43.20

FIRE ISLAND UFSD



Cash Disbursement Schedule Report For A - 2: Cash Disbursement

Check / Ref #	Manual Check	Date	Vendor ID	Vendor Name	Explanation		Paid	Liquidated
			PO Number	Account				
Account	Description				Total Expensed	Total Liquidated		
A 1660.45	Central Storeroom				176.79	176.79		
A 1670.40	Central printing & mailing				1,120.00	1,120.00		
A 1680.45	Central Data Processing				3,986.48	3,986.48		
A 1680.49	Central Data Processing				196.55	196.55		
A 18	State Retirement				128.12	0.00		
A 1910.40	Unallocated Insurance				53,375.00	53,375.00		
A 1981.49	Boces Administrative Charge				679.25	679.25		
A 20	Group Insurance AFLAC				1,674.76	0.00		
A 20.1	Group Health Insurance				1,103.88	0.00		
A 2010.49	Curriculum Development				42.53	42.53		
A 2020.15	Curriculum Development Administrative				10,339.62	5,169.81		
A 2070.40	In-Service Training				1,620.00	1,620.00		
A 21	NYS Income Tax				3,985.01	0.00		
A 2110.20	Teaching Regular School				1,152.79	1,152.79		
A 2110.40	Teaching Regular School				2,148.61	2,148.61		
A 2110.45	Teaching Regular School				851.07	851.07		
A 2110.47	Teaching Regular School				272,211.06	272,211.06		
A 2110.48	Teaching Regular School				699.00	699.00		
A 22	Federal Income Tax				10,813.99	0.00		
A 2250.47	Programs for Students w/ Disabilities				82,800.00	82,800.00		
A 2250.49	Programs for Students w/ Disabilities				911.26	911.26		
A 2330.49	Environmental Education - BOCES				2,293.40	2,293.40		
A 26	FICA Liability				12,082.30	0.00		
A 2610.40	School Library				780.00	780.00		
A 2630.15	Computer Assisted Instruction				9,192.00	4,596.00		
A 2630.22	Computer Hardware				18,351.00	18,351.00		
A 2630.40	Computer Assisted Instruction				1,345.00	1,345.00		
A 2630.45	Computer Assisted Instruction				2,179.40	2,179.40		
A 2850.15	Co Curricular Activities				132.65	0.00		
A 29	Tax Shelter Annuities				4,194.00	0.00		
A 500	Payroll Clearing				-80,489.25	0.00		
A 5510.16	District Transportation				8,786.20	4,393.10		

FIRE ISLAND UFSD



Cash Disbursement Schedule Report For A - 2: Cash Disbursement

Check / Ref #	Manual Check	Date	Vendor ID	Vendor Name	Explanation				
				PO Number	Account			Paid	Liquidated
Account	Description				Total Expensed	Total Liquidated			
A 5510.40	District Transportation				7,421.50	7,421.50			
A 5510.45	District Transportation				4,241.46	4,241.46			
A 5510.49	District Transportation				919.50	919.50			
A 5530.16	Garage Building				667.80	333.90			
A 5530.40	Garage Building				255.19	255.19			
A 7140.16	Community Recreation				871.64	435.82			
A 7140.45	Community Recreation				42.36	42.36			
A 9060.80	Hospital & Dental Insurance				70,392.46	70,392.46			
Fund A Totals:					726,918.54	599,665.90			
Grand Totals:					726,918.54	599,665.90			

General Ledger Summary Postings

Account	Description	Debits	Credits
A 204	HSBC Checking	0.00	559,201.73
A 204-1	HSBC Payroll	0.00	87,227.56
A 521	Encumbrances	0.00	559,201.73
A 522	Expenditures	559,201.73	0.00
A 821	Reserve For Encumbrances	559,201.73	0.00

Fire Island UFSD[illegible]



Budget Transfer Schedule Report For A - 2: Budget Transfer

Ref Number	Date	Budget Transfer Description	Approval Status		
Account	Account Description	Detail Description		Transfer Out	Transfer In
84	08/26/2021	To Cover cost of school Insurance	Not Required		
A 1910.40	Unallocated Insurance				10,880.00
A 9060.80	Hospital & Dental Insurance			10,880.00	
Grand Totals:				10,880.00	10,880.00

Number of Budget Transfers: 1	Net Amount:	0.00
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Account Distribution Totals			
Account	Description	Debits	Credits
A 1910.40	Unallocated Insurance	0.00	10,880.00
A 9060.80	Hospital & Dental Insurance	10,880.00	0.00
Fund A Totals:		10,880.00	10,880.00
Grand Totals:		10,880.00	10,880.00

Fire Island School CASH Transfer Form

FM BT		General Ledger		
Date	Account and Description	From:	To:	Reason
9/14/2021	General Fund Money Market (A205) 937623156	200,000.00		
9/14/2021	General Fund Checking (A204) 937290947		200,000.00	9/14/2021 Warrant
9/14/2021	General Fund Money Market (A205) 937623156	200,000.00		
9/14/2021	General Fund Checking (TA204) 937291374		200,000.00	Sept/October Payroll
		400,000.00	400,000.00	-
		Difference	-	

	A	B	C	D	E	F
1	9/14/2021, Warrant					
2	<u>Vendor</u>	<u>Description</u>	<u>P.O. #</u>	<u>Invoice Amount</u>	<u>Vendor Total</u>	<u>Check Number</u>
3						
4	AIM Industrial Maintenance	Invoice # 23391	5017	\$2,953.00	\$2,953.00	29744
5						
6	Arthur H. Kopelman	Adult Ed. Invoice # 2021FISD1	5102	\$750.00	\$750.00	29747
7						
8	Anderson Fire Equipment Co. Inc.	Invoice # 3080	5117	\$200.00	\$200.00	29745
9						
10	Apple Computer, Inc.	Invoice # AF22474744	5081	\$3,199.00		
11		Invoice # AF22463130	5081	\$3,199.00		
12		Invoice # 1809676522	5108	\$49.00	\$6,447.00	29746
13						
14	Bale Company	Invoice # 31003913000	5074	\$108.50	\$108.50	29748
15						
16	Bank of America Credit Card					
17		AT&T Easycharge consumer	5040	\$34.99		
18		Wall Street Journal subscription	5047	\$116.97		
19		Spotify	5114	\$15.99		
20		AT&T Easycharge consumer	5040	\$34.99		
21		Newsday subscription	5041	\$42.36		
22		Apple I tunes	5043	\$14.95		
23		AT&T Easycharge consumer	5040	\$34.99		
24		Amazon	5128	\$188.91		
25		Amazon	5047	\$20.68		
26		AT&T Easycharge consumer	5040	\$34.99	\$539.82	29749
27						

	A	B	C	D	E	F
1	9/14/2021, Warrant					
2	<u>Vendor</u>	<u>Description</u>	<u>P.O. #</u>	<u>Invoice Amount</u>	<u>Vendor Total</u>	<u>Check Number</u>
28	Barnwell House of Tires	Invoice # 1481026	5014	\$575.64		
29		Invoice # 1480758	5014	-\$309.36		
30		Invoice # 1484549	5014	\$311.52		
31		Invoice # 1486999	5014	\$252.00	\$829.80	29750
32						
33	Benetech, Inc.	Invoice # 34199	5013	\$65.00	\$65.00	29751
34						
35	Brennan Landscaping Co	Invoice # 2150	5011	\$3,001.00	\$3,001.00	29752
36						
37	Carson-Dellosa Education	Invoice # 685639	5031	\$33.98	\$33.98	29753
38						
39	Dale Wycoff	Adult Ed. Refund	5142	\$15.00	\$15.00	29755
40						
41	Dawn Lippert	Water Taxi	5126	\$12.00	\$12.00	29756
42						
43	Eddie Eisele	Adult Ed. Refund	5143	\$15.00	\$15.00	29758
44						
45	Eastern Suffolk BOCES	Invoice #C009-22	5112	\$953.23	\$953.23	29757
46						
47	East Islip Paint & Wallpaper/Costellos	Invoice # 23166/P	5127	\$257.73		
48		Invoice # 207235/P	5113	\$165.98	\$423.71	29754
49						
50	Fire Island Ferries, Inc.	Invoice # F21-28429	5022	\$299.45	\$299.45	29759
51						
52	First Reliance Standard Life , Ins.	Policy #137-005554-00001	5005	\$3,202.80	\$3,202.80	29760

	A	B	C	D	E	F
1	9/14/2021, Warrant					
2	<u>Vendor</u>	<u>Description</u>	<u>P.O. #</u>	<u>Invoice Amount</u>	<u>Vendor Total</u>	<u>Check Number</u>
53						
54	Galaxie Coffee Service	Invoice # 931534	5023	\$140.15		
55		Invoice # 931702	5023	\$128.55	\$268.70	29761
56						
57	Grainger	Invoice # 9024235088	5100	\$47.96		
58		Invoice # 831334412	5120	\$209.64		
59		Invoice # 9040048721	5137	\$1,604.07		
60		Invoice # 9040048713	5138	\$101.28	\$1,962.95	29762
61						
62	Great Minds, LLC	Invoice # 078221	5087	\$2,068.90	\$2,068.90	29763
63						
64	Guercio and Guercio, LLP	9/1/2021 Retainer	5009	\$2,958.33	\$2,958.33	29764
65						
66	Iron Mountain	Invoice # DVG729	5024	\$452.42	\$452.42	29765
67						
68	Islip Town School Board Association	2021-2022 Dues Invoice # ITSBA	5123	\$50.00	\$50.00	29766
69						
70	Judi Phelan	Water Taxi 7/13/2021	5124	\$78.00	\$78.00	29767
71						
72	Learning A-Z, LLC	Invoice # 4082882	5121	\$979.20	\$979.20	29768
73						
74	LNN Consulting Corp	Invoice # 1321	5109	\$1,620.00	\$1,620.00	29769
75						
76	Loyola Education Group	Invoice #7023698A	5085	\$35.93	\$35.93	29770
77						

	A	B	C	D	E	F
1	9/14/2021, Warrant					
2	<u>Vendor</u>	<u>Description</u>	<u>P.O. #</u>	<u>Invoice Amount</u>	<u>Vendor Total</u>	<u>Check Number</u>
78	Martha Mason	Adult Ed. Refund	5141	\$10.00	\$10.00	29771
79						
80	Mayerson Academy	Invoice # 1787	5122	\$35.00		
81		Invoice # 1769	5096	\$500.00	\$535.00	29772
82						
83	NYS Emp. Health Ins. Pending A/C	Invoice # 568	5008	\$58,197.35	\$58,197.35	29774
84						
85	New York Labor Law Poster Service	Key Code A13372498490	5147	\$89.50	\$89.50	29773
86						
87	NY Times	Acct. # 909595332	5140	\$780.00	\$780.00	29783
88						
89	Pest Pro Exterminating Company	Invoice # 23411	4044	\$190.00	\$190.00	29775
90						
91	Primex Wireless Inc.	Invoice # US107607	5119	\$2,142.24	\$2,142.24	29776
92						
93	PSEG	Acct. # 8464561061 Garage	5028	\$274.25		
94	PSEG	Acct. # 8464561051 Main Building	5029	\$1,249.21	\$1,523.46	29777
95						
96	PTSI	Invoice # 63083	5132	\$49.42	\$49.42	29778
97						
98	School Specialty	Invoice # 208127783969	5039	\$330.82		
99		Invoice # 208128198090	5039	\$30.93		
100		Invoice # 208127774658	5052	\$288.44	\$650.19	29779
101						
102	Staples Business Advantage	Invoice # 3484746615	5062	\$68.53	\$68.53	29780

	A	B	C	D	E	F
1	9/14/2021, Warrant					
2	<u>Vendor</u>	<u>Description</u>	<u>P.O. #</u>	<u>Invoice Amount</u>	<u>Vendor Total</u>	<u>Check Number</u>
103						
104	Stephanie Rogers	Adult Ed. Summer 2021	5106	\$780.00	\$780.00	29781
105						
106	Suffolk County Comm., Inc.	Invoice # 705781	5063	\$324.00	\$324.00	29782
107						
108	Time for Kids	Invoice # 4074894710	5055	\$49.50	\$49.50	29784
109						
110	Town of Islip	Incvoice # 10111	5065	\$85.78	\$85.78	29791
111						
112	USI Constulting Group	OPEB-GASB-75 invoice #90055944	5130	\$750.00	\$750.00	29785
113						
114	Verizon	Acct. #952-228-210-0001-18	5057	\$936.51		
115		Acct #151-757-482-001-45	5058	\$31.99	\$968.50	29786
116						
117	Verizon Wireless	Acct. # 9886827353	5059	\$482.71	\$482.71	29787
118						
119	Victor A. Magnani	Invoice # 081921	5104	\$750.00	\$750.00	29788
120						
121	Windstream Communications Inc.	Long Distance Phone Svc 8/30/2021	5067	\$0.12	\$0.12	29789
122						
123	ZONAR	Invoice # SI517509	5139	\$5,220.36	\$5,220.36	29790
124						
125		General Fund Total		\$103,970.38	\$103,970.38	

FIRE ISLAND UFSD**Check Warrant Report For A - 3: Cash Disbursement For Dates 9/1/2021 - 9/30/2021**

Check #	Check Date	Vendor ID	Vendor Name	PO Number	Check Amount
29744	09/10/2021	2981	Advanced Industrial Maintenanc	5017	2,953.00
29745	09/10/2021	1077	ANDERSON FIRE EQUIPMENT CO., INC.	5117	200.00
29746	09/10/2021	1183	APPLE COMPUTER, INC.	5108	6,447.00
29747	09/10/2021	3964	Arthur H. Kopelman	5102	750.00
29748	09/10/2021	3523	BALE Company	5074	108.50
29749	09/10/2021	1999	Bank of America Business Card	5040	539.82
29750	09/10/2021	1029	BARNWELL HOUSE OF TIRES	5014	829.80
29751	09/10/2021	3832	Benetech, Inc.	5013	65.00
29752	09/10/2021	3830	Brennan Landscaping Co.	5011	3,001.00
29753	09/10/2021	2297	CARSON-DELLOSA Education	5031	33.98
29754	09/10/2021	1004	Costello's Ace Hardware	5113	423.71
29755	09/10/2021	3970	Dale Wycoff	5142	15.00
29756	09/10/2021	1351	DAWN LIPPERT	5126	12.00
29757	09/10/2021	1835	EASTERN SUFFOLK BOCES	5112	953.23
29758	09/10/2021	3971	Eddie Eisele	5143	15.00
29759	09/10/2021	1054	FIRE ISLAND FERRIES, INC.	5022	299.45
29760	09/10/2021	2468	FIRST RELIANCE STANDARD LIFE INSUR.	5005	3,202.80
29761	09/10/2021	1245	GALAXIE COFFEE SERVICE	5023	268.70
29762	09/10/2021	1718	GRAINGER	5138	1,962.95
29763	09/10/2021	3900	Great Minds PCB	5087	2,068.90
29764	09/10/2021	2507	GUERCIO AND GUERCIO	5009	2,958.33
29765	09/10/2021	3156	Iron Mountain	5024	452.42
29766	09/10/2021	1136	ISLIP TOWN SCHOOL BOARD ASSOCIATION	5123	50.00
29767	09/10/2021	3855	Judi Phelan	5124	78.00
29768	09/10/2021	3785	Learning A-Z	5121	979.20
29769	09/10/2021	3963	LLN Consulting Group	5109	1,620.00
29770	09/10/2021	3013	Loyola Education Group	5085	35.93
29771	09/10/2021	2584	MARTHA MASON	5141	10.00
29772	09/10/2021	3858	Mayerson Academy for Human Resource Development	5096	535.00
29773	09/10/2021	2958	New York Labor Law Poster Serv	5147	89.50
29774	09/10/2021	1119	NYS EMP. HEALTH INS PENDING A/	5008	58,197.35
29775	09/10/2021	2813	PEST PRO EXTERMINATING COMPANY	4044	190.00
29776	09/10/2021	3657	Primex Wireless, Inc	5119	2,142.24
29777	09/10/2021	3580	PSEG Long Island, LLC	5029	1,523.46
29778	09/10/2021	3564	PTSI	5132	49.42
29779	09/10/2021	2214	SCHOOL SPECIALTY	5052	650.19
29780	09/10/2021	2456	STAPLES Contract & Commercial	5062	68.53
29781	09/10/2021	2913	Stephanie Rogers	5106	780.00
29782	09/10/2021	3351	Suffolk County Comm., Inc.	5063	324.00
29783	09/10/2021	3922	The New York Times	5140	780.00
29784	09/10/2021	2380	TIME FOR KIDS	5055	49.50
29785	09/10/2021	3155	USI Consulting Group	5130	750.00
29786	09/10/2021	2111	Verizon	5058	968.50
29787	09/10/2021	2431	VERIZON WIRELESS	5059	482.71
29788	09/10/2021	3966	Victor A. Magnani	5104	750.00
29789	09/10/2021	3814	Windstream Communications, Inc	5067	0.12

FIRE ISLAND UFSD

Check Warrant Report For A - 3: Cash Disbursement For Dates 9/1/2021 - 9/30/2021



Check #	Check Date	Vendor ID	Vendor Name	PO Number	Check Amount
29790	09/10/2021	3012	Zonar System, Inc	5139	5,220.36
29791	09/10/2021	2485	TOWN OF ISLIP	5065	85.78
Number of Transactions: 48				Warrant Total:	103,970.38
				Vendor Portion:	103,970.38

Certification of Warrant

To The District Treasurer: I hereby certify that I have verified the above claims, _____ in number, in the total amount of \$_____. You are hereby authorized and directed to pay to the claimants certified above the amount of each claim allowed and charge each to the proper fund.

