

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

Tuesday, August 23, 2016

7:00 a.m.

Administration Building

7:00 a.m. - Board of Education Meeting

Preliminary Announcements
Emergency Procedures
Cell Phones

Pledge of Allegiance

Recommendation to accept the Claims Audit Report for July 2016

Recommendation to accept the minutes from the following meeting(s):
July 29, 2016
August 11, 2016

Board President's Comments

Superintendent's Comments

Student Delegate's Comments

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)**

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: Mill Neck Services.
Services: Sign Language Interpretation Services for the period of July 1, 2016 through June 30, 2017
Fees: Total estimated to be \$2,508.00
(Agreement is subject to review and approval by district counsel)
- (ii) Contractor: Jericho Union Free School District
Services: District of Location Special Education Services for IEP service requirements for one student residing in Roslyn attending private school in Jericho for the period of September 1, 2014 thru June 30, 2015
Fees: Total estimated to be \$683.00

The following items are [(iii) through (v)] are “flow-through” grants that pass through the district special aid fund but have no impact on our general fund budget

- (iii) Contractor: Kidz Therapy Services, PLLC
Services: Instructional services for the 2016-17 school year
Fees: **611 Grant**
\$1,906.00 per student (1 student)
\$635.00 per student Related Services (4 students)
Total will be \$4,446.00
619 Grant
\$644.00 per student (1students)
\$215.00 per student Related Services (4 students)
Total will be 1,504.00
(Agreement is subject to review and approval by district counsel)
- (iv) Contractor: Brookville Center For Children’s Services, Inc.
Services: Instructional services for the 2016-17 school year
Fees: **611 Grant**
\$1,906.00 per student (11 students)
Total will be \$20,966.00
619 Grant
\$644.00 per student (9 students)
Total will be \$5,796.00
(Agreement is subject to review and approval by district counsel)

- (v) Contractor: New York Therapy Placement Services, Inc.
Services: Instructional services for the 2016-17 school year
Fees: **611 Grant**
\$1,906.00 per student (1 student)
Total will be \$1,906.00
619 Grant
\$644.00 per student (1 student)
Total will be \$644.00
(Agreement is subject to review and approval by district counsel)

- B.2.** Recommendation to approve Capital Fund Budget appropriation transfer requests as per **Attachment B.2.**
- B.3.** Recommendation to approve a payment in the amount of \$14,086.54 to Ingerman Smith, L.L.P. for legal services rendered to the district for the period ending 7/31/2016.
- B.4.** Recommendation to approve a change order as indicated below. This change order will result in an increase in the contract with W. J. Northridge in the amount of **\$13,681.41** which will increase purchase order H16-00019 in account code H1620.293.04.1604

W. J. Northridge (EH GC-001) for all work necessary to patch walls at tack board locations in 23 classrooms. (This was first presented to the Board of Education as part of a Pending Change Order on July 29, 2016 – Item B.2b) [NB – this change order is less than the estimate provided to the board on July 29 of \$14,366]

- B.5.** Recommendation to approve a change order as indicated below. This change order will result in an increase in the contract with W. J. Northridge in the amount of **\$132,094.30** which will increase purchase order H16-00019 in account code H1620.293.04.1604

W. J. Northridge (EH GC-002) for all work necessary to supply and install drainage and road work at parent drop off which was revised in accordance with NC DPW requirements. (This was first presented to the Board of Education as part of a Pending Change Order on July 29, 2016 – Item B.2b) [NB – this change order is the same as the estimate provided to the board on July 29 of \$132,094.30]

- B.6.** Recommendation to approve a change order as indicated below. This change order will result in an increase in the contract with W. J. Northridge in the amount of **\$127,858.29** which will increase purchase order H16-00019 in account code H1620.293.04.1604

W. J. Northridge (EH GC-003) for all work necessary to supply labor and materials at the South parking lot which was revised in accordance with NC DPW requirements. (This was first presented to the Board of Education as part of a Pending Change Order on July 29, 2016 – Item B.2b) [NB – this change order is the same as the estimate provided to the board on July 29 of \$127,859]

- B.7.** 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 **\$7,137.90** which will increase purchase order H16-00017 in account code H1620.294.04.1604

Central Air (EH MC-001) for all work necessary to flash-in equipment roof rails. (This was first presented to the Board of Education as part of a Pending Change Order on July 29, 2016 – Item B.2a) [NB – this change order is the same as the estimate provided to the board on July 29 of \$7,138]

- B.8.** Recommendation to approve a change order as indicated below. This change order will result in an increase in the contract with Relle Electric Corporation in the amount of **\$1,218.11** which will increase purchase order H16-00018 in account code H1620.296.04.1604

Relle Electric (EH EC-001) for all work necessary to provide and install 1 additional Type A in Corridor C18 and 1 additional Type AE; to provide and install ceiling mount occupancy sensor for this area; and to tie the lighting into circuit EM-LTG#2 via the EM relay. (This was first presented to the Board of Education as part of a Pending Change Order on July 19, 2016 – Item B.2a) [NB – this change order is a small part of the estimate provided to the board on July 19 of \$20,000]

- B.9.** Recommendation to approve a change order as indicated below. This change order will result in an increase in the contract with W. J. Northridge in the amount of **\$83,263.15** which will increase purchase order H16-00019 in account code H1620.293.09.1609

W. J. Northridge (MS GC-001) for all work required by the NCDPW including replacement of existing drainage structures and installation of new drainage catch basins, concrete gutter, signage and asphalt paving as included in VHB Engineering, Inc. revised drawings dated July 14, 2016. (This was first presented to the Board of Education as part of a Pending Change Order on July 29, 2016 – Item B.2c) [NB – this change order is the same as the estimate provided to the board on July 29 of \$83,264]

- B.10.** Recommendation to approve a change order as indicated below. This change order will result in a decrease in the contract with WHM Plumbing & Heating Contractors in the amount of **\$7,764.54** which will decrease purchase order H16-00020 in account code H1620.295.09.1609

WHM Plumbing & Heating Contractors (MS PC-001) for the work no longer necessary under Add Alternate MS3 to redirect roof drains. (The courtyard drywells were cleaned out and found to be functioning properly which removes the need to redirect the roof leaders as originally proposed by KG&D. The credit is equal to the amount of the Add Alternate (\$7,923) less the 2% allowed for bonding which was required to be paid by WHM)

- B.11.** Recommendation to approve the following payments to KG&D Architects for professional services rendered to the district and reimbursable expenses pertaining to capital improvements at the locations indicated in the table below. [Funds will be deducted from the Capital Budget Codes indicated in the table below.]

Payment	Location/ Project	Budget	PO #S	Inv #
\$5,948.53	EH Site & Fields	2110-245-04-1504	H15-00014	13
\$5,954.12	EH Prof. Svcs & Reimbs.	2110-245-04-1504	H15-00014	16
\$9,228.21	HH Prof. Svcs & Reimbs.	2110-245-07-1507	H15-00014	17
\$1,250.00	HS Steam Leak	2110-245-08-1508	H15-00014	8
\$12,077.45	HS Prof. Svcs & Reimbs.	2110-245-08-1508	H15-00014	18
\$4,008.39	MS Prof. Svcs & Reimbs.	2110-245-09-1509	H15-00014	13

- B.12.** Recommendation to approve the following payments to Park East Construction Corporation for construction management services and reimbursements rendered to the district pertaining to various projects 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 #	Inv #
\$7,500	DW Capital Project	2110-201-03-1502	H15-00015	15
\$10,000	EH Capital Project	2110-201-04-1504	H15-00015	15
\$5,000	HH Capital Project	2110-201-07-1507	H15-00015	15
\$18,694	HS Capital Project	2110-201-08-1508	H15-00015	15
\$7,500	MS Capital Project	2110-201-09-1509	H15-00015	15

BOARD OF EDUCATION:

- BOE.1 BE IT RESOLVED** that the Board of Education adopts the annual update to the Roslyn Public Schools Professional Development Plan.

BE IT FURTHER RESOLVED that the Board of Education authorizes the Board President to execute the Plan. **(Attachment BOE.1)**

BOE.2 Recommendation that the Board approve the attendance of Nancy Carney Jones at the NYSSBA's 2016 District Clerk Workshop entitled "Stay Ahead of the Curve" to be held on September 29, 2016 in Islandia, NY at an estimated cost to be \$300.00, for registration and travel expense.

BOE.3 Recommendation to approve the agreement between the Roslyn Union Free School District and the Glen Cove Mansion Hotel & Conference Center located at 200 Dosoris Lane, Glen Cove, NY 11542, for the purpose of the 2016 Board Retreat to be attended by the Board of Education and Central Administration on Thursday, July 7, 2016 at an estimated cost of ~~\$440.00~~ \$95.00 per person (not to exceed \$1,045.00) and the ATM (Administrative Team Meeting) Retreat for ~~30~~ 29 people on Monday, August 22, 2016 at an estimated cost of \$65.00 per person (not to exceed ~~\$1,885.00~~ **\$1,950.00**). **(Amended from Addendum Item BOE.2 on June 16, 2016)**

BOE.4 Be it resolved that the Board of Education authorizes the Board President to execute a letter in response to the Comptroller's Report as attached to this agenda.

