

ROSLYN MIDDLE SCHOOL

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Mission Statement

The Roslyn Middle School will create a positive environment that promotes life-long learning through social, emotional and intellectual development. A culture of respect, understanding and integrity will be nurtured through the collaboration of educators, support staff, students, parents and our community.

High Expectations ... With High Levels of Support

School Slogan

Every Student Matters, Every Moment Counts

ROSLYN PUBLIC SCHOOLS

Middle School

September 2019

Dear Students,

The Roslyn Middle School handbook has been carefully designed to give you all of the important and necessary information that will be helpful to you during 7th and 8th grades. For 7th and 8th graders, the handbook contains many helpful reminders as well as specific details about this year's program.

A school is, however, much more than a compilation of facts and information. At the Roslyn Middle School we have purposely created an environment that is academically challenging, psychologically satisfying, and socially fulfilling. The middle school years are an important time in your life. Our middle school will play a vital role in helping you to become an independent and well-educated person.

Faculty and staff will guide you through this transition from a self-contained elementary classroom to a departmentalized program. We are aware of the importance of close teacher-student relationships and of teacher-parent contacts. We encourage you to make decisions and to work independently. Staff will utilize a humanistic approach as they encourage and challenge you to set realistic and attainable standards of academic performance.

We have developed a program to build upon the strong foundation of skills you have acquired in past grades. Our program will enable you to pursue many different academic areas, explore the creative and aesthetic areas of fine and practical arts, expand your awareness of career possibilities, and cultivate lifelong physical and recreational skills. Flexibility, individualization, and enrichment characterize the wide range of educational experiences at Roslyn Middle School.

There is a place for your name in this handbook. Please bring it to school each day so that it may serve as a handy organizational tool and reference guide. If you have any questions about this handbook, please ask your teachers, guidance counselor, assistant principal, or the principal.

We wish you a successful and productive school year in Roslyn Middle School.

Sincerely yours,

Roslyn Middle School
Faculty & Staff

New Security Procedures and Protocols

Please be reminded of the importance of wearing ID badges in school. An ID enables students, staff, parents and, most of all, our security personnel, to identify you quickly and easily. This is helpful at all times, but it is especially critical in an emergency when it is imperative to account for every person; as well, police and other first responders need to determine who belongs in the building and who does not.

- Security officers (retired law enforcement) patrol the **exterior and interior** of our building throughout the day.
- Any and all visitors MUST enter via the **visitor entrance** with a pre-arranged appointment. You must provide photo identification when asked.
- Propping open an exterior door or granting access to the school via an exterior door for any reason is **strictly prohibited**.
- All adults in the building should be displaying an **ID CARD on a lanyard**:
 - **Blue Lanyards – Students & Staff**
 - **Orange Lanyards – Visitors**
- Anyone without a lanyard may be challenged and/or reported to appropriate staff or security.

Please be aware that our security staff continually review our protocols in an ongoing effort to strengthen our systems.



If you see something – say something

Our safety and security is the responsibility of all of us.

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Student Information

How to Use This Handbook

- Place your name and address on the first page.
- Read the student information sections with a parent or guardian and become familiar with all school policies.
- Bring this handbook to school each day.
- List your study buddies for each class in the Personal Directory section.
- Write your homework, test dates, and other important information in the calendar section.
- Review your homework assignments and notes each evening at home.
- Enjoy the special sections in this handbook.

BELL SCHEDULE

Warning Bell	7:30 AM
Pd/1	7:35 – 8:19 (AM announcements)
Pd/2	8:23 – 9:04
Pd/3	9:08 – 9:49
Pd/4	9:53 – 10:34
Pd/5	10:38 – 11:19
Pd/6	11:23 – 12:04
Pd/7	12:08 – 12:49
Pd/8	12:53 – 1:34
Pd/9	1:38 – 2:19
Extra Help (Monday, Wednesday, Thursday)	2:19 – 2:54

Welcome to Roslyn Middle School

EXTRA-CURRICULAR PROGRAM

CLUBS

Clubs are an excellent way to meet new friends, learn interesting things, and to have fun. Clubs meet one or more afternoons per week at the Middle School after school. Some of the popular clubs include: American Sign Language Club, Chorale, Community Service Club, Film Study, Jazz Band, Lego and Robotics Club, Lighthouse-Christian Discussion Group, Mathletes, Mural Club, Scrabble Club, Student Advisory, Science Olympiad, Spotlight, Yearbook Club, World Language Club, Yearbook Club. A late bus is provided daily after school. No student is to remain in school after 2:19 p.m. unless he/she is staying for a specific extra-curricular activity, attending extra help, has an appointment with a teacher, or is using the library.

INTRAMURAL SPORTS

Intramural sports are open to all students and usually follow the physical education class activities. All intramurals are supervised by staff members. Table tennis and basketball are just a few of the regular activities.

INTERSCHOLASTIC TEAMS

Interscholastic teams provide the opportunity for interested 7th and 8th grade students to compete with other middle schools in Nassau County. New York State guidelines do not permit 6th graders to participate in interscholastic activities. Athletic teams meet five days a week after school. The school cannot provide for supervision beyond practice time. Telephones are available for students to promptly call home after practice or games for transportation. An athlete must be prepared and participate in his or her physical education class in order to participate in interscholastic athletics that day. If an athlete is not in school by the start of 5th period (10:38 a.m.), he/she will not be allowed to participate in interscholastic athletics that day. All spectators at athletic events are expected to conduct themselves politely and to listen to the supervisors in charge of the event.

Interscholastic Seasons

Fall Sept – Nov	football, girls' cross-country, boys' cross-country, boys' soccer, girls' soccer, girls' tennis, girls' badminton, cheerleading
Winter 1 Nov - Jan	girls' volleyball, boys' basketball, boys' winter track, girls' winter track
Winter 2 Jan - March	girls' basketball, boys' wrestling, boys' volleyball, boys' bowling, girls' bowling
Spring March - May	boys' baseball, boys' lacrosse, girls' softball, boys' tennis, boys' track and field, girls' track and field, girls' gymnastics, girls' lacrosse

STUDENT ADVISORY

Members of the Student Advisory are recommended by faculty members of the Middle School to serve in a leadership role. Student advisors work with administrators and faculty to plan educational, social and community service activities. If a student is interested in Student Advisory, they should contact Mr. Levenson, the School Social Worker.

LOCKERS

HALL LOCKERS

Each student will be given a hall locker with a built-in combination lock. **You should never give your locker combination to another student or share your locker.**

GYM LOCKERS

Each student will be assigned a gym locker to store his/her clothes after changing into gym attire. **Please do not leave any personal property or school materials outside of your gym locker at any time as it invites theft.** Since, for safety reasons students are not permitted to wear jewelry during their physical education classes, we strongly recommend that you do not wear jewelry to school on physical education days.

