

REVISED AGENDA

ROSLYN UNION FREE SCHOOL DISTRICT Meeting of the Board of Education

Thursday, March 26, 2020

7:00 P.M.

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

Preliminary Announcements

The Roslyn Union Free School District continues to take steps to reduce the potential for exposure to the coronavirus (COVID-19). The District's efforts in this regard are made in furtherance of federal, state, and local mandates to limit any and all public gatherings.

As authorized by Governor Andrew M. Cuomo's Executive Order No. 202.1, issued on March 12, 2020, this meeting is being held remotely by videoconferencing and the public will not be permitted to attend the meeting in-person. The Board of Education will make a motion setting forth the manner in which the meeting will be conducted and waiving any applicable policies or common practices with respect to the conduct of the meeting. The public participation portion of the meeting will be suspended. The meeting will be video broadcasted in order to provide the public with the ability to view the meeting. This meeting will also be recorded and later transcribed in accordance with Executive Order 202.1.

Pledge of Allegiance

Board President's Comments

Superintendent's Comments

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.

BOARD OF EDUCATION:

BOE1 Recommendation to conduct the *Third reading* of the Board of Education Policies:
1900 Parental Involvement

5151 Homeless Children
9645 Disclosure of Wrongful Conduct (**Attachment BOE.1**)

BOE.2 BE IT RESOLVED that the Board of Education of the Roslyn Public Schools hereby abolish the following *policies*:

1900 Parental Involvement
5151 Homeless Children
9645 Disclosure of Wrongful Conduct

And hereby *adopts the following policies*:

1900 Parental Involvement
5151 Homeless Children
9645 Disclosure of Wrongful Conduct

BOE.3 BE IT RESOLVED that the Board of Education of the Roslyn Union Free School District hereby authorizes the following proposition to be placed on the ballot of the annual vote:

Proposition No. 3

Shall the Board of Education be authorized to (a) purchase various school buses and vans for use by the District, including related equipment and apparatus, and to expend therefor, including preliminary costs and costs incidental thereto and to the financing thereof, an amount not to exceed the estimated total cost of \$529,866.67; (b) that a tax is hereby voted in the aggregate amount of not to exceed \$529,866.67 to pay such cost, said tax to be levied and collected in installments in such years and in such amounts as shall be determined by said Board of Education; (c) that in anticipation of said tax, bonds of the District are hereby authorized to be issued in the principal amount of not to exceed \$529,866.67 and a tax is hereby voted to pay the interest on said bonds as the same shall become due and payable, and (d) that, in lieu of bonds, the District is authorized to enter into one or more installment purchase contracts for the purchase of some or all of said buses and vans, for a term not to exceed five (5) years; and a tax is hereby voted to pay each installment on any such contract.

Note: (If the 2020-21 budget is approved, the funds for the first year of payments would be available in that budget and therefore no additional increase in the tax levy would occur with the passage of this proposition)

BOE.4 Proposition No. 4 to establish a 2020 Capital Reserve

BE IT RESOLVED, that the Board of Education of the Roslyn Union Free School District hereby authorizes the following proposition to be placed on the ballot of the annual vote:

Proposition No. 4: 2020 Capital Reserve Fund

SHALL the Board of Education, pursuant to Education Law section 3651, be authorized to establish a Capital Reserve Fund known as the “2020 Capital Reserve Fund” for the following purposes: performing capital improvements at the District’s facilities, including: masonry renovation, plumbing upgrades, electrical upgrades, mechanical upgrades (including heating, ventilation and air conditioning), replacement of underground storage tanks, security upgrades, technology upgrades, telephone upgrades, roof replacements, door replacements, window replacements, site work, classroom and corridor renovations, furnishings and equipment, purchase of real property, purchase of district vehicles, all of the foregoing to include all labor, materials, equipment, apparatus and incidental costs related thereto.

The maximum amount of the aforesaid 2020 Capital Reserve Fund shall be \$25,000,000.00, plus investment income. The probable term is to be twenty-five (25) years; the funds are to be transferred from surplus monies, if any, remaining in the general fund including a sum not to exceed \$5,000,000 from the 2019-2020 budget and thereafter in an annual amount of not more than \$5,000,000 for each remaining year of the probable term. Upon the establishment and funding of said reserve, the Superintendent of Schools or her designee shall be directed to deposit monies of this reserve fund in a separate bank account to be known as the “2020 Capital Reserve Fund.”

BE IT FURTHER RESOLVED that the District Clerk is directed to include in the legal notice of the annual meeting the text of the afore-described proposition and to take all necessary steps to include this proposition on the ballot for said election.

Adjournment

ROSLYN UNION FREE SCHOOL DISTRICT

3rd Reading of Policies

March 26, 2020

POLICY 1900

Parental Involvement

REVISED POLICY

Policies Being Replaced	1) Policy 1900 Parental Involvement
Reason for Revision	Updating substance of policy to align with current law

The Board of Education believes that positive parent and family engagement is essential to student achievement, and thus encourages such involvement in school educational planning and operations. Parent and family engagement may take place either in the classroom or during extra-curricular activities. However, the Board of Education also encourages parent and family engagement 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 parent and family engagement.

