Good to Great... A Roosevelt Renaissance!

Roosevelt
Union Free School District
A DISTRICT OF DISTINCTION

School Calendar

2019 2020
THE BOARD OF EDUCATION
Phone: 516-345-7005 • Fax: 516-345-7326
boe@rufsd.org
Charlena H. Crouth, President
Susan E. Gooding, 1st Vice President
Rose Gietzchier, 2nd Vice President
Hendrick L. Fayette, Trustee • Alfred T. Taylor, Trustee
Dr. Shirley E. Martin, Acting Superintendent of Schools
Pamela Pratt, District Clerk

BOARD MEETINGS
The Board of Education meets twice a month (except where noted) for the purpose of conducting school business. All Planning meetings will be held from 4:00 p.m. to 7:00 p.m. All Action meetings will be held from 7:00 p.m. to 9:00 p.m. Occasionally it is necessary to hold special meetings; public notice will be made in keeping with the requirements of State Law. All Board of Education meetings are meetings held in public, not public meetings.

COMMUNICATION WITH THE BOARD
Questions relating to district policy should be brought to the attention of the Board of Education. In most cases, this can be done during the public question-and-answer period which normally concludes each meeting. However, if a resident feels that the question is of such importance that it cannot be handled suitably in this informal way, the question should be addressed via email to boe@rufsd.org, or in writing to the District Clerk, 240 Denton Place, Roosevelt, NY 11575. Responses will follow by mail.

Concerns regarding individual students should not be directed to the Board until staff and administration have been contacted. Parents are advised to follow these steps; first, contact the student’s Teacher, Guidance Counselor and Assistant Principal; second, the building Principal; third, Assistant Superintendents, and then the Superintendent. If the matter remains unresolved after these contacts have been made, it should be brought to the Board’s attention.

VOTING INFORMATION
The Board of Education is comprised of five members elected by the community. Each trustee serves his/her term without pay. Residents can vote on the annual budget by casting their ballots at Roosevelt High School and Centennial Avenue Elementary School on Tuesday, May 19, 2020.

In order to vote, a person must be a registered voter of the school district or a currently registered voter in Nassau County, a citizen of the United States, at least 18 years of age by the day of the vote, and a resident of the school district for 30 days prior to the vote.

ABSENTEE BALLOT
For qualified voters who will be unable to appear to vote in person on the day of the school district election and/or budget vote, the application for an absentee ballot must be received by the District Clerk at least seven (7) days before the election. For additional information please call the District Clerk at 516-345-7005.

BOARD OF EDUCATION MEETINGS 2019-2020

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Annual Budget Vote/Election May 19, 2020

Be advised that all Board of Education meetings are meetings held in public, but are not public meetings. Meetings begin at 7:00 P.M.
Dear Roosevelt Family,

We look forward to shaping the future for our students and supporting our teachers as we go from good to great during the 2019-2020 school year! We are excited to continue our successful K-12 Writing Initiative which includes the Rough Writers Journals. Last year our student writers sent letters to our local lawmakers as part of a writing project and the legislators visited the schools in response to these letters! Our Expanded Pre-Kindergarten Program will have its first full year of classes at Ulysses Byas and Centennial Avenue Schools. RUFSD will also resume Curricular Mapping to enhance the alignment of the curriculum on each grade level and/or content area. Instructional Walks with administrators will continue as they to provide valuable feedback to the teachers. Learning Walks steered by teachers will be introduced this year. Our elementary students will participate in the National Elementary Honor Society. We are thrilled that the Middle School Orchestra Program has expanded to the High School! Project R.E.A.L. will offer more exciting and skill building after school activities for our pupils.

We are hopeful that Roosevelt parents will attend PTA meetings, BOE meetings and volunteer to be part of the Shared Decision Making Teams in each school. Please use this calendar and the district website as a resource during the school year.

Yours truly,

Shirley E. Martin, Ed. D.
Acting Superintendent of Schools

Querida familia de Roosevelt,

Al comenzar el año escolar del 2019-2020, seguimos adelante moldeando el futuro de nuestros estudiantes y apoyando nuestros maestros, a medida que vamos en el camino de Bueno a Grandioso. Nos sentimos muy emocionados de continuar con nuestra Iniciativa de Escritura, la cual incluye el Diario de Escritura de los estudiantes. El año pasado nuestros estudiantes enviaron cartas a nuestros legisladores, como parte de un Proyecto de Lectura. Los legisladores visitaron las escuelas como respuesta a estas cartas. Nuestro programa expandido de Pre-Kindergarten tendrá su primer año de día completo de clases en las escuelas de Ulysses Byas y Centennial. Nuestro distrito también continuará con el desarrollo de los Mapas de Currículos con el propósito de enaltecer la alineación curricular en cada grado y/o área. Nuestros administradores continuarán con los Paseos Educativos con el propósito de prover comentarios educativos a nuestros educadores. Este año comenzaremos a hacer Caminatas de Aprendizaje hechas por maestros. Nuestros estudiantes de las escuelas elementales participarán de la Sociedad Nacional de Honor de las Escuelas Elementales. Estamos también muy contentos de que la orquesta de la escuela intermedia sea expandida a la escuela superior. El Proyecto R.E.A.L. ofrecerá variadas y excitantes actividades para nuestros estudiantes.

Miramos al futuro durante el proceso de integración de la tecnología en el currículo y así mejorando nuestra cultura tecnológica. La escuela superior tendrá un Laboratorio de Tecnología MAC, dirigido por el Sr. Frank Abel, nuestro maestro de banda. El Sr. Abel, comparte sus talentos con nuestros estudiantes. Cinco (5) televisores interactivos de 82” serán instalados en cada escuela y usados como una herramienta educativa para realizar el currículo. Continuaremos también con nuestra iniciativa de 1:1 con los “Chrome Books”. Este es un programa piloto en el 4to y 8vo grado. Además, continuaremos con la expansión de “Google Classroom” a través del distrito. El Wi-Fi de las computadoras de la escuela superior será mejorado y las computadoras serán actualizadas.

Continuaremos ofreciendo desarrollo profesional durante todo el año para mejorar la enseñanza educativa de nuestros maestros. Nuestros nuevos maestros tendrán mentores patrocinados por el “Mentor Teacher Grant” el cual proveerá los métodos para desarrollar estrategias para ofrecer buena instrucción. Equipos de Análisis de Data examinarán la data de los estudiantes con el propósito de mejorar los resultados educativos de los estudiantes.

Esperamos que los padres de Roosevelt participen de las reuniones de Padres y Maestros (PTA), Reuniones de la Junta de Educación y como voluntarios en los diferentes comités de las escuelas. Por favor, use este almanaque y la página cibernética del distrito como recurso durante el año escolar.

Su humilde servidora,

Shirley E. Martin, Ed. D.
Superintendente de Escolar Interina
**ROOSEVELT PARENT-TEACHER-STUDENT ASSOCIATION**

The Roosevelt Parent-Teacher-Student Association is the coordinating parent organization for all five of the district schools. We welcome parents, teachers, students, community members and other citizens interested in the welfare of the district's children.

The PTSA mission is to establish good home-school relationships so that parents, teachers administrators, and support staff can work together effectively for the complete development and advocacy of children. Members are residents, families, teachers and friends of the Roosevelt community.

*Get involved. Lend a hand. Make a difference for our children.*

Dear Roosevelt Community,

On behalf of the Executive Board of Roosevelt's District-wide PTSA, welcome to the 2019-2020 school year. We would like to take this opportunity to thank you for your unwavering support of the Roosevelt PTSA! As we continue to make history in Roosevelt, we want to encourage everyone to join the PTSA. Membership is always open to anyone concerned with the education, health, and advocacy of children and youth. When you join the Roosevelt PTSA, you will be joining a multi-cultural union of proud parents, teachers, students and community who care about issues that affect children.

Our purpose is to Advocate, Educate and Empower. The goal is to unite the school, parents and the community, so that ALL children are represented and successful. We are one unit covering the entire district. This allows us as a unit, to support the students of Roosevelt from kindergarten to their high school graduation and beyond. Every child, one voice. “From good to great!”

We look forward to a productive and successful school year, with the focus on the students.

Membership is $10 for an individual, $15 for a family and $6 for Middle and High School students. High school seniors MUST be a member to apply for the PTSA scholarship.

We welcome your comments, suggestions, ideas, and participation for potential PTSA initiatives at: rooseveltufsdptsa@gmail.com.

Visit our Website at: rooseveltufsdptsa.org to become a member!

Like us on Facebook @ Roosevelt PTSA!

Roosevelt PTSA Executive Board
1 Wagner Avenue, Roosevelt, New York, 11575

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**ROOSEVELT ALUMNI ASSOCIATION, INC.**

Since 2002, the Roosevelt Alumni Association, Inc. has existed to promote the involvement of alumni in the progress of the Roosevelt School District and community. By providing a forum so that Roosevelt alumni may establish and continue relationships, stimulate positive interaction between the School District and community, we provide leadership as the means for Roosevelt students to achieve educational excellence. For more Information, visit www.RooseveltAlumni.net
Good to Great...A Roosevelt Renaissance!

BOARD OF EDUCATION
Phone: 516-345-7005 • Fax: 516-345-7326 • email: boe@rufsd.org
Charlena H. Croutch, President
Susan E. Gooding, 1st Vice President
Rose Gietschier, 2nd Vice President
Hendrick L. Fayette, Trustee
Alfred T. Taylor, Trustee
Pamela Pratt, District Clerk

ADMINISTRATIVE OFFICES
240 Denton Place • Roosevelt, New York 11575
Phone (Main): 516-345-7000 • Fax: 516-345-7326
Mrs. Diane Battle, Superintendent’s Secretary • email: dbattle@rufsd.org
Dr. Shirley E. Martin, Acting Superintendent of Schools
Ms. Lyne M. Taylor, Assistant Superintendent for Business
Ms. Michele P. Van Eyken, Assistant Superintendent for Elementary Education
Dr. Shirley E. Martin, Assistant Superintendent for Human Resources and Professional Development
Dr. Nichelle Rivers, Director of Grants and Funded Programs
Mr. Gary Gregory, Director of Physical Education, Health and Athletics
Dr. Dionne Wynn, Director of Pupil Personnel Services
Mr. Fredrick Metzger, Director of Facilities
TBD, Coordinator of ESL-Bilingual and Languages
Ms. Stacy Dewar-Johnson, Coordinator of Data and Reporting
Dr. Gerilyn Smith, Director of Guidance
Ms. Michele Van Eyken, DASA District Coordinator
Mr. Kelvin Ortiz, Dean of Students/Truancy Officer

CENTENNIAL AVENUE ELEMENTARY SCHOOL
140 West Centennial Avenue • Roosevelt, New York 11575
Phone: 516-345-7400 • Fax: 516-345-7490 • email: bsolomon@rufsd.org
Dr. Barbara Solomon, Principal • Ms. Edith Davenport, Assistant Principal
Ms. Eleanor Coney, School Nurse

ULYSSES BYAS ELEMENTARY SCHOOL
60 Underhill Avenue • Roosevelt, New York 11575
Phone: 516-345-7500 • Fax: 516-345-7590 • email: ahudson@rufsd.org
Ms. Angela Hudson, Principal • Ms. Charlene Stroughn, Assistant Principal
Ms. Renee Wilkinson-St. Fort, School Nurse

WASHINGTON ROSE ELEMENTARY SCHOOL
2 Rose Avenue • Roosevelt, New York 11575
Phone: 516-345-7600 • Fax: 516-345-7690 • email: cbraswell@rufsd.org
Mr. Clyde Braswell, Principal • Mr. John Finch, Assistant Principal
Ms. Felicity Chester, School Nurse

ALTERNATIVE LEARNING ACADEMY
1 Wagner Avenue • Roosevelt, New York 11575
Phone: 516-345-7361 • Fax: 516-345-7290
Ms. Cassandra Jackson-Middleton, Program Administrator

ADULT EDUCATION PROGRAM
240 Denton Place • Roosevelt, New York 11575
Phone: 516-345-7010 • Fax: 516-345-7085
Ms. Lissette Laboy, Director

ROOSEVELT SCHOOL-BASED HEALTH CENTER
240 Denton Place • Roosevelt, New York 11575
Phone: 516-345-7229 • Fax: 516-345-7250
Ms. Patricia Kear, Nurse Practitioner • Ms. Vivien Mott, Social Worker • Ms. Vicky Torres, Medical Assistant

THE STUDENT SUPPORT CENTER
Middle School, 335 East Clinton Avenue • Roosevelt, New York 11575
Phone: 516-345-7850 • Fax: 516-345-7799 • email: dwynn@rufsd.org
Dr. Dionne Wynn, Director of Pupil Personnel Services
New York State’s Dignity for All Students Act (The Dignity Act) seeks to provide the State’s public elementary and secondary school students with a safe and supportive environment free from discrimination, intimidation, taunting, harassment, and bullying on school property, a school bus and/or at a school function.

District Coordinator – Michele Van Eyken – 516-345-7017
RHS Coordinator – Vivien Mott – 516-345-7228
RMS Coordinator – Raymond Polk – 516-345-7713
WR – Coordinator – Laurie Buelvas – 516-345-7662
UB Coordinator – Desrine Johnson – 516-345-7555
CT Coordinator – Lidia Swinkin -516-345-7442
It’s fast and easy for your child to receive health care services through the Roosevelt School-based Health Center!

The Roosevelt School Based Health Center (SBHC) serves the health care needs for enrolled students at the Roosevelt High School. The center is a state funded health care facility, and is an extension of Long Island Federally Qualified Health Center. School based health centers provide services beyond the scope of the school nurse. With a signed parental permission form, students can receive complete health care services during school hours, including:

- Diagnoses and treatment of minor injuries and illnesses (such as colds, ear infections, sore throats, etc.)
- Mental health and substance abuse risk screenings
- Routine well-child check-ups
- Physical examinations, including sports physicals
- Immunizations
- Prescriptions and dispensing of medication
- Laboratory testing, including on-site point of care testing
- Diagnosis and treatment of sexually transmitted diseases
- Management of chronic conditions, such as asthma
- Nutrition counseling and weight management
- Crisis intervention and assessments
- Referral & follow-up for specialty and dental

The School Based Health Center is staffed by a Nurse Practitioner, Medical Assistance and a Social Worker. School Based Health Center works closely with school nurses and other outside care providers, and is a resource center for wellness and prevention.

