

FIRE ISLAND UNION FREE SCHOOL DISTRICT

BOARD OF EDUCATION

Regular Meeting Agenda

August 14, 2018

4:30 p.m.

Call to Order

Pledge of Allegiance

Voice of the Taxpayer

ITEM 1

**Approval of Minutes**

- a. Annual Organizational Meeting of July 10, 2018
- b. Regular Meeting of July 10, 2018

ITEM 2

**Finance**

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

ITEM 3

**Superintendent's Report**

ITEM 4

**Correspondence** – *Letter from R. Kushner*

ITEM 5

**Action Items** – *Recommended for Approval*

- a. **2018-2019 AED Collaborative Agreement w/ Dr. Muratori** @ \$2,000.00 *per annum*
- b. **2018-2019 Generator Set Preventative Maintenance Agreement** – *Power Pro Service Co. @ \$1,100.00 – document available at the meeting*
- c. **2017-2018 Final BOCES Contract** – *Cooperative Educational Services*
- d. **2016-2019 Professional Development Plan** – *Revised*
- e. **2018-2019 Response to Intervention/Academic Intervention Services Plan**
- f. **2018-2019 Building Level Emergency Response Plan** – *these documents are confidential for BOE use only*
- g. **2017-2018 APPR Implementation Certification Resolution - BE IT RESOLVED**, that upon the recommendation of the Superintendent of Schools, the Board of Education of the Fire Island Union Free School District hereby authorizes and/or ratifies execution by the Superintendent of Schools and the President of the Board of Education of the District's 2017-2018 APPR Implementation Certification Form.
- h. **2018-2018 Appointment** – **Alternate DASA Coordinator** – *B. Daidone*
- i. **2018-2019 Substitute Teacher Appointments** @ \$158.24/day –

*Caryn Burke, Jennifer deLyra, Martha Mason, Brittany Metcalf, Ann Niland,  
Nancy Sobel, Elaine Whitehouse*

- j. **2018-2019 Revised Board Meeting Calendar**
- k. **CSE Recommendations - *confidential***

- ITEM 6      **Public Hearing/1<sup>st</sup> Reading of Proposed Policy Revisions**
  - a. #5640 Smoking/Tobacco Use
  - b. #6220 Temporary Personnel
  - c. #7320 Alcohol, Tobacco, Drugs, and Other Substances
  - d. #7131 Education of Students in Temporary Housing (*formerly titled Education of Homeless Children and Youth*)
  
- ITEM 7      **Public Hearing/2<sup>nd</sup> Reading and Adoption of Proposed Policies**
  - a. #7221 Participation in Graduation Ceremonies and Activities
  - b. #7222 Diploma or Credential Options for Students with Disabilities
  
- ITEM 8      Adjournment

Annual Organizational Meeting  
BOARD OF EDUCATION  
FIRE ISLAND UNION FREE SCHOOL DISTRICT  
July 10, 2018

**DRAFT**

CALL TO ORDER	Meeting was held in the lunch room of the Woodhull School and was called to order at 4:30 p.m. by D. Clock, District Clerk.
MEMBERS PRESENT	Vernon Henriksen, , Jay Lippert, Linda Nowachek, Kathleen Skelly-Kurka, Amy Wood.
MEMBERS ABSENT	Lisa Kaufman, Judi Phelan
OTHERS PRESENT	L. Ferraro, Superintendent K. Wurtz, School Business Official G. Steffanetta, School Attorney D. Clock, District Clerk
OATHS OF OFFICE – BOARD MEMBERS – KATHLEEN SKELLY-KURKA	G. Steffanetta, School Attorney, administered the Oath of Office for the position of Board Member to Kathleen Skelly-Kurka for the term July 1, 2018 to June 30, 2021.
AMY WOOD	G. Steffanetta, School Attorney, administered the Oath of Office for the position of Board Member to Amy Wood for the term July 1, 2018 to June 30, 2021.
LISA KAUFMAN	Due to the absence of Lisa Kaufman, the Oath of Office for position of Board Member for the term July 1, 2018-June 30, 2021 will be administered by the District Clerk within 30 days.
NOMINATION & ELECTION OF PRESIDENT – JAY LIPPERT	Nomination by V. Henriksen, seconded by A. Wood, to elect Jay Lippert as President of the Board of Education for the term July 1, 2018, to June 30, 2019. There were no other nominations. Aye – 5                      No – 0
NOMINATION & ELECTION OF VICE PRESIDENT – V. HENRIKSEN	Nomination by L. Nowachek, seconded by A. Wood, to elect Vernon Henriksen as Vice President of the Board of Education for the term July 1, 2018, to June 30, 2019. There were no other nominations. Aye – 5                      No – 0
OATHS OF OFFICE – PRESIDENT BOARD OF EDUCATION	G. Steffanetta administered the Oath of Office to Jay Lippert for the position of President of the Board of Education for the term July 1, 2018 to June 30, 2019.
VICE PRESIDENT BOARD OF EDUCATION	G. Steffanetta administered the Oath of Office to Vernon Henriksen for the position of Vice President of the Board of Education for the term July 1, 2018, to June 30, 2019.

Annual Organizational Meeting Minutes of July 10, 2018, continued...

OATH OF OFFICE – SUPERINTENDENT OF SCHOOLS	G. Steffanetta administered the Oath of Office to Loretta Ferraro, Superintendent of Schools, for July 1, 2018 to June 30, 2019.
APPOINTMENT OF OFFICERS	The Board hereby approves the following appointments for school year 2018-2019:
DISTRICT CLERK	Donna Clock – District Clerk
DISTRICT TREASURER	Kevin Wurtz – District Treasurer
DEPUTY DISTRICT TREASURER	T. Murphy – Deputy District Treasurer  (A. Wood, L. Nowachek; 5-0)
OATH OF OFFICE – DISTRICT CLERK & DISTRICT TREASURER	G. Steffanetta administered the Oath of Office to Donna Clock, District Clerk, and Kevin Wurtz, District Treasurer, for the term July 1, 2018, to June 30, 2019.
DEPUTY DISTRICT TREASURER	T. Murphy was not present and will be given the Oath of Office as Deputy District Treasurer in the office of the District Clerk.
OTHER APPOINTMENTS (Items 5a-v)	The Board hereby approves the following appointments as set forth in the meeting agenda - Items 5a-v, for school year 2017-2018: (A. Wood, L. Nowachek; 5-0)  - Director of Health Services – Janet LaViolette - School Attorney – Guercio & Guercio, LLP - Census Enumerator – Loretta Ferraro - Attendance Officer – Loretta Ferraro - External Auditor – R. S. Abrams & Co. - Insurance Consultant – New York Schools Insurance Reciprocal (NYSIR) - Records Access Officer – Donna Clock - Records Management Officer – Donna Clock - Asbestos (LEA) Designee – Michael DiDio - Purchasing Agent – Kevin Wurtz - Designated Education Official – Loretta Ferraro - Civil Rights/Title IX Compliance Officer – Loretta Ferraro - Dignity Act Coordinator – Philip Tamberino - Section 504 Compliance Officer – Loretta Ferraro - Homeless Liaison Officer – Loretta Ferraro - Special Education Chairperson – David Levenson - Board of Education Legislative Liaison to New York State School Boards Association – Jay Lippert - Fire Island UFSD Committee on Special Education comprised of the following: Chairperson – David Levenson Psychologist – Tina Hannel Special Education/Reading Teacher – Colleen Ferry District Physician – Janet LaViolette

Annual Organizational Meeting Minutes of July 10, 2018, continued...

OTHER APPOINTMENTS  
(Continued)

Parent Representative – Melissa Adams  
Student’s Classroom Teacher

Fire Island UFSD Committee on Pre-School Special  
Education comprised of the following:

- Chairperson – David Levenson
- Parent Representative – Melissa Adams
- Suffolk County Representative
- Evaluation Team Members

Impartial Hearing Officers – *The Board of Education hereby accepts and approves the list of impartial hearing officers established as of July 1, 2018 by the NYS Education Department, and hereby authorizes the District Clerk to designate the selection of hearing officer, should the need arise during the 2018-2019 school year.*

DESIGNATIONS (Items 6a-c)  
2018-2019

The Board hereby approves the following designations as set forth in the meeting agenda - Items 6a-c, for school year 2018-2019:

(A. Wood, L. Nowachek; 5-0)

- Official Bank Depository, All Funds – HSBC
- Regular Meetings – second Tuesday of every month unless otherwise noted.
- Official Newspapers – Islip Bulletin and Long Island Advance.

AUTHORIZATIONS  
2018-2019  
(Items 7a-j)

The Board hereby approves the following authorizations as set forth in the meeting agenda - Items 7a-j, for school year 2018-2019:

(L. Nowachek, A. Wood; 5-0)

- To Certify Payrolls – Loretta Ferraro
- To approve the attendance of staff to conferences, conventions, workshops – Loretta Ferraro
- To establish \$100.00 petty cash for school instructional program to be maintained by District Treasurer.
- To establish \$100.00 petty cash for miscellaneous District expense to be maintained by District Clerk.
- Designation of Signatures on Checks –
  - District Treasurer – Kevin Wurtz
  - District Clerk – Donna Clock

In the absence of the District Clerk, the following Board Members are designated to sign checks :

Lisa Kaufman and Jay Lippert.

- Budget Transfers up to \$5,000.00 on Chief School Officer’s approval.
- Use of District Credit Card – Loretta Ferraro and Kevin Wurtz

Annual Organizational Meeting Minutes of July 10, 2018 continued ...

- AUTHORIZATIONS 2018-2019  
(Continued)
- Superintendent to apply for Grants in Aid.
  - District Treasurer to invest school district funds.
  - Purchasing Agent to sign all district purchase orders.

OFFICIAL UNDERTAKINGS  
(BONDS)  
(Items 8a-c)

The Board hereby approves the following items as set forth in the meeting agenda - Items 8a-c, for school year 2018-2019:  
(A. Wood, L. Nowachek; 5-0)

	<u>In the amount of</u>
District Treasurer	\$2,000,000.00
Deputy Treasurer	2,000,000.00
District Clerk	2,000,000.00

OTHER ITEMS  
(Items 9a-f)

The Board hereby approves the following items as set forth in the meeting agenda - Items 9a-f, for school year 2018-2019: (L. Nowachek, A. Wood; 5-0)

- Re-adopt all Policies heretofore made including Code of Ethics and Code of Conduct.
- Establish Mileage Reimbursement Rate at 54.5 cents per mile as per current IRS recommended rate.
- Establish Board of Education Sub-Committees –  
Audit: V. Henriksen, L. Kaufman, L. Nowachek, J. Phelan, A. Wood.  
Buildings & Grounds: V. Henriksen, L. Kaufman,
- Equal Opportunity Employment
- Bay Shore Union Free School District and Islip Union Free School District as the Receiving Districts for Resident Students for Grades 7-12 for the 2018-2019 School Year.
- The following school personnel to have access to confidential Special Education records:  
Loretta Ferraro –Superintendent  
Donna Clock – District Clerk  
Tina Hannel – School Psychologist  
Martha Ringen – Speech Therapist  
Colleen Ferry - Special Education/Reading Teacher  
David Levenson - CSE/CPSE Director

The Regular Meeting immediately followed at 4:48 p.m.

Regular Meeting  
BOARD OF EDUCATION  
FIRE ISLAND UNION FREE SCHOOL DISTRICT     **DRAFT**  
July 10, 2018

CALL TO ORDER	Immediately following the Organizational Meeting, the Regular Meeting was called to order at 4:45 p.m. by President J. Lippert.
MEMBERS PRESENT	V. Henriksen, J. Lippert, L. Nowachek, K. Skelly-Kurka, A. Wood.
MEMBERS ABSENT	L. Kaufman, J. Phelan.
OTHERS PRESENT	L. Ferraro, Superintendent K. Wurtz, School Business Official D. Clock, District Clerk
VOICE OF THE TAXPAYER	There were no residents present.
APPROVAL OF MINUTES	Minutes of the following meetings were accepted as read: <ul style="list-style-type: none"><li>• Regular Meeting of June 12, 2018</li><li>• Special Meeting of June 13, 2018</li></ul> (A. Wood, L. Nowachek; 5-0)
TREASURER'S REPORT	Treasurer's Report for the month ended June 2018 was accepted as hereby attached. (A. Wood, L. Nowachek; 5-0)
TRIAL BALANCE REPORTS	The Board accepts the Trial Balance Report for the month ending June 2018 as hereby attached. (A. Wood, L. Nowachek; 5-0)
APPROPRIATION & REVENUE STATUS REPORTS	The Board accepts the Appropriation and Revenue Status Reports for June 2018 as hereby attached. (A. Wood, L. Nowachek; 5-0)
TRUST & AGENCY CASH DISBURSEMENT	The Board accepts the Trust and Agency Cash Disbursement report for June 2018 as hereby attached. (A. Wood, L. Nowachek; 5-0)
GENERAL FUND CASH DISBURSEMENT	The Board accepts the General Fund Cash Disbursement report for June 2018 as hereby attached. (A. Wood, L. Nowachek; 5-0)
VOIDED CHECK REPORT	The Board accepts the Voided Check Report for June 2018 as hereby attached. (A. Wood, L. Nowachek; 5-0)
GENERAL FUND CASH FLOW REPORT	The Board accepts the General Fund Cash Flow report as hereby attached. (A. Wood, L. Nowachek; 5-0)
WARRANTS	The Board hereby approves General Fund Warrant 12 in the amount of \$163,658.05 and General Fund Warrant 1 in the amount of \$113,364.19 as presented. (A. Wood, K. Skelly-Kurka; 5-0)

Regular Meeting Minutes of July 10, 2018, continued...

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|---|---|
| CASH TRANSFER   | The Board approves a cash transfer in the amount of \$200,000.00 from the General Fund Money Market account to the General Fund Checking account as hereby attached. (K. Skelly-Kurka, L. Nowachek; 5-0)  |
| SUPERINTENDENT'S REPORT   | Mrs. Ferraro reported on the following: <ul style="list-style-type: none"><li>• Department of Transportation \$500 fine for uninspected bus</li><li>• Freedom of Information Request from Newsday for payroll information</li></ul>   |
| CORRESPONDENCE  | There was no correspondence.  |
| 2018-2019 INSTRUCTION CONTRACTS – BAY SHORE UFSD & ISLIP UFSD             | On the recommendation of the Superintendent, the Board hereby approves instructional contracts with Islip UFSD and Bay Shore UFSD for students in grades 7-12 for school year 2018-2019, and authorizes the President to enter into said agreements on behalf of the Board. (K. Skelly-Kurka, A. Wood; 5-0)   |
| 2018-2019 CONSULTANTS AGREEMENT – GREAT SOUTH BAY YMCA – SWIM INSTRUCTION | On the recommendation of the Superintendent, the Board approves an agreement with the Great South Bay YMCA for two ten-week sessions of swim instruction for grades PreK-6 at \$110 per student per session for school year 2018-2019, and authorizes the President of the Board to enter into said agreement on behalf of the Board. (A. Wood, K. Skelly-Kurka; 5-0) |
| 2018-2019 CONSULTANTS AGREEMENT – WORLD GYM – TENNIS INSTRUCTION          | On the recommendation of the Superintendent, the Board approves an agreement with the World Gym for two ten-week sessions of tennis instruction for grades 1-6 at \$195 per student per session for school year 2018-2019, and authorizes the President of the Board to enter into said agreement on behalf of the Board. (L. Nowachek, A. Wood; 5-0)                 |
| 2018 PROPOSAL – MINDFUL MOVEMENTS   | On the recommendation of the Superintendent, the Board hereby accepts a proposal from Mindful Movements for 1 10-week session of mindfulness training for grades PreK-6 @ \$2,000 to be contracted through Eastern Suffolk BOCES. (L. Nowachek, A. Wood; 5-0)   |
| 2018-2019 APPOINTMENT – CUSTODIAL WORKER I – Z. TAFFET                    | On the recommendation of the Superintendent, the Board hereby appoints Zachary Taffet as full time Custodial Worker I, Step I at a salary of \$47,753.26 for school year 2018-2019, prorated effective July 16, 2018, pending fingerprint clearance from NYSED. (L. Nowachek, K. Skelly-Kurka; 5-0)   |
| 2017-2018 SICK DAY BUY BACK CORRECTION                                    | The Board hereby approves a correction of 2 additional sick days available for buy back to B. Daidone at \$593.89 per day. (V. Henriksen, K. Skelly-Kurka; 5-0)   |

Regular Meeting Minutes of July 10, 2018, continued...

RECOMMENDATION FOR  
TENURE – M. APPELL

RESOLVED, on the recommendation of the Superintendent, the Board hereby confers tenure upon Marialaina Appell in the Elementary Education Area, effective September 1, 2018; (V. Henriksen, A. Wood; 5-0)

BUS BID RESULTS &  
AWARD

As sole bidder, the Board hereby accepts a bid from Nesco Bus & Truck Sales for 1 Dual Rear Wheel 20C/16A passenger school bus at a cost of \$68,445.00. (A. Wood, L. Nowachek; 5-0)

CPSE & CSE  
RECOMMENDATIONS

On the recommendation of the Superintendent, the Board accepts the recommendations of the Committee on Preschool Special Education and the Committee on Special Education as presented. (K. Skelly-Kurka, A. Wood; 5-0)

2018-2019 BOARD  
AFFILIATIONS &  
MEMBERSHIPS

The Board hereby approves its affiliations and memberships for 2018-2019 in the following organizations:

- National School Boards Association
- NYS School Boards Association
- SCOPE
- Nassau-Suffolk School Boards Association
- Islip Town School Boards Association

(K. Skelly-Kurka, A. Wood; 5-0)

2018-2019  
SUPERINTENDENT’S  
AFFILIATIONS &  
MEMBERSHIPS

The Board hereby approves the following affiliations and memberships for the Superintendent for 2018-2019:

- American Association of School Administrators (AASA)
- NYS Council of School Superintendents (NYCOSS)
- Suffolk County School Superintendents Association (SCSSA)
- Islip Town Chief School Administrators
- East End Cluster

(A. Wood, L. Nowachek; 5-0)

RESOLUTION – STANDARD  
WORK DAYS FOR  
APPOINTED OFFICIALS

BE IT RESOLVED, that the Board of Education of the Fire Island Union Free School District hereby establishes the following as standard work days for the following appointed official and will report the following days to the New York State and Local Employees’ Retirement System based on the record of activities maintained and submitted by the official to the clerk of this body: (A. Wood, K. Skelly-Kurka; 5-0)

Title	Name	SS # (last 4 digits)	Registration #	Standard Work Day	Term	Participates in Employer’s Time Keeping System	Days/Month (based on Record of Activities)
District Clerk	D. Clock	xxxx	xxxxxxx	7	7/1/18-6/30/19	Y	20

Regular Meeting Minutes of July 10, 2018, continued...

PUBLIC HEARING & 1<sup>ST</sup>  
READING – POLICIES

A Public Hearing and first reading of the following policies was held:  
#7221 Participation in Graduation Ceremonies and Activities  
#7222 Diploma or Credential Options for Students with Disabilities

PUBLIC HEARING/2<sup>ND</sup>  
READING AND ADOPTION  
OF POLICY REVISIONS

Following a Public Hearing and second reading, the following policy revisions were hereby adopted by the Board:  
#6212 Certification and Qualifications  
#6550 Leaves of Absence  
#7242 Military Recruiters and Institutions of Higher Education  
#7512 Student Physicals  
#7513 Medication and Personal Care Items  
#8240 Instruction in Certain Subjects  
(A. Wood, L. Nowachek; 5-0)

EXECUTIVE SESSION

At the request of the Superintendent, the Board entered into executive session at 5:00 p.m. to discuss the employment history of a particular person.  
(A. Wood; K. Skelly-Kurka; 5-0)

The regular meeting resumed at 5:40 p.m.

