

**AGENDA  
ROCKY POINT PUBLIC SCHOOLS  
BOARD OF EDUCATION MEETING  
APRIL 18, 2012**

**I Meeting called to Order:**

Present: Michael Nofi, President  
Diane Burke, Vice President  
John Lessler, Trustee  
Kathleen Hegggers, Trustee  
Scott Reh, Trustee  
Michael F. Ring, Ed.D., Superintendent of Schools  
Deborah De Luca, Ed.D., Assistant Superintendent  
Gregory Hilton, School Business Official  
Susan Wilson, Executive Director for Educational Services  
Patricia Jones, District Clerk

Absent:

**Executive Session**

At \_\_\_\_\_ p.m. motion made and seconded to adjourn to Executive Session to discuss particular personnel matters.

Motion \_\_\_\_\_ 2<sup>nd</sup> \_\_\_\_\_ Vote \_\_\_\_\_

**The Board returned to Open Session at \_\_\_\_\_ p.m.**

**Pledge of Allegiance**

- **Superintendent's Report**

**II Minutes**

**BE IT RESOLVED**, that the Minutes of the following Board of Education Meetings be accepted as presented: **Regular Meeting, March 26, 2012.**

Motion \_\_\_\_\_ 2<sup>nd</sup> \_\_\_\_\_ Vote \_\_\_\_\_

**III Treasurer's Reports**

**BE IT RESOLVED**, that the Board of Education accepts the Treasurer's Reports for the month of March 2012 as presented.

Motion \_\_\_\_\_ 2<sup>nd</sup> \_\_\_\_\_ Vote \_\_\_\_\_

**IV Extra-Classroom Activity Account Treasurer Report**

**BE IT RESOLVED**, that the Board of Education accepts the Extra-Classroom Activity Treasurer Report for the month of March 2012 as presented.

Motion \_\_\_\_\_ 2<sup>nd</sup> \_\_\_\_\_ Vote \_\_\_\_\_

**V Financial Reports**

**BE IT RESOLVED**, that the Board of Education accepts the Financial Reports for the month of March 2012 as presented.

Motion \_\_\_\_\_ 2<sup>nd</sup> \_\_\_\_\_ Vote \_\_\_\_\_

**VI Budget Transfer Summary – March 2012**

**BE IT RESOLVED**, that upon the recommendation of the Superintendent of Schools, the Board of Education accepts the March 2012 Budget Transfer Summary.

Motion \_\_\_\_\_ 2<sup>nd</sup> \_\_\_\_\_ Vote \_\_\_\_\_

**VII Internal Claims Audit Report – March 2012**

**BE IT RESOLVED**, that upon the recommendation of the Superintendent of Schools, the Board of Education accepts the March 2012 Internal Claims Audit Report.

Motion \_\_\_\_\_ 2<sup>nd</sup> \_\_\_\_\_ Vote \_\_\_\_\_

**VIII Adoption of the 2012-2013 School Calendar**

**BE IT RESOLVED**, that upon the recommendation of the Superintendent of Schools, the Board of Education adopts the 2012-2013 school calendar as presented.

Motion \_\_\_\_\_ 2<sup>nd</sup> \_\_\_\_\_ Vote \_\_\_\_\_

**IX Bid Award #12-10 Asphalt/Concrete Paving & Repair**

**BE IT RESOLVED**, that upon the recommendation of the Superintendent of Schools, the Board of Education awards Bid #12-10 Asphalt/Concrete Paving & Repair to Park Line Asphalt Maintenance, the lowest responsible bidder, as per the attached.

Motion \_\_\_\_\_ 2<sup>nd</sup> \_\_\_\_\_ Vote \_\_\_\_\_

**X Bid Rejection #12-09 District Transportation**

**BE IT RESOLVED**, that upon the recommendation of the Superintendent of Schools, the Board of Education rejects the bids opened on March 8, 2012, for district transportation.

Motion \_\_\_\_\_ 2<sup>nd</sup> \_\_\_\_\_ Vote \_\_\_\_\_

**XI District Transportation Contract Extension**

**BE IT RESOLVED**, that upon the recommendation of the Superintendent of Schools the Board of Education authorizes the President of the Board of Education to execute an extension of the district's existing transportation contract through June 30, 2015.

Motion \_\_\_\_\_ 2<sup>nd</sup> \_\_\_\_\_ Vote \_\_\_\_\_

**XII Resolution to Adopt the 2012-2013 School District Budget and Property Tax Report Card**

**BE IT RESOLVED**, that, that upon the recommendation of the Superintendent of Schools, the Board of Education adopts the Rocky Point Union Free School District Budget for the 2012-2013 fiscal year pursuant to the Education Law Section 1716 in the amount of \$71,574,012 and the Property Tax Report Card, as attached.

Motion \_\_\_\_\_ 2<sup>nd</sup> \_\_\_\_\_ Vote \_\_\_\_\_

**XIII Resolution to Approve the Property Tax Cap Form**

**BE IT RESOLVED**, that upon the recommendation of the Superintendent of Schools, the Board of Education approves the revised Rocky Point Union Free School District Property Tax Cap Form, as attached.

Motion \_\_\_\_\_ 2<sup>nd</sup> \_\_\_\_\_ Vote \_\_\_\_\_

**XIV Adoption of the Revised and Updated Next STEP Five Year Strategic Plan**

**BE IT RESOLVED**, that upon the recommendation of the Superintendent of Schools, the Board of Education adopts the revised and updated Next STEP five year strategic plan as heretofore submitted.

Motion \_\_\_\_\_ 2<sup>nd</sup> \_\_\_\_\_ Vote \_\_\_\_\_

**XV Adoption of the Rocky Point School District's District Plan for School-Based Planning and Shared Decision Making**

**BE IT RESOLVED**, that upon the recommendation of the Superintendent of Schools, the Board of Education adopts the revised and updated District Plan for School-Based Planning and Shared Decision Making, as heretofore submitted.

Motion \_\_\_\_\_ 2<sup>nd</sup> \_\_\_\_\_ Vote \_\_\_\_\_

**XVI            *First Reading: Review, Revision and Re-Adoption of Board of Education Policies***

**BE IT RESOLVED**, that upon the recommendation of the Superintendent of Schools, the Board of Education hereby moves the re-adoption of Board of Education Policy Numbers (*first reading*):

- 7310
- 7311
- 7312
- 7313
- 7330
- 8460
- 6140
- 7510
- 7511
- 7512
- 7513
- 7514
- 1330
- 1331
- 1332
- 1333
- 1335
- 1337
- 1338
- 1339
- 1510
- 7220
- 7314
- 7320
- 7340
- 7350
- 7360
- 3310

Motion \_\_\_\_\_ 2<sup>nd</sup> \_\_\_\_\_ Vote \_\_\_\_\_

**XVII           Vote to Approve/Disapprove the BOCES Administrative Budget for 2012-2013**

**BE IT RESOLVED** that the Board of Education approves/disapproves the BOCES Administrative Budget for 2012-2013 in the amount of \$29,417,611.00.

Roll Call

Mr. Nofi	_____	Yea	_____	Nay
Mrs. Burke	_____	Yea	_____	Nay
Mr. Lessler	_____	Yea	_____	Nay
Mrs. Heggors	_____	Yea	_____	Nay
Mr. Reh	_____	Yea	_____	Nay

Motion \_\_\_\_\_ 2<sup>nd</sup> \_\_\_\_\_ Vote \_\_\_\_\_

**XVIII           Voting For Trustees to Serve on the Board of Cooperative Education Services of the First Supervisory District of the County of Suffolk**

**BE IT RESOLVED**, that the Board of Education elects the following candidate(s) to serve for the term commencing on July 1, 2012 and ending on June 30, 2015. (*Choose up to five*):

**Pamela Bethel**

Roll Call

Mr. Nofi	_____	Yea	_____	Nay
Mrs. Burke	_____	Yea	_____	Nay
Mr. Lessler	_____	Yea	_____	Nay
Mrs. Heggors	_____	Yea	_____	Nay
Mr. Reh	_____	Yea	_____	Nay

**Stephen Dewey**

Roll Call

Mr. Nofi	_____	Yea	_____	Nay
Mrs. Burke	_____	Yea	_____	Nay
Mr. Lessler	_____	Yea	_____	Nay
Mrs. Heggors	_____	Yea	_____	Nay
Mr. Reh	_____	Yea	_____	Nay

**Dennis Donatuti**

Roll Call

Mr. Nofi	_____	Yea	_____	Nay
Mrs. Burke	_____	Yea	_____	Nay
Mr. Lessler	_____	Yea	_____	Nay

Mrs. Hegggers                           Yea             Nay  
Mr. Reh                                   Yea             Nay

**Chris Garvey**

Roll Call  
Mr. Nofi                                   Yea             Nay  
Mrs. Burke                               Yea             Nay  
Mr. Lessler                               Yea             Nay  
Mrs. Hegggers                           Yea             Nay  
Mr. Reh                                   Yea             Nay

**Joseph LoSchiavo**

Roll Call  
Mr. Nofi                                   Yea             Nay  
Mrs. Burke                               Yea             Nay  
Mr. Lessler                               Yea             Nay  
Mrs. Hegggers                           Yea             Nay  
Mr. Reh                                   Yea             Nay

**Jeffrey Smith**

Roll Call  
Mr. Nofi                                   Yea             Nay  
Mrs. Burke                               Yea             Nay  
Mr. Lessler                               Yea             Nay  
Mrs. Hegggers                           Yea             Nay  
Mr. Reh                                   Yea             Nay

Motion \_\_\_\_\_ 2<sup>nd</sup> \_\_\_\_\_ Vote \_\_\_\_\_

**XIX                    Memorandum of Agreement between the Board of Education and the Rocky Point School-Related Professional Association**

**BE IT RESOLVED**, that upon the recommendation of the Superintendent of Schools, the Board of Education authorizes the President of the Board of Education to execute a Memorandum of Agreement between the District and the Rocky Point School-Related Professional Association for the purpose of amending Appendix A of the Collective Bargaining Agreement by adding *School Nurse (hourly)* with a starting salary of \$22.28 per hour.

Motion \_\_\_\_\_ 2<sup>nd</sup> \_\_\_\_\_ Vote \_\_\_\_\_

**XX Committees on Special Education/Preschool Special Education Recommendations**

**BE IT RESOLVED**, that upon the recommendation of the Superintendent of Schools, the Board of Education votes to arrange for appropriate services pursuant to the recommendations of Schedule 4-18-12-A and Schedule 4-18-12- B.

Motion \_\_\_\_\_ 2<sup>nd</sup> \_\_\_\_\_ Vote \_\_\_\_\_

**XXI Personnel**

**BE IT RESOLVED**, that upon the recommendation of the Superintendent of Schools, the Board of Education accepts the attached Personnel changes.

Motion \_\_\_\_\_ 2<sup>nd</sup> \_\_\_\_\_ Vote \_\_\_\_\_

At \_\_\_\_\_ PM motion made and seconded to go into Executive Session to discuss particular personnel matters.

Motion \_\_\_\_\_ 2<sup>nd</sup> \_\_\_\_\_ Vote \_\_\_\_\_

**The Board returned to open session at \_\_\_\_\_**

**Adjournment**

I move that the Board of Education adjourns the meeting at \_\_\_\_\_ PM

Motion \_\_\_\_\_ 2<sup>nd</sup> \_\_\_\_\_ Vote \_\_\_\_\_

**MINUTES  
ROCKY POINT PUBLIC SCHOOLS  
BOARD OF EDUCATION MEETING  
March 26, 2012**

Mr. Nofi called the meeting to order at 6:05 p.m. in the cafeteria of the Frank J. Carasiti Elementary School.

Present: Michael Nofi, President  
Diane Burke, Vice President  
John Lessler, Trustee (arriving at 6:07 p.m.)  
Kathleen Hegggers, Trustee  
Scott Reh, Trustee  
Michael F. Ring, Ed.D., Superintendent of Schools  
Deborah DeLuca, Ed.D., Assistant Superintendent  
Gregory Hilton, School Business Official  
Susan Wilson, Executive Director for Educational Services  
Patricia Jones, District Clerk

Absent: None

**Executive Session**

At 6:06 p.m. Diane Burke made a motion and Kathleen Hegggers seconded to adjourn to Executive Session for the purpose of discussing continuing collective bargaining negotiations and outstanding legal matters.

All in favor – Motion carried 4-0

The Board returned to Open Session at 7:10 p.m.

**Pledge of Allegiance**

Mr. Nofi welcomed those in attendance to the meeting and invited Dr. Ring to begin with the Superintendent's Report.

**SUPERINTENDENT'S REPORT**

Dr. Ring announced students would be recognized this evening for their outstanding achievements in the areas of music, athletics and academics.

- Ms. Amy Schecher, Secondary Music Chairperson, recognized and honored students named Eastern Division All County Musicians and who were selected to perform in the 2011-2012 Suffolk County Music Educators Association festival ensembles, as well as the students who were selected to perform in the Long Island String Festival. The students were called to the podium to receive



certificates in recognition of their achievements: William Gansle, Amy Lam, Fred Volz, Shannon Abernethy, Samantha Blume, Erin Damers, Rachel Parker, Casey Williamson, Julia Merkel, Samuel Raleigh, Kyle Blessing, Christian Cabrera, Breanna Garske, Brian Greenberg, Nicholas Locastro, Thomas Loomis, Nicholas Lovalio, Mary Rose Romano, Alexandra Salamone, Nicholas Amato, Daniel Infranco, Amy Lam, Grace Donofrio, Ashley Figurski, Nicolette Green, Fiona Lambert, Nicole Martinsen, Kaileigh Blessing, Sabrina Duenas, Hunter Hess, Paul Leheste, Nadine Smith, Sarah Taylor and Kelsea Thompson.

- Ms. Sara Ruggiero, Elementary Music Chairperson, recognized and honored five fifth grade students selected to perform with the American Choral Directors Association Eastern Division Elementary Honor Choir: Jacqueline Bauer, Julia Brandow, Hayley Nofi, Brianna Lamoureux and Joshua Vogel. Ms. Ruggiero congratulated the students, their teachers and their parents on this outstanding achievement.
- Ms. Amy Agnesini, Director of Health, PE, Athletics and Intramurals, addressed the audience for the purpose of recognizing the Rocky Point Cheerleaders for their accomplishments as they captured their eighth consecutive Regional Championship, seventh Long Island Championship and second National Championship. Ms. Agnesini commended the families of the student-athletes for their dedication and support. Ms. Agnesini congratulated Varsity Cheerleading Coach Anna Spallina and thanked Mrs. Spallina for her dedication and exemplary work ethic. Ms. Agnesini noted Mrs. Spallina is recognized as a highly respected coach on both the local and national level. Ms. Agnesini invited each of the 2012 UCA Empire Regional Champions, 2012 LICCA Long Island Champions and the 2012 National Cheerleading Champions to come forward as her name was called to receive Certificates of Achievement from both Rocky Point Schools Athletics and Councilwoman Jane Bonner: Tayler Baker, Shannon Bouker, Giordanna Campo, Melissa Carniero, Nicole Danisi, Sami Gallino, Ashley Goldstein, Becca Holter, Elizabeth Johannesen, Megan Keane, Amanda Lang, Jaclyn Lang, Brianna Lent, Cianna Maffei, Kaitlyn McDonald, Emily O'Connor, Jenna Orlando, Danielle Ortolani, Amy Rausch, Anna Shapiro and Sarah Vaden. Ms. Agnesini invited Mrs. Spallina, JV Cheerleading Coach Lenee Passiglia and Middle School Cheerleading Coach Donna Collier to the stage to be congratulated and to join the team members for photos.
- Mr. William Caulfield offered his congratulations to the cheerleaders and their parents. Mr. Caulfield invited Mr. Matthew Poole, Guidance Facilitator, to the podium. Reading from a prepared statement, Mr. Poole announced it was his honor and privilege to introduce and present the Class of 2012 Valedictorian, Alison Gohn, Salutatorian, Alan Rozet and Exhortation Speaker, Casey Heely. Mr. Poole provided an overview of each of the student's outstanding academic and extracurricular/co-curricular accomplishments as well as their community service contributions. Mr. Poole wished them well as they continue on their educational paths in their chosen fields of study.
- Ms. Carol Tvelia invited Mrs. Hurst-Hepburn to the podium. Mrs. Hurst-Hepburn provided a brief overview of eight students being recognized for their

accomplishments in the Blue Division of the WordMasters Challenge by receiving perfect scores in the challenge: Fourth graders Molly Infranco, Eric Janus, Anna Raicovi and Cassidy Sander and fifth graders Jack Hamilton, Tristan Lanze, Paul Leheste and Bryant Liu.

- Ms. Tvelia recognized and congratulated Mr. David Falcone and his team of three fifth grade students, Emily Sirico, Nadine Smith and Dylan Maray for their first place win in the Stock Market Game. Ms. Tvelia also recognized and congratulated Mr. Ken Krapf and his second place team winners Lara Alayon, Alyssa Figarsky, Caitlin Sugarman and Holly Weihs.
- Ms. Tvelia announced the entire fourth grade was being recognized and honored with certificates of achievement as an Ambassador School for UNICEF. This award represents the money the fourth graders raised during the baby scarecrow fundraising event and donated to Trick or Treat for UNICEF. Ms. Tvelia shared that this program was originally started by retired Rocky Point elementary education teacher Sandy Finn more than fourteen years ago and is currently under the direction of Mrs. Ross-Licata. Since the program's inception more than \$25,000 has been collected and donated on behalf of the students at the Joseph A. Edgar School.

#### **Mr. William B. Caulfield, Principal, Rocky Point High School**

- More than 1,400 people attended the performances of this year's musical, *West Side Story*. The final dress rehearsal of the musical was attended by approximately 200 senior citizens of the community. Mr. Caulfield offered his congratulations to the cast, pit orchestra and crew for their hard work and dedication in bringing the musical to life.
- The Rocky Point High School Golden Eagle Marching Band marched in the annual St. Patrick's Day Parade on March 11<sup>th</sup>.
- The guidance department will be mailing home to parents and guardians course verification for the 2012-2013 school year. Mr. Caulfield invited parents and guardians to contact the guidance office directly with any questions related to these course offerings.
- The National Honor Society, Math Honor Society and Thespian Society of Rocky Point HS, along with the Rocky Point Teachers Association, will be hosting the 6<sup>th</sup> Annual Variety Show and Benefit Auction on Friday, March 30<sup>th</sup>. The purpose of this year's event is to raise money to offset the cost of treatments for a seven year old student in the district who has been diagnosed with acute leukemia.

#### **Dr. Scott O'Brien, Principal, Rocky Point Middle School**

- Progress report cards were posted to the parent portal and spring sports began today at the middle school.
- Parent orientation for incoming sixth grade students was held on March 8<sup>th</sup> in the high school auditorium. Parent packets with information covered at the orientation are available for pick up in the middle school guidance office. Current fifth grade students will be visiting the middle school later this school year for the student portion of the sixth grade orientations.

- The annual drama production, *Beauty and the Beast Jr.*, was presented this past weekend. The students performed a dress rehearsal for sixth graders and the kindergarten students from the Frank J. Carasiti Elementary School last week. Dr. O'Brien thanked and congratulated the students and staff members for a job well done.
- Referencing the popularity of the *Hunger Games* book series, the Middle School Book Club hosted a *Hunger Games* party in the library after school this afternoon. Students that read the book and also had the opportunity to see the movie that opened this past weekend compared and contrasted the book to the movie. Students participated in a trivia contest and played *Hunger Games* bingo. Prizes were provided and students had a great time.
- Upcoming events at the RPMS will include a Career Day for the eighth grade students, a performance of *Sister Act* for sixth and seventh grade students, and a visit by poet Darren Sardelli for all students. Students will be taking the NYS ELA exams beginning April 17<sup>th</sup> through April 19<sup>th</sup>. The NYS Math exams are scheduled beginning April 25<sup>th</sup> through April 27<sup>th</sup>.
- Mr. James McCormick, eighth grade social studies teacher, was recently selected as the winner in the 6<sup>th</sup> – 8<sup>th</sup> grade category for the "My Favorite Teacher" contest sponsored by Barnes and Noble. Mr. McCormick will be honored on Monday, April 16<sup>th</sup> at 7 p.m. at the Barnes and Nobel Lake Grove location. Middle school student, Andres Guerrero, wrote about his favorite teacher, Mr. McCormick, and his entry was selected as the winner for the entire region. Mr. McCormick will now move on to the regional contest and then on to a national contest.
- Dr. O'Brien extended his congratulations to Andres Guerrero, Mr. McCormick, and all the students, teachers and staff members being recognized at this evening's meeting.

**Ms. Carol Tvelia, Principal, Joseph A. Edgar School**

- Ms. Tvelia offered congratulations to Mrs. Patricia Alberti, fourth grade teacher and Caring Connections Mentor Coordinator for receiving \$300.00 from the Long Island Mentoring Partnership to support mentoring activities at JAE. Staff members are presently mentoring more than fifty students.
- Ms. Tvelia extended her congratulations to Mr. Yashowitz, Mr. Knapp, the Student Council and the High Notes for the successful St. Patrick's Senior Breakfast. More than one hundred senior citizens were in attendance. Ms. Tvelia thanked the parents and staff members for their assistance during the breakfast.
- The NYS ELA assessment will be given April 17<sup>th</sup> through April 19<sup>th</sup> and the NYS Math assessment will be held April 25<sup>th</sup> through April 27<sup>th</sup>.
- The first round of baby chicks hatched in the third grade classes. Thirty-three chicks hatched out of seventy-two fertilized eggs. Remaining classes will be receiving their eggs during the month of April.
- *The Adventures of Lewis and Clark*, the JAE spring musical, will be presented on March 28<sup>th</sup> and March 29<sup>th</sup> at 7:00 p.m. Tickets are not required for this event.

**Mrs. Virginia Kelly-Gibbons, Principal, Frank J. Carasiti Elementary School**

- In celebration of the spring season, spring poetry, writings and artwork are visible in the hallways of FJC.
- Under the direction of Mrs. Fernandez, the foreign language club began this month.
- Eighty-four students participated in the annual FJC Science Fair. Six students were judged to move on to the Brookhaven National Laboratory Science Fair. Science coordinator, Mr. Gabriel, will meet with the six students during the week of March 19<sup>th</sup>.
- Mrs. Kelly-Gibbons thanked the parents for a well-attended and successful parent-teacher conference experience.
- On March 15<sup>th</sup> the PTA congratulated the Box Top winners by providing frozen ices. Mrs. Kelly-Gibbons extended her gratitude to members of the PTA for their generosity.
- During the month of March kindergarten students were visited in their classrooms by volunteer foster grandparents Grandma Donna and Nanny. Kindergarten students also enjoyed Irish Step Dancing with Don Hunt and visits by local police officers and their dog, McGruff. The students were invited to attend the middle school performance of *Beauty and the Beast, Jr.* Mrs. Kelly-Gibbons thanked Dr. O'Brien for inviting the students to middle school to experience this performance.
- The kick-off of "Change for Children," a Stony Brook Hospital Children Center fundraiser, was held on March 20<sup>th</sup>. There is a big bucket filled with change at the front door of FJC.
- The second grade National Geography Challenge is scheduled for April 25<sup>th</sup>.
- The PTA hosted the first annual second grade dance on March 24<sup>th</sup> from 2 to 4 p.m. Mrs. Kelly-Gibbons extended her gratitude to the PTA for sponsoring this event.
- Thank you to the second grade service squad and Mrs. Adamski for organizing the fundraiser for the Ronald McDonald House of Long Island. More than \$600.00 was raised as families purchased Hope Grams for ten cents each.
- The M & M Mentoring program was awarded \$300.00 in a mini-grant completed by Dr. Herbert and Mrs. Adamski. One very special mentor, Kathy Torriero, was nominated for the Mentoring Partnership of Long Island Hall of Fame. Mrs. Torriero was chosen as one of only two winners throughout Long Island. A donation of \$500.00 will be made in Mrs. Torriero's name to the M & M program.
- On behalf of the Frank J. Carasiti faculty and staff, Mrs. Kelly-Gibbons extended her best wishes for a happy Easter, happy Passover and a pleasant spring break.

Dr. Ring thanked the building principals for their reports.

Dr. Ring announced that as a result of the date change in scheduling for the NYS Assessment Examinations, school will be in session on Monday, April 16<sup>th</sup>. Pending the Board of Education's approval of the revised 2011-2012 school calendar, an item on this evening's agenda, May 29<sup>th</sup> will be the exchange date for the original snow day give back of April 16<sup>th</sup>.

## BUDGET PRESENTATION

Dr. Ring thanked Mr. Hilton and the staff of the business office for their assistance in preparing the presentation and the building principals and administrators for their contributions in preparation of the budget.

Dr. Ring presented an extensive PowerPoint overview of the 2012-2013 proposed budget. The presentation included coverage of areas including Budget Goals, Expenditure Facts vis-à-vis Revenue Facts, Suffolk County Schools Spending per Pupil, Enrollment, State Aid, and Tax Cap. The presentation concluded with an overall summary of the budget presentation.

Following the presentation, Dr. Ring announced the entire presentation would be available for review on the district's website following the close of this evening's meeting.

Dr. Ring opened the floor to questions.

- Michael Friscia referenced the possibility of the reinstatement of 2.4 million dollars to the district by New York State. Mr. Friscia inquired about the possible impact such reinstatement of funds might have on the budget. Dr. Ring recapped the circumstances surrounding the 2007 loss of funds by the district. Dr. Ring advised that if monies were to be reinstated (minus any penalties) said monies would reduce the burden on the tax levy.
- Ms. Andersson asked if there would be a loss of staff and/or services if the budget was to pass as presented. Dr. Ring responded that currently programs were not being eliminated. Dr. Ring commented upon the possibility that class sizes may not stay the same and that a reallocation of resources, as deemed appropriate, may be necessary. Ms. Andersson asked for an explanation as to how a reallocation of resources might affect the staff and student services. Dr. Ring advised it would involve a process to be undertaken by the administration and would result in decisions made concerning funds and spending. Dr. Ring stated that while there are no planned eliminations of programs, staffing will be based on enrollment and needs as deemed appropriate by the administration. Dr. Ring directly addressed Ms. Andersson's use of the word "similar" with regard to the programs for 2012-2013 as compared to 2011-2012 and prior years. Specifically, Dr. Ring stated that while one person's view of similar may vary from another person's view, the final decisions on resource allocation within the parameters of the budget will be made by the superintendent. Ms. Andersson referenced the loss of the behavioral specialist at the schools this year and expressed her desire to have this position reinstated.
- Dr. Pinkenburg inquired about the specific monetary costs of unfunded mandates. Dr. Ring responded it was difficult to fine-point or quantify the exact financial impact of state mandates. Dr. Ring provided an overview of state mandates. Dr. Ring referenced the state's failure to rollback previous mandates that were promised to be reviewed.

- A meeting attendee inquired about the status of contract salary negotiations. Dr. Ring explained the Rocky Point Teachers' Association is currently in contract negotiations with the district. When pressed for information concerning the administrators and Dr. Ring's contract, Dr. Ring advised the administrators' contract settlement reflected two years at 0% increase in salary and a third year with a 3.75% increase. Dr. Ring, when asked if he would take a salary freeze this year, responded that he took a salary freeze last year.
- Ms. Ernestine Franco inquired about the possibility of teachers contributing more than fifteen percent for health insurance coverage as this percentage has been in place since 1999. Dr. Ring explained that health insurance contributions are subject to negotiation between the district and the teachers' union during collective bargaining negotiations. Dr. Ring advised that the district did not have the power to unilaterally impose its will on such issues. Ms. Franco requested information pertaining to her understanding that the teachers' union president was teaching less than a full class schedule but was being remunerated with a full salary. Dr. Ring explained that the current Board of Education inherited the current teacher contract, as did he, and that it was difficult to change a contract after the fact.
- Mrs. Dawn Callahan commented that the Pre-K program was funded through a grant and asked if there was a possibility that these monies could be taken away. Dr. Ring advised the grant monies for Pre-K could only be used for the Pre-K program and therefore could not be reallocated.

Mr. Nofi thanked Dr. Ring for the Superintendent's Report and budget presentation. Mr. Nofi opened the floor for additional questions and/or comments.

- Reading from a prepared statement, Valerie Whitworth, representing First Student Bus Company, urged the district to use due diligence when awarding the 2012-2013 bus contract for the transportation of students. Outlining the credentials of the drivers, noting most drivers were residents of the district and parents of district students, Ms. Whitworth indicated the board's final bid award decision was an important one and would result in repercussions lasting for years. Mr. Cantwell, another employee of First Student, stepped to the front of the room and held a map indicating the homes of the drivers who reside in the community. Many drivers and bus matrons of First Student approached the microphone, stated their first names and pointed to their specific residence on the map. Ms. Hardecker, Mr. and Mrs. Scheidt, Mrs. Rabolt and others provided personal stories pertaining to their employment and association with First Student. Ms. Nancy Acosta shared that her disabled son traveled over one hour per day on a First Student bus and told of the dedication displayed by her son's driver. Several students also spoke in support of the drivers and matrons of First Student. One student noted that drivers are made up of parents, friends and community members and expressed his opinion concerning the excellent safety track record of the drivers.
- Mrs. D'Aquila noted that she was a regular attendee at Board of Education meetings and that many of the meeting attendees speaking on behalf of First

Student were not recognizable to her as Board of Education meeting attendees. Mrs. D'Aquila stressed it was the students who suffer the greatest if a budget is voted down.

- Ms. Nancy Cincotta requested additional information concerning the open bid process so that she and others could ascertain the facts. Ms. Cincotta thanked Dr. Ring and the Board of Education for providing concise and straight-forward responses in the past. Ms. Cincotta congratulated Dr. Ring and the members of the Board for doing an outstanding job and being fiscally responsible. Ms. Cincotta asked for confirmation that First Student had the same opportunity to win the bid as others. Mr. Nofi acknowledged Ms. Cincotta's request and responded that the open bid procedure was an ongoing process and asked Dr. Ring to further comment. Dr. Ring spoke of the bid process in terms of structure and remarked that the rules are the same for everyone. Dr. Ring stated there were many factors involved in the bid award decision in accordance with the law (120 pages) including what is expected of companies offering bids. Dr. Ring assured Ms. Cincotta that First Student was in possession of the bidding specs.
- In response to several comments made by other meeting attendees, Dr. Ring noted bids were requests for proposals and made reference to Section 163 of the New York State Finance Law. Dr. Ring confirmed his belief that the Board of Education will make a fair and objective final decision.
- Ms. DiPrima expressed her disappointment with an administrative decision that rendered her son, a senior, ineligible to participate on the boys track team. After providing the district with the circumstances surrounding her son's late submission of medical forms, Ms. DiPrima voiced her opinion that situations such as her son's should be decided with more concern for the student. Mr. Nofi thanked Ms. DiPrima for her comments and advised that the administration is currently reviewing the situation.
- Dr. Bevington commended the students recognized for excellence earlier in the evening. With reference to the bid for transportation services, Dr. Bevington stated the Board had the option to reject a bid and referred to "best value bidding," a new practice that took effect on January 27<sup>th</sup> 2012.
- Dr. Bevington, president of the Rocky Point Civic Association, noted the scheduled May 1<sup>st</sup> Public Hearing on the school budget was being conducted on the same night as a regularly scheduled Civic Association meeting. As such, Dr. Bevington advised that he and the members of the Civic Association would be in attendance at the Frank J. Carasiti Elementary School on May 1<sup>st</sup> for the hearing. Dr. Ring thanked Dr. Bevington for making this scheduling accommodation.
- Mrs. Donna McCauley, referencing the Bus C incident discussed in detail at the February 13<sup>th</sup> Board of Education meeting, asked if the Shared Decision Making Team had made any recommendations pertaining to a policy change for after-school bus ridership of high school students serving detention. Dr. Ring confirmed both the middle school and high school Shared Decision Making teams had recently met, however, administration had not yet received a combined report from the teams. Dr. Ring advised following the collaboration of the teams and a review of the recommendations made, a decision will be rendered.

- Mrs. Mary Heely inquired as to why the meeting was not being videotaped by Rocky Point Weekly.
- Mrs. Patricia Alberti, fourth grade teacher at the Joseph A. Edgar School, announced a mini Relay for Life event was recently held at JAE at which \$11,580 was raised. Mrs. Alberti presented Ms. Tvelia with a plaque in honor of this fundraising achievement.
- Ms. Maria Amoscato advised the next mini Relay for Life event is scheduled for May 18<sup>th</sup> from 3:00 to 5:00 p.m. Ms. Amoscato encouraged all to walk in support of the American Cancer Society. Ms. Amoscato announced the main Relay for Life fundraiser will be held on June 9<sup>th</sup> from 6:00 p.m. through June 10<sup>th</sup> at 6:00 a.m.
- Mrs. Intravaia spoke in support of the First Student bus drivers, noting their ability to navigate the hilly roads of Rocky Point and the importance of this skill, especially in inclement weather.
- Mrs. Intravaia asked if the autism consultant would be reinstated for the 2012-2013 school year. Dr. Ring responded that staffing decisions for next year have not been finalized.
- Mrs. Bea Ruberto shared a personal story concerning the difficult economic climate and the need for all to share the pain through renegotiating employment contracts and givebacks.
- The driver trainer for First Student Bus Company provided the overall training requirements all drivers and matrons of the company must complete when hired. The driver trainer also presented the detailed safety features of the First Student bus fleet.
- Several students spoke in support of the drivers and matrons and commented the drivers and matrons were role models for them.
- Mr. Scott Guinther announced his team, Team Strawberry, won the Frank J. Carasiti Elementary School PARP contest. Mr. Guinther thanked the Rocky Point shop, Sweets of the Spoon, for providing his team with ice-cream in celebration of the win.
- Mr. Guinther spoke in support of the Rocky Point Teachers' Association president and remarked upon the president's ability to maintain a system of checks and balances between the union and administration while maintaining the highest level of education for his students.
- In response to Mr. Guinther's comments concerning the union president, Ms. Franco stated it was her belief that the president's monetary compensation for union activities should be funded through union dues and not by the taxpayers.
- Mr. Al Abbato announced he has worked for the district for thirty-three years. Mr. Abbato stated surrounding school district teachers are paid at a higher salary than those teachers at Rocky Point. Mr. Abbato remarked the Rocky Point teachers do not have frivolous benefits. Mr. Abbato stated the union has made contractual concessions in the past in an effort to save positions.
- In response to Mr. Abbato's comments, Ms. Franco reiterated her concerns for an increase to the fifteen percent salary contributions made by teachers for health insurance and urged the teachers to compromise by increasing the percentage they pay for health insurance.



There were no other questions or comments.

Mr. Nofi thanked everyone for their comments and voiced his appreciation for the ongoing dialogue.

With reference to moving forward with the meeting's formal agenda, at 9:29 p.m., President Nofi requested a motion to move all remaining agenda items as one item, not to be read separately.

Upon a motion made by Diane Burke and seconded by Kathleen Hegggers, the following resolution was offered:

**BE IT RESOLVED**, that all remaining agenda items are approved as presented.

All in favor – Motion carried 5-0

#### **MINUTES**

**BE IT RESOLVED**, that the Minutes of the following Board of Education Meetings be accepted as presented: **February 13, 2012 and March 15, 2012**; and the amended minutes of the meeting of **November 21, 2011**.

#### **TREASURER'S REPORTS**

**BE IT RESOLVED**, that the Board of Education accepts the Treasurer's Reports for the month of February 2012 as presented.

#### **EXTRA-CLASSROOM ACTIVITY ACCOUNT TREASURER REPORT**

**BE IT RESOLVED**, that the Board of Education accepts the Extra Classroom Activity Treasurer Report for the month of February 2012 as presented.

#### **FINANCIAL REPORTS**

**BE IT RESOLVED**, that the Board of Education accepts the Financial Reports for the month of February 2012 as presented.

#### **BUDGET TRANSFER SUMMARY – FEBRUARY 2012**

**BE IT RESOLVED**, that upon the recommendation of the Superintendent of Schools, the Board of Education accepts the February 2012 Budget Transfer Summary Report.

#### **INTERNAL CLAIMS AUDIT REPORT – FEBRUARY 2012**

**BE IT RESOLVED**, that upon the recommendation of the Superintendent of Schools, the Board of Education accepts the February 2012 Internal Claims Audit Report.

#### **SURPLUS ITEMS**

**BE IT RESOLVED**, that upon the recommendation of the Superintendent of Schools, the Board of Education approves for surplus the following attached list.

#### **SURPLUS TEXTBOOKS**

**BE IT RESOLVED**, that upon the recommendation of the Superintendent of schools, the Board of Education approves for surplus the following attached list of textbooks.

#### **2012-2013 BOCES COOPERATIVE BIDDING SERVICES PURCHASING CONTRACTS**

**BE IT RESOLVED**, that upon the recommendation of the Superintendent of Schools, the Rocky Point Union Free School District will enter into an agreement to participate in the BOCES Cooperative Bidding Services Purchasing Contracts for the 2012-2013 fiscal year on an "as needed" basis as per the following Joint Municipal Cooperative Bidding Program Resolution:

**WHEREAS**, various educational and municipal corporations located within the State of New York desire to bid jointly for generally needed services and standardized supply and equipment items; and

**WHEREAS**, the Rocky Point Union Free School District, an educational/municipal corporation (hereinafter the "Participant") is desirous of selectively participating with other educational and/or municipal corporations in the State of New York in joint bidding in the areas mentioned above pursuant to General Municipal Law § 119-o and Education Law Section 1950; and

**WHEREAS**, the Participant is a municipality within the meaning of General Municipal Law §119-n and is eligible to participate in the Board of Cooperative Educational Services, First Supervisory District of Suffolk County (hereinafter Eastern Suffolk BOCES) Joint Municipal Cooperative Bidding Program (hereinafter the "Program") in the areas mentioned above; and

**WHEREAS**, the Participant acknowledges receipt of the Program description inclusive of Eastern Suffolk BOCES' standard bid packet and the general conditions relating to said Program; and

**WHEREAS**, with respect to all activities conducted by the Program, the Participant wishes to delegate to Eastern Suffolk BOCES the responsibility for drafting of bid specifications, advertising for bids, accepting and opening bids, tabulating bids, awarding the bids, and reporting the results to the Participant.

**BE IT RESOLVED**, that the Participant hereby appoints Eastern Suffolk BOCES to represent it and to act as the lead agent in all matters related to the Program as described above; and

**BE IT FURTHER RESOLVED**, that the Participant hereby authorizes Eastern Suffolk BOCES to place all legal advertisements for any required cooperative bidding in *Newsday*, which is designated as the official newspaper for the Program; and

**BE IT FURTHER RESOLVED**, that a Participant Meeting shall be held annually consisting of a representative from each Program Participant. Notice of the meeting shall be given to each representative at least five (5) days prior to such meeting; and

**BE IT FURTHER RESOLVED**, that an Advisory Committee will be formed consisting of five to ten representatives of Program participants for a term of three (3) years as authorized by General Municipal Law §119-o.2.j.

**BE IT FURTHER RESOLVED**, that this Agreement with the Participant shall be for a term of one (1) year as authorized by General Municipal Law §119-o.2.j.

**BE IT FURTHER RESOLVED**, that the Participant agrees to pay Eastern Suffolk BOCES an annual fee as determined annually by Eastern Suffolk BOCES to act as the lead agent for the Program.

#### **DONATED ITEMS**

**BE IT RESOLVED**, that upon the recommendation of the Superintendent of Schools, the Board of Education accepts the donated items as per the attached list.