Care is provided to enrolled students with either insurance billing, or with no fee should the pupil not be covered by an insurance plan. Enrolling does not change the student’s private doctor, and does not affect the number of times the student can see their primary doctor.

The center’s hours of operation follow the school schedule. When the centers are closed, patients are encouraged to call Long Island Health Center Main phone number for their health care needs. You can visit their website at LIFQHC.com.

Enrolled students are seen the same day as an appointment is made. To enroll, simply complete an enrollment form for each child attending the High School and return it to the SBHC located around the corner from the nurse’s office. Please call the School Based Health Centers at 516-345-7229 to make an appointment, or with any questions.
HEALTH SERVICES
The District’s Health Service is staffed by one physician and seven nurses. The nurses provide counseling, first aid, annual vision and hearing tests, and health screening. A cumulative health record is kept of each child. Regular health examinations of every pupil are required by law. These should be given by the family physician but will be performed by the school physician if necessary.

ROOSEVELT SCHOOL-BASED HEALTH CENTER
The school-based health center is located in Central Office at Roosevelt High School. The on-site health center provides a variety of free medical services to students in grades 9 thru 12, including complete physicals and vision testing, first aid, lab tests and immunizations. The center is staffed by a family practitioner, social worker, and a medical assistant. Parental consent is required before a student is eligible for clinic services.

1 Wagner Avenue • Roosevelt, New York 11575 • Phone: 516-345-7229
Ms. Patricia Kear, Nurse Practitioner • Ms. Vivien Mott, Social Worker • Ms. Vicky Torres, Medical Assistant

REFERRAL
The District provides special education services and programs to students with disabilities pursuant to applicable federal and state laws. Any parent or person in parental relation who suspects that his/her child has a disability may refer the child for an evaluation by the District’s Committee on Special Education (CSE) for eligibility for special education services and programs. More detailed information on this process is available in A Parent’s Guide to Special Education, which is published on the New York State Education Department’s website in English and Spanish.

Dr. Dionne Wynn, Director of Pupil Personnel Services • Phone: 516-345-7850 • Fax: 516-345-7799

PLACEMENT TESTING AND SCREENING
The Pupil Personnel Department also cooperates with parents and other school staff in making available a number of special services within and outside of the district. These include screening for:

- SPECIAL EDUCATION CLASSES – Specially-tailored programs for youngsters who are having difficulty in a regular school setting.
- SPECIAL SCHOOLS – The Nassau County Board of Cooperative Educational Services (BOCES) maintains schools for students requiring more intensive services than those available in the district.
- CAREER AND TECHNICAL EDUCATION – A work/study experience in which youngsters attend regular local high school programs for half a day and go on to Nassau BOCES vocational school for the remainder of the day.
- HOMEBOUND INSTRUCTION – A program in which pupils who are unable to attend school for an extended period of time receive instruction at home. Instruction is provided by certified teachers. Parents must request services by providing a physician’s prescription requesting need for homebound instruction, which must be submitted to your principal to begin the process.

TITLE IX OF EDUCATION AMENDMENTS OF 1972
The Roosevelt Union Free School District does not discriminate on the basis of race, color, or national origin in the employment and educational opportunities it offers, including vocational education opportunities. Also, as required by Title IX of the Education Amendments of 1972 the Roosevelt Union Free School District does not discriminate on the basis of sex in educational programs or activities which include vocational programs, appointment of employees, employment pay and benefits, counseling services for students, access by students to educational programs, course offering, textbooks, and student activities. The District Official responsible for the coordination of activities relating to nondiscrimination on the basis of sex is the Assistant Superintendent for Human Resources.
He/she will provide information, including information on complaint procedures, to any student or employee who feels that his or her rights under Title IX may have been violated by the District or its officials. In addition, any student or employee may make an inquiry or a complaint directly to the Director of the Federal Office for Civil Rights and Education, 75 Park Place, 14th floor, New York, New York 10007; or by phone at 646-428-3800. A grievance procedure is available to the public; interested persons should contact the Assistant Superintendent for Human Resources, located in the Administration office on 240 Denton Place.

SECTION 504 OF THE REHABILITATION ACT OF 1973
The Roosevelt Union Free School District, Roosevelt; New York, hereby gives notice that it does not discriminate on the basis of handicap in violation of Section 504 of the Rehabilitation Act of 1973. The District further gives notice that it does not discriminate on the basis of handicap in admission or access to its programs and activities, including vocational educational programs. No person shall be denied employment solely because of any physical, mental, or medical impairment which is unrelated to the person’s ability to engage in the activities involved in the job for which application has been made.

A grievance procedure is available to the public.

ENGLISH AS A NEW LANGUAGE
The English as a New Language (ENL) K-12 Department provides English language acquisition instruction and support according to PART 154 and Title III Regulations. The purpose of this regulation is to establish standards for school districts having pupils with limited English proficiency to assure that such pupils are provided opportunities to achieve the same educational goals and standards as the general student’s population.

In addition to the ENL support and bilingual classes during the regular school day the department also provides:
- ENL and Bilingual classes afterschool
- ENL and Bilingual Family Saturday Academy
- English as a New Language for Adults
- Bilingual Parents Workshops
- Transition services to incoming students
- Spanish translations and interpretations

The English as a New Language curriculum is aligned to the New Next Generation Standards. For more information or concerns please call Ms. Laboy at 516-345-7010.
The Next Generation State Standards Initiative is a state-led effort coordinated by the National Governors Association Center for Best Practices (NGA Center) and the Council of Chief State School Officers (CCSSO). The Standards were developed in collaboration with teachers, school administrators, and experts, to provide a clear and consistent framework to prepare our children for college and the workforce.

The standards are informed by the highest, most effective models from states across the country and around the world, foundational U.S. documents, seminal works of American literature, and the writings of Shakespeare. The standards appropriately defer the many remaining decisions about what and how to teach to states, districts, and schools.

Reading
The standards establish a "staircase" of increasing complexity in what students must be able to read so that all students are ready for the demands of college- and career-level reading no later than the end of high school. The standards also require the progressive development of reading comprehension so that students advancing through the grades are able to gain more from whatever they read. Through reading a diverse array of classic and contemporary literature as well as challenging informational texts in a range of subjects, students are expected to build knowledge, gain insights, explore possibilities, and broaden their perspective. Because the standards are building blocks for successful classrooms, but recognize that teachers, school districts and states need to decide on appropriate curriculum, they intentionally do not offer a reading list. Instead, they offer numerous sample texts to help teachers prepare for the school year and allow parents and students to know what to expect at the beginning of the year. The standards mandate certain critical types of content for all students, including classic myths and stories from around the world, foundational U.S. documents, seminal works of American literature, and the writings of Shakespeare. The standards appropriately defer the many remaining decisions about what and how to teach to states, districts, and schools.

Writing
The ability to write logical arguments based on substantive claims, sound reasoning, and relevant evidence is a cornerstone of the writing standards, with opinion writing—a basic form of argument—extending down into the earliest grades. Research—both short, focused projects (such as those commonly required in the workplace) and longer term in-depth research—is emphasized throughout the standards but most prominently in the writing strand since a written analysis and presentation of findings is so often critical.

Annotated samples of student writing accompany the standards and help establish adequate performance levels in writing arguments, informational/explanatory texts, and narratives in the various grades.

Speaking and Listening
The standards require that students gain, evaluate, and present increasingly complex information, ideas, and evidence through listening and speaking as well as through media. An important focus of the speaking and listening standards is academic discussion in one-on-one, small-group, and whole-class settings. Formal presentations are one important way such talk occurs, but so is the more informal discussion that takes place as students collaborate to answer questions, build understanding, and solve problems.

Language
The standards expect that students will grow their vocabularies through a mix of conversations, direct instruction, and reading. The standards will help students determine word meanings, appreciate the nuances of words and steadily expand their repertoire of words and phrases. The standards help prepare students for real life experience at college and in 21st century careers. The standards recognize that students must be able to use formal English in their writing and speaking but that they must also be able to make informed, skillful choices among the many ways to express themselves through language. Vocabulary and conventions are treated in their own strand not because skills in these areas should be handled in isolation but because their use extends across reading, writing, speaking, and listening.

Media and Technology
Just as media and technology are integrated in school and life in the twenty-first century, skills related to media use (both critical analysis and production of media) are integrated throughout the standards.

Next Generation Mathematics
The K thru 6 standards provide students with a solid foundation in whole numbers, addition, subtraction, multiplication, division, fractions and decimals—which help young students build the foundation to successfully apply more demanding math concepts and procedures, and move into applications.

In kindergarten, the standards follow successful international models and recommendations from the National Research Council's Early Math Panel report, by focusing kindergarten work on the number core: learning how numbers correspond to quantities, and learning how to put numbers together and take them apart (the beginnings of addition and subtraction). The K thru 6 standards build on the best state standards to provide detailed guidance to teachers on how to navigate their way through knotty topics such as fractions, negative numbers, and geometry and do so by maintaining a continuous progression from grade to grade. The standards stress not only procedural skill but also conceptual understanding, to make sure students are learning and absorbing the critical information they need to succeed at higher levels—rather than the current practices by which many students learn enough to get by on the next test, but forget it shortly thereafter, only to review again the following year.

Having built a strong foundation K thru 6, students can do hands-on learning in geometry, algebra and probability and statistics. Students who have completed 7th grade and mastered the content and skills through the 7th grade will be well-prepared for algebra in grade 8. The middle schools standards are robust and provide a coherent and rich preparation for high school mathematics. The high school standards call on students to practice applying mathematical ways of thinking to real world issues and challenges; they prepare students to think and reason mathematically. The high school standards set a rigorous definition of college and career readiness by helping students develop a depth of understanding and ability to apply mathematics to novel situations, as college students and employees regularly do. The high school standards emphasize mathematical modeling, the use of mathematics and statistics to analyze empirical situations, understand them better, and improve decisions. For example, the draft standards state: "Modeling links classroom mathematics and statistics to everyday life, work, and decision-making. It is the process of choosing and using appropriate mathematics and statistics to analyze empirical situations, to understand them better, and to improve decisions. Quantities and their relationships in physical, economic, public policy, social, and everyday situations can be modeled using mathematical and statistical methods. When making mathematical models, technology is valuable for varying assumptions, exploring consequences, and comparing predictions with data."
Health, Physical Education, and Family

Standard 1: Personal Health and Fitness
Students will have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity, and maintain personal health.

Standard 2: A Safe and Healthy Environment
Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.

Standard 3: Resource Management
Students will understand and be able to manage their personal and community resources.

Career Development and Occupational Studies

Standard 1: Career Development
Students will be knowledgeable about the world of work, explore career options, and relate personal skills, aptitudes, and abilities to future career decisions.

Standard 2: Integrated Learning
Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.

Standard 3a: Universal Foundation Skills
Students will demonstrate mastery of the foundation skills and competencies essential for success in the workplace.

Standard 3b: Career Majors
Students who choose a career major will acquire the career specific technical knowledge/skills necessary to progress toward gainful employment, career advancement, and success in postsecondary programs.

The Arts

Standard 1: Creating, Performing, and Participating in the Arts
Students will actively engage in the processes that constitute creation and performance in the arts (dance, music, theatre, and visual arts) and participate in various roles in the arts.

Standard 2: Knowing and Using Arts Materials and Resources
Students will be knowledgeable about and make use of the materials and resources available for participation in the arts in various roles.

Standard 3: Responding to and Analyzing Works of Art
Students will respond critically to a variety of works in the arts, connecting the individual work to other works and to other aspects of human endeavor and thought.

Standard 4: Understanding the Cultural Contributions of the Arts
Students will develop an understanding of the personal and cultural forces that shape artistic communication and how the arts in turn shape the diverse cultures of past and present society.

Languages Other Than English

Standard 1: Communication Skills
Students will be able to use a language other than English for communication.

Standard 2: Cultural Understanding
Students will develop cross-cultural skills and understandings.

Social Studies

Standard 1: History of the United States and New York
Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in the history of the United States and New York.

Standard 2: World History
Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in world history and examine the broad sweep of history from a variety of perspectives.

Standard 3: Geography
Students will use a variety of intellectual skills to demonstrate their understanding of the geography of the interdependent world in which we live—local, national, and global—including the distribution of people, places, and environments over the Earth's surface.

Standard 4: Economics
Students will use a variety of intellectual skills to demonstrate their understanding of how the United States and other societies develop economic systems and associated institutions to allocate scarce resources, how major decision-making units function in the United States and other national economies, and how an economy solves the scarcity problem through market and nonmarket mechanisms.

Standard 5: Civics, Citizenship, and Government
Students will use a variety of intellectual skills to demonstrate their understanding of the necessity for establishing governments; the governmental system of the United States and other nations; the United States Constitution; the basic civic values of American constitutional democracy; and the roles, rights, and responsibilities of citizenship, including avenues of participation.

Continual Reviews of K–12 Curricular Areas

Our district will embark upon a continuing review of K thru 12 curricular areas in an effort to provide ongoing, comprehensive evaluation of the scope and sequence of its various instructional programs. Committees of staff members will examine the current offerings; identify grade-level points at which concepts are introduced, reviewed and eventually mastered, and make recommendations for improvement and/or enhancement of the instructional programs.

Advanced Placement Courses

Introduction of the AP Capstone program, and the AP Seminar and Pre AP courses. The District is moving toward providing more Advanced Placement (AP) courses as a means to provide a more challenging curriculum for our diverse student body. AP courses are college-level courses which allow the learner to enter a universe of knowledge that might otherwise remain unexplored in high school. Students have the opportunity to take AP Exams which can earn credit or advanced standing at most of the nation's colleges and universities. Below is a list of the AP courses currently being offered at the high school:

- AP World History
- AP U.S. History and Government
- AP Government
- AP English Literature and Composition
- AP English Language and Composition
- AP Spanish Literature
- AP Spanish Language
- AP Calculus AB
- AP Statistics
- AP Biology
- AP Chemistry
- AP Studio Art
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</tbody>
</table>

Districtwide Dates (Dates and events are subject to change.)