ADJOURNMENT

The meeting was adjourned at 5:40 p.m.  
(A. Wood, V. Henriksen; 5-0)

Donna Clock  
District Clerk

**FIRE ISLAND UFSD**

Cash Balance From 7/1/2018 - 7/31/2018



Bank Account Name	Reference	Receipts	Disbursements	General Ledgers	Balance
TA Fund Checking	PERIOD ACTIVITY 07/01/2018 - 07/31/2018	74.77	83,188.90	269,682.19	186,568.06
	<b>Grand Totals:</b>	<b>74.77</b>	<b>83,188.90</b>	<b>269,682.19</b>	
	<b>Ending Balance:</b>				<b>186,568.06</b>

**FIRE ISLAND UFSD**

Cash Balance From 7/1/2018 - 7/31/2018



Bank Account Name	Reference	Receipts	Disbursements	General Ledgers	Balance
General Fund Checking	PERIOD ACTIVITY 07/01/2018 - 07/31/2018	236,804.66	113,364.19	80,756.83	204,197.30
	<b>Grand Totals:</b>	<b>236,804.66</b>	<b>113,364.19</b>	<b>80,756.83</b>	
	<b>Ending Balance:</b>				<b>204,197.30</b>

**FIRE ISLAND UFSD**

Cash Balance From 7/1/2018 - 7/31/2018



Bank Account Name	Reference	Receipts	Disbursements	General Ledgers	Balance
HSBC Money Market	PERIOD ACTIVITY 07/01/2018 - 07/31/2018	-199,044.37	0.00	5,575,092.77	5,376,048.40
	<b>Grand Totals:</b>	<b>-199,044.37</b>	<b>0.00</b>	<b>5,575,092.77</b>	
	<b>Ending Balance:</b>				<b>5,376,048.40</b>

**FIRE ISLAND UFSD**

Cash Balance From 7/1/2018 - 7/31/2018



Bank Account Name	Reference	Receipts	Disbursements	General Ledgers	Balance
HSBC Capital Fund	PERIOD ACTIVITY 07/01/2018 - 07/31/2018	6.70	0.00	27,936.47	27,943.17
	<b>Grand Totals:</b>	<b>6.70</b>	<b>0.00</b>	<b>27,936.47</b>	
	<b>Ending Balance:</b>				<b>27,943.17</b>

**FIRE ISLAND UFSD**

Cash Balance From 7/1/2018 - 7/31/2018



Bank Account Name	Reference	Receipts	Disbursements	General Ledgers	Balance
HSBC Conrad Muriel Wirostek	PERIOD ACTIVITY 07/01/2018 - 07/31/2018	17.39	0.00	71,954.84	71,972.23
	<b>Grand Totals:</b>	<b>17.39</b>	<b>0.00</b>	<b>71,954.84</b>	
	<b>Ending Balance:</b>				<b>71,972.23</b>

**FIRE ISLAND UFSD**

Cash Balance From 7/1/2018 - 7/31/2018



Bank Account Name	Reference	Receipts	Disbursements	General Ledgers	Balance
HSBC FIA Scholarship	PERIOD ACTIVITY 07/01/2018 - 07/31/2018	0.50	0.00	3,254.43	3,254.93
	<b>Grand Totals:</b>	<b>0.50</b>	<b>0.00</b>	<b>3,254.43</b>	
	<b>Ending Balance:</b>				<b>3,254.93</b>

**FIRE ISLAND UFSD**

Cash Balance From 7/1/2018 - 7/31/2018



Bank Account Name	Reference	Receipts	Disbursements	General Ledgers	Balance
HSBC Repair Reserve	PERIOD ACTIVITY 07/01/2018 - 07/31/2018	9.51	0.00	108,523.35	108,532.86
	<b>Grand Totals:</b>	<b>9.51</b>	<b>0.00</b>	<b>108,523.35</b>	
	<b>Ending Balance:</b>				<b>108,532.86</b>

**FIRE ISLAND UFSD**

Cash Balance From 7/1/2018 - 7/31/2018



Bank Account Name	Reference	Receipts	Disbursements	General Ledgers	Balance
HSBC Capital Reserve 2	PERIOD ACTIVITY 07/01/2018 - 07/31/2018	29.29	0.00	334,056.82	334,086.11
	<b>Grand Totals:</b>	<b>29.29</b>	<b>0.00</b>	<b>334,056.82</b>	
	<b>Ending Balance:</b>	<b>07/31/2018</b>			<b>334,086.11</b>

**FIRE ISLAND UFSD**

Cash Balance From 7/1/2018 - 7/31/2018



Bank Account Name	Reference	Receipts	Disbursements	General Ledgers	Balance
HSBC Capital Reserve I	PERIOD ACTIVITY 07/01/2018 - 07/31/2018	27.91	0.00	318,384.81	318,412.72
	<b>Grand Totals:</b>	<b>27.91</b>	<b>0.00</b>	<b>318,384.81</b>	
	<b>Ending Balance:</b>				<b>318,412.72</b>

# FIRE ISLAND UFSD

## Trial Balance Report From 7/1/2018 - 7/31/2018



Account	Description	Debits	Credits
TA 18	State Retirement	0.00	305.59
TA 19	Teachers Retirement System	0.00	2,731.55
TA 20	Group Insurance -Aflac	2,361.07	0.00
TA 20.1	Group Health Insurance before	625.39	0.00
TA 204	HSBC Checking	186,568.06	0.00
TA 22	Federal Income Tax	418.26	0.00
TA 24	Union Dues/F.I. Teachers Association	0.00	322.58
TA 29	Tax Sheltered Annuities	100.00	0.00
TA 30	Guaranty And Bid Deposits	0.00	1,560.00
TA 630	Due To Other Funds	0.00	183,653.06
TA 85	Other Liabilities: Suffolk ASBO	0.00	1,500.00
<b>TA Fund Totals:</b>		<b>190,072.78</b>	<b>190,072.78</b>
<b>Grand Totals:</b>		<b>190,072.78</b>	<b>190,072.78</b>

# FIRE ISLAND UFSD

Trial Balance Report From 7/1/2018 - 7/31/2018



Account	Description	Debits	Credits
A 204	HSBC Checking	204,197.30	0.00
A 205	HSBC Money Market	5,376,048.40	0.00
A 206	HSBC Repair Reserve	108,532.86	0.00
A 207	HSBC Capital Reserve #2	334,086.11	0.00
A 208	HSBC Capital Reserve	318,412.72	0.00
A 380	Accounts Receivable	0.00	222.79
A 391-2	Due From Capital Fund	6.70	0.00
A 391-3	Due From Trust And Agency Fund	74.77	0.00
A 510	Estimated Revenue	6,338,219.00	0.00
A 521	Encumbrances	1,914,990.94	0.00
A 522	Expenditures	192,339.16	0.00
A 599	Appropriated Fund Balance	0.00	161,193.74
A 600	Accounts Payable	172,402.20	0.00
A 630	Due To Other Funds	0.00	81,606.58
A 821	Reserve For Encumbrances	0.00	1,446,184.74
A 909	Fund Balance, Unreserved	0.00	7,058,022.98
A 960	Appropriations	0.00	6,177,025.26
A 980	Revenues	0.00	35,054.07
<b>A Fund Totals:</b>		<b>14,959,310.16</b>	<b>14,959,310.16</b>
<b>Grand Totals:</b>		<b>14,959,310.16</b>	<b>14,959,310.16</b>

# FIRE ISLAND UFSD

## Appropriation Status Detail Report By Function From 7/1/2018 To 7/31/2018



Account	Description		Budget	Adjustments	Adj. Budget	Expensed	Encumbered	Available
<a href="#">A 1010.20</a>	Board Of Education		1,500.00	1,490.05	2,990.05	0.00	1,490.05	1,500.00
<a href="#">A 1010.40</a>	Board Of Education		14,000.00	1,200.00	15,200.00	0.00	4,223.00	10,977.00
<a href="#">A 1010.45</a>	Board Of Education		1,000.00	0.00	1,000.00	0.00	0.00	1,000.00
<a href="#">A 1010.49</a>	Board Of Education		9,056.00	0.00	9,056.00	0.00	9,056.00	0.00
<b>1010</b>	<b>BOARD OF EDUCATION</b>	*	<b>25,556.00</b>	<b>2,690.05</b>	<b>28,246.05</b>	<b>0.00</b>	<b>14,769.05</b>	<b>13,477.00</b>
<a href="#">A 1040.16</a>	District Clerk		101,054.33	0.00	101,054.33	7,263.56	0.00	93,790.77
<a href="#">A 1040.20</a>	District Clerk		1,000.00	1,000.00	2,000.00	0.00	1,000.00	1,000.00
<a href="#">A 1040.40</a>	District Clerk		500.00	0.00	500.00	0.00	0.00	500.00
<a href="#">A 1040.45</a>	District Clerk		500.00	0.00	500.00	0.00	0.00	500.00
<b>1040</b>	<b>DISTRICT CLERK</b>	*	<b>103,054.33</b>	<b>1,000.00</b>	<b>104,054.33</b>	<b>7,263.56</b>	<b>1,000.00</b>	<b>95,790.77</b>
<a href="#">A 1060.40</a>	District Meeting		4,100.00	0.00	4,100.00	0.00	0.00	4,100.00
<b>1060</b>	<b>DISTRICT MEETING</b>	*	<b>4,100.00</b>	<b>0.00</b>	<b>4,100.00</b>	<b>0.00</b>	<b>0.00</b>	<b>4,100.00</b>
<b>10</b>		**	<b>132,710.33</b>	<b>3,690.05</b>	<b>136,400.38</b>	<b>7,263.56</b>	<b>15,769.05</b>	<b>113,367.77</b>
<a href="#">A 1240.15</a>	Central Administration		204,584.99	0.00	204,584.99	15,242.22	0.00	189,342.77
<a href="#">A 1240.16</a>	Central Administration		37,450.78	0.00	37,450.78	2,691.90	0.00	34,758.88
<a href="#">A 1240.20</a>	Central Administration		5,000.00	4,538.25	9,538.25	0.00	8,577.25	961.00
<a href="#">A 1240.40</a>	Central Administration		7,000.00	0.00	7,000.00	589.00	500.00	5,911.00
<a href="#">A 1240.45</a>	Central Administration		700.00	0.00	700.00	0.00	0.00	700.00
<b>1240</b>	<b>CHIEF SCHOOL ADMINISTRATOR</b>	*	<b>254,735.77</b>	<b>4,538.25</b>	<b>259,274.02</b>	<b>18,523.12</b>	<b>9,077.25</b>	<b>231,673.65</b>
<b>12</b>		**	<b>254,735.77</b>	<b>4,538.25</b>	<b>259,274.02</b>	<b>18,523.12</b>	<b>9,077.25</b>	<b>231,673.65</b>
<a href="#">A 1310.15</a>	Business Administration		122,859.03	0.00	122,859.03	8,996.98	0.00	113,862.05
<a href="#">A 1310.16</a>	Business Administration		7,000.00	0.00	7,000.00	0.00	0.00	7,000.00
<a href="#">A 1310.40</a>	Business Admin		48,000.00	9,587.07	57,587.07	1,726.39	43,579.20	12,281.48
<a href="#">A 1310.49</a>	Business Administration		10,000.00	0.00	10,000.00	0.00	10,000.00	0.00
<b>1310</b>	<b>BUSINESS ADMINISTRATION</b>	*	<b>187,859.03</b>	<b>9,587.07</b>	<b>197,446.10</b>	<b>10,723.37</b>	<b>53,579.20</b>	<b>133,143.53</b>
<a href="#">A 1320.40</a>	Auditing		31,000.00	9,250.00	40,250.00	0.00	9,250.00	31,000.00
<b>1320</b>	<b>AUDITING</b>	*	<b>31,000.00</b>	<b>9,250.00</b>	<b>40,250.00</b>	<b>0.00</b>	<b>9,250.00</b>	<b>31,000.00</b>
<a href="#">A 1325.16</a>	District Treasurer		38,169.80	0.00	38,169.80	2,999.00	0.00	35,170.80
<a href="#">A 1325.20</a>	District Treasurer		3,000.00	2,702.00	5,702.00	0.00	5,301.00	401.00
<a href="#">A 1325.40</a>	District Treasurer		10,000.00	0.00	10,000.00	0.00	100.00	9,900.00
<a href="#">A 1325.45</a>	District Treasurer		4,500.00	0.00	4,500.00	0.00	604.44	3,895.56
<b>1325</b>	<b>TREASURER</b>	*	<b>55,669.80</b>	<b>2,702.00</b>	<b>58,371.80</b>	<b>2,999.00</b>	<b>6,005.44</b>	<b>49,367.36</b>
<a href="#">A 1345.16</a>	Purchasing		3,000.00	0.00	3,000.00	700.00	0.00	2,300.00

# FIRE ISLAND UFSD

## Appropriation Status Detail Report By Function From 7/1/2018 To 7/31/2018



Account	Description		Budget	Adjustments	Adj. Budget	Expensed	Encumbered	Available
<b>1345</b>	<b>PURCHASING</b>	*	<b>3,000.00</b>	<b>0.00</b>	<b>3,000.00</b>	<b>700.00</b>	<b>0.00</b>	<b>2,300.00</b>
<b>13</b>		**	<b>277,528.83</b>	<b>21,539.07</b>	<b>299,067.90</b>	<b>14,422.37</b>	<b>68,834.64</b>	<b>215,810.89</b>
<a href="#">A 1420.40</a>	Legal		57,000.00	2,800.00	59,800.00	0.00	2,800.00	57,000.00
<b>1420</b>	<b>LEGAL</b>	*	<b>57,000.00</b>	<b>2,800.00</b>	<b>59,800.00</b>	<b>0.00</b>	<b>2,800.00</b>	<b>57,000.00</b>
<a href="#">A 1430.40</a>	Personnel		1,500.00	0.00	1,500.00	0.00	0.00	1,500.00
<a href="#">A 1430.45</a>	Personnel		500.00	0.00	500.00	0.00	0.00	500.00
<a href="#">A 1430.49</a>	Personnel		2,745.00	0.00	2,745.00	0.00	2,745.00	0.00
<b>1430</b>	<b>PERSONNEL</b>	*	<b>4,745.00</b>	<b>0.00</b>	<b>4,745.00</b>	<b>0.00</b>	<b>2,745.00</b>	<b>2,000.00</b>
<a href="#">A 1460.16</a>	Records Management Officer		2,000.00	0.00	2,000.00	0.00	0.00	2,000.00
<a href="#">A 1460.20</a>	Records Management - Equipment		1,500.00	1,500.00	3,000.00	0.00	1,500.00	1,500.00
<a href="#">A 1460.40</a>	Records Management-Con Expenditure		5,000.00	0.00	5,000.00	0.00	3,660.00	1,340.00
<a href="#">A 1460.45</a>	Records Management-Material/Supply		500.00	0.00	500.00	0.00	0.00	500.00
<b>1460</b>	<b>RECORDS MANAGEMENT OFFICER</b>	*	<b>9,000.00</b>	<b>1,500.00</b>	<b>10,500.00</b>	<b>0.00</b>	<b>5,160.00</b>	<b>5,340.00</b>
<b>14</b>		**	<b>70,745.00</b>	<b>4,300.00</b>	<b>75,045.00</b>	<b>0.00</b>	<b>10,705.00</b>	<b>64,340.00</b>
<a href="#">A 1620.16</a>	Operations Of Plant		162,952.42	0.00	162,952.42	11,653.74	0.00	151,298.68
<a href="#">A 1620.20</a>	Operations Of Plant		3,000.00	3,000.00	6,000.00	0.00	3,000.00	3,000.00
<a href="#">A 1620.40</a>	Operations Of Plant		115,000.00	4,725.95	119,725.95	0.00	38,145.95	81,580.00
<a href="#">A 1620.45</a>	Operations Of Plant		12,500.00	3,746.12	16,246.12	0.00	3,746.12	12,500.00
<a href="#">A 1620.49</a>	Operations of Building BOCES		5,000.00	0.00	5,000.00	0.00	5,000.00	0.00
<b>1620</b>	<b>OPERATION OF PLANT</b>	*	<b>298,452.42</b>	<b>11,472.07</b>	<b>309,924.49</b>	<b>11,653.74</b>	<b>49,892.07</b>	<b>248,378.68</b>
<a href="#">A 1621.16</a>	Maintenance Of Plant		94,370.41	0.00	94,370.41	6,567.50	0.00	87,802.91
<a href="#">A 1621.20</a>	Maintenance Of Plant		4,000.00	0.00	4,000.00	0.00	3,460.46	539.54
<a href="#">A 1621.40</a>	Maintenance Of Plant		56,000.00	1,125.00	57,125.00	0.00	3,724.00	53,401.00
<a href="#">A 1621.45</a>	Maintenance Of Plant		20,000.00	0.00	20,000.00	0.00	15,930.00	4,070.00
<b>1621</b>	<b>MAINTENANCE OF PLANT</b>	*	<b>174,370.41</b>	<b>1,125.00</b>	<b>175,495.41</b>	<b>6,567.50</b>	<b>23,114.46</b>	<b>145,813.45</b>
<a href="#">A 1660.45</a>	Central Storeroom		10,000.00	3,608.24	13,608.24	0.00	11,758.24	1,850.00
<b>1660</b>	<b>CENTRAL STOREROOM</b>	*	<b>10,000.00</b>	<b>3,608.24</b>	<b>13,608.24</b>	<b>0.00</b>	<b>11,758.24</b>	<b>1,850.00</b>
<a href="#">A 1670.40</a>	Central printing & mailing		4,500.00	298.00	4,798.00	0.00	501.85	4,296.15
<b>1670</b>	<b>CENTRAL PRINTING &amp; MAILING</b>	*	<b>4,500.00</b>	<b>298.00</b>	<b>4,798.00</b>	<b>0.00</b>	<b>501.85</b>	<b>4,296.15</b>
<a href="#">A 1680.20</a>	Central Data Processing		4,500.00	4,500.00	9,000.00	0.00	4,500.00	4,500.00
<a href="#">A 1680.40</a>	Central Data Processing		5,560.00	0.00	5,560.00	0.00	0.00	5,560.00
<a href="#">A 1680.45</a>	Central Data Processing		11,725.00	1,853.94	13,578.94	0.00	1,853.94	11,725.00
<a href="#">A 1680.49</a>	Central Data Processing		17,200.00	0.00	17,200.00	0.00	17,200.00	0.00

# FIRE ISLAND UFSD

## Appropriation Status Detail Report By Function From 7/1/2018 To 7/31/2018



Account	Description		Budget	Adjustments	Adj. Budget	Expensed	Encumbered	Available
<b>1680</b>	<b>CENTRAL DATA PROCESSING</b>	*	<b>38,985.00</b>	<b>6,353.94</b>	<b>45,338.94</b>	<b>0.00</b>	<b>23,553.94</b>	<b>21,785.00</b>
<b>16</b>		**	<b>526,307.83</b>	<b>22,857.25</b>	<b>549,165.08</b>	<b>18,221.24</b>	<b>108,820.56</b>	<b>422,123.28</b>
<a href="#">A 1910.40</a>	Unallocated Insurance		53,200.00	0.00	53,200.00	46,256.00	0.00	6,944.00
<b>1910</b>	<b>UNALLOCATED INSURANCE</b>	*	<b>53,200.00</b>	<b>0.00</b>	<b>53,200.00</b>	<b>46,256.00</b>	<b>0.00</b>	<b>6,944.00</b>
<a href="#">A 1981.49</a>	Boces Administrative Charge		8,000.00	0.00	8,000.00	0.00	8,000.00	0.00
<b>1981</b>	<b>BOCES ADMINISTRATIVE COSTS</b>	*	<b>8,000.00</b>	<b>0.00</b>	<b>8,000.00</b>	<b>0.00</b>	<b>8,000.00</b>	<b>0.00</b>
<b>19</b>		**	<b>61,200.00</b>	<b>0.00</b>	<b>61,200.00</b>	<b>46,256.00</b>	<b>8,000.00</b>	<b>6,944.00</b>
<b>1</b>		***	<b>1,323,227.76</b>	<b>56,924.62</b>	<b>1,380,152.38</b>	<b>104,686.29</b>	<b>221,206.50</b>	<b>1,054,259.59</b>
<a href="#">A 2010.49</a>	Curriculum Development		6,000.00	0.00	6,000.00	0.00	6,000.00	0.00
<b>2010</b>	<b>CURRICULUM DEVEL &amp; SUPERVISION</b>	*	<b>6,000.00</b>	<b>0.00</b>	<b>6,000.00</b>	<b>0.00</b>	<b>6,000.00</b>	<b>0.00</b>
<a href="#">A 2070.40</a>	In-Service Training		40,000.00	0.00	40,000.00	0.00	0.00	40,000.00
<b>2070</b>	<b>INSERVICE TRAINING-INSTRUCTION</b>	*	<b>40,000.00</b>	<b>0.00</b>	<b>40,000.00</b>	<b>0.00</b>	<b>0.00</b>	<b>40,000.00</b>
<b>20</b>		**	<b>46,000.00</b>	<b>0.00</b>	<b>46,000.00</b>	<b>0.00</b>	<b>6,000.00</b>	<b>40,000.00</b>
<a href="#">A 2110.10</a>	Teaching Regular School		67,131.98	0.00	67,131.98	0.00	0.00	67,131.98
<a href="#">A 2110.12</a>	Teaching Regular School		860,495.16	0.00	860,495.16	0.00	0.00	860,495.16
<a href="#">A 2110.14</a>	Teaching Regular School		15,000.00	0.00	15,000.00	0.00	0.00	15,000.00
<a href="#">A 2110.16</a>	Teaching Regular School		82,668.65	0.00	82,668.65	0.00	0.00	82,668.65
<a href="#">A 2110.20</a>	Teaching Regular School		5,000.00	452.48	5,452.48	0.00	452.48	5,000.00
<a href="#">A 2110.40</a>	Teaching Regular School		15,000.00	250.00	15,250.00	0.00	3,468.60	11,781.40
<a href="#">A 2110.45</a>	Teaching Regular School		15,000.00	0.00	15,000.00	0.00	8,377.46	6,622.54
<a href="#">A 2110.47</a>	Teaching Regular School		191,500.00	176,216.45	367,716.45	0.00	176,216.45	191,500.00
<a href="#">A 2110.48</a>	Teaching Regular School		10,000.00	2,738.05	12,738.05	0.00	2,738.05	10,000.00
<a href="#">A 2110.49</a>	Teaching Regular School		45,000.00	0.00	45,000.00	0.00	45,000.00	0.00
<b>2110</b>	<b>TEACHING-REGULAR SCHOOL</b>	*	<b>1,306,795.79</b>	<b>179,656.98</b>	<b>1,486,452.77</b>	<b>0.00</b>	<b>236,253.04</b>	<b>1,250,199.73</b>
<b>21</b>		**	<b>1,306,795.79</b>	<b>179,656.98</b>	<b>1,486,452.77</b>	<b>0.00</b>	<b>236,253.04</b>	<b>1,250,199.73</b>
<a href="#">A 2250.15</a>	Programs for Students w/ Disabilities		49,713.51	0.00	49,713.51	0.00	0.00	49,713.51
<a href="#">A 2250.20</a>	Programs for Students w/ Disabilities		3,000.00	3,000.00	6,000.00	0.00	3,000.00	3,000.00
<a href="#">A 2250.40</a>	Programs for Students w/ Disabilities		21,000.00	201.99	21,201.99	0.00	2,701.99	18,500.00
<a href="#">A 2250.45</a>	Programs for Students w/ Disabilities		1,500.00	0.00	1,500.00	0.00	0.00	1,500.00
<a href="#">A 2250.47</a>	Programs for Students w/ Disabilities		170,000.00	89,875.00	259,875.00	0.00	89,875.00	170,000.00
<a href="#">A 2250.49</a>	Programs for Students w/ Disabilities		78,000.00	0.00	78,000.00	0.00	78,000.00	0.00
<b>2250</b>	<b>PROGRAMS-STUDENTS W/ DISABIL</b>	*	<b>323,213.51</b>	<b>93,076.99</b>	<b>416,290.50</b>	<b>0.00</b>	<b>173,576.99</b>	<b>242,713.51</b>
<b>22</b>		**	<b>323,213.51</b>	<b>93,076.99</b>	<b>416,290.50</b>	<b>0.00</b>	<b>173,576.99</b>	<b>242,713.51</b>

