

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

Thursday, November 15, 2018

8:00 P.M.

Roslyn High School – Cafeteria

7:00 p.m. - Executive Session

8:00 p.m. – Public Hearing – District Safety Plan (Attachment)

8:05 p.m. - Board of Education Meeting

Preliminary Announcements
Emergency Procedures
Cell Phones

Pledge of Allegiance

Recognition: AP Scholars

Recommendation to accept the Claims Auditor's Quarterly Report for July, August and September, 2018.

Board President's Comments

Superintendent's Comments

Student Delegate's Comments

Discussion Item(s):

1. Harbor Hill Presentation

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.

PERSONNEL:

ALL PERSONNEL APPOINTMENTS LISTED ARE FUNDED IN THE CURRENT BUDGET UNLESS OTHERWISE NOTED

- P.1.** It is the recommendation of the Superintendent of Schools that the following resolution be adopted:
RESOLVED, that the Roslyn Board of Education approves the appointments, resignations, terminations, elimination of positions, transfers, and leaves of absence as detailed in the Personnel Action Reports attached as **(Attachment P.1 Professional)**
- P.2.** It is the recommendation of the Superintendent of Schools that the following resolution be adopted:
RESOLVED, that the Roslyn Board of Education approves the appointments, resignations, terminations, elimination of positions, transfers, and leaves of absence as detailed in the Personnel Action Reports attached as **(Attachment P.2 Classified)**

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: Camp Taconic
Services: High School Marching Band Camp for summer 2019
Fees: \$555.00 per participant
Total estimated to be \$73,260.00
(Agreement is subject to review and approval by district counsel)
 - (ii) Contractee: Roslyn Neighborhood Corporation
Services: Use of (1) room at Heights School for Roslyn After-School Program for the period 7/1/18 thru 6/30/19
Fees: \$1,242.22 for school year – Roslyn to receive

Recommendation to **amend** the following contract (iii) which was approved by the Board of Education on June 14, 2018 (item B.1. (xxviii)):

- (iii) Contractor: New York Therapy Placement Services
Services: Various services for the 2018-19 school year as specified in the agreement
Fees: Total estimated to be ~~\$16,600~~ \$17,292 (~~\$600~~ \$1,292 for the summer program; \$16,000 for the school year)
(Agreement is subject to review and approval by district counsel)

Recommendation to **amend** the following contract (iv) which was approved by the Board of Education on June 14, 2018 (item B.1. (xxxi)):

- (iv) Contractor: PBS Consulting & Psychological Services
- Services: Various services for the 2018-19 school year as specified in the agreement
- Fees: Total estimated to be ~~\$343,300~~ \$356,300 (~~\$22,000~~ \$35,000 for the summer program; \$321,300 for the school year)
(Agreement is subject to review and approval by district counsel)

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>
2250-430-03-9000-307	SP ED CONTRACT SVCES	\$9,858.00
	Subtotal	\$9,858.00

<u>TO BUDGET CODE</u>		<u>AMOUNT</u>
2250-450-03-9000-307	SP ED SUPPLIES DW	\$9,858.00
	Subtotal	\$9,858.00

REASON FOR TRANSFER REQUEST: To cover the cost of purchasing EpiPens for the nurse's offices district-wide.

B.4. Recommendation to approve a payment in the amount of \$17,562.14 to Ingerman Smith, L.L.P. for legal services rendered to the district for the period ending 09/30/2018.

B.5. Recommendation to approve a revision to the total number of hours of legal services provided in regard to real estate transactions, construction matters and litigation as of 08/31/2018. This was originally approved at the 10/4/2018 BOE meeting as item B.4.

B.6. Recommendation to approve the following payments to BBS 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 #
\$7,700.00	EH Prof. Svcs.	2110-245-04-1804	H18-00056	5

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 \$1,231.18

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-006) represents the cost to provide labor and materials to provide power to the new grease trap (as per previous Maccarone approved proposal) as required by the Nassau County Department of Health as part of the new approved sanitary system. This was first presented to the Board of Education as a pending change order (PCO #13) in the estimated amount of \$1,250 as item B11 on the agenda of 7/19/18.

- B.8.** Recommendation to approve a change order as indicated below. This change order will increase the contract with Palace Electric in the amount of \$6,826.39 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-007) represents the cost to remove and dispose of the existing surface-mounted lighting fixtures and install temporary lighting fixtures in six second floor classrooms and one first floor classroom. This was first discussed with the Board of Education as a pending change order as part of the agenda of 7/19/18. The work had already been authorized in advance of the 7/19/18 meeting as it needed to be done in order to perform the lead abatement.

- B.9.** Recommendation to approve a change order as indicated below. This change order will increase the contract with Palace Electric in the amount of \$5,119.24 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-008) represents the cost to provide labor and materials to provide power to the new instant hot water heaters in the classroom sinks. This was first presented to the Board of Education as a pending change order (PCO #16) as item B18 on the agenda of 7/19/18 with an estimated cost of \$5,200.

- B.10.** Recommendation to approve a change order as indicated below. This change order will increase the contract with Baruti Construction in the amount of \$4,241.16 and therefore increase the purchase order to Baruti in account code H-1620-293-06-1606.

Baruti Construction Inc. (HTS GC-019) represents the cost to provide labor and materials to remove and dispose of an existing concrete walkway discovered concealed beneath the existing asphalt paving at the bus loop. This was first presented to the Board of Education as a pending change order (PCO #28) in the estimated amount of \$4,500 as item B14 on the agenda of 8/30/18.

- B.11.** Recommendation to approve a change order as indicated below. This change order will increase the contract with Baruti Construction in the amount of \$3,060.71 and therefore increase the purchase order to Baruti in account code H-1620-293-06-1606.

Baruti Construction Inc. (HTS GC-020) represents the cost to remove and re-install the existing deteriorated brick and cast concrete cap stone at the face of the front steps which will fall apart due to its condition when the concrete pad around and below it is removed. This was first presented to the Board of Education as a pending change order (PCO #29) in the estimated amount of \$3,200 as item B15 on the agenda of 8/30/18.

- B.12.** Recommendation to approve a change order as indicated below. This change order will increase the contract with Baruti Construction in the amount of \$17,671.50 and therefore increase the purchase order to Baruti in account code H-1620-293-06-1606.

Baruti Construction Inc. (HTS GC-021) represents the cost for installation of new flush concrete curbs along both sides of the Bus Loop as shown on the revised site drawings provided by VHB Engineers at the request of the District Facilities Department. This was first presented to the Board of Education as a pending change order (PCO #31) in the estimated amount of \$18,000 as item B17 on the agenda of 8/30/18.

- B.13.** Recommendation to approve a change order as indicated below. This change order will increase the contract with Baruti Construction in the amount of \$17,564.40 and therefore increase the purchase order to Baruti in account code H-1620-293-06-1606.

Baruti Construction Inc. (HTS GC-022) represents the cost to provide labor and materials for the installation of two (2) new drywells in the new bus loop. This was first discussed with the Board of Education as a pending change order (PCO #32) in the estimated amount of \$18,000 on the agenda of 8/19/18.

- B.14.** Recommendation to approve a change order as indicated below. This change order will result in an increase in the contract with Central Air Corporation in the amount of \$5,407.50 which will increase purchase order H16-00017 in account code H1620.294.03.1602

Central Air Corporation (Bus MC-004) represents the cost to provide labor and materials to replace and reprogram the variable frequency drive in Make-up Air Unit #1 damaged as a result of a power surge at the building. This was first presented to the Board of Education as a pending change order (PCO #7) on 10/4/2018 item B5 in the estimated amount of \$5,500.

- B.15.** Recommendation to approve a change order as indicated below. This change order will increase the contract with Maccarone Plumbing in the amount of \$4,068.11 and therefore increase the purchase order to Maccarone Plumbing H18-00010 in account code H-1620-295-06-1606.

Maccarone Plumbing, Inc. (HTS PC-006) for additional work required to provide and install six (6) instant hot water heaters to the classroom sinks to replace the

existing units, as requested. This was first presented to the Board of Education as a pending change order (PCO #6) in the estimated amount of \$4,100 as item B12 on the agenda of 8/30/18.

- B.16.** Recommendation by Regina Colardi, Heights School Principal, to declare as obsolete the following item which is no longer functioning, and cannot be repaired. Once the item is removed, the space will be utilized in a more efficient matter. **(Attachment B.16.)**
- One (1) Excel Electric Kiln (Roslyn UFSD Asset Tag Number 301566, Property of Roslyn UFSD Asset Tag Number 20082777)

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 October 24, 2018.
- 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 September 24, 2018; October 3, 2018; October 18, 2018; October 23, 2018; October 24, 2018; October 26, 2018; October 29, 2018 and November 2, 2018.
- C&I.3** Recommendation to approve Allison Brown to attend the New York State Council of School Superintendents 2019 Winter Institute and Lobby Day in Albany, New York from March 2 through 5, 2019 at an estimated cost to the district of \$2,100.00.

BOARD OF EDUCATION:

- BOE.1** Recommendation to conduct the *second* reading of Board of Education Policies
5162 Student Dismissal Precautions
5550 Student Privacy
6685 Medicaid Compliance

To abolish the following:

- 9020 Board-Staff Communications
- 9210 Professional Staff Positions
- 9211 Professional Staff Qualifications
- 9211-R Professional Staff Qualifications Regulation
- 9211-E Professional Staff Qualifications Exhibit
- 9220 Professional Staff Contracts and Compensation Plans
- 9221 Professional Staff Salary Schedules
- 9222 Professional Staff Fringe Benefits
- 9223 Professional Staff Leaves and Absences
- 9241 Arrangements for Professional Staff Substitutes

- 9253.1 Reduction in Professional Staff Work Force
- 9253.2 Resignation of Professional Staff Members
- 9260 Professional Staff Assignments and Transfers
- 9270 Professional Staff Time Schedules
- 9271 Professional Staff Extra Duty
- 9272 Professional Staff Meetings
- 9280 Professional Staff Development
- 9290 Miscellaneous Staff Policies
- 9292 Professional Research & Publishing
- 9294 Professional Organizations
- 9410 School Board Negotiating Powers, Rights and Duties
- 9420 Recognized Employee Collective Bargaining Agents
- 9440 Staff Job Actions
- 9510 Personnel Records
- 9520 Staff Complaints

(Attachment BOE.1)

BOE.2 Recommendation to conduct the *third* reading of Board of Education Policies: 5152 Admission of Non-Resident Students, 5460 Child Abuse, Maltreatment or Neglect Outside the Educational Setting, and 5465 Child Abuse in an Educational Setting. **(Attachment BOE.2)**

BOE.3 BE IT RESOLVED that the Board of Education of the Roslyn Public Schools hereby ***abolishes the following policies:***

- Policy 5152 Admission of Non-Resident Students
- Policy 5460 Suspected Child Abuse, Neglect and Maltreatment
- Policy 5465 Child Abuse in an Educational Setting

and hereby ***adopts the following policies in their place:***

- 5152 Admission of Non-Resident Students
- 5460 Child Abuse, Maltreatment or Neglect Outside the Educational Setting
- 5465 Child Abuse in an Educational Setting

BOE.4 WHEREAS, on May 15, 2018, the Roslyn Union Free School District conducted its annual budget vote and election; and

WHEREAS, the District Clerk is currently in possession of the unused, defective, and void ballots resulting from such election; and

WHEREAS, Education Law Section 2034(6) provides for the destruction of such ballots when a period of six (6) months from the date of the annual budget vote and election has elapsed; and

NOW, THEREFORE, BE IT RESOLVED, that the Board of Education of the Roslyn Union Free School District orders the destruction of all unused, defective, and void ballots resulting from the May 15, 2018 election.

BOE.5 Whereas the Board of Education has sought community volunteers to serve as members of the Citizens Audit Advisory Committee, and

Now therefore be it resolved that the following community members who have expressed an interest in continuing to serve on the CAAC are hereby appointed for a term of July 1, 2018 through June 30, 2021.

- Elliot Altman
- Charles Blank
- Scott Nussbaum
- Sharon Sullivan-Dusling

Public Comments #2

EXECUTIVE SESSION (if needed)

Adjournment

2018-19

Roslyn

District-Wide

School Safety

Plan



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Roslyn School District

District-Wide School Safety Plan

Policy Statement

The **District-Wide School Safety Plan** (as required by the SAVE Law – Safe Schools Against Violence in Education – Commissioner of Education Regulation 155.17) has been established to provide for the safety, health and security of both students and staff and allows for input from the entire school community. This particular component of Project SAVE is a comprehensive planning effort that addresses risk reduction/prevention, response and recovery with respect to a variety of emergencies that may occur in the school district and its component school buildings.

The Board of Education has appointed, under the direction of the Superintendent of Schools, a **District-Wide School Safety Team** to develop, implement and maintain all provisions of the Plan. After at least one public meeting on **November 15, 2018** this plan will be adopted by the School Board on **December 13, 2018**. This Plan incorporates all **Building-Level Emergency Response Plans** that have been developed by the **Building-Level Emergency Response Teams** appointed by the **Building Principals**. In the event of an emergency or violent incident, the initial response at an individual school building will be the responsibility of the school building **Emergency Response Team**. Upon activation of the school building **Emergency Response Team** the Superintendent of Schools or designee and appropriate local emergency response officials will be notified. The nature of any given emergency will dictate the degree of interaction with both State and Local Emergency Response Agencies. The local BOCES Health & Safety Office will assist in development of protocols for accessing these services.

The **District-Wide School Safety Plan** was made available for **public comment 30 days prior to its adoption** and provided for participation of the entire school community. The District-Wide and Building-Level Plans were formally adopted by the School Board after at least one public hearing. As required by law, the **District-Wide School Safety Plan is posted on the school district website by October 15th of each school year** and will be reviewed annually by the District-Wide School Safety Team **by September 1st of each school year**. **Building-Level Emergency Response Plans will be updated by September 1st of each school year** by the Building-Level Emergency Response Team and **filed with both State and Local Police by October 15th of each school year**.

The school district refuses to tolerate violence or threats of violence on school grounds and, by implementation of this Plan, will make every effort to prevent violent incidents from occurring. We will provide the appropriate authority and budgetary resources in support of this effort. Violence prevention is the responsibility of the entire school community and we encourage participation of all individuals. Our Plan requires the prompt reporting of all violent incidents or threats and assures that victims or reporters of incidents of violence will not be discriminated against.

A copy of the District-Wide School Safety Plan is also available upon request at central administration in the office of the Superintendent of Schools. Although the Building-Level Emergency Response Plans are linked to the District-Wide School Safety Plan, in accordance with Education Law Section 2801-a, the **Building-Level Emergency Response Plan will remain confidential and not be subject to disclosure**. This will further ensure safety at the building-level and reduce the potential for planned sabotage.

Elements of the District-Wide School Safety Plan

- ✓ Identification of sites of potential emergencies.
- ✓ Plans for responses to emergencies including school cancellation, early dismissal, evacuation and sheltering.
- ✓ Responses to an implied or direct threat of violence.
- ✓ Responses to acts of violence including threats made by students against themselves including suicide.
- ✓ Prevention and intervention strategies including collaborative arrangements with law enforcement officials to ensure that school safety and security personnel are appropriately trained; non-violent conflict resolution training; peer mediation programs; extended day and other school safety programs.
- ✓ Plans to contact law enforcement officials in the event of a violent incident and arrangements for receiving assistance from emergency and local government agencies.
- ✓ Plans for identification of district resources and coordination of such resources and manpower available during an emergency.
- ✓ Designation of the Chain-of-Command (Incident Command)
- ✓ Plans to contact parents and guardians including when students make threats of violence against themselves.