Title I Parent and Family Engagement - District Level Policy

Consistent with the parent and family engagement goals of Title I, Part A of the Federal Every Student Succeeds Act of 2016 (ESSA), the Board of Education will develop and implement programs, activities and procedures that encourage and support the participation of parents and family members 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 parent and family engagement procedures, as further required by federal law.

For purposes of this policy, Parent and Family Engagement refers to the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities. At a minimum, parent and family engagement programs, activities and procedures at both the administrative and individual school level will encourage parents and family members to:

- Play an integral role in assisting their child’s learning;
- Be actively involved in their child’s education at school; and
- Be 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 parent and family engagement requirements, the School District and schools shall provide reasonable support for parent and family engagement activities under this section as parents and families may request. District and school level Title I parent and family engagement programs, activities and procedures will provide full opportunities for the participation of parents and family members, including those who have limited English proficiency, parents and family members with disabilities, and parents and family members 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 federal law, parents and family members 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.

Parents and family members also will participate in the process for developing either a School Improvement Plan when the school their child attends is identified by the State as needing this plan.

Parent and Family Member Participation in Development of District-Wide Title I Plan

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

- The district will hold an annual Title I meeting for parents and all appropriate staff and attendees to explain Title I, its requirements, and the right for parents to be involved.
- The district will involve parents of children in Title I programs in decisions regarding how funds reserved for parental involvement and engagement activities are spent.
- The district has a school-parent compact, which outlines how school, parents and students will share the responsibility for ensuring student achievement and will provide this compact to schools.
- The school will describe and explain the curriculum in use, the types of academic assessments that will be used to measure student progress, and proficiency levels students are expected to meet. Parents may also request regular meetings with school staff to make suggestions and to participate, as appropriate, in decisions relating to their child's education.

Review of the District-Wide Parent and Family Engagement Policy

The Board of Education, along with its Superintendent of Schools/Building Principal and other appropriate staff, will conduct, with the involvement of parents and family members an annual evaluation of the content and effectiveness of the Parent and Family Engagement Policy in improving the academic quality of the school, including the identification of barriers to greater participation by parents and family members in activities under this policy, and the revision of parent and family engagement policies necessary for more effective involvement.

- The Assistant Superintendents for Elementary and Secondary Education will work with District Administrators to create processes and procedures to support this policy.
- The district will identify and assemble a sufficient number of parent members served within the schools to represent the needs of the population for the purpose of developing, reviewing and revising the Parent and Family Engagement Policy.

- Parents will be active participants in reviewing and evaluating the Parent and Family Engagement Policy.

Development of School-Level Parent and Family Engagement Approaches and Policy Involvement

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

- The school will convene an annual meeting, at a convenient time, (i.e. during the day and in the evening) 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;
- The school will 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 Parent and Family Engagement Policy;
- The school will 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
- The school will utilize the school-parent compact and further develop it jointly with parents to outline 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 shall 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.
 - Reasonable access to staff, and opportunities to volunteer and participate in their child's class.
 - Ensuring regular two-way, meaningful communication between family members and school staff, and, to the extent practicable, in a language that family members can understand.

Building Capacity for Involvement

To build parent capacity for strong parent involvement and engagement to improve their child's academic achievement, the district and its Title I, Part A schools will at a minimum:

1. Assist parents in understanding such topics as the State's academic content and student achievement standards, State and local academic assessments, Title I requirements, how to monitor their child's progress, and how to work with educators to improve the achievement of their child. To achieve this objective **the school will:**
 - Offer Parent Orientation for incoming Kindergarten and Middle School Families.
 - Facilitate Back-to-School/Curriculum Information Nights for each grade level, K-12.
 - Conduct Kindergarten Screening prior to the start of the school year.
 - Send mailers and School Messenger contacts to inform and update parents on school events, especially those related to academic topics, and parental strategies for support.
 - Maintain a comprehensive school district website featuring information and announcements on curriculum and instruction related items and events.
 - Hold regular parent information meetings on assessments, learning standards, school curricula, social emotional literacy and student safety during varying times of the day and evening.
2. Provide materials and training to help parents work with their children to improve their children's achievement, such as literacy training and using technology. To achieve this objective, **the district and/or Title I schools will:**
 - Collaborate with school and district level Parent-Teacher Associations to reach out, communicate with, and work with parents as equal partners.
 - Conduct parent information meetings on NYS assessments, learning standards, school curricula and student safety. To enable parents' participation, meetings may be offered at different times in the day or evening.
 - Implement school-wide forums during the school year on topics related to teaching and learning.