LOST AND FOUND

The lost and found storage area is in the Main Lobby. If you have lost something, try to locate it as soon as possible. Please report lost items to an assistant principal. If you find something that does not belong to you, please bring it to the Main Office. It is important to exercise care with all of your possessions.

EXTRA HELP

Students can obtain additional help from their classroom teachers on Mondays, Wednesdays, and Thursdays from 2:19 – 2:54 p.m. Students are encouraged to take advantage of this important service. A late bus is provided for after school help. Extra help is not held on days prior to holidays or vacations.

LIBRARY

The Middle School library is the place to develop and master important research skills that will be used throughout your academic career. Our librarian is there to answer any and all questions and to help you find the right materials or explain how to use certain publications. Our library is frequented by students during the day, as a part of research assignments in specific classes, and after school from Monday through Friday. Recreational reading, research, and academic pursuits are encouraged by the librarian and all of our teachers.

NURSE'S OFFICE

The nurse's office is on the first floor next to the Guidance Office. **Students desiring to see the nurse must first report to their subject class to obtain a pass granting permission to see the nurse.** Subject teachers are responsible for their students and must be aware of their whereabouts at all times.

LUNCH

Lunch periods are 41 minutes long. You can bring your own lunch or purchase it daily. The automated point-of-sale debiting system is available for your convenience. All lunches must be eaten in the cafeteria. It is important for all students to dispose of their containers, paper bags, or remaining food in the appropriate trash or recycling receptacles. **Items should not be left on the table or floor.** It is important to show consideration to your fellow students who will also be using the cafeteria.

All students must remain in the building or on the athletic field during their lunch period. Students are permitted to go to the library if they obtain a pass from a teacher. Students may also report to the computer room with a pass, or go to a study center with a lunch supervisor after they finish their lunch.

Lunch supervisors and teachers assist large numbers of children. Safe practices and cooperation are essential for everyone's health and safety. Students should observe the established procedures and respond to the supervisors in a positive manner. Students who misbehave in the cafeteria or on the athletic field will be referred to an assistant principal.

ASSEMBLY PROGRAMS

Guest performances, student performances, and educational programs will be presented in the auditorium during the year. Students are expected to enter the auditorium in an orderly fashion under the direction of their teachers and to show appreciation in appropriate ways.

HALL PASSES

If you wish to leave a room for any purpose, you must obtain a hall pass from your teacher. Teachers will not give out passes unless absolutely necessary. Students leaving the room to go to the lavatory should proceed to the one closest to their room.

ATTENDANCE

Attendance is required by N. Y. State mandate. Students are required to be present each school day. If you are absent, you should return the following day with a note from your parent clearly specifying the reason for your absence. The note should be given to your first period teacher. Parents/Guardians will receive an automated call if their child is marked absent or late for first period.

LATENESS

Students are expected to arrive at school at least **ten minutes** before their first period class and to proceed to their lockers promptly. A warning bell will ring five minutes before the start of period one. **All students must be in their classrooms before the first period bell rings at 7:35 a.m.** to be considered on time. Students who are late to school must report to the sign-in desk when arriving at school. Students who are late to school more than three times in a quarter will be referred to the school social worker and guidance counselor. It is important to arrive on time to your first period class.

SCHOOL PROPERTY

All textbooks, library books, physical education locks, athletic uniforms, and other school equipment lent to students by the school belong to the community. Since these items are entrusted to the care of students for a limited time and are to be used again by other students, all necessary precautions should be taken to extend their longevity. We suggest that each textbook be covered and that students record their names in ink on the label. Students must pay for lost or missing items.

TELEPHONES

A school telephone is located in the main office for student use during lunch periods and after school. Telephones should only be used to call a parent/guardian in an emergency during a student's lunch period. **Cell phones may not be used inside the building from 7:30 a.m. to 2:19 p.m.**



MIDDLE SCHOOL POLICIES

CELL PHONES/CAMERAS/TABLETS

Cell phones must be **turned off** and stored in lockers during the school day. No cell phones at lunch. Students may not take out their cell phones to view, listen to, or send or receive information (texting) during the school day at any time. Students may not take pictures or videos on school property without the permission of the administration. Students who violate this policy will be referred to an assistant principal.

GUIDELINES FOR LAPTOP/TABLET PROCEDURES

1. Students may not use laptops/tablets or any electronic devices in school for any social networking activities, such as, *but not limited to*, instant messaging, e-mail, Instagram, or Snapchat.
2. There is no reason for audio recording, video recording or the taking of photographs on school grounds at any time, unless supervised by a teacher. Students who violate this policy will be referred to an assistant principal.
3. As part of the transition to Middle School, grade six students may not use laptops or tablets until the start of the third quarter.

STUDENT USE OF LAPTOPS/TABLETS IN THE CLASSROOM

1. Laptops/Tablets are a recognized educational tool for student use.
2. Use of laptops/tablets in class is a privilege.
3. Laptops/Tablets are to be used for the task assigned by the teacher for that period; e.g., class notes, curriculum research.
4. Laptops/Tablets may be used for formal assessment **ONLY** when directed by the teacher or included in an IEP.
5. Teachers are permitted to request a copy of the notes taken in class or homework prepared by students.
6. Students are responsible for securing their laptops/tablets and all personal property.
7. Laptops/Tablets must be turned off during all transitions.

CONSEQUENCES FOR FAILURE TO ADHERE TO LAPTOP/TABLET PROCEDURES

1. Failure to follow laptop/tablet guidelines may be considered insubordination.
2. The first offense will result in a warning by the teacher and notification of the parent/guardian by the teacher.
3. Subsequent violations will result in referral to an assistant principal and loss of privileges for a period of time to be determined based on the nature of the offense.

BACKPACKS

Students may transport their materials to school in a backpack, tote bag, or other bag. All backpacks, tote bags, and other bags should be stored in lockers for the entire day. Backpacks are not permitted in the hallways or classrooms during the day.

HALLWAY BEHAVIOR

Students are expected to behave appropriately in the hallways. Running, pushing, and disruptive or inappropriate behavior are not permitted. Please be respectful of your fellow students.

GUM CHEWING

Students are not permitted to chew gum in school for many reasons including unsanitary conditions, damage to school equipment, and the disruption of class procedures.

NO SMOKING/VAPING POLICY

The Board of Education recognizes the health hazards associated with smoking/vaping and, therefore, prohibits smoking in school buildings, on school property, and at any school-sponsored activity. Students who violate this policy will be given assistance and will face appropriate consequences. Hookah pens and/or any electronic cigarettes are prohibited on school grounds.