#### **ADOPTION OF THE AMENDED 2011-2012 SCHOOL CALENDAR**

**BE IT RESOLVED**, that upon the recommendation of the Superintendent of Schools, the Board of Education adopts the amended 2011-2012 school calendar as presented.

#### **ACCEPTANCE AND ADOPTION OF THE 2011-2012 JOSEPH A. EDGAR INTERMEDIATE SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (CEP)**

**BE IT RESOLVED**, that upon the recommendation of the Superintendent of Schools, the Board of Education hereby accepts and adopts the 2011-2012 Comprehensive Education Plan for the Joseph A. Edgar Intermediate School.

#### **COMMITTEES ON SPECIAL EDUCATION/PRESCHOOL SPECIAL EDUCATION RECOMMENDATIONS**

**BE IT RESOLVED**, that upon the recommendation of the Superintendent of Schools, the Board of Education votes to arrange for appropriate services pursuant to the recommendations of Schedule 3-26-12-A and Schedule 3-26-12 B.

**PERSONNEL**

**BE IT RESOLVED**, that upon the recommendation of the Superintendent of Schools, the Board of Education accepts the attached Personnel changes.

**ADJOURNMENT**

At 9:30 p.m. a motion was made by Diane Burke and seconded by Kathleen Heggers for the Board of Education to adjourn the meeting.

All in favor – Motion carried 5-0

Respectfully submitted,

Patricia Jones  
District Clerk

DRAFT

**ROCKY POINT UNION FREE SCHOOL DISTRICT  
FINANCE REPORTS  
FOR THE MONTHS ENDED MARCH 2012**

**BOARD MEETING BOOK**

TREASURER'S REPORT (EXCLUDING A204, C205 & C207)  
EXTRA-CLASSROOM ACTIVITY ACCOUNT TREASURER'S REPORT

**REPORTS FILED IN DISTRICT CLERKS OFFICE:**

**GENERAL FUND**

REVENUE STATUS REPORT  
APPROPRIATION BUDGET STATUS REPORT

**CAFETERIA FUND**

REVENUE STATUS REPORT  
APPROPRIATION BUDGET STATUS REPORT

**FEDERAL FUND**

REVENUE STATUS REPORT  
APPROPRIATION BUDGET STATUS REPORT

**Rocky Point Union Free School District  
Treasurer's Report  
For the Month Ended: March 31, 2012**

Rocky Point Union Free School District  
Treasurer's Report  
General Fund - Class Investment A203  
As of: March 31, 2012

Reconciled Balance as of:	2/29/2012		2,595,409.48
Receipts:			
	State Aid	2,925,668.42	
	Cafeteria Revenue	<u>40,205.00</u>	
			2,965,873.42
Disbursements:			
	Transfer to maximize interest	<u>(3,000,000.00)</u>	
			<u>(3,000,000.00)</u>
Total available balance per General Ledger as of:	3/31/2012		<u><u>2,561,282.90</u></u>
Bank Balance as of:	3/31/2012		<u><u>2,561,282.90</u></u>

Prepared by:  
Date:

Linda Bilski  
4/3/2012

Reviewed by:  
Date:

Virginia Hoyle  
3/31/2012

Close Report

NYCLASS

## Statement March 2012

For more information, call NYCLASS at (800)395-5505 Fax:(800)765-7600

New York CLASS-P/NW BOCES

Rocky Point UFSD

Account Name: GENERAL FUND

Date	Description	Amount	Balance	Transaction
03/01/2012	Beginning Balance		\$2,595,409.48	
03/07/2012	Contribution	\$7,549.54		73756577
	<i>state aid from 3/5/12</i>			
03/08/2012	Contribution	\$5,080.00		73763820
03/13/2012	Contribution	\$144,063.46		73799709
03/16/2012	Contribution	\$2,504,659.42		73821568
03/19/2012	Contribution	\$269,396.00		73842951
03/22/2012	Withdrawal	-\$3,000,000.00		73864963
	<i>Transfer for Interest</i>			
03/26/2012	Contribution	\$32,898.00		73894221
03/27/2012	Contribution	\$2,227.00		73901616
03/31/2012	Ending Balance	\$0.00		

## Summary

\$2,561,282.90

March 2012 Fiscal YTD Ending (06/30/2012)

Beginning Balance	\$2,595,409.48	\$1,069,992.41
Contributions	\$2,965,873.42	\$17,716,223.43
Withdrawals	\$3,000,000.00	\$16,225,000.00
Income Earned	\$0.00	\$67.06
Month End Balance	\$2,561,282.90	\$2,561,282.90
Average Daily Rates	0.00%	0.01%
Average Annualized Yield	0.00%	0.01%

No information available for this period



## DETAIL ACCOUNT TRANSACTIONS - A 203 BANK OF NY-CLASS ACCOUNT - 03/01/12 - 03/31/12

DATE	REF#	INV#	VEND#	EXPLANATION	SCH#	DEBITS	CREDITS	BALANCE
03/01/12				BALANCE 07/01/11 - 02/29/12		0.00	0.00	2,595,409.48
03/12/12	1020473			SCHOOL BREAKFAST STATE	CR-10	803.00	0.00	2,596,212.48
03/12/12	1020471			LOTTERY GRANT	CR-10	105,575.31	0.00	2,701,787.79
03/12/12	1020472			SCHOOL LUNCH STATE RE-I	CR-10	4,277.00	0.00	2,706,064.79
03/13/12	220			2009-2010 4408 REVENUE	JE-19	9,738.95	0.00	2,715,803.74
03/13/12	221			2008-2009 4408 REVENUE	JE-19	14,786.00	0.00	2,730,589.74
03/13/12	222			2009-2010 4408 REVENUE	JE-19	13,963.20	0.00	2,744,552.94
03/13/12	223			2008-2009 4408 REVENUE	JE-19	7,549.54	0.00	2,752,102.48
03/15/12	1020487			EXCESS COST	CR-10	2,504,659.42	0.00	5,256,761.90
03/16/12	1020483			STATE AID - HARDWARE	CR-10	44,758.00	0.00	5,301,519.90
03/16/12	1020484			STATE AID - LIB. MATS	CR-10	21,606.00	0.00	5,323,125.90
03/16/12	1020485			STATE AID - SOFTWARE	CR-10	51,786.00	0.00	5,374,911.90
03/16/12	1020486			STATE AID - TEXTBOOK	CR-10	151,246.00	0.00	5,526,157.90
03/22/12	1020498			TRANSFER TO MAXIMIZE INT	CR-10	0.00	3,000,000.00	2,526,157.90
03/28/12	1020504			SCHOOL B'FAST STATE RE-I	CR-10	336.00	0.00	2,526,493.90
03/28/12	1020505			SCHOOL LUNCH STATE RE-I	CR-10	1,891.00	0.00	2,528,384.90
03/28/12	1020506			SCHOOL LUNCH REVENUE F	CR-10	32,898.00	0.00	2,561,282.90
				TOTALS		2,965,873.42	3,000,000.00	2,561,282.90

Report Completed 8:52 AM

Rocky Point Union Free School District  
Treasurer's Report  
General Fund A2006  
As of: March 31, 2012

Reconciled Balance as of: 2/29/2012 2,937,533.25

Receipts:

Close TD Cafeteria Checking	26,673.65		
Close TD Trust & Agency Checking	<u>3,000.00</u>		
		29,673.65	29,673.65

Disbursements:

0.00

Total available balance per General Ledger as of: 3/31/2012 2,967,206.90


Bank Balance as of: 3/31/2012 2,967,206.90

Prepared by: Linda Bilski  
Date: 4/3/2012

Reviewed by: J. Holloway  
Date: 4/3/2012

**TD Bank TreasuryDirect**

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Balance Report 

**Favorite Reports**

**Previous Day**

**Same Day**

**MultiDay**

**MultiDay Balance Report -- for Linda Bilski**

**Date range: Mar 01, 2012 thru Mar 30, 2012**

**Bank Name**

TD Bank

**Account Name: Rocky Point UFSD (USD)**

<input checked="" type="checkbox"/> Account Summary	Amount
Opening Ledger (as of 03/01/2012)	\$2,937,533.25
Total Credits	\$29,673.65
Total Debits	\$0.00
Closing Ledger (as of 03/30/2012)	\$2,967,206.90

<input checked="" type="checkbox"/> Detail Credit Transactions	Amount	Availability	Bank Ref.	Cust Ref.	Deposit Item Detail	Notes
03/08/2012 Miscellaneous Credit	\$26,673.65		577961596	0000000000		CREDIT
03/08/2012 Miscellaneous Credit	\$3,000.00		577961576	0000000000		CREDIT
<b>Item Count 2</b>	<b>\$29,673.65</b>					

04/03/12

ROCKY MOUNT UTSD

DETAIL ACCOUNT TRANSACTIONS - A 2006 TD BANK, N.A. - 03/01/12 - 03/31/12

DATE	REF#	INV#	VEND#	EXPLANATION	SCH#	DEBITS	CREDITS	BALANCE
03/01/12				BALANCE 07/01/11 - 02/29/12		0.00	0.00	2,937,533.25
03/08/12	1020489			CLOSE TD CAFETERIA CHEC	CR-10	26,673.65	0.00	2,964,206.90
03/08/12	1020490			CLOSE TD TRUST AND AGEN	CR-10	3,000.00	0.00	2,967,206.90
				TOTALS		29,673.65	0.00	2,967,206.90

Report Completed 1:49 PM

Rocky Point Union Free School District  
Treasurer's Report  
Account's Payable A2007  
As of: March 31, 2012

Reconciled Balance as of:	2/29/2012	1,010,906.68
Receipts:		0.00
Disbursements:		0.00
Total available balance per General Ledger as of:	3/31/2012	<u>1,010,906.68</u>
Bank Balance as of:	3/31/2012	1,030,683.01
Less:	Outstanding Checks	(19,776.33)
Adjusted Bank Balance as of :	3/31/2012	<u>1,010,906.68</u>

Prepared by:  
Date:

Linda Bilski  
4/3/2012

Reviewed by:  
Date:

J. H. Conway  
4/3/2012


**Bank Reconciliation Outstanding Checks Listing as of 03/31/12**

CHECK#	ISSUE DATE	PAYEE	AMOUNT	CLEARED	CLEAR DATE
88460	03/22/11	MENTORING PARTNERSHIP OF	30.00	N	
88925	05/24/11	NYS DEPT OF STATE DIVISIO	125.00	N	
89592	08/09/11	SMITH, CLAUDIA	55.00	N	
89725	09/07/11	PORT JEFFERSON UFSD	18,718.28	N	
89883	09/27/11	FOLLETT LIBRARY RESOURCES	805.41	N	
90077	10/25/11	ROCKY POINT SCHOOLS	35.00	N	
90144	11/02/11	PETRILAK, ANDREW	7.64	N	
GRAND TOTAL			19,776.33		
TOTAL CHECKS			7		

Report Completed 12:03 PM

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Balance Report 

**Favorite Reports**

**Previous Day**

**Same Day**

**MultiDay**

**MultiDay Balance Report -- for Linda Bilski**

Date range: Mar 01, 2012 thru Mar 30, 2012

Bank Name TD Bank

Account Name: General Fund Accounts Payable (USD)

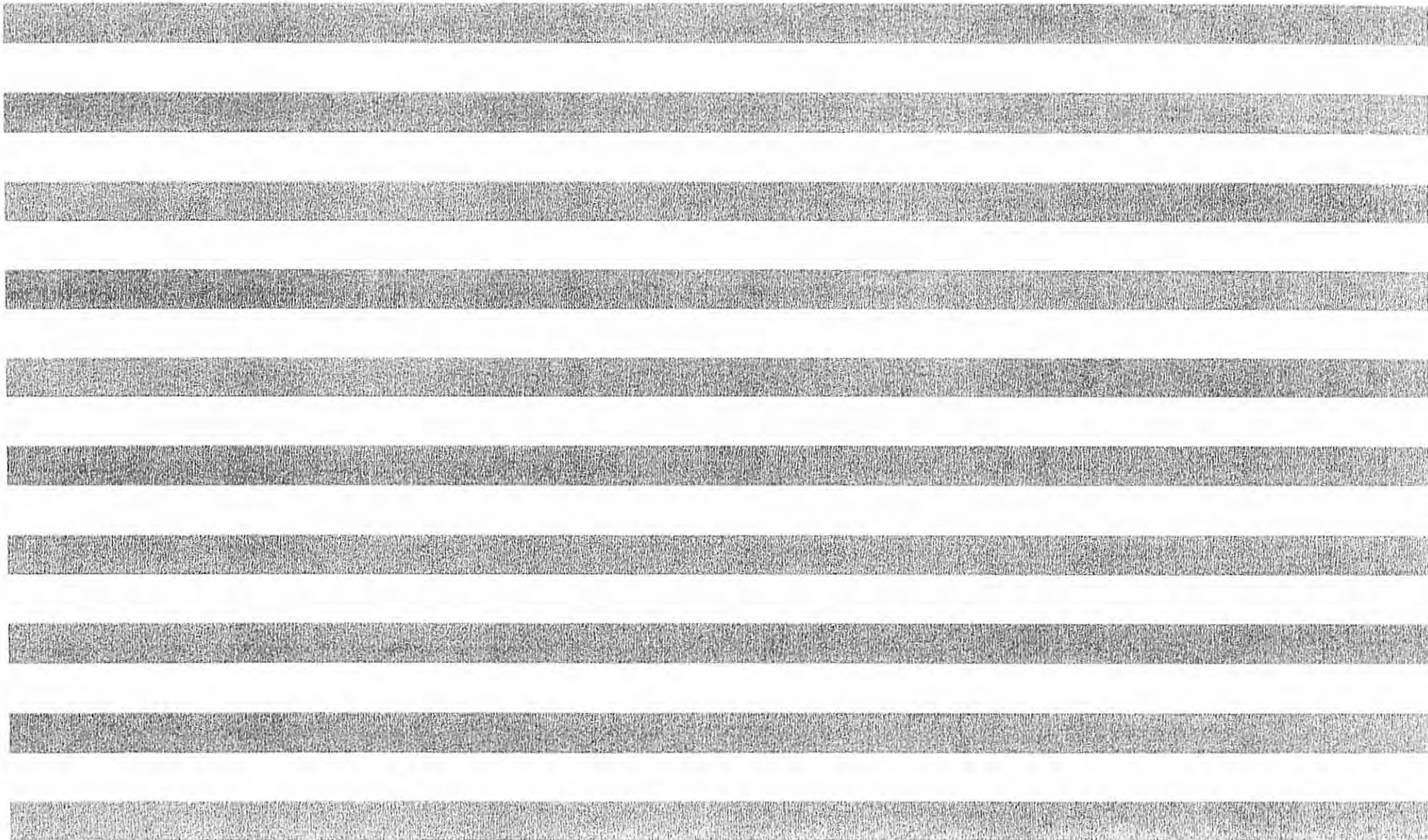
<input checked="" type="checkbox"/> Account Summary	Amount
Opening Ledger (as of 03/01/2012)	\$1,030,698.01
Total Credits	\$0.00
Total Debits	\$15.00
Closing Ledger (as of 03/30/2012)	\$1,030,683.01

<input checked="" type="checkbox"/> Detail Debit Transactions	Amount	Bank Ref.	Cust Ref.	Notes
03/02/2012 Check Paid	\$15.00	580318601	0000089968	CHECK
<b>Item Count 1</b>	<b>\$15.00</b>			

**DETAIL ACCOUNT TRANSACTIONS - A 2007 TD-ACCOUNTS PAYABLE - 03/01/12 - 03/31/12**

DATE	REF#	INV#	VEND#	EXPLANATION	SCH#	DEBITS	CREDITS	BALANCE
03/01/12				BALANCE 07/01/11 - 02/29/12		0.00	0.00	1,010,906.68
					TOTALS	0.00	0.00	1,010,906.68

Report Completed 12:07 PM







Direct inquiries to Customer Service  
(877) 694-9111

ROCKY POINT UFSD  
GENERAL FUND INVESTMENT ACCOUNT  
90 ROCKY POINT YAPHANK RD  
ROCKY POINT NY 11778-8423

0 ENCLOSURES Page 1 of 2

Government Bking Cking w/i

Opening balance	03-01-12	16,026,118.34
+Deposits/Credits	5	6,222,044.00
-Checks/Debits	11	5,898,694.60
-Service charge		0.00
+Interest paid		6,636.22
Ending balance	03-31-12	16,356,103.96
Days in Statement Period	31	

INTEREST INFORMATION

Average Daily Balance	15,666,804.07
Days in Earnings Period	31
Interest Earned	6,636.22
Annual Percentage Yield Earned	0.50 %
Interest Paid this Year	16,404.83
Interest paid during 2011	28,113.09

DATE	DESCRIPTION	CHECK#	DEBITS	CREDITS	BALANCE
	Beginning Balance				16,026,118.34
03-08	ACH deposit			595,355.00	16,621,473.34
	BROOKHAVEN WARRANT 07				
	030812 ROCKY POINT SCH DIST	SCS09			
03-09	Book transfer debit		207,949.72		16,413,523.62
	TO .....				
03-13	Book transfer debit		840,925.26		15,572,598.36
	TC				
03-13	Book transter debit		540,170.91		15,032,427.45
	TO --				
03-14	Book transfer debit		555,579.69		14,476,847.76
	TO 7527010500				
03-14	Book transfer debit		77,294.00		14,399,553.76
	TO				
03-16	ACH deposit			376,013.00	14,775,566.76
	BROOKHAVEN WARRANT 08				
	031612 ROCKY POINT SCH DIST	SCS09			
03-22	Wire transfer deposit			3000,000.00	17,775,566.76
	PUTNAM NORTHERN WESTCHESTE	032212			
03-22	Book transfer debit		1244,753.76		16,530,813.00

DETAIL ACCOUNT TRANSACTIONS - A 2008 CAPITAL ONE INVESTMENT - 03/01/12 - 03/31/12

DATE	REF#	INV#	VEND#	EXPLANATION	SCH#	DEBITS	CREDITS	BALANCE
03/01/12				BALANCE 07/01/11 - 02/29/12		0.00	0.00	16,026,118.34
03/08/12	1020462			TAX REVENUE #7	CR-10	595,355.00	0.00	16,621,473.34
03/09/12	1020463			FUND WARRANT 52	CR-10	0.00	207,949.72	16,413,523.62
03/13/12	1020478			FUND NET PAYROLL 3.16.12	CR-10	0.00	840,925.26	15,572,598.36
03/13/12	1020479			TRUST & AGENCY DEDUCTIO	CR-10	0.00	540,170.91	15,032,427.45
03/15/12	1020481			FUND WARRANT #22	CR-10	0.00	77,294.00	14,955,133.45
03/15/12	1020482			TRANSF. FOR CHECK WARR	CR-10	0.00	555,579.69	14,399,553.76
03/16/12	1020488			TAX REVENUE #8	CR-10	376,013.00	0.00	14,775,566.76
03/22/12	1020496			FUND F FUND WARRANT 23	CR-10	0.00	86,970.59	14,688,596.17
03/22/12	1020497			FUND FEDERAL ACCOUNT	CR-10	0.00	500,000.00	14,188,596.17
03/22/12	1020498			TRANSFER TO MAXIMIZE INT	CR-10	3,000,000.00	0.00	17,188,596.17
03/22/12	1020499			FUND WARRANT #55	CR-10	0.00	1,244,753.76	15,943,842.41
03/29/12	1020509			FUND WARRANT #56	CR-10	0.00	452,707.46	15,491,134.95
03/29/12	1020511			TRANSFER FOR INTEREST	CR-10	2,000,000.00	0.00	17,491,134.95
03/29/12	1020508			FUNDING NET PAYROLL 3.30	CR-10	0.00	852,213.52	16,638,921.43
03/29/12	1020507			TRUST & AGENCY DEDUCTIO	CR-10	0.00	540,129.69	16,098,791.74
03/30/12	1020512			TAX REVENUE #9	CR-10	250,676.00	0.00	16,349,467.74
03/31/12	1020526			INTEREST REVENUE	CR-10	6,636.22	0.00	16,356,103.96
				TOTALS		6,228,680.22	5,898,694.60	16,356,103.96

Report Completed 12:23 PM

Rocky Point Union Free School District  
Treasurer's Report  
General Fund - Operating A2009  
As of: March 31, 2012

Reconciled Balance as of:	2/29/2012		4,000,000.00
Receipts:		<hr/>	0.00
Disbursements:			
Transfer for Interest		<u>2,000,000.00</u>	(2,000,000.00)
Total available balance per General Ledger as of:	3/31/2012		<u><u>2,000,000.00</u></u>
Bank Balance as of:	3/31/2012		2,000,000.00

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Prepared by: Linda Bilski  
Date: 4/3/2012

Reviewed by: J. Hey  
Date: 4/3/2012

Direct inquiries to Customer Service  
(877) 694-9111

ROCKY POINT UFSD  
OPERATING ACCOUNT  
90 ROCKY POINT YAPHANK RD  
ROCKY POINT NY 11778-8423

0 ENCLOSURES Page 1 of 1

Government Banking Checking

Opening balance	03-01-12	4,000,000.00
+Deposits/Credits	0	0.00
-Checks/Debits	1	2,000,000.00
-Service charge		0.00
Ending balance	03-31-12	2,000,000.00
Days in Statement Period	31	

DATE	DESCRIPTION	CHECK#	DEBITS	CREDITS	BALANCE
	Beginning balance				4,000,000.00
03-29	Book transfer debit		2000,000.00		2,000,000.00
	TO				
	Ending balance				2,000,000.00
	END OF STATEMENT				

DETAIL ACCOUNT TRANSACTIONS - A 2009 CAPITAL ONE OPERATING - 03/01/12 - 03/31/12

DATE	REF#	INV#	VEND#	EXPLANATION	SCH#	DEBITS	CREDITS	BALANCE
03/01/12				BALANCE 07/01/11 - 02/29/12		0.00	0.00	4,000,000.00
03/29/12	1020511			TRANSFER FOR INTEREST	CR-10	0.00	2,000,000.00	2,000,000.00
				TOTALS		0.00	2,000,000.00	2,000,000.00

Report Completed: 2:07 PM

Rocky Point Union Free School District  
Treasurer's Report  
General Fund - AP Checking A2010  
As of: March 31, 2012

Reconciled Balance as of: 2/29/2012 236,708.28

Receipts:

	Community Ed	50.00	
	Re-imburse Union Days	1,150.00	
	Health Premiums	11,511.13	
	Refund	438.06	
	HS Show	14,520.00	
	MS Musical	4,943.00	
	Medicaid	1,394.16	
	Funding Transfer	2,460,990.63	
	Interest	516.79	
		2,495,513.77	2,495,513.77

Disbursements:

	Cash Disbursements	2,460,990.63	
			(2,460,990.63)

Total available balance per General Ledger as of: 3/31/2012 271,231.42

Bank Balance as of: 3/31/2012 1,369,208.03

Less: Outstanding Checks (1,097,976.61)

Adjusted Bank Balance as of: 3/31/2012 271,231.42

Prepared by: Linda Bielki  
Date: 4/2/2012

Reviewed by: J. H. [Signature]  
Date: 4/2/2012

**ROCKY POINT UFSD  
OUTSTANDING CHECK LIST  
AS OF MARCH 31, 2012**

<u>CHECK#</u>	<u>CHECK DATE</u>	<u>CHECK AMOUNT</u>
90495	12/13/2011	\$578.40
90541	12/13/2011	\$96.40
90723	12/21/2011	\$334.00
90737	12/21/2011	\$75.00
91042	2/14/2012	\$350.00
91056	2/14/2012	\$465.00
91060	2/14/2012	\$65.00
91092	2/29/2012	\$125.00
91147	3/6/2012	\$245.00
91198	3/14/2012	\$34.60
91264	3/21/2012	\$44,853.00
91270	3/21/2012	\$139.90
91273	3/21/2012	\$6,605.08
91291	3/21/2012	\$800.00
91292	3/21/2012	\$558.50
91296	3/21/2012	\$588,795.23
91298	3/21/2012	\$37.14
91315	3/21/2012	\$776.00
91319	3/21/2012	\$60.90
91326	3/28/2012	\$270.44
91327	3/28/2012	\$1,166.00
91328	3/28/2012	\$0.00
91329	3/28/2012	\$0.00
91330	3/28/2012	\$0.00
91331	3/28/2012	\$2,838.18
91332	3/28/2012	\$19.13
91333	3/28/2012	\$110.00
91334	3/28/2012	\$20.16
91335	3/28/2012	\$579.00
91336	3/28/2012	\$5.31
91337	3/28/2012	\$698.00
91338	3/28/2012	\$400.00
91339	3/28/2012	\$0.00
91340	3/28/2012	\$15,012.34
91341	3/28/2012	\$46.98
91342	3/28/2012	\$300.00
91343	3/28/2012	\$225.00
91344	3/28/2012	\$236.87
91345	3/28/2012	\$19.87
91346	3/28/2012	\$180.00
91347	3/28/2012	\$175.00
91348	3/28/2012	\$8,545.68
91349	3/28/2012	\$317.50
91350	3/28/2012	\$36.00
91351	3/28/2012	\$31,280.00
91352	3/28/2012	\$35,262.88
91353	3/28/2012	\$1,778.75
91354	3/28/2012	\$3,197.87
91355	3/28/2012	\$5,775.00



91356	3/28/2012	\$2,160.40
91357	3/28/2012	\$214,045.16
91358	3/28/2012	\$225.00
91359	3/28/2012	\$23.29
91360	3/28/2012	\$43.91
91361	3/28/2012	\$1,871.96
91362	3/28/2012	\$135.00
91363	3/28/2012	\$1,175.63
91364	3/28/2012	\$20,063.41
91365	3/28/2012	\$1,132.00
91366	3/28/2012	\$88.42
91367	3/28/2012	\$950.00
91368	3/28/2012	\$220.00
91369	3/28/2012	\$309.77
91370	3/28/2012	\$600.00
91371	3/28/2012	\$129.34
91372	3/28/2012	\$200.00
91373	3/28/2012	\$10,734.75
91374	3/28/2012	\$16,514.16
91375	3/28/2012	\$14,910.51
91376	3/28/2012	\$2,800.00
91377	3/28/2012	\$522.00
91378	3/28/2012	\$25,202.69
91379	3/28/2012	\$687.50
91380	3/28/2012	\$200.00
91381	3/28/2012	\$1,068.05
91382	3/28/2012	\$520.68
91383	3/28/2012	\$367.45
91384	3/28/2012	\$896.40
91385	3/28/2012	\$1,923.47
91386	3/28/2012	\$156.50
91387	3/28/2012	\$687.00
91388	3/28/2012	\$2,654.70
91389	3/28/2012	\$180.00
91390	3/28/2012	\$2,268.08
91391	3/28/2012	\$0.00
91392	3/28/2012	\$296.03
91393	3/28/2012	\$1,354.54
91394	3/28/2012	\$65.98
91395	3/28/2012	\$2,511.20
91396	3/28/2012	\$300.00
91397	3/28/2012	\$198.58
91398	3/28/2012	\$170.64
91399	3/28/2012	\$175.00
91400	3/28/2012	\$1,503.26
91401	3/28/2012	\$2,430.66
91402	3/28/2012	\$1,628.10
91403	3/28/2012	\$646.00
91404	3/28/2012	\$497.14
91405	3/28/2012	\$275.00
91406	3/28/2012	\$1,314.50
91407	3/28/2012	\$3,408.10
91408	3/28/2012	\$1,639.94
91409	3/28/2012	\$4.60
91410	3/28/2012	\$400.00
		<u>\$1,097,976.61</u>

ExportData[1]

Direct inquiries to Customer Service  
(877) 694-9111

ROCKY POINT UFSD  
GENERAL FUND CHECKING  
90 ROCKY POINT YAPHANK RD  
ROCKY POINT NY 11778-8423

Special handle

247 ENCLOSURES

Page 1 of 9

Government Bking Cking w/i

Opening balance	03-01-12	2,038,299.04
+Deposits/Credits	13	2,494,996.98
-Checks/Debits	247	3,164,604.78
-Service charge		0.00
+Interest paid		516.79
Ending balance	03-31-12	1,369,208.03
Days in Statement Period	31	

INTEREST INFORMATION

Average Daily Balance	1,220,027.59
Days in Earnings Period	31
Interest Earned	516.79
Annual Percentage Yield Earned	0.50 %
Interest Paid this Year	1,008.96
Interest paid during 2011	95.36

DATE	DESCRIPTION	CHECK#	DEBITS	CREDITS	BALANCE
	Beginning Balance				2,038,299.04
03-01	Check withdrawal	91052	1,215.19		2,037,083.85
03-02	Customer deposit			275.88	2,037,359.73
03-02	Check withdrawal	90843	40.00		2,037,319.73
03-05	Check withdrawal	91112	26.36		2,037,293.37
03-05	Check withdrawal	91076	665,686.76		1,371,606.61
03-05	Check withdrawal	91081	4,954.65		1,366,651.96
03-05	Check withdrawal	91074	1,778.75		1,364,873.21
03-05	Check withdrawal	91105	372.00		1,364,501.21
03-05	Check withdrawal	91118	275.00		1,364,226.21
03-05	Check withdrawal	91088	220.00		1,364,006.21
03-05	Check withdrawal	91099	171.94		1,363,834.27
03-05	Check withdrawal	91065	61.86		1,363,772.41
03-06	Customer deposit			62.00	1,363,834.41
03-06	Check withdrawal	91078	13,000.00		1,350,834.41
03-06	Check withdrawal	91110	10,854.00		1,339,980.41
03-06	Check withdrawal	91069	8,724.17		1,331,256.24
03-06	Check withdrawal	91095	4,998.00		1,326,258.24
03-06	Check withdrawal	91120	1,314.50		1,324,943.74
03-06	Check withdrawal	91098	1,020.00		1,323,923.74

## DETAIL ACCOUNT TRANSACTIONS - A 2010 CAPITAL ONE AP CHECKING - 03/01/12 - 03/31/12

DATE	REF#	INV#	VEND#	EXPLANATION	SGH#	DEBITS	CREDITS	BALANCE
03/01/12				BALANCE 07/01/11 - 02/29/12		0.00	0.00	236,708.28
03/02/12	1020435			STAPLES REFUND, STATE O	CR-10	275.88	0.00	236,984.16
03/07/12				* SEE CASH DISBURSEMENT	CD-52	0.00	207,949.72	29,034.44
03/09/12	1020463			FUND WARRANT 52	CR-10	207,949.72	0.00	236,984.16
03/09/12	1020468			HS SHOW/WEST SIDE STORY	CR-10	14,520.00	0.00	251,504.16
03/09/12	1020469			COMMUNITY ED	CR-10	50.00	0.00	251,554.16
03/09/12	1020470			REFUND FROM CHUBB	CR-10	12.00	0.00	251,566.16
03/13/12	1020475			MEDICAID CK 36273159	CR-10	1,394.16	0.00	252,960.32
03/13/12	1020477			HEALTH, DENTAL	CR-10	3,557.16	0.00	256,517.48
03/14/12				* SEE CASH DISBURSEMENT	CD-53	0.00	555,579.69	-299,062.21
03/15/12	1020482			TRANSF. FOR CHECK WARR	CR-10	555,579.69	0.00	256,517.48
03/16/12	1020493			REFUND DUE TO JENNIFER	CR-10	85.00	0.00	256,602.48
03/16/12	1020494			MTH EMPLR RPT RFND TO E	CR-10	19.07	0.00	256,621.55
03/21/12				* SEE CASH DISBURSEMENT	CD-55	0.00	1,244,753.76	-988,132.21
03/22/12	1020499			FUND WARRANT #55	CR-10	1,244,753.76	0.00	256,621.55
03/23/12	1020501			REIMBURSE UNION DAYS	CR-10	1,150.00	0.00	257,771.55
03/27/12	1020510			HEALTH, DENTAL, LIFE	CR-10	7,953.97	0.00	265,725.52
03/28/12				* SEE CASH DISBURSEMENT	CD-56	0.00	452,707.46	-186,981.94
03/29/12	1020509			FUND WARRANT #56	CR-10	452,707.46	0.00	265,725.52
03/30/12	1020515			MS MUSICAL - BEAUTY & BEA	CR-10	4,943.00	0.00	270,668.52
03/30/12	1020514			REFUND FROM FOLLETT	CR-10	46.11	0.00	270,714.63
03/31/12	1020518			INTEREST INCOME	CR-10	516.79	0.00	271,231.42
				TOTALS		2,495,513.77	2,460,990.63	271,231.42

Report Completed 10:42 AM

Rocky Point Union Free School District  
Treasurer's Report  
Cafeteria Checking - C204  
As of: March 31, 2012

Reconciled Balance as of:	2/29/2012		26,673.65
Receipts:		_____	0.00
Disbursements:			
Transfer to Close Account		(26,673.65)	
		_____	<u>(26,673.65)</u>
Total available balance per General Ledger as of:	3/31/2012		<u>0.00</u>
Bank Balance as of:	3/31/2012		<u>0.00</u>
Adjusted Bank Balance as of :	3/31/2012		<u>0.00</u>

Prepared by: Linda Belski  
Date: 4/4/2012

Reviewed by: [Signature]  
Date: 4/4/2012



**Bank**

America's Most Convenient Bank®

E STATEMENT OF ACCOUNT

ROCKY POINT UFSD  
CAFETERIA FUND CHECKING  
90 ROCKY POINT YAPHANK RD  
ROCKY POINT NY 11778-8423

Page: 1 of 2  
Statement Period: Mar 01 2012-Mar 31 2012

**MAKING A GREENER STATEMENT!**

YOU MAY NOTICE A SLIGHT DIFFERENCE TO YOUR STATEMENT THESE DAYS. AS PART OF OUR ONGOING COMMITMENT TO THE ENVIRONMENT, WE ARE ALWAYS LOOKING FOR WAYS TO REDUCE PAPER USE WHILE STILL PROVIDING YOU WITH ALL THE DETAILS OF YOUR ACCOUNT. WITH A FEW SIMPLE SPACING ADJUSTMENTS WE HOPE TO SAVE ABOUT 32 MILLION SHEETS OF STATEMENT PAPER EACH YEAR! THERE'S NO CHANGE TO YOUR INFORMATION...ONLY TO A GREENER LANDSCAPE!