- ✓ School building security
- ✓ Dissemination of information regarding early detection of potentially violent behavior.
- ✓ Plans to exercise and conduct drills to test the Building-Level Emergency Response Plan including review of tests.
- ✓ Annual school safety training for staff and students.
- ✓ Protocols for bomb threats, hostage taking, intrusions and kidnapping.
- ✓ Strategies for improving communication and reporting of potentially violent incidents.
- ✓ A description of the duties of hall monitors and other school safety personnel with the requirements for training, hiring, and screening process for all personnel acting in a school safety capacity
- ✓ Information about the school district including population, staff, transportation needs and telephone numbers of key school officials.
- ✓ Documentation and record keeping

School District Chief Emergency Officer

The **Chief Emergency Officer** through designated personnel will provide:

- Coordination of communication between school staff/law enforcement/first responders.
- Assistance in the selection of security related technology and procedures for its use.
- Coordination of safety, security, and emergency training for school staff.
- Assistance in required evacuation and lock-down drills completion as required by law.
- Assurance that all school district staff understands the District-Wide School Safety Plan.
- Assurance that the District-Wide School Safety Plan and Building-Level Emergency Response Plans are completed, reviewed annually and updated as needed.

District-Wide School Safety Team

The District-Wide School Safety Team is **appointed by the School District Board of Education** and will always include the representation noted below at a minimum. The major function of the District-Wide School Safety Team is to create the District-Wide School Safety Plan and update as necessary.

- Board of Education President
- Superintendent of Schools
- Assistant Superintendent for Business and Administration
- Assistant Superintendent for Secondary Education
- Assistant Superintendent for Elementary Education
- District's Chief Emergency Officer- Assistant to the Superintendent for Administration and Special Projects
- Director of Community Relations
- Assistant to the Superintendent for Technology and Infrastructure
- Director of Physical Education and Interscholastic Athletics
- Director of Guidance
- Director of Pupil Personnel Services
- Supervisor of Transportation
- District Building Principals (5)
- President of the Teachers Association
- Co-Presidents of the Coordinating Council of Parent Associations (2)

Responsibilities of the District-Wide School Safety Team

The District-Wide School Safety Team will act as a Threat Assessment Team with the responsibility to assess the vulnerability of the school district to violence and recommend to the Superintendent and School Board preventive actions that they feel are necessary. The Team will meet on a regular basis and minutes of each meeting will be kept. An agenda will be established prior to each meeting. The Team will maintain responsibility for auditing the District-Wide School Safety Plan to determine its success in violence prevention. Some of the teams' primary responsibilities will include:

- 1) Recommending training programs for students and staff in violence prevention and mental health. Annual training will be completed by **September 15th** and may be included in existing professional development. New employees will receive training **within 30 days of hire**.
- 2) Dissemination of information regarding early detection of potentially violent behavior.
- 3) Developing response plans to acts of violence and address threats made by students against themselves, including suicide. Will also address methods for contacting parents/guardians when students make threats of violence against themselves.
- 4) Communicating the Plan to students and staff.
- 5) Reviewing previous incidents of violence and examining existing records to identify patterns and trends that may indicate causes of violence (VADIR; OSHA 200 Logs; Incident Logs; Worker Compensation Reports; Police Reports; Accident Investigations; Grievances, etc.).
- 6) Making recommendations necessary for change.
- 7) Arranging for annual security analysis including the inspection of all buildings to evaluate the potential for violence. Possible evaluators include County and Local Police Departments, consultants or District-Wide School Safety Team Sub-Committee or Building-Level Emergency Response Team.
- 8) Recommending improved security measures based on school building inspection results.
- 9) Conducting annual school building survey of students and staff to identify the potential for violent incidents.
- 10) Reviewing survey results and recommending actions that are necessary.

Building-Level Emergency Response Team

The Building-Level Emergency Response Team is **appointed by the School Building Principal**. The major focus of this team is to create, monitor, and update the Building-Level Emergency Response Plan. This team, at a minimum will include the following representation:

- Teacher
- Administrator
- Parent Organization
- School Safety Personnel
- Community Members
- Law Enforcement
- Fire Officials
- Ambulance
- Others

The **Building-Level Emergency Response Team** is responsible for selecting the following:

- **Emergency Response Team** (Core group of actual responders not to be confused with the Building-Level Emergency Response Team which is a larger team for the purposes of planning and monitoring) which has the following representation:
 - School Personnel
 - Law Enforcement Officials
 - Fire Officials
 - Emergency Response Agencies
- **Post-Incident Response Team** (Individuals who can assist in the medical and psychological aftermath of a violent incident or emergency) which has the following representation:
 - Appropriate School Personnel
 - Medical Personnel
 - Mental Health Counselors
 - Others (Psychologists, Social Workers, etc.)

Risk Reduction/Prevention and Intervention Strategies

Program Initiatives in the School District include:

1. Non-violent **conflict resolution** training programs
2. **Peer mediation** programs

3. **Extended day** and other school safety programs
4. **Youth-run** programs
5. **Mentors** for students concerned with bullying/violence
6. We have established an **anonymous reporting process** for school violence and are investigating the **Report It** on-line violence reporting system
7. As part of the process of exercising emergency plans (lockdown, sheltering, evacuation, etc.) **all students are educated** on the reasons for testing emergency plans and are given an opportunity to ask questions. Specific training is provided on how to respond to emergency situations
8. The building-level School Bulletin includes the **Safety Tip of the Week**
9. **Safety Stations** have been established throughout all school buildings
10. The **Fire Department** conducts annual training in all school buildings
11. The School District participates in the **Adopt-A-Cop** program
12. The **Safety Patrol** program
13. We have implemented **PBIS** (Positive Behavior Intervention System)
14. **Second Step**

Training, Drills and Exercises

The best way to train students and staff on emergency response procedures is through annual drills and exercises in each school building. After each drill/exercise or real event, teachers in each classroom will review the purpose of the drill with students. Based on the determination of the District-Wide School Safety Team and the Building-Level Emergency Response Team, at a minimum, the following methods may be used:

- Early Go-home drill
- Live drill including shelter-in-place, hold-in-place, evacuation, lockdown, and lockout
- Live drill for specific responses (hostage taking, bomb-threat, etc.)
- Situational Drills
- Table top exercises
- Emergency Response Team exercises
- Building pre-clearance searches

The school district recognizes that critical evaluation of drills and exercises is the best learning experience and results in improved response procedures. As a result, the district will invite local agencies to participate in and to help evaluate all exercises. These agencies may include but not be limited to the Police and Fire Departments, Rescue and Ambulance Services, Local Office of Emergency Management and the local BOCES Health & Safety Office. The school district, at least once every school year, shall conduct one test of its emergency response procedures under each of its Building-level Emergency Response Plans including sheltering, lockdown, or early dismissal.

Implementation of School Security

School safety personnel will help carry out the District-Wide School Safety Plan and may include anyone in the school community. These individuals have received appropriate annual training as required under the Regulation. Such training has been conducted in cooperation with the Police Department. These individuals are not to be confused with school security guards that we employ who are regulated under the New York State Security Guard Act that requires specific training, fingerprinting and background checks. All our Security Guards receive 8-hours of pre-assignment and 16-hours of in-service training along with an additional 8-hours of annual refresher training. Our contracted security company is a New York State licensed agency and all our **security guards** are also individually licensed.

Appropriate school building security measures and procedures have been determined by the District-Wide School Safety Team and Building-Level Emergency Response Team after review of school building procedures and practices, emergency response plan, code of conduct, security surveys/audits, and building-level climate surveys. Based on these findings we have implemented the following security measures:

- Entrance guards/ hall monitors who received 2 days of staff development every school year.
- The School District has had a security audit/assessment of all school buildings conducted by the Nassau County Police Department in conjunction with our Building-Level Emergency Response Team.

- Visitors to the building will be questioned prior to entry into the building as to their business and if they have an appointment. If there is any question the building principal will be consulted. If this has been confirmed they will be admitted to the building where they will sign-in and be escorted to their destination. Upon completion of their business they will be escorted out of the building.
- Visitor badge/sign-in procedures – we utilize a yellow/red pass badge system. Upon entry into the building the visitor must show photo identification; then receives a red badge and is escorted to the main office. At the main office the person receives a yellow badge and is accompanied to their destination. Anyone in the building without a badge or with a red badge would be immediately questioned by building staff and the Security Director would be informed.
- Video surveillance – closed-circuit TV security
- NYS certified security guards
- A designated School District Security Director
- On-going security audits
- Random searches may be considered if deemed necessary
- We will employ any other methods deemed necessary and constantly review our current practices

Vital Educational Agency Information

Each Building-Level Emergency Response Plan will contain vital information such as school population, number of staff, transportation needs and telephone numbers of key educational officials.

Early Detection of Potentially Violent Behavior

The District-Wide School Safety Team will make recommendations for appropriate annual training for students and staff in violence prevention and mental health (on-line training may be utilized). Training will include early warning signs of potentially violent behavior and early intervention/prevention strategies. Training will be conducted by in-house staff, local agencies or others as deemed appropriate. Training for students and staff will be conducted annually and include:

- An explanation of what constitutes school violence and a description of the school Code of Conduct. Written information on early detection of potentially violent behavior and a summary of the Code of Conduct.
- Dissemination of the New York State Office of Mental Health one-page handout *What Every Teacher Needs to Know – Recognizing Suicide Risk in Students* and review of the “FACTS” warning signs.
- The district will utilize any resources available for violence prevention and mental health training including those found at the following websites: http://www.p12.nysed.gov/sss/documents/MentalHealthResourcesfor_Educators.pdf and <http://www.p12.nysed.gov/sss/documents/SVPIRequiredComponents.pdf>.
- A description of the school district’s Violence Prevention Program and Safety Plan.
- Information on how to report incidents of violence including threats and verbal abuse.
- How to recognize and respond to school security hazards.
- Review of measures implemented to prevent school violence such as use of security equipment and safety procedures and how to diffuse hostile situations.
- How to summon assistance in the event of an emergency.
- Special procedures for bomb threats, hostage-taking, intrusions and kidnapping.
- Post-incident procedures including medical follow-up and the availability of counseling and referral.
- Student training will include post-drill or actual event review by classroom teachers.

Other methods for informing parents and students include:

- School social worker outreach
- School counselor involvement
- School Dean involvement
- Mailings twice a year to parents on violence prevention and early recognition
- 21st Century program
- Conflict resolution programs

Records will be maintained of all participants along with their evaluation of the training program. Trainers will be knowledgeable and familiar with our District-Wide School Safety Plan.

Hazard Identification

As part of each Building-Level Emergency Response Plan, each Building-Level Emergency Response Team will determine sites of potential emergencies that may impact the individual school building. Such sites may include but not be limited to all school buildings, playground areas, and properties adjacent to schools, off-site athletic fields, buses and off-site field trips. Specifically defined areas of current concern include:

- I-495 service roads- both north and south- and Locust Lane
- Northern State Parkway at Roslyn Road; at Locust Lane
- State Route 25 (Northern Boulevard) and Glen Cove Road.
- Glen Cove Road in front of the Harbor Hill Elementary School

Responses to Violence

(Incident reporting, Investigation, Follow-Up, Evaluation, and Disciplinary Measures)

All incidents of violence, whether or not physical injury has occurred (verbal abuse, threats of violence, etc.), should be reported immediately and documented on the **Violent and Disruptive Incident Report (VADIR) Form**. With the realization that employees and students may otherwise be reluctant to come forward, we will maintain confidentiality. Individuals will be assured that there will be no reprisal for reporting their concerns. Incidents will be reported as follows:

The School Building Principal/Administrator or Designee will be responsible for receiving and responding to all incident reports including anonymous reports. Information on the reporting process for students and staff will be provided as part of the violence prevention training program. Each incident will be reported to and evaluated by the District-Wide School Safety Team (Threat Assessment Team) for the purpose of compiling data and evaluating the Violence Prevention Program.

Relationships have been established with the Police Department and other emergency response agencies at the building level. Representatives from these agencies participate on Building-Level School Safety Teams.

Reporting:

Once an incident has been reported, and depending on its severity, the School Building Principal/Administrator or Designee will assume responsibility as the Incident Commander.

- Report it to the Police Department.
- Secure the area where the disturbance has occurred.
- Ensure the physical safety/medical management of students/staff remaining in the area as soon as possible.
- Ensure that while responding to the incident, the remainder of the building remains appropriately supervised.
- Quickly assess the area of the incident to determine damage as a result of the incident and if it is safe to remain. If necessary, evacuate or shelter as per the Building-Level Emergency Response Plans.
- Provide incident debriefing to students/staff as needed. Notify parents.

Investigation:

After the incident has occurred the Threat Assessment Team will conduct a detailed investigation. It is the purpose of the Team to focus on facts that may prevent recurrence, not find fault. The Team conducting the investigation will:

- Collect facts on how the incident occurred
- Record information
- Identify contributing causes
- Recommend corrective action
- Encourage appropriate follow-up
- Consider changes in controls, policy and procedures

Follow-up:

The school district recognizes the importance of responding quickly and appropriately to the medical and psychological needs of students/staff following exposure to a violent incident. All individuals affected by a violent act in the school district will be provided with appropriate medical and psychological treatment and follow-up. Provisions for medical confidentiality and protection from discrimination will be included to prevent the victims of violent incidents from suffering further loss.

Evaluation:

The District-Wide School Safety Team (Threat Assessment Team) is responsible for ensuring that an initial school building security analysis is conducted and periodically re-evaluated. These physical evaluations will focus on the identification and assessment of school building security hazards and address necessary changes in building practices. These evaluations will review the potential for different types of violent incidents including bomb threats, hostage-taking, intrusions, and kidnapping. Professionals will be utilized from local law enforcement and private consultants as necessary.

Disciplinary Measures:

The school district Code of Conduct will be the basis for determining the appropriate disciplinary measures that may be necessary.

Code of Conduct:

The school district has created a detailed Code of Conduct to describe the expected behavior of students, staff and visitors to school buildings and the disciplinary actions resulting for violations of the Code. The Code, which will be communicated to all students/staff and parents, will serve as a major component of our violence prevention program. The Code will be evaluated annually and revised as necessary to reflect changes in school policies and procedures. A copy of the Code of Conduct will be made available to students, parents, staff and community members.

**Emergency Response Protocols
Notification and Activation (Internal and External Communication)**

Quick and accurate contact with appropriate law enforcement officials is essential in the event of a violent incident. These relationships have been established by participation of local response officials on Building-Level Emergency Response Teams. These individuals and appropriate means of contact are documented in the Building-Level Emergency Response Plan.

Internal communication is also of prime importance and will be specifically defined in the Building-Level Emergency Response Plan. Depending on the nature of the emergency, some of the communication methods will include telephone, fax/e-mail, district radio system, NOAA weather radio, intercom, local media, emergency alert system, cellular phones, and others as deemed necessary. Appropriate notifications and methods will be determined by the District-Wide School Safety Team. The Superintendent of Schools recognizes his/her responsibility to notify all educational agencies within the school district of a disaster and has established the following notification list:

School	Phone	Fax	E-Mail
Roslyn High School	516 801 5100	516-801-5108	sandrews@roslynschools.org
Roslyn Middle School	516 801 5200	516-801-5208	cjohanson@roslynschools.org
East Hills Elementary School	516 801 5300	516-801-5308	mkrieger@roslynschools.org
Harbor Hill Elementary School	516 801 5400	516-801-5408	jkemler@roslynschools.org
Heights Elementary School	516 801 5500	516-801-5508	rcolardi@roslynschools.org

In general, parent/guardian notification will be conducted by means of the phone tree of emergency contacts established in each school building or other mass notification system. However, in some cases it may be necessary to use other means such as local media. Prior arrangements have been established with the appropriate media.

The school district recognizes that many different types of emergency situations may arise resulting in emergency specific responses. A detailed listing of emergency responses is included in each Building-Level Emergency Response Plan, specifically addressing Criminal Offenses, Fire and Explosion, Medical Emergencies, Natural Hazards, System Failure and Technological Hazards. Each Building-Level Emergency Response Team will be responsible for reviewing and updating these responses and communicating them to students and staff. The following emergency situations are of prime importance:

Bomb Threats:

All school district administrators have familiarized themselves with the Bomb Threat Standards outlined in the Building-Level Emergency Response Plan so that appropriate decisions may be made depending on the exact nature of the situation. Issues such as searches, pre-clearance, weather conditions, evacuation, sheltering, notification, returning to the building and false bomb threat prevention are addressed in the Building Plan. The **FBI Bomb Threat Call Checklist** will be available at phone reception areas.