Date

Signature

Title



2021-2022 COVID-19 PLAN



Loretta Ferraro, Superintendent
FIRE ISLAND UFSD, 75 Surf Road, Corneille Estates, NY 11770
Adopted: _____

Fire Island UFSD School Reopening Plan

The Fire Island UFSD is a small one-school, one-building district located in a national park—Fire Island National Seashore—comprising a barrier island off the southern coast of Long Island in Suffolk County, New York. Fire Island National Seashore is a popular tourist destination area during the months of April through September and is inhabited by many visitors and temporary residents during that time. During the rest of the year there are under 500 year-round residents living across the length of the island, including members of the United States Coast Guard Station Fire Island.

Woodhull School is the district's only school building and is available to educate all resident children from Pre-K through grade 6. A limited number of students residing outside the boundaries of the district may also attend grades PK-6 on a tuition basis subject to the approval of the Board of Education. Some resident families opt to send their children to private elementary schools. Children of Fire Island residents in grades 7 through 12 remain students of Fire Island UFSD but have the choice of attending Bay Shore School District or Islip School District for these grade levels with tuition paid by Fire Island UFSD, or otherwise may attend private school. As such, Fire Island UFSD transports all resident students in grades 7-12 whether attending public or private school. There are currently 39 students attending Woodhull School.

The school building is accessible during the school year by four-wheel drive vehicles (four-wheel drive school buses and federally-permitted four-wheel drive passenger vehicles), water vehicles (ferry, police boats, United States Coast Guard boats, and private boats), or by bike or on foot. During the summer months, only emergency vehicles are permitted to drive within Fire Island National Seashore and the building is only accessible by boat, bike, or on foot. The school owns a fleet of vehicles for transporting students, staff, and visitors during the school year and operates these vehicles in accordance with the regulations of Fire Island National Seashore.

The Woodhull School is a small one-story building with five main classrooms for grades Pre-K through six, a lunch room, gymnasium, library, and office spaces including the main office, Principal's office, district business office, health office, IT room, and maintenance room. Transportation is headquartered in an adjacent building where buses may be garaged and district materials and equipment may be stored. The school building does not have a cafeteria and does not have a school lunch or breakfast program. There is a gymnasium which may also be used for performances, and the school library is also the community library for Fire Island during the summer and select days outside of school hours during the school year.

FACILITIES - BUILDING PROCEDURES:

CLASSROOMS:

- Students will spend the majority of their day in their respective classrooms
- Student desks will be spaced 3ft apart to increase the space between students
 - Visual aids (painter tape, stickers, etc.) will be used to illustrate location of desks and proper spacing
- Windows will be opened to varying degrees according to time of year as a means of increasing ventilation in room
- Air purifiers are installed in each classroom
- Classroom teachers will be encouraged to conduct classes outdoors when possible
- Teachers/School Nurse will instruct on and encourage healthy habits:
 - Teach and reinforce handwashing routines, allow time for students to thoroughly wash their hands
 - Teach and reinforce coughing and sneezing etiquette
 - Teach proper mask wearing, how to put on and take off properly, and how to store mask when not in use.
 - Educate students on the importance of not touching their faces
- Hand sanitizer and tissues will be available for use by students and staff (hand sanitizer stations throughout the building and in all classrooms)
- Sharing of community supplies will be avoided
- Rugs, tables, and clutter in classroom will be removed so that all surfaces are clear
- All students in grades 3 – 6 will have their own laptop for use in school and at home
- Students in Pre-K through grade 2 will have an iPad for use in school and at home; grade 1-2 students will also have a laptop for use in school only
- Desk surfaces, door handles, smartboard screens and keyboards, etc. will be cleaned at a minimum of two times a day – midday and evening
- All required drills (bus, fire, lockdown, hold in place, etc.) will be conducted with social distancing of 3 feet

SPACE CONSIDERATIONS:

Capacity of each classroom is based on desks being 3 ft. apart and facing in the same direction. If an increase of enrollment requires more than the capacity based on 3 ft distance, the distance will be decreased incrementally where needed. All students and all staff will wear face coverings at all times. Floors will be marked with tape to indicate the location of each desk and to assist students in staying within their designated area.

- Due to the size constraints, library instruction will be delivered in the classrooms
- *Band and music lessons will be offered to students in grades 4-6 in the gymnasium or music room, with students spaced **6 feet apart**.
 - *Physical Education classes that involve aerobic activity will be structured so that students are spaced **6 feet** apart. Physical Education classes will take place outside whenever possible

Fire Island UFSD
School Reopening Plan

- Special education will follow IEP specification (push-in/pull-out) but will wipe down desk surfaces and will maintain social distancing of 3ft between students.
- Office staff, school nurse, custodial staff, school psychologist/counselor/speech and language providers will all have shared spaces with at least 6 ft. social distance

LUNCH/RECESS:

The Fire Island UFSD does not offer a hot lunch/food service program due to our small size, remote location, and lack of space for a cafeteria kitchen facility. All students will continue to bring their own food to school each day.

- Students will eat lunch in their classrooms
- Sharing of food will be strictly restricted
- Student desks will be disinfected before lunch
- Students will thoroughly wash their hands before and after lunch
- Recess will take place outside to the extent possible and when not possible in the gymnasium.
- For indoor recess, students will be monitored for proper 3 ft. social distancing
- No more than one person at a time will be allowed in the faculty kitchen area
 - All shared surfaces in the kitchen (microwave handle, refrigerator door handle, and coffee pot) will be wiped down by staff after use. Food service gloves must be worn while using kitchen appliances (refrigerator, microwave, coffee pot, sink)

BATHROOM USE:

- A maximum of three people will be allowed at one time in bathrooms usable by more than one person.
- The middle of three sinks will be turned off to prevent usage and ensure social distancing
- Hand dryers will be turned off to prevent use
- Each of three bathrooms will be cleaned at a minimum of two times a day

SCHOOL HEALTH OFFICE

The Director of Health Services will follow established protocols for caring for a student, faculty, or staff member who develops COVID-19 symptoms during the school day. These protocols include:

- Identification of a dedicated area (SCHOOL NURSE OFFICE) to separate students, faculty, or staff with symptoms of COVID-19 from others until they can go home or to a health care facility.
- Plans to ensure that symptomatic students who are waiting to be picked up will remain under the visual supervision of a staff member who is socially distanced
- PPE requirements for school health office staff caring for sick individuals will include both standard and transmission-based precautions. In areas with moderate to substantial community transmission, eye protection (i.e., goggles or face shield) should be added. When caring for a suspect or confirmed individual with COVID-19, a gown, and a fit-tested N-95 respirator will be used, if available (or surgical face mask and face shield, if not available) as well as eye protection.
- School nurse will greet students as they arrive to school in the gymnasium

Fire Island UFSD
School Reopening Plan

ARRIVAL/DISMISSAL PROCEDURES:

- Woodhull School Day: 8:00 A.M. – 2:35 P.M.
- Parents will be asked to take their child's temperature prior to boarding the bus
 - Parents will be alert for signs of sickness in children and keep their child home when sick
 - Fever or chills
 - Cough
 - Shortness of breath
 - Fatigue
 - Muscle or body aches
 - Headache
 - Loss of smell or taste
 - Sore throat
 - Congestion/runny nose
 - Nausea, vomiting, diarrhea
- Use of pen-and-paper sign in/out sheets will be discontinued
 - School secretary will be responsible for signing students, staff, and visitors in and out
 - Log will be kept for contact tracing purposes
- Students will enter the school through the gymnasium door and line up according to class. Lines will be marked for social distancing and by class
- Any parent dropping off student(s) will not enter the building
- Automatic hand sanitizer stations will be installed at entry points of the building (main entrance, gymnasium doors, library doors, and multipurpose room door)
- Students will leave school through the gymnasium door and will line up according to bus. Bus line will be marked for social distancing

SCHOOL VISITORS

- Nonessential visitors will be limited in school building
- Parent-teacher conferences and other meetings will be held as phone/virtual conferences
- Visitors must follow the 6 ft. social distancing mandate and wear a mask while on school grounds
- The library will be closed to the community and any other facility use will be restricted during pandemic

EMERGENCY DRILLS:

Revision of school-wide practices of all required drills (fire, evacuation, shelter in place, lock down, bus drills, etc.) will include social distancing. Revisions will be shared with local police and emergency response services to ensure safety in all emergency situations. The Emergency Response Plan will also be revised to reflect changes.

Fire Island UFSD
School Reopening Plan

DRINKING WATER:

There are no water fountains in the school. Use of water coolers in each classroom and shared spaces will continue under the following conditions:

- Staff will be instructed for proper handling procedures
- Classroom teachers will be responsible for filling water cups/bottles for students to reduce contamination
- Maintenance will wear gloves while changing water bottles and cleaning water dispensers

TRANSPORTATION:

The Fire Island UFSD maintains its own transportation fleet. All of our vehicles (11) vans and (2) Chevrolet Suburbans are 4 x 4 wheel vehicles.

- As a result of our remote location and inability for staff and visitors to access the island, we transport all Woodhull students, all secondary students attending schools on Long Island, and staff
- All staff and students must wear masks while on the bus
- Anyone without a mask will be provided one by the bus driver. All staff and students will be strongly encouraged to come prepared with their own mask for transport. Spare masks are intended for back-up purposes only.
- Students and staff will sit one person per seat – with the exception of siblings - to the greatest extent possible.
- Seating will be assigned for students and staff
- School bus drivers will be provided with and wear a mask while operating the vehicle
- Windows on the bus must remain partially open for air flow and ventilation
- High touch surfaces will be wiped down by the drivers with alcohol in between runs.
- Bus will be disinfected by fogging machine once a day
- Bus drivers are prohibited from bringing their own personal hand sanitizer

ATTENDANCE AND CHRONIC ABSENTEEISM:

Attendance of any school age student of compulsory age, who resides in the district or is placed by a parent/guardian in another public school district, a charter school, or is placed by a district administrator or the CSE in educational programs outside of the district (such as another school district, BOCES, approved private in-state or out-of-state school, and State supported school) must be reported in SIRS.

Attendance must be reported by any reporting entity that is required to take attendance;

Resident students of compulsory age who were not in attendance in a public school, including charter schools, non-public, or approved home schooling programs in the current school year must be reported until they exceed compulsory age, they no longer reside in the district, or the district has documentation that the student has enrolled in another educational program leading to a diploma;

Woodhull School will continue to monitor student attendance/engagement on a daily basis;

Students who develop a pattern of absenteeism will be contacted by the following to provide support:

School nurse – classroom teacher – school counselor/psychologist – principal

TEACHING AND LEARNING:

GRADING/ASSESSMENT: ALL STUDENTS ATTENDING SCHOOL IN PERSON

- Grading/Assessment during the 2020/2021 School Year will continue as designed and executed as in the past, utilizing a standards-based report card on a trimester basis with interim reports mid-trimester
- Classroom assessments will consist of multiple measures

GRADING/ASSESSMENT: HYBRID OR REMOTE LEARNING

- Grading/Assessment during the 2021/2022 School Year will continue to be standards-based. Per NYSED recommendations, the skills and standards that are covered through Distance Learning should be foundational skills/essential standards per grade level. Other skills/standards which may not be covered can receive a grade of “N/A” (not applicable).

CONTINUITY OF LEARNING:

In-Person Instruction: 5 days a week, all students and staff

Hybrid Model: 2-3 days a week in-person at 50% capacity (A/B Days)

Full Digital Learning: All students and staff work from home

Communication of Expectations:

- 2021-22 COVID-19 Plan will be posted on the website
- Parent notification will continue via mail, email, Google Classroom and the Remind app
- Blackboard Connect emergency call system will be used for time-sensitive messages
- Updates will be provided as needed via backpack
- Bi-weekly Principal / Parent Zoom meetings will be offered during remote learning as needed

Tracking of Interactions/Engagement in Hybrid or Digital Learning:

- Daily tracking and reporting of attendance will take place via SMS (eSchool)
- Written notification and SST meetings for students not engaged can be submitted to the appropriate personnel via Google drive

Digital Learning Time Expectations:

- Approximately 1.5 - 2 hours of synchronous learning for grades PK-K
- Approximately 2 - 2.5 hours of synchronous learning for grades 1-2
- Approximately 2.5 - 3 hours of synchronous learning for grades 3-4
- Approximately 3 - 3.5 hours of synchronous learning for grades 5-6

Teacher-Student Interactions During Hybrid or Digital Learning:

- Virtual office hours available for support

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- Scheduled teacher/student check-ins
- Asynchronous communication, feedback, and support via Google Classroom, SeeSaw, Kidblog, email, phone

Methods of Instruction during Hybrid or Digital Learning:

- Hard copy (paper) materials provided to students (workbooks, textbooks, novels)
- Instructional materials provided via technology such as Google Classroom
- Individual or small group synchronous instruction facilitated using technology such as zoom
- Large group synchronous instruction facilitated using technology such as zoom
- Recorded instruction disseminated through Google Classroom
- Online learning resources such as Raz-kids, Kidblog, Buncee, Brainpop, Tumblebooks

Learning Materials and Content:

- Paper text books
- Digital content
- Online learning resources

Instructional Devices:

- Laptops (grades 3-6)
- Tablets (PK-2)
- All teachers issued a district device

HEALTH AND SAFETY: PERSONAL PROTECTIVE EQUIPMENT (PPE):

FACE MASKS:

- All students and staff will be required to wear a face mask when indoors except when eating and during mask breaks.
- Teachers must provide brief mask breaks at least every hour
- Students who are unable to medically tolerate a face covering, including students where such covering would impair their physical health or mental health are not subject to the required use of a face covering. Medical documentation will be required to support need.
- Training will be provided to all students and staff on how to put on, take off, and discard face coverings
- Staff and students will be provided with face masks if they forget one
- Masks will not be required outdoors – including during outdoor sports

RECOMMENDED FACE MASKS:

- The face masks recommended are not surgical masks or N-95 respirators. Those are critical supplies that must continue to be reserved for health care workers and those with medical conditions requiring them.
- Fire Island UFSD is requiring face masks meet the following specifications:
 - Fit snugly around nose and under chin
 - Secure with ties or ear loops
 - Allow for breathing without restriction
 - Masks should be laundered (each day)

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HAND HYGIENE:

Woodhull School will teach, monitor and provide adequate signage on the following:

- Information on handwashing technique will be sent home prior to start of school
- Proper handwashing technique will be taught to all students.
- Use of alcohol-based hand sanitizers (60% alcohol) when soap and water are not available
- Hand sanitizer will be available at building entrances, in each classroom and office space, and throughout the building
- Always provide hand hygiene after sneezing, coughing, and handling dirty tissues or other soiled material after eating

RESPIRATORY HYGIENE:

- Educate all staff and students on proper respiratory techniques – such as sneeze into elbow, proper disposal of tissues, etc.
- A supply of tissues and no-touch trash cans will be available in each room
- Each child will have their own supply of tissues at their desk
- Always provide hand hygiene after sneezing, coughing, and handling dirty tissues or other soiled material after eating

HEALTH AND SAFETY: CLEANING/DISINFECTING PROTOCOLS

Fire Island instituted an increased cleaning and disinfecting protocol last spring during the COVID-19 outbreak.