TD MUNICIPAL CHOICE SOLUTION  
ROCKY POINT UFSD  
CAFETERIA FUND CHECKING

**ACCOUNT SUMMARY**

Statement Balance as of 03/01		26,673.65
Plus	0 Deposits and Other Credits	0.00
Less	1 Checks and Other Debits	26,673.65
Statement Balance as of 03/31		0.00

**ACCOUNT ACTIVITY**

Transactions by Date		DEBIT	CREDIT	BALANCE
DATE	DESCRIPTION			
3/8	ENCODING ERROR	26,673.65		0.00

Call 1-800-937-2000 for 24-hour Bank-by-Phone services or connect to [www.tdbank.com](http://www.tdbank.com)



04/03/12

**DETAIL ACCOUNT TRANSACTIONS - C 204 TD - CAFETERIA CHECKING - 03/01/12 - 03/31/12**

DATE	REF#	INV#	VEND#	EXPLANATION	SCH#	DEBITS	CREDITS	BALANCE
03/01/12				BALANCE 07/01/11 - 02/29/12		0.00	0.00	26,673.65
03/08/12	1020489			CLOSE TD CAFETERIA CHEC	CR-10	0.00	26,673.65	0.00
				TOTALS		0.00	26,673.65	0.00

Report Completed: 3:43 PM

Rocky Point Union Free School District  
Treasurer's Report  
Federal Fund Checking - F205  
As of: March 31, 2012

Reconciled Balance as of:	2/29/2012	91,014.80
Receipts:		
	Funding Transfer: Warrants	164,264.59
	Funding Transfer	500,000.00
	Interest	<u>72.77</u>
		664,337.36
Disbursements:		
	Cash Disbursements	<u>233,784.15</u>
		(233,784.15)
Total available balance per General Ledger as of:	2/29/2012	<u><u>521,568.01</u></u>
Bank Balance as of:	3/31/2012	531,668.01
Less:	Outstanding Checks	(10,100.00)
Adjusted Bank Balance as of:	3/31/2012	<u><u>521,568.01</u></u>

Prepared by: Linda Belski  
Date: 4/3/2012

Reviewed by: [Signature]  
Date: 4/3/2012

**Bank Reconciliation Outstanding Checks Listing as of 03/31/12**

CHECK#	ISSUE DATE	PAYEE	AMOUNT	CLEARED	CLEAR DATE
3746	03/14/12	TRINITY EVANGELICAL LUTHE	9,100.00	N	
3750	03/28/12	COZY DOG MUSIC	1,000.00	N	
GRAND TOTAL			10,100.00		
TOTAL CHECKS			2		

Report Completed 2:53 PM



ExportData[3]

Direct inquiries to Customer Service  
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ROCKY POINT UFSD  
FEDERAL CHECKING  
90 ROCKY POINT YAPHANK RD  
ROCKY POINT NY 11778-8423

12 ENCLOSURES Page 1 of 2

Government Bking Cking w/i

Opening balance	03-01-12	91,059.62
+Deposits/Credits	3	664,264.59
-Checks/Debits	12	223,728.97
-Service charge		0.00
+Interest paid		72.77
Ending balance	03-31-12	531,668.01
Days in Statement Period	31	

INTEREST INFORMATION

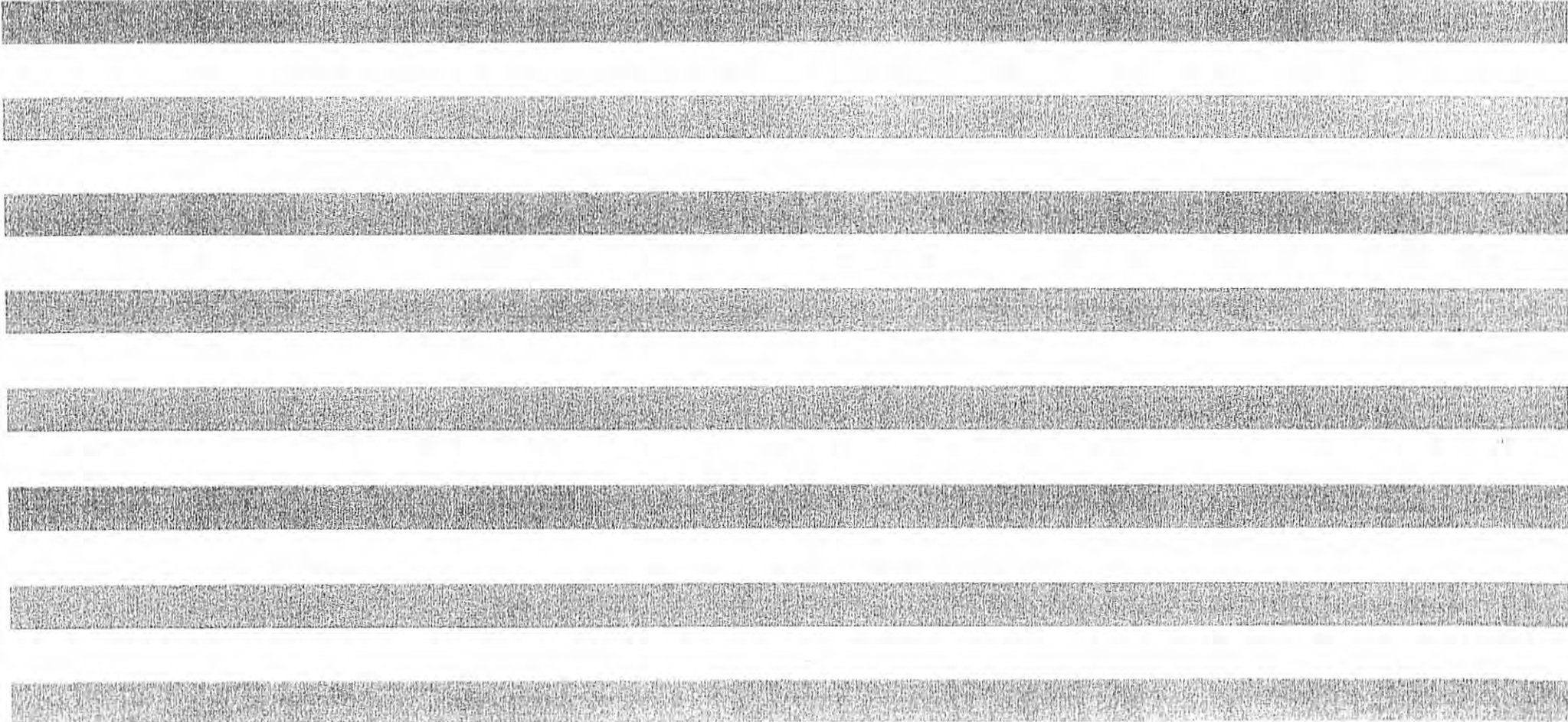
Average Daily Balance	171,817.03
Days in Earnings Period	31
Interest Earned	72.77
Annual Percentage Yield Earned	0.50 %
Interest Paid this Year	170.12
Interest paid during 2011	22.32

DATE	DESCRIPTION	CHECK#	DEBITS	CREDITS	BALANCE
	Beginning Balance				91,059.62
03-12	Check withdrawal	3738	776.07		90,283.55
03-12	Check withdrawal	3733	44.82		90,238.73
03-13	Check withdrawal	3741	289.26		89,949.47
03-13	Check withdrawal	3739	63.23		89,886.24
03-14	Book transfer credit FR			77,294.00	167,180.24
03-15	Check withdrawal	3740	67,391.00		99,789.24
03-19	Check withdrawal	3742	4,160.00		95,629.24
03-20	Check withdrawal	3743	17,500.00		78,129.24
03-20	Check withdrawal	3745	5,720.00		72,409.24
03-22	Book transfer credit FR			86,970.59	159,379.83
03-22	Check withdrawal	3744	40,814.00		118,565.83
03-27	Book transfer credit FR			500,000.00	618,565.83
03-27	Check withdrawal	3749	13.49		618,552.34
03-28	Check withdrawal	3748	85,812.10		532,740.24
03-28	Check withdrawal	3747	1,145.00		531,595.24
03-31	Interest paid			72.77	531,668.01

04/03/12  
 ROCKY MOUNT CITY  
 - 8 - 7 -  
**DETAIL ACCOUNT TRANSACTIONS - F 205 CAPITAL ONE CHECKING - 03/01/12 - 03/31/12**

DATE	REF#	INV#	VEND#	EXPLANATION	SCH#	DEBITS	CREDITS	BALANCE
03/01/12				BALANCE 07/01/11 - 02/29/12		0.00	0.00	91,014.80
03/07/12				* SEE CASH DISBURSEMENT	CD-21	0.00	68,519.56	22,495.24
03/14/12				* SEE CASH DISBURSEMENT	CD-22	0.00	77,294.00	54,798.76
03/15/12	1020481			FUND WARRANT #22	CR-10	77,294.00	0.00	22,495.24
03/21/12				* SEE CASH DISBURSEMENT	CD-23	0.00	86,970.59	-64,475.35
03/22/12	1020496			FUND F FUND WARRANT 23	CR-10	86,970.59	0.00	22,495.24
03/22/12	1020497			FUND FEDERAL ACCOUNT	CR-10	500,000.00	0.00	522,495.24
03/28/12				* SEE CASH DISBURSEMENT	CD-24	0.00	1,000.00	521,495.24
03/31/12	1020530			INTEREST REVENUE	CR-10	72.77	0.00	521,568.01
<b>TOTALS</b>						<b>664,337.36</b>	<b>233,784.15</b>	<b>521,568.01</b>

Report Completed 2:50 PM



Rocky Point Union Free School District  
Treasurer's Report  
Capital Fund Checking - H205  
As of: March 31, 2012

Reconciled Balance as of:	2/29/2012		982,011.45
Receipts:			
	Interest	<u>406.02</u>	406.02
Disbursements:			
		<u>78,543.30</u>	(78,543.30)
Total available balance per General Ledger as of:	3/31/2012		<u>903,874.17</u>
Bank Balance as of:	3/31/2012		910,099.22
Less:	Outstanding Checks		(6,225.05)
Adjusted Bank Balance as of :	3/31/2012		<u>903,874.17</u>

Prepared by:  
Date:

Linda Bilski  
4/3/2012

Reviewed by:  
Date:

J. Hoag  
4/3/2012

Bank Reconciliation Outstanding Checks Listing as of 03/31/12

CHECK#	ISSUE DATE	PAYEE	AMOUNT	CLEARED	CLEAR DATE
838	03/21/12	JOHN A GRILLO ARCHITECT,	6,225.05	N	
GRAND TOTAL			6,225.05		
TOTAL CHECKS			1		

Report Completed 3:13 PM

Direct inquiries to Customer Service  
(877) 694-9111

ROCKY POINT UFSD  
CAPITAL FUND CHECKING  
90 ROCKY POINT YAPHANK RD  
ROCKY POINT NY 11778-8423

2 ENCLOSURES Page 1 of 1

Government Bking Cking w/i

Opening balance	03-01-12	982,011.45
+Deposits/Credits	0	0.00
-Checks/Debits	2	72,318.25
-Service charge		0.00
+Interest paid		406.02
Ending balance	03-31-12	910,099.22
Days in Statement Period	31	

INTEREST INFORMATION

Average Daily Balance	958,537.02
Days in Earnings Period	31
Interest Earned	406.02
Annual Percentage Yield Earned	0.50 %
Interest Paid this Year	1,239.24
Interest paid during 2011	195.71

DATE	DESCRIPTION	CHECK#	DEBITS	CREDITS	BALANCE
	Beginning Balance				982,011.45
03-19	Check withdrawal	837	1,508.25		980,503.20
03-22	Check withdrawal	836	70,810.00		909,693.20
03-31	Interest paid			406.02	910,099.22
	Ending balance				910,099.22

CHECKS PAID DURING STATEMENT PERIOD

Date	Check No.	Amount	Date	Check No.	Amount
03-22	836	70,810.00	03-19	837	1,508.25

END OF STATEMENT

DETAIL ACCOUNT TRANSACTIONS - H 205 CAPITAL ONE CHECKING - 03/01/12 - 03/31/12

DATE	REF#	INV#	VEND#	EXPLANATION	SCH#	DEBITS	CREDITS	BALANCE
03/01/12				BALANCE 07/01/11 - 02/29/12		0.00	0.00	982,011.45
03/07/12				* SEE CASH DISBURSEMENT	CD-12	0.00	70,810.00	911,201.45
03/14/12				* SEE CASH DISBURSEMENT	CD-13	0.00	1,508.25	909,693.20
03/21/12				* SEE CASH DISBURSEMENT	CD-14	0.00	6,225.05	903,468.15
03/31/12	1020531			INTEREST REVENUE	CR-10	406.02	0.00	903,874.17
				TOTALS		406.02	78,543.30	903,874.17

Report Completed 3:22 PM

Rocky Point Union Free School District  
Treasurer's Report  
Trust and Agency Checking - T200  
As of: March 31, 2012

Reconciled Balance as of:	2/29/2012		3,000.00
Receipts:			0.00
Disbursements:			
	Transfer to Close Account	(3,000.00)	<u>(3,000.00)</u>
Total available balance per General Ledger as of:	3/31/2012		<u>0.00</u>
Bank Balance as of:	3/31/2012		0.00
Adjusted Bank Balance as of :	3/31/2012		<u>0.00</u>

Prepared by: Linda Bilski  
Date: 4/4/2012

Reviewed by:  
Date:

[Signature]  
4/4/2012



**Bank**

America's Most Convenient Bank®

E

STATEMENT OF ACCOUNT

ROCKY POINT UFSD  
TRUST AND AGENCY FUND CHECKING  
90 ROCKY POINT YAPHANK RD  
ROCKY POINT NY 11778-8423

Page: 1 of 2  
Statement Period: Mar 01 2012-Mar 31 2012  
Cust Ref #:  
Primary Account #: 70100

**MAKING A GREENER STATEMENT!**

YOU MAY NOTICE A SLIGHT DIFFERENCE TO YOUR STATEMENT THESE DAYS. AS PART OF OUR ONGOING COMMITMENT TO THE ENVIRONMENT, WE ARE ALWAYS LOOKING FOR WAYS TO REDUCE PAPER USE WHILE STILL PROVIDING YOU WITH ALL THE DETAILS OF YOUR ACCOUNT. WITH A FEW SIMPLE SPACING ADJUSTMENTS WE HOPE TO SAVE ABOUT 32 MILLION SHEETS OF STATEMENT PAPER EACH YEAR! THERE'S NO CHANGE TO YOUR INFORMATION...ONLY TO A GREENER LANDSCAPE!

**TD MUNICIPAL CHOICE SOLUTION**

ROCKY POINT UFSD  
TRUST AND AGENCY FUND CHECKING

---

**ACCOUNT SUMMARY**

Statement Balance as of 03/01		3,000.00
Plus	0 Deposits and Other Credits	0.00
Less	1 Checks and Other Debits	3,000.00
Statement Balance as of 03/31		0.00

---

**ACCOUNT ACTIVITY**

Transactions by Date

DATE	DESCRIPTION	DEBIT	CREDIT	BALANCE
3/8	ENCODING ERROR	3,000.00		0.00

Call 1-800-937-2000 for 24-hour Bank-by-Phone services or connect to [www.tdbank.com](http://www.tdbank.com)





DETAIL ACCOUNT TRANSACTIONS - T 200 TD - TRUST & AGENCY - 03/01/12 - 03/31/12

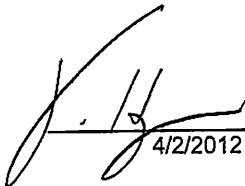
DATE	REF#	INV#	VEND#	EXPLANATION	SCH#	DEBITS	CREDITS	BALANCE
03/01/12				BALANCE 07/01/11 - 02/29/12		0.00	0.00	3,000.00
03/08/12	1020490			CLOSE TD TRUST AND AGEN	CR-10	0.00	3,000.00	0.00
				TOTALS		0.00	3,000.00	0.00

Report Completed 3:51 PM

Rocky Point Union Free School District  
Treasurer's Report  
Trust and Agency Checking - T204  
As of: March 31, 2012

Reconciled Balance as of:	2/29/2012	482,441.32
Receipts:		
	Redeposit	40.00
	Funding Transfers	1,080,300.60
	AP Exam Fees	435.00
	Field Trips	10,055.00
	Refund	75.12
	Interest Revenue	<u>282.74</u>
		1,091,188.46
Disbursements:		
	Cash Disbursements	989,009.97
	NSF Checks	151.00
	ERS March Contribution	<u>15,660.19</u>
		<u>(1,004,821.16)</u>
Total available balance per General Ledger as of:	3/31/2012	<u><u>568,808.62</u></u>
Bank Balance as of:	3/31/2012	630,200.50
Less:		
	Outstanding Checks	(45,731.69)
	Outstanding Wire for EFT March Contribution	<u>(15,660.19)</u>
Adjusted Bank Balance as of :	3/31/2012	<u><u>568,808.62</u></u>

Prepared by: Linda Beliski  
Date: 4/2/2012

Reviewed by:   
Date: 4/2/2012

Bank Reconciliation Outstanding Checks Listing as of 03/31/12

CHECK#	ISSUE DATE	PAYEE	AMOUNT	CLEARED	CLEAR DATE
9749	02/29/12	SHERIFF OF SUFFOLK COUNTY	187.96	N	
9760	03/14/12	SHERIFF OF SUFFOLK COUNTY	90.82	N	
9763	03/28/12	J.J. STANIS AND COMPANY	9,686.83	N	
9764	03/28/12	N.Y.S.TEACHERS RETIRE.SYS	14,715.00	N	
9765	03/28/12	NYS CHILD SUPPORT PROCESS	313.22	N	
9766	03/28/12	NYSUT MEMBER BENEFITS TRU	715.37	N	
9767	03/28/12	ROCKY POINT ADMIN ASSOCIA	446.25	N	
9768	03/28/12	ROCKY POINT SCH REL PERS	4,061.54	N	
9769	03/28/12	ROCKY PT.TEACH.ASSOC.	14,991.53	N	
9770	03/28/12	SHERIFF OF SUFFOLK COUNTY	38.25	N	
9771	03/28/12	US DEPARTMENT OF EDUCATIO	116.42	N	
9772	03/28/12	VOTE COPE	368.50	N	
GRAND TOTAL			45,731.69		
TOTAL CHECKS			12		

Report Completed: 3:40:PM

Direct inquiries to Customer Service  
(877) 694-9111

ROCKY POINT UFSD  
TRUST AND AGENCY ACCOUNT  
90 ROCKY POINT YAPHANK RD  
ROCKY POINT NY

11778-8423

24 ENCLOSURES Page 1 of 3

Government Bking Cking w/i

Opening balance	03-01-12	966,455.06
+Deposits/Credits	8	1,090,905.72
-Checks/Debits	36	1,427,443.02
-Service charge		0.00
+Interest paid		282.74
Ending balance	03-31-12	630,200.50
Days in Statement Period	31	

INTEREST INFORMATION

Average Daily Balance	667,497.22
Days in Earnings Period	31
Interest Earned	282.74
Annual Percentage Yield Earned	0.50 %
Interest Paid this Year	667.36
Interest paid during 2011	84.69

DATE	DESCRIPTION	CHECK#	DEBITS	CREDITS	BALANCE
	Beginning Balance				966,455.06
03-01	Check withdrawal	9722	154.53		966,300.53
03-02	Customer deposit			40.00	966,340.53
03-02	wire transfer withdrawal		57,473.42		908,867.11
	The OMNI Group	030212			
03-02	ACH withdrawal		334,063.96		574,803.15
	IRS USATAXPYMT				
03-02	030212 ROCKY POINT SCHOOL DIS *****6091		60,447.29		514,355.86
	ACH withdrawal New York State 1573803455				
03-05	030212 ROCKY POINT UNION FREE NY12WT003358075		10,422.30		503,933.56
	ACH withdrawal				
	DEBITS				
	U30512 ROCKY POINT UF	74728-010			
03-06	Check withdrawal	9742	682.34		503,251.22
03-06	Check withdrawal	9746	446.25		502,804.97
03-06	Check withdrawal	9741	420.00		502,384.97
03-07	Check withdrawal	9748	14,976.78		487,408.19
03-07	Check withdrawal	9744	313.22		487,094.97
03-07	Check withdrawal	9743	43.22		487,051.75

## DETAIL ACCOUNT TRANSACTIONS - T 204 CAPITAL ONE TRUST &amp; AGENCY - 03/01/12 - 03/31/12

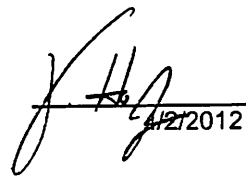
DATE	REF#	INV#	VEND#	EXPLANATION	SCH#	DEBITS	CREDITS	BALANCE
03/01/12				BALANCE 07/01/11 - 02/29/12		0.00	0.00	482,441.32
03/02/12	1020436			REDEPOSIT	CR-8	40.00	0.00	482,481.32
03/08/12				* SEE CASH DISBURSEMENT	CD-35	0.00	4,088.04	478,393.28
03/09/12	1020465			AP EXAM	CR-8	435.00	0.00	478,828.28
03/09/12	1020466			HS MUSIC FESTIVAL SIX FLA	CR-8	6,628.00	0.00	485,456.28
03/09/12	1020467			NYSSMA SOLO & ENSEMBLE F	CR-8	166.00	0.00	485,622.28
03/13/12	1020476			AFLAC TERMINATED REFUN	CR-8	75.12	0.00	485,697.40
03/13/12	1020479			TRUST & AGENCY DEDUCTIO	CR-10	540,170.91	0.00	1,025,868.31
03/15/12	225			ERS FEBRUARY CONTRIBUTI	JE-20	0.00	10,422.30	1,015,446.01
03/16/12				* SEE CASH DISBURSEMENT	CD-36	0.00	476,054.45	539,391.56
03/21/12	231			NSF CHECK-MANSILUNGAN (	JE-19	0.00	100.00	539,291.56
03/23/12	1020502			HS MUSIC FESTIVAL @ SIX F	CR-8	259.00	0.00	539,550.56
03/23/12	1020495			HS SIX FLAGS MUSIC FESTIV	CR-8	363.00	0.00	539,913.56
03/28/12	239			ERS MARCH CONTRIBUTION	JE-20	0.00	15,660.19	524,253.37
03/29/12	1020507			TRUST & AGENCY DEDUCTIO	CR-10	540,129.69	0.00	1,064,383.06
03/30/12	1020516			NYSSMA SOLO & ENSEMBLE	CR-8	2,639.00	0.00	1,067,022.06
03/30/12	246			NSF CHECK-CHARMACK	JE-20	0.00	51.00	1,066,971.06
03/31/12				* SEE CASH DISBURSEMENT	CD-38	0.00	498,445.18	568,525.88
03/31/12	1020520			INTEREST INCOME	CR-10	282.74	0.00	568,808.62
				TOTALS		1,091,188.46	1,004,821.16	568,808.62

Report Completed 4:16 PM

Rocky Point Union Free School District  
 Treasurer's Report  
 Net Payroll Checking - T205  
 As of: March 31, 2012

Reconciled Balance as of:	2/29/2012	867,840.40
Receipts:		
	Interest	112.04
	Funding Transfer	<u>1,693,138.78</u>
		1,693,250.82
Disbursements:		
	Disburse Net Payroll	<u>2,547,513.63</u>
		<u>(2,547,513.63)</u>
Total available balance per General Ledger as of:	3/31/2012	<u><u>13,577.59</u></u>
Bank Balance as of:	3/31/2012	67,914.47
Less:	Outstanding Checks	<u>(54,336.88)</u>
Adjusted Bank Balance as of:	3/31/2012	<u><u>13,577.59</u></u> 0

Prepared by: Linda Bilski  
 Date: 4/2/2012

Reviewed by:   
 Date: 4/2/2012

**ROCKY POINT UFSD  
OUTSTANDING CHECK LIST  
AS OF MARCH 31, 2012**

<u>Check #</u>	<u>Check Date</u>	<u>Check</u>
80761	1/20/2012	\$1,269.73
80913	2/17/2012	\$4,565.80
81150	3/16/2012	\$504.80
81163	3/16/2012	\$3,066.15
81177	3/30/2012	\$2,257.59
81178	3/30/2012	\$2,351.43
81179	3/30/2012	\$3,773.75
81181	3/30/2012	\$2,475.56
81183	3/30/2012	\$2,229.90
81186	3/30/2012	\$2,468.39
81187	3/30/2012	\$1,719.54
81188	3/30/2012	\$2,972.95
81189	3/30/2012	\$2,643.05
81191	3/30/2012	\$1,056.81
81193	3/30/2012	\$1,178.45
81194	3/30/2012	\$504.80
81196	3/30/2012	\$1,046.88
81198	3/30/2012	\$1,027.56
81199	3/30/2012	\$988.27
81200	3/30/2012	\$504.63
81201	3/30/2012	\$1,107.31
81202	3/30/2012	\$1,274.50
81203	3/30/2012	\$1,010.44
81205	3/30/2012	\$580.59
81206	3/30/2012	\$344.21
81207	3/30/2012	\$631.32
81208	3/30/2012	\$104.76
81209	3/30/2012	\$332.33
81210	3/30/2012	\$840.53
81211	3/30/2012	\$170.36
81212	3/30/2012	\$1,396.39
81213	3/30/2012	\$239.42
81214	3/30/2012	\$91.35
81215	3/30/2012	\$181.70
81216	3/30/2012	\$25.32
81217	3/30/2012	\$191.56
81218	3/30/2012	\$141.72
81219	3/30/2012	\$90.85
81221	3/30/2012	\$3,995.56
81222	3/30/2012	\$2,980.62
		<u>\$54,336.88</u>

Direct inquiries to Customer Service  
(877) 694-9111

ROCKY POINT UFSD  
PAYROLL ACCOUNT  
90 ROCKY POINT YAPHANK RD  
ROCKY POINT NY 11778-8423

126 ENCLOSURES Page 1 of 5

Government Bking Cking w/i

Opening balance	03-01-12	919,544.09
+Deposits/Credits	2	1,693,138.78
-Checks/Debits	129	2,544,880.44
-Service charge		0.00
+Interest paid		112.04
Ending balance	03-31-12	67,914.47
Days in Statement Period	31	

INTEREST INFORMATION

Average Daily Balance	264,502.89
Days in Earnings Period	31
Interest Earned	112.04
Annual Percentage Yield Earned	0.50 %
Interest Paid this Year	339.47
Interest paid during 2011	53.09

DATE	DESCRIPTION	CHECK#	DEBITS	CREDITS	BALANCE
	Beginning Balance				919,544.09
03-01	Check withdrawal	81012	2,878.52		916,665.57
03-01	Check withdrawal	80968	1,755.37		914,910.20
03-01	Check withdrawal	80891	1,625.56		913,284.64
03-01	Check withdrawal	80956	927.14		912,357.50
03-01	Check withdrawal	80525	82.05		912,275.45
03-02	Check withdrawal	81088	2,776.75		909,498.70
03-02	Check withdrawal	81091	1,809.69		907,689.01
03-02	Check withdrawal	81090	1,089.17		906,599.84
03-02	Check withdrawal	81113	580.59		906,019.25
03-02	Check withdrawal	81104	568.21		905,451.04
03-02	Check withdrawal	81086	409.43		905,041.61
03-02	Check withdrawal	81102	382.57		904,659.04
03-02	ACH withdrawal		804,130.62		100,528.42
	PAYROLL ROCKYPT REG SALARY				
	030212 PAYROLL ROCKYPT				
				-SETT-ECASH	
03-02	Check withdrawal	80918	1,595.34		98,933.08
03-02	Check withdrawal	80872	1,030.64		97,902.44
03-02	Check withdrawal	81099	388.93		97,513.51
03-05	Check withdrawal	80876	1,030.64		96,482.87



**DETAIL ACCOUNT TRANSACTIONS - T 205 CAPITAL ONE NET PAYROLL - 03/01/12 - 03/31/12**

DATE	REF#	INV#	VEND#	EXPLANATION	SCH#	DEBITS	CREDITS	BALANCE
03/01/12				BALANCE 07/01/11 - 02/29/12		0.00	0.00	867,840.40
03/02/12	208			FICA & MED & T&A DEDUCTI	JE-20	0.00	854,374.85	13,465.55
03/13/12	1020478			FUND NET PAYROLL 3.16.12	CR-10	840,925.26	0.00	854,390.81
03/16/12	226			FICA & MED & T&A DEDUCTI	JE-20	0.00	840,925.26	13,465.55
03/29/12	1020508			FUNDING NET PAYROLL 3.30.	CR-10	852,213.52	0.00	865,679.07
03/30/12	242			FICA & MED & T&A DEDUCTI	JE-20	0.00	852,213.52	13,465.55
03/31/12	1020519			INTEREST INCOME	CR-10	112.04	0.00	13,577.59
				<b>TOTALS</b>		<b>1,693,250.82</b>	<b>2,547,513.63</b>	<b>13,577.59</b>

Report Completed 10:53 AM

Rocky Point Union Free School District  
Treasurer's Report  
Scholarship Fund Checking - U200  
As of: March 31, 2012

Reconciled Balance as of:	2/29/2012		4,324.33
Receipts:			
	Interest	<u>1.83</u>	1.83
Disbursements:		<u>0.00</u>	<u>0.00</u>
Total available balance per General Ledger as of:	3/31/2012		<u><u>4,326.16</u></u>
Bank Balance as of:	3/31/2012		<u><u>4,326.16</u></u>

Prepared by: Linda Bilski  
Date: 4/3/2012

Reviewed by: J. Hej  
Date: 4/3/2012

ExportData[2]

Direct inquiries to Customer Service  
 (877) 694-9111

ROCKY POINT UFSD  
 SCHOLARSHIP CHECKING  
 90 ROCKY POINT YAPHANK RD  
 ROCKY POINT NY 11778-8423

0 ENCLOSURES Page 1 of 1

Government Bking Cking w/i

Opening balance	03-01-12	4,324.33
+Deposits/Credits	0	0.00
-Checks/Debits	0	0.00
-Service charge		0.00
+Interest paid		1.83
Ending balance	03-31-12	4,326.16
Days in Statement Period	31	
Interest Paid this Year		5.37
Interest paid during 2011		0.79

DATE	DESCRIPTION	CHECK#	DEBITS	CREDITS	BALANCE
	Beginning Balance				4,324.33
03-31	Interest paid			1.83	4,326.16
	Ending balance				4,326.16
	END OF STATEMENT				

04/03/12

ROCKY MOUNT BANK

DETAIL ACCOUNT TRANSACTIONS - U 200 CASH IN CHECKING - 03/01/12 - 03/31/12

DATE	REF#	INV#	VEND#	EXPLANATION	SCH#	DEBITS	CREDITS	BALANCE
03/01/12				BALANCE 07/01/11 - 02/29/12		0.00	0.00	4,324.33
03/31/12	1020527			INTEREST REVENUE	CR-10	1.83	0.00	4,326.16
				TOTALS		1.83	0.00	4,326.16

Report Completed 2:17 PM

Rocky Point Union Free School District  
Treasurer's Report  
Scholarship Fund - Money Market U201  
As of: March 31, 2012

Reconciled Balance as of:	2/29/2012		22,369.29
Receipts:			
	"Live Like Susie" Memorial Scholarship	1,250.00	
	Interest	<u>9.85</u>	
			1,259.85
Disbursements:			
		<u>0.00</u>	
			<u>0.00</u>
Total available balance per General Ledger as of:	3/31/2012		<u><u>23,629.14</u></u>
Bank Balance as of:	3/31/2012		<u><u>23,629.14</u></u>

Prepared by: Linda Bilski  
Date: 4/3/2012

Reviewed by: J. Ho  
Date: 4/3/2012

Direct inquiries to Customer Service  
 (877) 694-9111

ROCKY POINT UFSD  
 SCHOLARSHIP INVESTMENT  
 90 ROCKY POINT YAPHANK RD  
 ROCKY POINT NY 11778-8423

0 ENCLOSURES Page 1 of 1

Government Bking Cking w/i

Opening balance	03-01-12	22,369.29
+Deposits/Credits	4	1,250.00
-Checks/Debits	0	0.00
-Service charge		0.00
+Interest paid		9.85
Ending balance	03-31-12	23,629.14
Days in Statement Period	31	

INTEREST INFORMATION

Average Daily Balance	23,249.93
Days in Earnings Period	31
Interest Earned	9.85
Annual Percentage Yield Earned	0.50 %
Interest Paid this Year	25.71
Interest paid during 2011	42.45

DATE	DESCRIPTION	CHECK#	DEBITS	CREDITS	BALANCE
	Beginning Balance				22,369.29
03-02	Customer deposit			650.00	23,019.29
03-09	Customer deposit			375.00	23,394.29
03-13	Customer deposit			125.00	23,519.29
03-30	Customer deposit			100.00	23,619.29
03-31	Interest paid			9.85	23,629.14
	Ending balance				23,629.14
	END OF STATEMENT				

04/03/12

ACCOUNT STATEMENT

DETAIL ACCOUNT TRANSACTIONS - U 201 CASH IN MONEY MARKET - 03/01/12 - 03/31/12

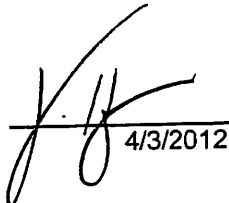
DATE	REF#	INV#	VEND#	EXPLANATION	SCH#	DEBITS	CREDITS	BALANCE
03/01/12				BALANCE 07/01/11 - 02/29/12		0.00	0.00	22,369.29
03/02/12	1020434			LIVE LIKE SUSIE MEMORIAL	CR-6	650.00	0.00	23,019.29
03/09/12	1020464			LIVE LIKE SUSIE MEMORIAL	CR-6	375.00	0.00	23,394.29
03/13/12	1020474			LIVE LIKE SUSIE MEMORIAL	CR-6	125.00	0.00	23,519.29
03/30/12	1020513			LIVE LIKE SUSIE MEMORIAL	CR-6	100.00	0.00	23,619.29
03/31/12	1020528			INTEREST REVENUE	CR-10	9.85	0.00	23,629.14
				TOTALS		1,259.85	0.00	23,629.14

Report Completed 2:36 PM

Rocky Point Union Free School District  
Treasurer's Report  
Debt Service Fund Checking - V200  
As of: March 31, 2012

Reconciled Balance as of:	2/29/2012		735,949.83
Receipts:			
	Interest	<u>311.74</u>	311.74
Disbursements:		<u>                    </u>	<u>0.00</u>
Total available balance per General Ledger as of:	3/31/2012		<u><u>736,261.57</u></u>
Bank Balance as of:	3/31/2012		<u><u>736,261.57</u></u>

Prepared by: Linda Bilski  
Date: 4/3/2012

Reviewed by:   
Date: 4/3/2012



ExportData[5]

Direct inquiries to Customer Service  
(877) 694-9111

ROCKY POINT UFSD  
DEBT SERVICE FUND  
90 ROCKY POINT YAPHANK RD  
ROCKY POINT NY 11778-8423

0 ENCLOSURES Page 1 of 1

Government Bking Cking w/i

Opening balance	03-01-12	735,949.83
+Deposits/Credits	0	0.00
-Checks/Debits	0	0.00
-Service charge		0.00
+Interest paid		311.74
Ending balance	03-31-12	736,261.57
Days in Statement Period	31	

INTEREST INFORMATION

Average Daily Balance	735,949.83
Days in Earnings Period	31
Interest Earned	311.74
Annual Percentage Yield Earned	0.50 %
Interest Paid this Year	914.73
Interest paid during 2011	3,642.79

DATE	DESCRIPTION	CHECK#	DEBITS	CREDITS	BALANCE
	Beginning Balance				735,949.83
03-31	Interest paid			311.74	736,261.57
	Ending balance				736,261.57
	END OF STATEMENT				

04/03/12

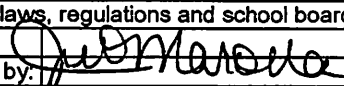
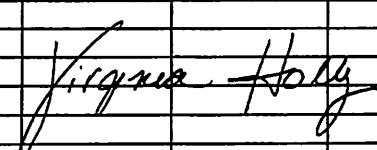
ROCKY HILL

DETAIL ACCOUNT TRANSACTIONS - V 200 CASH - 03/01/12 - 03/31/12

DATE	REF#	INV#	VEND#	EXPLANATION	SCH#	DEBITS	CREDITS	BALANCE
03/01/12				BALANCE 07/01/11 - 02/29/12		0.00	0.00	735,949.83
03/31/12	1020529			INTEREST REVENUE	CR-10	311.74	0.00	736,261.57
				TOTALS		311.74	0.00	736,261.57

Report Completed: 2:41 PM

**ROCKY POINT UNION FREE SCHOOL DISTRICT  
STUDENT ACTIVITY ACCOUNTS  
FOR THE MONTH ENDED MARCH 2012**

STUDENT ACTIVITY ACCOUNTS						
March-12						
FROM: 3/1/12						
TO: 3/31/12					JE	
ACCOUNT	NAME	3/1/2012 BEG. BAL.	RECEIPTS	DISB	OR TRANSFERS	3/31/2012 END BAL.
602	OTHER LIABILITY	\$0.00				\$0.00
600-2011	CLASS OF 2011	\$881.81			(\$881.81)	\$0.00
600-2012	CLASS OF 2012	\$387.14				\$387.14
600-2013	CLASS OF 2013	\$1,329.46				\$1,329.46
600-2014	CLASS OF 2014	\$794.66				\$794.66
6252	FJC KINDERGARTEN	\$8.64				\$8.64
630-3	FASHION CLUB	\$975.43				\$975.43
630-6	HISTORY CLUB	\$104.67				\$104.67
630-7	LEADERS CLUB	\$1,504.98		\$370.50		\$1,134.48
630-8	MATH HONOR SOCIETY	\$14.01				\$14.01
630-9	VARSITY CLUB	\$1,793.98	\$1,367.25			\$3,161.23
6310	SCIENCE CLUB	\$512.32				\$512.32
6351	STUDENT COUNCIL-MS	\$6,064.90	\$871.25			\$6,936.15
635-3	MS/YEARBOOK	\$13,290.59				\$13,290.59
635-4	MS ART CLUB	\$0.00				\$0.00
640-1	HIGH SCHOOL STORE	\$2,314.62				\$2,314.62
640-2	MS SCHOOL STORE	\$213.71				\$213.71
645-2	NICER NEIGHBOR CLUB	\$1,379.17	\$1,910.00	\$200.00		\$3,089.17
64521	BANN-KIN	\$255.59				\$255.59
645-3	FBLA CLUB	\$1,555.10				\$1,555.10
645-4	COMMUNITY SERVICE	\$922.75				\$922.75
645-5	GERMAN CLUB	\$195.45				\$195.45
645-7	SKILLS USA	\$755.23	\$95.00	\$775.00		\$75.23
645-8	CAP	\$867.96				\$867.96
65010	S.A.D.D.	\$729.00				\$729.00
650-115	THESPIAN TROUPE	\$424.88				\$424.88
650-12	YEARBOOK CLUB	\$41,369.15	\$511.00	\$247.04		\$41,633.11
650-16	HS STUDENT COUNCIL	\$28,023.26	\$2,907.94		\$881.81	\$31,813.01
650-17	ART CLUB	\$1,344.73				\$1,344.73
65018	BUSINESS HONOR	\$2,195.08				\$2,195.08
650-25	JAE STUDENT COUNCIL	\$4,144.47				\$4,144.47
391	DUE FROM OTHER FUNDS	\$0.00				\$0.00
700	SURPLUS FUNDS	\$114.58			\$50.21	\$164.79
TOTALS		\$114,447.32	\$7,862.44	\$1,592.54	\$50.21	\$120,567.43
		3/1/2012			CASH	3/31/2012
		BEG. BAL.	RECEIPTS	DISB.	MOVE	END BAL.
201 - CHECKING ACCT - CAP ONE		114,447.32	\$7,862.44	\$1,592.54	\$50.21	\$120,567.43
I certify that this financial report is correct, that all cash receipts have been recorded and deposited intact, that all disbursements were supported by the proper authorities and documentary evidence with state laws, regulations and school board regulations.						
Prepared by:		Treasurer				

Rocky Point Union Free School District  
 Treasurer's Report  
 Extra Class Checking - X201  
 As of: March 31, 2012

Reconciled Balance as of:	2/29/2012	114,447.32
Receipts:		
	Winter Dance	871.25
	Singing Santas	1,910.00
	Beauty Show Registration	95.00
	Gatorade Money	1,367.25
	Sales	511.00
	Donation	2,907.94
	Interest	50.21
		7,712.65
Disbursements:		
	Cash Disbursements	1,592.54
		(1,592.54)
Total available balance per General Ledger as of:	3/31/2012	120,567.43
Bank Balance as of:	3/31/2012	121,137.93
Less:	Outstanding Checks	(570.50)
Adjusted Bank Balance as of:	3/31/2012	120,567.43

Prepared by: Linda Bilski  
 Date: 4/3/2012

Reviewed by: J. Hey  
 Date: 4/3/2012

04/03/12

ROCK

**Bank Reconciliation Outstanding Checks Listing as of 03/31/12**

CHECK#	ISSUE DATE	PAYEE	AMOUNT	CLEARED	CLEAR DATE
10562	03/20/12	WALDBAUMS	200.00	N	
10563	03/27/12	PEPSI BOTTLING VENTURES	370.50	N	
GRAND TOTAL			570.50		
TOTAL CHECKS			2		

Report Completed 3:36 PM

ExportData[4]

Direct inquiries to Customer Service  
(877) 694-9111

ROCKY POINT UFSD  
EXTRA CLASS CHECKING  
90 ROCKY POINT YAPHANK RD  
ROCKY POINT NY 11778-8423

6 ENCLOSURES Page 1 of 1

Government Bking Cking w/i

Opening balance	03-01-12	116,883.32
+Deposits/Credits	6	7,667.44
-Checks/Debits	7	3,463.04
-Service charge		0.00
+Interest paid		50.21
Ending balance	03-31-12	121,137.93
Days in Statement Period	31	

INTEREST INFORMATION

Average Daily Balance	118,526.14
Days in Earnings Period	31
Interest Earned	50.21
Annual Percentage Yield Earned	0.50 %
Interest Paid this Year	145.30
Interest paid during 2011	19.49

DATE	DESCRIPTION	CHECK#	DEBITS	CREDITS	BALANCE
	Beginning Balance				116,883.32
03-02	Customer deposit			871.25	117,754.57
03-02	Customer deposit			516.00	118,270.57
03-02	Deposit correction debit		5.00		118,265.57
03-06	Check withdrawal	10558	446.00		117,819.57
03-08	Check withdrawal	10559	1,855.00		115,964.57
03-12	Check withdrawal	10553	35.00		115,929.57
03-14	Check withdrawal	10556	100.00		115,829.57
03-15	Customer deposit			1,910.00	117,739.57
03-20	Customer deposit			1,367.25	119,106.82
03-20	Customer deposit			95.00	119,201.82
03-23	Customer deposit			2,907.94	122,109.76
03-23	Check withdrawal	10561	247.04		121,862.72
03-26	Check withdrawal	10560	775.00		121,087.72
03-31	Interest paid			50.21	121,137.93
	Ending balance				121,137.93

CHECKS PAID DURING STATEMENT PERIOD \* INDICATES CHECK OUT OF SEQUENCE

Date	Check No.	Amount	Date	Check No.	Amount
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04/03/12

ACCOUNT STATEMENT

DETAIL ACCOUNT TRANSACTIONS - X 201 CAPITAL ONE CHECKING - 03/01/12 - 03/31/12

DATE	REF#	INV#	VEND#	EXPLANATION	SCH#	DEBITS	CREDITS	BALANCE
03/01/12				BALANCE 07/01/11 - 02/29/12		0.00	0.00	114,447.32
03/02/12	1020428			SALES	CR-9	511.00	0.00	114,958.32
03/02/12	1020415			WINTER DANCE	CR-9	871.25	0.00	115,829.57
03/16/12	1020480			SINGING SANTAS	CR-9	1,910.00	0.00	117,739.57
03/20/12	1020492			BEAUTY SHOW REGISTRATI	CR-9	95.00	0.00	117,834.57
03/20/12	1020491			GATORADE MONEY	CR-9	1,367.25	0.00	119,201.82
03/23/12	1020500			DELMAR DONATION	CR-9	2,907.94	0.00	122,109.76
03/31/12	245			INTEREST INCOME	JE-9	50.21	0.00	122,159.97
03/31/12				* SEE CASH DISBURSEMENT	CD-10	0.00	1,592.54	120,567.43
				TOTALS		7,712.65	1,592.54	120,567.43

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**ROCKY POINT UNION FREE SCHOOL DISTRICT  
FOR THE MONTH ENDED MARCH 2012**