Hostage Taking:

The Building-Level Emergency Response Plan for **Missing/Abducted/Kidnapped Student** procedures will be followed in the event of a hostage situation. In general, the following response actions will be taken:

- The first person aware of the situation will immediately notify the principal's office and call 911.
- The school principal or designee will issue the appropriate alert if necessary and isolate the area.
- The school principal or designee will notify the School Superintendent. No response to the media will be given at this time.
- The school principal or designee will turn over authority to the police upon their arrival and assist as requested.

Intrusions:

The Building-Level Emergency Response Plan hazard specific procedures will be followed in the event of an intrusion. In general, the following response action will be taken:

- The first person becoming aware of an intruder or suspicious person will immediately report this information to the principal's office.
- The principal or designee will approach the intruder to determine the nature of their presence and ask them for identification.
- The principal or designee will accompany the individual(s) to the proper office or if no acceptable purpose can be ascertained, ask the individual(s) to leave. The principal or designee should ensure that the individual(s) has exited the building and alert staff to prevent unrecognized re-entry.
- If the individual(s) refuse to leave, inform them that they are in violation of the law and that the police will be notified. Notify building security if available and Dial 911 or other appropriate emergency notification.
- **If the situation escalates, plain language** will be utilized to notify all building occupants to lockdown according to pre-defined procedures.
- The School Superintendent's office will be notified so appropriate resources can be made available to the school district.
- The building principal should be prepared to relinquish authority and assist the first emergency responder from the police or emergency services.

Kidnapping:

The Building-Level Emergency Response Plan procedures will be followed in the event of a kidnapping. In general, the following response action will be taken:

- During school hours, **when a student has already been documented as present**, the first person aware of a kidnapping or missing student will immediately notify the principal's office who will obtain student information and photo I.D. School building staff and security personnel will search the building and also utilize the public announcement system.
- Parent/guardian will be notified. If student is not found, police will be notified.
- The school principal will turn over the investigation to the police upon arrival and assist as requested. No information is to be released to the media.
- Parents will be notified immediately if the student is located.

- During school hours, **when a student has not arrived at school**, parent or guardian will immediately be contacted. Parents should be asked to contact the school if the student is located.
- If a student is not legally absent he/she could be lost, a runaway or truant (determine if any friends are also missing).
- The student's means of transportation to school should be reviewed. If student is not located, the police should be notified. Student information and photo I.D. will be obtained.
- The School Superintendent will be notified.
- The school principal will turn over the investigation to the police upon arrival and assist as requested. No information is to be released to the media.
- Parents will be notified immediately if the student is located.
- After school hours, **when a student has not arrived at home**, the school may be notified by a concerned parent/guardian.
- Gather any information available on the student and their departure from school.
- Advise parent/guardian to contact friends.
- Advise parent/guardian to contact police if student is not located. School principal or designee should be available for police investigation.
- Ask parent/guardian to re-contact school if student is located.

Responses to Acts of Violence (Implied or Direct Threats)

Response actions in individual buildings will include:

- Implementation of the Incident Command System
- Use of staff trained in de-escalation techniques
- Inform building Principal
- Determine level of threat with Superintendent
- Contact law enforcement agency, if necessary
- Monitor situation, adjust response as appropriate, utilize Building Emergency Response Team if necessary

Responses to Acts of Violence (Actual)

The following procedures will be followed when responding to actual acts of violence:

- Implementation of the Incident Command System
- Determine the level of threat
- If necessary, isolate the immediate area through a Hold-In-Place
- Inform building Principal/Superintendent
- If necessary, initiate lockdown procedure and contact appropriate law enforcement agency
- Monitor situation, adjust response as appropriate, if necessary, initiate early dismissal, sheltering or evacuation procedures

Response Protocols

Response protocols to specific emergencies will vary but usually will include the following:

- Implementation of Incident Command System
- Identification of decision makers
- Plans to safeguard students and staff
- Procedures to provide transportation, if necessary
- Procedures to notify parents
- Procedures to notify media
- Debriefing procedures

School Building Chain-of-Command Table

School Building	IC #1	IC #2	IC #3
Roslyn High School	Dr. Scott Andrews	Mr. Jay Pilnick	Ms. Carol Murphy
Roslyn Middle School	Mr. Craig Johanson	Mr. Dave Lazarus	Ms. Jennifer Sheehan
East Hill Elementary School	Ms. Melissa Krieger	Ms. Nichole Lewis	Mr. Paul Cesarski, Jr.
Harbor Hill Elementary School	Ms. Jessica Kemler	Ms. Mary Wood	Ms. Maria Stathakos
Heights Elementary School	Ms. Regina Colardi	Ms. Michelle Hazen	Dr. Jillian Brass

Emergency Assistance and Advice from Local Government

Depending on the nature of the emergency, the school district may need to obtain assistance from local government agencies. During an emergency the Incident Commander will contact 911 to obtain emergency services. Other agencies that may be contacted to obtain assistance may include the Red Cross, Fire Department, Local Police Department, Nassau County Office of Emergency (Commissioner), Nassau County Department of Mental Health, Nassau BOCES District Superintendent, Private Industry Groups, Religious Organizations, among others. For specific assistance beyond the scope of the school district's resources, the Nassau County Office of Emergency Management will coordinate with State and Federal agencies and assist in all post-incident response. These contacts are clearly delineated in the Building-Level Emergency Response Plans.

District Resources Use and Coordination

Building-Level Emergency Response Plans will address the identification, availability, and use of resources. This will include procedures for coordination of these resources including manpower and Chain-Of-Command.

Protective Action Options

Building-Level Emergency Response Plans, which are confidential, address the following response actions as determined by the nature of the emergency. Specific response actions are explained in detail in each building plan:

- **School Cancellation** (Conditions warrant making a decision not to open schools)
- **Early Dismissal** (Conditions warrant returning students to their homes)
- **Evacuation** (Conditions in the building are unsafe warranting relocation)
- **Sheltering** (Conditions warrant movement to a safe place in the building)
 - **Shelter-In-Place (weather related)**
 - **Shelter-In-Place (Generic/Non-specific Bomb Threat)**
 - **Shelter-In-Place (Specific Bomb Threat)**
- **Hold-In-Place** (Conditions warrant isolation of a specific area of the building – usually short-term)
- **Lockdown** (The most serious situation for a school – a threat is in the building)
- **Lockout** (A threat exists outside the school building or in the vicinity)

National Terrorism Advisory System (NTAS)

NTAS advisories – whether they be Alerts or Bulletins – encourage individuals to follow the guidance provided by state and local officials and to report suspicious activity. Where possible and applicable, NTAS advisories will include steps that individuals and communities can take to protect themselves from the threat as well as help detect or prevent an attack before it happens. Individuals should review the information contained in the Alert or Bulletin, and based upon the circumstances, take the recommended precautionary or preparedness measures for themselves and their families.

Bulletin:

Describes current developments or general trends regarding threats of terrorism

Elevated Threat Alert:

Warns of a credible terrorism threat against the United States

Imminent Threat Alert:

Warns of a credible, specific, and impending terrorism threat against the United States

Individuals should report suspicious activity to local law enforcement authorities. Often, local law enforcement and public safety officials will be best positioned to provide specific details on what indicators to look for and how to report suspicious activity. The ***If You See Something, Say Something™*** campaign across the United States encourages the public and leaders of communities to be vigilant for indicators of potential terroristic activity, and to follow the guidance provided by the advisory and/or state and local officials for information about threats in specific places or for identifying specific types of suspicious activity.

Recovery – School District Support for Buildings

The Emergency Response Teams and the Post-Incident Response Teams will be supported in their efforts by all available in-district resources and personnel as required by the nature of the emergency. County and State resources and personnel will be obtained as dictated by the nature of the emergency.

A School District Support Team will be available when necessary to assist all school buildings in their response effort. This Team will be composed of:

- Superintendent of Schools or Designee
- School Business Official
- Director of Facilities
- Transportation Coordinator
- Food Service Director
- Head Nurse
- Others as deemed necessary

Disaster Mental Health Services

The **Building-Level Emergency Response Team** will designate the **Post-Incident Response Team** in each school building to respond in crisis situations and help provide disaster mental health services as outlined in our **Building-Level Emergency Response Plan**. Depending on the scope of the situation, the Nassau County Office of Emergency Management and Department of Mental Health may be contacted to help coordinate a County or State-Wide effort.

Forms and Recordkeeping

The success of our Violence Prevention Program will be greatly enhanced by our ability to document and accurately report on various elements of the program along with training staff on our Plan. This will allow us to monitor its success and update the program as necessary. Forms, resources, and training materials have been developed for this purpose and can be obtained on the **Nassau Schools Emergency Planning Consortium Website** at:

www.nassauschoolemergency.org under the **Safety Plans** tab

Pandemic Planning

Our District-Wide School Safety Plan is based on addressing the four phases of emergency management (Prevention/Mitigation; Preparedness; Response; Recovery). This Pandemic Plan is built upon the components already existing in our District-Wide School Safety Plan that also incorporates our Building-Level Emergency Response Plans. It is a flexible Plan developed in collaboration with a cross-section of the school community and public health partners and will be updated regularly to reflect current best practices. The Plan will be tested (exercised) routinely as part of the overall exercise of the District-Wide School Safety Plan. The District-Wide School Safety Team assumes responsibility for development and compliance with all provisions of this Plan and implementation at the building level through the Building-Level Emergency Response Team.

Prevention/Mitigation:

- We will work closely with the Nassau County Department of Health to determine the need for activation of our Plan. The following procedures will be followed by school nurses for reporting communicable disease, including influenza, and communicating with the Health Department:
 - Report suspected and confirmed cases of influenza on the monthly school's *Communicable Disease Report*, (DMS-485.7/93; HE-112.4/81) and submit to: Nassau County Department of Health, Bureau of Infectious Diseases, 240 Old Country Road, Mineola, N.Y. 11501.
 - Public Health Consultation and Immediate Reporting: 516-227-9639
 - Weekend/After-hours Consultation and Reporting: 516-742-6154
- The Nassau County Department of Health will monitor County-wide cases of influenza and inform school districts as to appropriate actions.
- The Superintendent of Schools will help coordinate our Pandemic planning and response effort. This person will work closely with the District-wide School Safety Team that has responsibility for reviewing and approving all recommendations and incorporating them into the District-Wide School Safety Plan. The school district physician and nurses will be vital members of the Safety Team. Because of the potential importance of technology in the response effort (communication and notification) the school district technology director will also be an important Team member. The Human Resources Director, Business Official, Facility Director, and Curriculum Director will also be vital to the planning effort. Other non-traditional individuals may also be required to be part of the Team.
- The District-wide School Safety Team will review and assess any obstacles to implementation of the Plan. The *CDC School District Pandemic Influenza Planning Checklist* is reviewed for this determination and has considered issues related to Planning and Coordination; Continuity of Student Learning; Core Operations; Infection Control Policies and Procedures; and Communication.
- The school district will emphasize hand-washing and cough/sneezing etiquette through educational campaigns including the CDC Germ Stopper Materials; Cover Your Cough Materials; It's a SNAP Toolkit; and the NSF Scrub Clean; which can all be accessed at <http://www.cdc.gov/flu/school/>.
- We will educate and provide information to parents, staff, and students about our Pandemic Plan and about how to make an informed decision to stay home when ill. We will utilize our website, postings and direct mailings for this purpose.

Preparedness:

- We have collaborated with our partners to assure complementary efforts. We have invited representatives from the Nassau County Department of Health, Police Department, Office of Emergency Management, Department of Mental Health and others to attend our District-wide School Safety Team meetings. This will allow us to send consistent messages to the school community on pandemic related issues.
- The District-wide Command Center will be at the Administration Building with the alternate at RHS Principal's Office, and will be activated at the direction of the School District Incident Commander. We have established our District-wide Incident Command Structure as follows:
 - **Ms. Allison Brown** Superintendent of Schools **No. 1**
 - **Mr. Thomas Szajkowski** Chief Emergency Officer **No. 2**
 - **Mr. Joseph C. Dragone** Assistant Superintendent for Business & Admin **No. 3**
 - **Mr. Michael Goldspiel** Assistant Superintendent for Secondary Education **No. 4**
 - **Ms. Karina Báez** Assistant Superintendent for Elementary Education **No. 5**

Building-level Command Posts and Incident Command Structures are defined in the Building-Level Emergency Response Plans. Our Incident Command System will complement and work in concert with the Federal, State, and Local Command Systems. Our central administrators and school building principals have completed both the IS 100 (Introduction to Incident Command) IS 362 (Multi-Hazard Emergency Planning for Schools) and IS 700 (National Incident Management System) training courses which are available on-line through the Nassau Schools Emergency Planning Consortium Website at www.nassauschoolemergency.org.

- Communication will be important throughout a pandemic outbreak. It will be necessary to communicate with parents, students, staff, and the school community. Communication methods may include: school postings; general mailings; e-mails; special presentations; phones and cell phones, reverse 911 systems, and the public media. A school district Public Information Officer (PIO) Superintendent of Schools has been designated to coordinate this effort and act as the central point for all communication. The PIO will also retain responsibility for establishing and maintaining contact with accepted media partners. The PIO will work closely with our Assistant to the Superintendent for Technology and Infrastructure to assure proper function of all communication systems. This coordination will also help assure that as many redundant communication systems as possible are available. The District uses the internet and phone services. We test and exercise our communication systems throughout the year.
- Continuity of operations and business office function could be severely impacted by a loss of staff. As such, our plan will include procedures for maintaining essential functions and services. This will include:
 - Overall Operations – we have defined the following decision making authority for the district Superintendent, the Assistant Superintendents for Business & Administration, Elementary Education, Secondary Education, the Director of Pupil Personnel Services, and the Assistant to the Superintendent for Administration and Special Projects. Recognizing the need for these essential individuals to have frequent communication we have established as many redundant communication systems as possible. Our primary communication will be through our normal phone system followed by hand held radios, cell phones, texting and phone mail, e-mail, district automated phone notification system.
 - The Business Office is essential for maintaining overall function and facilities operation. Back-up personnel will be important to maintain purchasing and payroll responsibilities. We have defined the following job titles for having back-up responsibility in these areas. Recognizing the need for job cross-training, we have trained individuals. We have also established the ability to maintain these essential functions off-site from remote locations.
 - Maintenance of facilities will be difficult with a reduced or absent maintenance staff. The Director of Facilities or back-up designee will keep the business office informed of such status and of the point at which buildings can no longer be maintained. The Director of Facilities has provided building administrators with procedures for maintaining essential building functions (HVAC system operation, alarms, security, etc. along with a list of telephone numbers of outside companies and alternates for repair and maintenance of these systems). If necessary, we will pool maintenance staff to form a mobile central team to help assist in essential building function and cleaning of critical areas such as bathrooms. Teachers may be asked to assist in this effort. If necessary, we may provide spray bottle sanitizers for each classroom teacher for doorknob and desktop disinfection only. Desktops will be misted with the provided disinfectant and left to dry.
 - Human Resources will be essential in monitoring absenteeism and assuring appropriate delegation of authority. Changes to district policies and procedures to reflect crisis response may become necessary and will be implemented by Human Resources. The Human Resources Director has provided cross-training of staff to ensure essential functions. Human Resources will help develop the Plan, in conjunction with all bargaining units, for emergency use of personnel in non-traditional functions and changes in the normal work day such as alternate or reduced work hours, working from home, etc. Working with administration and local officials, the Human Resources Department will help to decide if schools need to be closed.
- Continuity of instruction will need to be considered in the event of significant absences or school closure. Restructuring of the school calendar may become necessary. We will work closely with the New York State Education Department on this potential result throughout the crisis period. Some of the alternate learning strategies we have implemented to be used in combination as necessary include
 - Hard copy, self-directed lessons
 - Use of mobile media storage devices for lessons (CDs, Jump Drives, IPODS)
 - On-line instruction; on-line resources; on-line textbooks
 - Communication modalities for assignment postings and follow-up: telephone; Postal Service; cell phone, cell phone mail, text messages; e-mail; automated notification systems; website postings

We have obtained input from curriculum staff in development of these strategies and have tested these methods.

