



TEACHER HANDBOOK

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“The mission of the Rockville Centre Public Schools is to educate our students to become independent thinkers and problem solvers. It is the District’s goal to empower each student to meet the challenges of tomorrow’s emerging world.”

In accordance with Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and Section 303 of the Age Discrimination Act of 1975, no staff member or student in the Rockville Centre Union Free School District shall, on the grounds of sex, age, race, color, national origin, or handicapping condition be excluded from, be denied the benefits of, or be subjected to discrimination under any program or activity sponsored or conducted by the School District. Questions and/or complaints may be directed to the District's Compliance Office, Ms. Jeanne Love, at 255-8928.

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Rockville Centre Union Free School District

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www.rvcschools.org



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Assistant Superintendent

Joanne Love
Executive Director of Special
Education and PPS

MESSAGE FROM THE ACTING SUPERINTENDENT

Dear Members of the Professional Staff:

This handbook has been prepared to provide you with a ready resource of useful and practical information. It is hoped that the information complements your knowledge of the policies, general procedures and regulations of the Rockville Centre Union Free School District.

This publication is not meant to replace the handbooks developed at individual schools in the District; it is designed to supplement those publications.

You will, I hope, find it a useful tool.

Sincerely,

Robert A. Bartels
Acting Superintendent of Schools

**CALENDAR - ROCKVILLE CENTRE PUBLIC SCHOOLS
2021-2022 SCHOOL YEAR**

JULY							AUGUST							SEPTEMBER						
S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S
							1	2	3	4	5	6	7	1	2	3	4	5	6	7
							8	9	10	11	12	13	14	8	9	10	11	12	13	14
							15	16	17	18	19	20	21	15	16	17	18	19	20	21
							22	23	24	25	26	27	28	22	23	24	25	26	27	28
							29	30	<u>31</u>					29	30	<u>31</u>				

OCTOBER							NOVEMBER							DECEMBER						
S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S
								1	2	3	4	5	6	1	2	3	4	5	6	7
							7	8	9	10	11	12	13	8	9	10	11	12	13	14
							14	15	16	17	18	19	20	14	15	16	17	18	19	20
							21	22	23	24	25	26	27	21	22	23	24	25	26	27
							28	29	30					28	29	30				

JANUARY							FEBRUARY							MARCH						
S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S
								1	2	3	4	5	1	2	3	4	5	6	7	
							6	7	8	9	10	11	12	6	7	8	9	10	11	12
							13	14	15	16	17	18	19	13	14	15	16	17	18	19
							20	21	22	23	24	25	26	20	21	22	23	24	25	26
							27	28						27	28	29	30	31		

APRIL							MAY							JUNE						
S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S
							1	2	3	4	5	6	7	1	2	3	4	5	6	7
							8	9	10	11	12	13	14	8	9	10	11	12	13	14
							15	16	17	18	19	20	21	15	16	17	18	19	20	21
							22	23	24	25	26	27	28	22	23	24	25	26	27	28
							29	30	31					29	30	31				

Superintendent's Conf Day
 Schools Closed
 Sequence of days we may lose in event of unexpected school closings - 11/24, 4/14, 2/25, 2/24
 First & Last Day of School
 Superintendent's Conference Day for all annualized employees unless exempted by contract

TOTAL SCHOOL DAYS IN SESSION=182
 TOTAL DAYS IN CONFERENCE=2
 TOTAL DAYS=184



ROCKVILLE CENTRE UNION FREE SCHOOL DISTRICT
ROCKVILLE CENTRE, NEW YORK

RESTRICTED DATES– 2021/2022

September	21 & 22	First Days of Sukkot*
September	28	Shmini Atzeret*
September	29	Simchat Torah
November	1	Feast of All Saints
December	8	Feast of the Immaculate Conception
January	6	Feast of the Epiphany
March	2	Ash Wednesday
March	17	Purim*
May	26	Ascension Thursday
June	6	Shavuot

The Board of Education has recognized the above days as Restricted Days. District sponsored events will not be held on Restricted Days. These include but are not limited to such things as:

- Concerts
- Plays
- Award ceremonies
- Curriculum related fairs
- School sponsored events
- Board meetings

Note: Interscholastic Athletics follows the Section VIII religious observance guidelines

* These holidays begin at sundown on the day before the listed date. If possible, school activities should not be scheduled on the evening prior to a Jewish religious holiday.

COMMITTEES AND MEETINGS

1. Staff Meetings

a. Faculty Meetings

Faculty meetings are normally conducted at least once each month in every school building by the principal. The first Monday of each month is usually reserved district-wide for this function. The purposes of the faculty meetings are to evaluate instructional programs, recommend curriculum changes and facilitate meaningful dialogue among staff members. The length of each meeting is determined by the agenda prepared by the principal. Department and grade level meetings are conducted from time to time as necessary. Attendance is expected.

b. District Committee Meetings

District committee meetings will be scheduled throughout the year. Every effort will be made to schedule district-wide committee meetings at a time that is mutually convenient to all members.

2. Committees

A number of committees comprised of members of the Faculty and Administration meet on a regular basis to consult and advise on educational issues. Included in this group are the following committees:

a. PTA Curriculum Committee

The Curriculum Committee is a District-wide committee, with representatives from each of our schools, as well as PTA Council Chairpersons representing the elementary, middle, and high schools. As a representative committee, it meets with faculty and administration to study current curriculum and programs, as well as concerns and questions from each respective school. These are discussed, evaluated, and recommendations are made. Any recommendations must be brought before PTA Council for discussion and approval.

This committee does not address any specific problems with regard to teacher, administrator or personnel. It addresses only questions, concerns and problems that have to do with a course of study or program of study within the District.

b. Professional Development Plan Committee

The Professional Development Plan Committee is intended to improve the quality of teaching and learning by ensuring that teachers participate in substantial professional development to remain current with their profession and meet the learning needs of their students.

The team is composed of: the Assistant Superintendent for curriculum and instruction, the Assistant Superintendent for personnel services and special education, the facilitator of the mentoring program, director of the teacher center, a school administrator, teachers from each grade level, one teaching assistant, one parent, and a higher education representative.

COMMUNICATING WITH PARENTS

1. Parent/Teacher Conferences

Parent/teacher conferences are of great importance for effective communication between the home and school. Every parent wants and has a right to be fully informed as to how his/her child is progressing in school. Conferences provide the teacher with the opportunity to enlist the cooperation of parents with the hope of improving the child's academic performance and social growth. At the elementary schools, parent/teacher conferences are held in the Fall and Spring (Appendix M). At the middle school and high school, parent conferences will be arranged by the teachers and/or school counselors as the need arises.

2. Student Grades and Report Cards

Report cards will be posted online for parents in Grades K-5 (Appendix M). Report cards at the middle school and high school will be posted online after each ten-week period.

At the secondary level, student grades are posted in the Parent Portal regularly. At the mid-point of each ten-week marking period, parents will receive an email notification from the middle school and high school reminding them to check the Parent Portal to view their child's academic standing.

3. Discussing Discipline Problems

In order for effective instruction to take place, it is essential that a calm and orderly atmosphere prevail in the classroom. Parents understand and accept this fact. The great majority of our parents want to cooperate with the schools in this regard. If you have a child in your class who is a discipline problem, it is the teacher's responsibility to inform the parent and ask his/her cooperation in solving the problem in a way that best serves the interest of all the children in the classroom. The elementary building principal or administrator in charge of discipline at the secondary schools should be kept informed about children who continually manifest serious discipline problems.

Any child, who exhibits behavior that is a threat to the safety of others, or is otherwise interfering with the establishment and maintenance of an orderly climate in the classroom, should be referred to the building administrator after appropriate attempts have been made to resolve the problem by the teacher and parent.

4. Flyers Sent Home with Students

Flyers containing promotional or advertising propaganda cannot be distributed. Children may not carry home political information supporting candidates or political positions or endorsing commercial products. It is the responsibility of the building principal to review all flyers before distribution. IN ADDITION, FLYERS TO BE SENT HOME WITH STUDENTS FROM AN ORGANIZATION OTHER

THAN THE SCHOOL'S OWN PTA MUST BE APPROVED BY MR. BARTELS, THE ASSISTANT SUPERINTENDENT FOR BUSINESS AND PERSONNEL.

5. Your Schools - A Community Newsletter

The Rockville Centre Union Free School District publishes an online newsletter "Your Schools" which is posted on the District website several times a year. It is written to inform the residents of new and ongoing instructional programs and the accomplishments of our students and staff.

6. Use of Telephones

The school telephones are for use by its employees for business purposes only. Personal use of school telephones is prohibited. Mobile phones are not permitted to be "on" during class. Teachers may use their mobile phones during prep periods or lunch. No pupil or teacher will be called from class to answer a telephone except when the situation is judged an emergency.

Student Use of Mobile Phones and Other Electronic Devices

Mobile phone use is prohibited from 7:30 AM until dismissal at the secondary level and elementary level. If a mobile phone is exposed or turned on and observed by a member of our staff, it will be confiscated. It will only be returned to a parent or guardian. During State testing periods, mid-term exams or official days of testing by the School District mobile phones are prohibited.

Students are prohibited from making any electronic or digital video or audio recordings of another student or adult in the school unless it is specifically related to the instructional program or an officially designated activity of the school. Violation of this policy may result in disciplinary action and/or police action.

7. District Website

The District Website is an excellent means of informing parents about events, activities, and projects in each school. Information for the website should be given to the webmaster in the building. A separate 'Staff Documents' page is available under the Staff tab on the District Website. This page contains important personnel, payroll, business and benefits forms.

EXTRA-CURRICULAR ACTIVITIES

1. Athletic Teams and Intramural Sports

a. Athletic Physicals

All candidates for interscholastic teams at the Middle School and High School must have a regular Rockville Centre Public Schools Athletic Physical Examination Form on file before participating in their first practice sessions. If a student is examined by his/her own physician, the same form must be countersigned by the Rockville Centre physician prior to participation. Physical examinations must be dated June first or later to be accepted for the

following school year. One physical examination covers the student for all sports during that year. However, an Interval Health Form must also be completed and signed by a parent or guardian prior to participation each season. This form must be presented to the Health Office personnel.

An athlete who is ill or injured will be removed from participation in physical education classes and athletic team competition until the private physician consents and the school physician approves the student's return to full participation in the program.

b. Intramural Program

At the elementary level, after-school intramural sports are played during the Fall, Winter and Spring on an informal basis by students who wish to participate in team or individual sports within their own schools. The principal sends letters to parents informing them of these programs. At the Middle School and High School, intramural sports and interscholastic team sports programs are offered. These programs are announced in physical education classes, through homeroom announcements and posters/school bulletin boards.

2. Building, Field, and Room Reservations

Applications for Use of School Facilities (building, field, and room reservations) for school programs sponsored before or after school hours, (concerts, dramatics, etc.) must first be submitted to the Director of Facilities Office. After processing these reservations, the Facilities Office will forward them to the Athletic Director or Music Director (if applicable) and they in turn will forward to the principal of the particular school involved prior to final approval. Rooms must be left in good condition after each meeting. This includes closing windows and removing litter.

As required by law, all meetings (such as concerts, athletic events, community education classes, etc.) attended by persons who do not regularly attend the school, must begin with specific instructions provided by an adult in charge regarding exits to be used in case of an emergency.

To access the form, log on to www.rvcschools.org – access tab “Departments” and scroll down to Facilities.

3. Clubs

The Rockville Centre Union Free School District offers its students their choice of clubs catering to a variety of special interests. Students are informed of club opportunities through morning public address announcements and by posters posted in the school.

Club meeting dates and room reservations must be cleared with the appropriate building administrator. The building administrator, before granting approval, must clear the request with the Buildings and Grounds Use Calendar that is maintained by Ms. Carol Vitelli (Appendix K - Application for Internal Use of School Facilities).

4. Fundraising

All fundraising activities must be submitted for prior approval to the building principal or his/her designee.

All monies raised or collected by school individuals or groups must be deposited with the Board appointed treasurers of extra-curricular activity funds or the building principal within two (2) days of receipt.

HEALTH AND SAFETY

1. Accident Reports

Teachers must report to the principal's office any accident in the school buildings or on school grounds that results in injury. "Incident Reports" must be completed as the situation requires and forwarded to the benefits department (benefits@rvcschools.org) so that our insurance carrier can be notified. The principal, in turn, must report serious accidents to the Superintendent. Personal injuries to any member of the staff should be reported to the building principal immediately and an Incident Report completed and filed with Mr. Robert Bartels.

2. Child Abuse and Neglect

If you suspect or a child indicates to you that he/she is being neglected or experiencing mental or physical abuse by his/her parent or person in a parental relation, it is incumbent upon you as a mandated reporter (pursuant to Article 6, Title 6, New York Social Services Law) to report this to Child Protective Services immediately.

Whenever you are required to report such abuse in your capacity as a member of the staff of a medical or other public or private institution, school, facility or agency, you shall make the report immediately and then notify the principal or his or her designated agent, and social worker. The principal or social worker shall be responsible for all subsequent administration necessitated by the report. Any report shall include the name, title and contact information for every staff person of the school who is believed to have direct knowledge of the allegations in the report.

A person reporting suspected child abuse or neglect is immune from any liability when making these reports.

To report child abuse and neglect, call 1 (800) 342-3720.

3. Emergency Dismissals

Each building principal will notify the staff as to the emergency dismissal plans for the school. These plans will be distributed to all members of the faculty. In addition, a District "Emergency Management Plan" is on file in the office of each principal.

Children should never be dismissed by teachers in an emergency unless

instructed to do so by the building principal or his/her designee.

4. Fire and Evacuation Drills

In the event an individual smells smoke in a building, he/she should pull the fire alarm **immediately**. Our chief objective during any evacuation is to have orderly, rapid passage to ensure the children's safety. Children should be carefully prepared to take responsibility for their own conduct in a fire drill. A fire drill is a serious occasion, which requires the individual attention and complete cooperation of everyone without exception. There is never an occasion when a building is not completely evacuated when the fire alarm rings.

When evacuating the building, teachers will take their attendance records with them and, if possible, close the door and windows as they leave their rooms.