BOE.5 WHEREAS, on December 18, 2014, the Board of Education adopted Policy 1900 (Parental Involvement); and

WHEREAS, the Board of Education has received comments as a result of an audit of its receipt of Title I funds the substance of Policy 1900 and has determined that said policy requires revision;

NOW, THEREFORE, BE IT RESOLVED, that the Board of Education hereby suspends Policy 2510 (Formulation, Adoption and Amendment of Policies) for the sole purpose of Adopting Revised Policy 1900 (Parental Involvement); and

BE IT FURTHER RESOLVED, that the Board of Education hereby adopts Revised Policy 1900 (Parental Involvement). **(Attachment BOE.5)**

Public Comments #2

EXECUTIVE SESSION (if needed)

Adjournment

Personnel Action Report
Professional

P.1
August 23, 2016

Item	Name	Action	Position / Replacing	Location	From	To	Tenure Area	Certification / Class / Step / Salary
1	Joseph Russell	Probationary Appointment	Foreign Language (J. Sheehan)		8/31/16	Prob. Ends 8/30/20*	Foreign Language	Spanish & Italian Gr 7-12 (prof) & Spanish & Italian Gr 1-6 (prof extension), D/Step 8, per RTA Contract**
2	Melissa Rosenblatt	Revise Probation End Date	Psychologist		8/31/16	Prob. Ends 8/30/19	Psychologist	School Psychologist (perm) MA/Step 1, per RTA Contract*
3	Taylor Gershberg	Rescind Probationary Appointment	Elementary (L. Bellafore)			8/31/16		
4	Taylor Gershberg	Appointment	Regular Sub/Leave Replacement Elementary (M. Herz)	EH	8/31/16	6/30/17		Childhood Ed Gr 1-6, MA+15 Step 1, per RTA Contract
5	Susan Hurwitz	Rescind Appointment	Regular Sub/Leave Replacement Elementary (M. Herz)	EH		8/31/16		
6	Kathleen Dwyer	Revise Part-Time Appointment	.5 Physical Education (was .58)	.3 MS & .2 HS	8/31/16	6/30/17		Physical Ed (init), BA/Step 2, per RTA Contract prorated
7	Kathleen Dwyer	Appointment	Lunch Recreation Specialist	MS	9/1/16	6/30/17		Per RTA Contract
8	Jessica Valente	Appointment	Teacher Mentor	HS	7/8/16	6/30/17		Per RTA Contract
9	Kimberly Shapiro	Appointment	Teacher Mentor	HH	7/8/16	6/30/17		Per RTA Contract
10	Haley Roher	Appointment	Regular Sub/Leave Replacement Elementary (C. Marotta)	HH	8/31/16	On or about 11/1/16		Childhood Ed Gr 1-6 (init), BA/Step 1, per RTA Contract prorated**
11	Stephanie Mullen	Part-Time Appointment	.5 Blind & Visually Impaired	HH	9/6/16	6/30/17		Blind & Visually Impaired (prof), Students w/Disabilities Gr 1-6 (prof) & PreK-Gr 6 (perm), BA/Step 1, per RTA Contract prorated**
12	Stephanie Mullen	Substitute Appointment	Per Diem Substitute Teacher		9/6/16	6/30/17		\$130/day
13	Yun Wang	Part-Time Appointment	.6 Mandarin	MS	8/31/16	6/30/17		Mandarin Gr 7-12 (init) BA/Step 1, per RTA Contract prorated**
14	Yun Wang	Substitute Appointment	Per Diem Substitute Teacher		9/1/16	6/30/17		\$130/day
15	Karen Eaves	Resignation	Teaching Assistant	HS		8/11/16 (last day of employment)		
16	Eric Goldberg	Resignation	Teaching Assistant	HS		8/14/16 (last day of employment)		
17	Joshua Duffy	Leave of Absence	Teaching Assistant	HS	8/31/16	On or about 11/1/16		

* This individual must receive three (3) annual APPR composite ratings of Effective or Highly Effective, in at least three (3) of the preceding four (4) years and cannot have an APPR composite rating of Ineffective in the last year of his or her probationary appointment to be granted or considered for tenure.

** Placement subject to verification of education and employment.

Personnel Action Report
Professional

P.1
August 23, 2016

Item	Name	Action	Position / Replacing	Location	From	To	Tenure Area	Certification / Class / Step / Salary
18	Mauricio Romero	Probationary Appointment	Teaching Assistant (K. Eaves)		8/31/16	Prob. Ends 8/30/20	Teaching Asst.	Spanish Gr 7-12 (prof) & Spanish Gr 1-6 (ext), Grade 3/Step 1, per RPA Contract**
19	Sarah Striffolino	Probationary Appointment	Teaching Assistant (N. DeVito)		8/31/16	Prob. Ends 8/30/20	Teaching Asst.	Early Childhood Ed Birth-Gr 2, Childhood Ed Gr 1-6, Students w/Disabilities Birth -Gr 2 & Students w/Disabilities Gr 1-6 (init), Grade 3/Step 1, per RPA Contract**
20	Evan Cohen	Probationary Appointment	Teaching Assistant		8/31/16	Prob. Ends 8/30/20	Teaching Asst.	Early Childhood Ed Birth-Gr 2, Childhood Ed Gr 1-6, Students w/Disabilities Birth -Gr 2 & Students w/Disabilities Gr 1-6 (prof), Grade 3/Step 1, per RPA Contract**
21	Thomas Sweeny	Substitute Appointment	Per Diem Substitute Teacher		9/1/16	6/30/17		\$130/day
22	Sharon Goldstein	Substitute Appointment	Per Diem Substitute Teaching Asst.		9/1/16	6/30/17		\$100/day

**Roslyn Union Free School District Capital Budget
APPROPRIATION TRANSFERS**

Attachment B.2.

Item	Transfer Dollar Amount	From Code	Previous Appropriation	Revised Appropriation	To Code	Previous Appropriation	Revised Appropriation
1	\$ 3,800.00	H1620 000 03 1696 Unalloc Bond Proceeds	\$ 1,415,777.00	\$ 1,411,977.00	H1620 295 04 1604 Plumbing Contractor East Hills 001-025	\$ 44,579.00	\$ 48,379.00
For: Change Order # EH PC-001							
2	\$ 14,000.00	H1620 000 03 1696 Unalloc Bond Proceeds	\$ 1,411,977.00	\$ 1,397,977.00	H1620 293 04 1604 General Contractor East Hills 001-025	\$ 2,289,289.00	\$ 2,303,289.00
For: Change Order #EH GC-001							
3	\$ 133,000.00	H1620 000 03 1696 Unalloc Bond Proceeds	\$ 1,397,977.00	\$ 1,264,977.00	H1620 293 04 1604 General Contractor East Hills 001-025	\$ 2,303,289.00	\$ 2,436,289.00
For: Change Order #EH GC-002							
4	\$ 128,000.00	H1620 000 03 1696 Unalloc Bond Proceeds	\$ 1,264,977.00	\$ 1,136,977.00	H1620 293 04 1604 General Contractor East Hills 001-025	\$ 2,436,289.00	\$ 2,564,289.00
For: Change Order # EH GC-003							
5	\$ 84,000.00	H1620 000 03 1696 Unalloc Bond Proceeds	\$ 1,136,977.00	\$ 1,052,977.00	H1620 293 09 1609 General Contractor Middle School 006-031	\$ 760,400.00	\$ 844,400.00
For: Change Order # MS GC-001							
6	\$ 7,200.00	H1620 000 03 1696 Unalloc Bond Proceeds	\$ 1,052,977.00	\$ 1,045,777.00	H1620 294 04 1604 HVAC Contractor East Hills 001-025	\$ 549,160.00	\$ 556,360.00
For: Change Order #EH MC-001							
7	\$ 1,300.00	H1620 000 03 1696 Unalloc Bond Proceeds	\$ 1,045,777.00	\$ 1,044,477.00	H1620 296 04 1604 Electrial Contractor East Hills 001-025	\$ 489,517.65	\$ 490,817.65
For: Change Order #EH EC-001							

APPROVED: Joseph C. Dragone _____ DATE: _____

APPROVED: Allison Brown _____ DATE: _____

BOE APPROVED: _____ Item #: _____

Roslyn Public Schools
Roslyn, NY

Professional Development
Plan

August, 2016

Professional Development Plan

I. The Purpose of Our Professional Development Plan

The purpose of the Roslyn School District Professional Development Plan is to enhance the quality of teaching and learning by ensuring that all teachers participate in substantial professional development to increase their capacity to enable and assist all students to reach higher academic achievement levels.

Professional development and student needs are identified by the District, the Roslyn Teacher Center, the School Report Card, and other data sources. Areas for professional development may include academic knowledge and skills, effective educational issues, cultural diversity, instructional technology, and the differentiation of instruction. All activities are designed to build teacher capacity and whenever appropriate to enhance K-12 articulation.

Teacher participation in professional development or evaluation may be mandated by the Roslyn Teachers Association Contract or may be volitional during after-school hours.

The average annual number of professional development hours will be at least twenty-five for each teacher, with the goal of meeting the five-year 100-hour mandate that went into effect in July, 2016.

** Holders of professional certificates are required to successfully complete 100 clock hours of acceptable Continuing Teacher and Leader Education during the registration period if they practice in a NYS school district or BOCES. The CTLE requirement may be completed at any time during the registration period. CTLE completed during a prior registration period may not be carried over. Permanent classroom teachers in New York State are not be subject to CTLE.*

- <http://www.highered.nysed.gov/tcert/resteachers/CTLE.html>

II. Responsibilities of the District: Professional Development Team

In compliance with the Commissioner's Regulations, the District Professional Development Plan must be developed in collaboration with a professional development team. The Policy Board of the Roslyn Teacher Center serves as the district's team. The professional development team (Teacher Center Policy Board) will annually review the district plan prior to formal submission to the Board of Education. As a representative body, the Teacher Center Policy Board should seek the input and recommendations of its constituent groups regarding staff development.