Response:

- The District-Wide School Safety Team will meet to determine the need for activation of a pandemic response based on internal monitoring and correspondence with the Nassau County Department of Health and other experts. Each Building-Level Emergency Response Team will be informed that the Plan has been activated.
- The entire Incident Command Structure at both the District and Building level will be informed that the response effort has been enacted. These individuals will meet to discuss the Plan's activation and review responsibilities and communication procedures.
- The PIO will work closely with the Assistant to the Superintendent for Technology and Infrastructure to re-test all communication systems to assure proper function. The District-wide School Safety Team and Building-Level Emergency Response Teams will assist in this effort.
- Based on the latest information from collaboration with our partners, and to send a message consistent with public health authorities, the PIO will utilize the communication methods previously described to alert the school community of the activation of our District-Wide School Safety Plan as it specifically applies to pandemics.
- The Business Official will meet with staff to review essential functions and responsibilities of back-up personnel. Ability to utilize off-site systems will be tested. The Business Official will monitor utilization of supplies, equipment, contracts, and provided services and adjust as necessary.
- The Facility Director will meet with staff and monitor ability to maintain essential function. The Facility Director will review essential building function procedures with the Principal and command chain. Sanitizing procedures will be reviewed with teachers. The Facility Director will work closely with the Business Official or designee to implement different phases of the Plan as necessary.
- The Human Resources Director will meet with staff to review essential functions and responsibilities of back-up personnel. The Human Resources Director will monitor absenteeism to assure maintenance of the Command Structure and possible need to amend existing procedures.
- Based on recommendations from Local and State Authorities, schools may be closed. Our Plan for continuity of instruction will be implemented as previously described.

Recovery:

- Re-establishing the normal school curriculum is essential to the recovery process and should occur as soon as possible. We will work toward a smooth transition from the existing learning methods to our normal process. We will use all described communication methods and our PIO to keep the school community aware of the transition process.
- We will work closely with the New York State Education Department to revise or amend the school calendar as deemed appropriate.
- We will evaluate all building operations for normal function and re-implement appropriate maintenance and cleaning procedures.
- Each Building-Level Post-Incident Response Team will assess the emotional impact of the crisis on students and staff and make recommendations for appropriate intervention.
- The District-wide School Safety Team and Building-Level Emergency Response Teams will meet to de-brief and determine lessons learned. Information from the PIO, Business Office, Human Resources, Facility Director, and Curriculum Supervisor will be vital to this effort. The District-Wide School Safety Plan and Building-Level Emergency Response Plans will be revised to reflect this.
- Curriculum activities that may address the crisis will be developed and implemented.

SCHOOL DISTRICT (K-12) PANDEMIC INFLUENZA PLANNING CHECKLIST



Local educational agencies (LEAs) play an integral role in protecting the health and safety of their district's staff, students and their families. The Department of Health and Human Services (HHS) and the Centers for Disease Control and Prevention (CDC) have developed the following checklist to assist LEAs in developing and/or improving plans to prepare for and respond to an influenza pandemic.

Building a strong relationship with the local health department is critical for developing a meaningful plan. The key planning activities in this checklist build upon existing contingency plans recommended for school districts by the U.S. Department of Education (Practical Information on Crisis Planning: A Guide For Schools and Communities http://www.ed.gov/admins/lead/safety/emergencyplan_crisisplanning.pdf).

Further information on pandemic influenza can be found at www.pandemicflu.gov.

I. Planning and Coordination:

Completed	In Progress	Not Started	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Identify the authority responsible for declaring a public health emergency at the state and local levels and for officially activating the district's pandemic influenza response plan.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Identify for all stakeholders the legal authorities responsible for executing the community operational plan, especially those authorities responsible for case identification, isolation, quarantine, movement restriction, healthcare services, emergency care, and mutual aid.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	As part of the district's crisis management plan, address pandemic influenza preparedness, involving all relevant stakeholders in the district (e.g., lead emergency response agency, district administrators, local public health representatives, school health and mental health professionals, teachers, food services director, and parent representatives). This committee is accountable for articulating strategic priorities and overseeing the development of the district's operational pandemic plan.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Work with local and/or state health departments and other community partners to establish organizational structures, such as the Incident Command System, to manage the execution of the district's pandemic flu plan. An Incident Command System, or ICS, is a standardized organization structure that establishes a line of authority and common terminology and procedures to be followed in response to an incident. Ensure compatibility between the district's established ICS and the local/state health department's and state education department's ICS.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Delineate accountability and responsibility as well as resources for key stakeholders engaged in planning and executing specific components of the operational plan. Assume that the plan includes timelines, deliverables, and performance measures.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Work with your local and/or state health department and state education agencies to coordinate with their pandemic plans. Assume that pandemic planning is coordinated with the community's pandemic plan as well as the state department of education's plan.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Test the linkages between the district's Incident Command System and the local/state health department's and state education department's Incident Command System.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Contribute to the local health department's operational plan for surge capacity of healthcare and other services to meet the needs of the community (e.g., schools designated as contingency hospitals, schools feeding vulnerable populations, community utilizing LEA's healthcare and mental health staff). In an affected community, at least two pandemic disease waves (about 6-8 weeks each) are likely over several months.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Incorporate into the pandemic influenza plan the requirements of students with special needs (e.g., low income students who rely on the school food service for daily meals), those in special facilities (e.g., juvenile justice facilities) as well as those who do not speak English as their first language.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Participate in exercises of the community's pandemic plan.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Work with the local health department to address provision of psychosocial support services for the staff, students and their families during and after a pandemic.

4. Communications Planning (cont.):

Completed	In Progress	Not Started	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Develop and test platforms (e.g., hotlines, telephone trees, dedicated websites, and local radio or TV stations) for communicating pandemic status and actions to school district staff, students, and families.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Develop and maintain up-to-date communications contacts of key public health and education stakeholders and use the network to provide regular updates as the influenza pandemic unfolds.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Assure the provision of redundant communication systems/channels that allow for the expedited transmission and receipt of information.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Advise district staff, students and families where to find up-to-date and reliable pandemic information from federal, state and local public health sources.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Disseminate information about the LEA's pandemic influenza preparedness and response plan (e.g., continuity of instruction, community containment measures).
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Disseminate information from public health sources covering routine infection control (e.g., hand hygiene, cough/sneeze etiquette), pandemic influenza fundamentals (e.g., signs and symptoms of influenza, modes of transmission) as well as personal and family protection and response strategies (e.g., guidance for the at-home care of ill students and family members).
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Anticipate the potential fear and anxiety of staff, students, and families as a result of rumors and misinformation and plan communications accordingly.



I. Planning and Coordination (cont.):

Completed	In Progress	Not Started	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Consider developing in concert with the local health department a surveillance system that would alert the local health department to a substantial increase in absenteeism among students.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Implement an exercise/drill to test your pandemic plan and revise it periodically.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Share what you have learned from developing your preparedness and response plan with other LEAs as well as private schools within the community to improve community response efforts.

2. Continuity of Student Learning and Core Operations:

Completed	In Progress	Not Started	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Develop scenarios describing the potential impact of a pandemic on student learning (e.g., student and staff absences), school closings, and extracurricular activities based on having various levels of illness among students and staff.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Develop alternative procedures to assure continuity of instruction (e.g., web-based distance instruction, telephone trees, mailed lessons and assignments, instruction via local radio or television stations) in the event of district school closures.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Develop a continuity of operations plan for essential central office functions including payroll and ongoing communication with students and parents.

3. Infection Control Policies and Procedures:

Completed	In Progress	Not Started	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Work with the local health department to implement effective infection prevention policies and procedures that help limit the spread of influenza at schools in the district (e.g. promotion of hand hygiene, cough/sneeze etiquette). Make good hygiene a habit now in order to help protect children from many infectious diseases such as flu.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Provide sufficient and accessible infection prevention supplies (e.g., soap, alcohol-based/waterless hand hygiene products, tissues and receptacles for their disposal).
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Establish policies and procedures for students and staff sick leave absences unique to a pandemic influenza (e.g., non-punitive, liberal leave).
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Establish sick leave policies for staff and students suspected to be ill or who become ill at school. Staff and students with known or suspected pandemic influenza should not remain at school and should return only after their symptoms resolve and they are physically ready to return to school.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Establish policies for transporting ill students.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Assure that the LEA pandemic plan for school-based health facilities conforms to those recommended for health care settings (Refer to www.hhs.gov/pandemicflu/plan).

4. Communications Planning:

Completed	In Progress	Not Started	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Assess readiness to meet communication needs in preparation for an influenza pandemic, including regular review, testing, and updating of communication plans.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Develop a dissemination plan for communication with staff, students, and families, including lead spokespersons and links to other communication networks.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Ensure language, culture and reading level appropriateness in communications by including community leaders representing different language and/or ethnic groups on the planning committee, asking for their participation both in document planning and the dissemination of public health messages within their communities.

Personnel Action Report
Professional

P.1
November 15, 2018

Item	Name	Action	Position / Replacing	Location	From	To	Tenure Area	Certification Class / Step Salary
1	Jessica Berger	Appointment	Regular Substitute/Leave Replacement (C. Totillo)	HS	On or about 12/6/18	6/30/19		School Counselor, BA/Step 1*, Per RTA Contract
2	Jessica Berger	Substitute Appointment	Per Diem Substitute Teacher		11/19/18	On or about 12/6/18		School Counselor, \$130/day
3	Andrew Krublitt	Substitute Appointment	Per Diem Substitute Teacher		11/19/18	6/30/19		Visual Arts, \$130/day
4	Marisa Wein	Substitute Appointment	Per Diem Substitute Teacher		11/19/18	6/30/19		Childhood Ed Gr 1-6, \$130/day
5	Mark Steinmuller	Coach Appointment	II/I Boys' Volleyball	MS	1/22/19	3/29/19		Per RTA Contract
6	Christopher Roth	Appointment	Honor Society	HS	11/19/18	6/30/19		Per RTA Contract, prorated
7	Samantha Simon	Appointment	Regents Review (not to exceed 3 sessions)	HS	12/1/18	1/31/19		Per RTA Contract
8	Mark Carman	Appointment	Regents Review (not to exceed 3 sessions)	HS	12/1/18	1/31/19		Per RTA Contract
9	Christopher Callahan	Appointment	Regents Review (not to exceed 3 sessions)	HS	12/1/18	1/31/19		Per RTA Contract
10	Terisa Charles	Appointment	Regents Review (not to exceed 1 session)	HS	12/1/18	1/31/19		Per RTA Contract
11	Shannon Kenniff	Appointment	Regents Review (not to exceed 1 session)	HS	12/1/18	1/31/19		Per RTA Contract
12	Christina Papagni	Appointment	Regents Review (not to exceed 1 session)	HS	12/1/18	1/31/19		Per RTA Contract
13	Laura Wenzel	Appointment	Regents Review (not to exceed 2 sessions)	HS	12/1/18	1/31/19		Per RTA Contract
14	Debra Oleksiak	Appointment	Regents Review (not to exceed 1 session)	HS	12/1/18	1/31/19		Per RTA Contract
15	Catherine Lenoci	Appointment	Regents Review (not to exceed 3 sessions)	HS	12/1/18	1/31/19		Per RTA Contract
16	Alison Morin	Appointment	Regents Review (not to exceed 1 session)	HS	12/1/18	1/31/19		Per RTA Contract
17	Lorraine Huzar	Appointment	Regents Review (not to exceed 1 session)	HS	12/1/18	1/31/19		Per RTA Contract
18	Todd Postol	Appointment	Regents Review (not to exceed 1 session)	HS	12/1/18	1/31/19		Per RTA Contract
19	Ronald Katovitz	Appointment	Regents Review (not to exceed 1 session)	HS	12/1/18	1/31/19		Per RTA Contract
20	Sara Linger	Appointment	Accompanist (not to exceed 47 hours)	MS/HS	11/19/18	6/30/19		\$30/hour
21	Dorene Konecky	Substitute Appointment	Per Diem Substitute Teaching Assistant		11/19/18	6/30/19		\$100/day

Personnel Action Report
Classified

P.2
November 15, 2018

Item	Name	Action	Position / Replacing	Class	Type of Appt	Location	From	To	Certification Class / Step Salary
1	Idiana Canales	Substitute Appointment	Substitute Food Service Worker				On or about 11/19/18*		\$13.50/hour
2	Manisha Bhardwaj	Rescind Appointment	Monitor (R. Bowie)			HH	11/2/18		
3	Susan Griffith	Appointment	Part-Time Bus Driver (P. Strassberg)	Non-Comp	p/t	Bus Garage	On or about 11/26/18*		\$20.50/hour
4	Clara Martinez	Substitute Appointment	Substitute Food Service Worker				On or about 12/3/18*		\$13.50/hour
5	Margaret Bifone	Resignation for the Purposes of Retirement	Sr. Typist Clerk			HS		12/28/18 (last day of employment)	

**Pending Civil Service Approval*

Item	Transfer Dollar Amount	From Code	Previous Appropriation	Revised Appropriation	To Code	Previous Appropriation	Revised Appropriation
1	\$ 35,088.82	H1620 000 03 1098 Unalloc Budget 9/10	\$ 35,088.82	\$ -	H2110 293 06 1606 General Construction HTS 007-024	\$ 4,290,847.01	\$ 4,325,935.83
For: change orders hes gc 016 & 018							
2	\$ 68,352.69	H1620000 03 1198 Unalloc Budget 10/11	\$ 68,352.69	\$ -	H2110 293 06 1606 General Construction HTS 007-024	\$ 4,325,935.83	\$ 4,394,288.52
For: change orders hes gc 016 & 018							
3	\$ 22,728.15	H1620000 03 1298 Unalloc Budget 11/12	\$ 22,728.15	\$ -	H2110 293 06 1606 General Construction HTS 007-024	\$ 4,394,288.52	\$ 4,417,016.67
For: change orders hes gc 016 & 018							
4	\$ 2,678.90	H1620000 03 1398 Unalloc Budget 12/13	\$ 2,678.90	\$ -	H2110 293 06 1606 General Construction HTS 007-024	\$ 4,417,016.67	\$ 4,419,695.57
For: change orders hes gc 016 & 018							
5	\$ 23,653.81	H1620 000 03 1498 Unalloc Budget 13/14	\$ 23,653.81	\$ -	H2110 293 06 1606 General Construction HTS 007-024	\$ 4,419,695.57	\$ 4,443,349.38
For: change orders hes gc 016 & 018							
6							
For:							

APPROVED: Joseph C. Dragone DATE: _____

Item	Transfer Dollar Amount	From Code	Previous Appropriation	Revised Appropriation	To Code	Previous Appropriation	Revised Appropriation
APPROVED:		Allison Brown		DATE			

APPROVED: _____ **Item #:** _____

Memorandum

To: Joseph Dragone
From: Regina Colardi
Re: Removal of Electric Kiln from Heights School
Date: October 25, 2018

Please accept my request to have the Excel Electric Kiln removed from the closet in the wing of Heights School. This piece of equipment is no longer used by staff and has been inoperative for several years. In addition, the opening for the vent has been removed. I would like to dispose of this equipment and utilize the space in some other way.

Thank you. *rc*

EXCELTM

ELECTRIC KILN

CAUTION

- Surface of kiln may be hot. Do not touch. Do not open cabinet door.
- Always use proper wiring.
- Do not use a circuit breaker.
- Do not use other electrical equipment.
- Do not use a fuse.
- Do not use a switch.
- Do not use a plug.
- Do not use a cord.
- Do not use a wire.
- Do not use a pipe.
- Do not use a hose.
- Do not use a cloth.
- Do not use a brush.
- Do not use a comb.
- Do not use a comb.
- Do not use a comb.

OPERATION

Read the manual before operating the kiln.

Kiln Preparation Before Firing

1. Turn off electrical power to the kiln.
2. Check the door lock in the cabinet.
3. Check the wiring connections.
4. Check the voltage and the proper wiring.
5. Check the door.
6. Check the door.
7. Check the door.
8. Check the door.
9. Check the door.
10. Check the door.