- Coordinate with public libraries regarding curriculum-based materials and use of school library to engage parents in workshops connected with academic achievement.
 - Annually publish a school district calendar and handbook highlighting activities and assessment dates.
3. Educate its teachers, pupil service personnel, principals and other staff, with the assistance of parents, in understanding the value and utility of a parent's contributions and on how to:
- Reach out to, communicate with, and work with parents as equal partners.
 - Implement and coordinate parent programs.
 - Build ties between parents and the school.
4. To achieve this objective **the district and Title I Schools will:**
- Establish and offer professional development workshops on strategies to involve parents and foster productive parent-school partnerships via our Professional Development Catalog.
 - Collaborate jointly with the Staff Development Policy Board parent, teacher and administrator representatives to determine topics of interest and to connect to community organizations that have expertise and resources in these areas.
 - Work with staff to provide best practices for parent outreach via faculty and department meetings.
 - Facilitate events that promote a connection with parents and their child's school, i.e. STEM Day, Book Talks, etc.
5. Provide information related to school and parent-related programs, meetings, and other activities to the parents of children participating in Title I programs in an understandable and uniform format, including alternative formats, upon request and to the extent practicable, in a language the parents can understand. School District and school-level Title I parental involvement and engagement programs, activities, and procedures will provide full participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children. **The district and school will do this by:**
- Providing invitations, agendas and materials to parent-related programs in the languages of families with limited English proficiency.
 - Use translating programs (i.e. Propio) and translators to the extent possible to provide information and at parent workshops.
 - Collaborate with the schools' PFAs and community agencies to connect with, and offer support and resources to parents with limited English proficiency, parents with disabilities, and parents of migratory children.

Coordination of Parent and Family Engagement Strategies

The School District will, where appropriate and necessary, coordinate and integrate its parent and family engagement program activities and strategies with those of other applicable programs, including coordinate and integrate parental involvement and engagement activities with the School District's Pre-Kindergarten Program; referral as needed to the Pre-School Special Education Evaluation Team, and coordinate transition from local pre-schools to Kindergarten.

The district and Title I Schools will do this by:

- Designating a liaison for the School District's Pre-Kindergarten program who will coordinate efforts and integrate elementary school parent-engagement activities and programs.
- Coordinating transitions from local Pre-Schools to Kindergarten by providing Kindergarten orientations.
- Designating the Director of Early Childhood Special Education as the liaison to parents for referrals to the Committee of Pre-School Special Education (CPSE), and coordinator of transitions from local pre-schools to Kindergarten.
- Providing professional development annually to appropriate staff on best practices for transitioning students from Pre-K to Kindergarten and on strategies to foster parent engagement.

Ref: 1118 of the Elementary and Secondary Education Act

NYCRR 100.3(b)(3); 100.4(f()); 100.5(d)(4); 149.3(16)

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
Revised and Adopted: August 23, 2016
Revised and Adopted:

Title I Parent and Family Engagement - School Level Policy

The Title I Parent and Family Engagement 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

Heights Elementary School School Level Parent and Family Engagement 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 and Family Engagement Policy is to increase student achievement.

Promoting and Facilitating Parental Involvement

Heights School will develop, evaluate, and revise this Parent and Family Engagement 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 and Family Engagement Policy.
 - Goal setting with parents for the Title I Program.
2. The Parent and Family Engagement 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 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 Heights School may submit comments in writing to their child's teacher or the principal

Heights School will share suggested revisions to its Parent and Family Engagement 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 current 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:**
 - **Readers and Writers Workshop/ JOURNEYS**
 - Professional development on **Readers and Writers Workshop/ JOURNEYS** will continue to be provided for faculty.
 - Teachers will implement all components of **Readers and Writers Workshop/ JOURNEYS** 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 School 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 School 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.

- **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**

- Kindergarten physical education teachers will arrange a "mini marathon" for children and their parents. They are encouraged to run the field together.
 - 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 Parent and Family Engagement 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 current 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: Readers and Writers Workshop/JOURNEYS, 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

EXISTING POLICY

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.

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;

- 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

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
Revised and Adopted: August 23, 2016

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 206-2017 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 2016-2017 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.

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 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 Middle School
School-Parent Compact**

This school-parent compact is in effect during the **2016-2017** 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.

- 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.

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.

<hr/> School	<hr/> Date
<hr/> Parent	<hr/> Date
<hr/> Student	<hr/> 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 2016-2017 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 _____

POLICY 5151

HOMELESS CHILDREN

REVISED POLICY

Policies Being Replaced	1) Policy 5151 – Homeless Children
Reason for Revision	Updating substance of policy to align with current law

The Board of Education recognizes its responsibility to identify homeless children, as that term is defined under federal and state law, within the School District, encourage their enrollment and eliminate existing barriers to their education which may exist in School District practices. The Board of Education will provide that homeless children attending the schools in the School District with access to the same free and appropriate public education, including preschool services to which they are eligible, as other children.

In order to determine whether there are unserved homeless children in the School District, the School District shall contact the local department of social services, local runaway and homeless youth shelters and any other shelters located in the School District. It is understood that not all homeless students can be identified through agencies as they may be sharing the housing of other persons, such as family or friends, due to loss of housing, economic hardship, or other similar reason. Accordingly, the School District will utilize an enrollment form that asks for a description of the current living arrangement of the child or youth in order to determine whether the child or youth meets the definition of a homeless child under the McKinney-Vento Homeless Education Assistance Act and New York State Education Law.

