

**ROSLYN UNION FREE SCHOOL DISTRICT
Meeting of the Board of Education**

Thursday, March 7, 2019

8:00 P.M.

Roslyn High School – Board Room

7:00 p.m. - Executive Session

8:00 p.m. - Board of Education Meeting

Preliminary Announcements
Emergency Procedures
Cell Phones

Pledge of Allegiance

Recommendation to accept to Claims Audit Report for January, 2019

Recommendation to accept the minutes from the following meeting(s):
February 7, 2019

Board President's Comments

Superintendent's Comments

Student Delegate's Comments

Discussion Item(s):

Budget Presentations

- Transportation
- Facilities
- Technology
- Physical Education, Health & Athletics
- Budget Update

PUBLIC COMMENT #1 Limited to Agenda Items ONLY

(Will be limited to ½ hour, no more than 2 minutes per speaker).

Though not required by law, the Roslyn Board of Education invites public comment during its meetings. Citizens will be recognized by the presiding officer. Please state your name and address before speaking and direct all comments to the Board. This is not a time for citizen to citizen exchanges. We ask that comments not include the names of students or staff members, and comments are not permitted with respect to confidential matters. Please also be reminded that Board meetings are designed by law to facilitate the school district's business and provide for public Board deliberations. Thank you

ACTION ITEMS

Action may be taken for each individual resolution or by the titled subgroups. Bracketed information following resolutions is not part of the Board's official action and does not become part of the official record.

BUSINESS/FINANCE:

ALL ITEMS ON THE BUSINESS/FINANCE PORTION OF THE AGENDA ARE WITHIN THE BUDGET UNLESS OTHERWISE SPECIFIED

- B.1.** Recommendation to approve the following contracts and to authorize the Board of Education President to execute (those contracts marked with an asterisk have been prepared pursuant to a previous award of an RFP or bid):

- (i) Contractor: Rubin Education
Services: One-time licensing fee for an on-line text and activity book for the Roslyn High School Business Essentials class scheduled to end June 30, 2019
Fees: Total estimated to be \$300.00

- B.2.** Recommendation to approve Capital Budget Appropriation Transfers as per attached. (**Attachment B.2.**)

- B.3.** Recommendation to approve **2018-19** general fund appropriation requests:

<u>FROM BUDGET CODE</u>		<u>AMOUNT</u>
2850-448-08-6700-801	CO-CURR FIELD TRIPS	\$237.21
	Subtotal	\$237.21

<u>TO BUDGET CODE</u>		<u>AMOUNT</u>
5550-430-03-9000-510	TRANS PUBLIC SERVICE	\$237.21
	Subtotal	\$237.21

REASON FOR TRANSFER REQUEST: To cover the transportation costs associated with various trips originating from RHS.

- B.4.** Recommendation to approve a payment in the amount of \$32,836.75 to Ingerman Smith, L.L.P. for legal services rendered to the district for the period ending 1/31/2019.

- B.5.** Recommendation to approve the following payments to KG&D Architects for professional services rendered to the district and reimbursable expenses pertaining to capital improvements at the locations indicated in the table below. [Funds will be deducted from the Capital Budget Codes indicated in the table below.

Payment	Location/ Project	Budget	PO #S	Inv #
\$8.42	New Bus Garage	2110-245-03-1502	H15-00014	48
\$92.52	Hts. Reimbs.	2110-245-06-1506	H15-00014	35

\$16.84	HH Reimbs.	2110-245-07-1507	H15-00014	45
\$16.80	HS Reimbs.	2110-245-08-1508	H15-00014	47

- B.6.** Recommendation to approve a change order as indicated below. This change order will result in an increase in the contract with Relle Electric Corp. in the amount of \$5,108.64 which will increase purchase order H16-00018 in account code H1620.296.03.1602

Relle Electric Corporation (Bus EC-004) for the cost to provide labor and materials to replace and program a Zone Master TVSS ZM 111301 surge protector at the main distribution panel (MDP) and a new breaker for said MDP, 3 pole 60 amp. This was first presented to the Board of Education as a Pending Change Order #15 on 10/4/18 item B8 with an estimated cost of \$5,200.

- B.7.** Recommendation to approve a change order as indicated below. This change order will increase the contract with Palace Electric in the amount of \$158,599.94 and therefore increase the purchase order to Palace Electric H18-00008 in account code H-1620-296-06-1506.

Palace Electrical Contractors, Inc. (HTS EC-009) represents the cost to provide labor and materials to replace all the classroom lighting fixtures on the second floor and 5 ceilings each on the first floor and in the basement for a total of 16 classrooms at Heights School. This was first presented to the Board of Education as a pending change order (PCO #14) as item B15b on the agenda of 7/19/18 with an estimated cost of \$150,000.

- B.8.** Recommendation to approve a credit change order as indicated below. This change order will decrease the contract with Palace Electric in the amount of \$15,000 and therefore decrease the purchase order to Palace Electric H18-00008 in account code H-1620-296-06-1506.

Palace Electrical Contractors, Inc. (HTS EC-012-R) represents the credit for all costs related to the following negotiated changes including:

Overtime Cost = \$0.00

Additional Canopy Lighting = \$0.00

Power FACP to generator = \$0.00

Power Condensate Pumps = \$0.00

General Negotiation Credit = - \$15,000.00

It is recommended that this credit change order be executed along with HTS EC-009 for the new lighting fixtures in the classrooms at Heights.

- B.9.** Recommendation to approve a change order as indicated below. This change order will result in an increase in the contract with WHM Plumbing and Heating Contractors in the amount of \$5,000.00 which will increase purchase order H16-00020 in account code H1620.295.03.1602

WHM Plumbing and Heating Contractors (Bus PC-002) for all additional costs required to install sixteen (16) additional sprinkler heads required by code to provide a completely covered interior space. This was presented as a proposed change order on 5/1/17 to Park East Construction in the amount of \$5,965.95 and was negotiated down to \$5,000.

- B.10.** Recommendation to approve a pending change order as indicated below. It is understood that: 1) the work of the change orders is required in order to continue the projects and meet the projected completion date; 2) a formal change order prepared by the architect and executed by the architect and the construction manager and the contractor will be subsequently presented for formal approval by the board of education and executed by the board president at a future meeting; and 3) the amount estimated for these change orders will be the maximum allowed unless specifically approved by the BOE when the formal change order is presented.

Palace Electrical Contractors, Inc. (HTS PCO #23) for additional work at an estimated cost of \$979.71. This change order represents the cost to provide labor and materials to change a 100 amp circuit breaker to a 60 amp. Park East has reviewed the attached PCO and finds the cost to be fair for the work described in the scope. Upon BOE review and approval the office of KG&D Architects will create a formal change order and forward for signatures.

- B.11.** Recommendation to approve a credit change order as indicated below. This change order will decrease the contract with JNS Heating, Inc. in the amount of \$979.71 and therefore decrease the purchase order to JNS Heating, Inc. H18-00007 in account code H-1620-294-06-1606.

JNS Heating, Inc. (HTS MC-005) represents a back-charge to the Mechanical Contractor for work removed from his scope and now performed by the Electrical Contractor.

CURRICULUM AND INSTRUCTION:

- C&I.1** Recommendation to accept the confidential stipulations of the CPSE for the dates listed below as well as the implementation plans for the corresponding special education programs, services and parent notification as previously approved by the Committee on January 29 and 30, 2019; February 6, 14 and 25, 2019.
- C&I.2** Recommendation to accept the confidential stipulations of the CSE for the dates listed below as well as the implementation plans for the corresponding special education programs, services and parent notification as previously approved by the Committee on January 11, 17, 23, 28, 29, 30 and 31, 2019; February 4, 5, 13 and 14, 2019.

- C&I.3** Recommendation to approve Joe Dragone to attend the New York State Association of School Business Officials Annual Conference in Saratoga Springs, NY from June 2 through 5, 2019 at an estimated cost to the district of \$1,319.00.
- C&I.4** Recommendation to approve Huichee Yeh to attend the National Chinese Language Conference in San Diego, CA from May 8 through May 11, 2019 at no cost to the district. The estimated cost of \$1,923.23 will be paid through the Confucius Grant.
- C&I.5** Recommendation to approve Jennifer DiPietro to attend the IncubatorEdu National Summit 2019 in Chicago, IL from July 14 through July 18, 2019 at an estimated cost to the district of \$1,882.52.
- C&I.6** Recommendation to approve Guy Barnett to attend the Project Based Learning World 2019 conference in Napa Valley, CA from June 17, 2019 through June 21, 2019 at an estimated cost to the district of \$3,115.28.
- C&I.7** Recommendation for the Board of Education to authorize the Board President to execute an Instructional Services Contract with Nassau BOCES for the Regional Summer School High School Program as outlined in the agreement from July 1 to August 31, 2018.
- C&I.8** Recommendation to approve 20 students and 2 chaperones from the Roslyn High School Tennis Team to attend the Wide World of Sports Spring Break Training in Orlando, Florida from February 16 through 21, 2019. Total cost of trip is \$38,226.00; student contribution \$32,925.00; ~~district contribution~~ fundraising \$5,301.00. [Original Board approval **C&I.3** on November 1, 2018.]

BOARD OF EDUCATION:

- BOE.1** Recommendation to conduct the *Third reading* to abolish Board of Education Policies:
- 4523 Resource Centers
 - 5120 School Census,
 - 5154 Assignment of Students to Classes,
 - 5155 Student Transfer from School,
 - 5452 Student Safety Patrols,
 - 5453 Student Bicycle Use
 - 5640 Employment of Students (**Attachment BOE.1**)
- BOE.2 BE IT RESOLVED** that the Board of Education of the Roslyn Public Schools hereby ***abolishes the following policies:***
- 4523 Resource Centers
 - 5120 School Census,
 - 5154 Assignment of Students to Classes,
 - 5155 Student Transfer from School,

5452 Student Safety Patrols,
5453 Student Bicycle Use
5640 Employment of Students

BOE.3 Recommendation to conduct the *Second reading* of Board of Education Policy:
Policy 3100 – Duties of the Superintendent of Schools (**Attachment BOE.3**)

BOE.4 Recommendation to conduct the *Second reading* to abolish Board of Education Policies:

0330 Evaluation of Professional Staff
0350 Evaluation of Instructional Programs
1100 Public Information Program
1110 School Sponsored Publications
1135 News Coverage of Sports and Special Events
1200 Community Involvement
1220 Relations with Community Organizations
1221 Relations with Parent Organizations
1721 Student Observations, Teaching and Internships
1721-E Student Teacher Record
1721-R Student Observations, Teaching and Internships Regulations
1805 /5251 Fundraising for School Purposes
1805/5251-R Fundraising for School Purposes – Regulations
3230 Organization Chart
3300 Policy Implementation
3310 Development of Regulations
3320 Board Review of Regulations
3330 Regulations Dissemination
3340 Administration in Policy Absence
4720 Testing Programs
5130 Compulsory Attendance Ages
5152.1 Admission of Exchange Students
5191 Students with HIV-Related Illness
5230 Student Social Events
5250 Student Activities Fund
5260 Student Contests
5311.4 Care of School Property by Students
5312.1 Drug and Alcohol Abuse (**Attachment BOE.4**)

BOE.5 Recommendation to conduct the *First reading* to abolish Board of Education Policies:

6210 Local tax Levy
6251 Leasing District Policy
6254 Non-Resident Tuition
6620 Types of Funds
6620-R Types of Funds Regulations
7110 Facilities Planning Advisers
7243 Military Recruiters Access to Secondary School Students

Information on Students

7243-E Exhibit

7365 Construction Safety

7365-E Exhibit

8121 First Aid

8121-E Exhibit

8122 Accident Reports

8122-E1

8122-E2

8414 School Bus Safety

8700 Insurance

9105 Superintendent's Employment Contract (**Attachment BOE.5**)

BOE.6 Recommendation to conduct the *First reading* of the Board of Education Policies:

2521 Attendance at Conferences, Conventions, and Workshops

4321 Programs for Students with Disabilities under the IDEA and New York Education Law Article 89

4321.1 Allocation of Space for Special Education Programs and Services

4321.2 Confidentiality and Access to IEP's and IESP's

4321.3 Availability of Alternative Format Instructional Materials for Students with Disabilities

4321.4 District-Wide and State-Wide Assessments of Students with Disabilities or 504 Accommodation Plans

4321.5 Impartial Hearing Officer Appointment and Compensation

4321.6 Public Report on Revisions to District Policies, Practices and Procedures upon a Finding of Significant Disproportionality

4321.7 Special Education Personnel

4321.8 School-Wide Pre-Referral Approaches and Interventions

6900 Disposal of District Property

7100 Facilities Planning

7120 Enrollment Projections

7130 Development and Land Use

7810 Retirement and Closing of Facilities

8115 Pesticides and Pest Management

8220 Buildings and Grounds Maintenance and Inspection

8410 Student Transportation (**Attachment BOE.6**)

BOE.7 BE IT RESOLVED that the Board of Education hereby approves a Settlement Agreement and Release in connection with a due process complaint with respect to case #519254, a copy of which has been provided to and reviewed by the members of the Board of Education.

BE IT FURTHER RESOLVED, that the President of the Board of Education is authorized to execute said agreement on behalf of the Board.

Public Comments #

EXECUTIVE SESSION (if needed)

Adjournment

Attachment B.2.

APPROVED: _____ **Item #:** _____

ROSLYN PUBLIC SCHOOLS
Roslyn, New York

POLICY #4523

RESOURCE CENTERS

Most departments within Roslyn High School have a Study Center designed for study, practice, and research in the subject area. In addition, there is a Counseling Resource Center offering resources to students concerning occupations, and post-secondary education.

:FPB

Adopted: 12/1989

ROSLYN PUBLIC SCHOOLS
Roslyn, New York

POLICY #5120

SCHOOL CENSUS

For pertinent information regarding School Census, refer to the Education Law §§3241 and 3242.

:FPB

Adopted: 12/1989

ROSLYN PUBLIC SCHOOLS
Roslyn, New York

POLICY #5154

ASSIGNMENT OF STUDENTS TO CLASSES

The Superintendent of Schools will consider age, social and emotional maturity and achievement in relation to individual ability when developing a consistent, system-wide pupil placement policy. The building administrator shall assign students to classes and teachers.

:FPB

Adopted: 12/1989

ROSLYN PUBLIC SCHOOLS
Roslyn, New York

POLICY #5155

STUDENT TRANSFER FROM SCHOOL

The Superintendent of Schools and professional staff will take all measures to ensure smooth transfers to new schools for transferring students. All books, locks and other school property must be returned and any fees or fines must be paid. Appropriate counseling will be provided.

:FPB

Adopted: 12/1989

ROSLYN PUBLIC SCHOOLS
Roslyn, New York

POLICY #5452

STUDENT SAFETY PATROLS

At the district's elementary schools, selected fifth grade students will act as a safety patrol and help students observe safety rules at arrival and dismissal times.

:FPB

Adopted: 12/1989

ROSLYN PUBLIC SCHOOLS
Roslyn, New York

POLICY #5453

STUDENT BICYCLE USE

Students in grades 4 through 12 may ride their bicycles to school. Bicycles must be parked in the racks located in designated areas outside the school building. The schools accept no responsibility for loss or damage to bicycles on school property.

:FPB

Adopted: 12/1989

ROSLYN PUBLIC SCHOOLS
Roslyn, New York

POLICY #5640

EMPLOYMENT OF STUDENTS

The law requires students under the age of 18 to have employment certificates, issued through the schools, for all jobs, including paper routes. Certificate application forms are available in the Roslyn High School Health Office.

:FPB

Adopted: 12/1989

POLICY 3100

DUTIES OF THE SUPERINTENDENT

REVIEW REVISED POLICY

Policies to be Replaced	Policy 0320 Evaluation of the Superintendent Policy 3100 Superintendent of Schools Policy 3110 Qualifications of Superintendent Policy 3120 Duties of the Superintendent
Reason for Revision	Consolidate and update policy statements

POLICY 3100

DUTIES OF THE SUPERINTENDENT

REVIEW REVISED POLICY

The Board of Education shall by a majority vote appoint a Superintendent of Schools for a term of three (3) to five (5) years. The terms and conditions of said appointment will be memorialized in a written agreement between the Board of Education and the Superintendent of Schools. The Superintendent of Schools shall serve as the chief administrative officer of the School District and as such shall carry out the policies established by the Board of Education.

The Superintendent of Schools shall have such powers and duties as granted by the Education Law of the State of New York, other statutes of the State of New York, or the Rules and Regulations of the Commissioner of Education or Board of Regents, including any amendments or successor statutes thereto as well as those powers and duties specified in the Policy Manual of the Board of Education.

In emergency matters, the Superintendent of Schools is authorized by the Board of Education to act at his/her discretion subject to subsequent approval by the Board of Education.

Cross-ref:

Ref: Education Law §§ 1711; 3003

Adoption Date:

EXISTING POLICY

ROSLYN PUBLIC SCHOOLS
Roslyn, New York

POLICY #0320

EVALUATION OF THE SUPERINTENDENT

Purpose: To improve instruction and encourage professional growth.

The Superintendent's evaluation should include a written summary prepared by him/her. This written summary should be distributed to Board of Education members one week prior to the Superintendent's evaluation meeting. It should list and describe significant activities in each of the following areas:

1. Curriculum
2. Supervision and the Improvement of Instruction
3. Personnel
4. Organization and Administration
5. Business, Budget and Finance
6. Student Achievement
7. Leadership
8. Relationship with Board of Education.

In addition, the major accomplishments are highlighted as are any identified instances of need for improvement or special attention.

The Board of Education's goals for the year are reviewed and the degree to which they were achieved is analyzed.

Each Board member then reacts, in turn, to the presentation. This analysis is followed by a general discussion which points to future areas of priority effort.

POLICY #0320

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The Board then meets in executive session without the Superintendent in order to form a consensus. The response will include an evaluation of the Superintendent and a listing of recommendations for the future. This will be put into written form and given to the Superintendent prior to discussion at the final evaluation meeting with the Board of Education.

:FPB

Adopted: 12/1989

Ref: 8 NYCRR Part 100

ROSLYN PUBLIC SCHOOLS
Roslyn, New York

POLICY #3100

SUPERINTENDENT OF SCHOOLS

The Board of Education will rely on its chief executive officer, the Superintendent of Schools, to provide professional administrative leadership for the District.

:FPB

Adopted: 12/1989

ROSLYN PUBLIC SCHOOLS
Roslyn, New York

POLICY #3110

QUALIFICATIONS OF SUPERINTENDENT

The Superintendent of Schools shall possess all required certifications or other credentials and have sufficient experience, expertise and ability to carry out the duties of the Superintendent to the satisfaction of the Board of Education.

:FPB

Adopted: 12/1989

ROSLYN PUBLIC SCHOOLS
Roslyn, New York

POLICY #3120

DUTIES OF SUPERINTENDENT

The Superintendent of Schools, as chief executive officer of the Board of Education, will have the specific powers and duties listed below and will be directly responsible to the Board for their proper exercise.

The duties of the Superintendent include, but are not exclusively, the following:

1. Supervise and be responsible for the schools and employees of the District.
2. Provide for the proper delegation of authority and responsibility throughout the School District.
3. Recommend the employment, status, promotion, demotion, and termination of employment of all employees and oversee assignment, transfer and disciplinary action.
4. Control instructional management in the schools with the assistance of the district administrators. The Superintendent shall have prepared the curriculum of study, establish a standardized testing program and be responsible for the development of a consistent system-wide policy of pupil placement.
5. Approve or disapprove printed materials for general distribution by commonly known organizations within the school community.

POLICY #3120

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6. Develop guidelines for budget preparation, create a budget calendar and present the budget to the Board and the public at times specified by the budget calendar.
7. Have the authority to grant permission to use District buildings and grounds, set guidelines for non-school use of District facilities and ensure these regulations are followed.

:FPB

Adopted: 12/1989

Ref: Education Law §1711

Cross-ref: 1500, Public Use of School Facilities

POLICIES TO BE ABOLISHED

ROSLYN PUBLIC SCHOOLS
.Roslyn, New York

POLICY #0330

EVALUATION OF PROFESSIONAL STAFF

NOTE: For pertinent information, refer to Article XXIV of the Professional Negotiations Agreement by and between the Roslyn Union Free School District and the Roslyn Teachers Association (July 1, 2000 - June 30, 2004).

:FPB

Adopted: 12/1989

Revised: 1/2002

Ref: Current Board of Education - Roslyn Teachers' Association Agreement

ROSLYN PUBLIC SCHOOLS
Roslyn, New York

POLICY #0350

EVALUATION OF INSTRUCTIONAL PROGRAMS

The Board of Education recognizes that education is a continuous process that cannot be satisfactorily achieved without the coordination and cooperation of all components of the entire system. To achieve the highest quality of education on all levels, a critical appraisal of the program as it operates in each school and at each level is essential.