1. Set the timer for 1 hour beyond the firing time.
2. Place in kiln other objects.

Firing Instructions

1. Turn on electrical power to the kiln.
2. Turn on the timer.
3. Turn on the kiln.

4. For the first 10 minutes, turn on the timer.
5. Turn on the kiln.
6. Turn on the timer.

7. Turn on the kiln.
8. Turn on the timer.
9. Turn on the kiln.

10. Turn on the kiln.
11. Turn on the timer.
12. Turn on the kiln.

Closed vent

broken

EXCEL ELECTRIC KILN
 MODEL 17-3A
 110V 60Hz

Preparation Before Firing

- Turn all switches to Off position.
- Raise lid and lock in Up position.
- Check kiln-sitter adjustments.
- Raise falling weight and set proper minor cone in kiln-sitter.
- Load kiln. Set senior visual cones while loading.
- Lower lid and insert lid prop; 2 1/2" for overglaze and lace fires, 1" for all others.
- Plug peep holes except for the top one, which is always left open.
- Plug top peep hole when using AMACQ® Kiln Vent.

- For 3 - section top and bottom center to 4 1/2"
- 4. Close lid when vent
- 5. Watch senior visual at kiln-sitter level firings of new or kiln.

After Shutoff

Allow kiln to cool no opening and unload fired cones and check timer.



POLICY 5162

Student Dismissal Precautions

REVISED POLICY

Policies Being Replaced	Policy 5162 Student Dismissal Policy 5762 Student Dismissal
Reason for Revision	(1) Consolidate existing policy statements into one policy (2) Updating substance of policy to reflect current practice and law

No student may be released from school to anyone other than his/her parent, guardian or child protective services personnel and law enforcement officers pursuant to law, unless the individual's name seeking release of the student appears on a list provided by the parent or guardian. A student may be released to either parent unless a custodial parent supplies the Superintendent of Schools with a certified copy of a court order or divorce decree to the contrary. Certified copies of any court orders or divorce decrees provided by the custodial parent, which restrict a parent's ability to seek the release of their child, shall be maintained by the Superintendent of Schools or his/her designee.

Parents or guardians may submit a list of individuals authorized to obtain the release of their children from school at the time of the child's enrollment. The signature of the parent or guardian must be on or attached to such list. A parent or guardian may amend the list of individuals authorized to obtain the release of his/her child(ren) from school at any time, in writing. The Superintendent of Schools or his/her designee shall maintain a list of individuals who are authorized to obtain the release of students in attendance in the School District. No student may be released to the custody of any individual not the parent or guardian of the student, unless the individual's name appears upon the list.

If any individual seeks the release from school of a student he or she must report to the school office and present identification deemed satisfactory by the Superintendent of Schools or his/her designee, who must check the authorized list and relevant court orders or divorce decrees before a student may be released.

Parents are urged to make appointments with physicians, dentists, special tutors, etc., after school hours. If a request is necessary, parents should make note of the date, time and reason for the release. Children cannot be excused without advance written request by parent/guardian, and must be released in care of parent/guardian, unless otherwise noted. Elementary students who must leave school early must bring a note from their parent/guardian to the Main Office before leaving the building. Middle and High School students must bring such note to the Attendance Office. Early release of a student for emergency reasons should be requested in writing by a parent/guardian. Medical releases are handled through the Nurse's Office. All other reasons for release must go through the Main Office, and students must be picked up in the Main Office. The person seeking the release must sign the register in the office.

In the event of an emergency, the Superintendent of Schools or his/her designee may release a student to an individual not appearing on the approved list only if the parent or guardian has been contacted by the Superintendent of Schools and has approved the release, and the Superintendent of Schools determines that an emergency exists.

Cross-Ref: 8130 School Safety Plans and Teams
8134 Emergency Closings

Ref: Education Law §3210(1)(c)

Adoption Date:

POLICY 5550

Student Privacy

NEW POLICY

Policies Being Replaced	None
Reason for New Policy	Adopt new policy – Policy required by law

The Board of Education recognizes its responsibility to enact policies that protect student privacy, in accordance with law. This is particularly relevant in the context of the administration of student data which is collected surveys that collect personal information, the disclosure of personal information for marketing purposes and in conducting physical exams.

Privacy and Security of Student Data

The Board of Education is committed to protecting the privacy and security of each and every student's data. In accordance with law, the following shall govern parental rights concerning their child's data:

1. A student's personally identifiable information cannot be sold or released for any commercial purposes.
2. Parents have the right to inspect and review the complete contents of their child's education record.
3. The confidentiality of a student's personally identifiable information is protected by existing state and federal laws, and safeguards such as encryption, firewalls, and password protection, must be in place when data is stored or transferred.
4. Parents have the right to file complaints about possible breaches of student data. Parents may submit a complaint regarding a potential breach by the School District to your student's building principal. Complaints pertaining to the State Education Department or one of its third party vendors should be directed in writing to the Chief Privacy Officer, New York State Education Department, 89 Washington Avenue, Albany NY 12234, email to CPO@mail.nysed.gov. The complaint process is under development and will be established through regulations to be proposed by the State Education Department's Chief Privacy Officer.
5. The School District will post a Parents' Bill of Rights in accordance with the requirements of Education Law.
6. Upon the adoption of regulations and guidance from the State Education Department, as required by Education Law 2-d(3)(d) and 2-d(5)(a-b), if the School District enters into a contract with a third party in which student, teacher, or principal data is shared with the third party, supplemental information for each such contract will be appended to this Parent's Bill of Rights.

Surveys

The Board of Education recognizes that student surveys are a valuable tool in determining student needs for educational services. In accordance with law and Board policy, parental consent is required for minors to take part in surveys which gather any of the following information:

1. political affiliations or beliefs of the student or the student's parent;
2. mental or psychological problems of the student or the student's family;
3. sex behavior or attitudes;
4. illegal, anti-social, self-incriminating or demeaning behavior;
5. critical appraisals of other individuals with whom respondents have close family relationships;
6. legally recognized privileged or analogous relationships, such as those of lawyers, physicians and ministers;
7. religious practices, affiliations or beliefs of the student or the student's parent; or
8. income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program).

In the event that the School District plans to survey students to gather information included in the list above, the School District will obtain written consent from the parent/guardian in advance of administering the survey. The notification/consent form will also apprise the parent/guardian of their right to inspect the survey prior to their child's participation.

Marketing

It is the policy of the Board of Education not to collect, disclose, or use personal information gathered from students for the purpose of marketing or selling that information or providing it to others for that purpose. "Personal Information" is defined as: "individually identifiable information concerning the student, including a student's or parent's first and last name, home address, telephone numbers and/or social security number." This does not apply to the collection, disclosure, or use of personal information collected from students for the exclusive purpose of developing, evaluating, or providing educational products or services for, or to students or educational institutions such as:

1. College or other postsecondary education recruitment, or military recruitment;
2. Book clubs, magazines and programs providing access to low-cost literary products;
3. Curriculum and instructional materials used in schools;
4. Tests and assessments used to provide cognitive, evaluative, diagnostic, clinical, aptitude, or achievement information for students or to generate other statistically useful data for the purpose of securing such tests and assessments, and the subsequent analysis and public release of the aggregate data from such tests and assessments;

5. Student recognition programs; and
6. The sale by students of products or services to raise funds for school-related activities.

In the event that such data is collected by the School District, disclosure or use of student personal information will be protected by the School District pursuant to the requirements of the Family Educational Rights and Privacy act (FERPA). [For guidance regarding the disclosure of “directory information,” rather than personal information, see Policy 5500, Student Records.]

Inspection of Instructional Material

Parents/guardians shall have the right to inspect, upon request, any instructional material, used as part of the educational curriculum for students. “Instructional material” is defined as: “instructional content that is provided to a student, regardless of format including printed or representational materials, audio-visual materials, and materials in electronic or digital formats (such as materials accessible through the Internet). It does not include tests or academic assessments.”

A parent/guardian who wishes to inspect and review such instructional material shall submit a request in writing to the Building Principal. Upon receipt of such request, arrangements shall be made to provide access to such material to within 30 calendar days after the request has been received.

Invasive Physical Examinations

Prior to the administration of any non-emergency, invasive physical examination or screening that is required as a condition of attendance, administered by the school not necessary to protect the immediate health or safety of the student or other students and not otherwise permitted or required by state law, a student’s parent/guardian will be notified and given an opportunity to opt their child out of the exam. Hearing, vision and scoliosis screenings are not subject to prior notification. The term “invasive physical examination” means any medical examination that involves the exposure of private body parts, or any act during such examination that includes incision, insertion, or injecting into the body, but does not include a hearing, vision or scoliosis screening.

Notification

Parents/guardians and eligible students shall be notified of this policy at least annually, at the beginning of the school year and when enrolling students for the first time in District schools. In the annual notification, the School District shall notify the parents/guardians and eligible students of the specific or approximate dates during the school year when the activities involving collection, disclosure or use of personal information collected from students for the purpose of

marketing or selling the information, administration of any surveys, and any non-emergency, invasive physical exams or screenings, are scheduled or expected to be scheduled. The annual notification shall also inform parents/guardians and students eighteen (18) years of age or older that the School District must disclose to military recruiters and institutions of higher learning, upon request, the names, addresses and telephone numbers of high school students. Parents/guardians and students eighteen (18) years of age or older wishing to exercise their option to withhold their consent to the release of the above information to the military recruiters and/or institutions of higher learning must make such requests in writing to the high school principal. The School District shall also notify Parents/guardians or students eighteen (18) years of age or older within a reasonable period of time after any substantive change to this policy.

Cross-ref:

Ref: 20 USC §1232h
20 USC §7908
34 CFR Part 98
Education Law, section 2-a
Education Law, section 2-d
Education Law §903

Adoption date:

POLICY 6685

Medicaid Compliance

NEW POLICY

Review New Policy	NONE
Reason for New Policy	Adopt policy as required by law

The Board of Education recognizes its obligation to put a plan and program in place to prevent or otherwise detect fraud, waste and abuse in the Medicaid program. In general, the Board of Education expects that its officers and employees will operate with integrity and in conformance with its adopted code of ethics.

The Board of Education will appoint a Medicaid Compliance Officer at its annual organization meeting. The role of the Compliance Officer shall be to oversee the compliance program, receive and promptly investigate reports of noncompliance and report findings as appropriate to the Medicaid Inspector General, as well as to the Board of Education and the Superintendent of Schools. The Compliance Officer will report to the Board of Education fraud, significant findings or patterns of noncompliance. The Compliance Officer shall periodically report to the Board of Education on the activities of the compliance program.

All employees involved in Medicaid covered services, as well as those responsible for oversight, will receive annual training in accordance with state and federal requirements. The Board of Education expects all employees involved in Medicaid services to participate in general compliance training upon initial hire. Board members will also receive appropriate training so that they can fulfill their responsibilities. The School District will keep appropriate records documenting the training program.

The Director of Pupil Personnel Services will keep abreast of services that are covered by Medicaid so that the School District files compliant claims. The Board of Education expects that School District staff and/or contractors and agents will avoid filing false/inaccurate claims which would subject the School District to civil and criminal liability.

Necessary steps will be taken to communicate appropriate standards and procedures to all employees by disseminating information that explains what is required. The School District's program will include mechanisms to ensure that compliance issues are responded to appropriately as they are raised. The Compliance Officer is responsible for ensuring that the system for receiving reports and responding appropriately is implemented. This shall include the posting of this policy.

The School District will ensure it does not hire or contract with service providers who have been excluded from Medicare or the Medicaid program. The Director of Pupil Personnel Services will check the credential of the provider before the School District engages their services. School District employees will be required to sign an agreement that said employee will inform the Compliance Officer and the Superintendent of Schools or his/her designee upon receipt of any notification or knowledge that the individual's license has been suspended, revoked or lapsed, or if they have been excluded from participation in the Medicaid program. Upon notice by the employee, the School District will take remedial steps as soon as possible. Contracts with outside providers will include provisions to address this requirement.

All contractors and agents who furnish or authorize the furnishing of Medicaid services on behalf of the School District, or perform billing or coding functions are required to communicate these policies and procedures to their employees and are responsible for ensuring that such communication occurs.

The Compliance Officer will check the list of excluded providers monthly to determine if any School District employees who deliver Medicaid-covered services, or if any contractors, have been added to the list or have been reinstated. If any have been excluded, it will be reported immediately to the Superintendent of Schools who will initiate remedial action.

Once a suspected violation has been reported, the Board of Education, acting upon the recommendation of the Superintendent of Schools and the Compliance Officer, will take reasonable steps to respond appropriately and to prevent further violations, which shall include, any necessary modifications to its program designed to prevent and detect violations of applicable law.

Any employee of the School District who has knowledge of activities that he or she believes may violate a law, rule, or regulation has an obligation to promptly report this matter to the designated Compliance Officer and/or his or her immediate supervisor. Reports may be made anonymously and employees will not be penalized for reports made in good faith. Failure to report known violations, failure to detect violations due to negligence or reckless conduct and intentionally making false reports and/or participating in non-compliant behavior shall be grounds for disciplinary action.

Medicaid claims will be included as part of the School District's risk assessment. The claims will be reviewed as part of the School District's risk assessment, at a minimum of every two years. In addition, the Medicaid claims function will be tested and reviewed as part of the School District's internal audit plan routinely, or as directed by the Audit Committee or Board of Education. When the internal audit reveals weaknesses, a corrective action plan will be initiated by the Superintendent of Schools.

The Compliance Officer and the Superintendent of Schools are charged with responsibility for enforcing School District policy, which protects individuals who, in good faith, report or investigate suspected cases of fraud, waste or abuse in the School District's Medicaid program from retaliation or intimidation. Any act of retaliation against any person who in good faith reported potential issues, investigated issues and/or participated in the investigative process, is prohibited and illegal, and therefore subject to disciplinary action up to and including termination, in conformance with applicable laws and collective bargaining agreements.

The Board of Education directs the Superintendent of Schools to ensure that this policy is disseminated to employees as well as those entities providing Medicaid covered services, with

particular attention to those employees involved in administering the programs and services associated with Medicaid and their billing.

The Board of Education will periodically review and update this policy.

Ref. False Claims Act, 31 U.S.C. §3729, et seq.
State Finance Law §187 et seq. (New York False Claims Act)
Social Services Law §§145-b (False Statements); 145-c (Sanctions);
363-d (Provider Compliance Program)
Labor Law §740 (Prohibits Retaliation)
18 NYCRR §521.1 et seq. (Provider Compliance Program regulations)

Adoption date:

POLICIES TO BE ABOLISHED

ROSLYN PUBLIC SCHOOLS
Roslyn, New York

POLICY #9020

BOARD-STAFF COMMUNICATIONS

For pertinent information refer to Article IX of the Professional Negotiations Agreement by and between Roslyn UFSD and Roslyn Teachers Association.

:FPB

Adopted: 12/1989

ROSLYN PUBLIC SCHOOLS
Roslyn, New York

POLICY #9211

PROFESSIONAL STAFF QUALIFICATIONS

The Board of Education shall comply with the requirements for certification prescribed by the Commissioner of Education, subject to the approval of the Board of Regents, in the appointment and continuing employment of all certified personnel. No school monies will be paid to an unqualified (non-certified) person, except as permitted by the regulations of the Commissioner of Education.

:FPB

Adopted: 12/1989

Ref: Education Law §§3001; 3001-a; 2009; 3010
8 NYCRR §80.2 (c)

ROSLYN PUBLIC SCHOOLS
Roslyn, New York

POLICY #9210

PROFESSIONAL STAFF POSITIONS

The Board of Education shall appoint all professional personnel only upon the recommendation of the Superintendent of Schools.

The Superintendent shall select and recommend for employment to the Board those professional personnel who meet the legal requirements, and seem in his/her opinion, and of those whom he/she has delegated to help make such recommendation, the best qualified in terms of training and experience for the particular position.

:FPB

Adopted: 12/1989

Ref.: Education Law §3012

ROSLYN PUBLIC SCHOOLS
Roslyn, New York.

REGULATION #9211-R

PROFESSIONAL STAFF QUALIFICATIONS-REGULATION

Each certified member of the staff prior to commencing his/her duties, shall file with the Superintendent of Schools, a certificate of satisfactory health signed by his/her personal physician and Medical Inspector of the District.

The Board of Education may require, in order to safeguard the health of pupils, a medical examination of any certified person by a physician of his/her choice or a Medical Inspector of the District to determine the physical or mental capacity of such person to perform his/her duties.

