

ROOSEVELT UNION FREE SCHOOL DISTRICT

**School Improvement Grants Application
Section 1003(g) of the
Elementary and Secondary Education Act**

New York State Education Department
 LEA School Improvement Grant Application, FY 2010
 Under 1003 (g) of the Elementary and Secondary Education Act of 1965

**School Improvement Grants
 Application**

**Section 1003(g) of the
 Elementary and Secondary Education Act**

Cover Page

LEA BEDS Code

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District: Roosevelt Union Free School District	
Address: 335 E. Clinton Ave. Roosevelt, New York 11570	
Contact Person: Dr. Marianna Steele, Assistant Superintendent for Curriculum and Instruction	Telephone: 516-345-7006
Address of Contact: 335 E. Clinton Avenue Roosevelt, NY 11575	
E-mail Address: <u>msteele@rooseveltufsd.com</u>	Fax: 516- 345-7321

<p>I hereby certify that I am the applicant's chief school/administrative officer and that the information contained in this application is, to the best of my knowledge, complete and accurate. I further certify, to the best of my knowledge, that any ensuing program and activity will be conducted in accordance with all applicable Federal and State laws and regulations, application guidelines and instructions, Assurances, Certifications, Appendix A, and that the requested budget amounts are necessary for the implementation of this project. It is understood by the applicant that this application constitutes an offer and, if accepted by the NYS Education Department or renegotiated to acceptance, will form a binding agreement. It is also understood by the applicant that immediate</p>	
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written notice will be provided to the grant program office if at any time the applicant learns that its certification was erroneous when submitted or has become erroneous by reason of changed circumstances.	
Authorized Signature of Chief School Officer (in blue ink)	
Typed Name: Robert Wayne Harris	Date: May 6, 2011

General Information

Eligible Applicants

This grant is open to Local Education Agencies (LEAs) receiving Title I, Part A serving one or more of the 67 identified Tier I and II persistently lowest-achieving schools in the State. Although LEAs are required to identify Tier III schools that they commit to serve within this application, SED will prioritize funding for Tier I and Tier II schools. SED does not anticipate funding Tier III schools unless additional monies become available and/or all Tier I and Tier II schools that LEAs have the capacity to serve are funded fully. Priority will be given to LEAs that commit to serve all identified Tier I and Tier II schools, and that demonstrate through their application the strongest commitment and capacity to fully implement the four intervention models and raise student achievement. Please see Commissioner Steiner's Press Release regarding Persistently Lowest-Achieving Schools, at <http://www.oms.nysed.gov/press/PersistentlyLowestAchievingAndSURRDec2010.html> for the complete list of schools.

Funds Available and Award Amounts

LEAs with Tier I and II schools will be able to receive up to \$2 million per school annually to implement a model selected by the LEA and approved by the New York State Education Department (NYSED). SED does not anticipate funding Tier III schools unless additional monies become available and/or all Tier I and Tier II schools that LEAs have the capacity to serve are funded fully. This funding is contingent on the LEA's capacity to implement the selected models and an approved application and budget that includes sufficient funds to implement the selected intervention model fully and effectively in each school. Each grant will be renewable based upon demonstrated success in at least one of the following areas:

- Progress towards meeting achievement goals;
- Progress shown through leading indicators; and/or
- Fidelity of implementation of required model actions.

Funding Period

The proposed funding period is anticipated to be July 1, 2011 through September 30, 2014. Based on USED guidance, awards must be made before July 31, 2011.

Expectations

Through the SIG program, the USED requires State educational agencies (SEAs) to prioritize funding to local educational agencies (LEAs) with the lowest-achieving schools that have the

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greatest need and demonstrate the strongest commitment to use the funds to significantly raise the achievement of their students. It is USED's expectation that SIG funds are used for the implementation of one of four rigorous school intervention models—turnaround, restart, school closure, and transformation—in each persistently lowest-achieving school.

Models

The New York State Education Department will provide LEAs with SIG grants under 1003(g) to facilitate implementation of one of the following four school intervention models in Tier I and Tier II schools:

- Turnaround:** Phase out and replace the school with a new school(s) or completely redesign the school, including replacing the principal and at least half the staff.
- Restart Model:** Either convert a school to a charter school or replace a public school with a new charter school that will serve the students who would have attended the public school. Under certain circumstances, districts may also enter into contracts with the City University of New York or the State University of New York for them to manage public schools.
- ✓ **Transformation:** Similar to the turnaround model, but with a requirement for an evaluation of staff effectiveness developed by the LEA in collaboration with teachers and principals that takes into account data on student growth, multiple observation-based assessments, and portfolios of professional activities. Evaluations would serve as the basis for rewarding effective teachers and removing ineffective teachers after ample professional development opportunities. A school that opts for a transformation model does not close but rather remains identified as persistently lowest-achieving until it demonstrates improved academic results.
- School closure:** Close the school and enroll the students who attended the school in higher achieving schools in the LEA.

For the USDOE description of each of the models, please see:
<http://www.oms.nysed.gov/press/ATTAUSDOETurnaroundModels.2010.htm>

Definitions

LEA - Local Education Agency, typically a public school district or charter school.
SEA - State Education Agency

Tier I, II and III schools - The USED requires each SEA to identify three tiers of schools:

- **Tier I** schools: any Title I that has been identified as persistently lowest-achieving;
- **Tier II** schools: any secondary school that is eligible for but does not receive Title I, Part A funds that has been identified as persistently lowest-achieving;
- **Tier III** schools: any Title I school in improvement, corrective action, or restructuring that is not a Tier I school.

Leading Indicators- detailed in section III of the final requirements, these are the school-level data that must be annually reported to the SEA:

1. Number of minutes within the school year;

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2. Student participation rate on State assessments in reading/language arts and in mathematics, by student subgroup;
3. Dropout rate;
4. Student attendance rate;
5. Number and percentage of students completing advanced coursework (e.g., AP/IB), early-college high schools, or dual enrollment classes;
6. Discipline incidents;
7. Truants;
8. Distribution of teachers by performance level on an LEA's teacher evaluation system; and
9. Teacher attendance rate.

Increased learning time- (A-18 & 19, Guidance on School Improvement Grants): "Increased learning time" means using a longer school day, week, or year schedule to significantly increase the total number of school hours to include additional time for (a) instruction in core academic subjects including English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography; (b) instruction in other subjects and enrichment activities that contribute to a well-rounded education, including, for example, physical education, service learning, and experiential and work-based learning opportunities that are provided by partnering, as appropriate, with other organizations; and (c) teachers to collaborate, plan, and engage in professional development within and across grades and subjects.

Extending learning into before- and after-school hours can be difficult to implement effectively, but is permissible under this definition, although the Department encourages LEAs to closely integrate and coordinate academic work between in school and out of school. To satisfy the requirements in Section I.A.2(a)(1)(viii) of the turnaround model and Section I.A.2(d)(3)(i)(A) of the transformation model for providing increased learning time, a before- or after-school instructional program must be available to all students in the school.

Job-embedded professional development- professional learning that occurs at a school as educators engage in their daily work activities. It is closely connected to what teachers are asked to do in the classroom so that the skills and knowledge gained from such learning can be immediately transferred to classroom instructional practices. Job-embedded professional development is usually characterized by the following:

- It occurs on a regular basis (e.g., daily or weekly);
- It is aligned with academic standards, school curricula, and school improvement goals;
- It involves educators working together collaboratively and is often facilitated by school instructional leaders or school-based professional development coaches or mentors;
- It requires active engagement rather than passive learning by participants; and
- It focuses on understanding what and how students are learning and on how to address students' learning needs, including reviewing student work and achievement data and collaboratively planning, testing, and adjusting instructional strategies, formative assessments, and materials based on such data.

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Job-embedded professional development can take many forms, including, but not limited to, classroom coaching, structured common planning time, meetings with mentors, consultation with outside experts, and observations of classroom practice.

When implemented as part of a turnaround model, job-embedded professional development must be designed with school staff.

Pre-implementation activities - activities that an LEA may carry out using SIG funds in the spring or summer prior to full implementation. Funds for activities that are designed to prepare for full implementation in the 2011-2012 school year come from the LEA's first year SIG grant, which may be no more than \$2 million per school being served with SIG funds. Therefore, the LEA needs to be thoughtful and deliberate when developing its budget. Some examples of possible pre-implementation activities include activities focused on family and community engagement, a rigorous review of external providers, recruitment of staff, selection and implementation of instructional programs, professional development and support for staff, and activities that increase school and district capacity in the areas of data gathering and analysis. As with all SIG funds, funds used for pre-implementation activities may not be used to supplant non-Federal funds. An LEA must continue to provide all non-Federal funds that would have been provided to the school in the absence of SIG funds.

Rule of 9- An LEA with nine or more Tier I and Tier II schools, including both schools that are being served with FY 2009 SIG funds and schools that are eligible to receive FY 2010 SIG funds, may not implement the transformation model in more than 50 percent of those schools. See section II.A.2(b) of the final requirements. Given that the cap only applies to an LEA with nine or more Tier I and Tier II schools, an LEA with, for example, four Tier I schools and four Tier II schools, for a total of eight Tier I and Tier II schools, would not be impacted by the cap. However, an LEA with, for example, seven Tier I schools and two Tier II schools, for a total of nine Tier I and Tier II schools, would be impacted by the cap. Thus, continuing the prior example, the LEA with seven Tier I schools and two Tier II schools would be able to implement the transformation model in no more than four of those schools. For example, for FY 2009, LEA 1 had seven Tier I schools and two Tier II schools, so it was impacted by the cap. Using FY 2009 SIG funds, it implemented the transformation model in four of those schools. For FY 2010, LEA 1 has two additional Tier I schools and two additional Tier II schools, so it now has a total of 13 Tier I and Tier II schools, which means it may implement the transformation model in a total of six schools, or two schools in addition to those that are being served with FY 2009 funds.

Additional Information or Assistance

For additional information or assistance, please see:

- New York Education Department Field Guidance Memorandum regarding School Improvement Grants 1003(g), posted at : <http://www.p12.nysed.gov/accountability/memos.html>
- New York State Education Department's Race to the Top Application, posted at: <http://usny.nysed.gov/rttt/>
- USDOE Guidance on School Improvement Grants, at: <http://www2.ed.gov/programs/sif/faq.html>.

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If you have any questions regarding the application, please contact:

**Roberto Reyes
Title I Director
rreyes@mail.nysed.gov
518-473-0295**

Application Format

Directions for completion of the application materials should be carefully read and followed. The Application has 9 sections:

1. Application Cover Sheet
2. Assurances and Waivers Form
3. Section A: Schools to be served list
4. Section B: Descriptive Information
5. Appendix A: Baseline Data- This must be completed for each school the LEA commits to serve
6. Appendix B: Model Implementation Form- This must be completed for each school the LEA commits to serve
7. Appendix C: Consultation and Collaboration Form
8. Appendix D: Suggested Language for Commitment Letter regarding Education Law 3012-c
9. Budget Narrative: School Level Activities
10. Budget Narrative: LEA Level Activities
11. Budget, FS-10

Applicants should use the attached rubrics (Overall LEA Application Rubric and Model Implementation Plan Rubric) to complete the application, and ensure that the quality of the application meets expectations.

Application Submission Due Date

Grant applications are due to the New York State Education Department by **April 30th, 2011**.

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Assurances (specific to School Improvement Grant)

The LEA must assure that it will—

1. Use its School Improvement Grant to implement fully and effectively an intervention in each Tier I and Tier II school that the LEA commits to serve consistent with the final requirements;
2. Establish annual goals for student achievement on the State’s assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final requirements in order to monitor each Tier I and Tier II school that it serves with school improvement funds, and establish goals (approved by the SEA) to hold accountable its Tier III schools that receive school improvement funds;
3. If it implements a restart model in a Tier I or Tier II school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements; and
4. Report to the SEA the school-level data required under section III of the final requirements:
 - a. Number of minutes within the school year;
 - b. Student participation rate on State assessments in reading/language arts and in mathematics, by student subgroup;
 - c. Dropout rate;
 - d. Student attendance rate;
 - e. Number and percentage of students completing advanced coursework (e.g., AP/IB), early-college high schools, or dual enrollment classes;
 - f. Discipline incidents; Peer Mediation; Small Group counseling
 - g. Truants;
 - h. Distribution of teachers by performance level on an LEA’s teacher evaluation system; and APPR
 - i. Teacher attendance rate.

Waivers

The LEA must check each waiver that the LEA will implement. If the LEA does not intend to implement the waiver with respect to each applicable school, the LEA must indicate for which schools it will implement the waiver.

- Extending the period of availability of school improvement funds.
- “Starting over” in the school improvement timeline for Tier I and Tier II Title I participating schools implementing a turnaround or restart model.
- Implementing a schoolwide program in a Tier I or Tier II Title I participating school that does not meet the 40 percent poverty eligibility threshold.

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Section B: Descriptive Information

Directions: When completing this section, LEAs should refer to the Overall LEA SIG Application Rubric, to ensure quality responses.

1. Describe the capacity of the LEA to implement one of the four models in each Tier I and Tier II school that the LEA has committed to serve. In order to demonstrate capacity, LEAs must provide a letter signed by union and district representatives committing to the creation of a teacher evaluation system as required by New York State Education Law 3012-c, with 20% of the evaluation based upon student growth on state assessments, and 20% based upon locally determined student achievement assessments (see Appendix D for suggested language). In addition, LEAs may also demonstrate capacity to fully implement the four models through taking the following actions :
 - Submission of any revised collective bargaining agreements that support full implementation of models or a jointly signed letter indicating the status of discussions.
 - Hiring a fulltime School Implementation Manager (SIM) for each PLA school. A SIM will be equivalent to an assistant principal and will assume most non-instructional responsibilities in the school.
 - Requiring Principals of PLA schools to complete training focused on strategies for implementation of chosen models.
 - Establishing an LEA Turnaround Office or Officers to manage the school-level implementation of the models and coordinate with NYSED.
 - Adding at least one period of instructional time per day and/or extending school year for each PLA school.
 - Providing each teacher in PLA schools, 90 minutes of time dedicated to professional learning communities.
 - Providing at least 10 days of site-based training each school year for all teachers in PLA schools.
 - Providing training to new teachers that join PLA schools after the implementation of the model has begun and throughout the three year grant period.
 - Identifying partner organizations and the role that they will play in supporting implementation of a model.

In addition, the LEA should indicate that it has the ability to get the basic elements of its selected models up and running by the beginning of the 2010 – 2011 school year. If the LEA asserts that it does not have the capacity to implement one of the four models in each Tier I and II school that has been identified , the LEA must submit in this section a detailed explanation of the specific reasons that it lacks capacity.

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Describe the capacity of the LEA to implement one of the four models in each Tier I and Tier II school that the LEA has committed to serve.

Transformation Capacity at Roosevelt High School

Two needs assessments conducted in 2010, first by the Center for Secondary School Redesign (CSSR) and second by the Joint Intervention Team, concluded that Roosevelt High School, a Persistently Low-Achieving school (PLA) in the Roosevelt Union Free School District (RUFSD), must do the following in order to improve instruction and student achievement and ultimately achieve removal from the PLA list:

- increase rigor in the curriculum and improve instructional methods in English Language Arts (ELA), social studies, math, and science;
- motivate students to attend school regularly;
- address high student drop-out rates;
- better track individual student credit accumulation with timely intervention for struggling students;
- provide increased opportunities for credit recovery with a special focus on the needs of ELL students;
- build the capacity of staff to analyze student data and differentiate instruction to meet the individual needs of students; and
- address student behavior/discipline issues.

The Transformation Model best addresses these needs because it gives Roosevelt High School practitioners the opportunity to develop and implement a comprehensive reform plan that will respond to each of these identified needs, while also putting in place a new evaluation tool for teachers and the principal designed to impact instruction and raise accountability.

Steps Taken in 2010-11:

During the 2010-11 school year, RHS and RUFSD made numerous strides to lay the foundation for the full-scale implementation of the Transformation Model starting in the fall of 2011.

First, RUFSD hired a new high school principal, Dr. Stephen Strachan, to lead the transformation of Roosevelt High School. Dr. Strachan is known for his work leading the successful school-wide transformation of Jordan High School in Los Angeles County into Smaller Learning Communities, which positively impacted student academic outcomes, attendance, parent and community involvement, and school culture overall.

Also in 2010-11, RUFSD received a 1003(a) grant in the amount of \$300,000 from the New York State Department of Education to build the capacity to implement the Transformation Model at Roosevelt High. These funds assisted the school in launching a comprehensive Professional Development Plan onsite. Teachers worked in common planning teams to develop instructional units, learn research-based instructional strategies for teaching in an extended period, and write standards-based instructional units using the "Understanding by Design," model. Under Dr. Strachan's direction, the Curriculum Council (consisting of administration, department chairs, lead teachers, and the

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director of guidance counseling) participated in a workshop at Princeton University on lesson planning protocol, which it now uses in cross training staff.

The Center for Secondary School Redesign (CSSR) came on board in 2010-11 as the technical service provider to assist the Curriculum Council's efforts. CSSR has been working with high school leadership to provide job-embedded workshops and form Professional Learning Communities (PLCs) to enhance collaboration around student outcomes.

The job-embedded professional development is a three-tier model in which CSSR coaches work with school administration, the Curriculum Council, and classroom teachers. In the classroom, this takes the form of working with teachers by co-teaching and/or modeling lessons. In the newly-formed PLCs, teacher teams studied best practices (see attached) in response to staff survey requests to learn more about how to implement best practices in the classroom.

In addition, the Curriculum Council and administration participate in regular workshops through CSSR designed to enhance their leadership skills and ability to support teachers as they lead RHS through school-wide transformation. The Curriculum Council meets monthly to ensure the sustainability of Transformation efforts, with foci including analyzing student data, building and working in PLCs, and creating a priority matrix to prepare for the implementation of Transformation Model strategies. This process has resulted in the development of meeting protocols and a communication plan for sharing information with the rest of the RHS team. In May, the Curriculum Council will participate in a workshop on the Advanced Three Minute Walkthrough, a technique for providing teachers feedback on instruction, thereby facilitating behavioral change.

Under the Transformation model, Roosevelt High School will continue the reforms listed above as well as launch new initiatives—such as restructuring staff evaluation and creating an effective Response-to-Intervention model for identified students—as part of a comprehensive plan to effect long-term, sustainable change at Roosevelt High School. This application describes a 3-year implementation plan to achieve the goals of the needs assessments as well as to meet the requirements of the Transformation Model. Much of the foundational work took place in 2010-11 under the direction of a strong leadership team and with commitments by Roosevelt High School stakeholders, the RUFSD, and the SEA. Emerging positive performance trends—for example, improved classroom instruction as evidenced by data collected in walk-throughs by District staff, RHS leadership, and CSSR school change coaches—indicate that Roosevelt High School not only has the capacity to implement and sustain the critical dimensions of the Transformation Model, but that it has also begun to do so with promising results.

LEA Leadership and Support

Superintendent Robert-Wayne Harris was appointed four years ago by the Commissioner of Education to lead the Roosevelt Union Free School District, one of the most challenged and controversial school districts in New York State, with charges to reform the educational program, improve academic performance, and restore the financial stability of the District. To accomplish these goals, the Superintendent put a comprehensive 5-year plan in place to ensure student success in elementary

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through high school. His vision include setting high expectations for student success, establishing accountability measures for all staff, creating effective working relationships with politicians and local government officials, and educating and involving the community concerning school matters. During his four years as Superintendent, three RUFSD elementary schools were designated as in “Good Standing” by the State Department of Education and the middle school was removed from the Schools Under Registration Review (SURR) list.

Superintendent Harris will directly oversee Principal Strachan in the implementation of the Transformation Model at Roosevelt High School, with certain supervisory responsibilities delegated to members of his Cabinet. In addition to the High School Principal, leaders who have (and have had) significant influence and responsibility for school improvement efforts under the leadership of the Superintendent include Dr. Marianna Steele, Assistant Superintendent for Curriculum and Instruction, and Roxanne Garcia France, Assistant Superintendent for Educational Services. Under the Transformation Model, Dr. Steele will guide the district’s implementation to fully and effectively address the selected interventions, resources, and supports. Ms. France will oversee school data. Dr. Strachan will provide technical assistance and direction to the School Improvement Manager.

Other members of the Superintendent’s Administrative Council and Cabinet involved in this process include the Assistant Superintendent for Human Resources and Professional Development, the Director of Pupil Personnel Services, the Director of Funded Programs and Grants, the Coordinator of ESL/LOTE, and the Director of Guidance. The District has the resources and the commitment to ensure the successful and sustainable implementation of the Transformation Model at Roosevelt High.

Collective Bargaining Agreement:

The Roosevelt Union Free School District (RUFSD) and the Roosevelt Teacher’s Association (RTA) have been working closely to develop the APPR evaluation and to ensure compliance with SIG application requirements. (See Appendix). **A copy of a letter indicating agreement between the district and union to revise the collective bargaining agreement is included. Meetings have been ongoing with the Roosevelt Teachers Association, legal counsel, Central office administrators, and the Board of Education to review contract. At this time the contract language has been revised and changed in old contract and sent out for printing.**

School Implementation Manager (SIM)

RUFSD has created a job description to hire a School Implementation Manager (SIM) effective July 1, 2011 (see attached). The SIM will serve in the capacity of an Assistant Principal at Roosevelt High School, assuming non-instructional responsibilities including planning/organizing events and initiatives with community and college partners, conducting classroom walk-throughs, collecting and communicating school data, coordinating the conversion of the comprehensive high school to Smaller Learning Communities (SLCs), and assisting with initiatives to enhance student advisement, school themes, and college culture at RHS. The SIM will report regularly to both the Principal and the Assistant Superintendent of Curriculum and Instruction with any concerns that arise so that appropriate intervention and prompt resolution can take place. He or she will serve as the liaison between the District and the school, providing documentation of implementation to the District’s

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Transformation Office.

Transformation Training for School Leadership

The High School Principal and other school leadership team members are either scheduled to attend or have already attended several transformation-related professional development workshops, including:

- The Summer Institute at Harvard Graduate School of Education, which provides building-level administrators with the skills needed to redesign high schools, improve instruction, and ensure internal and external accountability. School leadership members are scheduled to attend the Institute this summer (2011), with annual attendance provided for under the Transformation Model.
- International Center for Leadership in Education (ICLE), which provides professional development centered on increasing the level of rigor, relevance and relationships in planning curriculum, instruction and assessment. ICLE also supports school staff with the integration of the P-12 Common Core Learning Standards adopted by the NYSED.
- U.S. Department of Education regional Transformation Models conference – The High School Principal anticipates attending this conference annually.
- The SIG Grant application workshop held on March 2, 2011.

Receipt of the SIG Grant will support continued (and required) professional development for school administration around Transformation for the duration of the grant.

LEA Transformation Management

RUFSD will utilize the Office of Curriculum and Instruction as the Transformation Office to manage the school-level implementation of the model and coordinate with NYSED. This office will be run by the Assistant Superintendent of Curriculum and Instruction.

Increased Instructional Time

During the 2010-11 school year, high school teachers and administrators collaborated to create a new block schedule (to be implemented starting in the fall of 2011). The new schedule increases time in core classes while reducing movement in the building, thereby decreasing disciplinary issues that can arise during class changes. The new block schedule also adds two class periods, one before school (7:00 AM) and one after school (until 3:30 PM), during which students can take part in Advanced Placement (AP) course offerings as well as college classes through the Smart Scholars Early College High School grant in conjunction with Old Westbury College. In total, available instructional minutes under the block schedule will increase from 70,920 to 84,600. Academic Intervention is also supported by the block schedule, which allows for a student advisory period two days a week in order to establish an early warning system for students who are struggling, either academically or socially/emotionally. (Starting in 2010-11, the provision of Academic Intervention Services for identified students was restructured to take place during the regular school day rather than before/after school in order to maximize students' access to extra help and support.) As a part of the professional development plan, teachers will be trained on best practices for teaching in a block schedule.

In addition to the new schedule, Roosevelt High School will extend the school year for all incoming

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9th graders beginning in summer of 2011. Incoming students will take part in a 3-week-long transition program designed to increase readiness for high school.

Professional Learning Communities (90 minutes for all teachers)

In 2010-11, 1003(a) grant funds were used to fund services by CSSR to build Professional Learning Communities (PLCs) among RHS staff. With the implementation of the new block schedule, teachers will have one block class per week dedicated to PLCs, during which they will engage in common planning, team identification of students' intervention needs, and professional development. (In addition, the traditionally operational-focused faculty and departmental meetings will also focus on instruction and school priorities, including identifying students who are at risk and creating an intervention pyramid to respond to those students in a timely manner.)

Site-Based Teacher Training (10 days/year)

Starting in the fall of 2011, teachers will participate in site-based training on a monthly basis, in addition to after-school and weekend trainings at the contractual rate. These trainings will be consistent with research-based strategies proven to improve student learning. Professional development will focus on the differentiation of instruction; using formative, interim, and summative assessments to guide individualized instruction; response to intervention; developing rigor, relevance, and relationships; and teaching in the block period. Teachers will also be trained by instructional coaches to develop a protocol for analyzing student work.

New Teacher Training

Teachers newly hired/assigned to the school will be paired with either a master teacher or chairperson who will communicate instructional priorities and school-wide initiatives. New teachers will be required to complete monthly classroom observations of teachers who have demonstrated success. They will participate in monthly workshops to support their transition into the teaching profession, in addition to participating in regularly-scheduled teacher professional development and PLC meetings.

Partner Organizations

The following partners will provide (or continue to provide) technical assistance in the implementation of the Transformation Model at Roosevelt High School:

- **Scholastic and the International Center of Education Leadership (ICLE)** – ICLE will provide professional development on increasing the level of rigor, relevance and relationships in planning curriculum, instruction and assessment at RHS. ICLE will also support school staff with the integration of the P-12 Common Core Learning Standards adopted by NYSED.
- **Nassau BOCES** – BOCES will provide administration and staff training in the use of student-based data, master scheduling, Power School Gradebook, and utilizing assessment to drive instruction. BOCES is also the summer school provider and supports the District with Regents testing services.

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- **New York University Technical Assistance Center on Disproportionality**- Teachers and administrators recently participated in a series of workshops on Disproportionality and the use of Culturally Responsive Teaching. As a part of the Transformation Model, NYU will assist in further developing and implementing the Response to Intervention Plan.
- **SMART Scholars ECHS Grant and Old Westbury College Partnership** – In 2010-11, Roosevelt High School received a NYSED grant for the SMART Scholars program, through which RHS teachers partner with Old Westbury College to offer students college-level courses on campus at RHS. The grant provides for teacher selection, evaluation, and professional development on college-level instruction and expectations by Old Westbury College. Student growth is monitored and evaluated on an ongoing basis. Following the example of successful early college high schools (ECHS), RHS administrators will participate in ECHS training through discussions with higher education partners and experts, a review of current literature, and on how to establish a vertically integrated, academically challenging course of study for all students.
- **CSSR**- The District and RHS chose CSSR to support the school with the development and implementation of Professional Learning Communities as part of the job-embedded professional development framework starting in the 2010-11 school year. CSSR has been working with three tiers of staff at the school—administration, the Curriculum Council, and classroom teachers. Under the Transformation Model, CSSR will continue work started this past year by providing technical assistance, coaching, and research-based professional development to the three tiers of RHS staff. For more information on CSSR, please see the section on Steps Taken in 2010-11.
- **University partners** - Other partners will include local area universities. Adelphi and Hofstra Universities will provide professional development focusing on Integrating Technology in the Curriculum and Developing Curricular Maps. Nassau Community College will come on board as a partner with the early college high school program.

Capacity to Implement in 2011-12:

Under the leadership of Superintendent Harris and with support from the New York State Department of Education through the award of the 1003(a) planning grant, RUFSD and RHS have made the necessary foundational steps and are prepared to fully implement the initiatives required in the Transformation Model at Roosevelt High School starting in the 2011-12 school year.

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Section B: Descriptive Information (cont.)

2. **Describe any obstacles (ex: collective bargaining, lack of professional staff, etc.) the LEA faces in implementing the four models in identified schools. Describe the LEA's plan for addressing these obstacles, including specific activities, responsible personnel and expected timeline for overcoming the obstacles.**

While some obstacles remain for Roosevelt High School to overcome progress is being made, specifically related to process. The District and the Roosevelt Teacher Association are working diligently and are committed to reach an agreement on the teacher and principal evaluation tool. Under this agreement, which specifically applies to the Transformation school, the key parties have committed to negotiating a further agreement that will allow for implementation of all aspects of the new teacher evaluation law. This process is expected to be completed and an agreement reached by December of 2011. It is important to note that there is a new evaluation tool that is being piloted for the 2011-12 school year in the school district as we continue to negotiate on a final agreed upon version. A sample of that tool is included in the appendix of this document. **The District is contracting with Larry Aronstein and Associates to develop the evaluation tool. The District will also receive the services of Nassau BOCES Network team to receive training on APPR. The District is researching OSAY which is a component of Mylearningplan.com to maintain APPR data.**

Capital and Personnel Resources: Fiscal uncertainty is also an obstacle for the high school. During the 2010-2011 school year the District lost 6 million dollars from the budget due to fiscal constraints at the State level. This loss in funding will result in the loss of some essential staff to the high school and stands to threaten critical school wide programs. The school and the District is working to ensure that budgets reflect student needs and the Grants Office has supported the schools with pursuing grant opportunities to supplement key instructional programs at the high school . Cuts that are made are monitored to not adversely affect the school instructional program. The school district cannot provide the high school with the appropriate staffing to support all academic, social, and emotional deficit areas for student needs. The SIG addresses some staffing and program needs. Based on JIT Report, central office administration and building level administration will assess existing programs for efficacy and continuation. This process will be completed by January 2012. Stability of school administration has also been an obstacle for the high school. The school has had three principals' in the last three years. There is a consensus from the central office to continue to increase site-level support to stabilize site administration. **The District has provided all staff necessary for instructional programs utilizing grant funding to secure positions. The additional staff needed to support the implementation of the SIG Model is written into this plan.**

Community and Parental involvement is another obstacle for the District as we are challenged with non-academic barriers to learning. For example, there are a number of gangs in the community and a significant number of our parents from the Hispanic ethnic group are non high school graduates .However, the school and the District are making a diligent effort to engage the school community with timely notification of schools services and programs. Literature is sent home in all languages of our school community. The District has also developed a new school web-site to keep stakeholders informed of school district initiatives and goals. The District has had several Town Hall Meetings in

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an effort to involve the RUFSD community in the decision making process. There are a number of faith and community-based organizations, health clinics, other State and local agencies to create a safe school environment that meets students' social, emotional, and health needs that will increase student attendance and active participation in school day and after school instructional activities.

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Section B: Descriptive Information (cont.)

3. Describe any LEA level activities or services (including establishing operating conditions, planning, implementation, and monitoring) that will support the implementation of the four models in identified schools. Provide a timeline of these activities that extends over the three yearnttion activities. Identify who will be responsible within the LEA for these activities, and include a description of their specific duties.

The District will provide technical assistance through walkthroughs, the oversight of the SIM with the HS Principal, updates to the BOE, and Superintendent. Other areas of oversight will include monitoring attendance at Professional development workshops, meetings with consultants, review of evaluations and feedback from Professional development, meetings with HS Principal and Administrative team as needed. Student achievement will be monitored through, report cards, AIS, etc.

The High School will use consultants to provide job-embedded professional development. Consultants will meet with the Administrative Team to coordinate their efforts and ensure that duplication of training is not occurring. The SIM will monitor the activities of each consultant by collecting their presentations, and agenda and materials. All consultants will be required to make presentations at Board of Education meetings discussing the outcomes of their work with teachers.

322LEA level Activities for Tier I and II Schools

Type of Activity/Description	Timeline	Persons Responsible	Description of duties
Communicating the NYSED designation of the High School to the community and the Board of Education	Annual Meetings Sept. 2011, Sept. 2012, Sept. 2013	Superintendent of Schools Assistant Superintend of Curriculum and Instruction Director of Grants and Funded Programs HS Principal	Newsletters Board of Education Meetings Superintendent's Conference Days District Website
Ongoing discussions with all appropriate constituencies to review school data, student Achievement data.	Monthly, Quarterly and Annual Meetings beginning Sept. 2011, Sept. 2012, Sept. 2013	Principal Department Chairpersons Teachers, Lead Teachers	Faculty Meetings Departmental Meetings Parent Advisory Council
On-Going Model Schools	Summer 2011- 2012	Superintendent of	Present at

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Visits by RHS Staff		Schools HS Principal	Administrative Retreat faculty meetings Superintendent Conference
Selection and hiring of school improvement manager. Annual Evaluation of SIM Effectiveness.	Fall 2011-2012	Superintendent of Schools Asst. Supt. of Curriculum and Instruction High School Principal and Site committee	Advertise the position Interview Candidates Select candidates for Board of Education approval Monitor the Implementation of the Transformation School Model
Negotiations between RUFSD and RTA leaders to reach an agreement on a new system for the evaluation of teachers and Principal.	May 2011- December 2011	Superintendent of Schools Asst. Superintendent of Human Resources RTA Representation	Scheduled Meetings Changes to the contractual agreement language
Facilitate necessary procurement processes for vendors and agencies that will be engaged in support of Transformation schools	July 2011-June 2012	Superintendent of Schools High School Principal Director of Business	Enable school and the District to contract the services of partners (vendors/agencies, nonprofit organizations) that can provide research-based, innovative programs and activities for Transformation schools, through proper Standard Operating Procedures
Monitoring of SIG Students	June 2012, Sept.	SIG Writing Team	Committees will

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Achievement Benchmarks and Goals	2012, Dec. 2012, June 2013	Asst. Supt. of Curriculum and Instruction Director of Grants School Implementation Manager	ensure school is making required progress on goals and benchmarks. Necessary adjustments will be made as needed to meet established benchmarks.
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CONTINUED PROPOSED TIMELINE OF SERVICES

GOAL	ACTIVITIES/ SERVICES	2011-2012				2012-2013				2013-14			
		SUMMER	FALL	WINTER	SPRING	SUMMER	FALL	WINTER	SPRING	SUMMER	FALL	WINTER	SPRING
1. SCHOOL WIDE RESTRUCTING	SIM Selection and Hire	✓											
	SLC School Identity – Research	✓	✓	✓	✓								
	Implement Small Learning Community						✓						
	Marketing campaign for SLC			✓									
	SLC Student Recruitment Selection			✓									

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Recruit Partners for SLC				✓									
Staff Recruitment and Training				✓									
Open house – Spring 2012				✓				✓					✓
Supporting AIS in all Content Areas	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Developing and using student and teacher assessment data	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Teaching strategies for time on task in Block Schedule	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Professional learning communities For teachers. Common Planning Time	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Implementation of a new bell schedule		✓											
Creating common assessments/UbD		✓					✓				✓		

**Persons Responsible:
Principal, Dr. Steele , Curriculum Council, SIM**

CONTINUED PROPOSED TIMELINE OF SERVICES

GOAL	ACTIVITIES/ SERVICES	2011-2012				2012-2013				2013-14			
		SUMMER	FALL	WINTER	SPRING	SUMMER	FALL	WINTER	SPRING	SUMMER	FALL	WINTER	SPRING
	Supporting all Learners	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Infusing Technology into the curriculum	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

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2. ACADEMIC RIGOR AND STUDENT ACHIEVEMENT	9th Grade transition – Summer 2011	✓				✓				✓			
	Expansion of AP Courses		✓										
	Implementation Pathways Program (Nassau CC)		✓										
	Increase Before and After school Classes		✓				✓				✓		
	Implementation of Advisory Periods					✓							
	Princeton Review for ACT and SAT		✓				✓				✓		
	Spring Board Pre-AP				✓				✓				✓
	Saturday Regents Prep		✓		✓		✓		✓		✓		✓
Persons Responsible Principal, Department Chairs/ Lead Teachers , SIM, Instructional Coaches													
3. SOCIAL - EMOTIONAL	Annual School climate survey		✓		✓		✓		✓		✓		✓
	Parent Workshops	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Bulling Prevention		✓		✓		✓		✓		✓		✓

GOAL	ACTIVITIES/ SERVICES	2011-2012				2012-2013				2013-14			
		SUMMER	FALL	WINTER	SPRING	SUMMER	FALL	WINTER	SPRING	SUMMER	FALL	WINTER	SPRING

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4. BUILDING PROFESSIONAL CAPACITY	Embedded Professional Development for Staff		✓			✓				✓			
	Common Planning Time		✓	✓	✓		✓	✓	✓		✓	✓	✓
	Vertical training High School and Middle School Teachers		✓			✓				✓			
	Harvard Institute School Administration	✓				✓				✓			
	Teaching in the Block Schedule	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Cultural Responsive Teaching	✓	✓					✓	✓				✓
Persons Responsible: Principal, Curriculum Council, Instructional Coaches													

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Section B: Descriptive Information (cont.)

4. For each Tier I and Tier II school that the LEA commits to serve, please complete the baseline data chart (Appendix A) and appropriate LEA Model Implementation Plan (Appendix B). When completing the LEA Model Implementation Plan, LEAs should refer to the Model Implementation Plan Rubric, to ensure quality responses.

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Section B: Descriptive Information (cont.)

5. Describe the annual goals the LEA has established for monitoring student achievement on the State's assessments in reading/language arts and mathematics and/or annual goals the LEA has established for graduation rate in Tier I and II schools that receive school improvement funds. Additionally, please include annual goals for the leading indicators listed on page 18. Describe the LEA's plan for assessing school progress on meeting those goals, and for monitoring the implementation of the four models.

An LEA's annual ELA, math and graduation goals should be designed so that a school that achieves them each year will no longer be persistently lowest achieving within three years. Please see NYSED guidance on setting goals for persistently lowest achieving schools at <http://www.p12.nysed.gov/accountability/memos.html>.

Note that the determination of whether a school meets the goals for student achievement established by the LEA is in addition to the determination of whether the school makes AYP as required by section 1111(b)(2) of the ESEA. In other words, each LEA receiving SIG funds must monitor the Tier I and Tier II schools it is serving to determine whether they have met the LEA's annual goals for student achievement and must also comply with its obligations for making accountability determinations under section 1111(b)(2) of the ESEA.

Goals for Leading Indicators

- **Development of Common Assessments and Backward Planning**
- **Administer a standardized High School Entrance Exam for new students and incoming freshman.**
- **Integrate content area literacy into subject areas**
- **Implement a college and career center for students**
- **Schedule common planning time for teachers**
- **Implement a School Wide block schedule to ensure mastery of content**

In addition to meeting regular performance and participation requirements for demonstrating adequate yearly progress under section 1111(b)(2) of the ESEA, RHS implementation of the Transformation Model beginning in 2011-12 is expected to achieve the following annual improvement goals:

- Reduce the percentage of students in the All Students subgroup who are performing below the Proficient level (Levels 1 and 2) on NYSED ELA and Math assessments by 10% or more from the previous year;
- Attain a minimum Total Cohort graduation rate of 60% after one year of implementation; (or) annually reduce the gap by a minimum of 20% between the school's Total Cohort graduation rate and the State's 80% graduation rate standard.

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To effectively implement the Transformation Model, the Roosevelt High School will have access to robust tools and technology to analyze student learning and other data on a regular basis – weekly, monthly, and quarterly (following periodic assessments administered 3-5 times a year) to enable ongoing monitoring of student performance and the overall Transformation effort .

Tools include READ 180, System 44, FAST MATH, Power School Grade Book , Data Warehouse, and Teacher Interface.

Implementing professional learning communities and common planning time will allow for the frequent analysis of this data and will enable principal and teachers to make rapid changes based on what is and isn't working.

The assigned School Implementation Manager (SIM) will monitor the implementation of Transformation strategies and will provide bi weekly reports to the Asst. Superintendent of Curriculum and Instruction including any concerns that arise to enable appropriate intervention and prompt resolution.

Furthermore the all schools in the Roosevelt Union Free School District are expected to meet the Superintendent's annual non-negotiable goals through the supervision of the school administration.

Non- Negotiable Goal#1 – Student Achievement

New York State Assessment PK-8

- 10% of Level 1 to Level 2
- 20% of Level 2 to Level 3
- 10% of level3 to Level 4
- Academically eliminate Level 1 students

New York State Assessments High School

- 10% increase in number of students passing State regents examinations
- *Graduation – High School*
- 85% of seniors in 2007 cohort to graduate on time in June 2012
- 5% annual increase in graduation rates 2011-2015

Non-Negotiable Goal # 2 – Supervision

- School administration will complete classroom walkthroughs for 25% of their staff weekly.
- All instructional staff – 100% will be observed on a monthly basis
- A minimum of two formal evaluations will be completed annually, one to be completed by January 2010; the second to be completed by June 12, 2010.
- Formal evaluations will count in place of walkthroughs for the months of January and June.

Non-Negotiable Goal # 3 – Community Outreach

- Daily use of the ConnectEd system for attendance purposes
- Weekly use of the ConnectEd system to inform and update parents and students, and to support PTA activities and school events
- Use of scripted responses when answering telephones in all offices and schools-

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- Good (morning/afternoon), this is (school/department), (name) speaking. How may I help you?
- Addressing Parent Concerns – Full implementation of the 48-hour contact dissemination procedure utilizing the standardized *Response to Parent Inquiry* protocol and log

Monitoring of student progress in achieving these goals has been done through monthly meetings with principals and ongoing meetings with the Superintendent and his cabinet. This also includes the mid-year principal review where student progress is addressed and highlighted for final performance evaluation. With these goals in place, it is the expectation that the Tier II school 2011-2012 average Performance Index for the **-All Students group in English Language Arts (ELA) and Mathematics combined will be 155 or greater.**

It is also the Superintendent's expectation that the schools will make at least a 25-point gain for the All Students Group on each ELA and Mathematics measure. It is also the Superintendent's expectation that the graduation rate at Roosevelt High School will rise well above 60% during this three (3) year period.

Among the responsibilities of the SIM administrators at Roosevelt High School will be to insure that student progress is monitored on an ongoing basis and the attainment of the goals is reached. This will be true for both; the current programs which are being phased out and the new programs introduced through the implementation of the Transformation Model.

Specific annual goals for Roosevelt High School will be identified and outlined by the administrative teams and faculty as they create a school culture. It is the expectation of the Superintendent of Schools and his cabinet they will include the following items:

2011-2012, 2012-2013, 2013-2014

Annual goals established for monitoring student achievement on the State's assessments in reading/language arts and mathematics:

1. Recognize and prepare plans to address the Superintendent's non-negotiable goals which include monitoring student achievement in the NYSED ELA and mathematics assessments;
2. Receive new data and review prior data related to student achievement in the NYSED ELA and mathematics assessments;
3. Incorporate these specific goals into all planning and professional development activities, for all students at RHS.
4. Recognizing the steps and effective initiatives taken by successful schools, each school
5. SIM will be responsible to regularly check for progress and identify successful benchmarks.

Professional Development Plan Goals

1. All students will meet and /or exceed proficiency in all content areas.
2. Professional Development will provide teachers with the opportunities to enrich instructor to meet the needs of all students.
3. All stake holders will provide an instructional climate environment conducive to teaching and learning.

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The plan for assessing school progress on meeting those goals, and for monitoring the implementation of the four models includes the following identifiers many of which will be clearly identified in the schools' growth model criteria:

- Oversight and review of the developed curriculum for the new programs and of the enhanced curriculum in the phasing out and the 10th, 11th, and 12th grades at Roosevelt High School;
- Ongoing review and evaluation of new administration and instructional staff;
- Investigate initiatives, including school wide integrated co-teaching model, and programs and their application that are designed to diminish and cease the isolation of Special Education classes and ELLs;
- Address initiatives that contribute to the reduction of tardiness & absenteeism;
- Renovate buildings to provide a renewed, refreshed environment; Establish a safe, respectful, challenging learning environment which will be monitored and evaluated based upon reported incidents of discipline;
- Extend the learning period for each student and teacher which will be assessed based on
- attendance reports and other identifiers;
- Create flexible schedule that allows teachers to collaborate and allows students free time to engage with each other, do individual/team work,
- Begin site based professional development for all teachers;
- Establish/expand relationship(s) with higher learning institutions;
- Establish process for data collection and analysis that gives all students and staff information needed to ensure success;
- Using established pedagogy, expand and enrich curriculum to ensure higher level thinking, problem solving, and communication skills;
- Expand outreach and engagement of parents through Student Led Conferences, parent orientation sessions, newsletters, online technology resources, etc.;
- Introduce a parent center at Roosevelt High School to assist with the building of a support community;
- Expand project based learning and demonstrations;
- Build student recognition and extra curricular opportunities that meet students' needs and interests;
- Provide comprehensive support services, guidance, and exposure to opportunities.

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Section B: Descriptive Information (cont.)

6. Describe how the LEA has consulted with relevant stakeholders regarding the LEA's application and implementation of school improvement models in its Tier I and II schools. Identify stakeholders, and describe any relevant outcomes from the consultations. Complete Appendix C: Collaboration and Consultation Form with signatures from consulted stakeholders. Consultation must be consistent with the State School Governance Law for New York City, Commissioner's Regulations Part 100.11 and each LEA's Title I Parent Involvement Policy.

During the Spring of 2010 a high school redesign committee was formed to focus on choosing a school reform initiative/model to implement at the high school. Members of this committee include teachers from the high school faculty, the interim High School Principal, the Assistant Superintendent of Curriculum and Instruction, Assistant Superintendent of Educational Services, and the Directors of Guidance, and Grants/Funded Programs. The Center for Secondary School Redesign was chosen as a possible educational consultant to conduct a needs assessment of the High School.

- CSSR Needs Assessment- The Center for Secondary School Redesign conducted a 3-day assessment in collaboration with a group of central office administrators, school leaders, community members and students. The recommendations from the CSSR included the following:
 - Create a new school schedule
 - Implement a Purposeful Advisory Program
 - Implement Student Led Conferences
 - Create a Strong Professional Learning Community for Teachers to Include: Common Planning Time, Vertical and Horizontal Teacher Team, and Intensive Professional Development Opportunities for Staff
 - Empower Students to Take Ownership of their Education
 - Personalize Teaching and Learning through Authentic Assessments
 - Create Systematic and Cultural Change through Leadership training and school change coaching
 - Embed Technology in the Curriculum

Since receiving notification of the Joint Intervention Team (JIT) and the School Improvement Grant (SIG) Application from NYSED the following informational meetings have been held with relevant stakeholders within the district.

- Assistant Superintendent for Curriculum and Instruction held meetings with HS staff and administration regarding CSSR Needs Assessment, and JIT, Feb.25, March 2, 17, 18, 19 , 23, April 19, 26, 27, 28 and May 1, 4, 18. Presentations were also given at Board of Education meetings
- Superintendent of Schools – meetings with entire faculty at Roosevelt High School, 3/2 , 3/15, Information was shared on school status as PLAs and the school improvement models as opportunities to assist the schools through the PTA and Board of Education Meetings; **Planning for the SIG and discussions around the CSSR Needs Assessment report and JIT findings were shared at Board Of Education meetings to the entire community.**
- Central Office Administrative Meetings- Assistant Superintendent for Curriculum and

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Instruction with Assistant Superintendent for Educational Services – 1/26-HS Reform Initiative Manual, 2/22- CSSR president- Joe DiMartino 3/5- conference call CSSR Dr. Keisha Taylor, 3/23 RHS staff

- Superintendent of Schools- Administrative retreat- with CSSR team – Aug 24-25, March 15- RHS staff
- JIT School Visitations- April 26-28- included dialogue with administration, members of the PTA, RTA, RAA, and the RHS students, faculty during the Parent focus Group and Teacher Focus Group and individual staff interview process
- SIG 100.3a visits- 1/19-1/20/11

The Superintendent has met with the principal and School Leadership Team of the High School, and general consultation around the framing and planning of key components of the model of the school and readiness for such implementation has taken place. These meetings took place in the summer and fall of 2010.

Intensive consultation and collaboration occurred between the RUFSD and the RTA during the course of negotiations to come to agreement on the implementation of key Transformation Model elements. Parent leaders serving on the Parent Advisory Council, Community Based Organizations (CBO), and their constituencies will be engaged in focused discussions on the RUFSD plans for implementation of the Transformation Model in targeted schools during CBO annual meetings to be held in every district in September.

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Section B: Descriptive Information (cont.)

7. Describe for each Tier III school that the LEA commits to serve, the services the school will receive or the activities the school will implement (including establishing operating conditions, planning, implementation, and monitoring) that will support an increase in student achievement in identified Tier III schools. Provide a timeline of these activities that extends over the three year grant period, and includes any pre-implementation activities. Identify who will be responsible within the LEA for these activities, and include a description of their specific duties.*

LEA level Activities for Tier III Schools

Type of Activity/Description	Timeline	Persons Responsible	Description of duties
N/A	N/A	N/A	N/A

*Although LEAs are required to identify Tier III schools that they commit to serve, SED will prioritize funding for Tier I and Tier II schools. SED does not anticipate funding Tier III schools unless additional monies become available and/or all Tier I and Tier II schools that LEAs have the capacity to serve are funded fully.

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Section B: Descriptive Information (cont.)

8. Describe the annual goals the LEA has established for monitoring student achievement on the State’s assessments in reading/language arts and mathematics and/or annual goals the LEA has established for graduation rate in Tier III schools that receive school improvement funds.*

According to the USED Guidance on School Improvement Grants under Section 1003(g), “An LEA must establish, and the SEA must approve, goals to hold accountable the Tier III schools it serves with SIG funds (see section II.C(a) of the final requirements), although the LEA has discretion in establishing those goals. For example, the LEA might establish for its Tier III schools the same student achievement goals that it establishes for its Tier I and Tier II schools, or it might establish for its Tier III schools goals that align with the already existing AYP requirements, such as meeting the State’s annual measurable objectives or making AYP through safe harbor. Note that the goals that the LEA establishes must be approved by the SEA.”

Not applicable at this time

*Although LEAs are required to identify Tier III schools that they commit to serve, SED will prioritize funding for Tier I and Tier II schools. SED does not anticipate funding Tier III schools unless additional monies become available and/or all Tier I and Tier II schools that LEAs have the capacity to serve are funded fully.

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APPENDIX A: BASELINE DATA

Directions: Please complete the following form for **each** persistently lowest-achieving Tier I or Tier II school within the LEA.

To inform and evaluate the effectiveness of the interventions described in this grant application, NYSED will monitor a school's progress on achievement and leading indicators listed in the charts on these pages. NYSED will pre-populate most of the information, and require LEAs to provide school data on the indicators followed by an asterisk (*).

School: Roosevelt Union Free School district NCES#: 03463 Grades Served:9-12 Number of students:750 Model to be implemented: Transformation	
Achievement Indicators	2009-2010
AYP status	Restructuring Advanced
Which AYP targets the school met and missed	Have not met AYP in math or ELA. The school also did not make the AMO in attendance of participation
School improvement status	Tier I – Restructuring Advanced
Percentage of students at or above each proficiency level on State assessments in reading/language arts and mathematics (e.g., Basic, Proficient, Advanced), by grade and by student subgroup	See Chart 1 attached in appendix
Average scale scores on State assessments in reading/language arts and in mathematics, by grade, for the “all students” group, for each achievement quartile, and for each subgroup*	See school report card attached
Percentage of limited English proficient students who attain English language proficiency	Listening/Speaking=25% Reading/Writing=7%
Graduation rate	50%
College enrollment rates / Achievement	59%

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APPENDIX A: BASELINE DATA (cont.)

School: Roosevelt Union Free School District NCES#: <u>03463</u> Grades Served: 9-12 Number of students: 750 Model to be implemented: Transformation	
Leading Indicators	2009-2010
Number of minutes within the school year*	70,920
Student participation rate on State assessments in reading/language arts and in mathematics, by student subgroup	ELA= All Groups 91% Black/African American=96% Latino=81% Economic Disadvantage=94% Math= All Groups 92% Black/African American=92% Hispanic/Latino=90% Economic Disadvantage=96%
Dropout rate	25%
Student attendance rate	94%
Number and percentage of students completing advanced coursework (e.g., AP/IB), early-college high schools, or dual enrollment classes*	Number of students=76 Percentage of students= 9.4%
Discipline incidents	49
Truants	8%
Distribution of teachers by performance level on LEA's teacher evaluation system	District does not have a system in place yet.
Teacher attendance rate*	78%

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APPENDIX B: TRANSFORMATION MODEL

LEA Implementation Plan for the Transformation Model

Directions: Please complete the following form for **each** persistently lowest-achieving Tier I or Tier II school within the LEA that will implement a **Transformation Model**. When completing this plan, please refer to the Model Implementation Plan Rubric to ensure quality responses.

LEA: Roosevelt Union Free School District

NCES#: 03463

School: Roosevelt High School

NCES#: 03463

Grades Served: 9, 10, 11, and 12

Number of students: 750

In the chart below, describe the needs assessment process used, and the conclusions drawn for the school listed above. Include data gathered during any Joint Intervention Team or School Under Registration Review visit, with additional information from local assessment tools.

Needs Assessment Process
District School Support and the Asst. Supt. of Curriculum Instruction, and the Educational Services Offices, working together, and school staff, conducted a comprehensive review of the school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Included in the needs assessment was an analysis of information available from New York State Education Department and Roosevelt Union Free School District Department of Educational Services and accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review documents, as well as results of the JIT, surveys, and school-based assessments, along with any additional measures to determine the effectiveness of educational programs. Also reviewed was the school's use of resources, including school budget, schedule, facility use, and class size. The school has a newly assigned principal who will be evaluated annually for effectiveness.
List Data Analyzed
<ul style="list-style-type: none"> - Total Cohort Graduation rates - School Accountability Status and subgroup performance data for the school on NYSED Accountability Overview Reports (AOR) - Performance data for the school on NYSED Comprehensive Information Report (CIR) - Learning Environment Surveys (LES) - DOE Quality Review scores and QR self-evaluation form (SSEF) documents - Student performance on school administered semester assessments - Item skills analyses based on State assessment data - NYSESLAT ELL performance data

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- Student credit accumulation
- Results of CSSR needs assessment - Student and staff attendance data
- Student suspension data
- Student enrollment and demographic statistics and trends
- Class Size Reports
- School resource allocations and budget summary
- DOE Special Education Service Delivery (SESDR) Reports
- DOE Building/School Facility Reports
- Scholarship Reports
- Other school data available in DATA WAREHOUSE VADIR

Major Findings

School Leadership

- Conduct mission and vision professional development for the school leadership and faculty members in order for participants to understand the clear goals of the organization.
- Schedule students with the greatest need first in order to facilitate the appropriate and supportive classes for students with intervention needs and special needs.
- Train entire staff on the intervention model and strategies that will be implemented in the high school.
- Hire staff for critical leadership positions- Media Specialist, Director of ELA/Math, Curriculum specialists to support vertical articulation or add roles and responsibilities for department chairpersons to supervise middle school and high school staff.
- Consider revising the late policy that sends students to the “sweep room” if they are tardy to class. Institute a tardy policy that does not prevent students from attending class and receiving instruction during the school day.
- District supervisor needs to provide oversight to ensure that principal is completing required observations/evaluations.
- The district must review the professional evaluation plan with staff so they understand the procedure for evaluating administrators and teachers.