- ALA Alternative Learning Academy
- CT Centennial Avenue Elementary School
- RMS Roosevelt Middle School
- UB Ulysses Byas Elementary School
- RHS Roosevelt High School
- WR Washington-Rose Elementary School

www.rooseveltufsd.org
COMPREHENSIVE STUDENT ATTENDANCE POLICY

School attendance is both a right and a responsibility. The School District is an active partner with students and parents in the task of ensuring that all students meet or exceed the New York State Learning Standards. Because the School District recognizes that consistent school attendance, academic success and school completion have a positive correlation, the School District has developed, and, if necessary, will revise a Comprehensive Student Attendance Policy to meet the following objectives: to increase school completion for all students; raise student achievement and close gaps in student performance; identify attendance patterns in order to design attendance improvement efforts; to know the whereabouts of every student for safety and other reasons; verify that individual students are complying with education laws relating to compulsory attendance; and determine the District’s average daily attendance for State aid purposes.

DESCRIPTION OF STRATEGIES TO MEET OBJECTIVES

The district will develop and annually review attendance policy with Districtwide Committee to improve school attendance for all students.

Building Principals will create and maintain a positive school building culture by fostering a positive physical and psychological environment where the presence of strong adult role models encourages respectful and nurturing interactions between adults and students. This positive school culture is aimed at encouraging a high level of student bonding to the school, which in turn should lead to increased attendance.

Attendance Teacher will utilize data analysis and automated notification systems for tracking individual student attendance and individual and group trends in student attendance problems.

School District Attendance Personnel will conduct home visits for identified truant students.

Teachers will maintain daily accurate recordkeeping via the student information system to record attendance, absence, tardiness or early departure of each student will be entered as “excused” or “unexcused” along with the District code for the reason. Teachers must notify parent’s immediately of “unexcused” attendance. In addition, teachers must create a “make-up” procedure to assist students, who have been absent from school.

Parents will ensure a child’s prompt and regular attendance in school as required by the state’s compulsory education law. Immediately contact school to provide verbal notification and reason of student absences, in addition must provide notification in writing. Furthermore, when withdrawing a student, parent/guardian must fill out required forms and return all textbooks, electronic devices, band instruments, uniforms and etc. to ensure that all required student records may be released in a timely manner to the transferring District.

Students are expected to attend all scheduled classes on time. Consistent with the importance of classroom participation, unexcused student absences, tardiness, and early departures will affect a student's grade, including credit for classroom participation, for the marking period. Students who are absent from class due to their participation in a school sponsored activity are to arrange with their teachers to make up any work missed in a timely manner as determined by the student’s teacher “make-up” procedures. Attendance at school sponsored events where instruction is substantially equivalent to the instruction which was missed shall be counted as the equivalent of regular attendance in class. Upon returning to school following a properly excused absence, tardiness or early departure, it shall be the responsibility of the student to consult with his/her teacher(s) regarding arrangements to make up missed work, assignments and/or tests in accordance with the time schedule specified by the teacher.

DETERMINATION OF EXCUSED AND UNEXCUSED ABSENCES, TARDINESS AND EARLY DEPARTURES

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

• **In Attendance:** Physically present in the classroom or working under the direction of the classroom teacher during the class scheduled meeting time; or working pursuant to an approved independent study program; or receiving approved alternative instruction.

• **Excused:** An absence, tardiness or early departure may be excused if due to personal illness, illness or death in the family, impassable roads due to inclement weather, religious observance, quarantine, required court appearances, attendance at health clinics, approved college visits, approved cooperative work programs, military obligations or other such reasons as may be approved by the Board of Education.

• **Unexcused:** An absence, tardiness or early departure is considered unexcused if the reason for the lack of attendance does not fall into the above categories (e.g., family vacation, hunting, babysitting, haircut, obtaining learner’s permit, road test, oversleeping).

ATTENDANCE SHALL BE TAKEN AND RECORDED IN ACCORDANCE WITH THE FOLLOWING:

• For students in non-departmentalized kindergartens through grade six (i.e., self-contained classrooms and supervised group movement to other scheduled school activities such as physical education in the gym, assembly, etc.), such student’s presence or absence shall be recorded. On the taking of attendance once per school day, provided that students are not dismissed from school grounds during a lunch period. Where students are dismissed for lunch, their presence or absence shall also be recorded after the taking of attendance a second time upon the student’s return from lunch.

• For students in grades 7 through 12 or in departmentalized school at any grade • For students in grades 7 through 12 or in departmentalized school at any grade level (i.e., students pass individually to different classes throughout the day), each student’s presence or absence shall be recorded after the taking of attendance in each period of scheduled instruction except that where students do not change classrooms for each period of scheduled instruction, attendance shall be taken in accordance with paragraph “a” above.

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

STUDENT ATTENDANCE/COURSE CREDIT

The District believes that classroom participation is related to and affects a student’s performance and grasp of the subject matter and, as such, is properly reflected in a student's final grade. For purposes of this policy, classroom participation means that a student is in class and prepared to work. Consequently, for each marking period a certain percentage of a student’s final grade will be based on classroom participation as well as the student’s performance on homework, tests, papers, projects, etc., as determined by District Policy and/or the building administrator and/or classroom teacher.

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

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

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

• Transfer students and students re-enrolling after having dropped out will be expected to attend a prorated minimum number of the scheduled class meetings during their time of enrollment.
## SEPTEMBER 2019

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</table>
| LABOR DAY  
District and Schools Closed | First Day of School  
WR Distinguished Men Back to School Celebration | UB, RMS  
PLC 2:30-3:30 P.M. | UB, RMS  
PLC 2:30-3:30 P.M. | CT Grandparents Day  
9:30-12:30 P.M. | Back to School Fair  
Athletic Field  
10:00 A.M. -2:00 P.M. |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| RHS Financial Aid Night  
RHS Auditorium 6:00 P.M. | Board of Education Vision/Planning Session, Board Conference Room  
4:00 P.M.  
CT, WR, RMS PLC  
2:30-3:30 P.M.  
RMS 9/11 Tribute 3:00 P.M. | Board of Education Action/Public Meeting, RHS  
7:00 P.M.  
CT PLC 2:30-3:30 P.M. | CT Book Fair  
WR Skating Party | | |
| 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| RHS 9/10 Grade Parent's Night 6:00 P.M. | Board of Education Action/Public Meeting, RHS  
7:00 P.M.  
CT PLC 2:30-3:30 P.M. | CT Book Fair  
WR Skating Party | | | |
| 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| UB PTSA 6:30 P.M.  
WR Cub and Girls Scout Registration | CT Book Fair Ends  
CT Open House/Title I Meeting 6:30-8:30 P.M. | UB, WR, RMS  
PLC 2:30-3:30 P.M.  
WR Open House-PTSA Registration/Title I Meeting 6:00-8:00 P.M. | UB Open House/Title I Meeting 6:00-8:00 P.M. | CT Girls and Boys Empower Kick-Off  
1:00-2:00 P.M. | Football: Roosevelt vs Southside – Home 2:00 PM. |
| 22 | 23 | 24 | 25 | 26 | 27 | 28 |
| ROSH HASHANAH  
District and Schools Closed | | | | | | |
| 29 | 30 | | | | | |

**Districtwide Dates (Dates and events are subject to change.)**

- **ALA** Alternative Learning Academy
- **CT** Centennial Avenue Elementary School
- **UB** Ulysses Byas Elementary School
- **RHS** Roosevelt High School
- **WR** Washington-Rose Elementary School

[www.rooseveltufsd.org](http://www.rooseveltufsd.org)
PARENT NOTIFICATION OF STUDENTS WHO ARE ABSENT, TARDY OR DEPART EARLY WITHOUT PROPER EXCUSE

The following measures are handled on a school level to ensure that both students and parents/guardians are aware of the District’s attendance expectations:

- Classroom teacher shall notify by telephone the parent/person in parental relation to a student, who is absent, tardy or departs early without proper excuse.
- Classroom teacher shall explain the District’s Comprehensive Student Attendance Policy, the District’s/building level intervention procedures, and, if appropriate, the relationship between student attendance and course credit.
- Denial of participation in interscholastic and extracurricular activities.
- Filing a person in need of supervision (PINS) petition in family court.
- Reporting of educational neglect to the Child Protective Services.

Note: The District may not count days when a student is suspended from school as absences, unless, the student is offered/assigned an alternative instruction and fails to attend such instruction.

Intervention Strategy Process

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

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

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

NOTICE OF MINIMUM ATTENDANCE STANDARD/INTERVENTION STRATEGIES PRIOR TO THE DENIAL OF COURSE CREDIT

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

- Copies of the District’s Comprehensive Student Attendance Policy will be mailed to parents/persons in parental relation and provided to students at the beginning of each school year or at the time of enrollment in the District.
- School newsletters and publications will include periodic reminders of the components of the District’s Comprehensive Student Attendance Policy. Copies of the Attendance Policy will also be included in parent/student handbooks.
- At periodic intervals, a designated staff member(s) will notify, by telephone, the parent/person in parental relation of the student’s absence, tardiness, or early departure and explain the relationship of the student’s attendance to his/her ability to receive course credit. If the parent/person in parental relation cannot be reached by telephone, a letter shall be sent detailing this information.
- A designated staff member will review the District’s Attendance Policy with students who have excessive and/or unexcused absences, tardiness or early departures. Further, appropriate student support services/personnel within the District, as well as the possible collaboration/referral to community support services and agencies, will be implemented prior to the denial of course credit for insufficient attendance by the student.
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<td>RHS Open House 6:30-8:30 P.M.</td>
<td>CT 25 Book Campaign Kick-Off</td>
<td>SAT Test Football: Roosevelt vs Bethpage – Home 3:00 P.M.</td>
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**OCTOBER 2019**

**SUNDAY**

- **ROSH HASHANAH**
  - District and Schools Closed

**MONDAY**

- Board of Education Vision/Planning Session, Board Conference Room 4:00 PM.

**TUESDAY**

- **YOM KIPPUR**
  - District and Schools Closed

**WEDNESDAY**

- **RHS Hispanic Heritage Celebration**
  - 6:00-9:00 P.M.

**THURSDAY**

- **RHS Hispanic Heritage Celebration**
  - 6:00-9:00 P.M.

**FRIDAY**

- **Progress Reports Sent Home**

**SATURDAY**

- **RHS Newsday Band Festival**
  - Mitchell Field

**DAY OF THE AMERICAS**

- District and Schools Closed

**PTSA DAY**

- **CT, UB, WR, RMS PLC**
  - 2:30-3:30 P.M.
- **UB**
  - Picture Day Pre-K to 3 9:00 A.M.
- **RMS**
  - Quarterly Conversation with the Principal 5:00-7:00 P.M.

**RHS**

- Open House 6:30-8:30 P.M.

- **RHS Newsday Band Festival**
  - Mitchell Field

**ACT Test**

- Homecoming Football: Roosevelt vs Lawrence – Home 2:00 P.M.

**Theodore Roosevelt’s Birthday**

- WR PTSA Meeting 7:00 P.M.
- RHS Parent/Community Breakfast 8:30-9:30 A.M.
- UB, WR PLC
  - 2:30-3:30 P.M.
  - UB Hispanic Heritage Celebration 9:15 A.M. and 12:45 P.M.
- CT Career and Book Character Parade 12:00-2:00 P.M.
- UB Story Character Day
- WR Picture Day

**Districtwide Dates (Dates and events are subject to change.)**

- ALA: Alternative Learning Academy
- RMS: Roosevelt Middle School
- CT: Centennial Avenue Elementary School
- UB: Ulysses Byas Elementary School
- RHS: Roosevelt High School
- WR: Washington-Rose Elementary School

- www.rooseveltufsd.org
The mission of the RUFSD is to prepare students with 21st Century skills in order to compete in a global society while learning to be critical and independent thinkers. Multiple measures aligned with differentiated and culturally relevant curricula will ensure student centered learning. By fostering supportive relationships amongst school, family, and the community, we will create a bridge to promote achievement.