PROPER ATTIRE FOR PHYSICAL EDUCATION

All students are required to change from school clothes to physical education attire for PE classes. Proper attire may include t-shirts, athletic shorts, sweatshirts without hoods or zippers, and sweatpants without zippers. Hygiene and safety are the priority.

EXCHANGE OF MONEY BETWEEN STUDENTS

The exchange of money and the selling of merchandise between students in school are strictly prohibited.

STUDENT RIGHTS AND RESPONSIBILITIES / CODE OF CONDUCT

The Board of Education recognizes that learning environments that are safe and supportive can increase student attendance and improve academic achievement. A student's ability to learn and achieve high academic standards, and a school's ability to educate students, compromised by incidents of discrimination or harassment, including but not limited to bullying, taunting and intimidation. Therefore, in accordance with the Dignity for All Students Act, Education Law, Article 2, the District will strive to create an environment free of discrimination and harassment and will foster civility in the schools to prevent and prohibit conduct, which is inconsistent with the District's educational mission.

The District condemns and prohibits all forms of discrimination and harassment of students based on actual or perceived race, color, weight, size, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, or sex by school employees or students on school property and at school-sponsored activities and events, including those that take place at locations off school property. In addition, any act of discrimination or harassment, outside of school sponsored events, which can reasonably be expected to materially and substantially disrupt the education process may be subject to discipline.

Parents/Guardians will receive an eblast copy of the district's Code of Conduct and Student Rights and Responsibilities in September. Students and parents/guardians are encouraged to read the document together. An online version is posted on the district webpage.

GUIDELINES FOR INTEGRITY IN COURSEWORK

Integrity = Honesty and Moral Excellence

These guidelines are designed to clarify for students and parents what is acceptable and what is not with regard to required, independent student work.

General Principle: No student should give or receive unauthorized information that will allow any student to have an unfair advantage over others.

With regard to tests, quizzes, or any assessment given in class there should be:

No cheating of any kind.

No communication during or after testing.

No communication from class to class regarding questions, format, content, or answers on a quiz or exam.

With regard to work done out of class:

Students are expected to work as independently as they would if they were taking a test in class. Of course, this does not apply to group or cooperative assignments. Therefore, there is to be no editing by other people (parents, tutors, siblings, friends, etc.). We do, however, encourage parents to appropriately interact with their children on assignments. Students certainly may discuss their work with others prior to receiving the assignment and/or while the topic is being studied in class.



Students are encouraged to consult with teachers on outlines and rough drafts prior to handing in a final written copy. However, editing from anyone else is discouraged. The ultimate goal is to encourage students to become increasingly independent with each assignment. It is essential that a student be assessed on his or her work and effort.

Cliffs Notes, Monarch Notes, Barron's Book Notes, movie adaptations, or the like are not to be used as a substitute for reading the original material. This is counterproductive to the teaching of independent, higher level thinking skills.

All research materials must be properly referenced. If a student does not meet these standards, the teacher will discuss the situation with the department chairperson and/or principal prior to taking appropriate action. The appropriate action for cheating would be a zero on the given assignment.

STUDENT GUIDELINES FOR ONLINE SAFETY

- . Never give out personal information such as your name, address, telephone number, or picture.
- . Never agree to get together with someone you met online without first checking with your parents or teacher.
- . Never respond to inappropriate messages. Inform an adult right away if any messages make you feel uncomfortable.
- . Use appropriate language and respect the person to whom you are sending mail. E-mail is not private.
- . Do not accept everything you read as absolute truth simply because you read it while online. Always check your sources.

ELIGIBILITY FOR PARTICIPATION IN EXTRA-CURRICULA ACTIVITIES

Academic Standards for Participation in Extra-curricular Activities

In May 1994, the Roslyn Board of Education passed a policy on "Academic Standards for Participation in Extra-curricular Activities." This policy is now in effect and academic standards apply to all Roslyn students. The purpose of the policy is to encourage academic success. A student's first responsibility is the successful completion of his/her academic requirements. We believe that participation in extra-curricular activities is an integral part of a child's educational experience and can provide additional motivation, but it is a privilege that is earned. Students may not have more than one subject with a failing grade.

Coaches and advisors are in a unique position to teach lifelong values and work ethics that enable students to be successful in many aspects of their lives. Participation in extra-curricular activities, however, should not negate academic responsibilities. Students should recognize fully and appreciate fully their responsibilities to the entire educational process.

Academic standards will apply to students involved in all extra-curricular activities including, among others, all phases of drama productions, interscholastic athletics, clubs, advisory boards and intramurals. Coaches and advisors will assist in monitoring the achievements of all students on their rosters and to help their students achieve success.

Philosophy and Rationale

This policy provides all students with appropriate support when they experience academic difficulties and establishes follow-up procedures once the student is identified. Students must understand that their primary objective is to strive towards reaching their full academic potential. Participation in extra-curricular activities is a privilege that is earned. Participation in extra-curricular activities can motivate students toward sustained or improved accountability in all of their classes. A more formalized policy will result in increasing a student's awareness of the variety of staff members who work on his/her behalf. Students will know that their coaches and club advisors are aware of their performance levels in all classes, their attitudes in school, and their achievements.

Academic Eligibility

With the assistance of administrators, the advisor or coach will be directly responsible for the enforcement of this academic policy. Monitoring and support shall consist of after-school help on Mondays, Wednesdays and Thursdays. Students must attend after-school help until significant improvement has occurred. Students are accountable for obtaining forms from their teachers to document their attendance at after-school help. Students will not be eligible for extracurricular participation on a given day if the student is not legally present in school.

General Rules:

1. Both students and parents will be notified of a student's ineligibility to participate in extra-curricular activities.
2. In the event that there is disagreement with the student and/or parent as to the determination of ineligibility, an opportunity will be provided for a discussion with the principal and the athletic director, the coach or advisor, or their counselor depending on the activity involved.
3. Students suspended from school may not participate in any extra-curricular activities during their period of in-school or out-of-school suspensions.

BUS TRANSPORTATION

Our goal this year, as it has been in the past, is to provide safe and comfortable transportation for our students. We look forward to attaining this goal in a spirit of cooperation and understanding. School bus stops and pick-up times are established by the Department of Transportation and approved by the Roslyn School Board prior to the start of school in September. School buses will pick up and discharge passengers only at regularly scheduled stops. If there are any questions or concerns about transportation or the following guidelines, please call 801-5190.

Students with disabilities receive transportation as per their IEP's. Students requiring exceptions to transportation because of medical needs must apply to the Director of Transportation.