Curriculum

- The high school leadership team should hold teachers accountable by reviewing lesson plans and providing feedback for improvements.
- The curriculum maps should continue to be shared with the teaching faculty and be available and visible in the classrooms.
- Continue to provide teachers with various instructional resources.
- Reach consensus with the State Education Department regarding development of a P-12 multi-year district level literacy plan.
- Continue to use the instructional improvement plan as a guide to address key areas of curriculum, instruction, and assessment.
- Continue to support teachers in creating and implementing rubrics for instructional use. Provide training to teachers regarding how rubrics are used to support instruction.
- Continue to create opportunities for teachers to write and revise the district curriculum in their own content area.
- The Assistant Superintendent of Curriculum should identify and purchase technology resources to support instruction.

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Teaching and Learning

- Rigor, relevance, and differentiated instruction strategies continue to need refinement in class through embedded professional development, especially in the areas of math and English.
- Security measures need revising and continued training, evaluation, and support needs to be provided to security staff to maintain a safe environment.
- Allocate resources for the after school program as it continues to grow.
- Continue to build collaborative teams that are interdisciplinary and content driven.
- Consider scheduling students and teachers in specific areas of the building to decrease movement throughout the building. This will keep students with a specific team of teachers throughout the day, and therefore decrease hall traffic and increase personalization from teachers.
- As the code of conduct is revised and completed, create grade level assembly meetings to review. English as Second Language students and parents should participate in the revision and discussion of how the code of conduct will be implemented in the high school. The code of conduct document must be published in English and Spanish and properly distributed to students, parents, faculty, and staff.
- Continue to support teachers in various differentiated instruction strategy implementation and in class instructional coaching.
- Continue to develop teacher classroom engagement plans that provide a print rich environment for students.
- Train all teachers on the use of performance indicators and curriculum standards. Students should be made aware of this information and it should be evident in all classrooms.
- Revise and update a universal homework policy for the school community and train teachers in assigning and posting appropriate homework activities. The revised homework should be shared with the community.
- Allocate resources to provide students with appropriate reading materials and resources.
- Revise and update a grading policy that provides a percentage breakdown for each area of student assessment (i.e. homework, quizzes, assessments, projects.) The revised grading policy should be shared with the community.
- Unblock websites that engage student learning and support research and academic development.
- The district should purchase the identification card scanning machine and install the system as part of the renovation of the high school.
- Complete the school safety plan and share with students and members in the school community. Create a communication plan to share information with members in the school community (i.e. staff, parents, students.)
- Complete evaluations of all security personnel.

Infrastructure for Student Success

- Increase opportunities for engagement with the community members and community based organizations. Continue to reach out to parents and other key stakeholders as a support mechanism to support student success.
- The Instructional Support Team needs to include staff from guidance services, classroom teachers, social workers and school psychologist.
- Student government association members should be provided the opportunity to meet with building administration to provide input regarding issues and concerns of the student body.
- Explore options for establishing enrichment programs that meet the needs of students (i.e. arts, drama, and vocational programs.)
- Explore options for funding career/vocation training programs for students.
- Create a college acceptance letter wall in a highly visible area to promote a “college going

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culture” for all students in the high school.

- Guidance department should create a plan for Naviance implementation for all students.
- Continue researching and developing an AIS plan for students with disabilities. The RX intervention plan will be in place next year and professional development for teachers will be required to improve all areas of the intervention services.
- Continue to work toward improving parent involvement in the high school. Parents of all student populations should be included in decisions regarding student progress.

Collection, Analysis and Utilization of Data

- Develop a plan to provide on-going professional development to administrators, academic and guidance staff on the use of Power School applications regarding reporting.
- Continue professional development so that teachers can share ideas regarding their use of a variety of data sources to support instruction.
- Continue to provide principals and Department Chairs with professional development in the use of formative and summative data to inform and support instruction.
- District administrators and principals should review and evaluate staff use of data to support instruction. This can be done through the review of lesson plans and departmental meeting notes.

Professional Development

- Create an opportunity for teachers to mentor new staff to model good instruction, provide support, and build community.
- Create an orientation for new teachers and a mentoring program for the entire school staff. Consider a variety of sources to mentor new teachers.
- Assign administrative leaders to develop and implement a district wide professional development plan for teachers, administrators, guidance, and support staff.
- Provide redesign team with training in effective teaming strategies.
- Continue to provide teachers with opportunities for professional development in the area of best practices, differentiated instruction and classroom management strategies.
- Continue to create open lines of communication and create an administrative retreat that provides each central office member an opportunity to share best practices or new findings with their colleagues.

District Support

- Conduct a town forum and/or survey to gauge ideas as to what will bring community members and parents into the school community.
- District should continue providing leadership to support the restructuring team in the revision and implementation of the 5-year education plan and the selected intervention plan that will be submitted to the Commissioner.
- Provide professional development to administrative staff on setting priorities and implementation of the human resources action plan.
- Continue to support high school leadership team in areas of team building as it relates to improving vertical and horizontal communication.
- District staff should provide professional development in the areas of project management and setting priorities.
- Continue to support high school leadership team in areas of instructional leadership support in the areas of professional development, and principal coaching/mentoring.
- Continue to provide staff development for teachers on the use of data warehouse information.

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Describe how the Transformation Model addresses the major findings of the needs assessment.

The Transformation Model has been chosen as the appropriate model for Roosevelt High School because the findings from the needs assessment for this school suggests that the elements of Transformation, if well implemented, will yield improved student outcomes and the school's removal from the list of persistently lowest-achieving schools. Additionally, the school's emerging positive performance trends and improvement efforts to date suggest that with appropriate support, the school has the capacity to implement and sustain the critical dimensions of the Transformation Model.

Roosevelt High School was identified as PLA for graduation rates (less than 60% for three years) and low student performance in ELA /Math. Key findings of the comprehensive needs assessment suggests the need to

- strengthen the instructional programs for ELA, social studies, math, and science
- increase the rigor of course offerings;
- motivate students to attend school regularly and address high student drop-out rates; better track individual student credit accumulation with timely intervention for struggling students
- provide increased opportunities for credit recovery, with a special focus on the needs of ELL students;
- build the capacity of staff to analyze student data and differentiate instruction to meet the individual needs of students; and
- address student behavior/discipline issues.

Implementation of the Transformation Model will address the major findings of the needs assessment via the following strategies:

Administration

- The Transformation Model will ensure the school will have the leadership capacity necessary to oversee effective implementation of the critical model elements that will lead to improved student results. The School will hire a SIM assistant principal to coordinate all activities outlined in the SIG plan.
- The school's participation in the Annual Performance Review Committee to create an "approved" Teacher/ Principal Evaluation Tool and the hiring of Transformation Teacher(s) and Master Teacher(s) will enable the school to recruit and build staff capacity, while holding them accountable for improved student results. Roosevelt plans to hire a Transformation teacher for social studies, science, math, ELA, and ELL to serve as a model teacher. He/She will facilitate lesson study and will have his/her classroom available as a model classroom.
- The additional operational flexibility that will be provided via the Transformation Model will enable the school to implement a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates.
- Implementation of the Transformation Model will support the school in using data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards. This will be achieved with the formation of Professional Learning Communities and common planning time.

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- Increased rigor through the offering of opportunities for students to enroll in advanced coursework and college/career preparatory programs, together with the provision of appropriate supports to ensure that low-achieving students can take advantage of these programs and coursework, will help the school significantly raise student graduation rates.

Early College High School

Through the SMART Scholars Grant at Roosevelt High School, the partnership with Old Westbury College has provided the opportunity for teachers to be identified as collaborative partners in teaching students college level courses. Since Old Westbury policy requires that any high school teacher who is teaching a course for college credit be approved by the appropriate college Department Chair, the process for selecting the Roosevelt teachers has taken into account the need for those teachers to have the level of experience, subject matter competence and/or credentials that will meet the college's requirements.

- Improving student transition from middle to high school through summer transition programs or freshman academies, and implementation of credit-recovery programs, re-engagement strategies, smaller learning communities, competency-based instruction and performance-based assessments, and acceleration of basic reading and mathematics skills will support the school to improve graduation rates.
- With the Transformation Model, this school will receive support to establish an early-warning system to identify students who may be at risk of failing to achieve to high standards or graduate.
- Developing individual student goals and graduation plans, and monitoring these goals through teachers and guidance personnel, along with addressing the areas of communication and engagement identified by students and faculty, will improve attendance for credit accumulation and ultimately improve graduation rates.
- Continuous use of student data (such as from formative, interim, and summative assessments) will inform the school and enable teachers to differentiate instruction in order to meet the academic needs of individual students. With the establishment with professional learning teams, and the establishment of common planning times, teachers will be able to analyze data regularly with their teams to identify appropriate instructional strategies.
- The ongoing, high-quality, job-embedded professional development provided to staff and facilitated by the technical assistance partner CSSR will be aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies.
- Creating ongoing mechanisms for family and community engagement and partnering with parents and parent organizations, faith-and community-based organizations, health clinics, other State or local agencies, and others to create safe school environments that meet students' social, emotional, and health needs will increase student attendance and active participation in school day and after-school instructional activities.

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APPENDIX B: TRANSFORMATION MODEL

In the chart below, provide a description of the LEA plan for implementation of the model at the school.

Action Required By Transformation Model	Description of how the action will be accomplished by LEA	Describe when the action will occur during the grant period (include actions taken during the pre-implementation period), and why at that time	Description of costs associated with the action (description should align with budget narrative and budget provided for grant)
<p>Required Activities: <u>Developing and increasing teacher and school leader effectiveness</u></p>			
<p>Replace the principal who led the school prior to commencement of the transformation model</p>	<p>1. As part of the pre implementation phase- the current principal was placed in August 2010. The principal will remain in place consistent with the provision of the SIG requirements for leadership change. The principal has begun the undertaking of improvement initiatives consistent with the requirements of the Transformation Model, and performance trends suggest that there is capacity to further these efforts.</p>	<p>1. In preparation for the full scale implementation of the transformation Model in 2011, the new principal began August 2010</p>	<p>1. Salary adjustments to be negotiated with site-principal and Supt. of Schools. – Funded through District General Fund.</p>
<p>Use rigorous, transparent, and equitable evaluation systems for teachers and principals that— (1) Take into account data on</p>	<p>1. Under the direction of the new principal the Instructional Support Team will continue to conduct weekly walk through's. These walk through's provide teachers with</p>	<p>1. Ongoing 2. Beginning July/August 2011-Occurring quarterly Year 1- Bi</p>	<p>1. No additional costs</p>

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<p>student growth (as defined in this notice) as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduations rates; and (2) Are designed and developed with teacher and principal involvement; <u>Note:</u> LEAs can demonstrate commitment through developing teacher evaluations that are based on a significant percentage of student growth in achievement. “Significant” will be defined pursuant to NY’s Round 1 and, if submitted, Round 2 Race to the Top applications.</p>	<p>ongoing data driven feedback.</p> <ol style="list-style-type: none"> 2. ICLE and Scholastic will provide training to the Curriculum Council/school inquiry team to facilitate the alignment of student data to professional development opportunities. 3. The District’s Human Resources and Professional Development Department and the Roosevelt Teachers Association and Roosevelt Administrators Association are in collaboration to select school building representatives based on the posting for participation on the Annual Professional Performance Review (APPR) Committee on March 7th to begin the process of revising the District’s current APPR Plan to meet the requirements of Education Law 3012-c for Jan 20102. The committee will also incorporate the Superintendent’s non-negotiable goals within the new APPR. 4. The APPR committee will receive specific professional development from a teacher effectiveness coach 	<p>Annually Year 2- and Annually Year 3</p> <ol style="list-style-type: none"> 3. Beginning March 2011- to be completed by June 30, 2011 4. Beginning August 2011- occurring 	<ol style="list-style-type: none"> 2. ICLE and Scholastic Partners fee- 8 days@\$3600=\$28,000 3. No cost for committee members 4. Cost for teacher effectiveness coach - \$160 per participant for 10 participants for 4 sessions = \$6400 – Year 1 and 2
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	to create a comprehensive teacher evaluation system pilot.		
<p>Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so.</p>	<p>1. School-based staff in the Transformation school may be eligible for school-wide contractual performance bonuses, based on whether, and to what extent, student achievement has improved, e.g., full-time RTA/ RAA members can receive \$1000 each if their school meets their designated performance targets, or \$500 each if the school meets at least 75% of their performance targets.</p> <p>2. The District will recruit and pay staff to participate in and complete</p>	<p>1. Beginning in the 2011-2012 school year-ongoing years 2-3</p> <p>2. Staff will apply for National Board</p>	<p>1. a. \$1000 per teacher for Years 2-3. Approximately 70 teachers over the course of the grant cycle- \$70,000 b. \$500 per teacher (70) for Years 1-3 over the course of the grant cycle-\$35,000</p> <p>2. Cost for National Board Certification - 5 teachers per year –Years 1-3- (15) teachers @ \$2700 - \$40,050- The District will</p>

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	<p>the attainment of National Board Certification. Teachers will be eligible for a \$10,000 yearly stipend upon attainment of Certification.</p> <p>3. The District will build teacher leadership for Lead Teachers and Content Area Specialists through paid training from ICLE on Leadership for Rigor and Relevance, and Relationships</p>	<p>Certification beginning in the 2011-2012 school year for participation in Years 2-3</p> <p>3. Beginning August 2011-ongoing</p>	<p>continue to apply for Teachers of Tomorrow funding to provide the three-year \$10,000 stipend to teachers</p> <p>3. Fee for Scholastic/ICLE 3 day Summer Institute- \$21,600 8 days – Year 1 -3 \$28,000 per year</p>
<p>Provide staff ongoing, high-quality, job-embedded professional development (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school’s comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school</p>	<p>1. Currently CSSR is working with Lead Teachers and content area areas to complete Developing Common Assessments embedded in a Universal based Design unit and Teaching in Extended Learning Periods.</p> <p>2. All staff will continue their participation in the Rigor, Relevance, and Relationship framework training provided by ICLE that began in the Spring of 2011- (7 hours of training –Spring 2011).</p> <p>3. All staff will participate in professional development on</p>	<p>1. Ongoing- site based training -10 days total for the 2010-2011 school year</p> <p>2. Beginning 2011-2012 school year. 8 days of onsite training Years 1-3</p> <p>3. Beginning Fall 2012 Year 1- 7 days, (4 days</p>	<p>1. No additional cost</p> <p>2. Fee for ICLE- 8 days Year 1-3 -\$28,800</p> <p>3. Fee for NYU 9 days @3000=\$27,000</p>

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<p>reform strategies;</p>	<p>Culturally Responsive Teaching provided by NYU Metropolitan Center</p> <p>4. The school will recruit and hire (2) Full-time Instructional Literacy Coaches (see appendix for job description). These coaches following the Collaborative Coaching and Learning (CCL) model will support teachers in all content areas and model expert teaching. A minimum of 10 days of site based training will be provided utilizing faculty meetings as well as push ins to teachers' classrooms.</p> <p>5. Curriculum Council will meet monthly to review and analyze student data, including academic performance (report cards), Regents/RCT achievement and daily attendance rates, among others. Attendance and DAR reports will be utilized to improve overall school and Student success. This type of Inquiry will allow for student needs to be effectively addressed in a timely manner and be specific with the approaches required to meet</p>	<p>for all staff – 5 days for Lead Teachers Instructional Coaches to turnkey information for all faculty.</p> <p>4. Instructional Literacy Coaches will begin July 2011</p> <p>5. Beginning Fall 2011</p>	<p>Year 1-3</p> <p>4. Salary for Literacy Coaches (2) @ \$93,565.5 including benefits Year 1-3 - \$181,131 per year.</p> <p>5. Fee for CSSR School Change coach for 10 days to train members of Curriculum Council – 10 days @ \$1500= \$15,000 years 1-3</p>
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<p>Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation school.</p>	<p>those needs. Classroom assessment, quizzes, projects will be used by the council.</p> <p>1. See above under identify and reward leaders, teachers, and other staff.</p>	<p>1. See above</p>	<p>1. See above</p>
<p><u>Permissible Activities: Developing and increasing teacher and school leader effectiveness</u></p>	<p>1. School Administrative Leadership Team will become members of the Harvard Principal Center and attend annual conference.</p> <p>2. School Leadership Team will attend professional conferences.</p>	<p>1. Beginning Summer 2011</p> <p>2. Beginning in Fall 2011</p>	<p>1. Membership fees for HS Administration- (5) 5@ \$225- \$1125 – per year Years 1-3 = \$3375 (memberships fees) Conference fees \$3000 x (5)=- \$15,000 per year – Years 1-3-\$45,00</p> <p>2. National Association of Secondary School Principals (NAASSP) Conference- March 8–10, 2012 Tampa FL</p>

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	<p>3. School Administrative Leadership Team including, Leader Teachers, Instructional Literacy Coach will participate in ICLE Summer Institute, Leadership for Rigor, Relevance and Relationship.</p>	<p>3. Summer 2011</p>	<p>(5) participants @ \$1800-\$9000 Association for Supervision and Curriculum Development Fall Conference ASCD Conference Oct. 28-30, 2011, Las Vegas, Nev. (5) participants @ \$2000-\$10000</p> <p>3. Fees for CSSR 9 days @\$1500= \$13,500</p>
<p>Providing additional compensation to attract and retain staff with the skills necessary to meet the needs of the students in a transformation school</p>	<p>1. See above under identify and reward leaders, teachers, and other staff.</p>	<p>1. See above</p>	<p>1. See above</p>
<p>Instituting a system for measuring changes in instructional practices resulting from professional development</p>	<p>1. CSSR will continue their work of providing peer observations with reflective feedback on a monthly basis. Recommendations for</p>	<p>1. Ongoing- throughout grant cycle</p>	<p>1. Fee for CSSR- 10 days @ \$1500 = \$15,000</p>

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	<p>improvement have been given and model lessons have been offered to strengthen the instructional practices. Classroom observation checklists from the central office have been used as well as the HS developed checklist for the walkthrough feedback.</p> <p>2. In May and June 2011- Learning Walks- teachers begin visiting each other's classrooms as they prepare to give end of the year assessments. Teachers have offered to be a part of this process and the change in the culture has taken a shift that increases collegiality and collaboration.</p> <p>3. Instructional Literacy Coaches and the SIM using the CCL Model will provide a system to further document improved instructional practices resulting from professional development at RHS.</p> <p>4. During the 2011-2012 school</p>	<p>2. Ongoing throughout grant cycle</p> <p>3. Beginning Fall 2011- ongoing throughout grant cycle</p> <p>4. Beginning August</p>	<p>2. (5) Residential Substitute Teachers with content certification to provide release time for teachers to observe classrooms and participate in Learning walks. (5) Subs @ \$110 x 60 days= \$33,00 per year- total \$99,000</p> <p>3. No additional cost</p> <p>4. No additional cost</p>
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	<p>year, the RHS through the Instructional Literacy Coaches and the SIM will engage with external partners to develop a system of evaluations relating professional development with learner outcomes (i.e. ICLE, CSSR, Old Westbury). The system will include tools to enable teachers to self-evaluate the impact of PD through reflective and responsive practice to ensure that appropriate adjustments are made on a continuing basis, and to also evaluate the impact of professional development on learners, including learner: (1) reactions to new content and approaches (e.g., student feelings, emotional reactions, and values; (2) acquisition of knowledge and skills; and (3) changes in student behavior (e.g., doing things they couldn't do before).</p>	<p>2012- ongoing throughout grant cycle</p>	
<p>Ensuring that the school is not required to accept a teacher without the mutual consent of the teacher and principal, regardless of the teacher's seniority</p>	<p>1. The high school will not be required to accept a teacher without the mutual consent of the teacher and principal, regardless of the teacher's seniority.</p>	<p>1. Fall 2011</p>	<p>1. No Cost to the Grant</p>

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<p>Required Activities: <u>Comprehensive instructional reform strategies</u></p> <p>Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards</p>	<p>1. Roosevelt High School will utilize BOCES training on Data Warehouse to assess data to provide feedback to teachers in an effort to improve instruction. Some of the other actions the school will take to improve its use of school wide data are :</p> <ul style="list-style-type: none"> • The Educational Services Department working in collaboration with CSSR will provide professional development for Administration and Faculty on the effective use of school data. These Professional Developments will be based on best practices and current research. Some workshops will be held during teachers' preparation periods. • Content areas will continue to develop creating Understanding by Design instructional unit Plan. These units are embedded with common assessment for formative and summative information on student learning. The Instructional Literacy 	<p>1. Spring 2011- ongoing throughout grant cycle</p> <p>2. Begun as part of the pre-implementation phase.</p>	<p>1. BOCES training on Data Warehouse- No cost to grant.</p> <p>2. \$37,500</p>
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<p>Promote the continuous use of student data (such as formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.</p>	<p>Coaches, along with the SIM, Department Chairs, and Lead Teachers along with the school admin team will frequently review the school assessment and make necessary instructional adjustments in a timely manner. The Educational Services Department will continue to make data accessible to school site in a timely manner.</p> <ol style="list-style-type: none"> 2. During the summer of 2011 content specific curricular maps will be developed and updated for use during the fall 2011-2012 school year. 		
	<ol style="list-style-type: none"> 1. CSSR will provide teacher training to implement formative, interim, and summative assessment. 2. Common planning time will be incorporated throughout the week and the master schedule to provide a collaborative working environment. During these times teachers will analyze student work, assignments, and classroom data. 	<ol style="list-style-type: none"> 1. On-going for the duration of the grant. Work has begun during the planning year. 2. Beginning Fall 2011 	<ol style="list-style-type: none"> 1. Cost of CSSR= 10 days @ \$1,500= \$15,000 Years 1-3 2. No cost to grant

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	<p>3. Professional Development will be provided by ICLE for Instructional Literacy Coaches using the CCL model and the Curriculum Council- to help teachers focus on school planning around the following questions- What do teachers want students to know? How do they know it is learned? What interventions to take when students do not demonstrate learning? Teachers will be expected to use a variety of questioning techniques to engage students in high order thinking</p> <p>4. Curriculum Council will meet monthly to review and analyze student data, including academic performance (report cards), Regents/RCT achievement and daily attendance rates, among others. Attendance and DAR reports will be utilized to improve overall school and Student success. This type of Inquiry will allow for student needs to be effectively addressed in a timely manner</p>	<p>3. Beginning Fall 2011</p> <p>4. Beginning Fall 2011</p>	<p>3. Cost of ICLE- 8 days @ \$3600= \$28,800</p> <p>4. No cost to the grant</p>
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	<p>and be specific with the approaches required to meet those needs. Classroom assessment, quizzes, projects will be used by the council. Assessment results will be analyzed quarterly in order to determine how to address students' needs in timely manner. Item analysis, acuity, and baseline assessments will be administered to identify strength and weaknesses in ELA and Math. Analysis of assessments and performances will be utilized to detect areas of needs and determine how to differentiate based on individual needs.</p> <p>5. Additional strategies that will be implemented by RHS to support the use of data to implement an effective instructional program are as follows:</p> <ul style="list-style-type: none"> • Curriculum Council will focus on alignment of specific needs for Regents/RCTs and to provide additional support through pull out, tutoring and Saturday Academy to monitor 	<p>5. Beginning Fall 2011</p>	<p>5. No cost to the grant</p>
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	<p>student's progress.</p> <ul style="list-style-type: none"> The Guidance Department, will meet weekly to address subgroups identified for disaggregation of data pertaining to credit accumulation and Regents/RCTs passing percentage in ELA, Math, Science, and Social Studies. 		
<p>Permissible Activities: <u>Comprehensive instructional reform strategies</u></p> <p>Conducting periodic reviews to ensure that the curriculum is being implemented with fidelity, is having the intended impact on student achievement, and is modified if ineffective</p>	<p>1. On-going implementation of the superintendent's non-negotiable goals which includes classroom walk-throughs and observations, continued support and review through the summary reports of the various grants, oversight of the administrative leadership and the SIM coordination with the Office of School Improvement (Curriculum and Instruction)</p>	<p>1. Ongoing</p>	<p>1. No cost to grant</p>
<p>Implementing a school wide "response-to-intervention" model</p>	<p>1. In an effort to provide academic safety nets for students the following will be implemented :</p> <ul style="list-style-type: none"> Right Response-a credit recovery program aligned with 	<p>1. Fall 2011</p>	<p>1. a. ALEKS Site License for 300 AIS students = \$12,000 years 1-3 b. Right Reasons Technology for credit</p>

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	<p>NYS standards</p> <ul style="list-style-type: none"> • Read 180-Literacy program • Instructional Support Team • Student Support Team- • Counselor initiated program • ALEKS-a web-based artificially intelligent assessment and learning system will support all AIS students with math skills in Algebra through Calculus levels. 		<p>recovery and Regents Prep interventions = \$20,000 years 1 - 3</p>
<p>Providing additional supports and professional development to teachers and principals in order to implement effective strategies to support students with disabilities in the least restrictive environment and to ensure that limited English proficient students acquire language skills to master academic content</p>	<p>1. There will be ongoing training for teacher assistants working with students with disabilities and ELL. Intensive classes will be offered for students who are severely below grade level. This will be done by providing some identified students with a required reading lab READ 180, math labs ALEKS, and Right Reason Technology.</p> <p>2. ELL students will be given additional support by extending their school year to include summer core courses. Administrative staff as well as guidance counselors will participate in on-going training in the use of RTI to support all students with a concentration on SWD and ELL. Classes will be developed in the master schedule to</p>	<p>1. Fall 2011, with planning and preparation to take place in summer 2011.</p> <p>2. Summer 2011 and throughout the duration of grant.</p>	<p>1. See above in implementing a response to intervention model</p> <p>2. Title III monies- approx cost-\$9000</p>

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<p>Using and integrating technology-based supports and interventions as part of the instructional program</p>	<p>provide remediation for students who need to master academic skills. Special attention will be given to those students who need intervention in math and reading.</p>		
<p>1. Roosevelt High School will make Laptops available for AP students and for Early College High School Program, scientific and graphing calculators.</p> <p>2. Teachers will be provided with Elmo Document Readers, increasing and upgrading current instructional technology to engage all students at high levels.</p> <p>3. Some Content and Elective teachers are being trained in the use of Elluminate, a web-based program which allows for interaction of students between classes and interdisciplinary courses and allows for recording of sessions, to be reviewed at a later date and time.</p> <p>4. Technology Based Professional development providing game based learning as an instructional strategy to improve math and ELA</p>	<p>1. Fall 2011</p> <p>2. Fall 2011</p> <p>3. Ongoing</p> <p>4. Ongoing – Grant ends 8/31/11 Training has been provided by</p>	<p>1. 40 Laptops @ approx. \$1500.00 and Carts \$75,000 Year 1 of the grant only.</p> <p>2. 35 Elmo Document Readers @ \$2999.00 = \$104,965. Year 1 only of the grant.</p> <p>3. LICARES grant</p> <p>4. Grant ends 8/31/11</p>	

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<p>In secondary schools-- Increasing rigor by offering opportunities for students to enroll in advanced coursework (such as Advanced Placement; International Baccalaureate; or science, technology, engineering, and mathematics courses, especially those that incorporate rigorous and relevant project-, inquiry-, or design-based contextual learning opportunities), early-college high schools, dual enrollment programs, or thematic learning academies that prepare students for college and careers, including by providing appropriate supports designed to ensure that low-achieving students can take advantage of these</p>	<p>achievement at the High School Three different learning programs are used- Scratch, Kodu, and Gamester Mechanic</p>	<p>faculty from Hofstra University</p>	<p>1. College Board Institutes for AP Teachers 10 Teachers @ \$700.00 Registration = \$7000. Travel and Lodging at the district rate. \$ 10,000 d. 15days of CSSR training for advisories@ \$1500= \$22,500</p>
<p>1. As RHS continues to reform its practices the school will be reconfigured into five small learning communities with advisories – 7 additional teachers and 1 librarian will be added to this program</p> <ul style="list-style-type: none"> • STEM Health, • Pre-Law, • Culinary Arts, Hospitality, Visual, and Performing Art) • Ninth Grade Academy • The Early College High School Program at RHS is the Smart Scholars Program(SUNY Old Westbury) <p>2. Other areas that will be expanded in the academic area are the:</p> <ul style="list-style-type: none"> • Interdisciplinary Programs • Social Studies and English Departments • Developing and Expanding AP 	<p>1. Fall 2011- planning and preparation to take place in summer 2011</p>	<p>1. a. College Board Institutes for AP Teachers 10 Teachers @ \$700.00 Registration = \$7000. Travel and Lodging at the district rate. \$ 10,000 d. 15days of CSSR training for advisories@ \$1500= \$22,500</p>	<p>1. a. College Board Institutes for AP Teachers 10 Teachers @ \$700.00 Registration = \$7000. Travel and Lodging at the district rate. \$ 10,000 d. 15days of CSSR training for advisories@ \$1500= \$22,500</p>
<p>2. Other areas that will be expanded in the academic area are the:</p> <ul style="list-style-type: none"> • Interdisciplinary Programs • Social Studies and English Departments • Developing and Expanding AP 	<p>2. Fall 2011- planning and preparation to take place in summer 2011</p>	<p>2. No cost to the grant</p>	<p>2. No cost to the grant</p>

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<p>programs and coursework;</p>	<ul style="list-style-type: none"> • Developing and Expanding Honors programs. • Partnering with Nassau Community College to develop the Path-WAY Program and Connect to College Program designed to prepare students for college level work. <p>3. Some teachers will participate in CTE Training to ensure they are able to provide students with real career experiences in classes. Specifically, several teachers will attend Long Island Culinary Institute and others will participate in Desk Top Publishing Training during their off time.</p>	<p>3. Fall 2011- planning and preparation to take place in summer 2011</p>	<p>3. 3 teachers training in Culinary and Hospitality Program @The Long Island Culinary School. Cost \$2500 per Teacher \$7500.00</p>
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<p>In secondary schools— Improving student transition from middle to high school through summer transition programs or freshman academies</p>	<p>1. To improve student transition from middle to high school the school will do the following :</p> <ul style="list-style-type: none"> • Create a Summer transition program • 9th Grade Academy • Summer Readiness Programs <p>Expanding AP courses. Parent orientation meetings will be held annually for in-coming freshman parents.</p>	<p>1. Summer 2011</p>	<p>1. Summer Transition Institute (1) Administrator - 144hours @\$50.00= \$7200 (6) Teachers @ 96hours \$38.05 @96 hrs = \$3,652.8 per teacher= \$21,916.80 (5) Students workers 96 hours @\$10.00= \$960 per student= \$4880 (1) Custodian 96 hours @ \$15= \$1440</p>

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<p>In secondary schools— Increasing graduation rates through, for example, credit-recovery programs, re-engagement strategies, smaller learning communities, competency- based instruction and performance-based assessments, and acceleration of basic reading and mathematics skills</p>	<ol style="list-style-type: none"> 1. Online credit recovery will be offered as a means to engage, in particular, overage and under credited students. 2. Supporting ELL students through AIS (academic intervention service) and Read-180. 3. Students enrolled in the Alternative Learning Academy will also access virtual instruction to provide credit recovery opportunities for students. 4. The development of a Ninth Grade Academy to support a seamless transition to the rigors of high school coursework. 	<ol style="list-style-type: none"> 1. Ongoing 2. Present and on-going 3. Ongoing 4. Fall 2011 	<ol style="list-style-type: none"> 1. See above 2. See above 3. No cost to the grant 4. No cost to the grant
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<p>In secondary schools— Establishing early-warning systems to identify students who may be at risk of failing to achieve to high standards or graduate</p>	<p>1. Monthly meetings coordinated by Guidance counselors, Dept. Chairs/ Lead Teachers work with, grade level and Interdisciplinary teacher team to develop a system that will utilize tools/ strategies to identify students who may be at risk of failing to achieve high standards or graduate.</p> <ul style="list-style-type: none"> • RTI-Response to Intervention • IST-Instructional Support Team • SST-Student Success Team 	<p>1. Fall 2011</p>	<p>1. No cost to the grant</p>
<p><u>Required Activities:</u> Increasing learning time and creating community- oriented schools</p>			
<p>Establish schedules and strategies that provide increased learning time</p>	<p>1. Roosevelt High School will implement a new bell schedule that will reflect an increase of learning time per class period. The new bell schedule will reflect no less than a minimum of 80 minutes from the current 42min. In addition, the school will create a zero period and an extended day</p> <p>b. 7 Transformation Teachers to support increased learning time</p>	<p>1. Fall 2011</p>	<p>1. a. 7 teachers @\$86450 including benefits= \$605,150 b. 1 Librarian- @\$86450 including benefits</p>

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	<p>and to support the overall instructional program to expand the AP Program and the SMART Scholars Program.</p> <p>(1) Math (1) Science (1) Social Studies (2) ELA (2) ESL (1) Librarian</p> <p>2. Saturday Academy will support all students in content core areas</p> <p>3. Extended instructional time during intercessions and pull-out will also be established. The assigned School Implementation Manager (SIM) will monitor the progress of the Transformation school and partner organizations working with the school in implementing school-day and after-school/Saturday/online instructional programs to increase students' learning time.</p>	<p>2. Spring 2011 - ongoing</p> <p>3. Spring 2011-on going</p>	<p>2. (7) Teachers @ \$38.05 x 136 hours \$36223.60 (2) Administrators @ \$50.00 x 136hours- \$13,600 (1) School Safety Officer – 136 hours @ \$15.00= \$2040 (1) Custodian -136 hours @ \$15.00= \$2040 (1) Clerical-136 hours @ \$29.00=\$3944</p> <p>3. No cost to the grant</p>
<p>Provide ongoing mechanisms for family and community engagement</p>	<p>1. The school will continue to use Power Grade, an online grade reporting system to give students, their families, and</p>	<p>1. Ongoing</p>	<p>1. No cost to grant</p>

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	<p>guidance counselors access to student assignments, grades, and progress.</p> <p>2. The school will also continue to communicate with students' families by mail, email, and telephone regarding student progress.</p> <p>3. The assigned School Implementation Manager (SIM) will monitor the progress of the Transformation school and partner organizations working with the school, in the ongoing engagement of families and the community in the school's Transformation effort. The SIM will report regularly to the Asst. Supt. of Curriculum and Instruction and the Site Principal of the Transformation any concerns that arise to enable appropriate intervention and prompt resolution. In addition, the School Parent and Community Liaison will work primarily to ensure these initiatives are implemented. A subcommittee will be designed</p>	<p>2. Ongoing</p> <p>3. Ongoing</p>	<p>2. No cost to grant</p> <p>3. a. Cost of School Implementation Manager -\$152,950 including benefits b. Social and emotional curriculum-\$20,000</p>
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	<p>to address new initiatives of the school's Transformation model. Professional development on targeted topics submitted by teachers, school community will be provided by the members of the School Leadership Team. The school will research and also purchase a social and emotional curriculum for family and community engagement to support these efforts.</p>		<p>4. District will utilize Title III funding</p>
<p>4. The Office of Bilingual Instruction will provide classes or school staff to learn conversational Spanish using Rosetta Stone. This will increase staff capacity to communicate with non English speaking parents and students.</p>		<p>4. Beginning Fall 2011</p>	<p>4. District will utilize Title III funding</p>
<p>5. Workshops will be provided to parents by the guidance counselor and parent coordinator to address issues such as how to help their children with their homework, how to surf the internet, how to</p>		<p>5. Beginning Fall 2011</p>	<p>5. Guidance Counselor – and School Parent Liaison conduct bi monthly workshops – 6 hours per month @10 months- 60 hours - \$2283 x (2)= \$4566</p>

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	<p>help their children do research, how to develop better communication with their children, how to get along better with their children, how to deal with teen parenting, how to talk to their children about sensitive topics/issues.</p> <p>6. School Community Liaison will coordinate with SIM to provide outreach to provide information, address attendance issues, and provide alternative solutions to difficult situations that interfere with the education of their children.</p>	<p>6. Beginning Fall 2011</p>	<p>6. No cost to grant</p>
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<p>Permissible Activities: <u>Increasing learning time and creating community-oriented schools</u> Partnering with parents and parent organizations, faith- and community-based organizations, health clinics, other State or local</p>	<p>1. Hire-Bilingual Parent and Community Liaison</p>	<p>1. Fall 2011</p>	<p>1. Bilingual Parent and Community Liaison (1) @ 1 Position \$86,450 including benefits.</p>

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<p>agencies, and others to create safe school environments that meet students' social, emotional, and health needs</p>	<p>2. The school will continue to work with effective existing community groups such as He van, Long Island Cares , (Economic Opportunity Commission EOC), CBAPP, Nassau Health Care Corporation Community Health Centers</p>	<p>2. Ongoing</p>	<p>2. Cost for supplies to host afterschool programs for students -\$5000</p>
<p>Extending or restructuring the school day so as to add time for such strategies as advisory periods that build relationships between students, faculty, and other school staff</p>	<p>1. The new school bell schedule will reflect advisory periods for all students. Teachers will be trained on Character Education.</p> <p>2. The school will implement advisory periods to help build student / staff relationships the school will also integrate the AVID program and pilot program in the 2nd year of the grant.</p>	<p>1. The advisory will begin fall of 2011. Planning for the implementation will take place summer of 2011.</p> <p>2. Beginning Fall 2011, planning and preparation beginning July 2011</p>	<p>1. No cost to the grant</p> <p>2. AVID Training and Materials = \$15,000 per year 1-3</p>
<p>Implementing approaches</p>	<p>1. The school will integrate a</p>	<p>1. Fall 2011</p>	<p>1. See Above</p>

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<p>to improve school climate and discipline, such as implementing a system of positive behavioral supports or taking steps to eliminate bullying and student harassment</p>	<p>character education curriculum program to continue to promote a safe learning environment for all students.</p> <ol style="list-style-type: none"> 2. Staff will participate in workshops to help them identify bullying and prevent bullying. 3. Students/ Parent/ Teacher Compacts will be reviewed and necessary changes incorporated. Compacts will be signed at the beginning of the school year to promote awareness of school expectation around discipline. 4. The school will also require students to dress for gym classes. 5. Working with the ESL Department, Student government, and the Parent Council, the school will promote multi-cultural activities to celebrate school diversities quarterly. 6. School Code of Conduct will be 	<ol style="list-style-type: none"> 2. Fall 2011 3. Summer 2011 4. Ongoing 5. Fall 2011 6. Ongoing 	<ol style="list-style-type: none"> 2. Cost for Staff participation in character Education Program-\$38.05 @ 2 hours per workshop- 6 workshops per year -\$456.60 for approximately 70 teachers= \$31,962 plus benefits 3. Cost for Parent Meetings - Title I monies- \$3500 4. No cost to the grant 5. \$3000 for supplies for celebrations 6. No cost to the Grant
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	<p>strictly adhered to and enforced.</p> <p>7. A school wide merit system will be implemented also to promote good discipline.</p> <p>8. Student recognition assemblies and programs will be included in the school calendar to recognize students who have demonstrated good attendance and academic performance. This will include annual awards ceremony and student picnic in the Spring Semester</p>	<p>7. Fall 2011</p> <p>8. Fall 2011</p>	<p>7. \$2500 for incentives</p> <p>8. Cost for student incentives- \$ 18,000</p>
<p><u>Expanding the school program to offer full-day kindergarten or pre-kindergarten</u></p>			
<p><u>Required Activities:</u> <u>Providing operational flexibility and sustained support</u></p>			
<p><u>Give the school sufficient operational flexibility (such as staffing, calendars/time,</u></p>	<p>1. The School Principal and Administrative Team will have district support and the</p>	<p>1. Ongoing</p>	<p>1. \$1500 for supplies for meetings.</p>

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<p>and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates</p>	<p>autonomy to make scheduling decisions, budgeting decisions to improve student achievement and increase school graduation rate.</p> <p>2. The new governance structure of the school will include the School Building Team that will be responsible for developing site level procedures and policies for the efficient operation of the school. This team will be composed of parents, students, admin., and community representation.</p>		
<p>Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO)</p>	<p>3.</p> <p>1. The Central Office will continue to provide the school-site the on-going support for the transformation model by coordinating the necessary human and financial resources needed.</p> <p>2. Both CSSR and ICLE will continue to provide technical assistance as lead partners</p>	<p>1. Ongoing</p>	<p>1. No cost to the grant</p>
<p>Permissible Activities: <u>Providing operational flexibility and sustained support</u></p>			

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<p>Allowing the school to be run under a new governance arrangement, such as a turnaround division within the LEA or SEA</p>	<p>1. New staff positions will be created, reporting to Supt. of Schools and/or the Asst. Supt. of Curriculum and Instruction, to support and ensure the successful coordination and implementation of the school's Transformation plan, but the governance of the school will not change.</p>	<p>1. In July 2011 a School Implementation Manager will be hired.</p>	<p>1. No cost to the grant</p>
<p>Implementing a per-pupil school-based budget formula that is weighted based on student needs</p>	<p>1. The Fair Student Funding (FSF) formula already being implemented in RUFSD is based on a per-pupil formula that is weighted based on student needs.</p>	<p>1. Ongoing</p>	<p>1. No cost to the grant</p>
<p>10. If external partners will be used to accomplish all or any of the actions described- Recruit, screen, and select external providers to ensure their quality</p>	<p>1. The District selected CSSR and ICLE after consultation with Central Administration, the Redesign Team in 2010, and the new administrative team and curriculum council in the High School. NYU will continue to work on Disproportionality in Special Education Services from a grant they were awarded by New York State. The grant ends Spring 2011. This plan will continue the work of NYU.</p>	<p>1. Spring 2010-Spring 2011</p>	<p>1. See above where appropriate for cost of external partner services</p>

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APPENDIX B: TRANSFORMATION MODEL

Cost of Implementation of Model (over 3 years)	Amount of 1003(g) funds LEA will allocate to school	Amount of additional funds, to be provided by other sources, LEA will allocate to school
\$5,470,075.2	\$5,470,075.2	\$306,000

Describe how the LEA will fund the actions described in the model, including resources other than 1003(g) to support the interventions, and plans to sustain the interventions after the grant ends.

The attached budget narrative provides detail on how each activity identified in the above Transformation Model chart will be funded with 1003 (g) funds. In addition to these funds the following resources will be used to continue to support programmatic activities at the High school –

- **Teachers of Tomorrow-** The District has received and will continue to apply for this program from NYSED. For the High School, approximately \$50,000 will be used as incentives for teachers who complete National Board Certification
- **Race to the Top-** to implement common core standards, and the new teacher evaluation system over the course of the next 3 years Title I- Each year the District is allocated 10% of the Title I allocation for professional development. The Roosevelt High School will continue to draw from these funds. Approximately \$80,000 was reserved for professional development 2010-2011 school year. The High School will have access to approximately 20% of these funds
- **Title III-** The ESL Department uses Title III funds to provide supplemental services to the District. Title III funds will be used to conduct workshops in conversational Spanish, and help to provide support the Summer School program
- **IDEA 611/619-** IDEA funds will continue to support students under this program in the High School.
- **Smart Scholars-** In partnership with Old Westbury (fiscal agent) the High School will continue to implement the program, and apply for all future awards.
- **LI CARES-** In partnership with Nassau Suffolk BOCES- 6 teachers at the high school will continue to work on interdisciplinary technology integrated projects until August 2012.

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Describe any obstacles to implementing this plan (ex: collective bargaining agreements, lack of professional staff, etc.) that the LEA faces at this school, and how the LEA plans to address these challenges.

As addressed in Section B/Item 2, The District and the Roosevelt Teacher Association are working diligently and are committed to reach an agreement on the teacher and principal evaluation tool. Under this agreement, which specifically applies to the Transformation school, the key parties have committed to negotiating a further agreement that will allow for implementation of all aspects of the new teacher evaluation law.

Describe how the LEA will modify its practices or policies, if necessary, to enable it to implement the interventions fully and effectively in this school.

The District will:

- Fully support the extended day and year resulting in increased instructional time for students.
- Use the growth model as one of the measures for teacher and administrator evaluation.
- Provide embedded professional development aligned with the Transformation Plan presented in this application
- Fully mandate and monitor the 4-Tier (RTT) Framework with identified interventions and to monitor progress and fidelity of implementation of the interventions.
- Engage parents by strengthening PTAs, and provide training for parents
- Establish an Office of School Reform to facilitate, monitor and hold the High School accountable for the Transformation Model

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BUDGET NARRATIVE: SCHOOL LEVEL ACTIVITIES FOR TIER I AND II

Directions: For each model type (turnaround, restart, closure, or transformation), complete the following budget narrative. List all of the schools implementing the model type, and complete the chart detailing the costs. For example, if the LEA is implementing turnaround in four schools, the individual schools would be listed below, but the budget narrative would detail the total costs associated for implementing turnaround in all four schools.

Model: Transformation _____

List of Schools implementing model:

School Name	NCES #:03463	Tier I	Tier II
Roosevelt High School		✓	

Category	Description of Budget Item	Proposed LEA allocation					Other Federal or State allocations, determined by the LEA					Total Project Allocation
		Pre-implementation	Year 1	Year 2	Year 3	Pre-implementation	Year 1	Year 2	Year 3			
Professional Staff	<ul style="list-style-type: none"> Teacher Incentives – Bonuses based on the whether and to what extent student achievement has improved \$1000 if school meets designated performance targets, or \$500 if the school meets 75% of performance targets 	*		\$105,000	\$105,000	*	*	*	*	\$210,000		

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<ul style="list-style-type: none"> • National Board Certification- The District will recruit and pay staff to participate in and complete the attainment of National Board Certification- (5) teachers per year 		\$13,500	\$13,500	\$13,500	\$13,500	*	\$50,000	\$50,000	\$50,000	\$40,500
<ul style="list-style-type: none"> • Other Federal Funds- For each year of the grant- the District will allocate \$50,000 from the anticipated Teachers of Tomorrow Grant program for teachers who complete National Board Certification. 		*	*	*	*	*	\$50,000	\$50,000	\$50,000	\$150,000
<ul style="list-style-type: none"> • (5) Residential Substitute Teachers-These teachers with content certification will provide release time for teachers to observe classrooms and participate in Learning Walks- per diem rate \$110 per day – 60 days 		\$7700	\$33,000	\$33,000	\$33,000	*	*	*	*	\$99,000
<ul style="list-style-type: none"> • Summer Transition Institute- to support student transition from the Middle School to the High School the following staff will be hired for the Summers (6) teachers, (1) Administrator @ 96 Hours • (7)1.0 FTE Transformation Teachers -to support increased learning time and the overall 		\$29,116.8	\$29,116.8	\$29,116.8	\$29,116.8	*	*	*	*	\$116,467.2
		*	\$455000	\$455000	\$455000	*	*	*	*	\$1,365,000

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	instructional program to expand the AP program and the Smart Scholars Program- (1) Math, (1) Science, (1) Social Studies, (2) ELA (2) ESL • 1.0 FTE Librarian to support increased learning time and the overall instructional program to expand the AP program and the Smart Scholars Program • Saturday Academy Program -to support student in all content core areas by providing extending learning time (7) teachers and (2) administrators @136 hours	*	\$30,535	\$49,823.6	\$49,823.6	\$49,823.6	*	*	*	\$180,005.8
	• 1.0 FTE School Implementation Manager - to monitor the progress of the Transformation Model over the grant period. • (1)Guidance Counselor- for Parent Workshops –Workshops will address issues such as how to help students with their homework, monitoring internet searching, developing better communication skills	*	\$102,476	\$102,476	\$102,476	\$102,476	*	*	*	\$307,428
	• (1) Bilingual Parent and Community Liaison for Parent Workshops -Workshops will	*	\$2283	\$2283	\$2283	\$2283	*	*	*	\$6849

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	<ul style="list-style-type: none"> address issues such as how to help students with their homework, monitoring internet searching, developing better communication skills 1.0 FTE Bilingual Parent and Community Liaison to provide outreach to parents, and coordinate services and activities with Community Based organizations 	*	\$65,000	\$65,000	\$65,000	*	*	*	*	\$195,000
	<ul style="list-style-type: none"> (70) Teachers–Character Education Workshops – 12 hours of teacher training on bullying in schools (2) 1.0 FTE Literacy Coaches-to provide job embedded professional development in literacy across the content areas and to work with teachers on assessment 	*	\$31,962	\$31,962	\$31,962	*	*	*	*	\$95,886
		*	\$140,700	\$140,700	\$140,700	*	*	*	*	\$422,100
Support Staff	<ul style="list-style-type: none"> (5) Summer Transition Institute Student Workers –to provide clerical support and for the Institute, and work experience for students (96 hours each@ \$10) (1)Summer Transition Institute Custodian –to provide custodial services for the Summer Institute- 	\$4800	\$4800	\$4800	\$4800	*	*	*	*	\$19,200
		\$1440	\$1440	\$1440	\$1440	*	*	*	*	\$21,600

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	(96 hours @ \$15)																			
	<ul style="list-style-type: none"> (1) Summer Transition Clerical –to provide clerical support to the teachers and administrative staff of the Summer Institute (96 hours& \$29) (1)Saturday Academy School Safety Officer –to provide safety monitoring of the Saturday School program (136 hours) (1)Saturday Academy Custodian – to provide custodial services for the Saturday School program (136 hours) Saturday Academy Clerical –to provide clerical support to the teachers and administration of the Saturday School program (136 hours) 	\$2784	\$2784	\$2784	\$2784	\$2784	\$2784	\$2784	*	*	*	*	*	*					\$11136	
	<ul style="list-style-type: none"> (1)Saturday Academy School Safety Officer –to provide safety monitoring of the Saturday School program (136 hours) 	\$2040	\$2040	\$2040	\$2040	\$2040	\$2040	\$2040	*	*	*	*	*	*						\$8160
	<ul style="list-style-type: none"> (1)Saturday Academy Custodian – to provide custodial services for the Saturday School program (136 hours) 	\$2040	\$2040	\$2040	\$2040	\$2040	\$2040	\$2040	*	*	*	*	*	*						\$8160
	<ul style="list-style-type: none"> Saturday Academy Clerical –to provide clerical support to the teachers and administration of the Saturday School program (136 hours) 	\$3944	\$3944	\$3944	\$3944	\$3944	\$3944	\$3944	*	*	*	*	*	*						\$15,776
Purchased Services (Consultants)	<ul style="list-style-type: none"> International Center of Leadership in Education and Scholastic will provide technical Assistance in Rigor and Relevance Framework for 37 days per year Larry Aronstein and Associates 	\$7200	\$136,800	\$136,800	\$136,800	\$136,800	\$136,800	\$136,800	*	*	*	*	*	*						\$417,200
		*	\$6400	\$6400	\$6400	\$6400	\$6400	\$6400	*	*	*	*	*	*						\$12,800

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Supplies and Materials	<ul style="list-style-type: none"> • Laptops and Carts –(40) Laptops will be dedicated for the Advanced 	*	\$75,000	*	*	*	*	*	*	\$75,000
	<ul style="list-style-type: none"> • will provide a teacher effectiveness coach for development and implementation of Teacher Evaluation Pilot for Years 1 and 2 									
	<ul style="list-style-type: none"> • Center for Secondary School Redesign will provide technical Assistance in School Change for 54 days 	\$49,500	\$81,000	\$81,000	\$81,000	*	*	*	*	\$292,500
	<ul style="list-style-type: none"> • New York University will provide Technical Assistance on Disproportionality 	*	\$27,000	\$27,000	\$27,000	*	*	*	*	\$81,000
	<ul style="list-style-type: none"> • Vendor to be Determined will provide Curriculum Mapping Services 	*	\$37,500	\$37,500	\$37,500	*	*	*	*	\$112,500
	<ul style="list-style-type: none"> • ALEKIS will provide Web-based artificial intelligence program for AIS Students 	*	\$12,000	\$12,000	\$12,000	*	*	*	*	\$36,000
	<ul style="list-style-type: none"> • Right Reason technology will provide a Credit Recovery Program 	*	\$20,000	\$20,000	\$20,000	*	*	*	*	\$60,000
	<ul style="list-style-type: none"> • AVID will provide support for College Preparedness at the High School 	*	\$15,000	\$15,000	\$15,000	*	*	*	*	\$45,000

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	<ul style="list-style-type: none"> • Supplies/- Student Recognition, Award ceremonies, Annual Student Picnic – funds will be used to hold student assemblies, and ceremonies in school and outside • Supplies- School Principal Administrative Team-funds will be used for supplies for the school leadership team 	*	\$18000	\$18000	\$18000	\$18000	*	*	*	*	\$54,000
		*	\$1500	\$1500	\$1500	\$1500	*	*	*	*	\$4500
Travel	<ul style="list-style-type: none"> • Institute Member-(5)- funds will be used for membership for the Administrative staff of the High School for the Harvard Principal Center to be a part of a network that will build professional capacity in school management and instructional leadership. • Conference Registration -(5) funds will be used to fund participation in the Harvard Principal Center Summer Institute • Conference Registration -(5) for the High School Administrative Team to attend the National Association of Secondary School Principals to review and examine leading trends in school reform and instructional leadership 	*	\$1125	\$1125	\$1125	\$1125	*	*	*	*	\$3375
		*	\$15,000	\$15,000	\$15,000	\$15,000	*	*	*	*	\$45,000
		\$6311.96	\$10,000	\$10,000	\$10,000	\$10,000	*	*	*	*	\$36,311.96

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	<ul style="list-style-type: none"> • Conference Registration- (5)- for the High School Administrative Team to attend the national conference for the Association for Supervision and Curriculum Development to review and examine leading trends in school curricular innovations • Conference Registration and transportation and board- (10) will fund the Advanced Placement professional development for teachers at the High School • Conference Registration (3) - will fund professional development for culinary and hospitality teachers. 	*	\$9000	\$9000	\$9000	*	*	*	*	\$27,000
Employee Benefits	<ul style="list-style-type: none"> • Benefits for Professional and Support Staff(excluding –teacher incentives) 	*	\$238,486	\$238,486	\$238,486	*	*	*	*	\$715,456
Equipment		*	*	*	*	*	*	*	*	*
Grand Total		\$148,461.8	\$1875,468.4	\$1,800,503.4	\$1794,103.4		\$50,000	\$50,000	\$50,000	\$5,768,537

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BUDGET NARRATIVE: LEA LEVEL ACTIVITIES FOR TIER I AND II SCHOOLS

Directions: Complete the following budget narrative, describing the LEA level activities associated with implementing the models in the PLA schools the LEA has proposed to serve with SIG funds. This budget narrative should be in alignment with both the activities described on p. 12 and 16, and with those described in the model implementation plans (where applicable). Please keep in mind that SIG funds are generated by each PLA school, and while the LEA is permitted to use a portion of these funds for LEA level activities, LEAs will not receive additional SIG funds for these activities and LEAs are not permitted to use these funds to support schools beyond those they proposed to serve in this application.