General:

- Wipe down with alcohol all door handles to classrooms/bathrooms and classroom desks –daily
- Daily cleaning of health office per protocol
- All frequently used communal surfaces (printer buttons, refrigerator handles, microwave) cleaned with alcohol
- Inform custodial substitutes of cleaning protocols
- List of professional cleaning companies that can disinfect building if needed – Island Trauma Services, Inc. 888-577-7206
- Air purifiers in all classrooms and offices
- Windows open for increased ventilation

Buses:

- Bus drivers to be trained in health practices related to COVID
- Disinfect handrail, seat belts, and seats after each run
- Driver and students wear face coverings
- Use of fogger daily to disinfect

Bathrooms:

- Clean (3) bathrooms twice daily
- Wipe down all stall fixtures/walls twice daily

Classrooms:

- Wipe down smartboard twice daily (lunch/evening)
- Wipe down all classroom desks/chairs twice daily
- Provide teachers with cleaning wipes to maintain desk and computer

Gymnasium:

- Continue proper cleaning protocol

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Kitchen:

- Employees must wear gloves when using microwave, coffee pots, and refrigerator
- No communal silverware provided/dishware
- Maintain the daily cleaning schedule
- Only one person at a time in the kitchen

School Health Office

- Complete daily office cleaning as per protocol
- Provide PPE to all health service staff
- Increase use of protective drapes for all health service encounters.
- Continue educating staff on COVID

TESTING: DIAGNOSTIC TESTING / SCREENING TESTING

There are two types of testing (1) diagnostic testing, which refers to testing symptomatic individuals or asymptomatic individuals exposed to a person with COVID-19 within the last 14 days; and (2) screening testing, which refers to the testing of asymptomatic individuals even if there is no reason to suspect infection.

DIAGNOSTIC TESTING: Fire Island UFSD will provide testing for any students, teachers, and staff who, regardless of vaccination status and community level of transmission per the CDC. Testing will be provided on site or via referral.

- Symptomatic; or
- Asymptomatic following exposure to someone with COVID-19

SCREENING TESTING:

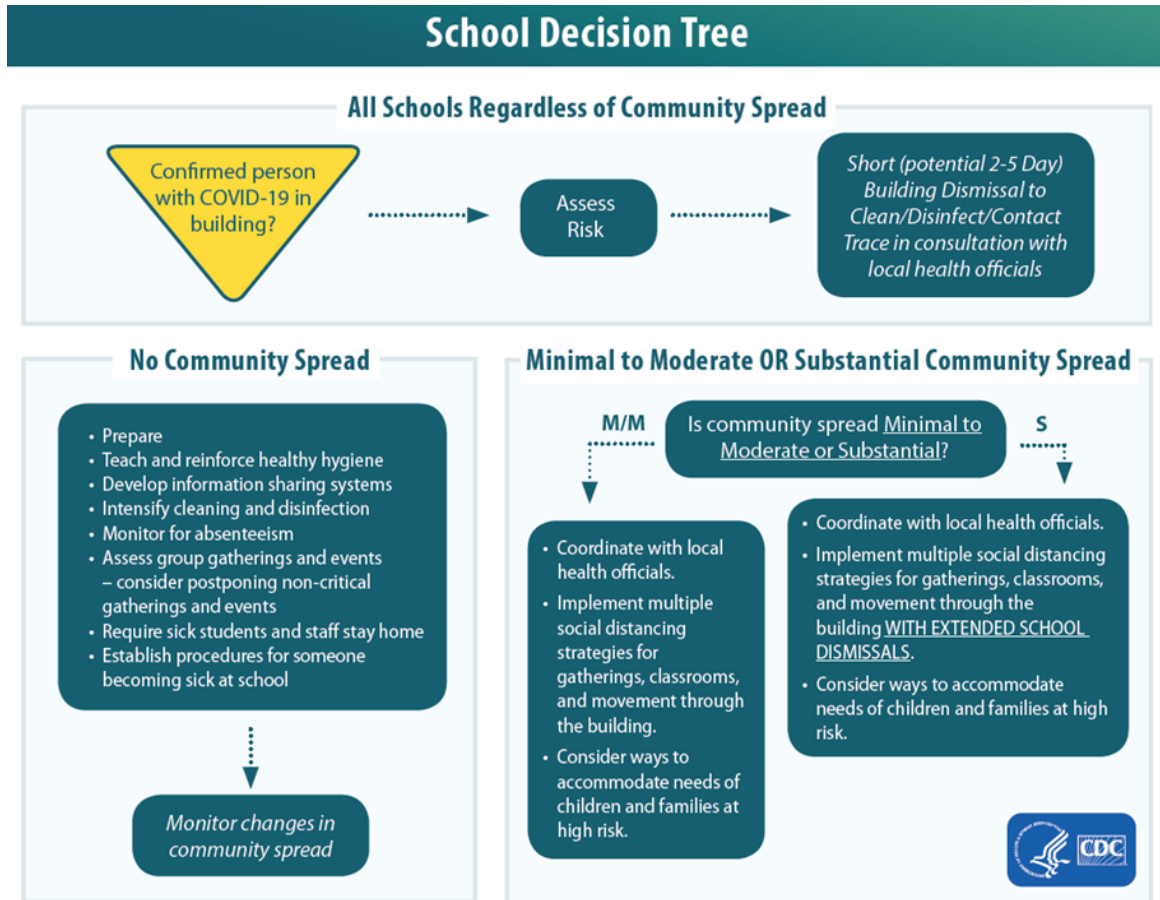
Teachers and staff working in P-12 school settings, are required to get tested once per week when a school is operating in a geographic area identified by the CDC as having low, moderate, substantial, or high transmission rates. Teachers and staff may be permitted to opt-out of mandatory weekly screening testing if they provide documentation of being fully vaccinated against COVID-19. Teachers and staff who work at multiple school buildings (i.e. BOCES) do not need to receive multiple tests per week.

Screening testing will be offered to students once per week, with appropriate parent/guardian consent forms for minors.

Screening testing will be conducted on site or via referral.

HEALTH AND SAFETY – SCHOOL CLOSURE DECISION TREE

Fire Island UFSD is prepared for a potential outbreak in our community and for the individual exposure events to occur in our building. The following decision tree will be used to determine which mitigation strategies may be most appropriate for a given situation.



CONTAINMENT OF THOSE SUSPECTED OF HAVING COVID-19

Students and staff with symptoms of illness will be seen by the school nurse and isolated in the nurses office as needed based on medical assessment.

- In order to prevent students from traveling through the building, the school nurse will escort the student to the health office.
- School nurse will don PPE prior to picking up student
- Students suspected of having COVID-19 awaiting transport home will remain isolated in the nurses office
- Temperature will be taken
- School nurse will assess best means for transport home – parent, EMS, or school bus
- Health Office will be cleaned and disinfected

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Fire Island UFSD will follow CDC guidance for allowing a student or staff member to return to school after exhibiting symptoms of COVID-19.

- Provide a negative COVID-19 test result; If a student, teacher, or staff member's symptoms are improving AND they are fever free for at least 24 hours without the use of fever reducing medicines, they may return to school with a note from the health care provider indicating the test was negative OR a copy of the negative test result.
- Remain excluded from school for a minimum of 10 calendar days from symptom onset (or positive test result, if asymptomatic) AND be fever free for at least 24 hours without the use of fever reducing medicines prior to returning to school.

Two exceptions to these requirements:

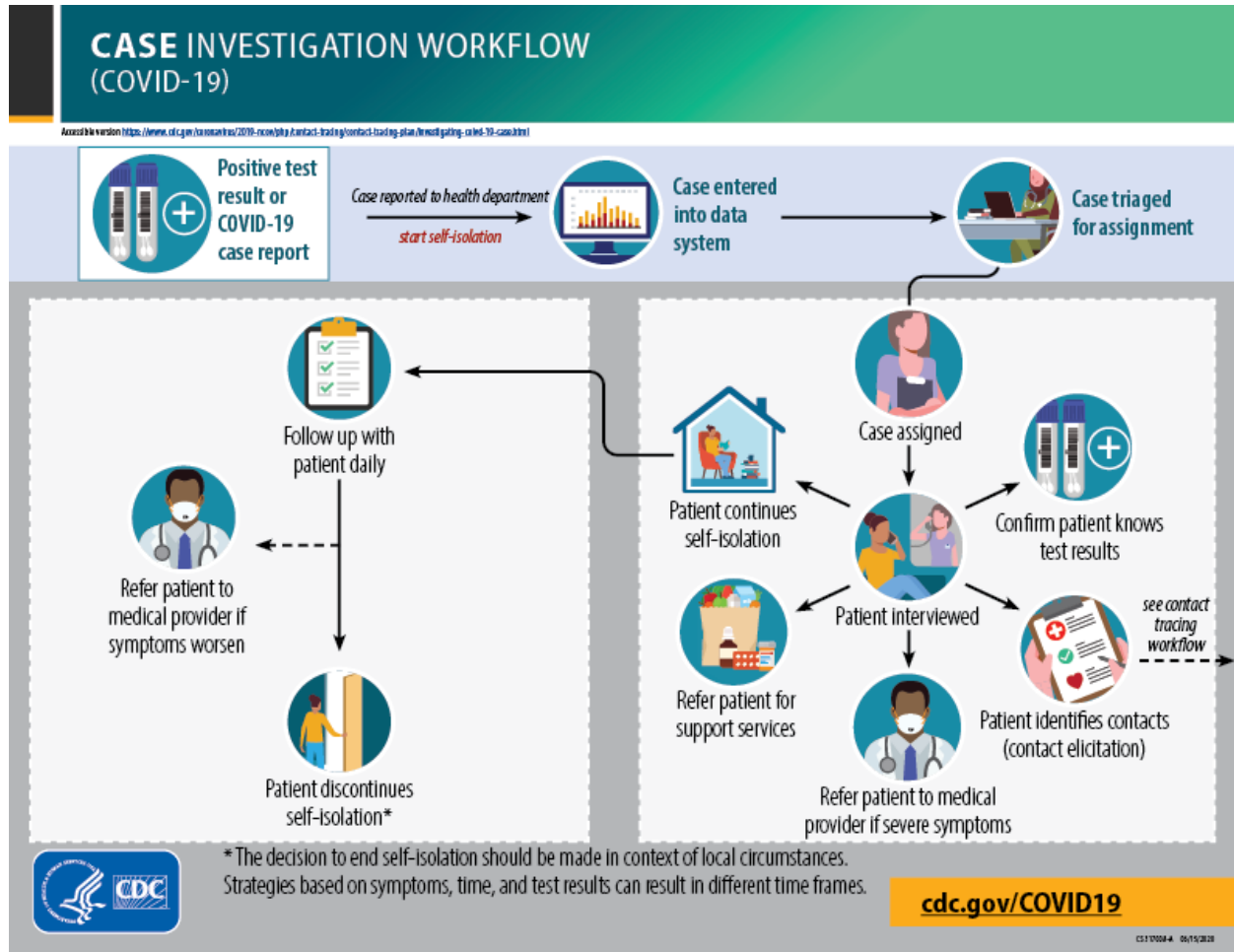
- An individual's symptoms are attributable to a pre-existing condition (e.g. migraines, allergies, etc.) and are not new or worsening; and
- Such symptoms are due to an alternate diagnosis of a known chronic condition with unchanged symptoms, or a confirmed acute illness and COVID-19 is not suspected, which must be accompanied by an explanatory note from a health care professional. Such individuals may return to school consistent with usual guidelines for those alternate diagnoses.

CONTACT TRACING:

In the event of a positive COVID-19 case in our school we will work with our local health officials to provide the necessary information they require to identify, communicate and stop the spread of the disease. Contact logs, bus sheets, duty schedule, and master schedule will be used to identify primary contact within the building. The Director of Health Services and the Superintendent or their designee will do this contact tracing.

- Case investigation is part of the process of supporting patients with suspected or confirmed infection
- Contact tracing begins by warning exposed individuals (contacts) of their potential exposure as rapidly and sensitively as possible
- To protect patient privacy contacts are only informed that they may have been exposed to someone with the infection. They are not told the identity of the person
- Contacts are provided with education, information, and support to understand their risk, what they should do to separate themselves for illness, and the possibility that they could spread the infection to others even if they do not feel ill.
- Contacts are encouraged to stay home and maintain social distance from others for 14 days after their last exposure in case they also become ill. They should monitor themselves by checking their temperature twice daily and watching for cough or shortness of breath.
- Quarantine decisions will be made based on SCDOHS and CDC guidelines

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SOCIAL AND EMOTIONAL HEALTH

The Woodhull School uses the *Thriving Learning Communities* curriculum to address social and emotional learning and will continue to use it regardless of what whether in school, hybrid, or remote model is in place.

- The *Thriving Learning Communities* curriculum will continue to be taught during Morning Meeting
- Mindfulness activities will be done on a daily basis
- Teachers will check-in with students on a daily basis about how they are feeling emotionally
- School psychologist and guidance counselor will be available for regular check-in and counseling as needed due to the stress students experience during the pandemic

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- Employee Assistance Program (EAP) is available to all staff members. Monthly EAP newsletters will continue to be sent out to staff
- The Student Support Team (SST) is available to address any social and emotional concerns for students
- A Multi-tiered System of Supports (MTSS) will continue to be utilized to support all students:
 - All students developmental guidance lessons
 - Some students (at risk)- group counseling, additional classroom lessons as needed, occasional parent consultation on issues/concerns
 - Few students (high risk)- individualized plan for support (1:1 counseling, behavioral support, IEP, 504 with support),
 - regular parent consultation on issues/concerns, refer for outside supports where appropriate

SPECIAL EDUCATION

Woodhull School will continue to provide a Free and Appropriate Education (FAPE) consistent with the need to protect the health and safety of students with disabilities and those providing special education and services. We will continue our practice of engaging with the following:

Meaningful parental engagement regarding the provision of services to their child

Collaboration between the Committee on Preschool Special Education/Committee on Special Education (CPSE/CSE) and program providers representing the variety of settings where students are served

Access to the necessary instructional and technological supports to meet the unique needs of the student

- Push in /pull out support with the Special Education Teacher will take place during hybrid and remote learning via Zoom
- Technology or Assistive Technology sent home during hybrid or digital learning
- Frequent consultation and collaboration between Special Education and General Education teachers

A program review will be set up for each student with a documented IEP or 504 Plan in order to address the individual needs of each and every student. Students' progress will be monitored through their stated goals, parent and staff feedback to determine if additional supports are needed.

Accommodations and Modifications: Continued focus on instructional practices to plan for the necessary accommodations and modifications for students with disabilities. Both accommodations and modifications will ensure equity and access to the general education curriculum in consideration of a student's unique disability.

Procedural safeguards and notice requirements will be continued to ensure communication and partnership with families.

ENGLISH LANGUAGE LEARNERS:

All communication will be provided to parents in their preferred language

All units of study will be provided to all English Language Learners (ELLs) based on their most recent measure of English Language Proficiency, including former ELLs

Identification Timeline:

- Screening identification and placement must take place within the first 10 days of enrollment
- Written request from a parent/guardian or teacher to review ELL placement, if desired, must be submitted within 45 days of the students' initial placement
- The district must review the identification /placement within 10 days of written requests
- The district has 10 days to complete a review, once started. If CSE is involved, 20 days will be permitted for review
- In the event that a student is enrolled while remote learning is taking place, the district will screen the student to the best extent possible.

Continued professional learning opportunities for all teachers will cover topics that support equity and best practices for ELLs and help address any learning gaps caused by COVID-19

STAFFING AND HUMAN RESOURCES

Among school-based factors, teaching and leadership are the two greatest influences on student learning. Fire Island UFSD has a history of being a high achieving school district and is proud of its highly effective educators.

- Pursuant to Education Law 3001, individuals employed to teach in New York State public schools must continue to hold a valid certificate
 - In response to COVID-19 crisis, a Superintendent of schools may assign a certified teacher to teach a subject not covered by their certificate (incidental teaching) for a period not to exceed ten classroom hours a week during the 2021-2022 School Year, when no certified teacher is available after extensive documented recruitment.
- Pursuant to Education Law 3012-d, the Fire Island UFSD will fully implement its currently approved Annual Professional Performance Review (APPR) plan each school year
 - APPR plan/process will be reviewed to ensure that the teachers are not penalized as a result of the challenges to learning presented by the COVID-19 crisis, however students are still taught as effectively as practical to expect in a remote environment
 - Student Learning Objectives (SLO) process will be reviewed in light of our plan for teaching and learning. Review to include ways to potentially streamline the process, observation frequency, assessments chosen and student growth targets.
- During the 2021-2022 school year, the Fire Island UFSD will look to employ a permanent substitute teacher to be on staff and to support with the additional requirements this crisis presents us with.
- During the 2021-2022 school year, substitute teachers who do not hold a valid teaching certificate and are not working towards certification, but hold a high school diploma or its equivalent, may be employed by the school district beyond the 40 day limit, up to an additional 50 days (90 days total in one school year), if the district superintendent has conducted a good

Fire Island UFSD
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faith recruitment search for a properly certified candidate and there are no available certified teachers that can perform the duties of such position. In rare circumstances, a district may hire a substitute beyond the 90 days, if the superintendent attests that a good faith recruitment search has been conducted and that there are still no available certified teachers who can perform the duties of such position and that a particular substitute teacher is needed to work with a specific class or group of students until the end of the year.