The purposes of evaluation of instruction will be to:

- indicate instructional strengths and weaknesses;
- provide information needed for advance planning;
- provide data for public information;
- show the relationship between achievement and the school system's stated goals; and
- check on the suitability of the instructional program in terms of community requirements.

A continuing evaluation will be conducted at the school and system-wide level. The needs as shown by this evaluation will be listed on a priority basis. School improvement programs will be aimed at meeting these needs.

The administration shall submit, in addition to CAR "academic profile", an annual report to the Board stating the strengths and weaknesses of the school program. Plans for correcting the weaknesses will be a part of the report.

:FPB

Adopted: 12/1989

ROSLYN PUBLIC SCHOOLS
Roslyn, New York

POLICY #1100

PUBLIC INFORMATION PROGRAM

The District shall release pertinent information concerning school matters through local media channels. All publicity about the Roslyn Public Schools, except the reporting of the facts of an event, shall be cleared by the Superintendent of Schools or his/her designee.

The Director of Community Relations will check for accuracy, completeness and implications of statements.

:FPB

Adopted: 12/1989

Revised: 1/2002

ROSLYN PUBLIC SCHOOLS
Roslyn, New York

POLICY #1110

SCHOOL SPONSORED PUBLICATIONS

A newsletter for residents of the District will be published and distributed periodically to inform the public about school and District events and activities.

Periodic publications prepared by school administrators and/or teachers may be released to the public, with the approval of the Superintendent of Schools.

A brochure on the proposed budget will be distributed annually by the Board of Education to the residents of the District.

Brochures will be distributed to advise residents of bond issues and new construction.

:FPB

Adopted: 12/1989

ROSLYN PUBLIC SCHOOLS
Roslyn, New York

POLICY #1135

NEWS COVERAGE OF SPORTS AND SPECIAL EVENTS

The Board of Education encourages news coverage of all sports and special events of the District. The Superintendent of Schools shall be informed of the event being covered and the agency providing such coverage.

:FPB

Adopted: 1/2002

ROSLYN PUBLIC SCHOOLS
Roslyn, New York

POLICY #1200

COMMUNITY INVOLVEMENT

Each building will schedule a meeting for the orientation of parents sometime early in the school year.

Announcement of such meetings will be given in the Parents' Newsletter, The Roslyn News, and the SCOPE Calendar.

:FPB

Adopted: 12/1989

Revised: 1/2002

ROSLYN PUBLIC SCHOOLS
Roslyn, New York

POLICY #1220

RELATIONS WITH COMMUNITY ORGANIZATIONS

The Board of Education shall cooperate with business, industry and other groups in any endeavor which, in its judgement, shall contribute to the District's educational programs.

Co-Sponsorship of Community Events/Forums

The Board may from time to time agree to co-sponsor community affairs or forums. The following criteria shall apply:

1. The issues of the forum or affairs should be educational in nature or be related to children.
2. The proceedings shall be non-partisan. Differing points of view shall be articulated in any debate or discussion.
3. The Board shall be involved in the planning of the event from the start, with the active participation of Board members and/or senior administrators.
4. No non-school-related group shall be a co-sponsor or act as liaison between the co-sponsors and an outside group.

:FPB

Adopted: 12/1989

ROSLYN PUBLIC SCHOOLS
Roslyn, New York

POLICY #1221

RELATIONS WITH PARENT ORGANIZATIONS

The Board seeks to foster relations with parent organizations throughout the district. In addition to each school, both special education and pre-kindergarten programs have their own parent organizations. Each organization is represented on the Coordinating Council of Parent Associations (CCPA) which meets with the Superintendent of Schools each month in order to further the best interests of the District and to coordinate the work being done by the various parent associations and organizations.

The Board encourages all certified personnel to take an active part and attend the meetings of the parent association and organization in the schools.

:FPB

Adopted: 12/1989

ROSLYN PUBLIC SCHOOLS
Roslyn, New York

POLICY #1721

STUDENT OBSERVATIONS, TEACHING AND INTERNSHIPS

Student Teachers

College students may be permitted by the Superintendent, or whomever he may designate, to complete the requirements of practice teaching in the Roslyn Public Schools in accordance with administrative procedures developed to provide for the best interests of the pupils, classroom teacher and the student teacher.

If at any time during the student teaching period it is found after careful consideration that the student would gain from a different kind of experience in a different situation, the student teaching period may be terminated by the Office of Instructional Services.

The Superintendent may accept administrative interns who indicate administrative potential for special assignments under his direction, providing that such can be done without harm to the normal functioning of the school system.

:FPB

Adopted: 12/1989

ROSLYN PUBLIC SCHOOLS
Roslyn, New York

POLICY #1805, 5251

FUNDRAISING FOR SCHOOL PURPOSES

Proposed fundraising projects and other activities must be evaluated and promoted in light of their anticipated contribution to the academic as well as the extracurricular school programs. Careful consideration should be given to the total value of the contribution to all students and not just to specific student groups. All students are eligible to participate in all field trips as outlined by the administrators. Extreme sensitivity should be exercised regarding all aspects of a field trip. No student may be excluded for any financial reason. The School Board retains final responsibility and authority for all activities which have an impact on students, school programs, and/or school-owned property.

The efforts of parents and/or community-sponsored organizations can be a valuable means of stimulating community interest in the aims and activities of the schools in the Roslyn School District. The parents and other interested members of the community who wish to support a specific school program should be encouraged and given clear guidelines. The Board of Education must ensure that such activities do not interfere unduly with the total educational program or disrupt District operations in any way. The District policy of ensuring essential, if not exact, equality of educational opportunities between schools is always to be considered in all activities.

Fundraising programs in support of school activities may involve students, PTA's and PFA's, administration, faculty, and the Board of Education, each with its own role in light of this policy and the regulations.

POLICY #1805, 5251

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No solicitation for funds from students in the Roslyn Public Schools shall be permitted by outside groups, except as stated in the Regulations. Only student groups under the direction of a faculty advisor may raise funds.

:FPB

Adopted: 06/1993

Revised: 03/1998

Ref: 1500 Use of School Facilities
1800 Gifts from the Public
Ed. Law §1709(12) (12-a)
Board's Authority to Accept Gifts for Specific Use

ROSLYN PUBLIC SCHOOLS
Roslyn, New York

REGULATION #1805, 5251-R

FUNDRAISING FOR SCHOOL PURPOSES

It is anticipated that fundraising programs in the Roslyn School District will be supported in principle and in fact by administrators, faculty, PFA's and PTA's, students and the Board of Education. All fundraising activities are voluntary.

Fundraising may include, but need not require, participation by the following groups:

1. Student Fundraising

Student groups may do fundraising under the direction of a faculty advisor after the building principal has given final approval of the event or activity.

When a club is involved in fundraising activities, the club advisor, with the approval of the school administrator, will send out a letter at the beginning of the year defining what appropriate required student "commitment" to the activity or program means. It will include items such as participation in (all) rehearsals, attendance at (all) classes, participation in fundraising activities, and general work for the club.

Extreme sensitivity shall be shown to students who, for social, economic or emotional reasons, have difficulty participating in all or part of the fundraising activities. No student will be put in an embarrassing or dangerous situation.

2. Parents' Fundraising

Parents may have the option of paying for a portion or all of an activity or trip.

Sensitivity and discretion will always be exercised by the principal and staff members to insure that every student participates in the activities approved by the school.

3. PFA and PTA Fundraising

In the event that the PTA/PFA wants to participate in fundraising activities for a field trip, PTA and PFA boards and building principals must agree upon the fundraising event. It is unnecessary to seek Board of Education approval as long as all parameters with the Board policy are followed. There may not be any direct solicitation of funds from students by PTA/PFA.

4. Board of Education Participation

The Board of Education currently funds some group and grade-level trips to local areas and overnight trips to competitions.

5. Additional Funding

Should there be a shortfall in the available funds for the trip, additional monies may be sought by advising of the total amount of the shortfall and requesting that an additional contribution be made from the funds allocated in the District field trip budget codes, a building budget code, or possible PTA/PFA gifts.

:FPB

Adopted: 06/1993

Revised: 03/1998

ROSLYN PUBLIC SCHOOLS
Roslyn, New York

POLICY #3230

ORGANIZATION CHARTS

The Superintendent of Schools shall maintain an administration organization chart showing the relationship among the various administrators and staff.

:FPB

Adopted: 12/1989

ROSLYN PUBLIC SCHOOLS
Roslyn, New York

POLICY #3300

POLICY IMPLEMENTATION

The execution, administration and enforcement of all policies of the District is the responsibility of the Superintendent of Schools. He/She shall report to and be accountable to the Board of Education and not any officer, committee or individual member of the Board in fulfilling this responsibility.

:FPB

Adopted: 12/1989

ROSLYN PUBLIC SCHOOLS
Roslyn, New York

POLICY #3310

DEVELOPMENT OF REGULATIONS

The Superintendent of Schools shall be responsible for developing regulations consistent with Board of Education policy. In developing regulations the Superintendent shall, whenever feasible, seek the advice and opinions of appropriate staff who will be affected by the proposed regulation, and establish procedures to ensure that such advice and opinion is received.

The Superintendent shall give weight to the opinions of staff, especially those offered by representatives of any groups. The Superintendent may report to the Board any advice or opinions given by staff in presenting reports of administrative action or when presenting his/her recommendations for action by the Board.

The Superintendent shall also consult with the Principals and Central Office Administrators when considering any regulation.

:FPB

Adopted: 12/1989

ROSLYN PUBLIC SCHOOLS
Roslyn, New York

POLICY #3320

BOARD REVIEW OF REGULATIONS

The Board of Education shall review and approve any regulations establishing or affecting curricula. The Board may review any other regulation, at its discretion.

:FPB

Adopted: 12/1989

Ref: Education Law §1709(3)

ROSLYN PUBLIC SCHOOLS
Roslyn, New York

POLICY #3330

REGULATIONS DISSEMINATION

Regulations promulgated by the Superintendent of Schools shall be included in the District Policy Manual and disseminated in the same manner as Board of Education Policies.

:FPB

Adopted: 12/1989

ROSLYN PUBLIC SCHOOLS
Roslyn, New York

POLICY #3340

ADMINISTRATION IN POLICY ABSENCE

See 2440 – Administration in Policy Absence.

:FPB

Adopted: 12/1989

ROSLYN PUBLIC SCHOOLS
Roslyn, New York

POLICY #4720

TESTING PROGRAMS

A system-wide schedule for testing mental ability and achievement for grades two (2) through eight (8) will be prepared each year by the Superintendent of Schools or his/her designee.

The test results are recorded on the permanent and cumulative record cards, and are used by staff to provide a greater understanding of the individual student.

:FPB

Adopted: 12/1989

ROSLYN PUBLIC SCHOOLS
Roslyn, New York

POLICY #5152.1

ADMISSION OF EXCHANGE STUDENTS

Students enrolled under the following programs may be permitted to attend the Roslyn Public Schools without paying tuition:

- American Field Service;
- Rotary International;
- Student Transfer Education Program;
- National Exchange;
- Educational Resource Development Trust; and
- Students who meet the qualifications for Petition for Approval of School for Attendance by Non-immigrant Students.

Exchange students are required to abide by all of the rules of the sponsoring organization and the School District.

:FPB

Adopted: 12/1989

ROSLYN PUBLIC SCHOOLS
Roslyn, New York

POLICY #5191

STUDENTS WITH HIV-RELATED ILLNESS

The Board of Education recognizes the public concern over the health issues surrounding Acquired Immune Deficiency Syndrome (AIDS) and Human Immunodeficiency Virus Infection (HIV). The Board also recognizes, based upon the current state of medical knowledge, that the virus associated with AIDS is not easily transmitted and there is no evidence that AIDS or the HIV virus can be transmitted by casual social contact in the open school setting.

The Board acknowledges the rights of those students diagnosed as having AIDS or HIV infection to continue their education as well as the rights of all students in the school district to learn and participate in school activities without being subjected to significant risks to their health. The Board also takes notice that under current law and regulations the disclosure of confidential AIDS and/or HIV-related information must be strictly limited.

Accordingly, it is the policy of the Board of Education that no student shall be denied the opportunity to attend school, continue his/her education or take part in school-related activities solely on the basis of being diagnosed as having AIDS or HIV infection.

In accordance with current State law and regulations, it is also the policy of the Board of Education to prevent any student from being subjected to adverse or discriminatory treatment or stigma because he or she has been diagnosed as having AIDS or being HIV-infected.

The Superintendent of Schools is hereby directed to develop administrative regulations in regard to the education of students diagnosed as having AIDS or being HIV-infected.

POLICY #5191

Page 2

The Superintendent also shall establish and implement, and all school personnel shall comply with, guidelines and routine sanitary hygiene procedures for dealing with all spills of blood and other body fluids in or on school premises and grounds. The Superintendent should consult public health officials, as appropriate, for the most current methods and information pertaining to such procedures.

In addition, the Superintendent shall develop and immediately implement in-service education and training for all school personnel concerning AIDS and HIV infection and the routine sanitary hygiene procedures to be followed in the case of all spills of blood and other body fluids.

:FPB

Adopted: 12/1989

Revised: 9/1990

Cross-ref: 8123, Hygiene Precautions and Procedures

Ref: Public Health Law, Article 27-F
Education Law §§4401; 4401-a
8 NYCRR Part 200
10 NYCRR Part 63

ROSLYN PUBLIC SCHOOLS
Roslyn, New York

POLICY #5230

STUDENT SOCIAL EVENTS

The student activities program is an integral part of the school year, providing the very necessary opportunities to relax and enjoy social events with classmates and members of the school staff. These activities also help raise funds for individual class expenditures.

:FPB

Adopted: 12/1989

ROSLYN PUBLIC SCHOOLS
Roslyn, New York

POLICY #5250

STUDENT ACTIVITIES FUND

The student activities fund shall be the responsibility of the Superintendent of Schools who may delegate his/her authority to each Building Principal.

Since the fund is student money, records should be maintained and periodically checked to verify that the fund is being properly managed. Each organization using the fund shall be monitored to assure fair and just use of the fund for all students.

:FPB

Adopted: 12/1989

Ref: Education Law §207
8 NYCRR §§172.1 et seq.

ROSLYN PUBLIC SCHOOLS
Roslyn, New York

POLICY #5260

STUDENT CONTESTS

The participation of students in contests and other similar outside activities will be encouraged so long as there is a relationship to a curriculum area in which the youngsters are involved, and so long as the Principal decides that educational goals will be achieved.

:FPB

Adopted: 12/1989

Revised: 4/1995

ROSLYN PUBLIC SCHOOLS
Roslyn, New York

POLICY #5311.4

CARE OF SCHOOL PROPERTY BY STUDENTS

It is important that students take care of their books and equipment so that school money will not be spent needlessly replacing damaged or lost materials.

Each student will fill out an obligation card, which is recognition that the student has received a book/article of clothing/piece of equipment. A number is recorded on this card. When the student returns an item at the termination of a course/season, the number of the item returned and the number on the card must be the same.

It is the student's responsibility to return books/equipment directly to the teacher and it is the teacher's responsibility to return the obligation card.

Students who have lost or damaged books/equipment should arrange for payment. Teachers will file obligation cards for students who have outstanding debts. Such students will be unable to receive report cards or to have transcripts mailed until they clear their record of all obligations.

:FPB

Adopted: 12/1989

ROSLYN PUBLIC SCHOOLS
Roslyn, New York

POLICY #5312.1

DRUG AND ALCOHOL ABUSE

For pertinent information, refer to the Discipline Code of the Roslyn Public Schools.

:FPB

Adopted: 12/1989

ROSLYN UNION FREE SCHOOL DISTRICT

Policies to Be Abolished

March 7, 2019

POLICIES TO BE ABOLISHED

ROSLYN PUBLIC SCHOOLS
Roslyn, New York

POLICY #6210

LOCAL TAX LEVY

Sufficient local tax revenue shall be raised to meet the requirements of the total school district budget, less an amount equal to all other income sources available to the school district.

After August 1, and following receipt of the final equalization rate and assessment rolls, a tax levy shall be set which will generate that portion of the school district budget requirement to be provided at the local level. Separate tax rates shall be set for each of the townships within the school district. The Board of Education shall approve the tax levy and shall issue a warrant for the collection of taxes.

The Superintendent of Schools, in cooperation with the School Business Administrator, shall set the tax collection schedule for the district. Tax collection shall be accomplished by mail or by direct payment to the place designated by the Board.

Taxes will be collected during the first thirty (30) days with no penalty, during the second thirty (30) days with a two (2) percent penalty and for at least one day in November with a three (3) percent penalty as approved by the Board so that uncollected taxes can be returned to the County Treasurer on November 15.

Upon resolution of the Board, a list of all unpaid taxes shall be returned annually to the County Treasurer not later than November 15.

ROSLYN PUBLIC SCHOOLS
Roslyn, New York

POLICY #6251

LEASING DISTRICT PROPERTY

The Board of Education has the authority to lease specific real property, not currently needed for school district purposes, when it is in the best interests of the district to do so. In addition, the Board shall lease at its discretion, district-owned school buses, to specific non-profit organizations or municipal corporations, as allowed by law. All rental income collected from the lease of such property is placed in the district's general fund.

:FPB

Adopted: 12/1989

Ref: Education Law §§402; 403-a; 403-b; 1502;
1950(5)(6)
8 NYCRR §155.8; 155.10

POLICY #6210

Page 2

Subject to the limitations and qualifications prescribed by law, persons who are 65 years of age or over, shall be exempt from school taxes to the extent of 50 percent of the assessed value of such property.

:FPB

Adopted: 12/1989

ROSLYN PUBLIC SCHOOLS
Roslyn, New York

POLICY #6254

NON-RESIDENT TUITION

The Board of Education will establish each year a tuition rate for non-resident pupils.

The Board will also establish a tuition rate for students with handicapping conditions through a formula provided by the State Education Department, with amounts to be charged to any other district for such services that may be provided for such non-resident pupils by the district.

:FPB

Adopted: 12/1989

Ref: Education Law §§3202; 2045

ROSLYN PUBLIC SCHOOLS
Roslyn, New York

POLICY #6620

TYPES OF FUNDS

The Board of Education shall be responsible for the control and designation of all funds of the district, including the following internal funds:

1. General Fund
2. Federal Fund
3. School Lunch Fund
4. Capital fund
5. Trust and Agency Fund
6. Student Activity funds
7. Debt Service Fund

Definitions:

General Fund

The General Fund is the account into which most funds for the operation of the school district are received, including state aid, federal aid, and tax on property. The Treasurer shall be responsible for all records of receipts and expenditures. The Board of Education shall be responsible for approving all expenditures.

Internal Fund/School Lunch Fund

The Internal Fund is the fund from which the regular day-to-day operations of the Lunchroom Program are conducted. All of the direct recurring receipts which accre to this program and all direct expenditures shall be accounted for within this internal fund. The Board of Education shall designate the staff and method for the management and the oversight of this fund.

Capital Reserve and Repair Reserve Funds

Monies will be set aside for the express purpose of establishing Capital Reserve and Repair Reserve funds to provide for costs incurred for construction and renovation repair, respectively. The Board of Education shall monitor these funds in accordance with appropriate education law and regulations.

POLICY #6620

Page 2

Extracurricular Fund/Student Activity Fund

All funds received from students and other sources in each building shall be deposited in a building activity fund bank account. All disbursements from these funds shall be by check signed by the Building Principal, extracurricular fund treasurer, and, when applicable, by the treasurer of the activity involved. The treasurer and auditor for each building account will be approved each year and will keep the necessary books and complete the annual report. A monthly report will be presented to the Board by the Superintendent of Schools.

The signature of the District Treasurer or the Assistant Superintendent of Business shall be required for intra-bank transfers between checking and savings accounts for the same fund.

:FPZ

Adopted: 12/1989

REV.: 7/2005

Ref: Education Law §§1604; 1701; 1709; 3651; 3652;
General Municipal Law 6-d
8 NYCRR 170.2

ROSLYN PUBLIC SCHOOLS
Roslyn, New York

REGULATION #6620-R

TYPES OF FUNDS

1. General Fund: The General Fund will be used to account for limited types of specifically earmarked revenues. These include:
 - a. interest earned from the investment of proceeds from the sale of "capital" obligations which must be utilized only to pay principal and interest payments on the indebtedness certificates associated with the invested money;
 - b. proceeds from the sale of capital notes and bonds to be used for bus purchases; and
 - c. proceeds from insurance adjustments on large losses which may be utilized to replace the lost property.