Professional Development Plan

III. Responsibilities of the Schools

Through mechanisms such as faculty meetings, department meetings, and grade-level meetings, each school can target and address areas of need for its staff. The building priorities for staff development are to be driven by performance data of the students including but not limited to achievement testing, New York State program assessments, Regents examinations, advanced placement examinations and other assessments. The professional development activities implemented by the district's schools shall be approved by the ***Superintendent or his/her designee***. The schools must select staff development programs that align with the outcomes that need to be achieved in order to continue the development of instructional excellence.

IV. Responsibilities of the Staff

Staff members of the Roslyn School district may seek in-service and staff development opportunities annually. Staff members must review with their building principal their participation in staff development activities. Individual staff members may apply for in-service credits or ***stipend*** earned from in-service activities. These credits can be used by the individual staff member toward salary advancement in accordance with the terms and conditions of the contract in force and the policies of the Board of Education. Based upon recently approved regulations of the Commissioner of Education, each new staff member, in order to sustain their license, and beginning with the year 2016, will be required to participate in 100 hours of approved staff development activities over a five-year period. Specifically, teachers possessing a New York State Transitional or Initial Certificate are required to develop a portfolio.

Portfolios should include, but not limited to, sample lessons, samples of student's work, student assessment instruments (inventories, authentic assessments, tests, essays), or teacher's observations on his/her own classroom performance. Portfolios can be assembled in any fashion including but not limited to an artist's folio, a videotape, a CD, a scrapbook, a web site, or a filled three-ring binder.

The key to a successful portfolio assessment is that the teacher, in collaboration with building administrators, establishes goals; identify criteria by which to demonstrate progress towards these goals, and which is reflective of the learning that occurs. As such, the process of assembling a professional

portfolio is intended to be cumulative and ongoing during the period leading up to the acquisition of a New York State Professional Certificate. The District Professional Development Plan is designed to assist teachers through this process.

Professional Development Plan

V. Responsibilities of the Board of Education

The Board of Education, through its policies, goals, and directives, will make available to the professional staff of the Roslyn School District funding for staff development that can be used to assist administrators and staff to meet the goals and objectives of a continuing plan of staff development. The funding commitments shall be evaluated annually by the Board of Education in consultation with the Superintendent of Schools.

VI. Mandated Opportunities for Professional Development

A. Mandated professional development requirements include:

- At least one professional faculty meeting per month
- At least one department (6-12) or grade-level (K-5) meeting per month to discuss various curriculum, instruction, and program issues
- A four-day orientation for new teachers and paraprofessionals / teaching assistants in their first year in Roslyn
- Two-hour training session for new mentors
- Additional meetings for new teachers held by the Assistant Superintendent for Elementary Instruction and the Assistant Superintendent for Secondary Instruction
- Conference attendance follow-up reports to appropriate staff members.
- Training for State Assessments

In-service professional development training selected from the Roslyn Schools / Roslyn Laura Adler Teacher Center offerings designed in response to teacher and

district-identified needs specified in the Teacher Center Needs Assessment and Annual Satisfaction Survey.

- Six hours of in-service professional development training for first-year teachers in Roslyn.

Professional Development Plan

- Eight hours of in-service professional development training for second-year Roslyn teachers
- Eight hours of in-service training for first-year paraprofessionals and teaching assistants
- Two three-hour workshops providing professional development in targeted skills training for paraprofessionals / teaching assistants
- Team meetings one period per day at the Middle School
- Superintendent's Conference Day for all staff
- Four times a year, professional development may take place for one and a half hours after school on relevant topics for high school and middle school teachers.
- Team grading of mid-terms, State Assessments, Regents Exams, and final exams
- Various mandated articulation meetings throughout the year

VII. Mandated Mentoring Requirement

Beginning in February, 2004, teachers new to the profession must participate in a regular mentoring program during their first year of employment. As indicated in other sections of this Plan, the District mandates by contract with the Roslyn Teachers Association, forty-four hours of mentoring for all teachers who are new to the Roslyn Schools.

Professional Development Plan

VIII. Additional Available Opportunities for Professional Development

- Curriculum Writing Projects for enrichment, remediation, or new courses
- Participation in collegial circles organized around relevant themes
- Participation on District Committees which make recommendations to the Superintendent
- District and Building Shared-Decision Making Committees
- Training and participation in the hiring process of staff
- Teacher Center Policy Board activities including: Needs Assessment Survey; the creation and development of in-service courses; evaluation/follow-up on in-service courses; Annual Satisfaction Survey; minigrants; and Parent University
- Peer mentoring program
- Opportunities for teacher visitations to observe and model colleagues' strategies and lessons
- Visitations to other schools and other districts for articulation purposes
- Action research: using student data to make teaching decisions
- Serving as in-service course instructors
- Development of new classroom materials by groups of teachers
- Textbook review and evaluation
- Co-teaching meetings
- Conference attendance
- Teacher Center Newsletter

Professional Development Plan

IX. Community Outreach Activities

Parent and community education are important components of professional development as staff members interactively participate in teaching and learning through community-based programs and activities.

- Parent University
- School-business partnerships
- Hilltop Foundation mini grants
- Roslyn's Education Advancement and Development Grants
- Friends of Royal Crown Players
- Friends of Spotlight
- Athletic Advisory Committee
- Adult Education Committee
- Bulldog Boosters for Athletics/Marching Bulldogs for Marching Band
- English Language Learner Parent Outreach Activities
- SCOPE, Board Briefs, Curriculum & Instruction Newsletter, Superintendent's Column in local newspaper
- Programs on State Education Department Assessments and graduation requirements
- Roslyn Schools Website

Professional Development Plan

X. Evaluation and Assessment of the Effectiveness of Professional Development Program and Articulation

- Written evaluations and subsequent analysis to assess the impact of all Professional Development programs coordinated with Teacher Center planning for future in-service and professional development.
 - Written evaluations of all professional development programs.
 - Informal discussion and feedback of all professional development programs.
 - Written evaluations by staff members who were involved in professional development programs.
 - Written evaluations of all in-services courses by attendees and instructors and written evidence of how coursework improved teacher practice as well as impacted/changed student instruction and/or performance.
- Ongoing dialogues with Parent Faculty Association, Special Education Parent Teacher Association, Korean American Parent Society, Roslyn Teacher Association (RTA), and Roslyn Administrators and Supervisors Association (RASA).
- Board of Education evaluations of programs through Curriculum and Instruction Committee.
- Ongoing dialogues with teachers.
- Committee evaluations of programs.
- Faculty Advisory Committees.
- Student input into evaluations of courses.
- Review of curriculum writing projects by whole department or grade level.

Professional Development Plan

- Written evaluation of conferences for the purpose of possible future attendance
- Written evaluation of all consultants
- Written evaluation of district mentoring and state-funded mentor-teacher internship programs
- Written evaluation of New Teacher Orientation program
- Written evaluation of Superintendent's Conference Day by all staff and summary of analysis of staff evaluations to plan for future Superintendent's Conference Days

XI. Summary

The Roslyn School District is dedicated to providing appropriate, effective, ongoing, and meaningful professional development to meet the needs of teachers as they continue to motivate, encourage, and support each student's maximum performance.

All elements of this plan must comply with Board of Education and/or District goals and policies and/or any existing collective bargaining agreements.

The content of the Roslyn School District's professional development plan is being supported in part by the BOCES, RIC, RBERN, RSE-TASC, New York State Teacher Centers and approved consultants.

(Reviewed by Board of Education August 11, 2016.)

**PROFESSIONAL DEVELOPMENT PLAN
STATEMENT OF CERTIFICATION
Part 100 Regulations of the New York State Commissioner of Education**

School District: Roslyn Public SchoolsBEDS Code: 280403030000

The superintendent certifies to the Commissioner that:

- (1) The planning, implementation and evaluation of the plan were conducted by a professional development team that included a majority of teachers and one or more administrator(s), curriculum specialist(s), parent(s), higher education representative(s), and others identified in the plan.
- (2) The requirements of CR 100.2(dd) to have a professional development plan for the succeeding school year have been met.
- (3) The school district or BOCES has complied with the professional development plan applicable to the current school year.
- (4) The plan focuses on improving student performance and teacher practice as identified through data analysis;
- (5) The plan describes professional development that:
 - is aligned with state content and student performance standards;
 - is aligned with New York State Professional Development Standards at: <http://www.highered.nysed.gov/tcert/pdf/pdstds.pdf>
 - is articulated within and across grade levels;
 - is continuous and sustained;
 - indicates how classroom instruction and teacher practice will be improved and assessed;
 - indicates how each teacher in the district will participate; and
 - reflects congruence between student and teacher needs and district goals and objectives.
- (6) The plan describes how the effectiveness of the professional development will be evaluated, and indicates how activities will be adjusted in response to that evaluation.
- (7) The plan complies with CR 100.2(dd) to:
 - describe and implement a mentoring program for new teachers;
 - provide teachers holding a professional certificate with opportunities for completing 100 hours of professional development every five years;
 - ensure that level III teaching assistants and long-term substitute teachers participate in professional development activities;
 - state the average number of hours each teacher is expected to participate in professional in the school year(s) covered by the plan;
 - describe how all teachers will be provided professional development opportunities directly related to student learning needs as identified by multiple sources of data, including but not limited to school report cards;
 - provide staff with training in school violence prevention and intervention; and
 - provide professional development to all professional and supplementary school staff who work with students with disabilities.
- (8) The plan has been reviewed and/or revised in accordance with the most current version of 100.2 (dd).
(The latest version of CR 100.2(dd) can be found at: <http://www.p12.nysed.gov/part100/pages/1002.html>.)
- (9) The plan or the annual update to the plan was adopted at a public meeting by the Board of Education.