EXTRACURRICULAR ACTIVITIES

To reduce potential risk, Fire Island UFSD will not be offering off-island extracurricular activities for the start of the 2021-2022 school year.

BEFORE- AND AFTERCARE PROGRAMS

The district does not provide before or aftercare programs.

SCHOOL SIGNAGE

Signs will be posted throughout the school and should regularly share similar messages with the school community, consistent with DOH COVID-19 signage regarding public health protections against COVID-19. Signage should be used to remind individuals to:

- Stay home if they feel sick.
- Cover their nose and mouth with an acceptable face covering when unable to maintain social distance from others or in accordance with any stricter policy implemented by the school.
- Properly store and, when necessary, discard PPE.
- Adhere to social distancing instructions.
- Report symptoms of, or exposure to, COVID-19, and how they should do so.
- Follow hand hygiene, and cleaning and disinfection guidelines.
- Follow respiratory hygiene and cough etiquette.

FIRE ISLAND UFSD COVID-19 SAFETY OFFICERS

Loretta M. Ferraro, Superintendent

Philip Tamberino, Principal

Janet LaViolette, Director of Health Services

DISTRICT WIDE SCHOOL SAFETY PLAN

FIRE ISLAND UNION FREE SCHOOL DISTRICT
P.O. Box 428
Ocean Beach, NY 11770



2021-2022 SCHOOL YEAR

Revised & Board Approved: _____

OVERVIEW

Fire Island is a 32-mile long barrier island approximately 4-7 miles south of Long Island. There are 17 communities on Fire Island, with approximately 4,100 homes, including two incorporated villages, which have their own governing bodies. Of the 4,100 homes approximately 350-500 people reside on Fire Island year round. Primarily a vacation and recreation environment, visitation on a peak season weekend day can be as high as 100,000 within the park areas and the communities combined. The Fire Island Union Free School District is the only educational organization within the district. The school provides educational services from pre-K through the sixth grade for resident children as well as tuition-paying non-resident students. Secondary students are tuitioned to a variety of mainland school districts. Due to the lack of a road system on the Island, the District operates its own transportation system in the form of 4-wheel drive school buses.

Section I: General Considerations and Planning Guidelines

A. Purpose

The Fire Island Union Free School District has developed this District-wide School Safety Plan pursuant to Commissioner's Regulation 1555.17. At the direction of the Fire Island U.F.S.D. Board of Education, the Superintendent of the F.I.U.F.S.D appointed a District Wide School Safety Team and charged it with the development and maintenance of the District-wide School Safety Plan.

B. Identification of District Wide School Safety Team

The F.I.U.F.S.D. has appointed a District-wide School Safety Team consisting of, but not limited to, representatives of the School Board, teachers, administrators, parent organizations and other school personnel. The members of the team and their positions or affiliations are as follows:

- Superintendent
- School Business Official
- District Clerk
- Building Principal**
- Director of Health Services
- Head Custodian
- Head Bus Driver
- West District Fire Coordinator
- County Police
- Village Police
- Village Fire Department
- Board of Education Member
- Teaching Staff Member
- Parent

C. Concept of Operations

The District Wide Safety Plan will be limited to use only on Fire Island at the Woodhull Elementary School buildings and grounds, located at Surf Road, Ocean Beach. The plan is developed to provide a safe school environment in the rural setting of the Fire Island community in which it is located.

The District Wide Safety Plan is linked directly to the individual Building Emergency Response Plan updated for the Woodhull School building. Protocols reflected in the District Wide Safety Plan and New York State SAVE legislation have guided the development and implementation of the Building Emergency Response Plan.

The plan is designed to pool together resources in and around the community in the event of an emergency. The plan institutes the use of an in-school Emergency Response Team and delineates a process of notification (thru Chain of Command) of the superintendent, local and county officials. All are available to assist as per existing protocols.

Whenever possible, any incident that occurs within the district will be managed under the Incident Command System (ICS)

D. Plan Review and Public Comment

This plan shall be reviewed and maintained by the District Wide School Safety Team and reviewed on an annual basis on or before July 1 of each year

Pursuant to Commissioners Regulation, Section 155.17 (e) (3), this plan will be made available for public comment at least 30 days prior to its adoption. The District –wide School Plan may be adopted by the School Board only after at least one public hearing that provides for participation of school personnel, parents, students and other interested parties. The plan must be formally adopted by the Board of Education.

While conforming to the District Wide Safety Plan, the Building Emergency Response Plan shall be confidential and shall not be subject to disclosure under Article 6 of the Public Officers Law or any other provision of law, in accordance with Education Law Section 2801-a

Full copies of the District-wide School Safety Plan and any amendments will be submitted to the New York State Education Department within 30 days of adoption. This plan will be reviewed periodically during the year and will be maintained by the District-wide School Safety Team. The required annual review will be completed on or before July 1 of each year. After its adoption by the Board of Education the plan will be available at the Woodhull Elementary School, Surf Road Ocean Beach.

SECTION II: Risk Reduction, Prevention And Intervention Strategies

A. Prevention/Intervention Strategies

Program Initiatives

The District Wide School Safety Plan provides the framework for the Building Emergency Response Plan. The Fire Island Union Free School District proactively implements a variety of preventative programs to reduce the risk of violence. The following list some of these initiatives and/or their provider:

- Teacher-Teacher Mentor Program
- School Psychologist
- Dignity Act Training (DASA)
- Character Education
- School Code of Conduct
- Collaboration with local and state authorities

Training, Drills and Exercises

Safety drill and exercises will be conducted periodically as required by law. These drills and exercises include but are not limited to:

- Fire Drills
- Evacuation Drills
- Lockdown Drills
- Lockout Drills
- Emergency Go-Home Drills
- Shelter In Place Drills
- Periodic Tabletop Exercises to include local and county officials

The effectiveness and efficiency of these drills will be reviewed and addressed by the School Superintendent and the Building Response Team.

Implementation of School Security

Security measures adopted by the District include:

- Security cameras around the exterior of the school building
- All doors are locked to the outside
- Installation of a “man trap” at the main entrance of the school building
- Visitors are “buzzed in” after identifying themselves at the main entrance security window
- After identification, visitors are required to sign in in the main office
- Staff members are equipped with proximity tags for access to the building

Vital Educational Agency Information

The District maintains information on:

- School population
- Number of staff

- Transportation Routing
- Telephone numbers of key officials

B. Early Detection of Potentially Violent Behaviors

The Fire Island Union Free School District will implement procedures for dissemination of informative materials regarding the early detection of possible violent behavior, including but not limited to: identification of family, community and environmental factors to administrators, teachers, parents, and other persons in parental relation to students of the school district or board and other persons deemed appropriate to receive such information.

C. Hazard Identification

The District Wide School Safety Team, in conjunction with local officials, has identified areas outside the school proper that may impact the school during an emergency. Considerations included:

- Weather/Environmental hazards
- Presence of hazardous materials transported on the single main road on the island
- Limited resources available for safe harboring of students and staff off school grounds
- Proximity to District property
- Potential for emergency based on national trends

Specifics to these hazards are maintained within the Building Emergency Response Plan

D. Suicide Prevention

The District recognizes that suicide is a leading cause of death among young people and will take a proactive approach in preventing deaths by suicide. Pupil personnel staff will develop a specific set of guidelines and procedures to assess the risk of and intervene in response to youth suicidal behavior.

SECTION III: Response

A. Notification and Activation – Internal and External Communications

In the case of an emergency within the District, whether it is a violent incident or other emergency, the school incident commander will contact the Superintendent as soon as possible. The Superintendent or designee is authorized to contact local law enforcement authorities who are listed in the Building Emergency Response Plan. Additionally, notification of the incident or emergency may be made throughout the District via telephone, email, fax, District website and/or the media.

Protective Action Options

During certain emergency situations, one of a variety of protective actions needs to be employed. Summaries of the options are listed below. Detailed plans associated procedures for the school building will be incorporated into the Building Emergency Response plan.

- **School Cancellation** will be used when information regarding a potential crisis is received with enough lead time to alert all staff and students, such as weather-related incidents for which ample warning may be provided.
- **Early Dismissal** will be used when school is in session if there is time to return staff and students to their homes and more than 15 minutes remain in the school day.
- **Evacuation/Relocation** will be used when school is in session and it has been determined that the school does not provide a safe environment for staff and students
- **Sheltering** will be used when school is in session and it is determined that early dismissal and evacuation are not safe options. This response is to be implemented whenever a situation exists that makes staying inside safer than being outdoors. Examples might be hazardous weather conditions or toxic environmental releases.
- **Holding In Place** is suitable for a variety of responses. It offers the ability to isolate and control movement and/or relocate building occupants by room or areas to other parts of the building determined to be safe.
- **Lockout** will be used in response to incidents of actual or potential threat from outside the building.
- **Lockdown** will be used in response to incidents of actual or potential threats of violence

B. Situational Responses

Multi-Hazard Response

The Fire Island Union Free School District's Emergency Response Plan provides details to the actions in emergencies that may include the following situations:

- Threats of Violence
- Intruder
- Hostage / Kidnapping
- Bomb Threat/ Explosive
- Hazardous Material
- Epidemic/**Pandemic**
- Natural /Weather Related

and others as determined by the District Wide School Safety Team

Responses to Acts of Violence: Implied or Direct Threats

Acts of violence by students, staff members or visitors to the school will not be tolerated. In the event of an implied or direct threat (threats are alarming statements or behaviors that give rise to concern about subsequent behavior) of violence by a student, staff member or visitor to the school, the Superintendent should be informed immediately by the threatened individual or a staff member who becomes aware of the threat. The Superintendent or designee will determine what steps may be taken based on the nature of the incident. The steps may include further investigation, threat assessment, activation of the Building Response Team, and/or notification of local authorities.

Response Protocols

The Woodhull School Building Emergency Response Plan provides detailed information regarding protocols and responses to bomb threats, hostage taking, intrusions and kidnapping. The following protocols are provided as example:

- Shelter in Place
- Lock Out
- Evacuation
- Hold in Place

Arrangements for Obtaining Advice and Assistance from Local Government

Depending on the nature of an incident, the District may obtain assistance from local government agencies. The Superintendent or designee may contact 911 to obtain emergency services to assist in managing the incident at hand.

Procedures for Obtaining Advice and Assistance from Local Government Officials

The District has identified resources for advice and assistance from the following agencies:

- Ocean Beach Police Department
- Suffolk County Police Department-Marine Bureau
- Ocean Beach Fire Department
- The National Park Service
- Suffolk County Executive
- Islip Town Office of Emergency Management
- Suffolk County Office of Emergency Management
- Eastern Suffolk BOCES
- CDC/NYS Department of Health/Suffolk County Department of Health

District Resources

The following inventory represents resources available to the Emergency Response Team to manage an incident within the District. The list is updated on an as needed basis to incorporate additions to the inventory.

- 11 four wheel drive buses – 14-22 students/7-16 adults capacity, mobile radio equipped
- Two seven passenger 4-wheel drive GMC Suburbans with mobile radios
- One 2 passenger 4-wheel drive pickup truck
- 1 electric golf cart with trailer
- 2 cellular phones
- 2 portable automatic defibrillators
- 80 laptop computers with wireless internet connectivity

Procedures to Coordinate the Use of School District Resources and Manpower during Emergencies

The Building Response Team will make decisions and provide assistance during emergencies.

Protective Action Options

The Building Emergency Response Plan details plans for the following actions in response to an emergency where appropriate:

- School Cancellation and Early Dismissal: The Superintendent will make the determination and notify the school community. In the case of Early Dismissal, the **Principal** will remain available until all students are returned home.
- Evacuation: The Superintendent or **designee** will determine the level of threat, contact the transportation manager, clear all evacuation sites prior to evacuation, and evacuate students and staff to prearranged evacuation sites. When at the sites student and staff population will be accounted for. The Superintendent or designee will provide parents with appropriate information and details regarding the event. Appropriate school personnel will be retained until all students have been returned.
- Sheltering Sites (Internal and External): The Superintendent or **designee** will determine the threat and the location for sheltering based on the nature of the incident, account for all students and staff, determine other occupants in the building, and take appropriate safety precautions. The Superintendent or designee will provide information and current status of the situation to parents and other inquiring parties. Appropriate personnel will be retained until all students have been returned.

SECTION IV: Recovery

A. District Mental Health Services

The District will assist in the coordination of Disaster Mental Health Resources in the support of post-incident response in the Woodhull School.

B. Re-evaluation of Emergency Response Plan

Following an incident, the District will reevaluate current violence prevention and school safety activities and identify ways the Emergency Response Plan can be improved.

FIRE ISLAND UNION FREE SCHOOL DISTRICT
Ocean Beach, New York 11770

District Plan for the Education of Children with Disabilities
(Ages 3 to 21)

September 2021 – September 2023

Board of Education Approved: September 14, 2021

Action # 5e

Resolution regarding the adoption of the District Plan for the Education of Children with Disabling Conditions ages 3 to 21.

In concurrence with Chapter 243 of the New York State Laws of 2007 and in concurrence with New York State Law Sections 207 and 4403, and Part 200 of the Commissioner's Regulations (October 2007), the District Plan for the Education of Children with Disabling Conditions for the period May 2014 through May 2016 is presented for adoption by the Board of Education.

Philosophy and Objectives

It is the philosophy of the Fire Island Union Free School District that every student has the right to a free and appropriate public education. This right is extended to those students whose academic needs are both unexceptional as well as exceptional. The latter group of students falls within the domain of special education, students with disabling conditions.

It is the intent and practice of the school district to provide to disabled students, regardless of the nature and severity of their problems, a continuum of educational services that are deemed necessary to ensure academic, social, and emotional development. These services may range in intensity from inclusion programs to private residential or hospital programs for the more severely disabled.

It is also the intent and practice of the school district to provide students, where appropriate, instructional materials in a usable alternative format according to their individual education plans. Alternative formats might include but are not limited to Braille, large print, audio, or an electronic file. The school district heartily adopts the philosophy that special education students should receive instruction and services in the least restrictive environment. This means instruction and services with a minimal displacement from the regular classroom setting and in the local public school. The Fire Island UFSD provides full opportunities in physical education and athletics to students with disabilities. No disabled student shall be denied access or participation in a school program or curricular or extracurricular activities provided such activities are deemed appropriate to the student's needs.

In an effort to share the responsibility for the education of the disabled child, the Fire Island Union Free School District views parents as active partners in the process of educational planning and program review. It is the intent of the school district to inform parents of their procedural safeguards and due process rights. Parents must give informed consent prior to CPSE and CSE evaluations, prior to the implementation of special education services, prior to re-evaluations and prior to program changes. If and when parents disagree with CPSE or CSE recommendations, they are offered opportunities for mediation or an impartial due process hearing.

The individual needs of special education students and the validity of their programs are assessed on an ongoing basis. Since a student's needs and progress change over time, classifications, programs, and related services are formally reviewed at least on an annual basis.

The progress of each disabled student will be assessed in accordance with the goals, objectives, and criteria documented in the IEP. Evaluations may be both formal and informal, and may include teacher observations and testing, standardized tests, diagnostic tests, state tests, individual tests given by related services providers, and traditional quarterly report cards and progress reports.

The evaluation of program effectiveness is accomplished on an annual basis through formal meetings between the School Superintendent, the special education staff, and the CPSE/CSE Chairperson. The areas of discussion include budgeting, staffing, and space needs. It is the

policy of the Board of Education to ensure that appropriate space is allocated in the school to meet the needs of special education students in the least restrictive environment.

Fire Island Union Free School District
Ocean Beach, New York 11770

Part A

District Plan for the Education of 3 and 4 Year Old
Children with Disabilities

September 2021 – September 2023

Board of Education Approved: September 14, 2021

Chapter 243 of the Laws of 2007 establishes a system under which the Board of Education is responsible for identifying preschool children with disabling conditions and arranging for the delivery of special education services. The Board of Education will establish a Committee on Preschool Special Education (CPSE). The committee will be responsible for developing Individualized Education Programs (IEPs) for three and four year old children with disabling conditions and for reviewing, at least annually, the status of each preschool child receiving services from an approved Suffolk County provider.