All teachers must be aware that the first class to leave by any exit must go far enough from the building so that the last group of children leaving by that exit can be a safe distance from the building. This becomes doubly important when you consider that it is entirely possible that in the event of a fire, one or more of the regular exits could be blocked. In case an exit is blocked, the first teacher in the line will exercise his/her best judgment in choosing the nearest unblocked exit and in leading the children through that exit. When exiting, be sure that your students are not in the way of fire apparatus or firefighters.

In addition, under no circumstances should staff or students ignore the fire bells when they go off except when directed otherwise by the principal or the Fire Department.

5. First Aid Guidelines for Faculty and Staff

As employees of the Board of Education, you are responsible for basic first aid care of school children who are injured or become ill while under school supervision.

First aid is immediate care given to a person who has been injured or suddenly taken ill. It includes self-help and a promotion of confidence by demonstration of competence. It is expected that all employees will exercise good judgment and common sense.

The following guidelines are to assist you in carrying out this responsibility:

Seek the assistance of the school nurse. If the nurse is not available and a child exhibits any of the following symptoms, take the child to the Main Office. The principal or person in charge will call the parent to take the child home.

- a. Severe nausea and/or vomiting
- b. Apparent fever or high temperature
- c. Earache

Seek the immediate assistance of the school nurse and/or building administrator for any of the following:

- a. Suspected fracture - Apply ice while waiting; move patient as little as possible.
- b. Bleeding which simple measures do not stop. Use Universal Precautions, including a "Spill Kit" if necessary, whenever you come in contact with blood or bodily fluids (See Appendix B).
- c. Foreign object in eye
- d. Seizures - **DO NOT ATTEMPT TO RESTRAIN CHILD IN ANY WAY.** Place child in prone position and wait for seizure to end. Clear the area around him/her so he/she does not injure himself/herself. **DO NOT** force anything between teeth.
- e. Any unusual behavior of either a known diabetic or epileptic
- f. All head injuries or blow to head causing child to complain of dizziness, severe headache, or nausea.

If a child needs to be hospitalized and the nurse or building administrator is not available, an ambulance can be obtained by calling the Rockville Centre Fire Department at **766-0400**.

6. Health Services

The Rockville Centre Union Free School District requires periodic health checkups and provides extensive health services to its students. These include:

a. Dental Check-ups

Dental forms are distributed annually to all students and must be completed and returned to the building nurse for new entrants and students in grades K, 1, 3, 5, 7, 9 and 11.

b. Hearing Screening

Students in the district are tested annually for hearing loss in Grades 1, 3, 5, 7 and 11, as new entrants, or at any time during their schooling when deemed necessary. Any indication of a problem is referred to the child's parents on a confidential basis.

c. Immunizations

New York State Public Health Law Section 2164 requires that every child be adequately immunized against diphtheria, pertussis, tetanus, measles, mumps, rubella, Hepatitis B, varicella, meningococcal and poliomyelitis. Students in grades 6-12 require a tetanus, diphtheria, tetanus booster in grades 6-12. Students in Grade 12 need an additional booster dose of meningococcal on or after their 16th birthday. Proof of adequate immunization is required in writing by a New York State licensed healthcare provider. Records are to be filed as a permanent part of the child's health record.

d. Medication

A physician's note and parental permission is required before any medication, including non-prescription medications may be taken by a student during school hours. Medication may only be dispensed by the school nurse or the nurse's designee. All medications must be brought to the

nurse in the original container, labeled and up to date. Permission slips are available in the health office.

e. Nurse

Each building has a nurse on duty during school hours to handle injuries and/or illness. If modification of the student's school program should be necessary for health reasons, the school nurse must be notified by a physician in writing before any changes can be made.

f. Physical Examinations

Every child will have a complete physical examination in grades K,1,3,5,7, 9 and 11. These examinations, in addition to "Sports Physicals," may be performed by the school physician, the school nurse practitioner, or the child's New York State licensed healthcare provider. Physical examination forms are available in the Nurse's Office and on the District's health services website. Forms must be completed by parents/persons in parental relation before the scheduled examination date. Any indication of a physical problem will be referred to the parents/guardians for further evaluation. The deadline for parent/person in parental relation is September 30th.

g. Scoliosis Screening

Students in the district are screened annually during the month of March for the presence of scoliosis in grades 5 and 7 for female students and grade 9 for male students. Any indication of a problem is referred to the child's parents/persons in parental relation for further evaluation. Parents/persons in parental relation are notified of the suspected condition by the student's school nurse.

h. Vision Screening

Vision screening is conducted annually for all new entrants and students in grades K, 1, 3, 5, 7, and 11. When a problem is suspected in any area of visual ability, and corrective measures are indicated as necessary, parents/persons in parental relation are notified of the suspected condition by the student's school nurse.

7. Asbestos Management Plan

The Asbestos Management Plan is available for review at the office of the Director of Facilities. For further information, please call 255-8932.

8. Pesticide Notification

The Rockville Centre School District may use pesticide products during the course of the school year for certain pests (insects, rodents and weeds).

The School District is required to maintain a list of parents, guardians and staff who wish to receive 48 hour written advanced notice from the school of an actual pesticide application. The 48-hour written advanced notice will include the following:

- 1) The specific date and location of the upcoming pesticide application

- 2) The pesticide product name and EPA Product Registration number
 - 3) The name of the school representative to contact for further information.
- The school representative who can be contacted for further information, or if you want to be added to the above list, is John Scalisi at 255-8932.

SEXUAL HARASSMENT

The Board of Education has adopted policy 3415, Sexual Harassment and policy 7551, Sexual Harassment of Students. The Superintendent of Schools has established regulation 3420R, Anti-Harassment in the School District. All members of the staff are required to read the policies and regulation and abide by these guidelines. Questions may be directed to your immediate supervisor and/or the District Compliance Officer, Ms. Jeanne Love at 255-8928.

STANDARDS OF CONDUCT IN A DRUG AND ALCOHOL-FREE ENVIRONMENT

The School District is committed to make every effort to have a drug and alcohol-free school environment. In furtherance of this commitment, and in accordance with PL 101-226 (The Drug-Free Schools and Communities Act Amendments of 1989), the District has adopted "standards of conduct" for employees and students as follows:

1. The manufacture, distribution, dispensation, possession, and/or illegal use of controlled substances and alcohol by employees and students on school premises is prohibited.
2. The use of controlled substances and alcohol by employees and students prior to attending school which results in the intoxication of the employees and students while on the school premises is likewise prohibited.
3. Employees who feel their work performance may be affected by prescribed medication are encouraged to report potential side effects to their supervisor.
4. Compliance with these "standards of conduct" is mandatory. Sanctions, consistent with local, state and federal law, including possible termination of employment, expulsion and referral for prosecution, will be imposed on employees who violate the "standards of conduct."

INSTRUCTIONAL PROGRAM

1. Extra Help and Tutoring

Teachers in the Rockville Centre Union Free School District are encouraged to provide extra help for all students who are in need. This help should be given during the school day when the student and teacher are mutually available.

A teacher shall not be paid privately to provide instruction to a student when that student is in any way assigned to that teacher for instruction, counseling, or

any other regularly scheduled professional service during the regular school day.

No instruction or professional service to students for a fee shall be done on school premises, and any instruction or professional service to students for a fee must be done before or after the teacher's regularly scheduled school day. Each school year teachers who provide instruction or professional services for remuneration to students who attend the Rockville Centre Public Schools shall complete the Tutoring Form and shall submit this form to the Superintendent of Schools or his/her designee. No teacher shall begin providing instruction or professional services to a student who is in any way assigned to that teacher for instruction, counseling, or any other regularly scheduled professional service during the regular school day prior to approval by the Superintendent or his/her designee. (See Appendix C)

2. Field Trips

Inasmuch as field trips are means to aid academic growth and development, the School District has adopted policies and regulations to ensure the safety of students and appropriateness of each trip. Field trips play a vital part in each student's educational experience. They can serve as a meaningful tool in expanding and enriching the curriculum. The following guidelines are suggested to ensure maximum benefits from field trips.

A. Criteria for an Educational Trip

An educational trip should be closely integrated with the curriculum. In determining this, an educational trip should:

- 1) motivate, enrich, strengthen, or culminate a unit of study.
- 2) reinforce or extend the knowledge gained in the classroom by making it possible to observe special processes and equipment.
- 3) provide an opportunity for critical observations by all its participants.
- 4) allow students to participate in a hands-on experience.
- 5) relate classroom knowledge and skills to possible careers.

B. Planning for an Educational Trip

An educational trip should be carefully planned for, carried out, and evaluated by both the student and teacher. The teacher should:

1. Determine if the trip meets with one or more of the **criteria** for educational trips.
2. Decide if the trip will provide the pupils with first-hand experiences which **cannot** be duplicated in the classroom.
3. Fill out an educational trip request form located in the principal's office and submit it to the proper school authority as determined at the individual buildings. (See Appendix D)
4. Seek the approval of the building administrator.
5. Make the necessary arrangements for transportation, adequate supervision as determined by the building principals, get parental permission, and make other agency contacts as needed.

6. Discuss the need to bring a first aid kit on the field trip with your school nurse.
7. Reprimand students who do not exhibit appropriate behavior and inform students that they may be prohibited by the principal from taking a trip on the basis of their inability to conduct themselves properly. Likewise, the individual so prohibited and his/her parents must be informed in advance of the action and be given the reasons for it.
8. Inform students who do not go on the trip that they must report to school on the day of the trip.
9. Have all students submit written parental permission slips before going on the trip (See Appendix D).

C. Before the Trip, the Teacher and Students Should:

- 1) Discuss the purposes of the trip. A guide sheet should be formulated to direct attention and focus on key elements.
- 2) Plan well in advance for any money needed to finance the trip and to be spent on the trip.
- 3) Discuss proper manners on the bus, as well as proper behavior at lunch and rest stops.
- 4) Review safety procedures on bus and at scene of trip.
- 5) Reinforce respect for private and public property.
- 6) Set and discuss departure and arrival time.
- 7) Discuss types of dress appropriate for nature of trip.
- 8) Discuss the role each will play as a representative of a student body, as well as an individual.

D. Follow-up on an Educational Trip

After an educational trip, the teacher and students should:

- 1) Prepare and send "thank you" letters to those who have helped to make the trip possible.
- 2) Evaluate the original objectives to determine whether they were met.
- 3) Conduct all necessary discussion and activities for follow-up to tie together the trip and classroom learning.
- 4) Complete an evaluation of the trip stating the significance of the trip to the educational program.

Certain educational trips will be designated for particular grade levels, depending on the curriculum studied.

When cost is a factor, no student should be denied the opportunity to go on a trip because he/she cannot afford to pay for the activity. If a child cannot pay for a trip, discuss the matter with your building principal.

3. Assessment

Assessments should be multifaceted. Performance tasks, projects, oral and written examination, multimedia presentations should be included. Students as well as teachers should decide on the materials to include in a portfolio that will showcase the student's academic growth. Projects, problem solving exercises,

investigations, criterion reference tests, teacher-developed assessments, student reports, assignments, and awards should be components of the portfolio.

Opportunities to share the portfolios must be a part of the communication system among students, teachers, and parents. Emphasis should be placed on showing student thinking, growth over time and students' abilities to apply the knowledge and skills required in each class. Grades in any given class do not have to be distributed on a bell-shaped curve. Students should be given the grade they achieve.

Grades are useful devices employed to provide feedback to students and parents in pupil growth. Conduct (which may include but not be limited to cooperation and citizenship) should be considered, but grades should reflect student achievement.

4. Homework

The Board of Education has determined that homework is an important way to foster independent learning. Any work assigned by a teacher to be accomplished by students outside their allotted class time is homework. Homework assignments must be appropriate learning activities for all students. All students shall be expected to satisfactorily complete homework assignments.

Homework assignments are an important way to develop good study methods and habits, time management skills and responsibility. However, these practices do not occur spontaneously, students must be taught to employ them.

Homework assignments are to be logical extensions of learning activities conducted in the classroom. Each assignment shall be carefully planned to reinforce the learning objectives which the learner will master as part of the overall curriculum. The purpose and requirements of homework assignments should be clear to the student. Positive motivation is a powerful force in learning. Homework assignments, therefore, should never be given as punishment.

The schools recognize the role of parents by suggesting ways in which parents may assist the school in helping a child carry out his/her responsibilities. Parents will rarely be asked to play a formal instructional role in homework. Instead, they are asked to create a home environment that facilitates the student's completion of the assignment independently (See Appendix L).

5. Lesson Plans

Lesson plans are an integral part of the instructional program. They state the learning objectives and provide an organized framework for the logical and sequential development of material to be learned on a daily basis. Lesson plans are to be prepared on at least a weekly basis and may be required to be submitted to the principal in accordance with the procedures established in each building. In case you are absent, your lesson plan book should be readily available for use by your substitute teacher.

6. Record Books

Accurate and detailed record-keeping of a student's progress in his/her schooling is essential in preparing progress reports and report cards to parents. It is also quite useful in reporting areas in which students show weaknesses in order to determine what corrective measures are necessary.

Procedures for effective record-keeping are as follows:

- a. Alphabetically list the names of students at the beginning of the class record book.
- b. Provisions should be made in the record book for entering daily grades, test marks, and the report card marks for the marking periods, and at the secondary schools - daily class attendance.
- c. It is important that all grades be entered in such a form as to be readily and accurately interpreted.
- d. The recording of progress should follow the guidelines that have been established for the written Progress Report at each grade level.
- e. At the bottom of the page or in a column adjacent to the grade being recorded, state the nature of material covered by the type of evaluative technique used. Example: Science Unit Exam - Chapters 1, 2, 3 - twenty objective questions and 1 essay, computer simulation, multimedia presentation.
- f. Whenever progress reports are sent to the parent, the teacher should record the communiqué.