Category	Description of Budget Item	Proposed LEA allocation	Year 1 - Full Implementation	Year 2	Year 3	Total Project Allocation
Professional Staff						
Support Staff						
Purchased Services (Consultants)	Teacher Effectiveness Coach for Teacher Evaluation Pilot-Larry Aronstein and Associates will conduct training on how to create a teacher evaluation system. This will be for the APPR Committee (see appendix)	\$0	\$6400	\$6400	\$0	\$12,800
Supplies and Materials						
Travel						
Employee Benefits						

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Equipment						
Grand Total	\$0	\$6400	\$6400	\$0	\$12,800	

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APPENDIX C: CONSULTATION/COLLABORATION DOCUMENTATION FORM

LEA Name:	Roosevelt Union Free School District											
BEDS Code:	2	8	0	2	0	8	0	3	0	0	0	0
Copy and use additional pages as necessary												

The U.S. Department of Education School Improvement Grant Guidelines, Under Section 1003 (g) require LEAs to consult and/or collaborate with various groups in the development of the LEA's School Improvement Grant application. LEAs **MUST** include representatives of collective bargaining units and recognized parent groups in the consultation/collaboration around the LEA's School Improvement Grant application. Methods of consultation include face to face meetings, e-mail, fax, telephone calls, letters and video conferencing.

This form must be completed and submitted to SED by each LEA applying for funds under 1003(g) in order to document that appropriate consultation/collaboration has occurred or was attempted with constituency groups as follows:

1. Representatives of constituency groups who sign the form under their name in column 1 are effectively affirming that appropriate consultation has occurred. (The signature does not indicate agreement.) Supporting documentation (e.g., meeting agendas, minutes and rosters) must be maintained by the LEA.
2. For representatives of constituency groups who have consulted with the LEA but whose signatures are unobtainable, information must be entered in column 4; supporting documentation (e.g., meeting agendas, minutes and rosters) must be maintained by the LEA and a summary of such documentation must be submitted to SED with LEA's School Improvement Grant Application.

1. Individuals Consulted	2. Individual's Title and Constituency Group Represented	3. Date and Method of Consultation	4. Signatures Unobtainable/ Summary of Documentation
Individual's Name (Print/Type)	Please see attached	Please see attached	
Signature			
Individual's Name (Print/Type)			
Signature			
Individual's Name (Print/Type)			
Signature			

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APPENDIX D: SUGGESTED LANGUAGE FOR COMMITMENT LETTER

Please provide a document signed by the Superintendent and the Local Teachers Union Leader, and where applicable a document signed by the Superintendent and the Leader of the Union representing building principals, committing to the following:

By no later than the end of the 2010-11 school year, any existing collective bargaining agreement shall be amended as necessary to require that teachers (or building principals where applicable) assigned to schools for which the district is receiving §1003(g) funds to implement a transformation model will be evaluated using a system that fully implements all of the provisions of Education Law section 3012-c that will be applicable in the 2011-12 school year and thereafter, including those provisions that must be implemented in accordance with locally developed procedures negotiated pursuant to the requirements of Article 14 of the Civil Service Law.

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Statement of Assurances

The following assurances are a component of your application. By signing the certification on the application cover page you are ensuring accountability and compliance with state and federal laws, regulations, and grants management requirements and certifying that you have read and will comply with the following assurances and certifications.

Federal Assurances and Certifications, General:

- Assurances – Non-Construction Programs
- Certifications Regarding Lobbying; Debarment, Suspension and Other Responsibility Matters
- Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion – Lower Tier Covered Transactions
- General Education Provisions Act Assurances

Federal Assurances and Certifications, NCLB (if appropriate):

The following are required as a condition for receiving any federal funds under the Elementary and Secondary Education Act, as amended by the No Child Left Behind Act of 2001.

- NCLB Assurances
- School Prayer Certification

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General Federal Assurances

1. The program will be administered in accordance with all applicable statutes, regulations, program plans and applications;
2. Each LEA shall assure its compliance with all supplement not supplant requirements;
3. (a) The control of funds provided under each program and title to property acquired with program funds will be in a public agency or in a non-profit private agency, institution, organization, or Indian tribe, if the law authorizing the program provides for assistance to those entities; (b) the public agency, nonprofit private agency, institution or organization, or Indian tribe will administer the funds and property to the extent required by the authorizing statutes;
4. The applicant will adopt and use proper methods of administering each such program, including (a) the enforcement of any obligations imposed by law on agencies, institutions, organizations, and other recipients responsible for carrying out each program; and (b) the correction of deficiencies in program operations that are identified through audits, monitoring, or evaluation;
5. The applicant will cooperate in carrying out any evaluation of each such program conducted by or for the State educational agency, the Secretary, or other Federal officials;
6. The applicant will use such fiscal control and fund accounting procedures as will ensure proper disbursement of, and accounting for, Federal funds paid to the applicant under each such program;
7. The applicant agrees to comply with the following civil rights authorities, their implementing regulations, and appropriate federal and State guidelines: Title VI of the Civil Rights Act of 1964, Title IX of the Federal Educational Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and the Age Discrimination Act of 1975.

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ASSURANCES - NON-CONSTRUCTION PROGRAMS

As the duly authorized representative of the applicant, and by signing the application cover page, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance, and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management, and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States, and if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C §§ 4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. § 794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§ 6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§ 523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§ 290 dd-3 and 290 ee 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. § 3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any

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other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.

7. Will comply, or has already complied, with the requirements of Titles II and III of the uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with the provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328), which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.
9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§ 276a to 276a-7), the Copeland Act (40 U.S.C. §§276c and 18 U.S.C. §§874) and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§ 327-333), regarding labor standards for federally assisted construction sub agreements.
10. Will comply, if applicable, with flood insurance requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clear Air) Implementation Plans under Section 176(c) of the Clear Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended, (P.L. 93-523); and (h) protection of endangered species under the Endangered Species Act of 1973, as amended, (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1721 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.

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13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.), which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, Audits of States, Local Governments, and Non-Profit Organizations.
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations and policies governing this program.

Standard Form 424B (Rev. 7-97), Prescribed by OMB Circular A-102, Authorized for Local Reproduction, as amended by New York State Education Department

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CERTIFICATIONS REGARDING LOBBYING

Applicants should refer to the regulations cited below to determine the certification to which they are required to attest. Applicants should also review the instructions for certification included in the regulations before completing this form. Signature of the Application Cover Page provides for compliance with certification requirements under 34 CFR Part 82, "New Restrictions on Lobbying," and 34 CFR Part 85, "Government-wide Debarment and Suspension (Nonprocurement)." The certifications shall be treated as a material representation of fact upon which reliance will be placed when the Department of Education determines to award the covered transaction, grant, or cooperative agreement.

1. LOBBYING

As required by Section 1352, Title 31 of the U.S. Code, and implemented at 34 CFR Part 82, for persons entering into a grant or cooperative agreement over \$100,000, as defined at 34 CFR Part 82, Sections 82.105 and 82.110, the applicant certifies that:

- (a) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any Federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal grant or cooperative agreement;
- (b) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form - LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions; and
- (c) The undersigned shall require that the language of this certification be included in the award documents for all sub awards at all tiers (including sub grants, contracts under grants and cooperative agreements, and subcontracts) and that all sub recipients shall certify and disclose accordingly.

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**Certification Regarding Debarment, Suspension, Ineligibility and
Voluntary Exclusion — Lower Tier Covered Transactions**

This certification is required by the Department of Education regulations implementing Executive Order 12549, Debarment and Suspension, 34 CFR Part 85, for all lower tier transactions meeting the threshold and tier requirements stated at Section 85.110.

Instructions for Certification

1. By signing the Application Cover Page, the prospective lower tier participant is providing the certification set out below.
2. The certification in this clause is a material representation of fact upon which reliance was placed when this transaction was entered into. If it is later determined that the prospective lower tier participant knowingly rendered an erroneous certification, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.
3. The prospective lower tier participant shall provide immediate written notice to the person to whom this proposal is submitted if at any time the prospective lower tier participant learns that its certification was erroneous when submitted or has become erroneous by reason of changed circumstances.
4. The terms “covered transaction,” “debarred,” “suspended,” “ineligible,” “lower tier covered transaction,” “participant,” “person,” “primary covered transaction,” “principal,” “proposal,” and “voluntarily excluded,” as used in this clause, have the meanings set out in the Definitions and Coverage sections of rules implementing Executive Order 12549. You may contact the person to which this proposal is submitted for assistance in obtaining a copy of those regulations.
5. The prospective lower tier participant agrees by submitting this proposal that, should the proposed covered transaction be entered into, it shall not knowingly enter into any lower tier covered transaction with a person who is debarred, suspended, declared ineligible, or voluntarily excluded from participation in this covered transaction, unless authorized by the department or agency with which this transaction originated.

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6. The prospective lower tier participant further agrees by submitting this proposal that it will include the clause titled "Certification Regarding Debarment, Suspension, Ineligibility, and Voluntary Exclusion-Lower Tier Covered Transactions," without modification, in all lower tier covered transactions and in all solicitations for lower tier covered transactions.
 7. A participant in a covered transaction may rely upon a certification of a prospective participant in a lower tier covered transaction that it is not debarred, suspended, ineligible, or voluntarily excluded from the covered transaction, unless it knows that the certification is erroneous. A participant may decide the method and frequency by which it determines the eligibility of its principals. Each participant may, but is not required to, check the Nonprocurement List.
 8. Nothing contained in the foregoing shall be construed to require establishment of a system of records in order to render in good faith the certification required by this clause. The knowledge and information of a participant is not required to exceed that which is normally possessed by a prudent person in the ordinary course of business dealings.
 9. Except for transactions authorized under paragraph 5 of these instructions, if a participant in a covered transaction knowingly enters into a lower tier covered transaction with a person who is suspended, debarred, ineligible, or voluntarily excluded from participation in this transaction, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.
-

Certification

- (1) The prospective lower tier participant certifies, by submission of this proposal, that neither it nor its principals are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any Federal department or agency.
- (2) Where the prospective lower tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

ED 80-0014, as amended by the New York State Education Department

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General Education Provisions Act Assurances

These assurances are required by the General Education Provisions Act for certain programs funded by the U.S. Department of Education.

As the authorized representative of the applicant, by signing the application cover page, I certify that:

- (1) that the local educational agency will administer each program covered by the application in accordance with all applicable statutes, regulations, program plans, and applications;
- (2) that the control of funds provided to the local educational agency under each program, and title to property acquired with those funds, will be in a public agency and that a public agency will administer those funds and property;
- (3) that the local educational agency will use fiscal control and fund accounting procedures that will ensure proper disbursement of, and accounting for, Federal funds paid to that agency under each program;
- (4) that the local educational agency will make reports to the State agency or board and to the Secretary as may reasonably be necessary to enable the State agency or board and the Secretary to perform their duties and that the local educational agency will maintain such records, including the records required under section 1232f of this title, and provide access to those records, as the State agency or board or the Secretary deem necessary to perform their duties;
- (5) that the local educational agency will provide reasonable opportunities for the participation by teachers, parents, and other interested agencies, organizations, and individuals in the planning for and operation of each program;
- (6) that any application, evaluation, periodic program plan or report relating to each program will be made readily available to parents and other members of the general public;
- (7) that in the case of any project involving construction –
 - (A) the project is not inconsistent with overall State plans for the construction of school facilities; and

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(B) in developing plans for construction, due consideration will be given to excellence of architecture and design and to compliance with standards prescribed by the Secretary under section 794 of title 29 in order to ensure that facilities constructed with the use of Federal funds are accessible to and usable by individuals with disabilities;

(8) that the local educational agency has adopted effective procedures for acquiring and disseminating to teachers and administrators participating in each program significant information from educational research, demonstrations, and similar projects, and for adopting, where appropriate, promising educational practices developed through such projects; and

(9) that none of the funds expended under any applicable program will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the purchasing entity or its employees or any affiliate of such an organization.

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**New York State Department of Education
No Child Left Behind Act Assurances**

These assurances are required for programs funded under the No Child Left Behind Act.

As the authorized representative of the applicant, by signing the Application Cover Page, I certify that:

- (1) each such program will be administered in accordance with all applicable statutes, regulations, program plans, and applications;
- (2) (A) the control of funds provided under each such program and title to property acquired with program funds will be in a public agency or in a nonprofit private agency, institution, organization, or Indian tribe, if the law authorizing the program provides for assistance to those entities; and
(B) the public agency, nonprofit private agency, institution, or organization, or Indian tribe will administer the funds and property to the extent required by the authorizing statutes;
- (3) the applicant will adopt and use proper methods of administering each such program, including—
 - (A) the enforcement of any obligations imposed by law on agencies, institutions, organizations, and other recipients responsible for carrying out each program; and
 - (B) the correction of deficiencies in program operations that are identified through audits, monitoring, or evaluation;
- (4) the applicant will cooperate in carrying out any evaluation of each such program conducted by or for the State educational agency, the Secretary, or other Federal officials;
- (5) the applicant will use such fiscal control and fund accounting procedures as will ensure proper disbursement of, and accounting for, Federal funds paid to the applicant under each such program;
- (6) the applicant will—
 - (A) submit such reports to the State educational agency (which shall make the reports available to the Governor) and the Secretary as the State educational agency and Secretary may require to enable the State educational agency and the Secretary to perform their duties under each such program; and
 - (B) maintain such records, provide such information, and afford such access to the records as the State educational agency (after consultation with the Governor) or the Secretary may reasonably require to carry out the State educational agency's or the Secretary's duties;
- (7) before the application was submitted, the applicant afforded a reasonable opportunity for public comment on the application and considered such comment;
- (8) the applicant has consulted with teachers, school administrators, parents, nonpublic school representatives and others in the development of the application to the extent required for the applicant under the program pursuant to the applicable provisions of the No Child Left Behind Act;

New York State Education Department
LEA School Improvement Grant Application, FY 2010
Under 1003 (g) of the Elementary and Secondary Education Act of 1965

- (9) in the case of a local educational agency, as a condition of receiving funds under the No Child Left Behind Act, the applicant is complying with the requirements of Education Law § 3214(3)(d) and (f) and the Gun-Free Schools Act (20 U.S.C. § 7151);
- (10) in the case of a local educational agency, as a condition of receiving funds under the No Child Left Behind Act, the applicant is complying with the requirements of 20 U.S.C. § 7908 on military recruiter access;
- (11) in the case of a local educational agency, as a condition of receiving funds under the No Child Left Behind Act, the applicant is complying with the requirements of 20 U.S.C. § 7904 on constitutionally protected prayer in public elementary and secondary schools;
- (12) in the case of a local educational agency, as a condition of receiving funds under the No Child Left Behind Act, the applicant is complying with the requirements of Education Law § 2802(7), and any state regulations implementing such statute and 20 U.S.C. § 7912 on unsafe school choice; and
- (13) in the case of a local educational agency, the applicant is complying with all fiscal requirements that apply to the program, including but not limited to any applicable supplement not supplant or local maintenance of effort requirements.

**New York State Education Department
LEA School Improvement Grant Application, FY 2010
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SCHOOL PRAYER CERTIFICATION

As a condition of receiving federal funds under the Elementary and Secondary Education Act, as amended by the No Child Left Behind Act of 2001 (NCLB), the local educational agency hereby certifies that no policy of the local educational agency prevents, or otherwise denies participation in, constitutionally protected prayer in public elementary schools and secondary schools, as detailed in the current guidance issued pursuant to NCLB Section 9524(a).

**New York State Education Department
LEA School Improvement Grant Application, FY 2010
Under 1003 (g) of the Elementary and Secondary Education Act of 1965**

Chart 1 - Percentage of students at or above each proficiency level	ELA				Math			
	Level 2	3	4	Level	Level 2	Level 3	Level 4	
All Students	68%	63%	18%		71%	56%		4%
Female	74%	69%	23%		78%	65%		4%
Male	62%	56%	13%		65%	47%		4%
African American	76%	70%	20%		77%	61%		6%
Hispanic	44%	42%	13%		56%	42%		0%
General-Education	73%	79%	22%		73%	58%		5%
Students with Disabilities	39%	24%	0%		61%	45%		0%
English Proficient	72%	67%	20%		73%	58%		5%
Limited English Proficient	75%	22%	24%		50%	39%		0%
Economically Disadvantaged	62%	59%	14%		80%	63%		4%
Not Economically Disadvantaged	62%	59%	14%		65%	50%		5%

Chart 2-Student Participation rate of State Assessment			White		Student with disability		Economically Disadvantage	
	Black	Hispanic	te	disability	Student with		Disadvantage	
Assessment								
ELA	96%	81%	0%	0%	0%		94%	
Math	92%	90%	0%	0%	0%		96%	

ROOSEVELT UNION FREE SCHOOL DISTRICT

Consultation/Collaboration Documentation Form

New York State Education Department
LEA School Improvement Grant Application, FY 2010
Under 1003 (g) of the Elementary and Secondary Education Act of 1965

CONSULTATION/COLLABORATION DOCUMENTATION FORM

Individual Consulted	Individual's Title & Constituency Group Represented	Date & Method of Consult	Signatures Unobtainable Summary of Documental
Adedji, Daphne	Teacher/Union President	3/2 4/29	Planning Meeting
<i>D. Adedji</i> Curcio, John, Dr.	Central Office		
Steele, Marianna, Dr.	Central Office	3/2 - 4/7 4/2	Planning Meeting
<i>Dr. Marianna Steele</i> Funderburke, Emme	Community Rep.		
<i>Emme Funderburke</i> Isom, Vivian	Teacher	4/1 4/2 4/11 4/12 4/29	Planning Meeting
June, Angelique	Parent	4/27	Planning Meeting
<i>Angelique June</i> McGrath, Theresa	Teacher/RTA Union Building Rep	3/2, 4/1, 4/7 4/11, 4/12 4/29	Planning Meeting
<i>Theresa McGrath</i> Olowa, Waheed	Parent	4/27	Planning Meeting
White, Laverne	Parent	4/27	Planning Meeting
<i>Laverne White</i> Williams, Debbie	PSTA/Parent	4/27	Planning Meeting
<i>Debbie Williams</i>			

Patton, Treva <i>Treva Patton</i>	Assistant Principal	4/1 4/7 4/11 4/12 4/29	Planning Mtgs ↓
Strachan, Stephen, Dr. <i>Stephen Strachan</i>	Principal	3/2 4/1 4/7 4/11 4/12 4/29	
Taylor, Keisha, Dr. <i>Keisha Taylor</i>	Center Secondary School Reform	4/1 4/11	
Gray, Cary <i>Cary Gray</i>	Dean of Students	4/11 4/12	
Henry, Carlene <i>Carlene Henry</i>	Teacher	4/1 4/7 4/11 4/12 4/29	
Kessler, Genna <i>Genna Kessler</i>	Teacher	4/1 4/7 4/11 4/12 4/29	
Rogers, Virginia <i>Virginia Rogers</i>	Teacher	4/1 4/7 4/11 4/12 4/29	
Rainey, Debra <i>Debra Rainey</i>	Parent	4/27	
Robert Wayne Harris Superintendent <i>Robert Wayne Harris</i>			

ROOSEVELT UNION FREE SCHOOL DISTRICT

CSSR Professional Development Series

**Professional Development Series
2010-2011 Summary of Sessions
Roosevelt High School
Long Island, NY**

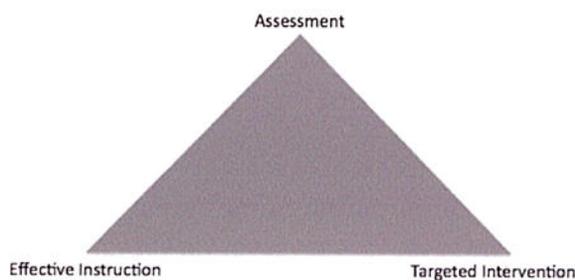
PURPOSE: To develop, implement, and build on a professional development series at Roosevelt High School that will provide teachers with classroom instructional strategies, tools, best practices and resources for increase of rigor and academic achievement for students during the 2010/2011 school year.

“BIG PICTURE” GOAL: Teachers will be empowered to build capacity and increase their knowledge of various classroom instructional strategies around the four core content subjects resulting in increased student achievement, improved teacher instruction, and student-centered personalized learning and teaching culture within Roosevelt High School. Teachers will select topics of interest and participate during their preparation or lunch period and then implement strategies into their instructional planning and delivery.

CSSR COACH ROLE: The CSSR coach will facilitate the workshops and support teachers at the department level, and possibly individual level throughout the year. CSSR content experts will be called in to work with teachers when needed. CSSR lead coach will be responsible for aligning key strategies from all content areas with the principal’s vision for the entire school. The lead coach will be responsible for on-going follow up sessions throughout the year, meeting with department heads from all subjects, teacher teams, and school leadership.

PD SCHEDULE: The dates below are based on the department and faculty-meeting schedule at Roosevelt High School during the 2010/2011 school year. As the lead school change coach visits the various classrooms notes will be made as to implementation of the variety of the tools and strategies presented to teachers. Administrators, lead teachers, and department chairs will be provided this information.

WORKSHOP FOCUS: To address the three areas listed below: Assessment, Effective Instruction, and Targeted Intervention.



WORKSHOP SCHEDULE: The selection of topics and dates were created with collaboration from the RHS leadership team

Topic	Workshop Date	# of Teachers attending sessions
Intro. To UbD	September 14, 2010	26
Authentic Assessments Coach: Anna Fazekas	October 18, 2011	8
English, History, Science, and Math Differentiated Strategies Coach: Keisha Taylor, Richard Dubuisson, Anna Fazekas	November 2, 2010	All departments Superintendent's Conference day
Cooperative Learning Strategies <i>Coach: Anna Fazekas</i>	November 16, 2010 November 17, 2010	13
Supporting 2nd Language Learners <i>Coach: Richard Dubuisson</i>	December 1, 2010 December 2, 2010	20
Supporting All Learners <i>Coach: Anna Fazekas</i>	December 15, 2010 December 16, 2010	29
Infusing Technology into the Curriculum <i>Coach: Richard Dubuisson</i>	January 18, 2011	13
Refining the UbD through Content, Context, and Concept Coach: Keisha Taylor	March 15, 2011	9
Developing Common Assessments embedded in a UbD unit <i>Coach: Keisha Taylor, Richard Dubuisson, Anna Fazekas</i>	March 24, 2011	8
Developing Common Assessments embedded in a UbD unit <i>Coach: Keisha Taylor, Richard Dubuisson, Anna Fazekas</i>	April 5, 2011	7
Developing Common Assessments embedded in a UbD unit <i>Coach: Keisha Taylor, Richard Dubuisson, Anna Fazekas</i>	April 27, 2011	7
Developing Common Assessments embedded in a UbD unit	May 12, 2011	5
Teaching in Extended Learning Periods Coach: Keisha Taylor	May 19, 2011	16

Teaching in Extended Learning Periods <i>Coach: Keisha Taylor</i>	June 9, 2011	
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Project Summary: Roosevelt High School
2010-2011 Professional Development Series

During the 2010-2011 the Center for Secondary School Redesign worked extensively with Roosevelt High School to provide a full spectrum of coaching and instructional support services. At the request of the school principal, the work focused primarily around instruction.

Site visits were conducted throughout the school year and typically consisted of two days on-site. Over the course of the school year this work evolved from two-day voluntary professional development sessions, to more one-on-one support with targeted groups of teachers.

The science department at Roosevelt High School includes ten full time science teachers. Over the course of the school year 100% of the teachers participated in the professional development activities. A small group of the science teachers also remained in regular e-mail contact with the CSSR science coach regarding unit development.

The science department is under the leadership of a new team lead. From the start of the school year, this individual struggled to gain buy-in from the other members of the department in this new leadership role. The CSSR coach shared some simple protocols for running effective meetings including a critical friends protocol.

CSSR was able to provide coaching support in implementing this protocol at two department meetings and the protocols were well received by the department as a whole. It is evident that the department lead struggled to implement these protocols when conducting meetings independently.

The science department members also expressed interest in conducting peer observations throughout the school year. On several occasions peer observations were conducted with the CSSR coach included, however this practice was not regularly implemented within the department.

Members of the science department participated most fully in two of the professional development activities offered—differentiated instruction and the common assessment embedded unit development. Following the differentiated instruction session the department adopted text annotations as a department-wide strategy for literacy differentiation. Based on classroom observations, about 50% of the classroom teachers were using this strategy and students in their classes could articulate how they used text annotations in class. Additionally, members of the chemistry department built tiered activities into several of their units over the course of the school year based on planning conducted during the differentiated instruction session.

Lastly, members of the Living Environment team experimented with RAFT writing exercises over the course of the school year. The CSSR coach was able to review artifacts from both the tiered activities and RAFT writing exercises.

The common assessment embedded unit development was also well received by the Chemistry and Living Environment teams. Two out of three of the members of the chemistry team collaborated to design the Oxidation/Reduction unit using the Understanding by Design (UbD) framework. The teachers also developed a common pre and post assessment for the unit as well as a culminating task that they introduced to students from the start of the unit. The CSSR coach was able to observe a couple lessons from this unit as well as to review artifacts from the unit design.

The Living Environment team had a productive work session and made progress towards the development of an Ecology unit using the UbD framework with an embedded common pre-assessment. Subsequent visits to the school and email communication failed to yield true evidence that the planning and development of the unit continued beyond the CSSR facilitated session. However, the teachers in attendance provided feedback stating that they better understood the UbD framework and were willing to review data from common assessments in the future.

Professional Development for Assistant Principals

The main focus of the conversation/coaching with the APs has been around effective communication. I have continued to challenge them to think about how communicating effectively, including using proper tone, and encouraging language, combined with appropriate expectation setting and follow up, can positively impact the school's culture. We have role-played various scenarios including giving feedback to teachers, responding to "unreasonable" requests from teachers, and using tone and asking questions and seeking to understand in order to diffuse/de-escalate a charged situation.

We use "live" situations that have occurred in the past (teacher observations, etc..) and will occur in the near future (giving feedback to a teacher who insulted a guest) to practice the elements of good communication and feedback. We also developed together a "feedback guideline" protocol that includes the following: being aware of timing, being specific, using examples, being balanced (including both positive and constructive feedback), being receptive and not defensive, taking notes, and asking questions for clarity.

At our next meeting we plan to complete a leadership compass exercise to look at how our leadership styles/preferences lend can impact our communication style and how to make adjustments to get the results we want. Overall, the APs have responded well to our conversation, and have made efforts to put some of work into practice.

For example, Ms Patton used our feedback model to successfully engage an instructor in a difficult conversation and everyone thought it was a positive conversation. Mr Finch made himself available to shadow CSSR coaches as we conduct classroom observations and provide feedback to instructors. We hope to see continued efforts by the APs to develop their own skills sets in this area.

Along with this focus on effective communication we have also focused on organizing themselves as instructional leaders and managers.

We talked about the APs creating a Roles, Goals and Accountabilities (RGA) document and then asking their department leads to develop goals for their departments. We also talked about developing agendas and action items for meetings and asking their department leads to

do the same. The APs see the need for them to be more organized and have begun to collaborate more. They've begun to do classroom observations together and plan to meet in the summer to develop a calendar and a plan for next year.

Math:

The work with the math teachers centered mostly around helping kids move from one level of proficiency to the next. To that end, we've worked on daily/weekly formative assessment to inform teaching practices, differentiated strategies to address all learners, and higher level questioning to help develop students' critical thinking skills.

We've also talked about, as a department, developing a list of key skills/competencies that students will master and aiming for those instead of a particular chapter in a textbook. Some progress in the math teachers has occurred over the course of the year. The department lead and a few of the teachers now strongly believes that every math unit needs to have a common pre and post assessment, imbedded in a UbD unit, and that can measure students' progress through the unit.

Teachers are using some differentiated strategies in the classroom. The department as a whole is having conversations about taking a department wide stance on how to increase students' proficiency levels. Although there still a lot more work to do with individual teachers and the department as a whole, this far cry from where we started in September.

English

The English department was a challenging department to work with during the school year. The department chairperson conducted a few periods of classroom observations with the CSSR coach.

The department had many questions and concerns regarding the UbD structure and template and it took several months to get the group to focus at a department meeting on creating a UbD. The opportunity to work with each grade level from March –May 2011 created a forum for teachers to work collaboratively with their peers. Some teachers were able to create a unit and begin conversations around common diagnostic and summative assessments.

Social Studies

The Social Studies department fully embraced the shift in instructional strategies and the framework of UbD. I had the opportunity to meet with each social studies teacher throughout the year and each social studies teacher participated in UbD development along with embedding common assessments. The department meeting focus for the fall and early spring was on developing UbDs and having specific conversations around the units.

Many of the social studies teachers participated in the period by period PD series and one teacher planned a lesson with the CSSR coach and participated in a co teaching lesson. A few of the teachers reviewed lessons and units with the CSSR coach on most of the site visits.

The department chairperson remained in communication throughout the school year as UbDs were developed in the department and sent the units to the CSSR coach for review. The department chairperson conducted classroom walkthroughs with the CSSR coach in the fall and winter 2010 to develop feedback strategies for teachers during walkthroughs.



An attempt has been made based on the last classroom walkthroughs that some teachers are trying to incorporate some of the strategies that were shared and practiced in November 2010. Teachers are willing to ask questions about their unit design, as well as creating various forms of assessment for students.

Keisha Stephenson Taylor, Ed.D.
Lead School Change Coach, CSSR
June 1, 2011

ROOSEVELT UNION FREE SCHOOL DISTRICT

Comprehensive Student Attendance Improvement Plan

Roosevelt Union Free School District

240 Denton Place, Roosevelt New York 11575

COMPREHENSIVE STUDENT ATTENDANCE IMPROVEMENT PLAN

DAILY ATTENDANCE SUPERVISION

- Principal

DAILY ATTENDANCE RESPONSIBILITY

- Teachers take real time attendance using PowerSchool attendance feature.

ATTENDANCE MONITORING

- Attendance Designee (elementary level) and Attendance Officer (secondary level).
- Coordinator of School Safety & Student Support Services (district level).
- Assistance Superintendent for Educational Services (district level).

(1-3) ABSENCE

- Teachers contacts parents by telephone and logs attempt for future reference.
- Parent must provide and submit a written excuse within (5) days of absence in addition (3) consecutive absences will require a doctor's note.

(4-6) ABSENCES

- Teachers contacts parents by telephone and logs attempt for future reference.
- Principal sends home **FIRST NOTIFICATION OF TRUANCY/EXCESSIVE ABSENCES** letter.
- Student receives (1) In School Suspension day.

(7-9) ABSENCES

- Teachers contacts parents by telephone and logs attempt for future reference.
- Principal sends home **SECOND NOTIFICATION OF TRUANCY/EXCESSIVE ABSENCES** letter.
- Principal schedules a Parent/Student conference to include Attendance Teacher, School Counselor, School Social Worker and Student Support Services Department to develop the **ATTENDANCE IMPROVEMENT AGREEMENT**.
- Student receives (1) In School Suspension day the same day as the conference.

(10-12) ABSENCES

- Teachers contacts parents by telephone and logs attempt for future reference.
- Coordinator of School Safety & Student Support Services hand delivers the **THIRD NOTIFICATION OF CONTINUED TRUANCY** letter. In addition, the Coordinator of School Safety & Student Support Services will send a follow-up letter via certified mail.

(13-15) ABSENCES

- Teachers contacts parents by telephone and logs attempt for future reference.
- Attendance Officer/Coordinator of School Safety & Student Support Services sends home **FOURTH NOTIFICATION OF TRUANCY** letter.
- Attendance Officer/Coordinator of School Safety & Student Support Services schedules a Parent/Student conference to include Coordinator of School Safety & Student Support Services, Principal, School Counselor, School Social Worker and etc. to review the **ATTENDANCE IMPROVEMENT AGREEMENT** and **provide parental warning of potential referral to the Child Protective Service and Nassau County Social Services' Person In Need of Supervision (P.I.N.S.) Department**.
- Student receives (1) In School Suspension day the same day as the conference.

(16-19) ABSENCES

- Teachers contacts parents by telephone and logs attempt for future reference.
- Assistant Superintendent for Educational Services sends home **FIFTH NOTIFICATION OF TRUANCY** letter
- Assistant Superintendent for Educational Services schedules a Parent/Student conference to include Coordinator of School Safety & Student Support Services, Attendance Officer, Principal, School Counselor, School Social Worker and etc. to review the **ATTENDANCE IMPROVEMENT AGREEMENT** and **provide parental warning of potential referral to the Child**

Roosevelt Union Free School District

EDUCATIONAL SERVICES 240 Denton Place Roosevelt, NY 11575 Tel: (516) 345-7001 Fax: (516) 379-0178 www.rooseveltufsd.com

ATTENDANCE IMPROVEMENT AGREEMENT

Student's Name: _____ **Student Id #:** _____
School: _____ **Grade:** _____

Based upon an attendance referral made on your child's and having met in conference with the parent(s)/guardian(s) and student, believes that the student named above would benefit from a recommended program in order to improve his or her school attendance and/or school conduct. Therefore, the Principal has recommended the following student and parent/guardian plan:

Student	Parent
<ul style="list-style-type: none"> <input type="checkbox"/> Attend all classes on time. <input type="checkbox"/> Follow all school rules and regulations. <input type="checkbox"/> Follow the directions of my teachers and administrators. <input type="checkbox"/> Report to attendance office daily. <input type="checkbox"/> Meet regularly with school counselor. <input type="checkbox"/> Take teacher-signed attendance card home for parent's signature and return it to the school office the next school day.. <input type="checkbox"/> Complete all class assignments. <input type="checkbox"/> Take progress report home for parent signature and return report to the school office the next school day. <input type="checkbox"/> Attend the homework help classes at _____ <input type="checkbox"/> Develop a positive attitude about school. <input type="checkbox"/> Attend After-school Program <input type="checkbox"/> Attend my teacher's tutor hours for extra help 	<ul style="list-style-type: none"> <input type="checkbox"/> Cooperate with school officials <input type="checkbox"/> Ensure my (son/daughter)'s compliance with the Comprehensive Student Attendance Policy. <input type="checkbox"/> Comply with specific parental responsibilities outline in the policy. <input type="checkbox"/> Ensure that student attends school. <input type="checkbox"/> Notify school when student is absent. <input type="checkbox"/> Notify the attendance office when my (son/daughter) violates agreement. <input type="checkbox"/> Arrange for and keep counseling appointments for (son/daughter). <input type="checkbox"/> Attend parent conferences when requested.. <input type="checkbox"/> Excuse student only for valid reasons. <input type="checkbox"/> Make a quiet place and provide necessary materials for your son/daughter to study. <input type="checkbox"/> Obtain medical notes when my (son/daughter) is absent for more than one day. <input type="checkbox"/> Pick up, or make arrangements to have picked up, my (son/daughter)'s homework if (he/she) will be out of school more than two days. <input type="checkbox"/> Bring my (son/daughter) to school daily and on time. <input type="checkbox"/> Talk with my (son/daughter) in positive terms about school.

I/we consent to the participation of our son/daughter under the agreement above, and I/we will cooperate with and support the program outlines. I/we further consent to the exchange of records between Attendance Department and resources to which our son/daughter is referred. It is with complete understanding that I sign this agreement, knowing that further violations of school rules and regulations can result in a referral to the district Educational Services Department and/or **may result in a request for a Persons In Need of Supervision (P.I.N.S.) petition with the Nassau County Social Services Department.**

Student's Signature

Date

I agree to abide by the directions as outlined below.

Parent/Guardian's Signature

Date

Principal's Signature

Date

cc: **Student file**
Principal
Teachers
Guidance Counselor
Coordinator of School Safety and Student Support Services

Roosevelt Union Free School District
EDUCATIONAL SERVICES DEPARTMENT
240 Denton Place Roosevelt, NY 11575 Tel: 9516) 345-7017 Fax: (516) 377-4750 www.rooseveltufsd.com

Robert-Wayne Harris
Bishop J. Raymond Mackey, Chairperson
Superintendent of Schools
Robert Summerville
RGFrance
Frank Scott
Assistant Superintendent
Wilhelmina Funderburke
Kimberley McLean

^[letter.date]

Dear Students and Parents/Guardians:

I am so excited to welcome all of you to the new school year!

The year will be filled with many challenging learning experiences and extracurricular opportunities that I am sure will greatly benefit your child! All of the Roosevelt Union Free School District's committed staff members are looking forward to meeting and working with you.

Your child's success will be based upon their commitment to come to school every day and attend classes, participate, study hard, take advantage of after-school tutorial programs, and on the establishment of high personal goals in order for them to successfully excel in their relentless pursuit of excellence.

Regular attendance and punctuality are crucial to academic success. Consistent with the New York State Education Department's regulation and Roosevelt School District Policy, students who are excessively absent, **(20) or more absences** will fail their courses as well as not be allowed to attend summer school due to a lack of participation and poor performance. Additionally, cutting and poor attendance will have an impact upon their opportunity to participate in extracurricular programs. Note, New York State Education Department requires a minimum seat time of **180 minutes of instruction** per week throughout the school year.

Students absent from school must submit a note to the Main/Attendance Office **ON THE DAY OF THEIR RETURN TO SCHOOL**. Notes must include the date(s) and the reason for absences and must be signed by a Parent/Guardian. Failure to do so within **(5) school days** will result in an unexcused absence. Note, **(3) consecutive absences** will require a Doctor's note, explaining the reason for absences as well as providing approval for the student to return to school.

The District will begin utilizing its automated calling system to assist in improving its ability to communicate with Students and Parents/Guardians. In an effort to update the student information system database, please fill out and return the tear-off form.

Lastly, enclosed you will find information about the District's Comprehensive Student Attendance Policy. Please take the time to read and review the attached Attendance Policy with your child. It is our intention to strictly enforce this policy at the start of the new school year.

Should you have any questions or concerns regarding the District Comprehensive Student Attendance Policy and/or after-school kindly contact your child's school directly.

Educationally Yours,

Principal

-----Tear Off Below-----

RETURN TO HOMEROOM TEACHER NO LATER THAN THE LAST SCHOOL DAY IN SEPTEMBER

Student's name: _____ Parent/Guardian's Name: _____

Home Phone #: _____ Work #: _____ Cell #: _____

Address: _____ Town: _____ Zip: _____

PLEASE SIGN YOUR NAME BELOW IN THE SPACE PROVIDED. THANK YOU.

Parent/Guardian's Signature: _____

Roosevelt Union Free School District
EDUCATIONAL SERVICES DEPARTMENT
240 Denton Place Roosevelt, NY 11575 Tel: 9516) 345-7017 Fax: (516) 377-4750 www.rooseveltufsd.com

Robert-Wayne Harris
Bishop J. Raymond Mackey, Chairperson
Superintendent of Schools
Robert Summerville
RGFrance
Frank Scott
Assistant Superintendent
Wilhelmina Funderburke
Kimberley McLean

DISTRICT FINAL NOTIFICATION LETTER

^[letter.date]

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To the Parents/Guardian of:
^(first_name) ^(last_name)
^(street)
^(city), ^(State) ^(zip)

Dear Parent(s)/Guardian(s):

This **FINAL NOTIFICATION LETTER** is to inform you that after repeated discussion, conferences, meetings, and an agreement, your child has not improved his/her attendance. Your son/daughter was again absent/tardy on the following date(s):

Daily Absent Totals: ^(daily.att.count;;abs)
Daily Tardy Totals: ^(daily.att.count;;tar)

<u>Daily Absent and Tardy Dates and Reasons:</u>
^(daily.att.dates;;br.code;;07/01/2010;06/30/2011)

<u>Legend of Attendance Codes:</u>
T=Tardy <tab><tab><tab> S=Sickness <tab><tab><tab> F=Family Illness/Death
U=Illegal Absence <tab><tab> I=In School Suspension <tab> O=Out of School Suspension
P=Other Legal Absences <tab> H=Home-bound Instruction or Tutoring due to sickness

Unfortunately it has become necessary to refer this matter to Child Protective Services and the Nassau County Social Services Persons In Need of Supervision (P.I.N.S.) department. The Roosevelt Union Free School District has exhausted all resources available to our District and is now required to make this referral:

- First, parent notification letter sent home on: _____
- Second, parent notification letter sent home requesting a meeting with Principal and Teacher on: _____
- An Attendance Improvement Agreement was created and signed on: _____
- Third, parent notification letter was hand delivered on: _____
- Fourth, parent notification letter sent home requesting a meeting with the Attendance Officer/Coordinator of School Safety and Student Support Services on: _____
- Fifth, parent notification letter sent home requesting a meeting with the Assistant Superintendent for Educational Services and Student Support Services on: _____

If you have any questions concerning this referral, please call my office at 345-7017.

Sincerely,

Assistant Superintendent for Educational Services

cc: **Superintendent of Schools**

Student file
Principal
Attendance Teacher
Coordinator of School Safety and Student Support Services

Roosevelt Union Free School District
EDUCATIONAL SERVICES DEPARTMENT
240 Denton Place Roosevelt, NY 11575 Tel: 9516) 345-7017 Fax: (516) 377-4750 www.rooseveltufsd.com

Board of Education Robert-Wayne Harris
Bishop J. Raymond Mackey, Chairperson Superintendent of Schools
Robert Summerville RG France
Frank Scott Assistant Superintendent
Wilhelmina Funderburke
Kimberley McLean

FIRST NOTIFICATION OF TRUANCY OR EXCESSIVE ABSENCES

^[letter.date]

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To the Parents/Guardian of:

^(first_name) ^(last_name)

^(street)

^(city), ^(State) ^(zip)

Dear Parent/Guardian:

Our records indicate that your child was late to class or absent on the following days without a valid excuse:

Daily Absent Totals: ^(daily.att.count;;abs)

Daily Tardy Totals: ^(daily.att.count;;tar)

Daily Absent and Tardy Dates and Reasons:

^(daily.att.dates;;br.code;;09/01/2010;6/30/2011)

Legend of Attendance Codes:

A= Absent **T**= Tardy to class excused **K**= Late to school- unexcused
L= Late to class w/o pass **X**= Excused Absence **G**= Tardy to class
w/pass
H= Early Dismissal **I**= Illegal Absence **P**= Personal Family
R= Religious Observance **K**= Late to School unexcused **J**= Late to School
S= Suspension under 16 **E**= Class Trip **W**= Red Flag
D= Detention ISS **O**= Other Professional Service **C**= Cut (seen in school)
N= Detained in NCJDC

Your child's success will be based upon their commitment to come to school every day and attend classes, participate, study hard, take advantage of after-school tutorial programs, and on the establishment of high personal goals in order for them to successfully excel in their relentless pursuit of excellence.

Regular attendance and punctuality are crucial to academic success. Consistent with the New York State Education Department's regulation and Roosevelt School District Policy, students who are excessively absent, **(20) or more absences** will fail their courses as well as not be allowed to attend summer school due to a lack of participation and poor performance. Additionally, cutting and poor attendance will have an impact upon their opportunity to participate in extracurricular programs. Note, New York State Education Department requires a minimum seat time of **180 minutes of instruction** per week throughout the school year.

Students absent from school must submit a note to the Main/Attendance Office **ON THE DAY OF THEIR RETURN TO SCHOOL**. Notes must include the date(s) and the reason for absences and must be signed by a Parent/Guardian. Failure to do so within **(5) school days** will result in an unexcused absence. Note, **(3) consecutive absences** will require a Doctor's note, explaining the reason for absences as well as providing approval for the student to return to school. The District will begin utilizing its automated calling system to assist in improving its ability to communicate with Students and Parents/Guardians.

Lastly, enclosed you will find information about the District's Comprehensive Student Attendance Policy. Please take the time to read and review the attached Attendance Policy with your child. It is our intention to strictly enforce this policy at the start of the school year.

Sincerely,

Principal

Attachments: Copy of Attendance Record and Comprehensive Student Attendance Policy

cc: Student File
Attendance Officer
Assistant Superintendent for Educational Services

<center>Roosevelt Union Free School District</center>
<center>EDUCATIONAL SERVICES DEPARTMENT</center>
<center>240 Denton Place Roosevelt, NY 11575 Tel: 9516) 345-7017 Fax: (516) 377-4750 www.rooseveltufsd.com</center>

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Wilhelmina Funderburke
Kimberley McLean

SECOND NOTIFICATION OF TRUANCY OR EXCESSIVE ABSENCES

^[letter.date]

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To the Parents/Guardian of:

^(first_name) ^(last_name)

^(street)

^(city), ^(State) ^(zip)

Dear Parent/Guardian:

This **SECOND LETTER** is to inform you that your child continues to have an attendance problem:

Daily Absent Totals: ^(daily.att.count;;abs)

Daily Tardy Totals: ^(daily.att.count;;tar)

<u>Daily Absent and Tardy Dates and Reasons:</u>

^(daily.att.dates;;br.code;;09/01/2010;6/30/2011)

<u>Legend of Attendance Codes:</u>

A= Absent <tab><tab><tab><tab>T= Tardy to class excused<tab><tab>K= Late to school- unexcused

L= Late to class w/o pass<tab><tab>X= Excused Absence<tab><tab><tab>G= Tardy to class

w/pass<tab><tab>

H= Early Dismissal<tab><tab><tab>I= Illegal Absence<tab><tab><tab>P= Personal Family<tab><tab>

R= Religious Observance <tab><tab>K= Late to School unexcused<tab><tab>J= Late to School <tab>

S= Suspension under 16<tab><tab>E= Class Trip<tab><tab><tab><tab>W= Red Flag<tab><tab><tab>

D= Detention ISS<tab><tab><tab>O= Other Professional Service<tab><tab>C= Cut (seen in school)

N= Detained in NCJDC

1. The Principal's office has received a referral on behalf of your child regarding excessive excused absences, tardies, or unexcused absences.
- 2 An appointment has been made for you and your child to meet with the Principal/designee and Teacher to design a customized Attendance Improvement Agreement for correcting this problem.
3. Parent(s)/Guardian(s) are requested to attend. Please bring your child.

YOUR SCHEDULED APPOINTMENT IS AS FOLLOWS:

Date: _____ **Time:** _____ **Location:** _____

Failure to appear will result in a referral for further action.

In accordance to Board Approved District Policy # 7110: Comprehensive Student Attendance:

The name of any student who has been truant due to late arrivals and/or early dismissals may also be referred to the attendance teacher. The school principal will pursue available means to facilitate and persuade the student's return to regular attendance. If the student's attendance does not improve significantly, both the student and parent(s) or guardian(s) shall be subject to court action. Upon consultation with the principal, the attendance teacher may file charges against the parent/guardian and/or student if tardies/early dismissals are excessive.

Unexcused absences, tardiness and early departures will result in disciplinary sanctions as described in the District's Code of Conduct. Consequences may include, but are not limited to, in school suspension, detention and denial of participation in

interscholastic and extracurricular activities. Parents/persons in parental relation will be notified by designated District personnel at periodic intervals to discuss their child's absences, tardiness or early departures and the importance of class attendance and appropriate interventions. Individual buildings/grade levels will address procedures to implement the notification process to the parent/person in parental relation

We appreciate your cooperation in being prompt for your appointment.

Sincerely,

Principal

Attachments: Copy of Attendance Record and Comprehensive Student Attendance Policy

**cc: Student File
Attendance Officer
Assistant Superintendent for Educational Services**

Roosevelt Union Free School District
EDUCATIONAL SERVICES DEPARTMENT
240 Denton Place Roosevelt, NY 11575 Tel: 9516) 345-7017 Fax: (516) 377-4750 www.rooseveltufsd.com

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Robert Summerville RG France
Frank Scott Assistant Superintendent
Wilhelmina Funderburke
Kimberley McLean

THIRD NOTIFICATION OF CONTINUED TRUANCY

^[letter.date]

To the Parents/Guardian of:	
^(first_name) ^(last_name)	
^(street)	
^(city), ^(State) ^(zip)	

Dear Parent(s)/Guardian(s),

This home visit has been conducted to inform you that your child was last reported as a truant on the following dates, review the attached attendance record. This **THIRD LETTER** is being handed to you personally to inform you that your child continues to have a school attendance problem:

Daily Absent Totals: ^(daily.att.count;;abs)
Daily Tardy Totals: ^(daily.att.count;;tar)

Daily Absent and Tardy Dates and Reasons:
^(daily.att.dates;;br.code;;07/01/2010;06/30/2011)

Legend of Attendance Codes:
T=Tardy S=Sickness F=Family Illness/Death
U=Illegal Absence I=In School Suspension O=Out of School Suspension
P=Other Legal Absences H=Home-bound Instruction or Tutoring due to sickness

In accordance to Board Approved District Policy # 7110: Comprehensive Student Attendance:

The name of any student who has been truant due to late arrivals and/or early dismissals may also be referred to the attendance teacher. The school principal will pursue available means to facilitate and persuade the student's return to regular attendance. If the student's attendance does not improve significantly, both the student and parent(s) or guardian(s) shall be subject to court action. Upon consultation with the principal, the attendance teacher may file charges against the parent/guardian and/or student if tardies/early dismissals are excessive.

Unexcused absences, tardiness and early departures will result in disciplinary sanctions as described in the District's Code of Conduct. Consequences may include, but are not limited to, in school suspension, detention and denial of participation in interscholastic and extracurricular activities. Parents/persons in parental relation will be notified by designated District personnel at periodic intervals to discuss their child's absences, tardiness or early departures and the importance of class attendance and appropriate interventions. Individual buildings/grade levels will address procedures to implement the notification process to the parent/person in parental relation

I have also provided you with a copy of the attached customized Attendance Improvement Agreement that was signed by the Attendance Teacher, your son/daughter and yourself at a conference held earlier in regards to this truancy matter. Further, I have informed the parent/guardian of the right to meet with appropriate school personnel and of alternative education programs available in the district.
Sincerely,

Coordinator of School Safety & Student Support Services

Attachments: **Comprehensive Student Attendance Policy**
 Attendance Improvement Agreement
 Attendance Improvement Plan Flowchart

cc: **Student File**
 Attendance Officer
 Principal
 Assistant Superintendent for Educational Services

Roosevelt Union Free School District
EDUCATIONAL SERVICES DEPARTMENT
240 Denton Place Roosevelt, NY 11575 Tel: 9516) 345-7017 Fax: (516) 377-4750 www.rooseveltufrs.org

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Kimberley McLean

FOURTH NOTIFICATION OF TRUANCY

^[letter.date]

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| --- | --- | --- |
| | | |

To the Parents/Guardian of:
^(first_name) ^(last_name)
^(street)
^(city), ^(State) ^(zip)

Dear Parent/Guardian:

Your child was last reported as a truant on the following days:

Daily Absent Totals: ^[daily.att.count;;abs]
Daily Tardy Totals: ^[daily.att.count;;tar]

Daily Absent and Tardy Dates and Reasons:
^[daily.att.dates;;br.code;;07/01/2010;06/30/2011]

Legend of Attendance Codes:
T=Tardy **S**=Sickness **F**=Family Illness/Death
U=Illegal Absence **I**=In School Suspension **O**=Out of School Suspension
P=Other Legal Absences **H**=Home-bound Instruction or Tutoring due to sickness

This **FOURTH LETTER** informs you that your child is now considered a habitual truant. In accordance to Board Approved District Policy # 7110: Comprehensive Student Attendance:

The name of any student who has been truant due to late arrivals and/or early dismissals may also be referred to the attendance teacher. The school principal will pursue available means to facilitate and persuade the student's return to regular attendance. If the student's attendance does not improve significantly, both the student and parent(s) or guardian(s) shall be subject to court action. Upon consultation with the principal, the attendance teacher may file charges against the parent/guardian and/or student if tardies/early dismissals are excessive.

Unexcused absences, tardiness and early departures will result in disciplinary sanctions as described in the District's Code of Conduct. Consequences may include, but are not limited to, in school suspension, detention and denial of participation in interscholastic and extracurricular activities. Parents/persons in parental relation will be notified by designated District personnel at periodic intervals to discuss their child's absences, tardiness or early departures and the importance of class attendance and appropriate interventions. Individual buildings/grade levels will address procedures to implement the notification process to the parent/person in parental relation

The school has attempted to work with you to solve your child's attendance problems through teacher notification and a Principal conference where a customized Attendance Improvement Agreement was established. In addition a home visit was conducted by the Coordinator of School Safety and Student Support Services. Unfortunately these attempts have been unsuccessful. It will now be mandatory for you and your child to attend a second attendance conference. Your scheduled appointment is as follows:

Date: _____ **Time:** _____ **Location:** _____

You are required to attend this conference. Failure to attend this conference will result in an immediate referral to Child Protective Services and the Nassau County Social Services' Persons In Need of Supervision (P.I.N.S.) department.

If you need to reschedule this meeting please call the Attendance Officer at 345-7224 or the Coordinator of School Safety and Support Services at 345- 7055.

Sincerely,

Coordinator of School Safety and Student Support Services
Attendance Officer

**Attachments: Comprehensive Student Attendance Policy
Attendance Improvement Agreement
Attendance Improvement Plan Flowchart**

**cc: Student File
Principal
Coordinator of School Safety and Student Support Services
Assistant Superintendent for Educational Services**

<center>*Roosevelt Union Free School District*</center>

<center>EDUCATIONAL SERVICES DEPARTMENT</center>

<center>240 Denton Place Roosevelt, NY 11575 Tel: 9516) 345-7017 Fax: (516) 377-4750 www.rooseveltufsd.com</center>

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Wilhelmina Funderburke
Kimberley McLean

Robert-Wayne Harris
Superintendent of Schools
RGFrance
Assistant Superintendent for Educational Services

Roosevelt Union Free School District
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240 Denton Place Roosevelt, NY 11575 Tel: 9516) 345-7017 Fax: (516) 377-4750 www.rooseveltufsd.com

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Superintendent of Schools
Robert Summerville
RGFrance
Frank Scott
Assistant Superintendent
Wilhelmina Funderburke
Kimberley McLean

FIFTH NOTIFICATION OF TRUANCY

^[letter.date]

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To the Parents/Guardian of:
^(first_name) ^(last_name)
^(street)
^(city), ^(State) ^(zip)

Dear Parent/Guardian:

Your child was last reported as a truant on the following days:

Daily Absent Totals: ^(daily.att.count;;abs)
Daily Tardy Totals: ^(daily.att.count;;tar)

<u>Daily Absent and Tardy Dates and Reasons:</u>
<u>(daily.att.dates;;br.code;;07/01/2010;06/30/2011)

<u>Legend of Attendance Codes:</u>
T=Tardy <tab><tab><tab> S=Sickness <tab><tab><tab> F=Family Illness/Death
U=Illegal Absence <tab><tab> I=In School Suspension <tab> O=Out of School Suspension
P=Other Legal Absences <tab> H=Home-bound Instruction or Tutoring due to sickness

This **FIFTH LETTER** informs you that your child is now considered a habitual truant. In accordance to Board Approved District Policy # 7110: Comprehensive Student Attendance:

The name of any student who has been truant due to late arrivals and/or early dismissals may also be referred to the attendance teacher. The school principal will pursue available means to facilitate and persuade the student's return to regular attendance. If the student's attendance does not improve significantly, both the student and parent(s) or guardian(s) shall be subject to court action. Upon consultation with the principal, the attendance teacher may file charges against the parent/guardian and/or student if tardies/early dismissals are excessive.