# FIRE ISLAND UFSD

## Appropriation Status Detail Report By Function From 7/1/2018 To 7/31/2018



Account	Description	Budget	Adjustments	Adj. Budget	Expensed	Encumbered	Available
<a href="#">A 2610.15</a>	School Library	60,668.90	0.00	60,668.90	0.00	0.00	60,668.90
<a href="#">A 2610.16</a>	School Library	0.00	0.00	0.00	401.20	0.00	-401.20
<a href="#">A 2610.20</a>	School Library	2,300.00	2,300.00	4,600.00	0.00	2,300.00	2,300.00
<a href="#">A 2610.40</a>	School Library	4,700.00	0.00	4,700.00	0.00	0.00	4,700.00
<a href="#">A 2610.45</a>	School Library	3,000.00	0.00	3,000.00	0.00	150.00	2,850.00
<a href="#">A 2610.49</a>	School Library	4,000.00	0.00	4,000.00	0.00	4,000.00	0.00
<b>2610</b>	<b>SCHOOL LIBRARY &amp; AUDIOVISUAL</b>	<b>74,668.90</b>	<b>2,300.00</b>	<b>76,968.90</b>	<b>401.20</b>	<b>6,450.00</b>	<b>70,117.70</b>
<a href="#">A 2630.15</a>	Computer Assisted Instruction	121,739.21	0.00	121,739.21	8,750.34	0.00	112,988.87
<a href="#">A 2630.20</a>	Computer Assisted Instruction	2,000.00	752.00	2,752.00	0.00	752.00	2,000.00
<a href="#">A 2630.22</a>	Computer Hardware	60,000.00	30,630.00	90,630.00	0.00	71,090.00	19,540.00
<a href="#">A 2630.40</a>	Computer Assisted Instruction	20,000.00	5,226.45	25,226.45	0.00	6,960.45	18,266.00
<a href="#">A 2630.45</a>	Computer Assisted Instruction	1,500.00	254.07	1,754.07	0.00	254.07	1,500.00
<a href="#">A 2630.46</a>	Computer Software	5,500.00	1,614.90	7,114.90	0.00	1,614.90	5,500.00
<a href="#">A 2630.49</a>	Computer Assisted Instruction	95,000.00	0.00	95,000.00	0.00	95,000.00	0.00
<b>2630</b>	<b>COMPUTER ASSISTED INSTRUCTION</b>	<b>305,739.21</b>	<b>38,477.42</b>	<b>344,216.63</b>	<b>8,750.34</b>	<b>175,671.42</b>	<b>159,794.87</b>
<b>26</b>		<b>380,408.11</b>	<b>40,777.42</b>	<b>421,185.53</b>	<b>9,151.54</b>	<b>182,121.42</b>	<b>229,912.57</b>
<a href="#">A 2815.16</a>	Health Services	101,717.07	0.00	101,717.07	0.00	0.00	101,717.07
<a href="#">A 2815.20</a>	Health Services	2,500.00	2,500.00	5,000.00	0.00	2,500.00	2,500.00
<a href="#">A 2815.40</a>	Health Services	11,000.00	0.00	11,000.00	0.00	0.00	11,000.00
<a href="#">A 2815.45</a>	Health Services	1,500.00	130.00	1,630.00	0.00	130.00	1,500.00
<b>2815</b>	<b>HEALTH SERVICES-REGULAR SCHOOL</b>	<b>116,717.07</b>	<b>2,630.00</b>	<b>119,347.07</b>	<b>0.00</b>	<b>2,630.00</b>	<b>116,717.07</b>
<a href="#">A 2820.40</a>	Psychological Services	3,000.00	0.00	3,000.00	0.00	0.00	3,000.00
<a href="#">A 2820.45</a>	Psychological Services	600.00	0.00	600.00	0.00	0.00	600.00
<a href="#">A 2820.49</a>	Psychological Services	64,000.00	0.00	64,000.00	0.00	64,000.00	0.00
<b>2820</b>	<b>PSYCHOLOGICAL SRVC-REG SCHOOL</b>	<b>67,600.00</b>	<b>0.00</b>	<b>67,600.00</b>	<b>0.00</b>	<b>64,000.00</b>	<b>3,600.00</b>
<a href="#">A 2850.15</a>	Co Curricular Activities	18,000.00	0.00	18,000.00	0.00	0.00	18,000.00
<a href="#">A 2850.40</a>	Co Curricular Activities	28,000.00	75.00	28,075.00	0.00	75.00	28,000.00
<a href="#">A 2850.45</a>	Co Curricular Activities	1,000.00	0.00	1,000.00	0.00	0.00	1,000.00
<b>2850</b>	<b>CO-CURRICULAR ACTIV-REG SCHL</b>	<b>47,000.00</b>	<b>75.00</b>	<b>47,075.00</b>	<b>0.00</b>	<b>75.00</b>	<b>47,000.00</b>
<b>28</b>		<b>231,317.07</b>	<b>2,705.00</b>	<b>234,022.07</b>	<b>0.00</b>	<b>66,705.00</b>	<b>167,317.07</b>
<b>2</b>		<b>2,287,734.48</b>	<b>316,216.39</b>	<b>2,603,950.87</b>	<b>9,151.54</b>	<b>664,656.45</b>	<b>1,930,142.88</b>
<a href="#">A 5510.16</a>	District Transportation	344,250.12	0.00	344,250.12	8,437.22	0.00	335,812.90
<a href="#">A 5510.16B</a>		20,000.00	0.00	20,000.00	0.00	0.00	20,000.00

# FIRE ISLAND UFSD

## Appropriation Status Detail Report By Function From 7/1/2018 To 7/31/2018



Account	Description		Budget	Adjustments	Adj. Budget	Expensed	Encumbered	Available
<a href="#">A 5510.20</a>	District Transportation		1,000.00	661.00	1,661.00	0.00	661.00	1,000.00
<a href="#">A 5510.21</a>	District Transportation		70,000.00	70,000.00	140,000.00	0.00	70,000.00	70,000.00
<a href="#">A 5510.40</a>	District Transportation		100,000.00	3,568.08	103,568.08	500.00	7,240.08	95,828.00
<a href="#">A 5510.45</a>	District Transportation		65,000.00	11,996.87	76,996.87	0.00	12,096.87	64,900.00
<a href="#">A 5510.49</a>	District Transportation		4,000.00	0.00	4,000.00	0.00	4,000.00	0.00
<b>5510</b>	<b>DISTRICT TRANSPORT-MEDICAID</b>	*	<b>604,250.12</b>	<b>86,225.95</b>	<b>690,476.07</b>	<b>8,937.22</b>	<b>93,997.95</b>	<b>587,540.90</b>
<a href="#">A 5530.16</a>	Garage Building		8,881.37	0.00	8,881.37	638.38	0.00	8,242.99
<a href="#">A 5530.20</a>	Garage Building		3,000.00	3,000.00	6,000.00	0.00	5,599.00	401.00
<a href="#">A 5530.40</a>	Garage Building		10,000.00	0.00	10,000.00	0.00	7,000.00	3,000.00
<a href="#">A 5530.45</a>	Garage Building		500.00	0.00	500.00	0.00	0.00	500.00
<b>5530</b>	<b>GARAGE BUILDING</b>	*	<b>22,381.37</b>	<b>3,000.00</b>	<b>25,381.37</b>	<b>638.38</b>	<b>12,599.00</b>	<b>12,143.99</b>
<b>55</b>		**	<b>626,631.49</b>	<b>89,225.95</b>	<b>715,857.44</b>	<b>9,575.60</b>	<b>106,596.95</b>	<b>599,684.89</b>
<b>5</b>		***	<b>626,631.49</b>	<b>89,225.95</b>	<b>715,857.44</b>	<b>9,575.60</b>	<b>106,596.95</b>	<b>599,684.89</b>
<a href="#">A 7140.16</a>	Community Recreation		19,935.33	0.00	19,935.33	1,499.54	0.00	18,435.79
<a href="#">A 7140.40</a>	Community Recreation		15,000.00	439.24	15,439.24	0.00	5,230.24	10,209.00
<a href="#">A 7140.45</a>	Community Recreation		5,000.00	0.00	5,000.00	0.00	605.00	4,395.00
<b>7140</b>	<b>RECREATION</b>	*	<b>39,935.33</b>	<b>439.24</b>	<b>40,374.57</b>	<b>1,499.54</b>	<b>5,835.24</b>	<b>33,039.79</b>
<b>71</b>		**	<b>39,935.33</b>	<b>439.24</b>	<b>40,374.57</b>	<b>1,499.54</b>	<b>5,835.24</b>	<b>33,039.79</b>
<b>7</b>		***	<b>39,935.33</b>	<b>439.24</b>	<b>40,374.57</b>	<b>1,499.54</b>	<b>5,835.24</b>	<b>33,039.79</b>
<a href="#">A 9010.80</a>	State Retirement		132,000.00	0.00	132,000.00	0.00	0.00	132,000.00
<b>9010</b>	<b>STATE RETIREMENT</b>	*	<b>132,000.00</b>	<b>0.00</b>	<b>132,000.00</b>	<b>0.00</b>	<b>0.00</b>	<b>132,000.00</b>
<a href="#">A 9020.80</a>	Teacher Retirement		182,390.00	0.00	182,390.00	0.00	0.00	182,390.00
<b>9020</b>	<b>TEACHERS' RETIREMENT</b>	*	<b>182,390.00</b>	<b>0.00</b>	<b>182,390.00</b>	<b>0.00</b>	<b>0.00</b>	<b>182,390.00</b>
<a href="#">A 9030.80</a>	Social Security		192,500.00	0.00	192,500.00	5,765.00	186,735.00	0.00
<b>9030</b>	<b>SOCIAL SECURITY</b>	*	<b>192,500.00</b>	<b>0.00</b>	<b>192,500.00</b>	<b>5,765.00</b>	<b>186,735.00</b>	<b>0.00</b>
<a href="#">A 9040.80</a>	Worker Compensation		69,000.00	6,000.00	75,000.00	0.00	12,000.00	63,000.00
<b>9040</b>	<b>WORKERS' COMPENSATION</b>	*	<b>69,000.00</b>	<b>6,000.00</b>	<b>75,000.00</b>	<b>0.00</b>	<b>12,000.00</b>	<b>63,000.00</b>
<a href="#">A 9045.80</a>	Life Insurance		2,000.00	0.00	2,000.00	0.00	0.00	2,000.00
<b>9045</b>	<b>LIFE INSURANCE</b>	*	<b>2,000.00</b>	<b>0.00</b>	<b>2,000.00</b>	<b>0.00</b>	<b>0.00</b>	<b>2,000.00</b>
<a href="#">A 9050.80</a>	Unemployment Insurance		10,000.00	0.00	10,000.00	0.00	0.00	10,000.00
<b>9050</b>	<b>UNEMPLOYMENT INSURANCE</b>	*	<b>10,000.00</b>	<b>0.00</b>	<b>10,000.00</b>	<b>0.00</b>	<b>0.00</b>	<b>10,000.00</b>
<a href="#">A 9055.80</a>	Disability Insurance		1,000.00	0.00	1,000.00	0.00	0.00	1,000.00
<b>9055</b>	<b>DISABILITY INSURANCE</b>	*	<b>1,000.00</b>	<b>0.00</b>	<b>1,000.00</b>	<b>0.00</b>	<b>0.00</b>	<b>1,000.00</b>

**FIRE ISLAND UFSD**



**Appropriation Status Detail Report By Function From 7/1/2018 To 7/31/2018**

Account	Description		Budget	Adjustments	Adj. Budget	Expensed	Encumbered	Available
<a href="#">A 9060.80</a>	Hospital & Dental Insurance		841,800.00	0.00	841,800.00	61,661.19	717,960.80	62,178.01
<b>9060</b>	<b>HOSPITAL, MEDICAL &amp; DENTAL INS</b>	<b>*</b>	<b>841,800.00</b>	<b>0.00</b>	<b>841,800.00</b>	<b>61,661.19</b>	<b>717,960.80</b>	<b>62,178.01</b>
<b>90</b>		<b>**</b>	<b>1,430,690.00</b>	<b>6,000.00</b>	<b>1,436,690.00</b>	<b>67,426.19</b>	<b>916,695.80</b>	<b>452,568.01</b>
<b>9</b>		<b>***</b>	<b>1,430,690.00</b>	<b>6,000.00</b>	<b>1,436,690.00</b>	<b>67,426.19</b>	<b>916,695.80</b>	<b>452,568.01</b>
	<b>Fund ATotals:</b>		<b>5,708,219.06</b>	<b>468,806.20</b>	<b>6,177,025.26</b>	<b>192,339.16</b>	<b>1,914,990.94</b>	<b>4,069,695.16</b>
	<b>Grand Totals:</b>		<b>5,708,219.06</b>	<b>468,806.20</b>	<b>6,177,025.26</b>	<b>192,339.16</b>	<b>1,914,990.94</b>	<b>4,069,695.16</b>

# FIRE ISLAND UFSD

## Revenue Status Report From 7/1/2018 To 7/31/2018



Account	Description	Budget	Adjustments	Revised Budget	Revenue Earned	Unearned Revenue
<a href="#">A 1001</a>	Real Property Tax	5,082,291.00	0.00	5,082,291.00	0.00	5,082,291.00
<a href="#">A 1040</a>	Appropriation Of Planned Balance	150,000.00	0.00	150,000.00	0.00	150,000.00
<a href="#">A 1041</a>	Special Taxes - Suffolk County	630,000.00	0.00	630,000.00	0.00	630,000.00
<a href="#">A 1085</a>	School Tax Relief " Star "	14,372.00	0.00	14,372.00	0.00	14,372.00
<a href="#">A 1311</a>	Day School Tuition From individuals	36,000.00	0.00	36,000.00	4,022.24	31,977.76
<a href="#">A 1315</a>	Adult Education	3,500.00	0.00	3,500.00	1,265.00	2,235.00
<a href="#">A 1335</a>	Student Fees & Charges	1,500.00	0.00	1,500.00	1,000.00	500.00
<a href="#">A 2401</a>	Interest & Earnings	9,816.00	0.00	9,816.00	1,173.37	8,642.63
<a href="#">A 2665</a>	Sale Of Equipment	6,000.00	0.00	6,000.00	0.00	6,000.00
<a href="#">A 2666</a>	Sale Of Transportation Equipment	6,500.00	0.00	6,500.00	0.00	6,500.00
<a href="#">A 2701</a>	Refund Of Prior Year Expense	6,500.00	0.00	6,500.00	296.96	6,203.04
<a href="#">A 3101</a>	Basic State Aid	274,488.00	0.00	274,488.00	0.00	274,488.00
<a href="#">A 3101.EX</a>	Excess Cost Aid	50,000.00	0.00	50,000.00	0.00	50,000.00
<a href="#">A 3103</a>	Boces Aid	65,000.00	0.00	65,000.00	27,296.50	37,703.50
<a href="#">A 3263</a>	Library Aid	2,252.00	0.00	2,252.00	0.00	2,252.00
<b>A Totals:</b>		<b>6,338,219.00</b>	<b>0.00</b>	<b>6,338,219.00</b>	<b>35,054.07</b>	<b>6,303,164.93</b>
<b>Grand Totals:</b>		<b>6,338,219.00</b>	<b>0.00</b>	<b>6,338,219.00</b>	<b>35,054.07</b>	<b>6,303,164.93</b>

**FIRE ISLAND UFSD**



**Cash Disbursement Schedule Report For TA - 1: COMPUTER CHECKS**

Check / Ref #	Manual Check	Date	Vendor ID	Vendor Name PO Number	Account	Explanation	Paid	Liquidated
<a href="#">1725</a>	<input checked="" type="checkbox"/>	07/06/2018	1123	NYS INCOME TAX	TA 21		1,906.54	0.00
<b>Check Totals:</b>							<b>1,906.54</b>	<b>0.00</b>
<a href="#">1726</a>	<input checked="" type="checkbox"/>	07/06/2018	1126	NYS EMPLOYEES' RETIREMENT SYST	TA 18		90.00	0.00
					TA 18		116.30	0.00
					TA 18		29.17	0.00
<b>Check Totals:</b>							<b>235.47</b>	<b>0.00</b>
<a href="#">1727</a>	<input checked="" type="checkbox"/>	07/06/2018	2076	FICA	TA 26		2,262.67	0.00
					TA 26		2,262.67	0.00
					TA 26		529.15	0.00
					TA 26		529.15	0.00
<b>Check Totals:</b>							<b>5,583.64</b>	<b>0.00</b>
<a href="#">1728</a>	<input checked="" type="checkbox"/>	07/06/2018	2910	Federal 941 Withholding	TA 22		5,609.91	0.00
<b>Check Totals:</b>							<b>5,609.91</b>	<b>0.00</b>
<a href="#">1729</a>	<input checked="" type="checkbox"/>	07/06/2018	3272	Fire Island UFSD - T & A	TA 29		650.00	0.00
					TA 29		987.00	0.00
<b>Check Totals:</b>							<b>1,637.00</b>	<b>0.00</b>
<a href="#">1730</a>	<input checked="" type="checkbox"/>	07/06/2018	3453	Net Pay - Fire Island UFSD	TA 10		24,293.90	0.00
<b>Check Totals:</b>							<b>24,293.90</b>	<b>0.00</b>
<a href="#">1731</a>	<input checked="" type="checkbox"/>	07/20/2018	1123	NYS INCOME TAX	TA 21		2,000.26	0.00

# FIRE ISLAND UFSD



## Cash Disbursement Schedule Report For TA - 1: COMPUTER CHECKS

Check / Ref #	Manual Check	Date	Vendor ID	Vendor Name	PO Number	Account	Explanation	Paid	Liquidated	
								<b>Check Totals:</b>	<b>2,000.26</b>	<b>0.00</b>
<a href="#">1732</a>	<input checked="" type="checkbox"/>	07/20/2018	1126	NYS EMPLOYEES' RETIREMENT SYST						
						TA 18		168.69	0.00	
						TA 18		90.00	0.00	
								<b>Check Totals:</b>	<b>258.69</b>	<b>0.00</b>
<a href="#">1733</a>	<input checked="" type="checkbox"/>	07/20/2018	2076	FICA						
						TA 26		2,409.65	0.00	
						TA 26		2,409.65	0.00	
						TA 26		563.53	0.00	
						TA 26		563.53	0.00	
								<b>Check Totals:</b>	<b>5,946.36</b>	<b>0.00</b>
<a href="#">1734</a>	<input checked="" type="checkbox"/>	07/20/2018	2910	Federal 941 Withholding						
						TA 22		5,860.65	0.00	
								<b>Check Totals:</b>	<b>5,860.65</b>	<b>0.00</b>
<a href="#">1735</a>	<input checked="" type="checkbox"/>	07/20/2018	3272	Fire Island UFSD - T & A						
						TA 29		650.00	0.00	
						TA 29		987.00	0.00	
								<b>Check Totals:</b>	<b>1,637.00</b>	<b>0.00</b>
<a href="#">1736</a>	<input checked="" type="checkbox"/>	07/20/2018	3453	Net Pay - Fire Island UFSD						
						TA 10		26,103.48	0.00	
								<b>Check Totals:</b>	<b>26,103.48</b>	<b>0.00</b>
<a href="#">1737</a>	<input checked="" type="checkbox"/>	07/20/2018	1123	NYS INCOME TAX						
						TA 21		0.33	0.00	
								<b>Check Totals:</b>	<b>0.33</b>	<b>0.00</b>
<a href="#">1738</a>	<input checked="" type="checkbox"/>	07/20/2018	2910	Federal 941 Withholding						
						TA 22		-21.30	0.00	