### The Blue & Gold Standard Graduation, College & Career Readiness

**RUFSD has identified 12 blue and gold standards that will be utilized as benchmarks to guide our efforts to ensure students are prepared for graduation, college and career readiness and future success.**

<table>
<thead>
<tr>
<th>PreK-6th</th>
<th>7th-8th</th>
<th>9th-12th</th>
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<tr>
<td>Mastery of the early learning and Common Core literacy standards.</td>
<td>Students in grades 7-8 will meet or exceed the standard on the NYS ELA assessment.</td>
<td>Students in Grade 11 will complete an SAT or ACT examination.</td>
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<td>Students in grades 3-6 will meet or exceed the standard on the NYS Math assessment.</td>
<td>Students in grades 7-8 will meet or exceed the standard on the NYS Math assessment.</td>
<td>Students will pass a minimum of 5 Regents exams and classes by the end of Grade 11.</td>
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<tr>
<td>Students in grades 3-6 will meet or exceed the standard on the NYS Math assessment.</td>
<td>All 8th grade students will complete Algebra 1 and Living Environment Regents.</td>
<td>ELL students will move-up, as a minimum, one language acquisition level on the NYS ELA test.</td>
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<tr>
<td>ELL students will meet English Language Proficiency in 2 years.</td>
<td>ELL students will move-up, as a minimum, one language acquisition level on the NYS ELA test.</td>
<td>12th Grade students will complete a senior survey that outlines their post secondary plans.</td>
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### A ROOSEVELT RENAISSANCE

#### 100% GRADUATION BY 2020

#### Estándares Azules y Dorados

Preparación para la Graduación, Colegio/Universidad y Carreras de Trabajo

**La misión del Distrito Escolar de Roosevelt es preparar al estudiante con destrezas para el siglo XXI para competir en una sociedad global aprendiendo a ser un pensador crítico e independiente. Múltiples medidas alineadas con diferentes programas y culturalmente relevantes, asegurarán un aprendizaje enfocado en el estudiante. Fomentando así, una relación entre la escuela, la familia y la comunidad, crearemos un puente para la graduación, colegios universitarios y éxito futuro.**

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<th>PreK-6to</th>
<th>7mo-8vo</th>
<th>9mo-12mo</th>
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<tr>
<td>Destacar los estudiantes de 7mo y 8vo grado con certificados de los estándares de inglés del Estado de Nueva York.</td>
<td>Los estudiantes de 7mo y 8vo grado tendrán o superarán los estándares del Examen de inglés del Estado de Nueva York.</td>
<td>Los estudiantes de 11mo grado completarán el examen del SAT o ACT.</td>
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<td>Estudiantes con dominio limitado en inglés (0-2) lograrán un nivel de capacidad más alto, de acuerdo a la administración del NYS ELA.</td>
<td>Estudiantes con nivel de competencia en inglés (3-4) lograrán un nivel de capacidad más alto, de acuerdo a la administración del NYS ELA.</td>
<td>Estudiantes de 12mo grado completarán un cuestionario que definirá sus planes después de su graduación.</td>
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<tr>
<td>Estudiantes con dominio limitado en inglés (0-2) lograrán un nivel de capacidad más alto, de acuerdo a la administración del NYS ELA.</td>
<td>Estudiantes con dominio limitado en inglés (3-4) lograrán un nivel de capacidad más alto, de acuerdo a la administración del NYS ELA.</td>
<td>Estudiantes de 12mo grado completarán un cuestionario que definirá sus planes después de su graduación.</td>
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RUFSD has identified 12 blue and gold standards that will be utilized as benchmarks to guide our efforts to ensure students are prepared for graduation, college and career readiness and future success. The mission of the RUFSD is to prepare students with 21st Century skills in order to compete in a global society while learning to be critical and independent thinkers. Multiple measures aligned with differentiated and culturally relevant curricula will ensure student centered learning. By fostering supportive relationships amongst school, family, and the community, we will create a bridge to promote achievement.
# NOVEMBER 2019

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<td></td>
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<td>ELECTION DAY</td>
<td>Board of Education</td>
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<td>RMS Picture Day 8:00-10:00 A.M.</td>
<td>SAT Test Football: Roosevelt vs Wantagh – Away 3:00 P.M.</td>
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<td>Superintendent’s Conference Day</td>
<td>Vision/Planning Session, Board Conference Room 4:00 P.M.</td>
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<td>School Closed Teachers and Staff Report</td>
<td>UB &amp; RMS PLC 2:30-3:30 P.M.</td>
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<td>2nd Quarter Begins</td>
<td>UB Picture Day WR PLC 2:30-3:30 P.M.</td>
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<td>UB Picture Day</td>
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<td>CT Student Council Thanksgiving Basket Drive Begins</td>
<td>CT Parent Workshop 6:00-8:00 P.M.</td>
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<td>UB Veterans Day Celebration 9:15 A.M. and 12:45 P.M.</td>
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<td>RHS Food Drive Begins</td>
<td>CT Veterans’ Day Program Grade 3 9:15-10:15 A.M.</td>
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<td>CT Girls and Boys Empowerment 1:00-2:00 P.M.</td>
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<td>VETERANS DAY District and Schools Closed</td>
<td>RHS Report Cards Mailed RMS Student Academic Recognition 9:00 A.M.</td>
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<td>UB Veterans Day Program 9:00 A.M.</td>
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<td>UB PTSA Meeting 6:30 P.M.</td>
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<td>WR PTSA Meeting 7:00 P.M.</td>
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<td>RHS Report Cards Mailed</td>
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<td>RMS Student Academic Recognition 9:00 A.M.</td>
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<td>WR PTSA Meeting 7:00 P.M.</td>
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<td>Half Day for Pre-K-6th 11:30 A.M. Elem. Schools PTC 1:00-4:00 P.M. and 5:00-8:00 P.M. RHS College On-Site Admissions Day</td>
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<td>THANKSGIVING RECESS District and Schools Closed</td>
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<td>THANKSGIVING RECESS District and Schools Closed</td>
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</tbody>
</table>

**Districtwide Dates (Dates and events are subject to change.)**

<table>
<thead>
<tr>
<th>ALA</th>
<th>RMS</th>
<th>CT</th>
<th>UB</th>
<th>RHS</th>
<th>WR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alternative Learning Academy</td>
<td>Roosevelt Middle School</td>
<td>Centennial Avenue Elementary School</td>
<td>Ulysses Byas Elementary School</td>
<td>Roosevelt High School</td>
<td>Washington-Rose Elementary School</td>
</tr>
</tbody>
</table>

Good to Great...A Roosevelt Renaissance!

www.rooseveltufsd.org
**PSAT/NMSQT – Wednesday, October 16, 2019**

(Grades 9, 10, 11)

All juniors must sign up for the PSAT/NMSQT at the Roosevelt High School. This test is not administered through test centers. Online registration for the PSAT/NMSQT is not available. Your high school counselor or principal will provide all juniors with the following:

- registering for the test
- paying the test fees
- learning the correct date, time, and location that the school will offer the test in October

**SAT & SUBJECT TESTS**

- October 5, 2019
- November 2, 2019
- December 7, 2019
- May 2, 2020
- June 6, 2020

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**NY STATE AND DISTRICT TESTING DATES FOR THE 2019–2020 SCHOOL YEAR**

<table>
<thead>
<tr>
<th>EXAMS</th>
<th>TEST DATES</th>
</tr>
</thead>
<tbody>
<tr>
<td>NYS (NYSAA)</td>
<td>3/9/20 - 6/5/20</td>
</tr>
<tr>
<td>HS January Regents</td>
<td>1/21/20 - 1/24/20</td>
</tr>
<tr>
<td>NYSESLAT (Speaking)</td>
<td>4/13/20 - 5/15/20</td>
</tr>
<tr>
<td>NYSESLAT (LRW)</td>
<td>5/6/19 – 5/17/19</td>
</tr>
<tr>
<td>HS June Regents Exam</td>
<td>6/2/20, 6/17/20 to 6/26/20</td>
</tr>
<tr>
<td>HS Regents Exam</td>
<td>8/13/20 and 8/14/20</td>
</tr>
</tbody>
</table>

**PLEASE NOTE THAT THERE ARE NO MAKE-UP DATES FOR ANY OF THESE EXAMS.**


**CONSULT YOUR GUIDANCE COUNSELOR FOR REGISTRATION DEADLINES AND FURTHER INFORMATION.**

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**ADVANCED PLACEMENT DATES**

### 2020 AP EXAM CALENDAR – WEEK 1

<table>
<thead>
<tr>
<th>Monday, May 4, 2020</th>
<th>Morning - 8:00 A.M.</th>
<th>Afternoon - 12:00 P.M.</th>
<th>Afternoon - 2:00 P.M.</th>
</tr>
</thead>
<tbody>
<tr>
<td>US Government and Politics</td>
<td>US Government and Politics</td>
<td>Physics C: Mechanics</td>
<td>Physics C</td>
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<tr>
<td>Calculus AB Seminar Calculus BC</td>
<td>Calculus AB Seminar Calculus BC</td>
<td>German Language and Culture Art Human Geography</td>
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<tr>
<td>English Literature and Composition</td>
<td>English Literature and Composition</td>
<td>European History Japanese Language and Culture Physics 2: Algebra-Based</td>
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<tr>
<td>Chemistry Spanish Literature and Culture</td>
<td>Chemistry Spanish Literature and Culture</td>
<td>Japanese Language and Culture Physics 1: Algebra-Based</td>
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<tr>
<td>United States History</td>
<td>United States History</td>
<td>Computer Science Principles Art History</td>
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</tbody>
</table>

**PLEASE NOTE:**

Attendance on these dates, as well as during the several weeks before each examination is crucial for student success!
<table>
<thead>
<tr>
<th>SUNDAY</th>
<th>MONDAY</th>
<th>TUESDAY</th>
<th>WEDNESDAY</th>
<th>THURSDAY</th>
<th>FRIDAY</th>
<th>SATURDAY</th>
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<tbody>
<tr>
<td></td>
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<td>WR Picture Retake</td>
<td>Board of Education Vision/Planning Session, Board Conference Room 4:00 PM. UB, RMS PLC 2:30-3:30 PM.</td>
<td>RMS Winter Concert 6:00-8:00 PM.</td>
<td>WR Pictures with Santa</td>
<td>SAT Test</td>
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<tr>
<td>CT Trim the Tree 10:30 A.M.-12:00 P.M.</td>
<td>WR Winter Concert 9:00 A.M.</td>
<td>CT, WR PLC 2:30-3:30 PM. RMS Quarterly Conversation with the Principal 5:00-7:00 P.M.</td>
<td>RMS Winter Concert 6:00-8:00 PM.</td>
<td>CT Girls and Boys Empowerment 1:00-2:00 P.M.</td>
<td>ACT Test</td>
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</tr>
<tr>
<td>CT and WR Holiday Boutique Opens</td>
<td>UB PTSA Meeting 6:30 P.M. RHS Winter Concert 7:00 P.M.</td>
<td>Board of Education Public/Action Meeting, RHS 7:00 P.M. UB, WR PLC 2:30-3:30 P.M. CT Kwanzaa Celebration 6:30 P.M.</td>
<td>UB Winter Concert</td>
<td>RHS Progress Reports Mailed CT Winter Concert WR Holiday Boutique Ends</td>
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</table>

**Districtwide Dates (Dates and events are subject to change.)**

- ALA Alternative Learning Academy
- CT Centennial Avenue Elementary School
- UB Ulysses Byas Elementary School
- RMS Roosevelt Middle School
- RHS Roosevelt High School
- WR Washington-Rose Elementary School

[www.rooseveltufsd.org](http://www.rooseveltufsd.org)
Roosevelt Union Free School District provides academic support services to its students in a variety of ways. Services are provided based upon individual student need. Academic Intervention Services (AIS) are provided within the Response to Intervention (RtI) framework typically commencing at Tier II.

What is Academic Intervention Services?
Academic Intervention Services help students who are struggling to achieve the learning standards in English Language Arts and mathematics in grades K through 12, and social studies and science in grades 4 through 12. These additional general education services include:
• Extra instructional time to help students achieve the learning standards in the subject areas requiring AIS, and
• Support services to help students overcome barriers that are affecting their ability to learn, such as, attendance problems, family-related issues, discipline problems and health-related issues. Support services could include school guidance and counseling services to improve attendance and coordination of services provided by other agencies.

What is Response to Intervention (RtI)?
RtI is the practice of providing high quality instruction/intervention matched to student needs and using learning rate over time and level of performance to make important educational decisions. RtI begins with high quality instruction in the general education setting provided by the general education teacher. Instruction is matched to student need through provision of differentiated instruction in the core curriculum and supplemental intervention is delivered in a multi-tier format with increasing levels of intensity and targeted focus of instruction. Progress is continually monitored and adjustments are made based upon the results.

In Roosevelt, intervention services are provided using a three tier system, each one defined by the level of support and the intensity of that support.

TIER I
Interventions provided in the classroom by the classroom teacher. Frequent and systematic progress monitoring is performed to determine impact of intervention(s).

TIER II
Services delivered by teacher, tutor, academic support instructor, OT, and/or PT. Support may include the provision of Academic Intervention Services (AIS).

TIER III
Further service is needed as a result of additional analysis of results of progress monitoring by individual building teams.

How does a student become eligible for AIS or RTI and when should they start?
There are two ways a student becomes eligible for these services.
• One way is when a student does not score proficiency or higher on an elementary, intermediate or commencement-level state assessment in English Language Arts, Mathematics, Social Studies or Science. Proficiency means that a student has met the “state-designated performance levels”; 3 and 4.
• The second way is when the school district determines that the student is at risk of not meeting state standards. Each school district’s AIS plan should describe the sources of information it will use in determining at-risk students.

Students with the most intensive needs would receive more scheduled services, for a longer duration, with individualized instruction. Students with less intensive needs (those in the upper range of level 2) might only receive student support activities such as regular progress checks, additional assessments and meetings with the classroom teacher to adjust instruction, if necessary. Records of this service should be kept, as for all AIS services.

What options could be used to vary the intensity of services?
Students should not be taken out of regular instruction. Schools should include as many options as are necessary to meet the range of student needs including:
• Extra time during the regular school day;
• Within class staffing that reduces student-teacher ratios (e.g., co-teaching, team-teaching);
• Extended school day;
• Before-and-after school sessions;
• Evening and weekend sessions; and/or
• Summer school.

Individual AIS or RTI plans are not required for students. Students should receive services based on the intensity of services needed.

If you believe that your child should receive Academic Intervention Services, contact your child’s principal today!
# January 2020

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<th>Sunday</th>
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<td>Board of Education Vision/Planning Session, Board Conference Room 4:00 P.M. CT, UB, WR, RMS PLC 2:30-3:30 PM.</td>
<td>RHS Parent/Community Breakfast 8:30-9:30 A.M.</td>
<td>CT Girls and Boys Empowerment 1:00-2:00 P.M.</td>
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<td>CT Parent Night Out/MLK Workshop Dinner 6:00-8:00 P.M.</td>
<td>WR Dr. Martin Luther King Celebration 9:00 A.M.</td>
<td>RHS Senior Group Photo</td>
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<td>MARTIN LUTHER KING JR. DAY District and Schools Closed</td>
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<td>3rd Quarter Begins CT PTSA Meeting 6:30 P.M. WR PTSA Meeting 7:00 P.M.</td>
<td>UB PTSA Meeting 6:30 P.M.</td>
<td>WR Mid-Year Awards Ceremony 9:00 A.M. CT PLC 2:30-3:30 P.M.</td>
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<td>RHS Report Cards Mailed CT MLK School-Wide Beloved Community Finale 12:45-1:45 P.M.</td>
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</table>

**Districtwide Dates (Dates and events are subject to change.):**

- **ALA** Alternative Learning Academy
- **CT** Centennial Avenue Elementary School
- **UB** Ulysses Byas Elementary School
- **RMS** Roosevelt Middle School
- **RHS** Roosevelt High School
- **WR** Washington-Rose Elementary School

**Good to Great...A Roosevelt Renaissance!**

www.rooseveltufsd.org
INNOVATIVE PROGRAMS/PROJECTS

6TH GRADE BOYS/GIRLS EMPOWERMENT PROGRAMS
A weekly program designed for 6th grade boys and girls to promote positive self-esteem, academic achievement and socialization skills.