Unexcused absences, tardiness and early departures will result in disciplinary sanctions as described in the District's Code of Conduct. Consequences may include, but are not limited to, in school suspension, detention and denial of participation in interscholastic and extracurricular activities. Parents/persons in parental relation will be notified by designated District personnel at periodic intervals to discuss their child's absences, tardiness or early departures and the importance of class attendance and appropriate interventions. Individual buildings/grade levels will address procedures to implement the notification process to the parent/person in parental relation

The school has attempted to work with you to solve your child's attendance problems through teacher notification and a Principal conference where a customized Attendance Improvement Agreement was established. In addition a home visit was conducted by the Coordinator of School Safety and Student Support Services and a second conference was held with the Attendance Officer. Unfortunately these attempts have been unsuccessful. It will now be mandatory for you and your child to meet with the Educational Services Department. Your scheduled appointment is as follows:

Date: _____ Time: _____ Location: _____

You are required to attend this conference. Failure to attend this meeting with the Attendance Officer will result in an immediate referral to Child Protective Services and the Nassau County Social Services' Persons In Need of Supervision (P.I.N.S.) department.

If you need to reschedule this meeting please call the Educational Services Department at 345-7055.

Sincerely,

Assistant Superintendent for Educational Services

**Attachments: Comprehensive Student Attendance Policy
Attendance Improvement Agreement
Attendance Improvement Plan Flowchart**

**cc: Student File
Principal
Attendance Officer
Coordinator of School Safety and Student Support Services**

ROOSEVELT UNION FREE SCHOOL DISTRICT

Code of Conduct

Roosevelt Union Free School District

Code of Conduct



Pre-Kindergarten- Grade 12

The Relentless Pursuit of Excellence in All That We Do!

Adopted 6/2010
1st Reading June 6, 2011

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PARENT LETTER

September 2011

Dear Parent,

Your child has received the 2011-12 edition of the Code of Conduct. In addition, there are two (2) copies of a Behavioral Contract, located in the back of this booklet, which provides a summary of the required behaviors for your child during school hours.

The Code of Code and Behavioral Contract are two components of the Educational Services Department continuing effort to maintain a safe and supportive environment for all students. It is extremely important that all students understand the school rules and requirements of behavior. Your cooperation in reading these documents and discussing them with your child/ren is greatly appreciated.

After your discussion with your child, both you and your child should sign a copy of the behavioral contract that applies to their grade level, and have your child return signed copy to his/her teacher/homeroom teacher.

The other copy is for you to keep along with the Code of Conduct handbook.

If you have any questions please call your child's school at:

- Centennial Elementary 345-7400
- Ulysses Byas Elementary – 345-7500
- Washington Rose Elementary – 345-7600
- The Middle School – 345-7700
- Roosevelt Senior High School – 345-7200
- Alternative Learning Academy- 345-7212

Thank you for your support in helping to make our schools better, stronger and safer for your child/ren.

Sincerely,

RG France

Assistant Superintendent for Educational Services

cc: Board of Education
Superintendent of Schools
Coordinator of School Safety and Student Support Services
Principals

INTRODUCTION

The Board of Education is committed to providing a safe and orderly school environment where students may receive and district personnel may deliver quality educational services without disruption or interference. Responsible behavior by students, teachers, other district personnel, parents and other visitors is essential to achieving this goal.

The district has a long-standing set of expectations for conduct on school property and at school functions. These expectations are based on the principles of civility, mutual respect, citizenship, character, tolerance, honesty and integrity.

The Board of Education recognizes the need to clearly define these expectations for acceptable conduct on school property, identify the possible consequences of unacceptable conduct, and to ensure that discipline, when necessary, is administered promptly and fairly. To this end, the Board adopts this code of conduct ("code").

Unless otherwise indicated, this code applies to all students, school personnel, parents and other visitors when on school property or attending a school function.

The Roosevelt School District-wide Project SAVE Committee, in compliance with the Commissioner's Regulations, developed a Code of Conduct in which parents, teachers, administrators, students, School Safety Personnel, and Board Members participated.

On an annual basis, each school reviews and refines the existing school practices and presents it to the district. Student Handbooks will be updated and reviewed annually with students and staff so that the Code remains beneficial and current for students.

The committee members recognize that good school discipline will help our schools accomplish their primary mission, the education of our students. We recognize that an awareness of meaningful school rules contributes to a safe and healthy environment in which schools can be expressed in positive terms.

Recognizing that the codes can be meaningful only if they are understood and supported by those who are affected, we plan to review them periodically and distribute them among students, staff, parents and administrators by:

- Providing to students a summary of the Code of Conduct using age appropriate methods by **September 30th of each school year.**
- Mailing a summary of the Code of Conduct written in plain language to all parents of district students before the beginning of the school year and making this summary available later upon request.
- Providing all current teachers and other staff members with a copy of the code and a copy of any amendments to the code as soon as practicable after adoption.
- Providing all new employees with a copy of the current Code of Conduct when they are first hired.
- Making copies of the Code of Conduct available to students, parents and other community members.

Definitions

For purposes of this code, the following definitions apply:

"Disruptive student" means an elementary or secondary student under the age of 21 who is substantially disruptive of the educational process or substantially interferes with the teacher's authority over the classroom.

"Parent" mean parent, guardian or person in parental relation to a student.

"School property" means in or within any building, structure, athletic playing field, playground, parking lot or land contained within the real property boundary line of a public elementary or secondary school, or in or on a school bus, as defined in Vehicle and Traffic Law §142.

"School function" means any school-sponsored extra-curricular event or activity.

"Violent student" means a student under the age of 21 who:

- Commits an act of violence upon a school employee, or attempts to do so.
- Commits, while on school property or at a school function, an act of violence upon another student or any other person lawfully on school property or at the school function, or attempts to do so.
- Possesses, while on school property or at a school function, a weapon.
- Displays, while on school property or at a school function, what appears to be a weapon.
- Threatens, while on school property or at a school function, to use a weapon.
- Knowingly and intentionally damages or destroys the personal property of any school employee or any person lawfully on school property or at a school function.
- Knowingly and intentionally damages or destroys school district property.

“Weapon” means a firearm as defined in 18 USC §921 for purposes of the Gun-Free Schools Act. It also means any other gun, BB gun, pistol, revolver, shotgun, rifle, machine gun, disguised gun, dagger, dirk, razor, stiletto, switchblade knife, gravity knife, brass knuckles, sling shot, metal knuckle knife, box cutters, cane sword, electronic dart fn, Kung Fu star, electronic stun gun, pepper spray or other noxious spray, explosive or incendiary bomb, or other device, instrument, material or substance that can cause physical injury or death when used to cause physical injury or death.

The term alcohol and/or other contraband substances shall be construed throughout this policy to refer to the use of all contraband substances including, but not limited to, alcohol, inhalants, marijuana, cocaine, LSD, PCP, amphetamines, heroin, steroids, look-alike drugs, and any of those substances commonly referred to as designer drugs. The use of prescription and over the counter drugs in violation of policy 5420 shall also be prohibited.

The term trespassing on school property is defined as entering on school grounds without permission from the administrator in charge of those grounds.

Student Rights and Responsibilities

The Board of Education's goal is to provide an environment in which a student's rights and freedoms are respected. The Board, therefore, assures district students that they shall have all the rights afforded them by federal and state constitutions, statutes and regulations. The Board also recognizes all federal, state and local laws in connection with these rights, and reminds students that certain responsibilities accompany these rights.

Student Rights

The Board supports the rights of students where these rights do not interfere with those of others, the general social order, or laws, rules and regulations. Each district student shall have the right to:

- Have a safe, healthy, orderly, and courteous school environment;
- Take part in all district activities on an equal basis regardless of race, color, creed, gender, religion, sexual orientation, national origin, or disability;
- Attend school and participate in school programs unless suspended from instruction and participation for legally sufficient cause as determined in accordance with due process of law;
- Be involved in school government planning as appropriate to the age of the student;
- Be involved in long-range curriculum planning as appropriate to the age of the student;
- Free speech or expression where such speech or expression is not slanderous, does not incite others to damage property or physically harm others, or does not interfere with the normal operation of the school;
- Distribute literature subject to school approval with respect to time, manner, place, duration, and content which does not interfere with the normal operation of the school;
- Suggest speakers and programs within reasonable constraints;
- Symbolic expression which does not intrude upon the orderly process of the school or the rights of others;
- Voluntary participation in patriotic ceremonies;
- The publication of a school newspaper;
- Participation in curricular offerings and athletics without regard to race, color, creed, gender, national origin, religion, age, sexual orientation, economic status, marital status, or disability;
- Participation in extracurricular activities and clubs consistent with present policy;
- Individual personal appearance except where dress or appearance interferes with the learning process or where factors such as health, safety, or the ability to fully participate in school activities are at issue;
- Request personal counseling;

- Confidentiality of communication when the content does not breach the school's responsibility to the parent/guardian;
- Access to student records if over the age of 18 and as allowed by law;
- Due process in matters of suspension;
- Due process in appeals procedures when disagreements arise between students and the administration;
- Have school rules and conditions available for review and, whenever necessary, explanation by school personnel;
- Be suspended from instruction only after his/her rights pursuant to Education Law Section 3214 have been observed; and
- In all disciplinary matters, to have the opportunity to present his/her version of the facts and circumstances leading to imposition of disciplinary sanctions to the professional staff member imposing such sanction.

Student Responsibility

It shall be the responsibility of each student to:

- Be familiar with and abide by all district policies, rules, and regulations pertaining to student conduct;
- Work to the best of his/her ability in all academic and extracurricular pursuits and strive toward the highest level of achievement possible;
- Conduct himself/herself, when participating in or attending school-sponsored extracurricular events, as a representative of the district and as such hold himself/herself to the highest standards of conduct, demeanor, and sportsmanship;
- Accept responsibility for his/her actions;
- Seek help in solving problems that might lead to discipline procedures;
- **Be in regular attendance at school and in class;**
- Contribute to the maintenance of an environment that is conducive to learning and
- Show due respect to other persons and to property;
- Teach an understanding for such differences as social, economic, and cultural backgrounds and attitudes; and
- Dress in ways which do not interfere with the learning process or where factors such as health, safety, or the ability to fully participate in school activities are at issue.

Essential Partners

Parents

- Recognize that the education of their child (ren) is a joint responsibility of the parents and the school community.
- Send their children to school ready to participate and learn.
- Ensure their children attend school regularly and on time.
- Ensure absences are excused.
- Insist their children be dressed and groomed in a manner consistent with the student dress code.
- Help their children understand that in a democratic society appropriate rules are required to maintain a safe, orderly environment.
- Know school rules and help their children understand them.
- Convey to their children a supportive attitude toward education and the district.
- Build good relationships with teachers, other parents and their children's friends.
- Help their children deal effectively with peer pressure.
- Inform school officials of changes in the home situation that may affect student conduct or performance.
- Provide a place for study and ensure homework assignments are completed.

Teachers

- Maintain a climate of mutual respect and dignity, which will strengthen students' self-concept and promote confidence to learn.
- Be prepared to teach.
- Demonstrate interest in teaching and concern for student achievement.
- Know school policies and rules, and enforce them in a fair and consistent manner.
- Communicate to students and parents.
- Course objectives and requirements.
- Marking/grading procedures.
- Assignment deadlines.
- Expectations for students.

- Classroom discipline plan.
- Communicate regularly with students, parents and other teachers concerning growth and achievement.

School Psychologists and Social Workers

- Assist students in coping with peer pressure and emerging personal, social, and emotional problems.
- Initiate teacher/parent/student/counselor conferences, as necessary, as a way to resolve problems.
- Encourage students to benefit from the curriculum and extracurricular programs

Guidance Counselors

- Assist students in coping with peer pressure and emerging personal, social and emotional problems.
- Initiate teacher/student/counselor conferences and parent/teacher/student/counselor conferences, as necessary, as a way to resolve problems.
- Regularly review with students with career planning.
- Provide information to assist students with career planning.
- Encourage students to benefit from the curriculum and extracurricular programs.

Principals

- Promote a safe, orderly and stimulating school environment, supporting active teaching and learning.
- Ensure that students and staff have the opportunity to communicate regularly with the Principal and approach the Principal for redress of grievances.
- Evaluate on a regular basis all instructional programs.
- Support the development of and student participation in appropriate extracurricular activities.
- Be responsible for enforcing the code of conduct and ensuring that all cases are solved promptly and fairly.
- Each Building Principal or his/her designee shall inform all students and their parents of the student dress code at the beginning of the school year and any revisions to the dress code during the school year.

Superintendent and District Administrators

- Promote a safe, orderly, and stimulating school environment, supporting active teaching and learning.
- Review the policies of the Board of Education and state and federal laws relating to school operations and management.
- Inform the Board about educational trends relating to student discipline.
- Work to create instructional programs that minimize problems of misconduct and are sensitive to student and teacher needs.
- Work with school administrators in enforcing the code of conduct and ensuring that all cases are resolved promptly and fairly.

Board of Education

- Collaborate with student, teacher, administrator and parent organizations, school safety personnel, and other school personnel to develop a code of conduct that clearly defines expectations for the conduct of students, district personnel, and visitors on school property and at school functions.
- Adopt and review at least annually the district's code of conduct to evaluate the code's effectiveness and the fairness and consistency of its implementation.
- Lead by example by conducting Board meetings in a professional, respectful, courteous manner.

Disciplinary Penalties and Procedures

School officials must consult the Code of Conduct when determining which disciplinary measure to impose. The enumerated infractions are not all-inclusive. Students who engage in misconduct which is **not listed** are subject to appropriate disciplinary measures by the Principal, Assistant Principal, Dean, Discipline Teacher, teacher or other designee of the Superintendent of Schools based on violation of school rules. To ensure that staff, students and parents are aware of all expected standards of behavior, school rules must be in writing and distributed along with the Code of Conduct. Discipline is most effective when it deals directly with the problem at the time and place it occurs, and in a way that students view as fair and impartial. School personnel who interact with students are expected to use disciplinary action only when necessary and to place emphasis on the students' ability to grow in self-discipline.

Disciplinary action, when necessary, will be firm, fair and consistent so as to be the most effective in changing student behavior. In determining the appropriate disciplinary action, school personnel authorized to impose disciplinary penalties will consider the following:

- The student's age.
- The nature of the offense and the circumstances, which led to the offense.
- The student's prior disciplinary record.
- Previous disciplinary record (including the nature of the prior misconduct, the number of prior instances of misconduct, and the disciplinary measure imposed for each)
- Circumstances surrounding the incident leading to the discipline
- Student's IEP, BIP and 504 Accommodation Plan, if applicable.
- The effectiveness of other forms of discipline.
- Information from parent(s)/guardian(s), teachers and/or others, as
- Other extenuating circumstances.

If the conduct of a student is related to a disability or suspected disability, the student shall be referred to the Committee on Special Education and discipline, if warranted, shall be administered consistent with the separate requirements of this code of conduct for disciplining students with a disability or presumed to have a disability.

Penalties

Students who are found to have violated the district's code of conduct will be subject to the following penalties, either alone or in combination. The school personnel identified after each penalty are authorized to impose that penalty, consistent with the student's right to due process.

- Oral warning – any member of the district staff.
- Written warning – bus drivers, hall and lunch monitors, coaches, guidance counselors, teachers, principal, superintendent.
- Written notification to parent – bus driver, hall and lunch monitors, monitors, coaches, guidance counselors, teachers, principal, superintendent.
- Detention – teachers, principal, superintendent
- Suspension from transportation – director of transportation, principal, superintendent.
- Suspension from athletic participation – coaches, athletic director, principal, superintendent
- Suspension from social or extracurricular activities – activity director, principal, superintendent
- Suspension of other privileges – principal, superintendent
- In-school suspension – principal, superintendent
- Time-out from class – teachers, principal
- Removal from classroom by teacher – teachers, principal
- Short-term (five days or less) suspension from school – principal, superintendent, Board of Education
- Long term (more than five days) suspension from school – superintendent, Board of Education
- Permanent suspension from school – superintendent, Board of Education

Procedures

The amount of due process a student is entitled to receive before a penalty is imposed depends on the penalty being imposed. In all cases, regardless of the penalty imposed, the school personnel authorized to impose the penalty must inform the student of the alleged misconduct and must investigate, to the extent necessary, the facts surrounding the alleged misconduct. All students will have an opportunity to present their version of the facts to the school personnel imposing the disciplinary penalty in connection with the imposition of the penalty.

Students who are to be given penalties other than an oral warning, written warning, or written notification to their parent(s)/guardian(s) are entitled to additional rights before the penalty is imposed. These additional rights are explained below:

▪ Detention

The Board of Education believes that detention is an effective method of discipline for students. A student who violates the student disciplinary code may be assigned detention by the school official. After-school detention will be imposed as a penalty only after the student's parent has been notified to confirm that there is no parental objection to the penalty and the student has appropriate transportation home following detention;

▪ Suspension from transportation

If a student does not conduct himself/herself properly on a bus, the bus driver is expected to bring such misconduct to the building principal's attention. Students who become a serious disciplinary problem may have their riding privileges suspended by the building principal or the superintendent, or their designees, or the director of

transportation. In such cases, the student's parent will become responsible for seeing that his or her child gets to and from school safely. A student subjected to a suspension from transportation is not entitled to a full hearing pursuant to Education Law 3214. However, the student and the student's parent will be provided with a reasonable opportunity for an informal conference with the building principal or the principal's designee to discuss the conduct and the penalty involved;

▪ **Suspension from athletic participation, extracurricular activities, and other privileges**

A student subjected to a suspension from athletic participation, extracurricular activities or other privileges is not entitled to a full hearing pursuant to Education Law 3214. However, the student and the student's parent will be provided with a reasonable opportunity for an information conference with the district official imposing the suspension to discuss the conduct and the penalty involved;

▪ **In-school suspension**

The Board of Education recognizes the importance of school attendance. Therefore, suspension from school must be viewed as a last resort in dealing with student disciplinary infractions. The Board also recognizes the need to remove unruly or disruptive students from the regular class so that learning can take place in the classrooms. As such, the board authorizes building principals and the superintendent to place students who would otherwise be suspended from school as a result of a code of conduct violation in "in-school suspension." The In-School Suspension Program provides appropriate tasks, supervision, and guidelines for the imposition of an in-school suspension. A student subjected to an in-school suspension is not entitled to a full hearing pursuant to Education Law 3214. However, the student and the student's parent will be provided with an opportunity to discuss with school officials the reasons for imposing an in school suspension;

▪ **Teacher disciplinary removal of disruptive students**

A student's behavior can affect a teacher's ability to teach and can make it difficult for other students in the classroom to learn. In most instances the classroom teacher can control a student's behavior and maintain or restore control over the classroom by using good classroom management techniques. These techniques may include practices that involve the teacher directing a student to briefly leave the classroom to give the student the opportunity to regain his or her composure and self-control in an alternative setting. Such practices shall include, but are not limited to: (1) short-term "time out" in a classroom or in an administrator's office; (2) sending a student into the hallway briefly, with appropriate supervision; (3) sending a student to the principal's office for the remainder of the class time only; or (4) sending a student to a guidance counselor or other district staff member for counseling. Time-honored classroom management techniques such as these do not constitute disciplinary removals for purposes of this code. On occasion, student's behavior may become disruptive. For purpose of this code of conduct, a disruptive student is a student who is substantially disruptive of the educational process or substantially interferes with the teacher's authority over the classroom. A substantial disruption of the educational process or substantial interference with a teacher's authority occurs when a student demonstrates a persistent unwillingness to comply with the teacher's instructions or repeatedly violates the teacher's classroom behavior rules.

A classroom teacher may remove a disruptive student from a class for up to two days. Student(s) are required to attend the In School Suspension program during assigned teacher removal.

The removal from class applies to the class of the removing teacher only. If the disruptive student does not pose a danger or ongoing threat of disruption to the academic process, the teacher must provide the student with an explanation for why he or she is being removed and an opportunity to explain his or her version of the relevant events before the student is removed. Only after the informal discussion may a teacher remove a student from class. If the student poses a danger or ongoing threat of disruption, the teacher may order the student to be removed immediately. The teacher must, however, explain to the student why he or she was removed from the classroom and give the student a chance to present his or her version of the relevant events within one school day.

The teacher must complete a building-level disciplinary removal form and meet with the principal or his or her designee as soon as possible, but by no later than the beginning of classes on the next school day, to explain the circumstances of the removal and to present the removal form.

Within 24 hours after the student's removal, the student's parent(s)/guardian(s) must be notified, with a telephone call by the teacher and a written notice by the principal or the principal's designee, that the student has been removed from class and why. The notice must also inform the parent that he or she has the right, upon request, to meet informally with the teacher and/or principal, or the principal's designee to discuss the reasons for the removal. The written notice must be provided by personal delivery, express mail delivery, or some other means that is reasonably calculated to

assure receipt of the notice within 24 hours of the student's removal at the last known address for the parent(s)/guardian(s).

If at the informal meeting the student denies the charges, the principal or the principal's designee must explain why the student was removed and give the student and the student's parent(s)/guardian(s) a chance to present the student's version of the relevant events. The informal meeting must be held within 48 hours of the student's removal. The timing of the informal meeting may be extended by mutual agreement of the parent and principal. The principal or the principal's designee may overturn the removal of the student from class if the principal finds any one of the following:

- The charges against the student are not supported by substantial evidence.
- The student's removal is otherwise in violation of law, including the district's code of conduct.
- The conduct warrants suspension from school pursuant to Education Law 3214 and a suspension will be imposed.

The principal or his or her designee may overturn a removal at any point between receiving the referral form issued by the teacher and the close of business on the day following the informal conference, if a conference is requested. No student removed from the classroom by the classroom teacher will be permitted to return to the classroom until the principal makes a final determination, or the period of removal expires, whichever is less. The principal or the principal's designee will inform the teacher of the final determination before the students' returns to the classroom. Any disruptive student removed from the classroom by the classroom teacher shall be offered continued educational programming and activities until he or she is permitted to return to the classroom. Each teacher must keep a complete log (on a district provided form) for all cases of removal of students from his or her class. The principal must keep a log of all removals of students from class.

Removal of a student with a disability, under certain circumstances, may constitute a change in the student's placement. Accordingly, no teacher may remove a student with a disability from his or her class until he or she has verified with the principal or the chairperson of the Committee on Special Education that the removal will not violate the student's rights under state or federal law or regulation.

▪ **Suspension from School**

The Board of Education, the superintendent of schools, and building principals will have the power to suspend a student who, in their judgment, is insubordinate or disorderly, or whose conduct endangers the safety, morals, health, or welfare of others, or whose physical or mental condition endangers the health, safety, or morals of himself/herself or of others for periods not to exceed five school days. The Board and/or superintendent may also suspend a student for longer than five days. In such cases, the superintendent and/or building principal will immediately provide written notification of the suspension to the student's parent(s) or guardian(s) and will afford the opportunity for a hearing with respect to the basis of such suspension. The notice and hearing will comply with the Education Law and Commissioner's Regulations. A student of compulsory attendance age will be offered alternative instruction in the event that he/she is suspended from regular instruction.

Conditions Under Which a Student May Be Suspended from School: Consistent with Education Law and the Regulations of the Commissioner of Education, a student may be suspended from his/her school for the following reasons:

- Insubordination or disorderly student conduct that endangers the safety, morals, health, or welfare of others.
- A student's physical or mental condition that endangers the health, safety, or morals of himself or herself or of other students and/or staff members.

Who May Suspend a Student?

- Student suspensions are handled by the building principal and **do not exceed five days** in length.
- The Board of Education and the superintendent of schools have the authority to suspend a student for a period **exceeding five school days**.

ACCIDENTS AND MEDICAL EMERGENCIES

Procedures shall be established and maintained by the Superintendent for the handling of student injuries and medical emergencies that occur on school property and during school activities.

Student Emergency Treatment

All staff members of the School District are responsible to obtain first aid care of students who are injured or become ill while under school supervision. In most instances, first aid should be rendered, and then the parent should be contacted to come to school and transport the student to the family physician. Beyond first aid, the medical care of the student is the parent's responsibility. However, the student's welfare is always the primary concern, and it is the responsibility of school personnel to exercise good judgment and care under all circumstances.

The Board of Education encourages all staff members to become qualified to give emergency treatment through instruction in first aid, Cardiopulmonary Resuscitation (CPR) and Automated External Defibrillators.

Transporting an Ill or Injured Student

In the event of an illness or injury to a student, an ambulance may be called if warranted. This solution will be used after other alternatives, including parent/person in parental relation contact, have been made.

Insurance

The Board of Education shall approve provisions for all students to be covered by group insurance. Such student accident insurance policies are to be a co-insurance with family coverage(s) as primary.

District Policy 7520

ALCOHOL, TOBACCO, DRUGS AND OTHER SUBSTANCES (STUDENTS)

The Board of Education recognizes that the misuse of drugs, alcohol, and/or tobacco is a serious problem with legal, physical, emotional, and social implications for the entire community. Therefore, the consumption, sharing and/or selling, use and/or possession of alcoholic beverages, tobacco products, illegal drugs, counterfeit and designer drugs, or paraphernalia for the use of such drugs is prohibited at any school-sponsored function, on school grounds and on school buses at all times. The inappropriate use of prescription and over-the-counter drugs shall also be disallowed.

Persons shall be banned from entering school grounds or school-sponsored events when exhibiting behavioral, personal, or physical characteristics indicative of having used or consumed alcohol or other substances. A school-sponsored function shall mean a school-sponsored or school-authorized extracurricular event or activity regardless of where such event or activity takes place, including any event or activity that may take place in another state.

In accordance with Penal Law Section 220.00 for purposes of controlled substances offenses:

- "School grounds" means (a) in or on or within any building, structure, athletic playing field, playground or land contained within the real property boundary line of the District's schools, or (b) any area accessible to the public located within one thousand (1,000) feet of the real property boundary line comprising any such school or any parked automobile or other parked vehicle located within one thousand (1,000) feet of the real property boundary line comprising any District school. An "area accessible to the public" shall mean sidewalks, streets, parking lots, parks, playgrounds, stores, and restaurants.
- "School bus" means every motor vehicle owned by the District and operated for the transportation of pupils, teachers and other persons acting in a supervisory capacity, to or from school or school activities or privately owned and operated for compensation for the transportation of pupils, children of pupils, teachers and other persons acting in a supervisory capacity to or from school or school activities.

Through the collaborative efforts of staff, students, parents/guardians and the community as a whole, a comprehensive program shall be developed addressing alcohol, tobacco, drugs, and other substances to include the following elements:

Primary Prevention

Preventing or delaying alcohol, tobacco, drugs, and other substance use/abuse by students shall be the major focus of a comprehensive K through 12 program in which proactive measures of prevention and early intervention are emphasized. This program shall include:

- A sequential K through 12 curriculum based on recognized principles of effectiveness that is developed and incorporated into the total educational process. This curriculum shall be concerned with education and prevention in all areas of alcohol, tobacco, drugs, and other substances use/abuse;

Training school personnel and parents/guardians to reinforce the components of the policy through in-service and community education programs with up-to-date factual information and materials. An effort to provide positive alternatives to alcohol, tobacco, drugs, and other substances use/abuse through the promotion of drug/tobacco/alcohol-free special events, service projects, and extracurricular activities that will develop and support a positive peer influence.

Intervention

School-based intervention services shall be made available to all students, grades K through 12, and provided by prevention professionals who are appropriately trained in this area. The purpose of intervention is to eliminate any existing use/abuse of alcohol, tobacco, drugs, and other substances and to identify students considered to be at risk for use/abuse. Intervention programming shall include:

- Counseling of students in groups and as individuals on alcohol, tobacco, drugs, and other substance use/abuse. Counselors shall be appropriately trained and skilled school staff assigned for this purpose;
- Referring students to community or other outside agencies when their use/abuse of alcohol, tobacco, drugs, and other substances requires additional counseling or treatment. Referral is a key link in school and community efforts and the process is basic to the dissemination of information regarding available counseling and health services;
- Providing a supportive school environment designed to continue the recovery process for students returning from treatment. A re-entry program may include continuing student and/or family counseling and emphasizing positive alternatives to alcohol, tobacco, drugs, and other substance use/abuse;
- Developing a parent network to serve as a support group and provide a vehicle of communication for parent education; and
- Ensuring confidentiality as required by state and federal law.

Disciplinary Measures

Disciplinary measures for students consuming, sharing and/or selling, using and/or possessing alcoholic beverages, tobacco products, illegal drugs, counterfeit and designer drugs, or paraphernalia for the use of such drugs shall be outlined in the District's Code of Conduct on School Property.

Staff Development

There shall be ongoing training of District staff about the components of an effective alcohol, tobacco and other substances program. Training shall include, but not be limited to, District policies, regulations, and the staff's role in implementing such policies and regulations. Teachers shall be trained to implement the District's K through 12 alcohol, tobacco, drugs and other substance prevention curricula; intervention staff shall be suitably trained to carry out appropriate services.

Implementation, Dissemination and Monitoring

It shall be the responsibility of the Superintendent to implement the alcohol, tobacco, drugs, and other substances Board policy by collaboration with school personnel, students, parents/guardians, and the community at large.

Additionally, copies of Board policy shall be disseminated to District staff, parents/guardians, and community members. The Superintendent/designee shall periodically review the tobacco, drugs and alcohol abuse prevention program to determine its effectiveness and support appropriate modifications, as needed.

District Policy 7320

ANTI-HARASSMENT IN THE SCHOOL DISTRICT

The Board of Education affirms its commitment to nondiscrimination and recognizes its responsibility to provide an

environment that is free of harassment and intimidation. Harassment is a violation of law and stands in direct opposition to District policy. Therefore, the Board prohibits and condemns all forms of harassment on the basis of race, color, creed, religion, national origin, political affiliation, sex, sexual orientation, age, marital status, military status, veteran status, disability, or use of a recognized guide dog, hearing dog or service dog by employees, school volunteers, students, and non-employees such as contractors and vendors as well as any third parties who are participating in, observing, or otherwise engaging in activities subject to the supervision and control of the District.

Sexual orientation is defined as heterosexuality, homosexuality, bisexuality, or asexuality, whether actual or perceived.

The Board also prohibits harassment based on an individual's opposition to discrimination or participation in a related investigation or complaint proceeding under the anti-discrimination statutes. This policy of nondiscrimination and anti-harassment will be enforced on School District premises and in school buildings; and at all school-sponsored events, programs and activities, including those that take place at locations off school premises and in another state.

It is intended that this policy apply to the dealings between or among employees with employees; employees with students; students with students; employees/students with vendors/contractors and others who do business with the School District, as well as school volunteers, visitors, guests and other third parties. All of these persons are hereinafter referred to collectively as "the named group".

For purposes of this policy, harassment shall mean communication (verbal, written or graphic) and/or physical conduct based on an individual's actual or perceived race, color, creed, religion, national origin, political affiliation, sex, sexual orientation, age, marital status, military status, veteran status, disability, or use of a recognized guide dog, hearing dog or service dog that:

- Has the purpose or effect of substantially or unreasonably interfering with an individual's work performance or is used as a basis for employment decisions (including terms and conditions of employment) affecting such individual; and/or creates an intimidating, hostile or offensive work environment;
- Has the purpose or effect of substantially or unreasonably interfering with a student's academic performance or participation in an educational or extracurricular activity, or creates an intimidating, hostile or offensive learning environment; and/or effectively bars the student's access to an educational opportunity or benefit;
- Otherwise adversely affects the employment and/or educational opportunities and benefits provided by the District.

The School District will act to promptly investigate all complaints, verbal or written, formal or informal, of allegations of harassment based on any of the characteristics described above; and will promptly take appropriate action to protect individuals from further harassment. The District will designate, at a minimum, two (2) Complaint Officers, one of each gender.

In order for the Board to enforce this policy, and to take corrective measures as may be necessary, it is essential that any employee, student, or other member of the above named group who believes he/she has been a victim of harassment in the school environment and/or at programs, activities and events under the control and supervision of the District, as well as any individual who is aware of and/or who has knowledge of, or witnesses any possible occurrence of harassment, immediately report such alleged harassment; such report shall be directed to or forwarded to the District's designated Complaint Officer(s) through informal and/or formal complaint procedures as developed by the District. Such complaints are recommended to be in writing, although verbal complaints of alleged harassment will also be promptly investigated in accordance with the terms of this policy. In the event that the Complaint Officer is the alleged offender, the report will be directed to the next level of supervisory authority.

Upon receipt of an informal/formal complaint (even an anonymous complaint), the District will conduct a thorough investigation of the charges. However, even in the absence of an informal/formal complaint, if the District has knowledge of any occurrence of harassment, the District will investigate such conduct promptly and thoroughly. To the extent possible, within legal constraints, all complaints will be treated as confidentially and privately as possible. However, disclosure may be necessary to complete a thorough investigation of the charges and/or to notify law enforcement officials as warranted, and any disclosure will be provided on a "need to know" basis.

Based upon the results of this investigation, if the District determines that an employee and/or student has violated the terms of this policy and/or accompanying regulations, immediate corrective action will be taken as warranted. Should the offending individual be a student, appropriate disciplinary measures will be applied, up to and including suspension, in

accordance with applicable laws and/or regulations, District policy and regulation, and the District Code of Conduct. Should the offending individual be a school employee, appropriate disciplinary measures will be applied, up to and including termination of the offender's employment, in accordance with legal guidelines, District policy and regulation, and the applicable collective bargaining agreement(s). Third parties (such as school volunteers, vendors, etc.) who are found to have violated this policy and/or accompanying regulations and/or the Code of Conduct, will be subject to appropriate sanctions as warranted and in compliance with law. The application of such disciplinary measures by the District does not preclude the filing of civil and/or criminal charges as may be warranted.

Prohibition of Retaliatory Behavior

The Board prohibits any retaliatory behavior directed against complainants, victims, witnesses, and/or any other individuals who participated in the investigation of a complaint of harassment. Follow-up inquiries shall be made to ensure that harassment has not resumed and that all those involved in the investigation of the harassment complaint have not suffered retaliation.

Finding That Harassment Did Not Occur

At any level/stage of investigation of alleged harassment, if a determination is made that harassment did not occur, the Complaint Officer will so notify the complainant, the alleged offender and the Superintendent of this determination. Such a finding does not preclude the complainant from filing an appeal pursuant to District policy or regulation and/or pursuing other legal avenues of recourse.

However, even if a determination is made that harassment did not occur, the Superintendent/designee reserves the right to initiate staff awareness and training, as applicable, to help ensure that the school community is not conducive to fostering harassment in the workplace. In all cases, the Superintendent will inform the Board of Education of the results of each investigation involving a finding that harassment did not occur.

Knowingly Makes False Accusations

Employees and/or students who knowingly make false accusations against another individual as to allegations of harassment may also face appropriate disciplinary action.

Privacy Rights

As part of any investigation, the District has the right to search all school property and equipment including District computers. Rooms, desks, cabinets, lockers, computers, etc. are provided by the District for the use of staff and students, but the users do not have exclusive use of these locations or equipment and should not expect that materials stored therein will be private.

Development and Dissemination of Administrative Regulations

Regulations will be developed for reporting, investigating, and remedying allegations of harassment based on the characteristics described above. An appeal procedure will also be provided to address any unresolved complaints and/or unsatisfactory prior determinations by the applicable Complaint Officer(s). Such regulations will be developed in accordance with federal and state law as well as any applicable collective bargaining agreement(s).

The Superintendent/designee(s) will affirmatively discuss the topic of harassment with all employees and students, express the District's condemnation of such conduct, and explain the sanctions for such harassment. Appropriate training and/or "awareness" programs will be established for staff and students to help ensure knowledge of and familiarity with the issues pertaining to harassment in the schools, and to disseminate preventative measures to help reduce such incidents of prohibited conduct. Furthermore, special training will be provided for designated supervisors and managerial employees, as may be necessary, for the investigation of harassment complaints.

A copy of this policy and its accompanying regulations will be available upon request and may be posted at various locations in each school building. The District's policy and regulations on anti-harassment will be published in appropriate school publications such as teacher/employee handbooks, student handbooks, and/or school calendars.

This policy should not be read to abrogate other District policies and/or regulations or the District Code of Conduct prohibiting other forms of unlawful discrimination, inappropriate behavior, and/or hate crimes within this District. It is the intent of the District that all such policies and/or regulations are read consistently to provide the highest level of protection from unlawful discrimination in the provision of employment/educational services and opportunities.

However, different treatment of any member of the above named group which has a legitimate, legal, and nondiscriminatory reason shall not be considered a violation of District policy.

District Policy 3420

BULLYING: PEER ABUSE IN THE SCHOOLS

The Board of Education is committed to providing a safe and productive learning environment within its schools. Bullying of a student by another student is strictly prohibited on school property, in school buildings, on school buses, and at school sponsored events and/or activities whether occurring on or off campus. The Board of Education shall require the prohibition of bullying - along with the range of possible intervention activities and/or sanctions for such misconduct - to be included in the District Code of Conduct for all grade levels.

For purposes of this policy, the term "bullying" among children is defined, in general, as: "a variety of negative acts carried out repeatedly over time. It involves a real or perceived imbalance of power, with a more powerful child or group attacking those who are less powerful." Bullying can take three forms:

- Physical (including, but not limited to, hitting, kicking, spitting, pushing, taking personal belongings);
- Verbal (including, but not limited to, taunting, malicious teasing, name calling, making threats); and
- Psychological (including, but not limited to, spreading rumors; manipulating social relationships; or engaging in social exclusion, extortion, or intimidation).

The District also prohibits "Internet bullying" (also referred to as "cyber-bullying") including the use of instant messaging, e-mail, web sites, chat rooms, and text messaging when such use interferes with the operation of the school; or infringes upon the general health, safety and welfare of District students or employees.

However, it is important to note that a single negative act as enumerated above may also constitute "bullying" (if not more serious misconduct) based upon the particular circumstances such as the seriousness of the act and/or the intent of the actor.

Any student who believes that he/she is being subjected to bullying behavior, as well as any other person who has knowledge of or witnesses any possible occurrence of bullying, shall report the bullying to any staff member or the Building Principal. The staff member/Building Principal to whom the report is made (or the staff member/Building Principal who witnesses bullying behavior) shall investigate the complaint and take appropriate action to include, as necessary, referral to the next level of supervisory authority and/or other official designated by the District to investigate allegations of bullying. Investigation of allegations of bullying shall follow the procedures utilized for complaints of harassment within the School District. Allegations of bullying shall be promptly investigated and will be treated as confidential and private to the extent possible within legal constraints.

The Board prohibits any retaliatory behavior directed against complainants, victims, witnesses, and/or any other individuals who participate in the investigation of allegations of bullying. Follow-up inquiries and/or appropriate monitoring of the alleged bully and victim shall be made to ensure that bullying behavior has not resumed and that all those involved in the investigation of allegations of bullying have not suffered retaliation.

Personnel at all levels are responsible for taking corrective action to prevent bullying behavior of which they have been made aware at School District sites or activities and/or reporting such behavior to their immediate supervisor. Further, staff training shall be provided to raise awareness of the problem of bullying within the schools and to facilitate staff identification of and response to such bullying behavior among students. Prevention and intervention techniques within the District to prevent against bullying behavior and to support and protect victims shall include building-level and classroom-level strategies and activities as determined by administration. Individual intervention will be provided by appropriate staff members to bullies, victims and their parents to help ensure that the bullying stops.

Rules against bullying shall be publicized District-wide and shall be disseminated as appropriate to staff, students and parents. Disciplinary sanctions for violation of this policy shall be outlined in the District Code of Conduct as enumerated above and may also be incorporated in staff and student handbooks.

District Policy 7552

BUS RULES AND REGULATIONS

The Roosevelt Union Free School District furnishes transportation to those students whose disability or distance from the school makes the service essential. Except as otherwise mandated in a student's Individualized Education Program (IEP), riding these buses is a privilege and may be withdrawn if the student does not comply with the rules and regulations set forth in this District.

Bus drivers shall be held responsible for reasonable and acceptable behavior of students while riding the school bus. Students riding school buses are expected to conform to the rules of conduct in order to permit the bus driver to transport his/her passengers safely.

The Board of Education, the Superintendent and/or his/her designee has the authority to suspend the transportation privileges of children who are disorderly and insubordinate on buses. Generally, parent(s)/guardian(s) will be required to make alternative transportation arrangements for their children who have been suspended from riding the bus. However, the effect of a suspension from transportation on the student's ability to attend school will be considered. If a suspension from transportation effectively results in a suspension from attendance because of the distance between the home and the school and the absence of alternative public or private means of transportation, the District shall make appropriate arrangements to provide for the student's education.

If a student with a disability who receives transportation as a related service as part of his/her Individualized Education Program is being considered for suspension from transportation, and that suspension would effectively result in a change in placement, the student shall be referred to the Committee on Special Education.

The Board directs the administration to establish rules and regulations for student conduct on buses, including applicable due process rights to be afforded students suspended from transportation privileges. These rules and regulations shall be promulgated to all concerned, including the non-public schools to which students are transported.

District Policy 7340

CHILDREN'S INTERNET PROTECTION ACT: INTERNET CONTENT FILTERING/SAFETY POLICY

In compliance with The Children's Internet Protection Act (CIPA) and Regulations of the Federal Communications Commission (FCC), the District has adopted and will enforce this Internet safety policy that ensures the use of technology protection measures (i.e., filtering or blocking of access to certain material on the Internet) on all District computers with Internet access. Such technology protection measures apply to Internet access by both adults and minors with regard to visual depictions that are obscene, child pornography, or, with respect to the use of computers by minors, considered harmful to such students. Further, appropriate monitoring of online activities of minors, as determined by the building/program supervisor, will also be enforced to ensure the safety of students when accessing the Internet.

Further, the Board of Education's decision to utilize technology protection measures and other safety procedures for staff and students when accessing the Internet fosters the educational mission of the schools including the selection of appropriate teaching/instructional materials and activities to enhance the schools' programs; and to help ensure the safety of personnel and students while online.

However, no filtering technology can guarantee that staff and students will be prevented from accessing all inappropriate locations. Proper safety procedures, as deemed appropriate by the applicable administrator/program supervisor, will be provided to ensure compliance with the CIPA.

In addition to the use of technology protection measures, the monitoring of online activities and access by minors to inappropriate matter on the Internet and World Wide Web may include, but shall not be limited to, the following guidelines:

- Ensuring the presence of a teacher and/or other appropriate District personnel when students are accessing the Internet including, but not limited to, the supervision of minors when using electronic mail, chat rooms, instant messaging and other forms of direct electronic communications. As determined by the appropriate building

administrator, the use of e-mail and chat rooms may be blocked as deemed necessary to ensure the safety of such students;

- Monitoring logs of access in order to keep track of the web sites visited by students as a measure to restrict access to materials harmful to minors;
- In compliance with this Internet Safety Policy as well as the District's Acceptable Use Policy, unauthorized access (including so-called "hacking") and other unlawful activities by minors are prohibited by the District; and student violations of such policies may result in disciplinary action; and
- Appropriate supervision and notification to minors regarding the prohibition as to unauthorized disclosure, use and dissemination of personal identification information regarding such students.

The determination of what is "inappropriate" for minors shall be determined by the District and/or designated school official(s). It is acknowledged that the determination of such "inappropriate" material may vary depending upon the circumstances of the situation and the age of the students involved in online research.

The terms "minor," "child pornography," "harmful to minors," "obscene," "technology protection measure," "sexual act," and "sexual contact" will be as defined in accordance with CIPA and other applicable laws/regulations as may be appropriate and implemented pursuant to the District's educational mission.

Under certain specified circumstances, the blocking or filtering technology measure(s) may be disabled for adults engaged in bona fide research or other lawful purposes. The power to disable can only be exercised by an administrator, supervisor, or other person authorized by the School District.

The School District shall provide certification, pursuant to the requirements of CIPA, to document the District's adoption and enforcement of its Internet Safety Policy, including the operation and enforcement of technology protection measures (i.e., blocking/filtering of access to certain material on the Internet) for all School District computers with Internet access.

Internet Safety Instruction

In accordance with New York State Education Law, the School District may provide, to students in grades K through 12, instruction designed to promote the proper and safe use of the internet. The Commissioner shall provide technical assistance to assist in the development of curricula for such course of study which shall be age appropriate and developed according to the needs and abilities of students at successive grade levels in order to provide awareness, skills, information and support to aid in the safe usage of the internet.

Notification/Authorization

The District's Acceptable Use Policy and accompanying Regulations will be disseminated to parents and students in order to provide notice of the school's requirements, expectations, and student's obligations when accessing the Internet.

Student use of the District's computer system (DCS) is conditioned upon written agreement by all students and their parents/guardians that student use of the DCS will conform to the requirements of this policy and any regulations adopted to ensure acceptable use of the DCS. All such agreements shall be kept on file in the District Office.

The District has provided reasonable public notice and has held at least one (1) public hearing or meeting to address the proposed Internet Content Filtering/Safety Policy prior to Board adoption. Furthermore, appropriate actions will be taken to ensure the ready availability to the public of the District's Internet Content Filtering/Safety Policy, as well as any other District policies relating to the use of technology.

District Policy 8271

CODE OF CONDUCT ON SCHOOL PROPERTY

The District has developed and will amend, as appropriate, a written Code of Conduct for the Maintenance of Order on School Property, including school functions, which shall govern the conduct of students, teachers and other school personnel, as well as visitors. The Board of Education shall further provide for the enforcement of such Code of Conduct.

For purposes of this policy, and the implemented Code of Conduct, school property means in or within any building, structure, athletic playing field, playground, parking lot or land contained within the real property boundary line of the

District's elementary or secondary schools, or in or on a school bus; and a school function shall mean a school-sponsored extracurricular event or activity regardless of where such event or activity takes place, including those that take place in another state. The District Code of Conduct has been developed in collaboration with student, teacher, administrator, and parent organizations, school safety personnel and other school personnel.

The Code of Conduct shall include, at a minimum, the following:

- Provisions regarding conduct, dress and language deemed appropriate and acceptable on school property and at school functions, and conduct, dress and language deemed unacceptable and inappropriate on school property; provisions regarding acceptable civil and respectful treatment of teachers, school administrators, other school personnel, students and visitors on school property and at school functions; the appropriate range of disciplinary measures which may be imposed for violation of such Code; and the roles of teachers, administrators, other school personnel, the Board of Education and parents/persons in parental relation to the student;
- Standards and procedures to assure security and safety of students and school personnel;
- Provisions for the removal from the classroom and from school property, including a school function, of students and other persons who violate the Code;
- Provisions prescribing the period for which a disruptive student may be removed from the classroom for each incident, provided that no such student shall return to the classroom until the Principal (or his/her designated School District administrator) makes a final determination pursuant to Education Law Section 3214(3-a)(c) or the period of removal expires, whichever is less;
- Disciplinary measures to be taken for incidents involving the possession or use of illegal substances or weapons, the use of physical force, vandalism, violation of another student's civil rights, harassment and threats of violence;
- Provisions for detention, suspension and removal from the classroom of students, consistent with Education Law Section 3214 and other applicable federal, state and local laws, including provisions for school authorities to establish procedures to ensure the provision of continued educational programming and activities for students removed from the classroom, placed in detention, or suspended from school, which shall include alternative educational programs appropriate to individual student needs;
- Procedures by which violations are reported and determined, and the disciplinary measures imposed and carried out;
- Provisions ensuring the Code of Conduct and its enforcement are in compliance with state and federal laws relating to students with disabilities;
- Provisions setting forth the procedures by which local law enforcement agencies shall be notified of Code
- Provisions setting forth the circumstances under and procedures by which parents/persons in parental relation to the student shall be notified of Code violations;
- Provisions setting forth the circumstances under and procedures by which a complaint in criminal court, a juvenile delinquency petition or person in need of supervision ("PINS") petition will be filed;
- Circumstances under and procedures by which referral to appropriate human service agencies shall be made;
- A minimum suspension period for students who repeatedly are substantially disruptive of the educational process or substantially interfere with the teacher's authority over the classroom, provided that the suspending authority may reduce such period on a case-by-case basis to be consistent with any other state and federal law. For purposes of this requirement, as defined in Commissioner's Regulations, "repeatedly is substantially disruptive of the educational process or substantially interferes with the teacher's authority over the classroom" shall mean engaging in conduct which results in the removal of the student from the classroom by teacher(s) pursuant to the provisions of Education Law Section 3214(3-a) and the provisions set forth in the Code of Conduct on four (4) or more occasions during a semester, or three or more occasions during a trimester, as applicable;
- A minimum suspension period for acts that would qualify the student to be defined as a violent student pursuant to Education Law Section 3214(2-a) (a). However, the suspending authority may reduce the suspension period on a case-by-case basis consistent with any other state and federal law;
- A Bill of Rights and Responsibilities of Students which focuses upon positive student behavior, and which shall be publicized and explained to all students on an annual basis; and
- Guidelines and programs for in-service education programs for all District staff members to ensure effective implementation of school policy on school conduct and discipline.

The Code of Conduct has been adopted by the Board of Education only after at least one public hearing that provided for the participation of school personnel, parents/persons in parental relation, students, and any other interested parties. Copies of the Code of Conduct shall be disseminated pursuant to law and Commissioner's Regulations. The District's Code of Conduct shall be reviewed on an annual basis, and updated as necessary in accordance with law. The School Board shall reapprove any updated Code of Conduct or adopt revisions only after at least one (1) public hearing that

provides for the participation of school personnel, parents/persons in parental relation, students, and any other interested parties. The District shall file a copy of its Code of Conduct and all amendments to the Code with the Commissioner of Education no later than thirty (30) days after their respective adoptions.

District Policy 3410

COMPLAINTS AND GRIEVANCES BY STUDENTS

While students have the responsibility to abide by the policies and regulations of the District, they shall also be afforded opportunity to present complaints and grievances free from interference, coercion, restraint, discrimination or reprisal. Administration shall be responsible for:

- Establishing rules and regulations for the redress of complaints or grievances through proper administration channels;
- Developing an appeals process;
- Ensuring that students have full understanding and access to these regulations and procedure; and
- Providing prompt consideration and determination of student complaints and grievances.

Prohibition of Retaliatory Behavior

The Board prohibits any retaliatory behavior directed against complainants, victims, witnesses, and/or any other individuals who participated in the investigation of a complaint of discrimination. Follow-up inquiries shall be made to ensure that discrimination has not resumed and that all those involved in the investigation of the discrimination complaint have not suffered retaliation.

Complaints and Grievances Coordinator

Additionally, the Board shall ensure compliance with Title IX of the Educational Amendments of 1972, Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA). The Superintendent shall designate a District employee as the Title IX/Section 504/ADA Coordinator; and regulations and procedures shall be implemented to resolve complaints of discrimination based on sex or disability. Prior to the beginning of each school year, the District shall issue an appropriate public announcement which advises students, parents/guardians, employees and the general public of the District's established grievance procedures for resolving complaints of discrimination based on sex or disability. Included in such announcement will be the name, address and telephone number of the Title IX/Section 504/ADA Coordinator.

The Title IX/Section 504/ADA Coordinator shall also be responsible for handling complaints and grievances regarding discrimination based on race, color, creed, religion, national origin, political affiliation, sexual orientation, age, military status, marital status, or use of a recognized guide dog, hearing dog or service dog.

District Policy 7550

COMPREHENSIVE STUDENT ATTENDANCE POLICY

Statement of Overall Objectives

School attendance is both a right and a responsibility. The School District is an active partner with students and parents in the task of ensuring that all students meet or exceed the New York State Learning Standards. Because the School District recognizes that consistent school attendance, academic success and school completion have a positive correlation, the School District has developed, and, if necessary, will revise a Comprehensive Student Attendance Policy to meet the following objectives:

- To increase school completion for all students;
- To raise student achievement and close gaps in student performance;
- To identify attendance patterns in order to design attendance improvement efforts;
- To know the whereabouts of every student for safety and other reasons;
- To verify that individual students are complying with education laws relating to compulsory attendance;
- To determine the District's average daily attendance for State aid purposes.

Description of Strategies to Meet Objectives

The School District will:

- Create and maintain a positive school building culture by fostering a positive physical and psychological environment where the presence of strong adult role models encourages respectful and nurturing interactions between adults and students. This positive school culture is aimed at encouraging a high level of student bonding to the school, which in turn should lead to increased attendance.
- Develop a Comprehensive Student Attendance Policy based upon the recommendations of a multifaceted District Policy Development Team that includes representation from the Board of Education, administrators, teachers, students, parents and the community. The District will hold at least one public hearing prior to the adoption of this collaboratively developed Comprehensive Student Attendance Policy.
- Maintain accurate recordkeeping via a Register of Attendance to record attendance, absence, tardiness or early departure of each student.
- Utilize data analysis systems for tracking individual student attendance and individual and group trends in student attendance problems. Develop early intervention strategies to improve school attendance for all students.

Determination of Excused and Unexcused Absences, Tardiness and Early Departures

Based upon our District's education and community needs, values and priorities, the School District has determined that absences, tardiness and early departures will be considered excused or unexcused according to the following standards.

- **Excused:** An absence, tardiness or early departure may be excused if due to personal illness, illness or death in the family, impassable roads due to inclement weather, religious observance, quarantine, required court appearances, attendance at health clinics, approved college visits, approved cooperative work programs, military obligations or other such reasons as may be approved by the Board of Education. **Parents must submit a written explanation for all absences. In addition, (3) consecutive absences requires the submission of a doctor's note and indicates when the child can return to school.**
- **Unexcused:** An absence, tardiness or early departure is considered unexcused if the reason for the lack of attendance does not fall into the above categories (e.g., family vacation, hunting, babysitting, hair cut, obtaining learner's permit, road test, oversleeping).

Student Attendance Recordkeeping/Data Collection

The record of each student's presence, absence, tardiness and early departure shall be kept in a register of attendance in a manner consistent with Commissioner's Regulations. An absence, tardiness or early departure will be entered as "excused" or "unexcused" along with the District code for the reason.

Attendance shall be taken and recorded in accordance with the following:

- For students in non-departmentalized **kindergarten through grade five** (i.e., self-contained classrooms and supervised group movement to other scheduled school activities such as physical education in the gym, assembly, etc.), such student's presence or absence shall be recorded after the taking of attendance once per school day, provided that students are not dismissed from school grounds during a lunch period. Where students are dismissed for lunch, their presence or absence shall also be recorded after the taking of attendance a second time upon the student's return from lunch.
- For students in **grades 6th through 12 or in departmentalized school at any grade level** (i.e., students pass individually to different classes throughout the day), each student's presence or absence shall be recorded after the taking of attendance in each period of scheduled instruction except that where students do not change classrooms for each period of scheduled
- Instruction, attendance shall be taken in accordance with paragraph "a" above.
- Any absence for a school day or portion thereof shall be recorded as excused or unexcused in accordance with the standards articulated in this policy.
- In the event that a student at any instructional level from kindergarten through grade 12 arrives late for or departs early from scheduled instruction, such tardiness or early departure shall be recorded as excused or unexcused in accordance with the standards articulated in this policy.

A record shall be kept of each scheduled day of instruction during which the school is closed for all or part of the day because of extraordinary circumstances including adverse weather conditions, impairment of heating facilities, insufficiency of water supply, shortage of fuel, destruction of or damage to a school building, or such other cause as may be found satisfactory to the Commissioner of Education.