A “homeless child” is a child who lacks a fixed, regular, and adequate nighttime residence or who has a primary nighttime location in a public or private shelter designed to provide temporary living accommodations, or a place not designed for, or ordinarily used as, a regular sleeping accommodation for human beings. This definition also includes a child who shares the housing of others due to loss of housing, economic hardship, or similar reason; lives in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; lives in a car, park, public space or abandoned building, substandard housing, bus or train station or similar setting; has been abandoned in a hospital or is awaiting foster care placement; or is a migratory child who qualifies as homeless. An “unaccompanied youth” is a homeless child not in the physical custody of a parent or legal guardian.

A homeless child has the right to attend school in either the district of origin (i.e., where he/she resided before becoming homeless), or the school in which he/she was last enrolled, including preschools, and receiving schools (i.e., the school a child is to attend after completing the final grade level at the school of origin), the school in the district of current location (i.e., where he/she currently resides as a result of his/her homelessness) that he/she is entitled to attend based on attendance zone or general eligibility, or a school in a district participating in a regional placement plan. The child is entitled to attend the designated school district on a tuition-free basis for the duration of his or her homelessness. If the child is relocated to temporary housing outside the School District, or to a different attendance zone or community school district within the School District, the child is entitled to continued attendance in the same school building until the end of the school year and for one additional year if that year constitutes the child’s terminal year in such building. If the child is relocated to temporary housing outside the School District, or to a different attendance zone or community school district within the School District, the child is entitled to continue attendance in the same school building until the family secures permanent housing. If the child relocates to permanent housing outside the School District and was previously in temporary housing this school year, he/she is entitled to transportation for the remainder of the school year.

The Superintendent of Schools or his/her designee shall develop procedures necessary to expedite the homeless child's access to the designated school. Such procedures shall include:

1. Admission: Upon designation, the School District shall immediately admit the homeless child to school, even if the child is unable to produce records normally required for enrollment, such as previous academic records, medical or immunization records, proof of residency or other documentation and even if there is a dispute with the child's parents regarding school selection or enrollment. During a dispute, the student may continue attending the school until final resolution of the dispute, including all available appeals.

Homeless children will have the same opportunity as other children to enroll in and succeed in the School District's schools. They will not be placed in separate schools or programs based on their status as homeless. The District shall eliminate barriers to identification, enrollment and retention of homeless children, including barriers to enrollment and retention due to outstanding fees, fines or absences.

2. Transportation: The School District shall provide transportation for homeless students currently residing within the School District in accordance with the district's transportation guidelines, and as required by applicable law. If a child is receiving transportation to his/her school of origin and obtains permanent housing during the school year, the student has the right to continued transportation services to the school or origin until the end of the academic year, as well as if the student completes the final grade level in a building, or attends the designated receiving school at the next level. If the homeless child attends a summer educational program and the lack of transportation poses a barrier to such child's participation in the summer educational program, the District shall provide transportation. Additionally, the District shall provide or arrange for transportation to extracurricular or academic activities where: (1) the homeless child participates in or would like to participate in an extracurricular or academic activity, including an after-school activity at the school; (2) the homeless child meets the relevant eligibility criteria for the activity the lack of transportation poses a barrier to such child's participation in the activity. The District should provide transportation for academically-based extracurricular activities and summer school and each potential activity should be reviewed on an individual basis to determine transportation eligibility.
3. School Records: For homeless students attending school out of the School District, the School District shall, within five days of receipt of a request for records, forward a complete copy of the homeless child's records including proof of age, academic records, evaluation, immunization records and guardianship papers, if applicable. For homeless students attending school in the School District, the School District shall request the student's records (academic, medical, etc.) from the school the student last attended.
4. Coordination: The School District shall coordinate with local social services agencies and other entities providing services to homeless children and their families for the provision of services to homeless children, and shall coordinate with other school districts on issues of prompt identification, transportation, transfer of records, and other inter-district activities. This shall include ensuring the provision of appropriate services to homeless students with disabilities who are eligible for services under either Section 504 or IDEA.

The Superintendent of Schools or his/her designee shall also designate a liaison for Homeless children and ensure that this person is aware of his or her responsibilities under the law. The Superintendent shall ensure that the liaison receives appropriate professional development on identifying and meeting the needs of homeless students, including the definitions of terms related to homelessness. The liaison's responsibilities shall include, but not be limited to, ensuring that:

1. Parents or guardians of homeless children are informed of the educational and related opportunities available to their children and are provided with meaningful opportunities to participate in the education of their children;
2. Parents and guardians and unaccompanied youth are fully informed of all transportation services available to them, and are assisted in accessing them;
3. Enrollment disputes involving homeless children are promptly mediated and resolved;
4. School personnel, through outreach and in coordination with shelters and social service agencies and other appropriate entities identify homeless children, including homeless preschoolers;
5. Homeless children receive educational services for which they are eligible, as well as referrals to health care and other appropriate services for homeless children and their families, and;
6. Public notice of educational rights of homeless children is disseminated in locations frequented by homeless unaccompanied youth and parents/guardians of homeless children, including schools, shelters, public libraries, and soup kitchens, in a manner and form understandable to them;
7. Staff who provide services to homeless students receive required professional development and support on identifying and meeting the needs of homeless students;
8. Homeless unaccompanied youth are informed of their rights, are enrolled in school, and have opportunities to meet the same State standards set for all students, including receiving credit for full or partial coursework earned in a prior school pursuant to Commissioner's regulations.