On the expenditure sides there are three major disbursements from the General Fund to be accounted for:

- a. Current Expenses which deal with salaries, administrative costs, short-lived supplies and materials, fuel and other necessities for keeping the buildings staffed and operating.
- b. Debt Service which covers payments on indebtedness which have been acquired by the district borrowing and must be retrieved from current revenues of property, improvements, equipment and apparatus having so-called "periods of probable usefulness" of more than one year and are therefore considered to represent a type of expenditure which increases the capital asset value of the district.

2. Principal Discretionary Fund:**A. Authorized Expenditures**

The Principal will be authorized to expend monies from this fund, in his/her discretion, for whatever purpose he/she believes is in the best interest of the school and/or its staff and students.

B. Basic Principles

1. The Principal Discretionary Fund will be an account within the already established Internal Fund for each school.
2. The Office of the Principal will be responsible for maintaining appropriate accounting records for this fund.
3. The fund will be audited by the district auditor appointed by the Board of Education annually.
4. Procedures will be established which will insure a prompt and careful examination and check of each receipt and disbursement.

C. Financial Procedures

1. The Principal will issue an appropriate receipt form whenever money is received by him/her. The receipt shall be prepared in duplicate (original to the person making the contribution to the fund, the duplicate to be retained by the Principal).
2. Deposit must be made promptly in the depository designated by the Board for each internal fund.

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REGULATION #6620-R

3. The check will bear the notation "Name of School-Principal Discretionary Fund," and will be prepared by the Principal's office.
4. Invoices will be obtained to certify delivery of material or equipment and performance of professional service.
5. In instances where funds are made available to needy cases, the individual concerned will not be embarrassed by a request for a written statement. The Principal's disbursement order will suffice in these situations.
6. A financial statement will be prepared by the Office of the Principal for the period ending December 31 and June 30 of each school year. This statement will include a listing of the previous balance, total income, total disbursements and ending balance for the period. Such statement will be prepared in triplicate one copy for the Assistant Superintendent, one for the Chief Accountant, and one to be retained by the Office of the Principal.

:FPB

Adopted: 12/1989

ROSLYN PUBLIC SCHOOLS
Roslyn, New York

POLICY #7110

FACILITIES PLANNING ADVISERS

The Board of Education recognizes the need for professional expertise, i.e., architectural and engineering, when planning facilities construction.

The Board may employ a Clerk of the Works to be retained for all or part of a construction project who shall:

- be in attendance upon his/her duties during all hours in which workers are engaged upon the project;
- be the personal representative of the Board and continuously monitor the work of the project for conformity with the contract documents pertaining to the project; and
- report to the Board in writing at least once a month, or more often if requested by the Board, the progress of the project.

:FPB

Adopted: 12/1989

ROSLYN PUBLIC SCHOOLS
Roslyn, New York

POLICY #7243

MILITARY RECRUITERS ACCESS TO SECONDARY SCHOOL STUDENTS AND INFORMATION ON STUDENTS

In compliance with the Elementary and Secondary Education Act of 1965, as amended by the No Child Left Behind Act of 2001 (NCLB); and the National Defense Authorization Act, and in accordance with the Family Educational Rights and Privacy Act (FERPA), the School District shall comply with a request by a military recruiter for secondary students' names, addresses, and telephone listings, **unless a parent has "opted out" of providing such information.**

Further, in compliance with the NCLB, the District shall give military recruiters the same access to secondary school students as they provide to postsecondary institutions or to prospective employers.

Under FERPA, the School District must provide notice to parents of the types of student information that it releases publicly. This type of information, commonly referred to as "directory information," which is released by the District includes – but is not limited to – such items as students' names, addresses, and telephone listings. The notice must include an explanation of a parent's right to request that the information not be disclosed without prior written parental consent; and further requires that parents be notified that the School District routinely discloses students' names, addresses, and telephone listings to military recruiters upon request) subject to a parent's request not to disclose such information without written parental consent.

A single notice provided through a mailing, student handbook, or other method that is reasonably calculated to inform parents of the above information is sufficient to satisfy the parental notification requirements of both FERPA

POLICY #7243

Page 2

and the NCLB. The notification shall advise the parent of how to opt out of the public, nonconsensual disclosure of directory information and the method and timeline within which to do so.

If a parent opts out of providing directory information (or any subset of such information) to third parties, the opt-out relating to their child's name, address, or telephone listing applies to request for military recruiters as well. For example, if the opt-out states that telephone numbers will not be disclosed to the public, the District may not disclose telephone numbers to military recruiters.

The Superintendent or his/her designee shall ensure that appropriate notification is provided to parents informing them of their right to opt-out of the release of designated directory information without prior written parental consent.

:FPB

Adopted: 3/2003

Ref.: Elementary and Secondary Education Act of 1965
 Section 9528
 20 United States Code (U.S.C.) Section 7908
 as amended by the No Child Left Behind Act of 2001
 National Defense Authorization Act Section 544
 10 United States Code (U.S.C.) Section 503
 Family Educational Rights and Privacy Act of 1974
 20 United States Code (U.S.C.) Section 1232(g)
 34 Code of Federal Regulations (C.F.R.)
 Section 300.571
 Education Law Section 2-a

ROSLYN PUBLIC SCHOOLS
Roslyn, New York

EXHIBIT #7243-E

**MILITARY RECRUITERS ACCESS TO SECONDARY
SCHOOL STUDENTS AND INFORMATION ON STUDENTS**

Date: _____

Dear Parents,

I am writing to inform you of your rights as they pertain to the release of public or directory information of secondary students.

Pursuant to the No Child Left Behind Act, the school district must disclose to military recruiters and institutions of higher learning, upon request, the names, addresses and telephone numbers of secondary school students. The district must also notify parents of their right and the right of their child to request that the district not release such information.

Parents/legal guardians wishing to exercise their option to withhold their consent to the release of the above information to military recruiters and/or institutions of higher learning must sign and return this form to the Chairperson of Guidance by (Date) _____. Absence of the form by the specified date shall be deemed consent to release the above information to military recruiters and/or institutions of higher learning upon their request for the _____ school year.

Thank you for your cooperation in this matter.

Sincerely,

Principal

EXHIBIT #7243-E

Page 2

Reservation of Consent for the Release or Certain Student
Information Under the "No Child Left Behind Act"

Please do not release the name, address and telephone
number of:

(Name of Student) _____

To: (Check all that Apply)

- ☐ Military Recruiters
- ☐ Institutions of Higher Learning

Parent/Legal Guardian's Name

Parent/Legal Guardian's Name

Date _____

:FPB

Adopted: 3/2003

ROSLYN PUBLIC SCHOOLS
Roslyn, New York

POLICY #7365

CONSTRUCTION SAFETY

The Board of Education recognizes the district's responsibility to provide a safe school environment for students and staff during construction and maintenance projects.

The Superintendent of Schools shall be responsible for ensuring that district procedures for safeguarding the safety and health of students and staff are consistent with state law and regulation, including the Uniform Code of Public School Building Inspections, Safety Rating and Monitoring and the Uniform Safety Standards for School Construction and Maintenance Projects. Specifically, the Superintendent shall be responsible for the following items at the specified phase of the construction project:

Pre-Construction

1. Ensuring proper planning for the safety of building occupants during construction or maintenance activities.
2. Hiring a New York state licensed architect or engineer for projects costing more than \$5,000.
3. Ensuring safety issues are addressed for bid specifications and contract documents.
4. Providing notice to parents, staff and the community in advance of any construction project costing \$10,000 or more to be conducted in a school building while the building is occupied.

POLICY #7365

Page 2

The notice is to be given at least two months prior to date on which construction is to begin, except in the case of emergency construction projects, in which case notice will be given as soon as practical.

The notice will provide information on the district's obligation to provide a safe school environment during construction projects. The notice may be given by publication in the district newsletter, direct mailings, or by holding a public hearing on the project.

5. Revising the district's emergency management plan, when appropriate, to accommodate the construction process including a revised emergency exit plan and emergency evacuation and relocation procedures during the construction process.

During Construction

1. Monitoring of construction and maintenance activities to check for safety violations and to ensure that certificate of occupancy requirements are continuously maintained.
2. Ensuring that all areas to be disturbed through renovation or demolition are tested for lead and asbestos.
3. Investigating and responding to health and safety complaints.
4. Conducting fire drills during construction to familiarize students and staff with revised emergency procedures.

5. Ensuring compliance with statutory and regulatory requirements regarding noise abatement, exits, ventilation, air quality, fire and hazard prevention, chemical fumes, gases and other contaminants, asbestos abatement and lead paint and radon testing and mitigation.

Post Construction

1. Conducting a walk-through inspection with the Health and Safety Committee to confirm the area is ready to be reopened for use.

:FPB

Adopted: 1/2002

Ref.: Education Law §§409-d (Comprehensive Public School Building Safety Program; 409-e (Uniform Code of Public School Buildings Inspection, Safety Rating and Monitoring)
 8 NYCRR Part 155.4 (Uniform Code of Public School Building Inspections, Safety Rating and Monitoring);
 155. 5 (Uniform Safety Standards for School Construction and Maintenance Projects)
 9 NYCRR Parts 600-1250 (Uniform Fire Prevention & Building Code)

Cross-Ref.: 7100, Facilities Planning
 7331, Plans, Specifications and Cost Estimates
 8100, Safety Program
 8110, School Building Safety
 8112, Health and Safety Committee
 8130, Emergency Plans
 8132, Fire Drills

ROSLYN PUBLIC SCHOOLS
Roslyn, New York

EXHIBIT #7365-E

CONSTRUCTION SAFETY EXHIBIT

Notification of Construction

To: Faculty, Staff, Parents, Guardian, Students and other concerned parties

Date: _____
(Note: District must provide notice at least 2 months prior to initial start date of project)

The Roslyn School District anticipates conducting a construction project commencing on _____. The project will be conducted at the _____ (name and address of school). The project will consist of the following: _____

In furtherance of the district's commitment to safety and in accordance with regulations of the Commissioner of Education, the district will provide a safe school environment throughout this project.

This will include an update of the school emergency plan to reflect any temporary exits or procedures needed as a result of the construction work at the school. Fire drills will be held to familiarize students and staff with any temporary exits. The construction area will be separated from occupied areas of the building, all kept to a minimum while the building is occupied.

All applicable federal and stated rules and regulations will be strictly adhered to throughout the length of this project.

EXHIBIT #7365-E

Page 2

Specific questions or concerns about this project may be directed to _____ at _____ (telephone number).

Sincerely,

Building Principal

:FPB

Adopted: 1/2002

ROSLYN PUBLIC SCHOOLS
Roslyn, New York

POLICY #8121

FIRST AID

In the event of sudden illness or injury the school will be responsible for administering first aid or emergency treatment to a student or staff member.

The school nurse will perform first aid in accordance with the school physician's written orders, which will be posted in the school health office. A master first aid kit will be kept and properly maintained in each school and each school bus. Further medical attention is the responsibility of the parent or guardian.

The following basic guidelines should be observed:

1. No young child who is ill or injured will be sent home alone, nor will an older child be sent home alone unless the illness is minor and the parent or guardian has been informed in advance.
2. No medications will be administered to any student by school personnel unless authorized in writing by a physician.
3. If the nature of the illness or injury appears serious, the parent or guardian will be contacted as soon as possible and the child's emergency card procedures will be followed. In extreme emergencies, arrangement may be made for the child's immediate hospitalization whether or not the parent or guardian can be reached.

POLICY #8121

Page 2

It should be noted that any employee required to have a first aid certificate as a condition of employment shall keep such certification current.

:FPB

Adopted: 12/1989

Cross-ref: 5420-R, 5420-E Student Health Services

Ref: Education Law §§3023; 3212-a; 6527(4)(a); 6909

ROSLYN PUBLIC SCHOOLS
Roslyn, New York

EXHIBIT #8121-E

EMERGENCY PROTOCOLS

The following protocols are guidelines for medical emergencies. If available, call a nurse or person trained in first-aid. In the event of a severe emergency, call for an ambulance and notify the parent and administrator immediately. It is important to remain calm and use common sense in an emergency. Latex gloves should always be worn when in contact with any bodily fluids. It is recommended that adults and teenagers seek training in first-aid and Cardio-Pulmonary Resuscitation (CPR).

Health Services and Corresponding Emergency Protocols

ANAPHYLAXIS:

Evaluate patient - call for ambulance immediately. Start CPR, if needed.

ASTHMA:

Difficulty breathing/wheezing - Home, or ambulance as needed. Patient's own medication, if available.

BITES OR STINGS:

Insect:

Remove stinger if present. Apply cold compress. Check for history of allergies. Insect sting pads or Meat Tenderizer may be applied to site. Call parent if any reaction such as hives, generalized rash, pallor, weakness, nausea, vomiting, tightness of chest or throat develops. In case of severe reaction, call ambulance.

Animal:

Wash with soap and water. Apply sterile dressing. Advise parent to consult physician.

EXHIBIT #8121-E

Page 2

BLEEDING:

Apply direct pressure using dry sterile dressing, if available. Latex gloves required for contact with blood and all other body fluids. Elevate part. If bleeding is severe, call ambulance.

BRUISES:

Rest injured part. Apply cold compress (no ice next to skin). If skin is broken, treat as a cut.

BURNS AND SCALDS:Of Limited Extent:

If caused by heat - immerse burns of extremities in cold water. Apply ice or cold wet pack to areas on the trunk or face. Apply non-adhesive dressing (such as a Telfapad).

If Caused by Chemicals:

Wash burned area thoroughly with water. Notify parent or guardian and consult family physician if indicated.

Extensive Burns:

Evaluate patient. Keep in flat position. Call ambulance. Start CPR if needed. (Note: Do not put ointments, etc. on these injuries).

Patient Unconscious from Shock by Electricity:

Immediate CPR probably necessary. Send someone to call for an ambulance.

BUS TRANSPORTATION:

MD note and CSE referral needed for special transportation (Pupil Personnel Services). Questionable cases can be directed to School Physician.

CHEST PAIN:

Allow patient to rest. Monitor vital signs. Observe for respiratory and/or cardiac problems. Notify parent-medical evaluation advised. Call ambulance as needed.

Page 3

EXHIBIT #8121-E

CHOKING:

If patient can speak, do nothing. Encourage coughing.

If patient is unable to speak, inform patient that you will deliver abdominal thrusts. Stand behind patient. Grasp one fist with other hand, place fist between breastbone and navel and press into abdomen with quick upward thrusts. Continue until object is dislodged. Advise medical follow-up.

If patient is unconscious, place him/her on back, straddle thighs, four upward abdominal thrusts. Finger sweep if foreign body seen in mouth. Call ambulance. Start CPR if needed.

COLD AND COUGHS:

If uncontrolled by proper hygiene, send home.

CONVULSIONS:

See seizures.

CRUTCHES:

The necessity and extent of activity with crutches requires MD note.

CUTS:Small:

Wash with soap and water. Apply dry sterile dressing.

Large:

Apply dressing firmly at site to stop bleeding (wear latex gloves). Bandage, notify parent.

DIABETES:

Test blood sugar. If in doubt, give some form of sugar (e.g. orange juice, milk). Notify parent, and call ambulance if unconscious.

EXHIBIT #8121-E

Page 4

DIARRHEA:

Send home.

DRUG/ALCOHOL:

Notify administrator, psychologist, nurse, or social worker for team evaluation and follow-up.

EAR - FOREIGN BODY:

Notify parent. Recommend MD follow-up.

EARACHE:

Check temperature. Send home. Medical evaluation advised.

EYES - FOREIGN BODY:

Do not remove foreign body from cornea (eyeball). Flush with water. Seek medical attention as needed.

FAINTING & UNCONSCIOUSNESS:

Give nothing to swallow. Notify parent. Lie flat. Elevate legs. Check respiration, pulse, and blood pressure. If absent, start CPR and call ambulance.

FEVER:

Above 100 F. - Send home.

FRACTURES:

Any deformity of an injured part indicates a possible fracture. Suspected fractures of arms, wrists and hands should be splinted at site. Ankle and foot injuries can be moved, with no weight on injured part to nurse's office. Elbow, upper arm and shoulder injuries are to be immobilized in the position found. Leg, neck, and back injuries are not to be moved. Notify parent. Call ambulance on any suspected major fracture.

HEADACHE:

Check temperature. Evaluate cognitive function. If persistent, notify parent. If severe, check blood pressure.

HEAD INJURIES:

Have patient rest, apply icepack. Evaluate patient; check vital signs and watch for loss of consciousness. Notify parent, advise medical follow-up as needed.

HUMAN BITES:

Wash with soap and water. Apply dry sterile dressing. Notify parent; advise medical follow-up.

INFECTIOUS DISEASES:

Diagnosis of infectious disease may require a MD note for re-entry to school.

LACERATIONS & ABRASIONS:

Notify parent. If wound is readily accessible, wash with soap and water, using Latex gloves, and apply a dry sterile dressing. Antibiotic ointment may be applied. If wound or injury is not readily accessible, (e.g. if on a private body area), refer to parent for parental and/or medical follow-up.

LICE:

Home isolation. May return to school after being properly treated.

NOSEBLEEDS:

In a sitting position, head slightly forward, have patient apply firm, continuous pressure against outside of lower tip of nose for 5 minutes using clean tissue or dressing. Icepack may be applied to bridge of nose. If bleeding continues, insert a tight wedge of gauze into bleeding nostril. If bleeding stops, leave in place and notify parent. If bleeding persists, notify parent, advise medical follow-up.

EXHIBIT #8121-E

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POISONING:

Call Poison Control Center (542-2323). Notify parent. Save poison container if possible. Send patient to hospital if indicated or confirmed by Poison Control.

PUNCTURE WOUNDS:

Wash with soap and water, apply dry sterile dressing. Check date of last Tetanus booster. Notify parent, advise medical follow-up.

RASHES:

Ice may be applied. Refer for MD follow-up. If infectious disease is suspected, send home. Poison ivy, if oozing send home.

RED EYES:

Send home if purulent drainage. If not resolved, MD note required.

SCRAPES:

See abrasions and lacerations.

SEIZURES:

Protect head and body from injury. Do not restrain. Turn on side with head turned. Do not put pens, pencils, or fingers in mouth. Give nothing by mouth; keep warm. Call ambulance. Notify parents, advise further medical evaluation.

SEVERED PART:

If any part of the body is severed, apply direct pressure to injured site. Lie patient down, legs elevated; keep warm. Call ambulance and notify parent. Transport severed part with patient (packed in plastic bag in a second bag with ice). If any tooth is dislodged, put in milk and transport with patient.

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EXHIBIT #8121-E

SORE THROAT:

Check temperature. If elevated or if sore throat is severe, notify parent, advise medical follow-up.

SPLINTERS:

Wash with soap and water. Remove with tweezers if readily accessible. If large or deep, notify parent, advise medical follow-up.

SPORTS INJURIES:

Note from private MD needed for re-entry.

SPRAINS:

Elevate and rest injured part. Apply icepack. Notify parent; advise medical follow-up as needed.

SUSPICION OF CHILD ABUSE:

Document everything. Notify principal or school nurse for evaluation of possible referral to Child Protective Services.

TICKS:

Wearing gloves, remove entire tick with tweezers, if possible. Wash with soap and water; apply antibiotic ointment and a Band-Aid. Save tick in sealed container. Notify parent, advise further medical advice.

VOMITING:

Send home.

Telephone Numbers to Remember

- | | | |
|----|-----------------------|-----------------------------|
| 1. | Ambulance | 742-3300 or 911 |
| 2. | Poison Control Center | 542-2323 |
| 3. | Dr. Steven Golub | 718-380-0810
or 481-2000 |
| 4. | Dr. A. Tinger | 516-627-2200 |

EXHIBIT #8121-E

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- 5. Dr. Mira Martincich 625-6317 or 318
- 6. Mrs. Madalyn McGovern 625-6313
- 7. North Shore University Hospital 562-0100
Emergency Room 562-4125
- 8. Long Island Jewish Hospital 470-7000
Emergency Room 470-7500
Schneider Children's Hospital 470-3000
- 9. St. Francis Hospital 562-6000
Emergency Room 562-6600
- 10. Roslyn School Nurses:
 - Heights - Kathryn Hussa, RN ext. 404
 - East Hills - Rosemarie Tipaldo, RN ext. 428
 - Harbor Hill -Georgeanne Conis, RN ext. 700
 - Middle School - Pat Collins, RN ext. 415
 - High School -
Carolyn Ambrosait, RN, SNT ext.355, 354

:FPB

Adopted: 12/1989

Revised: 1/2002

NOTE: Emergency Protocols / Standing Orders are updated bi-annually.

ROSLYN PUBLIC SCHOOLS
Roslyn, New York

POLICY #8122

ACCIDENT REPORTS

Those staff members directly supervising a student will be responsible for promptly reporting any accidents, regardless of the nature or extent of any injuries, to the school nurse and to the principal.