Attendance records shall also indicate the date when a student withdraws from enrollment or is dropped from enrollment in accordance with Education Law Section 3202(1-a).

At the conclusion of each class period or school day, all attendance information shall be compiled and provided to the designated school personnel who are responsible for attendance. The nature of the absence, tardiness or early departure shall be coded on a student's record in accordance with the established District/building procedures.

Student Attendance/Course Credit

The District believes that classroom participation is related to and affects a student's performance and grasp of the subject matter and, as such, is properly reflected in a student's final grade. For purposes of this policy, classroom participation means that a student is in class and prepared to work.

Consequently, for each marking period a certain percentage of a student's final grade will be based on classroom participation as well as the student's performance on homework, tests, papers, projects, etc. as determined by the building administrator and/or classroom teacher.

Students are expected to attend all scheduled classes. Consistent with the importance of classroom participation, unexcused student absences, tardiness, and early departures will affect a student's grade, including credit for classroom participation, for the marking period.

At the middle school/senior high school level, any student with more than **20 absences in a course may not receive credit for the course.** However, it is District policy that students with properly excused absences, tardiness and early departures for which the student has performed any assigned make-up work, assignments and/or tests shall not be counted as an absence for the purpose of determining the student's eligibility for course credit. District procedures will specify how student tardiness and early departures will be calculated and factored into the District's minimum attendance standard.

However, where a student earns a passing grade, credit will not be denied for the course(s).

For summer school and courses meeting 1/2 year or 1/4 year, the same policy will apply and a calculation of the absences will be prorated accordingly.

Transfer students and students re-enrolling after having dropped out will be expected to attend a prorated minimum number of the scheduled class meetings during their time of enrollment.

Students will be considered in attendance if the student is:

- Physically present in the classroom or working under the direction of the classroom teacher during the class scheduled meeting time; or
- Working pursuant to an approved independent study program; or
- Receiving approved alternative instruction.

Students who are absent from class due to their participation in a school sponsored activity are to arrange with their teachers to make up any work missed in a timely manner as determined by the student's teacher. Attendance at school sponsored events where instruction is substantially equivalent to the instruction which was missed shall be counted as the equivalent of regular attendance in class.

Upon returning to school following a properly excused absence, tardiness or early departure, it shall be the responsibility of the student to consult with his/her teacher(s) regarding arrangements to make up missed work, assignments and/or tests in accordance with the time schedule specified by the teacher.

Notice of Minimum Attendance Standard/Intervention Strategies Prior to the Denial of Course Credit

In order to ensure that parents/persons in parental relation and students are informed of the District's policy regarding minimum attendance and course credit, and the implementation of specific intervention strategies to be employed **prior to the denial of course credit to the student for insufficient attendance**, the following guidelines shall be followed:

- Copies of the District's Comprehensive Student Attendance Policy will be mailed to parents/persons in parental relation and provided to students at the beginning of each school year or at the time of enrollment in the District.
- School newsletters and publications will include periodic reminders of the components of the District's

Comprehensive Student Attendance Policy. Copies of the Attendance Policy will also be included in parent/student handbooks.

- At periodic intervals, a designated staff member(s) will notify, by telephone, the parent/person in parental relation of the student's absence, tardiness, or early departure and explain the relationship of the student's attendance to his/her ability to receive course credit. If the parent/person in parental relation cannot be reached by telephone, a letter shall be sent detailing this information.

A designated staff member will review the District's Attendance Policy with students who have excessive and/or unexcused absences, tardiness or early departures. Further, appropriate student support services/personnel within the District, as well as the possible collaboration/referral to community support services and agencies, will be implemented prior to the denial of course credit for insufficient attendance by the student.

Notice of Students who are Absent, Tardy or Depart Early without Proper Excuse

A designated staff member shall notify by telephone the parent/person in parental relation to a student who is absent, tardy or departs early without proper excuse. The staff member shall explain the District's Comprehensive Student Attendance Policy, the District's/building level intervention procedures, and, if appropriate, the relationship between student attendance and course credit. If the parent/person in parental relation cannot be reached by telephone, the staff member will provide such notification by mail. Further, the District's Attendance Policy will be mailed to the parent/person in parental relation to promote awareness and help ensure compliance with the policy.

If deemed necessary by appropriate school officials, or if requested by the parent/person in parental relation, a school conference shall be scheduled between the parent/person in parental relation and appropriate staff members in order to address the student's attendance. The student may also be requested to attend this conference in order to address appropriate intervention strategies that best meet the needs of the student.

Attendance Incentives

In order to encourage student attendance, the District will develop and implement grade-appropriate/building-level strategies and programs including, but not limited to:

- Attendance honor rolls to be posted in prominent places in District buildings and included in District newsletters and, with parent/person in parental relation consent, in community publications;
- Monthly drawings for prizes at each grade level to reward perfect attendance;
- Special events (e.g., assemblies, guest speakers, field days) scheduled on days that historically have high absenteeism (e.g., Mondays, Fridays, day before vacation);
- Grade-level rewards at each building for best attendance;
- Classroom acknowledgment of the importance of good attendance (e.g., individual certificates, recognition chart, bulletin boards);
- Annual poster/essay contest on importance of good attendance; and
- Assemblies collaboratively developed and promoted by student council, administration, PTA/PTO and other community groups to promote good attendance.

Disciplinary Consequences

Unexcused absences, tardiness and early departures will result in disciplinary sanctions as described in the District's Code of Conduct. Consequences may include, but are not limited to, in-school suspension, detention and denial of participation in interscholastic and extracurricular activities. Parents/persons in parental relation will be notified by designated District personnel at periodic intervals to discuss their child's absences, tardiness or early departures and the importance of class attendance and appropriate interventions. Individual buildings/grade levels will address procedures to implement the notification process to the parent/person in parental relation.

Intervention Strategy Process

In order to effectively intervene when an identified pattern of unexcused absences, tardiness or early departures occur, designated District personnel will pursue the following:

- Identify specific element(s) of the pattern (e.g., grade level, building, time frame, type of unexcused absences, tardiness or early departures);

- Contact the District staff most closely associated with the element. In specific cases where the pattern involves an individual student, the student and parent/person in parental relation will be contacted;
- Discuss strategies to directly intervene with specific element;
- Recommend intervention to Superintendent or his/her designee if it relates to change in District policy or procedure;
- Implement changes, as approved by appropriate administration;
- Utilize appropriate District and/or community resources to address and help remediate student unexcused absences, tardiness or early departures; and
- Monitor and report short and long term effects of intervention.

Appeal Process

A parent/person in parental relation may request a building level review of their child's attendance record.

Building Review of Attendance Records

The Building Principal will work in conjunction with the building attendance clerk and other designated staff in reviewing attendance records at the end of each term. This review is conducted to identify individual and group attendance patterns and to initiate appropriate action to address the problem of unexcused absences, tardiness and early departures.

Annual Review by the Board of Education

The Board of Education shall annually review the building level student attendance records and if such records show a decline in student attendance, the Board shall make any revisions to the Policy and plan deemed necessary to improve student attendance.

Community Awareness

The Board of Education shall promote necessary community awareness of the District's Comprehensive Student Attendance Policy by:

- Providing a plain language summary of the policy to parents or persons in parental relation to students at the beginning of each school year and promoting the understanding of such a policy to students and their parents/persons in parental relation;
- Providing each teacher, at the beginning of the school year or upon employment, with a copy of the policy; and
- Providing copies of the policy to any other member of the community upon request.

District Policy 7110

CORPORAL PUNISHMENT/EMERGENCY INTERVENTIONS

Corporal punishment as a means of discipline shall not be used against a student by any teacher, administrator, officer, employee or agent of this School District.

Whenever a school employee uses physical force against a student, the school employee shall immediately report the situation to his/her Principal/Supervisor. The Principal/Supervisor shall, within the same school day, make a report to the Superintendent describing in detail the circumstances and the nature of the action taken.

The Superintendent of Schools shall submit a written report semi-annually to the Commissioner of Education, with copies to the Board of Education, by January 15 and July 15 of each year, setting forth the substance of each written complaint about the use of corporal punishment received by the Roosevelt Union Free School District authorities during the reporting period, the results of each investigation, and the action, if any, taken by the school authorities in each case.

Emergency Interventions

However, if alternative procedures and methods which would not involve physical force do not work, then the use of reasonable physical force is not prohibited for the following reasons:

- Self-protection;
- Protection of others;
- Protection of property; or
- Restraining/removing a disruptive student.

Such emergency interventions shall only be used in situations where alternative procedures and methods not involving the use of reasonable physical force cannot reasonably be employed. Emergency interventions shall not be used as a punishment or as a substitute for systematic behavioral interventions that are designed to change, replace, modify or eliminate a targeted behavior.

Staff who may be called upon to implement emergency interventions will be provided appropriate training in safe and effective restraint procedures. The parent(s) of the student shall be notified whenever an emergency intervention is utilized.

The District will maintain documentation on the use of emergency interventions for each student including:

- Name and date of birth of student;
- Setting and location of the incident;
- Name of staff or other persons involved;
- Description of the incident and emergency intervention used, including duration;
- A statement as to whether the student has a current behavioral intervention plan; and
- Details of any injuries sustained by the student or others, including staff, as a result of the incident.

This documentation will be reviewed by District supervisory personnel and, if necessary, by the school nurse or other medical personnel.

District Policy 7350

FAMILIAL CHILD ABUSE

The School District subscribes to all of the provisions of Title 6 - Child Protective Services of the Social Services Law Sections 411-428. Our purpose is to provide protective services to abused and neglected/maltreated children as described by the law, and to make all school personnel within the District aware of our legal responsibilities under this law.

Regulations shall be developed, maintained and disseminated by administration regarding the:

- Mandatory reporting of suspected child abuse or neglect/maltreatment;
- Reporting procedures and obligations of persons required to report;
- Provisions for taking a child into protective custody;
- Mandatory reporting of deaths;
- Immunity from liability and penalties for failure to report;
- Obligations for provision of services and procedures necessary to safeguard the life of a child; and
- Provision of information in recognizing signs of unlawful methamphetamine laboratories for all current and new school officials (i.e., "mandated reporters") who, as part of their usual responsibilities, visit children's homes.

Additionally, an ongoing training program for all current and new school officials shall be established and implemented to enable such staff to carry out their reporting responsibilities.

School Officials Required to Report

The definition of a "school official" who is mandated to report cases of child abuse or neglect/maltreatment to the State Central Register (SCR) pursuant to Social Services Law Section 413(1) includes, but is not limited to, school teachers, school guidance counselors, school psychologists, school social workers, school nurses, school administrators or other school personnel required to hold a teaching or administrative license or certificate.

All mandated reporters shall make the report themselves and then immediately notify the Building Principal or his/her designee. The Building Principal or his/her designee shall be responsible for all subsequent administration necessitated by the report.

Any report shall include the name, title and contact information for every staff member who is believed to have direct knowledge of the allegations in the report.

Prohibition of Retaliatory Personnel Action

Social Services Law Section 413(1) also prohibits a school from taking any retaliatory personnel action against an employee because such employee believes that he/she has reasonable cause to suspect that a child is an abused or neglected/maltreated child and that employee makes a report to SCR pursuant to Social Services Law. Further, no school or school official shall impose any conditions, including prior approval or prior notification, upon any staff member specifically designated a mandated reporter.

Pursuant to Labor Law Section 740(1) (e), "retaliatory personnel action" means the discharge, suspension or demotion of an employee, or other adverse employment action taken against an employee in the terms and conditions of employment.

Report Form

The Revised May 2007 New York State Office of Children and Family Services "**Report of Suspected Child Abuse or Maltreatment**" Form LDSS-2221A may be accessed at website:

<http://www.ocfs.state.ny.us/main/cps/>

Child Abuse in an Educational Setting

The School District is committed to the protection of students in educational settings from abuse and maltreatment by employees or volunteers as enumerated in law.

"Child abuse" shall mean any of the following acts committed in an educational setting by an employee or volunteer against a child:

- Intentionally or recklessly inflicting physical injury, serious physical injury or death; or
- Intentionally or recklessly engaging in conduct which creates a substantial risk of such physical injury, serious physical injury or death; or
- Any child sexual abuse, defined as conduct prohibited by Penal Law Articles 130 or 263; or
- The commission or attempted commission against a child of the crime of disseminating indecent materials to minors pursuant to Penal Law Article 235.

"Educational setting" shall mean the building(s) and grounds of the School District; the vehicles provided by the School District for the transportation of students to and from school buildings, field trips, co-curricular and extracurricular activities both on and off School District grounds; all co-curricular and extracurricular activity sites; and any other location where direct contact between an employee or volunteer and a child has allegedly occurred. In any case where an oral or written allegation is made to a teacher, school's registered professional nurse, school guidance counselor, school psychologist, school social worker, school administrator, School Board member, or other school personnel required to hold a teaching or administrative license or certificate, that a child (defined in the law as a person under the age of twenty-one (21) years enrolled in a school district in this state) has been subjected to child abuse by an employee or volunteer in an educational setting, that person shall upon receipt of such allegation:

- Promptly complete a written report of such allegation including the full name of the child alleged to be abused; the name of the child's parent; the identity of the person making the allegation and their relationship to the alleged child victim; the name of the employee or volunteer against whom the allegation was made; and a listing of the specific allegations of child abuse in an educational setting. Such written report shall be completed on a form as prescribed by the Commissioner of Education.
- Except where the school administrator is the person receiving such an oral or written allegation, the employee completing the written report must promptly personally deliver a copy of that written report to the school administrator of the school in which the child abuse allegedly occurred (subject to the following paragraph).

In any case where it is alleged the child was abused by an employee or volunteer of a school other than a school within the school district of the child's attendance, the report of such allegations shall be promptly forwarded to the Superintendent of Schools of the school district of the child's attendance and the school district where the abuse allegedly occurred. Any employee or volunteer who reasonably and in good faith makes a report of allegations of child abuse in an educational setting in accordance with the reporting requirements of the law shall have immunity from civil liability which might otherwise result by reason of such actions.

Upon receipt of a written report alleging child abuse in an educational setting, the school administrator or Superintendent must then determine whether there is "reasonable suspicion" to believe that such an act of child abuse has occurred.

Where there has been a determination as to the existence of such reasonable suspicion, the school administrator or Superintendent must follow the notification/reporting procedures mandated in law and further enumerated in administrative regulations including parental notification. When the school administrator receives a written report, he/she shall promptly provide a copy of such report to the Superintendent.

Where the school administrator or Superintendent has forwarded a written report of child abuse in an educational setting to law enforcement authorities, the Superintendent shall also refer such report to the Commissioner of Education where the employee or volunteer alleged to have committed such an act of child abuse holds a certification or license issued by the State Education Department.

Any school administrator or Superintendent who reasonably and in good faith makes a report of allegations of child abuse in an educational setting, or reasonably and in good faith transmits such a report to a person or agency as required by law, shall have immunity from civil liability which might otherwise result by reason of such actions.

Reports and other written material submitted pursuant to law with regard to allegations of child abuse in an educational setting, and photographs taken concerning such reports that are in the possession of any person legally authorized to receive such information, shall be confidential and shall not be redisclosed except to law enforcement authorities involved in an investigation of child abuse in an educational setting or as expressly authorized by law or pursuant to a court-ordered subpoena. School administrators and the Superintendent shall exercise reasonable care in preventing such unauthorized disclosure.

Additionally, teachers and all other school officials shall be provided an annual written explanation concerning the reporting of child abuse in an educational setting, including the immunity provisions as enumerated in law. Further, the Commissioner of Education shall furnish the District with required information, including rules and regulations for training necessary to implement District/staff responsibilities under the law.

Prohibition of "Silent" (Unreported) Resignations

The Superintendent and other school administrators are prohibited from withholding from law enforcement authorities, the Superintendent or the Commissioner of Education, where appropriate, information concerning allegations of child abuse in an educational setting against an employee or volunteer in exchange for that individual's resignation or voluntary suspension from his/her position.

Superintendents (or a designated administrator) who reasonably and in good faith report to law enforcement officials information regarding allegations of child abuse or a resignation as required pursuant to the law shall have immunity from any liability, civil or criminal, which might otherwise result by reason of such actions.

District Policy 7530

Referrals

- The Guidance Office or other staff designated by the Superintendent or Principals shall handle all referrals of students to counseling.

PINS Diversion

- The district may initiate the PINS (person in need of supervision) **diversion** process in Family Court on any student under the age of 18 who demonstrates that he or she requires supervision and treatment by:
 - Being habitually truant and not attending school as required by part one of 23 Article 65 of the Education Law.
 - Engaging in an ongoing or continual course of conduct which makes the student ungovernable or habitually disobedient and beyond the lawful control of the school.
 - Knowingly and unlawfully possessing marijuana in violation of Penal Law §221.05. A single violation of §221.05 will be a sufficient basis for filing a PINS petition.

Juvenile Delinquents and Juvenile Offenders

- The superintendent is required to refer the following students to the appropriate law enforcement authorities for prosecution by the County Attorney of a juvenile delinquency proceeding before the Family Court:
 - Any student under the age of 16 who is found to have brought a weapon to school, or

- Any student 14 or 15 years old who qualifies for juvenile offender status under the Criminal Procedure Law §1.20(42).
- The superintendent is required to refer students age 16 and older or any student 14 or 15 years old who qualifies for juvenile offender status to the appropriate law enforcement authorities.

HAZING OF STUDENTS

Purpose

Hazing and initiation activities that involve hazing are abusive and illegal behaviors that harm victims and negatively impact the school environment by creating an atmosphere of fear, distrust and mean-spiritedness. Hazing is especially troubling at the middle school and high school levels because of issues of adolescence, in which many students are more vulnerable to peer pressure due to the tremendous need to belong, make friends and find approval from one's peer group.

The purpose of this policy is to provide a safe learning environment for students and staff that is free from hazing and that promotes respect, civility, and dignity. Hazing activities of any type are inconsistent with the educational goals of the District and are prohibited at all times. Moreover, it is the policy of the District that no student or adult will participate in or be members of any secret fraternity, sorority, athletic team, club or organization that is in any degree related to the school or to a school district which engages in any form of hazing.

General Policy Statements

- No student, teacher, coach, administrator, volunteer, contractor or other employee of the District shall permit, condone or tolerate hazing.
- No student, teacher, coach, administrator, volunteer, contractor or other employee of the District shall plan, direct, encourage, aid or engage in hazing.
- The District strictly prohibits students from engaging individually or collectively in any form of hazing or related initiation activity on school property, in connection with any school activity or involving any person associated with the school, regardless of where it occurs.
- Consistent with the District's Code of Conduct, any student who participates in hazing or related initiation activity will face immediate disciplinary action, up to and including suspension, expulsion, exclusion, and loss of the privilege of participation in extracurricular activities.
- Students who participate in hazing may also be referred to appropriate law enforcement authorities and may face subsequent prosecution.
- Consent is no defense to a charge of hazing. Apparent permission or consent by a person being hazed does not lessen the prohibitions or penalties contained herein.
- This policy applies to behavior that occurs on or off school property, and during, before and after school hours.

Definitions

"Hazing" means intentionally or recklessly committing an act against a student, or coercing a student into committing an act, that creates a substantial risk of harm to a person, in order for the student to be initiated into or affiliated with a student organization whether school sponsored or not, or for any other purpose. The term hazing includes, but is not limited to:

- Any type of physical brutality such as whipping, beating, striking, branding, paddling, electronic shocking or placing a harmful substance on the body.
- Any type of physical activity such as sleep deprivation, exposure to extreme weather conditions, confinement in a restricted area, excessive calisthenics or activity that subjects the student to risk of harm or that adversely affects the mental or physical health or safety of the student.
- Any activity involving the consumption of any alcoholic beverage, drug, tobacco product or any other food, liquid, or substance that subjects the student to an unreasonable risk of harm or that adversely affects the mental or physical health or safety of the student.
- Any activity that intimidates or threatens the student with ostracism, that subjects a student to extreme mental stress, embarrassment, shame or humiliation, that adversely affects the mental health or dignity of the student or discourages the student from remaining in school, such as morally degrading or humiliating games, pranks, practical jokes, or any other activities that make a student the object of amusement, ridicule, embarrassment, humiliation or intimidation.

- Requiring personal servitude.
- Requiring students to wear uncomfortable, ridiculous, or embarrassing clothing or underclothing and/or causing indecent exposure or any other gross and lewd behavior involving nudity.
- Requiring students to participate in acts of vandalism, theft, assault, sexual acts or other criminal activity.
- Subjecting an individual to cruel or unusual psychological conditions for any reason.
- Compelling an individual to participate in any activity that is perverse, publicly indecent, contrary to the individual's genuine moral or religious beliefs or contrary to the rules, policies, and regulations of the District.
- Any activity that causes or requires the student to perform a task that involves a violation of state or federal law or of School District policies or regulations.

"Student organization" means a group, club or organization having students as its primary members or participants. It includes grade levels, classes, teams, activities or particular school events. A student organization does not have to be an official school organization to come within the terms of this definition.

The terms "hazing" and "related initiation activity" do not include the ordinary physical activity of customary athletic events, tryouts, intramural activities or other similar student contests or competitions.

Consistent with the District's Code of Conduct, school officials will examine the totality of the circumstances in determining whether a particular activity constitutes hazing and warrants discipline under this policy. As a general test, students and school officials should consider the following questions in determining whether an activity could be defined as hazing.

- Does the activity provide an educational experience?
- Does the activity promote or conform to the values of the School District?
- Will the activity increase the respect for the school and individuals?
- Do new and initiated members participate together equally in the activity?
- Would students be willing to allow parents or school officials to witness the activity?
- Does the activity have value in and of itself?
- Is there a risk of injury or a question of safety involved?

Reporting Requirements

- Any person who believes he or she has been the victim of hazing or any person with knowledge or belief of conduct that may constitute hazing shall report the alleged acts immediately to a teacher, the building principal, or the Superintendent.
- Teachers, coaches, administrators, paraprofessionals, volunteers, contractors and other employees of the District shall be particularly alert to possible situations, circumstances or events that might include hazing. Any such person who receives a report of, observes, or has other knowledge or belief of conduct that may constitute hazing shall inform the building principal or Superintendent immediately.
- Submission of a good faith complaint or report of hazing will not affect the complainant's or reporters future employment, grades, work assignments or activity participation.
- School personnel who fail to report incidents of hazing to District administrators may face disciplinary action.
- Students who observe hazing activities and fail to intervene or report the hazing to school officials may face disciplinary action for conspiring to engage in hazing.

School District Action

- Upon receipt of a complaint or report of hazing, the District shall undertake or authorize an investigation by School District officials or a third party designated by the District. The District may take immediate steps, at its discretion, to protect the complainant, reporter, students, or others pending completion of an investigation of hazing.
- Upon completion of the investigation, the District will take appropriate action. Such action may include, but is not limited to, warning, suspension, exclusion, expulsion, reporting to local police authorities, transfer, remediation, termination or discharge. Disciplinary consequences will be sufficiently severe to deter violations and to appropriately discipline prohibited behavior. School District action taken for violation of this policy will be consistent with the requirements of applicable collective bargaining agreements, applicable State and Federal statutes, District policies and regulations.
- The District will discipline or take appropriate action against any student, teacher, administrator, coach, paraprofessional, volunteer, contractor or other employee of the School District who retaliates against any person

who makes a good faith report of alleged hazing, or against any person who testifies, assists, or participates in an investigation, proceeding or hearing relating to such hazing. Retaliation includes, but is not limited to, any form of intimidation, reprisal or harassment.

Policy Dissemination

The policy shall be published in appropriate student and employee handbooks, the District Code of Conduct, on the District website and in other publications as directed by the Superintendent. In addition, a summary of this policy will be distributed to the parents of all students upon the effective date of this policy, and prior to the beginning of each subsequent school year it will be mailed to parents along with a summary of the District Code of Conduct. Students will receive age-appropriate instruction about this policy at the beginning of each school year during health and physical education class. Each Middle School and High School student shall be required to sign a written statement of his or her awareness of the policy as a condition for participation in any extracurricular activity.

District Policy 7553

LOSS OR DESTRUCTION OF DISTRICT PROPERTY OR RESOURCES

The District is authorized to seek restitution, through civil action when necessary, from the parent or guardian of an unemancipated student over the age of ten (10) and under the age of eighteen (18) where such student:

- Has willfully, maliciously, or unlawfully damaged, defaced or destroyed real or personal property in the care, custody and/or ownership of the District; or
- Has knowingly entered or remained in a District building, and wrongfully taken, obtained or withheld personal property owned or maintained by the District.

In instances where the District has sought and obtained a judgment from a court of competent jurisdiction, parent/guardian liability for civil damages shall not exceed five thousand dollars (\$5,000). Under certain circumstances, prior to the entering of a judgment in the sum total of five hundred dollars (\$500) or more, a court may consider the parent's or guardian's financial inability to pay any portion or all of the amount of damages which are in excess of five hundred dollars (\$500), and enter a judgment in an amount within the financial capacity of the parent or guardian. However, no such judgment shall be entered for an amount which is less than five hundred dollars (\$500).

False Reporting of an Incident and/or Placing a False Bomb

A School District is also authorized to seek restitution, as described in law, from a parent or guardian of an unemancipated student over the age of ten (10) and under the age of eighteen (18) where such student:

- Has falsely reported an incident; or
- Has placed a false bomb as defined in the New York State Penal Law.

Damages for falsely reporting an incident or placing a false bomb shall mean the funds reasonably expended by the School District in responding to such false report of an incident or false bomb, less the amount of any funds which have been or will be recovered from any other source as enumerated in law.

In seeking restitution, the School District shall file with the court, the County District Attorney and defense counsel an affidavit stating that the funds reasonably expended for which restitution is being sought have not been and will not be recovered from any other source or in any other civil or criminal proceeding, except as provided for pursuant to General Obligations Law Section 3-112.

The District is authorized to seek restitution, through civil action when necessary, from the parent or guardian of an unemancipated student over the age of ten (10) and under the age of eighteen (18) where such student:

- Has willfully, maliciously, or unlawfully damaged, defaced or destroyed real or personal property in the care, custody and/or ownership of the District; or
- Has knowingly entered or remained in a District building, and wrongfully taken, obtained or withheld personal property owned or maintained by the District.

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District Policy 7311

MILITARY RECRUITER' ACCESS TO SECONDARY SCHOOL STUDENTS AND INFORMATION ON STUDENTS

In compliance with the Elementary and Secondary Education Act (ESEA) of 1965, as amended by the No Child Left Behind Act of 2001 (NCLB); and the National Defense Authorization Act, and in accordance with the Family Educational Rights and Privacy Act (FERPA), the School District shall comply with a request by a Military Recruiter for names, addresses, and telephone listings of eligible students. Eligible student under ESEA and the National Defense Authorization Act is defined as a secondary student who is seventeen (17) years of age or older or in the eleventh grade (or its equivalent) or higher. Under ESEA and the National Defense Authorization Act, parents must be notified that the School District by law routinely discloses students' names, addresses, and telephone listings to Military Recruiters upon request, subject to a parent's/eligible student's request not to disclose such information with written parental verification of such request.

Under FERPA, the School District must provide notice to parents/eligible students of the types of student information that it releases publicly. This type of information, commonly referred to as "directory information," which is released by the District includes - but is not limited to - such items as students' names, addresses, and telephone listings. The notice must include an explanation of a parent's/eligible student's right to request that "directory information" not be disclosed without prior written consent of the parent/eligible student. Eligible student under FERPA is defined as a student eighteen (18) years of age or older or who is attending an institution of post-secondary education.

A single notice provided through a mailing, student handbook, or other method that is reasonably calculated to inform parents/eligible students of the above information is sufficient to satisfy the notification requirements of both FERPA, ESEA and the National Defense Authorization Act. The notification shall advise the parent/eligible student of how to opt out of the public, nonconsensual disclosure of directory information and the disclosure of name, address and telephone listing to Military Recruiters; and shall state the method and timeline within which to do so.

Further, in compliance with the ESEA and the National Defense Authorization Act, the District shall give Military Recruiters the same access to secondary school students as they provide to postsecondary institutions or to prospective employers.

If a parent/eligible student opts out of providing directory information (or any subset of such information) to third parties, the opt-out relating to the student's name, address, or telephone listing applies to requests from Military Recruiters as well. For example, if the opt-out states that telephone numbers will not be disclosed to the public, the District may not disclose telephone numbers to Military Recruiters.

The Superintendent/designee shall ensure that appropriate notification is provided regarding the opt-out rights prohibiting release of directory information and/or release of name, address and telephone listing to Military Recruiters.

NOTIFICATION OF SEX OFFENDERS

In accordance with the Sex Offender Registration Act ("Megan's Law"), the Board of Education supports the New York State Department of Criminal Justice Services (DCJS) in its effort to inform the community in certain circumstances of the presence of individuals with a history of sex offenses, particularly against children, in the school locality. This policy is enacted in order to minimize the possibility that the sex offender will come in contact with school-age children, and to assist law enforcement agencies in preventing further criminal activity from occurring. Furthermore, the District shall cooperate with local police authorities and the local community in promoting and protecting the safety and well being of its students.

It is the policy of the Board of Education to disseminate all information which the District receives from local police authorities in conjunction with Megan's Law to designated staff members who might have possible contact with the offender during the course of their school duties including, but not limited to, Building Principals, supervisors, teachers, office personnel, coaches, custodians, bus drivers, and security personnel. The Superintendent reserves the right to automatically disseminate such information to additional members of the staff, designated supervisors of non-school groups that regularly use District facilities and have children in attendance, parents/guardians of District students, and other community residents who, in the opinion of the Superintendent, have an immediate need to be notified of such data in order to protect the safety of our students.

All staff members shall be informed of the availability of the information received by the District pursuant to Megan's Law upon written request to the applicable Building Principal/designee or supervisor. If applicable to District practice, include in policy: Community residents shall be notified of the availability of this information, with written requests directed to the District Office.

Staff members shall inform their immediate supervisor if they observe within the school building, on school grounds, at school activities, or at or near bus routes any individual whose description matches the information which was provided to the District by local law enforcement authorities. Such law enforcement officials will be notified of this information by the District as appropriate.

Information that is disseminated to the School District pursuant to Megan's Law may be disclosed or not disclosed by the District in its discretion. Any information which the School District receives regarding a sex offender from a source other than the Sex Offender Registry, and which is maintained independent of the requirements of Megan's Law, will be available from the District, upon written request, in accordance with the requirements of the Freedom of Information Law.

Special Circumstances Whereby Sex Offenders May Enter Upon School Grounds

As a mandatory condition of the sentence for sex offenders placed on probation or conditional discharge whose victim was under the age of eighteen (18) or who has been designated a Level 3 sex offender, the court requires that such sentenced offender refrain from knowingly entering into or upon school grounds or any other facility or institution primarily used for the care or treatment of persons under the age of 18 (eighteen) while one or more of such persons are present.

However, by exception, entrance upon the premises shall be provided to the sentenced sex offender under the following conditions subject to the written authorization of his/her parole officer and the superintendent or chief administrator of the facility for the limited purposes authorized by that person:

- The offender is a registered student, participant or employee of the facility;
- The offender is an employee of an entity contracted by the facility; or
- The offender has a family member enrolled in the facility.

Implementation

Administrative regulations shall be developed to implement this policy.

PARENT- TEACHER ASSOCIATION

The Board of Education recognizes that the goal of the Roosevelt Union Free School District Parent-Teacher Association is to develop a united effort between educators and the general public to secure for every child the highest achievement in physical, academic and social education. Therefore, staff members and parents are encouraged to join the Parent-Teacher Association and to participate actively in its programs.

District Policy 3250

PORTABLE ELECTRONIC DEVICES

The Board of Education recognizes that there are personal electronic devices that have educational applications such as calculators, voice recorders, digital cameras, and music listening devices. These devices shall be allowed to be used in classrooms only when they are included as part of a lesson under direction of a teacher.

The Board acknowledges that cellular phones, pagers, and 2-way communication systems can be a positive means to facilitate communication; however, the display and/or use of such devices can cause disruption to the educational process.

Therefore, The Board of Education has determined that cell phones have limited or no educational value and their use may create a distraction to the learning environment. Student possession of cell phones is only allowable subject to the following rules and regulations. Strict adherence to these rules and regulations is required. Additionally, the District prohibits the use of other communication devices (i.e. two-way radios, pagers, PDA's and laptops with two-way messaging capabilities) by students. The District reserves the right to define the educational value of any new electronic wireless devices that may become available in the future and to prohibit their use if they have no educational value or if such use creates learner distraction or disruption.

Possession of a cell phone by a student is a privilege that may be forfeited by any student not abiding by the terms of this policy. Students shall be personally and solely responsible for the security of their cell phones. The District shall not assume any responsibility for theft, loss, or damage of a cell phone, or unauthorized calls made on a cell phone.

Use of Cell Phones on School Grounds

Student use/possession of a cell phone depends on the grade level of the student. The following categories outline the grade levels and authorized use/possession of cell phones by students:

- **Elementary Schools, Kindergarten – Fifth Grade; Middle School, Sixth Grade – Eighth Grade; and High School, Ninth Grade – Twelfth Grade:** Student possession/use of **cell phones is prohibited**. Cell phones are strictly prohibited in classrooms, locker rooms, restrooms and shower facilities. Communication with parents/guardians will be facilitated through the main office.

Camera or Picture Cell Phones: While the use of cell phones by students is allowed subject to these rules, the capability of a cell phone to take, store or transmit pictures is strictly prohibited. It is the District's position that picture phones pose threats to freedoms of privacy. Additionally, picture phones can be used to exploit personal information and compromise the integrity of educational programs. Accordingly, the camera function of a cell phone is strictly prohibited on school premises at all times.

Use of Cell Phones on Buses

Cell phone usage by students while riding to and from school on a bus, or on the bus during school-sponsored activities is prohibited. Distracting behavior that creates an unsafe environment will not be tolerated.

Repercussions of Cell Phone Policy Violation

Students who violate the above provision of the policy will be subject to removal with said device, from the general population to that of the confines of the administrative offices. At this time the violation will be recorded, and parent/guardian contacted, to retrieve the device and allow for re-admittance of their child back into the general school population.

Absence of a parent/guardian to rectify the situation with administration will result in ongoing in-school suspension, until the parent/guardian personally meets with administration.

Students bring cell phones at their own risk; the school is not responsible for theft or damage. Misuse or disruption involving a cell phone will result in disciplinary action including restriction of the right to bring a phone to school.

Emergency Situations

In emergency situations, exceptions to the prohibition of the use of cellular phones, pagers, and 2-way communication systems may be granted by teacher or administrators.

District Policy 7315A

PROHIBITED CONDUCT

The Board of Education expects all students to conduct themselves in an appropriate and civil manner, with proper regard for the rights and welfare of other students, district personnel, and other members of the school community, and for the care of school facilities and equipment. The best discipline is self-imposed, and students must learn to assume and accept responsibility for their own behavior, as well as the consequences of their misbehavior. District personnel who interact with students expected to use disciplinary action only when necessary and to place emphasis on the students' ability to grow in self-discipline. The Board recognizes the need to make its expectations for student conduct while on school property and engaged in a school function specific and clear. The rules of conduct listed below are intended to focus on safety and respect for the rights and property of others. Students who will not accept responsibility for their own behavior and who violate these school rules will be required to accept the penalties for their conduct. Students may be subject to disciplinary action, up to and including suspension from school, **and/or immediate hearing with the Superintendent, and/or police notification when appropriate** when they:



Level 1: Engage in conduct that is **disorderly**.

Minimum Suspension Period: 5 or less days

Examples of disorderly conduct include:

- Making unreasonable noise.
- Using language or gestures that are profane, lewd, vulgar, or abusive.
- Obstructing vehicular or pedestrian traffic.
- Engaging in any willful act which disrupts the normal operation of the school community.
- Trespassing. Students are not permitted in any school building, other than the one they regularly attend, without permission from the administrator in charge.
- Computer/electronic communications misuse, including any unauthorized use of computers, software, or internet/intranet account; accessing inappropriate websites; or any other violation of the district's acceptable use policy.

Level 2: Engage in conduct that is **insubordinate**.

Minimum Suspension Period: 5 or less days

Examples of insubordinate conduct include:

- Failing to comply with reasonable directions of teachers, school administrators or other school employees in charge of students or otherwise demonstrating disrespect.
- Leaving school without permission.
- Skipping detention.
- Cutting class or being truant from school.

Level 3: Engage in conduct that is **disruptive**.

Minimum Suspension Period: 5 or less days

Examples of disruptive conduct include:

- Substantial failure/unwillingness to comply with the reasonable directions of teachers, school administrators, or other school personnel in charge of students.
- Conduct is substantially disruptive of the educational process or substantially interferes with the teacher's authority over the classroom.

Level 4: Engage in conduct that is **violent**.

Minimum Suspension Period: more than 5 days

Examples of violent conduct include:

- Committing an act of violence (such as hitting, kicking, punching, and scratching) upon a teacher, administrator, or other school employee or attempting/threatening to do so.
- Committing an act of violence (such as hitting, kicking, punching, and scratching) upon another student or any other person lawfully on school property or attempting/threatening to do so.
- Possessing a weapon. Authorized law enforcement officials are the only persons permitted to have a weapon in their possession while on school property or at a social function.
- Displaying what appears to be a weapon.
- Threatening to use any weapon.
- Intentionally damaging or destroying the personal property of a student, teacher, administrator, other district employee, or any person lawfully on school property, including graffiti or arson.
- Intentionally damaging or destroying school district property.
- Verbal and/or written threats of violence.

Level 5: Engage in any conduct that **endangers the safety, morals, health or welfare of others.**

Minimum Suspension Period: 5 or less days

Examples of such conduct include:

- Lying to school personnel.
- Stealing the property of other students, school personnel or any other person lawfully on school property or attending a school function.
- Defamation, which includes making false or unprivileged statements or representations about an individual or identifiable group of individuals that harm the reputation of the person or the identifiable group by demeaning them.
- Discrimination, which includes the use of race, color, creed, national origin, religion, gender, sexual orientation, or disability as a basis for treating another in a negative manner.
- Harassment, which includes a sufficiently severe action or a persistent, pervasive pattern of actions or statements directed at an identifiable individual or group which are intended to be or which a reasonable person would perceive as ridiculing or demeaning.
- Intimidation, which includes engaging in actions or statements that put an individual in fear of bodily harm.
- Hazing, which includes any intentional or reckless act directed against another for the purpose of initiation into, affiliating with, or maintaining membership in any school sponsored activity, organization, club or team.
- Selling, using, or possessing obscene material.
- Using vulgar or abusive language, cursing, or swearing.
- Smoking a cigarette, cigar, pipe, or using chewing or smokeless tobacco.
- Possessing, consuming, selling, distributing, or exchanging alcoholic beverages or illegal substances, or being under the influence of either. "Illegal substances" include, but are not limited to, inhalants, marijuana, cocaine, LSD, PCP, amphetamines, heroin, steroids, look-alike drugs and any substances commonly referred to as "designer drugs."
- Possession of drug paraphernalia.
- Inappropriately using or sharing prescription and over-the-counter drugs.
- Gambling.
- Indecent exposure, that is, exposure to sight of the private parts of the body in a lewd or indecent manner.
- Initiating a report warning of fire or other catastrophe without valid cause, misuse of 911, or discharging a fire extinguisher.
- Assisting another student in any of the above actions.

Level 6: Engage in **misconduct while on a school bus.**

Minimum Suspension Period: 5 or less days

It is crucial for students to behave appropriately while riding on district buses to ensure their safety and that of other passengers and to avoid distracting the bus driver. Students are required to conduct themselves on the bus in a manner consistent with established standards for classroom behavior. Excessive noise, pushing, shoving, and fighting will not be tolerated.

Level 7: Engage in any form of **academic misconduct.**

Minimum Suspension Period: 5 or less days

Examples of academic misconduct include:

- Plagiarism.
- Copying.
- Assisting another student in any of the above actions.
- Cheating.
- Altering records.

RELEASE OF INFORMATION TO THE NON CUSTODIAL

The District may presume that the noncustodial parent has the authority to request information concerning his/her child and release such information upon request. If the custodial parent wishes to limit the noncustodial parent's access to the records, **it would be his/her responsibility to obtain and present to the school a legally binding instrument that prevents the release of said information.**

District Policy 7241

SAFE PUBLIC SCHOOL CHOICE OPTION TO STUDENTS WHO ARE VICTIMS OF A VIOLENT CRIMINAL OFFENSE

Any District student who is a victim of a violent criminal offense, as defined pursuant to Education Law and Commissioner's Regulations, that occurred on the grounds of the District elementary or secondary school that the student attends, shall be allowed to attend a safe public school within the School District to the extent required by the federal No Child Left Behind Act (NCLB) and state law and regulations.

In accordance with Commissioner's Regulations, a "safe public school shall mean a public school that has not been designated by the Commissioner [of Education] as a persistently dangerous public elementary or secondary school."

Violent Criminal Offense

The Superintendent shall determine if the student has been the victim of a "violent criminal offense." "Violent criminal offense" means a crime that:

- Involves infliction of a serious physical injury upon another as defined in New York State Penal Law Section 10.00(10); or a sex offense that involves forcible compulsion; or any other offense defined in State Penal Law Section 10.00(12) that involves the use or threatened use of a deadly weapon.

Determination Whether Student is a Victim

Procedures shall be established for determination by the Superintendent of whether a student is a victim of a violent criminal offense that occurred on school grounds of the school the student attends. The Superintendent shall, prior to making any such determination, consult with any law enforcement agency investigating the alleged violent criminal incident and consider any reports or records provided by such agency. However, a criminal conviction is not required prior to the Superintendent's determination that a student has been a victim of a violent criminal offense. The Superintendent may also consult with the school attorney prior to making such determination.

The Superintendent's determination may be appealed to the Board of Education. However, this determination will not preclude any student disciplinary proceeding brought against the alleged victim or perpetrator of such violent criminal offense.

Notice to Parents/Persons in Parental Relation

A school district that is required to provide school choice in accordance with applicable provisions of the federal No Child Left Behind Act of 2001, Education Law and Commissioner's Regulations, shall establish procedures for notification of parents of, or persons in parental relation to, students who are victims of violent criminal offenses of their right to transfer to a safe public school within the District and procedures for such transfer. Such notice shall be, to the extent practicable, provided in the dominant language or mode of communication used by the parents or persons in parental relation to such student. The School District shall so notify the parents of or persons in parental relation to, such student within twenty-four (24) hours of the determination that the student has been the victim of a violent criminal offense on school grounds at the school he/she attends.

Written notice shall be provided by personal delivery, express mail delivery, or equivalent means reasonably calculated to assure receipt of such notice within twenty-four (24) hours of such determination at the last known address or addresses of

the parents/persons in parental relation to the student. Where possible, notification shall also be provided by telephone if the school has been provided with a telephone number(s) for the purpose of contacting parents/persons in parental relation.

However, **such notification shall not be required** where there are no other public schools within the District at the same grade level or a transfer to a safe public school within the School District is otherwise impossible. Similarly, procedures for such notification of parents/persons in parental relation to students who are victims of violent criminal offenses shall not be required where the School District has only one public school within the District or only one public school at each grade level.

Designation of Safe Public School

It shall be the responsibility of the School District, based on objective criteria, to designate a safe public school or schools within the District to which students may transfer. However, the District is not required to designate a safe public school where there are no other public schools within the District at the same grade level or transfer to a safe public school within the District is otherwise impossible. Similarly, if the District has only one public school within the School System or only one public school at each grade level, the School District shall not be required to designate a safe public school.

Any student who transfers to a safe public school, in accordance with the provisions of this policy and applicable law and regulation, shall be enrolled in the classes and other activities of the public school to which such student transfers in the same manner as all other students at the public school. The receiving school shall be identified by the District and must be at the same grade level as the school from which the student is transferring. To the extent possible the School District shall allow transferring students to transfer to a school that is making adequate yearly progress and has not been identified as requiring school improvement, corrective action, or restructuring. The District shall provide transportation for any student permitted to transfer to the safe public school within the District designated by the School System within the transportation limits established pursuant to Education Law Sections 3635 and 4401(4). Any student who transfers to a safe public school shall be permitted to remain in such safe public school until the student has completed the highest grade level in the school transferred to, or for such other period prescribed by the U.S. Department of Education, whichever is less. While the parents/persons in parental relation to the student must be offered the opportunity to transfer their child, they may elect to have the child remain at the school he/she currently attends.

District Policy 7580

SCHOOL VOLUNTEERS

The Board recognizes the need to develop a school volunteer program to support District instructional programs and extracurricular activities. The purpose of the volunteer program will be to:

- Assist employees in providing more individualization and enrichment of instruction;
- Build an understanding of school programs among interested citizens, thus stimulating widespread involvement in a total educational process;
- Strengthen school/community relations through positive participation.

Volunteers are persons who are willing to donate their time and energies to assist Principals, teachers, and other school personnel in implementing various phases of school programs. Volunteers shall serve in that capacity without compensation or employee benefits except for liability protection under the District's insurance program.

An application shall be filled out by each prospective volunteer and forwarded to the District Office for evaluation. **In addition, all volunteers must complete the fingerprinting process in accordance with the Human Resource Department policy and procedures.** The Building Principal will forward his/her decisions concerning selection, placement and replacement of volunteers to the Superintendent for final evaluation. Following approval from the Superintendent of Schools, volunteers selected for work in the District shall be placed on the list of approved volunteers as presented to the Board of Education for final approval. However, the Superintendent retains the right to approve or reject any volunteer applications submitted for consideration.

Administrative regulations will be developed to implement the terms of this policy.

District Policy 3150

SEARCHES AND INTERROGATIONS

Students are protected by the Constitution from unreasonable searches and seizures. A student may be searched and contraband seized on school grounds or in a school building by a School District employee only when the School District employee has reasonable suspicion to believe the student is engaging in proscribed activity which is in violation of school rules and/or illegal.

Factors to be considered in determining whether reasonable suspicion exists to search a student include:

- The age of the student;
- The student's record and past history;
- The predominance and seriousness of the problem in the school where the search is directed; and
- The urgency to conduct the search without delay.

If reasonable suspicion exists to believe that a student possesses a weapon, it is permissible for a School District employee to search that student.

Lockers

Lockers are provided by the school for student use and the administration has the right to search lockers. A student may have exclusive use of a locker as far as other students are concerned but he/she does not have such exclusivity over the locker as it relates to the school authorities.

Questioning of Students by School Officials

School officials have the right to question students regarding any violations of school rules and/or illegal activity. In general, administration may conduct investigations concerning reports of misconduct which may include, but are not limited to, questioning students, staff, parents/guardians, or other individuals as may be appropriate and, when necessary, determining disciplinary action in accordance with applicable due process rights.

Should the questioning of students by school officials focus on the actions of one particular student, the student will be questioned, if possible, in private by the appropriate school administrator. The student's parent/guardian may be contacted; the degree, if any, of parental/guardian involvement will vary depending upon the nature and the reason for questioning, and the necessity for further action which may occur as a result.

The questioning of students by school officials does not preclude subsequent questioning/interrogations by police authorities as otherwise permitted by law. Similarly, the questioning of students by school officials does not negate the right/responsibility of school officials to contact appropriate law enforcement agencies, as may be necessary, with regard to such statements given by students to school officials.

School officials acting alone and on their own authority, without the involvement of or on behalf of law enforcement officials (at least until after the questioning of students by school authorities has been conducted) are not required to give the so-called "Miranda warnings" (i.e., advising a person, prior to any custodial interrogations as defined in law, of the right to remain silent; that any statement made by the individual may be used as evidence against him/her; and that the individual has the right to the presence of an attorney, either retained or appointed) prior to the questioning of students.

If deemed appropriate and/or necessary, the Superintendent/designee may also review the circumstances with School District legal counsel so as to address concerns and the course of action, if any, which may pertain to and/or result from the questioning of students by school officials.

Law Enforcement Officials

It shall be the policy of the Roosevelt Union Free School District that a cooperative effort shall be maintained between the school administration and law enforcement agencies. Law enforcement officials may be summoned in order to conduct an investigation of alleged criminal conduct on school premises or during a school-sponsored activity, or to maintain the educational environment. They may also be summoned for the purpose of maintaining or restoring order when the presence of such officers is necessary to prevent injury to persons or property.

Administrators have the responsibility and the authority to determine when the assistance of law enforcement officers is necessary within their respective jurisdictions. The School District's administrators shall at all time act in a manner that protects and guarantees the rights of students and parents.

Interrogation of Students by Law Enforcement Officials

If police are involved in the questioning of students on school premises, whether or not at the request of school authorities, it will be in accordance with applicable law and due process rights afforded students. **Generally, police authorities may only interview students on school premises without the permission of the parent/guardian in situations where a warrant has been issued for the student's arrest (or removal).** Police authorities may also question students for general investigations, general questions regarding crimes committed on school property. In all other situations, unless an immediate health or safety risk exists, if the police wish to speak to a student without a warrant they should take the matter up directly with the student's parent/guardian.

Whenever police wish to question a student on school premises, administration will attempt to notify the student's parent/guardian. **If possible, questioning of a student by police should take place in private and in the presence of the Building Principal/designee.**

Child Protective Services' Investigations

From time to time, Child Protective Services may desire to conduct interviews of students on school property. Such interviews generally pertain to allegations of suspected child abuse and/or neglect. The Board encourages cooperation with Child Protective Services in accordance with applicable Social Services Law.

District Policy 7330

SEXUAL HARASSMENT OF STUDENTS

The Board of Education affirms its commitment to non-discrimination and recognizes its responsibility to provide for all District students an environment that is free of sexual harassment and intimidation. Sexual harassment is a violation of law and stands in direct opposition to District policy. Therefore, the Board prohibits and condemns all forms of sexual harassment by employees, school volunteers, students, and non-employees such as contractors and vendors which occur on school grounds and at all school-sponsored events, programs and activities including those that take place at locations off school premises or those that take place in another state. Generally, sexual harassment is defined as unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct or communication of a sexual nature when:

- Submission to or rejection of such sexually harassing conduct and/or communication by a student affects decisions regarding any aspect of the student's education, including participation in school-sponsored activities;
- Conditions exist within the school environment that allow or foster obscene pictures, lewd jokes, sexual advances, requests for sexual favors or other harassing activities of a sexual nature; and
- Such conduct and/or communication has the purpose or effect of substantially or unreasonably interfering with a student's academic performance or participation in an educational or extracurricular activity, or creating an intimidating, hostile or offensive learning environment; and/or effectively bars the student's access to an educational opportunity or benefit.

The Board acknowledges that in determining whether sexual harassment has occurred the totality of the circumstances, expectations, and relationships should be evaluated including, but not limited to, the ages of the harasser and the victim; the number of individuals involved; and the type, frequency and duration of the conduct. The Board recognizes that sexual harassment can originate from a person of either sex against a person of the opposite or same sex, and from a third party such as a school visitor, volunteer, or vendor, or any other individual associated with the School District. Sexual harassment may occur from student-to-student, from staff-to-student, from student-to-staff, as well as staff-to-staff. The District will designate, at a minimum, two (2) Complaint Officers, one (1) of each gender.

In order for the Board to enforce this policy, and to take corrective measures as may be necessary, it is essential that any student who believes he/she has been a victim of sexual harassment in the school environment, as well as any other person who is aware of and/or who has knowledge of or witnesses any possible occurrence of sexual harassment, immediately report such alleged harassment; such report shall be directed to or forwarded to the District's designated Complaint Officers through informal and/or formal complaint procedures as developed by the District. Such complaints are recommended to be in writing, although verbal complaints of alleged sexual harassment will also be promptly

investigated in accordance with the terms of this policy. In the event that the Complaint Officer is the alleged offender, the report will be directed to the next level of supervisory authority.

Upon receipt of an informal/formal complaint (even an anonymous complaint), the District will conduct a thorough investigation of the charges. However, even in the absence of a complaint, if the District has knowledge of or has reason to know of or suspect any occurrence of sexual harassment, the District will investigate such conduct promptly and thoroughly. To the extent possible, within legal constraints, all complaints will be treated as confidentially and privately as possible. However, disclosure may be necessary to complete a thorough investigation of the charges, and any disclosure will be provided on a "need to know" basis.

Based upon the results of the investigation, if the District determines that an employee and/or student has violated the terms of this policy and/or accompanying regulations, immediate corrective action will be taken as warranted. Should the offending individual be a student, appropriate disciplinary measures will be applied, up to and including suspension, in accordance with District policy and regulation, the Code of Conduct, and applicable laws and/or regulations. Should the offending individual be a school employee, appropriate disciplinary measures will be applied, up to and including termination of the offender's employment, in accordance with legal guidelines, District policy and regulation, the Code of Conduct and the applicable collective bargaining agreement(s). Third parties (such as school volunteers, vendors, etc.) who are found to have violated this policy and/or accompanying regulations will be subject to appropriate sanctions as warranted and in compliance with law.

Prohibition of Retaliatory Behavior

The Board prohibits any retaliatory behavior directed against complainants, victims, witnesses, and/or any other individuals who participated in the investigation of a complaint of sexual harassment. Follow-up inquiries shall be made to ensure that sexual harassment has not resumed and that all those involved in the investigation of the sexual harassment complaint have not suffered retaliation.

Finding That Harassment Did Not Occur

At any level/stage of investigation of alleged harassment, if a determination is made that harassment did not occur, the Complaint Officer will so notify the complainant, the alleged offender and the Superintendent of this determination. Such a finding does not preclude the complainant from filing an appeal pursuant to District policy or regulation and/or pursuing other legal avenues of recourse.

However, even if a determination is made that harassment did not occur, the Superintendent/designee reserves the right to initiate staff awareness and training, as applicable, to help ensure that the school community is not conducive to fostering harassment in the workplace.

In all cases, the Superintendent will inform the Board of Education of the results of each investigation involving a finding that harassment did not occur.

Knowingly Makes False Accusations

Employees and/or students who knowingly make false accusations against another individual as to allegations of harassment may also face appropriate disciplinary action.

Privacy Rights

As part of the investigation, the District has the right to search all school property and equipment including District computers. Rooms, desks, cabinets, lockers, computers, etc. are provided by the District for the use of staff and students, but the users do not have exclusive use of these locations or equipment and should not expect that materials stored therein will be private.

Development and Dissemination of Administrative Regulations

Regulations will be developed for reporting, investigating and remedying allegations of sexual harassment. An appeal procedure will also be provided to address any unresolved complaints and/or unsatisfactory prior determinations by the applicable Complaint Officer(s).

Such regulations will be developed in accordance with federal and state law as well as any applicable collective bargaining agreement(s).

The Superintendent/designee(s) will affirmatively discuss the topic of sexual harassment with all employees and students, express the District's condemnation of such conduct, and explain the sanctions for such harassment. Appropriate training and/or "awareness" programs will be established for staff and students to help ensure knowledge of and familiarity with the issues pertaining to sexual harassment in the schools, and to disseminate preventative measures to help reduce such incidents of prohibited conduct. Furthermore, special training will be provided for designated supervisors and managerial employees, as may be necessary, for training in the investigation of sexual harassment complaints.