# FIRE ISLAND UFSD



## Cash Disbursement Schedule Report For TA - 1: COMPUTER CHECKS

Check / Ref #	Manual Check	Date	Vendor ID	Vendor Name	Account	Explanation	Paid	Liquidated	
							<b>Check Totals:</b>	<b>-21.30</b>	<b>0.00</b>
<a href="#">1739</a>	<input checked="" type="checkbox"/>	07/20/2018	3453	Net Pay - Fire Island UFSD	TA 10		33.01	0.00	
							<b>Check Totals:</b>	<b>33.01</b>	<b>0.00</b>
<a href="#">3214</a>	<input type="checkbox"/>	07/06/2018				Payroll Summary 07/06/18			
							A 1325.16	1,499.50	0.00
							A 1040.16	3,631.78	0.00
							A 1240.15	7,621.11	0.00
							A 1240.16	1,345.95	0.00
							A 1310.15	4,498.49	0.00
							A 1345.16	480.00	0.00
							A 1620.16	4,715.50	0.00
							A 1621.16	3,283.75	0.00
							A 2630.15	4,375.17	0.00
							A 500	-36,735.46	0.00
							A 522	36,735.46	0.00
							A 5510.16	4,218.61	0.00
							A 5530.16	319.19	0.00
							A 7140.16	746.41	0.00
							<b>Check Totals:</b>	<b>36,735.46</b>	<b>0.00</b>
<a href="#">4464</a>	<input type="checkbox"/>	07/02/2018	3710	United States Treasury	TA 22	2nd Quarter 2018	418.09	0.00	
							<b>Check Totals:</b>	<b>418.09</b>	<b>0.00</b>
<a href="#">4467</a>	<input type="checkbox"/>	07/31/2018	2592	AFLAC	TA 20		1,685.87	0.00	
							<b>Check Totals:</b>	<b>1,685.87</b>	<b>0.00</b>
<a href="#">8521</a>	<input type="checkbox"/>	07/20/2018				Payroll Summary 07/20/18			
							A 2610.16	401.20	0.00

**FIRE ISLAND UFSD**



**Cash Disbursement Schedule Report For TA - 1: COMPUTER CHECKS**

Check / Ref #	Manual Check	Date	Vendor ID	Vendor Name	Explanation	Paid	Liquidated
			PO Number	Account			
				A 7140.16		-401.20	0.00
<b>Check Totals:</b>						<b>0.00</b>	<b>0.00</b>
<a href="#">8523</a>	<input type="checkbox"/>	07/20/2018			Payroll Summary 07/20/18		
				A 1240.16		1,345.95	0.00
				A 1240.15		7,621.11	0.00
				A 1325.16		1,499.50	0.00
				A 1345.16		220.00	0.00
				A 1620.16		6,938.24	0.00
				A 1621.16		3,283.75	0.00
				A 2630.15		4,375.17	0.00
				A 1310.15		4,498.49	0.00
				A 1040.16		3,631.78	0.00
				A 500		-39,106.12	0.00
				A 522		39,106.12	0.00
				A 5510.16		4,218.61	0.00
				A 5530.16		319.19	0.00
				A 7140.16		1,154.33	0.00
<b>Check Totals:</b>						<b>39,106.12</b>	<b>0.00</b>

# FIRE ISLAND UFSD



## Cash Disbursement Schedule Report For TA - 1: COMPUTER CHECKS

Check / Ref #	Manual Check	Date	Vendor ID	Vendor Name	Explanation	Paid	Liquidated
			PO Number		Account		

Number of Cash Disbursements: 20

**Grand Totals: 159,030.48 0.00**

### Account Distribution Totals

Account	Description	Total Expensed	Total Liquidated
A 1040.16	District Clerk	7,263.56	0.00
A 1240.15	Central Administration	15,242.22	0.00
A 1240.16	Central Administration	2,691.90	0.00
A 1310.15	Business Administration	8,996.98	0.00
A 1325.16	District Treasurer	2,999.00	0.00
A 1345.16	Purchasing	700.00	0.00
A 1620.16	Operations Of Plant	11,653.74	0.00
A 1621.16	Maintenance Of Plant	6,567.50	0.00
A 2610.16	School Library	401.20	0.00
A 2630.15	Computer Assisted Instruction	8,750.34	0.00
A 500	Payroll Clearing	-75,841.58	0.00
A 522	Expenditures	75,841.58	0.00
A 5510.16	District Transportation	8,437.22	0.00
A 5530.16	Garage Building	638.38	0.00
A 7140.16	Community Recreation	1,499.54	0.00
<b>Fund A Totals:</b>		<b>75,841.58</b>	<b>0.00</b>
TA 10	Consolidated Payroll	50,430.39	0.00
TA 18	State Retirement	494.16	0.00
TA 20	Group Insurance -Aflac	1,685.87	0.00
TA 21	NYS Income Tax	3,907.13	0.00
TA 22	Federal Income Tax	11,867.35	0.00
TA 26	FICA Liability	11,530.00	0.00
TA 29	Tax Sheltered Annuities	3,274.00	0.00
<b>Fund TA Totals:</b>		<b>83,188.90</b>	<b>0.00</b>
<b>Grand Totals:</b>		<b>159,030.48</b>	<b>0.00</b>

### General Ledger Summary Postings

Account	Description	Debits	Credits
TA 204	HSBC Checking	21.30	83,210.20

# FIRE ISLAND UFSD



## Cash Disbursement Schedule Report For A - 1: COMPUTER CHECKS

Check / Ref #	Manual Check	Date	Vendor ID	Vendor Name	PO Number	Account	Explanation	Paid	Liquidated
<a href="#">27869</a>	<input type="checkbox"/>	07/06/2018	2443	ASCD	2008	A 1240.40		89.00	89.00
<b>Check Totals:</b>								<b>89.00</b>	<b>89.00</b>
<a href="#">27870</a>	<input type="checkbox"/>	07/06/2018	2468	FIRST RELIANCE STANDARD LIFE I	2006	A 9060.80		2,638.56	2,638.56
<b>Check Totals:</b>								<b>2,638.56</b>	<b>2,638.56</b>
<a href="#">27871</a>	<input type="checkbox"/>	07/06/2018	3770	Frontline Technologies Group	2009	A 1310.40		1,626.39	1,626.39
<b>Check Totals:</b>								<b>1,626.39</b>	<b>1,626.39</b>
<a href="#">27872</a>	<input type="checkbox"/>	07/06/2018	2455	NY SCHOOL INSURANCE RECIPROCAL	2007	A 1910.40		46,256.00	46,256.00
<b>Check Totals:</b>								<b>46,256.00</b>	<b>46,256.00</b>
<a href="#">27873</a>	<input type="checkbox"/>	07/06/2018	1119	NYS EMP. HEALTH INS PENDING A/	2010	A 9060.80		61,654.24	61,654.24
<b>Check Totals:</b>								<b>61,654.24</b>	<b>61,654.24</b>
<a href="#">27874</a>	<input type="checkbox"/>	07/06/2018	3851	NYS DOT - POD 53	2013	A 5510.40		500.00	500.00
<b>Check Totals:</b>								<b>500.00</b>	<b>500.00</b>
<a href="#">27875</a>	<input type="checkbox"/>	07/06/2018	1233	SUFFOLK CO. SCHOOL SUPT'S ASSO	2011	A 1240.40		500.00	500.00
<b>Check Totals:</b>								<b>500.00</b>	<b>500.00</b>
<a href="#">27876</a>	<input type="checkbox"/>	07/06/2018	3063	The Omni Group	2012	A 1310.40		100.00	100.00
<b>Check Totals:</b>								<b>100.00</b>	<b>100.00</b>

**FIRE ISLAND UFSD**



**Cash Disbursement Schedule Report For A - 1: COMPUTER CHECKS**

Check / Ref #	Manual Check	Date	Vendor ID	Vendor Name	Explanation	Paid	Liquidated
			PO Number		Account		

Number of Cash Disbursements: 8

**Grand Totals: 113,364.19 113,364.19**

**Account Distribution Totals**

Account	Description	Total Expensed	Total Liquidated
A 1240.40	Central Administration	589.00	589.00
A 1310.40	Business Admin	1,726.39	1,726.39
A 1910.40	Unallocated Insurance	46,256.00	46,256.00
A 5510.40	District Transportation	500.00	500.00
A 9060.80	Hospital & Dental Insurance	64,292.80	64,292.80
<b>Fund A Totals:</b>		<b>113,364.19</b>	<b>113,364.19</b>
<b>Grand Totals:</b>		<b>113,364.19</b>	<b>113,364.19</b>

**General Ledger Summary Postings**

Account	Description	Debits	Credits
A 204	HSBC Checking	0.00	113,364.19
A 521	Encumbrances	0.00	113,364.19
A 522	Expenditures	113,364.19	0.00
A 821	Reserve For Encumbrances	113,364.19	0.00



# FIRE ISLAND UFSD

## Check Warrant Report For A - 2: Cash Disbursement For Dates 8/1/2018 - 8/31/2018



Check #	Check Date	Vendor ID	Vendor Name	PO Number	Check Amount
27934	08/09/2018	1566	AMY WOOD	2019	72.00
27935	08/09/2018	1077	ANDERSON FIRE EQUIPMENT CO., INC.	2023	412.00
27936	08/09/2018	1183	APPLE COMPUTER, INC.	2015	56,555.00
27937	08/09/2018	2947	Baldwin Automotive	1096	1,262.00
27938	08/09/2018	1999	Bank of America Business Card	2044	336.18
27939	08/09/2018	1096	Treasurer, Bay Shore UFSD	1314	118,974.68
27940	08/09/2018	3832	Benetech, Inc.	2033	70.00
27941	08/09/2018	2296	CULLEN DANOWSKI	2035	7,500.00
27942	08/09/2018	3789	Davler Media Group	1329	969.00
27943	08/09/2018	3831	East End Workers Comp Plan	2020	6,000.00
27944	08/09/2018	1835	EASTERN SUFFOLK BOCES	2061	1,751.00
27945	08/09/2018	1835	EASTERN SUFFOLK BOCES	2061	8,021.95
27946	08/09/2018	1054	FIRE ISLAND FERRIES, INC.	1086	309.60
27947	08/09/2018	2468	FIRST RELIANCE STANDARD LIFE INSUR.	2006	2,687.80
27948	08/09/2018	3849	Follett School Solutions, Inc	1477	437.38
27949	08/09/2018	1245	GALAXIE COFFEE SERVICE	2068	604.90
27950	08/09/2018	3074	GovConnection	2028	4,058.45
27951	08/09/2018	1718	GRAINGER	2062	5,372.50
27952	08/09/2018	2507	GUERCIO AND GUERCIO	1098	125.00
27953	08/09/2018	3156	Iron Mountain	2038	609.86
27954	08/09/2018	2429	ISLIP CHIEF SCHOOL ADMINI. ASSOC.	2040	500.00
27955	08/09/2018	3647	Michael Didio	2025	57.13
27956	08/09/2018	2871	Nassau-Suffolk School Boards Asso./	2016	2,625.00
27957	08/09/2018	3853	NYS Department of State	2026	60.00
27958	08/09/2018	1119	NYS EMP. HEALTH INS PENDING A/	2010	59,621.79
27959	08/09/2018	1449	NYSSMA	2036	175.00
27960	08/09/2018	2813	PEST PRO EXTERMINATING COMPANY	1079	90.00
27961	08/09/2018	3580	PSEG Long Island, LLC	2059	1,307.49
27962	08/09/2018	2891	Ricoh USA, Inc	1069	191.28
27963	08/09/2018	1090	SCOPE	2017	326.00
27964	08/09/2018	2456	STAPLES Contract & Commercial	2042	84.47
27965	08/09/2018	3351	Suffolk County Comm., Inc.	2034	612.00
27966	08/09/2018	3309	Suffolk Printing	2027	203.85
27967	08/09/2018	3103	Syntax Communications	2073	1,085.00
27968	08/09/2018	2485	TOWN OF ISLIP	2080	2,454.45
27969	08/09/2018	3155	USI Consulting Group	2024	5,095.00
27970	08/09/2018	2111	Verizon	2055	2,623.80
27971	08/09/2018	2431	VERIZON WIRELESS	2056	591.90
<b>Number of Transactions: 38</b>				<b>Warrant Total:</b>	<b>293,833.46</b>
				<b>Vendor Portion:</b>	<b>293,833.46</b>

### Certification of Warrant

# FIRE ISLAND UFSD

## Check Warrant Report For A - 2: Cash Disbursement For Dates 8/1/2018 - 8/31/2018



Check #	Check Date	Vendor ID	Vendor Name	PO Number	Check Amount
---------	------------	-----------	-------------	-----------	--------------

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

**Fire Island School CASH Transfer Form**

FM BT		General Ledger		
Date	Account and Description	From:	To:	Reason
5/8/18	General Fund Money Market (A205) 937623156	200,000.00		
5/8/18	General Fund Checking (A204) 937290947		200,000.00	8/14/18 Warrant
5/8/18	General Fund Money Market (A205) 937623156	200,000.00		
5/8/18	General Fund Checking (TA204) 937291374		200,000.00	9/14-9/28/18 Payroll
		400,000.00	400,000.00	-
		Difference	-	

**COLLABORATIVE AGREEMENT AND PROTOCOLS, POLICIES, AND  
PROCEDURES RELATING TO THE PUBLIC ACCESS DEFIBRILLATION  
PROGRAM BETWEEN THE FIRE ISLAND UNION FREE SCHOOL  
DISTRICT AND DR. JOHN MURATORI**

**A. PURPOSE**

1. Doctor John Muratori and the Fire Island Union Free School District hereby agree, pursuant to this Collaborative Agreement and Protocols, Policies and Procedures ("Agreement"), to institute a Public Access Defibrillation ("PAD") Program (the "Program") in the Fire Island School District to enhance safety measures for students, staff, and others through the use of automated external defibrillators ("AED").
2. Doctor Muratori shall serve as the Emergency Health Care Provider ("EHCP") for the Program, and shall provide the medical direction and program administration for the Program. Doctor Muratori shall oversee all aspects of AED training, quality improvement of the Program, and protocol development and maintenance. Dr. Muratori may not assign his duties.
3. Doctor Muratori represents he possesses knowledge and experience in the delivery of emergency cardiac care.
4. At all times during the Program, Doctor Muratori shall comply with Section 3000-B, Article 30 of the Public Health Law of the State of New York, and New York State Department of Health, Bureau of Emergency Medical Services, Policy Statement 98-10, "Public Access Defibrillation" or any amendments thereof.

**B. TERM OF AGREEMENT**

1. This Agreement shall become effective on the latest date signed and shall terminate one year from the latest date signed unless renewed in writing by both parties hereto.
2. Either party may terminate this Agreement at any time upon thirty (30) days prior written notice; provided, however, that the District may terminate this Agreement immediately in the event that Doctor Muratori ceases to qualify for any reason as the EHCP pursuant to all applicable laws, rules, and regulations. Additionally, the failure of Doctor Muratori to submit the required reports to the Emergency Services Council, as set forth below in Paragraph "H", within the time specified, shall be cause for the immediate termination of this Agreement by the District.

**C. DOCUMENTATION**

1. Prior to initiating the Program, this Agreement shall be executed and forwarded to the Suffolk County Division of Emergency Medical Services (the "Division"). Upon execution of the Agreement by the Division, a fully signed copy of the Agreement shall be returned to the district.
2. Prior to initiating the Program, Doctor Muratori shall file a Notice of Intent to Provide Public Access Defibrillation (NYS DOH Form 4135) with the Suffolk Regional Emergency Medical Services Council at the following address:

Suffolk Regional Emergency Medical Services Council  
P.O. Box 6100  
Hauppauge, NY 11788-5401

**D. TRAINING**

1. All individuals authorized to use AED's shall successfully complete an AED training course by a nationally recognized sponsor approved by the New York State Department of Health, and only authorized personnel (" AED Operators") will use the AED equipment.
2. All authorized AED Operators shall be familiar with, and trained in the use of, the specific model of AEDS owned by the district.
3. The District shall maintain on file the written certification card or other written evidence of authorized AED Operators' successful completion of an approved PAD training course.
4. Doctor Muratori shall inspect and authorize all AEDs to be used in the District prior to their placement within the District.
5. All authorized AED Operators shall be made aware of the location of the AEDs in their respective school building, as set forth in paragraph "E" below.
6. Doctor Muratori shall provide twenty-four hour per day consultation services to the District immediately upon execution of this agreement.
7. Doctor Muratori shall assure that AED operators receive the required in-service training sessions for all authorized AED operators.
8. Doctor Muratori shall assure the District is supplied with a written certification card or other written evidence satisfactory to the District, establishing each authorized AED Operator's successful completion of an approved PAD training course.

**E. LOCATION OF AEDS**

1. Within the school buildings, the AEDs will be located as determined by the Superintendent or designee.
2. Located near the AEDs, shall be the following items (collectively referred to as "Essential Equipment"):
  - a. Spare set of pads
  - b. Razor
  - c. Towel
  - d. Pocket Face-Mask
  - e. Gloves
  - f. Regional Data Reporting Form
  - g. Scissors
  - h. Spare Battery
3. The District shall post a sign or notice at the main entrance of the facility or building in which the AED is stored, indicating where the AED is stored in the facility or building.

**F. EMERGENCY**

1. In the event of an emergency, 911 shall be contacted immediately.
2. If a person is in need of medical assistance, 911 shall be called immediately. The AED and Essential Equipment shall be retrieved and an authorized AED Operator shall be notified of the emergency.
3. When an authorized AED Operator responds to the person in need of medical assistance, and the AED and Essential Equipment is transported to the appropriate location, he/she shall, to the extent possible given the circumstances of each emergency, generally follow the standard approved CPR/AED protocols. Each AED Operator shall be protected by Public Health Law Section 3000-a.
4. After arrival of Emergency Medical Assistance:
  - (a) The AED Operator should be trained and prepared to provide the following information to the EMS provider once they arrive to ensure that patient care is continued:
    1. Patient's name, if known;
    2. Patient's age, if known;
    3. Approximate time of cardiac arrest
    4. Approximate time lapsed before CPR was initiated;
    5. Number of assessments made; and
    6. Number of shocks delivered or "no shock" advisories received.

- (b) After emergency medical service assistance has reached the location of the emergency, the District employee or employees who have been attending to the emergency situation shall remain at the scene to assist the emergency medical service personnel.
- (c) If the accident or emergency victim must be transported from the facility, the District employee should determine where that emergency vehicle or ambulance took the victim. The District's employees shall not follow the ambulance, however, in the case of a district student, appropriate school personnel shall notify the student's parent or guardian. An authorized district employee may, if appropriate, travel to the hospital to which the student will be taken.
- (d) Doctor Muratori or AED user must file reports with respect to each incident involving use of an AED. Therefore, it is imperative that the information be retrieved after any AED's use.
- (e) In any situation in which any District AED remains at the scene after it is used, personnel should immediately secure it. When an AED is removed from the premises, the employee involved in the incident should provide all relevant information to the District's Administrative Offices, so that the District's PAD officer or administrative personnel may retrieve the AED.

**G. MAINTENANCE AND INSPECTION OF AEDS**

1. The District shall be responsible for all maintenance and testing of each AED in the District, as well as for maintaining and/or replacing any consumable items needed to maintain the AEDS.
2. All AED equipment will be tested, inspected and maintained in accordance with the manufacturers' recommendations.
3. All AEDs shall be kept in a clean, warm, and dry location at all times when not in use.
4. Inspections of AED Equipment:
  - (a) Daily Inspections: the supervisory administrator assigned to the school at which an AED is located, shall conduct, or direct a designee who is an authorized AED user to conduct a visual inspection of each AED to determine whether any of the self-diagnostic tests and the special service indicator lights (if equipped) indicate that attention is required.
  - (b) Annual Inspection: The District's Superintendent of Schools or his or her designee shall inspect each AED as part of the annual safety inspection conducted by them pursuant to Part 155 of the regulations of the New York State Commissioner of Education. An inspection log shall be maintained.

- (c) If a problem is detected in any such inspection, or if some attention otherwise seems warranted, then the AED should be serviced or attended to immediately. The person inspecting the unit and detecting problems or any other need for attention shall promptly notify the District's PAD officer at (631) 583-5626 to report the results of the inspection, immediately upon completion of the inspection.
5. In the event that the AED requires service or repair, arrangements must be made immediately to have a replacement AED provided until the AED is serviced or repaired and is again fully functional.
6. Doctor Muratori shall conduct, within five (5) school days after every use of an AED, an on-site call review, and shall immediately report to the District any maintenance and/or conditioning the AED may need, and any consumable parts that may need to be replaced, following use.