Allison Brown

Print Name of Superintendent of Schools

Original Signature of Superintendent of Schools
Date

Adopted by the Board of Education on Date:

Original Signature of President, Board of Education

**PROFESSIONAL DEVELOPMENT PLAN
STATEMENT OF CERTIFICATION
Part 100 Regulations of the New York State Commissioner of Education**

The signed Professional Development Plan Statement of Certification is due on/before September 1 of each year and should be sent in hard copy to:

New York State Education Department
Title I School & Community Services
Room 364 EBA
89 Washington Avenue
Albany, NY 12234

ROSLYN UNION FREE SCHOOL DISTRICT**PARENTAL INVOLVEMENT****BOARD OF EDUCATION POLICY 1900**

The Board of Education believes that positive parental involvement is essential to student achievement, and thus encourages such involvement in school educational planning and operations. Parental involvement may take place either in the classroom or during extra curricular activities. However, the Board of Education also encourages parental involvement at home (e.g., planned home reading time, informal learning activities, and/or homework “contracts” between parents and children). The Board of Education directs the Superintendent of Schools to develop a home-school communications program in an effort to encourage all forms of parental involvement.

Title I Parental Involvement-District Level Policy

Consistent with the parent involvement goals of Title I, Part A of the federal No Child Left Behind Act of 2001 (NCLB), the Board of Education will develop and implement programs, activities and procedures that encourage and support the participation of parents of students eligible for Title I services in all aspects of their child’s education. The Board of Education also will ensure that all of its schools receiving Title I, Part A funds develop and implement school level parental involvement policies, as further required by the NCLB.

For purposes of this policy, parental involvement refers to the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities. At a minimum, parental involvement programs, activities and procedures at both the administrative and individual school level must ensure that parents:

- Play an integral role in assisting their child’s learning;
- Are encouraged to be actively involved in their child’s education at school; and
- Are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child.

The term parents refers to a natural parent, legal guardian or other person standing in *loco parentis* (such as a grandparent or stepparent with whom the child lives, or a person who is legally responsible for the child’s welfare).

In carrying out the parental involvement requirements, the School District and schools shall provide reasonable support for parental involvement activities under this section as parents may request. School District and school level Title I parental involvement programs, activities and procedures will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under the law in a format and, to the extent practicable, in a language such parents understand.

As further required by the NCLB, parents of students eligible for Title I services will be provided an opportunity to participate in the development of the School District’s Title I plan, and to submit comments regarding any aspect of the plan that is not satisfactory to them. Their comments will be forwarded with the plan to the State Education Department.

ROSLYN UNION FREE SCHOOL DISTRICT**PARENTAL INVOLVEMENT****BOARD OF EDUCATION POLICY 1900**

Parents also will participate in the process for developing a school improvement plan when the school their child attends fails to make adequate yearly progress for two consecutive years and is identified as a school in need of improvement.

The Board of Education, along with the Superintendent of Schools and other appropriate School District staff will undertake the following actions to ensure parental involvement in the development of the District-Wide Parental Involvement Plan:

- Involve parents in the joint development of the Title I Plan. If the plan is not satisfactory to the parents of children participating in Title I programs, the School District will submit any parent comments to the State Education Department along with the School District's plan;
- Provide the coordination, technical assistance, and support necessary to assist participating schools in planning and implementing effective parent involvement activities to improve student academic achievement and school performance;
- Build the schools' and parents' capacity for strong parental involvement through implementing and encouraging participation in appropriate parental involvement activities;
- Coordinate and integrate parental involvement strategies under Title I with those of other funded programs;
- Conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of the parental involvement policy in improving the academic quality of the Title I schools. The evaluation shall include identifying barriers to greater participation by parents in activities under the policy and use the findings of the evaluation to design strategies for more effective parental involvement and, to revise, if necessary, the parental involvement policies at the administrative and school levels;
- Involve parents of children in Title I programs in decisions regarding how funds reserved for parental involvement activities are spent.

School Level Parental Involvement Plans

The Superintendent of Schools will ensure that all schools in the School District receiving federal financial assistance under Title I, Part A are provided technical assistance and all other support necessary to assist them in planning and implementing effective parental involvement programs and activities that improve student achievement and school performance. As appropriate to meet individual local needs, the Superintendent of Schools will:

- Convene an annual meeting, at a convenient time, to inform parents of their school's participation in Title I programs and to explain Title I requirements and the right of the parents to be involved. All parents of children participating in Title I programs will be invited and encouraged to attend the meeting;

ROSLYN UNION FREE SCHOOL DISTRICT**PARENTAL INVOLVEMENT****BOARD OF EDUCATION POLICY 1900**

- Offer a flexible number of meetings, such as meetings in the morning or evening; and may provide (with funds provided under this provision of law) transportation, child care, or home visits, as such services relate to parental involvement;
- Involve parents in an organized, ongoing, and timely way in the planning, review, and improvement of Title I programs, including the planning, review, and improvement of the school parental involvement policy;
- Provide parents of participating children with timely information about programs, a description and explanation of the curriculum in use in Title I programs, the forms of academic assessment used to measure student progress, the proficiency levels students are expected to meet, and if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children and respond to any such suggestions as soon as practicably possible; and
- Develop a school-parent compact jointly with parents that outlines how the parents, school staff and students will share the responsibility for improved student academic achievement and detail the means by which the school and parents will build and develop a partnership to help all children achieve the state's standards.

The compact must include:

- A description of the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served in Title I schools to meet the State's student academic achievement standards;
- A description of the ways in which each parent will be responsible for supporting their children's learning, such as monitoring attendance, homework completion, television watching, volunteering in their child's classroom and participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time; and
- Address the importance of communication between teachers and parents on an ongoing basis including, but not limited to:
 - Parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as the compact relates to the individual child's achievement;
 - Frequent reports to parents on their children's progress; and
 - Reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities.

To ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community in order to improve student academic achievement, each Title I school shall:

- Provide assistance to parents of children served by the School District or school, in understanding such topics as the State's academic content standards and State student academic achievement standards, State and local academic assessments, the

ROSLYN UNION FREE SCHOOL DISTRICT**PARENTAL INVOLVEMENT****BOARD OF EDUCATION POLICY 1900**

requirements of this part, and how to monitor a child's progress and work with educators to improve the achievement of their children;

- Provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parental involvement;
- Educate teachers, Pupil Services personnel, Principals, and other staff, with the assistance of parents, in the value and utility of contribution of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school;
- Coordinate and integrate to the extent feasible and appropriate, parent involvement programs and activities and public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children;
- Ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand.

Cross-ref: 1925 Interpreters for Hearing-Impaired Parents
 5300 Code of Conduct

Ref: 20 USCA § 6318 (§1118 of the Elementary and Secondary Education Act)
 8 NYCRR §100 *et seq*; 8 NYCRR §149-3

Adoption Date: December 18, 2014

ROSLYN UNION FREE SCHOOL DISTRICT

PARENTAL INVOLVEMENT

BOARD OF EDUCATION POLICY 1900-E

Title I Parental Involvement - School Level Policy

The Title I Parental Involvement School Level Policies and School Parent Compacts for the following schools are annexed hereto as exhibits:

- Heights School: Exhibit E.1**
- East Hills School: Exhibit E.2**
- Roslyn Middle School: Exhibit 3**
- Roslyn High School: Exhibit 4**

**Heights Elementary School
School Level Parental Involvement Policy**

Heights School takes pride in our high level of parent participation. The principal, teachers and district invite all parents to participate in school related activities. The goal of our parent involvement is to increase parent participation in the program, increase parent involvement at home, and increase parental awareness of educational practices and issues. The ultimate goal of the Parent Involvement Policy is to increase student achievement.

Promoting and Facilitating Parental Involvement

Heights School will develop, evaluate, and revise this Parent Involvement Policy (PIP) with parents and make the plan available to parents of students in the program as well as the local community at meetings and on the district website.

1. Parents are involved in planning and evaluating the Title I Program through:
 - Attendance at the annual Title I Parent meeting.
 - Development, evaluation, and revision of the building's Title I Parent Compact and Parent Involvement Policy.
 - Goal setting with parents for the Title I Program.
2. The Parent Involvement Policy will be distributed to all parents of all children at Heights School. It will also be made available to the community on the school's website.
3. Activities to communicate curriculum, assessment results, and student growth will include (but are not limited to):
 - Annual Title I Meeting
 - Annual Back to School Night
 - Parent/teacher conferences in the fall and spring
 - Assessment summaries, both formal and narrative formats, that show student scores and achievement on assessments administered throughout the year, along with the expected proficiency levels
 - Team meetings/conferences with parents held on an as-needed basis
 - Report cards/progress reports sent home each marking period
 - RTI report cards
4. All information about Title I programs will be provided to parents of children who receive services in a uniform format that is easy to understand. Additionally, parents will receive information in a language they can understand whenever reasonably possible. Upon request, parents with disabilities will be provided information in alternative formats whenever reasonable possible. Parents should expect to receive information in the following ways:
 - Letters sent home through mailings
 - Phone calls and ConnectEd electronic telephone messages

- Webpage on district website
- Handouts sent home with students in hardcopy and electronic formats (e-mail blasts and text messages at parent request)
- School meetings
- Announcements on the electronic sign outside the high school
- Annual district calendar with events and information (distributed in hardcopy to parents via bulk mailing and on the district website)

Parental Involvement Practices

Heights School will ensure parental involvement in its programs by providing information to parents about the Title I program, which includes a description and explanation of the school's curriculum, assessments, and achievement levels children are expected to reach. The school will share this information with parents in the following ways:

- The annual Title I meeting
- Parent teacher conferences, scheduled by the school administration and/or teachers as well as by parental request
- Family Nights throughout the year
- Back to School Night
- Progress reports
- Report cards
- RTI Direct reports and narratives
- AIS/Title I report cards
- Breakfast with the principal where topics related to students well-being will be discussed
- Parent meeting on the first day of school to discuss with parents the curriculum for the upcoming year
- Kindergarten teachers have a communication notebook sent home each day