In accordance with law and regulation, the School District will offer a prompt dispute resolution process described in more detail below.

In accordance with the Regulations of the Commissioner of Education, the School District shall collect and transmit to the Commissioner information necessary to assess the educational needs of homeless children within the State.

The district office shall maintain forms provided by the Commissioner of Education for designating a homeless child's district of attendance. These forms must be provided to any homeless child or parent or guardian who seeks to enroll a child in school. The School District's liaison for homeless students shall assist the homeless child and/or parent or guardian in understanding their rights under the law and provide them with information regarding the

educational and related opportunities available to them.

School placement decisions for homeless children will be based on the “best interest of the child.” Unless doing so is contrary to the wishes of the child’s parent or guardian, to the extent possible, a homeless child will continue to attend the school or origin (i.e. the school the child attended when he or she became homeless or the school in which the student was last enrolled.)

If the School District wishes to send a homeless child to a school other than the school of origin or a school requested by the parent/guardian or unaccompanied youth, the Superintendent of Schools or his/her designee shall provide the parent/guardian or unaccompanied youth with a written explanation of its decision, together with a statement regarding the right to appeal the placement which shall be in a manner and form understandable to them. The Superintendent of Schools or his/her designee shall refer any such dispute to the School District’s liaison for the homeless for resolution. The homeless child must be enrolled in the school sought by the parent or guardian pending final resolution of the dispute, including all available appeals.

Admission Procedures

Upon designation, the Superintendent of Schools or his/her designee shall immediately:

1. Review the McKinney Vento Registration Questionnaire to ensure that it is complete;
2. Admit the homeless child even if the child or his/her parent or guardian is unable to produce records normally required for enrollment, or the student has missed application or enrollment deadlines, or there is an unresolved dispute regarding school selection or enrollment;
3. Where applicable, make a written request to the school district where a copy of the child’s records are located for a copy of the homeless child’s school records; and
4. Notify the liaison for homeless children of the child’s admission. Upon notification, the liaison shall:
 - a) Notify the child and/or the parent or guardian of the educational and related opportunities available to homeless children including transportation;
 - b) Ensure that the child receives the educational services for which they are eligible as administered by the School District;
 - c) Make necessary referrals to health care services, dental services, mental health services, substance abuse services, housing services, and other appropriate services;
 - d) Ensure that any enrollment disputes are mediated promptly and in accordance with law;
 - e) When assisting unaccompanied youth in placement or enrollment decisions, give him/her the opportunity to explore education opportunities available to him/her, give priority to the views of such youth and inform them of their status as “independent students” for purposes of applying for federal financial aid for college and assist with that process; and
 - f) Assist homeless children and their parents/guardians in obtaining required immunizations, health screenings, immunization records or health records.

The Superintendent of Schools or his/her designee shall forward a copy of the designation form to the Commissioner of Education and the school district of origin where applicable.

Transportation

In accordance with the Education Law, the school district of current location shall provide transportation to homeless children, where designated, as the school district of attendance, on the same basis provided to resident students. For homeless children who are ineligible for transportation whether from the local Department of Social Services or a residential program licensed by the Division for Youth (DFY) for runaway and homeless youth, the designated school district shall provide transportation from the child's temporary location and the school on the same basis it transports its resident students. If the student remains in the district of origin or district last enrolled, that district is responsible for transporting the student to that district. Such transportation shall not be in excess of 50 miles each way except where the Commissioner of Education certified the transportation in excess of 50 miles is in the best interest of the child.

Transportation must be provided when the district receives notice of a child's homeless status, as well as during the pendency of disputes. If a child is receiving transportation to his/her school or origin and obtains permanent housing during the school year, the student has the right to continued transportation services to the school of origin until the end of the academic year, as well as if the student completes the final grade level in a building, or attends the designated receiving school at the next level.

Dispute Resolution Process

If, after the Superintendent of Schools or his/her designee reviews the designation forms (STAC-202), he/she finds that the student is either not homeless, not entitled to attend the District's school, or not entitled to transportation (if requested), the Superintendent of Schools or his/her designee will do the following:

1. Contact the School District's homeless liaison to assist in the dispute resolution process; and
2. Contact the student and parent (if available) and inform them of their opportunity to provide more information prior to the School District making a final determination.

If, after consideration of any additional information and input from the homeless liaison, the Superintendent of Schools or his/her designee makes a final determination that a student is not homeless, or not entitled to enrollment or transportation he/she must provide the student's parent or guardian, or the student, if the student is an unaccompanied youth, with written notice.

1. State the rational/basis for the School District's determination;
2. State the date as of which the student will be excluded from the School District's schools (or transportation);
3. Advise that the School District's final determination may be appealed to the Commissioner of Education;
4. Provide the name and contact information of the School District's homeless liaison;
5. Inform the student's parent or guardian or the student, if the student is an unaccompanied youth, that the School District's homeless liaison is required to assist him/her in filing such an appeal; and
6. Include, as an attachment, the form petition needed to file an appeal to the Commissioner.