## **H. REPORT OF EMERGENCY**

1. Doctor Muratori shall assure that the Council's standard PAD Quality Assurance (QA) report is filed for every PAD application. The report is to be filed with Medical Control, in writing, at the address shown below, as soon as possible after the PAD application, but no later than five (5) business days after the referenced PAD application.
2. The report should contain the following information:
  - (a) Name of the PAD Program
  - (b) Patient Age and Gender
  - (c) Date, Time and Location of Incident
  - (d) Estimated time from Cardiac Arrest to CPR
  - (e) Estimated time from Cardiac Arrest to First Shock
  - (f) Number of Assessments Made and Number of Shocks Delivered
  - (g) Transporting Ambulance Service
  - (h) On-Site Patient Outcome
  - (i) Hospital to which Patient Transported
3. Written reports shall be addressed to:

University Hospital and Medical Center  
Department of Emergency/Medicine/Medical Control, Level 4, Room 515  
State University of New York at Stony Brook  
Stony Brook, NY 11794- 7400

The report may be submitted via fax at telephone number (631) 689-7376.
4. The report must be submitted no later than five (5) business days after the PAD application.

5. The failure of Doctor Muratori to submit the required reports to the Council within the time specified shall be cause for the immediate termination of this Agreement by the District.

**I. QUALITY ASSURANCE PROGRAM**

Doctor Muratori shall participate in the regional quality improvement program pursuant to subdivision I of Section 3004-a of the Public Health Law.

**J. AMENDMENT**

If a change in key personnel in the District or the EHCP, policies or procedures, a revised Agreement must be filed with the Regional Suffolk County EMS Council.

Dated: \_\_\_\_\_

\_\_\_\_\_  
Jay Lippert, President, Board of Education

Dated: \_\_\_\_\_

\_\_\_\_\_  
John Muratori, M.D.

**EASTERN SUFFOLK BOCES  
201 SUNRISE HIGHWAY  
PATCHOGUE, NY 11772**

**Final Contract for Cooperative Educational Services**

**THIS AGREEMENT made this 1st day of July, 2017 by and between the EASTERN SUFFOLK BOCES, party of the first part, and FIRE ISLAND UFSD, party of the second part.**

**WITNESSETH, That whereas party of the first part has been duly authorized to provide the approved Services below and has been authorized to enter into agreements with boards of education and school trustees, under the provisions of sections 1950-51 of the Education Law.**

**NOW THEREFORE, The said party of the first part provided to the party of the second part the following Services during the 2017-18 school year at the indicated cost:**

Program/ Serial No.	Service	Basis for Current Contract			Current Fixed Cost	Initial Contract	Adjustments To Date	Current Contract
		Quantity/ Share	Unit Cost	Cost Basis				
001.100	Administration	0.0000	0.0000	Actual Usage	5,233.00	5,233.00	0.00	5,233.00
002.100	Rental of Facilities	0.0000	0.0000	Actual Usage	2,367.00	2,367.00	0.00	2,367.00
304.110	Speech Impaired - 1day/wk/year	1.0000	37,162.0000	1 Day/Wk/Yr	-37,162.00	37,162.00	-37,162.00	0.00
304.800	Speech Impaired-SpeciallBilling DNS	0.0000	0.0000	Per Student	37,162.00	0.00	37,162.00	37,162.00
305.800	Speech Improve-SpecialiBill DNS	0.0000	0.0000	Per Student	37,162.00	0.00	37,162.00	37,162.00
312.100	Psychological Svc/District-Psych.	1.0000	30,773.0000	1 Day/Wk/Yr	-30,773.00	30,773.00	-30,773.00	0.00
312.800	School Psyc- SpecBilling DNS	0.0000	0.0000	Per Student	61,554.00	0.00	61,554.00	61,554.00
405.100	Exploratory Enrichment-Coord. Fee	0.0000	0.0000	Actual Usage	770.61	340.00	430.61	770.61
405.110	Exploratory Enrichment Programs	0.0000	0.0000	Actual Usage	4,517.00	2,000.00	2,517.00	4,517.00
417.100	ES BOCES Mobile Safety Bus	0.5000	1,000.0000	Day	-500.00	500.00	-500.00	0.00
440.100	Arts-in-Ed. - Coordination Fee	0.0000	0.0000	Actual Usage	96.55	399.25	-302.70	96.55
440.110	Arts-In-Education Programs	0.0000	0.0000	Actual Usage	374.00	1,600.00	-1,226.00	374.00
440.120	Enrichment Pgm - Conf. for Kids	1.0000	663.0000	Service	-663.00	663.00	-663.00	0.00
460.490	Outdoor/Eviromental Ed. WSB	0.0000	0.0000	Actual Usage	60,423.00	35,000.00	25,423.00	60,423.00
508.100	Library Automation	0.0000	0.0000		1,052.00	1,052.00	0.00	1,052.00
508.200	Follett, Follett Destiny & OPALS	0.0000	0.0000	Actual Usage	840.00	840.00	0.00	840.00
514.210	Internet Service Provisioning	1.0000	0.0000	Actual Usage	0.00	3,672.36	-3,672.36	0.00
514.250	T1 Circuits	1.0000	0.0000	Actual Usage	0.00	7,322.50	-7,322.50	0.00
514.420	School Data Bk Svc - Intro PS/PK 6	1.0000	3,183.5500	Annual	0.00	3,183.55	0.00	3,183.55
514.510	NYS Req. Report per stud-PS/PK-6	0.0000	2.8800	Student	153.00	153.00	0.00	153.00

**EASTERN SUFFOLK BOCES**  
**201 SUNRISE HIGHWAY**  
**PATCHOGUE, NY 11772**

**Final Contract for Cooperative Educational Services**

<b>EASTERN SUFFOLK BOCES</b>	School Year 2017-18
<b>FIRE ISLAND UFSD</b>	

Program/ Serial No.	Service	Basis for Current Contract			Current Fixed Cost	Initial Contract	Adjustments To Date	Current Contract
		Quantity/ Share	Unit Cost	Cost Basis				
514.530	NYS Required Reporting	25.0000	0.6200	Student	0.00	15.50	0.00	15.50
515.800	Psychiatric Consult.-SpecBill DNS	0.0000	0.0000	Per Student	3,584.16	0.00	3,584.16	3,584.16
516.210	Lib. Svc/Media-Virtual Ref. Collect	0.0000	0.0000		592.00	592.00	0.00	592.00
516.220	Library Services - Supp. Databases	0.0000	0.0000	Actual Usage	2,169.76	2,058.00	111.76	2,169.76
516.250	Digital Media Library-PreK-12 w/VRC	0.0000	0.0000		128.75	397.00	-268.25	128.75
516.300	Library Svc/Media Part. (50% disc)	0.0000	0.0000		526.00	526.00	0.00	526.00
531.100	NYS Curriculum & Assessment Svc	0.0000	0.0000		4,000.00	4,000.00	0.00	4,000.00
531.300	Customized Staff Development	0.0000	0.0000	Actual Usage	1,610.00	1,610.00	0.00	1,610.00
531.315	Professional Development Workshops	0.0000	0.0000	Actual Usage	985.00	465.00	520.00	985.00
531.440	Staff Development-Public Relations	0.0000	0.0000	Actual Usage	3,785.25	3,785.25	0.00	3,785.25
531.510	Regional Scoring for NYSESLAT Asses	10.0000	0.0000	Actual Usage	28.74	27.63	1.11	28.74
531.515	Full Service Scoring for NYSED 3-8	1.0000	0.0000	Actual Usage	513.72	375.16	138.56	513.72
531.630	Sub-Reimburse-Regional/Indist Wksh	0.0000	0.0000	Actual Usage	576.43	0.00	576.43	576.43
531.631	SubReimburs Rgl/Indist CoordFee	0.0000	0.0000	Actual Usage	57.64	0.00	57.64	57.64
532.100	Model Schools	0.0000	0.0000		3,797.00	3,797.00	0.00	3,797.00
532.160	Model Schools Workshops	0.0000	0.0000	Actual Usage	125.00	1.00	124.00	125.00
532.200	Model Schools - On-Site Staff Devel	80.0000	936.0000	Day	0.00	74,880.00	0.00	74,880.00
601.040	Frontline IEP	0.0000	0.0000		5,936.43	5,936.43	0.00	5,936.43
601.200	Web Services - Public Relations	0.0000	0.0000	Actual Usage	5,700.00	5,700.00	0.00	5,700.00
601.402	Appr/Mppr	0.0000	0.0000		0.00	993.75	-993.75	0.00
601.455	Finance Manager	0.0000	0.0000		682.50	3,497.62	-2,815.12	682.50
601.465	SAN - Offsite Data Storage	0.0000	0.0000		2,229.00	2,229.00	0.00	2,229.00
601.710	eSchoolData	0.0000	0.0000		3,946.09	3,946.09	0.00	3,946.09
601.810	AIMSweb	0.0000	0.0000		683.00	0.00	683.00	683.00
601.990	Test Scanning and Reporting	0.0000	0.0000		496.80	526.70	-29.90	496.80
609.300	Pr Consulting Services	0.0000	0.0000	Actual Usage	8,681.25	8,681.25	0.00	8,681.25
612.110	Cooperative Bidding	0.0000	0.0000		1,019.00	1,019.00	0.00	1,019.00

**EASTERN SUFFOLK BOCES**  
**201 SUNRISE HIGHWAY**  
**PATCHOGUE, NY 11772**

**Final Contract for Cooperative Educational Services**

<b>EASTERN SUFFOLK BOCES</b> <b>FIRE ISLAND UFSD</b>	School Year 2017-18
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Program/ Serial No.	Service	Basis for Current Contract			Current Fixed Cost	Initial Contract	Adjustments To Date	Current Contract
		Quantity/ Share	Unit Cost	Cost Basis				
617.100	Employee Assistance Program	29.0000	42.5000	Per Employee	0.00	1,232.50	0.00	1,232.50
618.120	Health/Safety Basic Svc Base Price	1.0000	3,894.0000	Service	0.00	3,894.00	0.00	3,894.00
618.130	Health/Safety Basic Svc # bldgs	1.0000	411.0000	Building	0.00	411.00	0.00	411.00
623.110	Nonpublic Textbk Distr - Admin Fee	10.0000	74.8300	Student	-74.83	748.30	-74.83	673.47
623.120	Nonpublic Txtbk Dist. -Textbook Fee	10.0000	191.7500	Per Student Est	0.00	1,917.50	0.00	1,917.50
624.110	Bus Drv Drug & Alcohol Testing	0.0000	0.0000	Actual Usage	116.00	460.00	-344.00	116.00
624.130	NYSED Basic Bus Driver Training	0.0000	0.0000	Actual Usage	0.00	200.00	-200.00	0.00
624.140	DMV 19A Certified Examiner Course	0.0000	0.0000		99.00	225,625.00	-225,526.00	99.00
624.225	NYSED Refresher Training-Driver/Mon	0.0000	0.0000	Actual Usage	472.00	472.00	0.00	472.00
624.230	NYSED DRV/Mon Phys PerfTest	10.0000	42.5000	Per Person	-255.00	425.00	-255.00	170.00
624.240	DMV 19A	0.0000	0.0000	Actual Usage	0.00	102.50	-102.50	0.00
624.250	Defensive Driving	0.0000	0.0000	Actual Usage	0.00	205.00	-205.00	0.00
633.130	Workers Comp Consortium Coord.	27.0000	10.0900	Employee/Year	0.05	0.00	272.48	272.48
657.490	Policy Manual Develop. Erie 1	0.0000	0.0000	Service	3,900.00	3,850.00	50.00	3,900.00
665.490	State Aid Planning - Questar III	0.0000	0.0000	Service	3,220.00	1.00	3,219.00	3,220.00
690.490	On-Line Application Service-Putnam	0.0000	0.0000	Actual Usage	1,500.00	1,501.00	-1.00	1,500.00

**EASTERN SUFFOLK BOCES  
201 SUNRISE HIGHWAY  
PATCHOGUE, NY 11772**

**EASTERN SUFFOLK BOCES  
FIRE ISLAND UFSD**

School Year 2017-18

Summary:

<u>Total of Service Costs - All Funds:</u>	351,914.68	(Except 001/002)
<u>Capital Costs:</u>	2,367.00	(CoSer 002)
<u>Adm. &amp; Clerical Costs:</u>	5,233.00	(CoSer 001)
<u>Total Contract Costs:</u>	359,514.68	

The party of the second part hereby agrees to pay the total contract cost to the party of the first part.

IN WITNESS WHEREOF, the parties have set their hands the day and year above written.

**EASTERN SUFFOLK BOCES**

**201 SUNRISE HIGHWAY, PATCHOGUE, NY, 11772-**

\_\_\_\_\_  
Signature, President and/or Clerk, BOCES

\_\_\_\_\_  
(Party of the First Part)

\_\_\_\_\_  
(Post Office Address)

**FIRE ISLAND UFSD**

**SURF ROAD, PO BOX 428, OCEAN BEACH, NY, 11770-0428**

\_\_\_\_\_  
Signature, President and/or Clerk, Board of Education (As Authozed)

\_\_\_\_\_  
(Party of the Second Part)

\_\_\_\_\_  
(Post Office Address)

Fire Island UFSD

# Professional Development Plan

July 2016- June 2019  
Revised August 14, 2018

Fire Island UFSD Professional Development Plan  
2016-2019

Committee Members:

Loretta M. Ferraro      Superintendent

Bianca Hansen          Teacher

Philip Tamberino      Teacher

Patricia Brennan      Parent

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Number of school buildings in district: 1

Number of school-based professional development teams: 1

Fire Island is a small Pre –K through grade six district with one school building. As such, our school team also serves as our district team. This team is comprised of teachers, administrators, and parents. Teachers are involved in weekly faculty meetings, common planning sessions, and in-house professional development where curriculum, assessment, and best practices are discussed.

**Scope of Professional Development Team Responsibility:**

Need analysis	Goal-setting
Plan implementation	Evaluation / modifying plan
Resource allocation	Objective setting
Planning / develop	

The purpose of the plan shall be to improve the quality of teaching and learning by ensuring that teachers participate in substantial development in order they remain current with their professional practice and meet the learning needs of their students. Those holders of a professional certificate in the classroom teaching service or educational leadership service and holders of a Level III Teaching Assistant certificate will complete 100 hours of Continuing Teacher and Leader Education (CTLE) during a five year registration period. All holders of professional and permanent certificates and Level III Teaching Assistants will register with NYSED every five years. For those holding a professional certificate in the certificate title of English to speakers of other languages (all grades) or a holder of a bilingual extension will complete a minimum of 50 percent of the required clock hours in language acquisition aligned with the core content area of instruction taught, including a focus on best practices for co-teaching strategies, and integrating language and content instruction for English language learners. All other certificate holders will receive a minimum of 15 percent of the required clock hours dedicated to language acquisition addressing the needs of English language learners, including a focus on best practices for co-teaching strategies, and integrating language and content instruction for English language learners.

**Needs Assessment:**

The Fire Island UFSD’s Professional Development Plan is aligned with New York State Common Core Learning Standards and Assessments, as well as student needs. It is articulated within and across grade levels. The objectives that support each of the goals are a natural outgrowth of staff development, state requirements, and district need.

A review of the relevant data indicates there are no financial or attendance issues that need addressing. Suspension rates are low to non-existent. A review of academic data was conducted including but not limited to English Language Arts and Mathematics results for grade 3 through 6, Science grade 4, and local assessments. English as a Second Language and Special Education data was also reviewed. As a result of this comprehensive review of data the following goals were developed:

**The Fire Island UFSD will:**

1. Increase reading performance by developing classroom strategies that support student reading comprehension and fluency.

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2. Improve academic performance in all areas by developing growth mindset, responsive classroom, character strengths, and social and emotional learning within the school community; remembering that hard work and dedication can increase motivation, productivity and enhance relationships.
3. Continue to align curriculum, instruction, and assessments to NYS Common Core Learning Standards and best practices. Revise curriculum to include new NYS Next Generation Learning Standards and begin professional development on the new standards.
4. Develop the skills required for effective co-teaching strategies to better serve student achievement for English Language Learners and special education students.
5. Increase level of integrated technology into units of study and continue to expand teacher knowledge of available technology and its applications.
6. Provide activities that promote a safe school environment. Opportunities for professional staff will place emphasis on creating a school community which promotes respect and fosters responsibility.

**These goals focus on:**

- Improving curriculum, instruction and local assessments aligned with New York State Common Core Learning Standards and a migration to New York Next Generation Learning Standards
- Promoting reflective practice
- Improving educational practices related to English Language Learners
- Building staff capacity through professional development that is continuous and ongoing and district specific
- Extending capacity of staff through integration technology integration
- Developing practices for a safe school environment

**New Teacher Mentoring: Fire Island Union Free School District**

The Fire Island Union Free School District is committed to supporting new teachers through a comprehensive mentoring program. In a district like Fire Island with a very small full time staff, teacher induction is a process of collaboration between the district administration and the teachers union. That collaboration extends to mentoring a new teacher. There are many different types of new teachers who join the district. Some may be new to the school district, but have experience as teachers in other districts, both in New York State and outside of it. Some may be new to the teaching profession, but have work experience in another industry. Others may be entirely new to both the profession and the working world. As a result of the various types of new teachers, two forms of mentoring relationships will be established. The first is an informal mentoring relationship which will require a mentor to be assigned to work with teachers who are new to the district, but not new to the profession. The second is a formal mentoring relationship which will require a mentor to work with teachers who are new to the profession.

The informal mentoring relationship will pair an experienced teacher with a teacher new to the district. The mentors will make themselves available to go over school procedures, routines, and operations as an orientation prior to the first day of school or the new teacher's starting date when feasible and if not, then at the earliest opportunity. The mentor will also review the Fire Island School District Teacher's Manual with the new teacher, introduce the new teacher to other members of the staff and school community, answer questions, and offer suggestions and direction upon request of the new teacher. This type of relationship does not require the same time commitment as a formal mentoring relationship. Mentors are expected to meet with new teachers for 15 hours during the year. A log of time and objectives for each session will need to be recorded on a log sheet.

The formal mentoring relationship will pair a designated mentor with a teacher new to both the district and the profession. The new teacher/mentor relationship will last for one year. This mentor will be responsible for setting goals, observing, planning and meeting with the new teacher to jointly plan lessons and units of study, professional growth, discuss student and class management strategies, answer questions, offer suggestions and direction, and orient him/her to

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school procedures, routines, and operations. This continual support throughout the school year is designed to ensure a successful first year for the new teacher. This formal mentoring assignment will require the mentor to participate in a mentor training session selected and paid for by the district. This training should take place prior to the start of the mentoring activities, or at least during the early phase of the mentoring relationship. These sessions will come from a variety of sources, which may include but are not limited to the following: qualified staff developers, graduate college and university courses, BOCES, NYSUT's Effective Teaching Program. Mentors are expected to meet with new teachers for a period of 45 hours throughout the year to work on a variety of activities tailored to the individual needs of the new teacher. A log of time and objectives for each session will need to be recorded on a log sheet and submitted to the superintendent for review each marking period.

All teachers with at least 5 years of experience with the Fire Island Union Free School District are eligible to become a mentor. Teachers may apply to be a mentor (see application and self survey) and depending on the number of mentors needed and the teaching assignment of the new teacher, the superintendent will select mentors from those interested in consultation with the teachers' association president. The final decision for mentors will be the responsibility of the superintendent. Mentors will be selected based on their area of expertise and their approachability and ability to provide positive encouragement and help. Clearly, mentoring is not an activity, but a relationship and the selection process will focus on the establishment of a strong, positive, and nurturing, professional relationship with a new teacher. In the few cases where a major disparity is found to exist between the needs and expectations of the mentor and the mentee a re-assignment can be made by the superintendent. Selected mentors will receive either three (3) in-service credits toward salary advancement for formal mentoring assignments and one (1) in-service credit for informal mentoring assignment or a stipend of \$1500 for a formal mentoring assignment and \$500 for an informal mentoring assignment. In the event that a mentor is removed and/or relieved from their assignment, they will be compensated on a pro rated basis for the number of actual hours they performed their mentoring duties. Furthermore, if the mentor being removed or relieved from their assignment had previously opted to receive in-service credit as compensation for their role as a mentor, they will be awarded one credit for every 15 hours they served as a mentor, or they can elect to be compensated the pro rated hourly rate as outlined. Credit and cash stipend cannot be combined.

The mentoring relationship is inherently one based on trust and confidentiality. What is discussed and observed is not part of the administrative evaluation process. There is a responsibility, however, on the part of mentor to make the school superintendent aware in a timely basis of any action that constitutes negligence, conduct unbecoming of a teacher, incompetence, or any other conduct or action that would lead to dismissal of either a tenured or untenured teacher outside the mentoring program. It is clear that these circumstances are extremely rare and unusual.

The Superintendent will present the PDP to the Board of Education and to staff. The Professional Development Plan is continuous and reflects a multi-year approach to improving student achievement by strengthening teacher practice through an analysis of data sets. It builds upon the professional development activities/practices that are embedded in the staff development program we have in place with Learner Center Initiatives. The Professional Development Plan will be revised annually to reflect the identified needs of the teachers, leaders, and Level III Teaching Assistants in the district. Short and long term goals will be added or deleted as necessary to reflect these needs. Resubmission to NYSED will occur once changes to plan are proposed.