Building Capacity for Involvement

Heights will build capacity for parental involvement by providing opportunities for regular meetings by which parents may offer suggestions and participate, as appropriate, in decisions about the education of their child. The school will respond to any such suggestions as soon as reasonable possible. Parents who make a request will be given the opportunity to meet:

- Through prearranged meetings with their child's teacher(s)
- Through a meeting with the principal, which may include other staff as appropriate, e.g., the social worker, psychologist, and/or a counselor
- Parents of children attending Heights School may submit comments in writing to their child's teacher or the principal

Heights School will share suggested revisions to its Parent Involvement Policy, School-Parent Compact, and other building level documents with the Superintendent for the Board of Education's consideration and approval. In order to build and support a strong partnership among school, parents, and community, and to improve student achievement, Heights School will help

parents better understand the Common Core State Standards, the NYS and Local assessments, and how to monitor their child's progress in the following ways:

- Scheduled and requested parent/teacher conferences
- Title I meeting and Family Education Nights (workshops and trainings) throughout the year
- Back to School Night
- Report cards
- RTI Direct reports, which include a detailed narrative and progress monitoring summary for each child receiving services in the AIS/Title I Program
- AIS/Title I report cards for each child receiving services in the AIS/Title I Program
- Breakfast with the principal where important curriculum information will be presented

The following opportunities for parental training and access to materials will be provided upon request:

- Annual Title I meeting
- Parent Education Nights (workshops and trainings)
- Parent/teacher conferences
- Breakfast with the principal
- PFA sponsored events: guest speakers on related topics will present

The principal will make sure that information related to school and parent programs, meetings, and other activities is sent in a format that parents can easily understand, and whenever reasonable possible, in a language that parents can understand. Copies of flyers, phone messages, and other notices will be kept and archived electronically as documentation by the principal. In addition, reasonable support for parental involvement activities will be provided, e.g., translator(s), social worker, etc.

It is through a strong parent-school connection that all educators and administrators in the Heights school believe effective teaching and learning can empower all children to reach their potential.

Heights Elementary School School-Parent Compact

The Heights Elementary School and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards.

This school-parent compact is in effect during the (INSERT CURRENT SCHOOL YEAR) school year.

School Responsibilities

Heights Elementary School will:

- Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:
 - Teachers College Reading and Writing Project (TCRWP)
 - Professional development on TCRWP will continue to be provided for faculty.
 - Teachers will implement all components of TCRWP into their daily routines.
 - Teachers will ensure that all lessons are aligned with Common Core Learning Standards.
 - Teachers will meet with children in guided reading groups to target the necessary skills and individualize instruction.
 - Running Records will be administered to determine the next course of instruction for the child.
 - Foundations
 - The Foundations Program will continue to be implemented in the classroom to further address the development of children's phonics skills.
 - A "Double Dose" of Foundations will be provided to children through small group instruction.
 - Leveled Literacy Intervention System (LLI)
 - Leveled Literacy Intervention will be the means of instruction in both the Remedial Reading and RTI setting.
 - Collaboration between Teachers

- Classroom teachers and support service teachers will meet periodically to discuss the progress of children and determine the next steps to ensure each child meets his/her academic potential.
 - Teachers will differentiate instruction to meet the needs of all children.
- Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement. Specifically, HEIGHTS will provide reports as follows:
 - Two (spring, fall) annual Parent-Teacher conferences will be held.
 - Support staff in the areas of RTI, Reading, ENL and Speech and Language, will meet with parents to discuss individual child achievement.
- Provide parents with frequent reports on their children's progress. Specifically, Heights will provide reports as follows:
 - Progress reports three times a year.
 - Parent/teacher conferences held in the fall and spring.
 - Additional parent meetings if necessary.
 - Phone calls
 - Emails
 - In addition to progress reports from classroom teachers, support staff will reevaluate the child's progress periodically. A written report will be sent to parents notifying them of the skills that will be targeted during the months following the evaluation.
- Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:
 - **First Day of School Welcome Tea**
First grade teachers invite parents to the classroom on the first day after dismissal to meet teachers and enjoy a cup of tea. Teachers share with parents important classroom procedures.
 - **Meet and Greet**
Kindergarten teachers invite children and their parents to the classroom to familiarize them with the school and teachers before the school year begins.
 - **Bus Orientation**
In late August, Kindergarten students and parents may come to school to learn about bus safety rules and meet our bus drivers.
 - **Meet the Teacher**
Teachers invite parents to attend a school presentation on curriculum and classroom procedures.

The principal meets with parents to discuss Dignity for all Students Act (DASA).

- **Email**
Teachers use email as a way to inform parents of classroom and school wide events.
- **Phone calls**
Teachers will periodically call parents to discuss their child's progress.
- **Breakfast with the Principal**
Each month, the principal conducts workshops for parents on topics related to children's well-being.

Special guest speakers such as psychologists and staff developers from Teachers College are invited in to offer their expertise.

- **Provide parents opportunities to volunteer and participate in their child's class and to observe classroom activities, as follows:**
 - **Field Trips**
Throughout the year, parents will be asked to participate as chaperones on field trips. Each parent will have the opportunity to accompany the class on one field trip.
 - **Parent Sharing**
Teachers will invite parents into their classes to assist with special projects. Parents will be encouraged to visit the classroom to discuss their occupation or any special talent they may have.
 - **Birthdays**
Parents will be invited to come to the classroom to celebrate their child's birthday. During this celebration, they may read a book of their choice to the class and then share a snack with the class.
 - **Classroom Events**
Teachers will invite parents to celebrate different classroom events. These events will usually follow a unit of study on a particular topic.

Some examples of events we will celebrate at the Heights School are:

- Halloween
 - Thanksgiving
 - 100th Day of School
 - Valentine's Day
 - Veteran's Day
- **Writing Celebrations**
Each class will invite parents at the end of one writing unit to celebrate their child's accomplishments.
- **School Wide Events:**

Mini Marathon/Field Day

1. Kindergarten physical education teachers will arrange a “mini marathon” for children and their parents. They are encouraged to run the field together.
2. First graders will celebrate Field Day. Physical education teachers will arrange many different obstacles and events for the children to complete. Parents will be invited to attend.

Spring Fling

Parents will be invited to visit the music room during their child’s scheduled music class. The children will sing various songs they have learned throughout the year.

Parent Faculty Association (PFA) Events

Parents will be encouraged to volunteer for various committees set up by the PFA, which will allow them to take a more active role in their child’s education. The following are a few of such committees.

Book Fair

The book fair is held annually. Parent volunteers are needed to help children select books. One evening during this week, the children are encouraged to visit the book fair with their parents. During this time, the children wear their pajamas and the principal reads a story to them.

Multi-Cultural Events

Parents will be invited to an evening school event to share and learn about different cultures in our community. Often, a traditional dish may be brought for other families to taste and enjoy.

Cultured Kids Week

Parent volunteers will prepare exciting cultural performances about their native countries. Children receive a “passport” to document the different countries they visit via the presentations.

Math Trail

Children and parents will attend this evening event to complete a “trail” of math activities.

Bingo Night

Children and their families will enjoy an evening of fun playing bingo.

Parent Responsibilities:

We, as parents, will support our children's learning in the following ways:

- **Monitoring attendance**
- **Ensuring that homework is completed**
- **Monitoring the amount of time spent on electronic devices such as TV, iPad, computer.**
- **Volunteering in my child's classroom.**
- **Participating, as appropriate, in decisions relating to my child's education.**
- **Promoting positive use of my child's extracurricular time.**
- **Implementing and adhering to a bedtime schedule so my child is well rested.**
- **Taking an active role in my child's education by reviewing completed work, reading notices and informing the teacher of any difficulty my child may be having with homework.**

Student Responsibilities:

We, as students, will share the responsibility to improve our academic achievement and achieve the State's high standards.

Specifically, we will:

- **Do homework every day and ask for help if needed.**
- **Read at least 15 minutes a day every day outside of school time.**
- **Give my parents or the adult who is responsible for me all notices and information received by me from my school every day.**
- **Arrive at school on time and ready to learn.**

School

Date

Parent

Date

Student

Date

**East Hills Elementary School
School Level Parental Involvement Policy**

East Hills School takes pride in our high level of parent participation. All parents are invited by the principal, teachers, and the district to participate in school activities and to assist in the school. The goals of our parent involvement activities are increased parent participation in the program, increased parent involvement at home, and increased parental awareness of educational practices and issues. The ultimate goal of the Parent Involvement Policy is increased student achievement.

Promoting and Facilitating Parental Involvement

East Hills School will develop, evaluate, and revise this Parent Involvement Policy (PIP) with parents and make the plan available to parents of students in the program as well as the local community at meetings and on the district website.

1. Parents are involved in planning and evaluating the Title I Program through:
 - Attendance at the annual Title I Parent meeting.
 - Development, evaluation, and revision of the building's Title I Parent Compact and Parent Involvement Policy.
 - Goal setting with parents for the Title I Program.

2. The Parent Involvement Policy will be distributed to all parents of all children at East Hills School. It will also be made available to the community on the school's website.