A copy of this policy and its accompanying regulations will be available upon request and may be posted at various locations in each school building. The District's policy and regulations on sexual harassment will be published in appropriate school publications such as teacher/employee handbooks, student handbooks, and/or school calendars.

District Policy 7551

SOLICITATION OF CHARITABLE DONATIONS FROM SCHOOL CHILDREN

Direct solicitation of charitable donations from children in the District schools on school property during regular school hours shall not be permitted. It will be a violation of District policy to ask District school children directly to contribute money or goods for the benefit of a charity during the hours in which District students are compelled to be on school premises.

However, this policy does not prevent the following types of fund raising activities:

- Fund raising activities which take place off school premises, or outside of regular school hours during before-school or after-school extracurricular periods;
- Arms-length transactions, where the purchaser receives a consideration for his/her donation. For example, the sale of goods or tickets for concerts or social events, where the proceeds go to charity, shall not be prohibited as the purchaser will receive consideration - the concert or social event - for the funds expended; and
- Indirect forms of charitable solicitation on school premises that do not involve coercion, such as placing a bin or collection box in a hallway or other common area for the donation of food, clothing, other goods or money. However, collection of charitable contributions of food, clothing, other goods or funds from students in the classroom or homeroom is prohibited.

The Board of Education shall ultimately decide which organizations, groups, etc. can solicit charitable donations and for what purposes, as long as the activities comply with the terms of this policy and the Rules of the Board of Regents. Regulations shall be developed by the administration to implement this policy.

District Policy 3271

STUDENT DIRECTORY INFORMATION

The District shall publish an annual public notice informing parents or eligible students (i.e., a student eighteen (18) years of age or older or who is attending an institution of post-secondary education) of the District's definition of directory information, the parent/eligible student's right to refuse the release of student directory information and indication of the time period for their response. Following such public notice and a reasonable response period, the District may release such information to an outside group without individual consent.

The Family Educational Rights and Privacy Act (FERPA) defines student directory information as any of the following: name; address; telephone listing; date and place of birth; major field of study; grade level; participation in officially recognized activities and sports; weight and height (if members of athletic teams); dates of attendance; honors, degrees and awards received; electronic mail address; photograph; and the name of the educational agency or institution most recently previously attended by the student. The District will release only the following defined directory information:

- A playbill, showing student's role in a drama production;
- The annual yearbook;
- Honor roll or other recognition lists;
- Graduation programs; and

- Sports activity sheets, such as for wrestling, showing weight and height of team members.

The release of student directory information is not to be confused with the release of names, addresses and telephone listings of eligible students (i.e., a student seventeen (17) years of age or older or in the eleventh grade (or its equivalent) or higher) to Military Recruiters. In compliance with the Elementary and Secondary Education Act (ESEA) of 1965, as amended by the No Child Left Behind Act of 2001 (NCLB), and the National Defense Authorization Act, the School District shall notify parents that by law it routinely releases this information to Military Recruiters upon request subject to a parents'/eligible students' request not to disclose such information with written parental verification of such request.

District Policy 7242

STUDENT DRESS CODE

The responsibility for the dress and appearance of students shall rest with individual students and parents. They have the right to determine how the student shall dress, provided that such attire does not interfere with the operation of the school or infringe upon the general health, safety and welfare of District students or employees. Student dress and appearance must be in accordance with the District Code of Conduct. The administration is authorized to take action in instances where individual dress does not meet these stated requirements.

While the school administration may require students participating in physical education classes to wear certain types of clothing such as sneakers, socks, shorts, and tee shirts, they may not prescribe a specific brand which students must wear.

This policy does not mean that student, faculty, or parent groups may not recommend appropriate dress for school or special occasions. It means that a student shall not be prevented from attending school or a school function, or otherwise be discriminated against, so long as his/her dress and appearance meet the above requirements. A school function shall mean a school-sponsored or school-authorized extracurricular event or activity regardless of where such event or activity takes place, including any event or activity that may take place in another state.

Students shall:

- Attend school appropriately dressed in a manner that meets health and safety standards and does not interfere with the learning process;
- Cover midriffs and underwear; they shall wear pants, shorts, skirts and skorts no shorter than mid-thigh in length, including slits;
- **All garments designed to be worn at the waistline must be securely held at the waistline by a belt, button and/or etc.**
- Not wear tube tops, net tops, halter tops, plunging necklines (front or back), and see-through garments;
- Not wear items that might be considered vulgar, obscene, or libelous:
 - Denigrate others on account of race, color, religion, creed, national origin, gender, sexual orientation, or disability
 - Promote or endorse the use of alcohol, tobacco, or illegal drugs;
 - Encourage illegal or violent activities;
 - Are contrary to the school's educational mission.
- Wear safe footwear at all times;
- Not wear hats in the classroom except for a medical or religious purpose.

STUDENT PARTICIPATION

Students provide an important channel of communication with parents and the entire community. Information concerning the schools may be properly disseminated through students. The School District's administrators shall review all messages and materials prior to authorizing their dispersal through the student body.

District Policy 3240

STUDENTS PRESUMED TO HAVE A DISABILITY FOR DISCIPLINE PURPOSES

The parent of a student who has violated any rule or code of conduct of the School District and who was not identified as a student with a disability at the time of such behavior may assert several protections provided for under the Individuals with Disabilities Education Act (IDEA) and State regulations if the School District is deemed to have had knowledge (as determined in accordance with law and/or regulations and referenced below) that the student was a student with a disability before the behavior that precipitated the disciplinary action occurred.

Basis of Knowledge

The School District shall be deemed to have knowledge that the student had a disability if prior to the time the behavior occurred:

- The parent of the student has expressed concern in writing to supervisory or administrative personnel, or to a teacher of the student, that the student is in need of special education and related services. However, expressions of concern may be oral if the parent does not know how to write or has a disability that prevents a written statement;
- The parent of the student has requested an evaluation of the student in writing; or
- A teacher of the student, or other District personnel, has expressed specific concerns about a pattern of behavior demonstrated by the student, directly to the Director of Special Education or to other supervisory personnel.

Exception

A student is not a student presumed to have a disability for discipline purposes if, as a result of receiving the information specified above (i.e., subheading "Basis of Knowledge"):

- The parent of the student has not allowed an evaluation of the student pursuant to law and/or regulations;
- The parent of the student has refused services under law and/or regulations; or
- The student has been evaluated and it was determined that the student is not a student with a disability.

Responsibility for Determining Whether a Student is a Student Presumed to Have a Disability

If it is claimed by the parent of the student or by School District personnel that the District had a basis for knowledge, in accordance with law and/or regulation, that the student was a student with a disability prior to the time the behavior subject to disciplinary action occurred, it shall be the responsibility of the Superintendent of Schools, Building Principal or other school official imposing the suspension or removal to determine whether the student is a student presumed to have a disability.

Conditions That Apply if There is No Basis of Knowledge

If it is determined that there is no basis for knowledge that the student is a student with a disability prior to taking disciplinary measures against the student, the student may be subjected to the same disciplinary measures as any other nondisabled student who engaged in comparable behaviors.

However, if a request for an individual evaluation is made during the time period in which such nondisabled student is subjected to a disciplinary removal, an expedited evaluation shall be conducted in accordance with law and/or regulations. Pending the results of the evaluation, the student shall remain in the educational placement determined by school authorities.

If the student is determined to be a student with a disability, taking into consideration information from the evaluation and information provided by the parents, the District shall provide special education and related services in accordance with law and/or regulations.

District Policy 7314

Appeal of Superintendent's Decision:

If the student and/or parent(s)/guardian(s) disagree(s) with the decision of the Superintendent, he/she (they) have the right to appeal the decision to the Board of Education. Such appeal must be made in writing and should include the reason(s) for such appeal. The appeal must be submitted within 30 days of receipt of the Superintendent's decision to:

President, Board of Education
240 Denton Place
Roosevelt, New York 11575

Generally, the Board of Education does not meet with parent(s)/guardian(s), students, or school officials to conduct the appeal hearing. Instead, the Board of Education will conduct a review of the record to include:

- A review of the transcript or recording of the Superintendent's Hearing; and
- All materials submitted as a part of the hearing.

Parent(s)/guardian(s) requesting a Board of Education appeal of the superintendent's decision shall be provided with a copy of the tape recording of the Superintendent's Hearing **within 10 school days** after the tape recording is available in the District. Parent(s)/guardian(s) will also be provided with a written response from the Clerk of the Board advising parent(s)/guardian(s) of the date that the Board of Education will conduct the review and the timelines for submitting materials to the Board of Education.

In the event that parent(s)/guardian(s) appeal the decision of the Superintendent to the Board, parent(s)/guardian(s) must understand the Board members may not discuss the matter with parent(s)/guardian(s) or with school officials while the matter is under review. The decision of the Board of Education regarding the appeal shall be transmitted to the parent(s)/guardian(s) via U.S. mail.

Appeal of Board of Education Decision:

In the event that the student or his/her parent(s)/guardian(s) disagree(s) with the decision of the Board of Education, an appeal of the Board decision can be made to the Commissioner of Education in writing, **within a period of 30 days of receipt of the Board of Education decision**, by writing to:

Commissioner of Education
Office of Counsel
New York State Education Department
Albany, NY 12230

Alternative Education for Suspended Students:

Suspended students below the age of 16 must continue to meet the requirements of State compulsory attendance laws. Generally, an alternative education program is provided through out-of-school (home or other location) tutoring. However, the building principal may make other alternative education assignments and/or arrangements. Suspended students 16 years of age or older are not entitled to an alternative education program during the duration of the suspension. At the discretion of the Superintendent, based upon the overall discipline record of the student and/or the incident surrounding the suspension, an alternative education program may be arranged.

Supports for Students Transitioning From Suspension

Students returning from suspension should be provided with supportive services to maximize their ability to meet social and academic standards within the school community. Support services may include any of the range of interventions outlined in the Code of Conduct or a combination of services as best meets the needs of the individual student.

STUDENT PRIVACY, PARENTAL ACCESS TO INFORMATION, AND ADMINISTRATION OF CERTAIN PHYSICAL EXAMINATION TO MINORS

The Protection of Pupil Rights Amendment (PPRA) governs the administration to students of a survey, analysis, or evaluation that concerns one or more of the following **eight protected areas**:

- Political affiliations or beliefs of the student or the student's parent/guardian;
- Mental or psychological problems of the student or the student's family;
- Sex behavior or attitudes;
- Illegal, anti-social, self-incriminating, or demeaning behavior;

- Critical appraisals of other individuals with whom respondents have close family relationships;
- Legally recognized privileged or analogous relationships, such as those of lawyers, physicians, and ministers;
- Religious practices, affiliations, or beliefs of the student or student's parent/guardian; or
- Income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program).

PPRA also concerns marketing surveys and other areas of student privacy, parental access to information, and the administration of certain physical examinations to minors.

General Provisions

The requirements of PPRA do not apply to a survey administered to a student in accordance with the Individuals with Disabilities Education Act (IDEA). Further, PPRA does not supersede any of the requirements of the Family Educational Rights and Privacy Act (FERPA). The rights provided to parents/guardians under PPRA transfer from the parent/guardian to the student when the student turns eighteen (18) years old or is an emancipated minor under applicable State law. The School District may use funds provided under Part A of Title V of the Elementary and Secondary Education Act of 1965 to enhance parental/guardian involvement in areas affecting the in-school privacy of students.

Annual Parental Notification of Policies/Prior Written Consent/"Opt Out" Provisions

The School District shall provide for reasonable notice of the adoption or continued use of this policy directly to parents/guardians and eligible students enrolled in the District. At a minimum, the District shall provide such notice at least annually, at the beginning of the school year, and within a reasonable period of time after any substantive change in this policy. Further, in the notification, the District shall offer an opportunity for parents/guardians to provide written consent or opt their child out of participation in the following activities in accordance with law and the surveys conducted:

- The administration of **any survey** containing one or more of the **eight protected areas**:
 - **U.S. Department of Education-Funded Surveys: Prior written consent from parents must be obtained** before students are required to submit to the survey.
 - **Surveys funded by sources other than U.S. Department of Education:** Notification may indicate the specific or approximate dates during the school year when surveys will be administered and provide an opportunity for the parent to opt his/her child out of participating upon receipt of the notification.
- Activities involving the collection, disclosure, or use of personal information collected from students for the purpose of marketing or for selling that information (or otherwise providing that information to others for that purpose); and
- Any non-emergency, invasive physical examination or screening that is required as a condition of attendance; administered by the school and scheduled by the school in advance; and not necessary to protect the immediate health and safety of the student, or of other students. The term "invasive physical examination" means any medical examination that involves the exposure of private body parts, or any act during such examination that includes incision, insertion, or injection into the body, but does not include a hearing, vision or scoliosis screening.

Specific Notification

In the event that the District does not identify the specific or approximate dates of the activities or surveys to be administered in the general annual notification, it shall "directly" notify, such as through U.S. Mail or e-mail, the parents of students who are scheduled to participate in the specific activities or surveys prior to participation and provide an opportunity for the parent to provide written consent or opt his/her child out of participation in accordance with law and the surveys conducted.

U.S. Department of Education-Funded Surveys

In compliance with the Protection of Pupil Rights Amendment (PPRA), the School District is committed to protecting the rights and privacy interests of parents/guardians and students with regard to surveys funded in whole or part by any program administered by the U.S. Department of Education (DOE).

The District shall make instructional materials available for inspection by parents/guardians if those materials will be used in connection with a DOE-funded survey, analysis, or evaluation in which their children participate. In addition, the School District **shall obtain prior written parental/guardian consent** before minor students are required to participate in any DOE-funded survey, analysis, or evaluation that reveals information concerning any of the **eight protected areas**.

Surveys Funded by Sources Other than U.S. Department of Education

The School District has developed and adopted this Board policy, in consultation with parents/guardians, regarding the following:

- The right of the parent/person in parental relation to inspect, upon request, a survey created by a third party (i.e., by a party other than the DOE) before the survey is administered or distributed by the school to a student. Requests by parents/guardians to inspect such surveys are to be submitted, in writing, to the Building Principal at least ten (10) days prior to the administration or distribution of any survey. Further, the District shall grant a request by the parent/guardian for reasonable access to such survey within a reasonable period of time after the request is received by the District;
- Arrangements shall be provided by the District to protect student privacy in the event of the administration or distribution of a survey to a student containing one or more of the **eight protected areas**, including the right of the parent/guardian of the student to inspect, upon request, any survey containing one or more of the **eight protected areas**. Such requests must be submitted by the parent/guardian, in writing, to the Building Principal at least ten (10) days prior to the administration or distribution of any survey;
- Parents/guardians shall be granted, upon request, reasonable access and the right to inspect instructional materials used as part of the educational curriculum for the student within a reasonable period of time (defined by the School District, for the purposes of this policy, as thirty [30] days) after such request is received by the District. Requests shall be submitted by parents/guardians, in writing, to the Building Principal. The term "instructional material" means instructional content that is provided to a student, regardless of its format, including printed or representational materials, audiovisual materials, and materials in electronic or digital formats (such as materials accessible through the Internet). The term does not include academic tests or academic assessments; and
- The administration of physical examinations or screenings that the School District may administer to a student.

Further, this law does not apply to any physical examination or screening that is permitted or required by State law, including physical examinations or screenings that are permitted without parental notification.

- In the implementation of this provision regarding the administration of physical examinations or screenings that the school may administer to the student, the School District incorporates by reference Board policies that address student health services, as applicable, including but not limited to policies regarding the administration of medication, immunization of students, and student physicals.
- Unless mandated/authorized in accordance with Federal or State law and/or regulation, it is policy of the Board of Education, to **not permit** the collection, disclosure, or use of personal information (the term "personal information" is defined as individually identifiable information including a student's or parent/guardian's first and last name; home address; telephone number; or Social Security number) collected from students for the purpose of marketing or for selling that information (or otherwise providing that information to others for that purpose), unless otherwise exempted pursuant to law as noted below. Questions regarding the collection, disclosure, or use of personal information collected from students for such marketing purposes may be referred to the school attorney as deemed necessary by the Superintendent/designee.

This law is not intended to preempt applicable provisions of State law that require parental/guardian notification.

These requirements **do not apply** to the collection, disclosure, or use of personal information collected from students for the exclusive purpose of developing, evaluating, or providing educational products or services for, or to, students or educational institutions, such as the following:

- College or other postsecondary education recruitment, or military recruitment:
 - Military recruiter access to student information is governed by the Family Educational Rights and Privacy Act of 1974 (FERPA) and the National Defense Authorization Act for Fiscal Year 2002.
- Book clubs, magazines, and programs providing access to low-cost literary products;
- Curriculum and instructional materials used by elementary schools and secondary schools;
- Tests and assessments used by elementary schools and secondary schools to provide cognitive, evaluative, diagnostic, clinical, aptitude, or achievement information about students (or to generate other statistically useful data for the purpose of securing such tests and assessments) and the subsequent analysis and public release of the aggregate data from such tests and assessments;
- The sale by students of products or services to raise funds for school-related or education-related activities; and
- Student recognition programs.

STUDENT RECORDS: ACCESS AND CHALLENGE

Student Records

The Roosevelt Union Free School District shall comply with the provisions of the Family Educational Rights and Privacy Act of 1974 (FERPA). Under its provisions, "parents/guardians and noncustodial parent(s), whose rights are not limited by court order or formal agreement, of a student under eighteen (18), or a student who is eighteen (18) years of age or older or who is attending an institution of post-secondary education, have a right to inspect and review any and all official records, files, and data, including all material that is incorporated into each student's cumulative record folder and intended for school use or to be available to parties outside the school or School System and specifically including, but not necessarily limited to, identifying data; academic work completed; level of achievement (grades, standardized achievement test scores); attendance data; scores on standardized intelligence, aptitude, and psychological tests; interest inventory results; health data; family background information; teacher or counselor ratings and observations; and verified reports of serious or recurrent behavior patterns."

Access to Student Records

The Board directs that administrative regulations and procedures be formulated to comply with the provisions of federal law relating to the availability of student records. The purpose of such regulations and procedures shall be to make available to the parents/guardians of students and noncustodial parent(s) whose rights are not limited by court order or formal agreement, or students who are eighteen (18) years of age or older or who are attending an institution of post-secondary education, student records, and files on students, and to ensure the confidentiality of such records with respect to third parties.

Under FERPA, unless otherwise exempted in accordance with law and regulation, the District may release personally identifiable information contained in student records only if it has received a "signed and dated written consent" from a parent or eligible student. Signed and dated written consent may include a record and signature in electronic form provided that such signature:

- Identifies and authenticates a particular person as the source of the electronic consent; and
- Indicates such person's approval of the information contained in the electronic consent.

Challenge to Student Records

Parents/guardians of a student under the age of eighteen (18), or a student who is eighteen (18) years of age or older or who is attending an institution of post-secondary education, shall have an opportunity for a hearing to challenge the content of the school records, to ensure that the records are not inaccurate, misleading, or otherwise in violation of the privacy or other rights of students, and to provide an opportunity for the correction or deletion of any such inaccurate, misleading, or otherwise inappropriate data contained therein.

STUDENT SUPPORT SERVICES

To promote positive behavior, schools provide a range of prevention and intervention strategies and student support services for all students during and/or after school hours throughout the school year. When a student engages in misconduct, in addition to the range of possible consequences for student infractions, the Code of Conduct provides a non-exhaustive list of guidance interventions that should be considered in conjunction with the type of behavior in which a student has engaged. Guidance interventions should be employed by staff as a part of a comprehensive disciplinary response and students should receive guidance interventions at all stages of the disciplinary process, including while on extended suspension. When used consistently and appropriately, these interventions can be a tool to improve student behavior, lower student recidivism and contribute to a more positive school environment. Students returning from suspension should be provided with support services to maximize their ability to meet social and academic standards within the school community. Support services may include any of the range of guidance interventions or a combination of services as best meets the needs of the individual student.

Types of Services

- **Parent Outreach:** School staff should keep parents informed of their child's behavior and enlist parents as partners in addressing areas of concern. Outreach to parents can include, but is not limited to, a phone call and/or written communication.
- **Intervention by Counseling Staff:** Where available, school-based counseling staff can intervene with students who need additional support. Services can include brief interventions, consultations and assessments, screenings, crisis intervention, referrals and linkage with community based programs.
- **Principal Conference:** Principals and teachers may request a guidance conference with the student and, where appropriate, with the parent or guardian. The purpose of the conference is to review the behavior, find solutions to the problem and address academic, personal and social issues that might have caused or contributed to the behavior.
- **Individual/Group Counseling:** School Counseling Department provides students with an outlet to share issues in privacy that may be negatively impacting their attendance, behavior, and/or academic success. Students discuss and formulate goals, and learn problem solving strategies that will enable them to overcome a variety of personal challenges. School Counselors will conference with parents on a regular basis to discuss the student's academic and personal progress.
- **Peer Mediation:** Peer mediators help classmates identify the problems behind their behavior and find solutions to these problems. Conflict resolution skills are incorporated into the strategies used by peer mediators so that all students involved learn new ways of handling conflict.
- **Mentoring Program:** A mentoring program matches a mentor who may be a counselor, teacher, student and/or leader with a protégé. The object of this relationship is to help the protégé in his/her personal, academic and social development.
- **Conflict Resolution:** Conflict resolution provides an opportunity to empower students to take responsibility for peacefully resolving conflict. The related activities teach students, parents, and staff problem solving skills/techniques that can be used in everyday situations. Such skills can include, but are not limited to, conflict and anger management, active listening, and effective communication.
- **Development of Individual Behavior Contract:** The student meets with teachers to create a written contract that includes objectives and the specific performance tasks that the student will accomplish to meet those objectives. The contract is signed by the student and teacher and, where appropriate, by the parent or guardian.
- **Short-Term Behavioral Progress Reports:** Teachers and/or principals may send behavioral progress reports to parents/guardians on a regular basis until they feel that the student is in control of his/her behavior and working in the classroom successfully.
- **Referral to PPS (Pupil Personnel Services):** Pupil Personnel Teams are school-based teams that utilize a multidisciplinary approach to encourage student success through prevention and intervention strategies and supports. A case manager is identified for each student referral so that an individualized plan can be created to help students overcome their academic and/or socio-emotional difficulties.
- **Community Service (with Parental Consent):** Students may be provided with community service opportunities so that they gain a greater appreciation of their school neighborhoods and develop skills to become positive social change agents. Community service can help students occupy their time with positive activities, avoid negative behavior and learn the value of service to others.
- **Referral to a Community Based Organization (CBO):** Students may be referred to a community-based organization for a wide range of services including after-school programming, individual or group counseling, leadership development, conflict resolution and tutoring.
- **Referral to Appropriate Substance Abuse Counseling Services:** In the case where a student is presenting problems with substance abuse, including the use, possession or distribution of illegal drugs, drug paraphernalia, and/or alcohol, referrals should be made to counseling services that are either inside the school or through an outside community-based organization.
- **Referral to Counseling Services for Youth Relationship Abuse or Sexual Violence:** When one person uses a pattern of threatened or actual physical, sexual, and/or emotional abuse to control a dating partner, the school should refer both the victim and the student who engages in this behavior to separate appropriate school or community-based agencies for counseling, support, and education. Neither mediation nor conflict resolution are, under any circumstances, appropriate interventions for suspected relationship abuse.
- **Referral to Counseling Services for Bias-Based Bullying, Intimidation or Harassment:** When a student or group of students engages in bias based bullying, intimidation or harassment of another student or group of students, both the victim and the student who engages in this behavior should be referred to separate appropriate counseling, support and education services provided by school staff or a community-based agency. Neither

mediation nor conflict resolution are, under any circumstances, appropriate interventions for bias-based bullying, intimidation or harassment.

STUDENT USE OF COMPUTERIZED INFORMATION RESOURCES (ACCEPTABLE USE POLICY)

The Board of Education will provide access to various computerized information resources through the District's computer system ("DCS" hereafter) consisting of software, hardware, computer networks and electronic communications systems. This may include access to electronic mail, so-called "on-line services" and the "Internet." It may include the opportunity for some students to have independent access to the DCS from their home or other remote locations. All use of the DCS, including independent use off school premises, shall be subject to this policy and accompanying regulations. Further, all such use must be in support of education and/or research and consistent with the goals and purposes of the School District.

One purpose of this policy is to provide notice to students and parents/guardians that, unlike most traditional instructional or library media materials, the DCS will allow student access to external computer networks not controlled by the School District where it is impossible for the District to screen or review all of the available materials. Some of the available materials may be deemed unsuitable by parents/guardians for student use or access. This policy is intended to establish general guidelines for acceptable student use. However, despite the existence of such District policy and accompanying guidelines and regulations, it will not be possible to completely prevent access to computerized information that is inappropriate for students. Furthermore, students may have the ability to access such information from their home or other locations off school premises. Parents/guardians of students must be willing to set and convey standards for appropriate and acceptable use to their children when using the DCS or any other electronic media or communications.

Standards of Acceptable Use

Generally, the same standards of acceptable student conduct which apply to any school activity shall apply to use of the DCS. This policy does not attempt to articulate all required and/or acceptable uses of the DCS; nor is it the intention of this policy to define all inappropriate usage. Administrative regulations will further define general guidelines of appropriate student conduct and use as well as proscribed behavior.

District students shall also adhere to the laws, policies and rules governing computers including, but not limited to, copyright laws, rights of software publishers, license agreements, and student rights of privacy created by federal and state law.

Students who engage in unacceptable use may lose access to the DCS in accordance with applicable due process procedures, and may be subject to further discipline under the District's school conduct and discipline policy and the District Code of Conduct. The District reserves the right to pursue legal action against a student who willfully, maliciously or unlawfully damages or destroys property of the District. Further, the District may bring suit in civil court against the parents/guardians of any student who willfully, maliciously or unlawfully damages or destroys District property pursuant to General Obligations Law Section 3-112.

Student data files and other electronic storage areas will be treated like school lockers. This means that such areas shall be considered to be School District property subject to control and inspection. The computer coordinator may access all such files and communications without prior notice to ensure system integrity and that users are complying with the requirements of this policy and accompanying regulations. Students should **NOT** expect that information stored on the DCS will be private.

Notification/Authorization

The District's Acceptable Use Policy and Regulations will be disseminated to parents and students in order to provide notice of the school's requirements, expectations, and students' obligations when accessing the DCS.

Student use of the DCS is conditioned upon written agreement by all students and their parents/guardians that student use of the DCS will conform to the requirements of this policy and any regulations adopted to ensure acceptable use of the DCS. All such agreements shall be kept on file in the District Office. Regulations will be established as necessary to implement the terms of this policy.

STUDENTS WITH LIFE THREATENING ALLERGIES

Students, parents, school personnel and health care providers must all work together to provide the necessary information and training to allow children with chronic health problems to participate as fully and safely as possible in the school experience.

Particularly for those students with chronic conditions such as asthma and allergies (food, insect sting, etc.) which may result in severe, life-threatening reactions to various environmental triggers, it is necessary that the District work cooperatively with the parent(s) and the healthcare provider to:

- Develop an individual health care plan that includes all necessary treatments, medications, training and educational requirements for the student. If the student is eligible for accommodations based upon the Individuals with Disabilities Act (IDEA), Section 504 of the Rehabilitation Act of 1973 or the Americans with Disabilities Act, the appropriate procedures will be followed regarding evaluation and identification;
- Obtain appropriate health care provider authorization in writing that includes the frequency and conditions for any testing and/or treatment; symptoms and treatment of any conditions associated with the health problem; and directions for emergencies; and
- Secure written parent permission and discuss parental responsibility that includes providing the health care provider's orders, providing any necessary equipment, and participation in the education and co-management of the child as he/she works toward self-management.

The District will work toward assisting students in the self-management of their chronic health condition based upon the student's knowledge level and skill by:

- Adequately training all staff involved in the care of the child;
- Assuring the availability of the necessary equipment and/or medications;
- Providing appropriately trained licensed persons as required by law;
- Providing additional appropriately trained adults to complete delegated tasks as allowed by law;
- Developing an emergency plan for the student; and
- Providing ongoing staff and student education.

Use of Epinephrine Auto-Injector Devices (Epi-Pens) in the School Setting

The administration of epinephrine by epi-pen to a student with a known severe allergy needing an anaphylactic treatment agent may be performed by a school staff member responding to an emergency situation when such use has been prescribed by a licensed prescriber. However, a registered professional nurse/nurse practitioner must have trained the staff member to administer the epi-pen and given him/her approval to assist the student in the event of an anaphylactic reaction.

Documentation of training must be maintained in the Anaphylaxis Protocol for Non-Licensed School Staff Members for each affected student. The emergency response by non-licensed school staff members is permitted under the Medical Practice Act (Education Law section 6527(4) (a)) and the Nurse Practice Act (Education Law section 6908 (1) (a) (IV)) and is covered by the "Good Samaritan Law" (Public Health Law section 3000-a).

SUPERVISION OF STUDENTS

Students working on any activity must be supervised by the teacher or staff member in charge of the activity. This applies to all in school and extracurricular activities as well as sports activities and events. Permission to hold practices or meetings must not be granted unless a teacher or staff member is definitely in charge.

- District personnel will be fully responsible for the supervision of all students in either their class or their after school activities.
- Coaches will maintain supervision over the dressing rooms by personally being present during the dressing periods. Coaches are responsible for the supervision of their athletes at the end of practice. This may entail bus duty, or making sure students have transportation home.

- Teachers and/or assigned school personnel in the elementary grades will be responsible for the playground supervision of all the children under their jurisdiction during the recess periods and before the regular afternoon sessions. The Principal will distribute the responsibility so that the playground situation will be properly controlled.
- Students are not to be sent on any type of errand away from the building without the consent of the Principal.

District Policy 7570

SUSPENSION OF STUDENTS

The Superintendent and/or the Principal may suspend the following students from required attendance upon instruction:

- A student who is insubordinate or disorderly; or
- A student who is violent or disruptive; or
- A student whose conduct otherwise endangers the safety, morals, health or welfare of others.

Five (5) School Days or Less

The Superintendent and/or the Principal of the school where the student attends shall have the power to suspend a student for a period not to exceed five (5) school days. In the absence of the Principal, the designated "Acting Principal" may then suspend a student for a period of five (5) school days or less.

When the Superintendent or the Principal (the "suspending authority") proposes to suspend a student for five (5) school days or less, the suspending authority shall provide the student with **notice** of the charged misconduct. If the student denies the misconduct, the suspending authority shall provide an **explanation** of the basis for the suspension.

When suspension of a student for a period of five (5) school days or less is proposed, administration shall also immediately notify the parent/person in parental relation in writing that the student may be suspended from school.

Written notice shall be provided by personal delivery, express mail delivery, or equivalent means reasonably calculated to assure receipt of such notice within twenty-four (24) hours of the decision to propose suspension at the last known address or addresses of the parents/persons in parental relation. Where possible, notification shall also be provided by telephone if the school has been provided with a telephone number(s) for the purpose of contacting parents/persons in parental relation.

The notice shall provide a description of the incident(s) for which suspension is proposed and shall inform the student and the parent/person in parental relation of their right to request an immediate informal conference with the Principal in accordance with the provisions of Education Law Section 3214(3) (b). Both the notice and the informal conference shall be in the dominant language or mode of communication used by the parents/persons in parental relation. At the informal conference, the student and/or parent/person in parental relation shall be authorized to present the student's version of the event and to ask questions of the complaining witnesses.

The notice and opportunity for informal conference shall take place **prior to** suspension of the student unless the student's presence in the school poses a continuing danger to persons or property or an ongoing threat of disruption to the academic process, in which case the notice and opportunity for an informal conference shall take place as soon after the suspension as is reasonably practical.

Teachers shall immediately report or refer a violent student to the Principal or Superintendent for a violation of the District's Code of Conduct and a minimum suspension period.

More Than Five (5) School Days

In situations where the Superintendent determines that a suspension in excess of five (5) school days may be warranted, the student and parent/person in parental relation, upon reasonable notice, shall have had an opportunity for a fair hearing. At the hearing, the student shall have the right of representation by counsel, with the right to question witnesses against him/her, and the right to present witnesses and other evidence on his/her behalf.

Where the basis for the suspension is, in whole or in part, the possession on school grounds or school property by the student of any firearm, rifle, shotgun, dagger, dangerous knife, dirk, razor, stiletto or any of the weapons, instruments or

appliances specified in Penal Law Section 265.01, the hearing officer or Superintendent shall not be barred from considering the admissibility of such weapon, instrument or appliance as evidence, notwithstanding a determination by a court in a criminal or juvenile delinquency proceeding that the recovery of such weapon, instrument or appliance was the result of an unlawful search or seizure.

Minimum Periods of Suspension

Pursuant to law, Commissioner's Regulations and the District's Code of Conduct, minimum periods of suspension shall be provided for the following prohibited conduct, subject to the requirements of federal and state law and regulations:

- Consistent with the federal Gun-Free Schools Act, any student who is determined to have brought a firearm to school or possessed a firearm on school premises shall be suspended for a period of not less than one (1) calendar year. However, the Superintendent has the authority to modify this suspension requirement on a case-by-case basis.
- A minimum suspension period for students who repeatedly are substantially disruptive of the educational process or substantially interfere with the teacher's authority over the classroom, provided that the suspending authority may reduce such period on a case-by-case basis to be consistent with any other state and federal law. The definition of "repeatedly is substantially disruptive of the educational process or substantially interferes with the teacher's authority" shall be determined in accordance with the Regulations of the Commissioner.
- A minimum suspension period for acts that would qualify the student to be defined as a violent student pursuant to Education Law Section 3214(2-a)(a), provided that the suspending authority may reduce such period on a case-by-case basis to be consistent with any other state and federal law.

Suspension of Students with Disabilities

Generally, should a student with a disability infringe upon the established rules of the schools, disciplinary action shall be in accordance with procedures set forth in the District's Code of Conduct and in conjunction with applicable law and the determination of the Committee on Special Education (CSE).

For suspensions or removals up to ten (10) school days in a school year that do not constitute a disciplinary change in placement, students with disabilities must be provided with alternative instruction or services on the same basis as non-disabled students of the same age.

If suspension or removal from the current educational placement constitutes a disciplinary change in placement because it is for more than ten (10) consecutive school days or constitutes a pattern, a manifestation determination must be made. The District determines on a case-by-case basis whether a pattern of removals constitutes a change of placement. This determination is subject to review through due process and judicial proceedings.

Manifestation Determinations

A review of the relationship between the student's disability and the behavior subject to disciplinary action to determine if the conduct is a manifestation of the disability must be made by a manifestation team immediately, if possible, but in no case later than ten (10) school days after a decision is made:

- By the Superintendent to change the placement to an interim alternative educational setting (IAES);
- By an Impartial Hearing Officer (IHO) to place the student in an IAES; or
- By the Board, District Superintendent, Superintendent or Building Principal to impose a suspension that constitutes a disciplinary change of placement.

The manifestation team shall include a representative of the District knowledgeable about the student and the interpretation of information about child behavior, the parent and relevant members of the CSE as determined by the parent and the District. The parent must receive written notice prior to the meeting to ensure that the parent has an opportunity to attend. This notice must include the purpose of the meeting, the names of those expected to attend and notice of the parent's right to have relevant members of the CSE participate at the parent's request.

The manifestation team shall review all relevant information in the student's file including the student's individualized education program (IEP), any teacher observations, and any relevant information provided by the parents to determine if: the conduct in question was caused by or had a direct and substantial relationship to the student's disability; or the conduct in question was the direct result of the District's failure to implement the IEP. If the team determines the conduct in question was the direct result of failure to implement the IEP, the District must take immediate steps to remedy those deficiencies.

Finding of Manifestation

If it is determined, as a result of this review, that the student's behavior is a manifestation of his/her disability the CSE shall conduct a functional behavioral assessment, if one has not yet been conducted, and implement or modify a behavioral intervention plan.

Functional behavioral assessment (FBA) means the process of determining why the student engages in behaviors that impede learning and how the student's behavior relates to the environment. FBA must be developed consistent with the requirements of Commissioner's Regulations Section 200.22(a) and shall include, but not be limited to, the identification of the problem behavior, the definition of the behavior in concrete terms, the identification of the contextual factors that contribute to the behavior (including cognitive and affective factors) and the formulation of a hypothesis regarding the general conditions under which a behavior usually occurs and probable consequences that serve to maintain it.

Behavioral intervention plan (BIP) means a plan that is based on the results of a functional behavioral assessment and, at a minimum, includes a description of the problem behavior, global and specific hypotheses as to why the problem behavior occurs and intervention strategies that include positive behavioral supports and services to address the behavior.

Unless the change in placement was due to behavior involving serious bodily injury, weapons, illegal drugs or controlled substances, the student must be returned to the placement from which the student was removed unless the parent and the District agree to a change of placement as part of the modification of the behavioral intervention plan.

No Finding of Manifestation

If it is determined that the student's behavior is not a manifestation of his/her disability, the relevant disciplinary procedures applicable to students without disabilities may be applied to the student in the same manner and for the same duration for which they would be applied to students without disabilities, subject to the right of the parent/person in parental relation to request a hearing objecting to the manifestation determination and the District's obligation to provide a free, appropriate public education to such student.

Provision of Services Regardless of the Manifestation Determination

Regardless of the manifestation determination, students with a disability shall be provided the services necessary for them to continue to participate in the general education curriculum and progress toward meeting the goals set out in their IEP. They must also receive, as appropriate, a functional behavioral assessment, behavioral intervention services and modifications designed to address the behavior violation so it does not recur:

- For subsequent suspensions or removals for ten (10) consecutive school days or less that in the aggregate total more than ten (10) school days in a school year but do not constitute a disciplinary change of placement school personnel, in consultation with at least one of the student's teachers, will determine the extent to which services are needed; and
- For suspensions or other disciplinary removals in excess of ten (10) school days in a school year which do constitute a disciplinary change in placement the IAES and services will be determined by the CSE.

Interim Alternative Educational Setting (IAES)

Students with disabilities who have been suspended or removed from their current placement for more than ten (10) school days may be placed in an IAES which is a temporary educational setting other than the student's current placement at the time the behavior precipitating the IAES placement occurred.

Additionally, an Impartial Hearing Officer in an expedited due process hearing may order a change in placement of a student with a disability to an appropriate IAES for up to forty-five (45) school days if the Hearing Officer determines that maintaining the current placement is substantially likely to result in injury to the students or others.

There are three (3) specific instances when a student with a disability may be placed in an IAES for up to forty-five (45) school days without regard to a manifestation determination:

- Where the student carries or possesses a weapon to or at school, on school premises, or to or at a school function under the jurisdiction of the District; or
- Where a student knowingly possesses or uses illegal drugs or sells or solicits the sale of a controlled substance while at school, on school premises, or at a school function under the jurisdiction of the District; or
- Where a student has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function under the jurisdiction of the District. Serious bodily harm has been defined in law to refer to one of the following:
 - Substantial risk of death;
 - Extreme physical pain; or
 - Protracted and obvious disfigurement or protracted loss or impairment of the function of a bodily member, organ or mental faculty.

A school function shall mean a school-sponsored or school-authorized extracurricular event or activity regardless of where such event or activity takes place, including any event or activity that may take place in another state.

School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a student with a disability who violates a code of student conduct.

In all cases, the student placed in an IAES shall:

- Continue to receive educational services so as to enable the student to continue to participate in the general education curriculum, although in another setting, and to progress towards the goals set out in the student's IEP, and
- Receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications that are designed to address the behavior violation so that it does not recur.

The period of suspension or removal may not exceed the amount of time a non-disabled student would be suspended for the same behavior.

Suspension from BOCES

The BOCES Principal may suspend School District students from BOCES classes for a period not to exceed five (5) school days when student behavior warrants such action.

In-School Suspension

In-school suspension will be used as a lesser discipline to avoid an out-of-school suspension. The student shall be considered present for attendance purposes. The program is used to keep each student current with his/her class work while attempting to reinforce acceptable behavior, attitudes and personal interaction.

BOCES Activities

BOCES activities, such as field trips and other activities outside the building itself, are considered an extension of the school program. Therefore, an infraction handled at BOCES is to be considered as an act within the School District itself.

A student who is ineligible to attend a District school on a given day may also be ineligible to attend BOCES classes. The decision rests with the Superintendent or his/her designee.

Exhaustion of Administrative Remedies

If a parent/person in parental relation wishes to appeal the decision of the Building Principal and/or Superintendent to suspend a student from school, regardless of the length of the student's suspension, the parent/person in parental relation must appeal to the Board of Education prior to commencing an appeal to the Commissioner of Education.

Procedure After Suspension

When a student has been suspended and is of compulsory attendance age, immediate steps shall be taken to provide alternative instruction which is of an equivalent nature to that provided in the student's regularly scheduled classes.

When a student has been suspended, the suspension may be revoked by the Board of Education whenever it appears to be for the best interest of the school and the student to do so. The Board of Education may also condition a student's early return to school and suspension revocation on the student's voluntary participation in counseling or specialized classes, including anger management or dispute resolution, where applicable.

District Policy 7313

THREATS OF VIOLENCE IN SCHOOL

The School District is committed to the prevention of violence against any individual or property in the schools, on school property or at school activities whether such acts and/or threats of violence are made by students, staff, or others. Threats of violence against students, school personnel and/or school property will not be tolerated whether or not such threats occur on school grounds or during the school day.

Any person who commits an act or threatens an act of violence, including bomb threats, whether made orally, in writing, or by e-mail, shall be subject to appropriate discipline in accordance with applicable law, District policies and regulations, as well as the Code of Conduct for the Maintenance of Order on School Property and collective bargaining agreements, as may be necessary.

While acknowledging an individual's constitutional rights, including applicable due process rights, the District refuses to condone acts and/or threats of violence which threaten the safety and well being of staff, students, visitors and/or the school environment. Employees, students, agents and invitees shall refrain from engaging in threats or physical actions which create a safety hazard for others.

All staff who are made aware of physical acts and/or threats of violence directed to students or staffs are to report such incidents to the Building Principal/designee, who shall report such occurrences to the Superintendent. Additionally, the Building Principal/designee will also report occurrences of violence, whether involving an actual confrontation or threat of potential violence, to the school psychologist and/or Director of Special Education if applicable. Local law enforcement agencies may be called as necessary upon the determination of the Superintendent/designee.

Students are to report all acts and/or threats of violence, including threats of suicide, of which they are aware by reporting such incidents to the school hotline, a faculty member, or the Building Principal.

The District reserves the right to seek restitution, in accordance with law, from the parent/guardian and/or student for any costs or damages which had been incurred by the District as a result of the threats or acts of violence in the schools. This policy will be enforced in accordance with applicable laws and regulations, as well as collective bargaining agreements and the Code of Conduct as may be necessary. Additionally, this policy will be disseminated, as appropriate, to students, staff, and parents and will be available to the general public upon request.

Appropriate sanctions for violations of this policy by students will be addressed in the Code of Conduct.

District Policy 3412

UNIFORMS

The Board of Education encourages and supports the wearing of uniforms by students. Students who violate the student dress code shall be required to modify their appearance according to the regulations determined by the school. Any student who refuses to do so shall be subject to disciplinary action.

District Policy 7312

UNLAWFUL POSSESSION OF A WEAPON UPON SCHOOL GROUNDS

It shall be unlawful for any person to knowingly possess any air-gun, spring-gun or other instrument or weapon in which the propelling force is a spring, air, piston or CO2 cartridge upon school grounds or in any District building without the express written authorization of the Superintendent or his/her designee.

Additionally, the possession of any weapon, as defined in the New York State Penal Code, on school property or in school buildings is prohibited, except by law enforcement personnel or upon written authorization of the Superintendent/designee.

Unlawful possession of a weapon upon school grounds may be a violation of the New York State Penal Law, and is a violation of School District policy and the Code of Conduct.

District Policy 3411

VISITORS TO THE SCHOOL

All visitors shall be required to report to the main office upon arrival at school and state their business. Visitations to classrooms for any purpose require permission in advance from the Building Principal in order to allow teachers the opportunity to arrange their schedules to accommodate such requests.

When individual Board members visit the schools, they must abide by the regulations and procedures developed by the administration regarding school visits.

District Policy 3210

WEAPONS IN SCHOOL AND THE GUN-FREE SCHOOLS ACT

Weapons in School

The possession of a weapon on school property, in District vehicles, in school buildings, or at school sponsored activities or settings under the control and supervision of the District regardless of location, is strictly prohibited, except by law enforcement personnel. Any person possessing a weapon for educational purposes in any school building must have written authorization of the Superintendent of Schools or his/her designee.

The Penal Code of the State of New York shall be used to determine what is considered a weapon. Penal Law Sections 265.01-265.06

Specific Penalties Imposed by the Gun-Free Schools Act

No student shall bring or possess any "firearm" as defined in federal law on school premises (including school buildings and grounds, District vehicles, school settings and/or school sponsored activities under the control and supervision of the District regardless of location). For purposes of this policy, the term "firearm" includes any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; the frame or receiver of such weapon; any firearm muffler or silencer; or any "destructive device" (e.g., any explosive, incendiary, or poison gas, including bombs, grenades, rockets or other similar devices). The term does not include a rifle which the owner intends to use solely for sporting, recreational or cultural purposes; antique firearms; or Class C common fireworks.

In accordance with the Gun-Free Schools Act and Section 3214(3)(d) of the Education Law, any student who brings or possesses a firearm, as defined in federal law, on school property, will be referred by the Superintendent

to the appropriate agency or authority for a juvenile delinquency proceeding in accordance with Article 3 of the Family Court Act when the student is under the age of sixteen (16) except for a student fourteen (14) or fifteen (15) years of age who qualifies for juvenile offender status under the Criminal Procedure Law, and will be referred by the Superintendent to the appropriate law enforcement officials when the student is sixteen (16) years of age or older or when the student is fourteen (14) or fifteen (15) years of age and qualifies for juvenile offender status under the Criminal Procedure Law.

In addition, any student attending a District school who has been found guilty of bringing a firearm to or possessing a firearm on school property, after a hearing has been provided pursuant to Section 3214 of the Education Law, **shall be suspended for a period of not less than one (1) calendar year and any student attending a non-district school who participates in a program operated by the School District using funds from the Elementary and Secondary Education Act of 1965 who is determined to have brought a firearm to or possessed a firearm at a District school or on other premises used by the School District to provide such programs shall be suspended for a period of not less than one (1) calendar year from participation in such program.** The procedures of Education Law Section 3214(3) shall apply to such a suspension of a student attending a non-district school. Further, after the imposition of the one (1) year penalty has been determined, the Superintendent of Schools has the authority to modify this suspension requirement for each student on a case-by-case basis. In reviewing the student's one (1) year suspension penalty, the Superintendent may modify the penalty based on factors as set forth in Section 100.2 of the Regulations of the Commissioner of Education and in Commissioner's Decisions. The determination of the Superintendent shall be subject to review by the Board of Education in accordance with Education Law Section 3214(3) (c) and by the Commissioner of Education in accordance with Education Law Section 310.

Student with a Disability

A student with a disability who is determined to have brought a firearm to school or possessed a firearm at school may be placed in an interim alternative educational setting, in accordance with federal and state law, for not more than forty-five (45) calendar days. If the parent or guardian requests an impartial hearing, the student must remain in the interim alternative placement until the completion of all proceedings, unless the parent or guardian and District can agree on a different placement.

A student with a disability may be given a long term suspension pursuant to the Gun-Free Schools Act only if a group of persons knowledgeable about the student, as defined in federal regulations implementing the IDEA, determines that the bringing of a firearm to school or possessing a firearm at school was not a manifestation of the student's disability, subject to applicable procedural safeguards.

If it is determined that the student's bringing of a firearm to school or possessing a firearm at school was a manifestation of the student's disability, the Superintendent must exercise his/her authority under the Gun-Free Schools Act to modify the long term suspension requirement, and determine that the student may not be given a long term suspension for the behavior. The Committee on Special Education may review the student's current educational placement and initiate change in placement proceedings, if appropriate, subject to applicable procedural safeguards.

The District may offer home instruction as an interim alternative educational setting during the pendency of review proceedings only if the student's placement in a less restrictive alternative educational setting is substantially likely to result in injury either to the student or to others.

The District may also seek a court order to immediately remove a student with a disability from school if the District believes that maintaining the student in the current educational placement is substantially likely to result in injury to the student or to others.

Students with disabilities continue to be entitled to all rights enumerated in the Individuals with Disabilities Education Act and Article 89 of the Education Law; and this policy shall not be deemed to authorize suspension of students with disabilities in violation of these laws.

This policy does not prohibit the District from utilizing other disciplinary measures including, but not limited to, out-of-school suspensions for a period of five days or less, or in-school suspensions, in responding to other types of student misconduct which infringe upon the established rules of the school. Additionally, this policy does not diminish the

authority of the Board of Education to offer courses in instruction in the safe use of firearms pursuant to Education Law Section 809-a.

The District will continue to provide the suspended student who is of compulsory attendance age with appropriate alternative instruction during the period of the student's suspension.

Prohibited Weapons – Category I

- Firearm, including pistol and handgun, silencers, electronic dart, and stun gun
- Shotgun, rifle, machine gun, or any other weapon which simulates or is adaptable for use as a machine gun
- Air gun, spring gun, or other instrument or weapon in which the propelling force is a spring or air, and any weapon in which any loaded
- or blank cartridge may be used (such as a BB gun or paintball gun)
- Switchblade knife, gravity knife, pilum ballistic knife and cane sword (a cane that conceals a knife or sword)
- Dagger, stiletto, dirk, razor, box cutter, case cutter, utility knife and all other knives
- Billy club, blackjack, bludgeon, chukka stick, and metal knuckles
- Sandbag and sand club
- Sling shot (small, heavy weights attached to or propelled by a thong) and slung shot Martial arts objects including kung fu stars, nun chucks and shirkens
- Explosives, including bombs, fire crackers and bombshells

Prohibited Weapons – Category II

- Acid or dangerous chemicals (such as pepper spray, mace)
- *Imitation gun or other imitation weapon
- Loaded or blank cartridges and other ammunition
- Stun pens or other stun weapons
- Laser beam pointers
- Any deadly, dangerous, or sharp pointed instrument which can be used or is intended for use as a weapon (such as scissors, nail file, broken glass, chains, wire).

Before requesting a suspension for possession of an article listed in Category II for which a purpose other than infliction of physical harm exists, e.g., a nail file, the principal must consider whether there are mitigating factors present. In addition, the principal must consider whether an imitation gun is realistic looking by considering factors such as its color, size, shape, appearance, and weight.

District Policy 7340

STUDENT BEHAVIORAL CONTRACT: Grades Pre K - 5

Name of Student: _____ Date of Birth: _____ Grade: _____

Direction: Carefully read and check off each box before providing signature. RETURN THIS CONTRACT NO LATER THAN THE FIRST WEEK IN OCTOBER. *This contract will be filed in your child's student records.*

STUDENT SECTION

I know that I have a right to:

- Be in a safe school, free from discrimination, harassment and bigotry;
- Know what is correct behavior and what behaviors may result in disciplinary actions;
- Counseling by staff about my behavior and how it affects my education and welfare in school;
- Due process of law when I violate school regulations for which I may be suspended or removed from class.

I agree to:

- Come to school on time with the assistance of my parents, prepared to work;
- Use courteous and polite language;
- Participation in class/community meetings to acknowledge a person's thoughtfulness, assistance or courtesy;
- Resolve conflicts peacefully and express my feelings in words;
- Dress in a clean, neat and safe manner;
- Take care of my personal belongings and respect other people's belongings;
- Tell my parents what I learned in school each day;
- Complete my homework every day and show it to my parent(s)/guardian(s);
- Follow the rules in the Discipline Code.

I have discussed this with my parents and I will follow this agreement.

Student Name: _____ Date: _____

(Please Print)

Signature: _____

PARENT SECTION

I have received a copy of the **Discipline Code** and **Bill of Student Rights and Responsibilities** and understand the behavior that is required of my child.

I understand that my participation in my child's education will help him/her be successful in school. I have read this agreement and I will carry out the following responsibilities to the best of my ability.

- Encourage my child to be a respectful and peaceful member of the school community.
- Discuss the Discipline Code and the Bill of Rights and Responsibilities with my child.
- Participate in parent conferences, class programs and other activities in which my child is involved.
- Assure that my child will arrive at school on time every day.
- Provide a quiet place for my child to do his/her homework.
- Spend at least 15 minutes per day reading with my child.
- Listen to my child retelling of his/her school day experiences.
- Provide the school with current telephone numbers and emergency contact information.
- Alert the school if there are any significant changes in child's health or well-being that affects his/her ability to perform in school.

Parent/Guardian Name: _____

(Please Print)

Parent/Guardian Signature: _____ Date: _____

STUDENT BEHAVIORAL CONTRACT: Grades 6th – 12th

Name of Student: _____ Date of Birth: _____ Grade: _____

Direction: Carefully read and check off each box before providing signature. RETURN THIS CONTRACT NO LATER THAN THE FIRST WEEK IN OCTOBER. This contract will be filed in your child's student records.

STUDENT SECTION

I know that I have a right to:

- Be in a safe and supportive learning environment, free from discrimination, harassment and bigotry;
- Know what is appropriate behavior and what behaviors may result in disciplinary actions;
- Be counseled by members of the professional staff in matters related to my behavior as it affects my education and
- Welfare within the school;
- Due process of law in instances of disciplinary action for alleged violations of school regulations for which I may be suspended or removed from class.

I agree to:

- Come to school on time;
- Appear for each of my classes at the start time, ready to begin work;
- Be prepared with appropriate materials and assignments for all classes;
- Show respect to all members of the learning community;
- Resolve conflicts peacefully, and avoid fighting inside or outside of the school or at program sites;
- Behave respectfully, without arguing, and cooperate when a staff member gives direction or makes a request.
- I understand that I will be given an opportunity to voice my concerns at an appropriate time if I do not agree with the request;
- Take responsibility for my personal belongings and respect other people's property;
- Dress appropriately and do not wear any suggestive clothing including skinny tank-tops, midriffs, short-shorts, or mini-skirts;
- Refrain from wearing clothes which have any signs of gang affiliation (e.g. scarves, bandanas) and refrain from using
- Gang signs, calls, chants, movements, handshakes;
- Refrain from bringing weapons, illegal drugs, controlled substances and alcohol to school;
- Refrain from bringing personal possessions that are disruptive (e.g., cell phone, beeper, pager) in school;
- Share information with school officials that might affect the health, safety or welfare of the school community;
- Keep my parents/guardians informed about school-related matters and make sure I give them any information sent home;
- Follow all rules in the Discipline Code;
- Behave responsibly as described in the Bill of Student Rights and Responsibilities.

I have received a copy of the **Discipline Code** and **Bill of Student Rights and Responsibilities**, and understand this contract. I agree to follow the rules of behavior.

Student Name: _____ Signature: _____ Date: _____
(Please Print)

PARENT SECTION

I have received a copy of the **Discipline Code** and **Bill of Student Rights and Responsibilities** and understand the behavior that is required of my child.