7. Testing

The Rockville Centre Union Free School District administers the following standardized tests to its students to determine academic progress:

- a. **Aptitude Tests** - serve as broad indicators of academic aptitude and are administered as needed.
- b. **NYS Assessments** are given in Grades 3 - 8 in ELA and Math; Science in Grades 4 & 8.
- c. **NWEA (Northwest Evaluation Association)** is a computer adaptive exam administered in grades K-8 in Reading and mathematics.
- d. **Regents Examinations** - are administered as final examinations in all Regents level and advanced level courses. A number of these examinations must be passed in addition to sequence and credit requirements to qualify for a Regents-endorsed diploma. Please refer to www.p12.nysed.gov/ciai/gradreg/documents/currentdiplomarequirements.pdf for information regarding New York State Diploma requirements.
- e. **PSAT/NMSQT** - Preliminary Scholastic Aptitude Test/National Merit Scholarship Qualifying Test is a test that measures developed verbal and mathematical reasoning abilities important for academic performance in college. It does not measure other abilities and factors (such as creativity, special talents, and motivation) that may also help students succeed in

college. The test takes one hour and forty minutes. Juniors may register for this test as a final practice prior to sitting for the SAT. The School District pays the fee for every tenth grader who wishes to take the PSAT as additional practice and as a diagnostic instrument to assist school counselors.

- f. **SAT/ACT** - the SAT I (Scholastic Assessment Test) is a three and one-half hour multiple choice test that measures verbal and mathematical abilities. SAT scores are one of the factors that assist college admissions offices in evaluating the ability of potential candidates to complete college level work. The SAT II (Subject Tests) is a one hour multiple choice tests in specific subjects. Unlike the SAT I which measures general abilities, the SAT II tests measure knowledge of specific subject matter and the ability to apply it.

8. **Summer Program**

The Rockville Centre Summer Program offers a variety of enrichment courses for students in Kindergarten through 8th grade. There is also a Pre-Kindergarten program for students that are entering Kindergarten during the upcoming school year. In addition, remediation and academic enrichment classes are offered for students requiring such remediation and for students with disabilities as recommended by the CSE.

SPECIAL PROGRAMS

1. **STELLAR Program (Success in Technology, Enrichment, Literacy, Library, and Research)**

The STELLAR Program is integrated into the curriculum in Grades K-5. The objectives include:

- Establish the library media center as the academic hub of each school.
- Work collaboratively with teachers to extend the curriculum.
- Provide a unified approach to developing research skills.
- Expose all students to a rich technological foundation.
- Familiarize students with the resources available in the library media center.
- Communicate on a regular basis with administration, faculty, parents, and community.

2. **ENL (English as a New Language)**

The District provides services for those children whose primary language is not English. The ENL curriculum provides instruction in the four basic areas of communication: speaking, listening, reading, and writing in English.

3. **The International Baccalaureate (IB) Program**

South Side High School is one of the few comprehensive public schools in New York authorized to offer this prestigious diploma. The IB Diploma Program is offered to eligible Juniors and Seniors. Students participate in a curriculum that challenges them in all core academic disciplines and is recognized as the finest pre-collegiate curriculum in the world. The program emphasizes higher level thinking and communication skills. Students participate in the unique Theory of Knowledge course that raises the fundamental questions of our intellectual heritage and integrates their studies. Students participate in a curriculum that challenges them in all the core academic disciplines and is recognized as the finest pre-collegiate curriculum in the world. The program emphasizes higher level thinking and communication skills. Students participate in the unique Theory of Knowledge course that attempts to raise the fundamental questions of our intellectual heritage and to integrate their studies. They also choose an academic area for individual study that is pursued over the two years of the Diploma with a teacher/mentor, culminating in an "extended essay." To round out the students' education, they are required to participate in a continuous program of cultural, aesthetic, physical or social service, over the two years of the Diploma. Students can earn up to a year of college credit for their IB work. In addition to the Diploma, students may opt to participate in the IB Certificate Program. This program allows students to pursue a single area of academic interest rather than the complete Diploma program. Certificates are available in Art, Music, Performing Arts, and Psychology in addition to the core academic areas of Languages, History, Mathematics, and Experimental Science. The certificates may also be used for college placement or credit.

4. Special Education

Special Education consists of educational and related services that provide support to pupils who are found to be disabled by the District's Committee on Special Education (CSE). The District is committed to providing all services in the least restrictive environment possible.

The Committee on Special Education is appointed by the Board of Education for the purpose of determining the educational needs of students in the District who are suspected of having or have been diagnosed as having disabilities as defined by the Individual with Disabilities Education Act (IDEA). Each school in the District has a Committee on Special Education (CSE) subcommittee that meets to review the progress of disabled students in the elementary schools, middle school and high school.

Based on the individual needs of the child, many services are available. The various types of Special Education services in Rockville Centre include:

- a. Related services including speech and language, counseling, vision, hearing, occupational or physical therapy, transition and mobility training are provided by specialists based on the requirements of the students' Individualized Educational Plans.
- b. Consultant teacher services are for the purpose of direct or indirect services to students with disabilities who attend regular education classes. Such services are recommended by the Committee on Special Education. Special education teachers will be assigned on an every other day basis to one

academic class as determined by the CSE.

- c. Resource Room Programs: Special education resource rooms are available for students who are educated in the general education setting but are in need of supplemental support. This service is available in every school in the District.
- d. Integrated Co-teaching: Students who are in need of a more intense level of support are included in general education classes and provided support by special education teachers and teacher assistants in an inclusion program.
- e. Programs for developmentally disabled students are available in grades K-12. The program's goal is to instruct students in the least restrictive environment in the areas of mathematics, language arts, health, science, social skills and vocational skills.
- f. Placement in special programs outside the School District including cooperative programs in neighboring districts, BOCES and private schools.

Children who have been identified as disabled by the Committee on Special Education are provided services either in in-district programs or in appropriate out-of-district placements according to the Commissioner's Part 200 regulations.

SPECIAL SERVICES

1. Committee on Special Education (CSE)

The CSE team meets regularly in each building to discuss children with special needs and to ascertain the services required to assure their instructional, psychological, academic and social growth. In the Elementary Schools, the team consists of the classroom teacher, principal, psychologist, social worker, nurse, and/or any other school professional who can contribute to the evaluation of the child. At the secondary level, this team is called the Pupil Personnel Risk Team. In the Middle School, the team consists of the social worker, psychologist, nurse, school counselor, assistant principal and principal and/or any other school professional who can contribute to the evaluation of the child. At the High School, this team includes the social worker, psychologist, nurse, school counselor, assistant principal and/or any other school professional who can contribute to the evaluation of the child.

2. Drug and Alcohol Counseling

The Rockville Centre School District employs trained social workers that are available in all the schools. If a teacher suspects that a particular student is exhibiting signs of drug or alcohol use, he/she may make a referral to the counselor, directly through the principal.

3. School Counseling (Guidance)

At the Middle School, school counselors are assigned to students beginning in 6th

Grade. They provide a variety of services including program planning, evaluation of student progress, personal conferences, group counseling sessions, and parent contact. At the High School level, counselors are available to students and parents for educational planning, post High School planning, individual counseling, assistance with home, school and social concerns, and interpretation of test scores. As in the Middle School, counselors are assigned to students as they enter the building and stay with them throughout their "career" in the school.

4. Home Instruction

If a student is absent for an extended period of time due to illness, he/she may receive homebound instruction provided by the School District. The Parents/Guardians should complete the request form for homebound instruction through the office of the Assistant Superintendent for Special Education and Support Services. The form should be completed and signed by the parent and family physician, initiated by the building principal and returned to Ms. Jeanne Love, Executive Director for Pupil Personnel Services and Special Education, in the Administration Building.

5. Library/Media Services

Library/Media Services are provided at each school building. Requisitioning of media and audio-visual equipment at all schools is to be done through the audio-visual coordinator.

The District has an extensive collection of instructional films and other multimedia materials. These materials can be requisitioned through the film and resource library in the Administration Building.

6. Psychologists

School psychologists evaluate students referred to the CSE because of learning and/or behavior problems.

A referral to the CSE may be initiated by parents, teachers, school counselors or administrators. Teachers must notify the building principal when a referral is made. District policy state regulation, and federal laws, require that written parental consent precede a psychological evaluation.

7. Academic Support

The Rockville Centre team has created a program where academic support teachers and classroom teachers work as a unit to identify students' strengths and weaknesses. Along with the students, the classroom teachers and the academic support teachers will set goals and determine the strategies and skills that need to be developed. The emphasis will be on students building an understanding of how to use self-regulating metacognitive strategies. These strategies will be used to help students recognize when their understanding breaks down and how to compensate, when the breakdown occurs. Students having difficulty applying strategies will be placed in flexible skills groups after their needs are identified.

8. Social Workers

The District social workers provide counseling and assistance to students and parents. Such assistance may involve visits to the home, interviews with the students, contacts with school personnel and referrals to or involvement of community resources.

9. Speech and Language Teachers

Speech and language services are provided to those students who need improvement in articulation, and who have deficits in expressive and/or receptive language. At the elementary schools, children who are having difficulties should be referred to the speech and language teacher or to the building principal. At the secondary schools, students needing therapy should be referred to the school psychologist.

STUDENT SUPERVISION

1. Classroom Management

a. Care of School Property

Students are responsible for the proper care of all school property issued to them. Teachers are responsible for developing procedures to ensure that students adequately protect the property entrusted to them. Damage or loss of school materials or equipment is charged to the child to whom the material or equipment was issued.

b. Classroom Appearance

Teachers are responsible for the appearance of the room in which they teach. Do not let trash accumulate in or near students' desks, storage cabinets or closets. Neat and appropriately decorated bulletin boards enhance the appearance of classrooms. If immediate assistance is needed, contact the custodian in accordance with the procedures established by your building principal. If, however, you wish an item to be repaired or an improvement made, submit a work order to the principal's office.

c. Classroom Security

Never leave a classroom unsupervised. Always secure all valuables and lock the classroom door when you leave. The School District cannot assume responsibility for the personal property of teachers beyond the very limited protections afforded by the Teachers' Contract. Be careful not to lose the keys issued to you. Report the loss of any keys or school property immediately to the principal's office.

2. Discipline

One of the most important ingredients in the successful operation of a school is an effective discipline program.

Establishing the tenor of a school building requires a cooperative effort, with rules and regulations that are clearly understood and accepted by all. There are many points to be made concerning the establishment and maintenance of good discipline.

- a. Good discipline is positive and preventative. It begins with the provision of appropriate educational activities that keep students interested and involved in constructive endeavors. It flourishes with the provision of positive reinforcement and adult role models.
- b. At times, discipline may require punishment. Punishment should be provided in a fair, dignified and even-tempered manner. The use of the word "fair" does not mean that punishment must always be the same for the same offense. Discretion should be exercised in recognition of the fact that decisions pertaining to punishment should be made on an individual basis.
- c. Corporal punishment is prohibited. However, in order to restrain an individual from harming himself/herself or others, the use of **reasonable** physical force is allowed.
- d. Holding students outside the classroom for disciplinary reasons is prohibited.
- e. All potentially serious disorders between students should be brought to the attention of the building principal as soon as possible.
- f. Detention after school is sometimes an effective method of discipline, but should be used with discretion. Teachers should not detain pupils at lunch hour or after school without parental permission. Keep in close contact with parents -- they are often a very effective partner in correcting misbehavior in children.

3. Student Responsibilities

All District students have the responsibility to:

- Treat other students with respect and dignity.
- Promote a safe, supportive and orderly school environment that is conducive to learning and to show respect to other persons and to property.
- Follow all building-level safety and security protocols
- Carry and present ID when requested
- Abide by all District policies, rules and regulations dealing with student conduct.
- Attend school every day unless they are legally excused, and be in class, on time, and prepared to learn.
- Work to the best of their ability in all academic and extracurricular pursuits and strive toward their highest level of achievement possible.
- React to direction given by teachers, administrators and other school personnel in a respectful, positive manner.
- Work to develop mechanisms to manage and control their anger.
- Ask questions when they do not understand.
- Seek help in solving problems that might lead to discipline.

- Adhere to the building dress code for school and school functions.
- Respect and take responsibility for all school property, including, but not limited to, District technology, equipment, textbooks and materials.
- Accept responsibility for their actions.

- Conduct themselves as representatives of the District when participating in or attending school-sponsored, extra-curricular events and to hold themselves to the highest standards of conduct, demeanor and sportsmanship.
- Comply with all school rules, even those rules with which they disagree.
- Comply with the student agreements and/or contracts such as Peer Mediation Contract, Anti-Bullying Pledges, Student Rights and Responsibilities Agreement, Computer Use Agreement, Middle and High School Athletic Contracts.

4. Guidelines for the Teachers' Role in Discipline

All District teachers are expected to:

- Maintain a climate of mutual respect and dignity for all students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex that will strengthen students' self- concept and promote confidence to learn.
- Maintain confidentiality in accordance with federal and state law.
- 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/or parents:
 - Course objectives and requirements.
 - Marking/grading procedures.
 - Assignment deadlines, when appropriate.
 - Expectations for students.
 - Classroom discipline plan.
- Communicate regularly with students, parents and other teachers concerning growth and achievement.
- Participate in school-wide efforts to provide adequate supervision in all school spaces, in conformity with the Taylor Law.
- Address issues of discrimination and harassment, or any situation that threatens the emotional or physical health or safety of any student, school employee or any person who is lawfully on school property or at a school function.
- Address personal biases that may prevent equal treatment of all students in the school or classroom setting.
- Report incidents of discrimination and harassment that are witnessed

or otherwise brought to their attention in a timely manner.

- Support all students' social and emotional development by building positive relationships with all students within the building; modeling, teaching, practicing, and assessing social and emotional competencies; and supporting and facilitating restorative interventions.
- Teach appropriate coping strategies, as needed, to foster positive and prosocial skills needed for academic and social-emotional success.

5. Student Separation and/or Suspension

Separation in school as a disciplinary action can be authorized by the principal in response to student violation of school policies, rules, or regulations. The student will be separated from all classes and remain in a specially designated area of the school. Parents of a separated student are required to confer with an administrator.

In the event of serious and persistent student behavior problems, the principal, at his/her discretion, may suspend a pupil to the custody of the parent or the parent's representative, pending a conference with the student's parents. The principal will notify the Superintendent of his/her action and confirm his/her action in writing as soon as possible. A conference between parent and principal should take place as quickly as is feasible and in no event will the student be kept out of school longer than five consecutive school days. Students must remain off school grounds and not participate in extracurricular activities during suspension.