**GENERAL FUND**

## REVENUE BUDGET STATUS - FUNDS: A FOR PERIOD COVERED 07/01/11 - 03/31/12

ACCOUNT	ACCOUNT NAME	BUDGET	ADJUSTMENTS	REVISED BUDGET	REVENUE EARNED	UNEARNED REVENUE
A 1001	REAL PROPERTY TAX	43,491,898.00	0.00	43,491,898.00	22,278,797.00	21,213,101.00
A 1085	STAR REIMBURSEMENT	0.00	0.00	0.00	5,975,332.96	(5,975,332.96)
A 1315	CONTINUING ED-SUMMER	0.00	0.00	0.00	21,705.00	(21,705.00)
A 1315..A	CONTINUING ED-FALL	20,000.00	0.00	20,000.00	4,165.00	15,835.00
A 1315..B	CONTINUING ED-SPRING	20,000.00	0.00	20,000.00	430.00	19,570.00
A 1316	DRIVER EDUCATION-SUMMER	20,000.00	0.00	20,000.00	38,000.00	(18,000.00)
A 1316..A	DRIVERS ED-FALL	30,000.00	0.00	30,000.00	25,500.00	4,500.00
A 1316..B	DRIVERS ED-SPRING	30,000.00	0.00	30,000.00	25,600.00	4,400.00
A 2230	DAY SCHOOL TUITION FROM O	50,000.00	0.00	50,000.00	47,195.48	2,804.52
A 2401	INTEREST AND EARNINGS	0.00	0.00	0.00	52,450.51	(52,450.51)
A 2655	MINOR SALES, OTHER	0.00	0.00	0.00	19,858.00	(19,858.00)
A 2680	INSURANCE RECOVERIES	0.00	0.00	0.00	100,000.00	(100,000.00)
A 2690	FINES - LOST BOOKS	0.00	0.00	0.00	1,309.80	(1,309.80)
A 2700	REIMBURSEMENT OF MEDICARE	25,000.00	0.00	25,000.00	0.00	25,000.00
A 2701	REFUNDS FOR PRIOR YEARS'	0.00	0.00	0.00	3,600.00	(3,600.00)
A 2703	PRIOR YEAR REFUNDS-OTHER	0.00	0.00	0.00	157,398.57	(157,398.57)
A 2705	GIFTS AND DONATIONS	0.00	4,552.22	4,552.22	4,552.22	0.00
A 2770	OTHER UNCLASSIFIED	146,000.00	100,000.00	246,000.00	89,656.48	156,343.52
A 2772	E-RATE REVUENE	50,000.00	0.00	50,000.00	41,424.75	8,575.25
A 3101	GROSS STATE AID - BASIC	20,823,032.00	0.00	20,823,032.00	8,253,633.62	12,569,398.38
A 3101.E	STATE AID EXCESS COST	0.00	0.00	0.00	3,897,613.42	(3,897,613.42)
A 3102	STATE AID LOTTERY	0.00	0.00	0.00	3,554,212.20	(3,554,212.20)
A 3103	STATE AID BOCES	901,766.00	0.00	901,766.00	0.00	901,766.00
A 3260	STATE AID TEXTBOOKS	0.00	0.00	0.00	151,246.00	(151,246.00)
A 3262	STATE AID COMPUTER SOFTWA	0.00	0.00	0.00	96,544.00	(96,544.00)
A 3263	STATE AID LIBRARY LOAN PR	0.00	0.00	0.00	21,606.00	(21,606.00)
A 3289	OTHER STATE AID	0.00	0.00	0.00	24,726.15	(24,726.15)
A 4285	MEDICAID MANAGEMENT REIMB	0.00	0.00	0.00	5,315.55	(5,315.55)
<b>FUND A TOTAL</b>		<b>65,607,696.00</b>	<b>104,552.22</b>	<b>65,712,248.22</b>	<b>44,891,872.71</b>	<b>20,820,375.51</b>

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**APPROPRIATION STATUS REPORT - BY FUNCTION: FOR PERIOD 07/01/11 - 03/31/12 (Summary)**

ACCOUNT GROUPING		ORIG BUDGET	ADJUSTMENTS	ADJ BUDGET	EXPENSED	ENCUMBERED	AVAILABLE
A 1010....BOARD OF EDUCATION	*	9,850.00	142.50	9,992.50	4,381.38	674.62	4,936.50
A 1040....DISTRICT CLERK	*	10,500.00	0.00	10,500.00	8,669.28	2,830.72	(1,000.00)
A 1060....DISTRICT MEETING	*	5,650.00	0.00	5,650.00	0.00	3,840.00	1,810.00
A 1240....CHIEF SCHOOL ADMINISTRATOR	*	318,045.00	461.92	318,506.92	226,896.54	77,246.70	14,363.68
A 1310....BUSINESS ADMINISTRATION	*	538,685.00	3,668.57	542,353.57	367,670.60	133,229.08	41,453.89
A 1320....AUDITING	*	180,000.00	37,530.00	217,530.00	77,635.41	62,324.59	77,570.00
A 1325....TREASURER	*	17,500.00	1,500.00	19,000.00	5,215.00	1,500.00	12,285.00
A 1345....PURCHASING	*	32,290.00	1,950.00	34,240.00	22,985.46	11,509.54	(255.00)
A 1380....FISCAL AGENT FEE	*	8,000.00	1,000.00	9,000.00	9,000.00	0.00	0.00
A 1420....LEGAL	*	200,000.00	0.00	200,000.00	41,449.05	158,550.95	0.00
A 1430....PERSONNEL	*	255,519.00	153.35	255,672.35	243,339.31	78,028.92	(65,695.88)
A 1480....PUBLIC INFORMATION AND SERVICES	*	39,858.00	0.00	39,858.00	16,200.00	23,658.00	0.00
A 1620....OPERATION OF PLANT	*	3,272,978.00	256,567.06	3,529,545.06	2,205,797.51	1,040,880.47	282,867.08
A 1621....MAINTENANCE OF PLANT	*	383,700.00	78,550.47	462,250.47	275,567.54	143,365.84	43,317.09
A 1670....CENTRAL PRINTING AND MAILING	*	83,180.00	12,327.25	95,507.25	41,663.68	25,278.99	28,564.58
A 1680....CENTRAL DATA PROCESSING	*	1,031,099.00	0.00	1,031,099.00	473,516.25	557,582.75	0.00
A 1910....UNALLOCATED INSURANCE	*	529,725.00	10,300.00	540,025.00	383,639.47	9,665.74	146,719.79
A 1980....MTA PAYROLL TAX	*	111,784.00	0.00	111,784.00	78,348.32	0.00	33,435.68
A 1981....ADMINISTRATIVE CHARGE-BOCES	*	324,979.00	0.00	324,979.00	203,101.36	121,877.64	0.00
A 2010....CURRICULUM DEVELOPMENT AND SUPERVIS	*	330,233.00	22,433.75	352,666.75	253,151.82	99,562.72	(47.79)
A 2020....SUPERVISION - ADMINISTRATION	*	2,002,469.00	(1,329.78)	2,001,139.22	1,486,331.67	573,210.22	(58,402.67)
A 2060....RESEARCH, PLANNING AND EVALUATION	*	17,316.00	0.00	17,316.00	13,463.00	0.00	3,853.00
A 2070....INSERVICE TRAINING - INSTRUCTION	*	8,925.00	0.00	8,925.00	5,277.72	2,712.00	935.28
A 2110....TEACHING - REGULAR SCHOOL	*	20,053,560.70	84,799.43	20,138,360.13	11,422,891.62	6,385,378.29	2,330,090.22
A 2138....MUSIC & FINE ARTS	*	60,531.00	7,200.37	67,731.37	39,510.19	12,299.18	15,922.00
A 2250....PROGRAMS FOR HANDICAPPED CHILDREN	*	12,663,878.30	155,004.53	12,818,882.83	7,127,668.24	5,467,394.77	223,819.82
A 2280....OCCUPATIONAL EDUCATION	*	804,275.00	0.00	804,275.00	477,767.21	325,662.61	845.18
A 2330....COMMUNITY EDUCATION	*	443,947.00	1,150.78	445,097.78	267,602.63	111,558.95	65,936.20
A 2610....SCHOOL LIBRARY AND AUDIOVISUAL	*	491,265.00	42,362.48	533,627.48	384,000.72	188,083.33	(38,456.57)
A 2620....EDUCATIONAL TELEVISION	*	0.00	0.00	0.00	11,271.72	0.00	(11,271.72)
A 2630....COMPUTER ASSISTED INSTRUCTION	*	354,213.00	64,195.24	418,408.24	225,361.14	76,297.69	116,749.41
A 2805....ATTENDANCE - REGULAR SCHOOL	*	46,239.00	0.00	46,239.00	34,212.18	9,436.37	2,590.45
A 2810....GUIDANCE - REGULAR SCHOOL	*	968,113.00	95.84	968,208.84	613,379.13	304,544.51	50,285.20
A 2815....HEALTH SERVICES - REGULAR SCHOOL	*	404,459.00	7,590.00	412,049.00	223,168.55	152,678.62	36,201.83
A 2820....PSYCHOLOGICAL SERVICES - REGULAR	*	273,009.00	0.00	273,009.00	161,410.59	81,074.76	30,523.65
A 2825....SOCIAL WORK SERVICES - REGULAR	*	247,852.00	10,685.00	258,537.00	114,323.70	111,001.30	33,212.00
A 2850....CO-CURRICULAR ACTIVITIES - REG.	*	282,675.00	4,200.00	286,875.00	179,093.43	5,749.38	102,032.19
A 2855....INTERSCHOLASTIC ATHLETICS - REG	*	745,546.00	18,902.03	764,448.03	565,974.15	62,227.11	136,246.77
A 5510....DISTRICT TRANSPORTATION SERVICE	*	63,418.00	0.00	63,418.00	49,643.94	16,080.56	(2,306.50)
A 5540....CONTRACT TRANSPORTATION	*	4,714,988.00	9,769.36	4,724,757.36	3,135,122.52	1,487,883.21	101,751.63

**APPROPRIATION STATUS REPORT - BY FUNCTION: FOR PERIOD 07/01/11 - 03/31/12 (Summary)**

ACCOUNT GROUPING		ORIG BUDGET	ADJUSTMENTS	ADJ BUDGET	EXPENSED	ENCUMBERED	AVAILABLE
A 9010....NYS EMPLOYEES RETIREMENT	*	874,391.00	0.00	874,391.00	542,030.88	0.00	332,360.12
A 9020....NYS TEACHERS RETIREMENT	*	3,181,370.00	0.00	3,181,370.00	1,510,169.34	0.00	1,671,200.66
A 9030....SOCIAL SECURITY	*	2,441,658.00	0.00	2,441,658.00	1,457,906.44	0.00	983,751.56
A 9040....WORKERS' COMPENSATION	*	150,000.00	5,150.00	155,150.00	121,355.38	21,993.62	11,801.00
A 9045....LIFE INSURANCE	*	48,200.00	0.00	48,200.00	36,113.12	3,593.15	8,493.73
A 9050....UNEMPLOYMENT INSURANCE	*	75,000.00	0.00	75,000.00	43,932.88	31,067.12	0.00
A 9060....HEALTH INSURANCE	*	6,626,874.00	0.00	6,626,874.00	4,650,572.03	1,473,353.24	502,948.73
A 9760....TAX ANTICIPATION NOTES	*	250,000.00	0.00	250,000.00	(31,550.00)	0.00	281,550.00
A 9901....TRANSFER TO SPECIAL AID	*	3,531,831.00	0.00	3,531,831.00	508,415.63	0.00	3,023,415.37
<b>GRAND TOTALS</b>		<b>69,509,578.00</b>	<b>836,360.15</b>	<b>70,345,938.15</b>	<b>40,314,647.73</b>	<b>19,454,887.26</b>	<b>10,576,403.16</b>

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**ROCKY POINT UNION FREE SCHOOL DISTRICT  
FOR THE MONTH ENDED MARCH 2012**

**CAFETERIA FUND**

**REVENUE BUDGET STATUS - FUNDS: C FOR PERIOD COVERED 07/01/11 - 03/31/12**

ACCOUNT	ACCOUNT NAME	BUDGET	ADJUSTMENTS	REVISED BUDGET	REVENUE EARNED	UNEARNED REVENUE
C 1440	SALE OF TYPE A LUNCHES	440,000.00	0.00	440,000.00	234,763.25	205,236.75
C 1441	ADULT ALA CARTE	4,100.00	0.00	4,100.00	2,163.13	1,936.87
C 1445	OTHER CAFETERIA SALES	450,000.00	0.00	450,000.00	211,737.42	238,262.58
C 2401	INTEREST AND EARNINGS	1,000.00	0.00	1,000.00	111.11	888.89
C 2770	MISCELLANEOUS REVENUES	5,500.00	0.00	5,500.00	3,061.74	2,438.26
C 2771	REBATES	500.00	0.00	500.00	0.00	500.00
C 3190	GOVERNMENT REIMB-STATE	25,000.00	0.00	25,000.00	14,178.00	10,822.00
C 4109	SURPLUS FOOD	60,000.00	0.00	60,000.00	67,884.86	(7,884.86)
C 4191	GOVERNMENT REIMB-FEDERAL	311,000.00	0.00	311,000.00	207,493.00	103,507.00
<b>FUND C TOTAL</b>		<b>1,297,100.00</b>	<b>0.00</b>	<b>1,297,100.00</b>	<b>741,392.51</b>	<b>555,707.49</b>

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**APPROPRIATION STATUS REPORT - BY FUNCTION: FOR PERIOD 07/01/11 - 03/31/12 (Summary)**

ACCOUNT GROUPING		ORIG BUDGET	ADJUSTMENTS	ADJ BUDGET	EXPENSED	ENCUMBERED	AVAILABLE
C 2860....	*	1,256,172.00	50,480.57	1,306,652.57	735,158.54	307,467.62	264,026.41
C 9030....	*	40,928.00	0.00	40,928.00	27,278.62	0.00	13,649.38
<b>GRAND TOTALS</b>		<b>1,297,100.00</b>	<b>50,480.57</b>	<b>1,347,580.57</b>	<b>762,437.16</b>	<b>307,467.62</b>	<b>277,675.79</b>

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**ROCKY POINT UNION FREE SCHOOL DISTRICT  
FOR THE MONTH ENDED MARCH 2012**

**FEDERAL FUND**



REVENUE BUDGET STATUS - FUNDS: F FOR PERIOD COVERED 07/01/11 - 03/31/12

ACCOUNT	ACCOUNT NAME	BUDGET	ADJUSTMENTS	REVISED BUDGET	REVENUE EARNED	UNEARNED REVENUE
F 2110.12M.EN.T	MENTORING FJC	800.00	0.00	800.00	0.00	800.00
F 2770.10H.EA.LTHY	NYS HEALTHY KIDS	108.70	0.00	108.70	0.00	108.70
F 3289.UPK.12	UPK REVENUE	197,136.00	0.00	197,136.00	98,568.00	98,568.00
F 4126.TLI.11	REVENUE TITLE I	122,145.88	0.00	122,145.88	83,932.00	38,213.88
F 4126.TLI.12	REVENUE TITLE I	265,521.00	0.00	265,521.00	53,104.00	212,417.00
F 4129.DRG.11	REVENUE DRG 11	4,260.00	0.00	4,260.00	0.00	4,260.00
F 4256.11R.TI	REVENUE RTI	65,590.66	0.00	65,590.66	58,297.66	7,293.00
F 4256.12R.TI	REVENUE RTI	99,999.00	0.00	99,999.00	19,999.00	80,000.00
F 4256.PRE.12	REVENUE PRE	43,885.00	0.00	43,885.00	8,777.00	35,108.00
F 4256.PTB.12	REVENUE PTB	703,718.00	0.00	703,718.00	140,743.00	562,975.00
F 4287.JOB.S	EDUCATION JOBS FUND	701,514.00	0.00	701,514.00	297,813.00	403,701.00
F 4289.11T.II.D	Title II D	0.00	0.00	0.00	576.00	(576.00)
F 4289.IMM.11	REVENUE IMMIGRANT STUDENT	37,465.97	0.00	37,465.97	0.00	37,465.97
F 4289.LEP.11	REVENUE TLEP	16,597.90	0.00	16,597.90	11,075.00	5,522.90
F 4289.LEP.12	REVENUE TLEP	11,100.00	0.00	11,100.00	2,220.00	8,880.00
F 4289.REM.S	REVENUE-REMS GRANT	38,598.66	0.00	38,598.66	14,103.15	24,495.51
F 4289.RTT.12	RACE TO THE TOP	23,804.00	0.00	23,804.00	0.00	23,804.00
F 4289.TII.11	REVENUE TITLE IIA	124,200.00	0.00	124,200.00	41,918.00	82,282.00
F 4289.TII.12	REVENUE TITLE IIA	86,952.00	0.00	86,952.00	17,390.00	69,562.00
<b>FUND F TOTAL</b>		<b>2,543,396.77</b>	<b>0.00</b>	<b>2,543,396.77</b>	<b>848,515.81</b>	<b>1,694,880.96</b>

Report Completed 4:54 PM

**APPROPRIATION STATUS REPORT - BY FUNCTION: FOR PERIOD 07/01/11 - 03/31/12 (Summary)**

ACCOUNT GROUPING		ORIG BUDGET	ADJUSTMENTS	ADJ BUDGET	EXPENSED	ENCUMBERED	AVAILABLE
F 2070....	*	1,058.72	0.00	1,058.72	1,044.82	0.00	13.90
F 2110....	*	1,632,979.41	(20,014.50)	1,612,964.91	808,747.22	341,302.09	462,915.60
F 2250....	*	906,862.66	9,033.90	915,896.56	454,517.95	169,036.79	292,341.82
F 2....	***	2,540,900.79	(10,980.60)	2,529,920.19	1,264,309.99	510,338.88	755,271.32
F 9030....	*	0.00	41,167.25	41,167.25	20,582.00	0.00	20,585.25
F 9060....	*	0.00	47,984.75	47,984.75	23,993.00	0.00	23,991.75
F 9....	***	0.00	89,152.00	89,152.00	44,575.00	0.00	44,577.00
<b>GRAND TOTALS</b>		<b>2,540,900.79</b>	<b>78,171.40</b>	<b>2,619,072.19</b>	<b>1,308,884.99</b>	<b>510,338.88</b>	<b>799,848.32</b>

Report Completed 4:56 PM

# ***Budget Transfer Summary Report***

## **March 2012**

<b>Account #</b>	<b><u>To Account</u> Description</b>	<b>Amount</b>	<b>Account #</b>	<b><u>From Account</u> Description</b>	<b>Amount</b>	<b>Reason</b>
A 2630.461-75-0000	Service Contracts	\$2,000.00	A 2630.400-75-0000	School Library Contractual	\$2,000.00	Core BTS Smartnet Service Contract
A 1670.415-04-0000	Contractual	\$774.00	A 2110.500-04-0000	Supplies	\$774.00	Special Ed. Contractual
A 2110.440-01-0000	Contractual	\$1,000.00	A 2110.500-01-0000	Supplies	\$1,000.00	Reading Recovery Institute Conferences



April 3, 2012

Board of Education  
Rocky Point School District  
90 Rocky Point-Yaphank Road  
Rocky Point, NY 11778

*Re: Internal Claims Audit Report for the period  
March 1, 2012 through March 31, 2012*

Board of Education:

I have completed my internal claims auditing services for the Rocky Point School District covering the period March 1, 2012 through March 31, 2012. The services I performed, as outlined within my proposal, include reviewing all claims against the District. The purpose of this report is to update the Board of Education on work performed to date, my findings, and recommendations.

For ease of reference I have categorized the remainder of this report as follow:

**Internal Claims Audit Services**

**Exhibits**

**INTERNAL CLAIMS AUDIT SERVICES**

The internal claims audit services performed on each claim against the District consisted of:

1. Verification of the accuracy of invoices and claim forms
2. Ensuring proper approval of all purchases; checking that purchases constitute legal expenses of the school district
3. Determining that purchase orders have been issued in accordance with Board of Education policy, and applicable state laws

Board of Education  
Rocky Point School District  
April 3, 2012  
Page 2

*Re: Internal Claims Audit Report for the time period of  
March 1, 2012 through March 31, 2012*

4. Comparison of invoices or claims with previously approved contracts
5. Reviewing price extensions, claiming of applicable discounts, inclusion of shipping and freight charges
6. Approving all charges that are presented for payment which are supported with documentary evidence indicating compliance with all pertinent laws, policies and regulations

Over the time period of March 1, 2012 through March 31, 2012 I have audited 411 claims against the District in the amount of **\$3,818,118.40**. (See attached Exhibit I) I made inquiries and/ or observations into 57 claims in the amount of **\$121,634.12**. I have summarized the inquiries and/or observations as well as the resolutions within Exhibit II. It should be noted that currently, there are 0 outstanding inquiries in regards to the audit of the claims made against the District for the period of March 1, 2012 through March 31, 2012. I have summarized all voided checks and notable exceptions in Exhibit III.

\*\*\*\*\*

I trust that the foregoing comments are clear. If you have any questions or you would like to discuss this matter further, please contact me at 631-928-5406.

Very truly yours,

*John F. Dennehy, Jr.*  
Certified Public Accountant

**Internal Claims Audit By Fund**

**Rocky Point School District**

**Exhibit I**

Warrant Date	Audit Date	Warrant #	Fund	# of Checks	\$ Value of Checks	# of Inquiries	\$ Value of Inquiries	# of Resolved Inquiries	# of Outstanding Inquiries	Check Sequence
3/2/2011	3/2/2011	52	A	71	207,949.72	10	4,488.22	10	-	91123-91192
3/14/2012	3/14/2012	53	A	50	555,579.59	12	8,221.46	12	-	91193-91241
3/21/2012	3/21/2012	55	A	84	1,244,753.76	16	15,834.62	16	-	91242-91325
3/28/2012	3/28/2012	56	A	86	452,707.46	13	10,453.46	13	-	91326-91410
3/21/2012	3/21/2012	26	C	29	46,671.42	2	9,878.27	2	-	8557-8585
3/28/2012	3/28/2012	27	C	15	17,948.79	1	239.84	1	-	8586-8600
3/7/2012	3/7/2012	21	F	4	68,519.56	-	-	-	-	3738-3741
3/14/2012	3/14/2012	22	F	5	77,294.00	-	-	-	-	3742-3746
3/21/2012	3/21/2012	23	F	3	86,970.59	-	-	-	-	3747-3749
3/28/2012	3/28/2012	24	F	1	1,000.00	-	-	-	-	3750
3/7/2012	3/8/2012	12	H	1	70,810.00	1	70,810.00	1	-	836
3/14/2012	3/14/2012	13	H	1	1,508.25	1	1,508.25	1	-	837
3/21/2012	3/21/2012	14	H	1	6,225.05	-	-	-	-	838
3/9/2012	3/9/2012	35	T	1	4,088.04	-	-	-	-	9752
3/16/2012	3/16/2012	36	T	28	476,054.45	-	-	-	-	9753-9762, 5111603-5111619
3/28/2012	3/28/2012	38	T	27	498,445.18	-	-	-	-	9763-9772, 5111620-5111636
3/28/2012	3/28/2012	10	X	4	1,592.54	1	200.00	1	-	10560-10563
<b>TOTAL</b>				<b>411</b>	<b>\$ 3,818,118.40</b>	<b>57</b>	<b>\$ 121,634.12</b>	<b>57</b>	<b>-</b>	

**Legend:**

A - General	P (A) - Chase General
C - Cafeteria	T - Trust & Agency
F - Federal	HB - Bond 2003
H - Capital	CM- Misc Spec Revenue
HCP - Capital Projects	TE-Expendable Trust

**John F. Dennehy, Jr.  
Certified Public Accountant**

**Rocky Point School District**  
**Claims Audit - Analysis by Number of Inquiries & Dollar Value**  
**Summary of Inquiries / Resolutions and Percentage of Total Claims & Dollar Value of Claims**  
**Exhibit II**

**2011 / 2012 YTD**

**Analysis by Number of Inquiries**

Reason For Inquiry	Resolution	Jan-12	Feb-12	Mar-12	Apr-12	May-12	Jun-12
All invoices not reflected on check	Pay unpaid invoice(s) next warrant	- 0.00%	- 0.00%	- 0.00%	- #DIV/0!	- #DIV/0!	- #DIV/0!
Duplicate payment	Check void	- 0.00%	- 0.00%	1 0.24%	- #DIV/0!	- #DIV/0!	- #DIV/0!
Check void per Accounts Payable	Check void	- 0.00%	- 0.00%	1 0.24%	- #DIV/0!	- #DIV/0!	- #DIV/0!
Incorrect payee name	Void & Reissue	- 0.00%	- 0.00%	- 0.00%	- #DIV/0!	- #DIV/0!	- #DIV/0!
Insufficient supporting backup	Backup Provided	3 0.85%	4 1.47%	2 0.49%	- #DIV/0!	- #DIV/0!	- #DIV/0!
Insufficient supporting backup	Void check	- 0.00%	- 0.00%	- 0.00%	- #DIV/0!	- #DIV/0!	- #DIV/0!
Invoice date precedes PO date	Noted by Business Office	11 3.13%	11 4.04%	22 3.35%	- #DIV/0!	- #DIV/0!	- #DIV/0!
Invoice over 90 days outstanding/undated	Verified no duplicate payment	5 1.42%	15 5.51%	25 6.08%	- #DIV/0!	- #DIV/0!	- #DIV/0!
Invoice previously stamped by claims auditor	Original check confirmed void	- 0.00%	- 0.00%	- 0.00%	- #DIV/0!	- #DIV/0!	- #DIV/0!
Missing administrator approval signature	Received proper authorization	- 0.00%	1 0.37%	- 0.00%	- #DIV/0!	- #DIV/0!	- #DIV/0!
Missing receiving signature on invoice or PO	Verified receipt of goods/services	- 0.00%	- 0.00%	- 0.00%	- #DIV/0!	- #DIV/0!	- #DIV/0!
No Purchase Order encumbered	Void & reissue after P.O. encumbered	- 0.00%	- 0.00%	- 0.00%	- #DIV/0!	- #DIV/0!	- #DIV/0!
Not an original invoice	Copy, fax or statement accepted	1 0.28%	- 0.00%	- 0.00%	- #DIV/0!	- #DIV/0!	- #DIV/0!
Paid sales tax	Amount immaterial (< \$5), claim paid	- 0.00%	- 0.00%	- 0.00%	- #DIV/0!	- #DIV/0!	- #DIV/0!
PO insufficient funds	PO funds increased post invoice	2 0.57%	2 0.74%	3 0.73%	- #DIV/0!	- #DIV/0!	- #DIV/0!
Prior year invoice paid current year funds	Claim paid, no applicable prior year PO	4 1.14%	- 0.00%	2 0.49%	- #DIV/0!	- #DIV/0!	- #DIV/0!
Xtra Class club purchased gift cards for needy family	Utilizing recipient verification procedure through school social worker	- 0.00%	- 0.00%	1 0.24%	- #DIV/0!	- #DIV/0!	- #DIV/0!
<b>Total Number (#) of Inquiries</b>		<b>26 7.41%</b>	<b>33 12.13%</b>	<b>57 13.87%</b>	<b>- #DIV/0!</b>	<b>- #DIV/0!</b>	<b>- #DIV/0!</b>
<b>Total Claims Audited</b>		<b>351 100.00%</b>	<b>272 100.00%</b>	<b>411 100.00%</b>	<b>- #DIV/0!</b>	<b>- #DIV/0!</b>	<b>- #DIV/0!</b>
<b>Total Outstanding Inquiries</b>		<b>0 0.00%</b>	<b>0 0.00%</b>	<b>0 0.00%</b>	<b>0 #DIV/0!</b>	<b>0 #DIV/0!</b>	<b>0 #DIV/0!</b>

**Rocky Point School District**  
**Claims Audit - Analysis by Number of Inquiries & Dollar Value**  
**Summary of Inquiries / Resolutions and Percentage of Total Claims & Dollar Value of Claims**  
**Exhibit II**

**2011 / 2012 YTD**

**Analysis by Dollar Value**

Reason For Inquiry	Resolution	Jan-12	Feb-12	Mar-12	Apr-12	May-12	Jun-12
All invoices not reflected on check	Pay unpaid invoice(s) next warrant	- 0.00%	- 0.00%	- 0.00%	- #DIV/0!	- #DIV/0!	- #DIV/0!
Duplicate payment	Check void	- 0.00%	- 0.00%	275.00 0.01%	- #DIV/0!	- #DIV/0!	- #DIV/0!
Check void per accounts payable	Check void	- 0.00%	- 0.00%	- 0.00%	- #DIV/0!	- #DIV/0!	- #DIV/0!
Insufficient supporting backup	Hold for missing information	- 0.00%	- 0.00%	- 0.00%	- #DIV/0!	- #DIV/0!	- #DIV/0!
Insufficient supporting backup	Backup Provided	326,386.12 7.57%	1,267.90 0.04%	70,822.07 1.85%	- #DIV/0!	- #DIV/0!	- #DIV/0!
Insufficient supporting backup	Void check	- 0.00%	- 0.00%	- 0.00%	- #DIV/0!	- #DIV/0!	- #DIV/0!
Invoice date precedes PO date	Noted by Business Office	6,235.25 0.14%	21,249.15 0.59%	12,325.79 0.32%	- #DIV/0!	- #DIV/0!	- #DIV/0!
Invoice over 90 days outstanding/undated	Verified no duplicate payment	21,533.00 0.50%	12,670.69 0.35%	25,625.07 0.67%	- #DIV/0!	- #DIV/0!	- #DIV/0!
Invoice previously stamped by claims auditor	Original check confirmed void	- 0.00%	- 0.00%	- 0.00%	- #DIV/0!	- #DIV/0!	- #DIV/0!
Missing administrator approval signature	Received proper authorization	- 0.00%	89.30 0.00%	- 0.00%	- #DIV/0!	- #DIV/0!	- #DIV/0!
Missing receiving signature on invoice or PO	Verified receipt of goods/services	- 0.00%	- 0.00%	- 0.00%	- #DIV/0!	- #DIV/0!	- #DIV/0!
No Purchase Order encumbered	Void & reissue after P.O. encumbered	- 0.00%	- 0.00%	- 0.00%	- #DIV/0!	- #DIV/0!	- #DIV/0!
Not an original invoice	Copy, fax or statement accepted	2,058.00 0.05%	- 0.00%	- 0.00%	- #DIV/0!	- #DIV/0!	- #DIV/0!
Paid sales tax	Amount immaterial (< \$5), claim paid	- 0.00%	- 0.00%	- 0.00%	- #DIV/0!	- #DIV/0!	- #DIV/0!
PO insufficient funds	PO funds increased post invoice	5,623.44 0.13%	3,957.60 0.11%	10,118.11 0.27%	- #DIV/0!	- #DIV/0!	- #DIV/0!
Prior year invoice/PO paid current year funds	Noted by Business Office	5,192.80 0.12%	- 0.00%	2,268.08 0.06%	- #DIV/0!	- #DIV/0!	- #DIV/0!
Wrong/no remittance address	Address corrected/added	- 0.00%	- 0.00%	200.00 0.01%	- #DIV/0!	- #DIV/0!	- #DIV/0!
<b>Total Value (\$) of Inquiries</b>		<b>367,028.61 8.51%</b>	<b>39,234.64 1.09%</b>	<b>121,634.12 3.19%</b>	- #DIV/0!	- #DIV/0!	- #DIV/0!
<b>Total Claims Audited</b>		<b>4,313,477.33 100.00%</b>	<b>3,593,190.07 100.00%</b>	<b>3,818,118.40 100.00%</b>	- #DIV/0!	- #DIV/0!	- #DIV/0!
<b>Total Outstanding Inquiries</b>		<b>- 0.00%</b>	<b>- 0.00%</b>	<b>- 0.00%</b>	<b>- #DIV/0!</b>	<b>- #DIV/0!</b>	<b>- #DIV/0!</b>



**Rocky Point School District  
Internal Claim Audit  
Notable Exceptions  
Exhibit IV**

**Voided Checks - March 2012**

Fund	Ck #	Amount \$	Vendor	Warrant		Reason For Inquiry	Resolution
				Warrant #	Date		
A	91193	-	Rocky Point Medical Care	53	3/14/2012	Test Check	Void per Accounts Payable
A	91287	275.00	Long Island Gym Equipment	55	3/21/2012	Duplicate Payment	1 of 2 invoices for \$175 previously paid; check voided
<b>Total</b>	<b>2 Voids</b>	<b>275.00</b>					

**Other Notable Exceptions - March 2012**

Fund	Ck #	Amount \$	Vendor	Warrant		Reason For Inquiry	Resolution
				Warrant #	Date		
		-					
		-					
<b>Total</b>	<b>0 Inquiries</b>	<b>-</b>					

*John F. Dennehy, Jr.  
Certified Public Accountant*

**Rocky Point School District  
Internal Claims Audit  
Payroll Audit  
Exhibit IV**

**Audited Payroll Checks - March 2012**

<b>Fund</b>	<b>Ck #</b>	<b>Amount \$</b>	<b>Employee</b>	<b>Payroll Date</b>	<b>Exceptions</b>
PR	191790	486.78	Staudt, Gail	3/14/2012	None
PR	191533	3,047.93	Hicks, Tamara	3/14/2012	None
PR	191585	2,252.75	Cantandella, Heather R	3/14/2012	None
PR	191726	2,923.83	Modine, Kathi Lyn	3/14/2012	None
PR	191520	2,227.22	Celentano, Lisa	3/14/2012	None
PR	192005	2,390.66	Fasano, Joanna M	3/28/2012	None
PR	191992	2,014.35	Bayer, Danielle	3/28/2012	None
PR	192051	2,335.77	Zumpol, Stacie	3/28/2012	None
PR	192125	2,252.75	Cantandella, Heather R	3/28/2012	None
PR	192413	1,261.00	Hults, Henry	3/28/2012	None
		<b>21,193.04</b>			

\*Please note all checks have been selected at random using a random number generator.

\*\*A result of no exceptions means that the the payroll check is accurate when compared against contracts, renewal letters and other documents.

*John F. Dennehy, Jr.*  
**Certified Public Accountant**

# 2012 - 2013 SCHOOL CALENDAR

## Rocky Point Union Free School District



JULY 2012				
M	T	W	T	F
2	3	[4]	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

July 4 Independence Day

AUGUST 2012				
M	T	W	T	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

SEPTEMBER 2012				
M	T	W	T	F
[3]	{4}	5	6	7
10	11	12	13	14
[17]	[18]	19	20	21
24	25	[26]	27	28

(15+ 1)

September 3 Labor Day  
 4 First Day Staff  
 5 First Day Students  
 17-18 Rosh Hashanah  
 26 Yom Kippur

OCTOBER 2012				
M	T	W	T	F
1	2	3	4	5
[8]	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

(22)

October 8 Columbus Day

NOVEMBER 2012				
M	T	W	T	F
			1	2
5	6	7	8	9
[12]	13	14	15	16
19	20	21	[22]	[23]
26	27	28	29	30

(19)

November 12 Veterans Day  
 22-23 Thanksgiving Recess

DECEMBER 2012				
M	T	W	T	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
[24]	[25]	[26]	[27]	[28]
[31]				

(15)

December 24-31 Winter Recess  
 25 Christmas

JANUARY 2013				
M	T	W	T	F
	[1]	2	3	4
7	8	9	10	11
14	15	16	17	18
[21]	22	23	24	25
28	29	30	31	

(21)

January 1 New Year's Day  
 21 Martin L. King, Jr. Day

FEBRUARY 2013				
M	T	W	T	F
				1
4	5	6	7	8
11	12	13	14	15
[18]	[19]	[20]	[21]	[22]
25	26	27	28	

(15)

February 18-22 Mid-Winter Recess  
 February 18 Presidents Day

MARCH 2013				
M	T	W	T	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
[25]	[26]	[27]	[28]	[29]

(16)

March 25-29 Spring Recess  
 26 Passover  
 28 Holy Thursday  
 29 Good Friday

APRIL 2013				
M	T	W	T	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30			

(22)

MAY 2013				
M	T	W	T	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
[27]	28	29	30	31

(22)

May 27 Memorial Day

JUNE 2013				
M	T	W	T	F
3	4	5	6	7
10	11	12	13	14
17	18	(19)	(20)	(21)L
24	25	26	27	28

(15)

June 12-21 Regents Testing  
 19-21 ½ Day K-5 Students  
 21 Last Day School

**182 + 1 = 183**

**If no emergency closing:** School will be closed on 5/24/13

*NOTE: The Board of Education of the Rocky Point Union Free School District reserves the right to revise this calendar if emergency school closings during the school year require additional teaching days.*

ADOPTED \_\_\_\_\_

ROCKY POINT UNION FREE SCHOOL DISTRICT

**Bid Form -Bid #12-10 ASPHALT/CONCRETE PAVING & REPAIR**

The undersigned agrees to furnish all labor, material and equipment on an AS-NEEDED BASIS.  
 Prices are all inclusive of material, labor and equipment needed to perform work as specified.

<b>PART A: ASPHALT</b>	<b><u>500 SQ.FT. OR LESS</u></b>	<b><u>501 SQ.FT. OR MORE</u></b>
<u>PATCHING:</u> (min. 25sq.ft.)	\$ <u>4.45</u> /SQ.FT.	\$ <u>4.25</u> /SQ.FT.
<u>PAVING:</u> (min. 25 sq.ft.)	\$ <u>4.45</u> /SQ.FT.	\$ <u>3.25</u> /SQ.FT.
<u>SEAL COATING:</u> (min. 25 sq.ft.) <u>Manufacturer Used:</u> <u>Copeland Coatings</u>	\$ <u>.20</u> /SQ.FT.	\$ <u>.10</u> /SQ.FT.
	<b><u>500 FT. OR LESS</u></b>	<b><u>501 FT. OR MORE</u></b>
<u>CRACK REPAIR:</u> Per Linear Foot	\$ <u>1.25</u> /FT.	\$ <u>.85</u> /FT.
<u>LINE PAINT/STRIPING:</u> Per Linear Foot	\$ <u>.65</u> /FT.	\$ <u>.29</u> /FT.
<u>BLACKTOP CUTTING:</u> Per Linear Foot	\$ <u>2.25</u> /FT.	\$ <u>1.50</u> /FT.
Other: <u>CRUSHED ASPHALT:</u> (RAP) Per Ton	\$ <u>18.00</u> /Ton	Delivery Only
<b><u>RESET MANHOLE COVERS &amp; STORM DRAINS</u></b>		
Labor	\$ <u>68.00</u> /Hour	
Parts	\$ <u>5%</u> / % mark-up	

**PART B: CONCRETE**

<u>PATCHING:</u> Sidewalk (min. 25 sq.ft.)	\$ <u>16.00</u> /SQ.FT.
Curb (min. 5 linear ft.)	\$ <u>25.00</u> /FT.
<u>SAW CUT&amp; REMOVE:</u> Sidewalk (min. 25 sq.ft.)	\$ <u>3.00</u> /SQ.FT.
Curb (min. 5 linear ft.)	\$ <u>3.00</u> /FT.
<u>PAVING:</u> Sidewalk 4"- 4,000# reinforced concrete	\$ <u>6.50</u> /SQ.FT.
Sidewalk 6"- 4,000# reinforced concrete	\$ <u>8.50</u> /SQ.FT.
Curb 4,000# reinforced concrete	\$ <u>16.75</u> /FT.

Vendor Name: Park Line Asphalt Maintenance

Initial 

P.O Box 932  
Shoreham, ny 11786  
Tel: 631 744 2204

April 4, 2012

Rocky Point UFSD  
BOE, President, Vice President, and Trustees  
90 Rocky Point Yaphank Road  
Rocky Point, N.Y. 11778

Dear Rocky Point Board Members,

In reference to your school transportation provided by First Student to the Rocky Point Public Schools, we would like to extend the Regular Home to School Transportation, Field/Athletic Trips, and Summer Transportation for five (5) years. Please see the terms below:

\* Years 4 & 5 (2015 – 2017) is at the option of the district to extend.