School Bus Safety Rules

PARENTS SHOULD review these rules carefully and discuss them with their children.

We believe you will agree that the rules are reasonable and necessary.

PUPILS SHOULD -

- carry bus passes at all times.
- be on time.
- ride only the school bus assigned.
- board and exit the school bus in an orderly manner.
- be courteous to residents, the bus driver, and other students.
- wait for the bus driver's signal before crossing in front of the school bus. (Walk ten feet in front of the bus before crossing in front of the bus.)
- remain seated at all times.
- help keep the bus clean and sanitary.
- board and exit the school bus only at assigned stops.
- use appropriate language.
- keep all personal belongings, including musical instruments, on their laps.

VIOLATIONS INCLUDE--

- inappropriate behavior, such as pushing, shoving, and fighting aboard the school bus.
- inappropriate language.
- taking possessions belonging to others.
- throwing items out the bus window.
- reserving or saving seats.
- vandalizing the school bus. (Vandals will be required to pay for damages.)
- eating, drinking or smoking on the school bus.
- extending arms or any other part of the body out of the window.
- failure to remain seated.
- participating in any other unsafe or damaging activity.

Violations of the rules listed above will require disciplinary action. Please refer to "Schedule of Disciplinary Actions" below.

Schedule of Disciplinary Actions

We are concerned about the safety and well-being of all Roslyn pupils. Riders who violate the school bus safety rules may have their school bus privileges suspended. Because we seek to assure uniform treatment of our pupils, the following schedule of Disciplinary Actions will be followed throughout the District:

- 1st violation -- Parent notified of violation.
- 2nd violation -- Conference with parent, pupil and school personnel.
Pupil placed on probation.

- 3rd violation -- Parent notified; bus privileges suspended for three (3) school days.
- 4th violation -- Parent notified; bus privileges suspended for five (5) days. If problems persist, suspension of bus privileges may occur for the remainder of the school year.

NOTE: If a violation, even the first, constitutes a serious danger to any individual, then an after school conference may be required as outlined under the 2nd violation above, and bus privileges may be suspended immediately for a minimum of five (5) days. Pupils with disabilities will be referred back to the Committee on Special Education (CSE) to determine whether the infraction is related to the disability.

Equal Educational Opportunities

The district shall provide every student with equal educational opportunities regardless of race, color, creed, sex, national origin, religion, age, marital status or disability. No student will be excluded on such basis from participating in or having access to any course offerings, athletics, counseling, employment assistance, extracurricular activities or other school resources.

Discrimination Policy: Title IX and Section 504 of the Rehabilitation Act

No person in the United States shall, on the grounds of race, color, national origin, creed or religion, marital status, sexual orientation, handicapping condition, sex or age, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance, or to be treated differently on the basis of sex under most education programs or activities receiving federal assistance. The Rehabilitation Act prohibits any discrimination based on a person's disability. For questions or issues concerning Title IX, contact the District Title IX Coordinator. For questions or issues concerning The Rehabilitation Act, contact the Assistant Superintendent for Human Resources 801-5020.

PARENT AND GUARDIAN INFORMATION

Communication Protocol

The Roslyn Middle School staff encourages communication between home and school in order to ensure that each child develops to his or her fullest potential. In support of this goal, we have developed the "Communication Tree" below. All parents are encouraged to use the "Tree" whenever they have a question, concern, or just wish to let someone know they are appreciated. **Parents are strongly encouraged to speak with a teacher or guidance counselor prior to calling an administrator.** Questions about assignments, progress, and general concerns can often be answered quickly and directly by classroom teachers and counselors.

If, after talking to the teacher, the issue is not resolved, the next person to contact is the head of the department. If the issue is still not resolved, then contact the assistant principals. If you have gone through all the appropriate channels and do not feel your concerns have been addressed, then contact the building Principal.

All Middle School Teachers and Teacher Assistants can be reached at:..... 801-5200

All Guidance Counselors can be reached at:..... 801-5215

Ms. Lisa DeMarco
Grade Six Counselor

Ms. Corrine Decker
Grade Seven Counselor

Ms. Gail Kennedy
Grade Eight Counselor

Directors and Department Chairpersons

Mr. Craig S. Johanson	FACS (Family and Consumer Science)	801-5200
Mr. Josh Cabat	English, Reading, Library	801-5140
Ms. Danielle Pappas	World Languages & ENL	801-5178
Mr. Charlie Windwer	Mathematics & Computer Technology	801-5149
Mr. Dave Lazarus	Music	801-5215
Dr. Michael Brostowski	Physical Education & Health	801-5165
Ms. Jennifer Sheehan	Art	801-5200
Mr. Gary Ramonetti	Science & Technology	801-5157
Mr. Greg Wasserman	Director of Guidance	801-5221
Mr. Paul Rosenboom	Social Studies	801-5169
Ms. Barbara Schwartz	Special Education and Pupil Personnel	801-5060
Ms. Marnie Cohen	Assistant Director of Pupil Personnel	801-5060

Middle School Administration

Craig S. Johanson	Principal	801-5200
Mr. Dave Lazarus	Assistant Principal	801-5200
Ms. Jennifer Sheehan	Assistant Principal	801-5200

Central Administration

Ms. Allison Brown	Superintendent of Schools	801-5001
Ms. Karina Báez	Assistant Superintendent for Elementary Curriculum & Instruction	801-5010
Mr. Michael Goldspiel	Assistant Superintendent for Secondary Curriculum & Instruction	801-5010

GENERAL INFORMATION

Visitors to the Middle School

All visitors must have a prearranged appointment to enter the Middle School. Upon arrival, the specific office will be alerted of your arrival and your appointment will be confirmed. All visitors will remain in the vestibule until their ID is checked, a photo has been taken, a badge has been created, and the appointment has been confirmed. Upon confirmation, every visitor will be escorted to their specific office/appointment, and every visitor will be escorted back to the main entrance.

Early Dismissal

If your child is ill, please keep your child home. If your child becomes ill at school, you will be notified by the nurse. The only people authorized to take a child home from school is the parent or those designated on the students information profile.

If at all possible, please arrange appointments for your child after school, on weekends, or vacations. If it is necessary for your child to leave early, please send your child to school with a note stating the reason for the dismissal.

Delayed Opening and Early Dismissal Procedures

The district has both a one-hour and two-hour delayed opening procedure. In the event of a delayed opening, buses will pick up students at their regular bus stop either one or two hours later than usual.

On rare occasions when weather becomes hazardous during school hours and early dismissal is necessary, every effort will be made to notify parents who register for district notification. High school and middle school students are generally dismissed first so that they may be home when younger siblings arrive. Please discuss arrangements with your children in advance of these circumstances.