KWANZAA CELEBRATION
A festive community celebration which honors African American traditions and the Seven Principles of Kwanzaa, features African dance, drumming, spoken word and chorus.

HISPANIC HERITAGE CELEBRATION
An exciting family and community celebration of Hispanic culture and heritage featuring the Parade of Flags and interactive Learning Centers.

25 BOOK CAMPAIGN/YOUNG AUTHOR’S CELEBRATION
The programs are designed to promote the love of literacy and writing in young children to take on the 25 Book challenge, write and publish original books called “Treasure Books”. Student Treasure Books are published, displayed and read during the Author’s Convention.

ART TRAVELERS THROUGH TIME
Literacy and History through Art at the Hofstra University Museum provides the opportunity for 3rd graders to connect their study of communities around the world to the study of cultural objects from the Museum’s large and diverse collections.

ST. JUDE’S MATH-A-THON
Students receive donations from sponsors for math problems completed in a “fun book.” The money raised is sent to St. Jude’s Hospital, the largest childhood cancer research center in the world.

HOOPS FOR HEART
Students receive donations from sponsors to raise funds for the American Heart Association. The whole family participates in learning about healthy eating and exercise.

ISLAND HARVEST KIDS’ WEEKEND BACKPACK FEEDING PROGRAM
Every Friday, selected children receive a package of nutritious food at no cost to the family to take home in their book bag.

(PBIS) POSITIVE BEHAVIOR INTERVENTION SUPPORT
Strong character is encouraged by the school-wide system of behavioral intervention support known by all students and staff. Positive behavior is communicated on matrix charts throughout the building and classes. The result is a positive school climate which decreases incidents and suspensions of students.

S.T.Y.A. PROGRAM
The Successfully Transitioning Youth to Adolescence Program is facilitated by the Leadership Training Institute. Students ages nine through twelve participate in adult-supervised activities, group sessions and mentoring. The purpose of this program is to enhance the development of personal and social skills and to support and promote educational success.

STUDENT CENTERED ACTIVITIES:
- Eagle Newsletter Journalism Club
- Riveting Readers Morning Book Club
- Student Council Safety Patrol
- Young Entrepreneurs Club
- Book of the month School-Wide Writing Displays
- Monthly Grade Level Assembly Programs

FAMILY-CENTERED EVENTS/PROGRAMS:
- Parent University and Parent Education Workshops
- Parents Resource Center
- Family Care Boutique
- Family Science Fair and Exhibition
<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
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</thead>
<tbody>
<tr>
<td>02/01</td>
<td>ACT Test</td>
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<tr>
<td>02/01</td>
<td>Girls and Boys Empowerment 1:00-2:00 P.M.</td>
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<tr>
<td>02/02</td>
<td>Winter Recess, Schools Closed</td>
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<td>02/03</td>
<td>African American Read-in Week</td>
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<tr>
<td>02/03</td>
<td>CT Parent University/Title I Meeting 6:30-9:00 P.M.</td>
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<td>02/04</td>
<td>Board of Education Vision/Planning Session, Board Conference Room 4:00 P.M.</td>
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<td>02/04</td>
<td>UB, WR PLC 2:30-3:30 P.M.</td>
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<tr>
<td>02/04</td>
<td>CT Red and White Dance 3:00-5:00 P.M.</td>
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<tr>
<td>02/04</td>
<td>RHS Parent Teacher Conference 6:30-8:30 P.M.</td>
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<td>02/05</td>
<td>RMS African American History Celebration 6:00-8:00 P.M.</td>
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<tr>
<td>02/07</td>
<td>WR Valentine's Day Boutique Ends</td>
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<tr>
<td>02/07</td>
<td>CT African American History Celebration, Grade 4 9:15 &amp; 10:15 A.M.</td>
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<tr>
<td>02/08</td>
<td>Winter Recess, Schools Closed</td>
</tr>
<tr>
<td>02/09</td>
<td>President's Day, Winter Recess, District and Schools Closed</td>
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<tr>
<td>02/10</td>
<td>Valentine's Day Boutique Opens</td>
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<tr>
<td>02/11</td>
<td>Winter Recess, Schools Closed</td>
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<tr>
<td>02/12</td>
<td>Parent Teacher Conference 6:00-9:00 P.M.</td>
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<td>02/13</td>
<td>Winter Recess, Schools Closed</td>
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<td>02/14</td>
<td>Winter Recess, Schools Closed</td>
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<td>02/15</td>
<td>Winter Recess, Schools Closed</td>
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<tr>
<td>02/16</td>
<td>CT PTSA Meeting 6:30 P.M.</td>
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<td>02/16</td>
<td>WR PTSA Meeting 7:00 P.M.</td>
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<td>02/17</td>
<td>Winter Recess, Schools Closed</td>
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<tr>
<td>02/18</td>
<td>Board of Education Action/Public Meeting, UB 7:00 P.M.</td>
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<tr>
<td>02/18</td>
<td>CT, UB, WR &amp; RMS PLC 2:30-3:30 P.M.</td>
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<tr>
<td>02/18</td>
<td>RMS Parent Teacher Conference 6:00-9:00 P.M.</td>
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<td>Winter Recess, Schools Closed</td>
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<td>02/28</td>
<td>Winter Recess, Schools Closed</td>
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<tr>
<td>02/29</td>
<td>Winter Recess, Schools Closed</td>
</tr>
</tbody>
</table>

Districtwide Dates (Dates and events are subject to change.)

- ALA: Alternative Learning Academy
- CT: Centennial Avenue Elementary School
- RHS: Roosevelt High School
- UB: Ulysses Byas Elementary School
- WR: Washington-Rose Elementary School

www.rooseveltufsd.org
INNOVATIVE PROGRAMS/PROJECTS

“Ultimate Goal Is To Empower Each Student for Success”

At Ulysses Byas Elementary School, “Our Place Called Home,” we encourage students to let their S.P.I.R.I.T. Shine! S.P.I.R.I.T. meaning that the students are Supported, Prepared, they exhibit Integrity, are Respectful, show Independence and are Trustworthy!

PROGRAMS/PROJECTS

• Hispanic Heritage Month Celebration
  This is a month of celebrating the diverse and unique characteristics of our Hispanic families and culture.

• Thanksgiving Food Drive
  The Ulysses Byas Family joins together in the spirit of giving to collect nonperishable foods and items to share with others during this special time.

• Read Across America Day and Reading Is Fundamental Day
  These programs focus on a love of literature and reading. Students and staff at times become the characters of their favorite books. Students also receive a brand new book on RIF! Day.

• Spectacular Winter and Spring Concerts
  Students in grades four through six work collaboratively to orchestrate high quality performances within the Dance Club, Band and Choir that are ready for Broadway!

• S.T.Y.A. Program
  The Successfully Transitioning Youth to Adolescence Program is facilitated by the Leadership Training Institute. Students ages nine through twelve participate in adult-supervised activities, group sessions and mentoring. The purpose of this program is to enhance the development of personal and social skills and to support and promote educational success.

• Winning Chess Club
  Mr. William Evans is the winning Chess Club Coach at Ulysses Byas. He has successfully taught chess to students for 25 years. The Roosevelt UFSD Chess Nuts have won first place in the Long Island Chess Tournament for 12 years.

THE FAMILY CARE BOUTIQUE

We know how challenging times can be when it comes to providing for a family. The Family Care Boutique was designed specifically to aid families who could benefit from the many different resources such as: food, clothing, shoes, coats and reading material for children grades Pre-K through 6th grade.
<table>
<thead>
<tr>
<th>SUNDAY</th>
<th>MONDAY</th>
<th>TUESDAY</th>
<th>WEDNESDAY</th>
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<th>FRIDAY</th>
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<td>SAT Day</td>
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<td>CT, RMS PLC 2:30-3:30 P.M.</td>
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<td>RHS Black History Program 7:00 P.M.</td>
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<td>RHS March Madness Week</td>
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<td>Board of Education Vision/Planning Session, Board Conference Room 4:00 P.M.</td>
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<td>UB, WR PLC 2:30-3:30 P.M.</td>
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<td>RHS Parent/Teacher Conferences Snow Date 6:30-8:30 P.M.</td>
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<td>RHS Progress Reports Mailed</td>
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<td>CT Girls and Boys Empowerment 1:00-2:00 P.M.</td>
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<td>RHS Pi Day Celebration 3:14 P.M.</td>
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<td>WR PTSA Meeting 7:00 P.M.</td>
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<td>CT Women's History Celebration 2nd Grade 9:15 &amp; 10:15 A.M.</td>
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<td>UB Women's History Celebration 9:15 A.M. &amp; 12:45 P.M.</td>
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<td>UB Women's History Celebration 9:15 A.M. &amp; 12:45 P.M.</td>
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**Districtwide Dates** (Dates and events are subject to change.)

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<th>ALA</th>
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<tbody>
<tr>
<td>ALA Alternative Learning Academy</td>
<td>RMS Roosevelt Middle School</td>
<td>CT Centennial Avenue Elementary School</td>
<td>UB Ulysses Byas Elementary School</td>
<td>RHS Roosevelt High School</td>
<td>WR Washington-Rose Elementary School</td>
</tr>
</tbody>
</table>

**Districtwide Dates** (Dates and events are subject to change.)

**Website:** www.rooseveltufsd.org
PROGRAMS/PROJECTS

MENTORING PROGRAM
Mrs. Michelle Miles continues to serve as the coordinator for the Mentoring Program for our students. Thirty-four Washington Rose staff members mentored thirty-seven students in grades one through five. This program serviced students in the academic, social, recreational, and character-education areas. A special thank you goes to the faculty and staff for volunteering their time for an hour every Monday through Thursday for a span of thirty weeks during the school year.

WASHINGTON ROSE EVENTS
- Women’s History Celebration
- Men of Distinction
- Delta Sigma Theta Sorority, Inc
- Alpha Kappa Alpha Sorority, Inc. Book Give Away
- Fun Day
- Celebration of Students
- Black History Celebration
- Teacher of the Month Recognition
- Hispanic Heritage Month Celebration
- Parent University
- Thanksgiving Food Drive
- Winter and Spring Concerts
- S.T.Y.A. Program

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

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

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

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

Administrative regulations will be developed to implement the terms of this policy.
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<th>SUNDAY</th>
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<td>RMS PLC 2:30-3:30 P.M.</td>
<td>RMS Parent University/Title I Meeting 6:00-9:00 P.M.</td>
<td>ACT Test RMS Regents Prep</td>
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<td>Board of Education Vision/Planning Session, Board Conference Room 4:00 P.M.</td>
<td>Snow Day</td>
<td>SPRING RECESS School District and Schools Closed</td>
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<td>Board of Education Action/Public Meeting, RHS 7:00 P.M.</td>
<td>CT, UB, WR, RMS PLC 2:30-3:30 P.M.</td>
<td>RMS Transition Day</td>
<td>CT Girls and Boys Empowerment 1:00-2:00 P.M.</td>
<td>RMS Regents Prep</td>
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<td>WR PTSA Meeting 7:00 P.M.</td>
<td>UB PTSA Meeting 6:30 P.M. RMS Student Academic Recognition 9:00 A.M. WR Picture Day</td>
<td>CT Parent &amp; Child Poetry Slam &amp; Workshop 6:00-8:00 P.M.</td>
<td>UB Earth Day Poetry Celebration 9:15 A.M. and 12:45 P.M.</td>
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Districtwide Dates (Dates and events are subject to change.):

- ALA: Alternative Learning Academy
- RMS: Roosevelt Middle School
- CT: Centennial Avenue Elementary School
- UB: Ulysses Byas Elementary School
- RHS: Roosevelt High School
- WR: Washington-Rose Elementary School
The Roosevelt Middle School students are educated in a calm, effective, rigorous learning environment, which fosters positive connections with adults and peers, and encourages their motivation, self-regulation and resilience. The goal of our Teaming approach is to provide a learning environment where teachers collaboratively prepare to inspire, through a rigorous, tailored curriculum, ensuring that students are healthy, safe, supported, engaged, and challenged to aspire. The Roosevelt Middle School’s educational experience equips the Roosevelt Middle School student with the tools to learn and the skills to achieve at a higher level of proficiency.

In this age of technological advances the R’s of Rigor, Relevance and Relationship are more imperative than ever before. Recognizing the significance of the community-school relationship as a bond that is essential to our student’s achievement, we the faculty of the Roosevelt Middle School, are committed to strengthening this relationship. This in turn will support our efforts to increase relevant and rigorous instruction, as well as the initiative of the Roosevelt Union Free School District.

Recognizing the community-school relationship as a bond that is essential to our students’ achievement, we the faculty of the Roosevelt Middle School are committed to strengthening this relationship, in support of our efforts to increase rigorous instruction, as well as the initiatives of the Roosevelt Union Free School District at large.