The Superintendent of Schools or his/her designee will deliver the School District's final decision to the parent, guardian or unaccompanied youth in a timely manner. The student must remain

enrolled and provided with transportation, if requested, until the School District makes a final determination and for a minimum of thirty (30) days after the determination to give the student's parent or guardian or unaccompanied youth the opportunity to appeal to the Commissioner of Education.

If the parent/guardian or student commences an appeal to the Commissioner within thirty (30) days of the final determination, the homeless child or youth will be permitted to continue to attend the school that he/she is enrolled in at the time of the appeal and/or receive transportation to that school until the Commissioner renders a decision.

Cross-ref: 5100 Student Attendance
 5150 School Admissions
 5152 Admission of Non-Resident Students

Ref: 42 USC §§11431, et seq.
 Education Law §§; 305; 3202; 3209
 Executive Law §§532-b; 532-e
 Social Services Law §§17; 62; 397
 8 NYCRR §§100.2; 175.6

Adopted: February 5, 2015
Revised and Adopted:

EXISTING POLICY

The Board of Education recognizes its responsibility to identify homeless children within the School District, encourage their enrollment and eliminate existing barriers to their education which may exist in School District practices. The Board of Education will provide that homeless children attending the schools in the School District with access to the same free and appropriate public education, including preschool education, as other children.

A “homeless child” is a child who lacks a fixed, regular, and adequate nighttime residence or who has a primary nighttime location in a public or private shelter designed to provide temporary living accommodations, or a place not designed for, or ordinarily used as, a regular sleeping accommodation for human beings. This definition also includes a child who shares the housing of others due to loss of housing, economic hardship, or similar reason; lives in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; lives in a car, park, public space or abandoned building, substandard housing, bus or train station or similar setting; has been abandoned in a hospital or is awaiting foster care placement; or is a migratory child who qualifies as homeless. An “unaccompanied youth” is a homeless child not in the physical custody of a parent or legal guardian.

A homeless child has the right to attend school in either the district of origin (i.e., where he/she resided before becoming homeless), the district of current location, or a district participating in a regional placement plan. The child is entitled to attend the designated school district on a tuition-free basis for the duration of his or her homelessness. If the child is relocated to temporary housing outside the School District, or to a different attendance zone or community school district within the School District, the child is entitled to continued attendance in the same school building until the end of the school year and for one additional year if that year constitutes the child’s terminal year in such building.

The Superintendent of Schools shall develop procedures necessary to expedite the homeless child’s access to the designated school. Such procedures shall include:

1. Admission: Upon designation, the School District shall immediately admit the homeless child to school, even if the child is unable to produce records normally required for enrollment, such as previous academic records, medical records, proof of residency or other documentation and even if there is a dispute with the child’s parents regarding school selection or enrollment.

Homeless children will have the same opportunity as other children to enroll in and succeed in the School District’s schools. They will not be placed in separate schools or programs based on their status as homeless.

2. Transportation: The School District shall provide transportation for homeless students currently residing within the School District as required by applicable law.
3. School Records: For homeless students attending school out of the School District, the School District shall, within five days of receipt of a request for records, forward a complete copy of the homeless child’s records including proof of age, academic records, evaluation, immunization records and guardianship paper, if applicable.

The Superintendent of Schools shall also designate a liaison for homeless children and ensure that this person is aware of his or her responsibilities under the law. The liaison's responsibilities shall include, but not be limited to, ensuring that:

1. parents or guardians of homeless children are informed of the educational and related opportunities available to their children and are provided with meaningful opportunities to participate in the education of their children;
2. parents and guardians and unaccompanied youth are fully informed of all transportation services available to them, and are assisted in accessing them;
3. enrollment disputes involving homeless children are promptly mediated and resolved;
4. school personnel in coordination with shelters and social service agencies and other appropriate entities identify homeless children, including homeless preschoolers;
5. homeless children receive educational services for which they are eligible, including Head Start and preschool services to which they are eligible, as well as referrals to health care and other appropriate services; and
6. public notice of educational rights of homeless children is disseminated where homeless children receive services, such as schools, family shelters and soup kitchens.

In accordance with law and regulation, the School District will offer a prompt dispute resolution process.

In accordance with Commissioner's regulations, the School District shall collect and transmit to the Commissioner information necessary to assess the educational needs of homeless children within the State.

Cross-ref: 5100 Student Attendance
5150 School Admissions
5152 Admission of Non-Resident Students

Ref: 42 USC §§11431, et seq.
Education Law §§ 305; 3202; 3209
Executive Law §§532-b; 532-e
Social Services Law §§17; 62; 397
8 NYCRR §§100.2; 175.6

Adopted: February 5, 2015

POLICY 9645

DISCLOSURE of WRONGFUL CONDUCT

REVISED POLICY

Policies Being Replaced	1) Policy 9645 Disclosure of Wrongful or Unlawful Conduct (Whistleblower Policy)
Reason for Revision	Updating substance of policy to align with current law

The Board of Education expects officers and employees of the School District to fulfill the public's trust and conduct himself/herself in an honorable manner, abiding by all School District policies and regulations and by all applicable state and federal laws and regulations.