Obtaining School Work during an Extended Absence

In the event of an anticipated absence of two or more days, please contact your child's guidance counselor at 801-5215 as soon as possible for assistance in obtaining assignments. Assignments will be available in the afternoon of the second day of an extended absence. Please call prior to coming into school. In addition, extended medical issues should be communicated to the school nurse at 801-5210. Home instruction will be provided when a student is absent for 20 days or when otherwise indicated.

HEALTH OFFICE PROCEDURES

Student Information Profile

Parents should check the Parent Portal Student Profile to ensure that all emergency contact information has been updated. If any changes are necessary, please call Eileen Cerami in the Guidance Office at 801-5215. Changes can be made at any time during the school year. Parents should discuss all medical concerns with the nurse who can be reached at 801-5210.

Immunizations

New York State mandates that each student attending a public school must have been immunized for the following:

- 3 doses of diphtheria toxoid (DPT, DT, DTaP or TD)
- 3 doses of pertussis and tetanus
- 3 doses of oral poliovirus vaccine (OPV or TOTV) or 4 doses of IPV
- 3 doses of Hepatitis B
- 2 doses of Measles
- 1 dose of Mumps
- 1 dose of Rubella
- 2 doses of Varicella (Grade 6)
- 1 dose of meningococcal/menectra (Grade 7)
- 1 Tdap (Age 11)

Students who are entering *Grade 6* and who are age 11 years or older must receive an immunization containing tetanus toxoids, diphtheria, and acellular pertussis (Tdap). If a student has received a Td, DT, or DTaP vaccination **within the last two years**, the student's Tdap should be **deferred until a period of two years has elapsed**. Students entering grade 7 must have received an immunization for meningitis.

As of July 2019, NYS ended religious exemption for school vaccine requirements.

Physical and Dental Examinations

New York State also requires each 7th grade student to have a physical examination by a physician. Health forms from private physicians must be returned to the health office by November 2019. Our school physician will examine any student who has not submitted a completed health form.

Students in the 6th, 7th, and 8th grades must have a dental checkup at least once during the year. The appropriate dental form should also be returned to the health office by November 2019.

Athletic Physicals

All athletes must have a yearly athletic physical dated April 1st or later. Physicals are given by the school doctors in September and June. If a private physician does the exam, he/she must use the school's official athletic physical exam form. The form must be submitted to the school nurse and countersigned by the school physician. No student may participate in interscholastic athletics without a proper sports physical.

It is strongly suggested that exams by private physicians be completed several weeks before the start of the desired sports season. This will allow sufficient time for the information to be co-signed and approved by the school physician.

If an athlete misses school or a sport for more than 3 days or is injured, a physician's note must be given to the nurse to re-certify that the student may participate in the Sport. The school physician must also sign the note before the student can return to the sport.

Medication in School and on Field Trips

All medications needed during the school hours must be ordered by a physician, including over-the-counter medications. Only a school nurse can administer these medications. Teachers and other staff members are not permitted to dispense medication. Nurse medication forms must be completed by both you and your child's physician and returned to the health office.

During field trips and after-school activities, the school nurse may not be available. Students may be self-directed to take their own medication if they receive prior approval. Students who are self-directed may carry their own medication or they may ask a staff member to hold it for them. If you and your child's physician feel that your child may be self-directed, please complete the self-directed medication form and return it to the health office.

Exemption from Physical Education

At the discretion of the physical education teacher and school nurse, a student with a note from a parent may be exempt from physical activity for one day. In accordance with Board of Education policy, no extension will be given unless a statement in writing is presented to the nurse from a doctor requesting such exemption.



PUPIL SERVICES

Guidance Department: Guidance counselors provide a variety of student services including program planning, evaluation of student progress, and personal and group counseling sessions. Counselors work closely with parents. They are the liaisons between your home and school. We encourage you to contact your child's counselor whenever you have a question or concern about school.

Psychological Services: The school psychologist is available to assist students and families in regard to school adjustment and school performance. The school psychologist provides a variety of services to children, which may include individual psychological testing, short term counseling, and crisis intervention. The school psychologist also serves as a consultant to teachers, staff, parents, and the administration. Please contact Dr. LaRocca, our school psychologist, at 801-5221 or Dr. Brian Butler, at 801-5224.

Social Work Services: A social worker is available to assist students and their families with matters which may arise during the school year. Please contact the guidance office if you would like further information. Mr. Levenson, our social worker, can be contacted at 801-5222.

The R.I.S.E. Mentoring Program **(Respond Individually with Support and Encouragement)**

The R.I.S.E. program provides support to students so that they can achieve their potential. Students are assigned adult mentors from the staff that meet with them individually and monitor their progress on an ongoing basis. If you feel your child would benefit from this program, please contact Mr. Levenson, our social worker, at 801-5222.



ACADEMIC INFORMATION

Grading Policy

Teachers will grade student tests and assignments based on a numeric system from 0 to 100. The lowest possible quarter average that may be placed on a report card is 50.

Note: A limited number of courses will be graded on a high pass, pass, low pass, fail basis.

Final averages for full year courses with a final exam or Regents test will be calculated as follows:

Q1= 25% Q2 =25% Q3= 25% Q4=25%

Final Exam or Regents= 20% of the 4th quarter average.

Final averages for full year courses without a final exam or Regents test will be calculated as follows:

Q1= 25% Q2 =25% Q3= 25% Q4=25%.

Final averages for alternate-day courses will be calculated with the same format as full year courses.

The Board of Education approved the weighting of GPA scores for all high school level courses. Prior to the approval, only unweighted GPA scores were calculated for students. Students will now receive two different GPA scores on their transcripts. They will receive an unweighted GPA score and a weighted GPA score. This change will affect certain high school level courses offered at the Middle School and all courses offered at the High School.

How is a weighted high school GPA score calculated?

Final course averages will be multiplied by a numerical amount depending on the level of the course. (Please note the examples for a final course average of **95** listed below.)

- Regents Level Courses X 1.0 (95 average X 1.0 = 95.0)
- Honors or Accelerated Courses: X 1.08 (95 average X 1.08 = 102.6)
- Research Honors Courses: X 1.09 (95 average X 1.09 = 103.5)
- Advanced Placement Courses: X 1.10 (95 average X 1.10 = 104.5)

Will final course averages actually be changed on a student's transcript?

No, final averages will not be changed for any courses. The only change that will occur is the addition of an overall weighted GPA score on the transcript.

What high school level courses offered at the Middle School will be included in the weighted GPA score?