The school nurse will be responsible for notifying the parent or adult noted on the emergency card and having the child taken home, if necessary. A school accident report form will be filled out by the school nurse.

:FPB

Adopted: 12/1989

ROSLYN PUBLIC SCHOOLS
Roslyn, New York

EXHIBIT #8122-E1

Health Services**SCHOOL ACCIDENT/INJURY REPORT**

Date of Report _____

PART I

Name of Injured: _____

Birthdate: _____ Sex: _____

School: _____

Grade or Work Assignment: _____

Address of Injured: _____

Phone Number: _____

Parent's Name (If student accident): _____

PART II

Date of Accident: _____ Time: _____

Place (be specific): _____

Nature of Injury: _____

How Injury Occurred: _____

Statement of Injured: _____

Name and Title of Witnesses: _____

School Personnel Assigned to Area: _____

PART III

School Action Taken/Disposition: _____

Completed by: _____

School Nurse

:FPB

ROSLYN PUBLIC SCHOOLS
Roslyn, New York

EXHIBIT #8122-E2

CIGNA**SCHOOL INCIDENT REPORT**

School District Name: _____

School and Location: _____

Student: _____

DOB: _____ Grade: _____ Sex: _____

Parent's Name: _____ Phone No: _____

Address: _____

Date and Time of Accident: _____

Location: _____

Date and Time Reported: _____

To Whom Reported: _____

Person in Charge at Time of Accident: _____

CHECK & COMPLETE BOTH COLUMNS**Type of Activity:**

Lunch/Recess/Playground _____

Physical Education _____

Extracurricular Activity _____

Interscholastic Sport _____

Class Activity _____

Other _____

Contributing Factors:

Maintenance _____

Student Horseplay _____

Fighting _____

Sports Participation _____

Other _____

Description of Accident and Nature of Injury: _____

STATEMENT OF INSURED

Was: _____

First Aid Provided? _____ By Whom? _____

If YES, Describe: _____

Parent Notified? _____ By Whom? _____

Student Taken to Hospital? _____ By Whom? _____

Student Taken to Doctor? _____ By Whom? _____

Student Taken Home? _____ By Whom? _____

Student Returned to Class? _____ By Whom? _____

EXHIBIT #8122-E2

Page 2

Name of Hospital and/or Doctor: _____

Witness(es) to Accident: (Attach extra sheet if necessary)

Name/Address: _____

Name/Address: _____

Name/Address: _____

Is Student Covered by Pupil Benefits? _____

Was Claim Reported? _____

Signature of Person Making Report Date: _____

Signature of Administrator Date: _____

Retain Two Copies For Your Records
Please Forward Original To Your Insurance Agent/Broker

:FPB

Adopted: 12/1989

ROSLYN PUBLIC SCHOOLS
Roslyn, New York

POLICY #8414

SCHOOL BUS SAFETY

Students will be instructed on school bus safety and proper conduct on school buses by school and transportation staff. Such instruction shall be given at least three times per school year or as otherwise mandated..

:FPB

Adopted: 12/1989

ROSLYN PUBLIC SCHOOLS
Roslyn, New York

POLICY #8700

INSURANCE

The District shall purchase insurance coverage necessary to protect the District to an optimum extent from loss of property and judgments and awards arising out of liability claims. Records of all insurance policies shall be kept in the central office safe.

The Board of Education shall select a broker who shall advise it in the administration of the insurance program. All actions involving the purchase of insurance shall be subject to Board approval.

The Superintendent of Schools shall have general knowledge of the provisions of all insurance policies carried by the district. At time of accident or loss, he/she shall see that necessary action is taken to protect the interests of the school district.

The Board shall purchase with district funds the type and amount of insurance to protect itself as a corporate body, its individual members, its appointed officers, and its employees from financial loss arising out of any claim, demand, suit or judgment by reason of alleged negligence or other act resulting in accidental bodily injury to any person or accidental damage to the property of any person within or outside of the schools buildings while the above-named insured are acting in the discharge of their duties within the scope of their employment and/or under the direction of the Board. Such purchase will take into account the price of insurance, appropriate deductible and other relevant factors.

POLICY #8700

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Premiums for such accident insurance as is deemed appropriate for students in grades pre-kindergarten through twelfth, participating in interscholastic, intramural, and physical education sports activities, or while engaged in practice preparation for such games, sports, or contests will be paid from the General Fund.

The Superintendent shall annually review the insurance program for the purpose of recommending to the Board adjustments in coverage resulting from but not limited to, expansion of the district's risks, relevant new law, and superseding conditions which make changes in coverage appropriate.

:FPB

Adopted: 12/1989

Revised: 10/1991

Ref: Education Law §§1604, 1709, 3023, 3028, 3811
General Municipal Law §52
Public Officers Law §18

Board of Education Resolution VII A. August 8, 1986

**Roslyn Public Schools
Roslyn, New York**

Superintendent's Employment Contract Policy #9015

The employment contract between the Board of Education and the Superintendent must be signed on behalf of the Board of Education by the President of the Board of Education and the Superintendent of Schools. All amendments or changes to the overall contract must also be signed by the President of the Board of Education and the Superintendent for approval by resolution of the Board of Education. The signed copy of the contract and any amendment or changes thereto will be maintained by the District Clerk and copies also will be placed in the Superintendent's personnel file and provided to the Human Resources department for processing.

Adopted February, 2007

/amk

ROSLYN UNION FREE SCHOOL DISTRICT

Revised Policies

March 7, 2019

POLICY 2521

ATTENDANCE AT CONFERENCES, CONVENTIONS AND WORKSHOPS

REVISED POLICY

Policies Being Replaced	Policy 2521 Attendance at Conferences, Conventions, and Workshops
Reason for Revision	Adopt stand alone policy concerning attendance at conferences reflecting current practice and law

-DRAFT REVISED POLICY-**ROSLYN UNION FREE SCHOOL DISTRICT****ATTENDANCE AT CONFERENCES,
CONVENTIONS, WORKSHOPS****POLICY 2521**

In recognition of the need for continuing in-service training and development for its members, the Board of Education encourages the participation of its members, school officials and staff members in meetings and activities of area, state and national school board associations, as well as in the activities of other educational groups. Board of Education members are encouraged to study and examine materials received from these organizations.

In order to control both the investment of time and funds necessary to implement this policy, the Board of Education establishes these principles and procedures for its guidance:

1. The Superintendent of Schools or his/her designee will compile, maintain and distribute to each Board of Education member a notice of school board conferences, conventions and workshops to help the Board of Education decide which conferences, conventions and workshops appear to be appropriate for attendance.
2. The Board of Education shall determine and approve, by duly adopted resolution, whether Board of Education member attendance at any conference or professional meeting is in the best interest of the School District and whether they are eligible for reimbursement of expenses.
3. When the Board of Education has approved attendance, the Board of Education will reimburse conference attendees (Board of Education members) for reasonable and necessary expenses if not paid for directly by the School District (e.g. travel, hotel, meals, registration).
4. When any Board of Education member attends a conference, convention or workshop the Board of Education member will be requested to share the information, recommendations and materials acquired at the meeting with his/her fellow Board of Education members.

In order to receive reimbursement, Board of Education members will comply with Board of Education policy concerning reimbursement of expenses.

Cross-ref: 1800 Gifts from the Public
2160 School District Officer and Employee Code of Ethics
6830 Expense Reimbursement

Ref:

Adoption Date:

POLICY 4321

PROGRAMS FOR STUDENTS WITH DISABILITIES UNDER THE IDEA AND NEW YORK EDUCATION LAW ARTICLE 89

REVIEW REVISED POLICY

Policies being Replaced	Policy 4321 Programs for Students with Disabilities Regulation 4321 Policy 4321.2 Preschool Special Education Regulation 4321.2 Policy 4322 Least Restrictive Environment Policy 4323 Declassification of Students with Disabilities
Reason for Revision	Consolidate and update policy statements to comply with current law

-DRAFT REVISED POLICY-**ROSLYN UNION FREE SCHOOL DISTRICT****PROGRAMS FOR STUDENTS WITH DISABILITIES
UNDER THE IDEA AND NEW YORK
EDUCATION LAW ARTICLE 89****Policy 4321**

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-DRAFT REVISED POLICY-**ROSLYN UNION FREE SCHOOL DISTRICT****PROGRAMS FOR STUDENTS WITH DISABILITIES
UNDER THE IDEA AND NEW YORK
EDUCATION LAW ARTICLE 89****Policy 4321****I. General**

The Board of Education shall provide a free appropriate public education to all students with disabilities who reside within the School District and are eligible for special education and related services under the Individuals with Disabilities Education Act and Article 89 of New York's Education Law, and their implementing regulations. Special education and related services will be provided to resident eligible students with disabilities in conformity with their individualized education program (IEP) and in the least restrictive environment appropriate to meet their individual educational needs. Special education services or programs will be designed to enable a student with disabilities to be involved in and progress in the general education curriculum, to the extent appropriate to his/her needs.

The Board of Education also shall make available special education and related services to eligible students with disabilities parentally placed in a nonpublic school located within the School District, regardless of whether they are residents of the School District. However, this obligation does not extend to resident students with disabilities who are placed by their parents in a nonpublic school within School District boundaries because of a disagreement between the parents and the School District over the provision of a free appropriate public education.

II. Least Restrictive Environment

The School District will not place students with disabilities in special classes or separate schools, or otherwise remove them from the regular educational environment unless the nature or severity of their disability is such that their education cannot be achieved satisfactorily in regular classes, even with the use of supplementary aids and services.

To fulfill its responsibility to educate students with disabilities in the least restrictive environment, the School District will implement the provisions of section 200.6 of Commissioner's Regulations.

Furthermore, and pursuant to those provisions, students with disabilities placed together for purposes of receiving special education will be grouped by similarity of individual needs including their range of academic achievement, functional performance and learning characteristics; social and physical development, and management needs.

The Superintendent of Schools or his/her designee will establish a process that the CSE or CSE subcommittee Chairperson, as appropriate, obtains an up-to-date copy of the Commissioner's Regulations at the beginning of each school year, and copies of any amendments that become effective during the school year.

-DRAFT REVISED POLICY-**ROSLYN UNION FREE SCHOOL DISTRICT****PROGRAMS FOR STUDENTS WITH DISABILITIES
UNDER THE IDEA AND NEW YORK
EDUCATION LAW ARTICLE 89****Policy 4321**

The Board of Education also recognizes that the least restrictive environment requirements established by applicable law and regulations also extend to nonacademic settings. Therefore, to the extent appropriate to their individual needs, eligible students with disabilities residing within the School District and attending the School District's public schools will be entitled to participate in School District academic, co-curricular and extracurricular activities available to all other students enrolled in the School District's public schools. Such co-curricular and extracurricular activities may include, but are not limited to, athletics, transportation, recreational activities, school-sponsored special interest groups or clubs, and referrals to agencies that provide assistance to individuals with disabilities and the employment of students (including both employment by the School District and assistance in making outside employment available). The School District will make individual modifications to include physical facilities, scheduling and transportation arrangements, so that students are not excluded because of the presence of a disability. Students with disabilities, and their parents, will be informed of the availability of such programs and activities and their eligibility to participate.

In providing a free appropriate public education to students with disabilities eligible under the IDEA and Article 89, the Board of Education will afford students and their parents the procedural safeguard rights to which they are entitled under applicable law and regulations. The Board of Education also will provide them with notice of such rights as required by law and regulation, using the form prescribed by the Commissioner of Education.

For purposes of this policy and others related to the provision of services to eligible students with disabilities, and consistent with applicable law and regulation, the word "parent" means a birth or adoptive parent, a legally appointed guardian generally authorized to act as the child's parent or authorized to make educational decisions for the child; a person in parental relationship to the child as defined in section 3212 of the Education Law; an individual designated as a person in parental relation pursuant to title 15-A of the General Obligations Law, including an individual so designated who is acting in the place of a birth or adoptive parent including a grandparent, stepparent, or other relative with whom the child resides; or a surrogate parent who has been appointed in accordance with commissioner's regulations.

Eligible students with disabilities will be entitled to special education and related services until the end of the school year in which they turn twenty-one (21) or until they receive a local high school or Regents diploma.

Students with disabilities may not be required to take medication as a condition for receiving a free appropriate public education.

The School District will provide services to students with disabilities in accordance with the following:

-DRAFT REVISED POLICY-**ROSLYN UNION FREE SCHOOL DISTRICT****PROGRAMS FOR STUDENTS WITH DISABILITIES
UNDER THE IDEA AND NEW YORK
EDUCATION LAW ARTICLE 89****Policy 4321**

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1. School District staff will take steps to locate, identify, evaluate and maintain information about all children with disabilities within the School District, including homeless children and children who are wards of the state, and children attending nonpublic school within the School District (including religious schools), who are in need of special education.
 2. The School District will establish a plan and practice for implementing school-wide approaches and interventions in order to remediate a student's performance prior to referral for special education services. The School District will provide general education support services, instructional accommodations, and/or alternative program options to address a student's performance before referring the student to the Committee on Special Education (CSE). The Instruction Support Team will develop, implement and evaluate pre-referral intervention strategies.
 3. School District staff will refer for evaluation a student who has not made adequate progress after an appropriate period of time when provided instruction under a response to intervention program.
 4. The Board of Education will appoint a committee on special education (CSE), and, as appropriate, CSE subcommittees, to assure the timely identification, evaluation and placement of eligible students with disabilities.
 5. The Board of Education will arrange for special education programs and services based upon the recommendation of the CSE or CSE subcommittee.
 6. The Superintendent of Schools or his/her designee will establish a plan for the recruitment, hiring and retention of staff appropriately and adequately prepared to meet the needs of students with disabilities including, but not limited to, highly qualified special education teachers.
 7. The Superintendent of Schools or his/her designee will provide ongoing professional development which provides personnel with the skills and knowledge required to meet the needs of students with disabilities.

III. Locate and Identify Students with Disabilities

The School District will conduct an annual census to locate and identify all students with disabilities who reside in the School District, and establish a register of such students who are entitled to attend the public schools of the School District during the next school year, including students with disabilities who are homeless or wards of the State. The census shall be conducted, and the registry maintained, in accordance with the requirements established in Commissioner's regulations.

-DRAFT REVISED POLICY-**ROSLYN UNION FREE SCHOOL DISTRICT****PROGRAMS FOR STUDENTS WITH DISABILITIES
UNDER THE IDEA AND NEW YORK
EDUCATION LAW ARTICLE 89****Policy 4321**

The School District's activities for locating and identifying parentally-placed nonpublic school students with disabilities will be comparable to those undertaken for students attending the School District's public schools, and will be completed in a comparable time period, as well.

The Superintendent of Schools or his/her designee will determine what other activities might be appropriate to help locate and identify students with disabilities. These may include, but are not limited to, the mailing of letters to all School District residents regarding the availability of special education programs and services and their right to access such services, and/or the publication of a similar notice in school newsletters and other publications.

IV. Evaluation of Students with Disabilities

To initially determine a student's eligibility for a free appropriate public education under the IDEA and Article 89, the School District will conduct a full evaluation of the student within legally prescribed time lines. As set forth in the Commissioner's regulations, the initial evaluation will include, at least, a physical examination, an individual psychological evaluation unless the school psychologist determines it unnecessary, a social history, an observation of the student in the student's learning environment to document the student's academic performance and behavior in the areas of difficulty, and other appropriate assessments or evaluations (including a functional behavioral assessment for a student whose behavior impedes his or her learning or that of others) to ascertain the physical, mental, behavioral and emotional factors that contribute to the suspected disabilities.

Once a student has been determined eligible to receive a free appropriate public education, the School District will reevaluate the student with a disability whenever the student's parent requests a reevaluation, and when the School District determines the educational and related services needs (including improved academic achievement and functional performance) of the child warrant a reevaluation. However, a reevaluation must take place at least once every three years, unless the student's parent and the School District agree it is unnecessary.

V. Parental Consent for Student Evaluations

Before conducting any type of evaluation, School District staff will take steps to obtain written informed consent from a student's parent, as required by applicable law and regulations. They also will keep a detailed record of those attempts and their results, including phone calls and correspondence, visits to the parent's home and any responses received.

1. If a parent refuses to give consent for an initial evaluation, or fails to respond to such a request, the parent will be given an opportunity to attend an informal conference and ask questions about the proposed evaluation. Unless the referral for evaluation is withdrawn,

-DRAFT REVISED POLICY-**ROSLYN UNION FREE SCHOOL DISTRICT****PROGRAMS FOR STUDENTS WITH DISABILITIES
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if the parent continues to withhold consent, the Board of Education may commence due process proceedings to conduct an initial evaluation without parental consent within the time lines established in the Commissioner's regulations.

2. If a parent refuses to give consent for a reevaluation, or fails to respond to such a request, School District staff will proceed with the reevaluation without parental consent if it has engaged in documented reasonable efforts to obtain such consent and the parent has failed to respond. If the School District cannot document its efforts to obtain consent, the School may commence due process proceedings to conduct a reevaluation without parental consent.
3. If School District staff is unable to obtain consent for the initial evaluation or reevaluation of a home schooled or a parentally-placed nonpublic school student, the Board of Education will not commence due process proceedings to conduct the evaluation without parental consent, and will consider the student as not eligible for special education.

VI. Referral Process

In conducting evaluations of students with disabilities, the School District will use a variety of assessment tools and strategies, including parent-provided information, to gather relevant functional, developmental, and academic information for determining a student's eligibility for special education and related services, and the content of the student's individualized education program or individualized education services program or services plan in the case of nonpublic school students with disabilities (including information related to enabling the student to be involved in and progress in the general education curriculum).

The School District also will assess a student in all areas of suspected disability, and the assessment and other evaluations used will not be discriminatory on a racial or cultural basis. In addition, students will be assessed in the language and form most likely to yield accurate information on what the student actually knows and can do academically, developmentally, and functionally, unless it is not feasible to do so.

In the case of students suspected of having a specific learning disability, the School District will follow the procedures established in the Commissioner's Regulations.

The School District will notify a student's parent of any determination that no additional data is needed and the reasons for such a determination. It will also inform the parent of his or her right to request an assessment, notwithstanding that determination.

-DRAFT REVISED POLICY-**ROSLYN UNION FREE SCHOOL DISTRICT****PROGRAMS FOR STUDENTS WITH DISABILITIES
UNDER THE IDEA AND NEW YORK
EDUCATION LAW ARTICLE 89****Policy 4321****VII. Committee on Special Education**

The members of the CSE and CSE subcommittees will include those individuals identified in applicable law and regulations, and their attendance at CSE and CSE subcommittee meetings will be required except as otherwise provided in law and regulations.

The parent of a student with disabilities is one of the mandated CSE and CSE subcommittee members and, as such, has a right to participate in CSE and CSE subcommittee meetings concerning the identification, evaluation, educational placement, and the provision of a free appropriate public education to their child.

School District staff will take steps to promote the parent's participation, in accordance with the following:

1. CSE and CSE subcommittee meetings will be scheduled at a time and place that is mutually agreeable to the parent and the School District.
2. The parent will be given at least five (5) days' notice of the time and place of a CSE or CSE subcommittee meeting, except as otherwise provided in law and regulation, along with notice of the purpose of the meeting, those who will attend (including name and title), and the parent's right to be accompanied to the meeting by person(s) the parent considers to have knowledge and special expertise about their child.
3. The parent and the School District may agree to use alternative means of participation at CSE meetings, such as videoconferences or telephone conference calls.
4. School District staff will take steps to provide the parent with an understanding concerning the proceedings at CSE meetings, including arranging for an interpreter for deaf parents or parents whose native language is other than English.

The CSE or CSE subcommittee may meet without a student's parent only if the School District's staff have been unable to obtain either parent's participation, and has a record of its attempts to arrange a mutually agreed upon time and place. Similarly, the CSE or CSE subcommittee may make a decision without the involvement of the student's parent only if School District staff has been unable to obtain parental participation, even through the use of alternative means of participation, and has a record of its attempts to provide parental involvement.

Parental Consent for the Provision of Services

The Board of Education acknowledges that parental consent for initial evaluation does not constitute consent for placement for the provision of special education and related services.

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Therefore, School District staff will take steps to obtain written informed consent for the initial provision of special education and related services to an eligible student. The Board of Education will be precluded by applicable law and regulations from commencing due process proceedings to override the parent's refusal to provide such consent or override the parent's failure to respond to such a request.

VIII. Independent Educational Evaluations

The Board of Education recognizes the right of parents or guardians of a student who has or is thought to have a disability to receive an independent evaluation at public expense if they disagree with the evaluation obtained by the Committee on Special Education (CSE) or the Committee on Preschool Special Education (CPSE).