Our work to ensure that The Roosevelt Middle School is recognized as a school of excellence begins and ends with our students in heart and mind, embodying the belief that “Failure is not an option!”
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<td>RMS Regents Prep</td>
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<td>CT/WR</td>
<td>Mother’s Day Boutique OPENS</td>
<td>Teacher Appreciation Day</td>
<td>Board of Education Vision/Planning Session, Board Conference Room 4:00 PM.</td>
<td>UB, RMS PLC 2:30-3:30 PM.</td>
<td>CT Mother’s Day Spa 6:00-7:30 PM.</td>
<td>RMS Regents Prep</td>
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<td>NYSESLAT ADMINISTRATION</td>
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<td>RMS Regents Prep</td>
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<td>UB PTSA Meeting 6:30 P.M.</td>
<td>WR PTSA Meeting 7:00 P.M.</td>
<td>School Budget and Trustee Election 6:00 A.M.-9:00 P.M.</td>
<td>Board of Education Action/Public Meeting, RHS 7:00 P.M.</td>
<td>WR Spring Concert 9:00 A.M.</td>
<td>UB Spring Concert 9:15 A.M. and 12:45 P.M.</td>
<td>CT Grade 6 Girls and Boys Empowerment 1:00-2:00 P.M.</td>
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<td>MEMORIAL DAY</td>
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<td>Progress Reports Mailed</td>
<td>CT Parent College and Career Day 9:00-1:00 P.M.</td>
<td>UB Parent University/Tide I Meeting 6:00-8:00 P.M.</td>
<td>CT Grade 6 Trip</td>
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**Districtwide Dates:** (Dates and events are subject to change.)
- **ALA** Alternative Learning Academy
- **RMS** Roosevelt Middle School
- **CT** Centennial Avenue Elementary School
- **UB** Ulysses Byas Elementary School
- **RHS** Roosevelt High School
- **WR** Washington-Rose Elementary School

**www.rooseveltufsd.org**
The mission of Roosevelt High School is to develop all students to become active lifelong learners and productive citizens in a global society who demonstrate mastery of technology, analytical thinking, and communication skills through excellence in teaching and learning in partnership with family and local communities, in a safe and caring environment.

Our vision is to become a School of Excellence in New York that graduates all students prepared to attain a higher level of education and center the work force.
# JUNE 2020

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<th>SUNDAY</th>
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<td>WR</td>
<td>CT</td>
<td>RMS PLC 2:30-3:30 P.M.</td>
<td>NYSSA Ends</td>
<td>SAT Test</td>
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<td></td>
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<td>Father's Day Boutique Opens</td>
<td>Pre-K Moving-Up Exercises 9:30 A.M.</td>
<td>Grade K-1 Awards Ceremony</td>
<td>Father's Day Pancake Breakfast</td>
<td>RMS Regents Prep</td>
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<td>CT Pre-K Moving-Up Exercises 9:30 A.M.</td>
<td>WR Grade 2-3 Awards Ceremony</td>
<td>WR Grade 4-5 Awards Ceremony</td>
<td>RMS Regents Prep</td>
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<td>CT</td>
<td>UB Pre-K Moving Exercises 9:30 A.M.</td>
<td>RHS Senior Walk</td>
<td>ACT Test</td>
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<td>Father's Day Boutique Opens</td>
<td>Awards Ceremony Grades K &amp; 1</td>
<td>Grade 2 and 3 Awards Ceremony</td>
<td>Father's Day Pancake Breakfast</td>
<td>CT Father's Day Pancake Breakfast</td>
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<td>UB Awards Ceremony Grades 3-5 9:30 A.M.</td>
<td>WR, RMS PLC 2:30-3:30 P.M.</td>
<td>RMS Regents Prep</td>
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<td>WR</td>
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<td>CT Grade 6 Awards Ceremony</td>
<td>CT Grade 6 Awards Night Dinner 6:00-8:00 P.M.</td>
<td>RMS Regents Prep</td>
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<td>PTSA Meeting 7:00 P.M.</td>
<td>Grade 6 Moving-Up Ceremony 10:00 A.M.</td>
<td>Grade 4 and 5 Awards Ceremony</td>
<td>Grade 6 Awards Night Dinner 6:00-8:00 P.M.</td>
<td>RMS Regents Prep</td>
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<td>RMS Field Day 10:00 A.M.-2:30 P.M.</td>
<td>WR, RMS PLC 2:30-3:30 P.M.</td>
<td>Grade 8 Moving Up Ceremony 3:00 P.M. Last Day of School</td>
<td>RMS Regents Prep</td>
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<td>CT Grade 6 Moving-Up Ceremony 10:00 A.M.</td>
<td>WR Grade 6 Moving-Up Ceremony 10:00 A.M.</td>
<td>UB Grade 6 Moving-Up Ceremony 10:00 A.M.</td>
<td>RHS Graduation</td>
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**Districtwide Dates (Dates and events are subject to change.)**

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<th>ALA</th>
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<tr>
<td>Alternative Learning Academy</td>
<td>Roosevelt Middle School</td>
<td>Centennial Avenue Elementary School</td>
<td>Ulysses Byas Elementary School</td>
<td>Roosevelt High School</td>
<td>Washington-Rose Elementary School</td>
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</table>

Good to Great...A Roosevelt Renaissance!

Roosevelt Union Free School District

www.rooseveltufsd.org
The Alternative Learning Academy (A.L.A.) is an educational program that provides a customized learning environment emphasizing a cooperative, collaborative learning environment utilizing innovative research-based methods to assist students who are at risk of not meeting the New York State diploma requirements.

Unique to the Alternative Learning Academy is its strong student support services model that provides student access to social workers, school counselors, and special education services. In addition, the ALA program provides students with an online curriculum which allows students a wonderful opportunity to integrate technology and learning, providing an alternative instructional method to acquire content knowledge.

Students are selected for the ALA program based upon the following priorities:

- Graduating Seniors
- Juniors
- 16 years old or older with guidance recommendation

The following Courses are offered:

<table>
<thead>
<tr>
<th>Subject</th>
<th>Courses</th>
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<tbody>
<tr>
<td>Math</td>
<td>Algebra Common Core, Geometry Common Core, Consumer Math</td>
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<tr>
<td>Science</td>
<td>Living Environment, Forensic Science, Chemistry</td>
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<td>English</td>
<td>English 9-12</td>
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<tr>
<td>Social Studies</td>
<td>Global History &amp; Geography 1 &amp; 2 U.S. History, Economics and Participation in Government</td>
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<tr>
<td>Language</td>
<td>French 1, Spanish 1</td>
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<td>Fine Arts</td>
<td>Music Appreciation/Art History</td>
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<td>Health/PE</td>
<td>TBA</td>
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WHERE: Roosevelt High School
CAPACITY: 60 – 100 students
DAYS OF OPERATION: Monday – Thursday/Friday
PROGRAM HOURS: 3:30-6:30 p.m./3:30-5:30 pm
SEMESTER FORMAT: Semester I/Semester II
CLASSROOM HOURS EQUALS: 90 Minute Classes
EACH COURSE EQUALS: 1 Unit of Credit or .5 credit

Additional online courses are also available to students provided by ODYSSEYWARE.
### JULY 2020

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- **WR** Washington-Rose Elementary School

[www.rooseveltufsd.org](http://www.rooseveltufsd.org)
The SMART Scholars Early College High School (ECHS) Program is a collaborative partnership with SUNY College at Old Westbury. The focus of our program is a college readiness initiative which supports the education pipeline to ensure that more students enroll and graduate from college. Our program team includes Jeffrey Littwin and Despina Forakis. With the support of the Director of Guidance and the High School Administrative team, we are able to offer college-credit courses to students of Roosevelt High School while engaging students in activities that promote a college-going culture throughout the school district. Students as early as 9th grade are identified as future Smart Scholars. Students have the opportunity to earn up to 32 college credits while earning their High School Regents Diploma.

Program Highlights
- College and Career Center at High School
- Wednesday/Friday visits to SUNY Old Westbury campus
- Access to professional math tutors and professors
- Writing Workshops on SUNY Old Westbury Campus in the Writing Center
- College Expectations workshops
- Financial Literacy programs
- FAFSA application assistance
- Scholarship information
- Field trips to college campuses
- Peer Mentors
- Academic Enrichment opportunities

The SMART Scholars program covers the cost of:
- College Courses
- School bus transportation to colleges
- Tutoring services
- College textbooks

SMART Scholar courses offered:
* English Composition I
* English Composition II
* Plants and Society
* College Biology
* Introduction to Color
* College Algebra
* College Pre-Calculus
* Themes in US History

Credit Transferability:
Students are issued an official State University of New York (SUNY) College at Old Westbury transcript upon course completion; grades of “C” or better receive college credit. All courses are dual credit; credits earned toward HS Regents diploma and College.

Eligibility:
Applications accepted from students in grade 9 in good academic standing.
Contact Information: Mr. Spencer Belcher
(516) 345-7377 • Email: sbelcher@rufsd.org
## AUGUST 2020

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<th>SUNDAY</th>
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### Districtwide Dates (Dates and events are subject to change.)

- **ALA**: Alternative Learning Academy
- **CT**: Centennial Avenue Elementary School
- **UB**: Ulysses Byas Elementary School
- **RHS**: Roosevelt High School
- **WR**: Washington-Rose Elementary School

- **1 August**: Superintendent’s Conference Day
- **2 August**: New Teachers’ Orientation
- **23 August**: Superintendents’ Conference Day
- **24 August**: Superintendents’ Conference Day
- **30 August**: Regents Exams

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**Good to Great...A Roosevelt Renaissance!**

www.rooseveltufsd.org
VOTER INFORMATION

This guide is intended to inform voters in Roosevelt about the voting procedures for school board candidates and the annual school budget. Quality education for our children requires the interest and participation of all Roosevelt residents. Becoming informed and voting responsibly are the means to achieve that goal.

WHEN IS THE ELECTION?
The Annual Budget Meeting, the election of Board Members and the budget vote is held each year on the third Tuesday in May. Absentee ballots for are available from the District Clerk at the District Office, as provided by law. Residents must apply for absentee ballots, and these applications will be accepted beginning 28 days prior to the election. Absentee ballots must be received in the District Clerk’s office no later than 5 pm on the day of the election.

WHO IS ELIGIBLE TO VOTE?
To vote in the May election, a Roosevelt resident must be 18 years of age or older, a United States citizen, and a resident of the District for 30 days prior to the election. Residents may register up to five days before the election. Voters registered for general elections are eligible to vote in school district elections without further registration, provided they have voted in a general election at least once within the last four years. Voters who are registered only on the rolls of the school district must have voted in a school election at least once within the last four years for their registration to remain active.

HOW DO I REGISTER TO VOTE?
Residents may register with the Nassau County Board of Elections to vote in both general elections and school elections. Residents who wish to vote only in school elections may register at the District Clerk's office or at any school building during school hours when school is in session or at other specified times before school district votes. NOTE: Voters who register specifically to vote in the school elections are not automatically registered for general elections. Registration for general elections is a separate procedure.

WHO IS ELIGIBLE TO RUN FOR THE BOARD OF EDUCATION?
Every school board member must be a resident of the district for one year, and must be a qualified voter of the district. No more than one member of a family residing within the same household may be a member of the same school board. Also, no employee of the school district may be a member of the board.

WHAT ARE THE DUTIES AND RESPONSIBILITIES OF A BOARD MEMBER?
School board members perform a number of important functions. Primarily they set the goals and establish the policies for the school district and carry out the directives and decisions of the New York State Department of Education.

Board responsibilities include:

- Approving the course of study by which the students of the school district will be graded and classified,
- Regulating the admission and transfer of students as their scholarship warrants,
- Approving the textbooks used in the schools,
- Establishing the rules and regulations concerning the order and discipline of the schools as deemed necessary to secure the best educational results,
- Selecting a superintendent,
- Reviewing, presenting and overseeing of the school budget,
- Proving adequate facilities for the school district, including the purchase or lease of sites for various school needs along with any implements, supplies, and other apparatus that might be required.

In addition, school board members are expected to make decisions on a wide range of concerns that may come before them. As problems may present themselves in a random manner, school board members must be skilled decision-makers and be free from outside pressures and partisan politics. Their principle aim should be dedication to the improvement of education without concern for self-advancement or personal reward.

The school board helps to foster a better understanding of public education and to lead the public in supporting better education. The welfare and quality education of every child in the school district should be each member’s primary goal.

HOW DO I BECOME A CANDIDATE FOR THE BOARD OF EDUCATION?
A petition must be filed with the District Clerk and signed by 25 registered voters of the district or two percent of the number of voters from the last election, whichever is greater. The District Clerk has this information available at the District Office. Petitions may be filed up to 30 days prior to the election. Board members are elected for three-year terms and serve without pay. In Roosevelt, board members are elected by plurality vote and are not elected to a specific seat on the board. Candidates receiving the highest number of votes are elected to fill board positions.

By law, a candidate must file a detailed statement of campaign expenses with the District Clerk and the New York State Commissioner of Education if campaign expenses exceed $500. Electioneering by board candidates is prohibited within 100 feet of a polling place.

Copies of the school budget are mailed to all residents of the Roosevelt School District before the budget vote.

For further information, call the District Clerk at 516-345-7005.

HOW DO I BECOME A CHIEF ELECTION INSPECTOR OR ELECTION INSPECTOR FOR THE BOARD OF EDUCATION?
Requirements for Chief Election Inspectors and Election Inspectors for the Annual Budget Vote and Election:

- Chairperson and Election Inspectors must be qualified voters
- Must be resident of Roosevelt School District
- Roosevelt School District set rate compensation is $18.00 per hour for Election Chairpersons and $15.00 per hour for Inspectors.
- Application is available online March 1-8, 2020
- All Election Chairperson(s) and Election Inspectors MUST have certified training with Nassau County Board of Elections.

FACTS FOR VOTERS—ANNUAL BUDGET VOTE AND ELECTION
Tuesday, May 19, 2020        6:00 A.M. – 9:00 P.M.

WHO MAY VOTE?

- A citizen of the United States, 18 years of age or older
- A resident of the District for 30 days preceding the election
- Properly registered to vote in the School District or in the General Election.
In order to receive course credit to advance to the next grade/level/course, students must pass both the course and the regent exams.