**Home to School Contract - Field Trips and Athletics – Summer Transportation**

2012/2013	With 0% Increase on all contracts
2013/2014	Increase of 2.5% Cap or CPI whichever is less + 0% increase on Field/Athletics
2014/2015	Increase of 2.5% Cap or CPI whichever is less + 0% increase on Field/Athletics
2015/2016	*Increase of 1.5% Cap or CPI whichever is less + 0% increase on Field/Athletics
2016/2017	*Increase of 1.5% Cap or CPI whichever is less + 0% increase on Field/Athletics

**Annual Credits**

2012/2013	\$42,700.00 monthly credit plus \$25,000.00 = \$67,700.00 monthly
2013/2014	\$42,700.00 monthly credit plus \$25,000.00 = \$67,700.00 monthly
2014/2015	\$42,700.00 monthly credit plus \$25,000.00 = \$67,700.00 monthly
2015/2016	\$42,700.00 monthly credit plus \$25,000.00 = \$67,700.00 monthly
2016/2017	\$42,700.00 monthly credit plus \$25,000.00 = \$67,700.00 monthly

Total annual savings of \$677,000.00 over 10 monthly credits

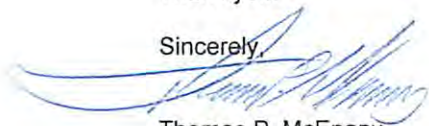
It is understood the above credits can be applied to any of the above contracts at the discretion of the district.

Rocky Point Public Schools and First Student are in agreement to continue with the language changes in the Performance Bond requirement, operating matters and dormant fuel clause as outlined in the original letter of understanding dated June 1, 2004.

If you have any further questions or concerns, please do not hesitate to call. If you are agreeable with the extension of the aforementioned contracts and terms, please execute below and return this letter to us at your earliest possible convenience. Please note this offer is binding for 30 days from the date of this letter.

Thank you.

Sincerely,



Thomas P. McEnany  
Area General Manager

\_\_\_\_\_  
Signature – RockyPoint UFSD

\_\_\_\_\_  
Title

cc. Dr. Michael Ring, Superintendent of Schools  
Greg Hilton, Business Official

# Property Tax Report Card

School District Contact Person

School District Telephone Number

	Budgeted 2011-12 (A)	Budgeted 2012-13 (B)	Percent Change (C)
Total Spending	\$ 69,509,578	\$ 71,574,012	2.97%
School Tax Levy Limit	\$ 43,491,898	\$ 44,291,608	1.84%
Permissible Exculsion in the School Tax Levy Limit		\$ 837,941	
Proposed School Year Tax Levy (not including Permissible Exclusions to the School Tax Levy Limit)		\$ 43,453,668	
Proposed School Year Tax Levy (including Permissible Exclusions to the School Tax Levy Limit)	\$ 43,491,898	\$ 44,883,120	3.20%
Public School Enrollment	3,523	3,534	0.31%
Consumer Price Index	1.6%	3.2%	
	Actual 2011-12 (D)	Estimated 2012-13 (E)	
Adjusted Restricted Fund Balance	\$ 14,544,552	\$ 13,168,054	
Assigned Fund Balance	\$ 3,901,882	\$ 3,976,498	
Adjusted Unrestricted Fund Balance	\$ 2,780,383	\$ 2,780,383	
Adjusted Unrestricted Fund Balance as a Percent of the Total Budget	4.00%	3.88%	

<b>Entity Information</b>
Municipal Code: 470909600900
Taxing Entity Name: Rocky Point School District
Entity Class: School District - Union Free
County: Suffolk

<b>Tax Levy Cap Elements</b>	<b>Amount</b>
1. Total Real Property Tax Levy for Fiscal Year Ending (FYE) 06/30/2012	\$43,491,898
2. Tax Base Growth Factor, if any	1.0016
3. PILOTS receivable in FYE 06/30/2012	\$0
4. PILOTS receivable in FYE 06/30/2013	\$0
5. Tax levy necessary for expenditures resulting from court orders or judgments resulting from tort actions FYE 06/30/2013	\$0
6. Tax levy necessary for pension contribution expenditures caused by growth in the system average actuarial contribution rate (ERS) or normal contribution rate (TRS) in excess of 2 percentage points:	
a. State and Local Employees' Retirement System (ERS)	\$30,442
b. Teachers' Retirement System (TRS)	\$0
7. Capital Tax Levy for FYE 06/30/2012	\$959,850
8. Capital Tax Levy for FYE 06/30/2013	\$807,499

<b>Tax Levy Cap - Calculations and Totals</b>	
<b>Tax Levy Limit (Cap) Before Exclusions</b>	
Tax Levy FYE 06/30/2012	\$43,491,898
Tax Base Growth Factor	1.0016
PILOTS receivable FYE 06/30/2012	\$0
Capital Tax Levy for FYE 06/30/2012	\$959,850
Allowable levy growth factor	1.0200
PILOTS receivable FYE 06/30/2013	\$0
<b>Total Levy Limit Before Exclusions</b>	<b>\$43,453,668</b>

<b>Exclusions</b>	
Tax levy necessary for expenditures resulting from tort orders/judgments over 5% FYE 06/30/2012 tax levy	\$0
Capital Tax Levy for FYE 06/30/2013	\$807,499
Tax levy necessary for pension contribution expenditures caused by growth in the system average actuarial contribution rate (ERS) or normal contribution rate (TRS) in excess of 2 percentage points:	
ERS	\$30,442
TRS	\$0
<b>Total Exclusions</b>	<b>\$837,941</b>



<b>Tax Levy Limit, Plus Exclusions</b>	\$44,291,609
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<b>Proposed Levy for FYE 06/30/2013</b>	\$44,883,120
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<b>Difference Between Tax Levy Limit Plus Exclusions and Proposed Levy</b>	<b>\$-591,511</b>
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<b>Do you plan to override the cap in 2013?</b>	<input checked="" type="radio"/> Yes <input type="radio"/> No
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<b>Submission Log</b>
04/16/2012 03:57:13 PM - 470909600900 - Resubmitted Document 03/07/2012 03:41:05 PM - 470909600900 - Submitted Document

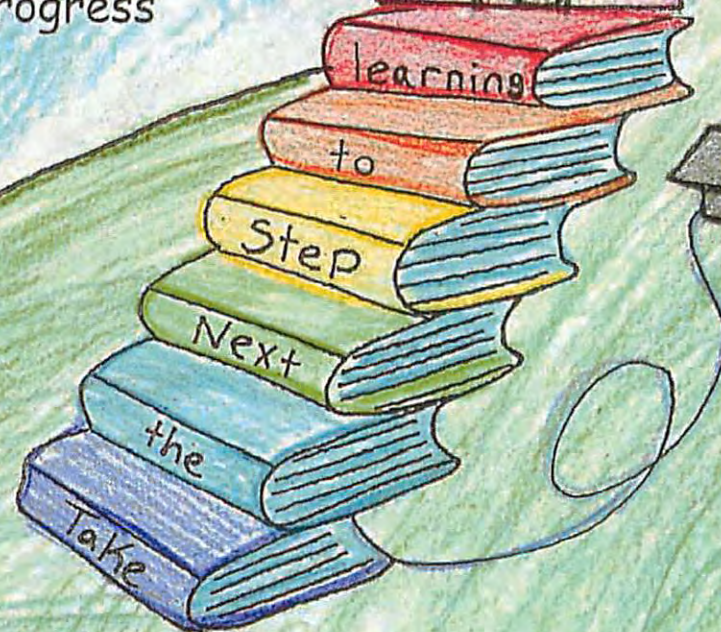
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Next

S.T.E.P.



Next Strategies and Tactics for Educational Progress



ROCKY POINT SCHOOLS 2011- 2016

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## **Introduction**

The challenges facing American school systems are both unique to our time while also possessing many of the characteristics of the demands placed on the American educational system over the preceding half century. The public call for accountability, fiscal restraint, and, most importantly, continuously improving outcomes for all students are the factors that define our guiding mission.

The Rocky Point Union Free School District embraces the challenges and opportunities that exist to move our school system forward toward the overarching goal of improving outcomes for all students. Toward that end the Board of Education, administration, faculty, staff, and community have partnered to continue the process of articulating our vision for the future. Next S.T.E.P. is the product of this process.

Through the vision of the Board of Education, as defined in the district's guiding goals of academic excellence, organizational development, and fiscal sustainability, Next S.T.E.P. defines the actions necessary to achieve our goals and attain our vision for student success. Indeed, through the efforts of representatives from all of our stakeholder groups, this strategic plan embodies that which we have collectively identified as important to us, the school community, and how we propose to succeed in attaining our goals.

Our school system is an organization of people, working toward advancing the community. Each day hundreds of dedicated professionals come together with a single focus – working to improve outcomes for the thousands of students we are here to educate. These professionals, with the support of the community, are the engine that will drive the district to continued successful implementation of this plan.

Just as the people of our community are the critical element to our future success, the goals we set forth and the strategies to attain these goals must be realistic and attainable in the time allotted and with the resources provided, or success may be elusive. Thanks to the tireless work of the many stakeholders who produced this plan, the action steps, timelines, and resources required represent practical processes for accomplishing all we have set out to achieve.

The possibilities for our students and, indeed, our community are limited only by our vision of what we are capable of achieving. This plan is a testament to our commitment to sustain our mission, fulfill our goals, and dedicate ourselves to continuous improvement.

## **Mission Statement**

The mission of the Rocky Point Union Free School district is to develop each child's full potential in a nurturing and supportive student-centered environment that will promote a foundation for lifelong learning.

<b>Next S.T.E.P. 2011–2016: Guiding Goals</b>	
<b>Goal Classification</b>	<b>Goal Narrative</b>
(AE-1) Academic Excellence: Core Curriculum	The Rocky Point Union Free School District will develop and implement comprehensive curriculum guides and associated support materials for each academic discipline that are aligned with the Common Core State Standards, as adopted and modified by the New York State Board of Regents, from time to time. The District will ensure alignment of implementation of the various curricula within each course of study.
(AE-2) Academic Excellence: Increased Rigor	The Rocky Point Union Free School District will develop and implement programs offering increased opportunities for students to test and expand the limits of their intellectual boundaries including a comprehensive offering of Advanced Placement courses and opportunities for advanced studies in scientific research.
(AE-3) Academic Excellence: Academic Support	The Rocky Point Union Free School District will develop a comprehensive, multi-tiered approach to providing academic support to at-risk students including academic intervention services (AIS) and individual comprehensive academic response for excellence (ICARE) plans.
(AE-4) Academic Excellence: Instructional Technology	The Rocky Point Union Free School District will integrate appropriate technology into the delivery of instruction and instructional materials.
(AE-5) Academic Excellence: Academic Alignment	The Rocky Point Union Free School District will create alignment of assessments for each course of study through the development and implementation of collaboratively developed assessment instruments.
(OD-1) Organizational Development: Professional Development	The Rocky Point Union Free School District will promote excellence in delivery of instruction and support services through a comprehensive, targeted professional development program.
(OD-2) Organizational Development: Human Resources	The Rocky Point Union Free School District will recruit and retain a highly-qualified staff necessary to deliver improved academic outcomes for all students.
(OD-3) Organizational Development: Accountability	The Rocky Point Union Free School District will construct a comprehensive accountability system to measure and report on instructional efficacy.
(OD-4) Organizational Development: Data Analysis and Feedback	The Rocky Point Union Free School District will develop school-based and district-wide inquiry teams to collect and analyze instructional data and to provide feedback for professional reflection.
(FS-1) Fiscal Sustainability: Resource Allocation	The Rocky Point Union Free School District will identify the resources necessary to support the academic and organizational initiatives necessary to ensure improved outcomes for all students. In recognition of the limited nature of fiscal resources, the District will endeavor to support new initiatives through the reallocation of existing resources.
(FS-2) Fiscal Sustainability: New Funding Sources	The Rocky Point Union Free School District will endeavor to fund academic and organizational initiatives by seeking and acquiring new sources of funding such as private and public grants.

**Next S.T.E.P. 2011–2016: Academic Excellence Strategies**

<b>Goal Classification</b>	<b>Strategies</b>
(AE-1) Academic Excellence: Core Curriculum	Strategy 1: Convert Common Core State Standards into Curriculum Guides
	Strategy 2: Implement new Curriculum Guides
	Strategy 3: Review and update Curriculum Guides
(AE-2) Academic Excellence: Increased Rigor	Strategy 1: Develop intellectually challenging courses and programs <ul style="list-style-type: none"> <li>A. Pre-Advanced Placement (Pre-AP): SpringBoard &amp; Vertical Teaming</li> <li>B. Advanced Placement Courses (The College Board) &amp; College Credit Courses: Syracuse University Project Advance (SUPA), Adelphi, Farmingdale, Suffolk County Community College (SCCC) Excelsior Program</li> <li>C. Scientific Research: Siemens, Intel, Westinghouse, Young Naturalists</li> <li>D. Enrichment Courses: Guided Academic Technology Enrichment Services (GATES), Brookhaven National Lab/Eastern Suffolk BOCES</li> <li>E. Career and Technical Education (CTE) Certification: 3 CTE Certified Courses: CTE Certified School/Professional Vocational Certification</li> </ul>
	Strategy 2: Implement the intellectually challenging courses and programs listed above
(AE-3) Academic Excellence: Academic Support	Strategy 1: Develop multi-tiered <ul style="list-style-type: none"> <li>A. Academic Intervention Services (AIS)/Response to Intervention (RtI) Program for students who have failed or are in jeopardy of failing courses and/or State assessments</li> <li>B. Individual Comprehensive Academic Response for Excellence (ICARE) Plans for at-risk students who have not made adequate yearly progress (AYP), failed or are in jeopardy of failing required courses and/or State assessments, and/or failed to graduate or are in jeopardy of not graduating from high school</li> <li>C. Positive Behavior Intervention Strategies (PBIS) &amp; Behavior Intervention Plans (BIPs) for students with discipline and/or attendance issues [Part of Rocky Point High School’s Quality Improvement Plan (QIP)]</li> </ul>
	Strategy 2: Implement multi-tiered AIS/RtI Program, ICARE Plans, PBIS, and BIPs
(AE-4) Academic Excellence: Instructional Technology	Strategy 1: Integrate technology into classroom instruction
	Strategy 2: Integrate technology into formative assessments
(AE-5) Academic Excellence: Academic Alignment	Strategy 1: Develop assessment instruments collaboratively (All formal, graded assessments including cumulative tests, quarterly exams, and final exams)
	Strategy 2: Implement collaboratively developed assessment instruments.

Next S.T.E.P. 2011–2016: Organizational Development Strategies	
Goal Classification	Strategies
(OD-1) Organizational Development: Professional Development	Strategy 1: Create and implement comprehensive, targeted professional development through turnkey training
(OD-2) Organizational Development: Human Resources	Strategy 1: Recruit diverse, highly-qualified staff
	Strategy 2: Retain diverse, highly-qualified staff (tenure criteria: ineffective, developing, <i>effective</i> (indicator of retention), <i>highly effective</i> (indicator of retention))
(OD-3) Organizational Development: Accountability	Strategy 1: Measure instructional efficacy <ul style="list-style-type: none"> <li>a) 60% APPR (Composite Score of 100%) <ul style="list-style-type: none"> <li>1.Content knowledge</li> <li>2.Preparation</li> <li>3.Instructional delivery</li> <li>4.Classroom management</li> <li>5.Student development</li> <li>6.Student assessment</li> <li>7.Collaboration</li> <li>8.Reflective and responsive practice</li> <li>9.Student growth (added 4/22/10 for 2011-2012 school year)</li> </ul> </li> <li>b) 20% NYSED assessments (will change to 25%)</li> <li>c) 20% Locally developed assessments (will change to 15%)</li> </ul>
	Strategy 2: Use instructional data to inform curriculum and assessment
	Strategy 3: Use instructional data to improve instructional practices
	Strategy 4: Use instructional data to inform professional development



**Next S.T.E.P. 2011–2016: Fiscal Sustainability Strategies**

<b>Goal Classification</b>	<b>Strategies</b>
(FS-1) Fiscal Sustainability: Resource Allocation	Strategy 1: Identify resources to support academic and organizational initiatives
	Strategy 2: Reallocate existing resources to support academic and organizational initiatives
(FS-2) Fiscal Sustainability: New Funding Sources	Strategy 1: Apply for public and private grants to support District academic (such as Response to Intervention Grant) and organizational (Readiness and Emergency Management for Schools Grant) initiatives

## Goal AE- 1 Academic Excellence: Core Curriculum - ACTION PLAN

Goal AE-1 Academic Excellence: Core Curriculum	<i>The Rocky Point Union Free School District will develop and implement comprehensive curriculum guides and associated support materials for each academic discipline that are aligned with the Common Core State Standards, as adopted and modified by the New York State Board of Regents, from time to time. The District will ensure alignment of implementation of the various curricula within each course of study.</i>
Sub-Goals:	(AE-2) Academic Excellence: Increased Rigor (AE-5) Academic Excellence: Academic Alignment (OD-1) Organizational Development: Professional Development (OD-4) Organizational Development: Data Analysis and Feedback (FS-1) Fiscal Sustainability: Resource Allocation

*Action Team Members: Dr. D. De Luca, Assistant Superintendent – Chairperson*

*Anja Groth, Director of Instruction - Chairperson*

*Coordinators: Melinda Brooks, Mike Gabriel, Vinny LaSorsa, Stephanie Weeks, Andrea Moscatiello*

*Principals: Carol Tvelia, Dr. Scott O'Brien*

*Assistant Principal: Susan Sullivan*

*Teachers: Nichole Schirtzer, Pat Alberti, Dawn Meyers, Corrine Salbu, Paul Mammina, Andy Levine*

*School Related Personnel/Parent: Marianne Barber*

Strategy 1: Convert Common Core State Standards into Curriculum Guides

Strategy 2: Implement new Curriculum Guides

Strategy 3: Review and update Curriculum Guides

Goal AE-1 Academic Excellence: Core Curriculum: Strategy 1: Convert Common Core State Standards into Curriculum Guides				
Action Steps <i>What Will Be Done?</i>	Responsibilities <i>Who Will Do It?</i> <i>P=Primary</i> <i>S=Secondary</i> <i>T=Tertiary</i>	Timeline <i>(Implementation Phase/ Completion Date)</i>	Resources <i>A. Resources Available</i> <i>B. Resources Needed (financial, human, political &amp; other)</i>	Indicators of Success / Evaluation
STEP 1: Create Common Core State Standards Resource Binders			Completed: See Appendix of Completed Action Steps Page 2	
STEP 2: Post Common Core State Standards in Extranet folders by subject area and grade level			Completed: See Appendix of Completed Action Steps Page 2	
STEP 3: Inform all stakeholders about New York State's adoption of the Common Core State Standards			Completed: See Appendix of Completed Action Steps Page 2	
STEP 4: Review New York State Education Department implications calendar, memos, and updates regarding Common Core State Standards	P-Director of Instruction S-Coordinators Principals T-Teachers	Phase I: 5/11  Completed: Subject to Continuing Review	<i>A. Resources Available</i> 1. New York State Education Department Webpage <a href="http://www.nysed.org">www.nysed.org</a> 2. <a href="http://www.corestandards.org">www.corestandards.org</a> 3. United States Department of Education website <a href="http://www.usde.org">www.usde.org</a> 4. Department, grade level, and faculty meetings <i>B. Resources Needed: None</i>	A. Monthly professional development calendars B. Department, grade level, and faculty meeting agendas and minutes
STEP 5: Educate faculty and staff on Common Core State Standards	P-Principals Coordinators S-Teachers T-Director of Instruction Director of Special Education	Phase I: 6/12  Completed: Subject to Continuing Review	<i>A. Resources Available</i> 1. Common Core State Standards folders on Extranet 2. Department, grade level, and faculty meetings 3. Professional development periods <i>B. Resources Needed: None</i>	A. Department, grade level, and faculty meeting minutes detailing conversations regarding Common Core State Standards (CCSS) as they relate to subject areas and grade levels B. Highlighted copy of Common Core State Standards (CCSS) identifying new expectations beyond the current 2005 New York State Standards posted on Extranet and used by staff

**Goal AE-1 Academic Excellence: Core Curriculum: Strategy 1: Convert Common Core State Standards into Curriculum Guides**

<b>Action Steps</b> <i>What Will Be Done?</i>	<b>Responsibilities</b> <i>Who Will Do It?</i> P=Primary S=Secondary T=Tertiary	<b>Timeline</b> <i>(Implementation Phase/                      Completion Date)</i>	<b>Resources</b> A. Resources Available B. Resources Needed (financial, human, political & other)	<b>Indicators of Success / Evaluation</b>
STEP 6: Review existing curriculum guides from the field (other districts, Eastern Suffolk BOCES, and commercially produced programs) to develop a template or framework to be used by curriculum writers	P- Coordinators Principals S- Teachers T- Director of Instruction	Phase I: 7/11  Completed: Subject to Continuing Review	A. Resources Available 1. Department, grade level, and faculty meetings 2. Copies of existing curriculum guides from the other districts, Eastern Suffolk BOCES, and commercially 3. 2012-13 New York State Education Department curriculum guide models B. Resources Needed 1. Funding for CCSS curriculum (ie. Lucy Calkins)	A. Agenda and minutes detailing review of copies of existing curriculum guides from the other districts, Eastern Suffolk BOCES, and commercially produced program (ie. SpringBoard, which is already mapped to the Common Core Curriculum Standards) B. Template/ framework for Rocky Point UFSD curriculum guides was created C. District adopted Rubicon ATLAS curriculum mapping software program D. K ELA and K Math CCLS curriculum documents written in Rocky Point UFSD template on Rubicon ATLAS.
STEP 7: Develop a curriculum project writing timeline and proposals for curriculum writing projects	P- Coordinators Principals S- Teachers T- Director of Instruction	Phase I: 6/12 On-Going	A. Resources Available 1. Rocky Point UFSD Curriculum Project Template 2. K CCLS ELA Curriculum 3. K CCLS Math Curriculum 4. 6-8 and 11/12 ELA AIS Curricula 5. 6-8 Math AIS & Library Curricula 6. Cosmetology Year 1 Curriculum B. Resources Needed: None	A. Curriculum writing project timeline B. Proposals for curriculum writing projects submitted
STEP 8: Post curriculum writing projects	P- Executive Director of Educational Services S- Director of Instruction T- Coordinators Principals	Phase I: 6/12 On-Going	A. Resources Available 1. District website B. Resources Needed 1. Funding for curriculum writing projects	A. Curriculum writing projects included in approved Rocky Point UFSD budget B. Curriculum writing projects posted
STEP 9: Recommend curriculum writers for Board of Education approval	P- Coordinators & Principals S- Director of Instruction Director of Special Education T- Executive Director for Educational Services	Phase I: 6/12 On-Going	A. Resources Available 1. Administrative meetings B. Resources Needed: None	A. Board of Education minutes detailing approved curriculum writers
STEP 10: Review curriculum mapping web-based programs and select one to implement	Completed: See Appendix of Completed Action Steps Page 2			

Goal AE-1 Academic Excellence: Core Curriculum: Strategy 1: Convert Common Core State Standards into Curriculum Guides				
Action Steps <i>What Will Be Done?</i>	Responsibilities <i>Who Will Do It?</i> <i>P=Primary</i> <i>S=Secondary</i> <i>T=Tertiary</i>	Timeline <i>(Implementation Phase/ Completion Date)</i>	Resources <i>A. Resources Available</i> <i>B. Resources Needed (financial, human, political &amp; other)</i>	Indicators of Success / Evaluation
STEP 11: Begin curriculum writing projects Phase I: Group 1 Projects Phase II: Group 2 Projects Phase III: Group 3 Projects	P-Coordiators Teachers S-Principals T-Director of Instruction	Phase I: 8/12 Phase II: 8/13 Phase III: 8/14	<i>A. Resources Available</i> 1. Core Curriculum State Standards 2. New York State exemplars 3. New York State curriculum revisions 4. Partnership for Assessment of Readiness for College and Careers information <i>B. Resources Needed: None</i>	A. Schedule of curriculum projects B. Rocky Point Union Free School District curriculum guides completed by grade and subject C. Curriculum projects written using Rubicon ATLAS curriculum mapping program
STEP 12: Begin curriculum writing projects Phase IV: Group 4 Projects Phase V: Group 5 Projects Phase VI: Group 6 Projects	P-Coordiators Teachers S-Principals T-Director of Instruction	Phase IV: 8/12 Phase V: 8/13 Phase VI: 8/14	<i>A. Resources Available</i> 1. Core Curriculum State Standards 2. New York State exemplars 3. New York State curriculum revisions 4. Partnership for Assessment of Readiness for College and Careers information 5. Rubicon ATLAS <i>B. Resources Needed: None</i>	A. Schedule of curriculum projects B. Rocky Point Union Free School District curriculum guides completed by grade and subject C. Curriculum projects written using Rubicon ATLAS curriculum mapping program
Goal AE-1 Academic Excellence: Core Curriculum: Strategy 2: Implement New Curriculum Guides				
STEP 1: Distribute and review new curriculum guides with faculty	P-Teachers S-Coordiators Principals T-Director of Instruction Executive Director for Educational Services	Phase II: 6/12 On-Going	<i>A. Resources Available</i> 1. New curriculum guides 2. Department, grade level, and faculty meetings 3. Professional development periods 4. K CCLS ELA Curriculum 5. K CCLS Math Curriculum 6. 6-8 and 11/12 ELA AIS Curricula 7. 6-8 Math AIS & Library Curricula 8. Cosmetology Year I Curriculum <i>B. Resources Needed: None</i>	A. Evidence of Common Core State Standards alignment in formal/informal observations B. Evidence of Common Core State Standards alignment in teacher lesson plans C. Evidence of Common Core State Standards in assessments (beginning in September of 2012-2013 year)
STEP 2: Evaluate textbooks and other resources currently in use for alignment with Common Core State Standards and new curriculum guides by subject area and grade level	P-Teachers Coordinators S-Principals T-Director of Instruction	Phase II: 6/13 On-Going	<i>A. Resources Available</i> 1. New curriculum guides 2. Existing textbooks & materials 3. Department, grade level, and faculty meetings 4. Professional development periods <i>B. Resources Needed: None</i>	A. Modifications of resources, documents or resource requests by content area B. Department & Grade Level Recommendations

Goal AE-1 Academic Excellence: Core Curriculum: Strategy 2: Implement New Curriculum Guides

<b>Action Steps</b> <i>What Will Be Done?</i>	<b>Responsibilities</b> <i>Who Will Do It?</i> P=Primary S=Secondary T=Tertiary	<b>Timeline</b> <i>(Implementation Phase/                      Completion Date)</i>	<b>Resources</b> C. Resources Available D. Resources Needed (financial, human, political & other)	<b>Indicators of Success / Evaluation</b>
STEP 3: Convene textbook committees as needed by subject area and grade level	P- Coordinators Principals S- Teachers T- Director of Instruction	Phase II: 6/13 On-Going	A. Resources Available 1. Curriculum guides 2. State assessments 3. Publisher resources 4. Textbook committee meetings B. Resources Needed 1. Funding for proposed textbook purchases 2. Substitutes for release days for K-5 textbook committees	A. Textbook Committee recommendations B. New textbooks adopted C. New textbooks and resources purchased
STEP 4: Introduce new textbooks and resources to faculty	P- Coordinators Principals S- Teachers T- Director of Instruction	Phase II: 9/13 On-Going	A. Resources Available 1. New curriculum guides 2. New textbooks and texts 3. New instructional resources 4. Department, grade level, and faculty meetings 5. Professional development periods B. Resources Needed: None	A. Department, grade level and faculty meeting agendas and minutes
STEP 5: Develop sample lessons and units aligned to the Common Core Curriculum Standards by subject areas and grade levels with faculty members	P- Teachers S- Coordinators T- Principals	Phase II: 6/12 On-Going	A. Resources Available 1. New York State Education Department curriculum models 2. Curriculum guides 3. State assessments 4. Published resources 5. Professional development periods 6. Superintendent's Conference Day B. Resources Needed: None	A. Evidence of Common Core State Standards alignment in sample weekly lesson plans B. Evidence of Common Core State Standards alignment in sample lesson and unit plans
STEP 6: Develop lessons and units aligned to the Common Core Curriculum Standards by subject areas and grade levels with faculty members	P- Teachers S- Coordinators T- Principals	Phase III: 6/13 On-Going	A. Resources Available 1. New York State Education Department curriculum models 2. Common Core State Standards Interim Assessments 3. Curriculum guides 4. State assessments 5. Published resources 6. Professional development periods 7. Superintendent's Conference Day B. Resources Needed: None	A. Evidence of Common Core State Standards documented in weekly lesson plans B. Evidence of Common Core State Standards in formal and informal observations C. Evidence of Common Core State Standards documented in formal written lesson plans

Goal AE-1 Academic Excellence: Core Curriculum: Strategy 2: Implement New Curriculum Guides				
<b>Action Steps</b> <i>What Will Be Done?</i>	<b>Responsibilities</b> <i>Who Will Do It?</i> <i>P=Primary</i> <i>S=Secondary</i> <i>T=Tertiary</i>	<b>Timeline</b> <i>(Implementation Phase/ Completion Date)</i>	<b>Resources</b> <i>A. Resources Available</i> <i>B. Resources Needed (financial, human, political &amp; other)</i>	<b>Indicators of Success / Evaluation</b>
STEP 7: Convene Professional Development Committee to consider creating a standard weekly lesson plan template	P-Assistant Superintendent Executive Director for Educational Services S- Coordinators Principals T-Teachers	Phase III: 6/13	<i>A. Resources Available</i> 1. Professional Development Committee meetings <i>B. Resources Needed: None</i>	A. Professional Development Committee meeting agendas and minutes B. Standard weekly lesson plan template
STEP 8: Share curriculum guides with all stakeholders	P-Teachers S- Coordinators Principals T-Assistant Superintendent Executive Director for Educational Services Director of Instruction	Phase II: 6/16	<i>A. Resources Available</i> 1. Open House/Open School Night 2. Shared Decision Making meetings 3. District website 4. Teacher eBoards <i>B. Resources Needed: None</i>	A. Open House/Open School Night agendas B. Shared Decision Making meeting agendas C. Curriculum guides posted on District website D. Curriculum guides posted on teacher eBoards

Goal AE-1 Academic Excellence: Core Curriculum: Strategy 3: Review and Update Curriculum Guides				
<b>Action Steps</b> <i>What Will Be Done?</i>	<b>Responsibilities</b> <i>Who Will Do It?</i> <i>P=Primary</i> <i>S=Secondary</i> <i>T=Tertiary</i>	<b>Timeline</b> <i>(Implementation Phase/ Completion Date)</i>	<b>Resources</b> <i>A. Resources Available</i> <i>B. Resources Needed (financial, human, political &amp; other)</i>	<b>Indicators of Success / Evaluation</b>
STEP 1: Review New York State Education Department implementation calendar, memos, and updates regarding Common Core State Standards	P-Director of Instruction S-Coordinators Principals T-Teachers	Phase III: 6/13 On-Going	<i>A. Resources Available</i> 1. <a href="http://www.nysed.gov">www.nysed.gov</a> 2. New York State Education Department curriculum models 3. Common Core State Standards Interim Assessment <i>B. Resources Needed: None</i>	A. New York State Education Department implementation calendar, memos, and updates regarding Common Core State Standards posted on District website <a href="http://www.rockypointschools.org">www.rockypointschools.org</a> and Extranet
STEP 2: Update Rocky Point Union Free School District curriculum guides as per New York State Education Department and Partnership for Assessment of Readiness for College and Careers updates and changes	P-Coordinators Teachers S-Principals T-Director of Instruction	Phase III: 6/15 On-Going	<i>A. Resources Available</i> 1. Current curriculum guides 2. Current textbooks and texts 3. Current resource materials 4. <a href="http://www.nysed.gov">www.nysed.gov</a> <i>B. Resources Needed</i> 1. Funding for curriculum writing revisions	A. Revised curriculum guides B. Evidence revised curriculum guides in teacher lesson plans C. Evidence of revised curriculum guides in formal/informal observations



## Goal AE- 2 Academic Excellence: Increased Rigor - ACTION PLAN

(AE-2) Academic Excellence: Increased Rigor	<i>The Rocky Point Union Free School District will develop and implement programs offering increased opportunities for students to test and expand the limits of their intellectual boundaries including a comprehensive offering of Advanced Placement courses and opportunities for advanced studies in scientific research.</i>
Sub-Goals:	(AE-4) Academic Excellence: Instructional Technology (AE-5) Academic Excellence: Academic Alignment (OD-1) Organizational Development: Professional Development (OD-2) Organizational Development: Human Resources

*Action Team Members: Michael Gabriel, Coordinator – Chairperson*

*Dr. Deborah Deluca, Assistant Superintendent*

*Coordinators: Melinda Brooks, Vinny LaSorsa, Stephanie Weeks*

*Principals: Carol Tvelia*

*Teachers: Donna Hurst-Hepburn, Tricia Scott, Elicia Selvaggio, Jen Engellau, Christine Blume*

*School Related Personnel: Lisa Hrysko*

Strategy 1: Develop intellectually challenging courses and programs

- A. Pre-Advanced Placement (Pre-AP): SpringBoard & Vertical Teaming
- B. Advanced Placement Courses (The College Board) & College Credit Courses: Syracuse University Project Advance (SUPA), Adelphi, Farmingdale, Suffolk County Community College (SCCC) Excelsior Program
- C. Scientific Research: Siemens, Intel, Westinghouse, Young Naturalists
- D. Enrichment Courses: Guided Academic Technology Enrichment Services (GATES), Brookhaven National Lab/Eastern Suffolk BOCES
- E. Career and Technical Education (CTE) Certification: 3 CTE Certified Courses: CTE Certified School/Professional Vocational Certification

Strategy 2: Implement the intellectually challenging courses and programs listed above

## Goal AE- 2A Academic Excellence: Increased Rigor-Pre-Advanced Placement - ACTION PLAN

(AE-2) Academic Excellence: Increased Rigor	<i>The Rocky Point Union Free School District will develop and implement programs offering increased opportunities for students to test and expand the limits of their intellectual boundaries including a comprehensive offering of Advanced Placement courses and opportunities for advanced studies in scientific research.</i>
Sub-Goals:	(AE-4) Academic Excellence: Instructional Technology (AE-5) Academic Excellence: Academic Alignment (OD-1) Organizational Development: Professional Development (OD-2) Organizational Development: Human Resources

### *Action Team Sub-Committee Members:*

*Coordinator: Stephanie Weeks*

*Teacher: Tricia Scott*

Goal AE-2: Academic Excellence: Increased Rigor: Strategy 1: Develop intellectually challenging courses and programs:				
A) Pre-Advanced Placement: SpringBoard & Vertical Teaming				
Action Steps <i>What Will Be Done?</i>	Responsibilities <i>Who Will Do It?</i> <i>P=Primary</i> <i>S=Secondary</i> <i>T=Tertiary</i>	Timeline <i>(Implementation Phase/ Completion Date)</i>	Resources <i>A. Resources Available</i> <i>B. Resources Needed (financial, human, political &amp; other)</i>	Indicators of Success / Evaluation
Step 1: Evaluate other districts' honors courses for English 6 and 7, Math 6 and 7, Science 7, and Social Studies 7		Completed: See Appendix of Completed Action Steps Page 3		
Step 2: Revise and share middle school honors criteria with staff		Completed: See Appendix of Completed Action Steps Page 3		
Step 3: Develop honors course curricula for: A. Grade 8 English, which will integrate the College Board SpringBoard Program strategies and activities B. Grade 7 Science Honors/Accelerated	P-Teachers S- Coordinators Principals T-Director of Instruction	Phase III: 8/12 On-Going	<i>A. Resources Available</i> 1. Current grades 6 – 8 curricula 2. Common Core State Standards 3. SpringBoard Levels 1-3, supporting materials, DVDs 4. Other districts' M.S. honors course curricula 5. Listservs 6. Online surveys 7. Administrator meetings 8. 8II English curriculum document	A. Curriculum guide for English 8II B. Curriculum guide for Science Honors/Accelerated

Goal AE-2: Academic Excellence: Increased Rigor: Strategy 1: Develop intellectually challenging courses and programs:				
A) Pre-Advanced Placement: SpringBoard & Vertical Teaming				
Action Steps <i>What Will Be Done?</i>	Responsibilities <i>Who Will Do It?</i> P=Primary S=Secondary T=Tertiary	Timeline <i>(Implementation Phase/ Completion Date)</i>	Resources A. Resources Available B. Resources Needed (financial, human, political & other)	Indicators of Success / Evaluation
Step 4: Share honors curriculum guides with the staff	P-Teachers S- Coordinators Principals T-Director of Instruction	Phase II: 9/12	A. Resources Available 1. Honors curriculum guides 2. English 8 Honors Unit 1 Curriculum Guide B. Resources Needed: None	A. Department and faculty meeting agendas and minutes
Step 5: Develop schedule for bi-annual vertical articulation team meetings for honors content area and AP teachers	P- Coordinators S- Principals T-Director of Instruction	Phase III: 9/12	A. Resources Available 1. District calendar 2. Faculty meeting schedule B. Resources Needed: None	A. Schedule of vertical articulation team meetings
Step 6: Share schedule of bi-annual vertical articulation team meeting schedule with teachers.	P- Coordinators S- Principals T-Director of Instruction	Phase III: 9/12	A. Resources Available 1. Bi-annual vertical articulation team meeting schedule 2. Department meetings 3. Faculty meetings B. Resources Needed: None	A. Department and faculty meeting agendas and minutes B. Memos to staff
Goal AE-2: Academic Excellence: Increased Rigor: Strategy 2: Implement the intellectually challenging courses and programs:				
A) Pre-Advanced Placement: SpringBoard & Vertical Teaming				
Step 1: Implementation of honors curriculum guides and honors criteria in the middle school	P-Teachers S- Coordinators Principals T-Director of Instruction	Phase III: 6/13 On-Going	A. Resources Available 1. Honors curriculum guides 2. Honors criteria 3. English 8 Honors Unit 1 curriculum guide B. Resources Needed 1. Follow-up SpringBoard training for honors teachers	A. Implementation of honors curriculum guides and honors criteria B. Lesson plans, informal and formal observations, student research papers, essay, state and local assessment results

Goal AE-2: Academic Excellence: Increased Rigor: Strategy 2: Implement intellectually challenging courses and programs:

A) Pre-Advanced Placement: SpringBoard & Vertical Teaming

<b>Action Steps</b> <i>What Will Be Done?</i>	<b>Responsibilities</b> <i>Who Will Do It?</i> P=Primary S=Secondary T=Tertiary	<b>Timeline</b> <i>(Implementation Phase/                      Completion Date)</i>	<b>Resources</b> A. <i>Resources Available</i> B. <i>Resources Needed (financial, human,                      political &amp; other)</i>	<b>Indicators of Success / Evaluation</b>
Step 3: Edit and revise middle school honors curriculum guides and courses to ensure alignment with Advanced Placement Program, Common Core State Standards, and Partnership for Assessment of Readiness for College and Career	P-Teachers S- Coordinators Principals T-Director of Instruction	Phase IV: 6/14 On-Going	A. <i>Resources Available</i> 1. Honors curriculum guides B. <i>Resources Needed</i> 1. Curriculum revision 15 hours	A. Updated honors curriculum guides B. Lesson plans, informal and formal observations, student research papers, essay, state and local assessment results

## Goal AE- 2B Academic Excellence: Increased Rigor –Advanced Placement & College Credit Courses-ACTION PLAN

(AE-2) Academic Excellence: Increased Rigor	<i>The Rocky Point Union Free School District will develop and implement programs offering increased opportunities for students to test and expand the limits of their intellectual boundaries including a comprehensive offering of Advanced Placement courses and opportunities for advanced studies in scientific research.</i>
Sub-Goals:	(AE-4) Academic Excellence: Instructional Technology (AE-5) Academic Excellence: Academic Alignment (OD-1) Organizational Development: Professional Development (OD-2) Organizational Development: Human Resources

**Action Team Sub-Committee Members:**

*Coordinator: Vinny LaSorsa*

*Teachers: Christine Blume & Jennifer Engellau*

*School Related Personnel: Lisa Hrysko*

Goal AE-2: Academic Excellence: Increased Rigor:				
Strategy 1: Develop intellectually challenging courses and programs:				
B) Advanced Placement & College Credit Courses (Syracuse University Project Advance (SUPA), Adelphi, Farmingdale, Suffolk County Community College (SCCC) Excelsior Program				
Strategy 2: Implement the intellectually challenging courses and programs listed above				
Action Steps <i>What Will Be Done?</i>	Responsibilities <i>Who Will Do It?</i> <i>P=Primary</i> <i>S=Secondary</i> <i>T=Tertiary</i>	Timeline <i>(Implementation Phase/ Completion Date)</i>	Resources <i>A. Resources Available</i> <i>B. Resources Needed (financial, human, political &amp; other)</i>	Indicators of Success / Evaluation
Step 1: Develop and implement teacher survey for discovery of new Advanced Placement and college credit courses and teacher preparation interest in teaching courses	P- Coordinators Principal S- Teachers T- Executive Director for Student Services	Phase I: 2/11  Completed: Subject to Continuing Review	<i>A. Resources Available</i> 1. List of current Advanced Placement and college credit courses 2. List of potential new classes we can offer from colleges and AP Central: <a href="http://apcentral.collegeboard.com">http://apcentral.collegeboard.com</a> 3. Department and faculty meetings <i>B. Resources Needed: None</i>	A. Survey B. Report summarizing data from survey C. Final list of possible new classes
Step 2: Develop and implement student interest survey of potential Advanced Placement and college credit courses	P- Coordinators & Principal S- Teachers T- Executive Director for Educational Services	Phase I: 2/12  Completed: Subject to Continuing Review	<i>A. Resources Available</i> 1. Student grade level meetings 2. Student interest survey data <i>B. Resources needed: None</i>	A. Student interest survey B. Report summarizing data from survey C. Final list of possible new classes

Goal AE-2: Academic Excellence: Increased Rigor: Strategy 1: Develop intellectually challenging courses and programs: B) Advanced Placement & College Credit Courses (Syracuse University Project Advance (SUPA), Adelphi, Farmingdale, Suffolk County Community College (SCCC) Excelsior Program				
<b>Action Steps</b> <i>What Will Be Done?</i>	<b>Responsibilities</b> <i>Who Will Do It?</i> <i>P=Primary</i> <i>S=Secondary</i> <i>T=Tertiary</i>	<b>Timeline</b> <i>(Implementation Phase/</i> <i>Completion Date)</i>	<b>Resources</b> <i>A. Resources Available</i> <i>B. Resources Needed (financial, human,</i> <i>political &amp; other)</i>	<b>Indicators of Success / Evaluation</b>
Step 3: Present Advanced Placement and college credit course information to students by grade level meetings	P-Principal Guidance Counselors S-Teachers T-Coordiators	Phase I: 3/11  Completed: Subject to Continuing Review	<i>A. Resources Available</i> 1. List of all possible new Advanced Placement and college credit classes 2. Classroom time 3. Grade level, department and faculty meetings 4. Availability of High School Auditorium 5. Survey and survey results <i>B. Resources Needed: None</i> <i>C.</i>	A. Student discussion in question and answer period B. Evaluation of data from students' survey
Step 4: Select courses to propose to District Office	P- Coordinators Principal S-Teachers T-Guidance Counselors	Phase I: 10/11  Completed: Subject to Continuing Review	<i>A. Resources Available</i> 1. Student survey 2. Parent input <i>B. Resources Needed: None</i>	A. Final list of proposed Advanced Placement and college credit courses
Step 5: Disseminate information to parents and students of approved Advanced Placement and college credit courses	P- Executive Director for Educational Services Teachers S-Coordiators & Principal T-Guidance Counselors	Phase I: 4/11  Completed: Subject to Continuing Review	<i>A. Resources Available</i> 1. <a href="http://www.rockypointschools.org">www.rockypointschools.org</a> 2. Connect Ed 3. Mailings to parents 4. Information Night 5. Class Time <i>B. Resources Needed: None</i>	A. Student enrollment B. Parent participation in the enrollment process
Step 6: Create and submit College Board Course Audit of approved new Advanced Placement courses	P-Teachers S-Coordiators Principal T-Director of Instruction	Phase I: 11/11  Completed: Subject to Continuing Review  (Jan. 31, 2012 – Audit due to College Board for new courses on January 31 <sup>st</sup> each year)	<i>A. Resources Available</i> 1. Listservs 2. <a href="http://apcentral.collegeboard.com">http://apcentral.collegeboard.com</a> 3. University and high school curriculum guides 4. Teacher PD Time for Advanced Placement Course Audits <i>B. Resources Needed: None</i>	A. College Board and university approval  Evidence: 9/11 completed- AP Music Theory audit approved on College Board web page.