Suspensions may be administered for violations in the following areas:

- a. Alcohol or Drugs - possession of or being under the influence of any amounts during and after school hours, at school, or at any school sponsored activity away from school.
- b. Endangering the safety or welfare of other students.
- c. Excessive cutting or tardiness.
- d. Extortion - the stealing of goods by threat or force.
- e. Fighting.
- f. Firecrackers - the possession of these or related materials.
- g. Foul or obscene language, or language likely to provoke fighting.
- h. Gambling.
- i. Insubordination.
- j. Loitering - in locker rooms and restrooms.
- k. Smoking - in unauthorized areas.
- l. Tampering with fire equipment will be reported to the Rockville Centre Fire Department.
- m. Theft - taking of school or personal property.
- n. Throwing objects.
- o. Truancy - illegal absence for the entire day.
- p. Vandalism - willful destruction of school or personal property.
- q. Weapons or facsimile - it is illegal to enter the school carrying a weapon.
- r. Possession of contraband and other prohibited items.

A suspended student may be reinstated by the principal, but upon continued evidence of serious persistent behavior problems, may be recommended for suspension by the Superintendent. The Superintendent may suspend the student from school for a period longer than five consecutive school days at his/her discretion in accordance with the procedures outlined in state law. He/she will notify the board of the pending hearing and results. Suspension will be in order when all other disciplinary action has failed. Teachers are referred to the District Code of Conduct, Guidelines for Character Development and Student Support.

6. Distribution and Care of Textbooks

All students in the Rockville Centre Union Free School District must be provided with the appropriate text material for each course of study.

Procedures for the distribution of textbooks will be detailed in instructions provided by your building principals.

Be sure each book issued by you includes a stamp for identification of textbooks, and that the name of the student receiving the text is entered in the book.

Teachers are to ask students to cover their books.

Periodic checks should take place to examine the condition of the books.

Texts are the property of the School District. Upon termination of the school year, students must return textbooks. The condition of the books should be assessed.

Payment of the current list price and/or replacement of textbooks or library books that are lost or badly damaged while in the possession of a student will be required. This may be amended at the discretion of the principal (or the principal's designated representative) to meet special individual problems. At no time are students to be asked to purchase textbooks.

Since learner centered schools require the use of many texts and sources, teachers are asked to develop an efficient, effective classroom book loan system.

7. Lunchroom and Playground Supervision

Lunchroom supervision will be in compliance with Article II of the contract between the Board of Education and the Rockville Centre Teachers' Association. Specific arrangements for the supervision of the lunchroom at each school building will be determined by the building principal.

The playgrounds are supervised by aides beginning at 8:45 A.M. at the elementary schools. In the event of a problem on the playground, the aide will immediately notify the duty teacher. It is the responsibility of the duty teacher to inform aides where he/she will be during this period.

8. Student Passes

Issue student passes to pupils with discretion and insist that the passes be returned to the teacher. Teachers should know at all times the name of the

student who is out of their room with a pass. Give passes for emergencies only. Do not issue more than one pass at a time.

TEACHER ATTENDANCE

1. Attendance Sheet

On the attendance sheet provided in the main office of each school, every teacher is to enter daily their arrival times when they get to school and their departure times when they leave school.

2. Leaving the Building During the School Day

If you wish to leave the building during your lunch period or any other unassigned period, inform the office personnel. It is important that the office personnel be in a position to locate a teacher in case of an emergency. When it is necessary for a teacher to leave the building early, permission must be obtained from the principal.

3. Emergency Closing or Delayed Opening of Schools

The District will use an automated telephone notification system, SchoolMessenger, to alert staff and parents of an emergency closing or delayed opening, as well as other critical information. Arrangements have been made to notify the general public by radio, cable TV, and on the School District's website whenever schools are to be closed or their openings delayed because of weather conditions. If our schools are to be closed or their openings delayed, the announcement will be broadcast intermittently over the following stations:

RVC Website – www.rvcschools.org	
School Channel (RVC/South Hempstead)	B-103 FM (103.1 on the dial)
SchoolMessenger Message	WCBS-TV Channel 2
WALK FM (97.5 on the dial)	WNBC-TV Channel 4
WALK AM (1370 on the dial)	FOX5 / WNYW – TV (Channel 5)
WBAB FM (102.3 on the dial)	WABC-TV Channel 7
WBLI FM (106.1 on the dial)	CABLEVISION - CHANNEL 12
WCBS AM (News 88)	OPTIMUM Channel 19
WHLI AM (1100 on the dial)	WABC – TV (Channel 7)
WINS AM (1010 on the dial)	FiOs1 (Channel 36)
WKJY FM (98.3 on the dial)	OR AT: WWW.RVCSCHOOLS.ORG

Whenever you are in doubt about the schools being open, you are urged to listen to one of these stations for bulletins in order to avoid congestion that results when many people try to telephone the school.

4. Absences

Secondary teachers who find it necessary to be absent must call the Long Island Substitute Teacher Service (LISTS) at the following unlisted number: Priority Number (631)864-2924. This is a 24-hour per day, 7 days per week service which operates on telephone answering machines when the phones are not "manned." Please call **as early as possible** and be prepared to give the following information:

- a. First and last name (spell your last name, speaking loudly and clearly.)
- b. School (or schools) at which you teach on the day you will be absent including the grade or subject.
- c. The reason for the absence and the anticipated dates of absence (please specify AM or PM if a half-day absence).
- d. Parking spot number (if applicable) and time you are expected at school.
- e. Any other pertinent information.

If your absence does not require a substitute, please indicate that to the Registry when you call. **DO NOT** call a substitute teacher directly. If your absence continues for a second day, you must call the Registry as well as your principal.

Upon your return to school, you must complete the employee absence report Form 35 indicating the reason for your absence (See Appendix E). If you are absent for 5 or more days due to illness, you must have a physician's note stating the reason for your absence. Form Y (See Appendix G) should be completed for all absences other than those conforming to the ones listed on Form X (See Appendix H). For further clarification, please refer to your Teachers' Contract.

It would be appreciated if absences for conferences would be called into the Registry at least one week, but not more than two weeks, in advance.

5. Family and Medical Leave Act

The Rockville Centre Public Schools have adopted policy (Appendix J) to ensure that we are in compliance with the Family and Medical Leave Act of 1993. It is incumbent upon all employees to familiarize themselves with the specifics of the policy.

6. Payroll and Benefits

a. Changes in Address, Telephone Numbers, and Other Contact Information

Staff members are responsible for written notification to the Personnel Department via email to aminolfo@rvcschools.org, when there is a change in address, telephone number, or other contact information.

b. Health Insurance

All changes to health insurance coverage must be made by contacting Anne Gaioni, Benefits Coordinator, at ext. 8831. In order for newly acquired dependents to receive full coverage from date of marriage or date of birth,

notification must be made prior to the effective date and you must bring us your Birth Certificate or Marriage License.

c. Change in Income Tax Withholding

You can make changes to your income tax withholding within the RVC Payroll Portal. The link can be found in the RVC School Website, under Staff, RVC Payroll Portal. Forms are also available on the RVC Staff Documents page, Questions can be emailed to payroll@rvcschools.org, ext. 8935/8938. Separate forms must be filled out for Federal and State Withholding and forwarded to the Payroll Department. You must submit a new W-4 Form.

d. 403 (b) and 457 Plans

Retirement Savings Plans are available to all staff members. Any requests for new deductions or changes in amounts deducted for these plans must be submitted through the District's Third Party Administrator, The OMNI Group. Participation is limited to the companies approved by the Rockville Centre Board of Education. These are listed, with contact information, on the OMNI website and on the RVC Staff Documents page. You must fill out and submit all forms online at OMNI403b.com or go directly through your financial representative.

e. Direct Deposit

Direct Deposit of payroll is requested by completing the Direct Deposit Authorization Form found on the RVC Staff page and submitting it, along with the required voided check, to the Payroll Department. All requests are tested for two payroll periods before being fully implemented. All paystubs will be emailed prior to payday.

f. Changes in Other Deductions

Please contact the Payroll Department, payroll@rvcschools.org; ext. 8935/8938.

g. Extra-Curricular Activities/Clubs

Stipends for Extra Curricular Activities/Clubs listed in the Rockville Centre Teachers' Association Agreement will be paid evenly over the course of the school year. However, the Board of Education has approved that the payment of club stipends which are under \$1,000 will be paid in two equal payments, at the end of December and at the end of May. These payments will be made in separate checks.

h. Flexible Spending Plan

Staff members may elect to participate in the Rockville Centre UFSD Section 125 Flexible Spending Plan. This Plan is through "Gente Employee Benefits and HR Solutions" and allows employees to pay for medical, dental, dependent care and other expenses with pre-tax dollars. Enrollment is on an annual basis and sign-up is in November/December for the following calendar year. Other information is available from Anne Gaioni at benefits@rvcschools.org / ext. 8831.

i. Benefit Fund

A Benefit Fund has been established and is administered by the Rockville Centre Teachers' Association for the purpose of providing benefits for the

members of the Association. Contact your union representative for additional information regarding these benefits.

j. Non-Cash Life Insurance

Group Term life insurance is provided for members of the Rockville Centre Teachers' Association through the Benefit Fund. According to IRS regulations, the cost of this insurance is a taxable benefit to the insured and is reported annually on the employee's W-2 form.

TEACHER SUPERVISION

Part of the ongoing learning process of every teacher is the observation and evaluation procedure. Copies of the form used in the supervisory and evaluative processes are available through your frontline account accessible via app.frontlineeducation.com.

On April 13, 2015, the Governor signed Chapter 56 of the Laws of 2015 to add a new Education Law §3012-d, to establish a new evaluation system for classroom teachers. The new law requires teachers to be evaluated based on two categories: the Student Performance Category and the Observation Category. Under the new law, New York State continues to differentiate teacher effectiveness using four rating categories – Highly Effective, Effective, Developing, and Ineffective. Education Law §3012-d requires APPRs to result in a single composite teacher effectiveness rating that incorporates multiple measures of effectiveness.

Detailed information on Education Law §3012-d can be found at:

<https://www.engageny.org/resource/appr-3012-d>

District Annual Review plans are approved annually by NYSED. The Rockville Centre approved APPR plan can be found on the District website, www.rvcschools.org. The plan is located in District Guidelines under the Parents tab.

Teachers Evaluated under Education Law §3012-d

Non-tenured teaches shall be observed at least four times during each academic year. However, for first year teachers such observations shall not be submitted in writing for the first month. Tenured teachers will be formally observed twice each year.

Teachers not evaluated under Education Law §3012-d

The following teachers are not evaluated under Education Law §3012-d: Psychologists, Nurse Teacher, Social Workers, School Counselors, Speech Teachers and Middle and High School Librarians.

Tenured teachers not evaluated under Education Law §3012-d will also be observed and evaluated annually. Copies of the form used in the supervisory and evaluative processes are available through your frontline account accessible via app.frontlineeducation.com.

Non-tenured teachers not evaluated under Education Law §3012-d shall be observed at least 4 times during each academic year. However, for first year teachers such observations shall not be submitted in writing for the first month.

**SUBJECT: USE OF SURVEILLANCE CAMERAS IN THE SCHOOL
DISTRICT**

The Board of Education recognizes its responsibility to promote and foster school safety and ensure a safe and effective learning environment. After having carefully considered and balanced the rights of privacy with the District's duty to promote discipline, health, welfare and safety of staff and students, as well as that of the general public who has occasion to use school facilities, the board supports the use of surveillance cameras when necessary in its schools, its buses and/or on school grounds. District surveillance cameras will only be utilized in public areas where there is no "reasonable expectation of privacy." Audio recordings shall not be utilized by the School District officials; such prohibition does not preclude the use of audio recordings by law enforcement officials in accordance with their official duties and/or as otherwise authorized by law.

To further the board's objective, the School District's District-wide Safety Team shall meet as appropriate and/or deemed necessary to develop, implement and review District and building-level safety practices. The team shall also make recommendations to the Superintendent regarding the implementation and use of surveillance cameras as authorized by the Board of Education. The Superintendent shall retain final decision-making authority regarding the recommendations of the Safety Team; and he/she shall notify the board as to the procedures to be implemented with regard to the use of surveillance cameras by the School District.

In determining the most appropriate use and implementation of surveillance cameras in the schools, school buses and/or on school grounds, the district-wide safety team's recommendation will be guided by, at a minimum, the following considerations:

- a) Demonstrated need for the device at designated locations;
- b) Appropriateness and effectiveness of proposed protocol;
- c) The use of additional, less intrusive, means to further address the issue of school safety (e.g., restricted access to buildings, use of pass cards or identification badges, increased lighting, alarms);
- d) Right to privacy and other legal considerations (which should be referred to the school attorney for review and compliance with applicable laws and regulations); and
- e) Expense involved installing and maintaining the use of surveillance cameras at designated locations, including school buses and/or on school grounds.

Any video recording used for surveillance purposes in school buildings, school buses and/or on school property, shall be the sole property of the District; and the Superintendent or his/her designee will be the custodian of such recordings.

Requests for viewing a video recording must be made in writing to the Superintendent or his/her designee and, if the request is granted, such viewing must occur in the presence of the District's designated custodian of the recording. Under no circumstances will the District's video recording be duplicated and/or removed from District premises unless in accordance with a court order and/or subpoena.

**SIGNAGE/NOTIFICATION REGARDING USE OF SURVEILLANCE
CAMERAS IN SCHOOL BUILDINGS,
SCHOOL BUSES AND/OR ON SCHOOL GROUNDS**

Appropriate signage will be posted at entrances to the school campus and/or at major entrances into school buildings notifying students, staff and the general public of the District's use of surveillance cameras.

Students and staff will receive additional notification, as appropriate, regarding the use of surveillance cameras in the schools, school buses and/or on school grounds. Such notification may include, but is not limited to, publication in the District calendar, employee handbook, and student handbook. Such notification does not preclude, as deemed appropriate by administration, the discussion of the use of surveillance cameras with staff and students to heighten awareness and help foster a sense of security.

USE OF EMAIL IN THE SCHOOL DISTRICT

Electronic mail or email is a valuable business communication tool, and users shall use this tool in a responsible, effective and lawful manner. Every employee/authorized user has a responsibility to maintain the District's image and reputation, to be knowledgeable about the inherent risks associated with email usage and to avoid placing the School District at risk. Although email seems to be less formal than other written communication, the same laws and business records requirements apply. School District employees/authorized users shall use the District's designated email system, such as Microsoft Exchange, for all business email, including emails in which students or student issues are involved.