### GRADUATION-DIPLOMA REQUIREMENTS
To graduate with either a Regents Diploma or a Regents Diploma with Honors, the minimum total number of units of 22 by the end of the 12th grade must include:

<table>
<thead>
<tr>
<th>Required Core Courses</th>
<th>Regents Diploma</th>
<th>Regents Diploma with Advanced Designation</th>
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<tbody>
<tr>
<td><strong>English</strong></td>
<td>4 Credits</td>
<td>4 Credits</td>
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<td>1 Regents Exam</td>
<td>1 Regents exam</td>
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<td><strong>Social Studies</strong></td>
<td>4 Credits</td>
<td>4 Credits</td>
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<td>2 Regents Exam</td>
<td>2 Regents exams</td>
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<td>65 or higher grade</td>
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<tr>
<td><strong>Mathematics</strong></td>
<td>3 Credits</td>
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<td>1 Regents Exam</td>
<td>3 Regents exams</td>
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<td>65 or higher grade</td>
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<td>*Important Note Below</td>
<td>*Specific Regents Listed Below</td>
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<tr>
<td><strong>Science</strong></td>
<td>3 Credits</td>
<td>3 Credits</td>
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<td>1 Regents Exam</td>
<td>2 Regents Exams (one Physical Setting &amp; one Living Environment)</td>
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<td>65 or higher grade</td>
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<tr>
<td><strong>Foreign Language</strong></td>
<td>1 Credit</td>
<td>3 Credits</td>
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<td>With 1 Regents exam</td>
<td>65 or higher grade</td>
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<td>*For a Regents Diploma a student must score 65 or better on 5 required Regents exams</td>
<td>*Integrated Algebra and Geometry and Algebra 2/ Trigonometry</td>
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<td><strong>Physical Education</strong></td>
<td>2 Credits</td>
<td>2 Credits</td>
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<td><strong>Art and/or Music</strong></td>
<td>1 Credit</td>
<td>1 Credit</td>
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<td><strong>Health</strong></td>
<td>½ Credit</td>
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<td><strong>Electives</strong></td>
<td>3 ½ Credits</td>
<td>3 ½ Credits</td>
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<td><strong>TOTAL</strong></td>
<td>22 Credits</td>
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**CAREER DEVELOPMENT AND OCCUPATION STUDIES (CDOS)**
- New York State Diploma
    - Regents diploma with advanced designation
    - Regents diploma with technical endorsement
  - Local - via Safety Net for Students with Disabilities
    1. 55-64 pass option (low pass option)
    2. RCT’s for cohorts prior to September 2011
    3. Compensatory Option - effective 10/31/12
- High School Equivalency GED Test
  - McGraw Hill to provide Testing Assessing Secondary Completion (TASC)
  - Notify ‘eligible’ students of need to complete current GED exam
- NYS Career Development and Occupational Studies (CDOS) Commencement Credential
  - Only for Students with Disabilities
    1. To supplement diploma, or
    2. As existing credential for students unable to earn a HS diploma
- Documents preparation for entry-level employment
  - Skills and Achievement Commencement Credential
    - NYSAA eligible and assessed
    - Accompanied by new model of Student Exit Summary

**NOTE:** The Regents Competency Test (RCT) safety net for students with disabilities will continue to be awarded for students entering Grade 9 prior to September 2010 and will receive a local diploma.
The Roosevelt Union Free School District provides students residing within the district equal access to all educational programs and extracurricular activities in compliance with Part 200, Regulations of the Commissioner of Education. Pupil Personnel Services are for all children, with particular attention given to those children whose problems require a more intensive and specialized type of help. These problems may be developmental, preventive, and/or remedial. The pupil personnel team plays a significant role assisting in creating a climate which will have a positive influence on the child's development and which will minimize the likelihood of serious problems. The team also plays a significant role in early identification of children's potential problems which require specialized, individualized services not generally provided within the classroom setting. The team also serves as a resource for staff, parents and others concerned with the progress of the child.

DATES/HOURS OF OPERATION:

Evening classes
*Roosevelt High School • 1 Wagner Avenue, Roosevelt, NY
Monday and Wednesday
5:30 p.m. – 8:30 p.m.

For more information contact: Adult Education Director – 345-7010/7083

SPECIAL PROGRAMS

Summer School
Summer school is an additional opportunity for the District to meet the needs of all students, including students with disabilities. Summer school programs may provide opportunities for acceleration, enrichment, skills improvement or to allow students to make-up coursework which they were unable to master during the regular school year. Summer school programs may be provided by the District, BOCES or non-public schools.

The adoption in July 1999, of the New York State learning standards for high school graduation means that many students will need additional help to reach the standards.

Resident students who in the previous school year had attended nonpublic schools or any school other than that of the district, in which they reside, are entitled to attend the summer school. Parents are notified of summer school programs and procedures in the spring of each year. Registration is held at the end of June. Further information is available at individual schools on the District Office in the office of Curriculum and Instruction.

Roosevelt Adult Education

Adult Education classes are offered from September to June. Fall classes are held at Roosevelt High School. The Roosevelt Adult Education Program is supported by a grant called EPE, (Employment Preparation Education). Free registration, academic assessment, and career counseling are provided to all students. All staff is New York State certified teachers. We are members of three noted adult learning organizations, NACCE, NYACCE, and Li-RAEN.

COURSES:

ESOL LEVELS 0-6
- English for beginners, intermediate and advanced language learners (Age 21 and above)

SCHOOL FACILITIES AND SERVICES

Use of Facilities
The following procedures have been adopted by the Roosevelt Board of Education for the use of school facilities:

- Any use of school facilities must be non-exclusive and open to the general public.
- The Board reserves the right to revoke permission granted for the use of school facilities.
- Responsibility for maintaining order and protecting property must be assured by the organization or group using the facilities.
- All functions attended by minors must be properly supervised and chaperoned.
- The use of school facilities by groups including students in the evening preceding a school day is discouraged.
- Admission fees may be charged only if the proceeds are to be used for educational and certain charitable purposes. Admission may not be restricted.
- A fee schedule has been adopted by the Board for various types of groups that may request use.
- The signature of an organization's president or a director is required on the application form for the use of school facilities.

ANNUAL “AHERA” NOTIFICATION

“In accordance with 40 CFR §763.84.c, regard this statement as the district's annual notification to all workers, students and or their legal guardians that the district continues to maintain its Asbestos Management Plan (AMP) which documents all performed or planned asbestos related inspections, response actions, and post-response action activities, including periodic re-inspection and surveillance activities within the school district. A copy of the AMP is available for your review and or inspection at the district's facilities office.”

PESTICIDE NOTIFICATION

A New York State law requires schools to inform all staff, parents and guardians that pesticides may be used periodically throughout the school year. We are required to maintain a list of staff or parents who wish to receive 48-hour written notification of pesticide applications. If you would like to be notified, or have any questions regarding the legislation, please contact the district's Director of School Facilities at (516) 345-7018. The Roosevelt School District utilizes an integrated pest management, IPM, approach to manage pests focusing on long-term prevention or suppression with minimal impact on human health, the environment and non-targeted organisms.

TRANSPORTATION

Bus transportation is provided for Roosevelt students who attend out-of-district private and parochial schools, within a range of 15 miles, as mandated by state law. Forms for requested transportation to and from private and parochial schools are available in the Roosevelt Middle School. The period for filing for transportation is from January 4, 2020 – April 1, 2020.

Bus transportation is also provided for all District special education students only. You will be notified by mail regarding the bus route. There is no transportation for other students attending schools within the District's borders.

April 1st is the Private School Transportation Application Deadline.
REGISTRATION

District policy regarding registration requires that persons registering children for school must be residents of the Roosevelt School District. Registration is held in the Census Office, Administration Building, 335 East Clinton Avenue. The following documents are necessary to complete the registration process:

1. **PROOF OF AGE** – Birth Certificate Or Baptismal Papers
2. **PROOF OF RESIDENCY** – Affidavit of Residency forms are at the Census/Registration Office. An additional two (2) items from the list below are required:
   - Driver’s License • Cable Bill • DSS Correspondence
   - Library Card • Deed or Lease • Voter Registrar on Card
   - Telephone Bill • PSEG Bill (electric bill)
   - **HOMELESS - STAC-202 form from the shelter**
   - Mortgage holders and Notarized Lease holders.
3. **Proof of Parental Relationship** – Guardianship document must be signed by court officer with seal. Foster parent must present Placement Order form DSS-2999. Provide letter from agency with CIN# and CASE#.
4. **Proof of Prior School Attendance** – Latest report card or official transcript/Withdrawal/Transfer Slip. Individualized Education Plan (IEP) or 504 Plan for Special Education Students.
5. **Proof of Immunization** for hepatitis b, pertussis, tetanus, chicken pox, influenza type b, polio, diphtheria, rubella, measles and mumps (certified copy of previous school’s records or signed statement of physician). Certificate of Immunization signed by physician, Certificate of Immunization signed by officer of health clinic, School Health Record signed by official, District’s Physical Exam form signed by physician. Students entering 7th grade must have begun the hepatitis vaccine to begin classes.

Kindergarten registration is usually held in May for all eligible five-year old students. Parents of youngsters who live in the District should register at the Census Office with required documents. Annual physical for students in grades 1, 3, 5 and 7 is required. Please call Mrs. Squires or Mrs. Chawla at 516-345-7060/7061 for further information.

WORKING PAPERS

State law requires that students under the age of 18 who seek employment must have working papers obtained from the school district. Before seeking a job, a pupil should consult with his/her grade counselor in the guidance department. Students must complete these steps to obtain working papers.

1. Obtain a Social Security number.
2. Obtain an application for working papers from the Census office or nurse’s office.
3. Submit to a physical exam. Arrangements for a physical exam at no charge by the school physician can be made in the Health Office.
4. When the completed application form, signed by parents, along with proof of age (birth certificate) and a complete physical exam form are returned to the Census Office, working papers will be issued after 2:30 P.M.
The Board of Education expects all students to conduct themselves in an appropriate and civil manner, with proper regard for the rights and welfare of other students, district personnel, and other members of the school community, and for the care of school facilities and equipment. The best discipline is self-imposed, and students must learn to assume and accept responsibility for their own behavior, as well as the consequences of their misbehavior. District personnel who interact with students expected to use disciplinary action only when necessary and to place emphasis on the students’ ability to grow in self-discipline. The Board recognizes the need to make its expectations for student conduct while on school property and engaged in a school function specific and clear. The rules of conduct listed below are intended to focus on safety and respect for the rights and property of others. Students who will not accept responsibility for their own behavior and who violate these school rules will be required to accept the penalties for their conduct. Students may be subject to disciplinary action, up to and including suspension from school, and/or immediate hearing with the Superintendent, and/ or police notification when appropriate when they:

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

Examples of disorderly conduct include:

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

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

Examples of insubordinate conduct include:

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

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

Examples of disruptive conduct include:

- Failing to comply with the reasonable directions of teachers, school administrators, or other school personnel in charge of students

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

Examples of violent conduct include:

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

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

Examples of such conduct include:

- Lying to school personnel.
- Stealing the property of other students, school personnel or any other person lawfully on school property or attending a school function.
- Defamation, which includes making false or unprivileged statements or representations about an individual or identifiable group of individuals that harm the reputation of the person or the identifiable group by demeaning them.
- Discrimination, which includes the use of race, color, creed, national origin, religion, gender, sexual orientation, or disability as a basis for treating another in a negative manner.
- Harassment, which includes a sufficiently severe action or a persistent, pervasive pattern of actions or statements directed at an identifiable individual or group which are intended to be or which a reasonable person would perceive as ridiculing or demeaning.
- Intimidation, which includes engaging in actions or statements that put an individual in fear of bodily harm. PAGE 37
- Hazing, which includes any intentional or reckless act directed against another for the purpose of initiation into, affiliating with, or maintaining membership in any school sponsored activity, organization, club or team.
- Selling, using, or possessing obscene material.
- Using vulgar or abusive language, cursing, or swearing.
- Smoking a cigarette, cigar, pipe, or using chewing or smokeless tobacco.

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

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

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

Examples of academic misconduct include:

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

**DISCIPLINARY PENALTIES AND PROCEDURES**

School officials must consult the Code of Conduct when determining which disciplinary measure to impose. The enumerated infractions are not all-inclusive. Students who engage in misconduct which is not listed are subject to appropriate disciplinary measures by the Principal, Assistant Principal, Dean, Discipline Teacher, teacher or other designee of the Superintendent of Schools based on violation of school rules.

To ensure that staff, students and parents are aware of all expected standards of behavior, school rules must be in writing and distributed along with the Code of Conduct. Discipline is most effective when it deals directly with the problem at the time and place it occurs, and in a way that students view as fair and impartial.

School personnel who interact with students are expected to use disciplinary action only when necessary and to place emphasis on the students’ ability to grow in self-discipline.
Disciplinary action, when necessary, will be firm, fair and consistent so as to be the most effective in changing student behavior. In determining the appropriate disciplinary action, school personnel authorized to impose disciplinary penalties will consider the following:

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

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

Penalties and Procedures

Students who are found to have violated the district’s code of conduct will be subject to the following penalties, either alone or in combination. The school personnel identified after each penalty are authorized to impose that penalty, consistent with the student’s right to due process. The amount of due process a student is entitled to receive before a penalty is imposed depends on the penalty involved.

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

If a student does not conduct himself/herself properly on a bus, the bus driver is expected to bring such misconduct to the building principal’s attention. Students who become a serious disciplinary problem may have their riding privileges suspended by the building principal or the superintendent, or their designees, or the director of transportation. In such cases, the student’s parent will become responsible for seeing that his or her child gets to and from school safely. A student subjected to a suspension from transportation is not entitled to a full hearing pursuant to Education Law 3214. However, the student and the student’s parent will be provided with a reasonable opportunity for an informal conference with the building principal or the principal’s designee to discuss the conduct and the penalty involved.

- Suspension from athletic participation – coaches, athletic director, principal, superintendent.
- Suspension from social or extracurricular activities – activity director, principal, superintendent.
- Suspension of other privileges – principal, superintendent.

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

- In-school suspension – principal, superintendent

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

- Detention – teachers, principal, superintendent

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

- Time-out from class – teachers, principal.