Goal AE-2: Academic Excellence: Increased Rigor: Strategy 1: Develop intellectually challenging courses and programs: B) Advanced Placement & College Credit Courses (Syracuse University Project Advance (SUPA), Adelphi, Farmingdale, Suffolk County Community College (SCCC) Excelsior Program				
<b>Action Steps</b> <i>What Will Be Done?</i>	<b>Responsibilities</b> <i>Who Will Do It?</i> P=Primary S=Secondary T=Tertiary	<b>Timeline</b> <i>(Implementation Phase/ Completion Date)</i>	<b>Resources</b> A. <i>Resources Available</i> B. <i>Resources Needed (financial, human, political &amp; other)</i>	<b>Indicators of Success / Evaluation</b>
Step 7: Register selected teachers of approved Advanced Placement courses for 5-Day Summer Institute the summer prior to completing Advanced Placement Course Audit	P-Teachers S-Coordinators Principal T-Director of Instruction	Phases I: 5/11  Completed: Subject to Continuing Review	A. <i>Resources Available</i> 1. <a href="http://apcentral.collegeboard.com">http://apcentral.collegeboard.com</a> Registration information for 5-Day Advanced Placement Summer Institutes B. <i>Resources Needed</i> 1. Funds for 5-Day Advanced Placement Summer Institutes registration 2. Teacher travel expenses	A. Advanced Placement Summer Institute Conference Evaluation forms
Step 8: Schedule new Advanced Placement and College Credit Courses	P-Guidance Counselors Executive Director for Educational Services S-Coordinators T-Teachers	Phases I: 5/11  Completed: Subject to Continuing Review	A. <i>Resources Available</i> 1. Advanced Placement/Honors Policy B. <i>Resources Needed: None</i>	A. Student enrollment in new courses
Step 9: Order textbooks and resource materials	P-Teachers S-Coordinators & Principal T-Director of Instruction	Phases I: 8/11  Completed: Subject to Continuing Review	A. <i>Resources Available</i> 1. Recommendations from 5-Day Advanced Placement Summer Institutes 2. Listservs 3. <a href="http://apcentral.collegeboard.com">http://apcentral.collegeboard.com</a> B. <i>Resources Needed</i> 1. Cost of textbooks and resource materials	A. Approved budget B. Textbooks and materials ordered
Step 10: Review all current AP and College credit courses, materials and student interest. Offer additional college credit courses in content areas deficient with AP courses.	P-Teachers S-Coordinators & Principal T-Director of Instruction	Phases II: 8/12  On-Going	A. <i>Resources Available</i> 1. University and high school curriculum guides 2. <a href="http://apcentral.collegeboard.com">http://apcentral.collegeboard.com</a> B. <i>Resources Needed</i> 1. Cost of textbooks and resource materials	A. Approved budget B. Textbooks and materials ordered

Goal AE-2: Academic Excellence: Increased Rigor: Strategy 2: Implement intellectually challenging courses and programs:  
 B) Advanced Placement & College Credit Courses (Syracuse University Project Advance (SUPA), Adelphi, Farmingdale, Suffolk County Community College (SCCC) Excelsior Program

<b>Action Steps</b> <i>What Will Be Done?</i>	<b>Responsibilities</b> <i>Who Will Do It?</i> P=Primary S=Secondary T=Tertiary	<b>Timeline</b> <i>(Implementation Phase/                      Completion Date)</i>	<b>Resources</b> A. Resources Available B. Resources Needed (financial, human, political & other)	<b>Indicators of Success / Evaluation</b>
Step 1: Implement new Advanced Placement and college credit classes	P-Teachers S-Coordinators T-Principal	Phases II: 9/12 On-Going	A. Resources Available 1. Material for courses 2. Professional development periods 3. Common planning time 4. Written curriculum B. Resources Needed 1. Textbook and classroom materials 2. Funds for One-Day Update Workshop for Advanced Placement teachers	A. Student achievement results in each class B. AP Music Theory implemented 9/11 C. Farmingdale College Accounting implemented 9/11 D. AP Micro/Macro Economics to be implemented 9/12 E. AP Comparative and US Government to be implemented 9/12 F. AP Statistics to be implemented 9/12
Step 2: Evaluate and modify Advanced Placement Course Audits when necessary	P-Teachers S-Coordinators Principal T-Director of Instruction	Phases II: 3/13 On-Going	A. Resources Available 1. <a href="http://apcentral.collegeboard.com">http://apcentral.collegeboard.com</a> for updates on changes to Advanced Placement courses or tests 2. Professional development periods 3. Current lessons, units, and curriculum 4. Vertical teaming in needed subject areas B. Resources Needed 1. Funds for 5-Day Advanced Placement Summer Institutes registration 2. Funds for One-Day Advanced Placement Update Workshop 3. Teacher travel expenses	A. Continued enrollment of students in Advanced Placement/college credit courses in the coming school years B. Revised Advanced Placement Course Audits approved by College Board and Universities



## Goal AE- 2C Academic Excellence: Increased Rigor –Scientific Research- ACTION PLAN

(AE-2) Academic Excellence: Increased Rigor	<i>The Rocky Point Union Free School District will develop and implement programs offering increased opportunities for students to test and expand the limits of their intellectual boundaries including a comprehensive offering of Advanced Placement courses and opportunities for advanced studies in scientific research.</i>
Sub-Goals:	(AE-4) Academic Excellence: Instructional Technology (AE-5) Academic Excellence: Academic Alignment (OD-1) Organizational Development: Professional Development (OD-2) Organizational Development: Human Resources

*Action Team Sub-Committee Members: Michael Gabriel, Coordinator – Chairperson*

Strategy 1: Develop intellectually challenging courses and programs				
C) Scientific Research: Siemens, Intel, Westinghouse, Young Naturalists				
Strategy 2: Implement the intellectually challenging courses and programs listed above				
Action Steps <i>What Will Be Done?</i>	Responsibilities <i>Who Will Do It?</i> <i>P=Primary</i> <i>S=Secondary</i> <i>T=Tertiary</i>	Timeline <i>(Implementation Phase/ Completion Date)</i>	Resources <i>A. Resources Available</i> <i>B. Resources Needed (financial, human, political &amp; other)</i>	Indicators of Success / Evaluation
Step 1: Evaluate other school districts scientific research programs in grades 7-12 Phase I: 7 <sup>th</sup> Grade Phase II: 8 <sup>th</sup> Grade Phase III: 9 <sup>th</sup> & 10 <sup>th</sup> Grades Phase IV: 11 <sup>th</sup> & 12 <sup>th</sup> Grades	P-Instructional Coordinator of Science S-Teachers T-Principals	Phase I: Completed 10/11 Phase II: 6/12 Phase III: 6/13 Phase IV: 6/14	<i>A. Resources Available</i> 1. Course/curriculum catalogues 2. Listservs 3. Director/Coordinator/Principal meetings 4. Site visits 5. Online surveys <i>B. Resources Needed</i> 1. Conferences 2. Release time 3. Substitute teacher coverage 4. Travel expenses	A. Data collected from other districts course catalogues and curriculum guides B. Listserv emails C. Data gleaned from online surveys D. Director/principal meetings E. Sharing with other teachers F. Conference evaluations forms G. None of the districts contacted offer science research in 7 <sup>th</sup> grade H. Due to the number of topics in 7 <sup>th</sup> Grade Honors Science, there is not enough time to integrate science research into the curriculum; however, the skills needed to perform science research in grade 8 will be addressed in 7 <sup>th</sup> Grade Honors Science.

Goal AE-2: Academic Excellence: Increased Rigor: Strategy 1: Develop intellectually challenging courses and programs

C) Scientific Research: Siemens, Intel, Westinghouse, Young Naturalists

<b>Action Steps</b> <i>What Will Be Done?</i>	<b>Responsibilities</b> <i>Who Will Do It?</i> P=Primary S=Secondary T=Tertiary	<b>Timeline</b> <i>(Implementation Phase/                      Completion Date)</i>	<b>Resources</b> A. <i>Resources Available</i> B. <i>Resources Needed (financial, human,                      political &amp; other)</i>	<b>Indicators of Success / Evaluation</b>
Step 2: Eliminated based on Step 1 Develop an overview of the type of scientific research to be incorporated into 7th grade science honors classes	P-Instructional Coordinator of Science S-Teachers T-Principals	Phase II: 12/11	A. <i>Resources Available</i> 1. <i>Course/curriculum catalogues</i> 2. <i>Listservs</i> 3. <i>Director/Coordinator/Principal meetings</i> 4. <i>Site visits</i> 5. <i>Online surveys</i> B. <i>Resources Needed</i> 1. <i>Travel expenses to attend competitions</i> 2. <i>Conferences</i> 3. <i>Release time</i>	A. Document indicating the overview of the type of scientific research program in 7th grade honors science classes
Step3: Develop an overview of the type of scientific research to be incorporated into grades 8-12 scientific research classes Phase III: 8 <sup>th</sup> Grade Phase IV: 9 <sup>th</sup> & 10 <sup>th</sup> Grades Phase V: 11 <sup>th</sup> & 12 <sup>th</sup> Grades	P-Instructional Coordinator of Science S-Teachers T-Principals	Phase III: 12/12 Phase IV: 12/13 Phase V: 12/14	A. <i>Resources Available</i> 1. <i>Course/curriculum catalogues</i> 2. <i>Listservs</i> 3. <i>Director/Coordinator/Principal Meetings</i> 4. <i>Site Visits</i> 5. <i>Online Surveys</i> B. <i>Resources Needed</i> 1. <i>Travel expenses to attend competitions</i> 2. <i>Conferences</i> 3. <i>Release time</i>	A. Document indicating the overview of the type of scientific research program in grades 8-12 scientific research classes
Step 4: Develop a scientific research program guide for scientific research classes in grades 8-12 Phase II: 7 <sup>th</sup> Grade Eliminated based on Step 1 Phase III: 8 <sup>th</sup> Grade Phase IV: 9 <sup>th</sup> & 10 <sup>th</sup> Grades Phase V: 11 <sup>th</sup> & 12 <sup>th</sup> Grades	P-Teachers S-Instructional Coordinator of Science Principal T-Director of Instruction	Phase III: 8/13 Phase IV: 8/14 Phase V: 8/15	A. <i>Resources Available</i> 1. <i>Overview document of each honors level and scientific research program</i> 2. <i>Course/curriculum catalogues</i> 3. <i>Listserv surveys</i> 4. <i>National Science Teachers Association</i> 5. <i>Science Teachers Association of New York State</i> 6. <i>National Association of Biology Teachers</i> 7. <i>Long Island Science Education Fair</i> 8. <i>New York State Science Education Fair</i> B. <i>Resources Needed</i> 1. <i>Curriculum writing 45 hours per grade level 7-12</i>	A. Grade level specific scientific research guides

Goal AE-2: Academic Excellence: Increased Rigor: Strategy 1: Develop intellectually challenging courses and programs

D) Scientific Research: Siemens, Intel, Westinghouse, Young Naturalists

<b>Action Steps</b> <i>What Will Be Done?</i>	<b>Responsibilities</b> <i>Who Will Do It?</i> <i>P=Primary</i> <i>S=Secondary</i> <i>T=Tertiary</i>	<b>Timeline</b> <i>(Implementation Phase/                      Completion Date)</i>	<b>Resources</b> <i>C. Resources Available</i> <i>D. Resources Needed (financial, human,                      political &amp; other)</i>	<b>Indicators of Success / Evaluation</b>
Step 5: Develop partnerships with associated laboratories and universities Phase II: 7 <sup>th</sup> Grade: Eliminated based on Step I Phase III: 8 <sup>th</sup> Grade: 8/13 Phase IV: 9 <sup>th</sup> & 10 <sup>th</sup> Grades: 8/14 Phase V: 11 <sup>th</sup> & 12 <sup>th</sup> Grades: 8/15	P-Instructional Coordinator of Science S-Teachers T-Director of Instruction	Phase III: 8/13 Phase IV: 8/14 Phase V: 8/15	<i>A. Resources Available</i> 1. Each honors grade level scientific research program guide 2. Meetings with laboratory and university staff members <i>B. Resources Needed</i> 1. Travel costs 2. Release time	A. Meeting agendas and minutes B. Partnership agreement letters
Step 6: Share research program guides with scientific research teachers Phase II: 7 <sup>th</sup> Grade: Eliminated based on Step I Phase III: 8 <sup>th</sup> Grade: 9/13 Phase IV: 9 <sup>th</sup> & 10 <sup>th</sup> Grades: 9/14 Phase V: 11 <sup>th</sup> & 12 <sup>th</sup> Grades 9/15	P-Instructional Coordinator of Science S-Teachers T-Director of Instruction	Phase III: 9/13 Phase IV: 9/14 Phase V: 9/15	<i>A. Resources Available</i> 1. Scientific Research Program Guides 2. Department meetings 3. Professional development periods <i>B. Resources Needed: None</i>	A. Teachers' feedback about the research program guides
Step 7: Review and revise all current science research programs 8-12	P-Instructional Coordinator of Science S-Teachers T-Director of Instruction	Phase VI: 9/15 On-Going	<i>A. Resources Available</i> 1. Scientific Research Program Guides 2. Department meetings 3. Professional development periods <i>B. Resources Needed: None</i>	A. Teachers' feedback about the research program guides

Goal AE-2: Academic Excellence: Increased Rigor: Strategy 2: Implement intellectually challenging courses and programs

C) Scientific Research: Siemens, Intel, Westinghouse, Young Naturalists

<b>Action Steps</b> <i>What Will Be Done?</i>	<b>Responsibilities</b> <i>Who Will Do It?</i> <i>P=Primary</i> <i>S=Secondary</i> <i>T=Tertiary</i>	<b>Timeline</b> <i>(Implementation Phase/                      Completion Date)</i>	<b>Resources</b> <i>A. Resources Available</i> <i>B. Resources Needed (financial, human,                      political &amp; other)</i>	<b>Indicators of Success / Evaluation</b>
Step1: Implement Grade Specific Scientific Research Program Phase III: 8 <sup>th</sup> Grade Phase IV: 9 <sup>th</sup> & 10 <sup>th</sup> Grades Phase V: 11 <sup>th</sup> & 12 <sup>th</sup> Grades	P-Teachers S-Instructional Coordinator of Science T-Principals	Phase III: 9/13 Phase IV: 9/14 Phase V: 9/15	<i>A. Resources Available</i> 1. Scientific Research Program Guides <i>B. Resources Needed</i> 1. Science research supplies and materials (Cost to be determined-approximately \$5,000-\$10,000 per grade level) 2. Competition Fees for Siemens, Intel, Westinghouse, Young Naturalists, Long Island Science and Engineering Fairs, New York State Science and Engineering Fairs, Dowling College Robert Noyce Symposium, Christopher Columbus Awards, Toshiba/NSTA ExploraVision, and various essay contests 3. Transportation costs (\$600 per bus)	A. Student presentations, papers, posters B. Placement in national and local competitions and contests C. Scholarship money for competition and contest winnings D. Informal observations and review of student science research projects, presentations, and posters

## Goal AE- 2D Academic Excellence: Increased Rigor – Enrichment Courses – ACTION PLAN

(AE-2) Academic Excellence: Increased Rigor	<i>The Rocky Point Union Free School District will develop and implement programs offering increased opportunities for students to test and expand the limits of their intellectual boundaries including a comprehensive offering of Advanced Placement courses and opportunities for advanced studies in scientific research.</i>
Sub-Goals:	(AE-4) Academic Excellence: Instructional Technology (AE-5) Academic Excellence: Academic Alignment (OD-1) Organizational Development: Professional Development (OD-2) Organizational Development: Human Resources

*Action Team Sub-Committee Members:*

*Principal: Carol Tvelia*

*Teacher: Donna Hurst-Hepburn*

Strategy 1: Develop intellectually challenging courses and programs

D) Enrichment Courses: Guided Academic Technology Enrichment Services (GATES), Brookhaven National Lab/Eastern Suffolk BOCES

Strategy 2: Implement the intellectually challenging courses and programs listed above

Goal AE-2: Academic Excellence: Increased Rigor: Strategy 1: Develop intellectually challenging courses and programs

D) Enrichment Courses: Guided Academic Technology Enrichment Services (GATES), Brookhaven National Lab/Eastern Suffolk BOCES

<b>Action Steps</b> <i>What Will Be Done?</i>	<b>Responsibilities</b> <i>Who Will Do It?</i> P=Primary S=Secondary T=Tertiary	<b>Timeline</b> <i>(Implementation Phase/                      Completion Date)</i>	<b>Resources</b> A. <i>Resources Available</i> B. <i>Resources Needed (financial, human,                      political &amp; other)</i>	<b>Indicators of Success / Evaluation</b>
Step 1: Research current Joseph A. Edgar Intermediate School's Guided Academic Technology Enrichment Program; other districts' gifted & talented and enrichment programs; and project based models	P-Principal S-Coordinators T-GATES teacher	Phase I: 6/12	A. <i>Resources Available</i> 1. Current and past curriculum and materials from Joseph A. Edgar Intermediate School's Guided Academic Technology Enrichment Program 2. Professional development periods 3. Professional Growth Options (PGO) for tenured staff during professional development periods 4. Grade level, department, and faculty meetings 5. Listserves 6. Other districts' program information 7. Internet resources B. <i>Resources Needed</i> 1. Site visits to existing programs in other districts-delete 2. Gifted and talented workshops and conferences 3. Substitute costs 4. Travel costs	A. Data Collection B. Professional Growth Options (PGO) C. Information report shared with teachers, coordinators, principals, Director of Instruction, Assistant Superintendent D. Inventory report of current Joseph A. Edgar Intermediate School's Guided Academic Technology Enrichment Program materials
Step 2: Identify gifted & talented or enrichment program model for Joseph A. Edgar Intermediate School	P-Principal S-Coordinators T- GATES teacher	Phase I: 10/12	A. <i>Resources Available</i> 1. Professional development periods 2. Grade level, department, and faculty meetings B. <i>Resources Needed: None</i>	A. Report detailing selected gifted & talented or enrichment program model for Joseph A. Edgar Intermediate School
Step 3: Submit proposal to adopt Joseph A. Edgar Intermediate School's GATES program model to District Office	P-Principal S-Coordinators T-Director of Instruction	Phase I: 11/12	A. <i>Resources Available</i> 1. Professional development periods 2. Grade level, department, and faculty meetings B. <i>Resources Needed: None</i>	A. Proposal B. Model approved and adopted by Rocky Point UFSD Board of Education

Goal AE-2: Academic Excellence: Increased Rigor: Strategy 1: Develop intellectually challenging courses and programs

D) Enrichment Courses: Guided Academic Technology Enrichment Services (GATES), Brookhaven National Lab/Eastern Suffolk BOCES

<b>Action Steps</b> <i>What Will Be Done?</i>	<b>Responsibilities</b> <i>Who Will Do It?</i> P=Primary S=Secondary T=Tertiary	<b>Timeline</b> <i>(Implementation Phase/                      Completion Date)</i>	<b>Resources</b> A. <i>Resources Available</i> B. <i>Resources Needed (financial, human,                      political &amp; other)</i>	<b>Indicators of Success / Evaluation</b>
Step 4: Identify 2011-12 GATES teacher for Joseph A. Edgar Intermediate School	P-Principal S-Coordinators T-Director of Instruction Assistant Superintendent Executive Director for Educational Services	Phase II: 11/12	A. <i>Resources Available</i> 1. Professional development periods 2. Grade level, department, and faculty meetings B. <i>Resources Needed</i> 1. .5 or 1.0 FTE: either a current staff member or new staff member, depending on JAE GATES Model selected: Gifted and Talented or enrichment model	A. Joseph A. Edgar Intermediate School GATES teacher letter of intent B. Board of Education approval of GATES teacher
Step 5: Provide newly appointed Joseph A. Edgar Intermediate School GATES teacher with gifted and talented education professional development so that he/she is equipped to provide effective gifted and talented or enrichment program to students	P-Director of Instruction S-GATES Teacher T-Principal	Phase II: 5/14 On-Going	A. <i>Resources Available</i> 1. Professional development periods 2. Professional Growth Options (PGO) for tenured staff during professional development periods 3. Grade level and department meetings B. <i>Resources Needed</i> 1. Professional development courses in gifted and talented education at Hofstra University 2. Gifted and Talented Education Conference at Long Island University	A. Conference evaluation forms B. <a href="http://www.mylarningplan.com">www.mylarningplan.com</a> transcript or portfolio C. Hofstra Transcript
Step 6: Review and identify selection instrument to be used by grade levels 3 - 5	P-School Psychologist S-Principal T-Coordinators	Phase III: 11/12	A. <i>Resources Available</i> 1. Current benchmark materials 2. Internet resources 3. Selection instruments used by other districts 4. Selection instruments recommended by professors at St. John's University and Long Island University B. <i>Resources Needed</i> 1. Funding for selection instrument 2. Professional development training to administer new selection instrument	A. GATES selection instrument purchased B. GATES selection criteria established C. Selection instrument administered in grades 3-5

Goal AE-2: Academic Excellence: Increased Rigor: Strategy 1: Develop intellectually challenging courses and programs  
D) Enrichment Courses: Guided Academic Technology Enrichment Services (GATES), Brookhaven National Lab/Eastern Suffolk BOCES

<b>Action Steps</b> <i>What Will Be Done?</i>	<b>Responsibilities</b> <i>Who Will Do It?</i> <i>P=Primary</i> <i>S=Secondary</i> <i>T=Tertiary</i>	<b>Timeline</b> <i>(Implementation Phase/  Completion Date)</i>	<b>Resources</b> <i>A. Resources Available</i> <i>B. Resources Needed (financial, human,  political &amp; other)</i>	<b>Indicators of Success / Evaluation</b>
Step 7: Develop curriculum for GATES Program Grades 3-5	P-GATES teacher S- Coordinators & Principal T-District Office	Phase III: 8/13	<i>A. Resources Available</i> 1. Current Joseph A. Edgar Intermediate School GATES curriculum 2. Other districts curriculum guides 3. Internet resources <i>B. Resources Needed</i> 1. Curriculum writing for new program (45 hours per grade level)	A. Formalized GATES curriculum, framework, and resources
Step 8: Assemble materials and resources necessary to implement selected model	P-GATES teacher S-Principal T- Coordinators	Phase III: 8/13	<i>A. Resources Available</i> 1. Current Joseph A. Edgar Intermediate School Guided Academic Technology Enrichment Services Program materials <i>B. Resources Needed</i> 1. Textbooks and program materials	A. (Textbooks and- Delete) materials purchased and distributed
Step 9: Schedule identified students into grade level clusters and GATES class into master schedule	P-Principal S-Assistant Principal T-GATES Teacher	Phase III: 8/13	<i>A. Resources Available</i> 1. Selection testing results <i>B. Resources Needed: None</i>	A. GATES classes scheduled for September B. Cluster identified students into regular education classes 3-5 C. Create full day/week GATES schedules: Grade 3 full-day/one day per week; Grades 4 & 5 full-day/two days per week each grade



Goal AE-2: Academic Excellence: Strategy 2: Implement intellectually challenging courses and programs

D) Enrichment Courses: Guided Academic Technology Enrichment Services (GATES), Brookhaven National Lab/Eastern Suffolk BOCES

<b>Action Steps</b> <i>What Will Be Done?</i>	<b>Responsibilities</b> <i>Who Will Do It?</i> <i>P=Primary</i> <i>S=Secondary</i> <i>T=Tertiary</i>	<b>Timeline</b> <i>(Implementation Phase/                      Completion Date)</i>	<b>Resources</b> <i>A. Resources Available</i> <i>B. Resources Needed (financial, human,                      political &amp; other)</i>	<b>Indicators of Success / Evaluation</b>
Step 1: Implement revised GATES Program	P-GATES teacher S-Coordinator T-Principal	Phase II: 9/13	<i>A. Resources Available</i> 1. Current GATES program materials and classroom resources 2. Math/Science/English/ Social Studies contests, guest speakers, field trips, robotics 3. Professional development periods 4. Professional Growth Options (PGO) for tenured staff during professional development periods 5. Grade level and department meetings <i>B. Resources Needed</i> 1. Professional Development workshops and conferences	A. Student work products, projects, and contest entries B. Professional Growth Option (PGO) end-of-year teacher summary report
Step 2: Evaluate success of revised GATES Program and alignment with Middle School Honors, Middle School GATES Program, and Middle School research programs	P-Principals S-Coordinators T-GATES teacher	Phase II: 6/14 On-Going	<i>A. Resources Available</i> 1. Approved GATES curriculum framework and resources 2. Professional development periods 3. Professional Growth Options (PGO) for tenured staff during professional development periods 4. Grade level and department meetings 5. Student and parent feedback <i>B. Resources Needed</i> 1. Release time for grades 2 – 6 teachers for vertical articulation and planning for following school year	A. Feeder students for grade 6 Honors B. Student generated student work products, projects, and contest entries C. Summary report of student and parent feedback

## Goal AE- 2E Academic Excellence: Increased Rigor-Career and Technical Education-ACTION PLAN

(AE-2) Academic Excellence: Increased Rigor	<i>The Rocky Point Union Free School District will develop and implement programs offering increased opportunities for students to test and expand the limits of their intellectual boundaries including a comprehensive offering of Advanced Placement courses and opportunities for advanced studies in scientific research.</i>
Sub-Goals:	(AE-4) Academic Excellence: Instructional Technology (AE-5) Academic Excellence: Academic Alignment (OD-1) Organizational Development: Professional Development (OD-2) Organizational Development: Human Resources

**Action Team Sub-Committee Members:**  
*Coordinator: Melinda Brooks*

<p>Strategy 1: Develop intellectually challenging courses and programs</p> <p style="padding-left: 40px;">E) Career and Technical Education (CTE) Certification: 3 CTE Certified Courses: CTE Certified School/Professional Vocational Certification</p> <p>Strategy 2: Implement the intellectually challenging courses and programs listed above</p>
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Goal AE-2: Academic Excellence: Increased Rigor: Strategy 1: Develop intellectually challenging courses and programs				
E) Career and Technical Education (CTE) Certification: 3 CTE Certified Courses: CTE Certified School/Professional Vocational Certification				
Action Steps <i>What Will Be Done?</i>	Responsibilities <i>Who Will Do It?</i> <i>P=Primary</i> <i>S=Secondary</i> <i>T=Tertiary</i>	Timeline <i>(Implementation Phase /</i> <i>Completion Date)</i>	Resources <i>A. Resources Available</i> <i>B. Resources Needed (financial, human,</i> <i>political &amp; other)</i>	Indicators of Success / Evaluation
Step 1: Research New York State Education Department requirements and regulations related to Career and Technical Education (CTE)		Completed: See Appendix of Completed Action Steps Page 4		
Step 2: Identify and create course proposals for possible Career and Technical Education programs that align with the needs of the Rocky Point UFSD and its students		Completed: See Appendix of Completed Action Steps Page 4		

Goal AE-2: Academic Excellence: Increased Rigor: Strategy 1: Develop intellectually challenging courses and programs				
E) Career and Technical Education (CTE) Certification: 3 CTE Certified Courses: CTE Certified School/Professional Vocational Certification				
Action Steps <i>What Will Be Done?</i>	Responsibilities <i>Who Will Do It?</i> <i>P=Primary</i> <i>S=Secondary</i> <i>T=Tertiary</i>	Timeline <i>(Implementation Phase /</i> <i>Completion Date)</i>	Resources <i>A. Resources Available</i> <i>B. Resources Needed (financial, human,</i> <i>political &amp; other)</i>	Indicators of Success / Evaluation
<p>Step 3:</p> <p>Initiate a self-study, curriculum review, teacher certification review, and re-establishment of the Rocky Point UFSD school-business partnership—Career Advisory Program (CAP)—that will serve as the first steps in the career and technical education approval process</p> <p><i>Note: The self-study review is required for all existing programs and new programs seeking approval</i></p>	<p>P-Career and technical education teachers from the proposed program area</p> <p>Academic subject area teachers (of courses that credit is to be offered)</p> <p>Special Ed Coordinator</p> <p>S-Instructional Coordinator of Social Studies and Business Education</p> <p>Director of Special Ed</p> <p>Director of Instruction</p> <p>Executive Director for Educational Services</p> <p>High School Principal</p> <p>T-Guidance Counselors</p>	<p>Phase III: 1/13</p> <p><i>Note: The length of time needed to complete a self-study varies by school district or BOCES and by the type of Career and Technical Education program under review and is not prescribed in Commissioner's Regulations or by SED policy</i></p>	<p><i>A. Resources Available</i></p> <ol style="list-style-type: none"> <li><a href="http://www.p12.nysed.gov/Career and Technical Education (CTE)/">http://www.p12.nysed.gov/Career and Technical Education (CTE)/</a></li> <li>Professional development periods</li> <li>Department and faculty meetings</li> <li>District Career and Technical Education (CTE) self-study team meetings</li> <li>Rocky Point UFSD school-business partnership Career Advisory Program monthly meetings and annual workshops for students</li> </ol> <p><i>B. Resources Needed</i></p> <ol style="list-style-type: none"> <li>Stipend for school-business partnership advisor for Career Advisory Program</li> <li>Funding for curriculum writing</li> <li>Long Island Works workshops and events fees</li> </ol>	<p>A. District Career and Technical Education self-study team agendas and minutes</p> <p>B. Curriculum projects submitted</p> <p>C. Report detailing teacher certification review</p> <p>D. Rocky Point UFSD school-business partnership Career Advisory Program meeting agendas and minutes</p>
<p>Step 4:</p> <p>Prepare required self-study report for external review committee</p>	<p>P-Secondary educators, both Career and Technical Education teachers and core academic subject area teachers</p> <p>S-Instructional Coordinators</p> <p>Coordinator of Special Ed</p> <p>High School Principal</p> <p>T-Guidance Counselors</p>	<p>Phase III: 8/13</p>	<p><i>A. Resources Available</i></p> <ol style="list-style-type: none"> <li>New York State Education Website <a href="http://www.p12.nysed.gov/Career and Technical Education (CTE)/">http://www.p12.nysed.gov/Career and Technical Education (CTE)/</a></li> <li>Professional development periods</li> <li>Department and faculty meetings</li> <li>Meetings with Career and Technical Education educators from other schools</li> <li>School-Business Partnership</li> </ol> <p><i>B. Resources Needed: None</i></p>	<p>A. Self-study report detailing completed curriculum and teacher certification review for all proposed Career and Technical Education courses approved by external review committee</p>

**Goal AE-2: Academic Excellence: Increased Rigor: Strategy 1: Develop intellectually challenging courses and programs**  
**E) Career and Technical Education (CTE) Certification; 3 CTE Certified Courses: CTE Certified School/Professional Vocational Certification**

<b>Action Steps</b> <i>What Will Be Done?</i>	<b>Responsibilities</b> <i>Who Will Do It?</i> <i>P=Primary</i> <i>S=Secondary</i> <i>T=Tertiary</i>	<b>Timeline</b> <i>(Implementation Phase / Completion Date)</i>	<b>Resources</b> <i>A. Resources Available</i> <i>B. Resources Needed (financial, human, political &amp; other)</i>	<b>Indicators of Success / Evaluation</b>
<p>Step 4: Prepare required self-study report for external review committee</p>	<p>P-Secondary educators, both Career and Technical Education teachers and core academic subject area teachers S-Instructional Coordinators Coordinator of Special Ed High School Principal T-Guidance Counselors</p>	<p>Phase III: 8/13</p>	<p><i>A. Resources Available</i> 6. New York State Education Website <a href="http://www.p12.nyscd.gov/Career and Technical Education (CTE)/">http://www.p12.nyscd.gov/Career and Technical Education (CTE)/</a> 7. Professional development periods 8. Department and faculty meetings 9. Meetings with Career and Technical Education educators from other schools 10.School-Business Partnership <i>B. Resources Needed: None</i></p>	<p>A. Self-study report detailing completed curriculum and teacher certification review for all proposed Career and Technical Education courses approved by external review committee</p>
<p>Step 5: Provide the New York State Department of Education with data on student progress and performance on Regent’s examinations or approved alternatives, technical assessments and placement into employment or post-secondary education</p>	<p>P-Executive Director for Educational Services Guidance Counselors S-Business Ed Teachers Family &amp; Consumer Science Chairperson T-High School Principal Instructional Coordinators Special Ed Coordinator Eastern Suffolk BOCES Shared Data Expert/ Staff Developer Director of Special Ed Director of Instruction</p>	<p>Phase IV: 8/14</p>	<p><i>A. Resources Available</i> 1. New York State Education Website <a href="http://www.p12.nyscd.gov/Career and Technical Education (CTE)/">http://www.p12.nyscd.gov/Career and Technical Education (CTE)/</a> 2. Professional development periods 3. Department and faculty meetings <i>B. Resources Needed: None</i></p>	<p>A. Data submitted to NYSED detailing student progress and performance to evaluate success on Regent’s examinations or approved alternatives, technical assessments and placement into employment or postsecondary education B. Hard copy of data reports submitted to NYSED</p>

Goal AE-2: Academic Excellence: Increased Rigor: Strategy 1: Develop intellectually challenging courses and programs				
E) Career and Technical Education (CTE) Certification: 3 CTE Certified Courses: CTE Certified School/Professional Vocational Certification				
Action Steps <i>What Will Be Done?</i>	Responsibilities <i>Who Will Do It?</i> <i>P=Primary</i> <i>S=Secondary</i> <i>T=Tertiary</i>	Timeline <i>(Implementation Phase / Completion Date)</i>	Resources <i>A. Resources Available</i> <i>B. Resources Needed (financial, human, political &amp; other)</i>	Indicators of Success / Evaluation
<p>Step 6:</p> <p>A. Collect data to show numbers of students who:</p> <ol style="list-style-type: none"> <li>1. completed three to five or more units of credit in the approved Career and Technical Education program at a BOCES facility</li> <li>2. took and passed a technical assessment in an approved program</li> <li>3. earned technical endorsements on their diplomas</li> <li>4. entered postsecondary study</li> </ol> <p>B. Establish a system to have data reported to the Student Information Repository System (SIRS)</p>	<p>P-Executive Director for Educational Services Guidance Counselors S-Business Ed Teachers Family &amp; Consumer Science Chairperson T-High School Principal Instructional Coordinators Special Ed Coordinator Eastern Suffolk BOCES Shared Data Expert/ Staff Developer Director of Special Ed Director of Instruction</p>	Phase IV: 8/14	<p><i>A. Resources Available</i></p> <ol style="list-style-type: none"> <li>1. New York State Education Website <a href="http://www.p12.nysed.gov/Career and Technical Education (CTE)/">http://www.p12.nysed.gov/Career and Technical Education (CTE)/</a></li> <li>2. Professional development periods</li> <li>3. Department and faculty meetings</li> </ol> <p><i>B. Resources Needed: None</i></p>	<p>A. Data submitted to NYSED detailing student progress and performance to evaluate success on Regent's examinations or approved alternatives, technical assessments and placement into employment or postsecondary education</p> <p>B. Hard copy of data reports submitted to NYSED</p>
<p>Step 7:</p> <p>Complete New York State Education Department application for Career and Technical Education course approval</p>	<p>P-Executive Director for Educational Services S-High School Principal T-Instructional Coordinator</p>	Phase IV: 8/14	<p><i>A. Resources Available</i></p> <ol style="list-style-type: none"> <li>1. New York State Education Website <a href="http://www.p12.nysed.gov/Career and Technical Education (CTE)/">http://www.p12.nysed.gov/Career and Technical Education (CTE)/</a></li> </ol> <p><i>B. Resources Needed: None</i></p>	<p>A. Completed application for Career and Technical Education course approval submitted to New York State Education Department</p>

**Goal AE-2: Academic Excellence: Increased Rigor: Strategy 2: Implement intellectually challenging courses and programs**  
**E) Career and Technical Education (CTE) Certification: 3 CTE Certified Courses: CTE Certified School/Professional Vocational Certification**

<b>Action Steps</b> <i>What Will Be Done?</i>	<b>Responsibilities</b> <i>Who Will Do It?</i> <i>P=Primary</i> <i>S=Secondary</i> <i>T=Tertiary</i>	<b>Timeline</b> <i>(Implementation Phase / Completion Date)</i>	<b>Resources</b> <i>A. Resources Available</i> <i>B. Resources Needed (financial, human, political &amp; other)</i>	<b>Indicators of Success / Evaluation</b>
Step 1: Research administration of National Occupational Competency Testing Institute (NOCTI) Exam for CTE students		Completed: See Appendix of Completed Action Steps Page 5		
Step 2: Implementation of National Occupational Competency Testing Institute (NOCTI) exams for Cosmetology Students	P-Executive Director for Educational Services Guidance Counselors S-Business Ed Teachers Family & Consumer Science Chairperson T-High School Principal Instructional Coordinators Special Ed Coordinator Eastern Suffolk BOCES Shared Data Expert/ Staff Developer Director of Special Ed Director of Instruction	Phase IV: 5:15	<i>A. Resources Available</i> 1. NOCTI website <a href="http://www.nocti.org/glance.cfm">http://www.nocti.org/glance.cfm</a> <i>B. Resources Needed</i> 1. Funding for NOCTI Exam	A. NOCTI Exam administered for all Cosmetology students.