After a written referral has been received by the CPSE Chairperson and with the consent of the parent, the district provides for an evaluation. The parent will be given a list of approved evaluation sites within the geographic area from which the parent will select a program to conduct the evaluation. Upon completion and review of the evaluation, the CPSE will determine if the pupil has an educationally disabling condition and, if so, will recommend an appropriate private or public program from those approved by the State Education Department (SED). The CPSE will provide its recommendation to the Board of Education for determination of services. The Board of Education will then notify the parent, the County, the program provider, and the SED of its determination.

Suffolk County will contract with the approved program selected by the parent and will ensure timely payment to providers. The State will then reimburse the County, to the extent provided under the law, for a percentage of the costs of approved programs and services. County officials will be authorized to perform fiscal audits of preschool programs in the County and will maintain responsibility for arranging transportation for children who receive special education programs and services.

The following guidelines highlight the major provisions of Chapter 243 of the Laws of 2007 and implementing regulations:

Eligibility

The legislation provides that children are eligible to receive preschool services if they meet the following criteria:

- A child who is three years of age on or before December 31 is eligible for services beginning on September 1 of the calendar year in which the child becomes three.
- A child who becomes three years of age on or before April 1 of a particular year is eligible for services beginning January 2, unless the child is already receiving services under Section 236 of the Family Court Act.
- A child remains eligible for preschool programs and services through the month of August of the year in which the child first becomes eligible to attend school if the child is severely disabled, meets the requirements for 12-month programming, and 12-month programming is recommended on the child's Individualized Education Program (IEP).

- A child must be classified as having an educational disabling condition in accordance with the 12 disabling conditions specified in Part 200 of the Regulations of the Commissioner of Education. This does not represent any change for three and four year old pupils, since these classifications were required under the court order process.

The legislation includes additional provisions that address the transition of services for three and four year old children from the Family Court order process to procedures described in Section 4410 of the Education Law. The following provisions are included in the legislation:

Role of the School Districts

As a result of the new State Legislation and implementing regulations, the school district will be responsible for assuring the rights and due process protections required under IDEA for preschool children with disabling conditions.

Each school district is required to take the following measures to implement the law and regulations:

- Preschool children with disabling conditions will be included in the register of pupils with disabling conditions which is maintained by the Board of Education. Preschool children with disabling conditions must be included in data reported to the State Education Department.
- The Board of Education will establish administrative practices and procedures, similar to those for school-age pupils with disabling conditions, to ensure that each preschool child with a disabling condition has the opportunity to participate in appropriate preschool special education programs.
- The Board will appoint a CPSE which is comprised of the following members:
 - o An appropriate professional employed by the district;
 - o An additional parent member of a child with a disability residing in the school district or a neighboring school district and whose child is enrolled in a preschool or elementary level education program, [provided that such parent is not a required member if the parent(s) of the child request that the additional parent member not participate] if specifically requested in writing by the parent of the student or by a member of the committee at least 72 hours prior to the meeting;
 - o A professional who participated in the evaluation of the child;
 - o A certified or licensed professional designated by the agency charged with the responsibility for the child in the birth-to-two system, if any; and
 - o A certified or licensed professional may be appointed by the County;
 - o The child's teacher if she/he has one; if not, an appropriately certified teacher;
 - o For a preschool child in transition from early intervention, a professional designated by the Department of Health's Early Intervention Program shall attend the meeting.

- The Board will provide the parents of the preschool child suspected of having a disabling condition with a list of programs which have been approved by the State Education Department to conduct evaluations.
- Upon consent of the parent, the Board will arrange for the program provider which the parent has selected to conduct an evaluation.
- Within 30 days of obtaining parental consent, the CPSE will make a recommendation to the Board of Education. If the child is determined to be eligible, the CPSE may recommend for the Board's approval programs and services identified in accordance with Section 200.16 (I) of the Regulations of the Commissioner. The continuum of services described in this part pertains to eligible preschool children with disabling conditions. The CPSE may recommend any program on the list approved by the State Education Department which is appropriate for the child.
- As stated in Chapter 243 of the Laws of 2007, public and private programs are treated equally for purposes of placement of children with disabling conditions, ages three and four. Therefore, the district may recommend any program, public or private, from the SED list of approved preschool education programs.
- If the child is receiving regular education services in a program approved or licensed by an appropriate governmental agency and the child requires an itinerant related service, the CPSE may recommend such an itinerant related service from a list of providers maintained by Suffolk County. In its recommendation to the Board, the Committee will identify the location at which the itinerant service will be provided. If the preschool child requires two or more itinerant services, the Committee must recommend an SED-approved program to provide the services in conjunction with a program approved or licensed by an appropriate governmental agency.
- Within 30 days of the recommendation of the CPSE, the Board will make a determination and arrange for the preschool child to receive services. The Board will notify the parent, the County, the designated program, and the Commissioner of its determination.
- The CPSE will complete an SED System to Track and Account for Children (STAC-1) Form requesting special education, itinerant service(s), and maintenance, if appropriate, and sign the STAC-1 form attesting to the approval of the recommended services by the Board of Education. This STAC-1 form will service as notification of determination of placement to the County.

As of January 1, 2021, the following preschoolers have been identified with a disabling condition and are receiving the following programs:

<u>Student #</u>	<u>Date of Birth</u>	<u>Program/Services</u>
991111122	11/10/2017	Preschool Itinerant Services

Fire Island Union Free School District
Ocean Beach, New York 11770
Part B

District Plan for the Education of Children with
Disabling Conditions – Ages 5 to 21

September 2021 – September 2023

Board of Education Approved: Sept. 14, 2021

Part 200.3 of the Commissioner's regulations defines the board of education's responsibility for the appointment of a Committee on Special Education in accordance with Education Law, section 4402. The membership of the Committee on Special Education shall include, but not be limited to:

- (a) Each board of education or board of trustees shall appoint:
 - (1) Committees on special education in accordance with the provisions of Education Law, section 4402, as necessary to ensure timely evaluation and placements of students. The membership of each committee shall include, but not be limited to:
 - (i) the parents or persons in parental relationship the student;
 - (ii) not less than one regular education teacher of the student whenever the student is or may be participating in the regular education environment;
 - (iii) not less than one special education teacher of the student, or, if appropriate, not less than one special education provider of the student;
 - (iv) a school psychologist;
 - (v) a representative of the school district who is qualified to provide or supervise special education and who is knowledgeable about the general education curriculum and the availability of resources of the school district, provided that an individual who meets these qualifications may also be the same individual appointed as the special education teacher or the special education provider of the student or the school psychologist. The representative of the school district shall serve as the chairperson of the committee;
 - (vi) an individual who can interpret the instructional implications of evaluation results. Such individual may also be the individual appointed as the regular education teacher, the special education teacher or the special education provider, the school psychologist, the representative of the school district or a person having knowledge or special expertise regarding the student when such member is determined by the school district to have the knowledge and expertise to fulfill this role on the committee;
 - (vii) a school physician, if specifically requested in writing by the parent of the student or by a member of the school at least 72 hours prior to the meeting;

- (viii) an additional parent member of a student with a disability residing in the school district or a neighboring school district, provided that the additional parent member may be the parent of a student who has been declassified within a period not to exceed five years or the parent of a student who has graduated within a period not to exceed five years, if specifically requested in writing by the parent of the student, the student or by a member of the committee at least 72 hours prior to the meeting;
- (ix) other persons having knowledge or special expertise regarding the student, including related services personnel as appropriate, as the school district or the parent(s) shall designate . The determination of knowledge or special expertise of such person shall be made by the party (parents or school district) who invited the individual to be a member of the committee on special education; and
- (x) if appropriate, the student.

Part 200.4 of the Commissioner's regulations outlines procedures for the referral, evaluation, program development, placement, and review of students between the ages of 5 and 21 who are suspected of a disability and are subsequently identified as having a disability. These procedures are outlined below.

- (a) *Referral.* A student suspected of having a disability shall be referred in writing to the chairperson of the district's committee on special education or to the building administrator of the school which the student attends or is eligible to attend for an individual evaluation and determination of eligibility for special education programs and services.
 - (1) A referral may be made by:
 - (i) a student's parent or person in parental relationship;
 - (ii) a professional staff member of the school district in which the student resides, or the public or private school the student legally attends;
 - (iii) a licensed physician;
 - (iv) a judicial officer;
 - (v) the commissioner or designee of a public agency with responsibility for welfare, health or education of children; or

- (vi) for purposes of referring one's self, a student who is over 18 years of age or older, or an emancipated minor, who is eligible to attend the public schools of the district.
- (2) A referral submitted by persons other than the parent, student or a judicial officer shall:
 - (i) state the reasons for the referral and include any test results, records or reports upon which the referral is based that may be in the possession of the person submitting the referral;
 - (ii) describe in writing, intervention services, programs or instructional methodologies used to remediate the student's performance prior to referral, including any supplementary aids or support services provided for this purpose, or state the reasons why no such attempts were made; and
 - (iii) describe the extent of parental contact or involvement prior to the referral.
- (3) The *date of receipt of a referral* means the date on which either the committee chairperson or the building administrator receives the referral, whichever is earlier.
- (4) If a referral is received by the building administrator, it shall be forwarded to the committee chairperson immediately upon its receipt by the administrator.
- (5) If a referral is received by the committee chairperson, a copy shall be forwarded to the building administrator within five school days of its receipt by the committee chairperson.
- (6) A committee chairperson who receives a referral shall immediately notify the parent pursuant to Section 2005(a) of this Part.
- (7) In the event that the parent submitting the referral agrees in writing pursuant to Section 2005(a) of this Part that the referral shall be withdrawn, the chairperson of the committee on special education shall provide the parent and the referring person a copy of the agreement. Each such agreement shall specify any alternative methods suggested to resolve the identified learning difficulty of the student and shall provide the opportunity for a follow-up conference within an agreed period of time to review the student's progress. A copy of the agreement shall also be placed in the student's cumulative educational record file.
- (8) In the absence of a written agreement to withdraw a referral, as described in paragraph (7) of this subdivision, and in the event that parent consent is not

obtained within 30 days of the date of receipt of referral, the chairperson shall document attempts made by the chairperson or other representatives of the committee to obtain parent consent, and shall request that the board of education initiate an impartial hearing in accordance with Section 200.5(b)(1)(i)(c) of this Part.

- (9) The building administrator, upon receipt of a referral or copy of a referral, may request a meeting with the parent or person in parental relationship to the student, and the student, if appropriate, to determine whether the student would benefit from additional general education support services as an alternative to special education, including the provision of educationally related support services, speech and language improvement services, academic intervention services, and any other services designed to address the learning needs of the student and maintain a student's placement in general education with the provision of appropriate educational and support services. If the person making the referral is a professional staff member of the school district in which the student resides, that person shall attend such meeting. The building administrator shall ensure that the parent understands the proceedings of the meeting and shall arrange for the presence of an interpreter, if necessary. Any other person making a referral shall have the opportunity to attend such meeting. If at such meeting the parent or person in parental relationship and the building administrator agree in writing that, with the provision of additional general education support services, the referral is unwarranted, the referral shall be deemed withdrawn, and the building administrator shall provide the chairperson of the committee on special education, the person who made the referral if a professional staff member of the school district, the parent or person in parental relationship to the student, and the student, if appropriate, with copies of the agreement. The copy of the agreement provided to the parent or person in parental relationship shall be in the native language of such person. Such agreement shall contain a description of the additional general education support services to be provided and the proposed duration of such program. A copy of the agreement shall also be placed in the student's cumulative education record file. The meeting:
 - (i) shall be conducted within 10 school days of the building administrator's receipt of the referral; and
 - (ii) shall not impede a committee on special education from continuing its duties and functions under this Part.
- (b) *Individual evaluation.* Unless a referral is withdrawn pursuant to paragraph (a) (7) or (9) of this section, an individual evaluation of the referred student shall be initiated by the committee on special education and shall include a variety of assessment tools and strategies, including information provided by the parent, to gather relevant functional and developmental information about the student and information related to enabling the student to participate and progress in the general education curriculum

(or for a preschool child, to participate in appropriate activities). The individual evaluation must be at no cost to the parent, and the initial evaluation must include at least:

- (1) a physical examination in accordance with the provisions of sections 903, 904 and 905 of the Education Law;
- (2) an individual psychological evaluation, except when a school psychologist determines after an assessment of a school-age student, pursuant to paragraph (2) of this subdivision, that further evaluation is unnecessary;
- (3) a social history;
- (4) an observation of the student in the current educational placement; and
- (5) other appropriate assessments or evaluations, including a functional behavioral assessment for a student whose behavior impedes his or her learning or that of others, as necessary to ascertain the physical, mental behavioral and emotional factors which contribute to the suspected disabilities.
- (6) a determination by a school psychologist of the need to administer an individual psychological evaluation to a student of school-age pursuant to Education Law, Section 4402(1)(b)(3)(a) and Section 200.1 (aa) and (bb) of this Part, shall be based upon an assessment conducted by the school psychologist to substantiate his or her determination. Whenever a school psychologist determines that a psychological evaluation is unnecessary, the psychologist shall prepare a written report of such assessment, including a statement of the reasons such evaluation is unnecessary, which shall be reviewed by the committee.
- (7) Notwithstanding any provisions of this subdivision or Section 200.1 (aa) of this Part to the contrary, the committee on special education may direct that additional evaluations or assessments be conducted in order to appropriately assess the student in all areas related to the suspected disabilities.
- (8) The committee on special education shall arrange for an appropriate reevaluation of each student with a disability if conditions warrant a reevaluation, or if the student's parent or teacher requests a reevaluation, but at least once every three years by a multidisciplinary team or group of persons, including at least one teacher or other specialist with knowledge in the area of the student's disability. In accordance with paragraph (5) of this subdivision, the reevaluation shall be sufficient to determine the student's individual needs, educational progress and achievement, the student's ability to participate in instructional programs in regular education and the student's continuing eligibility for special education. The results of any reevaluations must be

addressed by the committee on special education in reviewing and, as appropriate, revising the student's IEP.

(9) Determination of needed evaluation data.

- (i) As a part of an initial evaluation, if appropriate, and as part of any reevaluation in accordance with section 200.4(b)(4) of this Part, a group that includes the committee on special education, and other qualified professionals, as appropriate, shall review existing evaluation data on the student including evaluations and information provided by the parents of the student, current classroom-based assessments and observations, and observations by teachers and related services providers. The group may conduct its review without a meeting.
- (ii) On the basis of that review, and input from the student's parents, the committee on special education and other qualified professionals, as appropriate, shall identify what additional data, if any, are needed to determine
 - a. whether the student has a particular category of disability, or, in the case of a reevaluation of a student, whether the student continues to have such a disability;
 - b. the present levels of performance and educational needs of the student;
 - c. whether the student needs special education, or, in the case of a reevaluation of a student, whether the student continues to need special education; and
 - d. whether any additions or modifications to the special education services are needed to enable the student to meet the measurable annual goals set out in the IEP of the student and to participate, as appropriate, in the general curriculum.
- (iii) The school district shall administer tests and other evaluation materials as may be needed to produce the data identified under subparagraph (ii) of the section.
- (iv) If additional data are not needed, the school district must notify the parents of that determination and the reasons for it and of the right of the parents to request an assessment to determine whether, for purposes of services under this Part, the student continues to be a student with a disability. The school district is

not required to conduct the assessment unless requested to do so by the student's parents.