However, when School District officers or employees know or have reasonable cause to believe that serious instances of wrongful conduct (e.g., mismanagement of School District resources, unethical behavior, violations of law or regulations, and/or abuse of authority) have occurred, they should report such wrongful conduct to the Board of Education or one of its designated officers.

The Board of Education shall at its annual reorganization meeting designate a Compliance Officer to receive and investigate complaints under Section 75-b of the Civil Service Law, commonly referred to as the "Whistleblower" statute. The District shall not dismiss, retaliate or take any other adverse personnel action against a public employee because the public employee, in good faith, discloses to a governmental body: (1) information regarding a violation of a law, rule, policy or regulation, which violation creates and presents a substantial and specific danger to the public health or safety; or (2) information concerning conduct which the employee reasonably believes to be true and reasonably believes constitutes wrongful or unlawful conduct by a public officer or employee. For purposes of the Policy, the term "wrongful conduct" shall be defined to include:

- theft of district money, property, or resources;
- misuse of authority for personal gain or other non-district purpose;
- fraud;
- actions that compromise the security and integrity of the School District's or state's testing program;
- violations of applicable federal, state or local law, rule or regulation; and/or
- violations of School District policy, regulation or procedure; and/or
- any potential wrongful or unlawful conduct, including a potential violation of a law, rule policy or regulation.

Prior to disclosing information to a governmental body pursuant to this policy, the public employee shall have first made a good faith effort to give to the School District's Compliance Officer the information to be disclosed and shall provide the School District's Compliance Officer with a reasonable period of time to conduct an investigation and to take appropriate action, unless there is an imminent and serious danger to the public health and safety.

In order to encourage the reporting of "wrongful or unlawful conduct" as defined herein, any individual who wishes to remain anonymous may send an anonymous report to the Superintendent of Schools or his or her designee.

Disclosure and Investigation

Employees and officers who know or have reasonable cause to believe that wrongful conduct has occurred shall report such mismanagement, fraud or abuse to the Superintendent of Schools,

the School Attorney or the Independent Auditor. Each of the Board-designated officers, upon receiving a report of alleged wrongful conduct, shall take immediate steps to conduct an investigation.

Staff members who suspect that a violation of state testing procedures has occurred shall report their concerns to the Building Principal, the Superintendent of Schools, or the State Education Department. Any Building Principal receiving such a report shall relay this information to the Superintendent of Schools.

The Superintendent of Schools, the School Attorney or the Independent Auditor shall maintain a written record of the allegation, conduct an investigation to ensure that the appropriate unit (auditors, police, SED, etc.) investigates the disclosure, and notify the Board of Education when appropriate to do so.

Except as otherwise provided in either state and/or federal law, the Board or its designated officer shall make all reasonable attempts to protect the identity of the employee making the disclosure in a confidential manner, as long as doing so does not interfere with conducting an investigation of the specific allegations or taking corrective action.

The School District shall not take adverse employment action against an employee who has notified the School District of wrongdoing, allowing the School District the opportunity to investigate and correct the misconduct.

Complaints of Reprisal

Any employee who has been subject to an adverse employment action based upon his or her prior disclosure of alleged or actual wrongful conduct may contest such action by filing a written complaint of reprisal with the Board of Education President. The Board of Education President, or his/her designee, will review the complaint expeditiously to determine:

- whether the complainant gave prior notice before making disclosure;
- whether the complainant made a disclosure of alleged wrongful conduct before an adverse employment action was taken;
- whether the responding party could reasonably have been construed to have had knowledge of the disclosure and the identity of the disclosing employee;
- whether complainant has in fact suffered an adverse employment action after having made the disclosure;
- whether the complainant alleges that adverse employment action occurred as a result of the disclosure.

The Board of Education, or its designee, shall conduct a full and fair investigation of the complaint. If the Board has delegated the investigation to a designee, such designee shall make proposed findings of fact and a recommendation directly to the Board of Education as to what relief, if any, he or she deems appropriate if he/she finds that complainant has been retaliated

against for disclosing information pursuant to this policy. If the designee determines that all of the above elements are present, he or she shall appoint a review officer or panel to investigate the claim and make a recommendation to the Board of Education. At the time of the appointment, the designee shall inform the complainant and the respondent, in writing, of:

- the intent to proceed with an investigation;
- the specific allegations to be investigated;
- the appointment of the review officer or panel; and
- the opportunity of each party to support or respond, in writing, to the allegation.

Once the review officer or panel has conducted a review and considers the investigation complete, the review officer or panel will notify the designee of its completion. From the date of the notice, the review officer will have thirty (30) days to report his or her findings and make any recommendations he or she deems appropriate to the designee. The designee, in conferral with the appropriate administrator, shall issue a letter of findings to both the complainant and the respondent.

The decision of the review officer or panel is binding.

Given the nature of the type of information shared pursuant to this policy and the serious ramifications that may result from a complaint, the School District recognizes that false accusations or wrongful or unlawful conduct can have serious effects of innocent people. Nothing in this policy is intended to interfere with legitimate employment decisions. All complaints filed pursuant to this policy will remain confidential to the extent possible and subject to applicable laws and relevant provision of collective bargaining agreements.