I agree to help my child follow this agreement by:

- Encouraging my child to be a respectful and peaceful member of the school community
- Discussing the contents of the Discipline Code and the Bill of Student Rights and Responsibilities with my child
- Participating in any discussions and decisions concerning my child's education
- Attending scheduled appointments with school staff
- Providing the school with current telephone numbers and emergency contact information
- Alerting the school if there are any significant changes in my child's health or well-being that affects his/her ability to perform in school.

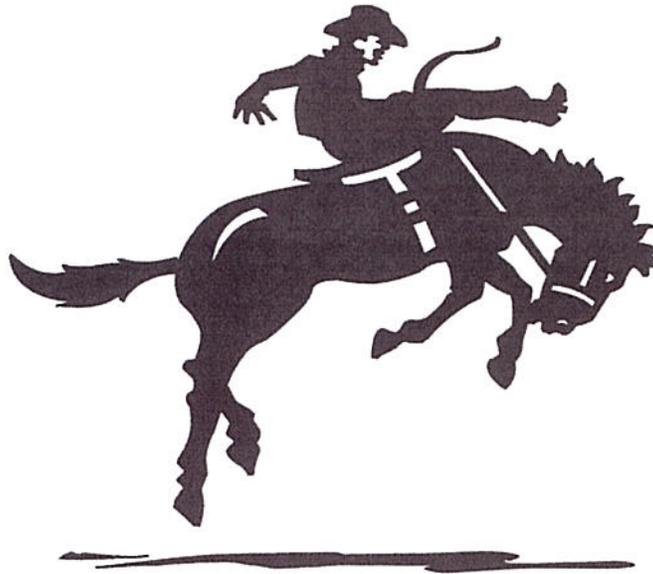
Parent/Guardian Name: _____
(Please Print)

Parent/Guardian Signature: _____ Date: _____

Roosevelt Public Schools
240 Denton Place
Roosevelt, NY 11575

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ROOSEVELT UNION FREE SCHOOL DISTRICT

**SIG Implementation Plan
2011-2012 SY**



Roosevelt High School

SIG Implementation Plan

2011- 2012 SY



The Center for Secondary School Redesign

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SECTION 1: CSSR Approach to Secondary School Redesign

CSSR Purpose

Our purpose is to significantly improve students' ability to attain post-secondary success, and is embodied in our values, vision, mission, and business philosophy.

1. CSSR's CORE VALUES

Value Definition: A statement that describes the strongly held shared beliefs of stakeholders that reflect the culture and guides decision-making and action. It says, "this is what we believe and practice as an organization!"

- Personalized Learning: The acquisition of knowledge and skills leading to postsecondary success is driven by students' ownership of their academic goals and learning process.
- Student Focus: All students deserve an educational experience that equips them with the knowledge and skills required for postsecondary success, be that further education, career development, and/or meaningful work opportunities.
- Positive Relationships: Change leading to personalized learning and improved student outcomes doesn't occur unless positive and enduring working relationships, founded on trust and credibility, are built with our school/district clients, and among stakeholders within the school community.
- Positive Expectations: All students, regardless of economic or family circumstances and racial or ethnic heritage, have the capacity to acquire the knowledge and skills required for postsecondary success.
- Diversity: A genuine respect for diversity, i.e., differences in values, perspectives, opinions, capabilities, gender, sexual orientation, and racial and ethnic heritage, is essential in creating environments that support personalized learning.
- Integrity & Respect: Positive relationships are created through the demonstration of integrity in all matters, and the demonstration of respect and genuine concern for the well-being of others, regardless of circumstances.
- Community Engagement: The support and participation of parents and other key



- community members are essential in creating a personalized learning environment.
- Leading by Example: CSSR must model the positive expectations, candor, integrity and behaviors and practices expected of our client schools/ districts.
 - Capacity Building: We fully support the transfer of capabilities to our clients, since sustainable change and fidelity of implementation of best practices are only possible when clients become self-sufficient.

2. CSSR's VISION

Vision Definition: A short and simple statement that reflects the desired future state of the organization that motivates and captures the highest ideals.

"Within five years, CSSR will be recognized as the nation's leader in providing services for the development of personalized learning in secondary schools, districts, states, and the federal government."

3. CSSR's MISSION

Mission Definition: A statement that describes the organization's immediate purpose - the core competence and uniqueness it possesses, and the service it provides its stakeholders in the here and now - or the very near future.

"CSSR provides schools, districts, states, and the federal government with the knowledge, skills, practices and tools necessary to personalize learning and significantly improve secondary school student outcomes to insure postsecondary success for all students."

4. CSSR'S BUSINESS PHILOSOPHY

Business Philosophy Definition: Sometimes called guiding principles, the business philosophy is a statement, or set of statements, reflecting the approach the business takes, e.g., programs and practices, to provide services to its clients/customers; and may describe how it enhances its capacity to provide services. It captures how the organization goes about doing its business. Typically, it will incorporate elements from the Values, Vision, and Mission.

- All our services have one purpose in mind, i.e., to improve the educational experience and outcomes for the students of the clients we serve.

- We possess, or have access to, all the educational and organization development (OD)/change leadership best practices required to personalize learning and improve student outcomes for secondary schools.
- We are flexible about **WHAT** strategies (educational best practices) our clients choose to personalize learning to obtain improved outcomes - unless it is obvious that what is chosen will not work, i.e., won't move the school towards effective personalized learning. However, we are more prescriptive with regard to some of the processes (OD/change leadership best practices) required to implement educational strategies efficiently and effectively, i.e. **HOW** they choose to go about instituting change.
- We possess the capacity building expertise to insure our client schools can meet improvement goals. In other words we possess the expertise to identify **WHAT** must be done to reach goals, and **HOW** (change leadership process) to go about putting the practices in place to ensure fidelity of implementation and to ensure the practices and outcomes will be sustained.
- We are flexible in how our expertise is used, i.e., by our staff providing the expertise required, and/or by transferring our expertise to our clients so they can meet goals on their own.
- In the high demand and high change (e.g., leader turnover, new policies and initiatives) school environment, it is essential to build strong teams to help lead the change leadership process and to sustain practice and cultural changes. CSSR is skilled in building strong teams, and uses a team approach in the delivery of its services.

CULTURE TRANSFORMATION PROCESS

STAGE I	STAGE II	STAGE III
<p>Focus on Relationships</p> <ul style="list-style-type: none"> • Faculty interviews, focus groups, team building, MBWA • Initial building of a PLC • Teacher teaming • Collaborative planning time • Student mentoring programs; advisories 	<p>Focus on Relevance</p> <ul style="list-style-type: none"> • Goal focus: Off-the-platter analysis • Understanding what motivates different stakeholder groups - faculty & students • Fostering engagement and ownership for learning • PLC starts to focus on personalized learning to include authentic assessment • Development of course specific and cross-cutting competencies 	<p>Focus on Rigor</p> <ul style="list-style-type: none"> • Postsecondary readiness • Dual credit • Instructional practices: from instructor to facilitator and coach; inquiry, project, discussion and team-based learning • Development of common scoring guides • PLC focus on student work • Moderation studies • Grading practices
<p>Focus on Understanding Needs</p> <ul style="list-style-type: none"> • Data gathered from all key stakeholders • Assessment activities include student shadowing and school culture analysis • Initiative mapping • Effective use of data 	<p>Focus on Personalization of Learning</p> <ul style="list-style-type: none"> • Individual learning plans - personal plans for progress • Student led conferences • Connecting courses to real life experiences; extended learning opportunities 	<p>Focus on Personalization of Learning</p> <ul style="list-style-type: none"> • Creation of performance-based assessments • Differentiated instruction • Personalized literacy and math support
<p>Leadership Focus</p> <ul style="list-style-type: none"> • Building trust and credibility: <ul style="list-style-type: none"> - Demonstrating high and positive expectations, and respect - Development of shared values, vision, mission, and educational philosophy • Stakeholder engagement activities • Communication & buy-in activities: <ul style="list-style-type: none"> - Building a positive climate • Change leadership training • Leadership styles: Captain, Coach, & Politician 	<p>Leadership Focus</p> <ul style="list-style-type: none"> • Leadership and faculty capacity building • Distributed and collaborative leadership • Development of high-performing teams • Site council development Inclusion of students in school governance • Inclusion of students on other teams • Data team development • Appropriate structure to include flexible scheduling and de-tracking • Elimination of seat time in favor of performance mastery • Leadership styles: Coach, Politician, Captain 	<p>Leadership Focus</p> <ul style="list-style-type: none"> • Classroom walkthroughs • PLC support and continued development • Appropriate integration of technology in the curriculum • Role clarity: role redesign to fit student needs • Sustainability planning: infrastructure capacity building to support continuous improvement • Policy adjustment or development to support changes • Leadership Styles: Coach, Politician, Democrat

CSSR SCHOOL TRANSFORMATION ESSENTIALS

Overview

Transforming schools is a complex and challenging venture. The practices required to truly personalize learning and provide genuine equity are well known. However, the ability to employ these practices, at the right time, in the right sequence, and with the full support of the school community has proved daunting, and in many more cases than not, been unsuccessful. The cause of this certainly has not been the lack of understanding of student needs, or the lack of good intentions. Rather, it has reflected a failure of having leadership and TA providers with the requisite skills to effectively lead and manage the change process.

As a first step in employing an effective transformation process, this document provides a framework for understanding the practices required to create a school that fully embraces personalized learning practices, and that creates an environment where students are fully engaged, self-directed learners who own their learning goals and process.

Transformation Essentials Chart

The information in the chart starting on the next page is organized around the different roles found in a school. For each role, three types of information is provided:

- The First Column: describes the characteristics and practices of the traditional school.
- The Second Column: provides a listing of the practices proven to result in improved student outcomes, i.e., those practices that transform a school. These practices provide the bridge from the traditional to the 21st Century School.
- The Third Column: provides a description of the characteristics of a transformed school, i.e., one that supports the needs of the 21st century student.

While the chart does note include every practice, e.g., uniforms or single gender classrooms, that has been employed to improve performance, it contains those that are core to transformation and have research to back them up. You will see some practices listed more than once, as they impact multiple roles.

Transformation Continuum

Following the chart is a continuum that shows different levels of transformation, from the moderately challenging to the radical and highly challenging. All three levels of transformation will result in improved student outcomes, but the third level is the only one that maximizes the potential of every student by providing a completely personalized learning environment, and that embraces equity in the support for and full access to every learning opportunity by every student.

TRANSFORMATION ESSENTIALS CHART



TRADITIONAL SCHOOL	TRANSFORMATIONAL PRACTICES	21 ST CENTURY SCHOOL
<p>A. Role of the Student</p> <ol style="list-style-type: none"> 1. Passive recipient of instruction and assessment 2. Compliant re: the learning process and administrative rules 	<p>A. Role of the Student</p> <ol style="list-style-type: none"> (1) Personal plans for progress (2) Student led conferences (3) IMPACT exercises (a CSSR student engagement program) (4) Significant student representation in governance and on school improvement teams (5) Student leadership training 	<p>A. Role of the Student</p> <ol style="list-style-type: none"> 1. Proactive in determining the learning process - owns 2. Takes an active role in school governance and improvement
<p>B. Role of the Teacher</p> <ol style="list-style-type: none"> 1. Focus on academic performance alone 2. Concern only for students in own classes 3. Dependence on lecture as the primary form of instruction - focus on text-based instruction 4. Focus only course content knowledge 5. Role focus is that of instructor 6. Teaching by the numbers - relevance and rigor not stressed - one size fits all 7. Assessment - focus on summative paper and pencil exams - high stakes exams 8. independent practitioner 	<p>B. Role of the Teacher</p> <ol style="list-style-type: none"> (6) Supports put in place, and teacher role defined, to reflect a concern for the whole child - academic, social, family, emotional, physical, and civic (7) PD that supports a shift of focus to every child being the responsibility of all staff - our kids versus my kids - with an emphasis on equity (8) PD in differentiated instruction - coaching reluctant learners (9) PD in authentic assessment (10) Teacher teaming - within and across disciplines (11) Creation of a professional learning community - application of peer-supported development activities such as "Critical Friends" 	<p>B. Role of the Teacher</p> <ol style="list-style-type: none"> 1. Focus on the whole child 2. Concern for every child - with a clear concern for equity 3. Primary reliance on inquiry and project-based learning - application of multiple methods 4. Focus on performance mastery, the learning process, and cross-cutting competencies such as critical thinking, problem solving, research, leadership, and teamwork 5. Role focus is that of facilitator and coach 6. Teaching with an emphasis on relevance and rigor that is personalized

		<p>7. Assessment - authentic and personalized formative and summative assessment</p> <p>8. Member of high performing teams - that address overall school and classroom practice improvements; member of a professional learning community - active provider of feedback to peers</p>
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TRADITIONAL SCHOOL	TRANSFORMATIONAL PRACTICES		21 ST CENTURY SCHOOL
<p>C. Role of Guidance</p> <ol style="list-style-type: none"> 1. Deficit model - corrective action 2. Scheduling 3. College advisor 4. Counselor 	<p>C. Role of Guidance</p> <ol style="list-style-type: none"> (12) RTI - this is a practice/program that has limited application, and is seen only as a stop-gap in the transformation process. (13) PD in postsecondary preparedness, access, and setting high expectations (14) Role redefinition exercises re: asset model and emphasis on counseling versus college advisor (15) PD in the counselor role focusing on the whole child (16) Given key role, PD in change leadership to include an understanding of the need for and skills to manage initiative integration, and the need for becoming a partner with teachers and leadership (17) PD in flexible scheduling (18) PD for guidance staff and teachers re: the transfer of the college advisor role to that of the advisor/teacher leading advisories 	<p>C. Role of Guidance</p> <ol style="list-style-type: none"> 1. Asset model - proactive assessment of students and provision of supports to head off problems and focus on growth 2. Flexible scheduling 3 & 4. Focus on the whole child - with a reduction in the college advisor role (that role primarily goes to the teacher/advisor leading student advisories), and an increased role as counselor 	



TRADITIONAL SCHOOL	TRANSFORMATIONAL PRACTICES	21 ST CENTURY SCHOOL
<p>D. Role of Leadership</p> <ol style="list-style-type: none"> 1. Values, vision, mission, and educational philosophy are just words - if they exist at all 2. Principal and/or leadership team guide all actions - hold all power 3. Emphasis on command and control 4. Planning and project management are inconsistent if present at all - problem solving and planning is knee jerk 5. Formal, relevant, and realistic improvement plans not in place 6. Focus on the managerial/administrative aspects/role of leadership 7. Teacher PD is by the numbers and not focused on true student needs re: improved personalization practices 8. Climate not actively managed 	<p>D. Role of Leadership</p> <ol style="list-style-type: none"> (19) Visioning exercises with full stakeholder participation (20) Creation of a site council with full stakeholder participation - to include significant student representation (21) PD for leaders supports the managerial/administrative role, but is primarily focused on enhancing the skills and talents associated with the instructional and motivational/inspirational roles of leaders and teams (22) PD and coaching for leaders that focuses on enhancing change leadership capacity for the purpose of creating the high-performing school - this includes a focus on communication, buy-in, and community engagement; and also includes the concepts and skills associated with planning style, leadership style, motivation, informal influence, values/ethics, and climate (23) PD on performance management - leaders become fully engaged in the observation of teachers' instructional and assessment practices for the purposes of improving teachers' practices re: personalizing the learning process for their student 	<p>D. Role of Leadership</p> <ol style="list-style-type: none"> 1. Values, vision, mission, and educational philosophy statements are live, dynamic, and motivating - and are modeled by leadership 2. Leadership is distributed and collaborative - teams play a significant leadership role 3. Emphasis on pushing decision making and control to the lowest levels - participation - staff and community engagement 4. Leadership and teams employ planning and project management best practices 5. Formal improvement plans are in place, supported by initiative owners with project management skills 6. Strong emphasis on the instructional and motivational/inspirational leader roles 7. Effective PD for teachers - focused on identified needs 8. Strong positive climate that is actively managed



TRADITIONAL SCHOOL	TRANSFORMATIONAL PRACTICES		21 ST CENTURY SCHOOL
<p>E. Role of Teams</p> <ol style="list-style-type: none"> 1. Teams are fragmented with little structure or authority 2. Multiple teams with low member commitment 3. Teams are task versus process focused 	<p>E. Role of Teams</p> <p>(24) PD for teams is focused on:</p> <ul style="list-style-type: none"> • Development of leadership and infrastructure capacity • Team development - with the creation of clear roles, processes, procedures, practices, and policies 	<p>E. Role of Teams</p> <ol style="list-style-type: none"> 1. Teams are strong engines of change, with real authority to make decisions - they are an integral part of the leadership structure 2. Teams are focused on the most critical goals/initiatives and are structured such that there is a high level of member commitment 3. Teams are fully functioning organizations that afford members with skill development opportunities 	
<p>F. Role of the Union</p> <ol style="list-style-type: none"> 1. Function independently of leadership 2. Primary focus on member needs 3. Focus on contract compliance 	<p>F. Role of the Union</p> <p>(25) Inclusion of union representation on site council and improvement teams - to include key roles</p>	<p>F. Role of the Union</p> <ol style="list-style-type: none"> 1. Function as a partner with leadership 2. Focus on both member and student needs 3. Openness to contract modifications that support practices that improve student outcomes 	



TRADITIONAL SCHOOL	TRANSFORMATIONAL PRACTICES	21 ST CENTURY SCHOOL
<p>G. Role of the Community</p> <ol style="list-style-type: none"> 1. Little engagement of community members to include parents/family 2. Community not tapped as an essential resource for the school 3. Higher education resources not tapped as a resource 	<p>G. Role of the Community</p> <ol style="list-style-type: none"> (2) Create student led conferences - family engagement (26) Parent engagement programs, e.g., parent education and college access programs (27) Creation of a community based advisory council (28) Community members fully represented on a site council and improvement teams (29) Develop community resource for extended learning opportunities - work/internships (30) Community member coaching and mentoring programs (31) Establishment of college partnerships for dual credit, college access programs, mentoring, alumni advising programs, etc. 	<p>G. Role of the Community</p> <ol style="list-style-type: none"> 1. Significant role of families and community in all aspects of the learning and governance process 2. Community is proactive in providing the school with resources 3. Institutions of higher education tapped as a resource for assisting with postsecondary readiness and access - dual credit opportunities
<p>H. Role of Structure</p> <ol style="list-style-type: none"> 1. Fixed times and length of day 2. Rigid schedule 3. Learning process is restricted to the classroom 4. Focus on breadth 5. Tracks - homogeneous grouping 6. Most proficient teachers placed with the least challenged students, e.g., AP or IB students 7. Student load is the same regardless of type of students teachers are responsible for 	<p>H. Role of Structure</p> <ol style="list-style-type: none"> (32) Adjust time of day and start and stop times to fit student needs (33) Adopt flexible scheduling - to meet both student and teacher needs, e.g. collaborative planning time (34) Create of extended/alternative learning opportunities - provide PD in ELOs (35) Redesign the curriculum to focus on what's most important - go deep versus wide (36) De-track (37) Realign teaching assignments -most proficient teachers with most challenged students (38) Appropriately balance teaching load 	<p>H. Role of Structure</p> <ol style="list-style-type: none"> 1. Flexible times and length of days 2. Schedule flexes as necessary to meet student needs 3. Learning occurs at any place, any time, and in any mode 4. Focus on depth 5. No tracks - heterogeneous grouping 6. Most proficient teachers work with the most challenged students, e.g., freshmen 7. Student ratio is less for those

<p>8. Large schools are not broken into smaller learning communities</p> <p>9. Multiple departments</p> <p>10. Graduation requirements based on seat-time (Carnegie Unit)</p> <p>11. Few if any academic support structures and programs</p> <p>12. Top level programs - AP, IB, honors opportunities only available to selected students</p> <p>13. Focus is on single summative assessments</p> <p>14. Little utilization of technology to facilitate the learning process</p>	<p>(39) Restructure departments</p> <p>(40) Create PreK - 12 Alignment - high schools reach out to elementary and middle schools to better serve the articulation of student learning</p> <p>(41) Redefine graduation requirements to reflect performance mastery - redefine how students progress towards graduation</p> <p>(42) Create academic support structures and programs</p> <p>(43) Create supports and structures that provide clear access to all learning opportunities for all students - consider dropping AP and IB courses in favor of inquiry and project-based learning and honors opportunities</p> <p>(44) Provide PD in authentic assessment - the role of formative assessment as an integral part of the learning process is stressed</p> <p>(45) Introduce latest technology to facilitate learning within and across classrooms/disciplines, e.g., computers and smart-boards. Technology PD provided both teachers and students</p>	<p>teachers working with the most challenged students</p> <p>8. Existence of well-defined smaller learning communities of 400 students or less) led by teacher teams - academies, houses, freshman academy</p> <p>9. Three departments - STEM, Humanities, and Community Connected Learning</p> <p>10. Graduation based on performance mastery in core disciplines</p> <p>11. Multiple academic support structures and programs</p> <p>12. All courses open to all students - AP, IB, honors opportunities</p> <p>13. Focus is on multiple summative and formative authentic assessment</p> <p>14. Technology is an integral to curriculum, instruction, and assessment</p>
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TRADITIONAL SCHOOL	TRANSFORMATIONAL PRACTICES		21 ST CENTURY SCHOOL
<p>I. Role of Culture</p> <ol style="list-style-type: none"> Adult centered - norms, policies, processes, and structures put adult needs before those of students Low expectations re: student learning and growth as individuals Firefighting Blaming and lack of ownership for results Focus on individual versus team needs Focus is on individual course performance/success 	<p>I. Role of Culture</p> <ol style="list-style-type: none"> (46) Focus on student advocacy and adult relationships/connections with students - e.g., advisories or adult mentoring programs (47) Conduct needs assessment that involves all stakeholders, and includes student shadowing to gain a clear picture of needs and the culture (48) Conduct site visits to schools that have made significant progress dealing with similar challenges - identify the possibilities and create a vision of success for the future (49) Create or adjust all goals to focus on postsecondary readiness (50) Create and execute effective improvement plans - provide PD in continuous improvement practices (51) Create and execute effective communication & buy-in plans 	<p>I. Role of Culture</p> <ol style="list-style-type: none"> Students come first High expectations re: student learning/achievement and growth as individuals Goals are clear and plans make sense and are followed - crises are short-term at most and addressed in a planful manner; continuous improvement is a mantra Accountability - ownership for problems, solutions, and results by everyone Focus is on working as members a team Focus is on post-secondary readiness and success 	

TRANSFORMATION CONTINUUM

- The practices listed below are from the previous chart, and in many cases have been abbreviated or restated.
- In some cases, there are multiple practices incorporated in one item.
- Not all the practices from the previous chart have been included.
- As noted, all levels will result in significant improvements in student outcomes. A school can view the levels as a roadmap for introducing and enhancing practices over time.

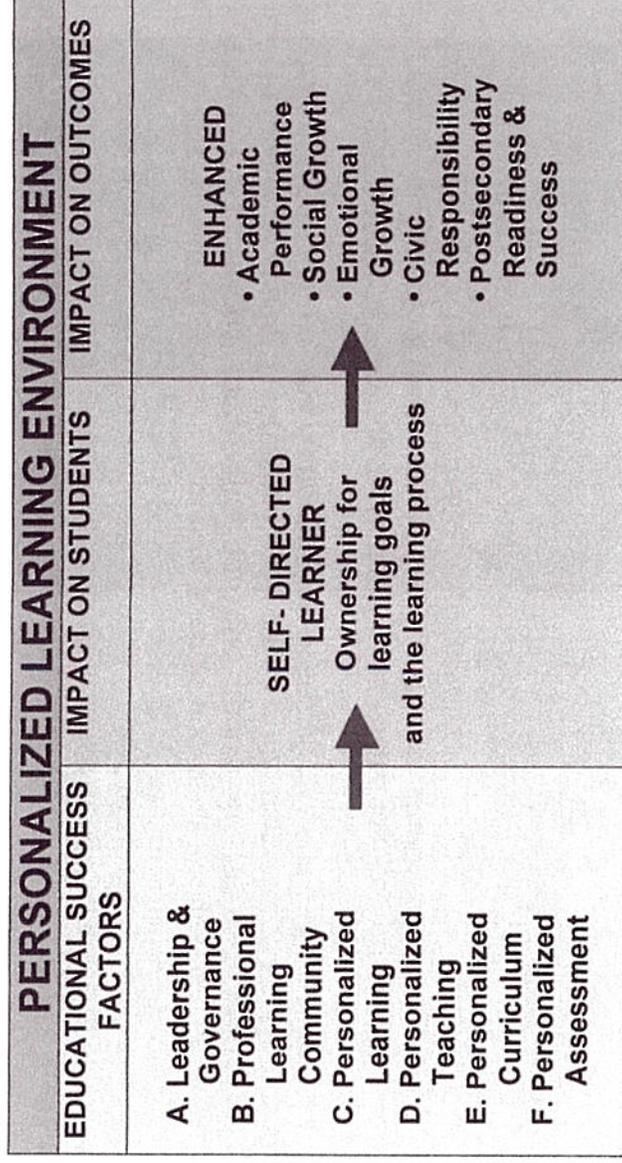
TRANSFORMATIONAL PRACTICES	TRANSFORMATIONAL CONTINUUM			
	TRADITIONAL	TRANSFORMAT. Level 1	TRANSFORMAT. Level 2	TRANSFORMAT. Level 3
(46) Student advocacy/adult relationship, e.g., advisories that address academics, social and emotional growth, civic responsibility, post-secondary preparation and access, and parent/family engagement		X	X	X
(2, 26) Parent/family engagement programs		X	X	X
(1) Personal plans for progress - student driven IEPs		X	X	X
(2) Student led conferences		X	X	X
(42) Curriculum-wide literacy support		X	X	X
(42) Curriculum-wide math support		X	X	X
(37) Reassignment of teachers - most proficient with most challenged students		X	X	X
(10, 33) Collaborative planning time		X	X	X
(10) Teacher teaming		X	X	X
(31) Dual credit		X	X	X
(17,32,33) Flexible schedule		X	X	X
(3,4, 46, 47) Student voice/engagement - IMPACT Program		X	X	X

TRANSFORMATIONAL PRACTICES	TRADITIONAL			TRANSFORMATIONAL		
	Level 1	Level 2	Level 3	Level 1	Level 2	Level 3
(12) RTI - Deficit/corrective action model (note limited use)	X					
(14) Asset/leveraging of strengths model		X			X	X
(14,15) Proactive Guidance Role		X			X	X
(6,7,8) Teacher as Facilitator and Coach Versus Instructor		X			X	X
(35) Focus on depth versus breadth		X			X	X
(8,34) Multiple modes of learning		X			X	X
(8,9) Inquiry-based learning		X			X	X
(8,9) Project-based learning		X			X	X
(8,9) Development of cross-cutting competencies/21 st Century Skills - leadership, team player/collaboration, problem formation and solving, research, project management, planning, etc.		X			X	X
(9,44) Authentic Assessment - relevance		X			X	X
(29,34) Community-based Learning		X			X	X
(29,34) Learning Opportunities - any medium, any time, anywhere - multiple pathways						
(9) Personalized Assessment - Students Choose Own Assessment Tasks						X
(36) De-tracking/Heterogeneous Grouping						X
(43) Elimination of AP and IB courses in favor of inquiry and project-based learning, performance mastery, and honors opportunities						X
(41) Mastery Replaces Seat Time for Credit						X
(43) Equity - full access to all learning opportunities by every student						X

Personalized Learning - The Big Picture

Through research and years of experience, we know what works to improve student outcomes, i.e., what capacity building in schools is required to fully personalize learning. This capacity building can be broken into six best practice segments, each requiring its own unique set of skills to master. We view these categories as the essential success factors required to create personalized learning that leads to student success. These six segments are depicted in the diagram below.

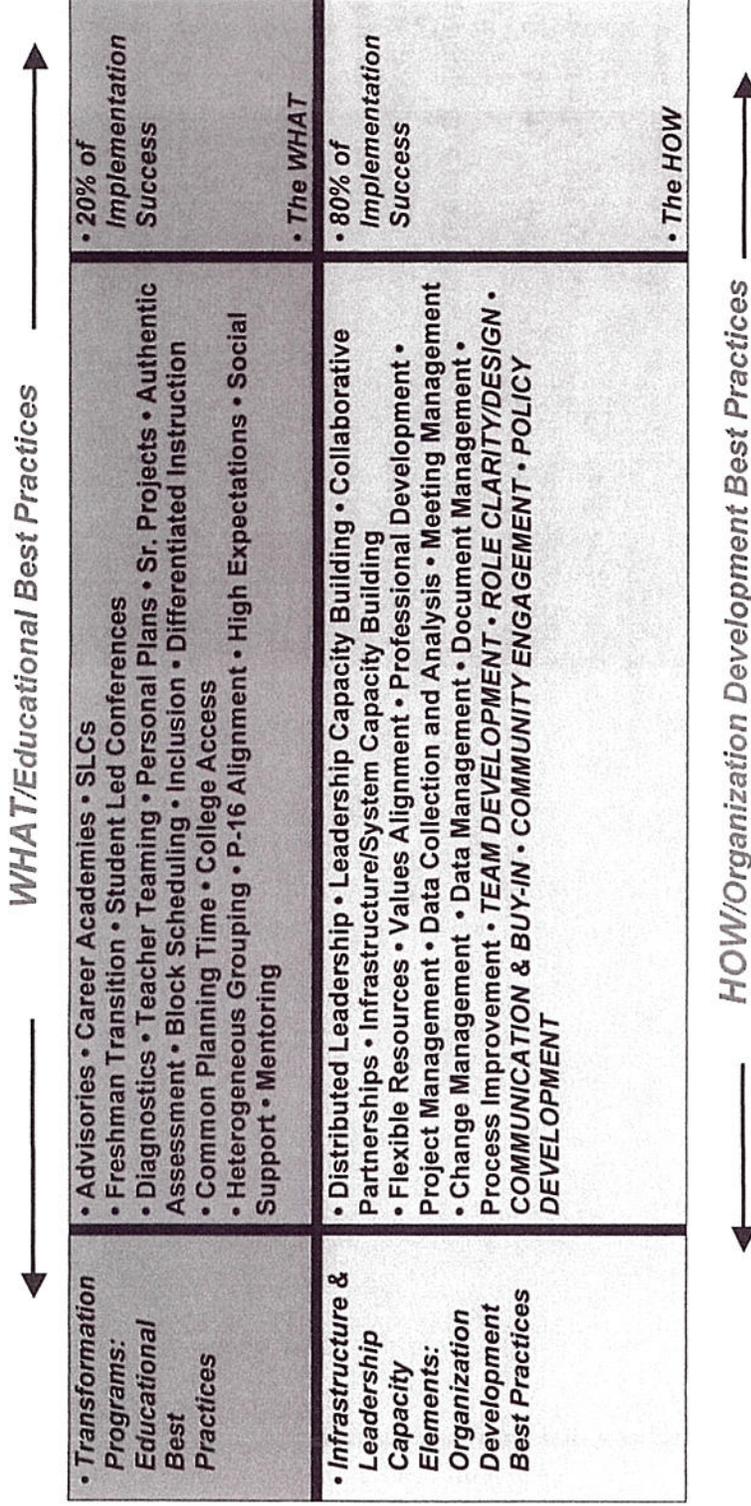
The diagram highlights the goal of having every student assume full accountability for his/her learning, i.e., each student becomes a self-directed learner. This only happens when students are fully engaged in the learning process. This is enabled through the creation of a supportive environment by employing the best practices associated with all six essential success factors. This environment provides relationships, structures, and experiences that nurture students and promote self-reliance and self-directed growth. This results in students fully owning their learning - making learning self-directed and truly personalized!



The following explanations of each of the six essential success factors are supplemented by a presentation of the best practices supporting each success factor in the next section.

- A. **LEADERSHIP & GOVERNANCE:** The leadership style, processes and structure employed to create a student-centered/personalized learning environment that is energized by empowered teams, an engaged community including other stakeholders, and collaborative leadership.
- B. **PROFESSIONAL LEARNING COMMUNITY:** A faculty driven culture of mutual respect, candor, high instructional standards, and a focus on improving student achievement facilitated by within-discipline and interdisciplinary teams.
- C. **PERSONALIZED LEARNING:** Student driven learning and performance goals supported by individual learning plans, an adult mentor/college coach, and family engagement in the learning process.
- D. **PERSONALIZED TEACHING:** What happens between teacher and student in the classroom is paramount in facilitating student success. Teacher expectations, utilization of differentiated instruction, insistence on rigor/high standards, and student engagement in the learning process all lead to student goal attainment.
- E. **PERSONALIZED CURRICULUM:** Mastery of course specific and cross - cutting competencies versus Carnegie units is the determinant of proficiency for advancement and graduation. The curriculum is tailored to meet individual student proficiency needs. Course content focuses on both relevance to enhance student engagement, and on postsecondary readiness, i.e., the demonstration of knowledge and skills required to do college level work.
- F. **PERSONALIZED ASSESSMENT:** Relevant and ongoing assessment is incorporated into instruction so that teachers, staff, parents, and mentors have deep knowledge of each student's learning needs, and students have an accurate picture of their needs and performance expectations.

THE WHAT AND HOW OF CHANGE/ TRANSFORMATION INITIATIVES



CHANGE LEADERSHIP DISCIPLINE: GO SLOW TO GO FAST!!!

POTHOLES TO AVOID ON THE ROAD TO PROJECT SUCCESS **(Emphasis on the HOW)**

ORGANIZATIONAL/STRUCTURAL PROBLEMS	LEADERSHIP PROBLEMS
<ol style="list-style-type: none"> 1. No clear purpose, as reflected in a lack of agreed-upon statements that direct decision making and allocation of resources: <ul style="list-style-type: none"> • Values • Vision • Mission • Educational Philosophy • Measurable goals against which to evaluate progress 2. Lack of appropriate team makeup and capacity 3. Lack of role clarity - particularly for those most affected by the change 4. Too many goals and conflicting priorities 5. Failure to appropriately integrate ongoing initiatives 6. No process for taking things off the platter 	<ol style="list-style-type: none"> 1. Lack of courage/will to make the tough decisions and stay the course 2. Failure to accurately identify obstacles and sources of resistance 3. Lack of adequate communication with and buy-in from key stakeholders 4. Rush from initial goal to immediate implementation without attention to leading the change process 5. Lack of student input/engagement 6. Insufficient skills for exercising informal influence 7. Team members not on the same page about required actions and approaches

<p>7. Failure to adjust policies and procedures as required to support goals and best practices</p> <p>8. Lack of resources - people, skills, time, money</p>	<p>8. Failure to apply operating models and common language about</p> <ul style="list-style-type: none"> • Managing the change process • Organization, individual, and team functioning • Educational best practices <p>9. Underestimation of the time required to implement sustainable change</p> <p>10. Negative school culture and absence of groundwork to address it</p> <p>11. Ineffective project and meeting management</p>
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CHANGE LEADERSHIP ESSENTIAL SUCCESS FACTORS

<p>A. FOUNDATION BUILDING</p> <ul style="list-style-type: none"> • Creation of the Initiative/Design Team • TA Provider Screening & Selection • Relationship/Partnership Development • Contracting - Mutual Expectation Setting - Project Goals, Roles, & Management • Managing Your TA Providers Workshop • Progress & Working Relationship Assessment Process • Change Leadership Workshop (CL 101) • Skill Building
<p>B. TEAM DEVELOPMENT</p> <ul style="list-style-type: none"> • Team Functioning Assessment • Role Descriptions • Role Assignment Process • Operating Guidelines • Sub-Team Development (data, policy, communication, best practice, etc.) • Team Audit • Team Role Description • Policies • Team Charter • Skill Building
<p>C. NEEDS ASSESSMENT</p> <ul style="list-style-type: none"> • Student Data Analysis • Stakeholder Interviews & Focus Groups • Culture Analysis • Climate Analysis • Surveys • Student Shadowing • Teacher Role Clarification • Assessment of Classroom Practices • Skill Building
<p>D. FOCUSING AND OPTIMIZING</p> <ul style="list-style-type: none"> • Values Creation or Clarification • Visioning - Vision, Mission, & Educational Philosophy • Operationalizing Values and Visioning Statements • Initiative Mapping • Role Accountability • Team audit/Mapping • Policy Audit/Mapping • Meeting Mapping • Initiative Integration • Off-The-Platter Analysis • Goal & Objective Setting • Strategic Planning • Skill Building
<p>E. PROJECT MANAGEMENT</p> <ul style="list-style-type: none"> • Logic model development • Action Planning - Educational & Change Leadership Best Practices • Readiness Assessment • Continuous Improvement • Quality Assurance • Viability & Sustainability Planning & Implementation • Documentation • Meeting Protocols • Meeting Facilitation • Initiative Design, Development, & Implementation Process • Measurement Process • Skill Building
<p>F. COMMUNICATION & BUY-IN</p> <ul style="list-style-type: none"> • Stakeholder Analysis • Resistance Analysis • Political Landscape Mapping • Influence Strategizing • Communication Planning & Implementation • Skill Building
<p>G. POSSIBILITIES IDENTIFICATION</p> <ul style="list-style-type: none"> • Applied Research • Books • Articles • Experts • Site Visits • Prioritization of Possibilities/Strategies/Best Practices
<p>H. ORGANIZATION ALIGNMENT</p> <ul style="list-style-type: none"> • School Alignment Analysis • Process Improvement • Process/Initiative Ownership • Policy & Procedure Development • Organization Design • Position/Role Analysis & Design • New Role Orientation • Staff Evaluation • Strategic Staffing Plans • Skill Building
<p>I. LEADERSHIP</p> <ul style="list-style-type: none"> • Capacity Assessment • Shared Governance - Students • Collaborative Leadership • Community Engagement • Motivation for Culture Change • Climate • Conflict Management • Leader Assessment & Development - Decision Drivers, Planning Style, Leadership Style, Leader Skills & Talents, Power Bases • Role Focus - Managerial, Instructional, & Inspirational Leadership • Skill Building

PROJECT STATUS CHART

Overview

- Use this chart to plan project activities and responsibilities, and to diagnose problems when things get off track.
- The yellow reflects that Team Leadership and Communication-Buy-in activities are ongoing across all steps.

Stage Initiative/ Program Elements	A Conver- sation/ Ideas	B Best Practice Research	C Design/ Custom- ize	D Commu- nicate/ Feedback	E Refine	F Process & Struct Adjusts (off plate)	G Policy, Practice, Proced Adjusts	H Role Adjust- ments	I Support • PD • Other	J Implem, Monitor, Adjust
1. Purpose										
2. Organization/ Structure										
3. Content										
4. Assessment										
5. Leadership - for the specific initiative*										
6. Professional Development/ Skill Building										
• Leadership - Team Overall										
• Communication & Buy-in (whole community)										

* A team typically has responsibility for the design and development of an initiative/program, but leadership for the specific initiative/program needs to be clear once it has been fielded - which often is different

SECTION 2: CSSR Professional Development Summary of Work for 2010-2011 SY

Professional Development Series 2010-2011 Roosevelt High School Long Island, NY

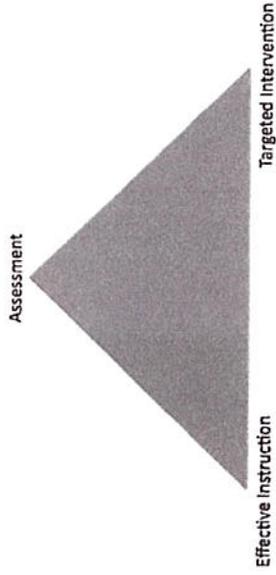
PURPOSE: To develop, implement, and build on a professional development series at Roosevelt High School that will be provide teachers with classroom instructional strategies, tools, best practices and resources for increase of rigor and academic achievement for students during the 2010/2011 school year.

“BIG PICTURE” GOAL: Teachers will be empowered to build capacity and increase their knowledge of various classroom instructional strategies around the four core content subjects resulting in increased student achievement, improved teacher instruction, and student-centered personalized learning and teaching culture within Roosevelt High School. Teachers will select topics of interest and participate during their preparation or lunch period and then implement strategies into their instructional planning and delivery.

CSSR COACH ROLE: The CSSR coach will facilitate the workshops and support teachers at the department level, and possibly individual level throughout the year. CSSR content experts will be called in to work with teachers when needed. CSSR lead coach will be responsible for aligning key strategies from all content areas with the principal’s vision for the entire school. The lead coach will be responsible for on-going follow up sessions throughout the year, meeting with department heads from all subjects, teacher teams, and school leadership.

PD SCHEDULE: The dates below are based on the department and faculty-meeting schedule at Roosevelt High School during the 2010/2011 school year. As the lead school change visits the various classrooms notes will be made as to implementation of the variety of the tools and strategies presented to teachers. Administrators, lead teachers, and department chairs will be provided this information.

WORKSHOP FOCUS: To address the three areas listed below: Assessment, Effective Instruction, and Targeted Intervention.



WORKSHOP SCHEDULE: The selection of topics and dates are listed below along with follow up support in department meetings. Dates and facilitators are subject to change.

Topic/CSSR Lead	Workshop Date	Department /Faculty meeting Support
Authentic Assessments <i>Dr. Keisha Taylor</i>	October 12, 2010	
Literacy Strategies across the curriculum <i>Dr. Keisha Taylor</i>	November 2, 2010	November 3, 2010
Math Differentiated Strategies <i>Richard Dubuisson</i>	November 2, 2010	November 3, 2010
Science Differentiated Strategies <i>Anna Fazekas</i>	November 2, 2010	November 3, 2010
Social Studies Differentiated Strategies <i>Dr. Arnie Clayton</i>	November 2, 2010	November 3, 2010
Cooperative Learning Strategies <i>Dr. Keisha Taylor</i>	November 16, 2010	November 17, 2010
Supporting 2nd Language Learners <i>Coach: TBD</i>	November 30, 2010	December 1, 2010

Supporting All Learners Coach: TBD	December 14, 2010	December 15, 2010
Infusing Technology into the Curriculum Richard Dubuisson	January 18, 2011	January 19, 2011
Literacy Strategies Across the Curriculum Dr. Keisha Taylor	March 15, 2011	March 16, 2011
Math Differentiated Strategies Richard Dubuisson	March 15, 2011	March 16, 2011
Science Differentiated Strategies Anna Fazekas	March 15, 2011	March 16, 2011
Social Studies Differentiated Strategies Dr. Arnie Clayton	March 15, 2011	March 16, 2011

**CSSR Technical Assistance Schedule – SIG Contract
Roosevelt High School
March – September 2011**

Date	CSSR School Coach	Technical Assistance/Activity	Key Stakeholders Involved
March 15, 2011	Joe DiMartino	Initial conversation around developing a student-centered schedule	Caey, Gray, Dean/AP
March 15, 2011	Taylor, Fazekas, Dubuisson	Classroom walkthroughs, working with APs on giving feedback in informal and formal observations	Teachers in 4 major content areas and APs
March 16, 2011	Taylor, Fazekas, Dubuisson	Attend department meetings and begin the common assessment training	Teachers in 4 major content areas and APs
March 24, 2011	Taylor, Fazekas, Dubuisson	Continue Common Assessment training and discuss opportunities and	Teachers in 4 major content areas

			times to plan the assessments	
April 8, 2011	Taylor		Meeting with dept. chairs, English Teachers, and attend board meeting final JIT presentation	English and SS teachers, BOE members and attendees
April 12, 2011	Taylor, Dubuisson		Leadership and team development with district staff	Central office district coordinators
April 26, 2011	Taylor, Fazekas, Dubuisson		Working with APs on giving feedback, Classroom walkthroughs, in class support and demonstrations	Teachers in 4 major content areas and APs
April 27, 2011	Taylor, Fazekas, Dubuisson		Continue Common Assessment training and discuss opportunities and times to plan the assessments	Teachers in 4 major content areas and APs
May 11, 2011	Taylor, Fazekas, Dubuisson		SED visit, in class support, classroom walkthroughs	Teachers in 4 major content areas and APs
May 18, 2011	TBD		TBD	
June 2011	TBD		Work with a group of teachers to develop curriculum based on new common core standards	

For more than a year now, CSSR has been providing professional development to the staff and leadership at Roosevelt High School. As part of that professional development, our work has been organized around 14 of the 33 essential CSSR personalized Learning Best Practices. We have identified the following best practices that were directly or indirectly covered during the 2010-2011 school year.

E. PERSONALIZED CURRICULUM

20. **Department Structure:** The high school has only three departments, STEM (Science, Technology, Engineering, and Mathematics) Humanities, and Community Connected Learning in order to integrate the school's curriculum, emphasize depth over breadth of coverage, and truly engage students.
21. **Essential Learnings:** The school identifies a set of competencies (course specific and cross-cutting) that students must demonstrate with proficiency in order to graduate, and include student outcome expectations in academic, civic, and social realms.
22. **Course Credit:** The school eliminates the Carnegie Unit in favor of exhibitions of mastery as the basis for earning credit.
23. **Relevance:** The content of the curriculum connects to real-life applications of knowledge and skills including internships, service learning, and project-based learning opportunities.
24. **Academic Support:** Support structures and programs, e.g., literacy, ELL, math, and science, are in place to meet the needs of individual students, to include special ed students and those who are traditionally underserved.
25. **Honors Opportunities:** Each course offers an honors challenge that is inquiry-based and available to any student that chooses to do the work.
26. **Project-Based Learning:** Students construct knowledge through projects designed to require students to access knowledge, analyze it, synthesize it, and present it as a body of material which he or she has designed to maximize communication with students, teachers and community members.
27. **Postsecondary Preparation:** The core curriculum is college preparatory for all, and is aligned with the admission requirements of the flagship state univ.
28. **Postsecondary Partnerships:** The school has partnerships with institutions of higher education that include dual-enrollment opportunities for all students.
29. **Technology:** The school creates and executes a plan that makes technology integral to curriculum, instruction, and assessment. The approach utilized

accommodates different learning styles and helps teachers to individualize and improve the learning process.

30. **Comprehensive Assessment:** At the heart of the school is performance assessment that permits teachers to have deep knowledge of each student and the practices that will best help that student to learn. The administration is fully engaged in the observation of teachers instructional and assessment practices for PD that insures that effective assessment is at the core of the teaching process.
31. **Multiple Assessments:** Comprehensive personal learning plans; graduation challenge, capstone, senior projects, portfolio assessments - all including exhibitions - are the norm and required of every student.
32. **Integrated Assessment:** Assessment is incorporated into instruction and employs a variety of methods that provides ongoing formative feedback that does not count as grades. The assessment does not merely measure student proficiency, but becomes part of the learning process. It includes fair grading practices designed to accurately calibrate, but also to motivate learning.
33. **Authentic Assessment:** Assessment practices capture the dynamic and varied ways in which a student's academic growth occurs—in other words, more closely resembles a videotape than a single snapshot.

Areas of Focus/Need:	CSSR Professional Development Purpose: Actions in Alignment with School/District Needs	CSSR Progress
IIT Review: Curriculum	Providing PD for teachers to build their capacity so that they eventually can use the improvement plan as a guide to address key areas of curriculum, instruction, and assessment. Designing rubrics and writing their own content and curriculum is a long-term outcome of this intensive PD process.	
IIT Review: Teaching and Learning	Allowing teachers from each core content area to collaborate, reflect, share, and brainstorm classroom instructional best practices so that they will use various forms of instruction to personalize learning for ALL students.	
IIT Review: School Leadership	Continue to have STRONG open lines of communication with school leadership in both academic vision for student achievement and teacher training, and culture/climate development.	
IIT Review: Infrastructure for Student Success	Provide ALL RHS staff the opportunity to take part in professional development workshops and trainings to better understand the various approaches to personalized learning and teaching.	
IIT Review: Collection, Analysis, Use of Data	Continue to provide the staff and school leadership professional development on HOW to use both formative and summative data to inform and guide instruction and improved teaching techniques.	
IIT Review: Professional Development	Provide redesign team with training in effective teaming strategies. So that teachers have the opportunity for professional development in the area of best practices and differentiated instructions strategies and classroom management strategies. Creating a climate of collaboration and collegiality that supports the various changes classroom instruction is essential to overall success. The collaboration must be both vertical and horizontal through departments and with school/district leadership.	
IIT Review: District Support	Work with the District (roles/responsibilities, initiative mapping, communication plan, etc) to provide leadership to build effective teams that support the work at RHS. Keeping lines of communication open between both the district and the school so that instructional leadership and professional development continues.	

Chart Key:

- Having success, Moving forward, Positive feedback
- Slow start, but moving forward teachers not ready for specific next steps
- No or limited movement forward Please note that a lot of the district work will come from a different grant and not this JIF focused contract

The chart above is the CSSR assessment of how our original goals of the work at Roosevelt High School has or has not been met since our work began back in November 2009 (readiness assessment). The areas of focus come directly from the JIT report from the NY Department of Education. The CSSR work started with the JIT and continued into the SIG (same goals existed for the SIG as they did for the JIT).

SECTION 3: CSSR Approach (and supporting documents) to 2011-2012 SY SIG Work

The CSSR proposal for work in 2011-2012 calls for 45 days of professional development. Our work will focus around 11 of the 33 CSSR essential best practices, and will cover five key personalized learning and teaching strategies. Below we have identified the areas of focus in the CSSR proposal, aligned them with the essential best practices, and provide a sample of materials from the CSSR library that teachers and staff will utilize during workshops and trainings.

Systematic and Cultural Change Through Effective Leadership Training

Building Capacity in School and District Leaders: Leadership Development and Values/Vision/Mission Alignment

The best intentions and a well-crafted project plan are often not sufficient to insure SLC objectives are met. Major initiatives often fall short of meeting desired objectives because an effective change leadership process has not been instituted and sufficiently resourced either within the district office or the schools themselves. The change leadership support to the SLC initiative will include support in two ways: facilitating District leadership to support the SLC process and supporting each school to address the shifting roles and responsibilities that are necessary to sustain meaningful change.

Major initiatives necessitate the development and/or reprioritization of leadership knowledge, skills, and talents at the individual and team level. Workshops and coaching in this area enhance the leadership capabilities of all key stakeholders engaged in meeting SLC objectives. Leaders gain a thorough understanding of the motivational and influence requirements necessary to institute sustainable change. A key component of this is development of the knowledge, skills, and talents required to set and execute reasonable change goals in the face of individual, team, and/or organizational resistance. This enhancement of capabilities is provided within the context of improved organizational diagnostic skills that insure the application of leadership skills is focused for most impact. The result is enhanced influence, critical thinking, and team building skills. CSSR Vice President, Bill Bryan and coach Richard Dubussion are nationally regarded as the best in organization development, change leadership, and school strategic planning (to include proper



development of values alignment, vision statement, mission statement, and education philosophy), and will take the lead for this part of the project.

CSSR Best Practice Essential Success Factors: We will focus in on three key essential success factors at Roosevelt High School as part of Leadership and Governance professional development

A. LEADERSHIP AND GOVERNANCE BEST PRACTICES	
1.	Leadership: School leaders provide leadership in the school in collaboration with the community by building and maintaining values, vision, mission, educational philosophy, and concrete plans that provide direction and focus for student learning and community engagement.
2.	Core Values: The school community, which cannot be value-neutral, advocates and models a set of core values essential in a democratic and civil society including an appreciation for diversity.
3.	Organization Development: The principal creates and works with a site-based leadership team, including administrators, teachers, parents, students, union, and community members, and employs OD best practices to facilitate the improvement of student outcomes, particularly for underserved students. This includes the implementation of <i>change leadership</i> , i.e., <i>collaborative leadership</i> , <i>team development</i> , <i>community engagement</i> , and <i>communication & buy-in strategies</i> .

CSSR Workshop Materials: The following strategies are part of the CSSR library for developing leadership capacity, sustaining change, and creating a culture that is supported by a united set of values leading to a clear vision, mission, and educational philosophy.

A. VALUES

VALUES: A statement that describes the strongly held shared beliefs of stakeholders that reflects the culture and guides decision making and action. It says “this is what we believe and practice as a community!”

1. Additional Value definitions
 - Beliefs of a person or social group in which they have an emotional investment (either for or against something).
 - Important and enduring beliefs or ideals shared by the members of a culture about what is good or desirable and what is not
2. Values Generation Exercise #1: Brainstorming

B. VISION

VISION: A short and simple statement that reflects the desired future state of the school that motivates and captures the highest ideals.

1. Characteristics of an effective Vision Statement
 - Criteria in the chart below will help to craft a vision statement.
 - A vision statement tells you where you want to be to best meet stakeholder needs in the future, but not how to get there (the mission and educational philosophy do that)
 - A vision typically employs a five-year timeframe (10 years at the most)
 - Most vision statements are relatively short - a single sentence or two at the most
 - It can be helpful to brainstorm the following to generate information to go into the vision, for example:
 - a. Ideas on why your school exists
 - b. The reason you are excited about being a part of your school's community
 - c. Your destination in 5 years

2. Vision Criteria

<ul style="list-style-type: none"> • Clearly reflects your school values • Is directional - says this is where we want to go - is a photo of the future in words • Forces the school community to stretch - to look at the possibilities in a fresh light • Motivates - is inspirational - it captures <u>dreams</u> and hopes, and it fosters belonging 	<ul style="list-style-type: none"> • It injects a sense of purpose to all initiatives/activities • Provides a clear basis for making decisions at all levels <ul style="list-style-type: none"> - strategic down to day-to-day • Provides a clear framework for strategic planning • Is well written - clear, concise, simple, and powerful • Will be remembered - seen as meaningful by all key stakeholders
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C. MISSION

MISSION: A statement that describes your immediate purpose - the core competence and uniqueness you possess, and the service you provide to your stakeholders in the here and now - or will in the very near future.

1. Characteristics of an effective Mission Statement
 - The criteria on the next page will help to craft a mission statement
 - Remember that a mission statement reflects the school's role/purpose, core competence, uniqueness, and how it serves its stakeholders now (or will in the very near future)
 - Typically it is two to four sentences long - a short paragraph - which describes the overall mission for the school and/or for individual school functions
 - After the overall mission is created, some schools choose to create a mission for each key stakeholder group, e.g., students, parents, teachers, administrators, staff, etc. that is aligned with the overall mission
 - Doing the following will help in generating input for the mission:
 - a. Review the brainstormed ideas on why your school exists - its purpose
 - b. Brainstorm the core competence - what your school does well - and any unique capabilities your school possesses
 - c. Identify any particular challenges to be overcome (to identify potential actions in the near future that might be added to the mission)
 - d. Identify the particular stakeholders that are being served by your school

3. Mission Criteria

<ul style="list-style-type: none"> • Clearly aligns with your school's values and vision • Purpose is clear • Clearly reflects your school priorities 	<ul style="list-style-type: none"> • Core competence is clearly stated - along with any unique capabilities • Motivates - is impactful - the value created by your school for its stakeholders is clear 	<ul style="list-style-type: none"> • Is well written - clear, concise, and short - no more than 3-4 sentences • Will be remembered - seen as meaningful by all key stakeholders
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	D. EDUCATIONAL PHILOSOPHY
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EDUCATIONAL PHILOSOPHY: A statement of the approach the school takes, e.g., guiding principles, programs, and practices to educate and grow its students and is aligned with the Values, Vision, and Mission. It captures how you go about doing your business of educating and developing your students .