A general medical examination certifying satisfactory health is required from all certified personnel at the time of employment, and prior to appointment to tenure. Exemption may be made on the basis of recommendation by school physician.

All professional staff employees, including coaches who are required by law or regulation to possess a first aid card as a condition of employment, shall keep such first aid card and certification current.

:FPB

Adopted: 12/1989

Ref.: Education Law §§906, 913

ROSLYN PUBLIC SCHOOLS
Roslyn, New York

POLICY #9220

**PROFESSIONAL STAFF CONTRACTS AND
COMPENSATION PLANS**

For pertinent information, refer to Articles III, XII of the Professional Negotiations Agreement by and between Roslyn UFSD and Roslyn Administrators and Supervisors Association.

:FPB

Adopted: 12/1989

ROSLYN PUBLIC SCHOOLS
Roslyn, New York

POLICY #9221

PROFESSIONAL STAFF SALARY SCHEDULES

For pertinent information on bargained for salary schedules, refer to Article XI and Appendixes A, B, and C of the Professional Negotiations Agreement by and between Roslyn UFSD and Roslyn Teachers Association along with Article V and Appendix A of the agreement by and between Roslyn UFSD and Roslyn Administrators and Supervisors Association.

:FPB

Adopted: 12/1989

Ref.: Education Law §1709(13)(16)(33)

**ROSLYN PUBLIC SCHOOLS
Roslyn, New York**

POLICY #9222

PROFESSIONAL STAFF FRINGE BENEFITS

For pertinent information refer to of the agreement between the Roslyn UFSD and Roslyn Administrators and Supervisors Association and the agreement between Roslyn UFSD and the Roslyn Teachers Association.

:FPB

Adopted: 12/1989

ROSLYN PUBLIC SCHOOLS
Roslyn, New York

POLICY #9223

PROFESSIONAL STAFF LEAVES AND ABSENCES

For pertinent information, refer to the agreement between Roslyn UFSD and Roslyn Administrators and Supervisors Association and the agreement between Roslyn UFSD and Roslyn Teachers Association. Professional personnel who are not part of a recognized bargaining unit shall be entitled to no fewer than the number of leaves provided for in the contract with administrators.

:FPB

Adopted: 12/1989

Ref.: Military Law §§242; 243; 246

ROSLYN PUBLIC SCHOOLS
Roslyn, New York

POLICY #9241

**ARRANGEMENTS FOR PROFESSIONAL STAFF
SUBSTITUTES**

This policy is designed to insure greater continuity in the teaching-learning process and to mitigate the negative impact of teacher absence.

The district shall engage substitutes for absent teachers. The Administration shall make every attempt to engage substitute teachers who are certificated in the specific academic area of the absent teacher.

If such substitute teacher is unavailable, the Administration shall use its discretion in providing a certificated (in other areas) substitute teacher. In the fields of Industrial Arts, Home Economics, and Physical Education for which a "safety" concern exists, no out of license substitute will be hired.

The graduate assistant and long-term substitute programs approved by the Board of Education may be implemented. Non-certificated teachers shall not be utilized as substitute teachers unless the Board is advised.

On the elementary level, no substitute will be provided when the psychologist, speech, reading, or mathematics laboratory teacher is absent for five (5) days or fewer, unless approved by the Superintendent of Schools, and at the secondary level, substitutes for any period of time in the area of guidance, reading, and psychological services shall not be engaged unless approved by the Superintendent.

Also refer to Article III of the agreement between Roslyn UFSD and the Roslyn Teachers Association.

:FPB

Adopted: 12/1989

Ref.: Education Law §§3001; 3009
8 NYCRR §80.36

ROSLYN PUBLIC SCHOOLS
Roslyn, New York

POLICY #9253.1

REDUCTION IN PROFESSIONAL STAFF WORK FORCE

For pertinent information refer to Articles XVIII and XXII of the agreement between Roslyn UFSD and the Roslyn Teachers Association.

:FPB

Adopted: 12/1989

**ROSLYN PUBLIC SCHOOLS
Roslyn, New York**

POLICY #9253.2

RESIGNATION OF PROFESSIONAL STAFF MEMBERS

All letters of resignation of professional personnel shall be addressed to the Superintendent of Schools. Copies should also be submitted to the Principal or other administrator to which the person may be directly responsible. Such letters should be submitted in time to provide at least thirty (30) days notice, and shall become effective upon acceptance by the Board of Education.

For additional information refer to Article XV of the agreement between Roslyn UFSD and Roslyn Teachers Association as well as Article X of the agreement between Roslyn UFSD and the Roslyn Administrators and Supervisors Association.

:FPB

Adopted: 12/1989

Ref.: Education Law §3019-a

ROSLYN PUBLIC SCHOOLS
Roslyn, New York

POLICY #9260

PROFESSIONAL STAFF ASSIGNMENTS AND TRANSFERS

All requests for transfer by members of the certified staff will be in writing and addressed to the Superintendent of Schools. Copies should be submitted to the Principal or other administrator to whom the person is directly responsible.

Also refer to Article XX of the agreement between Roslyn UFSD and the Roslyn Teachers Association.

:FPB

Adopted: 12/1989

ROSLYN PUBLIC SCHOOLS
Roslyn, New York

POLICY #9270

PROFESSIONAL STAFF TIME SCHEDULES

For pertinent information, refer to Articles IV, VI and X of the agreement between Roslyn UFSD and the Roslyn Teachers Association.

:FPB

Adopted: 12/1989

**ROSLYN PUBLIC SCHOOLS
Roslyn, New York**

POLICY #9271

PROFESSIONAL STAFF EXTRA DUTY

For pertinent information, refer to Articles IV and VI of the agreement between Roslyn UFSD and the Roslyn Teachers Association.

:FPB

Adopted: 12/1989

ROSLYN PUBLIC SCHOOLS
Roslyn, New York

POLICY #9272

PROFESSIONAL STAFF MEETINGS

For pertinent information, refer to Article XIV of the agreement between Roslyn UFSD and the Roslyn Administrators and Supervisors Association.

:FPB

Adopted: 12/1989

ROSLYN PUBLIC SCHOOLS
Roslyn, New York

POLICY #9280

PROFESSIONAL STAFF DEVELOPMENT

Full credit on the salary schedule will be given to certified personnel for all in-service courses offered in the District. However, such courses must meet the State requirements in terms of length, two (2) hours per session, and number of sessions, fifteen (15). Each person, in order to receive such credit, must meet the requirements of attendance.

Also, refer to Article XIII of the agreement between Roslyn UFSD and Roslyn Teachers Association.

:FPB

Adopted: 12/1989

ROSLYN PUBLIC SCHOOLS
Roslyn, New York

POLICY #9290

MISCELLANEOUS STAFF POLICIES

For pertinent information on Motor Vehicle Damage Protection, refer to Article XXIII of the agreement between Roslyn UFSD and the Roslyn Teachers Association.

:FPB

Adopted: 12/1989

ROSLYN PUBLIC SCHOOLS
Roslyn, New York

POLICY #9292

PROFESSIONAL RESEARCH AND PUBLISHING

For pertinent information, refer to Article XVII of the agreement between Roslyn UFSD and the Roslyn Teachers Association.

:FPB

Adopted: 12/1989

ROSLYN PUBLIC SCHOOLS
Roslyn, New York

POLICY #9294

PROFESSIONAL ORGANIZATIONS

For pertinent information, refer to Article II of the agreement between Roslyn UFSD and the Roslyn Teachers Association; and Article II of the agreement between Roslyn UFSD and the Roslyn Administrators and Supervisors Association.

:FPB

Adopted: 12/1989

ROSLYN PUBLIC SCHOOLS
Roslyn, New York

POLICY #9410

SCHOOL BOARD NEGOTIATING POWERS, RIGHTS AND DUTIES

For pertinent information, refer to Articles III, IV and XIV of the agreement between Roslyn UFSD and the Roslyn Administrators and Supervisors Association.

:FPB

Adopted: 12/1989

**ROSLYN PUBLIC SCHOOLS
Roslyn, New York**

POLICY #9420

**RECOGNIZED EMPLOYEE COLLECTIVE BARGAINING
AGENTS**

For pertinent information refer to:

Articles I and II of the agreement between Roslyn UFSD and
Roslyn Teachers Association,

Articles I and II of the agreement between Roslyn UFSD and
Roslyn Administrators and Supervisors Association,

Articles I and II of the agreement between Roslyn UFSD and
the Roslyn Food Service Association,

Articles I and II of the agreement between Roslyn UFSD and
Custodial Bus Drivers and Maintenance Association,

Articles I and II of the agreement between Roslyn UFSD and
Roslyn Educational Secretaries Association, and

Article I of the agreement between Roslyn UFSD and Roslyn
Paraprofessional Association.

:FPB

Adopted: 12/1989

ROSLYN PUBLIC SCHOOLS
Roslyn, New York

POLICY #9440

STAFF JOB ACTIONS

For pertinent information, refer to Article XIX of the agreement between Roslyn UFSD and the Roslyn Teachers Association.

:FPB

Adopted: 12/1989

ROSLYN PUBLIC SCHOOLS
Roslyn, New York

POLICY #9510

PERSONNEL RECORDS

For pertinent information, refer to Article VIII of the agreement between Roslyn UFSD and the Roslyn Teachers Association.

:FPB

Adopted: 12/1989

ROSLYN PUBLIC SCHOOLS
Roslyn, New York

POLICY #9520

STAFF COMPLAINTS

For pertinent information, refer to Article XVI of the agreement between Roslyn UFSD and the Roslyn Teachers Association, and Article XI of the agreement between Roslyn UFSD and the Roslyn Administrators and Supervisors Association.

:FPB

Adopted: 12/1989

ROSLYN UNION FREE SCHOOL DISTRICT

3rd Reading of Policies

November 15, 2018

POLICY 5152

ADMISSION OF NON-RESIDENT STUDENTS

REVISED POLICY

Policies Being Replaced	1) Policy 5152 – Admission of Non-Resident Students. 2) Policy 5152.1 – Admission of Exchange Students
Reason for Revision	Updating substance of policy to align with current law

Definition: For the purpose of attendance in the School District's schools, a resident is defined as an individual whose domicile is within the School District.

Non-resident pupils shall be denied the privilege of attending the School District's schools except in the following circumstances:

Eligibility of Former Residents:

A student who has attended Roslyn High School for grades 9 through 11 and whose parents move from the School District after the student completes his/her 11th grade year will be permitted to attend Roslyn High School for the student's senior year without payment of tuition. Transportation will not be provided for such non-resident students.

Eligibility of Special Non-Residents Under Contract From Other School Districts:

This policy shall not apply to non-resident students who are placed in a School District program as a result of another public school district's Committee on Special Education recommendation, when such recommendation has been consented to by the School District and for which a contract between the School District and the other public school district exists.

Reservation of Rights:

The School District reserves the right to refuse to admit a non-resident student if the Superintendent of Schools or her/his designee determines that:

- placement in the School District's program would result in the exclusion of a resident student;
- the admission of the non-resident student will result in an increase in the size of the faculty or staff necessary to educate the non-resident student;
- the student has been disciplined, suspended or excluded from her/his previous school for disruptive behavior or endangering the health and safety of other students; or
- when such exclusion is deemed to be in the interests of the School District.

Review of Policy

The Superintendent of Schools shall periodically review the operation of this policy.

Cross-ref: 5150 School Admissions
5151 Homeless Children

Ref: Education Law §3202, Education Law §1709(13); 8 NYCRR 174.2

Adopted:

EXISTING POLICY

ROSLYN PUBLIC SCHOOLS
Roslyn, New York

POLICY #5152

ADMISSION OF NON-RESIDENT STUDENTS

The Board of Education affirms that its primary responsibility is to provide the best possible educational opportunities for the children who are legal residents of the District and who are of legal age to attend school. The District does not accept tuition-paying students; however, permission to attend the Roslyn Schools as a non-resident may be granted by the Board of Education in limited circumstances.

In the best interest of the students, non-resident students may be permitted to attend the Roslyn Schools as follows:

1. A resident student enrolled in the District in grades Kindergarten through 11, who becomes a non-resident after completing the third quarter of instruction during the school year (as measured by the High School calendar) may continue for the remainder of that school year in the school which he/she has been attending without payment of tuition. Such non-resident tuition-free attendance and right of attendance under this provision shall not entitle the student to attend District schools after the close of said school year and non-resident attendance in District schools under this provision shall not constitute “residency” but rather such student shall be deemed a non-resident under all provisions of this policy as of the actual date that said student ceased to reside in the District. Transportation will not be provided for such non-resident students.
2. A student who completes their 11th grade year at Roslyn High School and whose parents move from the District after the student completes his/her 11th grade year will be permitted to attend Roslyn High School for the student’s senior year without payment of tuition. Transportation will not be provided for such non-resident students.
3. Application Process for Non-Resident Students Meeting the Requirements Set Forth in Paragraphs 1 and 2 above.
 - a. Applications for admission of a non-resident student to the Roslyn Schools shall be accepted only from parents or person who can produce satisfactory evidence of legal custody of such student. Such application shall be made on forms furnished by the School District upon request. A full response to all questions thereon and compliance with any directions stated on the application shall be a prerequisite to consideration for student admission under this policy.
 - b. Applications must be submitted to the Office of Pupil Personnel Services/Registration, which Office shall receive the applications on behalf of the Superintendent of Schools. Upon request, applicant shall be required to furnish such additional information or

clarification in writing if in the discretion of the Superintendent such information or clarification is necessary to evaluate eligibility under this policy.

c. Failure to file a fully completed application or to promptly furnish additional information or clarification in writing upon request shall be deemed a withdrawal and cancellation of the application.

d. An applicant seeking admission for a non-resident student as defined hereinbefore at paragraphs one (1) and two (2) shall be advised by notice set forth on the application that same will be considered on the basis of information furnished to the District.

e. In the event that the application is granted based on inaccurate and/or false or misleading information, which information if correctly stated in the application would have resulted in a denial of same pursuant to this policy, the applicant shall be responsible to pay over to the District on demand all reasonable costs for attendance at the Roslyn Schools during the non-residency period.

f. Anything herein to the contrary notwithstanding, applications for attendance in District schools by non-residents shall be subject to the decision of the Board of Education. The Superintendent shall consider conformity of the application with the foregoing and shall base his/her decision on the best interests of the: (a) School District, including, without limitation, the fiscal impact on the District; (b) applying non-resident students; and (c) resident students.

g. In the event that the Superintendent of Schools disapproves an application for non-resident attendance, the applicant may request in writing at least seven (7) days before the next regular or special meeting of the Board of Education that that Board of Education review such application.

h. In every case of non-residency, it shall be the responsibility of the parent to provide transportation.

i. Unusual requests and/or circumstances shall be brought to the attention of the Board of Education.

Contract Services

The District may allow outside school districts to send special education students to the District's special education programs upon payment of tuition by the non-resident student's home school district, provided that space exists and no District student is denied access to an appropriate education. Tuition fees are established consistent with State formulae.

Ref: Education Law §§1709(13); 3202(2)

Adoption Date: June 2, 2011

**ADMISSION OF NON-RESIDENT STUDENTS
REGULATION**

Procedures for Determination of Student Residency

Resident students shall be defined as those who reside in the District with a parent or parents who have custody and control of the student, unless the parent or parents has executed an affidavit acknowledging a legitimate transfer of custody and control to a person in parental relation who resides within the District.

The term "person in parental relation" includes the child's father or mother, by birth or adoption, his/her stepfather or stepmother, his/her legally appointed guardian, or his/her custodian whether one or more, lawfully having the custody and control of such child.

The term "resident student" shall include emancipated minors who are beyond compulsory school age, who are independent and living apart from their parents, but are not in need or receipt of foster care and who have executed an affidavit of emancipation. The parents of such emancipated minor may also be requested to furnish an affidavit stating their knowledge as to the items included on an affidavit of emancipation.

Non-resident students shall be defined as those who reside outside the School District with a person in parental relation.