3. Activities to communicate curriculum, assessment results, and student growth will include (but are not limited to):
 - Annual Title I Meeting
 - Annual Open House Night
 - Parent newsletters and student agenda books by which parents/teachers can communicate regarding the need for homework help and other guidance
 - Webpage to access teacher pages, school information, and links for student/parent use
 - Parent/teacher conferences in the fall and spring
 - Assessment summaries, both formal and narrative formats, that show student scores and achievement on assessments administered throughout the year, along with the expected proficiency levels
 - Team meetings/conferences with parents held on an as-needed basis
 - Progress Memorandum sent home each marking period
 - RTI report cards
 - Evening PACT Meetings
 - PFA Meetings
 - Evening and Daytime Workshops

4. All information about Title I programs will be provided to parents of children who receive services in a uniform format that is easy to understand. Additionally, parents will receive

information in a language they can understand whenever reasonably possible. Upon request, parents with disabilities will be provided information in alternative formats whenever reasonable possible. Parents should expect to receive information in the following ways:

- Letters sent home through mailings
- Phone calls and ConnectEd electronic telephone messages
- Webpage on district website
- Handouts sent home with students in hardcopy and electronic formats (e-mail blasts and text messages at parent request)
- School meetings
- Annual district calendar with events and information (distributed in hardcopy to parents via bulk mailing and on the district website)
- REMIND app

Parental Involvement Practices

East Hills School will ensure parental involvement in its programs by providing information to parents about the Title I program, which includes a description and explanation of the school's curriculum, assessments, and achievement levels children are expected to reach. The school will share this information with parents in the following ways:

- The annual Title I meeting
- Parent teacher conferences, scheduled by the school administration and/or teachers as well as by parental request
- Family Nights throughout the year
- Open House
- Progress Memorandum
- RTI Direct reports and narratives
- AIS/Title I report cards

Building Capacity for Involvement

East Hills will build capacity for parental involvement by providing opportunities for regular meetings by which parents may offer suggestions and participate, as appropriate, in decisions about the education of their child. The school will respond to any such suggestions as soon as reasonably possible. Parents who make a request will be given the opportunity to meet:

- Through prearranged meetings with their child's teacher(s)
- Through a meeting with the principal, which may include other staff as appropriate, e.g., the social worker, psychologist, and/or a counselor
- Through PFA/SEPTA workshops, committees and meetings, parents will have opportunities for decision making.
- Parents of children attending East Hills may submit comments in writing to their child's teacher or the principal.

East Hills School will share suggested revisions to its Parent Involvement Policy, School-Parent Compact, and other building level documents with the Superintendent for the Board of

Education's consideration and approval. In order to build and support a strong partnership among school, parents, and community, and to improve student achievement, East Hills School will help parents better understand the Common Core State Standards, the NYS and Local assessments, and how to monitor their child's progress in the following ways:

- Scheduled and requested parent/teacher conferences
- Title I meeting and Family Education Nights (workshops and trainings) throughout the year
- Open House
- Progress Memorandum
- RTI Direct reports, which include a detailed narrative and progress monitoring summary for each child receiving services in the AIS/Title I Program
- AIS/Title I report cards for each child receiving services in the AIS/Title I Program

The following opportunities for parental training and access to materials will be provided upon request:

- Teacher webpages
- Annual Title I meeting
- Parent Education Nights (workshops and trainings)
- Parent/teacher conferences
- PACT Meetings

The principal will make sure that information related to school and parent programs, meetings, and other activities is sent in a format that parents can easily understand, and whenever reasonably possible, in a language that parents can understand. Copies of flyers, phone messages, and other notices will be kept and archived electronically as documentation by the principal. In addition, reasonable support for parental involvement activities will be provided, e.g., translator(s), social worker, etc.

It is through a strong parent-school connection that all educators and administrators in the East Hills School believe effective teaching and learning can empower all children to reach their potential.

East Hills Elementary School School-Parent Compact

The East Hills Elementary School and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards.

This school-parent compact is in effect during the (INSERT CURRENT SCHOOL YEAR) school year.

School Responsibilities

The East Hills Elementary School will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:
 - Classroom teachers differentiate instruction based on the academic, social and emotional needs of each student. This is done with classroom libraries that support individual levels of reading, cultural diverse literature that supports and enhances individual backgrounds, provide an afterschool program, PACT (parents and teachers together) which provides academic and study skills to students in need.
 - Classroom teachers are provided professional development that targets the standards: Teachers College Reading and Writing Project, Go Math, and EVI. In addition, teachers are provided the opportunity to go to workshops outside of the school for specific training in content such as Technology, STEAM and Character Education: Social/Emotional Learning.
 - Teachers at East Hills serve on district sponsored curriculum writing projects, targeted workshops and in-service classes.
 - Monthly faculty meetings include time for targeted professional development in the area of literacy, numeracy and social and emotional learning.
 - Students participate in after school intramural programs such as Foreign Language, Science, Math Olympiads and Literacy/Book Clubs.
 - PACT (Parents and Children Together) meets twice a week where students work in a five to one ratio with teachers: focusing on study skills, literacy, numeracy as well as targeted lessons based on individual needs.
 - RAZ Kids is a computer based program that students use at home to support and enhance their literacy instruction.
2. Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement.

- There are four afternoon Parent Teacher Conferences and two evening conferences provided.
 - In addition, teachers meet with parents throughout the year in regard to any and all academic, social or emotional concerns that arise.
 - In addition, there is a parent component to the PACT program where parents of ENL students come to evening meetings to learn about different curricula areas.
 - Translation is provided for parent/teacher conferences in order to accommodate for cultural differences.
 - In addition, apps such as Remind Me are used.
3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:
- Progress Memorandums go out three times a year.
 - Parent meetings, phone calls, emails and one on one visits are also provided as needed.
 - AIS/Title I report cards are given to parents for students who receive service in the AIS/Title I program.
 - Assessment summaries are used to show student progress as well as expected benchmarks.
 - Team meetings are scheduled as well.
4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:
- Open House
 - Parent Teacher Conferences
 - Emails
 - Agenda Books
 - PACT meetings
 - phone calls
 - Twitter
 - school website
5. Provide parents opportunities to volunteer and participate in their child's class and to observe classroom activities.
- PFA
 - SEPTA
 - classroom presentations
 - class mothers
 - classroom projects
 - trips

Specific PFA committees are:

- Education Committee

- **PARP Week (Parents as Reading Partners)**
- **Wellness**
- **Lunch and Learn**
- **Hospitality**
- **Community Service**
- **Health and Safety**
- **Ways & Means**
- **Fundraising**
- **Cultural Arts**

Parent Responsibilities

We, as parents, will support our children's learning in the following ways:

- **Monitoring attendance.**
- **Ensuring that homework is completed.**
- **Monitoring amount of television children watch.**
- **Volunteering in child's classroom.**
- **Participating, as appropriate, in decisions relating to my child's education.**
- **Promoting positive use of my child's extracurricular time.**
- **Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.**
- **Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the District-wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.**

Student Responsibilities

We, as students, will share the responsibility to improve our academic achievement and achieve the state's high standards. Specifically, we will:

- **Do my homework every day and ask for help when I need it.**
- **Read at least 30 minutes every day outside of school time.**
- **Give my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.**

School

Date

Parent

Date

Student

Date

**Roslyn Middle School
School Level Parental Involvement Policy**

Roslyn Middle School takes pride in our high level of parent participation. All parents are invited by the principal, teachers, and the district to participate in school activities and to assist in the school. The goals of our parent involvement activities are increased parent participation in the program, increased parent involvement at home, and increased parental awareness of educational practices and issues. The ultimate goal of the AIS Program is to increased student achievement.

Promoting and Facilitating Parental Involvement

Roslyn Middle School will develop, evaluate, and revise this AIS Program with parents and make the plan available to parents of students in the program as well as the local community at meetings and on the district website.

1. Parents are involved in planning and evaluating the AIS Program through:
 - Attendance at the annual Curriculum Nights, Back to School Nights and School Orientation Meetings
 - Development, evaluation, and revision of the building's AIS Program and parent involvement by building level and district-wide administration.
 - Goal setting with parents, staff and building level administration for the AIS Program.
2. The AIS Program will be distributed to all parents of all children at the annual Curriculum Nights. It will also be made available to the community on the school's website.
3. Activities to communicate curriculum, assessment results, and student growth will include (but are not limited to):
 - Annual Curriculum Nights, Back to School Nights and School Orientation Meetings.
 - Parent newsletters and student agenda book by which parents/teachers can communicate regarding the need for homework help and other guidance.
 - Parent-team conferences are scheduled through our counseling center by each child's team upon request with the opportunity to discuss student's academic achievement and development as well as their social/emotional needs.
 - Webpage to access teacher pages, school information, and links for student/parent use.
 - NYS assessment summaries that show student scores and achievement on assessments administered throughout the year, along with the expected proficiency levels.
 - Report cards/progress reports sent home each marking period.
 - Monitoring reports.

ROSLYN UNION FREE SCHOOL DISTRICT

PARENTAL INVOLVEMENT

BOARD OF EDUCATION POLICY 1900-E.3

4. All information about AIS Programs will be provided to parents of children who receive services in a uniform format that is easy to understand. Additionally, parents will receive information in a language they can understand whenever reasonably possible. Upon request, parents with disabilities will be provided information in alternative formats whenever reasonable possible. Parents should expect to receive information in the following ways:

- Letters sent home through mailings.
- Phone calls and E-blast messages.
- Curriculum on school webpage on district website.
- Handouts sent home with students in hardcopy and electronic formats (e-mail blasts and text messages at parent request).
- School meetings.
- Annual district calendar with events and information (distributed in hardcopy to parents via bulk mailing and on the district website).

Parental Involvement Practices

Roslyn Middle School will ensure parental involvement in its programs by providing information to parents about the AIS Programs, which includes a description and explanation of the school's curriculum, assessments, and achievement levels children are expected to reach. The school will share this information with parents in the following ways:

- Annual Curriculum Nights, Back to School Nights and School Orientation Meetings.
- Parent newsletters and student agenda book by which parents/teachers can communicate regarding the need for homework help and other guidance.
- Parent-team conferences are scheduled through our counseling center by each child's team upon request with the opportunity to discuss student's academic achievement and development as well as their social/emotional needs.
- Webpage to access teacher pages, school information, and links for student/parent use.
- Report cards/progress reports sent home each marking period.
- Monitoring reports.