1. Characteristics of an effective Educational Philosophy Statement
 - The criteria below will be helpful in identifying key elements of the your school's educational philosophy statement
 - Remember that an educational philosophy explains your school's guiding principles, programs, and practices
 - It provides the specifics on how the mission gets accomplished - it describes how you go about doing your work of educating, growing, and maturing students
 - The educational philosophy should tell the story of your school such that prospective students and parents understand what your school stands for, and what their experience will be if they decide to join the your school community. It should serve the same purpose for prospective staff members.

2. Educational Philosophy Criteria <ul style="list-style-type: none"> • Clearly aligns with school values, vision, and mission • Clearly reflects school priorities • Guiding principles are clear 	<ul style="list-style-type: none"> • Educational best practices employed are clear and linked to stated outcomes for students and parents 	<ul style="list-style-type: none"> • Programs provided are clear and linked to stated outcomes or students and parents • Is well written - easily understood
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HIGHLY EFFECTIVE PRINCIPAL SKILLS & TALENTS MODEL

SCHOOL LEADER ROLES

Most principals will find they have three roles they need to address if they are going to be successful. They are:

- **Manager/Administrative Role:** An emphasis on tasks, structure, processes, and systems. *The driver for being effective in this role is high standards and desire to see tasks accomplished in an efficient and effective manner.*
- **Instructional Leader Role:** An emphasis on teaching and learning - the actions that a principal takes to insure that teaching quality and curriculum are optimized to insure all students own their learning and achieve at an appropriate level. *The driver for being effective in this role is an unrelenting focus on student needs and outcomes, and the desire and ability to be influential in shaping everyone's goals and behaviors in support of student learning.*
- **Inspirational/Motivational Leader Role:** An emphasis on engaging all school staff, and the school community, in the functioning of the school, i.e., meeting school goals. This includes creating a climate that is characterized by clear communication, collaboration, and cooperation - it's a place that students and staff thrive and want to be. *The driver for being effective in this role is the desire to be influential in creating a sense of community and shared vision that helps everyone buy-into and support school goals.*

Emphasis required for each role will vary over time, and depends on the specific situation the school leader finds him/herself in and the goals that have been set for improving school performance.

SCHOOL LEADER SKILLS & TALENTS

The effective execution of the three roles described above depends in large part on the skills and talents the leader demonstrates and applies to his/her advantage when required by situational demands. Through research, CSSR has identified 26 skills and talents that are demonstrated by effective principals. The skills/talents have been grouped according to the three main roles. However, while they have been assigned to the role they most support, some of the skills/talents will support multiple roles.

MANAGER/ ADMINISTRATIVE ROLE	INSTRUCTIONAL LEADER ROLE	INSPIRATIONAL/ MOTIVATIONAL LEADER ROLE
1. Results Driven(H) 2. Work Ethic(H) 3. Accurate Self-Assessment(M-H) 4. Objectivity(H) 5. Systems Orientation(M) 6. Technical Skills(L-H)	7. Student Focused(M) 8. Penetrating Insight(H) 9. Data Driven(M) 10. Courage(H) 11. Compelling Vision(M-H) 12. Sense of Urgency(H) 13. High Expectations(M-H) 14. Talent Management(M) 15. Team Building (M-H) 16. Communication (M-H) 17. Flexibility(H) 18. Pragmatic(M-H)	19. Leader Self-Image (H) 20. Self-Confidence(M-H) 21. Professionalism(M-H) 22. Accurate Empathy(M-H) 23. Delegation (L-M) 24. Motivating/Influencing(M- H) 25. Political Savvy(H) 26. Strategic Relationship Building(M-H)

- A “Level of Effort” designator is assigned to each of the skills & talents. This is the letter, L (Low), M (Moderate), H (High), or a combination of same, that follows each of the skills/talents. This reflects the level of effort required to enhance (if already present to some degree) or to acquire each of the skills/talents listed. This is particularly important when making selection and/or development decisions.
 - It is also worth looking at the color designator that is applied to the skill/talent number.
 - Red Number = Influence thinking driven.
 - Blue Number = Task thinking driven.
 - **Black Number = Driven by another personality factor such as a particular trait.**
- You will note that the Manager/Administrative leader role is driven to some degree by a strong “Task” orientation, while the Instructional and Inspirational leader roles are driven almost exclusively by a strong “Influence” orientation. The higher up you go in an organization, the more the ability to think and act with influence becomes the determining factor for success.

Peer-Supported Professional Development (Teacher Teaming)

This training will introduce teams to methodologies for implementing effective teaming practices (e.g., creating common purpose, group work protocols, communication system, etc.), as well as the roles and responsibilities of team members. Teacher teams will explore ways to increase teacher collaboration and student involvement through integrated units. This workshop will help teacher teams identify their most important issues of concern, and provide them with time to develop a preliminary action plan to address them. All work being done will be connected to measurable outcomes. Additionally, participants will also learn about effective ways to build partnerships through communication between the team, the students, administration, and the home. CSSR will bring years of expertise and training to the conversation.

CSSR Best Practice Essential Success Factors: *We will focus in on three key essential success factors at Roosevelt High School as part of Peer-Supported Professional Development.*

B. PROFESSIONAL LEARNING COMMUNITY BEST PRACTICES	
7. <u>Teaming:</u>	Members of the staff collaborate in both interdisciplinary and discipline specific teams including staff and (in high schools) students to develop and implement the school's learning goals.
8. <u>Common Planning Time:</u>	Common planning time is regularly scheduled and amounts to 30 minutes for every hour of instruction.
9. <u>Continuous Skill Improvement:</u>	The school is a professional learning community that focuses on the skills and knowledge required to ensure that administrators, teachers, and other staff members continuously improve in their ability to address students' intellectual and emotional needs as they relate to improved student outcomes.

CSSR Workshop Materials: *The following strategies are part of the CSSR library for developing high performing teams that serve as the engine for change and will sustain initiatives over time. Changing a school culture requires effective team development and training.*

THE HIGH PERFORMING TEAM

*The Basics**

Overview

Schools do their best work when there is a true sense of community, and the important work gets done through high performing process teams. Teams are particularly important in high demand environments - which schools are, particularly high schools. It's important that everyone recognize that **teams are the engine and sustainers of positive change!**

Strong leadership will always be important to the success of a school, but closely held leadership, within a few key people, does not provide the leadership and system/infrastructure capacity that comes with a team-based structure and culture. The value that high performing teams contribute includes:

- Improved student performance
- Collaborative/distributed leadership
- Leadership and system capacity enhancement
- Shared workload
- The creativity and innovation that come from team problem solving and goal setting
- Enhanced team member skills
- A sense of community and common vision
- Change leadership and champions
- Support for the demonstration of courage - which is essential when initiating major changes
- Reduced stress

The Creation of a High Performing Team (HPT)

There is a clear methodology that goes into the creation of the HPT. If the development of HPTs is not something the school has expertise in, it is recommended the school engage an expert to assist them in the process. The HPT is a sophisticated organization in and of itself. The difference between the HPT and an ad hoc task team, or a team that lacks

a formal structure and charter, is huge. HPTs are characterized by the discipline that comes with a formalized structure, policies, and procedures. **Most school teams do not reflect HPT best practices.**

* This document provides a framework for process team development. The concepts presented are supported through the use of many relevant tools developed and tested by CSSR.

Some of the key elements that go into HPT development are as follows - the list reflects a recommended sequence of team development activities.

1. Create the Team

- School leadership decides to create a team (or multiple teams) for the purpose of developing and implementing key changes (new programs/practices, etc.) and/or to have ongoing and meaningful input into how the work of the school gets done.
- Initial team members are recruited, and the team provided with a general purpose by leadership (the purpose to be refined quickly, and finalized through discussions between the team and leadership - which may be the principal or a team of administrators).

2. Determine the HPT Purpose

- School values are clarified and agreed upon by the school community. This provides a common platform for decision making and goal setting across leadership and all teams.
- The work of the HPT is defined. The work must be meaningful for team members to be motivated and committed to doing the work. The work of the HPT usually falls into one or more of the following categories:

<ul style="list-style-type: none"> - Provide information and/or specific expertise to school leadership and/or the school community - Provide recommendations (e.g., around specific initiatives, policies, or practices) - Make decisions (within a specific arena and with a defined scope) - Provide a vehicle for communication within the school 	<ul style="list-style-type: none"> - Educate the school community re: designated topic/practice areas - Develop and oversee sub-teams, e.g., communication & buy-in and data/research teams - Champion initiatives, e.g., the development and implementation of specific best practices
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3. Develop the HPT Infrastructure

- Identify team roles, e.g., team leader, facilitator, recorder, timekeeper, liaison (e.g., to other teams), etc. It is necessary to get the structure in place as quickly as possible to be able to make decisions and to do the work.
- Identify appropriate team membership. Now that the values and work of the HPT have been defined, appropriate team membership can be determined. Recruit members based on this.
- Identify and form sub-teams - which then go through the same steps to define how they will create value for the HPT and school community.
- Identify the criteria/qualifications for each of the key team roles, and identify someone to fill each role.
- Provide professional development for those taking on the HPT roles so they can execute the roles effectively.
- Develop team policies, procedures, practices, e.g., operating guidelines, meeting protocol, decision making process, and documentation.
- Create the overall HPT role description and charter.
- Determine what resources the team will need to do its work, and insure they are available.

4. Check Alignment

- Insure the work of the team is aligned with the school's values, vision, and mission.
- Communicate what the work of the HPT is to the school community through the team charter.
- Conduct a "team audit" that captures what the purpose and decision authority is of all major teams in the school. This is to insure redundancies can be identified and eliminated, and that gaps get filled. It is essential that role boundaries at the individual and team levels are crystal clear and make sense.

5. Do the Work

- Create a meeting schedule.
- Do the research and analyze the data.
- Set goals and create detailed action plans to meet objectives. Set realistic milestones. Insure that goals align with the school values, vision, mission, and other existing goals.
- Create a monitoring process to assessing progress against goals.
- Start the work and monitor progress. Make adjustments as necessary to meet goals.
- Communicate obstacles, progress, and successes.

Challenges

The development of HPTs is a challenge for all involved, and must be recognized and managed from the start! For example:

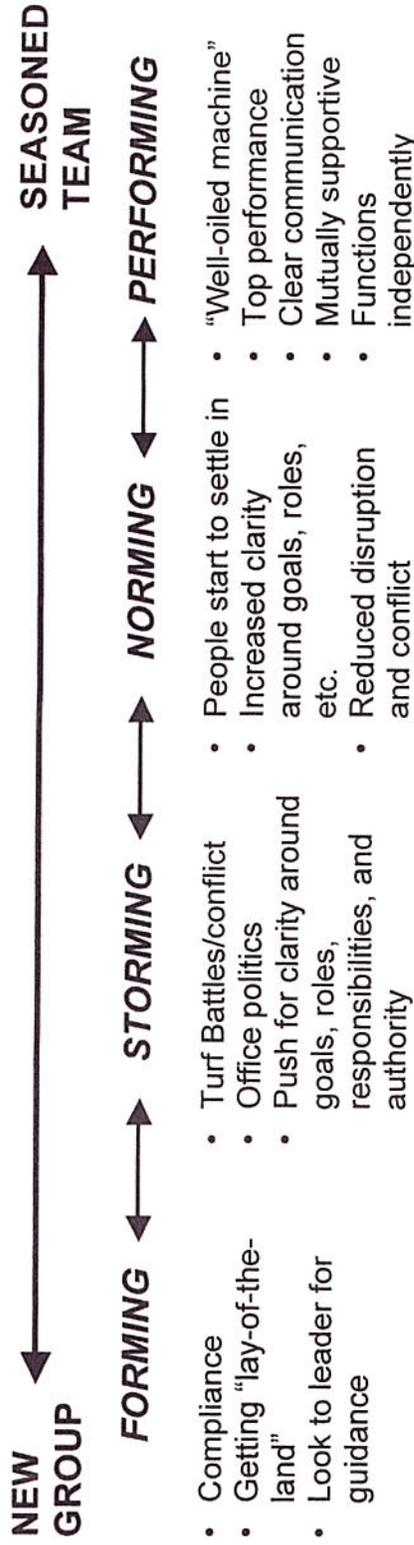
- **School Leaders:** Leadership has to get comfortable with a perceived relinquishment of power and control - moving to a team-based structure always makes leadership nervous!
- **Team Members:** For those contemplating joining the team team, the promise of doing meaningful team-based work is appealing, but the effort required is always underestimated. Being empowered means work and accountability!
- **Trust:** If leadership is perceived as being top down and controlling, people will be skeptical that the team will really be empowered to do meaningful work. It takes time to build trust and credibility, and it takes time to change the structure and culture required to support a team-based approach. ***People need to have patience and stay engaged during the process, even if it is uncomfortable - which it usually is!***
- **Honesty:** Candor is an essential ingredient in coming to a consensus on school values, and in creating a team that will function well. Emotions often run high when people are provided the opportunity to play a significant role in determining how work gets done - particularly if they have not felt empowered in the past, or have a particular axe to grind. People need to vent, but it must be done in a fashion that respects the dignity of others. This is why clear team operating guidelines are essential, and must be enforced by those in team leadership roles. The energy reflected in strong positive and negative feelings needs to be channeled into meaningful decisions and work.
- **Time:** Creating an effective HPT takes time. It can be done in several full day-long retreats over a couple months, or in smaller segments over a longer time period. People need to recognize that it can't be rushed and steps can't be skipped. A strong infrastructure needs to be in place before the team can do its work effectively.
- **Resource Limitations:** The lack of time, or people with time, or money to support additional time put in by faculty are always an issue that must be managed. Bumping up against contract restraints often must be addressed.
- **Stages of Group Development:** All teams go through a development process characterized by four stages - as depicted on the next page. It's important for everyone to recognize and be prepared for this. The stages can't be

skipped, but they can be shortened with effective team leadership and facilitation. Putting your best people into key team roles is very important.

STAGES OF GROUP DEVELOPMENT*

1. *The Maturing Process*

All teams/groups go through a maturing process that is described in four stages of development:



AUTHORITATIVE ← **Leadership Style** → **PARTICIPATIVE**

2. Getting Stuck

Teams may never progress beyond the *STORMING* stage if they are bombarded by constant change or subjected to ineffective leadership.

* Concept developed by Bruce W. Tuckman: Tuckman, B. & Jensen, M. (1977). Stages of Small Group Development Revisited, *Group and Organizational Studies*, 2, 419-427.

3. Regression

Reaching the *PERFORMING* stage is no guarantee the group will stay there. Even the best-intentioned and skilled team will regress to any earlier stage if impacted by the following variables:

- A change in goals/priorities
- New activities have been introduced
- Change in authority structure
- Addition or loss of team members
- New leadership or leadership style
- Change in technology
- Loss or increase in resources

4. Leadership

It is the leader's job to assist teams to move through the stages as quickly as possible. This means using the right Leadership Style and Influence Strategies at the right time.

Characteristics of the HPT

The process-based HPT focuses on both “what” must be accomplished and the process “how” for doing so. When faced with a problem to be solved or a goal to be attained, the options are to assign the work to an individual, a task team, or a process team. The individual is the right solution when that person has all the expertise and time required to get the job done. The task team is the right solution when speed is of the essence and the expertise required is contained within the team. The process team is the way to go when quality, complexity, capacity development and scope of the work are key aspects of the assignment. The comparison below is helpful in understanding the difference between process and task teams.

HPT/Process Team	Task Team
<ol style="list-style-type: none"> 1. Goal attainment is complex with an emphasis on the quality of the outcome 2. Focus is a balance of what must be done and the process employed to get there 3. Level of effort is not clear initially, and creativity is required 4. Is a complete organization unto itself 5. Need for clear roles and role interdependencies 6. Typically contains 8 or more members 7. Expertise may be required from external sources, and is often cross-functional 8. Devotes some time to the skill development of members 9. Life of the team typically is longer than 6 months 	<ol style="list-style-type: none"> 1. Goal is well-defined and limited in scope with an emphasis on speed of attainment 2. Focus is on what must be done 3. Level of effort is well-defined and known ahead of time 4. Possesses limited organizational elements 5. Little need for the development of roles or interdependencies 6. Typically contains 6 or less members 7. All the expertise required is contained within the team is less broad 8. Devotes all it's energies to goal attainment in the shortest time possible 9. Life of the team is typically less than 6 months

Getting Your HPT off the Ground

Starting below, identify which of the questions, if answered, would improve the functioning of your team. Note what already is in place versus what still needs to be done.

1. Why do we exist - *what is our purpose?*

- Are the values, vision, mission, and overall school goals sufficiently clear and compelling to guide the team in its goal setting, planning, and action?
- Is the goal of our team to identify or create a goal, accomplish a goal, or identify potential problem solutions? Do we know exactly what our work is?
- If the goal is pre-set, is there any flexibility in refining the goal?
- Are there any limits/parameters on how our goals can be reached?
- How long will we exist, and/or do we have the ability to determine the answer to this question?
- What are the limits of our authority?

2. How does *work get done?*

- What is the model of organizational functioning that we operate by?
- What are the rules (policies and procedures) by which we operate, e.g., how often do we meet?
- What will our basic meeting protocol be?
- What is our decision process?
- What is our goal setting and planning process?
- What is our communication process?
- What is our conflict resolution process?
- What are our data collection and management processes?
- What is our documentation processes?
- What resources are required and how do we get them?
- What is our work assignment process?
- How do we insure that team member workload is equitable?
- How do roles interact?
- How much time will be required of the team in general, and for specific team roles, e.g., the team leader?

3. Who should be on the team?

- What capabilities are required to meet our goal?
- What stakeholders need representation?
- What is the optimum number of members for goal attainment?
- Will expertise external to the team be required?

4. What roles are required - both internal and external to the team?

- What governance structure will maximized our chances for success?
- How are roles defined and what are they?
- What roles are required to make this team a “learning organization?”
- What is the life span of each role?
- What capabilities must be imbedded within each role?
- How are roles assigned?
- Will roles be rotated for skill development purposes?

5. How do we measure our functioning, progress, and success?

- What are our progress and success measures?
- Who has responsibility for monitoring progress?
- How is feedback employed to improve functioning?
- What measures do we owe people outside the team, and how often?
- What is the performance appraisal process for team members?
- How will we deal with sub-par performance?
- How will we reward particularly good performance?
- How does team performance impact each individual's performance appraisal, to include impact on pay and career opportunities?

6. What are our influence requirements as a team?

- What type of individual and organizational resistance issues will we encounter in doing our work and presenting our results?
- Will we have to sell our findings and recommendations?
- Who will we need to influence and to what end?
- Will a communication and influence team be required, i.e., a sub-team?

Summary: HPT Key Points

1. HPTs take time to get their legs under them.
2. Only engage in developing rules, processes, and roles to the extent they are necessary to accomplish team goals.
3. Clear roles are essential to effective HPT functioning.
4. A formalized meeting structure/protocol is essential to effective team functioning. Key elements include:
 - Pre-set agenda
 - Clear objectives
 - Contracting
 - Note-taking
 - Goal/task assignment process
 - Progress check
 - Debrief
5. A HPT workbook for all team members and key stakeholders is essential.
6. The team will go through the stages of group development, i.e., forming, storming, norming, and performing.
7. Don't shortcut the team development process in terms of process, policy, and role development.
8. Even though there is an emphasis on process, this is still in the service of getting results and enhancing your school's capacity - it's not activity for it's own sake.
9. Because being a member of a HPT is time consuming, find ways to help everyone take things off their plates.

Keep in mind this is a cross-country flight, and not a short hop. Buckle your seat belt, as there will be turbulence along the way! However, don't lose sight that there is a significant payoff by the time you land.

Creating a Student-Centered Culture via a Purposeful Advisory Program

Developing a Purposeful Advisory Program

CSSR will help school teams of administrators, teachers, and even students create a vision for advisory groups in their own school that is based on theory, research, and field expertise. Teams will develop specific purposes for the advisory program and explore the school procedures and structures that can support or diminish the success of advisory groups. In addition, participants will learn about content and a wide range of activities that can be used for advisory groups, investigate assessment mechanisms, and identify approaches to create long-term sustainability of advisory groups. CSSR will provide technical assistance around team development, curriculum, teacher training, and student understanding of advisory.

CSSR Best Practice Essential Success Factors: We will focus in on three key essential success factors at Roosevelt High School as part of Effective Advisory Program development.

C. PERSONALIZED LEARNING BEST PRACTICES	
10.	Individual Learning Plans: Each student has a <i>Personal Plan for Progress</i> reflective of individual learning styles, histories, interests, and aspirations. It documents an engaging process that includes student introspection, goal setting, community-based explorations, progress review, and reflection - all demonstrated through biannual student led conferences.
11.	Relationship/Student Advocacy: Every high school student has a <i>Personal Adult Advocate</i> (advisor) that meets with him/her individually, or daily in a small group daily, e.g., advisories. The purpose is to help each student personalize his/her educational experience and foster a sense of belonging. Advisory sessions encompass relationship/social, academic, and civic responsibility focused content, and prepares students for the college admissions process, including the completion of the FAFSA.
12.	Family Engagement: Students' families are engaged as partners in their students' education, e.g., they are active participants in student led

conferences and as reviewers of exhibitions. They are an integral part of every aspect of a their students' education.

CSSR Workshop Materials: *The following strategies are part of the CSSR library for developing an effective school advisory program that has a clear purpose and supports the academic, social, and emotional needs of ALL students.*

Initiative Implementation - Blending Both Sets Of Best Practices: Example

The chart starting on the next page is a simplified example of a typical CSSR engagement, with the goal being the design, development, implementation, and sustaining of a student advisory program. The introduction of a major strategy usually takes 12 months or more to prepare for. Whenever CSSR assists with the introduction of an education best practice/strategy such as advisories, it follows a process that insures that rigor has been employed in the design and implementation process. The six initiative development elements are:

- **Purpose:** clear identification of the purpose of the strategy/initiative (what purpose will the advisory initiative serve?)
- **Structure/Organization:** how the delivery of the program is designed (what grades are included; how often does it meet; how many students; how long does it meet; how many advisors; etc.?)
- **Content:** the topics covered based on the purpose and time afforded by the structure (will the focus be relationship building; academic support; emotional & social growth; postsecondary readiness; etc.?)
- **Assessment:** how progress and success will be measured (what will be measured; how often will measurements be taken; who does the measuring; how will the results be used; etc.?)
- **Leadership:** oversight of the fidelity of design and implementation (who has responsibility for the process employed; who manages the resources and their allocation; who insures that communication & buy-in occur; etc.?)
- **Skill Development:** the development of the skills required to implement the initiative (what skills are required by the advisors; what skills are required to assess and lead the initiative; etc.?)

The chart displays how the six elements are blended with change leadership practices to insure the success of the strategy, in this case, the implementation of a new advisory program.

<p>11. Developing the advisory STRUCTURE</p> <p>14. Vetting the STRUCTURE with key stakeholders and making revisions</p> <p>16. Developing the advisory CONTENT</p> <ul style="list-style-type: none"> • topics • curriculum (this may take time if the curriculum is unique) 	<p>12. Conducting an initiative mapping and ownership exercise</p> <p>13. Conducting an off-the-platter analysis - creating conditions that foster commitment and accountability</p> <p>15. Identifying the potential impacts of the STRUCTURE on current practices, structure, policies, etc.</p>
<p>18. Vetting the CONTENT with key stakeholders and making revisions</p> <p>20. Developing the advisory ASSESSMENT process</p> <p>21. Vetting the ASSESSMENT process with key stakeholders and making revisions</p> <p>22. Developing the advisory LEADERSHIP process</p> <ul style="list-style-type: none"> • Identifying the advisory leader <p>23. Vetting the LEADERSHIP process with key stakeholders and making</p>	<p>17. Development of detailed role descriptions - before and after - for those impacted by the introduction of the advisory program. Stakeholders are engaged in this process to insure accuracy and ownership.</p> <p>19. Identifying the potential impacts of the CONTENT on current practices, structure, policies, etc.</p>

<p>revisions</p> <p>26. Identify advisory SKILL DEVELOPMENT requirements for advisors and others whose roles have changed or where new roles have been identified</p> <ul style="list-style-type: none"> • Create and vet PD plan with stakeholders - refine as necessary <p>27. Conducting PD activities</p> <p>28. Implementing advisories</p> <p>29. Implementing the ASSESSMENT process - make advisory program adjustments as required</p>	<p>24. Identifying the potential impacts of the ASSESSMENT and LEADERSHIP processes on current practices, structure, policies, etc.</p> <p>25. Making appropriate adjustments to practices, structure, policies, etc. required to support the effective implementation of the advisory program (PURPOSE, STRUCTURE, CONTENT, ASSESSMENT, LEADERSHIP)</p>
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Scheduling (continued from 2010-2011 SIG technical assistance)

Developing a Personalized Schedule for Learning and Teaching Success

Often high school redesign efforts are impossible because the schools are locked into schedules that don't allow for the implementation of the initiatives that schools want and need. To address this issue, CSSR will assign two of the most highly regarded individuals that can develop innovative schedules to lead to dramatic changes in achievement. CSSR, lead by the organization's President, Joe DiMartino, will work with the building leadership teams to consider the outcomes desired with a scheduling change by being certain to include all stakeholders within conversation.

CSSR Best Practice Essential Success Factors: *Our work will focus in on two key essential success factors at Roosevelt High School as part of personalizing teaching through an effective school schedule professional development.*

D. PERSONALIZED TEACHING BEST PRACTICES
13. <u>High Expectations:</u> To promote a culture of high expectations for all, students are <u>heterogeneously</u> grouped in all subject areas - tracks are eliminated.
16. <u>Schedule:</u> The school employs a flexible schedule that allows better use of time in order to employ the best practices required to meet the individual needs of students to ensure academic success.

ROOSEVELT UNION FREE SCHOOL DISTRICT

Overall LEA SIG Application

New York State Education Department
LEA School Improvement Grant Application
Under 1003 (g) of the Elementary and Secondary Education Act of 1965

Overall LEA SIG Application
Request for Information: Roosevelt UFSD

Question and Indicator	Answers include:	Partial	Minimal	Absent	Request for Information
<p>Question 1: Capacity</p>	<p>• If LEA is claiming lack of capacity, then specific reasons are listed</p> <p>• Description of comprehensive plan to create climate for successful implementation of models. For example, LEAs may demonstrate capacity to fully implement the four models through taking the following actions:</p> <ul style="list-style-type: none"> ○ Submission of any revised collective bargaining agreements that support full implementation of models or a jointly signed letter indicating the status of discussions. ○ Creation of a teacher evaluation system that includes student growth in academic achievement as a significant factor. "Significant" will be defined pursuant to NY's Round 1 and, if submitted, Round 2 Race to the Top applications. ○ Hiring a fulltime School Implementation Manager (SIM) for each PLA school. A SIM will be equivalent to an assistant 	√			<p>Please provide a copy of the agreement between the district and the union regarding the revision of the collective bargaining agreement to support implementation of Education Law 3012-c, signed by both the district and the union. <u>See attached letter</u></p> <p>Please provide additional information on the progress made so far in the revision of the collective bargaining agreement. <u>Meetings held with RTA, counsel, Central office, BOE and Supt to review contract and negotiations.</u> <u>Contract language has been revised and changed in old contract and send for typing which was agreed upon with RTA and District.</u></p> <p>On page __, RUFSD describes workshops that district administrators and the principal will attend. However, those professional development opportunities appear to only take place once a year. Please provide additional information on any regularly</p>

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Question and Indicator	Answers include:	Partial	Minimal	Absent	Request for Information
	<p>principal and will assume most non-instructional responsibilities in the school.</p> <ul style="list-style-type: none"> o Requiring Principals of PLA schools to complete training focused on strategies for implementation of chosen models. o Establishing an LEA Turnaround Office or Officers to manage the school-level implementation of the models and coordinate with NYSED. o Adding at least one period of instructional time per day and/or extending school year for each PLA school. o Providing each teacher in PLA schools, 90 minutes of time dedicated to professional learning communities. o Providing at least 10 days of site-based training each school year for all teachers in PLA schools. o Providing training to new teachers that join PLA schools after the implementation of the model has begun and throughout the three year grant period. o Identifying partner organizations and the role that 				<p>occurring professional development provided to the school leadership. <u>Professional Learning Communities, NASSP, Model School Conference, Harvard Leadership Institute.</u></p> <p>Please provide additional information on the roles of Scholastic, the International Center of Educational Leadership, and Nassau BOCES.</p> <ul style="list-style-type: none"> • What specific services will they provide, to whom, and how often? <u>BOCES will continue to provide Technical Assistance with the master Schedule, Training on Common Core Standards</u> • How were these organizations selected by the district? <u>Through conferences attendance site visits</u> • How will the services provided by these organizations be evaluated for effectiveness? <u>All services will have representation at monthly curriculum council meetings. These meetings will focus established school-wide goals and objectives to determine effectiveness of support provided.</u>

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	<p>they will play in supporting implementation of a model.</p> <ul style="list-style-type: none"> • Description of the ability of LEA to allocate to identified schools additional amount of funds if needed, to implement four models, from other funding sources 				<p>Note: The planning grant (\$300,000) was used to lay the foundation in developing a climate suitable for the implementation of the transformation model.</p>
<p>Question 2: Obstacles</p>	<ul style="list-style-type: none"> • Identification of any obstacles • Description of practical plan to address obstacles, with responsible parties and timeline • Submission of any plans to revise collective bargaining agreements that support full implementation of models 		√		<p>RUFSD referenced a “new evaluation tool being piloted in 2011-2012”. Please provide more information on this tool, and on how administrators and teachers will be trained in its use. <u>Workshop flyer attached for PD with Larry Aronstein to develop tool and signed on with BOCES as Network team to receive training on APPR to develop the new tool for evaluation. District is also looking into purchasing OSAY a component of Mylearningplan.com to handle APPR data</u></p> <p>On page 16, RUFSD stated that “the school district cannot provide the high school with the appropriate staffing to support all academic,</p>

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Question and Indicator	Answers include:	Partial	Minimal	Absent	Request for Information
					<p>social, and emotional deficit areas for student needs.” Please provide information on what staffing areas will be left open, even with the infusion of SIG funds. <u>The District has provided all staff necessary for instructional programs utilizing grant funding to secure positions. The additional staff needed to support implementation was written into the SIG such as SIM position.</u></p> <p>Please provide information on how RUFSD is planning to address the gang problem, cited as an obstacle on page 16. <u>STRACHAN/France- The school is implementing school-wide advisory, and implementation of a character education curriculum that will focus on anti-bullying, tolerance, and team building. All teachers will be expected to participate in training and support staff.</u></p>
<p>Question 3: LEA Activities and Personnel, Timeline</p>	<ul style="list-style-type: none"> • Identification of appropriate numbers of personnel for technical assistance and monitoring, with description of duties • Description of planning, implementation, technical assistance, monitoring activities for LEA over three year grant period • Focus on September 2011 implementation in identified schools 		√		<p>Please provide additional information on the proposed timeline of services on pages 19-21. Specifically, include a more detailed description of activity/services listed, identify the person responsible for accomplishing the activity or service, and if the activity and service will be happening regularly over the course of the grant, provide a description of what SED staff can expect to see in the school at each point in the grant period. STRACHAN- are they asking us to redo the chart?</p>

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Question and Indicator	Answers include:	Partial	Minimal	Absent	Request for Information
					<p>Please provide additional information on why the selection and hiring of a school improvement manager will happen from Fall 2011-2013. <u>Typographical Error</u></p> <p>The district did not include a description of the technical assistance and monitoring activities over the three year grant period. Please provide this information. <u>District walkthroughs, oversight of SIM with HS principal, updates to BOE, and Supt. attendance at PD and meetings with consultants, review of evaluations and feedback from PD, meetings with HS principal and Administrative team as needed. Monitoring of student achievement, Report cards, AIS, etc.</u></p> <p>Please provide additional information on how the district will monitor and coordinate the efforts of the various consultants listed throughout the application. <u>Consultants are required to present to BOE, Supt. and community proposal overview and final report. They call and debrief after each session. I also get a written report and copy of PPT or information shared at PD. Staff evaluate PD provided and presenter which is sent to me. I attend PD at least to overview or send representative if I am unable to attend the sessions. Students work which</u></p>

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Question and Indicator	Answers include:	Partial	Minimal	Absent	Request for Information
<p>Question 4: Implementation Plans and Baseline Data Forms</p>	<ul style="list-style-type: none"> • LEA submits Model Implementation Plans and Baseline Data forms for ALL Tier I and II schools the LEA commits to serve • ALL Model Implementation Plans are judged Complete, according to the Model Implementation Rubric. • Milestone actions for selected models will occur in 2011-2012 school year. 	√			<p><u>show proof of implementation of PD, Teachers strategies learned from PD being utilized in classes and Administrators feedback on implementation by teachers. Administrators knowledge based enlarged</u></p> <p>Baseline Data for Roosevelt High School was provided.</p> <p>The Model Implementation Plan submitted for Roosevelt High School has not been judged complete. Please see the Model Implementation Plan Request for Information.</p>
<p>Question 5: Goals</p>	<ul style="list-style-type: none"> • Annual goals the LEA has established for monitoring student achievement on the State's assessments in reading/language arts and mathematics in identified schools • LEA's plan for assessing school progress on meeting those goals • LEA's plan for monitoring the implementation of the four models 		√		<p>Milestone actions for the selected model will occur in the 2011-2012 school year.</p> <p>The district did not provide goals for the leading indicators. Please provide these goals.</p> <ul style="list-style-type: none"> • <u>Development of Common assessments and backward planning.</u> • <u>Administer a standardized high school entrance exam for new students and incoming freshmen</u> • <u>Integrate content area literacy into subject areas</u> <u>Implement a college and career center for students</u> • <u>Schedule common planning time for teachers</u> • <u>Implement a school wide block schedule to ensure mastery of content</u>

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Question and Indicator	Answers include:	Partial	Minimal	Absent	Request for Information
Question 6: Consultation	<ul style="list-style-type: none"> • Description of consultation process and any relevant outcomes • Completed APPENDIX C: Consultation and Collaboration Form • Consultation is consistent with the State School Governance Law for New York City, Part 100.11 and the LEA's Title I parent compact. 		√		<p>On page 23, RUFSD states that "Roosevelt High School will have access to robust tools and technology to analyze student learning and other data on regular basis." Please provide additional information on these tools, and describe how teachers and administrators are being trained in the use of these tools. <u>LI Cares – Technology Grant, I Design Game, RRT, READ 180, System 44, Fast Math, Power School Grade book, Data Warehouse, Teacher Interface, etc.</u></p>
					<p>Throughout the application, RUFSD has referred to the constant collaboration and consultation with local unions. Please provide specific information on when and how the district has collaborated with the union on the plan and the revisions to the collective bargaining agreement. <u>Attached meeting dates with the RTA, interviewed and established a APPR committee, set up PD for APPR (2days) with Committee, Admin attended APPR PD with same consultant and Admin Retreat as PD with same consultant in Aug.</u> <u>Supt and RTA with counsel and administrators have on-going negotiations meetings</u> <u>Parents and RTA was a part of the SIG committee at the HS which helped to write</u></p>

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Question and Indicator	Answers include:	Partial	Minimal	Absent	Request for Information
Budget	<ul style="list-style-type: none"> • Detailed description of expenditures in the budget narratives, with justification provided in connection to goals, required actions and specific intervention models. The costs of the proposed project (as presented in the budget and budget narrative) are reasonable and the budget sufficient in relation to the objectives, design, and scope of project activities. • Description of amount of school improvement funds to be used to implement the selected model and activities in each school the LEA commits to serve • Detailed description of school improvement activities for each Tier III 	√			<p><u>the SIG application.</u></p> <p>Please provide information regarding lack of parental involvement on Spring 2010 redesign committee. <u>Parents were involved in Needs Assessment with CSSR, JIT Review, and Community meeting help to discuss HS redesign. Meeting dates were sent out to PTA and asked for representation. The information was also shared at BOE meeting. We have provided workshops and conference information to parents. Parents are a part of the SIG committee and HS.STEELE</u></p>
					<p>Please provide additional information for quantity and unit costs for listed items on FS-10 pages 4, 5 and 7. <u>PLEASE SEE REVISED BUDGET</u></p>

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Question and Indicator	Answers include:	Partial	Minimal	Absent	Request for Information
	school (if applicable) identified in this application.				

ROOSEVELT UNION FREE SCHOOL DISTRICT

Scholastic Achievement Partners/ICLE

***Comprehensive School Reform for Roosevelt Union Free School District
In partnership with the International Center for Leadership in Education***

Roosevelt Union Free School District (RUFSD) is embarking on an ambitious series of initiatives to drive higher levels of student achievement and success through their School Improvement Grants. The grants have articulated a powerful concept focused on improving academic achievement, the quality of instruction, school culture and climate.

During our telephone conference on April 26, you shared a number of key points regarding your reform agenda and your need for assistance in making these changes a reality. The International Center for Leadership in Education (ICLE) recommends and is prepared to assist with the following plan for improvement in the quality of instruction and leadership at Roosevelt HS:

- ***Component 1- Strategic Planning.*** The strategic planning process is designed to bring administrators and teachers together as a team to identify the strengths and areas of need of the school and to make decisions on how to bring about needed improvements.
- ***Component 2- Professional Development for School Leaders.*** Professional development workshops, delivered by ICLE consultants, focus on topics that have been shown to improve instruction and leadership and increase rigor and relevance in the classroom.
- ***Component 3- Monthly Job-Embedded Executive Coaching.*** Executive coaching is built on the foundation of rigor, relevance, and relationships for all and provides a practical approach for the school leadership team. Leadership teams work directly with a consultant to understand and embrace the fundamental components of leadership.

Component 1- Strategic Planning

Based on the data collected during our initial meetings with district and school leadership, ICLE will assist in the development of an action plan for the school. Strategic planning will consist of work by the school leadership team with an ICLE consultant, who will facilitate the process to create consensus around priority goals and develop strategic action plans for each priority goal.

DELIVERABLE:

- **Priority Goals/Strategic Action Plan**
ICLE will facilitate the development of an action plan for the school. Strategic planning will consist of three-days of work by an ICLE consultant with the school leadership team to:
 - Create consensus around priority goals for improving instruction
 - Develop strategic action plans for each priority goal

Component 2- Professional Development for School Leaders

ICLE provides professional development through different models: whole group and train-the-trainer workshops, multi-day institutes, and monthly job- embedded coaching. Our work is researched-based and will assist teachers and administrators in providing all students the education they need to prepare them for the world they face today and the future that lies ahead. The best way for Roosevelt HS to build the capacity within the school to sustain a climate of continuous instructional improvement is by training a cadre of school leaders to become turn key trainers for the rest of the staff.

DELIVERABLE:

- **3-Day Summer Institute – Summer 2011**

The Summer Institute is designed to build capacity to support the use of the Rigor/Relevance Framework® to plan instruction and assessment. The training sessions include techniques and strategies to ensure that classroom instruction is academically rigorous and real-word relevant. Resources and tools from ICLE are introduced to provide classroom teachers with a comprehensive overview of the Rigor/Relevance Framework and its many applications. Areas of focus include:

- Using data to inform instructional decisions
- Defining rigor and relevance
- Planning instruction
- Choosing instructional strategies
- Planning assessment
- Creating Quadrant D – Gold Seal Lessons*

Two consultants will provide 3 days of intensive training for the identified group of turn-key trainers.

Component 3- Monthly Job-Embedded Executive Coaching

Following the summer training, ICLE will provide continued support to Roosevelt HS through a focused program of job-embedded executive coaching that will be aligned to the priorities identified in the strategic action plan.

An ICLE executive coach will provide job-embedded coaching and additional support over the course of the year to help reinforce and successfully implement the skills and strategies communicated in the upfront trainings **(2 days per month or 20 days over the course of the year)**.

Through this collaborative process, the following skills and knowledge will be addressed:

- Using data to inform decisions about curriculum, instruction, and assessment and drive student performance
- Leading instructional change by implementing a well defined curriculum grounded in rigor, relevance, and relationships and aligned to the CCSS
- Ensuring effective teaching practices that focus on college and career readiness and 21st century skills
- Engaging, communicating, and collaborating effectively with stakeholders, community, media and teacher unions

SCHOLASTIC
ACHIEVEMENT PARTNERS

BUDGET SUMMARY

<i>ITEM</i>	<i>Total Cost</i>
Strategic Planning- 3 days	\$10,800
Summer Institute- 2 consultants/3 days	\$21,600
Instructional Coaching- 2 days per month for 10 months	\$72,000
Total for Roosevelt HS	\$104,400

** Includes travel expenses*

ROOSEVELT UNION FREE SCHOOL DISTRICT

Model Implementation Plan (Transformation)

New York State Education Department
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Model Implementation Plan (Transformation)
Request for Information: Roosevelt High School

Model Implementation Plan Question and/or Requirement	Partial	Minimal	Absent	Request for Information
<p>1. Needs analysis completed for school. Includes description of needs analysis process, data used, and major findings.</p>				<p>According to the Baseline information for Roosevelt High school:</p> <ul style="list-style-type: none"> • <u>The teacher attendance rate is 78%. Hire and recruit highly qualified staff and provide on-going PD that is job embedded on “Best Practices”, Differentiated Instruction, etc</u> • <u>The drop-out rate is 25%. Tutorials in Jan, June, and Aug. for Regents exam, Extended time in class, Block scheduling, RRT, Odysseyware, READ 180, for technology enhanced lessons. Alternative academy, SMART Scholars Partnership, Virtual Academy for credit recovery- RRT and Odysseyware, Mock Regents exams, etc.</u> • <u>The participation rate for students in the Latino subgroup on state assessments is 81%. Utilize on-going Connect Ed to call students in Spanish to attend regents assessments, tutorials in the summer-start 2011-July-Aug. and on-going notifications sent home in Spanish and on the website ;Guidance meeting with students</u> <p>Please provide specific information on how the district is planning to address these issues.</p>
<p>2. Description of connection between major findings of needs analysis and model chosen for school</p>	✓			
<p>3. Comprehensive plan addresses</p>	See each specific action.			

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Model Implementation Plan Question and/or Requirement	Partial	Minimal	Absent	Request for Information
<p>ALL of the required actions for selected model (Transformation):</p> <ul style="list-style-type: none"> ◆ Replace the principal who led the school prior to commencement of the transformation model 				<p>A new principal was appointed in August 2010. Please provide additional information on how the district has supported and will continue to support the new principal. <u>The Assistant Superintendent of Curriculum and Instruction works closely with Dr. Strachan on a daily basis to provide support and assist as needed. Dr. Keisha Taylor and CSSR also provided on-going assistant as does the Superintendent. We sent Dr. Strachan with his administrative team to NASSP.</u></p>
<ul style="list-style-type: none"> ◆ Use rigorous, transparent, and equitable evaluation systems for teachers and principals that-- (1) Take into account data on student growth (as defined in this notice) as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduations rates; and (2) are designed and developed with teacher and principal involvement 	√			<p>RUFSD has stated that it is in negotiations with the union regarding the new teacher and principal evaluation system. Please provide information on any professional development activities that are planned for teachers on the new evaluation system during the 2011-2012 school year. <u>See Larry Aronstein Workshop Flyer attached, Assistant Superintendents and Superintendent will attend PD with Larry on APPR, he is also doing Admin Retreat in Aug 2011, and Summer Institute for teachers.</u></p> <p><u>Admin PD with BOCES as Network team partners Aug 2011 for Administrators and teachers; Webinars with SED- John King, Ken Slentz, Steiner, etc.</u></p> <p>Please provide additional information on how often the walk-throughs will occur, and the focus of these walk-throughs. Will staff be trained on the walk-through process, and how to use the feedback from these walk-throughs? <u>Walkthrough are conducted weekly and are focused specifically on the</u></p>

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Model Implementation Plan Question and/or Requirement	Partial	Minimal	Absent	Request for Information
<p>◆ Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their</p>				<p><u>engagement rigorous standards based instruction, use of embedded assessment, and effective instructional delivery. Team walkthroughs weekly informally and debrief with each other to ensure support is provided and effective practices are replicated.</u></p> <p>Please provide additional information on the professional development provided by Scholastic and ICLE. <u>Please see attached proposals. How many people will participate? All staff will be expected to participate in the professional development opportunities. When will the training occur? Most of the training will occur during prep periods and some will be outside the school day.</u></p> <p>How will RUFSD evaluate the effectiveness of this professional development? <u>Through our Professional Learning Communities teacher will continue to share best practices and monitor student growth</u></p>
<p>◆ Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their</p>	√			<p>The district did not provide any information on how it will identify and remove those teachers who, after ample opportunities have been provided for them to improve their practice, have not done so. Please provide this information. <u>This will be negotiated and we will utilize new APPR from SED governing the procedures. Staff will be fully informed of the procedures. Guidance, mentoring, and PD coaching, modeling will be provided. Walkthroughs will be conducted to provide feedback before formal evaluations.</u></p>

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Model Implementation Plan Question and/or Requirement	Partial	Minimal	Absent	Request for Information
<p>professional practice, have not done so.</p>				<p>Please provide information on the rubric that will be used to determine the reward of the TRA/RAA performance bonuses. <u>This will be completed in late Aug 2011 after APPR PD provided by BOCES Network team.</u></p> <p>Please provide additional information on the process RUFSD will use to recruit teachers for National Board certification. <u>Teachers will self select district will provide support through Teachers of Tomorrow grant.</u></p>
<p>◆ Provide staff ongoing, high-quality, job-embedded professional development (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies</p>		√		<p>According to RUFSD, lead teachers will have 10 days of professional development with CSSR, and all teachers will have 8 days of training, provided by ICLE. Please clarify how this professional development is ongoing, job-embedded professional development. <u>New Lead Teachers will meet monthly and work with CSSR to build leadership capacity in conjunction with the building principal. Curriculum council will also be an opportunity to engage essential staff in Professional Learning Communities.</u></p> <p>Please provide additional information on if all teachers are required to attend this professional development, and how teachers will be held accountable for utilizing the professional development in their classrooms. <u>Through the careful review of instructional units and weekly lesson plans. Classroom observations will also determine whether best strategies are implemented .Teachers will provide staff mini workshops and effective lessons and also share in their departmental meetings</u></p>

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Model Implementation Plan Question and/or Requirement	Partial	Minimal	Absent	Request for Information
				<p><u>practices.</u> <u>It will be part of APPR requirement for PD.</u></p> <p>Please provide a comprehensive description of the professional development provided by ICLE, and how this professional development will meet the needs of the school. <u>This professional development will develop teachers understanding of rigor.</u> <u>Effective student –teacher engagement will be evident.</u> <u>Teacher use of summative and formative assessment will drive our instructional program Please see attached proposal from ICLE</u></p>
<p>◆ Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation school</p>			√	<p>Please clarify: all of the activities listed under rewards for staff will also be used to recruit teachers <u>Pg. 41-targeted School performance set for student achievement to receive stipend Teachers of Tomorrow grant will support National board Certification candidates</u></p>
<p>◆ Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards</p>	√			<p>Please provide information on how teachers and administrators will use varying types of data to create curriculum maps aligned with State academic standards and the new Common Core standards. <u>The use of AYP, Exam, quarterly common assessments will allow for a development of scope and sequence curricular maps. On-going frequent monitoring of student quarterly progress will provide critical data on sub-group performance and allow the school to provide safety nets to support ALL students.</u></p>

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Model Implementation Plan Question and/or Requirement	Partial	Minimal	Absent	Request for Information
<p>◆ Promote the continuous use of student data (such as formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.</p>	√			<p><u>Network teams will receive PD on Common Core Learning Standards from BOCES in 2011-12 and on-going starting in Aug; K-2 is already set-up with BOCES on CCLS</u> Please provide additional information on how teachers will be held accountable for using data to make instructional decisions. <u>All core teachers will participate in the analysis of student performance and perception data. A specific reform to the structure of Departmental meetings to focus on student performance is already in place. Admin Staff participate in these meetings and support coaches attend these meetings. The SIM will be required to participate in these discussions also and monitor assessment data and make staff presentations quarterly.</u></p>
<p>◆ Establish schedules and strategies that provide increased learning time</p>		√		<p>Please provide information on the timeline for development of assessments. <u>Summer 2011 Assessment will be completed for the year in four core content areas.</u></p> <p>Please clarify: With the new schedule, are all periods now 80 minutes in length? <u>Yes</u></p> <p>Please provide additional information on the zero period, including the focus of instruction, the students who will attend, and the curriculum being used. <u>Zero periods will be in place to ensure our highly motivated students are able to gain access to all courses to expand our ECHS Program and the expansion of the advanced placement program.</u></p>

New York State Education Department
LEA School Improvement Grant Application
Under 1003 (g) of the Elementary and Secondary Education Act of 1965

Model Implementation Plan Question and/or Requirement	Partial	Minimal	Absent	Request for Information
<ul style="list-style-type: none"> ◆ Provide ongoing mechanisms for family and community engagement 	√			<p>Please provide a job description for the Transformation Teachers, as well as a description of how the Transformation Teachers were selected. <u>Transformation teachers are teachers who have demonstrated effective teaching practices and can provide training to peers, be available for observations from other teachers . Lead professional development. Teachers will be selected by demonstrating qualifications in mastery of content area utilizing various instructional strategies and experience in conducting teacher professional development.</u></p> <p>Please provide additional information on the social and emotional curriculum, allocated at a cost of \$20,000. How will this curriculum be chosen, and when will it be implemented? Why has the district allocated \$20,000 for this curriculum? <u>It is actually a Character Education model to support students and overcoming non-academic barriers to learning. These funds will specifically allow us to sponsor trips for students to participate in team building activities; expose more students to the fine arts. i.e. trips to museums, guess speakers, on-site parent and student workshops, some cost will be transportation, admission tickets, consultants, and staff training.</u></p>
<ul style="list-style-type: none"> ◆ Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation 	√			<p>Please provide specific information on how the district will provide flexibility to the principal and administrative team in staffing. <u>District will support te principal with reassignment or removal as long as the APPR guidelines have been followed. District will create and provide outside postings on OLAS, Newsday, and New York Times as needed for recruitment of new staff.</u></p>

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<p>rates</p>				<p>Please provide additional information on the \$1500 allocated for meetings. What is the purpose of this allocation? <u>These are parent meetings to provide refreshments and materials as needed.</u></p>
<p>◆ Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO</p>		√		<p>Please provide specific information on how the district will provide on-going, intensive technical assistance to the school. <u>The Assistant Superintendent of Curriculum and Instruction participated with School Turnaround Office with Owen Donovan on the teleconference- 6//6/11 and will attend planning session 7/19 in Albany for Fall convening Oct 3-4, attending the Model Schools Conference. I am acquiring all the pertinent information necessary for me to assist The HS with the SIG implementation. I have requested Dr. Strachan and other administrators to attend with me all the activities and when available they will attend. I have also participated in HS meetings with ICLE and CSSR on planning for SIG implementation</u></p>
<p>◆ If external partners will be used to accomplish all or any of the actions described- Recruit, screen, and select external providers to ensure their quality</p>		√		<p>How will the district evaluate the services provided by external partners? <u>Monthly meetings will be held with the school-site curriculum council. All partners will be expected to participate in these meetings and provide documentation of progress toward established goals, modify as needed and make necessary interventions. Staff will evaluate presenters. Implementation of strategies learned will be monitored by Administrators, especially SIM.</u></p>
<p>◆ Permissible Activities</p>	√			<p>Page 46- How are teachers being held accountable for the expected changes in instructional practice resulting from work with CSSR? <u>Teachers are sharing effective strategies, department chairs and lead teachers are supporting teachers</u></p>

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				<p><u>who have demonstrated needs through review of lesson plans and classroom observations. Coaches are in classes and individual follow-up is expected for teachers after PD is provided</u></p> <p>Page 48- When can SED expect to see the implementation of the new system of evaluations described? <u>Late Fall Semester 2012</u></p> <p>Page 56- Please provide additional information on the 15 days of CSSR training for advisories. Who will participate? What are the goals? <u>Please see CSSR Proposal attached</u></p> <p>Page 57- Are the CTE classes state certified? <u>Partnerships that are being sought will be state certified programs. We are working with Perkins Consortium –District is a member- Gene Silverman from Nassau BOCES as submitted a proposal for next school year. Dr. Wynn, Director of Pupil Personnel Services has attended preliminary meetings and I have conference called with Gene. We are looking to implement in Sept 2011</u></p> <p>Page 58- Will all incoming 9th grade students be required to attend the 9th grade Academy? Who will participate in the Summer transition program? <u>They will all be expected to participate, especially our strong academic students and severely at-risk students (academically scoring Level 1 and 2)</u></p> <p>Page 59- What are the duties of the student workers allocated for at a cost of \$960 per student? <u>Provide student tutorial support, mentoring, in -class support for students</u></p> <p>Page 59, 61 - Please provide a justification for use of SIG funds to pay for custodial and clerical services. <u>Overtime services will</u></p>

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4. Description of when each required action will occur during the grant period, and why at that time				have to be compensated for time over 40hrs No further information is requested at this time.
5. Milestone actions for selected model will occur in 2010-2011 school year.				It is unclear at this time.
6. Description of changes LEA may make to practices or policies to facilitate implementation of models	√			Please provide information on any additional changes to practices and policies to support the implementation of the grant. <u>District will craft language in the new contract with RTA to support SIG application.</u>
7. Description of costs associated with each action (description should align with budget narrative and budget provided for grant)	√			In several places, it appears that the same activity is occurring repeatedly (mostly with the professional development activities), with the allocation also appearing repeatedly. Please clarify whether the activity is happening once (with one allocation), but is being applied to many requirements, OR whether the activity is happening repeatedly and therefore the allocation should be calculated each time. <u>The activity is being applied to more than one requirement.</u>
8. How much the model will cost, how much the LEA will allocate to the school from 1003(g), and additional funds allocated to school from LEA				No further information is requested at this time.
9. Description of how the LEA will fund the actions described in the model, including resources other than 1003(g) to support the	√			How will RUFSD coordinate Race to the Top funding and activities with SIG activities? <u>We are working with BOCES as our Network Team and we will utilize RTTT funds to assist the District in providing PD and support to the other buildings</u>

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interventions				<u>which are feeders into the HS. We are utilizing the same models and consultants to keep uniformity. (ICLE- Rigor and Relevance, Data Analysis, Pearson- RTI, UBD, and BOCES-CCLS, PD for Building Teams etc.</u>
10. Plans to sustain the interventions after the grant ends	√			Please provide information on how the district will allocate available funds to sustain programs after the grant period ends. <u>The general fund budget will be built for sustainability and utilize BOCES LOI COSERS for aid such as Curriculum Writing, Data Analysis, PD, Summer School, RRT, Odyssey ware, Power School, Data Warehouse, Test Scoring, CCLS, Teacher Interface, etc.</u>
11. Description of school specific obstacles to implementing plan, and plan to overcome obstacles				No further information is requested at this time.