Employee Acknowledgement

All employees and authorized users shall acknowledge and follow the District's policies and regulations on acceptable use of computerized information resources, including email usage.

Classified and Confidential

District employees and authorized users may not:

- a) Provide lists or information about District employees or students to others and/or classified information without approval. Questions regarding usage should be directed to a Principal/supervisor.
- b) Forward emails with confidential, sensitive, or secure information without Principal/supervisor authorization. Additional precautions should be taken when sending documents of a confidential nature.
- c) Use file names that may disclose confidential information. Confidential files should be password protected and encrypted, if possible. File protection passwords shall not be communicated via email correspondence in any event.
- d) Send or forward email with comments or statements about the District that may negatively impact it.

Personal Use

Employees and authorized users may use the District's email system for limited personal use. However, there is no expectation of privacy in email use. The District has the right to review all employees' email. If employees decide to use the District's email system for personal use, the employee will be held accountable for the content of all incoming and outgoing personal messages. The District has the right to monitor all school District owned email accounts. If the use of an account by an employee is found to be in violation of Federal or State law or regulation, and/or school District policy, and contractual and/or assigned responsibilities, the employee may be subject to prosecution and/or disciplinary action.

Email Accounts

All email accounts on the District's system are the property of the School District.

Receiving Unacceptable Mail

Employees and authorized users who receive offensive, unpleasant, harassing or intimidating messages via email or instant messaging shall inform their Principal/supervisor immediately.

Records Management and Retention

Retention of email messages are covered by the same retention schedules as records in other formats, but are of a similar program function or activity. Email shall be maintained in accordance with the NYS Records Retention and Disposition Schedule ED-1 and as outlined in the Records Management Policy. Email records may consequently be deleted, purged or destroyed after they have been retained for the requisite time period established in the ED-1 schedule.

Archival of Email

All email sent and received to an employee's email account should be archived by the District for a period of no less than six (6) years. This time period was determined based on the possibility of emails that are the official copy of a record according to schedule ED-1. Depending on the District's archival system, employees may have access to view their personal archive, including deleted email.

Employee Notice

Employees will be informed of the District Policy at the time of hire.

Employees/authorized users should receive regular training on the following topics:

- a) The appropriate use of email with students, parents and other staff to avoid issues of harassment and/or charges of fraternization.
- b) Confidentiality of emails.
- c) Permanence of email: email is never truly deleted, as the data can reside in many different places and in many different forms.
- d) No expectation of privacy: email use on District property is NOT to be construed as private.

Sanctions

The District's technology coordinator may report inappropriate use of email by an employee/authorized user to the employee/authorized user's Principal/supervisor who will take appropriate disciplinary action. Violations may result in a loss of email use, access to the technology network and/or other disciplinary action. When applicable, law enforcement agencies may be involved.

Notification

All employees/authorized users will be required to access a copy of the District's policies on staff and student use of computerized information resources and the regulations established in connection with those policies. Each user will acknowledge this employee/designated user agreement before establishing an account or continuing in his/her use of email.

Confidentiality Notice

A standard Confidentiality Notice will automatically be added to each email as determined by the District.

APPENDIX A
My Learning Plan Forms

**The following are forms to be submitted online through your
My Learning Plan account:**

- Conference Form C
- PM Request (Not from Catalog)
- Approval of In-service Course Form
- Collegial Circle for Professional Development Hours
- Graduate Course Request
- 100-Hour Log Form
- STARLAB Reservation Form

Conference Form C

Use this form for prior approval to attend conference/school business activity.

Activity Title

Description



Characters left **2048**

URL for Description

Meeting Dates

List date as 00/00/0000

Start Date

End Date

Sub Required

 s b

Sub Requested

Provider of Conference

Provider

If not on list, enter here

Costs

Registration Fee

Estimated Lodging

Estimated Meals

Transportation

Tolls

Payment

Payment Type

Hours

Enter the number of Hours you are seeking for this activity, if outside of school day.

Hours

Attendance

As of this date, how many absences do you have in each category.

FMLA	<input type="text"/>
Religious	<input type="text"/>
RVCTA Business	<input type="text"/>
Personal	<input type="text"/>
Sick	<input type="text"/>
School Business	<input type="text"/>

Goal(s) and Objective(s)

Select At Least One District Objective

Goal : New York State Standards
 New York State Standards

Goal : Technology Integration
 Curriculum Integration

Goal : Build Leadership
 Build Leadership

Goal : Differentiate Instruction
 Differentiate Instruction

Goal : 100 Hour Requirement
 100-Hour Requirement

Purpose(s)

Select a Purpose(s)

District Inservice

Professional Growth/During the Day

M Plan Requirement

Mentoring

100 Hour Professional Development Requirement


Graduate Credit

Salary Increment

LL Professional Development Requirement

Comments

Comments

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Finish

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PM Request (Not from Catalog)

Name

Activity Title

Location

Description



Characters left **2048**

URL for Description

Dates

StartDate (mm/dd/yy)

End Date (mm/dd/yy)

Meeting Dates/Times

Sub Required

s b

Sub Requested

Provider

Provider

--- Click To Select ---

If not on list, enter here

Hours

Enter the number of Hours you are seeking. Remember, 15 hours = 1 credit.

Hours

Goal(s) and Objective(s)

Select At Least One District Objective

- Goal : New York State Standards**
 ew York State Standards
- Goal : Technology Integration**
 urrericulum Integration
- Goal : Build Leadership**
 uld Leadership
- Goal : Differentiate Instruction**
 ifferentiate Instruction
- Goal : 100 Hour Requirement**
 00-Hour Requirement

Comments

Comments



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Finish

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Approval Of In-service Course Form

Pursuant to Article IV, Section B.3(d) of the collective bargaining agreement between the Rockville Centre Board of Education and the Rockville Centre Teachers' Association, in-service credits shall be calculated as follows: Except where specifically provided to the contrary, one (1) in-service credit shall be awarded for each combination of 15 full hours of classroom instruction and 15 full hours of out of class work required by an individual in-service course.?

Article IV B.2(b) states: If a teacher is planning to request in-service credit for an in-service course the teacher is taking, prior approval by the Superintendent of Schools or his designee shall be required for all courses except those which meet the criteria in 4.(d) (Summer Study) and the following criteria: Courses offered by the Nassau County BOCES, an approved professional organization, or the Rockville Centre Teacher Center, in which the course content relates to the teacher's assignment and which contains a minimum of 15 (fifteen) class hours.

In order to apply for the contractual credits, this form is to be submitted in duplicate three (3) weeks prior to the beginning of the in-service course.

Course Information

Course Title

Course Description

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Course Website (Link)

Dates

StartDate (mm/dd/yy)

End Date (mm/dd/yy)

Meeting Dates/Times

Course Sponsor/Provider

Provider

If not on list, enter here

Is this an on-line course?

 No Yes

Inservice Hours/Credits

Enter the number of Hours / Credits you are seeking for this activity

Number of In-service Hours

Number of Expected Outside Study Hours:

Number of In-service Credits Requested

Goal(s) and Objective(s)

Select At Least One District Objective

Goal : New York State Standards

New York State Standards

Goal : Technology Integration

Curriculum Integration

Goal : Build Leadership

Build Leadership

Goal : Differentiate Instruction

Differentiate Instruction

Goal : 100 Hour Requirement

00-Hour Requirement


Purpose(s)

Select a Purpose(s)

- District Inservice
- Professional Growth/During the Day
- M Plan Requirement
- Mentoring
- 00 Hour Professional Development Requirement
- Graduate Credit
- Salary Increment
- LL Professional Development Requirement

Comments

Comments

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Finish

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Collegial Circle for Professional Development Hours

Use this form to submit a request for prior approval for a collegial circle. This is only for professional development hours.

Topic Information

Topic

Participant Information

Each Collegial Circle must have at least 3 and no more than 8 participants.

Names of Participants



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Collegial Circle Information

What skill, knowledge or ability do you intend to gain from this activity?



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How was the need identified?



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What evaluative measures will you employ to demonstrate that you have achieved your goal?



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Dates

StartDate (mm/dd/yy)

End Date (mm/dd/yy)

Anticipated Hours

Groups must meet a minimum of 4 hours to maximum of 8 hours

Hours

Goal(s) and Objective(s)

Select At Least One District Objective

Goal : New York State Standards

- New York State Standards
- Goal : Technology Integration
- Curriculum Integration
- Goal : Build Leadership
- Build Leadership
- Goal : Differentiate Instruction
- Differentiate Instruction
- Goal : 100 Hour Requirement
- 100-Hour Requirement

Purpose(s)

Select a Purpose(s)

- District Inservice
- Professional Growth/During the Day
- IEP Plan Requirement
- Mentoring
- 100 Hour Professional Development Requirement
- Graduate Credit
- Salary Increment
- 120 Hour Professional Development Requirement

Comments

Comments



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Finish

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Teacher Mentor Application

Use this form if you would like to serve as a mentor.

2015/16 School Year

Certification

Submission Date

Activity Details

AM INTERESTED IN SERVING AS A FULL-TIME MENTOR

AM INTERESTED IN SERVING AS A PART-TIME MENTOR

Number of Years Teaching

Number of Years Teaching in
Rockville Centre

Grade(s)/Subject(s) taught:

Please list any extra-curricular
activities in which you have
been involved.



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What is your concept of the job
of a mentor and why are you
interested in assuming this
role?



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Describe any
qualifications/personal
attributes which you might
possess that might enhance
your role as mentor.



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Finish

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Graduate Course Request

Use this form to submit a request for prior approval of a graduate course.

Article IV: Section B 1b. Graduate courses approved by a university or college but sponsored and run by another private organization will be considered for salary and graduate credits only if the credits are accepted by that university or college as part of a degree program. If the credits are not accepted as part of a degree program then teachers interested in taking these course may apply for in-service credit under the provisions of this contract.

Course Information

Course Title



Course Number

Description



Characters left **2048**

Course Website

Course Dates

Semester/Term

Start Date (mm/dd/yy)

End Date (mm/dd/yy)

Meeting Dates/Times

Course Provider

University/College

Off-Campus Site:

Graduate/College Credits

Enter the number of credits you are seeking for this activity.

Credits

Course Function

Select all that apply.

This course:

- WILL BE USED AS PART OF MY PM PLAN (APPLIES ONLY TO TEACHING ASSISTANTS).
- IS PART OF MY APPROVED DEGREE PROGRAM AND REQUIRED FOR MY CERTIFICATION.
- WOULD CONTRIBUTE TO THE ENHANCEMENT OF MY PROFESSIONAL PERFORMANCE.
- WILL BE USED TOWARDS SALARY INCREMENT (COURSE MUST BE ACCEPTABLE AS PART OF THE COLLEGE/UNIVERSITY DEGREE PROGRAM).
- WILL BE APPLIED TOWARD MY 175 HOURS PROFESSIONAL DEVELOPMENT REQUIREMENT.

Goal(s) and Objective(s)

Select At Least One District Objective

Goal : New York State Standards
 New York State Standards

Goal : Technology Integration
 Curriculum Integration

Goal : Build Leadership
 Build Leadership

Goal : Differentiate Instruction
 Differentiate Instruction

Goal : 100 Hour Requirement
 100-Hour Requirement


Purpose(s)

Select a Purpose(s)

- District Inservice
- Professional Growth/During the Day
- PM Plan Requirement
- Mentoring
- 100 Hour Professional Development Requirement
- Graduate Credit
- Salary Increment
- 175 Hour Professional Development Requirement

Comments

Comments

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TITLE	
100 Hour Log Form	
<p>Submit this form once each month listing the meetings you attend.</p> <p>When indicating the hours below, indicate the hours for this activity only. The system will tally all of the logged hours upon final submission.</p> <p>When all individual log forms are entered, use the Submit Log link on the main LearningPlan page to request approval. Upon successful approval, the log form will appear as a completed activity in your portfolio.</p>	
Activity/Log Information	
Activity Title	<input type="text"/>
Description	<input type="text"/>
	 Characters left 2048
Dates	
Start Date	<input type="text"/>
End Date	<input type="text"/>
Meeting Times	<input type="text"/>
Provider	
Provider	<input type="text" value="--- Click To Select ---"/>
If not on list, enter here	<input type="text"/>
Attach backup file if available.	<input type="text"/>
Hours	
<input type="text" value="Enter the number of Hours you are seeking for this individual activity"/>	
Hours	<input type="text"/>
Purpose	
Check all that apply	<input type="checkbox"/> District Inservice <input type="checkbox"/> Professional Growth/During the Day <input type="checkbox"/> PM Plan Requirement <input type="checkbox"/> Mentoring <input type="checkbox"/> 100 Hour Professional Development Requirement <input type="checkbox"/> Graduate Credit <input type="checkbox"/> Salary Increment <input type="checkbox"/> ELL Professional Development Requirement
Comments	
<input type="text"/>	

Comments



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Finish

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STARLAB Reservation Form

Use this form to submit a request to reserve the STARLAB.

Submission Date:

Grade Level/Subject

Please describe how the STARLAB will be used for instruction:



Meeting Dates

In requesting date options, please indicate a date range - for example: From 1/3/11 to 1/7/11.

1st Date Option

2nd Date Option

3rd Date Option

Comments

Comments



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Finish

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**ROCKVILLE CENTRE UNION FREE SCHOOL DISTRICT
REQUEST FOR SALARY ADJUSTMENT**

Name: _____ Date: _____

School: _____ Grade/Subject: _____

Bachelor's Degree Awarded By: _____ Date: _____

Master's Degree Awarded By: _____ Date: _____

Other Degree Awarded By: _____ Date: _____

What is Your Present Salary Level? _____

To What Salary Level Are You Requesting Advancement? _____

Please complete the chart below listing your credits to be used for this salary advance, and indicating where the study was completed. Official transcripts must be on file in the Personnel Office for all credits you plan to utilize. Please list all graduate and in-service credits you have. Any credits above the 15 needed for salary advancement will be banked for you for future use.

Graduate Study Completed and/or In-service Credits Completed			Date Course Taken	Graduate Credits	In-service Credits
School Attended	Course No.	Course Name			
Total Credits to be Used for Salary Advancement					

I certify that I have satisfactorily completed all of the courses and have earned all of the degrees listed above and that I have arranged to have an official transcript sent to the Personnel Office.