This policy shall be published in the employee handbooks, posted in employee lounges, and given to all employees with fiscal accounting and/or money handling responsibilities on an annual basis.

Cross Ref: 2160 School District Officer and Employee Code of Ethics
 9140 Staff Complaints and Grievances

Ref: Civil Service Law §75-b
 Labor Law §740
Adopted:

EXISTING POLICY

ROSLYN PUBLIC SCHOOLS

Roslyn, New York

POLICY #9645

DISCLOSURE OF WRONGFUL OR UNLAWFUL CONDUCT (Whistleblower Policy)

The Board of Education expects that its officers, trustees and employees will fulfill the public's trust and conduct themselves in a lawful, ethical and honest manner, consistent with all applicable laws, rules and regulations and all policies of the District.

The Board of Education shall at its annual reorganization meeting designate a Compliance Officer to receive and investigate complaints under Section 75-b of the Civil Service Law, commonly referred to as the "Whistleblower" statute. The District shall not dismiss, retaliate or take any other adverse personnel action against a public employee because the public employee, in good faith, discloses to a governmental body: (1) information regarding a violation of a law, rule, policy or regulation, which violation creates and presents a substantial and specific danger to the public health or safety; or (2) information concerning conduct which the employee reasonably believes to be true and reasonably believes constitutes wrongful or unlawful document by a public officer or employee. For purposes of the Policy, the term "wrongful or unlawful conduct" shall be defined to include, but not be limited to the following:

- (a) theft of district money, property, or resources;
- (b) misuse of authority for personal gain or other non-district purpose;
- (c) fraud;
- (d) violations of applicable federal, state or local law, rule or regulation;
- (e) violations of District policy, regulation or procedure; and/or
- (f) any potential wrongful or unlawful conduct, including a potential violation of a law, rule policy or regulation.

Prior to disclosing information to a governmental body pursuant to this Policy, the public employee shall have first made a good faith effort to give to the District's Compliance Officer the information to be disclosed and shall provide the District's Compliance Officer with a reasonable period of time to conduct an investigation and to take appropriate action, unless there is an imminent and serious danger to the public health and safety.

In order to encourage the reporting of "wrongful or unlawful conduct" as defined herein, any individual who wishes to remain anonymous may call the "Whistleblower Hotline" or send an anonymous report to the District's Compliance Officer. Such reports may be sent to the District Clerk.

POLICY #9645

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Upon obtaining information pursuant to this Policy, the District's Compliance Officer shall take immediate steps to conduct an investigation into the alleged violation and to report his/her findings and conclusions directly to the Board of Education.

Any public employee who believes that he/she has been subjected to an adverse employment action based upon his or her disclosure of alleged or actual wrongful or unlawful conduct may contest such action by filing a written complaint of reprisal with the Board of Education. The Board of Education, or its designee, will review the complaint to determine:

- (a) whether the complainant gave prior notice before making disclosure;
- (b) whether the complainant made a disclosure of alleged wrongful conduct before an adverse employment action was taken;
- (c) whether complainant has in fact suffered an adverse employment action after having made the disclosure;
- (d) whether such disclosure constituted the primary or motivating factor for such adverse employment action.

The Board of Education, or its designee, shall conduct a full and fair investigation of the complaint. If the Board has delegated the investigation to a designee, such designee shall make proposed findings of fact and a recommendation directly to the Board of Education as to what relief, if any, he or she deems appropriate if he/she finds that complainant has been retaliated against for disclosing information pursuant to this Policy.

All complaints filed pursuant to this Policy will remain confidential to the extent possible and subject to applicable laws and relevant provision of collective bargaining agreements.

Given the nature of the type of information shared pursuant to this Policy and the serious ramifications that may result from a complaint, the District recognizes that false accusations of wrongful or unlawful conduct can have serious effects on innocent people.

This policy shall be published in the District's Policy Book and on the District's website, and shall be posted in employee lounges, and given to all employees annually.

/clb

Adopted: October, 2009

**ROSLYN PUBLIC SCHOOLS
BOARD OF EDUCATION MEETING**

**AGENDA ADDENDUM
Thursday, March 26, 2020**

BUSINESS/FINANCE:

- B.1. BE IT RESOLVED**, that the Board of Education authorizes the District to enter into an inter-municipal agreement with any school district(s) located in Nassau County hosting Emergency Child Care Programs for children of first responders and medical personnel through Scope Education Services;

BE IT FURTHER RESOLVED that the Board of Education authorizes the President of the Board of Education or the Superintendent of Schools to execute the inter-municipal agreement(s) with any Host School District located in Nassau County on behalf of the Board of Education.

- B.2. BE IT RESOLVED**, that the Board of Education authorizes the District to enter into an agreement with Scope Education Services for Emergency Child Care Program for children of first responders and medical personnel residing in the District; and

BE IT FURTHER RESOLVED that the Board of Education authorizes the President of the Board of Education or the Superintendent of Schools to execute this Agreement on behalf of the Board of Education.