- Algebra I Accelerated (1.08)
- Earth Science Honors (1.08)
- Integrated Algebra I RSH (1.09)
- Geometry RSH (1.09)

HIGH SCHOOL LEVEL COURSES ATTENDANCE CREDIT POLICY

After a student has thirty (30) unexcused absences for a full year lab class, twenty (20) recorded unexcused absences in a full year course, ten (10) recorded unexcused absences in a half year course, or five (5) recorded unexcused absences in a Physical Education course, the school will send a final letter of notification to the parent/guardian and the student(s) stating that the student will not receive credit for the course. A student who is denied credit for failure to meet the minimum attendance requirement will receive an NCA (No Credit Attendance) on his or her report card. Students are required to continue attending the class. Students who are denied credit must audit the course to its conclusion in order to qualify for summer school attendance.

Any student and/or parent/guardian may appeal the decision to not grant the student credit for a course based upon the student's failure to meet the minimum attendance requirements as set forth in this policy and shall have the right to a hearing. Said appeal shall be made in writing to the building principal within two (2) weeks of the date of the no credit notification and shall include a written statement describing the basis for the appeal. A committee will be formed to review the appeal composed of three to five staff members (selected from a rotating pool of faculty), and may include any of the following: teachers, the chairperson of the department whose course is involved, an administrator, and a pupil personnel support person (psychologist, counselor, social workers, etc.). The teacher of the student has the option of attending the appeal as a non-voting member. The student must be present at the appeal hearing or the meeting will be postponed. The committee will consider special cases and make a decision. The student has the right to appeal the committee's decision to the building principal. The building principal shall review said appeal after the hearing and provide his/her written determination concerning the appeal within a reasonable time. The building principal's determination shall be final.

ATTENDANCE

Students will attend all classes and assigned activities. Violations include:

- Cutting classes and assigned activities
- Lateness to class or school
- Truancy
- Failure to attend a class after losing credit due to attendance (NCA)
- Failure to serve assigned detentions for lateness or cutting

Report Cards and Interim Reports

The purpose of our quarterly Interim Reports and Report Cards is to keep students and their parents informed about academic development. Grades are based on test marks, class participation, special projects, and homework assignments. Grading is done according to a numeric system. An "Incomplete" is only given because of unique personal circumstances. All incomplete grades must be made-up in 5 weeks.

Students who have a problem related to school work should speak with the subject area teacher. Parents desiring an appointment with a teacher may contact the teacher or call the counseling office to arrange an appointment. Parents are encouraged to contact teachers whenever there is a concern.

All report cards and interim reports will be available on the Roslyn School District Parent Portal link. An e-mail blast will be sent informing you prior to these reports being posted.

ROSLYN SCHOOL DISTRICT COURSE LEVEL CHANGE POLICY

District Policy:

The last day to request a level change **without penalty** is Tuesday, October 11, 2019, based on space availability. The grades a student has earned in the original course will not be transferred to the new course level. If a student requests a change of level after October 11, 2019 and space is available, all grades will be transferred to the new course.

The final opportunity for students to request a level change is **5 days after the official posting of the first quarter report card on the ParentPortal** (November 18, 2019), if space is available. ***Please note:*** All grades will be transferred to the new course as stated above. Please call your child's counselor at 801-5215 with any questions.

Roslyn Middle School Courses included in this Policy:

Earth Science Honors
Integrated Algebra Research Honors
Geometry Research Honors

Testing Policy

Testing is one measure of student achievement. Tests should be corrected and returned to students for review as soon as is practical and within the guidelines established by district policy. (Quiz - two days, tests - three days, midterm - five days.)

SUPPORT PROGRAMS

Placement in the literacy and mathematics support programs is based on performance on standardized tests, New York State assessments and teacher recommendations. Support programs are designed to help individual students meet the challenges of the New York State Common Core Standards.

TEAMING AT THE MIDDLE SCHOOL

The Purpose and Rationale of Teaming

All students in Roslyn Middle School are assigned to an academic team. Teaming is an organizational structure designed to foster high student achievement and to meet the developmental needs of young adolescents. It enables teachers to know each student on their team well and to communicate with every child's parent or guardian. Teaming gives both students and teachers the feeling of belonging to a small group, which has common goals and whose members are supportive of each other.

Team teachers have the responsibility for planning curriculum and instruction, monitoring student progress, and nurturing their students' social and emotional needs. An interdisciplinary approach to curriculum is encouraged to help students make important connections between disciplines.

Team Structure

- A. There are two academic teams in 6th, 7th and 8th grades.
- B. Each team consists of teachers from the English, social studies, math, science, and counseling departments. Special education co-teachers are also members of the teams. On occasion students may be cross-teamed to accommodate specific needs.



WHAT CAN PARENTS DO TO ASSIST THEIR CHILDREN?

Organizing Materials

A basic supply list will be posted on the Roslyn web-site for all students. During the first week of school, all teachers will explain the kinds of materials that students will use during the year. Once the materials have been gathered, they should be properly organized.

1. Help your child set up his/her binders. One binder will be used for subjects in the morning and the other binder will be used for afternoon classes.
2. Have your child label each section of the binder. Make sure class work comes home in the proper folder - not in a backpack or in the middle of a textbook.
3. Papers should be arranged, in the order they were completed, on a daily basis. As an assignment is completed, it should be returned to the proper area.
4. Check your child's Agenda Book every day.

Homework

You will find that your child will have assignments to complete on a regular basis. All assignments should be written in this Agenda Book daily. Since there are no programmed study halls at this level, students have to take work home unless they remain after school to see a teacher or stay in the library.

Most homework falls into the preparation and extension categories. Preparation work is simply exercises or concepts that must be mastered or completed so the student can be prepared for upcoming classes, quizzes, or tests.

Extension work involves longer term assignments like projects, reports, and readings. Teachers generally break long term assignments into smaller parts with appropriate due dates and monitoring to assist students in their planning. All projects should be listed in the calendar of the Agenda Book.

Homework "Hints" for Parents

Middle school children often need assistance to complete their homework assignments.

1. First, with your child's help, establish an estimated amount of time that should be spent on homework. The issue is time, not homework. Balance any remaining time with reading.
2. Help your child decide the best order for assignments to be completed. Perhaps the most difficult should be first, or perhaps last. There should be a logical reason for the choice of order.
3. If your child consistently comes home without homework, please call his or her guidance counselor.