The independent evaluation shall be conducted by a qualified examiner who is not employed by the School District responsible for the child's education. Upon request, parents will be provided with a list of public and private agencies and professional resources where independent evaluations may be obtained. These publicly-funded independent evaluations shall be limited to the same geographic limitation (i.e. within a fifty (50) mile radius of the School District) as used by the School District when it initiates an evaluation. Whenever an IEE is at public expense, the District will pay the reasonable costs associated with the evaluation. "Reasonable costs" are defined as not exceeding the evaluation costs of any university hospital within a fifty (50) mile radius of the School District. The parent/guardian will be provided with an opportunity to demonstrate that unique circumstances justify an Independent Educational Evaluation that does not fall within the above-stated criteria.

Parents or guardians should file a written request for an independent evaluation as soon as possible from the date of the CSE or CPSE evaluation. The School District has the right to initiate an impartial hearing to demonstrate that its evaluation is appropriate. If the hearing officer determines that the School District's evaluation was appropriate, a parent or guardian is not entitled to reimbursement at public expense.

IX. Declassification

The Board of Education recognizes that it may be appropriate to declassify some students with disabilities. A student may develop skills such that they no longer require the special program, support services or accommodations offered by an Individualized Education Program (IEP), Individualized Education Services Program or (IESP). The Committee on Special Education (CSE), the CSE Subcommittee or, the Committee on Preschool Special Education (CPSE), as applicable, is responsible for making this judgment, while adhering to the requirements of federal and state law and regulation.

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It is the goal of the Board of Education to provide an opportunity for the student to succeed in the transition to the regular education program. In order to facilitate that success, the CSE/CPSE may offer educational and support services for a period of time, not to exceed one year.

X. Re-evaluation

Prior to determining that a student is no longer eligible for special education services and should be placed in a full-time regular education program, the CSE, CSE subcommittee, or CPSE, as applicable, will conduct an evaluation of the student in accordance with the process and procedures prescribed for the evaluation and reevaluation of students with disabilities, by applicable law and regulations. However, the CSE, CSE subcommittee, or CPSE members may determine after reviewing existing evaluation data that no additional information is needed to determine the student's continued eligibility for services.

When a determination is made that no additional data is needed for reviewing a student's continued eligibility for special education services, the CSE, CSE subcommittee, or CPSE Chairperson, as applicable, will notify the student's parents of that determination and the reasons for it, and of their right to nonetheless request an assessment. Unless the student's parents make such a request, the School District will not conduct any further assessments.

The School District will provide the student's parents with a copy of the reevaluation report and documentation regarding the eligibility determination.

Consistent with applicable law and regulation, the School District will not conduct an evaluation if the reason for the determination that the student is ineligible for special education services is that he or she has either:

1. Graduated with a regular high school or Regents diploma; or
2. Exceeded the age of eligibility for services.

However, in such an instance the School District will provide the student with a summary of his or her academic achievement and functional performance that also includes recommendations on how to assist the student in meeting his or her post-secondary goals.

XI. Pre-School Special Education

The Board of Education recognizes the value of special education and its responsibility to provide all resident preschool children with disabilities with an opportunity to participate in special programs and services from which they may benefit. The Board of Education authorizes the Superintendent of Schools to establish administrative practices and procedures which shall include:

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1. locating and identifying all preschool children with disabilities pursuant to the relevant provisions of the Education Law. The register of children eligible to attend a preschool program is to be maintained and revised annually by the Committee on Preschool Special Education (CPSE);
2. ensuring that the parent(s)/guardian(s) of preschool age children with disabilities have received and understand the request for consent for evaluation of their child;
3. developing an individualized education program (IEP) for each preschool age child with a disability;
4. appointing and training appropriately qualified personnel including the members of a CPSE;
5. maintaining lists of impartial hearing officers and of State Education Department-approved special education programs within the county and adjoining counties in which the School District is located; and
6. reporting to the State Education Department the number of children with disabilities that are being served, as well as those not served.

The CPSE's responsibilities will include the evaluation and recommendation for placement in appropriate approved programs and the provision of appropriate special education programs and services for each preschool child with a disability. The CPSE shall review, at least annually, the status of each preschool child with a disability.

It is ultimately the responsibility of the Board of Education to arrange for the appropriate approved preschool program and services for the School District children. Should the Board of Education disagree with the CPSE's recommendations, it shall send the recommendation back to the CPSE so that they may schedule a timely meeting to review the Board of Education's concerns and to revise the IEP as deemed appropriate.

Placement may be appealed by a parent/guardian to an impartial hearing officer, appointed by the Board of Education. Mediation shall be offered to such parents/guardians to resolve complaints regarding the education of preschool children with disabilities at the same time notice of the availability of an impartial hearing is provided.

The CPSE shall make regular reports on the status of each preschool child with a disability and report on the adequacy of preschool special education programs and services to the Board of Education.

-DRAFT REVISED POLICY-**ROSLYN UNION FREE SCHOOL DISTRICT****PROGRAMS FOR STUDENTS WITH DISABILITIES
UNDER THE IDEA AND NEW YORK
EDUCATION LAW ARTICLE 89****Policy 4321**

The Superintendent of Schools or his/her designee will determine that the School District has made available adequate and appropriate space for programs and services for pre-school students with disabilities who attend special education programs provided by BOCES.

The Board of Education directs the Superintendent of Schools to develop and maintain a plan which incorporates information concerning the provision of services for preschool children with disabilities, pursuant to the Regulations of the Commissioner of Education.

XII. Provision of Services

The Board of Education will arrange for appropriate special education and related services recommended by the CSE, CPSE, CSE or CPSE subcommittee within sixty (60) school days of the School District's receipt of parental consent to evaluate a student not previously identified as a student with a disability, or within sixty (60) school days of referral for review of a student with a disability, except as otherwise provided in law and regulations.

If the Board of Education disagrees with the recommendations of the CSE, the Board of Education will either return the recommendation to the original CSE for further consideration, or establish a second CSE to develop a new recommendation for the student within the time frames contained in law and regulation.

All staff and/or related service providers responsible for the implementation of a student's individual education program (IEP), or Individual Education Services Program, will be provided with a paper or electronic copy of the IEP prior to the implementation of such IEP.

XIII. Annual Review

The CSE/CPSE shall annually review the IEP or IESP of each student with a disability to determine:

1. The extent to which the student can benefit from participation in regular educational programs and services in the least restrictive environment;
2. The extent to which credit toward a high school diploma can be granted through participation in special education programs; and
3. The student's progress toward a high school diploma.

At each annual review of a student's IEP, the CSE shall consider the appropriateness of modifications, such as equipment modifications, modification of instructional techniques, and testing modifications.

Cross ref: Policy 4321.1 *et. seq.*

-DRAFT REVISED POLICY-

ROSLYN UNION FREE SCHOOL DISTRICT

**PROGRAMS FOR STUDENTS WITH DISABILITIES
UNDER THE IDEA AND NEW YORK
EDUCATION LAW ARTICLE 89**

Policy 4321

Ref: The Individuals with Disabilities Education Act (IDEA), 20 USC §§1400 *et seq.*;
Education Law Article 89, §§4401 *et seq.*
34 CFR Part 300 *et seq.*; 34 CFR §300.305; 34 CFR 300.503;
8 NYCRR Part 200; 8 NYCRR §§200.2(b)(4); 200.6 8 NYCRR §§200.1(u);
8 NYCRR 200.2(b)(8), 200.4(b)(4-6), (c)(3-4); 200.5(a)(l)(vi)(a); 200.5(b); 200.5(c)(6)
8 NYCRR §§100.1(q), (ooo)

EXISTING POLICY

ROSLYN PUBLIC SCHOOLS
Roslyn, New York

POLICY #4321

PROGRAMS FOR STUDENTS WITH DISABILITIES

The Roslyn Union Free School District Board of Education shall provide appropriate programs and maintain records of each child residing in the district identified by the Committee on Special Education (CSE) as having a disability. The Board shall also appoint subcommittees, if necessary, to ensure the timely evaluation and placement of students with disabilities.

The following outlines the District plan, program and committee guidelines:

1. District Plans for Special Education Programs and Services

The District will prepare biennial plans describing the full range of its special education programs and services. Such descriptions shall include the number and age span of children served by these programs, the methods of evaluation used, and the program's estimated budget (including date of its adoption).

2. Access to School Programs by Students with Disabilities

Each student with a disability will have access to the full range of programs and services of this school District, including extracurricular programs and activities, which are available to all other students enrolled in the public schools of the district. Such programs and services include, but are not limited to:

- a. all courses required for a high school diploma,
- b. required state achievement and competency tests,
- c. Regents and accelerated courses,

- d. remedial instruction,
- e. second language instruction,
- f. computer instruction and usage,
- g. occupational education,
- h. high school equivalency programs,
- i. guidance and career education, and
- j. transition services as defined under the Individuals with Disabilities Education Act.

The Board of Education will also ensure that instructional techniques and materials used by the school are modified to the extent appropriate to provide the opportunity for students with disabilities to meet diploma requirements.

3. Committee on Special Education Members and Program Staff

The members of the Committee on Special Education (CSE) shall include, at least, the child's teacher, as defined by applicable federal regulations; a school psychologist; a representative of the School District who is qualified to provide, administer or supervise special education; a school physician; a parent of a child with a disability who resides in the District, provided that the parent may not be employed by or under contract with the District.

CSE members, and other personnel charged with the education of children with disabilities, shall be appropriately appointed and trained.

The Board of Education will consider prospective members of the CSE and other personnel with regard to their specific educational and personal qualifications, working knowledge of students with disabilities, objectivity and dedication. After discussion of the above qualifications, the Board shall appoint CSE members and other personnel based upon its best judgement.

The Board shall make local, county and state-sponsored training sessions available to present and future CSE members and other appointed personnel. It is the intent of the Board to promote the training of School District officials and personnel regarding the respective roles and responsibilities of the Board of Education, CSE, administrators and other staff members. Personnel will be encouraged to participate in training sessions and to provide in-service workshops so that others can be made more knowledgeable of disabilities, needs and law and regulations in this area.

4. **Operation of Educational Programs for Students with Disabilities**

The special education programs shall be operated in accordance with the regulations of the Commissioner of Education of the State of New York. An Individualized Education Program (IEP) will be developed for each student determined to be eligible for special educational services. Consistent with the Commissioner's Regulations, the IEP shall indicate the special education programs and services to be provided to meet the unique educational needs of the individual student; annual goals consistent with the student's needs and abilities; and, for students first entering special education, instructional objectives and evaluative criteria.

The use of any tape recording device at CSE meetings is permissible as long as the device is unobtrusive and will not distract from the true deliberative process of the committee. The CSE chair shall be informed prior to the meeting that such recordings are being made. The CSE may recommend that a tape recording be made to ensure a reliable, accurate, and complete account of CSE meetings.

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In order to ensure access to services and programs, the CSE will review annually each eligible student's program with regard to:

- a. progress toward a high school diploma,
- b. the extent to which the student can benefit from participation in regular education programs and services (least restrictive environment), and
- c. the extent to which credit towards a high school diploma can be granted through participation in special education programs.

At each annual review of a student's Individual Education Program, the CSE shall consider the appropriateness of modifications, which may include:

- a. testing modifications
- b. equipment modifications
- c. modification of instructional techniques (e.g., use of tape recorders, etc.)

Appropriate modifications to instructional techniques and materials shall be prescribed on the student's Phase I Individual Education Program, to be followed by all personnel providing programs and services to the student.

5. Participation of Students with Disabilities in Extracurricular Programs and Activities

Students with disabilities residing in the District shall have the opportunity to participate in District programs, including extracurricular programs and activities, which are available to all other students enrolled in the public schools of the District.

The following procedures shall be followed to ensure enforcement of this policy:

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POLICY #4321

- a. Each student with a disability will be informed by a teacher, guidance counselor or administrator of the School District of the availability of extracurricular programs and activities and his/her eligibility to participate.
- b. Each student's parent or guardian will be advised of this Board policy at the initial placement meeting and/or annual review by the CSE.
- c. The District will ensure that extracurricular programs and activities are accessible to students with disabilities and will make appropriate individual modifications, including physical facilities, scheduling and transportation arrangements, so that a student will not be excluded because of the presence of a disability.

:FPB

Adopted: 12/1989

Revised: 11/1994

Ref: Education Law §§3602(19); 4402
 20 USC §1232g (FERPA)
 20 USC §§1400 et seq. (IDEA)
 34 CFR 300.12; 300.503
 8 NYCRR Part 200; §§200.1(u); 200.2(c);
 200.5(a)(1)(vi)(a); 200.5(c)(6); 200.6(j)
 Opinion of Office of Special Education &
 Rehabilitative Services, 18 IDELR 527 (1991)
 Matter of Handicapped Child, 32 EDR 306 (1992)
 Matter of Handicapped Child, 31 EDR 488 (1992)
 Matter of Handicapped Child, 31 EDR 17 (1991)
 Matter of Handicapped Child, 30 EDR 286 (1991)
 Matter of Handicapped Child, 30 EDR 178 (1990)

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Matter of a Child With a Handicapping Condition,
30 EDR 129 (1990)

Matter of a Child with a Handicapping Condition,
26 R 439 (1987)

Matter of Child Suspected of Having a Handicapped
Condition, 23 EDR 140 (1983)

Matter of Three Handicapped Children,
21 EDR 353 (1981)

Matter of Board of Education of Sayville UFSD,
18 EDR 608 (1979) 5500, Student Records

ROSLYN PUBLIC SCHOOLS
Roslyn, New York

POLICY #4321.2

PRESCHOOL SPECIAL EDUCATION

The Board of Education recognizes the value of special education and its responsibility in ensuring that all resident preschool children with handicapping conditions have the opportunity to participate in special programs and services from which they may benefit. Prior to July 1, 1991, the Board must ensure such opportunity only to the extent that an approved preschool program is available within a reasonable distance from the child care location. The Board authorizes the Superintendent of Schools to establish administrative practices and procedures to carry out this responsibility. Such administrative practices and procedures shall include:

1. locating and identifying all preschool children with handicapping conditions who reside in the District and are eligible to attend a preschool program in accordance with the relevant provisions of the Education Law during the next year. The register of children eligible to attend a preschool program is to be maintained and revised annually by the Committee on Preschool Special Education (CPSE);
2. ensuring that the parents of preschool age children with handicapping conditions have received and understand the request for consent for evaluation of their child;
3. developing an individualized education program (IEP) for each preschool age child with a handicapping condition;
4. appointing and training appropriately qualified personnel including the members of a CPSE;

POLICY #4321.2

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5. maintaining lists of State Education Department approved preschool programs within the county and adjoining counties in which the District is located; and
6. reporting to the State Education Department the number of children with handicapping conditions that are being served, as well as those not served.

The Board of Education hereby establishes the CPSE as required under the Education Law. Its responsibilities will include the evaluation and recommendation for placement in appropriate approved programs and the provision of appropriate special education programs and services for each preschool child with a handicapping condition. The CPSE shall review, at least annually, the status of each preschool child with a handicapping condition.

It is ultimately the responsibility of the Board to determine the appropriate approved preschool program and services for the District children. Should the Board's determination differ from parent or guardian preference or the CPSE recommendations, it must set forth its reasons for reaching a different conclusion. Placement may be appealed by a parent or guardian to an impartial hearing officer, appointed by the Superintendent.

The Board directs the Superintendent to ensure that the District considers that adequate and appropriate space is made available for such programs and services.

[For those districts receiving state aid for preschool children with handicapping conditions pursuant to section 4410 of the Education Law:]

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POLICY #4321.2

The Board also directs the Superintendent to develop and maintain a two-year plan which incorporates information concerning the provision of services for preschool children with handicapping conditions, pursuant to the regulations of the Commissioner of Education.

:FPB

Adopted: 12/1989

Revised: 9/1990

Ref: Education Law §4410

Public Law §99-457

8 NYCRR §§200.1; 200.2; 200.3; 200.7; 200.8;
216-217

ROSLYN PUBLIC SCHOOLS
Roslyn, New York

POLICY #4322

LEAST RESTRICTIVE ENVIRONMENT

The Board of Education of the Roslyn Union Free School District recognizes the need to provide the least restrictive environment for students with disabilities.

Least restrictive environment means that placement of students with disabilities in special classes, separate schools or other removal from the regular educational environment occurs only when the nature or severity of the disability is such that even with use of supplementary aids and services, education in regular classes cannot be satisfactorily achieved. The placement of an individual student with a disability in the least restrictive environment shall:

- a. Provide the special education and related services, as well as supplementary aids and services, needed by the student;
- b. Provide for education of the student to the maximum extent appropriate to the needs of the student with other students who do not have disabilities, and;
- c. Be as close as possible to the student's home.

The District has an obligation, pursuant to law, and regulation, to educate students with disabilities in the least restrictive environment. The School District shall ensure that:

- a. Each student with a disability shall be educated with nondisabled students to the maximum extent appropriate;

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- b. Each student with a disability shall be removed from the regular educational environment only when the nature or severity of the student's disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily; and
- c. To the maximum extent appropriate to the student's needs, each student with a disability shall participate with nondisabled students in nonacademic and extracurricular services and activities.

The District shall ensure that a continuum of alternative placements, in accordance with law and/or regulation, will be available to meet the needs of students with disabilities for special education and related services. To enable students with disabilities to be educated with nondisabled students to the maximum extent appropriate, specially designed instruction and supplementary services may be provided in the regular class. Such services may include, but are not limited to, consultant teacher services and other group or individual supplemental or direct special education instruction.

:FPB

Adopted: 9/2000

Ref: 20 United States Code (U.S.C.) Sections 1400-1485,
 Individuals with disabilities Education Act (IDEA)
 34 Code of Federal Regulations (C.F.R.) Part 300
 State Law- Education Law Sections 4401-441 O-a
 8 New York Code of Rules and Regulations (NYCRR)
 Sections 100.5, 100.9, 200.1 (cc), 200.2(b), 200.4
 and 200.6

ROSLYN PUBLIC SCHOOLS
Roslyn, New York

POLICY #4323

DECLASSIFICATION OF STUDENTS WITH DISABILITIES

The Board of Education of the Roslyn Union Free School District shall establish and implement a plan for the appropriate declassification of students with disabilities which must include:

- a. The regular consideration for declassifying students when appropriate;
- b. A reevaluation of the student prior to declassification; and
- c. The provision of educational and support services to the student upon declassification .

Eligibility Determinations

The School District must evaluate a student with a disability prior to determining that a student is no longer a student with a disability and the District shall provide a copy of the evaluation report and the documentation of eligibility to the student's parent. The District is not required to conduct a reevaluation of a student before the termination of a student's eligibility due to graduation with a local high school or Regents diploma or exceeding the age eligibility for a free appropriate public education. However, prior to the student's graduation from high school with a local or Regents diploma or before he or she receives an Individualized Education Program (IEP) diploma. The results of any reevaluations must be addressed by the Committee on Special Education (CSE) in a meeting to review and, as appropriate, revise the student's IEP.

Prior to the reevaluation, the School District shall obtain informed parental consent unless otherwise authorized pursuant to law and/or regulation. Parental consent need

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not be obtained if the District can demonstrate that it has taken reasonable measures to obtain that consent, and the student's parents fail to respond. The District must have a record of its attempts to obtain parental consent. Should the student's parents refuse consent for the reevaluation, the District may continue to pursue the reevaluation by using mediation and/or due process procedures.

The District shall take whatever action is necessary to ensure that the parent understands the proceedings at the meeting of the CSE, including arranging for an interpreter for parents with deafness or whose native language is other than English.

Individual Evaluation

As part of any reevaluation, a group that includes the CSE and other qualified professionals, as appropriate, shall review existing evaluation data on the student including evaluations and information provided by the parents of the student, current classroom-based assessments and observations, and observations by teachers and related services providers.

On the basis of that review, the input from the student's parents, the CSE and other qualified professionals, as appropriate, shall identify what additional data, if any, are needed to determine:

- a. In the case of a reevaluation of a student, whether the student continues to have such a disability;
- b. The present levels of performance and educational needs of the student;
- c. In the case of a reevaluation of a student, whether the student continues to need special education; and

- d. Whether any additions or modifications to the special education services are needed to enable the student to meet the measurable annual goal set out in the Individualized Education Program (IEP) of the student and to participate, as appropriate, in the general curriculum.

If additional data are not needed, the District must notify the parents of that determination and the reasons for it and of the right of the parents to request an assessment to determine whether, for purposes of services provided in accordance with law and Commissioner's Regulations, the student continues to be a student with a disability. The District is not required to conduct the assessment unless requested to do so by the student's parents.