(10) School districts shall ensure that:

- (i) tests and other assessment procedures:
 - a. are provided and administered in the student's native language or other mode of communication, unless it is clearly not feasible to do so;
 - b. have been validated for the specific purpose for which they are used;
 - c. are administered by trained and knowledgeable personnel in accordance with the instruction provided by those who developed such tests or procedures; and
 - d. are administered so as not to be racially or culturally discriminatory;
- (ii) if an assessment is not conducted under standard conditions, a description of the extent to which it varied from standard conditions (e.g., the qualifications of the person administering the test, or the method of test administration) must be included in the evaluation report;
- (iii) tests and other assessment procedures include those tailored to assess specific areas of educational need and not merely those which are designed to provide a general intelligence quotient;
- (iv) tests are selected and administered to ensure that, when a test is administered to a student with impaired sensory, manual or speaking skills, the test results accurately reflect the student's aptitude or achievement level or whatever other factors the test purports to measure, rather than reflecting the student's impaired sensory, manual or speaking skills, except where those skills are factors which the test purports to measure;
- (v) no single procedure is used as the sole criterion for determining whether a student is a student with a disability and for determining an appropriate educational program for a student;
- (vi) the evaluation is made by a multidisciplinary team or group of persons, including at least one teacher or other specialist with certification or knowledge in the area of the suspected disability;

- (vii) the student is assessed in all areas related to the suspected disability, including, where appropriate, health, vision, hearing, social and emotional status, general intelligence, academic performance, vocational skills, communicative status and motor abilities;
- (viii) students age 12 and those referred to special education for the first time who are age 12 and over, shall receive an assessment that includes a review of school records and teacher assessments, and parent and student interviews to determine vocational skills, aptitudes and interests;
- (ix) the evaluation is sufficiently comprehensive to identify all of the student's special education needs, whether or not commonly linked to the disability category in which the student has been identified;
- (x) technically sound instruments are used that may assess the relative contribution of cognitive and behavioral factors, in addition to physical or developmental factors;
- (xi) assessment tools and strategies are used that provide relevant information that directly assists persons in determining the educational needs of the student;
- (xii) the results of the evaluation are provided to the parents or persons in parental relationship in their native language or mode of communication;
- (xiii) for purposes of eligibility and continuing eligibility determinations, a copy of the evaluation report and the documentation of determination of eligibility are provided to the parent;
- (xiv) the procedures for evaluating students suspected of having a learning disability are in accordance with sections 300.540 through 300.543 of title 34 of the Code of Federal Regulations (Code of Federal Regulations, 1999 edition, Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402: 1999 – available at the Office of Vocational and Educational Services for Individuals with Disabilities, Room 1624, One Commerce Plaza, Albany, New York 12234);
- (xv) the procedures for conducting expedited evaluations are conducted pursuant to Part 201 of this Title;

- (xvi) materials and procedures used to assess a student with limited English proficiency are selected and administered to ensure that they measure the extent to which the student has a disability and needs special education, rather than measure the student's English language skills.

(c) Eligibility Determinations

- (1) Upon completing the administration of tests and other evaluation materials, the committee on special education and other qualified individuals must determine whether the student is a student with a disability, as defined in sections 200.1(mm) or 200.1(zz) of this Part and the school district must provide a copy of the evaluation report and the documentation of eligibility to the student's parent.
 - (2) A student may not be determined to be eligible for special education if the determinant factor for that eligibility determination is lack of instruction in reading or math or limited English proficiency.
 - (3) A school district must evaluate a student with a disability prior to determining that the student is no longer a student with a disability, in accordance with section 200.4(b)(4) of the Part, and the school district must provide a copy of the evaluation report and the documentation of eligibility to the student's parent. A school district is not required to conduct a reevaluation of a student before the termination of a student's eligibility due to graduation with a local high school or Regents diploma or exceeding the age eligibility for a free appropriate public education.
 - (4) A free appropriate public education must be available to any student with a disability who needs special education and related services, even though the student is advancing from grade to grade.
- (d) *Recommendation.* Individualized education program (IEP). For a student not previously identified as having a disability, the committee on special education shall provide a recommendation to the board of education which shall arrange for the appropriate special education programs and services to be provided to the student with a disability within 60 school days of the receipt of consent to evaluate. For a student with a disability referred for review pursuant to subdivision (f) of this section, a recommendation shall be provided to the board of education which shall arrange for the appropriate special education programs and services to be provided to the student with a disability within 60 school days of the referral for review of the student with a disability. Prior to the development of a recommendation, the committee shall ensure that the appropriateness of the resources of the regular education program, including

educationally related support services, and academic intervention services, have been considered.

- (1) If the student has been determined to be ineligible for special education, the recommendation shall indicate the reasons the student was found ineligible.
 - (i) A copy of the recommendation and appropriate evaluation information shall be provided to the building administrator. The building administrator shall determine which educationally related support services, if appropriate, shall be provided to the student, and, to the extent available, shall ensure that such services are provided pursuant to section 100.2(v) of this Title.
 - (ii) A copy of the recommendation shall be provided to the parent pursuant to section 200.5(a) of this Part.
 - (iii) If the student has been receiving special education services, but it is determined by the committee on special education that the student no longer needs special education services and can be placed in a regular educational program on a full-time basis, the recommendation shall:
 - a. identify the declassification support services, as defined in section 100.1(q) of this Title, if any, to be provided to the student; and/or the student's teachers; and
 - b. indicate the projected date of initiation of such services, the frequency of provision of such services, and the duration of such services, provided that such services shall not continue for more than one year after the student enters the full-time regular education program.
- (2) If the student has been determined to be eligible for special education services, the Committee must develop an individualized education program (IEP). In developing the recommendations for the IEP, the Committee must consider the results of the initial or most recent evaluation; the student's strengths; the concerns of the parents for enhancing the education of their child; as appropriate, the results of the student's performance on any general State or districtwide assessment programs; and any special considerations in paragraph (3) of this section. The recommendation shall:
 - (i) report the present levels of performance and indicate the individual needs of the student according to each of the four areas listed in section 200.1(w) of this Part, including:

- a. how the student's disability affects involvement and progress in the general curriculum; or
 - b. for preschool students, as appropriate, how the disability affects the student's participation in appropriate activities.
 - c. For students age 15 (and at a younger age, if determined appropriate), a statement of the student's needs, taking into account the student's preferences and interests, as they relate to transition from school to post-school activities as defined in section 200.1(fff).
- (ii) indicate the classification of the disability;
- (iii) list measurable annual goals, consistent with the student's needs and abilities, including benchmarks or short-term instructional objectives and evaluative criteria, evaluation procedures and schedules to be used to measure progress toward the annual goals and to be followed during the period beginning with placement and ending with the next scheduled review by the committee. Such benchmarks or short-term instructional objectives shall be measurable, intermediate steps between present levels of educational performance and the annual goals that are established for a student with a disability. The measurable annual goals, including benchmarks or short-term objectives, must relate to:
 - a. meeting the student's needs that result from the student's disability to enable the student to be involved in and progress in the general curriculum; and
 - b. meeting each of the student's other educational needs that result from the student's disability;
- (iv) indicate the recommended special education program and services as defined in sections 200.1(qq) and 200.1(ww) of this Part from the options set forth in section 200.6 of this Part; the class size, if appropriate; the supplementary aids and services to be provided to the student, or on behalf of the student; and a statement of the program modifications or supports for school personnel that will be provided for the student:
 - a. to advance appropriately toward attaining the annual goals;

- b. to be involved and progress in the general curriculum and to participate in extracurricular and other nonacademic activities; and
 - c. to be educated and participate with other students with disabilities and nondisabled students in the activities described in this section;
- (v) indicate the regular education classes in which the student will receive consultant teacher services;
- (vi) indicate if the student will not participate in particular State or local assessments (or part of an assessment), why the assessment is not appropriate for the student and how the student will be assessed;
- (vii) provide:
 - a. an explanation of the extent, if any, to which the student will not participate in regular education programs; or
 - b. for preschool students, an explanation of the extent, if any, to which the student will not participate in appropriate activities with age-appropriate nondisabled peers; and
 - c. if a student is not participating in a regular physical education program, the extent to which the student will participate in specially-designed instruction in physical education, including adapted physical education.
- (viii) provide for those students age 14 and updated annually, a statement of the transition service needs of the student under applicable components of the student's IEP that focuses on the student's courses of study, such as participation in advanced-placement courses or a vocational education program;
- (ix) provide, for those students age 15 (and at a younger age, if determined appropriate) a statement of the student's projected post-school outcomes, based on the student's needs, preferences, and interests, in the area of employment, post secondary education, and community living and a statement of the needed transition services as defined in section 200.1(fff) of this Part including a statement of the responsibilities of the school district and, when applicable, participating agencies for the provision of such services and activities that promote movement from school to postschool opportunities, or both, before the student leaves the

school setting. Needed activities shall be provided in each area specified in section 200.1(fff)(1) through (4) and, as appropriate, (5) of this Part;

- (x) provide a statement of how the student's parents will be regular informed of their child's progress, at least as often as parents are informed of their nondisabled student's progress, toward the annual goals and the extent to which that progress is sufficient to enable the student to achieve the goals by the end of the year;
 - (xi) indicate the projected date for initiation of special education and related services, and supplementary aids and services, the frequency, location and duration of such services, whether the student is eligible for a 12-month special service and/or program and the identity of the provider of services during the months of July and August, and the projected date of the review of the student's need for such services;
 - (xii) describe any assistive technology devices or services needed for the student to benefit from education;
 - (xiii) provide a statement of any individual testing accommodations to be used consistently by the student in the recommended educational program and in the administration of districtwide assessments of student achievement and, in accordance with department policy, State assessments of student achievement that are needed in order for the student to participate in the assessment; and
 - (xiv) indicate the recommended placement.
- (3) Consideration of special factors. The CSE shall:
- (i) in the case of a student whose behavior impedes his or her learning or that of others, consider, when appropriate, strategies, including positive behavioral interventions, and supports to address that behavior;
 - (ii) in the case of a student with limited English proficiency, consider the language needs of the student as such needs relate to the student's IEP;
 - (iii) in the case of a student who is blind or visually impaired, provide for instruction in Braille and the use of Braille unless the CSE determines, after an evaluation of the student's reading and

writing skills, needs, and appropriate reading and writing media (including an evaluation of the student's future needs for instruction in Braille or the use of Braille), that instruction in Braille or use of Braille is not appropriate for the student;

- (iv) consider the communication needs of the student, and in the case of a student who is deaf or hard of hearing, consider the student's language and communication needs, opportunities for direct communications with peers and professional personnel in the student's language and communication mode, academic level, and full range of needs, including opportunities for direct instruction in the student's language and communication mode;
- (v) consider whether the student requires assistive technology devices and services, including whether the use of school-purchased assistive technology devices is required to be used in the student's home or in other settings in order for the student to receive a free appropriate public education; and
- (vi) include a statement in the IEP if, in considering the special factors described in this paragraph, the committee has determined a student needs a particular device or service (including an intervention, accommodation, or other program modification) in order for the student to receive a free appropriate public education.

(4) Such recommendations shall:

- (i) be developed in meetings of the committee on special education.
 - a. If the recommended placement is to be in a school operated by an agency or school other than the school district in which the student would normally attend if the student did not have a disability or if the education of a student residing in a facility operated or supervised by a State department or agency is the responsibility of the school district, the school district must ensure that a representative of that agency or school attends. If the private school or facility representative cannot attend, the school district must use other methods to ensure participation by the private school or facility, including individual or conference telephone calls.
 - b. Where a child is determined to be at risk of a future placement in a residential school, the committee must request in writing that a designee of the appropriate county

or State agency participate in any proceeding of the committee to make recommendations concerning the appropriateness of residential placement and other programs and placement alternatives, including but not limited to, community support services that may be available to the family. The committee must notify the local social services district when a student who is in a foster care placement is at risk of a future placement in a residential school. A copy of such request must be forwarded to the Office of Mental Health and the Office of Mental Health and the Office of Mental Retardation and Developmental Disabilities. In the event that such persons are unable to attend such meetings, the committee shall attempt alternative means allowing for their participation, such as individual or conference telephone discussions, and such attempts shall be documented.

- c. If the purpose of the meeting is to consider the need for transition services, the school district shall invite the student and a representative of the agencies likely to be responsible for providing or paying for transition services. If the student does not attend, the district shall take steps to ensure that the student's preferences and interests are considered. If an agency invited to send a representative to a meeting does not do so, the district shall take steps to involve the other agency in the planning of any transition services.

(ii) be developed in conformity with the least restrictive environment provisions of this Part.

- a. Placement shall be based on the student's individualized education program and determined at least annually.
- b. Placement shall be as close as possible to the student's home, and unless the student's individualized education program requires some other arrangement, the student shall be educated in the school he or she would have attended if not disabled.
- c. In selecting the least restrictive environment, consideration must be given to any potential harmful effect on the student or on the quality of services that he or she needs; and

- d. A student with a disability must not be removed from education in age-appropriate regular classrooms solely because of needed modifications in the general curriculum.
- (5) A report of the evaluation upon which the recommendation is based shall be forwarded to the board of education along with the recommendation.
- (6) In the event that the parent does not choose to participate in the development of such recommendations, the committee shall forward its recommendation to the board of education and the parents as otherwise required by this subdivision.
- (e) IEP Implementation. (1) Within 60 school days of the receipt of consent to evaluate for a student not previously identified as having a disability, or within 60 school days of the referral for review of the student with a disability, the board of education shall arrange for appropriate special programs and services, except that if such recommendation is for placement in an approved in-state or out-of-state private school, the board shall arrange for such programs and services within 30 school days of the board's receipt of the recommendation of the committee.
 - (i) There may be no delay in implementing a student's IEP, including any case in which the payment source for providing or paying for special education to the student is being determined.
- (2) If on review of the recommendation of a committee on special education or a subcommittee on special education, the board of education disagrees with such recommendations, the board of education shall follow one of the following procedures:
 - (i) The board may remand the recommendation to the committee or subcommittee with a statement of the board's objections or concerns and a request that a timely meeting be held to review and consider the board's objections or concerns, revise the IEP where appropriate, and resubmit a recommendation to the board. If the board continues to disagree with the recommendation of the committee or the original committee or subcommittee for additional reviews of its objections or concerns, or establish a second committee or subcommittee to develop a new recommendation in accordance with subparagraph (ii) of this paragraph, provided that the board arranges for the programs and services in accordance with the student's IEP within 60 school days of receipt of consent to evaluate for a student not previously identified as having a disability, or within 60 school days of the referral for review of the student with a disability; or

- (ii) The board may establish a second committee on special education or subcommittee to develop a new recommendation for the student at a meeting held in accordance with the procedures prescribed in this Part. If the board disagrees with such new recommendation, the board may remand the recommendation to such second committee or subcommittee with a statement of the board's objections or concerns and a request that a timely meeting be held to review and consider such objections or concerns. Such second committee or subcommittee shall consider the board's objections or concerns, revise the IEP where appropriate, and resubmit a recommendation to the board. If the board continues to disagree with the recommendation of such second committee or subcommittee, provided that the board arranges for the programs and services in accordance with the student's IEP, as developed by such second committee or subcommittee, within 60 school days of receipt of consent to evaluate for a student not previously identified as having a disability, or within 60 school days of the referral for review of the student with a disability, or within 60 school days of the referral for review of the student with a disability. Nothing in this paragraph shall be construed to authorize the board to select the recommendation of the original committee or subcommittee once it has established a second committee or subcommittee to make a new recommendation for the student pursuant to this subparagraph.
- (3) The school district must ensure that each regular education teacher, special education teacher, related service provider, and other service provider who is responsible for the implementation of a student's IEP shall have access to a copy of the IEP; and each teacher and provider is informed of his or her specific responsibilities related to implementing the student's IEP and the specific accommodations, modifications, and supports that must be provided for the student in accordance with the IEP. A copy of the IEP shall be provided to the student's parents at no cost to the student's parents.
- (4) If the student's parent, teacher or an administrator of the school or agency believes that the program or placement recommended in the IEP is no longer appropriate, such party may refer the student to the committee on special education for review, provided that the student shall remain in the current placement pending a new recommendation of the committee on special education, unless the board and parent otherwise agree.
- (5) When consultant teacher services are specified in a student's IEP, the regular education teachers of the student for whom the service will be provided shall be given the opportunity to participate in the instructional planning process with the consultant teacher to discuss the objectives and to determine the

methods and schedules for such services following the development of the IEP.