The Board of Education authorizes the Superintendent of Schools, Assistant Superintendent for Pupil Services and Personnel, Assistant Superintendent for Curriculum and Instruction, Assistant Superintendent for Business, and/or Director of K-12 Guidance to determine questions of student residency.

Prior to making a determination of entitlement to attend the schools of the District, the Board or its designee shall afford the child's parent, the person in parental relation to the child or the child as appropriate, the opportunity to submit information concerning the child's right to attend school in the District.

When the Board or its designee determines that a child is neither a resident of the District nor entitled to attend its schools, such Board or its designee shall within two (2) business days, provide written notice of its determination to the child's parent, to the person in parental relation to the child, or to the child, as appropriate.

Such written notice shall state:

1. That the child is not entitled to attend the public schools of the District;
2. The basis for the determination that the child is neither a resident of the school district nor entitled to attend its schools.
3. The date, if applicable, as of which the child will be excluded from the schools of the District; and
4. That the determination of the Board may be appealed to the Commissioner of Education, in accordance with Education Law §310, within thirty (30) days of the date of the determination, and that the procedure for taking such an appeal may be obtained from the Office of Counsel, New York State Education Department, State Education Building, Albany, New York 12234.

Ref: Education Law §§1709(3); 3202(2); 3212(1)

Adopted: January 28, 2010

POLICY 5460

Child Abuse, Maltreatment or Neglect Outside the Educational Setting

REVISED POLICY

Policies Being Replaced	Policy 5460 Suspected Child Abuse, Neglect and Maltreatment
Reason for Revision	(1) Updating substance of policy to reflect current practice and law

Mandated Reporting

New York State Social Services Law §413 et seq., sets forth the requirements for reporting suspected cases of child abuse or maltreatment. School officials include: teachers, school nurses, school guidance counselors, school psychologists, school social workers, administrators, coaches or other school personnel required to hold a teaching or administrative license or certificate. While the law provides that any person may make a report of child abuse or maltreatment to the appropriate agencies, it is believed that it is in the best interests of the children and staff at the School District that a School District central reporting procedure, consistent with the applicable laws, be implemented.

General Definitions

1. Abused Child: According to by Social Services Law and the Family Court Act, is a child less than eighteen (18) years of age whose parent or other person legally responsible for his or her care:
 - a. inflicts or allows to be inflicted upon such child physical injury by other than accidental means which causes or creates a substantial risk of death, or serious or protracted disfigurement, or protracted impairment of physical or emotional health or protracted loss or impairment of the function of any bodily organ; or
 - b. creates or allows to be created a substantial risk of physical injury to such a child by other than accidental means which would be likely to cause death or serious or protracted disfigurement, or protracted impairment of physical or emotional health, or protracted loss or impairment of the function of any bodily organ; or
 - c. commits, or allows to be committed, a sex offense against such child, as defined in the penal law, provided, however, that the corroboration requirements contained therein shall not apply to proceedings under this article.

2. Neglected or Maltreated Child: According to the Family Court Act, a neglected or maltreated child is one who is under the age of eighteen (18) years of age:
 - a. whose physical, mental or emotional condition has been impaired or is in imminent danger of becoming impaired as a result of the failure to exercise a minimum degree of care:
 - i. in supplying food, shelter, clothing or education, in accordance with the educational law, or medical, dental, optometrical or surgical care, though financially able to do so or offered financial or other reasonable means to do so; or

- ii. in providing the child with proper supervision or guardianship; by unreasonably inflicting harm, or a substantial risk thereof, or by misusing a drug or drugs; or by misusing alcoholic beverages to the extent that he loses self-control of his actions; or by any other acts of a similarly serious nature; or
- b. who has been abandoned by his/her parent(s) or other person legally responsible for his/her care.

In order for a report of educational neglect to be accepted, three elements need to be established:

- a. Excessive absence from school by the child;
 - b. Reasonable cause to suspect that the parent is aware or should have been aware of the excessive absenteeism and the parent has contributed to the problem or is failing to take steps to effectively address the problem; and
 - c. Reasonable cause to suspect educational impairment or harm to the child or imminent danger of such impairment or harm.
3. Person legally responsible includes the child's custodian, guardian, or any other person responsible for the child's care at the relevant time. Custodian may include any person continually or at regular intervals found in the same household as the child when the conduct of such person causes or contributes to the abuse or neglect of the child.

Establishing Written Procedure

The School District shall prepare written instructions for members of the staff regarding oral and written reporting procedures, provisions for taking a child into protective custody, mandatory reporting of deaths, immunity from liability, penalties for failing to report and obligations for the provision of services and procedures necessary to safeguard the life or health of the child. All oral reports must be followed by a written report within forty-eight (48) hours. The School District shall provide all current and new employees with written information explaining the School District's reporting requirements, the current definitions of abuse and maltreatment, and a list of the information necessary to complete the report.

School District Relationship with Local Social Service District

The School District will cooperate to the extent possible with authorized child protective

services workers in investigations of alleged child abuse. The Superintendent of Schools, or his or her designee, will represent the School District when collaborating with local social service agencies to address instances of abuse or maltreatment, and in the development of policy and procedures regarding abuse or maltreatment (including educational neglect). In addition, the Superintendent of Schools or his/her designee will share a copy of the School District's attendance policy with the local social service district.

Staff Members to Report to Administration

New York State Law permits any person to report suspected child abuse or maltreatment directly to the appropriate agency. It shall be the policy of the School District that all members of the staff shall report suspected child abuse or maltreatment to the administrator of the school where the child is enrolled or participating in any activity, and must either make an independent report to Child Protective Services, or verify specifically that the school administrator had notified Child Protective Services on behalf of the school.

Confidentiality

The School District shall ensure confidentiality of all reports and shall provide that no copy of any report be released to any person except the State or local Child Protective Services, or other such agency required by law.

1. Request for copy of report: If a request is made by any other person for a copy of any report, the School District shall deny that request upon the basis that disclosure could be detrimental to the child named in the report and that a duplicate copy of any report has been filed with the appropriate agency from which the person requesting copy may request a copy. If the School District is required by law to release any report, then the School District, consistent with New York State Social Services Law §422, shall prohibit the release of information that would identify the person who made the report or who cooperated in any investigation, or the name of the place of employment of such person or persons.
2. Designated record keeper: To ensure confidentiality, the School District shall designate one person at each school who shall maintain all reports made pursuant to this policy in one location. The School District shall provide for no more than one copy of any report being held at the central location designated at each school, and one copy of any report being held at the central location designated at each school, and one copy in a centralized location at central administration. At no time shall copies of any report made under this

section be filed in a child's academic folder, nor shall any notation be made in a child's academic folder that such a report has been made.

3. Destruction of reports: If Child Protection Services or other such appropriate agency determines the allegations of child abuse or maltreatment are unfounded, then the School District shall expunge immediately from both the building and central administration records all information identifying the child's name or names of other persons in the report. In all other cases, the report of any child shall be expunged no less than twelve (12) months after the report is made by the School District to the appropriate agency.

Immunity

The School District shall emphasize to the members of the staff that New York Social Services Law provides immunity, both civil and criminal, to all persons who in good faith make a report pursuant to its guidelines as set forth in this policy and School District procedures.

School employees will not be subject to retaliatory action, as defined in state law, as a result of making a report when they reasonably suspect that a child has been abused or maltreated.

The Board of Education recognizes that knowingly reporting a false claim of child abuse is a violation of state law and this policy acknowledges that it is a crime to do so. The School District will make every reasonable effort to ensure the integrity of the School District's child abuse reporting process and procedure.

Liability

The School District shall emphasize that a person identified as a mandated reporter who fails to report a case of suspected child abuse or maltreatment can be found guilty of a class A misdemeanor, and may be liable for civil damages caused by such failure.

Continuing Education

The School District shall establish an annual mandatory training program for all current and new school officials regarding the policies and procedures established under this policy and the New York State Social Services Law. The training program will address the identification and reporting of child abuse and maltreatment, including the legal implications of reporting and not reporting. Attendance records shall be kept, and notations will be made in personnel files as to the dates of attendance. As least once per year the School District shall make available to all

employees a speaker or such other program to increase awareness of child abuse and maltreatment.

The Superintendent of Schools or his/her designee shall develop, with input from appropriate personnel, a plan for implementation of such a training program, to be approved by the Board of Education. In addition, the policy will be distributed annually to all school personnel.

Cross-ref: 5100 Student Attendance
5465 Child Abuse in an Educational Setting
5500 Student Records

Ref: Child Protective Services Act of 1973, Social Services Law §§411 et seq.
Social Services Law §34-a
Family Court Act §1012
Family Educational Rights and Privacy Act, 20 USC §1232g, 45 CFR §99.36
Education Law §3209-a
Penal Law §240.50

Adoption Date:

EXISTING POLICY

ROSLYN PUBLIC SCHOOLS
Roslyn, New York

POLICY #5460

**SUSPECTED CHILD ABUSE, NEGLECT AND
MALTREATMENT**

The Board of Education recognizes that because of their sustained contact with school-aged children, employees are in an excellent position to identify abused or maltreated children and refer them for treatment and protection.

Pursuant to applicable law, any school official or employee who has reasonable cause to know or suspect that a child has been subjected to abuse or maltreatment will immediately report this to the Building Principal who will report the case to the New York State Child Abuse and Maltreatment Register, as required by law.

The report shall be made by telephone or by facsimile machine on a form supplied by the Commissioner of Social Services. A written report shall be made within forty-eight hours to the appropriate local child protective service, and to the statewide Central Register for Child Abuse and Maltreatment. School employees and officials will not contact the child's family or any other person to determine the cause of the suspected abuse or maltreatment. It is not the responsibility of the school official or employee to prove that the child has been abused or maltreatment.

Any school official or employee who has cause to suspect that the death of any child is a result of child abuse or maltreatment must report that fact to the appropriate medical examiner or coroner.

In accordance with the law, any employee who fails to report an instance of suspected child abuse or maltreatment may be guilty of a Class A misdemeanor and may be held liable for the damages caused by the failure to report. The

law grants immunity to employees and other persons who report in good faith instances of child abuse from any liability that might otherwise be incurred.

The district will cooperate to the extent possible with authorized Child Protective Services workers in investigations of alleged child abuse.

The school district shall maintain an ongoing training program which will address the identification and reporting of child abuse and maltreatment.

The Superintendent shall develop, with input from appropriate personnel, a plan for implementation of such a training program, to be approved by the Board. In addition, the policy and regulations will be included in all employee handbooks and distributed annually to all personnel who are not covered under existing handbooks. The Superintendent will prepare and implement all regulations as are necessary to accomplish the intent of this policy.

A copy of this policy, along with the administrative regulations explaining the reporting requirements, shall be distributed to all appropriate staff.

:FPB

Adopted: 6/1991

Ref: Child Protective Services Act of 1973
Social Services Law §§411 et seq.
Family Court Act §1012
Family Educational Rights and Privacy Act,
20 USC §1232g, 45 CFR §99.36
Education Law §3209-a

Cross-ref: 5314, Corporal Punishment Complaints
5500, Student Records

ROSLYN PUBLIC SCHOOLS
Roslyn, New York

REGULATION #5460-R

**SUSPECTED CHILD ABUSE, NEGLECT AND
MALTREATMENT REGULATION**

New York State Law (Child Protective Service Act of 1973, as amended) provides for reopening of suspected cases of child abuse by school personnel. These regulations are designed to implement this law within the district and to help protect students from the harmful effects of child abuse.

Definitions

The definition of child abuse and maltreatment is established by law.

Abused Child, according to Social Services Law and the Family Court Act, is a child less than 18 years of age whose parent or other person legally responsible for his/her care:

1. inflicts or allows to be inflicted upon such child physical injury by other than accidental means which causes or creates a substantial risk of death, or serious or protracted disfigurement, or protracted impairment of physical or emotional health or protracted loss or impairment of the function of any bodily organ; or
2. creates or allows to be created a substantial risk of physical injury to such a child by other than accidental means which would be likely to cause death or serious or protracted disfigurement, or protracted impairment of physical or emotional health, or protracted loss or impairment of the function of any bodily organ; or

3. commits, or allows to be committed, a sex offense against such child, as defined in the penal law, provided, however, that the corroboration requirements contained therein shall not apply to proceedings under this article.

Neglected or maltreated child, according to the Family Court Act, is a child less than 18 years of age:

1. whose physical, mental, or emotional condition has been impaired or is in danger of becoming impaired as a result of the failure of his/her parents or other person legally responsible for his/her care to exercise a minimum degree of care:
 - a. in supplying the child with adequate food, clothing, shelter, or education in accordance with provisions of Part One, Article 65 of the Education Law, or medical, dental, optometrical or surgical care though financially able to do so or offered financial or other reasonable means to do so; or
 - b. in providing the child with proper supervision or guardianship, by unreasonably inflicting or allowing to be inflicted harm, or a substantial risk thereof, including the infliction of excessive corporal punishment; or by using a drug or drugs; or by using alcoholic beverages to the extent that he/she loses self-control of his/her actions; or by any other acts of a similarly serious nature requiring the aid of the court; or
2. who has been abandoned by his/her parent(s) or other person legally responsible for his/her care.

Person Legally Responsible, includes the child's custodian, guardian, or any other person responsible for the child's care at the relevant time. Custodian may include any person continually or at regular intervals found in the same household as the child when the conduct of such person causes or contributes to the abuse or neglect of the child.

Impairment of Emotional Health and Impairment of Mental or Emotional Condition, includes a state of substantially diminished psychological or intellectual functioning in relation to, but not limited to, such factors as failure to thrive, control of aggressive or self-destructive impulses, ability to think and reason, or acting out of misbehavior, including incorrigibility, ungovernability, or habitual truancy; provided, however, that such impairment must be clearly attributable to the unwillingness or inability of the parent, guardian, or custodian to exercise a minimum degree of care toward the child.

Reporting Procedures and Related Information:

1. All district employees, including building administrators, teachers, registered nurses, doctors, psychologists or psychiatrists, and all other employees who come in contact with students are required to report cases of suspected child abuse or maltreatment to the Building Principal.
2. The Building Principal is required to:
 - a. inform the Superintendent of Schools of the information received; and
 - b. either:
 - (1) phone the New York State Child Abuse and Maltreatment Center (800-342-3720) and inform them verbally of the problem; or

- (2) contact the above agency by telephone facsimile machine on a form supplied by the Commissioner of Social Services; and
 - c. file a written report with the local child protective services agency and the statewide central registry of child abuse and maltreatment within forty-eight hours after the above report.
3. The Building Principal may take photographs or cause photographs to be taken of the areas of visible trauma on the child and/or, if medically indicated, cause an examination to be performed. Such actions may be performed at public expense if they will provide appropriate documentation when filing the report.
4. The written report that must be filed shall include:
 - a. the name and address of the child and his/her parent(s) or guardian(s);
 - b. if applicable, the name and address of the residential care facility or program in which the child resides or is receiving care;
 - c. the child's age, sex, and race;
 - d. the nature of the child's injuries, abuse or maltreatment, including evidence of prior injuries, abuse or maltreatment to the child and his/her siblings;
 - e. if known, the name of the person(s) alleged to be responsible for causing the injury(ies), abuse or maltreatment;
 - f. the members of the family/family composition (i.e., father, mother, 2 sisters, grandmother, etc.);
 - g. the source of the report;

- h. the person making the report and where he/she can be reached;
 - i. the actions taken by the reporting source, including the taking of photographs and/or x-rays, removal or retaining of the child, and/or notifying the medical examiner or coroner; and
 - j. any other information which the Commissioner of Social Services may require.
5. The school physician shall notify the appropriate police authorities or the local child protective service to take custody of any child the physician is treating, whether or not additional medical treatment is required, if he/she believes the child is in danger.
6. If it should be necessary for Child Protective Services to interview a child at school to ascertain whether he/she has been abused or maltreated, or to obtain documentation of such acts, the interview should be conducted in the presence of a school official, unless circumstances require otherwise. The school official shall examine and verify the credentials of Child Protective Services worker(s) before allowing such worker(s) to either interview the child or to examine the child's records.
- If sexual abuse is indicated, the presence of a same-sex staff member during the interview is appropriate.
7. The Superintendent can request a summary report of an investigation of a case referred to Child Protective Services. The adult subject of a case of suspected child abuse or maltreatment has a right to a copy of all information in the State Central register. Personnel have the right to request that information which would identify the individual making the report be withheld if furnishing such data might prove

detrimental to the safety or interest of that individual (§422(7), Social Services Law).