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**Implementation Plan**

**GOAL # 1:** Increase reading performance by developing classroom strategies that support student reading comprehension and fluency.

**OBJECTIVE:** The majority of students will score at level 3 or higher on NYS Assessments and will have a greater rate of improvement on AIMSweb than 45% of a national sample who started at the same level.

STRATEGIES/ACTIVITIES	AGENCY/PERSON DELIVERING PROFESSIONAL DEVELOPMENT	TIMEFRAME	PERFORMANCE MEASURE
<p>The Fire Island UFSD annually contracts with Learner Center Initiatives to provide 12 days of in house professional development to the teaching staff. Teachers will first meet to develop a common understanding of fluency and its relationship to comprehension. A deep delve into comprehension and self-regulated learning will follow. They will examine the structure of a balanced literacy framework in promoting reading comprehension by visiting two classrooms and discussing the purpose of each component of the framework. Teachers will design an activity and prompt that they will implement as a baseline for determining student comprehension and fluency practices.</p>			
Examining the CCLS to identify skills and strategies for promoting fluency	Learner Center Initiatives (Contracted to provide in district professional development throughout the 2016-17 school year)	July 1, 2016 – June 30, 2017	Increased performance on AIMS Web and NYS ELA Assessments
Examining and implementing fluency strategies specific to grade-level and student needs	Learner Center Initiatives (Contracted to provide in district professional development throughout the 2016-17 school year)	July 1, 2016 – June 30, 2017	Increased performance on AIMS Web and NYS ELA Assessments
Incorporating fluency practices into a balanced literacy framework	Learner Center Initiatives (provided in district) (Contracted to provide in district professional development throughout the 2016-17 school year)	July 1, 2016 – June 30, 2017	Increased performance on AIMS Web and NYS ELA Assessments
Engaging a peer-feedback process to improve implementation strategies	Learner Center Initiatives (Contracted to provide in district professional development throughout the 2016-17 school year)	July 1, 2016 – June 30, 2017	Increased performance on AIMS Web and NYS ELA Assessments
Monitoring student progress and adjusting instruction to meet their needs	Learner Center Initiatives (Contracted to provide in district professional development throughout the 2016-17 school year)	July 1, 2016 – June 30, 2017	Increased performance on AIMS Web and NYS ELA Assessments
Examining the CCLS to identify skills and strategies for promoting	Learner Center Initiatives (Contracted to provide in district professional	July 1, 2016 – June 30, 2017	Increased performance on AIMS Web and NYS ELA Assessments

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comprehension	development throughout the 2016-17 school year)		
Continue to develop practices to support balanced literacy	Learner Center Initiatives (Contracted to provide in district professional development throughout the 2016-17 school year)	July 1, 2016 – June 2017	Increased performance on AIMS Web and NYS ELA Assessments
Use of data (AIMSweb) to inform instruction	Principal Reading Teacher	July 1, 2016- June 30, 2019	Increased performance on AIMS Web and NYS ELA Assessments
Identify characteristics of independent, self-regulated learners	Learner Center Initiatives (Contracted to provide in district professional development throughout the 2017-18 school year)	July 1, 2017 – June 30, 2019	Increased performance on AIMS Web and NYS ELA Assessments
Make connections between self-regulation and reading	Learner Center Initiatives (Contracted to provide in district professional development throughout the 2017-18 school year)	July 1, 2017 – June 30, 2019	Increased performance on AIMS Web and NYS ELA Assessments
Examine research behind best practices in reading	Learner Center Initiatives (Contracted to provide in district professional development throughout the 2017-18 school year)	July 1, 2017 – June 30, 2018	Increased performance on AIMS Web and NYS ELA Assessments
Examine how to teach students to monitor for meaning while reading and then to use appropriate strategies when meaning breaks down	Learner Center Initiatives (Contracted to provide in district professional development throughout the 2017-18 school year)	July 1, 2017 – June 30, 2019	Increased performance on AIMS Web and NYS ELA Assessments
Examine instructional strategies for teaching student to identify and use structure to comprehend texts	Learner Center Initiatives (Contracted to provide in district professional development throughout the 2017-18 school year)	July 1, 2017 – June 30, 2019	Increased performance on AIMS Web and NYS ELA Assessments
Explore techniques for teaching lessons that attend to other areas of author’s craft that can improve student comprehension	Learner Center Initiatives (Contracted to provide in district professional development throughout the 2017-18 school year)	July 1, 2017 – June 30, 2019	Increased performance on AIMS Web and NYS ELA Assessments
Examine ways in which to support students in responding to literature	Learner Center Initiatives (Contracted to provide in district professional development throughout the 2017-18 school year)	July 1, 2017 – June 30, 2019	Increased performance on AIMS Web and NYS ELA Assessments
Evaluate the impact of teacher’s instructional shifts and plan for next steps	Learner Center Initiatives (Contracted to provide in district professional	July 1, 2017 – June 30, 2019	Increased performance on AIMS Web and NYS ELA Assessments

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	development throughout the 2017-18 school year)		
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**GOAL #2:** Improve academic performance in all areas by developing growth mindset, responsive classroom, character strengths, and social and emotional learning within the school community; remembering that hard work and dedication can increase motivation, productivity and enhance relationships.

**OBJECTIVE:** To improve academic confidence by focusing on the character traits of optimism, grit, zest, & self-control.

STRATEGIES/ACTIVITIES	AGENCY/PERSON DELIVERING PROFESSIONAL DEVELOPMENT	TIMEFRAME	PERFORMANCE MEASURE
<p>The Fire Island UFSD has contracted with Learner Center Initiatives to provide 12 days of in house professional development to the teaching staff. Teaching staff will meet to establish a common understanding of growth mindset and the research behind its importance in improving student learning. They will learn strategies for teaching growth mindset and practices that support growth mindset such as “praise the practice” and “productive struggle”. Teachers will have the opportunity to plan learning experiences that introduce students to growth mindset. Teachers will also meet to establish a common understanding of responsive classroom to address social and emotional learning. Teachers will examine the five competencies of social and emotional learning and how they can be used to impact student achievement.</p>			
examining the research behind growth mindset	Learner Center Initiatives (Contracted to provide in district professional development throughout the 2016-17 school year)	July 1, 2016 – June 30, 2017	Increased performance on: Classroom Assessments NYS Assessments AIMSweb
examining strategies for promoting growth mindset	Learner Center Initiatives (Contracted to provide in district professional development throughout the 2016-17 school year)	July 1, 2016 – June 30, 2017	Increased performance on: Classroom Assessments NYS Assessments AIMSweb
identifying opportunities for practicing growth mindset strategies within the school and classroom communities	Learner Center Initiatives (Contracted to provide in district professional development throughout the 2016-17 school year)	July 1, 2016 – June 30, 2019	Increased performance on: Classroom Assessments NYS Assessments AIMSweb
making connections between growth mindset and habits of mind: zest, grit, optimism and self-control	Learner Center Initiatives (Contracted to provide in district professional development throughout the 2016-17 school year)	July 1, 2016 – June 30, 2019	Increased performance on: Classroom Assessments NYS Assessments AIMSweb
determining the impact of growth mindset on student learning	Learner Center Initiatives (Contracted to provide in district professional development throughout the 2016-17 school year)	July 1, 2016 – June 30, 2019	Increased performance on: Classroom Assessments NYS Assessments AIMSweb
Examining components of		July 1, 2017 – June 30,	Increased performance on:

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making connections to Responsive Classroom	Learner Center Initiatives (Contracted to provide in district professional development throughout the 2017-18 school year)	2018	Classroom Assessments NYS Assessments AIMSweb
Examining the four components of Morning Meeting and creating criteria for Morning Meetings	Learner Center Initiatives (Contracted to provide in district professional development throughout the 2017-18 school year)	July 1, 2017 – June 30, 2018	Increased performance on: Classroom Assessments NYS Assessments AIMSweb
Examining the purpose and goals of <i>The First Six Weeks of School</i> .	Learner Center Initiatives (Contracted to provide in district professional development throughout the 2017-18 school year)	July 1, 2017 – June 30, 2018	Increased performance on: Classroom Assessments NYS Assessments AIMSweb
Making Connections between goals and classroom activities for the first six weeks	Learner Center Initiatives (Contracted to provide in district professional development throughout the 2017-18 school year)	July 1, 2017 – June 30, 2018	Increased performance on: Classroom Assessments NYS Assessments AIMSweb
Introduction to the five social and emotional competencies and how they can impact learning	Learner Center Initiatives (Contracted to provide in district professional development throughout the 2018-19 school year)	July 1, 2018 – June 30, 2019	Increased performance on: Classroom Assessments NYS Assessments AIMSweb
Examine responsible decision-making in the context of unit performance and examine strategies for supporting responsible decision making	Learner Center Initiatives (Contracted to provide in district professional development throughout the 2018-19 school year)	July 1, 2018 – June 30, 2019	Increased performance on: Classroom Assessments NYS Assessments AIMSweb
Examine the relationship between social and emotional competencies and the text, <i>Opening Minds: Using language to change lives</i> by Peter H. Johnston. Practice the language of focusing on student assets and not deficits	Learner Center Initiatives (Contracted to provide in district professional development throughout the 2018-19 school year)	July 1, 2018 – June 30, 2019	Increased performance on: Classroom Assessments NYS Assessments AIMSweb
Examine how being self-aware can lead to successful self-management. Connections will be made to self-regulation	Learner Center Initiatives (Contracted to provide in district professional development throughout the 2018-19 school year)	July 1, 2018 – June 30, 2019	Increased performance on: Classroom Assessments NYS Assessments AIMSweb

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Examine the competency of relationship skills particularly in the content of small group discussions	Learner Center Initiatives (Contracted to provide in district professional development throughout the 2018-19 school year)	July 1, 2018 – June 30, 2019	Increased performance on: Classroom Assessments NYS Assessments AIMSweb
Examine the competency of social awareness and make connections to social intelligence – particularly empathy and point of view	Learner Center Initiatives (Contracted to provide in district professional development throughout the 2018-19 school year)	July 1, 2018 – June 30, 2019	Increased performance on: Classroom Assessments NYS Assessments AIMSweb

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**GOAL # 3:** Continue to align curriculum, instruction, and assessments to NYS Common Core Learning Standards and best practices. Revise curriculum to include new Next Generation Learning Standards and begin professional development on the new standards.

**OBJECTIVE:** Complete the articulation the Fire Island curriculum framework.

STRATEGIES/ACTIVITIES	AGENCY/PERSON DELIVERING PROFESSIONAL DEVELOPMENT	TIMEFRAME	PERFORMANCE MEASURE
Primary and elementary grade teachers will meet to provide input on the placement of NGSS science performance expectations into Fire Island’s established units of study and potential performance assessments. This information will be used to frame curriculum framework for science.			
examining the NGSS science performance expectations	Learner Center Initiatives (Contracted to provide in district professional development throughout the 2016-17 school year)	July 1, 2016 – June 30, 2017	Classroom performance 4 <sup>th</sup> grade NYS Science Assessment
articulating units of study and potential performance assessments	Learner Center Initiatives (Contracted to provide in district professional development throughout the 2016-17 school year)	July 1, 2017 – June 30, 2019	Classroom performance 4 <sup>th</sup> grade NYS Science Assessment
assist teachers in deepening pedagogical and content knowledge	Learner Center Initiatives (Contracted to provide in district professional development throughout the 2016-17 school year)  Building Principal	July 1, 2016 – June 30, 2019	Evaluation Survey Classroom Performance
Full alignment of NGSS	ESBOCES Building Principal Learner Center Initiatives	July 1, 2017 – June 30, 2019	Classroom performance 4 <sup>th</sup> grade NYS Science Assessment
Assist teachers in deepening their understand of inquiry based teaching as articulated in NGSS	ESBOCES Building Principal Learner Center Initiatives	July 1, 2017 – June 30, 2019	Classroom performance 4 <sup>th</sup> grade NYS Science Assessment
Primary and elementary grade teachers will meet to provide input on the placement of Next Generation Learning Standards into Fire Island’s established units of study and potential performance assessments. Unpacking of these new standards and exploration of instructional implications will be explored throughout the year.			
examining the Next Generation Learning Standards and articulating placement into established units of study	Learner Center Initiatives (Contracted to provide in district professional development throughout the 2018-19 school year)	July 1, 2018 – June 30, 2019	Classroom performance Evaluation Survey NYS Assessments (2020 – New Standards)

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assist teachers in deepening understanding of pedagogical approaches to new standards	Learner Center Initiatives (Contracted to provide in district professional development throughout the 2018-19 school year)	July 1, 2018 – June 30, 2019	Classroom performance Evaluation Survey NYS Assessments (2020 – New Standards)
Conduct presentations to Board of Education and parents to communicate NYS Next Generation ELA and Mathematics Learning Standards and the impact on curriculum and instruction.	Learner Center Initiatives (Contracted to provide in district professional development throughout the 2018-19 school year) Principal	July 1, 2018 – June 30, 2019	Evaluation Survey

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**GOAL # 4:** Develop the skills required for effective co-teaching strategies and language acquisition to better serve student achievement for English Language Learners and special education students.

**OBJECTIVE:** The majority of students will score at the Commanding Level on the NYSESLAT and score at a Level 3 NYS ELA Assessment.

For those holding a professional certificate in the certificate title of English to speakers of other languages (all grades) or a holder of a bilingual extension under section 80-4.3 of this Title, shall be required to complete a minimum of 50 percent of the required CTLE clock hours in language acquisition aligned with the core content area of instruction taught, including a focus on best practices for co-teaching strategies, and integrating language and content instruction for English language learners. For all other certificate holders a minimum of 15 percent of the required CTLE clock hours shall be dedicated to language acquisition addressing the needs of English language learners, including a focus on best practices for co-teaching strategies, and integrating language and content instruction for such English language learners.

STRATEGIES/ACTIVITIES	AGENCY/PERSON DELIVERING PROFESSIONAL DEVELOPMENT	TIMEFRAME	PERFORMANCE MEASURE
Providing training to staff working with students acquiring English as a New Language prepares them to meeting the needs of English Language Learners. Resources (libraries) will be provided to staff working with students acquiring English as a New Language. Training to support teachers in co-teaching and collaborative practices supports them as they work to develop strategies to ELL.			
Team level meetings with English and New Language Teacher	District turnkey training	July 1, 2016 – June 30, 2019	NYSESLAT NYS ELA Assessment
Curriculum development that supports all students – including the needs of ELL students	District Turnkey Training	July 1, 2016 – June 30, 2019	NYSESLAT NYS ELA Assessment

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**GOAL #5:** Increase level of integrated technology into units of study and continue to expand teacher knowledge of available technology and its applications.

**OBJECTIVE:** To identify areas in which technology can be readily integrated into instructional practice.

STRATEGIES/ACTIVITIES	AGENCY/PERSON DELIVERING PROFESSIONAL DEVELOPMENT	TIMEFRAME	PERFORMANCE MEASURE
Expose teachers to the computer science framework. Provide professional development to teachers so that all students critically engage in computer science issues; approach problems in innovative ways; and create computational artifacts with a personal, practical, or community purpose. Teachers will have the opportunity to incorporate the standards into their units of study and build capacity for teaching computer science.			
<p><b>Algorithms and Programing:</b></p> <ul style="list-style-type: none"> <li>• Introduction to Coding</li> <li>• Robotics               <ul style="list-style-type: none"> <li>○ Programing Finch Robots</li> <li>○ Ozobots</li> </ul> </li> <li>• Exploration for App development</li> <li>• 3-d printing</li> </ul>	<p>ESBOCES – Model Schools</p> <p>(Contracted to provide in district professional development throughout the 2016-19 school year)</p>	<p>July 1, 2016 – June 30, 2019</p>	<p>Student Generated Work</p>
<p><b>Social Impact of Computing:</b></p> <ul style="list-style-type: none"> <li>• Digital Citizenship / Safety Law and Ethics</li> <li>• Communicating via Skype</li> <li>• Collaborative technology initiatives</li> </ul>	<p>ESBOCES – Model Schools</p> <p>(Contracted to provide in district professional development throughout the 2016-19 school year)</p>	<p>July 1, 2016 – June 30, 2019</p>	<p>Student Generated Work</p>
<p><b>Data and Analysis:</b></p> <ul style="list-style-type: none"> <li>• Tracking Monarch Butterfly Migration</li> <li>• Mystery Class Project</li> </ul>	<p>ESBOCES – Model Schools</p> <p>(Contracted to provide in district professional development throughout the 2016-19 school year)</p>	<p>July 1, 2016 – June 30, 2019</p>	<p>Student Generated Work</p>
<p><b>Networks and the Internet:</b></p> <ul style="list-style-type: none"> <li>• Understanding limited access to the internet               <ul style="list-style-type: none"> <li>○ Cuba Project</li> <li>○ Journey North</li> </ul> </li> <li>• Network Securities and Safety</li> </ul>	<p>ESBOCES – Model Schools</p> <p>(Contracted to provide in district professional development throughout the 2016-19 school year)</p>	<p>July 1, 2016 – June 30, 2019</p>	<p>Student Generated Work</p> <p>Increased use of web 2.0 tools</p>

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Systems	the 2016-19 school year)		
• Web 2.0 tools			

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**GOAL #6:** Provide activities that promote a safe school environment. Opportunities for professional staff will place emphasis on creating a school community which promotes respect and fosters responsibility.

**OBJECTIVE:** To make staff aware of the elements of physical and emotional safety in a school environment.

STRATEGIES/ACTIVITIES	AGENCY/PERSON DELIVERING PROFESSIONAL DEVELOPMENT	TIMEFRAME	PERFORMANCE MEASURE
Provide annual school safety and school violence prevention training that include training in mental health	<a href="https://www.mentalhealth.gov">https://www.mentalhealth.gov</a> <a href="http://www.p12.nysed.gov/sss/documents/MentalHealthResourcesforEducators.pdf">http://www.p12.nysed.gov/sss/documents/MentalHealthResourcesforEducators.pdf</a> (provided in district)	Annually July 1, 2016-June 30, 2019	Simulation Drills Training Opportunities
Provide annual training in Building Level Emergency Response  Training Title: <i><u>Training for Building Level Emergency Response Teams</u></i>	NYSIR On-Line University (provided in district)	Annually July 1, 2016-June 30, 2019	Simulation Drills Training Opportunities
Provide annual training in Dignity for All Students	NYSIR On-Line University (provided in district)	Annually July 1, 2016-June 30, 2019	Training Opportunities
Annually provided Sexual Harassment Preventions Training	NYSIDOL Interactive Model Sexual Harassment training program (provided in district)	Annually To be completed by October 9, 2018	Training Opportunities

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Sponsor Approval

The following are contracted entities or individuals that may provide CTLE on behalf of the Fire Island School District.

- Eastern Suffolk BOCES
- Western Suffolk BOCES
- Learner Center Initiatives
- The Long Island Regional Bilingual Education Resource Network (L.I.RBE-RN)

Acceptable CTLE must be taken from a sponsor that has been approved by the Department. Acceptable sponsors include the following groups, once they have submitted for, and received approval from the NYSED:

- School districts
- Board of cooperative education services
- Teacher centers
- New York State institutions of higher education
- Professional organizations and unions
- Any other entity approved by the Department

Acceptable CTLE shall be a study in the content area of any certificate title held by the individual or in pedagogy, and include any required study in the language acquisition addressing the needs of English language learners as described in section 80-6.3 of this subpart. Acceptable CTLE must be conducted through activities designed to improve the teacher or leader's pedagogical and /or leadership skills, targeted at improving student performance, including but not limited to formal CTLE activities. Such activities also shall promote the professionalization of teaching and educational leadership, as applicable, and be aligned to district goals for student performance.

*Fire Island Union Free School District*

# Response to Intervention / Academic Intervention Service Plan

2018/2019 School Year

## ***BOARD OF EDUCATION***

Jay Lippert, President  
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## ***ADMINISTRATION***

Loretta M. Ferraro, Superintendent  
Kevin Wurtz, School Business Official

## INTRODUCTION

The Fire Island School District strives to meet the individual learning needs of each child through a rigorous yet differentiated academic program. At times, however, some students demonstrate a need for additional support in order to meet the Common Core Learning Standards (CCLS) in English Language Arts, Mathematics, Science, and Social Studies. As a result, the District provides targeted academic support through a collaborative process to help students succeed. The following plan outlines the **Response to Intervention (RtI)** and **Academic Intervention Services (AIS)** provided by the Fire Island School District as required by the NYS Commissioner's regulations, 100.2.: ii and ee. Students receive RtI /AIS Intervention Services in English Language Arts, Mathematics, Science, and Social Studies when they are at risk of meeting grade level Common Core Learning Standards (CCLS). It is important to keep in mind that RtI / AIS services are meant to **supplement, not supplant** the core curriculum. *For example, a Tier 3 intervention such as Wilson Reading System could not supplant an English Language Arts core curriculum program for a student, which if done, would deprive the student of core instruction and would be in violation of state regulations.*

## WHAT IS RESPONSE TO INTERVENTION (RtI)?

Effective July 1, 2012 all school districts in NYS must have a Response to Intervention (RtI) program in place as part of its evaluation process to determine if a student in K-6 is a student with a learning disability in the area of reading and mathematics. The **decision as to whether a student has a learning disability must be based on extensive and accurate information** that leads to the determination that the student's learning difficulties are not the result of the instructional program or approach. RtI is an effective and instructionally relevant process to inform these decisions.