## Goal AE- 3 Academic Excellence: Academic Support - ACTION PLAN

(AE-3) Academic Excellence: Academic Support	The Rocky Point Union Free School District will develop a comprehensive, multi-tiered approach to providing academic support to at-risk students including academic intervention services (AIS) and individual comprehensive academic response for excellence (ICARE) plans.
Sub-Goals:	(AE-1) Academic Excellence: Core Curriculum (AE-4) Academic Excellence: Instructional Technology (OD-1) Organizational Development: Professional Development (OD-2) Organizational Development: Human Resources (OD-4) Organizational Development: Data Analysis and Feedback (FS-1) Fiscal Sustainability: Resource Allocation

*Action Team Members: Anja Groth, Director of Instruction - Chair*  
*Dr. D. De Luca, Assistant Superintendent - Chair*  
*Coordinators: Vinny LaSorsa, Stephanie Weeks*  
*Eastern Suffolk BOCES Shared Data Expert/Staff Developer: Dee Dee Hangartner*  
*Principals: Carol Tvelia, Bill Caulfield*  
*Assistant Principal: Dr. Courtney Herbert*  
*Teachers: Jen Burke, Cheryl Fusco, Peter Costa, Andy Cooper, Tim Delaney*  
*School Related Personnel/Parent: Gina Brooks*

<p>Strategy 1: Develop multi-tiered</p> <ul style="list-style-type: none"> <li>A. Academic Intervention Services (AIS)/Response to Intervention (Rtl) Program for students who have failed or are in jeopardy of failing courses and/or State assessments</li> <li>B. Individual Comprehensive Academic Response for Excellence (ICARE) Plans for at-risk students who have not made adequate yearly progress (AYP), failed or are in jeopardy of failing required courses and/or State assessments, and/or failed to graduate or are in jeopardy of not graduating from high school</li> <li>C. Positive Behavior Intervention Strategies (PBIS) &amp; Behavior Intervention Plans (BIPs) for students with discipline and/or attendance issues [Part of Rocky Point High School's Quality Improvement Plan (QIP)]</li> </ul> <p>Strategy 2: Implement multi-tiered AIS/Rtl Program, ICARE Plans, PBIS, and BIPs</p>
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**AE-3 Academic Excellence: Academic Support: Strategy 1A: Develop multi-tiered Academic Intervention Services (AIS)/Response to Intervention (RtI) Program for students who have failed or are in jeopardy of failing courses and/or State assessments**

<b>Action Steps</b> <i>What Will Be Done?</i>	<b>Responsibilities</b> <i>Who Will Do It?</i> P=Primary S=Secondary T=Tertiary	<b>Timeline</b> <i>(Implementation Phase / Completion Date)</i>	<b>Resources</b> A. <i>Resources Available</i> B. <i>Resources Needed (financial, human, political &amp; other)</i>	<b>Indicators of Success / Evaluation</b>
Step 1: Review District and building attendance policies to develop Attendance Intervention Support Plan	P-Principals S-Guidance Counselors Psychologists Social Workers Nurses T- Assistant Principals	Phase I: 6/12	A. <i>Resources Available</i> 1. eSchool-student management system- attendance logs & reports 2. Department, grade level and faculty meetings 3. Professional development periods 4. Professional Growth Option (PGO) for tenured staff B. <i>Resources Needed: None</i>	A. Attendance Intervention Support Plan B. District-wide monthly meeting agenda and minutes detail alignment and articulation
Step 2: Create a District Response to Intervention Team to develop consistent Response to Intervention processes and procedures for all buildings	P-Director of Instruction Director of Special Ed Assistant Superintendent Instructional Coordinators Coordinator of Special Ed S-Principals Assistant Principals T-Psychologists Teachers Support Staff	Phase I: 6/12	A. <i>Resources Available</i> 1. Department, grade level and faculty meetings 2. New York State Education Department's <i>Response to Intervention Guidance Document</i> 3. <i>Response to Intervention</i> research and professional resources 4. Building based <i>Response to Intervention</i> student information sheets (Former Instructional Support Team-IST-Student Information sheets) B. <i>Resources Needed: None</i>	A. Written report detailing District Response to Intervention processes and procedures B. Response to Intervention District Team membership list (includes the chair of each building level Response to Intervention team)
Step 3: Create consistent building level Response to Intervention teams to coordinate Response to Intervention processes and procedures	P-Principals Assistant Principals S-Teachers Support Staff T-Director of Instruction Director of Special Ed Assistant Superintendent Instructional Coordinators Coordinator of Special Ed	Phase I: 6/12	A. <i>Resources Available</i> 1. Written report detailing District Response to Intervention processes and procedures 2. Department, grade level and faculty meetings 3. Professional development periods B. <i>Resources Needed: None</i>	A. Written report detailing building Response to Intervention processes and procedures consistent across all buildings B. Response to Intervention building level team membership lists



AE-3 Academic Excellence: Academic Support: Strategy 1A: Develop multi-tiered Academic Intervention Services (AIS)/Response to Intervention (RtI) Program for students who have failed or are in jeopardy of failing courses and/or State assessments

<b>Action Steps</b> <i>What Will Be Done?</i>	<b>Responsibilities</b> <i>Who Will Do It?</i> <i>P=Primary</i> <i>S=Secondary</i> <i>T=Tertiary</i>	<b>Timeline</b> <i>(Implementation Phase / Completion Date)</i>	<b>Resources</b> <i>A. Resources Available</i> <i>B. Resources Needed (financial, human, political &amp; other)</i>	<b>Indicators of Success / Evaluation</b>
<p>Step 4: Investigate and develop additional formal and informal assessments, as well as entry criteria for student placement into programs outlined in the Response to Intervention Framework</p>	<p>P-Coordinators S-Teachers T-Principals</p>	<p>Phase II: 6/12 On-Going</p>	<p><i>A. Resources Available</i></p> <ol style="list-style-type: none"> <li>1. Current assessment tools</li> <li>2. Behavior checklists</li> <li>3. Building based <i>Response to Intervention</i> student information sheets (Former Instructional Support Team-IST-student information sheets)</li> <li>4. Building Response to Intervention teams</li> <li>5. Response to Intervention Resources</li> <li>6. Department, grade level and faculty meetings</li> <li>7. Professional development periods</li> <li>8. Professional Growth Option (PGO) for tenured staff</li> </ol> <p><i>B. Resources Needed: None</i></p>	<p>A. Documentation of assessment results to place students in effective interventions based on their needs</p>
<p>Step 5: Investigate and develop additional formal and informal assessments for probes/progress monitoring of student in current and future Response to Intervention programs outlined in the current and updated Response to Intervention Framework</p>	<p>P-Coordinators S-Response to Intervention Building Teams Response to Intervention District Team T-Teachers</p>	<p>Phase II: 6/12 On-Going</p>	<p><i>A. Resources Available</i></p> <ol style="list-style-type: none"> <li>1. Response to Intervention Framework</li> <li>2. Current assessment practices</li> <li>3. Behavior checklists</li> <li>4. Building based Response to Intervention student information sheets (Former IST - student information sheets)</li> <li>5. Building Response to Intervention teams</li> <li>6. Response to Intervention Resources Department, grade level and faculty meetings</li> <li>7. Professional development periods</li> <li>8. Professional Growth Option (PGO) for tenured staff</li> </ol> <p><i>B. Resources Needed: None</i></p>	<p>A. Probes/progress monitoring and assessment timeline to gage progress in the specific intervention a student is receiving</p>

AE-3 Academic Excellence: Academic Support: Strategy 1A: Develop multi-tiered Academic Intervention Services (AIS)/Response to Intervention (RtI) Program for students who have failed or are in jeopardy of failing courses and/or State assessments

<b>Action Steps</b> <i>What Will Be Done?</i>	<b>Responsibilities</b> <i>Who Will Do It?</i> <i>P=Primary</i> <i>S=Secondary</i> <i>T=Tertiary</i>	<b>Timeline</b> <i>(Implementation Phase / Completion Date)</i>	<b>Resources</b> <i>A. Resources Available</i> <i>B. Resources Needed (financial, human, political &amp; other)</i>	<b>Indicators of Success / Evaluation</b>
<p>Step 6: Investigate and explore scientifically based research programs to integrate in the current updated Response to Intervention Framework</p>	<p>P-Director of Instruction                      Director of Special Ed                      Instructional Coordinators                      Coordinator of Special Ed                      S-Principals                      T-Teachers</p>	<p>Phase II: 6/12                      On-Going</p>	<p><i>A. Resources Available</i>                      1. Department, grade level and faculty meetings                      2. Professional development periods                      3. Professional Growth Option (PGO) for tenured staff                      4. Meetings &amp; phone calls with publishers &amp; researchers to compile information &amp; samples of programs  <i>B. Resources Needed: None</i></p>	<p>A. Report detailing best practices to optimize interventions based on student needs                      B. Document detailing new programs &amp; interventions to be integrated into current Response to Intervention Framework</p>
<p>Step 7: Integrate new scientifically based Response to Intervention programs into the District three tier Response to Intervention Framework to meet the needs of all students                      Tier I-Core Program                      Tier II- Intervention                      Tier III-Intensive</p>	<p>P-Coordinators                      S-Teachers                      T-Principals</p>	<p>Phase II: 6/12                      On-Going</p>	<p><i>A. Resources Available</i>                      1. Current Response to Intervention Framework                      2. Department, grade level and faculty meetings                      3. Professional development periods  <i>B. Resources Needed: None</i></p>	<p>A. List of new academic and behavioral interventions that meet the needs of students</p>
<p>Step 8: Develop curriculum and assessments for scheduled Academic Intervention Services/Response to Intervention Program classes</p>	<p>P-Teachers                      S-Instructional Coordinators                      Coordinator of Special Ed                      T-Director of Instruction                      Director of Special Ed</p>	<p>Phase II: 8/12                      On-Going</p>	<p><i>A. Resources Available</i>                      1. Current grade level course curricula and State assessments  <i>B. Resources Needed</i>                      1. Funds for grade level subject specific curriculum projects for scheduled Academic Intervention Services Program</p>	<p>A. Master schedule                      B. List of scheduled Academic Intervention Services/Response to Intervention Program classes</p>

AE-3 Academic Excellence: Academic Support: Strategy 1A: Develop multi-tiered Academic Intervention Services (AIS)/Response to Intervention (RtI) Program for students who have failed or are in jeopardy of failing courses and/or State assessments				
Action Steps <i>What Will Be Done?</i>	Responsibilities <i>Who Will Do It?</i> <i>P=Primary</i> <i>S=Secondary</i> <i>T=Tertiary</i>	Timeline <i>(Implementation Phase / Completion Date)</i>	Resources <i>A. Resources Available</i> <i>B. Resources Needed (financial, human, political &amp; other)</i>	Indicators of Success / Evaluation
<p>Step 9: Develop an electronic assessment portfolio that can be shared among necessary personnel</p> <p>Phase II-Investigate assessments that can be scanned</p> <p>Phase III-Investigate technology to be utilized for scanning</p> <p>Phase IV-Begin compiling assessment data for electronic portfolio for Response to Intervention</p>	<p>P-District Response to Intervention Team Coordinators Director of Instruction Director of Special Ed Executive Director for Educational Services</p> <p>S-Building Response to Intervention Teams</p> <p>T-Teachers Support Staff</p>	<p>Phase III-IV: 7/13 On-Going</p>	<p><i>A. Resources Available</i></p> <ol style="list-style-type: none"> <li>1. Student assessment data</li> <li>2. <a href="http://rtimdirect.com">http://rtimdirect.com</a></li> <li>3. Eastern Suffolk BOCES Regional Information Center (RIC) Support</li> <li>4. Eastern Suffolk BOCES Student Data Services</li> <li>5. Department, grade level and faculty meetings</li> <li>6. Professional development periods</li> <li>7. Professional Growth Option (PGO) for tenured staff</li> <li>8. Time to perform specific assessments</li> </ol> <p><i>B. Resources Needed: TBD</i></p>	<p>A. Electronic portfolios accessed and used by Response to Intervention instructional staff</p>
AE-3 Academic Excellence: Academic Support: Strategy 2A: Implement multi-tiered Academic Intervention Services (AIS)/Response to Intervention (RtI) Program for students who have failed or are in jeopardy of failing courses and/or State assessments				
<p>Step 1: Contact parents or students as soon as a pattern of absences occurs or when attendance letters are run</p>	<p>P-Principals S-Assistant Principals T-Guidance Counselors Psychologists Social Workers Nurses</p>	<p>Phase I: 3/11  Completed: Subject to Continuing Review</p>	<p><i>A. Resources Available</i></p> <ol style="list-style-type: none"> <li>1. Attendance records in eSchool-student data management system</li> <li>2. Building meetings</li> <li>3. eSchool student management system</li> </ol> <p><i>B. Resources Needed: None</i></p>	<p>A. Attendance letters B. Documentation of calls and meetings between home and school regarding student attendance</p>
<p>Step 2: Implement Attendance Intervention Support Plan for identified students whose attendance impedes their ability to pass courses and State assessments</p>	<p>P-Instructional Coordinators Coordinator of Special Ed S-Principals T-Assistant Principals</p>	<p>Phase I: 9/12 On-going</p>	<p><i>A. Resources Available</i></p> <ol style="list-style-type: none"> <li>1. Attendance Intervention Support Plan</li> <li>2. List of identified students</li> </ol> <p><i>B. Resources Needed: None</i></p>	<p>A. Attendance Intervention Support Team meeting agendas and minutes B. Student attendance records C. Documented meetings with students</p>

**AE-3 Academic Excellence: Academic Support: Strategy 2A: Implement multi-tiered Academic Intervention Services (AIS)/Response to Intervention (RtI) Program for students who have failed or are in jeopardy of failing courses and/or State assessments**

<b>Action Steps</b> <i>What Will Be Done?</i>	<b>Responsibilities</b> <i>Who Will Do It?</i> <i>P=Primary</i> <i>S=Secondary</i> <i>T=Tertiary</i>	<b>Timeline</b> <i>(Implementation Phase / Completion Date)</i>	<b>Resources</b> <i>A. Resources Available</i> <i>B. Resources Needed (financial, human, political &amp; other)</i>	<b>Indicators of Success / Evaluation</b>
Step 3: Implement District Response to Intervention Team to oversee consistent Response to Intervention processes & procedures within all buildings for student placement in interventions	P-Instructional Coordinators Coordinator of Special Ed S-Principals Assistant Principals T-Director of Instruction Director of Special Ed	Phase II: 9/12 On-Going	<i>A. Resources Available</i> 1. Department, grade level & faculty meetings 2. Professional development periods 3. Professional books 4. New York State Education Department's <i>Response to Intervention Guidance Document</i> 5. Response to Intervention Framework <i>B. Resources Needed</i> 1. Substitutes for teachers for release time	A. District Response to Intervention Team meeting agendas and minutes detailing standard operating procedures compliant with New York State regulations for Response to Intervention
Step 4: Implement building Response to Intervention teams	P-Instructional Coordinators Coordinator of Special Ed Principals Assistant Principals S-Teachers Support Staff T-Director of Instruction Director of Special Ed	Phase II: 9/12 On-Going	<i>A. Resources Available</i> 1. Department, grade level & faculty meetings 2. Professional development periods 3. Professional books 4. New York State Education Department's <i>Response to Intervention Guidance Document</i> 5. Response to Intervention Framework 6. Building based Response to Intervention student information sheets (Former IST student information sheets) <i>B. Resources Needed: None</i>	A. District Response to Intervention Team meeting agendas and minutes detailing standard operating procedures compliant with New York State regulations for Response to Intervention
Step 5: Implement the District's Three Tier Response to Intervention Framework Tier I-Core Program Tier II- Intervention Tier III-Intensive	P- Coordinators S-Teachers T-Building Administration	Phase II: 9/13 On-Going	<i>A. Resources Available</i> 1. Current Response to Intervention Framework 2. Revised Response to Intervention Framework 3. Department, grade level & faculty meetings 4. Professional development periods 5. Building based Response to Intervention student information sheets <i>B. Resources Needed: None</i>	A. Documented use of new academic and behavioral interventions to meet the needs of students

AE-3 Academic Excellence: Academic Support: Strategy 2A: Implement multi-tiered Academic Intervention Services (AIS)/Response to Intervention (RtI) Program for students who have failed or are in jeopardy of failing courses and/or State assessments				
Action Steps <i>What Will Be Done?</i>	Responsibilities <i>Who Will Do It?</i> <i>P=Primary</i> <i>S=Secondary</i> <i>T=Tertiary</i>	Timeline <i>(Implementation Phase / Completion Date)</i>	Resources <i>A. Resources Available</i> <i>B. Resources Needed (financial, human, political &amp; other)</i>	Indicators of Success / Evaluation
Step 6: Implement criteria for student selection information to prescribe an intervention plan	P-Response to Intervention Team S- Building Admin. T- Teachers	Phase II: 9/13 On-Going	<i>A. Resources Available</i> 1. eSchoolData student management system 2. Criteria document <i>B. Resources Needed: None</i>	A. Document that articulates standard K-12 assessment criteria for movement between tiers B. List of identified students with prescribed intervention plans
Step 7: Implement new curriculum and assessments for scheduled Academic Intervention Services/Response to Intervention Program classes	P-Teachers S-Instructional Coordinators Coordinator of Special Ed T-Director of Instruction Director of Special Ed	Phase III: 6/13 On-Going	<i>A. Resources Available</i> 1. Current grade level course curricula and State assessments <i>B. Resources Needed</i> 1. Funds for grade level subject specific curriculum projects for scheduled Academic Intervention Services Program	A. Master schedule B. List of scheduled Academic Intervention Services/Response to Intervention Program classes
AE-3 Academic Excellence: Academic Support: Strategy 1B: Develop multi-tiered Individual Comprehensive Academic Response for Excellence (ICARE) Plans for at-risk students who have not made adequate yearly progress (AYP), failed or are in jeopardy of failing required courses and/or State assessments, and/or failed to graduate or are in jeopardy of not graduating from high school				
Action Steps <i>What Will Be Done?</i>	Responsibilities <i>Who Will Do It?</i> <i>P=Primary</i> <i>S=Secondary</i> <i>T=Tertiary</i>	Timeline <i>(Implementation Phase / Completion Date)</i>	Resources <i>A. Resources Available</i> <i>B. Resources Needed (financial, human, political &amp; other)</i>	Indicators of Success / Evaluation
Step 1: Develop procedure to identify “critical care” students who did not graduate last year or are in danger of not graduating from high school this year				Completed: See Appendix of Completed Action Steps Page 5
Step 2: Identify “critical care” students who did not graduate last year or are in danger of not graduating from high school this year	P- Assistant Superintendent Director of Instruction S- Eastern Suffolk BOCES Shared Data Expert/ Staff Developer T- Guidance Counselors Principal	Phase I: 3/11  Completed: Subject to Continuing Review	<i>A. Resources Available</i> 1. Eastern Suffolk BOCES Regional Information Center data reports from BARS and ReportNet 2. eSchoolData student management system 3. Procedure to identify “critical care” students 4. Beacon Early Warning System <i>B. Resources Needed: None</i>	A. Chart of identified students with State assessment, transcript, and attendance data B. 11 <sup>th</sup> and 12 <sup>th</sup> grade students received ICARE services in 2010-2011 C. HS students serviced during Summer ICARE Program and 2011-12 school year

AE-3 Academic Excellence: Academic Support: Strategy 1B: Develop multi-tiered Individual Comprehensive Academic Response for Excellence (ICARE) Plans for at-risk students who have not made adequate yearly progress (AYP), failed or are in jeopardy of failing required courses and/or State assessments, and/or failed to graduate or are in jeopardy of not graduating from high school				
<b>Action Steps</b> <i>What Will Be Done?</i>	<b>Responsibilities</b> <i>Who Will Do It?</i> <i>P=Primary</i> <i>S=Secondary</i> <i>T=Tertiary</i>	<b>Timeline</b> <i>(Implementation Phase / Completion Date)</i>	<b>Resources</b> <i>C. Resources Available</i> <i>D. Resources Needed (financial, human, political &amp; other)</i>	<b>Indicators of Success / Evaluation</b>
Step 3: Create comprehensive portfolio folder for each identified "critical care" student who did not graduate last year or are in danger of not graduating from high school this year	P-Coordinator of Reading & Compensatory Services S-Eastern Suffolk BOCES Shared Data Expert/ Staff Developer T-Director of Instruction Assistant Superintendent	Phase I: 3/11 On-Going	<i>A. Resources Available</i> 1. eSchoolData student management system 2. Student transcripts 3. Student schedules 4. Student attendance 5. Student report cards and progress reports <i>B. Resources Needed: None</i>	A. Chart of identified students with State assessment, transcript, and attendance data B. Comprehensive student portfolio folders for each "critical care" student
Step 4: Create an Individual Comprehensive Academic Response for Excellence (ICARE) plan for each identified "critical care" student	P-Instructional Coordinators Coordinator of Special Ed Guidance Counselors S-Principals T-Director of Instruction Director of Special Ed Assistant Superintendent	Phase I: 3/11 On-Going	<i>A. Resources Available</i> 1. Current Response to Intervention Framework 2. Comprehensive student portfolio folders for each "critical care" student <i>B. Resources Needed: None</i>	A. Individual Comprehensive Academic Response for Excellence (ICARE) plans for identified at-risk students
Step 5: Develop checklist to monitor and track academic course credit to initiate immediate credit planning, monitoring and recovery when necessary			Completed: See Appendix of Completed Action Steps Page 5	
Step 6: Expand Individual Comprehensive Academic Response for Excellence (ICARE) program for critical needs students to also include additional academic and behavioral supports to Rocky Point Middle School, Joseph A. Edgar Intermediate School and Frank J. Carasiti Elementary School students to prevent academic failure	P-Principals Assistant Principals Instructional Coordinators Coordinator of Special Ed S-Teachers T-Director of Instruction Director of Special Ed Assistant Superintendent	Phase II: 6/13	<i>A. Resources Available</i> 1. Response to Intervention Team Identification 2. eSchoolData Attendance 3. Report Cards 4. Tutoring 5. Counseling 6. Discipline & Incident Reports <i>B. Resources Needed: None</i>	A. Documentation of expanded academic and behavioral supports to elementary and middle school students B. List of identified students

**AE-3 Academic Excellence: Academic Support: Strategy 1B: Develop multi-tiered Individual Comprehensive Academic Response for Excellence (ICARE) Plans for at-risk students who have not made adequate yearly progress (AYP), failed or are in jeopardy of failing required courses and/or State assessments, and/or failed to graduate or are in jeopardy of not graduating from high school**

<b>Action Steps</b> <i>What Will Be Done?</i>	<b>Responsibilities</b> <i>Who Will Do It?</i> <i>P=Primary</i> <i>S=Secondary</i> <i>T=Tertiary</i>	<b>Timeline</b> <i>(Implementation Phase / Completion Date)</i>	<b>Resources</b> <i>A. Resources Available</i> <i>B. Resources Needed (financial, human, political &amp; other)</i>	<b>Indicators of Success / Evaluation</b>
<p>Step 2: Identify “critical care” students who did not meet with success in Grades K-8</p>	<p>P-Director of Instruction Assistant Superintendent S -Principal Assistant Principal Guidance Counselors Literacy Collaborative Coordinators T-Eastern Suffolk BOCES Shared Data Expert/ Staff Developer</p>	<p>Phase II: 8/12 On-Going</p>	<p><i>A. Resources Available</i>                      1. Eastern Suffolk BOCES Regional Information Center data reports from BARS and ReportNet                      2. eSchoolData student management system                      3. Procedure to identify “critical care” students                      4. Beacon Early Warning System  <i>B. Resources Needed: None</i></p>	<p>A. Chart of identified students with State assessment, transcript, and attendance data</p>
<p>Step 3: Create comprehensive portfolio folder for each identified “critical care” student</p>	<p>P- Principal Assistant Principal Guidance Counselors Literacy Collaborative Coordinators S-Eastern Suffolk BOCES Shared Data Expert/ Staff Developer T-Director of Instruction Director of Special Education Assistant Superintendent</p>	<p>Phase I: 11/12 On-Going</p>	<p><i>A. Resources Available</i>                      1. eSchoolData student management system                      2. Student transcripts                      3. Student schedules                      4. Student attendance                      5. Student report cards and progress reports  <i>B. Resources Needed: None</i></p>	<p>A. Chart of identified students with State assessment, transcript, and attendance data                      B. Comprehensive student portfolio folders for each “critical care” student</p>
<p>Step 4: Create an Individual Comprehensive Academic Response for Excellence (ICARE) plan for each identified “critical care” student</p>	<p>P- Principal Assistant Principal Guidance Counselors Literacy Collaborative Coordinators S-Eastern Suffolk BOCES Shared Data Expert/ Staff Developer T-Director of Instruction Director of Special Ed Assistant Superintendent</p>	<p>Phase I: 12/12 On-Going</p>	<p><i>A. Resources Available</i>                      1. Current Response to Intervention Framework                      2. Comprehensive student portfolio folders for each “critical care” student  <i>B. Resources Needed: None</i></p>	<p>B. Individual Comprehensive Academic Response for Excellence (ICARE) plans for identified at-risk students</p>

**AE-3 Academic Excellence: Academic Support: Strategy 2B: Implement multi-tiered Individual Comprehensive Academic Response for Excellence (ICARE) Plans for at-risk students who have not made adequate yearly progress (AYP), failed or are in jeopardy of failing required courses and/or State assessments, and/or failed to graduate or are in jeopardy of not graduating from high school**

<b>Action Steps</b> <i>What Will Be Done?</i>	<b>Responsibilities</b> <i>Who Will Do It?</i> <i>P=Primary</i> <i>S=Secondary</i> <i>T=Tertiary</i>	<b>Timeline</b> <i>(Implementation Phase / Completion Date)</i>	<b>Resources</b> <i>A. Resources Available</i> <i>B. Resources Needed (financial, human, political &amp; other)</i>	<b>Indicators of Success / Evaluation</b>
<p>Step 1: Provide Academic Intervention Services tutoring and behavioral supports to students in jeopardy of not passing courses and State assessments due to poor attendance</p>	<p>P-Teachers                      Guidance Counselors                      Social Worker                      Psychologists                      S-Principals                      Assistant Principals                      Instructional Coordinators                      Coordinator of Special Ed                      T-Director of Instruction                      Director of Special Ed</p>	<p>Phase II: 9/11                       Completed: Subject to Continuing Review</p>	<p><i>A. Resources Available</i>                      1. Current Response to Intervention Framework                      2. Individual comprehensive academic response for excellence portfolio folders and plans for identified students                      3. Academic Intervention Services Attendance Intervention Support Plans                      4. Teachers' Extra Help sessions on Wednesdays and Thursdays                      5. Learning lab periods in Middle School and High School master schedule                      6. Alternative Learning Center option when available for students to make up work and get extra help  <i>B. Resources Needed: None</i></p>	<p>A. List of identified students                      B. Schedule of Academic Intervention Services tutoring                      C. Student attendance for AIS Tutoring                      D. Academic Intervention Services teacher time sheets</p>
<p>Step 2: Match identified Individual Comprehensive Academic Response for Excellence (ICARE) students with available Academic Intervention Services tutors</p>	<p>P-Instructional Coordinators                      Coordinator of Special Ed                      S-Principals                      Assistant Principals                      T-Director of Instruction                      Director of Special Ed                      Assistant Superintendent</p>	<p>Phase I: 2/11                       Completed: Subject to Continuing Review</p>	<p><i>A. Resources Available</i>                      1. Current Response to Intervention Framework                      2. Individual Comprehensive Academic Response for Excellence (ICARE) portfolio folders and plans for identified students  <i>B. Resources Needed: None</i></p>	<p>A. Schedule of Academic Intervention Services</p>



**AE-3 Academic Excellence: Academic Support: Strategy 2B: Implement multi-tiered Individual Comprehensive Academic Response for Excellence (ICARE) Plans for at-risk students who have not made adequate yearly progress (AYP), failed or are in jeopardy of failing required courses and/or State assessments, and/or failed to graduate or are in jeopardy of not graduating from high school**

<b>Action Steps</b> <i>What Will Be Done?</i>	<b>Responsibilities</b> <i>Who Will Do It?</i> <i>P=Primary</i> <i>S=Secondary</i> <i>T=Tertiary</i>	<b>Timeline</b> <i>(Implementation Phase / Completion Date)</i>	<b>Resources</b> <i>A. Resources Available</i> <i>B. Resources Needed (financial, human, political &amp; other)</i>	<b>Indicators of Success / Evaluation</b>
Step 3: Implement Individual Comprehensive Academic Response for Excellence (ICARE) plans	P-Teachers Guidance Counselors Social Worker Psychologists S-Principals Assistant Principals Instructional Coordinators Coordinator of Special Ed T-Director of Instruction Assistant Superintendent	Phase I: 4/11  Completed: Subject to Continuing Review	<i>A. Resources Available</i> 1. Current Response to Intervention Framework 2. Individual Comprehensive Academic Response for Excellence (ICARE) portfolio folders and plans for identified students  <i>B. Resources Needed</i> 1. Funding for Academic Intervention Services tutors for specific at risk students	A. Individual Comprehensive Academic Response for Excellence Plans
Step 4: Review, evaluate and revise Individual Comprehensive Academic Response for Excellence plans	P-Guidance Counselors S-Principals Assistant Principals Instructional Coordinators Coordinator of Special Ed T-Director of Instruction Assistant Superintendent	Phase II 12/11  Completed: Subject to Continuing Review	<i>A. Resources Available</i> 1. Current Response to Intervention Framework 2. Individual Comprehensive Academic Response for Excellence (ICARE) portfolio folders and plans for identified students  <i>B. Resources Needed: None</i>	A. Revised Individual Comprehensive Academic Response for Excellence Planning Pages

**AE-3 Academic Excellence: Academic Support: Strategy 3A: Positive Behavior Intervention Strategies (PBIS) & Behavior Intervention Plans (BIPs) for students with discipline and/or attendance issues [Part of Rocky Point High School's Quality Improvement Plan (QIP)]**

<b>Action Steps</b> <i>What Will Be Done?</i>	<b>Responsibilities</b> <i>Who Will Do It?</i> P=Primary S=Secondary T=Tertiary	<b>Timeline</b> <i>(Implementation Phase / Completion Date)</i>	<b>Resources</b> A. <i>Resources Available</i> B. <i>Resources Needed (financial, human, political &amp; other)</i>	<b>Indicators of Success / Evaluation</b>
Step 1: Provide Response to Intervention behavioral programs into the District Three Tier Response to Intervention Framework to meet the social, emotional and behavioral needs of students Tier I-Core Program Tier II- Intervention Tier III-Intensive	P-Assistant Superintendent Coordinator of Special Ed Instructional Coordinators S-Guidance Counselors Social Workers Psychologists T-Principals Assistant Principals	Phases II: 6/15	A. <i>Resources Available</i> 1. Current Response to Intervention I Framework 2. Department, grade level & faculty meetings 3. Professional development periods B. <i>Resources Needed: None</i>	A. Documented use of new behavioral interventions to meet the needs of students
Step 2: Develop an "at risk" profile for students with disabilities starting with the 2009 and 2010 cohorts by monitoring academic course credit.	P-Assistant Superintendent S-Coordinator of Special Ed Instructional Coordinators T-Principals	Phase II: 6/12	A. <i>Resources Available</i> 1. eSchoolData grade books, report cards & transcripts 2. Department, grade level & faculty meetings 3. Professional development periods B. <i>Resources Needed: None</i>	A. "At-risk" profile B. "At-risk" profile portfolio C. Checklist of documents to go in "at-risk" profile portfolios D. Fewer students considered at risk E. Increased graduation rate
Step 3: Form a team to review and create disciplinary guide for referrals and classroom interventions	P-Coordinator of Special Ed S-Principals Assistant Principals T-Guidance Counselors Social Workers Psychologists	Phase II: 1/13	A. <i>Resources Available</i> 1. Department, grade level & faculty meetings 2. Professional development periods 3. Detention & Suspension data B. <i>Resources Needed: None</i>	A. Referral Review Team membership list B. <i>Disciplinary Guide for Referrals and Alternate Interventions</i> C. Disciplinary committee meeting agendas and minutes
Step 4: Develop alternative disciplinary strategies at the middle school and high school	P- Coordinator of Special Ed S- Principals Assistant Principals T-Teachers	Phase II: 2/13	A. <i>Resources Available</i> 1. Department, grade level & faculty meetings 2. Professional development periods 3. Disciplinary Committee meetings B. <i>Resources Needed: None</i>	A. Document detailing alternative disciplinary strategies B. Data reviewed and collected monthly by disciplinary committee
Step 5: Provide professional development on disciplinary strategies to 9 <sup>th</sup> and 10 <sup>th</sup> grade special education classroom teachers	P-Coordinator of Special Ed S- Principals T-Teachers	Phase II: 2/13	A. <i>Resources Available</i> 1. Department, grade level & faculty meetings 2. Professional development periods B. <i>Resources Needed: None</i>	A. Workshop evaluations B. Informal/formal observations evidence embedded classroom activities for disciplinary issues
Step 6: Provide professional development to high school general education faculty on disciplinary strategies	P-Coordinator of Special Ed S- Principals T-Teachers	Phase III: 6/14	A. <i>Resources Available</i> 1. Department, grade level, & faculty meetings 2. Professional Development Periods B. <i>Resources Needed: None</i>	A. Workshop evaluations B. Informal/formal observations evidence embedded in classroom activities for discipline issues

**AE-3 Academic Excellence: Academic Support: Strategy 3A: Positive Behavior Intervention Strategies (PBIS) & Behavior Intervention Plans (BIPs) for students with discipline and/or attendance issues [Part of Rocky Point High School's Quality Improvement Plan (QIP)]**

<b>Action Steps</b> <i>What Will Be Done?</i>	<b>Responsibilities</b> <i>Who Will Do It?</i> P=Primary S=Secondary T=Tertiary	<b>Timeline</b> <i>(Implementation Phase / Completion Date)</i>	<b>Resources</b> A. <i>Resources Available</i> B. <i>Resources Needed (financial, human, political &amp; other)</i>	<b>Indicators of Success / Evaluation</b>
Step 7: Provide professional development to MS faculty on disciplinary strategies	P-Coordinator of Special Ed S- Principals T-Teachers	Phase II: 6/12	A. <i>Resources Available</i> 1. Department, grade level, & faculty meetings 2. Professional Development Periods B. <i>Resources Needed</i> 1. ES BOCES support	A. Workshop evaluations B. Informal/formal observations evidence embedded in classroom activities for discipline issues
Step 8: Provide professional development to K-5 <sup>th</sup> grade faculty on disciplinary strategies	P-Coordinator of Special Ed S- Principals T-Teachers	Phase III: 6/14	A. <i>Resources Available</i> 1. Department, grade level, & faculty meetings 2. Professional Development Periods B. <i>Resources Needed</i> 1. ES BOCES support	A. Workshop evaluations B. Informal/formal observations evidence embedded in classroom activities for discipline issues
Step 9: Review, evaluate and revise the District Three Tier Response to Intervention Framework to meet the social, emotional and behavioral needs of students	P-Assistant Superintendent Coordinator of Special Ed Instructional Coordinator S- Guidance Counselors Social Workers Psychologists T-Principals Assistant Principals	Phase V: 6/16	A. <i>Resources Available</i> 1. Current Response to Intervention I Framework 2. Department, grade level, & faculty Meetings 3. Professional Development Periods B. <i>Resources Needed: None</i>	A. Documented use of new behavioral interventions to meet the needs of students

**AE-3 Academic Excellence: Academic Support: Strategy 3B: Implement Positive Behavior Intervention Strategies (PBIS) & Behavior Intervention Plans (BIPs) for students with discipline and/or attendance issues [Part of Rocky Point High School's Quality Improvement Plan (QIP)]**

Step 1: Implement alternative disciplinary strategies at the middle school and high school	P-Teachers S-Principals Assistant Principals T-Coordinator of Special Ed	Phase II: 2/13	A. <i>Resources Available</i> 1. Department, grade level & faculty meetings 2. Professional development periods 3. VADIR Reports B. <i>Resources Needed: None</i>	A. Document detailing alternative disciplinary strategies B. Data reviewed and collected monthly by disciplinary committee
Step 2: Review, update, and communicate alternative disciplinary strategies at the elementary and intermediate schools	P-Teachers S-Principals Assistant Principals T-Director of Special Ed Coordinator of Special Ed	Phase II: 2/13	A. <i>Resources Available</i> 1. Department, grade level & faculty meetings 2. Professional development periods 3. VADIR Reports B. <i>Resources Needed: None</i>	A. Document detailing alternative disciplinary strategies