4. Assignments should be completed by your child with little help from adults. Proof-reading, reviewing and offering helpful suggestions are appropriate for parents. Doing your child's homework or assuming the role of teacher is not advised.
5. If your child is having an inordinate amount of difficulty completing assignments, or seems to need regular help in understanding how to get started, a call to the teachers or the counselor would be advisable.
6. When it comes to completing long term assignments, work habits may vary. Some students are extremely independent, while others need closer supervision.
7. For some children, the kitchen table is ideal for homework, while others need the quiet of a separate location. Parents know their children and need to take personality and learning styles into account before agreeing to the study area to be used.
8. As your child becomes more proficient at organizing time, foster independence by leaving the child alone, but do check in at intervals.

Preparing for Tests

Test taking can be anxiety producing for students. Anticipating what will be asked and being prepared can greatly reduce the worry that students have and allow them to do as well as they possibly can.

1. All prospective test dates should be placed in the student's calendar.
2. Set up a series of steps which should allow for studying and preparation, and which will require no more than a final review the evening before the test.
3. As soon as a test is announced, students should gather all their papers (class work, homework, notes, notebooks, etc.) and look them over.
Students should ask themselves:
 - a. What did the teacher emphasize or repeat in class?
 - b. What kinds of questions will I be asked on the test?
 - c. What do I know about the format of the test?
 - d. What do I still need to know?
4. Plan time for family members to help with review or quizzing.
5. Having a child "talk through" the unit of information early in the study process can help the parent more thoroughly understand what the student has to do, as well as help the child discover what he or she still has to learn.

Parental Support

Parental support is one of the most important factors in a child's education. It provides a youngster with the opportunity to share what goes on in school with his or her family.

It encourages a youngster to persist and "keep at it," even when the demands of school become more complex. Ultimately, it provides approval for the child - a feeling that his or her job has been well done. There are two major ways parents can provide support:

First, talk with your child about school. Show an interest in his or her school work, especially achievements. Applaud accomplishments, but also let your child know that mistakes are human. When a problem arises, you might take the approach: "Let's see how we can tackle this?" Be on your child's side. Never ridicule. When there is a complaint, take time to listen, but don't over commit yourself. Since there are several sides to a story, always feel free to call the teachers directly.

Second, create an atmosphere for learning in the home.

1. Provide your child with a room, or a corner of a room, for study.
2. Set aside a regular study time which is agreeable to you and your child.
3. Make sure there are study aids and materials available such as paper, pencils, dictionary, thesaurus or any other reference materials that might be helpful.

There are also several specific ways to help your child:

1. Be consistent - if guidelines for study time have been agreed upon and established, for example, enforce them on a daily basis.
2. Attend the annual Back-to-School Night held each fall - it's an excellent way to meet your child's teachers. These evenings will also give you an opportunity to hear more about each particular course and what the teacher expects concerning assignments, test preparation, notebooks, reading, etc.
3. Attend conferences - keep on top of your child's progress by attending a conference with your child's team if necessary. Or arrange to meet with your child's guidance counselor or an individual teacher to discuss his or her overall progress. Exchange your impressions with theirs, and don't hesitate to seek help for your child if it is needed.
4. Prepare for the next day - encourage your child to gather his or her materials for the next day. Keep a calendar handy for reminders of special events or activities. Make sure lunch or lunch money is ready and in the proper place. And remember - a nutritious breakfast can help students maintain their energy and concentration.
5. Help teachers know your child - parents possess information which can be very helpful to teachers in maintaining the standards set in the classroom. Sharing information about your child can be of great value to teachers since they are not in a position to observe the child at home, and can only draw conclusions based on work done in class.

SPECIAL EDUCATION REFERRAL PROCESS

Does My Child Need Special Education Services?

After school officials have consulted with you concerning all the modifications the school has attempted for your child and improvement is not being realized, you may be asked to sign a Referral to Special Education form. This form requests your permission to evaluate your child and indicates that, as a result of this evaluation, the need for special education services may exist.

Parents also have the right to refer their child directly to the Committee on Special Education (CSE) for evaluation when they believe that their child may be handicapped. The same form is utilized in this situation and can be obtained from the principal. New families moving into the Roslyn community should contact the Director of Special Education in advance of moving, if special education services are required for their child.

What Should A CSE Referral Contain?

1. An individual psycho-educational evaluation performed by a psychologist, including individual IQ scores.
2. A complete educational profile of the child which includes specific academic and adjustment information, as well as observations in the classroom.
3. Principal's summary of evaluation recommendations.
4. A social history taken by the school social worker or psychologist.
5. Outside agency or professional's reports, if available.
6. A current medical examination by a physician, and a summary of data from the school health record.

What Takes Place at A CSE Meeting?

Parents receive notice of the CSE meeting. They are invited and encouraged to attend and actively participate. The CSE consists of a chairperson, psychologist, social worker, teacher, and parent member. The school physician will attend if requested in advance. Other professionals who have worked with your child may be invited to attend. Parents may bring anyone they wish to the CSE meeting.



What Happens After The Meeting?

Parents receive full written notification of the recommendations in Phase I of the Individual Education Plan (IEP). The CSE at this phase recommends:

1. The handicapping condition, if it exists.
2. The kind of special education placement and program.
3. The degree of mainstreaming activities.
4. The related services, if any.

For new placements to special education, in addition to the recommendations and due process sheet, a Parent Permission Form is forwarded requesting the parent's signature and approval for placement. In the interim, the principal is informed of the CSE decision but takes no action in formally placing or providing the pupil with services until receipt of parent's consent. The CSE Chairperson prepares the Committee on Special Education recommendations for Board of Education approval. Formal action by the Board of Education takes place following discussion in Executive (closed) Session.

The child must be placed within 30 days of the CSE recommendation. Within thirty days of placement, an Individual Education Plan (IEP) Phase II is developed for the pupil, and parent participation is encouraged during formulation of this document. The parent, the pupil's teacher, a representative of the School District other than the pupil's teacher, who is able to provide or supervise special ed. services, attend the Phase II planning conference. One participant must be knowledgeable about the evaluation procedures used with the child. The notice of the conference must provide the names of the participants.

What Happens Once The IEP Is Finished For My Child?

Under current regulations and depending upon when your child is identified and placed by the CSE, an annual review takes place in the spring to plan for the following year's programming and services. The building principal, teachers, psychologist, parents and other professionals are invited to this annual review CSE meeting.

Pupils receive the same report card forms in all buildings as do general education pupils. Parents should promote regular communication with the school faculty. This is also recommended for pupils attending out-of-district placements.

Every three years a psycho-educational evaluation must be completed for each child in special education. Parents are notified prior to the start of the evaluation and are contacted to meet with the psychologist to discuss the results.