Signature

APPENDIX B

UNIVERSAL PRECAUTIONS GENERAL GUIDELINES FOR USE OF "SPILL KITS"

PROCEDURE:

1. Have someone notify the **NURSE**.
2. Have someone notify the **CUSTODIAN**.
3. Notify occupants in the area to stay clear of the **SPILL, (BLOOD OR VOMIT)**.
4. Open kit and empty contents near the **SPILL**.
5. Put on **GLOVES** as directed.
6. Take small black bag, open it and peel it back. Lay it on a flat sturdy surface near the spill.
7. Perform **FIRST AID** as needed:

In the presence of **BLOOD**, use gauze and/or band-aids to stop the flow. It is best to let the **STUDENT DO THIS, IF ABLE**. Place **SOILED** materials into the **BAG**.
8. Take the **ENCAPSULANT POWDER** and spread it over the **SPILL**.
9. Take the **SPATULA** and pick up whatever can be scraped up and **DISPOSE OF IN BAG**.
10. Take packets of alcohol and douse any soiled areas with it using clean gauze and/or paper towels. Place soiled materials in bag.
11. Peel off **CONTAMINATED GLOVES** and put in bag. **AVOID TOUCHING SKIN WITH GLOVES**.
12. Put on **SECOND PAIR OF GLOVES** and fasten bag with **ENCLOSED TIE**. Place bag in waste can with a **LINER** in it.
13. Take a can of "**ABAC DISINFECTANT AND DEODORANT SPRAY**" and spray area for several seconds. Allow to air dry or **WAIT 10 SECONDS**.

APPENDIX B
(Continued)

14. Discard towels and second pair of gloves in waste can. **REMOVE CAN LINER WITH ALL CONTENTS AND GIVE TO THE CUSTODIANS FOR REMOVAL FROM THE AREA.**
15. **WASH YOUR HANDS THOROUGHLY WITH SOAP AND WATER.**
16. **SPILL KITS ARE AVAILABLE IN EACH BUILDING. CONTACT THE MAIN OFFICE FOR EXACT LOCATION.**

UNIVERSAL PRECAUTIONS
GENERAL CLASSROOM PROCEDURES

1. Hepatitis B and the AIDS virus are not transmitted through casual contact. However, when the exposure to bodily fluids is possible, i.e., bleeding, biting, vomiting, etc., precautions should be taken.
2. Call custodians for assistance when possible. If not available, clean spills quickly with disposable paper towels and discard in plastic bags with ties. "**SPILL KITS**" are available in each building.
3. Use gloves to handle any human secretions. **VINYL AND LATEX** are recommended. Wash hands before and after cleaning. If gloves are not readily available, have the injured individual, if able, use bulky dressings, or tissues. Call the nurse for help. **AVOID SKIN TO SKIN CONTACT.** If you are bitten or injured by a student:
 - a. Wash area thoroughly
 - b. Allow to bleed for several seconds
 - c. Cover with clean bandage and/or go to nurse
 - d. Notify supervisor and file an incident report

APPENDIX C

6480F-1

ROCKVILLE CENTRE UNION FREE SCHOOL DISTRICT
Rockville Centre, New York

TO: Superintendent of Schools

RE: Tutoring for a Fee, Remuneration and/or Consideration

In accordance with Policy 6480, I request permission to provide tutoring for a fee to: (if more than one student, the roster of students must be attached)

Name of Student _____ Grade _____ Home School _____

Prior services provided to the Student(s)

Type of service to be provided

The services are scheduled to begin on

and will continue until

Location where services will be provided:

The student(s) is/are not (a) member(s) of my regularly assigned classes or assigned to any of my regularly scheduled classes during the next school year

This activity does not interfere with the regular performance of my teaching duties.

Teacher's Signature

Teacher's Name

Principal's Signature

Date Submitted to Superintendent

Date: _____

Approved Denied

Superintendent of Schools

cc: Asst. Superintendent for Curriculum/Instruction
School Principal
Personnel Copy

ROCKVILLE CENTRE UNION FREE SCHOOL DISTRICT
Rockville Centre, New York

TO: Superintendent of Schools

RE: Music Instruction for a Fee, Remuneration and/or Consideration

In accordance with Policy 6480, I request permission to provide musical lessons/instruction for a fee to: (if more than one student, the roster of students must be attached)

Name of Student _____ Grade _____ Home School _____

Prior services provided to the Student(s)

Type of service to be provided

The services are scheduled to begin on

and will continue until

Location where services will be provided:

The student(s) is/are not (a) student(s) that I provide musical instruction to or assigned to any of my regularly scheduled classes during the next school year

This activity does not interfere with the regular performance of my teaching duties.

Teacher's Signature

Teacher's Name

Director of the Arts Signature

Date Submitted to Superintendent

Date: _____

Approved

Denied

Superintendent of Schools

cc: Asst. Superintendent for Curriculum/Instruction
Director of the Arts
School Principal
Personnel Copy

ROCKVILLE CENTRE UNION FREE SCHOOL DISTRICT
Rockville Centre, New York

TO: Superintendent of Schools

RE: Coaching/Training for a Fee, Remuneration and/or Consideration

In accordance with Policy 6480, I provide the following information:

Current Season and Sport Coaching for the Rockville Centre School District: _____

Name of Outside Club/Organization: _____

Name(s) and grade(s) of Rockville Centre School District students involved in outside club/organization: (if numerous attach roster)

Prior services provided to the student(s) _____

Type of service to be provided _____

The services are scheduled to begin on _____

and will continue until _____

Location where services will be provided: _____

If deemed necessary, I _____ (Coach's Name), agree that an alternative selection process for said student(s) involved in the outside club/organization will be developed by the District Athletic Director before the season begins.

Coach's Signature

Coach's Name

Director of Athletics Signature

Date Submitted to Superintendent

Date: _____

Approved

Denied

Superintendent of Schools

cc: Asst. Superintendent for Curriculum/Instruction
Director of Physical Education, Health and Athletics
School Principal
Personnel Copy

APPENDIX D

FIELD TRIPS AND EXCURSIONS

Field trips will serve as an extension of classroom instruction as well as an enriching and/or culminating activity. The Board encourages teachers to provide excursions within the District and neighboring areas for valid educational purposes.

Teachers will submit requests to the principal for approval of field trips and excursions except that overnight trips will need the approval of the Superintendent of Schools and the Board of Education. Field trips requiring travel in airplanes, or outside the continental United States, will also require Board approval in addition to the Superintendent of Schools' approval.

A signed parental permission slip will be required for each child for each trip. In addition, all overnight field trips will require both the students and parents to read and sign District formulated rules and regulations governing student conduct during the course of the field trip. At the discretion of the principal, a verbal phone conversation with the parent and/or guardian and the principal or principal's designee plus an additional staff member, will be considered permission for the student to attend up to a one full-day trip and used in lieu of a written permission slip. Parents may be asked to accompany classes on trips to assist with teacher supervision. There will be no transporting of students by parents in private vehicles.

The Board has approved general regulations concerning field trips, and the administration is authorized to formulate additional regulations as necessary to ensure the proper educational value of field trips, the accessibility of these trips to all students, and the safety of students and chaperones on such trips. Teachers, chaperones and trip supervisors for overnight field trips shall review guidelines established by the Board of Education to insure expectations for the supervision of students are understood. These guidelines are outlined in the supplemental regulation 8460R.

FIELD TRIPS: DURING SCHOOL HOURS

<u>Responsibility</u>	<u>Action</u>
Trip Supervisor	1) a. Discusses field trip with principal/designee. b. Complete Field Trip Request Form/Instructional Plan if necessary and submits formal written request to principal/designee at least three weeks before trip.

**APPENDIX D
(Continued)**

- | | |
|--------------------|--|
| Principal/Designee | 2) a. Approves field trip. |
| Trip Supervisor | 3) a. Secures written parental/legal guardian permission.

b. Selects and reviews procedures and regulations with chaperones.

c. Collects any fees.

d. Makes final arrangements, including transportation. |
| Principal/Designee | 4) a. Final review of all components of the trip. |

FIELD TRIPS: OVERNIGHT/OUT OF COUNTRY TRIPS

- | <u>Responsibility</u> | <u>Action</u> |
|-----------------------|---|
| Trip Supervisor | 1) a. Discusses field trip with principal.

b. Submits Field Trip Request Form at least six (6) weeks prior to the scheduling of an overnight field trip with details regarding lodging, meals, chaperones, etc. to the building principal. |
| Principal | 2) a. If disapproves, returns field trip request and informs teacher of decision.

b. If approves, forwards request to the Superintendent. |
| Superintendent | 3) a. Approves or disapproves request.

b. If approves, forwards request to Board of Education for approval. |
| School Board | 4) a. Board takes action.

b. If Board of Education disapproves, Superintendent returns request to building principal who notifies teacher of rejection. |

**APPENDIX D
(Continued)**

- | | |
|-----------------|---|
| Superintendent | 5) Notifies building principal of Board action. |
| Principal | 6) Submits Superintendent's and School Board's decision to teacher. If approved, makes appropriate arrangements with teacher. |
| Trip Supervisor | 7) a. Makes final arrangements for trip.
b. Collects appropriately completed forms from parents and students
c. Reviews procedures with chaperones. |

**APPENDIX D
(Continued)**

ROCKVILLE CENTRE UNION FREE SCHOOL DISTRICT
PERMISSION FOR DAY FIELD TRIP

After reviewing the information below and discussing with my child his/her current academic standing at _____, I the undersigned,
School Name
give my permission for _____ to take a field trip to _____
_____ under the supervision of _____
_____ on _____ at a cost to the pupil
of \$ _____.

Transportation will be provided by _____
Time/Place of Departure _____
Time/Place of Return _____

In the interest of safety and in order that the trip be educationally valuable, every student will remain with the group and follow directions of those in charge. I have reviewed the information above and understand that, where appropriate, my child will be responsible for all work missed. I am unaware of any physical or other health-related condition which would prevent my child's safe participation in the field trip described above. I give my permission for medical attention to be provided to my child as necessary.

Parent or Guardian's Signature _____ Date _____

IN CASE OF EMERGENCY PLEASE CALL:

Primary contact: _____

Relationship _____ Phone Numbers: _____

Second contact: _____
Relationship _____

Revised: 3/11/09

APPENDIX D
(Continued)

TO: Students and Parents/Guardians

Enclosed in this packet you will find the following forms:

- A. Rules and Regulations (Signature required by both parent and student)
- B. Overnight field trip permission slips (Signature of parent/guardian/student)
- C. Medical history (Parent signature) **
- D. Authorization to treat minor child (Signature of parent/guardian)

** **NOTE:** Please attach a copy of your health insurance card (front and back) to the back of the completed forms.

In order for your child to participate on any trip, the following requirements must be fulfilled:

- Return of completed packet by _____
- Must meet school's academic eligibility standards
- In the ___/___ school year, any suspension totaling two or more days during the current school year will render a student ineligible for attendance on an overnight field trip.

In the ___/___ school year and beyond, any suspension totaling two or more days during the past calendar year will render a student ineligible for attendance on an overnight field trip.

APPENDIX D
(Continued)

RULES AND REGULATIONS FOR PARENTS AND STUDENTS

TO: STUDENTS AND PARENTS

The following rules and regulations have been formulated to serve as a guide to students with regard to expected behavior and general conduct while on an overnight trip(s):

1. Students shall respect and abide by the authority delegated to the Trip Supervisors. The Trip Supervisor-in-charge is designated as responsible for enforcing the rules and regulations.
2. Students shall keep their Trip Supervisors informed of their activities and whereabouts at all times. Curfew will be established by the Trip Supervisors and will be enforced.
3. The Trip Supervisors have the authority to search and randomly check all students' property, including, but not limited to their luggage and rooms at any time.
4. In keeping with the School District policy, smoking will not be permitted while a student is officially representing South Side High School during any field trip. Failure to abide by this rule will result in being banned from future trips for the period of one calendar year and possible additional disciplinary action upon arrival at school.
5. Except for medication prescribed for the student by a physician, students shall not use or possess drugs of any kind. Any student who is knowledgeable of others using illegal substances and does not inform the Trip Supervisors of said infraction will be considered party to those infractions. If a student is found to be using or in the possession of drugs on a trip, he/she will be sent home at the parents' expense.

Disciplinary action will include at least a two year suspension from all field trips, a five day suspension from school, and dismissal for the remainder of the season or the year from the sport or activity connected with the trip. Depending on the nature of the infraction, the student may, at the discretion of the principal, be referred for a Superintendent's hearing and suspension. A suspension could be as long as a full year from school and all activities.

6. No alcoholic beverage in any form shall be in the possession of any student on this trip. Any student who is knowledgeable of others using alcohol and does not inform the Trip Supervisors of said infraction will be considered party to those infractions. Any student using alcohol on a school sponsored trip will be sent home at the parents' expense.

Disciplinary action will include at least a two year suspension from all field trips, a five day suspension from school, and dismissal from the remainder of the season or the year from the sport or activity connected with the trip. Depending on the nature of the infraction, the student may, at the discretion of the principal, be referred for a Superintendent's hearing and suspension. A suspension could be as long as a full year from school and all activities.

**APPENDIX D
(Continued)**

7. No student shall violate any local laws. If any laws are violated, the matter will be referred to the police for further investigation.
8. Any student engaging in activities that could be interpreted as hazing will be subject to disciplinary action. If a student is found to be engaging in hazing on this trip, he/she will be sent home at the parents' expense.

Disciplinary action will include at least a two-year suspension from all field trips, a five-day suspension from school, and dismissal for the remainder of the season or the year from the sport or activity connected with the trip. Depending on the nature of the infraction, the student may be, at the discretion of the principal, referred for a Superintendent's hearing and suspension. Suspensions could be as long as a full year from school and all activities.

If the hazing involves physical actions, the incident may be a violation of law and will be reported to the police for further investigation.

9. Parents will be responsible for any damage and/or theft resulting from any action of their child.
10. Any student violating or ignoring any of these rules will be sent home. If a child is required to return home, it is the parents' responsibility and at the parents' expense to transport their child back home.
11. Since this is an official Rockville Centre Board of Education approved field trip, the Principal, and/or Director of Athletics/Director of Arts may take additional disciplinary action deemed necessary after arrival home.
12. The Trip Supervisors have full discretion to exclude any student from this trip. I am also aware that the decisions of the Trip Supervisor may not be appealed. The Trip Supervisors' decisions are final.