## WHAT IS ACADEMIC INTERVENTION SERVICES (AIS)?

Academic Intervention Service (AIS) provides additional instruction, which **supplements** the instruction provided in the general curriculum and assists students in meeting grade-level CCLA. AIS is intended to assist students who are at risk of not achieving grade-level CCLS in English Language Arts, Mathematics, Social Studies, or Science, or who are at risk of not gaining the knowledge and skills needed to meet or exceed designated performance levels on state assessments. **AIS shall be made available to English Language Learners and students with disabilities.** In the case of AIS being provided to students with disabilities, services will be provided on the same basis as those provide to non-disabled students, **as long as those services are consistent with the student's** individualized education program. The two components of AIS services include **curricular instructional support** as well as **student support, such as guidance and social-emotional learning**. The focus is providing direct support to the regular classroom program while meeting the individual needs of the students. In accordance, the intensity of these services varies as well.

## RESPONSE TO INTERVENT (RtI) IN LIEU OF ACADEMIC INTERVENTION SERVICES (AIS)

Fire Island UFSD - RtI /AIS PLAN  
2018-2019

Regulations allow district to provide a Response to Intervention (RtI) program in lieu of Academic Intervention Services (AIS) provided that:

- The RtI program meets state requirements
- Is made available at the grade levels and subjects areas (reading/math) for which students are identified as eligible for AIS; and
- All students who are otherwise eligible for AIS shall be provided such AIS services if they are not enrolled in the RtI program.

THE FIRE ISLAND SCHOOL DISTRICT PROVIDES RESPONSE TO INTERVENTION (RtI) IN LIEU OF ACADEMIC INTERVENTION SERVICES (AIS).

In July 2016, the Board of Regents adopted revisions to Part 100 of the Commissioner's Regulations which require districts to provide Academic Intervention Services to students scoring below the state designated performance level on state assessments and/or who may be at risk of not achieving the New York State learning standards.

Academic Intervention Services (AIS) (CR100.2) are services designed to assist students to achieve the New York State learning standards in English Language Arts and mathematics in grades k-12, and science in grades 4-12. These services are provided to students as follows:

- Additional instruction that supplements the regular classroom instruction and /or
- Student support services needed to improve academic performance

**Eligibility for Academic Intervention Services/Response to Intervention:** Commissioner's Regulations 100.2 (ee). Students eligible for AIS or RtI, including those with disabilities and/or limited English proficiency will be determined by following a two-step process based on multiple measures.

- Push-in / pull-out instruction
- Small group
- After school

As determined by the building professionals, additional Academic Intervention and Response to Intervention Services may be provided to any student individually or in small groups. These additional services include:

- Counseling services
- Speech services
- Support with attendance issues

Students may receive one or a combination of the services outlined. In each situation, student progress is monitored. This information will be tracked as students move from one level to the next. Throughout the process, the schools will regularly communicate with parents.

Fire Island UFSD - RtI /AIS PLAN  
2018-2019

**RESPONSE TO INTERVENTION AND ACADEMIC INTERVENTION SERVICES PLAN**

The following Response to Intervention and Academic Intervention Services Plan is designed to support students in meeting the New York State learning Standards.

**Criteria for Eligibility in Grades 1 – 3:**

- Classroom performance and /or teacher recommendation.
- Performance on AIMSweb

\*\*\*Once a student is suspected of needing RTI, the teacher must request a SST meeting where the progress monitoring tool will be decided upon. Targeted intervention and progress monitoring must be frequent and ongoing for 12 weeks before deciding if Tier 2 is warranted. Tier 2 eligibility will be decided upon at a follow up SST at the conclusion of the 12 weeks.

**Criteria for Eligibility in Grades 4-6: (MUST USED A TWO TIERED APPROACH)**

**STEP ONE:** Designated performance levels on elementary, intermediate, and commencement level State assessments in English language arts, mathematics, and science

STUDENT SCORE ON STATE ASSESSMENT	ACTION
Level 3 or higher	AIS / RtI not required
At or above the NYSED designated cut off score but below a level 3	Shall be considered for AIS / RtI through a team meeting approach
Below the NYSED designated cut off scale score	Shall be considered for AIS / RtI through a team meeting approach
**Those students in grades K-3 at risk of not meeting State standards	Shall be considered for AIS / RtI through a team meeting approach

**STEP TWO:** Performance on multiple measures (may include one or more measure)

STUDENT SCORE ON ASSESSMENT	ACTION
AIMSweb benchmarking	Shall be considered for AIS /RtI through a team meeting approach
New York State English as a Second Language Achievement Test (NYSESLAT)	Shall be considered for AIS /RtI through a team meeting approach
Benchmark and lesson embedded assessments for reading and mathematics in grades K-6 based on teacher designed and selected assessments	Shall be considered for AIS /RtI through a team meeting approach
Results of psycho-educational, behavioral or social-emotional screening tools, teacher or clinician observational data, anecdotal data, and/or teacher/parent interview	Shall be considered for AIS /RtI through a team meeting approach

\*\*\*Teacher must bring student to SST where determination of eligibility will be determined. Progress monitoring tool will be decided at the eligibility meeting.

Fire Island UFSD - RtI /AIS PLAN  
2018-2019

**Implementing RtI/AIS with LEP/ELL students:**

- Personnel with TESOL and bilingual certifications are members of the SST and present when discussing LEP/ELL students.
- ENL is an integral part of core instruction for all LEP/ELL students, not an “intensive intervention” or additional tier in the RtI process.
- Evidence-based practices/interventions shown to be effective and validated for LEP/ELL students are used.

**Exit Criteria:**

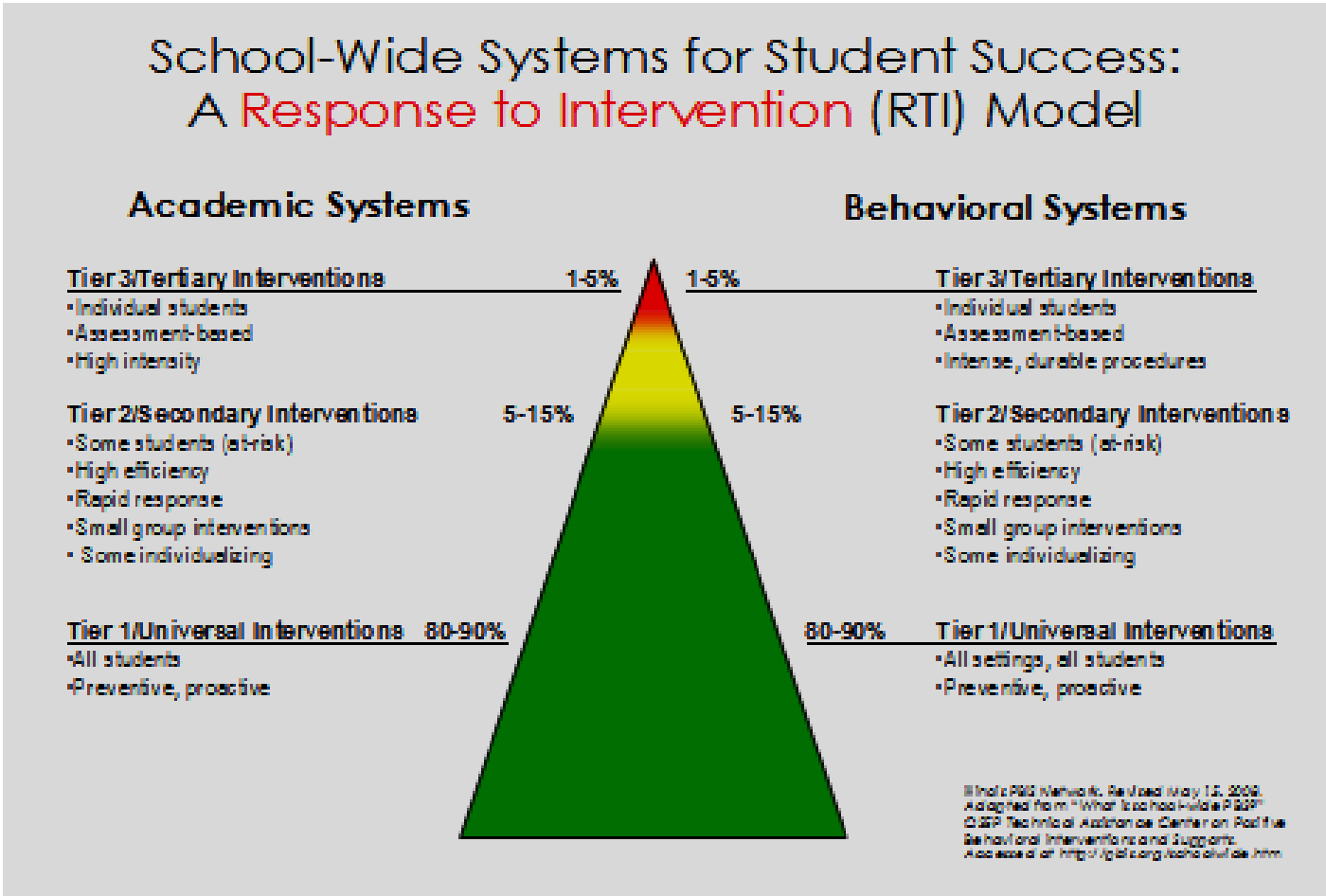
The student will be exited from the program if the following criteria are satisfied:

- Student exceeds the median scale score on the NYS Assessments
- Student no longer is thought to be at-risk for not meeting state standards based on teacher and/or clinician screening tools, and teacher designed and selected assessments.

**Parent Notification:**

- When a student has been identified for RtI services, the parent(s) or guardian(s) is notified in writing by the school that his/her child will be receiving academic intervention services and includes all required information and is provided in the language the parent understands.
- General information about the RtI process is provided to parents to indicate
  - commencement of services;
  - amount and type of student performance data that will be collected and the general services that will be provided;
  - strategies for increasing student’s rate of learning;
  - progress reports;
  - change in RtI/AIS services
  - Discontinuance of RtI /AIS services; and
  - a parent’s right to request an evaluation for special education programs and/or services.
- To meet with the requirement for ongoing parental involvement, the school will provide parent(s) or guardian(s) with:
  - Opportunities, once each trimester, for consultation with the student’s regular classroom teacher and other professional staff providing academic intervention services
  - Progress reports during the regular school year on the student’s progress
  - Information on ways parents can support and monitor their child’s academic progress.

RESPONSE TO INTERVENTION MODEL



**DURATION WITHIN EACH TIER:**

**Tier 1: Universal Intervention:**

All students receive effective, research-validated instruction in the general education setting. Student progress is monitored on a weekly basis.

Who receives instruction?	All students
Amount of daily instruction	At least 90 minutes
When is instruction provided	During core reading time
Duration of instruction	Entire school year
How instruction is implemented	Flexible grouping
Frequency of progress monitoring	At least one time every 1-2 weeks
Who provides instruction?	General education teacher
Where students are served?	General education classroom

**Tier 2: Secondary Interventions**

This tier of RtI usually involves more intensive targeted interventions and frequent monitoring.

Who receives instruction?	Students who are not making progress with Tier I
Amount of additional instruction	30 – 60 minutes 1 – 3 times per week
When is instruction provided	Outside of the core curriculum blocks
Duration of instruction	10-20 weeks
How is instruction delivered	Teacher student ratio 1:3
Frequency of progress monitoring	At least one time every 1-2 weeks
Who provides instruction?	General education teacher/reading specialist
Where are students served?	Within or outside of general education classroom

**Tier 3: Tertiary Interventions**

Students who fail to demonstrate adequate reading progress during Tier 2's targeted instruction will receive Tier 3 intervention. This level of intervention usually involves individualized instruction and frequent monitoring.

Who receives instruction?	Students not making adequate progress with Tier 2 intervention
Amount of daily instruction	May vary by age; from 30-60 minutes per day
When is instruction provided	During school hours (outside of core curriculum blocks) or after school
Duration of instruction	Varies by individual (no less than 10 weeks)
How instruction is implemented	Teacher/student ratio 1:3
Frequency of progress monitoring	At least one time every 1-2 weeks
Who provides instruction/	Reading specialist Special Education Teacher
Where students are served?	Generally outside the general education classroom. This can, but does not always, include special education

Fire Island UFSD - RtI /AIS PLAN  
2018-2019



Fire Island Union Free School District

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**DATE**

Dear **NAME**,

Response to Intervention (RtI) is a multi-tiered early prevention system designed to improve outcomes for all students. Intervention is offered to students who are at risk of not achieving the state designated performance level on future assessments.

The following criteria were used to determine that services are required:

The following services will be provided:

Tier **X** Support

We believe that RtI intervention services are necessary to assist your child, **STUDENT**, to successfully master New York State Common Core learning standards and demonstrate such knowledge on future NYS assessments.

**Please sign one copy of this letter and return it to school with your child.**

Sincerely,

Superintendent

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I acknowledge that I have received notification of the RtI services being provided to my child, **NAME**

Signature of Parent: \_\_\_\_\_

Date: \_\_\_\_\_

Fire Island UFSD - RtI /AIS PLAN  
2018-2019



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Student Name: _____		Grade: _____	Year: _____
Teacher Providing Service: _____			
Area of Support: _____			
Key: <b>C</b> = Demonstrates Competency <b>I</b> = Is Improving <b>N</b> = Needs to Improve			
<u>Goal:</u>	<b>Trimester</b>		
		<u>Comments:</u>	
		<u>Comments:</u>	
		<u>Comments:</u>	
		<u>Comments:</u>	



**THE STATE EDUCATION DEPARTMENT / THE UNIVERSITY OF THE STATE OF NEW YORK / ALBANY, NY 12234**  
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New York State Education Department  
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To: District Superintendents of BOCES  
Superintendents of Public Schools

From: Alexander Trikalinos *AlexTrikalinos*

Date: July 25, 2018

Subject: APPR data collection and reporting timelines and requirements, 2017-18 APPR Implementation Certification form, and APPR review and approval processes for 2018-19 material changes

This memorandum provides an update on the following:

1. 2017-18 APPR Implementation Certification form;
2. APPR data collection and reporting timelines and requirements;
3. APPR review and approval processes for 2018-19 school year material changes.

### **2017-18 APPR Implementation Certification Form**

To be eligible for an increase in State aid in 2018-19, all districts must have fully implemented their approved APPR plans in the 2017-18 school year. The Commissioner must approve documentation that a school district has fully implemented the standards and procedures for conducting APPRs in accordance with Education Law §3012-d and Subpart 30-3 of the Rules of the Board of Regents.

To demonstrate that each school district or BOCES has fully implemented their approved APPR plan for the 2017-18 school year, the Department requires that an Implementation Certification form be completed by **August 24, 2018** by the superintendent of schools and board president. The Implementation Certification form is now available and must be submitted through the [NYSED Application Business Portal](#). After logging on, please click on “SED Monitoring,” select “View” for the “APPR Implementation Certification,” and follow the instructions on the page to submit the form.

### **Data Collection, Reporting, and APPR Review and Approval Processes for Material Changes**

Please see the table below for important upcoming deadlines related to data submission and certification, the APPR Implementation Certification form, and the APPR review and approval process for material changes.

These deadlines are the final State deadlines. Local Level 1 centers will require earlier due dates to allow sufficient time for processing. In addition to data submission, districts and BOCES must submit the 2017-18 Statement of Confirmation of Staff Evaluation Rating Verification Report.

<b>Date</b>	<b>Event</b>	<b>Description/Information</b>
June 29, 2018 – August 24, 2018	APPR Implementation Certification form submission period	<p>The APPR Implementation Certification form must be submitted by August 24, 2018 by districts and BOCES. The form is one necessary component to demonstrate full implementation of your approved APPR plan for the 2017-18 school year and is used to determine eligibility for an increase in State aid for the 2018-19 school year for school districts only. The APPR Implementation Certification form must be signed by the superintendent/district superintendent and board president. The form is now available and must be submitted through the <a href="#">NYSED Application Business Portal</a>.</p>
August 4, 2018– October 19, 2018	Final submission of 2017-18 Evaluation Ratings and Subcomponent Scores	<p>LEAs will report 2017-18 staff evaluation data to the Commissioner through the Student Information Repository System (SIRS) for all applicable teachers and principals. These data must be submitted by October 19, 2018.</p> <p>All final and complete data, including original and transition (as applicable) scores for the Required and Optional (as applicable) Student Performance subcomponents, scores for the Required and Optional (as applicable) Teacher Observation/Principal School Visit subcomponents and the Overall rating.</p> <p>Complete 2017-18 Staff Evaluation Rating data must be submitted by October 19, 2018 for a district to be eligible for their increase in State aid.</p>
September 1, 2018	<p>Original APPR evaluation results from the 2017-18 school year must be provided to all educators.</p> <p>Transition APPR evaluation results (as applicable) from the 2017-18 school year must be reported for all educators whose APPR measures incorporate the results of the grades 3-8</p>	<p>2017-18 APPR evaluations shall be completed and provided to teachers and principals. The entire evaluation must be completed, and <u>original scores and ratings</u> must be provided to each teacher and principal <u>by September 1, 2018, or as soon as practicable thereafter</u>.</p> <p><u>Transition scores and ratings</u> must be provided to each teacher and principal, as applicable, <u>as soon as practicable, but in no case later than September 1, 2018</u>.</p>

	ELA/ math State assessments and/or State-provided growth scores.	
October 26, 2018	2017-18 Statement of Confirmation of Staff Evaluation Implementation and Rating Verification Report(s) due	<p>This form certifies the accuracy of the Staff Evaluation Rating data submitted as of the October 19, 2018 deadline. This form is required to be signed by the LEA’s certifying official who verifies the data provided in the Staff Evaluation Rating Verification Report(s) generated by L2RPT.</p> <p>The certification form will be available and must be submitted through <a href="#">NYSED Application Business Portal</a>, in the same location as the online APPR submission form.</p>
February 1, 2019	Submission deadline for Independent Evaluator Hardship Waivers for the 2018-19 school year	<p>This is an annual submission. Independent Evaluator Hardship Waivers, once approved, are only effective during the school year for which they are approved. Districts/BOCES who wish to continue to operate under such Hardship Waivers in future school years must submit an application by February 1<sup>st</sup> of each school year through <a href="#">NYSED Application Business Portal</a>.</p>
March 1, 2019	Submission deadline for material changes to APPR plans consistent with Education Law §3012-d for the 2018-19 school year	<p>Material changes to APPR plans consistent with Education Law §3012-d for the 2018-19 school year must be submitted on or before this date through <a href="#">NYSED Application Business Portal</a>.</p> <p>Material changes to APPR plans consistent with Education Law §3012-d submitted after March 1, 2019 must be implemented for the 2019-20 school year and districts and BOCES must implement their previously approved plans consistent with §3012-d during the 2018-19 school year.</p>

**Reporting Requirements Related to Education Law §3012-d**

All public school districts and BOCES are required to submit 2017-18 school year data to SIRS that include staff evaluation ratings used for APPR. Please share this information with personnel in your organization who have responsibility for data collection and reporting. Please note that original scores in each subcomponent and an original overall rating must be reported for all educators subject to evaluation under Education Law §3012-d. Additionally, transition scores in each subcomponent and a transition overall rating must be reported for all educators whose APPR measures incorporate the results of the grades 3-8 ELA and math State assessments and/or State-provided growth scores.

The table below summarizes the data elements that are required to be submitted for staff evaluation under Education Law §3012-d via the Staff Evaluation Rating Template for the 2017-18 school year, exported from your local data systems for each teacher and principal.