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

A classroom teacher may remove a disruptive student from a class for up to two days with principal approval. The removal from class applies to the class of the removing teacher only. If the disruptive student does not pose a danger or ongoing threat of disruption to the academic process, the teacher must provide the student with an explanation for why he or she is being removed and an opportunity to explain his or her version of the relevant events before the student is removed. Only after the informal discussion may a teacher remove a student from class. If the student poses a danger or ongoing threat of disruption, the teacher may order the student to be removed immediately. The teacher must, however, explain to the student why he or she was removed from the classroom and give the student a chance to present his or her version of the relevant events within one school day. The teacher must complete a building-level disciplinary removal form and meet with the principal or his or her designee as soon as possible, but by no later than the beginning of classes on the next school day, to explain the circumstances of the removal and to present the removal form.

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

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

- The charges against the student are not supported by substantial evidence.
- The student’s removal is otherwise in violation of law, including the district’s code of conduct.
- The conduct warrants suspension from school pursuant to Education Law 3214 and a suspension will be imposed.
- Short-term (five days or less) suspension from school – principal, superintendent, Board of Education.
- Long term (more than five days) suspension from school – superintendent, Board of Education.
- Permanent suspension from school – superintendent, Board of Education.

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

**Conditions under Which a Student May Be Suspended from School**

Consistent with Education Law and the Regulations of the Commissioner of Education, a student may be suspended from his/her school for the following reasons:

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

**STUDENT DRESS CODE**

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

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

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

**Students shall:**

- Attend school appropriately dressed in a manner that meets health and safety standards and does not interfere with the learning process;
- Cover midriffs and underwear; they shall wear pants, shorts, skirts and skorts no shorter than mid-thigh in length, including slits;
- All garments designed to be worn at the waistline must be securely held at the waistline by a belt, button and/or etc.;
- Wear safe footwear at all times.

**Students shall not:**

- Wear tube tops, net tops, halter tops, plunging necklines (front or back), and see-through garments;
- Wear hats in the classroom except for a medical or religious purpose;
- Wear items that might be considered vulgar, obscene, or libelous. Nor wear items that:
  - Denigrate others on account of race, color, religion, creed, national origin, gender, sexual orientation, or disability;
  - Promote or endorse the use of alcohol, tobacco, or illegal drugs;
  - Encourage illegal or violent activities;
  - Are contrary to the school’s educational mission.

**UNIFORMS**

The Board of Education encourages and supports the wearing of uniforms by students.

Students who violate the student dress code shall be required to modify their appearance according to the regulations determined by the school. Any student who refuses to do so shall be subject to disciplinary action.

**PORTABLE ELECTRONIC DEVICES**

The Board of Education recognizes that there are personal electronic devices that have educational applications such as calculators, voice recorders, digital cameras, and music listening devices. These devices shall be allowed to be used in classrooms only when they are included as part of a lesson under direction of a teacher. The Board acknowledges that cellular phones, pagers, and 2-way communication systems can be a positive means to facilitate communication; however, the display and/or use of such devices can cause disruption to the educational process.

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

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

**Use of Cell Phones on School Grounds**

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

- **Elementary Schools, Kindergarten – Sixth Grade; Middle School, Seventh Grade – Eighth Grade; and High School, Ninth Grade – Twelfth Grade:** Student possession/use of cell phones is prohibited.
- Cell phones are strictly prohibited in classrooms, locker rooms, restrooms and shower facilities. Communication with parents/guardians will be facilitated through the main office.
• **Camera or Picture Cell Phones:** While the use of cell phones by students is allowed subject to these rules, the capability of a cell phone to take, store or transmit pictures is strictly prohibited. It is the District’s position that picture phones pose threats to freedoms of privacy. Additionally, picture phones can be used to exploit personal information and compromise the integrity of educational programs. Accordingly, the camera function of a cell phone is strictly prohibited on school premises at all times.

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

• **Repercussions of Cell Phone Policy Violation:** Students who violate the above provision of the policy will be subject to removal with said device, from the general population to that of the confines of the administrative offices. At this time the violation will be recorded, and parent/guardian contacted, to retrieve the device and allow for re-admittance of their child back into the general school population. Absence of a parent/guardian to rectify the situation with administration will result in ongoing in-school suspension, until the parent/guardian personally meets with administration. Students bring cell phones at their own risk; the school is not responsible for theft or damage. Misuse or disruption involving a cell phone will result in disciplinary action including restriction of the right to bring a phone to school.

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

*District Policy 7315A*

**LIST OF REQUIRED NOTIFICATIONS**

**Required Notifications for Districts to Send to Parents/Guardians**

**Current as of September 1, 2009**

**Notice of Non-discrimination under Title VI, Title IX, Section 504, Age Discrimination Act and Title II of the Americans with Disabilities.** School districts should distribute to both families of students and employees the name and contact information of the district’s compliance coordinator. This should be accompanied by a notice that the district does not discriminate on the basis of race, color, national origin, creed, religion, marital status, sex, age, sexual orientation or disability in admissions, participation or employment. The district should also specify the grievance procedure to be followed if there has been a violation of the policy.

**Access to student records.** Under the Family Educational Rights and Privacy Act (FERPA), parents and students over 18 years of age must be notified of their rights to inspect and review their child’s education records or to request the amendment of records believed to be inaccurate or misleading. They must also be advised that student records are private unless the parent or student older than 18 consents to disclosure of personally identifiable information. (FERPA authorizes disclosure of personal information without consent in limited circumstances, such as criminal investigations.)

**Student information (directory information).** Also under FERPA, districts must provide notice to parents of the types of student information that it releases publicly (e.g., name, address, telephone number, participation in school activities or sports) and offer them the chance to object in writing to the release of such information. This notice on student information (also known as directory information) may be combined with the FERPA notice on access to student records cited above.

**Student privacy (Protection of Pupil Rights Amendment).** Districts must notify parents of their student privacy policy. Among other things, the notice must offer parents the opportunity to opt their child out of participation in any survey that reveals information on certain types of personal behavior or political beliefs. Parents must also be notified of and given the opportunity to exclude their child from any activities in which personal information will be gathered from students and used for marketing purposes.

**Disclosure to the military.** Districts must notify parents of high school students of their right, and the right of their child, to request that the district not release the child’s name, address and telephone number to military recruiters without prior written consent.

**Health Information Privacy.** Under the Health Insurance Portability and Accountability Act (HIPPA) some districts or schools may be a “covered entity.” If a district or school (or person within that school, i.e. the school nurse) is included in the “covered entity” category, then the district must provide notice of its privacy practices with regard to protected health information.

**Attendance.** A plain-language summary of the district’s attendance policy must be sent to parents at the beginning of the school year.

**Code of conduct.** A plain-language summary of the code of conduct must be sent to all parents. This summary along with a copy of the complete code must be made available upon request.

**Child nutritional programs.** If a district participates in and receives aid for free- or reduced-price lunch, breakfast or milk programs, then they are to distribute information regarding the qualifications and participation in such programs to parents/guardians at the beginning of the year.

**Asbestos notice.** Written notice must be annually provided to parents, teachers and employee organizations of the availability of asbestos management plans, and any current or planned asbestos inspections, response actions and post-response actions.

**Pesticide application notice.** Written notice must be provided to all students, parents/guardians and staff at the beginning of the year that pesticide applications may take place during the school year and offering an opportunity to register to receive a written notice at least 48 hours prior to such application. This notice must also give the name of the school representative to contact for further information.

**SPECIAL CIRCUMSTANCES**

Other notifications may be required if a school or school district meet certain criteria under the No Child Left Behind Act. They may include the following:

• Child Taught by Teacher Who Is Not Highly Qualified
• Notification of Parental Involvement Policies
• Notification of Homeless Students Policy
• Notification of Student Placement in a Language Instruction Program ESL or Bilingual
• Notification to Parents of Schools Identified As in Need of Improvement
• Notification to Parents of Schools Identified for Corrective Action
• Notification to Parents of Schools Identified for Restructuring
• Notification for Unsafe School Transfer Choice

*As required by No Child Left Behind, all districts have responsibilities to homeless students in the district. In order to serve these students, each district must appoint a liaison for homeless children that are currently residing within a district. The liaison must first identify these students and to aid in doing so, post notifications regarding educational services and contact information at places where the parents of homeless students will see it. These locations can include, but are not limited to homeless shelters, medical clinics, post offices and local Social Service offices.

The SERVE Center has created some helpful tools kits to aid in this process that include informational posters. They can be found at [http://www.serve.org/NCHE/products.php?elecronic](http://www.serve.org/NCHE/products.php?elecronic).
MEDIA OPT-OUT FORM

Please sign and return this form only if you DO NOT want your child to be photographed or filmed by the media outlets or other organizations for use in print, television, film or Internet publications.

Dear Parent or Guardian,

There are times when our school may be featured in various media. News reporters, photographers and/or film crews from TV, radio stations, newspapers or magazines may wish to photograph and/or film your child in relation to a story about our schools or students. Your child’s name and grade may be included in the report. Classrooms might also participate in video-conferencing on the Internet.

Our schools are also visited by community organizations or partners who are providing services to students. These organizations or partners may wish to photograph your child and may want to use the photograph and/or your child’s name and the name of the school in their publications and informational materials.

PLEASE SIGN AND RETURN TO YOUR CHILD’S SCHOOL only if you do not want your child to be photographed or filmed.

☐ I DO NOT want my child to be photographed or filmed by members of the media, organizations or agencies at school, for use in print or Internet publications, documentaries, films or video, to the extent that the school can prevent such contact.

Child’s Name  ___________________________________________________________________________________________________

School Child Attends  ___________________________________________________________ Grade _______________________

Parent/Guardian Name (print) _______________________________________________________________________________________

Parent/Guardian Signature ___________________________________________________________________________________________

Date ________________________ Parent/Guardian Telephone Number _________________________________________________________
OPTAR POR NO SER PARTE DE LOS MEDIOS DE COMUNICACIÓN

Favor de firmar y devolver esta forma sólo si usted NO DESEA que su hijo/a sea fotografado/a o video grabado por los Medios de Comunicación u otras organizaciones por medio de imprenta, televisión, película o publicación en el Internet.

Estimado padre o encargado,

Ocasionalmente, nuestra escuela pudiera ser mencionada en diversos Medios de Comunicación. Reporteros de noticieros, fotógrafos y/o grupos de foto y video de los medios de comunicación televisivos, estaciones de radio, periódicos o revistas podrían desear añadir la foto/video de su hijo/a en relación con el artículo o reportaje sobre nuestras escuelas o estudiante. El nombre de su hijo/a podría estar incluido en este artículo o reportaje. Salones de clase podrían también participar en video conferencias en el internet.

Nuestras escuelas también son visitadas por organizaciones y/o asociaciones de la comunidad que le provén servicios a los estudiantes. Estas organizaciones podrían querer tomar la foto de su hijo/a y usar la foto en publicaciones o material informativo.

POR FAVOR FIRME Y DEVUELVA ESTA FORMA A LA ESCUELA DE SU HIJO/A sólo si no desea que su hijo/a sea fotografado/a o video grabado.

☐ No deseo que mi hijo/a sea fotografiado/a o video grabado/a por los medios de comunicación, organizaciones o agencias escolares, para uso de imprenta o publicaciones en el Internet, documentales y/o películas, en la medida que la escuela pueda prevenirlo.

Nombre del Estudiante __________________________________________________________________________________________

Escuela del Estudiante ________________________________________ Grado _______________________________________________

Nombre del Padre o Encargado (letra de imprenta) ______________________________________________________________________

Firma del Padre o Encargado _______________________________________________________________________________________

Fecha _________________________________ Teléfono del Padre o Encargado _______________________________________________
DISTRICT INFORMATION NUMBERS

- Adult and Continuing Education .......................................................... 516-345-7083
- Attendance Office .................................................................................. 516-345-7224
- Bilingual/English as a New Language (ENL)................................. 516-345-7010
- Business Office ................................................................................... 516-345-7021
- Community Services Information ....................................................... 516-345-7055
- Curriculum and Instruction ................................................................ 516-345-7006
- Buildings and Grounds Facilities Office .............................................. 516-345-7018
- Human Resources and Professional Development ......................... 516-345-7037
- HS Guidance/Transcripts .................................................................... 516-345-7070
- MS Guidance ...................................................................................... 516-345-7713
- Registering your child for school/Change of Address/Registration Office .................................................. 516-345-7060/345-7061
- Sports and Athletics ............................................................................ 516-345-7221
- Student Support Center ....................................................................... 516-345-7850
- Transportation .................................................................................... 516-345-7072

STUDENT ACCIDENT INSURANCE PROGRAM

The children in the Roosevelt Union Free School District are covered against accidental injury under a school-time plan of insurance. Your child is covered while attending school during school hours, including summer academic classes and while attending school-sponsored and school supervised activities during the school term. This coverage, insofar as hospitalization and surgery are concerned, is in excess of any coverage you may have on your child. There is a standard deductible clause in this policy. The Office of Pupil Personnel Services will answer any questions you may have regarding this policy.
Roosevelt School Calendar 2019/2020

Teachers Report = 185 days
Students Report = 182 days

Important Dates
July 4 ..............................................Independence Day
Aug. 29th and 30th ........................Superintendent’s
Conference Days
Sept. 2 ..........................................................Labor Day
Sept. 3 ...........................................First Day of School
Sept. 30 ..............................................Rosh Hashanah
Oct. 1 ..................................................Rosh Hashanah
Oct. 9 ..........................................................Yom Kippur
Oct. 14 .........................................Day of the Americas
Nov. 5............................Election Day; School Closed
Teachers Report; Supt’s. Conf. Day
Nov. 11 ....................................................Veterans Day
Nov. 27-29 ................................Thanksgiving Recess
Nov. 23–Jan. 1 ...................................Holiday Recess
Jan. 20 ...............................Martin Luther King Jr. Day
Feb. 17–21 ...........................................Winter Recess
Apr. 10–17 ............................................Spring Recess
May 19 ............................Annual School Budget Vote
May 25 ...................................................Memorial Day
June 26 .........................................Last Day of School
June 27 ..............................................RHS Graduation

On the event of unexpected school closings the following sequence
of days will be used – May 22 and April 9