I have read and understand these rules and regulations and I agree to abide by them during the trip.

Print Student Name: _____

Signature of Student

Date

I have read and understand these rules and regulations, which will be in effect during my child's trip. I have instructed my child to comply with these rules and regulations during the trip. If a Trip Supervisor has made the decision that a child needs to be taken home because of a violation of these rules and regulations, the decision is final, irrevocable and I agree to abide by their decision.

Signature of Parent or Guardian

Date

**APPENDIX D
(Continued)**

**ROCKVILLE CENTRE SCHOOL DISTRICT
OVERNIGHT FIELD TRIP PERMISSION SLIP**

Student's Name _____ Grade _____

Field Trip Location: _____

Dates: _____

Please read and consider the following statements carefully before signing.

In the event of a medical emergency, the procedure of this trip will be to call the parent or guardian, time permitting, before taking a student to a doctor or hospital. However, when neither parent nor guardian can be reached the following permission form and a signed medical treatment form will permit prompt attention.

We/I hereby give permission for the school field trip leader or designee to transport my/our child to or from a doctor and/or hospital for emergency treatment.

We/I hereby give permission for the School District's trip leader or designee to sign any consents which may be necessary to allow hospital personnel and/or licensed physician to examine my/our child and perform any emergency procedures or surgery, or render any emergency treatment which may be necessary and to consent to the administration of any drug or medication necessary to render such emergency care.

We/I hereby agree to release Rockville Centre School District, members of its Board of Education, employees, agents, volunteers and trip supervisors, and hold them harmless and indemnify them from demands, liabilities and causes of actions arising out of, or connected to personal injury, illness, death or property damage resulting from any cause whatsoever other than their own negligence, and for any expense incurred in the rendering of or arising out of any care and treatment provided.

We/I understand that in the event of illness, when in the judgment of the principle trip leader or nurse, it is in the best interest of the child for him/her to be taken home, the parents will assume the cost and the responsibility for providing said transportation home.

We/I understand that in the event of disciplinary problems, when in the judgment of the principle trip leader, it is in the best interest of the child for him/her to be taken home, the parents will assume the cost and the responsibility for providing said transportation home.

In the event there is any kind of emergency and you need to be contacted, please complete the required information below.

Parent's/Guardian's	Student's Signature	Date
---------------------	---------------------	------

Home Phone Number	Work Phone Number
-------------------	-------------------

Person to be notified if Parent cannot be reached	Home/Work/Cell Number
---	-----------------------

APPENDIX D

(Continued)

MEDICAL HISTORY

NAME OF STUDENT: _____

NAME OF STUDENT'S DOCTOR: _____

ADDRESS: _____

TELEPHONE: _____

STUDENT'S ALLERGIES: _____

MEDICINES CHILD IS TAKING: _____

OTHER PERTINENT PAST MEDICAL HISTORY: _____

Date

Signature of Parent/Guardian

*Please enclose a copy of your medical insurance card
(front and back).*

We need to carry these.

APPENDIX D
(Continued)

AUTHORIZATION TO CONSENT TO MEDICAL TREATMENT
FOR MINOR CHILD

I, (Parent/Guardian) _____ am a parent/guardian of
(Student) _____, a minor child who was born on (Date
of Birth) _____, and whose present age is _____ and
who resides at _____
in the County of Nassau, State of New York.

I authorize _____, adult(s) who represent the Rockville
Centre School District, in the County of Nassau, State of New York, to consent to
emergency treatment which may be necessary for a minor child, named above.
Such treatment in include, but not to limit to, examination, x-rays and laboratory
tests, medical and surgical treatment, use of medication, anesthetics, sutures and
admission for hospital care as may be required, when efforts to contact me are
unsuccessful.

It is understood that such care will be upon advice of a duly licensed physician or
surgeon.

Date

Signature of Parent of Legal Guardian

APPENDIX E

Form 35

**Rockville Centre Union Free School
Employee's Absence Report**

Name _____

School _____

Date of Absence _____

Give below a complete statement of reason for the above absence.

On return from any absence, employees shall file in the office of the Superintendent of Schools a statement of cause of such absence - Form 35. Absences in excess of five consecutive working days because of personal illness shall be accompanied by a physician's certificate that should be attached to this form and submitted within the tenth school day of the commencement of the absence.

Date _____ **Signature of Employee** _____

APPENDIX F

**ROCKVILLE CENTRE UNION FREE SCHOOL DISTRICT
Rockville Centre, New York**

Form P

ROCKVILLE CENTRE UNION FREE SCHOOL DISTRICT
EMPLOYEE'S PERSONAL/BUSINESS NOTIFICATION

Name: _____

School: _____

Date of Anticipated Absence: _____

I certify that this personal/business day is in conformance with Article X, Section J and is not a vacation, travel for vacation purposes or a day of preparation for a holiday.

Date: _____ Signature of Employee: _____

Please submit to Building Principal.

The protocol for review of Form P will be as follows: If the principal approves the personal day, that approval shall serve as a recommendation to Central Office Administration. Central Office Administration may override in a timely manner, prior to the occurrence of the day requested, except in the case of an emergency. Personal leave day requests will be submitted by the unit member in a timely manner and responded thereto in a timely manner.

FOR PERSONAL DAY REQUESTS ADJACENT TO A SCHOOL RECESS, HOLIDAY OR HOLIDAY WEEKEND, FORM X SHOULD BE SUBMITTED FOR APPROVAL.

APPENDIX G

ROCKVILLE CENTRE UNION FREE SCHOOL DISTRICT

PART A

To the Employee: Please complete this form for all absences other than personal illness and those conforming to the reasons listed on Form X and submit to your principal or supervisor.

TO: _____
Name of Principal/Supervisor

FROM: _____
Name of Employee

RE: Request for Absence

I request permission to be absent on _____

I am requesting permission to be absent because _____

Signature

School

Date

PART B

To the Principal/Supervisor: Please complete this section and return to the Personnel Office.

I (recommend) (do not recommend) that permission for this absence be granted.

Signature of Principal

Date

PART C

TO: _____
Name of Principal

The above request to be absent is granted as requested and should be charged as follows:
(check one)

- Death in Immediate Family Jury Duty Field Trip
- School Business Conference

The above request is granted with qualifications:__

*The above request **cannot** be granted under School District policy.*

Superintendent of Schools or Designee
Form Y - 7/93

Date

APPENDIX H

FORM X

ROCKVILLE CENTRE UNION FREE SCHOOL DISTRICT
Rockville Centre, New York

TO THE EMPLOYEE:

Complete this form in **DUPLICATE** for **URGENT PERSONAL BUSINESS** absences.

- LEGAL:**
- To appear in Court
 - To appear at Internal Revenue Office for audit purposes
 - To close on a house

- FAMILY:**
- To take son or daughter to & from college
 - To attend son's, daughter's or spouse's college graduation
 - To be with someone in immediate family having a serious operation
 - To take or bring home from hospital a member of the immediate family
 - To move to a new home
 - Illness in the immediate family
 - Additional days for death in the immediate family beyond the three (3) that will be approved on Form "Y"

- EDUCATION:** •To take a comprehensive or qualifying examination for an advanced degree

- RELIGIOUS:**
- To attend a special religious ceremony involving a member of the immediate family
 - To attend a funeral of persons other than immediate family

PROTOCOL: *The protocol for review of Form P will be as follows:*
 If the principal approves the personal day, that approval shall serve as a recommendation to Central Office Administration. Central Office Administration may override in a timely manner, prior to the occurrence of the day requested, except in the case of an emergency. Personal leave day requests will be submitted by the unit member in a timely manner and responded thereto in a timely manner.

To: _____
Principal/Supervisor – Signature

From: _____
Name of Employee

Subject: **Request for Absence:** Legal Family Education Religious
 I expect to be absent for one or more of the urgent personal business reasons in the examples above on _____
Date/s

Employee Signature: _____

School: _____

Date: _____

APPENDIX I

THE NEW YORK TEACHING STANDARDS

Standard I: Knowledge of Students and Student Learning

Teachers acquire knowledge of each student, and demonstrate knowledge of student development and learning to promote achievement for all students.

Element I.1:

Teachers demonstrate knowledge of child and adolescent development, including students' cognitive, language, social, emotional, and physical developmental levels.

Element I.2:

Teachers demonstrate knowledge of current research in learning and language acquisition theories and processes.

Element I.3:

Teachers demonstrate knowledge of and are responsive to diverse learning needs, strengths, interests, and experiences of all students.

Element I.4:

Teachers acquire knowledge of individual students from students, families, guardians, and/or caregivers to enhance student learning.

Element I.5:

Teachers demonstrate knowledge of and are responsive to the economic, social, cultural, linguistic, family, and community factors that influence their students' learning.

Element I.6:

Teachers demonstrate knowledge and understanding of technological and information literacy and how they affect student learning.

Standard II: Knowledge of Content and Instructional Planning

Teachers know the content they are responsible for teaching, and plan instruction that ensures growth and achievement for all students.

Element II.1:

Teachers demonstrate knowledge of the content they teach, including relationships among central concepts, tools of inquiry, structures and current developments within their discipline(s).

Element II.2:

Teachers understand how to connect concepts across disciplines, and engage learners in critical and innovative thinking and collaborative problem-solving related to real world contexts.

Element II.3:

Teachers use a broad range of instructional strategies to make subject matter accessible.

APPENDIX I (Continued)

Element II.4:

Teachers establish goals and expectations for all students that are aligned with learning standards and allow for multiple pathways to achievement.

Element II.5:

Teachers design relevant instruction that connects students' prior understanding and experiences to new knowledge.

Element II.6:

Teachers evaluate and utilize curricular materials and other appropriate resources to promote student success in meeting learning goals.

Standard III: Instructional Practice

Teachers implement instruction that engages and challenges all students to meet or exceed the learning standards.

Element III.1:

Teachers use research-based practices and evidence of student learning to provide developmentally appropriate and standards-driven instruction that motivates and engages students in learning.

Element III.2:

Teachers communicate clearly and accurately with students to maximize their understanding and learning.

Element III.3:

Teachers set high expectations and create challenging learning experiences for students.

Element III.4:

Teachers explore and use a variety of instructional approaches, resources, and technologies to meet diverse learning needs, engage students, and promote achievement.

Element III.5:

Teachers engage students in the development of multidisciplinary skills, such as communication, collaboration, critical thinking, and use of technology.

Element III.6:

Teachers monitor and assess student progress, seek and provide feedback, and adapt instruction to student needs.

Standard IV: Learning Environment

Teachers work with all students to create a dynamic learning environment that supports achievement and growth.

APPENDIX I (Continued)

Element IV.1:

Teachers create a mutually respectful, safe, and supportive learning environment that is inclusive of every student.

Element IV.2:

Teachers create an intellectually challenging and stimulating learning environment.

Element IV.3:

Teachers manage the learning environment for the effective operation of the classroom.

Element IV.4:

Teachers organize and utilize available resources (e.g., physical space, time, people, technology) to create a safe and productive learning environment.

Standard V: Assessment for Student Learning

Teachers use multiple measures to assess and document student growth, evaluate instructional effectiveness, and modify instruction.

Element V.1:

Teachers design, select, and use a range of assessment tools and processes to measure and document student learning and growth.

Element V.2:

Teachers understand, analyze, interpret, and use assessment data to monitor student progress and to plan and differentiate instruction.

Element V.3:

Teachers communicate information about various components of the assessment system.

Element V.4:

Teachers reflect upon and evaluate the effectiveness of their comprehensive assessment system to make adjustments to it and plan instruction accordingly.

Element V.5:

Teachers prepare students to understand the format and directions of assessments used and the criteria by which the students will be evaluated.

Standard VI: Professional Responsibilities and Collaboration

Teachers demonstrate professional responsibility and engage relevant stakeholders to maximize student growth, development, and learning.

Element VI.1:

Teachers uphold professional standards of practice and policy as related to students' rights and teachers' responsibilities.

APPENDIX I (Continued)

Element VI.2:

Teachers engage and collaborate with colleagues and the community to develop and sustain a common culture that supports high expectations for student learning.

Element VI.3:

Teachers communicate and collaborate with families, guardians, and caregivers to enhance student development and success.

Element VI.4:

Teachers manage and perform non-instructional duties in accordance with School District guidelines or other applicable expectations.

Element VI.5:

Teachers understand and comply with relevant laws and policies as related to students' rights and teachers' responsibilities.

Standard VII: Professional Growth

Teachers set informed goals and strive for continuous professional growth.

Element VII.1:

Teachers reflect on their practice to improve instructional effectiveness and guide professional growth.

Element VII.2:

Teachers set goals for, and engage in, ongoing professional development needed to continuously improve teaching competencies.

Element VII.3:

Teachers communicate and collaborate with students, colleagues, other professionals, and the community to improve practice.

Element VII.4:

Teachers remain current in their knowledge of content and pedagogy by utilizing professional resources.

APPENDIX J

FAMILY AND MEDICAL LEAVE ACT

Consistent with the Federal Family and Medical Leave Act of 1993, the Board of Education recognizes the right of eligible employees to unpaid family and medical leave for up to twelve (12) weeks during any twelve (12) month period. For the purposes of family and medical leave, the twelve-month period necessary for eligibility shall be computed on a rolling period backward. The Board shall ensure that all eligible employees who use such leave shall have their health benefits continued during the leave, shall not have any previously accrued benefits altered and except as otherwise authorized by law, shall be returned to an equivalent position according to established Board practices, policies and collective bargaining agreements.

To be eligible for family or medical leave, an employee must have been employed for at least twelve months and have worked at least 1,250 hours during the prior twelve months.

Family leave shall be provided when a son or daughter is born to the employee or one is placed with the employee for adoption or foster care. Medical leave shall be provided in order for the employee to take care of a spouse or child, or parent who has a serious health condition or when the employee has a serious health condition rendering him/her unable to perform the functions of the employee's job.

An eligible employee may elect, or the District may require, an employee to accrue paid vacation days or personal leave for purposes of a family leave. An employee may elect, or the District may require, an employee to use accrued vacation days and/or personal leave for purposes of a medical leave.