8. All district employees who are required to report suspected child abuse shall be required to attend ongoing training sessions regarding identification and reporting of all cases of suspected child abuse.
9. All district employees who are required to report suspected child abuse shall be provided with a copy of these regulations and the related Board policy concerning child abuse and reporting requirements.
10. Only one report of any suspected abuse is required.
11. School personnel who, in good faith, make a report or take photographs of injuries and bruises have immunity from any liability, civil or criminal. The good faith of any person required to report cases of child abuse or maltreatment is presumed, provided such personnel were acting in the discharge of their duties and within the scope of their employment, and their liability did not result from willful misconduct or gross negligence on their part (§419, Social Services Law).
12. School personnel who have reasonable cause to suspect that a child has died as a result of child abuse or maltreatment shall report that fact to the appropriate medical examiner or coroner.
13. Any person required to report suspected cases of child abuse or maltreatment and who fails to do so may be found guilty of a class A misdemeanor and may be held civilly liable for the damages caused by this failure.

14. If a report of child abuse or maltreatment has been determined to be unfounded, all records, both in the State Central Register and in school files, shall be expunged.

:FPB

Adopted: 6/1991

POLICY 5465

Child Abuse in an Educational Setting

REVISED POLICY

Policies Being Replaced	Policy 5465 Child Abuse in an Educational Setting
Reason for Revision	(1) Updating substance of policy to reflect current practice and law

The Board of Education recognizes that children have the right to an educational setting that does not threaten their physical and emotional health and development. Child abuse by school personnel and school volunteers violates this right and therefore is strictly prohibited.

Allegations of child abuse by school personnel and school volunteers shall be reported in accordance with the requirements of Article 23-B of the Education Law.

Required Reporters

Any person holding any of the following positions shall be required to promptly report written and oral allegations of child abuse in an educational setting:

- school administrator
- teacher
- school nurse
- school guidance counselor
- school psychologist
- school social worker
- coaches
- other school personnel required to hold a teaching or administrative license or certificate
- Board of Education member

For purposes of this policy, persons holding these positions shall be referred to as “required reporters.”

Definitions

“Educational setting” means the buildings and grounds of the School District, the vehicles provided by the School District to transport students to and from school buildings, field trips, co-curricular and extra-curricular activities both on and off School District grounds, all co-curricular and extra-curricular activity sites, and any other location where direct contact between an employee and volunteer and a child has allegedly occurred.

“Child” means a person under the age of twenty-one (21) enrolled in a New York State school district, other than New York City.

“Child abuse” means any one of the following acts committed in an educational setting by an employee or volunteer against a child:

- intentionally or recklessly inflicting physical injury, serious physical injury or death;
or

- intentionally or recklessly engaging in conduct that creates a substantial risk of physical injury, serious physical injury or death; or
- any child sexual abuse as prohibited by sections 130 or 263 of the Penal Law; or
- the commission or attempted commission against a child of the crime of disseminating indecent materials to minors pursuant to Article 235 of the Penal Law.

Reporting Requirements

In any case where a written or oral allegation of child abuse by an employee or volunteer in an educational setting is made to a required reporter, the required reporter shall:

1. promptly complete the required State Education Department report form; and
2. personally deliver it to the Principal of the school in which the child abuse allegedly occurred.

If the allegation involves a child who was allegedly abused by an employee or a volunteer of a school in another school district, the required reporter must promptly forward the report form to the superintendent of schools of the district of attendance and the superintendent of schools of the school district where the abuse allegedly occurred (if different).

Upon receiving a written report, the Principal shall determine whether there is reasonable suspicion to believe that an act of child abuse has occurred. In those circumstances where the Superintendent of Schools receives the written report directly, he or she will be responsible for making the reasonable suspicion determination.

If the Principal/Superintendent of Schools determines there is reasonable suspicion to believe that an act of child abuse has occurred, he or she shall promptly notify the parent of the alleged child victim (assuming that the parent is not the person who originally reported the alleged abuse) that an allegation of child abuse in an educational setting has been made and promptly provide the parent with the written statement setting forth parental rights, responsibilities and procedures prepared in accordance with the Regulations of the Commissioner of Education.

If the person making the allegation of abuse is someone other than the child or the child's parent, the Principal/Superintendent of Schools shall contact the person making the report to learn the source and basis for the allegation.

The Principal shall also promptly provide a copy of the written report to the Superintendent of Schools and send a copy to the appropriate law enforcement authorities. In no event shall the Principal delay in sending the report to law enforcement because of an inability to contact the Superintendent of Schools.

The Superintendent of Schools shall send to the Commissioner of Education any written report forwarded to the local law enforcement authorities where the employee or volunteer alleged to have committed an act of child abuse holds a certification or license issued by the department.

Rights of Employees and Volunteers

Any employee or volunteer against whom an allegation of child abuse has been made and against whom the School District intends to take adverse action shall be entitled to receive a copy of the report and to respond to the allegations. In addition, such persons are entitled to seek disclosure of reports involving them under the Freedom of Information Law.

Confidentiality

All reports, photographs, and other written material submitted pursuant to this policy and Article 23-B of the Education Law shall be confidential and may not be redisclosed except to law enforcement authorities involved in investigating the alleged abuse or except as expressly authorized by law or pursuant to a court-ordered subpoena. The Principal and Superintendent of Schools shall exercise reasonable care to prevent unauthorized disclosure.

Willful disclosure of a written record required to be kept confidential to a person not authorized to receive or review such record is a class A misdemeanor.

Penalties

Willful failure of an employee to prepare and submit a written report of alleged child abuse required by Article 23-B of the Education Law shall be a class A misdemeanor.

Willful failure of any Principal or Superintendent of Schools to submit a written report of alleged child abuse to an appropriate law enforcement authority, as required by Article 23-B of the Education Law, shall be a class A misdemeanor. In addition, the Commissioner of Education may, following an administrative determination, impose a civil penalty of up to five thousand dollars on any administrator who fails to submit a report of child abuse to an appropriate law enforcement authority.

The law further prohibits any principal or superintendent of schools from agreeing to withhold from the appropriate law enforcement authorities, a superintendent of schools or the Commissioner of Education, where appropriate, an allegation of child abuse in an educational setting on the part of any employee or volunteer as required by law, in return for the resignation or voluntary suspension of the alleged perpetrator. Violation of this prohibition can result in a class E felony charge and a civil penalty of up to \$20,000.

Record Retention

Any report of child abuse by an employee or volunteer that does not result in a criminal conviction shall be expunged from the records kept by the School District with respect to the subject of the report after five years from the date the report was made.

Training

The Superintendent of Schools or his/her designee shall be responsible for establishing and implementing on an ongoing basis a training program for all current and new required reporters on the procedures required under Article 23-B. The program shall include at a minimum all the elements specified in Commissioner's regulations.

Cross-ref: 5100 Student Attendance
5460 Child Abuse, Maltreatment or Neglect Outside the Educational Setting
5500 Student Records

Ref: Education Law §§1125-1133
Penal Law §§130, 235, 263
8 NYCRR §100.2 (hh)

Adoption Date:

EXISTING POLICY

ROSLYN PUBLIC SCHOOLS
Roslyn, New York

POLICY #5465

CHILD ABUSE IN AN EDUCATIONAL SETTING

The Board of Education recognizes that children have the right to an educational setting that does not threaten their physical and emotional health and development. Child abuse by school personnel and school volunteers violates this right and therefore is strictly prohibited.

Allegations of child abuse by school personnel and school volunteers shall be reported in accordance with the requirements of Article 23-B of the Education Law.

REQUIRED REPORTERS

Any person holding any of the following positions shall be required to promptly report written and oral allegations of child abuse in an educational setting:

- school board member
- teacher
- school nurse
- school guidance counselor
- school psychologist
- school social worker
- school administrator
- other school personnel required to hold a teaching or administrative license or certificate.

For purposes of this policy, persons holding these positions shall be referred to as "required reporters."

Other district employees may, of course, report allegations of child abuse allegedly committed by district staff and volunteers and are encouraged to do so.

DEFINITIONS

For purposes of this policy, "educational setting" means the buildings and grounds of the district, the vehicles provided by the district to transport students to and from school buildings, field trips, co-curricular and extra-curricular activities both on and off school district grounds, all co-curricular and extra-curricular activity sites, and any other location where direct contact between an employee or volunteer and a child has allegedly occurred.

"Child" means a person under the age of 21 enrolled in a New York State school district, other than New York City.

"Child abuse" generally refers to any intentional or reckless act by an employee or a volunteer against a child which injures or kills a child or creates a risk of injury or death, or constitutes child sexual abuse, or involves the actual or attempted dissemination of indecent materials to minors. If a required reporter or any other district employee has a question as to whether alleged conduct constitutes "child abuse," he or she shall promptly raise the question to the Principal of the building where the abuse is alleged to have occurred. The Principal shall consult Article 23-B of the Education Law or the school attorney, if necessary, to determine whether the allegations constitute child abuse.

REPORTING REQUIREMENTS

Required reporters and any other district employee deciding to report an allegation of child abuse by district staff or volunteers shall complete a written report as soon as practical after receiving the allegation, but in no event shall a required reporter wait more than one workday to file a report.

The required reporter shall personally file the report with the Principal of the school in which the child abuse allegedly occurred.

If the alleged abuse did not occur in a school building, the report shall be filed with the Principal of the school attended by the alleged victim.

If the alleged abuser is an employee or volunteer of another district, the report shall be sent to the Superintendent of the district where the alleged child victim attends school and to the Superintendent of the district where the abuse allegedly occurred (if different). The report shall be prepared on a standard form supplied by the district. Each Building Principal shall keep a supply of the forms available in his or her office.

Upon receiving a written report, the Principal shall determine whether there is reasonable suspicion to believe that an act of child abuse has occurred. If the person making the allegation of abuse is someone other than the child or the child's parent, the Principal shall contact the person making the report to learn the source and basis for the allegation.

If the Principal determines there is reasonable suspicion, he or she shall promptly notify the parent of the alleged child victim (assuming that the parent is not the person who originally reported the alleged abuse). The notice shall be given by telephone (if possible) and in writing, sent via overnight mail to the parent.

The notice shall inform the parent of his/her rights and responsibilities related to the allegations of abuse.

The Principal shall also promptly provide a copy of the written report to the Superintendent and send a copy to the

appropriate law enforcement authorities. In no event shall the Principal delay in sending the report to law enforcement because of an inability to contact the Superintendent.

The Superintendent shall send to the Commissioner of Education any written report forwarded to the local law enforcement authorities where the employee or volunteer alleged to have committed an act of child abuse holds a certificate or license issued by the department.

RIGHTS OF EMPLOYEES AND VOLUNTEERS

Employees. Pending resolution of the allegations, no employee against whom an allegation of child abuse has been made shall be permitted to have unsupervised contact with any district student. Any employee against whom an allegation of child abuse has been made and against whom the district intends to take adverse action shall be entitled to receive a copy of the report and to respond to the allegations.

Volunteers. Pending resolution of the allegations, no volunteer against whom an allegation of child abuse shall be permitted to render volunteer services to the district. Any volunteer against whom an allegation of child abuse has been made and against whom the district decides to take adverse action shall be entitled to receive a copy of the report and to respond to the allegations.

CONFIDENTIALITY

All reports and other written material submitted pursuant to this policy and Article 23-B of the Education Law shall be confidential and may not be redisclosed except to law enforcement authorities involved in investigating the alleged abuse or except as expressly authorized by law or pursuant to a court-ordered subpoena. The Principal and

Superintendent shall exercise reasonable care to prevent unauthorized disclosure.

PENALTIES

Required Reporters. Any required reporter who willfully fails to make a written report of alleged child abuse required by Article 23-B of the Education Law shall be subject to criminal penalties provided for in law, as well as disciplinary sanctions imposed in accordance with law and any applicable collective bargaining agreement.

Administrators. Any administrator who (1) willfully fails to submit a written report of alleged child abuse to an appropriate law enforcement authority as required by Article 23-B of the Education Law, or (2) makes any agreement to withhold from law enforcement authorities, the Superintendent or the Commissioner, the fact that an allegation of child abuse in an educational setting on the part of any employee or volunteer has been made in return for the employee's or volunteer's resignation or voluntary suspension from his or her position, or (3) willfully discloses a confidential record shall be subject to criminal penalties provided for in law, as well as disciplinary sanctions imposed in accordance with law and any applicable collective bargaining agreement. In addition, the Commissioner of Education may, following an administrative determination, impose a civil penalty of up to five thousand dollars on any administrator who fails to submit a report of child abuse to an appropriate law enforcement authority.

RECORD RETENTION

Any report of child abuse by an employee or volunteer that does not result in a criminal conviction shall be expunged from the records kept by the district with respect to the subject of the report after five years from the date the report was made.

TRAINING

The Superintendent shall be responsible for establishing and implementing on an ongoing basis a training program for all required reporters on the procedures required under Article 23-8. The program shall include at a minimum all the elements specified in Commissioner's regulations.

FPB:S

Adopted: 1/2003

Ref: Education Law §§1125-1133
8 NYCRR §100.2 (hh) (Reporting of Child Abuse in an Educational Setting)

**ROSLYN PUBLIC SCHOOLS
BOARD OF EDUCATION MEETING**

**AGENDA ADDENDUM
Monday, November 19, 2018**

PERSONNEL

P.1 Professional

Item	Name	Action	Position / Replacing	Location	From	To	Tenure Area	Certification / Class / Step / Salary
22	Danielle Vuotto	Resignation	Teaching Assistant	EH		11/27/18 (last day of employment)		

P.2 Classified

Item	Name	Action	Position / Replacing	Class	Type of Appt	Location	From	To	Certification Class / Step Salary
6	Michael Carbone	Probationary Appointment	Maintainer (R. Calo)		Prob	Main	On or about 12/10/18*		Grade 5/Step 1 Per RCBDMA Contract

**Pending Civil Service Approval*

BUSINESS & FINANCE:

B.17. Recommendation to approve a change order as indicated below. This change order will increase the contract with Palace Electric in the amount of \$13,686.80 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-010) represents the cost to provide labor and materials for additional power and data in the media center/computer area as per the KG&D sketch ESK 3 & 3A. KG&D Architects had reviewed the proposal, marked it up as they found it to be excessive and lacking credit for deleted items indicated in the issued sketch. We presented PCO 12R2 to the BOE as item B14 on the agenda of 7/19/18 as a not to exceed amount until negotiations by PEC could reduce the cost down to an acceptable amount.

- B.18.** Recommendation to approve a change order as indicated below. This change order will increase the contract with Palace Electric in the amount of \$10,466.04 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-011) represents the cost to provide labor and materials to remove and replace wiring that is running over the floor joists in order to allow the general contractor to install plywood floors as designed by the architect. This was first presented to the Board of Education as a pending change order PCO 4 in the estimated amount of \$10,500 as item B12 on the agenda of 4/17/18.

- B.19.** Recommendation to approve a change order as indicated below. This change order will increase the contract with Baruti Construction in the amount of \$68,532.22 and therefore increase the purchase order to Baruti in account code H-1620-293-06-1606.

Baruti Construction Inc. (HTS GC-024) represents the cost to provide labor and materials to install additional estate fencing and chain link enclosures as per the attached plan, as requested. This was first discussed with the Board of Education as a pending change order (PCO #34) in the estimated amount of \$69,000 on the agenda of 11/1/18 as item B10.

- B.20.** Recommendation to approve a change order as indicated below. This change order will increase the contract with Baruti Construction in the amount of \$17,136.00 and therefore increase the purchase order to Baruti in account code H-1620-293-06-1606.

Baruti Construction Inc. (HTS GC-025) represents the cost to provide labor and materials to install concrete paving stone walkway under the canopy to the new main entrance of the new building addition to match the High School in color and pattern, as requested. This was first discussed with the Board of Education as a pending change order (PCO #35) in the estimated amount of \$17,136 on the agenda of 11/1/18 as item B11.