Each year one of the CSE members visits out-of-district facilities, except for those pupils who attend out-of-state facilities. Out-of-state facilities forward updated evaluations annually to the CSE, and parents of these pupils are in regular contact with the Chairperson of the CSE or school social worker. Annual review meetings are also scheduled for all pupils attending programs out of the district.

Whom Can Parents Talk To When They Have A Question?

1. The pupil's teacher/guidance counselor first.
2. The Special Education Department chairperson.
3. The Central Office Administrator who is responsible for Special Education.

If it cannot be resolved in step 1, 2, or 3 the parent should request a meeting with the committee on Special Education. The due process procedures detailed in this handbook will seek a resolution to the question. Parents should make every attempt to discuss their concerns fully with school personnel. Due process is an important part of the law, but should not be used as a substitute for ongoing parent/school communication.

In addition to school-based teams of professionals, the district has a school social worker on staff to discuss questions that are of a more personal or confidential nature. All questions, understandably, cannot be answered in booklet form. Special Education is just that, "Special," and we are committed to going beyond the norm to help parents and children whenever possible. Please contact the Special Education Department.

FUND-RAISING FOR SCHOOL PURPOSES REGULATIONS

It is anticipated that fund-raising programs in the Roslyn School District will be supported in principle and in fact by administrators, faculty, PFA's, students, and the Board of Education. All fund-raising activities are voluntary. Fund-raising may include, but need not require, participation by the following groups:

1. **Student Fund-raising**
Student groups may do fund-raising under the direction of a faculty advisor after the building principal has given final approval of the event or activity. When a club is involved in fund-raising activities, the club advisor, with the approval of the school administrator, will send out a letter at the beginning of the year defining what appropriate required student "commitment" to the activity or program means. It will include items such as participation in (all) rehearsals, attendance at (all) classes, participation in fund-raising activities, and general work for the club. Extreme sensitivity shall be shown to students who, for social, economic, or emotional reasons, have difficulty participating in all or part of the fund-raising activities. No student will be put in an embarrassing or dangerous situation.
2. **Parental Payments**
Parents may have the option of paying for a portion or all of an activity or trip. Sensitivity and discretion will always be exercised by the principal and staff members to insure that every student participates in the activities approved by the school.
3. **PFA Fund-raising**
In the event that the PFA wants to participate in fund-raising activities for a field trip, PFA boards and building principals must agree upon the fund-raising event. It is unnecessary to seek Board of Education approval as long as all parameters with the Board policy are followed. There may not be any direct solicitation of funds from students by the PFA.

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

The efforts of parents and/or community-sponsored organizations can be a valuable means of stimulating community interest in the aims and activities of the schools in the Roslyn School District. The parents and other interested members of the community who wish to support a specific school program should be encouraged and given clear guidelines. The Board of Education must ensure that such activities do not interfere unduly with the total educational program or disrupt district operations in any way. The district policy of ensuring essential, if not exact, equality of educational opportunities between schools is always to be considered in all activities. Fund-raising programs in support of school activities may involve students, PFA's, administration, faculty, and the Board of Education, each with its own role in light of this policy and the regulations. No solicitation for funds from students in the Roslyn Public Schools shall be permitted by outside groups, except as stated in the Regulations. Only student groups under the direction of a faculty advisor may raise funds.

Ref.: 1500 Use of School facilities

1800 Gifts from the Public

Ed. Law &1709(12) (12-a) Board's Authority to Accept Gifts for Specific Use



Holidays / School Recess / Dates to Remember 2019-2020

August	28	Grade 6 Orientation
September	3	First Day of School
	5	Fall Sports Begin
	10	Back-to-School Night Grade 6
	11	Extra Help Begins
	17	Back-to-School Night Grades 7 & 8
	23	Clubs and Intramurals Begin
	30	Rosh Hashanah
October	1	Rosh Hashanah
	9	Yom Kippur
	10-11	School Photos
	14	Columbus Day/Sukkot
	24	Halloween Dance
November	11	Veterans Day
	12	Winter 1 Sports Begin
	28-29	Thanksgiving Recess
December	4	Curriculum Night for Grade 5 @ 6:30 p.m.
	4	Curriculum Night for Grades 6 & 7 @ 8:00 p.m.
	9-11	Winter Concerts
	23	Winter Holiday Recess (12/23 – 1/3)
January	6	School Resumes after Holiday Recess
	8	Curriculum Orientation for Grade 8 @ HS 7:00 p.m.
	20	Rev. Martin Luther King, Jr. Day
	21	Winter 2 Sports Begin
February	17-21	Winter Recess
March 30		Spring Sports Begin
April	9-17	Spring Recess
May	12-14	Spring Concerts
	25	Memorial Day
	22	Weather Contingency Days #2
	26	Weather Contingency Days #1
June	25	Eighth Grade Graduation at Hofstra University
	26	Last Day of School



* In case of weather-related closings during the school year, school will be in session on May 26 and May 22 in that order

Days of Religious Observance 2019 - 2020

Days of religious observance that typically fall during the school year:

2019

Eid al-Adha*	Date Varies: Sunday, August 11 or Monday August 12
Rosh Hashanah*	Monday, September 30; Tuesday, October 1
Yom Kippur*	Wednesday, October 9
Sukkot*	Monday, October 14; Tuesday, October 15
Shemini Atzeret*	Monday, October 21
Simchat Torah*	Tuesday, October 22
All Saints Day	Friday, November 1
Diwali	Sunday, October 27
Feast of the Immaculate Conception	Sunday, December 8
First Day of Hanukkah*	Monday, December 23
Christmas	Wednesday, December 25

2020

Epiphany	Monday, January 6
Eastern Orthodox Christmas	Monday, January 7
Lunar New Year	Tuesday, February 5
Ash Wednesday	February 26
Purim*	Thursday, March 21
Good Friday	Friday, April 10
First 2 days of Passover*	Saturday, April 20; Sunday, April 21
Easter	Sunday, April 12
Eastern Orthodox Good Friday	April 26
Conclusion of Passover*	Friday, April 26; Saturday, April 27
Eastern Orthodox Easter	Sunday, April 28
Ascension Day	Thursday, May 21
Eid al-Fitr*	Wednesday, June 5
Eastern Orthodox Ascension Day	Thursday, June 6
Shavuot*	Sunday, June 9; Monday, June 10

**Jewish holidays start sundown the previous day*

As per District Procedure:

Long-term assignments and homework may be given the day before a religious day of observance, but No short- or long-term assignments or homework should be due the day after a religious day of observance.

No tests should be given on or the day after a religious day of observance.

Out of respect for our multi-cultural community, the same guidelines will be extended to any student who observes a religious day not included on this list providing the family makes it known to the building principal who will then communicate with the counselors and team leaders.