The CSE shall arrange for an appropriate reevaluation of each student with a disability at least every three (3) years by a multidisciplinary team or group of persons, including at least one teacher or other specialist with knowledge in the area of the student's disability. The reevaluation shall be sufficient to determine the student's individual needs, educational progress and achievement, the student's ability to participate in instructional programs in regular education and the student's continuing eligibility for special education. The results of any reevaluations must be addressed by the CSE in reviewing and, as appropriate, revising the student's IEP.

Recommendation for Declassification

If the student has been receiving special education services, but it is determined by the CSE that the student no longer needs special education services and can be placed in a regular educational program on a full-time basis, the recommendation shall:

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- a. Identify the declassification support services, if any, to be provided to the student; and/or the student's teachers; and
- b. Indicate the projected date of initiation of such services, the frequency of provision of such services, and the duration of these services, provided that such services shall not continue for more than one year after the student enters the full-time regular education program.

Declassification Support Services

When appropriate, the District shall provide declassification support services to students who have moved from special education to a full-time regular educational program in accordance with the recommendation of the CSE.

Declassification support services means those services provided by persons appropriately certified pursuant to Part 80 of commissioner's Regulations, or holding a valid teaching license in the appropriate area of service, to a student or the student's teacher to aid in the student's move from special education to full-time regular education, including:

- a. For the student, psychological services, social work services, speech and language improvement services, noncareer counseling, and other appropriate support services; and
- b. For the student's teacher, the assistance of a teacher aide or a teaching assistant, and consultation with appropriate personnel.

Procedural Safeguards Notice

The District shall use the procedural safeguards notice prescribed by the Commissioner of Education. The District will further ensure that the procedural safeguards notice is

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POLICY #4323

provided in the native language of the parent or other mode of communication used by the parent, unless it is clearly not feasible to do so. If the native language or other mode of communication of the parent is not a written language, the District shall take steps to ensure that the notice is translated orally or by other means to the parent in his or her native language or other mode of communication; that the parent understands the content of the notice; and that there is written evidence that all due process procedures, pursuant to law and/or regulation, have been met.

:FPB

Adopted: 9/2000

Ref: 20 United States Code (U.S.C.) Sections 1400-1485,
 Individuals with Disabilities Education Act (IDEA)
 34 Code of Federal Regulations (C.F.R.) Part 300
 State Law -Education Law Sections 4401-441 O-a
 8 New York Code of Rules and Regulations
 (NYCRR) Sections 100.1 (q), 100.2(u), 200.2(b)(8),
 200.4(b)(4) and (5), 200.4(c)(3), 200.4(d)(1), and
 200.5

POLICY 4321.1

ALLOCATION OF SPACE FOR SPECIAL EDUCATION PROGRAMS AND SERVICES

REVIEW REVISED POLICY

Policies being Replaced	Policy 4321.1 Allocation of Space for Special Education Programs and Students
Reason for Revision	Update policy statement to comply with current law

-DRAFT REVISED POLICY-**ROSLYN UNION FREE SCHOOL DISTRICT****ALLOCATION OF SPACE FOR SPECIAL EDUCATION
PROGRAMS AND SERVICES****Policy 4321.1**

The Board of Education recognizes its responsibility to ensure that appropriate space is available for:

1. Special programs and services provided to meet the needs of students and preschool students with disabilities both within its own facilities, and in programs provided by the board of cooperative educational services (BOCES) and attended by School District residents; and
2. Serving students with disabilities in settings with non-disabled peers, as well.

The School District will address such space allocation needs as part of its annual budget cycle, during the annual or any more frequent re-evaluation of its long-range educational facilities plan, and as part of the biannual plan it must submit to the commissioner of education regarding the provision of services to students and preschool students with disabilities.

Through the Superintendent of Schools or his/her designee, the School District also will share with the BOCES District Superintendent information relevant for the BOCES to determine its own facility space needs for serving the School District's resident students and preschool students with disabilities.

As part of the process for ensuring the allocation of appropriate space for special education programs and services and serving students with disabilities in settings with non-disabled peers, the Superintendent of Schools or his/her designee, in consultation with appropriate school personnel will, at a minimum:

1. Periodically gather information regarding the number of students and preschool students with disabilities presently participating and anticipated to continue to participate in the School District's special education programs and services, the type of programming they presently receive and may receive in the future, as well as the setting in which those services are and/or will be provided.
2. Review the results of the School District's latest census, and other School District child find efforts, including child find activities conducted with respect to parentally-placed nonpublic school students with disabilities.
3. Anticipate any projected increase in the number of students and preschool students with disabilities the School District will be responsible for providing special education programs and services to, the anticipated type of services they will be receiving and the settings in which those services will be provided.

-DRAFT REVISED POLICY-

ROSLYN UNION FREE SCHOOL DISTRICT

**ALLOCATION OF SPACE FOR SPECIAL EDUCATION
PROGRAMS AND SERVICES**

Policy 4321.1

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4. Based on the above information, review current space capacity, and identify any additional space requirements to meet both current and future needs.
 5. Submit a report to the Board of Education regarding the results of the above review process, along with necessary recommendations for additional space allocations.

Cross-ref: Policy 4321, Programs and Services for Students with Disabilities *et. seq.*

Ref: Individuals with Disabilities Education Act, 20 USC §§1400 et seq.
8 NYCRR §§155.1(a); 200.2(c)(iv),(v); 200.2(g)

Adoption date:

POLICY 4321.2

CONFIDENTIALITY AND ACCESS TO IEP'S AND IESP'S

REVIEW REVISED POLICY

Policies being Replaced	Policy 4324 Access to Individualized Education Programs Regulation 4324R Exhibit 4324-E
Reason for Revision	Update policy statement

-DRAFT REVISED POLICY-**ROSLYN UNION FREE SCHOOL DISTRICT****CONFIDENTIALITY AND ACCESS TO
INDIVIDUALIZED EDUCATION PROGRAMS AND
INDIVIDUALIZED EDUCATION SERVICES PROGRAMS****Policy 4321.2**

The Board of Education recognizes the importance of maintaining the confidentiality of personally identifiable data pertaining to a student with a disability. Personally identifiable data will not be disclosed by any School District employee or member of a CSE/CPSE to any person (other than the parent of such student), organization or agency unless the parent or guardian of the child provides written consent; there is a valid court order for such information; or disclosure is permitted by law.

The Board of Education, while acknowledging the confidentiality requirement, believes that in order for each student with disabilities to receive the full benefit of his/her Individualized Education Program (IEP) and Individualized Education Services Program (IESP), individuals responsible for implementing the program or plan must, prior to the implementation, fully understand the scope of their responsibility and the specific accommodations, modifications and supports to be provided.

I. IEP or IESP Copies

At a CSE, CSE Subcommittee or CPSE meeting for each student, a determination will be made as to which general education teachers, special education teachers, related service providers and other service providers have responsibility to implement the recommendations on the student's IEP or IESP. "Other service provider" means a representative of another public school district, charter school, BOCES program, child care institution school, Special Act school district, State-supported school, approved private in-state or out-of-state school and an approved preschool provider where the student receives or will receive IEP or IESP services.

In order to more effectively carry out the School District's responsibility to provide a free appropriate education to all eligible students with disabilities, it is the policy of the Board of Education to provide regular and special education teachers, related service providers and other service providers with a copy of a student's Individualized Education Program ("IEP"), in accordance with the requirements of subdivision 7 of section 4402 of the New York State Education Law.

The CSE, CSE Subcommittee and CPSE Chairpersons will provide a paper or electronic copy of each student's IEP or IESP to each regular education teacher, special education teacher, related service provider and/or other service provider who is responsible for implementation of the program or plan. These individuals responsible for implementing an IEP or IESP shall, in turn, provide all paraprofessionals (teacher aides and teacher assistants) and other providers responsible for assisting in implementation with the opportunity to review their copy of the IEP or IESP prior to program implementation, as well as have ongoing access to such copy. If a student's IEP or IESP is revised during the school year, the School District will provide electronic access or copies of the IEP or IESP to teachers and service providers consistent with law, regulations and this policy.

-DRAFT REVISED POLICY-**ROSLYN UNION FREE SCHOOL DISTRICT****CONFIDENTIALITY AND ACCESS TO
INDIVIDUALIZED EDUCATION PROGRAMS AND
INDIVIDUALIZED EDUCATION SERVICES PROGRAMS****Policy 4321.2**

The employee charged with the duty to inform each teacher, related service provider, assistant and support staff person of his or her responsibilities relating to the IEP shall also inform those individuals of the obligation to maintain the confidentiality of the IEP.

II. Notification of Responsibilities

In addition to disseminating copies of a student's IEP or IESP, CSE, CSE Subcommittee and CPSE Chairpersons must designate one or more professional employees of the School District with knowledge of the student's disability and program to inform each regular education teacher, special education teacher, related service provider, other service provider, paraprofessional, and other provider and support staff person of his or her responsibility to provide specific accommodations, program modifications, supports and/or services for the student in accordance with the IEP or IESP. In selecting the professional staff person(s), the chairperson could select him/herself for this responsibility, another administrator, or a teacher, related service provider or other professional, as appropriate.

III. Confidentiality

The Director of Pupil Personnel and Special Education will provide a statement explaining that the IEP is a confidential document, and that any copy of a student's IEP provided pursuant to this policy shall remain confidential and shall not be re-disclosed to any other person in compliance with federal and state laws and regulations, including the Individuals with Disabilities in Education Act (IDEA) and the Family Educational Rights and Privacy Act (FERPA).

All copies of a student's IEP or IESP provided or made accessible under this policy must remain confidential, and shall not be redisclosed to any other person, except in accordance with the Individuals with Disabilities Education Act (IDEA) and the Family Educational Rights and Privacy Act (FERPA). For purposes of confidentiality, the CSE and CPSE Chairpersons shall include with each IEP or IESP copy provided or made accessible under this policy, a copy of the Board's policy on student records (Policy 5500). All IEP or IESP copies must remain in a secure location on school grounds at all times. If IEP copies are transmitted and/or provided electronically, security systems (e.g., password protect a file or folder) must be implemented to prevent unauthorized internal and external access to the student's IEP or IESP.

IV. Documentation

The designated professional employee(s) defined in section II above shall obtain the signature of each person covered by this policy, indicating that he or she:

-DRAFT REVISED POLICY-**ROSLYN UNION FREE SCHOOL DISTRICT****CONFIDENTIALITY AND ACCESS TO
INDIVIDUALIZED EDUCATION PROGRAMS AND
INDIVIDUALIZED EDUCATION SERVICES PROGRAMS****Policy 4321.2**

-
1. has received either a copy of the student's IEP or IESP or the opportunity to review the IEP or IESP prior to its implementation, as required under state law and regulation;
 2. has been informed of their responsibilities for implementation;
 3. has knowledge of where the IEP or IESP is to be maintained; and
 4. has an understanding of the confidentiality requirements.

The Director of Pupil Personnel and Special Education shall maintain these signatures in the student's education file.

At the end of the school year, or whenever the IEP has been revised, the CSE and CPSE Chairperson shall collect all IEP copies provided under this policy and destroy them.

Cross-ref: 4321, Programs for Students with Disabilities Under IDEA and Article 89

Ref: Individuals with Disabilities Education Act (IDEA), 20 USC §§1400 et seq.
Family Educational Rights and Privacy Act (FERPA), 20 USC §1232g; 34 CFR Part 99
Education Law §4402
8 NYCRR §§200.2(b)(11); 200.4(e)(3); 200.16(e)(6)

Adoption date:

EXISTING POLICY

ROSLYN PUBLIC SCHOOLS
Roslyn, New York

POLICY #4324

ACCESS TO INDIVIDUALIZED EDUCATION PROGRAMS

The District is committed to ensuring that appropriate information is disseminated to pertinent District personnel, while maintaining the confidentiality protections afforded to students with disabilities under Federal and State law.

It is the policy of the District that each regular education teacher, special education teacher, related service provider and other service provider who is responsible for the implementation of the IEP, shall be given a copy of a student's IEP prior to the implementation of such program.

The Chairperson of the District's Committee on Special Education ("CSE") shall designate a professional employee of the school district with knowledge of the student's disability and education program to, prior to the implementation of the IEP, inform each teacher, assistant support staff person, and other provider, of his/her responsibilities relating to the implementation of the IEP and the specific accommodations, modifications, and supports that must be provided for the student in accordance with the IEP.

COPIES OF A STUDENT'S IEP PROVIDED PURSUANT TO THIS POLICY AND/OR ANY REGULATIONS PROMULGATED THEREUNDER, SHALL REMAIN CONFIDENTIAL AND SHALL NOT BE DISCLOSED TO ANY OTHER PERSON, EXCEPT IN COMPLIANCE WITH FEDERAL AND STATE LAW AND REGULATIONS INCLUDING, BUT NOT LIMITED TO, THE INDIVIDUALS WITH DISABILITIES EDUCATION ACT ("IDEA") AND THE FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT ("FERPA").

POLICY #4324

Page 2

DISTRICT EMPLOYEES WHO VIOLATE THIS
CONFIDENTIALITY REQUIREMENT MAY BE SUBJECT TO
DISCIPLINARY ACTION.

The Superintendent or his/her designee shall establish
regulations to promulgate this policy.

:FPB

Adopted: 1/2003

Ref.: Individuals With Disabilities Education Act ("IDEA"),
20 U.S.C. §§ 1400-1487
Family Educational Rights and Privacy Act ("FERPA"),
20 U.S.C. § 1232g
Chapter 408 of the Laws of 2002, State of New
York
8 N.Y.C.R.R. 2002.2 and 200.4

ROSLYN PUBLIC SCHOOLS
Roslyn, New York

REGULATION #4324-R

ACCESS TO INDIVIDUAL EDUCATION PROGRAMS

In order to promulgate the District's policy regarding Access to Individualized Education Programs ("IEP"), the District shall ensure that a copy of a child's IEP is given to that child's regular education teachers, special education teachers, related service providers, and other service providers who are responsible for its implementation. In addition, each regular education teacher, special education teacher, assistant, support staff person and other provider who is responsible for the IEP's implementation, shall be informed of his/her specific responsibilities relating to the implementation of the child's IEP and the specific accommodations, modifications, and supports that must be provided for the child in accordance with the IEP.

In this regard, pursuant to Chapter 408 of the Laws of 2002 of the State of New York, the chairperson to the District's Committee on Special Education ("CSE") has designated the following as the procedure for the dissemination of the aforementioned information:

1. At the commencement of the school year, the Office of Pupil Personnel Services shall provide the principal of each building with a confidential list of the students in that building who are classified as students with a disability. The list shall indicate the student's name, classification, and any testing modifications the child is entitled to receive pursuant to his/her IEP, and the name of the special education teacher, psychologist, or other designated individual, who shall inform the appropriate providers of their responsibilities.

REGULATION #4324-R

Page 2

2. The principal shall ensure that each regular education teacher, special education teacher, related service provider, and other service provider be provided with a folder containing copies of IEPs for each student that the employee will be working with. As new entrants arrive and/or modifications are made to a child's IEP, the Office of Pupil Personnel Services will provide the building principal with the updated information to be given to the appropriate individual(s). Each building principal shall designate a secure location in which these folders will be maintained.
3. In addition, if a child is receiving services from a special education teacher, that teacher shall meet with each teacher, assistant, support staff person and other providers who are responsible for implementing the child's IEP and shall, prior to the implementation of the IEP and prior to any subsequent pertinent changes to the IEP, review with each of these individuals their specific responsibilities related to implementing the child's IEP and the specific accommodations, modifications and supports that must be provided for the student in accordance with the IEP. The special service provider shall also inform the building principal that he/she has completed this task.
4. If the child is not receiving services from a special education teacher, the service provider shall meet with each teacher, assistant, support staff person and other providers who are responsible for implementing the child's IEP and shall, prior to the implementation of the IEP and prior to any subsequent pertinent changes to the IEP, review with each of these individuals their

specific responsibilities related to implementing the child's IEP and the specific accommodations, modifications and supports that must be provided for the student in accordance with the IEP. The special service provider shall also inform the building principal that he/she has completed this task.

5. Where appropriate, and in limited circumstances, the CSE Chairperson may designate any individual who has knowledge of the student's disability and educational program, other than the special education teacher or the related service provider, to meet with each teacher, assistant, support staff person and other providers who are responsible for implementing the child's IEP and shall, prior to the implementation of the IEP and prior to any subsequent pertinent changes to the IEP, review with each of these individuals their specific responsibilities related to implementing the child's IEP and the specific accommodations, modifications and supports that must be provided for the student in accordance with the IEP. The designated individual shall also inform the building principal that he/she has completed this task.
6. At the conclusion of the school year, each employee who has received a folder pursuant to this regulation, shall be required to hand in his/her folder to the building principal or his/her designee. The IEPs will then be destroyed. If a District employee is involved in providing extended year services to a particular student, accommodations will be made for the employee to retain the IEP during the summer. All IEPs of students not receiving summer services will be destroyed.

REGULATION #4324-R

Page 4

7. Each building principal shall ensure that the elements of this regulation are met with respect to each of the special education students in his/her building.
8. The Director for Pupil Personnel Services, shall monitor compliance with this regulation.

ANY COPY OF A STUDENT'S IEP PROVIDED PURSUANT TO THE DISTRICT'S POLICY AND/OR REGULATION REGARDING THE DISSEMINATION OF IEPs, SHALL REMAIN CONFIDENTIAL AND SHALL NOT BE DISCLOSED TO ANY OTHER PERSON, EXCEPT IN LIMITED CIRCUMSTANCES PROVIDED FOR UNDER FEDERAL AND STATE LAW AND REGULATIONS INCLUDING BUT NOT LIMITED TO THE INDIVIDUALS WITH DISABILITIES IN EDUCATION ACT ("IDEA") AND THE FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT ("FERPA").

:FPB

Adopted: 1/2003

ROSLYN PUBLIC SCHOOLS
Roslyn, New York

EXHIBIT #4324-E

Memorandum

Date: _____

To: [Name and Title of Employee]
From: Building Principal
Re: Individualized Education Programs

Enclosed is a folder which contains copies of Individualized Education Programs ("IEP") for all students with whom you are or will be working. Please review these IEPs regarding your specific responsibilities relating to its implementation, and the specific accommodations, modifications and supports that must be provided. As new entrants arrive and/or modifications are made to a child's IEP, you will be provided with updated information for insertion into your folder.

THE INFORMATION CONTAINED IN THESE IEPs IS CONFIDENTIAL AND CANNOT BE DISCLOSED TO ANY OTHER PERSON, EXCEPT IN LIMITED CIRCUMSTANCES PROVIDED FOR UNDER FEDERAL AND STATE LAW AND REGULATIONS. DISTRICT EMPLOYEES WHO VIOLATE THIS CONFIDENTIALITY REQUIREMENT MAY BE SUBJECT TO DISCIPLINARY ACTION.

You are responsible for ensuring the security of the information contained in this folder. If a secure storage area is not available to you, please contact me. You are also responsible for returning this folder to me at the end of the SCHOOL year, when you return your keys and other year-end materials.

EXHIBIT #4324-E

Page 2

Thank you for your assistance.

* * * * *

Pursuant to Policy #4324, I have reviewed all of the IEPs provided to me and understand the confidentiality of these documents.

Employee Signature: _____
Print Name: _____
Date: _____

NOTE: PLEASE RETURN A SIGNED COPY OF THIS
LETTER TO MY OFFICE

:FPB

Adopted: 1/2003

POLICY 4321.3

AVAILABILITY OF ALTERNATIVE FORMAT INSTRUCTIONAL MATERIALS FOR STUDENTS WITH DISABILITIES

REVIEW NEW POLICY

Policies being Replaced	NONE
Reason for Revision	Adopt policy statement as required by law

ROSLYN UNION FREE SCHOOL DISTRICT

AVAILABILITY OF ALTERNATIVE FORMAT INSTRUCTIONAL MATERIALS FOR STUDENTS WITH DISABILITIES

Policy 4321.3

The Board of Education recognizes its responsibility to ensure that all the instructional materials used in the District's schools are made available in a usable alternative format for students with disabilities in accordance with their individual educational needs and course selection at the same time as those materials are available to non-disabled students. In accordance with applicable law and regulations, any such alternative format procured by the School District will meet the National Instructional Materials Accessibility Standard.

For purposes of this policy, alternative format will mean any medium or format for the presentation of instructional materials, other than a traditional print textbook, that is needed as an accommodation for a student with a disability enrolled in the School District, including but not limited to Braille, large print, open and closed captioned, audio, or an electronic file. An electronic file must be compatible with at least one alternative format conversion software program that is appropriate to meet the needs of the individual student.