- (6) If a participating agency fails to provide agree-upon transition services contained in the student's IEP, the district responsible for the student's education shall, as soon as possible, initiate a meeting to identify alternative strategies to meet the transition objectives and, if necessary, revise the student's IEP. Nothing in this Part shall relieve any participating agency of its responsibility to provide or pay for any transition service that the agency would otherwise provide to students with disabilities who meet its eligibility criteria.
 - (7) The school district must provide special education and related services to a student with a disability in accordance with the student's IEP and must make a good faith effort to assist the student to achieve the goals and objectives or benchmarks listed in the student's IEP.
- (f) *Annual review and reevaluation.* The individualized education program (IEP) of each student with a disability shall be reviewed and, if appropriate, revised, periodically but not less than annually.
- (1) Any meeting to develop, review or revise the IEP of each student with a disability to be conducted by the committee on special education or subcommittee thereof, pursuant to section 4402(1)(b)(2) of the Education Law, shall be based upon review of a student's IEP and other current information pertaining to the student's performance. Such review shall:
 - (i) Consider the strengths of the student, the concerns of the parents of enhancing the education of their child, the result of the initial or most recent evaluation of the student, the results of the student's performance on any general State or district-wide assessment programs, the special factors described in paragraph (3) of subdivision (d) of this section, the educational progress and achievement of the student with a disability and the student's ability to participate in instructional programs in regular education and in the least restrictive environment; and
 - (ii) Upon consideration of the factors in subparagraph (a) of this paragraph, revise the IEP as appropriate to address:
 - a. any lack of expected progress toward the annual goals and in the general curriculum, if appropriate;
 - b. the results of any reevaluation and any information about the student provided to, or by, the parents;

- c. the student's anticipated needs;
 - d. or other matters, including a student's need for test accommodations and/or modifications.
- (2) Prior to the annual review, the committee on special education shall notify the parent of its intent to review the student's program and placement in accordance with section 200.5(a) of this Part.
- (3) Upon completion of the annual review, the committee on special education shall notify the parents of the committee's recommendation in accordance with section 200.5(a) of this Part.
- (4) The results of any reevaluations must be addressed by the committee on special education in a meeting to review, and, as appropriate, revise the student's IEP.

Special Education Programs and Services Currently Provided by the Fire Island Union Free School District

The school district currently provides ten (10) month and extended year programs to meet the needs of its kindergarten through sixth (6) grade populations. Additional programs and services are currently provided by contract with Eastern Suffolk BOCES and private related service providers. Secondary school students attend the Bay Shore or Islip school districts. All resident Fire Island students who are receiving special education programs at the secondary level are under the jurisdiction of the Bay Shore or Islip Committees on Special Education.

Programs and services currently provided within the Fire Island School District are described below:

Resource Room Program: This is a special education program for students who require special supplementary instruction in order to meet success in their regular classes. This instruction may not exceed 50 percent of the academic day and is provided in small groups that may not exceed five (5) students. Each resource student receives at least three (3) hours of instruction each week. Efforts are made to insure that the composition of instructional groups is based upon the similarity of the students' needs in the areas of academic skills, learning characteristics, and social and physical development. A resource room teacher is a certified special education teacher who may not have a caseload that exceeds twenty (20) students.

Consultant Teacher Services: This is a program that may be provided either directly or indirectly by a certified special education teacher. Direct consultant teacher services are provided to special education students in regular classes in order to insure success in these classes. Services must be provided for a minimum of two (2) hours per week and it must be indicated in the student's IEP in which classes these services will occur. Direct consultant teacher services are often referred to as inclusion services because the services are delivered to the child without the need for removal from regular classes.

Related services to special education students that are currently offered in the Woodhull School:

- Speech/language therapy
- Counseling
- Occupational therapy

Currently, special education programs supported by the school district are servicing students with the following disabilities:

- Speech-Language Impairment
- Other Health Impairment
- Learning Disability

As of January 1, 2021, there are three (3) student between the ages of 5 and 21 that are being provided by programs under the umbrella of the Fire Island Committee on Special Education:

<u>Student #</u>	<u>Grade</u>	<u>Classification</u>	<u>Program Location</u>
1. 991111062	4	OHI	Woodhull School
2. 991111065	6	Section 504	Woodhull School
3. 991111109	4	OHI	Woodhull School

The Board of Education insures that special education students receive programs and services in properly allocated spaces and in a location that houses comparably aged students. It is the policy of the Board to attempt to educate all resident students in the District building. When this is not possible, efforts will be made to contract for programs and services in the least restrictive educational environment.

The Board of Education will develop policies and procedures as required under Part 200 of the Commissioner's Regulations and these will be made available for review by written request.

Each year the Board of Education will authorize an updated census in order to plan for the future needs of the school community. Included in the census will be a search for unidentified disabled students and their impact on future school space requirements.

Estimated Budget for the 2021-2022 School Year

The estimated budget to support the above described District Plan for the education of disabled students is allocated as follows:

Instructional Salaries	\$ 52,016.00
Administrative Salaries	\$ 8,842.00
BOCES Services	\$ 161,908.00
Tuition	\$ 85,000.00
Supplies and Materials	\$ 1,500.00
Equipment	\$ 1,000.00
Textbooks	\$ 1,500.00

Total Estimate Budget	\$ 311,766.00
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A one and a half (1.5) percent budget increase for the education of disabled students is projected for the 2022-2023 school year.

This comprehensive District Plan, with personally identifiable student information deleted, will be made available for public inspection in the Woodhull School Office at Surf Walk, Corneille Estates, Fire Island and will also be available for review by the State Commissioner of Education.

Personnel

SUBJECT: ALCOHOL, TOBACCO, DRUGS, AND OTHER SUBSTANCES (STAFF)**Prohibited Conduct**

The District, recognizing that students are often influenced by teachers and other members of a school's staff, impresses upon staff the importance of maintaining a high level of professionalism appropriate to their position, which, in turn, will set a positive example for students.

Accordingly, when in the workplace or when the effects of these actions may impair job performance, staff are prohibited from consuming, sharing, selling, using, and/or possessing:

- a) Illegal drugs;
- b) Cannabis (marijuana) or any other controlled substance in schedules I through V of the Controlled Substances Act;
- c) Counterfeit and designer drugs;
- d) Drug paraphernalia; or
- e) Alcohol.

Exceptions may exist for authorized medical cannabis use.

Additionally, the misuse and/or unprescribed use of prescription and over-the-counter drugs is prohibited in the workplace or when the effects of these actions may impair job performance.

Further, all staff are bound by the conduct prohibitions contained in District policy #5640 -- Smoking, Tobacco, and Cannabis (Marijuana) Use.

Disciplinary Measures

Staff will be informed of the range of penalties or consequences, up to and including termination of employment, that may be imposed for engaging in prohibited conduct. Penalties and consequences will be in accordance with any applicable law, District policy, collective bargaining agreement, and/or other similar document.

Information on Substance Use Related Services

The Superintendent has designated one or more individuals to provide information regarding where and how to find available substance use related services to students, parents, and staff.

The designated individual for the District is the School Nurse.

(Continued)

Personnel

**SUBJECT: ALCOHOL, TOBACCO, DRUGS, AND OTHER SUBSTANCES (STAFF)
(Cont'd.)**

Any information provided by a student, parent, or staff member to the designated individual(s) will not be used in any school disciplinary proceeding and will, in addition to any other applicable privilege, be considered confidential in accordance with law.

20 USC §§ 6083(a), 7118, and 7973(a)
41 USC § 8101 et seq.
Cannabis Law § 127
Civil Service Law § 75
Education Law §§ 409, 2801, 3020-a, and 3038
Labor Law § 201-d
Penal Law § 222.10
Public Health Law §§ 1399-n and 1399-o

NOTE: Refer also to Policies #3410 -- Code of Conduct
#5640 -- Smoking, Tobacco, and Cannabis (Marijuana) Use
#7320 -- Alcohol, Tobacco, Drugs, and Other Substances (Students)
District *Code of Conduct*

Adoption Date

Students

SUBJECT: EDUCATION OF STUDENTS IN TEMPORARY HOUSING

The Board recognizes the unique challenges that face students in temporary housing (i.e., homeless children and youth) and will provide these students with access to the same free and appropriate public education, including public preschool education, as other students, as well as access to educational and other services necessary to be successful in school. The District will ensure that these students are not separated from the mainstream school environment. The Board is also committed to eliminating barriers to the identification, enrollment, attendance, and success of students in temporary housing.

Identification of Students in Temporary Housing

All districts are obligated to affirmatively identify all students in temporary housing. Therefore, the District will determine whether there are students in temporary housing within the District by using a housing questionnaire to determine the nighttime residence of all newly enrolled students and all students whose address changes during the school year. Not all students in temporary housing can be identified through social service agencies or shelters, as children may be sharing the housing of other persons, such as family or friends, due to loss of housing, economic hardship, or other similar reason. For this reason, the District uses a housing questionnaire that asks for a description of the current living arrangements of the child or youth to determine whether the child or youth meets the definition of a homeless child.

In addition to using the housing questionnaire, the District will also contact the local department of social services (LDSS) (i.e., the social services district) to identify students in temporary housing, as well as the local runaway and homeless youth shelter, and any other shelters located within District boundaries to ensure all students in temporary housing are properly identified and served.

Definitions

- a) "Feeder school" means:
 - 1. A preschool whose students are entitled to attend a specified elementary school or group of elementary schools upon completion of that preschool;
 - 2. A school whose students are entitled to attend a specified elementary, middle, intermediate, or high school or group of specified elementary, middle, intermediate, or high schools upon completion of the terminal grade of such school; or
 - 3. A school that sends its students to a receiving school in a neighboring school district.
- b) "Homeless child" means:
 - 1. A child or youth who lacks a fixed, regular, and adequate nighttime residence, including a child or youth who is:

(Continued)

SUBJECT: EDUCATION OF STUDENTS IN TEMPORARY HOUSING (Cont'd.)

- (a) Sharing the housing of other persons due to a loss of housing, economic hardship, or a similar reason (sometimes referred to as "doubled-up");
 - (b) Living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations;
 - (c) Abandoned in hospitals;
 - (d) A migratory child who qualifies as homeless under (a), (b), or (c) of this subparagraph or item 2) below; or
 - (e) An unaccompanied youth; or
2. A child or youth who has a primary nighttime location that is:
- (a) A supervised, publicly, or privately operated shelter designed to provide temporary living accommodations, including, but not limited to, shelters operated or approved by the state or LDSS, and residential programs for runaway and homeless youth established in accordance with applicable law; or
 - (b) A public or private place not designed for, or ordinarily used as, a regular sleeping accommodation for human beings, including a child or youth who is living in a car, park, public space, abandoned building, substandard housing, bus or train station, or similar setting.
- c) "Migratory child" means a child or youth who made a qualifying move in the preceding 36 months:
- 1. As a migratory agricultural worker or a migratory fisher; or
 - 2. With, or to join, a parent or spouse who is a migratory agricultural worker or a migratory fisher.
- d) "Preschool" means a publicly funded prekindergarten program or a Head Start program administered by the District and/or services under the Individuals with Disabilities Act administered by the District.
- e) "Receiving school" means:
- 1. A school that enrolls students from a specified or group of preschools, elementary schools, middle schools, intermediate schools, or high schools; or

(Continued)

Students

SUBJECT: EDUCATION OF STUDENTS IN TEMPORARY HOUSING (Cont'd.)

2. A school that enrolls students from a feeder school in a neighboring local educational agency.
- f) "Regional placement plan" means a comprehensive regional approach to the provision of educational placements for homeless children that has been approved by the Commissioner of Education.
- g) "School district of current location" means the public school district within New York State in which the hotel, motel, shelter or other temporary housing arrangement of a homeless child, or the residential program for runaway and homeless youth, is located, which is different from the school district of origin.
- h) "School district of origin" means the school district within New York State in which:
 1. The homeless child was attending a public school or preschool on a tuition-free basis or was entitled to attend when circumstances arose that caused the child to become homeless, which is different from the school district of current location;
 2. The child was residing when circumstances arose that caused the child to become homeless if the child was eligible to apply, register, or enroll in public preschool or kindergarten at the time the child became homeless; or
 3. The homeless child has a sibling who attends a school in the school district in which the child was residing when circumstances arose that caused the child to become homeless.
- i) "School of origin" means:
 1. The public school that the child or youth attended when permanently housed or the school in which the child or youth was last enrolled, including a preschool or a charter school;
 2. The designated receiving school at the next grade level for all feeder schools for a student in temporary housing who completes the final grade level served by the school of origin; and
 3. The public school or preschool in which the child would have been entitled or eligible to attend based on the child's last residence before the circumstances arose which caused the child to become homeless if the child becomes homeless after the child is eligible to apply, register, or enroll in the public preschool or kindergarten or if the child is living with a school-age sibling who attends school in the school district of origin.
- j) "Unaccompanied youth" means a homeless child or youth who is not in the physical custody of a parent or legal guardian.

(Continued)

SUBJECT: EDUCATION OF STUDENTS IN TEMPORARY HOUSING (Cont'd.)**The McKinney-Vento Liaison for Students in Temporary Housing**

The District will designate an appropriate staff person, who may also be a coordinator for other federal programs, as the District liaison for students in temporary housing (otherwise referred to as the McKinney-Vento liaison). The District's McKinney-Vento liaison serves as one of the primary contacts between families experiencing homelessness and school staff, district personnel, shelter workers, and other service providers. The McKinney-Vento liaison coordinates services to ensure that homeless children and youth enroll in school and have the opportunity to succeed.

The District's McKinney-Vento liaison must ensure that:

- a) Students in temporary housing are identified by school personnel and through coordination activities with other entities and agencies;
- b) Students in temporary housing enroll in, and have full and equal opportunity to succeed in, the District's schools;
- c) Students in temporary housing and their families receive educational services for which they are eligible, including Head Start programs administered by a local educational agency, Early Head Start, early intervention services under part C of the Individuals with Disabilities Education Act, and other preschool programs administered by the District;
- d) Students and parents in temporary housing receive referrals to health care services, dental services, mental health and substance abuse services, housing services and other appropriate services;
- e) Parents or guardians of students in temporary housing are informed of the educational and related opportunities available to their children and are provided with meaningful opportunities to participate in the education of their children;
- f) Parents and guardians of students in temporary housing, 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;
- g) Disputes regarding eligibility, school selection, enrollment and/or transportation are mediated in accordance with applicable laws and regulations;

(Continued)

Students

SUBJECT: EDUCATION OF STUDENTS IN TEMPORARY HOUSING (Cont'd.)

- h) Assistance in commencing an appeal, in accordance with applicable law, of a final determination regarding eligibility, enrollment, school selection, and/or transportation is provided to the student in temporary housing's parent or guardian or the unaccompanied youth;
- i) A record is maintained of all appeals of enrollment, school selection, and transportation;
- j) Public notice of the educational rights of students in temporary housing is posted in locations where these students receive services, such as schools, shelters, public libraries, and soup kitchens, in a manner and form understandable to the parents and guardians of students in temporary housing, and unaccompanied youth;
- k) School personnel providing services to students in temporary housing receive professional learning and other support;
- l) Unaccompanied youths:
 - 1. Are enrolled in school;
 - 2. Have opportunities to meet the same challenging state academic standards as the state establishes for other children and youth, including receiving credit for full or partial coursework earned in a prior school pursuant to Commissioner's regulations; and
 - 3. Are informed of their status as independent students under section 480 of the Higher Education Act of 1965 and that the youths may obtain assistance from the McKinney-Vento liaison to receive verification of this status for purposes of the Free Application for Federal Student Aid (FAFSA);
- m) School personnel, service providers, advocates working with students in temporary housing, parents and guardians of students in temporary housing, and students in temporary housing are informed of the duties of the McKinney-Vento liaison; and
- n) Assistance with obtaining any necessary immunizations or screenings, or immunization or other required health records is provided to the parents or guardians of the students in temporary housing.

School District and School Designations

A designator will make the initial decision about which school district and school a student in temporary housing will attend. A designator is:

- a) The parent or person in parental relation (guardian) to a student in temporary housing;

(Continued)

SUBJECT: EDUCATION OF STUDENTS IN TEMPORARY HOUSING (Cont'd.)

- b) The student in temporary housing, together with the McKinney-Vento liaison, in the case of an unaccompanied youth; or
- c) The director of a residential program for runaway and homeless youth, in consultation with the student in temporary housing, where the student is living in that program.

The District will ask the designator to designate one of the following as the school district of attendance for the student in temporary housing:

- a) The school district of current location;
- b) The school district of origin; or
- c) A school district participating in a regional placement plan.

The District will also ask the designator to designate one of the following as the school where a student in temporary housing seeks to attend:

- a) The school of origin; or
- b) Any school that permanent housed children and youth who live in the attendance area in which the child or youth is actually living are eligible to attend, including a preschool.

A student in temporary housing is entitled to attend the schools of the school district of origin without the payment of tuition for the duration of their homelessness and through the remainder of the school year in which the student becomes permanently housed and for one additional year if that year constitutes the student's terminal year in that school building, subject to a best interest determination.

Designation/STAC 202 Form

The District will identify all students in temporary housing, and a designation form will be completed by the designator for all these students and any other student who claims homelessness. Designations must be made on the STAC 202 form provided by the Commissioner.

The appropriate designator must complete the designation form. The District makes designation forms available to a student in temporary housing who seeks admission to school or to the parent or person in parental relation who seeks to enroll the child in school.