Building Capacity for Involvement

Roslyn Middle School will build capacity for parental involvement by providing opportunities for regular meetings by which parents may offer suggestions and participate, as appropriate, in decisions about the education of their child. The school will respond to any such suggestions as soon as reasonable possible. Parents who make a request will be given the opportunity to meet:

- Through prearranged meetings with their child's teacher(s) and guidance counselor.
- Through a meeting with the principal, which may include other staff as appropriate, e.g., the social worker, psychologist, and/or a counselor.
- Parents of children attending Roslyn Middle School may submit comments in writing to their child's teacher or the principal.

Roslyn Middle School will share suggested revisions to its Parent Involvement Policy, School-Parent Compact, and other building level documents with the Superintendent for the Board of Education's consideration and approval. In order to build and support a strong partnership

ROSLYN UNION FREE SCHOOL DISTRICT

PARENTAL INVOLVEMENT

BOARD OF EDUCATION POLICY 1900-E.3

among school, parents, and community, and to improve student achievement, Roslyn Middle School will help parents better understand the Common Core State Standards, the NYS and Local assessments, and how to monitor their child's progress in the following ways:

- Annual Curriculum Nights, Back to School Nights and School Orientation Meetings.
- Parent newsletters and student agenda book by which parents/teachers can communicate regarding the need for homework help and other guidance.
- Teachers update parents through regular phone and e-mail communication.
- School counselors develop weekly reports to inform parents regarding student performance and achievement.
- Maintain a list of parents of students who do not have access to the internet to mail home hard copy of all academic reports.
- Parent-team conferences are scheduled through our counseling center by each child's team upon request with the opportunity to discuss student's academic achievement and development as well as their social/emotional needs.
- Webpage to access teacher pages, school information, and links for student/parent use.
- Report cards/progress reports sent home each marking period.

The following opportunities for parental training and access to materials will be provided upon request:

- Online grade books
- Voluntary Teacher webpages.
- Annual Curriculum Nights, Back to School Nights and School Orientation Meetings.
- Parent-team conferences are scheduled through our counseling center by each child's team upon request with the opportunity to discuss student's academic achievement and development as well as their social/emotional needs.

The principal will make sure that information related to school and parent programs, meetings, and other activities is sent in a format that parents can easily understand, and whenever reasonable possible, in a language that parents can understand. Copies of flyers, phone messages, and other notices will be kept and archived electronically as documentation by the principal. In addition, reasonable support for parental involvement activities will be provided, e.g., translator(s), social worker, etc.

It is through a strong parent-school connection that all educators and administrators in the Roslyn Middle School believe effective teaching and learning can empower all children to reach their potential.

ROSLYN UNION FREE SCHOOL DISTRICT

PARENTAL INVOLVEMENT

BOARD OF EDUCATION POLICY 1900-E.3

**Roslyn Middle School
School-Parent Compact**

This school-parent compact is in effect during the (INSERT CURRENT SCHOOL YEAR) school year.

School Responsibilities

The Roslyn Middle School will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:
 - Daily common preparation and team meeting periods are scheduled for teachers, guidance counselors, and parents to focus on learning protocols and student-specific achievement plans.
 - Develop and maintain support programs for students during and after school.
 - Provide professional development on current pedagogical trends during faculty and department meetings.
 - Directors, chair people, and teachers update the scope and sequence of curriculum maps based on student needs.
2. Hold parent-teacher conferences twice per year, fall and spring, during which this compact will be discussed as it relates to the individual child's achievement. In addition:
 - Parent-team conferences are scheduled through our counseling center by each child's team upon request with the opportunity to discuss student's academic achievement and development as well as their social/emotional needs.
3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:
 - Eight reporting periods annually for all students (4 report cards and interim progress reports).
 - Four AIS progress monitoring reports.
 - Live academic updates through parent portal access to teachers' grade books.
 - Teachers update parents through regular phone and e-mail communication.
 - School counselors develop weekly reports to inform parents regarding student performance and achievement.
 - Maintain a list of parents of students who do not have access to the internet to mail home hard copy of all academic reports.
4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:
 - Teachers are directed to respond to parents' e-Mails and phone calls within twenty-four hours.

ROSLYN UNION FREE SCHOOL DISTRICT

PARENTAL INVOLVEMENT

BOARD OF EDUCATION POLICY 1900-E.3

- Parent-team conferences are scheduled through our counseling center by each child's team upon request with the opportunity to discuss student's academic achievement and development as well as their social/emotional needs.
 - Parents are invited to attend our annual back-to-school program as well as an informational related to curriculum.
 - Teachers and staff attend transition events in which parents are able to have direct communication regarding the needs of their children.
5. Provide parents opportunities to volunteer and participate in their child's class and to observe classroom activities, as follows:
- multicultural week
 - bake sales
 - PFA meetings
 - SEPTA
 - book fair
 - nutrition week
 - theater productions
 - topic-specific parent trainings

Parent Responsibilities

We, as parents, will support our children's learning in the following ways:

- Monitoring attendance.
- Ensuring that homework is completed.
- Monitoring amount of television children watch.
- Volunteering in child's classroom.
- Participating, as appropriate, in decisions relating to my child's education.
- Promoting positive use of my child's extracurricular time.
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.
- Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the District-wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.

ROSLYN UNION FREE SCHOOL DISTRICT

PARENTAL INVOLVEMENT

BOARD OF EDUCATION POLICY 1900-E.3

Student Responsibilities

We, as students, will share the responsibility to improve our academic achievement and achieve the state's high standards. Specifically, we will:

- Do my homework every day and ask for help when I need it.
- Read at least 30 minutes every day outside of school time.
- Give my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.

 School

 Date

 Parent

 Date

 Student

 Date

**Roslyn High School
School Level Parental Involvement Policy**

Roslyn High School takes pride in our high level of parent participation. All parents are invited by the principal, teachers, and the district to participate in school activities and to assist in the school. The goals of our parent involvement activities are increased parent participation in the program, increased parent involvement at home, and increased parental awareness of educational practices and issues. The ultimate goal of the Parent Involvement Policy is increased student achievement.

Promoting and Facilitating Parental Involvement

Roslyn High School will develop, evaluate, and revise this Parent Involvement Policy (PIP) with parents and make the plan available to parents of students in the program as well as the local community at meetings and on the district website.

1. Parents are involved in planning and evaluating the Title I Program through:
 - Attendance at the annual AIS/Title I Parent meeting.
 - Development, evaluation, and revision of the building's AIS/Title I Parent Compact and Parent Involvement Policy.
 - Goal setting with parents for the AIS/Title I Program.
2. The Parent Involvement Policy will be distributed to all parents of all children at back to school night and via email. It will also be made available to the community on the school's website.
3. Activities to communicate curriculum, assessment results, and student growth will include (but are not limited to):
 - Annual AIS/Title I Meeting
 - Annual Back to School Night
 - Parent newsletters and student agenda book by which parents/teachers can communicate regarding the need for homework help and other guidance
 - Webpage to access teacher pages, school information, and links for student/parent use
 - Assessment summaries, both formal and narrative formats, that show student scores and achievement on assessments administered throughout the year, along with the expected proficiency levels
 - Team meetings/conferences with parents held on an as-needed basis
 - Report cards/progress reports sent home each marking period
 - AIS report cards
4. All information about AIS/Title I programs will be provided to parents of children who receive services in a uniform format that is easy to understand. Additionally, parents will receive information in a language they can understand whenever reasonably possible. Upon request, parents with disabilities will be provided information in alternative formats whenever reasonably possible. Parents should expect to receive information in the following ways:

- Letters sent home through mailings
- Phone calls and ConnectEd electronic telephone messages
- Webpage on district website
- Handouts sent home with students in hardcopy and electronic formats (e-mail blasts at parent request)
- School meetings
- Announcements on the outdoor electronic sign
- Annual district calendar with events and information (distributed in hardcopy to parents via bulk mailing and on the district website)

Parental Involvement Practices

Roslyn High School will ensure parental involvement in its programs by providing information to parents about the Title I program, which includes a description and explanation of the school's curriculum, assessments, and achievement levels children are expected to reach. The school will share this information with parents in the following ways:

- The annual AIS/Title I meeting
- Parent teacher conferences, scheduled by the school administration and/or teachers as well as by parental request
- Monthly PFA Meetings
- Back to School Night
- Progress reports
- Report cards
- AIS Direct reports and narratives
- AIS/Title I report cards

Building Capacity for Involvement

Roslyn High School will build capacity for parental involvement by providing opportunities for regular meetings by which parents may offer suggestions and participate, as appropriate, in decisions about the education of their child. The school will respond to any such suggestions as soon as reasonable possible. Parents who make a request will be given the opportunity to meet:

- Through prearranged meetings with their child's teacher(s)
- Through a meeting with the principal, which may include other staff as appropriate, e.g., the social worker, psychologist, and/or a counselor
- Parents of children attending Roslyn High School may submit comments in writing to their child's teacher or the principal

Roslyn High School will share suggested revisions to its Parent Involvement Policy, School-Parent Compact, and other building level documents with the Superintendent for the Board of Education's consideration and approval. In order to build and support a strong partnership among school, parents, and community, and to improve student achievement, Roslyn High School will help parents better understand the Common Core State Standards, the NYS and Local assessments, and how to monitor their child's progress in the following ways:

- Scheduled and requested parent/teacher conferences
- AIS/Title I meeting and PFA meetings throughout the year
- Back to School Night
- Report cards/Progress reports
- AIS Direct reports, which include a detailed narrative and progress monitoring summary for each child receiving services in the AIS/Title I Program
- AIS/Title I report cards for each child receiving services in the AIS/Title I Program

The following opportunities for parental training and access to materials will be provided upon request:

- Online grade book via Power School
- Teacher webpages
- Annual AIS/Title I meeting
- Parent - Faculty Meetings (PFA)
- Parent/teacher meetings as requested by parents/students and/or teachers

The principal will make sure that information related to school and parent programs, meetings, and other activities is sent in a format that parents can easily understand, and whenever reasonable possible, in a language that parents can understand. Copies of flyers, phone messages, and other notices will be kept and archived electronically as documentation by the principal. In addition, reasonable support for parental involvement activities will be provided, e.g., translator(s), social worker, etc.