The Superintendent of Schools or his/her designee will develop a plan to ensure the availability of alternative format materials in accordance with the timeliness requirements of this policy. Such a plan will provide for:

1. Preference to vendors who agree to provide instructional materials in alternative formats, and to reflect this requirement in the bidding specifications used for the procurement of instructional materials. The same preference will be given to vendors of instructional materials ordered for the school library.
2. Consultation with appropriate school personnel regarding how students will access electronic files. The School District's technology staff will be notified of any need to convert electronic files into an accessible format such as Braille, large print, audio, or alternative display.
3. The availability of hardware and/or software a student with disabilities in need of alternative format materials might require to access the instructional material.
4. The yearly review of the School District's ordering timelines for the purchase of instructional materials to ensure sufficient lead time for obtaining needed alternative format materials.
5. Notification to appropriate school personnel by the CSE, CSE subcommittee, CPSE and Section 504 Committee Chairperson whenever it is determined that a student needs instructional materials in alternative format. Such notice also will identify the particular alternative format needed, and any assistive technology devices or services the student might need to access the alternative format materials.
6. Notification by classroom teachers of the books they will be using in class and any list of required readings with sufficient lead time in anticipation of the School District's timelines for the purchase of instructional materials.
7. Consultation with the school librarian to make sure that specific library resources required by a student in need of alternative format materials to participate and progress in his or her selected courses are made available to the student in an accessible format.

ROSLYN UNION FREE SCHOOL DISTRICT

AVAILABILITY OF ALTERNATIVE FORMAT INSTRUCTIONAL MATERIALS FOR STUDENTS WITH DISABILITIES

Policy 4321.3

8. Timely request of state assessments in alternative format.
9. As soon as the School District is made aware that a student with a disability in need of materials in an alternative format will be moving into the School District during the school year, the School District shall initiate the procedures to obtain such materials.

Cross-ref:

Ref: Individuals with Disabilities Education Act (IDEA), 20 USC §§1474(e)(3)(B)
Education Law § 1709(4-a); 3602(10)(b)
8 NYCRR §§200.2(b)(10)

Adoption date:

POLICY 4321.4

DISTRICT-WIDE AND STATE-WIDE ASSESSMENTS OF STUDENTS WITH DISABILITIES OR 504 ACCOMMODATION PLANS

REVIEW NEW POLICY

Policies being Replaced	NONE
Reason for Revision	Adopt policy statement as required by law

-DRAFT REVISED POLICY-**ROSLYN UNION FREE SCHOOL DISTRICT****DISTRICT-WIDE AND STATE-WIDE ASSESSMENTS
OF STUDENTS WITH DISABILITIES OR 504
ACCOMMODATION PLANS****Policy 4321.4**

The Board of Education recognizes the importance of offering access and appropriate testing accommodations to eligible students so that they can participate in assessment programs on an equal basis with their nondisabled peers. Two elements that contribute to an effective assessment program are proper use of accommodations and use of universal design principles in developing and administering tests.

Testing Accommodations

Testing accommodations provide an opportunity for students with disabilities to:

- Participate in the instructional and assessment program;
- Demonstrate their strengths, knowledge and skills without being restricted by their disability; and
- Provide an accurate measure of the standards being assessed so that appropriate instruction and services can be provided.

Testing accommodations are changes made in the administration of the test in order to remove obstacles to the test-taking process that are presented by the disability without changing the constructs being tested. Testing accommodations include, but are not limited to: flexibility in scheduling/timing; flexibility in the setting for the administration of the test; changes in the method of presentation and changes in the method of response. Testing accommodations are neither intended nor permitted to: alter the construct being measured or invalidate the results, provide an unfair advantage for students with disabilities over students taking the test under standard conditions or substitute for knowledge or abilities that the student has not attained.

The Committee on Special Education, the Subcommittee on Special Education or the Committee on Preschool Special Education is responsible for recommending the appropriate test accommodations and including those recommendations on the student's Individualized Education Program (IEP) or Individualized Education Services Program (IESP). The 504 multidisciplinary committee will include the appropriate test accommodations as part the 504 plan. If it is determined that a student should participate in alternative assessments instead of the standard statewide or District-wide tests, the CSE must indicate the reasons for doing so on the IEP or IESP.

The recommendations will be reviewed annually by the CSE, CSE subcommittee, CPSE or 504 team. The Board of Education acknowledges the importance of integrating the assessment program with the instructional program and, to that end, encourages effective communication among School District staff so that implementation is consistent and fair. The goal is to provide effective assessments that allow students to benefit from their educational program.

-DRAFT REVISED POLICY-**ROSLYN UNION FREE SCHOOL DISTRICT****DISTRICT-WIDE AND STATE-WIDE ASSESSMENTS
OF STUDENTS WITH DISABILITIES OR 504
ACCOMMODATION PLANS****Policy 4321.4**

In some situations, a building principal may authorize the use of testing accommodations in accordance with this policy. Those instances are limited to cases where a regular education student incurs a disability, such as, but not limited to, a broken arm, without sufficient time for the CSE, CPSE and/or Section 504 Committee to make a recommendation prior to a test. They do not include cases where the student is already being evaluated to determine his or her eligibility for status as a student with a disability. In exercising this authority, the building principal will rely on his or her professional judgment. He or she also may confer with CSE, CPSE and/or Section 504 Committee members.

Universal Design Principles in District-wide Assessments

The Board of Education recognizes the benefits of using the principles of universal design to further the goal of providing equal access to District-wide assessments and to provide the most accurate measure of the performance of all students. The Board of Education directs the Superintendent of Schools, in consultation with appropriate school staff, to examine how universal design principles can be incorporated into the School District's assessment program, and to facilitate its use to the extent feasible. Any steps taken in this regard will be consistent with this policy and applicable State Education Department policy and/or guidance on the use of universal design principles.

At a minimum, the Superintendent of Schools or his/her designee will explore how School District assessments can be:

1. Made more usable by students with diverse abilities.
2. Designed to better accommodate a wide range of individual preferences and abilities.
3. Made more understandable.
4. Made to communicate necessary information to students more effectively.
5. Designed to minimize adverse consequences of accidental or unintended actions.
6. Used more efficiently and comfortably and with a minimum of student fatigue.

Cross-ref: Policy 4321, Programs with Disabilities *et. seq.*

Ref: Individuals with Disabilities Education Act (IDEA), 20 USC §§1401(35); 1412(a)(16)(E);
34 CFR §§ 300.44
Assistive Technology Act, 29 USC 3002(19)
8 NYCRR §§200.1(jjj); 200.2(b)(13,14); 200.4(d)(2)(vi)
§ 504 of the Rehabilitation Act of 1973

Adoption date:

POLICY 4321.5

IMPARTIAL HEARING OFFICER APPOINTMENT AND COMPENSATION

REVIEW NEW POLICY

Policies being Replaced	NONE
Reason for Revision	Adopt policy statement concerning the appointment and compensation of impartial hearing officers

-DRAFT REVISED POLICY-**ROSLYN UNION FREE SCHOOL DISTRICT****IMPARTIAL HEARING OFFICER
APPOINTMENT AND COMPENSATION****Policy 4321.5**

The Board of Education will appoint impartial hearing officers (IHO), as needed, to hear complaints regarding the identification, evaluation, or placement of students with disabilities, or the provision of a free appropriate public education to such a student in accordance with the rotational selection process and other applicable procedures described in Commissioner's regulations.

Appointment of IHO's

The updated list of certified IHOs for Nassau County promulgated by the New York State Education Department will be used in connection with requests for impartial hearings. The list shall include the names of those certified IHOs whose names appear on the state list and who have indicated to the School District their interest in serving as an IHO in the School District.

The Director of Pupil Personnel and Special Education or his/her designee, under the direction of the Board of Education, shall be responsible for contacting the IHOs. Upon receipt of a request for an impartial hearing, the Director of Pupil Personnel and Special Education or his/her designee shall initiate the rotational selection process by contacting the IHO whose name appears after the IHO who last served, no later than two (2) days after the receipt by the District of a hearing request. The Director of Pupil Personnel and Special Education or his/her designee will canvass the list in alphabetical order as prescribed by the Regulations of the Commissioner of Education until an appointment is accepted.

Should an IHO decline appointment or fails to respond or is unreachable within twenty- four (24) hours after documented, independently verifiable reasonable efforts, the Director of Pupil Personnel and Special Education or his/her designee will then proceed through the list to determine availability of the next successive IHO.

The Board of Education by resolution, or Board President by letter (or Vice President in his/her absence or inability) will appoint an IHO immediately after the IHO selected from the rotational list indicates he or she is available.

An IHO on the School District's rotational list may not accept appointment unless he or she is available to:

1. Make a determination on the sufficiency of the due process complaint that will be heard at the hearing within five (5) days of receiving such a request; and
2. Initiate the hearing within the first fourteen (14) days after either:
 - The School District appoints the hearing officer; or
 - The date on which he or she receives written notice that the parents and the School District waived their right to hold a resolution meeting to resolve their

-DRAFT REVISED POLICY-**ROSLYN UNION FREE SCHOOL DISTRICT****IMPARTIAL HEARING OFFICER
APPOINTMENT AND COMPENSATION****Policy 4321.5**

differences prior to commencement of the hearing, or met but were unable to reach agreement; or

- The expiration of the thirty (30) day period beginning with the receipt of the due process complaint, whichever occurs first unless the parties agree in writing to continue mediation at the end of the thirty (30) day resolution period, in which case, the hearing or pre-hearing conference shall commence within the first fourteen (14) days after the impartial hearing officer is notified in writing that either party withdrew from mediation.

The Board of Education will rescind the appointment of an IHO and appoint a new one if, the parties to the hearing mutually agree that the IHO is either incapacitated or otherwise unavailable or unwilling to continue the hearing or issue a decision. The appointment of a new IHO in such an instance will be made in accordance with the selection and appointment procedures established by this policy.

Compensation

The School District shall compensate an impartial hearing officer for his or her services in an amount not greater than the maximum rate established for such purpose by the Director of the Division of Budget.

Records relating to the IHO process including, but not limited to, the request for initiation and completion of each impartial hearing will be maintained by the School District and such information will be reported to the New York State Education Department's Office of Special Education as required by Commissioner's regulations.

Cross Ref:

Ref: 8 NYCRR §§200.2(b)(9), (e)(1); 200.5(j); 200.21

Adoption date:

POLICY 4321.6

PUBLIC REPORT ON REVISIONS TO DISTRICT POLICIES, PRACTICES AND PROCEDURES UPON A FINDING OF SIGNIFICANT DISPROPORTIONALITY

REVIEW NEW POLICY

Policies being Replaced	NONE
Reason for Revision	Adopt policy statement as required by law

ROSLYN UNION FREE SCHOOL DISTRICT

PUBLIC REPORT ON REVISIONS TO DISTRICT POLICIES, PRACTICES AND PROCEDURES UPON A FINDING OF SIGNIFICANT DISPROPORTIONALITY

Policy 4321.6

The Board of Education recognizes that, despite the School District's best efforts, there may be times when there might be a disproportionate representation of racial and ethnic groups in its special education programs and services, and/or with respect to the suspension of students with disabilities. To minimize the risk of such an occurrence, the Board of Education has endeavored to adopt policies, practices and procedures for the School District that are consistent with the IDEA and Article 89 of New York's Education Law, and their implementing regulations.

Nonetheless, upon a determination of significant disproportionality either in the suspension, identification, classification and/or placement of the School District's students with disabilities, the Board of Education will review the School District's policies, practices and procedures to determine whether they are fully compliant with the requirements of the IDEA and Article 89, or require revisions. If changes are needed, the Board of Education will take steps to adopt and implement any and all necessary revisions.

The Board of Education will inform the public of any revisions to the School District's policies, practices and procedures undertaken as a result of a finding of significant disproportionality. The Superintendent of Schools will notify school personnel responsible for implementing the revisions.

Cross-ref: Policy 4321 Programs for Students with Disabilities *et seq.*

Ref: Individuals with Disabilities Education Act, 20 USC §§1412(a)(24); 1418(d)
34 CFR §§300.173; 300.646
8 NYCRR §§200.2(b)(15).

Adoption date:

POLICY 4321.7

SPECIAL EDUCATION PERSONNEL

REVIEW NEW POLICY

Policies being Replaced	NONE
Reason for Revision	Adopt policy statement as required by law

-DRAFT REVISED POLICY-**ROSLYN UNION FREE SCHOOL DISTRICT****SPECIAL EDUCATION PERSONNEL****Policy 4321.7**

The Board of Education acknowledges its responsibility to recruit, hire, train and retain highly qualified personnel, as defined in the federal Individuals with Disabilities Education Act (IDEA) and its accompanying regulations and in Article 89 of New York State Education law and its accompanying regulations, to provide special education programs and services. In addition, the Board of Education is committed to appointing appropriately qualified personnel to the Committee (and subcommittee) on Special Education (CSE) and Committee (and subcommittee) on Preschool Special Education (CPSE).

The Board of Education will fulfill its obligation with regard to special education personnel by taking measurable steps including, but not limited to the following:

1. Actively recruit personnel who possess prior experience working with students with disabilities.
2. Solicit resumes from graduates of institutions of higher education that offer programs in special education.
3. Seek candidates for teaching positions who are dually certified, to the extent possible.
4. Facilitate the participation of every member of the professional staff in annual professional performance reviews and professional development plans.
5. Provide appropriate on-going training and professional development to CSE and CPSE members, and other special education program and service providers to provide an opportunity for continuing awareness of their obligations and responsibilities under the law.

The Superintendent of Schools or his/her designee is responsible for documenting that the professional staff is appropriately certified, licensed and trained and that they meet the “highly qualified” standard established in federal and state law. In the event that highly qualified individuals are not available, despite the best efforts of the administration, the Board of Education recognizes its responsibilities to meet the alternative standards established by the State Education Department.

Cross-ref: Policy 4321, Programs for Students with Disabilities *et. seq.*

Ref: Individual with Disabilities Education Act, 20 USC §§ 1412(a)(14), 1413(a)(3)
 34 CFR §§ 300.156, 300.207
 Education Law §4410
 8 NYCRR §§ 200.2(b)(3), (12)

Adoption date:

POLICY 4321.8

SCHOOL-WIDE PRE-REFERRAL APPROACHES AND INTERVENTIONS

REVIEW NEW POLICY

Policies being Replaced	NONE
Reason for Revision	Adopt policy statement as required by law

-DRAFT REVISED POLICY-**ROSLYN UNION FREE SCHOOL DISTRICT****SCHOOL-WIDE PRE-REFERRAL
APPROACHES AND INTERVENTIONS****Policy 4321.8**

The Board of Education recognizes that the provision of academic and behavioral supports and targeted interventions for students who are not making academic progress at expected levels in the general curriculum may improve a student's performance, and help avert the need for referral for possible classification as a student with a disability. Therefore, the School District will implement on a school-wide basis practices appropriate to enable all of the School District's students to succeed in the general education environment.

The Superintendent of Schools or his/her designee will identify and take steps to implement a variety of practices appropriate to comply with this policy. Consistent with applicable law and regulation, those practices may include, for example:

1. Providing early intervention services with funds available under the IDEA, which may be coordinated with similar activities conducted under the Elementary and Secondary Education Act. Such services would be made available to students not currently identified as needing special education and related services, but who need additional support to succeed in a general education setting. This may include professional development that enables teachers and other staff to deliver scientifically based academic instruction and behavioral interventions, such as scientifically based literacy instruction and, where appropriate, instruction on the use of adaptive instructional software. It also may include educational and behavioral evaluations, services and supports.
2. Implementation of a response to intervention (RTI) program that includes the minimum requirements established by commissioner's regulations, and allows teachers and other staff to determine whether a student responds to scientific, research-based instruction or requires interventions beyond those provided to all students in the general education classroom.
3. Implementation of a positive behavioral intervention and support (PBIS) system that reduces school and classroom behavioral problems, and creates and maintains a safe and positive learning environment by promoting positive behavior in all students.

The School District's implementation of any of the above practices will not impede or delay the appropriate evaluation of a student suspected of having a disability, and the student's right to a free appropriate public education.

Cross-ref: Policy 4321, Programs For Students with Disabilities *et. seq.*

Ref: Individuals with Disabilities Education Act, 20 USC §§1413(f); 1414(b)(6)(B)
34 CFR §§300.226; 300.307(a)(2)
8 NYCRR §§100.2(ii); 200.2(b)(7)

Adoption date:

POLICY 6900

DISPOSAL OF DISTRICT PROPERTY

REVISED POLICY

Policies Being Replaced	Policy 6900 Disposal of District Property
Reason for Revision	Update policy to reflect current law and practice

-DRAFT REVISED POLICY-**ROSLYN UNION FREE SCHOOL DISTRICT****DISPOSAL OF DISTRICT PROPERTY****POLICY 6900**

School districts are authorized to dispose of outdated and obsolete property, including textbooks, as well as property which has been badly damaged, or in other ways made unusable. Building administrators and support staff supervisors are responsible for identifying obsolete or surplus equipment and supplies within their area (s) of responsibility. Each year, a determination shall be made of which equipment, supplies and/or materials are obsolete and cannot be salvaged or utilized effectively or economically by the school district, following approval by the Board of Education. Such equipment, supplies, or materials shall be sold through bid procedures, if possible, for the highest possible price.

Once approved by the Board of Education, The Assistant Superintendent for Business and Administration or his/her designee shall be authorized to dispose of obsolete or surplus equipment and supplies having no value in the following manner:

1. Reassign the items, as needed, to other locations within the school district;
2. Centralize the storage of items of potential usefulness; and/or
3. Discard or sell as surplus those items determined to be of no further use or worthless.
- 4.

Outdated and unused School District-owned property may be sold upon recommendation of the Superintendent of Schools or his/her designee and the approval of the Board of Education. However, in the event said property is deemed to have no value, sale of the property will not be required and the Assistant Superintendent for Business and Administration or his/her designee may dispose of the property as set forth in 3 above. Such sales need not be on a bid basis. However, prices received will be commensurate with the item's real value. Proceeds of such sales will be deposited in the appropriate general fund account and will not be considered as belonging to any particular school.

The School District may not sell School District-owned property to any employee, even though said property may be declared surplus, for any reason whatsoever, unless the purchase is the result of the public bid. At a public sale, the general public, as well as staff members who are not Board of Education members, officers, or involved in the purchasing function, shall be eligible to bid on the equipment, supplies and/or materials.

The Board of Education shall obtain the best price possible for goods sold under this policy. All School District records relative to property disposal will be retained in accordance with the State Department of Education retention schedule.

Following approval by the Board of Education, items may be sold in the following manner:

1. Offer to sell the items to local municipalities or local non-profit organizations;
2. Sell items at public sale. In the event of a public sale, notice of availability of such equipment, supplies and materials and requests for bids shall be disseminated through announcements in local newspapers and such other appropriate means. The general

-DRAFT REVISED POLICY-

ROSLYN UNION FREE SCHOOL DISTRICT

DISPOSAL OF DISTRICT PROPERTY

POLICY 6900

public, as well as staff members who are not Board of Education members, officers, or involved in the purchasing function, shall be eligible to bid on the equipment, supplies and/or materials; and

3. Sell remaining items as scrap for best obtainable amount or discard in the safest, least expensive manner.

- 4.

Adopted: 7/2005

Cross-ref: 6600 Fiscal Accounting and Reporting
 6700 Purchasing

Ref: General Municipal Law §§51; 800 et seq.

EXISTING POLICY

Policy #6900

DISPOSAL OF DISTRICT PROPERTY

Building administrators and support staff supervisors are responsible for identifying obsolete or surplus equipment and supplies within their area (s) of responsibility. Each year, a determination shall be made of which equipment, supplies and/or materials are obsolete and cannot be salvaged or utilized effectively or economically by the school district, following approval by the Board of Education. Such equipment, supplies, or materials shall be sold through bid procedures, if possible, for the highest possible price.

The assistant Superintendent for Business and Administration shall be authorized to dispose of obsolete or surplus equipment and supplies in the following manner:

1. Reassign the items, as needed, to other locations within the school district;
2. Centralize the storage of items of potential usefulness; and/or
3. Discard or sell as surplus those items determined to be of no further use or worthless.

Following approval by the Board of Education, items may be sold in the following manner:

1. Offer to sell the items to local municipalities or local non-profit organizations;
2. Sell items at public sale. In the event of a public sale, notice of availability of such equipment, supplies and materials and requests for bids shall be disseminated through announcements in local newspapers and such other appropriate means. The general public, as well as staff members who are not Board of Education members, officers, or involved in the purchasing function, shall be eligible to bid on the equipment, supplies and/or materials; and
3. Sell remaining items as scrap for best obtainable amount or discard in the safest, least expensive manner.