The employee shall notify the District of his/her request for leave, if foreseeable, at least thirty (30) days prior to the date when the leave is to begin. If such leave is not foreseeable, then the employee shall give such notice as is practical. The District may require a certification from a health care provider if medical leave is requested. When an employee returns following a leave, he/she must be returned to the same or equivalent position of employment, except as otherwise authorized by law. The Superintendent of Schools or designee may reassign a teacher consistent with the teacher's agreement to a different grade level, building, or other assignment consistent with the employee's certification and tenure area.

The Board shall ensure that family and medical leave, consistent with the Family and Medical Leave Act, is provided to all eligible employees. This policy is a brief summary of the legal requirements of the Act and is intended to be consistent with all the provisions of the Act.

The District shall include a notice stating the pertinent provisions of the Family and Medical Leave Act, including information concerning enforcement of the law, in the employment kit that each employee receives when hired.

APPENDIX K

**ROCKVILLE CENTRE UFSD
INTERNAL USE OF FACILITIES REQUEST FORM**

Please complete this application when requesting any room or space after regular school hours for a school activity, sign in the space provided and send to Bldg Principal

Building Principal - After reviewing application please forward to:

*Internal use **SSMS** all areas **except** GYM & AUDITORIUM – Helene Goldstein*

*Internal use **SSHS** all areas **except** GYM & AUDITORIUM – Colleen DiFiglia*

*Internal use **ALL GYMS, ALL AUDITORIUMS, ALL FIELDS, all Elementary rooms & Administration** – Carol Vitelli*

If there are any problems with the request you will be notified.

ORGANIZATION/CLUB/TEAM _____ **DATE** _____

APPLICANT _____ **EXTENSION** _____

FACILITY REQUESTED _____

AREA OR ROOM _____

DATE(S) _____

TIME(S) _____

SPECIAL EQUIPMENT

Signature of Advisor _____ *Date* _____

Signature of Building Principal _____ *Date* _____

E-mailed Administrator _____ *Approved* _____

Entered on system _____ **Date** _____

NOTES: _____

APPENDIX L

ROCKVILLE CENTRE UNION FREE SCHOOL DISTRICT HOMEWORK

Homework assignments should be used to extend student learning outside of the school day. Homework should have different purposes at different grades. For primary students, it should foster positive attitudes, habits and character traits. For older students, it should also facilitate knowledge acquisition and reinforce the learning objectives. Students with a 504 plan or an IEP may have modified homework assignments as part of their accommodations. Positive motivation is a powerful force in learning. Homework assignments, therefore, should never be given as punishment.

If homework is to be part of the report card grade, the method of grading, the value of the grade and the criteria for evaluation must be made clear to the students. Homework should be returned to the students promptly. Any homework assignment, if not formally evaluated, will be checked for completion. Answers will be made available to the student.

It is recognized that students learn and work at different speeds. Therefore, the amount of homework assigned must be reasonable and appropriate for the grade level. Secondary teachers should recognize that students are receiving assignments from a number of different faculty members concurrently. Faculties shall make an effort to coordinate assignments in order to avoid undue pressure on a student at any given time. The students should be expected to complete the assignments and turn them in within a reasonable period specified by the teacher. Students must understand that turning in assignments on time is part of their responsibility and they should understand how failure to turn in assignments punctually will affect their learning as well as their grade. Failure to turn in late assignments within the reasonable time period specified by the teacher will result in an unsatisfactory grade for the assignment.

Long term assignments, (i.e. research papers, book reports and projects), will require a minimum of five school days notice. Teachers should make an effort to understand the impact which religious holidays have on the life of a student and adjust home assignments accordingly. Teachers shall not give homework assignments which must be completed on a religious holiday.

Assignments should be planned to make use of resources that are readily available at the student's home or, when appropriate, at the school or community library. The references and materials should be available to complete the assignment. Rockville Centre librarians as well as school media specialists are to be informed well in advance what major research assignments are being planned by teachers.

APPENDIX M

PARENT TEACHER CONFERENCES/REPORT CARD POSTING 2021/2022

Elementary Schools

First Trimester:

DATE	EVENT
Wed. December 1, 2021	End of 1 st Marking Period
Wed. December 8, 2021	Report Cards Posted Online
Friday, December 10 2021	½ Day – PM Conferences
Tuesday, December 14, 2021	Evening Conferences
Friday, December 17, 2021	½ Day – PM Conferences

Second Trimester:

DATE	EVENT
Fri., March 4, 2022	End of 2 nd Marking Period
Mon., March 14, 2022	Report Cards Posted Online
Friday March 18 2022	½ Day – PM Conferences
Wed., March 23, 2022	Evening Conferences
Friday, March 25, 2022	½ Day – PM Conferences

Third Trimester:

DATE	EVENT
June 17, 2022	End of 3 rd Marking Period
June 24, 2022	Report Cards Posted Online

Middle & High Schools

First Quarter:

DATE	EVENT
November 9, 2021	End of first marking period (MS)
November 8, 2021	End of first marking period (HS)

Second Quarter

DATE	EVENT
January 25, 2022	End of second marking period (MS)
January 21, 2022	End of second marking period (HS)

Third Quarter:

DATE	EVENT
April 4, 2022	End of third marking period (MS)
April 5, 2022	End of third marking period (HS)

Fourth Quarter:

DATE	EVENT
June 14, 2022	End of fourth marking period (MS)
June 14, 2022	End of fourth marking period (HS)

APPENDIX N

REQUEST TO POST ON THE SCHOOL CHANNEL

THE SCHOOL CHANNEL TV District Bulletin Board
Channel 19

To post notices on THE SCHOOL CHANNEL's bulletin board, please fill out this form and send it to Marylou Celiberti at the Administration Building, **at least FOUR DAYS prior** to broadcast. Below, under **Air Date**, please indicate the first date you would like the announcement to air.

NAME (Please Print): _____ DATE: _____

BUILDING: _____ TELEPHONE #: _____

Email _____

APPLICANT'S SIGNATURE: _____ AIR DATE: _____

ADMINISTRATOR'S SIGNATURE: _____

The School Channel Form is also available online at www.rvcschools.org. Click The School Channel link, then click on the **CONTACT FORM**.

Please **PRINT** the announcement on the lines below. Be sure to include the **TIME** and **PLACE** for each event, and any contact telephone number. Each announcement should be as short and concise as possible. The shorter the announcement, the **BOLDER** the letters can be.

OFFICE USE ONLY

DISTRICT CLERK APPROVAL _____ DATE _____

Rockville Centre Public Library

221 N Village Ave, Rockville Centre, NY 11570

Catherine Overton, Library Director • 516-766-6257 • rvclibrary.org

Fall 2021

Welcome, teachers!

We invite you to explore the wonderful resources available for you and your students at the Rockville Centre Public Library.

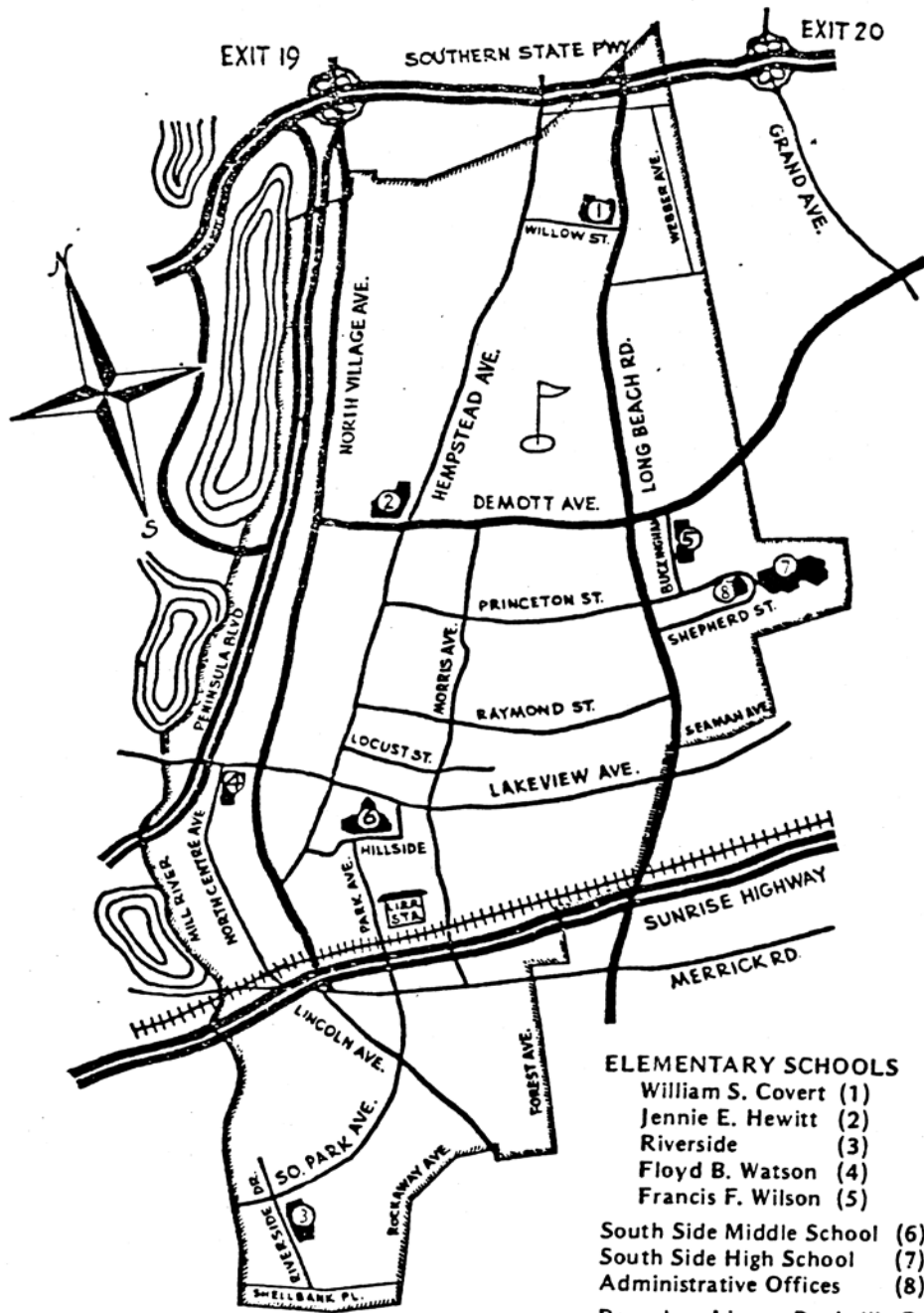
From books to Kindles to electronic resources, we have it all. Use our catalog to reserve and renew books or browse our electronic databases for articles and research materials. Both can be accessed from our website at rvclibrary.org. Our experienced staff is always eager to help you identify grade-appropriate print and electronic resources to support and enhance your curriculum. We are happy to be of assistance both in the library and your classroom.

*Did you know that all RVC UFSD teachers
are eligible for a Rockville Centre library card,
regardless of home address?*

To receive yours, just show us your school ID! We can also set aside shelf space so your students can easily find selected materials when studying a particular topic or author. Just call us with your request.

Ready to get started? Contact Jennifer Marino, Head of Youth Services, at 766-6257 x6 or jmarino@rvcpl.org for assistance or additional information.

MAP OF SCHOOL LOCATIONS



ELEMENTARY SCHOOLS

- William S. Covert (1)
- Jennie E. Hewitt (2)
- Riverside (3)
- Floyd B. Watson (4)
- Francis F. Wilson (5)

- South Side Middle School (6)
- South Side High School (7)
- Administrative Offices (8)

Boundary Line – Rockville Centre
 Union Free School District
 Rockville Centre, Long Island, NY

**DIRECTORY OF ADMINISTRATORS &
VARIOUS DEPARTMENT NUMBERS**

Acting Superintendent of Schools		
Mr. Robert A. Bartels (Secretary – Suzanne Flanagan)		8920
Acting Assistant Superintendent – Business/Personnel		
Ms. Veronica Lalo (Secretary – Dana Zawol)		8927
Assistant Superintendent – Curriculum and Instruction		
Dr. Janine Sampino (Secretary – Lauren Billig)		8924
Executive Director - Pupil Personnel Services & Special Education		
Ms. Jeanne Love (Secretary – Mary Marin)		8928
CPSE/CSE Chairperson		
Primary	Dr. Orly Gadon (Secretary –Karen Franz)	8942
Secondary	Ms. Michelle Vivona	5666
Curriculum Coordinator (K – 12)		
Ms. Sonia Hood		8918
Principals:		
Covert	Mr. Darren Raymar (Erika Kallman)	8916
Hewitt	Ms. Elizabeth Pryke (Catherine Botta)	8913
Riverside	Ms. Erik Walter (Francine Kaiser)	8902
Watson	Ms. Jen Pascarella (Barbara Tsotsos)	8904
Wilson	Mr. James Duffy (Tricia Barnett)	8910
Middle School	Ms. Shelagh McGinn (Theresa Vecchione)	8976
High School	Mr. John Murphy (Alison Kaplan)	8944
Assistant Principals:		
Middle School	Mr. Mike Duggan	8896
Middle School	Ms. Maria LaSorsa	8952
High School	Mr. Brett Rosenthal	8884
High School	Mr. Patrick Walsh	8870
High School	Mr. Ben Moss	8825
High School	Ms. Elizabeth Nisler-Cross	8834
Supervisor of Guidance & Student Support Services:		
High School	Ms. Kelly Ramsey	8945
Directors:		
Director of the Arts	Dr. Brian Zuar	8925
Director of Physical Education, Health & Athletics	Ms Carol Roseto	8972
Asbestos Designated Person	Mr. John Scalisi	8932
Audio-Visual Services	Mr. Robert Kroeger	8919
Benefits	Ms. Anne Gaioni Benefits@rvcschools.org	8831
Bloodborne Pathogens Coordinator	Ms Jeanne Love	8928
District Clerk	Ms Marylou Celiberti	8921
Payroll	Payroll@rvcschools.org	8935/8938
Personnel	Ms Kathy Ristano	8939
Right-to-Know Coordinator	Mr. John Scalisi	8932
Room Reservations	Ms Carol Vitelli	8932
Switchboard	Ms Joyce Manna	8957
Transportation	Ms. Maria Belfiore Transportation@Rvcschools.org	8931