It is through a strong parent-school connection that all educators and administrators in the Roslyn High School believe effective teaching and learning can empower all children to reach their potential.

**Roslyn High School
School-Parent Compact**

The Roslyn High School and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards.

This school-parent compact is in effect during the (INSERT CURRENT SCHOOL YEAR) school year.

Roslyn High School agrees to implement the following statutory requirements:

- A. The school will put into operation programs, activities and procedures for the involvement of parents in all of its schools with Title I, Part A programs, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- B. The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school- parent compact consistent with section 1118(d) of the ESEA.
- C. The school will incorporate this parental involvement policy into its LEA plan developed under section 1112 of the ESEA.
- D. In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- E. The school will involve the parents of children served in Title I, Part A schools in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.
- F. The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:
- G. Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring:

- 1) that parents play an integral role in assisting their child's learning;
- 2) that parents are encouraged to be actively involved in their child's education at school;
- 3) that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.
- 4) The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in New York State. It is located in Rochester, NY. The website is:
<http://www.epicforchildren.org/locations.cfm?id=5266&cat=1336&grpid=1341>

Roslyn High School will take the following actions to involve parents in the joint development of its district wide parental involvement plan under section 1112 of the ESEA:

- At our monthly PPT/PTO meetings, parents and the school will review and suggest changes to the policy.
- A simple majority vote will determine the final statement.

Roslyn High School will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:

- A committee composed of parents and staff will review school data relevant to school programs and make suggestions for modifications to program procedures. Also at monthly PPT/PTO meetings, parents and staff in attendance will be surveyed for their suggestions.

B. Roslyn High School will provide the following necessary coordination, technical assistance, and other support to assist Title I, Part A schools in planning and implementing effective parental involvement activities to improve student academic achievement and school performance:

- The school will form a Parent Partnership Team designed to increase student achievement by providing home focused, school focused, and partnership focused activities and strategies in a coordinated manner.

Roslyn High School will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with community agencies that encourage and support parents in more fully participating in the education of their children, by:

- Collaborating with some of the following community agencies to support the education of our children:
 - i. Roslyn Public Library
 - ii. Continuing Education
 - iii. Roslyn Community Center

Roslyn High School will take the following actions to conduct, with the involvement of parents, and annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.

The evaluation will be conducted by the school Parent Partnership Team which is composed of school and parent representatives. This team meets monthly to plan focused activities and strategies in alignment with school goals and common core standards; and designed to improve student achievement.

Roslyn High School will build the school's and parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents and the community, to improve student academic achievement through the following activities described below. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following:

- Common Core standards
- Student academic achievement standards
- State and local academic assessments including alternative assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators.

The school, with the assistance of its parents, educate its teachers, pupil services personnel, principal and other staff, in how to reach out to communicate with, and work with parents as equal partners, in the value and utility of contributions of parents and in how to implement and coordinate parent programs and build ties between parents and schools.

The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with public preschools and other agencies, such as parent resource centers, that encourage and support parents more fully participating in the education of their children by offering parents the opportunity to attend workshops, conference attendance and visitation to other programs.

The school will take the following actions to ensure that the information related to the school and parents programs, meetings, and other activities, is sent to the parents of the participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand.

Roslyn High School School-Parent Compact

School Responsibilities

The Roslyn High School will:

- Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:
 - Provide department-specific professional development in Common Core, classroom management, social-emotional development, and Advanced Placement curriculum, among other topics.
 - Utilize a portion of faculty meeting time for school-wide professional development, classroom management, and social-emotional development, among other topics.
 - Provide before and after school extra help via our professional teaching staff, tutoring via substitute teachers during the day AIS), and tutoring via our National Honor Society members when available.
- Hold parent back to school night annually, individual parent conferences at parent and/or school request related to individual children's achievement.
 - Back to school night held in September.
 - Individual student conferences held at parent or school request as needed.
- Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:
 - Progress reports 4 times per year
 - Report cards 4 times per time
 - Electronic portal open 24 hours per day
 - Phone calls @ 516-801-5100
 - Email contact
- Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:
 - Upon request via personal meetings, via phone, via email

Parent Responsibilities

We, as parents, will support our children's learning in the following ways:

- Monitoring attendance.

- Helping ensure that homework is completed.
- Monitoring amount of screen time (TV, DS, computers, tablets, phones, etc.) my child has.
- Participating, as appropriate, in decisions relating to my child's education.
- Promoting positive use of my child's extracurricular time.
- Support the school's efforts to provide a safe orderly environment
- Keep the school informed about changes in contact information
- Stay informed about my child's education and communicate with the school via the electronic portal, phone calls, email, etc.
- Serve, to the extent possible, on policy advisory groups, such as being part of Title I Policy Advisory Committee, Shared-Decision-Making Team, or PFA.

Student Responsibilities

We, as students, will share the responsibility to improve our academic achievement and achieve the state's high standards. Specifically, we will:

Describe the ways in which students will support their academic achievement, such as:

- Do my homework every day
- Ask for academic, social, and/or emotional help when I need it
- Attend extra help with my teachers as needed
- Read at least 30 minutes every day outside of school time
- Arrive at school on time every day ready and willing to learn
- Abide by the expectations in our Student Handbook
- Be respectful, responsible, safe, and bully free

Adoption

This School wide Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by the signatories listed below.

This policy was adopted by Roslyn High School and will be in effect for the period of one year. The school will share this policy with all parents of participating Title I, Part A children on or before the first day of each academic year.

Principal

Date

Parent

Date

Student

Date

**ROSLYN PUBLIC SCHOOLS
BOARD OF EDUCATION MEETING**

AGENDA ADDENDUM

Tuesday, August 23, 2016

PERSONNEL:

P.1 Professional

Item	Name	Action	Position / Replacing	Location	From	To	Tenure Area	Certification / Class / Step / Salary
11		DELETE #11						
12		DELETE #12						
19		DELETE #19						
23	Mark Valentino	Probationary Appointment	Math		8/31/16	Prob. Ends 8/30/20*	Math	Math Gr 7-12 (init), BA/Step 1, Per RTA Contract**
24	Mark Valentino	Coach Appointment	Cross Country Asst. IV/1	HS	8/15/16	11/27/16		Per RTA Contract
25	Lisa Smith	Probationary Appointment	Teaching Assistant (L. Rosenblatt)		8/31/16	Prob. Ends 8/30/20	Teaching Asst.	TA Level I, Grade 3 /Step 1, Per RPA Contract**
26	Michael Troici	Probationary Appointment	Teaching Assistant		8/31/16	Prob. Ends 8/30/20	Teaching Asst.	TA Level I, Grade 3 /Step 1, Per RPA Contract**

27	Allison Hungate Wood	Appointment	Drama Club (Royal Crown Players)	HS	8/31/16	6/30/17		Per RTA Contract
28	Gustave Karagrozis	Substitute Appointment	Per Diem Substitute Teacher		9/1/16	6/30/17		\$130/day
29	Gustave Karagrozis	Coach Appointment	Boys' Volleyball Asst. II/2	HS	8/23/16	11/27/16		Per RTA Contract
30	Bryan Patterson	Part-Time Appointment	.08 Physical Education	EH	8/31/16	6/30/17		Physical Ed (prof), MA/Step 1, Per RTA Contract, prorated
**	<i>Placement subject to verification of education and employment.</i>							

BUSINESS:

B.13. Recommendation to approve a revision to the Cooperative Transportation Contract Extensions for 2016-2017, which were approved on June 28, 2016 (item B.11) to include the addition of 1 student. **(Attachment B.13.)**

B.14. Recommendation to approve general fund appropriation transfer requests:

<u>FROM BUDGET CODE</u>		<u>AMOUNT</u>
1680-160-03-9000-303	Data Processing	\$ 8,333.33
9010-800-03-9000-303	State Retirement System	\$52,065.16
Subtotal		\$60,398.49

<u>TO BUDGET CODE</u>		<u>AMOUNT</u>
2630-160-03-9000-303	Computer Assisted Instruction	\$ 8,333.33
9089-160-03-9000-303	Terminal Pay	\$52,065.16
Subtotal		\$60,398.49

REASON FOR TRANSFER REQUEST: To recode appropriations in accordance with ST-3 requirements and request of our external auditor.

2016 – 2017 COOPERATIVE TRANSPORTATION EXTENSIONS
PRIVATE, PAROCHIAL AND SPECIAL TRANSPORTATION
Cooperative Bid with Carle Place , East Williston, Glen Cove, Great Neck,
North Shore, Manhasset , Port Washington, Roslyn and Westbury Schools Districts.

(Contractors will extend the current contract at a 0.09% increase)

DELL TRANSPORTATION
SCHOOL

	STUDENTS			TOTAL YEARLY
	1 st Pupil/ monthly	Matron/ monthly	Van/ monthly	
VINCENT SMITH	1	726.91		7,269.10