<b>Evaluation Category</b>	<b>Description</b>
<b>Student Performance Category</b>	<p>Original Required Student Performance subcomponent scores reported as a whole number from 0-20, using the following code: REQSP.</p> <p>Transition Required Student Performance subcomponent scores, as applicable, reported as a whole number from 0-20, using the following code: TREQSP.</p> <p>Original Optional Student Performance subcomponent scores, as applicable, reported as a whole number from 0-20, using the following code: OPTSP.</p> <p>Transition Optional Student Performance subcomponent scores, as applicable, reported as a whole number from 0-20, using the following code: TOPTSP.</p>
<b>Teacher Observation/Principal School Visit Category</b>	<p>Original Required Teacher Observation/Principal School Visit subcomponent scores reported as a number from 1.00-4.00 or 0.00, using the following code: REQOB.</p> <p>Transition Required Teacher Observation/Principal School Visit subcomponent scores, as applicable, reported as a number from 1.00-4.00 or 0.00, using the following code: TREQOB.</p> <p>Original Optional Teacher Observation/Principal School Visit subcomponent scores, as applicable, reported as a number from 1.00-4.00, using the following code: OPTOB.</p> <p>Transition Optional Teacher Observation/Principal School Visit subcomponent scores, as applicable, reported as a number from 1.00-4.00, using the following code: TOPTOB.</p>
<b>Overall Evaluation Rating Category</b>	<p>Original Overall ratings reported using the following codes: OCR04 = highly effective, OCR03 = effective, OCR02 = developing, OCR01 = ineffective based on the matrix prescribed in Education Law §3012-d(5).</p> <p>Transition Overall ratings reported, as applicable, using the following codes: TOCR04 = highly effective, TOCR03 = effective, TOCR02 = developing, TOCR01 = ineffective based on the matrix prescribed by Education Law §3012-d(5).</p>

## **APPR Summaries for Districts and BOCES**

To assist districts and BOCES with the calculation, distribution, and data submission of staff evaluation scores and ratings, the Office of Educator Quality and Professional Development has prepared APPR summaries, which have been distributed through the [IRS Portal](#) to all districts and BOCES with approved APPR plans for the 2017-18 school year. Regional Information Centers have also received an APPR summary for all LEAs in their area. This APPR summary provides information from the approved APPR plan on measures and assessments, HEDI scoring ranges for observations and principal school visits, and subcomponent weighting, as applicable. The APPR summary is broken into groups of educators based on the use of optional subcomponents and the type of scores and ratings needed (original/transition). Each summary also provides a description of the items that should be distributed to educators as their final staff evaluation and those that should be submitted to the Department for the October 19, 2018 staff evaluation data submission deadline. Detailed information and examples of the APPR summaries can be found on the [Resources for Closeout of 2017-18 APPR](#) page on EngageNY. Questions regarding the APPR summaries can be directed to [EducatorEval@nysed.gov](mailto:EducatorEval@nysed.gov).

## **Additional Questions and Information**

If you have any questions about the submission of data to SIRS, please contact your [RIC or Big 5 City School District data center](#) or the [Office of Information and Reporting Services](#).

If you have any questions or require technical assistance with your APPR plan, please contact [EducatorEval@nysed.gov](mailto:EducatorEval@nysed.gov). Please also see the [Education Law §3012-d APPR Guidance document](#) and other [resources related to Education Law §3012-d](#) for further information on evaluation ratings resulting from APPR plans approved pursuant to Education Law §3012-d. Helpful information for the [closeout of 2017-18 APPR](#) is also posted on EngageNY.

**FIRE ISLAND UNION FREE SCHOOL DISTRICT  
BOARD MEETING CALENDAR  
2018-2019**

Unless otherwise noted, meetings start at 4:30 p.m.

<b>July</b>	<b>10</b> <b>10</b>	<b>Annual Organizational Meeting</b> <b>Regular</b>
<b>August</b>	<b>14</b>	<b>Regular</b>
<b>September</b>	<b>18</b>	<b>Regular</b>
<b>October</b>	<b>9</b> <b>23</b>	<b>Regular</b> <b>Work Session</b>
<b>November</b>	<b>13</b> <b>27</b>	<b>Regular</b> <b>Work Session</b>
<b>December</b>	<b>11</b>	<b>Regular</b>
<b>January</b>	<b>8</b> <b>22</b>	<b>Regular</b> <b>Budget Review/Work Session</b>
<b>February</b>	<b>12</b>	<b>Regular</b>
<b>March</b>	<b>12</b> <b>26</b>	<b>Regular</b> <b>Budget Review/Work Session</b>
<b>April</b>	<b>9</b> <b>16</b> <b>30</b>	<b>Regular</b> <b>Special – BOCES Election &amp; Budget Vote, 8:00 a.m.</b> <b>Work Session</b>
<b>May</b>	<b>14</b> <b>14</b> <b>21</b> <b>28</b>	<b>Regular, 5:00 p.m.</b> <b>Public Hearing – Proposed Budget, 7:00 p.m.</b> <b>Annual Budget Vote and Election, 3:00-9:00 p.m.</b> <b>Work Session</b>
<b>June</b>	<b>11</b>	<b>Regular</b>

BOE Revised: \_\_\_\_\_

**SUBJECT: SMOKING/TOBACCO USE****School Grounds**

~~Tobacco use will not be permitted and no person will~~The use of tobacco products is prohibited on school grounds. Smoking and vaping are prohibited on school grounds ~~or~~and within 100 feet of the entrances, exits, or outdoor areas of any ~~public or private elementary or secondary~~of the District's schools. ~~However, this does not apply to smoking in a residence, or within the real property boundary lines of residential real property.~~ In addition, the use of tobacco products, smoking, and vaping are prohibited at any school-sponsored event or activity that occurs off school grounds, including those taking place in another state.

For purposes of this policy, the following definitions apply:

- a) Tobacco ~~"school~~ products means one or more cigarettes or cigars, bidis, chewing tobacco, powdered tobacco, nicotine water, or any other tobacco products.
- b) Smoking means the burning of a lighted cigar, cigarette, pipe, or any other matter or substance containing tobacco.
- c) Vaping means the use of an electronic cigarette.
- d) Electronic cigarette (or e-cigarette) means an electronic device delivering vapor inhaled by an individual user, and includes any refill, cartridge, and any other component of such a device.
- e) School grounds" means any building, structure, and surrounding outdoor grounds, including entrances or exits, contained within the District's preschool, nursery school, elementary, or secondary school's legally defined property boundaries as registered in the County Clerk's Office; ~~as well as all District vehicles, including, as well as any~~ vehicles used to transport children or school personnel.

~~—"Tobacco" is defined to include any lighted or unlighted cigarette, cigar, cigarillo, pipe, bidi, clove cigarette, spit/spitless tobacco and any other smoking or tobacco product, (smokeless, dip, chew, snus and/or snuff) in any form.~~

~~The District also prohibits~~ This policy does not apply to smoking or vaping in a residence, or within the real property boundary lines of residential real property.

~~—Use of electronic cigarettes or e-cigarettes, and any refill, cartridges and any other component of an electronic cigarette or e-cigarette (collectively known as e-cigarette) on school grounds or in District vehicles.~~

~~—The use of vaporizers or any other products containing nicotine, except for current FDA-approved smoking cessation products, are also prohibited.~~

**Off-School Grounds**

~~—Tobacco use and e-cigarette use is prohibited by students at any school sponsored event or activity off school grounds.~~

### **Posting/~~Public~~ Notification of Policy**

~~In compliance with the New York State Clean Indoor Air Act,~~†The District will prominently post ~~its Smoking/Tobacco Use policy and signs prohibiting all forms of tobacco products in District buildings and other appropriate locations; and will supply a copy upon request to any current or prospective employees~~smoking and vaping on school grounds in accordance with applicable law. The District will also designate a school official to tell individuals ~~who smoke~~found smoking or vaping in a non-smoking area that they are in violation of ~~the New York State Public Health Law, Education Law, the federal Pro-Children Act of 1994,~~ law and District policy.

The District will ~~also ensure that~~communicate this policy ~~is communicated~~ to staff, students, parents/guardians, volunteers, ~~and visitors, as deemed appropriate in order to orient all persons to~~ contractors, and outside groups through means such as the District's ~~"No Smoking" Policy and environment~~Code of Conduct, student handbooks, newsletters, announcements, facilities use forms/agreements, and/or the prominent display of this policy in appropriate locations.

### **Prohibition of Tobacco Promotional Items/Tobacco Advertising**

Tobacco promotional items (e.g., brand names, logos, and other identifiers) are prohibited:

(Continued)

**SUBJECT: SMOKING/TOBACCO USE (Cont'd.)**

- a) On school grounds;
- b) In ~~school~~any vehicles used to transport students or school personnel;
- c) At school-sponsored events or activities, including those that take place off school ~~premises and~~grounds, including in another state;
- d) In school publications;
- e) On clothing, shoes, accessories, gear, and school supplies in accordance with the District's *Code of Conduct* and applicable collective bargaining agreements.

This prohibition of tobacco promotional items will be enforced in accordance with the District's *Code of Conduct* and applicable collective bargaining agreements.

~~In addition, tobacco advertising is also prohibited in all school-sponsored publications and at all school-sponsored events.~~ The District will request, whenever possible, tobacco free editions of periodical publications for school libraries and classroom use.

~~Safe and Drug Free Schools and Communities Act, 20 USC § 7101 et seq.~~

~~Pro-Children Act of 2001, 20 USC §§ 6081-6084, 7971-7974, 7181-7184, as amended by the Every Student Succeeds Act (ESSA) of 2015~~

~~Education Law §§ 409, 2801(1) and 3020-a~~

~~Public Health Law Article 13-E, Article 13-F, §§ 1399-aa(13)n, 1399-o, 1399-p and 1399-aa~~

~~8 NYCRR §§ 155.5, 156.3~~

NOTE: Refer also to Policies #3280 -- Use of School Facilities, Materials and Equipment  
~~#3410 -- Code of Conduct~~  
 #7320 -- Alcohol, Tobacco, Drugs, and Other Substances  
~~#8210 -- Safety Conditions and Prevention Instruction~~  
 #8240 -- Instruction in Certain Subjects  
 District *Code of Conduct*

Adoption Date

## Personnel

**SUBJECT: TEMPORARY PERSONNEL**

The District's needs sometimes require temporary appointments. The terms of these appointments will be defined by the Board on a case-by-case basis.

**Student Teachers**

The District will cooperate with teacher training institutions in the placement of student teachers to provide beginning teachers with the best possible student teaching experience.

Schools are required to allow student teachers to videotape themselves providing instruction in a classroom to meet part of their performance assessment requirements for teaching certification. The video must remain confidential, is a confidential record of the New York State Education Department (SED), and is not subject to viewing or disclosure to an individual or entity other than the student teacher applicant and relevant SED personnel.

~~Student teachers will be protected from liability for negligence or other acts resulting in accidental injury to any person by the District, as provided by law.~~

**Substitute Teachers**

The Superintendent will employ appropriately qualified substitute teachers. A substitute teacher is employed in the place of a regularly appointed teacher who is absent, but is expected to return.

The Board will annually establish the rate for per diem substitute teachers.

~~A fully qualified substitute teacher will be employed, whenever possible, by the Superintendent in the absence of a regular teacher. It is recognized that fully certified persons will not always be available for employment as substitute teachers.~~

**Eligibility for Service**

~~There are three categories of substitutes:~~

- ~~a) Substitutes with valid teaching certificates or certificates of qualification may serve in any capacity for any number of days. If employed on more than an itinerant basis, these substitutes will be employed in their certification area.~~
- ~~b) Substitutes without a valid certificate, but who are completing collegiate study towards certification at the rate of not less than six semester hours per year may serve in any capacity for any number of days, in any number of school districts. If employed on more than an itinerant basis, these substitutes will be employed in their anticipated certification area.~~
- ~~c) Substitutes without a valid certificate and who are not working toward certification may serve for no more than 40 days per school year. In extreme circumstances—where there is an urgent need for a substitute teacher—however, the District may employ this substitute teacher beyond the 40 day limit, for up to an additional 50 days (90 days total in a school year), if the Superintendent certifies that the District conducted a good faith recruitment~~

~~search and there are no certified teachers available who can perform the duties of the position.~~

New York State recognizes the following three categories of substitute teachers:

- a) Substitutes with valid NYS teaching certificates or certificates of qualification. A substitute teacher in this category may be employed in any capacity, for any number of days, in any number of school districts. However, if employed for more than 40 days by a school district in any given school year, the substitute teacher must be employed in the area for which they are certified.
- b) Substitutes without a valid NYS certificate, but who are completing collegiate study toward NYS certification at the rate of not less than six semester hours per year. A substitute teacher in this category may be employed in any capacity, for any number of days, in any number of school districts. However, if employed for more than 40 days by a school district in any given school year, the substitute teacher must be employed in the area for which they are seeking certification.
- c) Substitutes without a NYS valid certificate and who are not working towards NYS certification. A substitute teacher in this category may be employed in any capacity, but is limited to 40 days in one school district in any school year.

~~(Continued)~~

~~Personnel~~

~~**SUBJECT: TEMPORARY PERSONNEL (Cont'd.)**~~

~~In even more rare circumstances, the District may hire this substitute teacher beyond the 90 days only if the Superintendent attests that the District conducted a good faith recruitment search, but there are still no certified teachers available who can perform the duties of the position and that the District needs a particular substitute teacher to work with a specific class or group of students until the end of the school year.~~

~~The Board will annually establish the rate for per diem substitute teachers.~~

~~Reporting~~

~~—The Superintendent will submit an annual report to the Commissioner concerning the employment of all uncertified teachers. The report will include:~~

- ~~a) The number of substitute teachers authorized to be employed beyond the 40-day limit.~~
- ~~b) The number of substitute teachers authorized to be employed beyond the 90-day limit.~~
- ~~c) The required good faith recruitment certifications for all teachers employed beyond the 40-day and 90-day limits.~~

Education Law § 3023  
8 NYCRR §§ 80-1.5 and 80-5.4

Adoption Date

## Students

**SUBJECT: ALCOHOL, TOBACCO, DRUGS, AND OTHER SUBSTANCES**

The Board recognizes that the misuse of alcohol, drugs, tobacco, electronic cigarettes (e-cigarettes), and other illegal 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, or possession of alcoholic beverages, tobacco products, e-cigarettes, illegal drugs, counterfeit and designer drugs, or paraphernalia for the use of these drugs is prohibited at any school-sponsored function, on school grounds, and on school buses at all times. The unauthorized use or misuse of prescription and over-the-counter drugs, vitamins, supplements, herbs, or other similar substances is also prohibited.

Students are not permitted to be under the influence of alcohol or other prohibited substances on school grounds or at school-sponsored events. A school-sponsored function includes a school sponsored or school-authorized extracurricular event or activity regardless of where the event or activity takes place.

**Smoking**

~~Smoking is not permitted and no person is permitted to smoke within 100 feet of the entrance, exits, or outdoor areas of any public or private elementary or secondary schools. However, this prohibition does not apply to smoking in a residence or within the real property boundary lines of residential real property. Similarly, the use of e-cigarettes is prohibited on school grounds, as defined in Public Health Law.~~

**Non-Medical Use of Prescription Drugs**

Non-medical use of prescription drugs is prohibited. If a student is found to be in possession of these substances, he or she will be disciplined in accordance with the District *Code of Conduct*.

**Disciplinary Measures**

Disciplinary measures for students consuming, sharing, selling, using, or possessing alcoholic beverages, tobacco products, e-cigarettes, illegal drugs, counterfeit and designer drugs, or paraphernalia for the use of these drugs are outlined in the District *Code of Conduct*.

Education Law §§ 409 and 2801(1)  
Public Health Law § 1399-o

NOTE: Refer also to Policies #3280 -- Use of School Facilities, Materials, and Equipment  
#3410 -- Code of Conduct  
#5640 -- Smoking/Tobacco Use  
#8210 -- Safety Conditions and Prevention Instruction  
District *Code of Conduct*

Adoption Date

**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)

**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.

(Continued)

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

- j) Unaccompanied youth means a homeless child or youth who is not in the physical custody of a parent or legal guardian.

**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)

**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 development 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 his or her 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)

**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)

**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.

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.

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# POLICY

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Students

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

## **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.

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.

(Continued)

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

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 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.

(Continued)

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

- 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 he or she is 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 he or she has received the form petition and supporting documents, and will either accept service of these documents on behalf of the District employee or officer or 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;

(Continued)

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

- g) Provide the parent or guardian or unaccompanied youth with a signed and dated acknowledgement verifying that he or she has 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. He or she 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.

**Coordination with Title I**

The District acknowledges that students in temporary housing are eligible for services under Title I, Part A, whether or not they live in a Title I school attendance area or meet the academic requirements required of other children. The District will ensure that:

- a) Title I, Part A funds are set aside as are necessary to provide students in temporary housing, who may have unique needs that differ from their permanently housed peers, with educationally related support services;
- b) Its local plan includes a description of how the plan is coordinated with McKinney-Vento;
- c) Its local plan describes the services provided to students in temporary housing;

(Continued)

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

- d) Its local plan describes the efforts it made to identify students in temporary housing, including unaccompanied youth, if the District reports that there are no students in temporary housing enrolled in the District. These efforts will include contacting the LDSS or Office of Children and Family Services (OCFS) to verify that there are no students in temporary housing in the District; and
- e) Its housing questionnaire asks about the living arrangements of the child or unaccompanied youth, including asking if he or she is living in a shelter; with relatives or others due to loss of housing or economic hardship; in an abandoned apartment/building; in a motel/hotel, camping ground, car, train/bus station or other similar situation due to the lack of alternative, adequate housing. Documentation of the District's efforts to identify students in temporary housing will be maintained on file and a copy of the housing questionnaire will also be kept on file.

**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.

**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.

(Continued)

# POLICY

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Students

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

## **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 §§ 902(b) and 3209  
Executive Law Article 19-H  
8 NYCRR § 100.2(x)

Adoption Date

# POLICY

2018

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Students

## **SUBJECT: PARTICIPATION IN GRADUATION CEREMONIES AND ACTIVITIES**

Any student who has satisfactorily completed all graduation requirements will be permitted to participate in the graduation ceremony and all related graduation activities.

The District permits any student to participate in the graduation ceremony and all related graduation activities of his or her high school graduating class, if the student has been awarded a Skills and Achievement Commencement Credential or a Career Development and Occupational Studies (CDOS) Commencement Credential, but has not otherwise qualified to receive a Regents or local diploma. While permitted to participate, these students are not required to participate in the graduation ceremony or related graduation activities of his or her high school graduating class. For purposes of this policy, a student's high school graduating class is the twelfth grade class with which he or she entered into ninth grade.

The District will provide annual written notice of this policy and any related procedures to all students and their parents or guardians.

Education Law § 3204(4-b)

Adoption Date

**SUBJECT: DIPLOMA OR CREDENTIAL OPTIONS FOR STUDENTS WITH DISABILITIES**

The District will provide students with disabilities appropriate opportunities to earn a diploma or other exiting commencement credential in accordance with Commissioner's regulations. During the student's annual review, the District will evaluate graduation opportunities and identify the means to achieve them. As part of this process, the District:

- a) Will coordinate activities with guidance personnel and BOCES staff to ensure that students meet credit and sequence requirements, and to consider them for vocational opportunities.
- b) May modify instructional techniques and materials. Any modifications will be included on a student's Individualized Education Program (IEP) so that they can be implemented consistently throughout the student's program.
- c) Will review special education instructional programs to ensure equivalency with the same courses taught in the general education program.
- d) Will coordinate communication between special and general education staff so that all staff members understand required skills and competencies, and to establish equivalency of instruction in special education classes.

Graduation and transition plans will take into account the various pathways available to these students. For students with IEPs, the District will plan transition services for post-secondary life as early as possible, but no later than the school year in which the student turns age 15. Transition activities will focus on improving both the student's academic and functional achievement. The plan will explore post-secondary opportunities and employment options and, if applicable, connection with adult service agencies that may provide the student with services after exiting school.

The District may award these diplomas or credentials, or both:

- a) Local diploma: available to students with an IEP or a Section 504 accommodation plan that specifies a local diploma. Students must comply with credit requirements. The available assessments to earn a local diploma include:
  1. Low-pass safety net option: students must achieve a score of 55 or higher on five required Regents exams.
  2. Low-pass safety net and appeal: available to students who score 52-54 on up to two Regents exams, successfully appeal those scores, and meet other applicable conditions.
  3. Regents Competency Test (RCT) safety net option: a student who enters grade 9 before September 2011 must pass a corresponding RCT if he or she does not attain a score of 55 or higher on the Regents examination.

(Continued)

**SUBJECT: DIPLOMA OR CREDENTIAL OPTIONS FOR STUDENTS WITH DISABILITIES (Cont'd.)**

4. Compensatory safety net option: except for scores on ELA and math exams, students may use one Regents exam score of 65 or above to compensate for a Regents exam score of 45-54. Students must score at least 55 (or successfully appeal a score of 52-54) on both the ELA and a math exam.
5. Superintendent's determination: students who are unable to demonstrate their proficiency on standard state assessments because of one or more disabilities may be able to graduate upon the Superintendent's review and written certification of their eligibility. The Superintendent will make a determination after receiving a written request from an eligible student's parent or guardian. (Students with a Section 504 accommodation plan may not use this option.)
  - b) Career Development and Occupational Studies Commencement Credential (CDOS): any student who is not assessed using the New York State Alternate Assessment (NYSAA) may earn the CDOS Commencement Credential as a supplement to a Regents or local diploma or as his or her only exiting credential if the student attended school for at least 12 years, excluding kindergarten. The student must meet criteria specified by the State Education Department confirming that he or she has attained the standards-based knowledge, skills, and abilities necessary for entry-level employment.
  - c) Skills and Achievement (SA) Commencement Credential: students with severe disabilities who are assessed using the NYSAA may earn the SA Commencement Credential. They must attend school for at least 12 years, excluding kindergarten. The District must document the student's skills, strengths, and levels of independence in academic, career development, and foundation skills needed for post-secondary life.

Education Law §§ 3202 and 4402  
8 NYCRR §§ 100.1, 100.2, 100.5, 100.6, 200.4, and 200.5

NOTE: Refer also to Policy #7220 -- Graduation Options/Early Graduation/Accelerated Programs

Adoption Date