The District will provide completed designation forms to the McKinney-Vento liaison immediately, but no later than two business days from the earlier date on which the child or youth either:

- a) Sought enrollment in school; or

(Continued)

Students

SUBJECT: EDUCATION OF STUDENTS IN TEMPORARY HOUSING (Cont'd.)

- b) Was placed in a temporary housing facility or residential facility for runaway and homeless youth.

Where a parent or person in parental relation or a child who is neither placed in a temporary housing facility by the LDSS nor housed in a residential program for runaway homeless youth, designates the District as the school district of current location, the District will forward to the State Education Department a completed designation form and a statement of the basis for its determination that the child is a homeless child entitled to attend the District's schools.

Immediate Enrollment and Best Interest Determinations

Upon identification of a child who is in temporary housing and/or receipt of a completed designation/STAC 202 form, the District will:

- a) Immediately review the designation form to ensure that it has been completed and admit the student in temporary housing even if the child or youth is unable to produce records normally required for enrollment, such as previous academic records, medical records, immunization records, proof of residency or other documentation and even if the child or youth has missed application deadlines;
- b) Determine whether the designation made by the designator is consistent with the best interests of the student in temporary housing. In making best interests decisions the District will:
 - 1. Presume that keeping the child in the school of origin is in the child's best interest, except when doing so is contrary to the wishes of the parent or guardian (or youth in the case of an unaccompanied youth); and
 - 2. Consider student-centered factors such as the effect of mobility on student achievement, education, health, and safety of the child, giving priority to the wishes of the child's parent or guardian (or the youth, if a homeless unaccompanied youth). If the District determines that it is in the best interest of the student in temporary housing to attend a school other than the school of origin or the designated school, the District will provide the parent or guardian (or youth, if an unaccompanied youth) with a written explanation of its determination, including information about the right to appeal.
- c) Provide the child with access to all of the District's programs, activities and services to the same extent as they are provided to resident students;
- d) Immediately contact the school district where the child's records are located in order to obtain a copy of these records and coordinate the transmittal of records for students with disabilities pursuant to applicable laws and regulations;

(Continued)

Students

SUBJECT: EDUCATION OF STUDENTS IN TEMPORARY HOUSING (Cont'd.)

- e) Immediately refer the parent or guardian of the student in temporary housing to the McKinney-Vento liaison who must assist in obtaining necessary immunizations or immunization or medical records if the child or youth needs to obtain immunizations or immunization or medical records;
- f) Forward the STAC 202 form to the Commissioner and the school district of origin, where applicable. In all cases, the District will give a copy of the completed STAC 202 form to the designator and keep a copy of the STAC 202 form for the District's records;
- g) Arrange for transportation in accordance with applicable laws and regulations; and

Request for Records

Within five days of receipt of a request for school records from a new school, the District will forward, in a manner consistent with state and federal law, a complete copy of the student in temporary housing's records, including, but not limited to, proof of age, academic records, evaluations, immunization records, and guardianship papers, if applicable.

Tuition Reimbursement

The District is eligible to request reimbursement from the State Education Department for the direct costs of educational services to students in temporary housing that are not otherwise reimbursed under special federal programs, when:

- a) The District is either the school district of current location or a school district participating in a regional placement plan;
- b) The District is designated as the school district of attendance; and
- c) The school district of origin for the student in temporary housing is within New York State.

All claims for reimbursement will be made on the STAC 202 form prescribed by the Commissioner of the State Education Department.

(Continued)

Students

SUBJECT: EDUCATION OF STUDENTS IN TEMPORARY HOUSING (Cont'd.)

In addition, the District is eligible for reimbursement for the direct costs of educational services, including transportation costs for students who continue enrollment in the District schools after finding permanent housing midyear in a different school district within New York State. In these cases, the District will directly bill the new district where the student permanently resides for all direct costs of educational services, including transportation, that are not otherwise reimbursed under special federal programs.

Transportation Responsibilities

The LDSS is responsible for providing transportation to students in temporary housing, including preschool students and students with disabilities who are eligible for benefits under Social Services Law §350-j and placed in temporary housing arrangements outside their designated districts. Where the LDSS requests that the District provide or arrange for transportation for a student in temporary housing in the circumstances above, the District will provide or arrange for the transportation and directly bill the LDSS so that the district will be fully and promptly reimbursed for the cost of the transportation.

If the District is the designated school district of attendance, the District will provide for the transportation of each student in temporary housing who is living in a residential program for runaway and homeless youth, including if the temporary housing is located outside the school district. The costs for transportation for each student in temporary housing who lives in a residential program for runaway youth and homeless youth located outside of the designated school district will be reimbursed by the State Education Department, to the extent funds are provided for the purpose, with the submission of a Runaway and Homeless Youth Act Transportation Program Form. Where the District provides transportation for a student living in a Runaway and Homeless Youth facility, the District will promptly request reimbursement using the Runaway and Homeless Youth Act Transportation Form.

The District will transport any student in temporary housing to their school of origin, including preschools and charter schools, where it is the designated district of attendance and the student in temporary housing is not entitled to receive transportation from the Department of Social Services.

When the District is designated as the school district of current location for a student in temporary housing and the student does not attend the school of origin, the District will provide transportation on the same basis as it is provided to resident students, unless the local transportation policy represents a barrier to the student's attendance in school.

If the student in temporary housing designates the District as the school district of attendance, transportation will not exceed 50 miles each way, unless the Commissioner determines that it is in the best interest of the child.

(Continued)

SUBJECT: EDUCATION OF STUDENTS IN TEMPORARY HOUSING (Cont'd.)

Where the District is designated as the school district of attendance and it has recommended the student in temporary housing attend a summer educational program, the district of attendance will provide transportation services to students in temporary housing for summer educational programs if the lack of transportation poses a barrier to the student's participation in the program.

Where the District is designated as the school district of attendance, it will provide transportation services to students in temporary housing for extracurricular or academic activities when:

- a) The student participates in or would like to participate in an extracurricular or academic activity, including an after-school activity, at the school;
- b) The student meets the eligibility criteria for the activity; and
- c) The lack of transportation poses a barrier to the student's participation in the activity.

Where the District is designated as the school district of attendance, it will provide transportation as described above for the duration of homelessness, unless the LDSS is responsible for providing transportation. After the student becomes permanently housed, the District will provide transportation to the school of origin until the end of the school year and for one additional year if that year constitutes the child's terminal year in the school building.

Dispute Resolution Process

The District has established the following procedures for the prompt resolution of disputes regarding school selection or enrollment of a homeless child or youth:

- a) The District will provide a written explanation, including a statement regarding the right to appeal, to the parent or guardian of a student in temporary housing, or to an unaccompanied youth, if the District determines that the District is not required to either enroll and/or transport the child or youth to the school of origin or a school requested by the parent or guardian or unaccompanied youth, or if there is a disagreement about a child's or youth's status as a homeless child or unaccompanied youth. The written explanation will be in a

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SUBJECT: EDUCATION OF STUDENTS IN TEMPORARY HOUSING (Cont'd.)

manner and form understandable to the parent, guardian, or unaccompanied youth and will include a statement regarding the McKinney-Vento liaison's availability to help the parent, guardian, or unaccompanied youth with any appeal and the contact information for the liaison.

- b) The District will immediately enroll the student in the school in which enrollment is sought by the parent or guardian or unaccompanied youth, provide transportation to the school, and will delay for 30 days the implementation of a final determination to decline to either enroll in and/or transport the student in temporary housing to the school of origin or a school requested by the parent or guardian or unaccompanied youth.
- c) If the parent or guardian of a student in temporary housing or unaccompanied youth commences an appeal to the Commissioner within 30 days of such final determination, the student will be permitted to continue to attend the school they are enrolled in at the time of the appeal and/or receive transportation to that school pending the resolution of all available appeals.

The McKinney-Vento Liaison's Dispute Resolution Responsibilities

The District's McKinney-Vento liaison must assist the student in temporary housing's parent or guardian or unaccompanied youth in bringing an appeal to the Commissioner of a final school district decision regarding enrollment, school selection and/or transportation. In the event of a dispute regarding eligibility, enrollment, school selection, and/or transportation, the District's McKinney-Vento liaison will:

- a) Provide the parent or guardian or unaccompanied youth with a copy of the form petition;
- b) Assist the parent or guardian or unaccompanied youth in completing the form petition;
- c) Arrange for the copying of the form petition and supporting documents for the parent or guardian or unaccompanied youth, without cost to the parent or guardian or unaccompanied youth;
- d) Accept service of the form petition and supporting papers on behalf of any District employee or officer named as a party, or the District if it is named as a party, or arrange for service by mail by mailing the form petition and supporting documents to any District employee or officer named as a party, and, if the District is named as a party, to a person in the office of the Superintendent who has been designated by the Board to accept service on behalf of the District;
- e) Provide the parent or guardian or unaccompanied youth with a signed and dated acknowledgment verifying that they have received the form petition and supporting documents, and will either accept service of these documents on behalf of the District

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SUBJECT: EDUCATION OF STUDENTS IN TEMPORARY HOUSING (Cont'd.)

employee or officer of District, or effect service by mail by mailing the form petition and supporting documents to any District employee or officer named as a party, and, if the District is named as a party, to a person in the office of the Superintendent who has been designated by the Board to accept service on behalf of the District;

- f) Transmit on behalf of the parent or guardian or unaccompanied youth, within five days after the service of, the form petition or any pleading or paper to the Office of Counsel, New York State Education Department, State Education Building, Albany, New York 12234;
- g) Provide the parent or guardian or unaccompanied youth with a signed and dated acknowledgement verifying that they have received the form petition and supporting documents and will transmit these documents on behalf of the parent, guardian or unaccompanied youth to the Office of Counsel, New York State Education Department, State Education Building, Albany, New York 12234;
- h) Accept service of any subsequent pleadings or papers, including any correspondence related to the appeal, if the parent or guardian or unaccompanied youth so elects. They will also make this correspondence available to the parent or guardian or unaccompanied youth; and
- i) Maintain a record of all appeals of enrollment, school selection, and transportation determinations.

Coordination

The District will coordinate the provision of services described in this policy with local social services agencies, housing providers and other agencies or programs providing services to students in temporary housing and their families, including services and programs funded under the Runaway and Homeless Youth Act.

The District will coordinate with other school districts on inter-district issues, such as transportation or transfer of school records.

The District will coordinate implementation of the above provision of services with the requirements of the Individuals with Disabilities Education Act (IDEA) for students with disabilities.

Reporting Requirements

The District will collect and transmit to the Commissioner of Education, at the time and in the manner as the Commissioner may require, a report containing information as the Commissioner determines is necessary, including the numbers of homeless students, their grade, and their nighttime residence.

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SUBJECT: EDUCATION OF STUDENTS IN TEMPORARY HOUSING (Cont'd.)**Removal of Barriers**

The District will review and revise its policies that may act as barriers to the identification of students in temporary housing and their enrollment and retention in school, including barriers to enrollment and retention due to outstanding fees or fines, or absences.

Comparable Services

The District will provide services to students in temporary housing comparable to those offered to other students in the District, including: transportation services; educational services for which the child or youth meets the relevant criteria, such as services provided under Title I or similar state or local programs; educational programs for students with disabilities; educational programs for English learners; programs in career and technical education; programs for gifted and talented students; and school nutrition programs.

Student Privacy

Information about a student in temporary housing's living situation will be treated as a student education record and will not be deemed to be directory information under the Family Educational Rights and Privacy Act (FERPA). A parent or guardian or unaccompanied youth may consent to the release of a student's address information in the same way they would for other student education records under FERPA.

Training

All school enrollment staff, secretaries, school counselors, school social workers, and principals will be trained on the requirements for enrollment of students in temporary housing. Other staff members including school nutrition staff, school registered professional nurses, teachers, and bus drivers will receive training on homelessness that is specific to their field.

McKinney-Vento Homeless Assistance Act, as amended by the Every Student Succeeds Act (ESSA) of 2015, 42 USC § 11431 et seq.
Education Law § 3209
Executive Law Article 19-H
8 NYCRR § 100.2(x)

Adoption Date

Students

SUBJECT: ALCOHOL, TOBACCO, DRUGS, AND OTHER SUBSTANCES (STUDENTS)**Prohibited Conduct**

The Board recognizes that the misuse of alcohol, tobacco, electronic cigarettes (e-cigarettes), cannabis (marijuana), drugs, counterfeit and designer drugs, over-the-counter drugs, prescription drugs, vitamins, supplements, herbs, and other similar substances is a serious problem with legal, physical, emotional, and social implications for our students, as well as the entire community. Therefore, the consumption, sharing, selling, use, and/or possession of these and similar substances, as well as tobacco products and drug paraphernalia are prohibited in accordance with law and regulation, District policy, the District *Code of Conduct*, and/or other similar documents.

Students are not permitted to be under the influence of alcohol, cannabis (marijuana), drugs, or other prohibited substances on school grounds or at school functions. "School function" means a school-sponsored or school-authorized extracurricular event or activity regardless of where the event or activity takes place, including any event or activity that may take place virtually or in another state.

Exceptions may exist for authorized medical cannabis use.

Disciplinary Measures

Students will be disciplined in accordance with District policy, the District *Code of Conduct*, and/or other similar documents for the consumption, sharing, selling, use, and/or possession of alcohol, tobacco, e-cigarettes, cannabis (marijuana), drugs, counterfeit and designer drugs, over-the-counter drugs, prescription drugs, vitamins, supplements, herbs, and other similar substances, as well as tobacco products and drug paraphernalia.

Information on Substance Use Related Services

The Superintendent has designated one or more individuals to provide information regarding where and how to find available substance use related services to students, parents, and staff.

The designated individual for the District is the School Nurse.

Any information provided by a student, parent, or staff member to the designated individual(s) will not be used in any school disciplinary proceeding and will, in addition to any other applicable privilege, be considered confidential in accordance with law.

20 USC §§ 6083(a), 7118, and 7973(a)
Cannabis Law § 127
Education Law §§ 409, 2801, and 3038
Penal Law § 222.10
Public Health Law §§ 1399-n and 1399-o

(Continued)

Students

**SUBJECT: ALCOHOL, TOBACCO, DRUGS, AND OTHER SUBSTANCES (STUDENTS)
(Cont'd.)**

NOTE: Refer also to Policies #3280 -- Use of School Facilities, Materials, and Equipment
#3410 -- Code of Conduct
#5640 -- Smoking, Tobacco, and Cannabis (Marijuana) Use
#6150 -- Alcohol, Tobacco, Drugs, and Other Substances (Staff)
#8240 -- Instruction in Certain Subjects
District *Code of Conduct*

Adoption Date

Instruction

SUBJECT: INSTRUCTION FOR ENGLISH LANGUAGE LEARNERS

The Board recognizes its responsibility to ensure that students of foreign birth or ancestry who are identified as English Language Learners (ELLs) are provided with an appropriate bilingual education or English as a New Language (ENL) program.

The District has developed a comprehensive plan to meet the educational needs of ELLs. The plan will be kept on file in the District and submitted to the Commissioner of Education prior to the start of each school year. The plan includes:

- a) The District's philosophy regarding the education of ELLs;
- b) The District's administrative practices and procedures to screen, identify, and place ELLs in appropriate programs;
- c) The District's plan to provide parents and other persons in parental relation with information about all bilingual education and ENL programs available in the District and notices regarding program placement and the rights of parents or persons in parental relation in the language or mode of communication they best understand;
- d) The District's system to annually measure and track the academic progress and English language proficiency of ELLs and use of data to drive instruction;
- e) A description of the District's curricular and extracurricular services provided to ELLs;
- f) The District's administrative practices to annually evaluate ELLs;
- g) The District's procedure to identify support services for ELLs;
- h) The District's policies and procedures regarding ELLs who are students with disabilities;
- i) The District's procedures to exit ELLs including those students with inconsistent/interrupted formal education;
- j) The District's services to support former ELLs.

Additionally, the District will provide professional learning to all teachers, level III teaching assistants, and administrators that specifically addresses the needs of ELLs. For school business leaders, the District will provide professional learning related to the needs of ELLs and the federal, state, and local mandates for ELLs.

The Superintendent will ensure that all data, including plans, assurances, and reports as required by the Commissioner's regulations, is submitted to the State Education Department in a timely manner.

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SUBJECT: INSTRUCTION FOR ENGLISH LANGUAGE LEARNERS (Cont'd.)

Education Law § 3204
8 NYCRR Parts 117 and 154 and § 100.2(g)

Adoption Date