Adopted: 7/2005

Ref: General Municipal Law §§51; 800 et seq.
 Ross v. Wilson, 308 N.Y. 2d 605 (1955)
 Matter of Baker, 14 EDR 5 (1974)
 Op. St. Compt. 58-120

POLICY 7100

FACILITIES PLANNING

REVISED POLICY

Policies Being Replaced	7100 Facilities Planning
Reason for Revision	Revise policy to reflect current law and practice

-DRAFT REVISED POLICY-**ROSLYN UNION FREE SCHOOL DISTRICT****FACILITIES PLANNING****POLICY 7100**

The Board of Education is ultimately responsible for the regular operation and orderly development of the School District's physical plant. In carrying out this responsibility, the Board of Education is concerned with both short-term and long-range planning.

The Board of Education delegates to the Superintendent of Schools the responsibility for formulating and implementing, subject to approval by the Board of Education, the following plans for school building facilities:

1. *Comprehensive long-range facilities development plan.* The plan shall be kept current and re-evaluated at least annually and presented to the Board of Education. It will include an appraisal of the following:
 - a. Educational philosophy of the School District, with resulting administrative organization and program requirements;
 - b. Present and projected pupil enrollments;
 - c. Space use and state rated pupil capacity of existing facilities;
 - d. Priority of need of maintenance, repair or modernization of existing facilities, including consideration of the obsolescence and retirement of certain facilities; and
 - e. The provision of additional facilities.
2. *Five year capital facilities plan.* This plan will be updated annually, presented to the Board of Education. and will include the following:
 - a. A yearly breakdown of the estimated expenses for construction, additions, alterations, major repairs, system replacement and repairs and maintenance and energy consumption; and
 - b. A district-wide building inventory including the number and type of facilities; the age, capacity, use and size of each building; and each building's safety ratings, energy sources, probable useful life, major system repairs needed and asbestos reports.

Adopted 1/2002

Ref.: 8 NYCRR Part 155 (Educational Facilities)

Cross-Ref: 7000, Facilities Development Goals

POLICY 7120

ENROLLMENT PROJECTIONS

NEW POLICY

Policies Being Replaced	NONE
Reason for Revision	Adopt policy to reflect current law and practice

-DRAFT NEW POLICY-**ROSLYN UNION FREE SCHOOL DISTRICT****ENROLLMENT PROJECTIONS****POLICY 7120**

The Superintendent of Schools or his/her designee is responsible for evaluating the School District population and housing trends for the purpose of making enrollment projections for the School District and reporting his/her findings to the Board of Education on an annual basis. The projections at a minimum will take into consideration:

1. Data from the latest school census;
2. School registration figures;
3. Proposed or forthcoming changes in community planning and zoning;
4. Current and planned community land development and housing projects; and
5. Curriculum changes that will impact utilization of space.

Whenever construction of new school facilities or the closing of any school buildings is being contemplated, the Board of Education may authorize outside studies made of population trends and school enrollment.

Ref: Education Law §§408; 3240; 3241; 3242

Adoption date:

POLICY 7130

DEVELOPMENT AND LAND USE

NEW POLICY

Policies Being Replaced	NONE
Reason for Revision	Adopt policy to reflect current law and practice

-DRAFT NEW POLICY-**ROSLYN UNION FREE SCHOOL DISTRICT****DEVELOPMENT AND LAND USE****POLICY 7130**

Sites for School District facilities shall be developed and maintained so as to preserve natural ecological resources and to provide a safe, attractive, and healthy environment for students, staff and the community. The development and maintenance of the School District's facilities will include effective land use including consideration of:

1. Suitable drainage, adjustment of grades, parking, and horticultural features;
2. Adequate space for safely loading and unloading students transported in accordance with law; and
3. Entrances to school grounds which do not require the School District's students to cross main traffic arteries, railroad rights of way, or heavy business and industrial traffic.

Adoption date

POLICY 7810

RETIREMENT AND CLOSING OF FACILITIES

NEW POLICY

Policies Being Replaced	NONE
Reason for Revision	Adopt policy to reflect current law and practice

-DRAFT NEW POLICY-**ROSLYN UNION FREE SCHOOL DISTRICT****RETIRING AND CLOSING
OF FACILITIES****POLICY 7810**

When a school building becomes inadequate by virtue of age, condition, size of site, lack of need, or other overriding limitation and cannot reasonably and economically be brought up to the current educational standards, the building will be considered for a comprehensive closing study. The Superintendent of Schools will recommend to the Board of Education which facilities appear to justify further analysis.

Any decision to close an existing school facility will be made in compliance with applicable law.

Ref: Education Law §§402-a; 1709

Adoption date:

POLICY 8115

PESTICIDES AND PEST MANAGEMENT

REVISED POLICY

Policies Being Replaced	Policy 8115 Pesticides and Pest Management Policy 8140 Pesticide Notification and Integrated Pest Management (8140 Exhibits to remain)
Reason for Revision	Update policy to reflect current practice and law

ROSLYN UNION FREE SCHOOL DISTRICT

PESTICIDES AND PEST MANAGEMENT

Policy 8115

The Board of Education is committed to maintaining the integrity of school buildings and grounds while protecting the health and safety of students and staff, and maintaining a productive learning environment.

The Board of Education recognizes that pests can pose a significant risk to health and property and there may be significant risks inherent in using chemical pesticides in the school environment. Generally, pesticides will not be used on School District playgrounds, turf, athletic or playing fields and the School District will not purchase anything that contains or is treated with pesticides, unless there is an emergency. Emergencies will be handled in accordance with applicable law and regulation.

Provisions will be made for the least toxic approach to an integrated pest management (IPM) program for all school buildings and grounds in accordance with the Commissioner's regulations. Integrated pest management is a systematic approach to managing pests focusing on long-term prevention or suppression with minimal impact on human health, the environment and non-targeted organisms.

Notification of Pesticide Application

All School District staff and parents/guardians will be notified of pesticide applications performed at any school facility. A notice will be sent at the beginning of the school year which will include:

1. Notification of periodic pesticide applications throughout school year.
2. The availability of forty-eight (48) hour prior written notification of pesticide applications to parents and staff who request such notice.
3. Instructions on how to register with the school to receive this prior written notification.
4. The name and number of the school representative who can provide further information.

A separate notice will be sent to staff and parents/guardians within two (2) days of the end of winter and spring recess and within ten (10) days of the end of the school year and within two (2) days of the end of the winter and spring recesses. Notice includes the date, location and product used for each pesticide application which required prior notification and each emergency application, which required prior notification and each emergency application; a statement regarding the list of persons who request forty-eight (48) hour prior written notice; instructions for how to register for the prior written notification; a statement explaining how to obtain further information about the products being applied, including warnings that are pertinent to the protection of humans, animals, or the environment; and the name and phone number of a school representative who can respond to inquiries for additional information. Individuals who have requested forty-eight (48) hour prior written notification shall be provided with notification that includes the specific date and location of the pesticide application at the relevant facility; if the application is outdoors, the specific date as well as two alternative dates if the application cannot

ROSLYN UNION FREE SCHOOL DISTRICT

PESTICIDES AND PEST MANAGEMENT

Policy 8115

be made due to weather conditions; the product name and pesticide registration assigned by the EPA; the name and contact number of a school district representative who can respond to inquiries for additional information; and a statement encouraging staff and parents/guardians to discuss with the school representative the precautions being taken to protect children from exposure, as well as the telephone number of pesticide information services.

Integrated Pest Management Program

Definitions:

“Pest” shall mean (a) any insect, rodent, nematode, fungus, weed or (b) any other form of terrestrial or aquatic plant or animal life or virus, bacteria, or other micro-organism (except viruses, bacteria or other micro-organisms on or in living man or other animals) which interfere with the purposes set forth herein.

“Integrated pest management” (“IPM”) shall mean the coordinated use of pest and environmental information with available pest control methods to prevent unacceptable levels of pest damage by the most economical means, with the least possible hazard to people, property and the environment.

Strategies for managing pest population will be influenced by whether pest species pose a threat to people, property or the environment. Pests will be managed to:

- Prevent loss of school structure or property;
- Prevent outbreaks of the pest from spreading to forests, trees, other plant communities or animal populations outside the school district’s facilities;
- Conserve threatened, endangered or unique plant specimens or communities;
- Manage a human health hazard as defined by the Center for Disease Control and the New York State Department of Health or to protect against a significant threat to public safety.

IPM will be used to determine when to control pests and whether to use mechanical, physical, or biological means. A regular system of monitoring for pests and recordkeeping for each inspection, trapping or treatment shall be maintained. Recommendations for site and sanitation improvements for future prevention shall be made.

The School District’s policy is not to use pesticides. Only alternatives to pesticides, including no action, will be utilized. The following are the only methods of pesticide application to be used:

- Anti-microbial products;
- Non-volatile rodenticides in tamper resistant bait stations in areas inaccessible to children;

ROSLYN UNION FREE SCHOOL DISTRICT

PESTICIDES AND PEST MANAGEMENT

Policy 8115

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- Non-volatile insecticidal baits in tamper resistant bait stations in areas inaccessible to children;
 - Silica gels and other non-volatile ready-to-use-pastes, foams or gels in areas accessible to children;
 - Boric acid and disodium octaborate tetrahydrate;
 - The application of EPA designated biopesticides;
 - The application of EPA designated exempt materials under 40 CFR 152.25;
 - The use of aerosol products with a direct spray in containers of 18 fluid ounces or less when used to protect individuals from an imminent threat from stinging and biting insects including venomous spiders, bees, wasps and hornets.

Written records will be made and retained on all pre-inspections, control measures and post-inspections. The Director of Facilities will be responsible for implementation and operation of the IPM program, including training materials and pest management procedures for all School District maintenance/facilities personnel. Procedures will be put in place and carried out by all users of buildings to prevent infestation of pests. No person shall purchase or use any pesticide without approval of the Director of Facilities.

In the event the School District contracts with a pest control contractor for the application of authorized pesticide applications authorized hereunder, the School District shall require that the pest control contractor employ a staff entomologist.

The Superintendent of Schools or his/her designee will disseminate this policy and arrange for training necessary inform staff about pesticides and pest management.

Cross-ref:

Ref: Environmental Conservation Law, Art.33
Education Law §§ 409-h; 409-k
6 NYCRR Part 325; 8 NYCRR 155.4

Adoption date:

POLICY 8220

BUILDINGS AND GROUNDS MAINTENANCE AND INSPECTION

REVISED POLICY

Policies Being Replaced	Policy 8220 Buildings and Grounds Maintenance and Inspection
Reason for Revision	Update policy to reflect current practice and law

ROSLYN UNION FREE SCHOOL DISTRICT

BUILDINGS AND GROUNDS MAINTENANCE AND INSPECTION

Policy 8220

To accommodate the School District's educational program, the Board of Education is committed to providing suitable and adequate facilities. To this end, proper maintenance and inspection procedures are essential. The Board of Education directs the Superintendent of Schools to ensure that proper maintenance and inspection procedures are developed for every school building.

Consistent with federal and state law and regulations, the following items will be included in the School District's buildings and grounds maintenance and inspection procedures:

Comprehensive Maintenance Plan

A comprehensive maintenance plan for all major building systems will be instituted to ensure the building is maintained in a state of good repair. Such plan will include provisions for a least toxic approach to integrated pest management and establish maintenance procedures and guidelines which will contribute to acceptable indoor air quality. The plan shall be available for public inspection.

Procedures will also be established which address the safety of building occupants during maintenance activities including standards for exiting, ventilation, asbestos and lead protocols, noise abatement and control of chemical fumes, gases and other contaminants.

The School District will follow the guidelines established by the Commissioner of General Services for the use and purchase of environmentally-sensitive cleaning and maintenance products. All school personnel shall be notified by the availability of such guidelines.

Building Condition Surveys

Each occupied School District building will be assessed every five (5) years by a building condition survey. This survey will be conducted by a team that includes at least one licensed architect or engineer and will include a list of all program spaces and inspection of building system components for evidence of movement, deterioration, structural failure, probable useful life, need for repair and maintenance and need for replacement. Building condition survey reports will be submitted to the Commissioner by January 15th of every fifth year after the filing of the last survey.

Each year the Superintendent of Schools or his/her designee will report to the Board of Education on the progress of the projects listed in the Building Condition Survey.

Fire Safety Inspections

ROSLYN UNION FREE SCHOOL DISTRICT

BUILDINGS AND GROUNDS MAINTENANCE AND INSPECTION

Policy 8220

An annual inspection for fire and safety hazards will be conducted in accordance with a schedule established by the Commissioner of Education. The inspection will be conducted by a qualified fire inspector and the report will be kept in the School District office. Any violation of the State Uniform Fire Prevention and Building Code shall be corrected immediately or within a time frame approved by the Commissioner of Education.

Safety Rating System

A safety rating keyed to the structural integrity and overall safety of each occupied school building will be provided on an annual basis in consultation with the Health and Safety Committee. Safety ratings will be based on the safety rating system developed by the Commissioner and will comply with all statutory and regulatory requirements.

Building Principals shall, on an on-going basis, undertake their own inspections of school buildings and grounds, searching for any dangerous or hazardous conditions and take immediate steps to remedy the problem.

Cross-ref: Policy 8115 Pesticides and Pest Management

Ref: 29 CFR §§ 1910 et seq.
40 CFR Part 763
Education Law §§409-d; 409-e; 409-I; §807-a
Labor Law §§875-883
Public Health Law §§4800-4808
Environmental Conservation Law §33-0725
6 NYCRR Part 325
8 NYCRR §§155.1; 155.4; 155.8
9 NYCRR Parts 600-1250
12 NYCRR Part 56

Adoption date:

POLICY 8410

STUDENT TRANSPORTATION

REVISED POLICY

Policies Being Replaced	Policy 8410 Student Transportation Policy 8415 Late Bus
Reason for Revision	Update policy statement to reflect current law and practice

-DRAFT REVISED POLICY-**ROSLYN UNION FREE SCHOOL DISTRICT****STUDENT TRANSPORTATION****POLICY 8410**

Student transportation in the School District will be provided in accordance with applicable law and regulations. The following objectives will serve as a guide to School District personnel in connection with the implementation of the School District's student transportation program:

1. to furnish transportation to those students eligible for transportation pursuant to law;
2. to provide safe transportation;
3. to operate the transportation program efficiently and economically;
4. to adapt transportation to the requirements of the instructional program;
5. to maintain conditions on the buses that are conducive to the best interest of the students-including mental, moral and physical considerations;
6. to promote a sympathetic public understanding of the entire transportation program-including safety, adequacy, efficiency, and standards of service;
7. to establish and review at least once a year the school bus scheduling and routing plans; and
8. to establish and review at least once a year the eligibility for transportation of students residing in the School District.

In the development and operation of the transportation schedule, the Assistant Superintendent for Business and Administration and Supervisor of Transportation shall consider the following:

1. Safety
2. Adequacy of transportation for eligible students
3. Distances:
 - a. Kindergarten -0- Miles
 - b. Grades 1-5 -0- Miles
 - c. Grades 6-8 -0-Miles
 - d. Grades 9-12 ½ Mile

Students residing in the district, whether attending public or private school, shall be provided with transportation if they live less than fifteen (15) miles from the school they attend, but further than the distance cited above.

The Board of Education shall have the sole discretion in designating pick-up points and to add or remove bus stops in order to provide reasonably safe and economical transportation for the students of the School District.

The Superintendent of Schools or his/her designee is responsible for administering the transportation program in accordance with the above-stated objectives.

Parents or guardians of a child who will be attending a nonpublic school and qualifies for transportation, must notify the Board of Education, in writing, by April 1st of each year if

-DRAFT REVISED POLICY-**ROSLYN UNION FREE SCHOOL DISTRICT****STUDENT TRANSPORTATION****POLICY 8410**

transportation is desired for the following school year. Should a family move into the School District after April 1, the request must be made within thirty days of establishing residency in the School District. A form for this purpose may be obtained from the District Transportation Office.

Late Bus Policy

The Roslyn Public Schools shall provide late bus service for students attending non-public schools, in like manner to the late bus service provided to Roslyn Public School Students.

For purposes of this policy, "late bus" transportation means transportation from the school attended by the students to central drop off points as defined by the Roslyn Public Schools at a time of day later than the time when such transportation is first provided following the end of the regular classes. It does not include transportation from school to any place other than the designated drop off point.

Adoption Date:

ROSLYN PUBLIC SCHOOLS BOARD OF EDUCATION MEETING

AGENDA ADDENDUM Thursday, March 7, 2019

PERSONNEL P.1 Professional

Item	Name	Action	Position / Replacing	Location	From	To	Tenure Area	Certification Class / Step Salary
1	Ellen Chavoustie	Appointment	After School Instructional Teaching - STEM	EH	3/11/19	6/30/19		Per RTA Contract
2	Laura Fratti	Appointment	After School Instructional Teaching - STEM	EH	3/11/19	6/30/19		Per RTA Contract
3	Danielle Offermann	Rescind Appointment	JV Girls' Lacrosse II/3	HS	3/1/19			
4	Christine Stadler	Revise Appointment	Teaching Assistant (D. Offermann)	EH	3/7/19	Prob. Ends 3/6/23	Teaching Assistant	TA Level I, Grade 3/Step 1, Per RPA Contract
5	Karen Feeney	Revise Childcare Leave	Special Education	HH	9/1/19	6/30/20		Per RTA Contract
6	Mary Wood	Resignation	Assistant Principal	HH		6/30/19 (last day in position)		
7	Mary Wood	Probationary Appointment	Elementary Principal (R. Colardi)	HTS	7/1/19	Prob. Ends 6/30/23	Elementary Principal	\$171,000, Per RASA Contract

P.2 Classified

Item	Name	Action	Position / Replacing	Class	Type of Appt	Location	From	To	Certification Class / Step Salary
1	Robert Corrente	Appointment	PT Bus Driver	Non-comp	P/T	Bus Garage	On or about 3/11/19*		\$20.91/hour
2	Michael Barnwell	Appointment	Security Aide (hourly)				On or about 3/25/19*		\$25.00/hour
3	William Erdman	Appointment	Security Aide (hourly)				On or about 3/25/19*		\$25.00/hour

**Pending Civil Service Approval*

BUSINESS & FINANCE:

B.1. Recommendation to approve the following contracts and to authorize the Board of Education President to execute (those contracts marked with an asterisk have been prepared pursuant to a previous award of an RFP or bid):

- (ii) Contractor: Long Island University
 Services: Rental fee of turf field and engagement of scorekeeper for a Lacrosse Game Tournament to be held on April 15, 2019
 Fees: Total estimated to be \$850.00

B.12. Be it Resolved that the Board of Education approve the attached Business Associate Agreement with Benefit Resource, Inc., and

Be it further Resolved that the President of the Board of Education be authorized to execute the agreement on behalf of the district in accordance with HIPAA. **(Attachment B.12.)**

CURRICULUM AND INSTRUCTION:

C&I.7 Recommendation for the Board of Education to authorize the Board President to execute an Instructional Services Contract with Nassau BOCES for the Regional Summer School High School Program as outlined in the agreement from July 1 to August 31, 2018.**2019. [As amended]**

C&I.9 Recommendation to approve Sallykaye Kaufman, 1 administrator, 1 chaperone and 24 Roslyn High School students to attend the DECA National Conference in Orlando, FL from April 26, 2019 through May 1, 2019 at an estimated cost to the district of \$26,825.66. [Total cost of trip is \$46,490.30; student contribution: \$19,664.64; district contribution: \$26,825.66.]

C&I.10 Recommendation to approve Allyson Weseley and 2 Roslyn High School students to attend the Stemanities National High School Research Competition in La Jolla, CA from April 7 through 9, 2019 at an estimated cost to the district of \$4,672.96.

BOARD OF EDUCATION

BOE.5 Recommendation to conduct the *First reading* to abolish Board of Education Policies: 6210 Local tax Levy

6251 Leasing District Policy

6254 Non-Resident Tuition

6620 Types of Funds

6620-R Types of Funds Regulations

7110 Facilities Planning Advisers

7243 Military Recruiters Access to Secondary School Students Information on Students

7243-E Exhibit

7365 Construction Safety

7365-E Exhibit

8121 First Aid

8121-E Exhibit

8122 Accident Reports

8122-E1

8122-E2

8414 School Bus Safety

8700 Insurance

~~9105~~ **9015** Superintendent's Employment Contract (**Attachment BOE.5**) **[As amended]**

BOE.7 [Withdrawn]

BOE.8 BE IT RESOLVED, that the Board of Education of the Roslyn Union Free School District hereby approves a Settlement Agreement in connection with an impartial hearing filed on behalf of student # 101515, a copy of which has been provided to and reviewed by the members of the Board of Education.

BE IT FURTHER RESOLVED, that the Board of the Roslyn Union Free School District hereby authorizes the President of the Board of Education to sign said Settlement Agreement, and other documents, pertaining to the settlement of the impartial hearing, on behalf of the Board. **[Withdrawn]**