## Goal AE- 4 Academic Excellence: - Instructional Technology-ACTION PLAN

(AE-4) Academic Excellence: Instructional Technology	The Rocky Point Union Free School District will integrate appropriate technology into the delivery of instruction and instructional materials.
Sub-Goals:	(AE-1) Academic Excellence: Core Curriculum (OD-1) Organizational Development: Professional Development (FS-1) Fiscal Sustainability: Resource Allocation

**Action Team Members:** Susan Wilson, Executive Director of Educational Services  
 Anja Groth, Director of Instruction- Chairperson  
 Michael Gabriel, Chairperson  
 Dr. D. De Luca, Assistant Superintendent

Coordinators: Vinny LaSorsa, Stephanie Weeks

Principal: Virginia Gibbons

Assistant Principal: Jimmy Moeller

Teachers: Jennifer Meschi, Laurie Varriale, Kerri Thomas

Parent: Ana Picarra-Pinkenburg

Strategy 1: Integrate technology into classroom instruction

Strategy 2: Integrate technology into formative assessments

### AE-4: Academic Excellence: Instructional Technology: Strategy 1: Integrate technology into classroom instruction

Action Steps <i>What Will Be Done?</i>	Responsibilities <i>Who Will Do It?</i> <i>P=Primary</i> <i>S=Secondary</i> <i>T=Tertiary</i>	Timeline <i>(Implementation Phase /</i> <i>Completion Date)</i>	Resources <i>A. Resources Available</i> <i>B. Resources Needed (financial, human,</i> <i>political &amp; other)</i>	Indicators of Success / Evaluation
Step 1: Complete interactive whiteboard/projector installation in all Kindergarten classrooms	P-Communications Coordinator S-Technology Staff Administrators T-Teachers	Phase I: 8/31/11  Completed: Subject to Continuing Review	<i>A. Resources Available</i> I. Funding <i>B. Resources Needed</i> I. Equipment	A. Complete installation

**AE-4: Academic Excellence: Instructional Technology: Strategy 1: Integrate technology into classroom instruction**

<p><b>Action Steps</b> <i>What Will Be Done?</i></p>	<p><b>Responsibilities</b> <i>Who Will Do It?</i> <i>P=Primary</i> <i>S=Secondary</i> <i>T=Tertiary</i></p>	<p><b>Timeline</b> <i>(Implementation Phase / Completion Date)</i></p>	<p><b>Resources</b> <i>A. Resources Available</i> <i>B. Resources Needed (financial, human, political &amp; other)</i></p>	<p><b>Indicators of Success / Evaluation</b></p>
<p>Step 2: Review and update of the District's 3-year technology plan, including research regarding the feasibility of entering into a new multi-year technology lease to ensure instructional technology is updated district-wide as recommended by the technology committee when the current lease expires in August 2013</p>	<p>P-Technology Committee S-Teachers T-District Office</p>	<p>Phase I: 5/11  Completed: Subject to Continuing Review</p>	<p><i>A. Resources Available</i> 1. Technology plan 2. Technology committee 3. Meetings 4. BOCES Regional Information Center Rocky Point UFSD 2011-2014 Technology Plan <i>B. Resources Needed: None</i></p>	<p>A. Updated 3-year technology plan (2011-2014) that includes clear goals, realistic strategies, plans for telecommunications and information technology, reference to the Child Internet Protection Act CIPA, an updated Acceptable Use Policy</p>
<p>Step 3: Provide all student/staff with a Google Apps account (Cloud or similar Computing Environment)</p>	<p>P-Executive Director for Student Services S-Technology Integration Specialists Library Media Specialists T-Teachers</p>	<p>Phase I: 8/12</p>	<p><i>A. Resources Available</i> 1. Google Apps Accounts for Education 2. Equipment <i>B. Resources Needed</i> 1. Funding for release time for professional development</p>	<p>A. Successful completion of account creation for students, teachers and administrators B. Students, teachers and administrators successfully access and use Google Apps</p>
<p>Step 4: Provide professional development in Google Apps to teachers and administrators (Cloud or similar Computing Environment)</p>	<p>P- Executive Director for Educational Services S-Technology Integration Specialists Library Media Specialists T-Teachers</p>	<p>Phase I: 8/12</p>	<p><i>A. Resources Available</i> 1. Google Apps Accounts for Education 2. Equipment 3. PD periods for follow-up training <i>B. Resources Needed</i> 1. Funding for 1/2 – day release time for professional development 2. Camp Rocky Point In-Service Summer Course Stipend</p>	<p>A. Workshop evaluations B. Use of Google Apps accounts for teachers and administrators C. Teachers integrate Google Apps into instruction</p>
<p>Step 5: Identify the skills and competencies needed to develop and implement a technology literacy curriculum including Internet safety, hardware, software, and web-based tools</p>	<p>P-Technology Committee S-Teachers T-Instructional Coordinators</p>	<p>Phase VI: 8/16</p>	<p><i>A. Resources Available</i> 1. Technology committee 2. Subcommittee 3. Online resources 4. The International Society for Technology in Education (ISTE®) Standards <i>B. Resources Needed</i> 1. Funding for release time 2. Curriculum writing</p>	<p>A. Successful development and implementation of technology literacy curriculum and related assessments B. Dissemination of information to all district stakeholders</p>

AE-4: Academic Excellence: Instructional Technology: Strategy 1: Integrate technology into classroom instruction				
<b>Action Steps</b> <i>What Will Be Done?</i>	<b>Responsibilities</b> <i>Who Will Do It?</i> <i>P=Primary</i> <i>S=Secondary</i> <i>T=Tertiary</i>	<b>Timeline</b> <i>(Implementation Phase / Completion Date)</i>	<b>Resources</b> <i>A. Resources Available</i> <i>B. Resources Needed (financial, human, political &amp; other)</i>	<b>Indicators of Success / Evaluation</b>
Step 6: Research the feasibility of implementing a parent/business partnership to have outside individuals offer expert technology related learning opportunities for students K-12 to integrate state-of-the-art technology and skills in to the classroom	P-District Office Administration S-Instructional Coordinators T-Principals	Phase I: 6/13	<i>A. Resources Available</i> 1. Parents 2. Business partnerships 3. Government agencies <i>B. Resources Needed: None</i>	A. Parents, business partners, and government officials visit classrooms and share expert technology lessons with students K-12
Step 7: On-going inventory update of all equipment and programs and continue to explore the possibility of wireless connectivity district wide to further the District's efforts to integrate technology into the curriculum	P- Executive Director for Educational Services S-Technology Integration Specialists Library Media Specialists T-Technology Staff	Phase I: 6/16 On-going	<i>A. Resources Available</i> 1. Google Apps 2. Personnel 3. Existing technology plan <i>B. Resources Needed</i> 1. Light Path Contact 2. Funding	A. List of all District resources
Step 8: Establish quarterly meeting dates for the technology committee to evaluate and update the technology plan and the technology action plan on an ongoing basis reviewing the successes/failures of integrating technology into the curriculum	P- Executive Director for Educational Services S-Technology Committee Technology Action Plan Team T-Teachers	Phase I: 6/16 On-going	<i>A. Resources Available</i> 1. Technology Committee 2. Technology Action Plan Team <i>B. Resources Needed</i> 1. None	A. Establishment of a meeting calendar B. Successful evaluation and modification of technology plan and action plan.
Step 9: Research and develop a district-wide programming curriculum including, but not limited to Microsoft Office, Alice, Scratch, JAVA, C++, Visual Studio, Scholastic Keys and other emerging programming languages. Propose new courses and specials to be offered K-12	P-Coordinators S-Building Level Subcommittee Library Media Specialists T-Instructional Coordinator of Mathematics Teachers	Phase I: 6/16 On-going	<i>A. Resources Available</i> 1. Staff 2. Software programs 3. ISTE standards <i>B. Resources Needed</i> 1. Funding for additional software 2. Release time 3. Curriculum writing	A. Addition of programming courses or requirements district wide. B. Increased student achievement on core assessments. C. Better preparedness for college and career.

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Step 10: Research distance or virtual learning opportunities allowing for student-centered, self-directed, self-paced learning for higher level learners district wide as well as opportunities for credit recovery for secondary students	P-Instructional Coordinators Teachers Guidance Counselors S-Administrators T- Executive Director for Educational Services	Phase I: 6/13	<i>A. Resources Available</i> 1. Staff 2. Professional Development Period 3. List of distance learning providers <i>B. Resources Needed: None</i>	A. Researched NovaNET B. Report detailing state approved distance learning opportunities for higher level learners C. Summary Report detailing increased student achievement on assessments
Step 11: Research and evaluate the possibility of utilizing electronic textbooks (using eReaders) to support instruction	P-Instructional Coordinators Library Media Specialists Technology Integration Specialists S-Technology Committee T-Teachers	Phase II: 6/15	<i>A. Resources Available</i> 1. Staff <i>B. Resources Needed</i> 1. Funding 2. eReaders 3. Digital licensing 4. Digital reader maintenance support	A. Researched FlexBooks on <a href="http://www.cK12.org">www.cK12.org</a> (free online textbooks database) B. Utilization of electronic textbooks (using eReaders) to support instruction district wide
Step 12: Conduct a comprehensive cost analysis comparing traditional teaching tools to emerging technological replacements	P-Executive Director for Educational Services S-Technology Committee T-Instructional Coordinators	Phase II: 6/15	<i>A. Resources Available</i> 1. Staff 2. Research <i>B. Resources Needed</i>	A. The successful creation of a comprehensive cost analysis comparing traditional teaching tools to emerging technological replacements
Step 13: Provide professional development through access to professional learning communities, online courseware, and education portals with resources, best practices and lesson plans	P-Executive Director for Educational Services S-Instructional Coordinators T-Technology Integration Specialists Library Media Specialists Teachers	Phase II: 6/15 On-going	<i>A. Resources Available</i> 1. Rooms 2. Equipment <i>B. Resources Needed</i> 1. Funding for additional software 2. Funding for release time	A. Teacher proficiency using existing and emerging technologies through anonymous pre- and post-assessments B. Increase in student achievement C. Workshop evaluations completed by all participants
Step 14: Complete interactive whiteboard/projector installation in all classrooms	P Executive Director S-Technology Staff Administrators T-Teachers	Phase II: 8/15	<i>A. Resources Available</i> 1. Funding <i>B. Resources Needed</i> 1. Equipment for FJC: Band Room 120, Tech Room 122, HIS Math Room 110, Art Room 124, Band Room 129, Tech Room 131	A. Completed installation

AE-4: Academic Excellence: Instructional Technology: Strategy 1: Integrate technology into classroom instruction				
Action Steps <i>What Will Be Done?</i>	Responsibilities <i>Who Will Do It?</i> <i>P=Primary</i> <i>S=Secondary</i> <i>T=Tertiary</i>	Timeline <i>(Implementation Phase /</i> <i>Completion Date)</i>	Resources <i>A. Resources Available</i> <i>B. Resources Needed (financial, human,</i> <i>political &amp; other)</i>	Indicators of Success / Evaluation
Step 15: Complete installation of new computers in all classrooms implementing Scholastic's System 44 and READ 180 Reading Intervention Programs	P-Executive Director for Educational Services S-Technology Staff Administrators T-Teachers	Phase II: 11/11  Completed: Subject to Continuing Review	<i>A. Resources Available</i> 1. Funding <i>B. Resources Needed</i> 1. New computers for JAE and MS for System 44 and READ 180 classrooms	A. Completed installation
AE-4: Academic Excellence: Instructional Technology: Strategy 2: Integrate technology into formative assessments				
Step 1: Research and implement online assessments programs in core subject areas, including applicable professional development	P-Instructional Coordinators Director of Instruction Executive Director for Educational Services S-Principals T-Teachers	Phase II: 6/16 On-going	<i>A. Resources Available</i> 1. Staff 2. Equipment <i>B. Resources Needed</i> 1. Funding 2. Castle Learning (Online assessment program) 3. Funding for release time 4. Funding for ThinkLink Grade 2	A. Successful implementation of online assessment program B. Increased rigor and increased student achievement in all disciplines C. Research ThinkLink Pre-K - 1
Step 2: Implement workshops and professional development opportunities helping teachers to maximize the use of existing and emerging technologies for formative assessments	P- Executive Director for Educational Services S-Technology Integration Specialists Library Media Specialists Turnkey Trainers Instructional Coordinators T-Technology Committee	Phase II: 6/16 On-going	<i>A. Resources Available</i> 1. Staff 2. Technology equipment 3. Contracted vendors 4. Online resources 5. Meetings 6. Questionnaires for staff 7. Technology committee 8. PD Periods: ThinkLink PD Grade 2 <i>B. Resources Needed</i> 1. Funding: substitute coverage 2. Online professional development subscription 3. Presenter fees	A. Teacher proficiency using existing and emerging technologies for formative assessments B. Increase in student achievement C. Workshop evaluations completed by all participants D. Anonymous pre- and post-assessment



AE-4: Academic Excellence: Instructional Technology: Strategy 2: Integrate technology into formative assessments

<b>Action Steps</b> <i>What Will Be Done?</i>	<b>Responsibilities</b> <i>Who Will Do It?</i> P=Primary S=Secondary T=Tertiary	<b>Timeline</b> <i>(Implementation Phase / Completion Date)</i>	<b>Resources</b> A. <i>Resources Available</i> B. <i>Resources Needed (financial, human, political &amp; other)</i>	<b>Indicators of Success / Evaluation</b>
<b>Step 3:</b> Research and develop a plan to implement the creation of electronic student portfolios K-12	P- Executive Director for Educational Services Instructional Coordinators S-Teachers Technology Integration Specialists T-Library Media Specialists	Phase II: 6/15	A. <i>Resources Available</i> B. <i>Resources Needed</i> 1. Google Sites 2. Online electronic portfolio vendors	A. Successful implementation of an electronic student portfolio program for K-12 students
<b>Step 4:</b> Develop and execute a plan to administer the Partnership for the Assessment of Readiness for College and Careers Online Assessments	P- Executive Director for Educational Services Instructional Coordinators S-Principals T-Technology Staff	Phase II: 6/15	A. <i>Resources Available</i> 1. Computers 2. Professional development 3. Partnership for the Assessment of Readiness for College and Careers website 4. Technology support staff 5. New York State Education Department Updates B. <i>Resources Needed</i> 1. Additional computers or clickers to administer online assessments 2. Online assessment 3. Funding for release time	A. Partnership for the Assessment of Readiness for College and Careers Online Assessments administered
<b>Step 5:</b> Continue to integrate the use of hand-held clickers in classroom instruction so that teachers can conduct innovative (micro) formative assessments with students for the purpose of improving instruction and helping each student reach his/her highest potential	P-Teachers S-Instructional Coordinators T-Principals	Phase II: 6/15 On-going	A. <i>Resources Available</i> 1. Hand-held clickers 2. Software 3. Teachers 4. Trainers B. <i>Resources Needed</i> 1. Funding to purchase clickers	A. Integration of clickers into lessons and plans
<b>Step 6:</b> Provide the necessary resources so that every community has the infrastructure to support learning with technology, including formative assessments (including Partnership for the Assessment of Readiness for College and Careers Online Assessments) and virtual learning opportunities	P- Executive Director for Educational Services S-Technology Integration Specialists Library Media Specialists Turnkey Trainers Instructional Coordinators T-Technology Committee	Phase II: 6/15 On-going	A. <i>Resources Available</i> 1. Fiscal Team 2. Equipment 3. Contracted vendors 4. Online resources 5. Meetings B. <i>Resources Needed</i> 1. Funding for infrastructure TBD	A. Infrastructure in place that supports learning with technology, including formative assessments (including Partnership for the Assessment of Readiness for College and Careers Online Assessments) and virtual learning opportunities

## Goal AE- 5 Academic Excellence: Academic Alignment - ACTION PLAN

(AE-5) Academic Excellence: Academic Alignment	The Rocky Point Union Free School District will create alignment of assessments for each course of study through the development and implementation of collaboratively developed assessment instruments.
Sub-Goals:	(AE-1) Academic Excellence: Core Curriculum (AE-2) Academic Excellence: Increased Rigor (AE-4) Academic Excellence: Instructional Technology (OD-1) Organizational Development: Professional Development (OD-3) Organizational Development: Accountability (OD-4) Organizational Development: Data Analysis and Feedback (FS-1) Fiscal Sustainability: Resource Allocation

*Action Team Members: Anja Groth, Director of Instruction – Chairperson*

*Dr. Deborah Deluca, Assistant Superintendent*

*Coordinators: Melinda Brooks, Mike Gabriel, Vinny LaSorsa, Stephanie Weeks*

*Principal: Carol Tvelia*

*Assistant Principal: Jimmy Moeller*

*Teachers: Erin Ladani, Tanya Meehan, Dawn Callahan, Shari Hull*

*Parent: Kim Picciotti*

Strategy 1: Develop assessment instruments collaboratively

(All formal, graded assessments including cumulative tests, quarterly exams, and final exams)

Strategy 2: Implement collaboratively developed assessment instruments

AE-5: Academic Excellence: Academic Alignment Strategy 1: Develop assessment instruments collaboratively (All formal, graded assessments including cumulative tests, quarterly exams, and final exams)				
Action Steps <i>What Will Be Done?</i>	Responsibilities <i>Who Will Do It?</i> P=Primary S=Secondary T=Tertiary	Timeline <i>(Implementation Phase / Completion Date)</i>	Resources A. Resources Available B. Resources Needed (financial, human, political & other)	Indicators of Success / Evaluation
Step 1: To improve student understanding, create K-12 common vocabulary & key terms assessments guide that will define assessment language and terminology	P-Teachers S-Instructional Coordinators T-Director of Instruction	Phase I: 9/13	A. Resources Available 1. Previous New York State Assessments 2. <a href="http://www.nysed.gov">www.nysed.gov</a> 3. <a href="http://www.engageny.org">www.engageny.org</a> 4. <a href="http://www.commoncore.org">www.commoncore.org</a> 5. Jean Lapinski's Common Core Document 6. <a href="http://www.gatesfoundation.org">www.gatesfoundation.org</a> 7. ELL 8. CCSS Bloom's Taxonomy B. Resources Needed: None	A. K-12 Common Vocabulary & Key Terms Assessments Guide
Step 2: Review current and past assessments to identify those questions which align with the Common Core State Standards	P-Teachers Instructional Coordinators S-Principals T-Director of Instruction	Phase I: 1/14	A. Resources Available 1. Current test creation software programs 2. Previous New York State Assessments 3. <a href="http://www.nysed.gov">www.nysed.gov</a> 4. ThinkLink 5. CARS B. Resource Needed: None	A. Databank of questions aligned with Common Core State Standards & Strands
Step 3: Review Vendor assessments and programs to identify alignment with the Common Core State Standards Test generators: 1. Examgen 2. Test Wizard 3. ExamView	P-Teachers Instructional Coordinators S-Director of Instruction T-Principals	Phase II: 1/12  Completed: Subject to Continuing Review	A. Resources Available 1. Department, grade level & faculty meetings 2. Professional development periods 3. Vendor assessments & programs 4. SpringBoard B. Resources Needed 1. Funding for updates from vendor assessment programs	A. Selected and implemented the following test generators: 1. Examgen 2. Test Wizard 3. ExamView

**AE-5: Academic Excellence: Academic Alignment Strategy 1: Develop assessment instruments collaboratively**

(All formal, graded assessments including cumulative tests, quarterly exams, and final exams)

<b>Action Steps</b> <i>What Will Be Done?</i>	<b>Responsibilities</b> <i>Who Will Do It?</i> P=Primary S=Secondary T=Tertiary	<b>Timeline</b> <i>(Implementation Phase / Completion Date)</i>	<b>Resources</b> A. Resources Available B. Resources Needed (financial, human, political & other)	<b>Indicators of Success / Evaluation</b>
Step 4: Review and revise grading procedures by building, grade level & department	P-Teachers Instructional Coordinators S- Director of Instruction T- Principals	Phase II: 6/13 On-going	A. Resources Available 1. Department, grade level & faculty meetings 2. Professional development periods 3. Current grading procedures B. Resources Needed: 1. Professional books for teachers and administrators: Dr. Thomas R. Guskey, Robert J. Marzano, Rick Wormeli, Ken O'Connor, Debra Pickering, Doug Reeves	A. Documented Grading Procedures
Step 5: Develop timeline for assessment administration that parallels Interim & Common Core State Standards Partnership for Assessment of Readiness for College and Career Assessments	P-Instructional Coordinators S-Director of Instruction T-Teachers	Phase II: 1/14	A. Resources Available 1. Department, grade level & faculty meetings 2. Professional development periods 3. New York State Education Department Implications Calendar and Updates 4. <a href="http://www.corestandards.org">www.corestandards.org</a> 5. PARCC Assessments B. Resources Needed: None	A. Assessment Administration Timeline
Step 6: Develop end of year/ final exams A. K-5: 3 <sup>rd</sup> trimester =final exam B. 6-12: 4 <sup>th</sup> quarter =final exam	P-Teachers Instructional Coordinators S-Principals T-Director of Instruction	A. Phase II: 4/13 On-Going  B. Phase II: 4/12  Completed: Subject to Continuing Review	A. Resources Available 1. Department, grade level & faculty meetings 2. Professional development periods 3. Common Core State Standards Curriculum Guides 4. Databank of questions aligned with Common Core State Standards & Strands B. Resources Needed 1. Funding for In-District & Off Campus Conference fees 2. Substitutes 3. Consultant(s) for: a. Grading Practices & Best Practices b. Assessment Design	A. End-of-Year/Final Exams

AE-5: Academic Excellence: Academic Alignment Strategy 1: Develop assessment instruments collaboratively (All formal, graded assessments including cumulative tests, quarterly exams, and final exams)				
<b>Action Steps</b> <i>What Will Be Done?</i>	<b>Responsibilities</b> <i>Who Will Do It?</i> <i>P=Primary</i> <i>S=Secondary</i> <i>T=Tertiary</i>	<b>Timeline</b> <i>(Implementation Phase / Completion Date)</i>	<b>Resources</b> <i>A. Resources Available</i> <i>B. Resources Needed (financial, human, political &amp; other)</i>	<b>Indicators of Success / Evaluation</b>
Step 7: Develop trimester and quarterly assessments  A. K-5: two trimester assessments B. 6-12: three quarterly assessments	P-Teachers Instructional Coordinators S-Principals T-Director of Instruction	Phase III: 6/14 On-Going	<i>A. Resources Available</i> 1. Department, grade level & faculty meetings 2. Common Core State Standards Curriculum Guide 3. Databank of questions aligned with Common Core State Standards & Strands  <i>B. Resources Needed:</i> 1. Funding for In-District & Off Campus Conference fees 2. Substitutes 3. Consultant(s) for: a. Grading Practices & Best Practices b. Assessment Design	A. Trimester and quarterly assessments
Step 8: Develop K-12 unit exams	P-Teachers Instructional Coordinators S-Principals T-Director of Instruction	Phase III: 6/14 On-Going	<i>A. Resources Available</i> 1. Department, grade level & faculty meetings 2. Common Core State Standards Curriculum Guide 3. Databank of questions aligned with Common Core State Standards & Strands  <i>B. Resources Needed</i> 1. Funding for In-District & Off Campus Conference fees 2. Substitutes 3. Consultant(s) for: a. Grading Practices & Best Practices b. Assessment Design	A. K-12 unit exams

AE-5: Academic Excellence: Academic Alignment Strategy 1: Develop assessment instruments collaboratively (All formal, graded assessments including cumulative tests, quarterly exams, and final exams)				
Action Steps <i>What Will Be Done?</i>	Responsibilities <i>Who Will Do It?</i> P=Primary S=Secondary T=Tertiary	Timeline <i>(Implementation Phase / Completion Date)</i>	Resources A. <i>Resources Available</i> B. <i>Resources Needed (financial, human, political &amp; other)</i>	Indicators of Success / Evaluation
Step 9: Update, edit, and revise newly written end-of-year & final exams, trimester & quarterly assessments, and unit exams	P-Teachers Instructional Coordinators S-Principals T-Director of Instruction	Phase II: 6/15 On-going	A. <i>Resources Available</i> 1. Subject and grade level end-of-year & final exams, trimester & quarterly assessments, and unit exams 2. Released copies of Partnership for Assessment of Readiness for College and Career Assessments B. <i>Resources Needed: None</i>	A. Revised newly written end-of-year & final exams, trimester & quarterly assessments, and unit exams
AE-5: Academic Excellence: Academic Alignment Strategy 2: Implement assessment instruments collaboratively (All formal, graded assessments including cumulative tests, quarterly exams, and final exams)				
Step 1: Implement end of year/ final exams A. K-5: 3 <sup>rd</sup> trimester =final exam B. 6-12: 4 <sup>th</sup> quarter =final exam	P-Teachers Instructional Coordinators S-Principals T-Director of Instruction	A. Phase II: 4/13 On-Going B. Phase II: 4/12 On-Going	A. <i>Resources Available</i> 1. Previous New York State assessments 2. Teacher created classroom assessments B. <i>Resources Needed: None</i>	A. End of year/ final exams B. Student assessment results
Step 2: Implement trimester and quarterly assessments A. K-5: two trimester assessments B. 6-12: three quarterly assessments	P-Teachers Instructional Coordinators S-Principals T-Director of Instruction	Phase IV: 6/14 On-Going	A. <i>Resources Available</i> 1. Previous New York State assessments 2. Teacher created classroom assessments 3. Released copies of Interim Assessments B. <i>Resources Needed: None</i>	A. Trimester and quarterly assessments B. Student assessment results
Step 3: Implement K-12 unit exams	P-Teachers Instructional Coordinators S-Principals T-Director of Instruction	Phase IV: 6/14 On-Going	A. <i>Resources Available</i> 1. Previous New York State assessments 2. Teacher created classroom assessments 3. Released copies of Interim Assessments B. <i>Resources Needed: None</i>	A. K-12 unit exams B. Student assessment results

## Goal – OD 1 Organizational Development: Professional Development: - ACTION PLAN

(OD-1) Organizational Development: Professional Development	The Rocky Point Union Free School District will promote excellence in delivery of instruction and support services through a comprehensive, targeted professional development program
Sub-Goals:	(AE-1) Academic Excellence: Core Curriculum (AE-2) Academic Excellence: Increased Rigor (AE-3) Academic Excellence: Academic Support (AE-4) Academic Excellence: Instructional Technology (AE-5) Academic Excellence: Academic Alignment (OD-2) Organizational Development: Human Resources (FS-1) Fiscal Sustainability: Resource Allocation

*Action Team Members: Anja Groth, Director of Instruction - Chairperson*

*Dr. Deborah Deluca, Assistant Superintendent*

*Coordinators: Melinda Brooks, Andrea Moscatiello*

*Principal: Virginia Gibbons*

*Teachers: Liz Filippi, Jessica Stalters, Audra Hallock, Laura Flanagan*

*School Related Personnel/Parent: Dawn Krase*

Strategy 1: Create and implement comprehensive, targeted professional development through turnkey training

Goal OD-1 Organizational Development: Professional Development: Strategy 1: Create and implement comprehensive, targeted professional development through turnkey training				
Action Steps <i>What Will Be Done?</i>	Responsibilities <i>Who Will Do It?</i> <i>P=Primary</i> <i>S=Secondary</i> <i>T=Tertiary</i>	Timeline <i>(Implementation Phase/ Completion Date)</i>	Resources <i>A. Resources Available</i> <i>B. Resources Needed (financial, human, political &amp; other)</i>	Indicators of Success / Evaluation
STEP 1: Inform all stakeholders about New York State's adoption of the Common Core State Standards			Completed: See Appendix of Completed Action Steps Page 6	
STEP 2: AE-1 Provide professional development on the Common Core State Standards to Instructional Coordinators and Director of Instruction who will serve as turnkey trainers for the District	P-Director of Instruction S-Instructional Coordinators T-Assistant Superintendent	Phase I: 8/11  Completed: Subject to Continuing Review	<i>A. Resources Available</i> 1. Pearson Education Webinar: Common Core Math Standards-Transition and Next Steps 2. Pearson Education Webinar: English Language Arts Common Core State Standards with an Emphasis on Reading 3. <a href="http://www.clihome.com/Events/EventList.aspx?wn=0">http://www.clihome.com/Events/EventList.aspx?wn=0</a> 4. Collaborative Learning webinars <i>B. Resources Needed</i> 1. Conference and travel costs	A. Conference evaluation forms B. Professional development calendar activities detailing turnkey training to administrators and teachers C. Department, grade level, and faculty meeting agendas and minutes detailing turnkey training D. Handouts from turnkey training sessions posted on Extranet
STEP 3: AE-1 Provide teachers and administrators professional development on Common Core State Standards	P-Instructional Coordinators S-Director of Instruction T-Administrators Teachers	Phase I: 6/11  Completed: Subject to Continuing Review	<i>A. Resources Available</i> 1. Common Core State Standards folders on Extranet 2. Department, grade level, and faculty meetings 3. Professional development periods 4. Pearson Education Webinar: Common Core Math Standards-Transition and Next Steps 5. Pearson Education Webinar: English Language Arts Common Core State Standards with an Emphasis on Reading 6. <a href="http://www.clihome.com/Events/EventList.aspx?wn=0">http://www.clihome.com/Events/EventList.aspx?wn=0</a> Collaborative Learning webinars <i>B. Resources Needed: None</i>	A. Department, grade level, and faculty meeting minutes detailing conversations regarding Common Core State Standards as they relate to subject areas and grade levels B. Highlighted copy of Common Core State Standards identifying new expectations beyond the current 2005 New York State Learning Standards



Goal OD-1 Organizational Development: Professional Development: Strategy 1: Create and implement comprehensive, targeted professional development through turnkey training				
Action Steps <i>What Will Be Done?</i>	Responsibilities <i>Who Will Do It?</i> P=Primary S=Secondary T=Tertiary	Timeline <i>(Implementation Phase/ Completion Date)</i>	Resources A. Resources Available B. Resources Needed (financial, human, political & other)	Indicators of Success / Evaluation
STEP 4: AE-1 Provide curriculum mapping training to teachers and administrators	P-Instructional Coordinators Director of Instruction S-Principals T-Teachers	Phase I: 6/12 On-Going	A. Resources Available 1. Various vendor products such as Curricuplan, Atlas, and Curriculum Mapper 2. Vendor training 3. CMI2011 Conference July 2011 B. Resources Needed 1. Funding for CMI July 2012 curriculum mapping conferences	A. Rubicon ATLAS selected and purchased B. Curriculum writers are trained on curriculum mapping software
Step 5: AE-1 Provide curriculum writing training	P-Instructional Coordinators Director of Instruction S-Principals T-Teachers	Phase I: 7/11  Completed: Subject to Continuing Review	A. Resources Available 1. Vendor training 2. Turnkey training 3. CMI2011 Conference July 2011 4. Jay McTighe ES BOCES Conference July 2011 B. Resources Needed 1. Curriculum writing conferences	A. Curriculum writer training materials B. Curriculum projects written using Rubicon ATLAS mapping program
Step 6: AE-1 Provide Common Core State Standards curriculum guide implementation training	P-Instructional Coordinators Director of Instruction S-Principals T-Teachers	Phase II: 9/11  Completed: Subject to Continuing Review	A. Resources Available 1. New curriculum projects 2. Department, grade level & faculty meetings 3. Professional development periods B. Resources Needed: None	A. Evidence of Common Core State Standards and use of new curriculum in formal and informal observations
Step 7: AE-1 Provide new textbooks and resources training	P-Instructional Coordinators Director of Instruction S-Principals T-Teachers	Phase II: 9/12 On-Going	A. Resources Available 1. Vendor training B. Resources Needed: None	A. New textbooks purchased B. Conference evaluation forms C. Faculty is trained on new textbooks and resources D. Use of new materials is evident in lesson planning.

Goal OD-1 Organizational Development: Professional Development: Strategy 1: Create and implement comprehensive, targeted professional development through turnkey training				
Action Steps <i>What Will Be Done?</i>	Responsibilities <i>Who Will Do It?</i> <i>P=Primary</i> <i>S=Secondary</i> <i>T=Tertiary</i>	Timeline <i>(Implementation Phase/ Completion Date)</i>	Resources <i>A. Resources Available</i> <i>B. Resources Needed (financial, human, political &amp; other)</i>	Indicators of Success / Evaluation
Step 8: AE-1 Implement professional development on unit and lesson planning integrating new resources, textbooks and curriculum maps	P-Instructional Coordinators Director of Instruction S-Principals T-Teachers	Phase II: 9/12 On-Going	<i>A. Resources Available</i> 1. New curriculum guides 2. Curriculum maps: ELA K, ELA AIS 6-8, 11/12, Math AIS 6-8, Cosmetology, Living Environment 8H, Earth Science 9H, Physical Science Self-Contained 11, Intro to Living Environment Self-Contained 9, and Living Environment Self-Contained 10 3. New textbooks and resources 4. Department, grade level & faculty meetings 5. Professional development periods <i>B. Resources Needed: None</i>	A. Conference evaluation forms B. Department, grade level & faculty meeting agendas and minutes C. Professional development calendars
Step 9: AE-1 Provide training on interim assessments as updates and guidance become available from the New York State Education Department	P-Instructional Coordinators Director of Instruction S-Principals T-Teachers	Phase II: 6/13 On-Going	<i>A. Resources Available</i> 1. <a href="http://www.nysed.gov">www.nysed.gov</a> 2. Interim Assessment information when released 3. Department, grade level & faculty meetings 4. Professional development periods <i>B. Resources Needed: None</i>	A. Interim assessment training materials B. Conference evaluation forms
Step 10: AE-1 Provide Partnership for Assessment of Readiness for College and Careers assessment training	P-Instructional Coordinators Director of Instruction S-Principals T-Teachers	Phase III: 6/15 On-Going	<i>A. Resources Available</i> 1. <a href="http://www.achievc.org/PARCC">http://www.achievc.org/PARCC</a> 2. <a href="http://www.achievc.org/files/PARCCOverview12-2-10.ppt">http://www.achievc.org/files/PARCCOverview12-2-10.ppt</a> 3. Department, grade level & faculty meetings 4. Professional development periods <i>B. Resources Needed: None</i>	A. Conference evaluation forms B. Partnership for Assessment of Readiness for College and Careers assessment training
Step 11: AE-1 Provide professional development on data analysis to inform instruction	P-Instructional Coordinators Eastern Suffolk BOCES Staff Developer/ Shared Data Expert Director of Instruction S-Principals T-Teachers	Phase I: 2016 On-Going	<i>A. Resources Available</i> 1. Eastern Suffolk BOCES Shared Data Services: BOCES Assessment Reporting System (BARS), ReportNet, DataMentor, NYSTART 2. <a href="http://www.datacentral.esbooces.org">www.datacentral.esbooces.org</a> 3. <a href="http://www.discoveryeducation.com/">http://www.discoveryeducation.com/</a> <i>B. Resources Needed: None</i>	A. Conference evaluation forms

Goal OD-1 Organizational Development: Professional Development: Strategy 1: Create and implement comprehensive, targeted professional development through turnkey training				
Action Steps <i>What Will Be Done?</i>	Responsibilities <i>Who Will Do It?</i> <i>P=Primary</i> <i>S=Secondary</i> <i>T=Tertiary</i>	Timeline <i>(Implementation Phase/ Completion Date)</i>	Resources <i>A. Resources Available</i> <i>B. Resources Needed (financial, human, political &amp; other)</i>	Indicators of Success / Evaluation
STEP 12: AE-1 Provide teachers and administrators with training on lesson and unit design integrating new resources, textbooks, instructional strategies, and curriculum maps	P-Instructional Coordinators S-Director of Instruction T-Administrators Teachers	Phase III: 6/13 On-Going	<i>A. Resources Available</i> 1. New York State curriculum models 2. State assessments and Common Core State Standards Interim Assessments 3. Partnership for Assessment of Readiness for College and Careers Assessments 4. Curriculum guides 5. Professional books on lesson/unit design 6. SpringBoard materials and workbooks 7. Professional development periods 8. Vendor training for new textbooks, resources, and Rubicon ATLAS curriculum mapping software 9. www.engageny.org <i>B. Resources Needed: None</i>	A. Conference evaluation forms B. Evidence of Common Core State Standards documented in weekly lesson plans C. Evidence of Common Core State Standards documented in formal written lesson plans D. Evidence of Common Core State Standards in formal and informal observations
Goal OD-1 Organizational Development: Professional Development: Strategy 1: Create and implement comprehensive, targeted professional development through turnkey training				
Action Steps <i>What Will Be Done?</i>	Responsibilities <i>Who Will Do It?</i> <i>P=Primary</i> <i>S=Secondary</i> <i>T=Tertiary</i>	Timeline <i>(Implementation Phase/ Completion Date)</i>	Resources <i>A. Resources Available</i> <i>B. Resources Needed (financial, human, political &amp; other)</i>	Indicators of Success / Evaluation
Step 13: AE-2 Provide professional development for the integration of SpringBoard: A. 4-day mandated training to designated SpringBoard teachers and administrators B. 2-day mandated training to designated SpringBoard teachers and administrators C. ½ -Day training to administrators	P-Director of Instruction Instructional Coordinators S-Principals T-Teachers	Phase II: 9/12	<i>A. Resources Available</i> 1. SpringBoard materials <i>B. Resources Needed</i> 1. College Board trainer, travel & materials fees 2. Travel costs for out-of-district training location	A. Conference evaluation forms

Goal OD-1 Organizational Development: Professional Development: Strategy 1: Create and implement comprehensive, targeted professional development through turnkey training				
Action Steps <i>What Will Be Done?</i>	Responsibilities <i>Who Will Do It?</i> P=Primary S=Secondary T=Tertiary	Timeline <i>(Implementation Phase/ Completion Date)</i>	Resources A. Resources Available B. Resources Needed (financial, human, political & other)	Indicators of Success / Evaluation
Step 14: AE-2 Provide Advanced Placement teachers with opportunities to attend: A. 5-Day Advanced Placement Summer Institutes to new and prospective Advanced Placement teachers B. 5-Day Advanced Placement Summer Institutes to current AP teachers every 5 years C. 5-Day Advanced Placement Summer Institutes to current Advanced Placement teachers if there are changes in the Advanced Placement test D. One-Day Advanced Placement Update Workshops to all current Advanced Placement teachers each year	P-Director of Instruction Instructional Coordinator of Science and Advanced Placement Program S-Instructional Coordinators Principal T-Teachers	Phase I: 5/11  Completed: Subject to Continuing Review	A. Resources Available 1. <a href="http://apcentral.collegeboard.com">http://apcentral.collegeboard.com</a> for updates on changes to Advanced Placement courses or tests, workshops & institutes B. Resources Needed 1. Funds for 5-Day Advanced Placement Summer Institutes registration AP Statistics, Spanish, Comparative Government 2. Funds for One-Day Advanced Placement Update Workshops 3. Teacher travel expenses	A. Conference evaluation forms
Step 15: AE-2 Participate in professional development programs as required by colleges that sponsor college credit courses (Syracuse University Project Advance, Adelphi, Farmingdale, Suffolk Community College Excelsior)	P-Director of Instruction Instructional Coordinators S-Principal T-Teachers	Phase II: 1/12  Completed: Subject to Continuing Review	A. Resources Available 1. Teachers participating in college credit courses B. Resources Needed 1. Travel expenses to attend conferences 2. Substitute teachers	A. Conference evaluation forms: College Accounting-Farmingdale
Step16: AE-2 Provide teachers teaching grades 8-12 scientific research classes with opportunities to attend conferences and workshops on scientific research	P-Instructional Coordinator of Science S-Director of Instruction T-Teachers	Phases II-V: On-Going:	A. Resources Available 1. Listservs 2. Director/Coordinator/Principal Meetings B. Resources Needed 1. Travel expenses to attend conferences 2. Conference fees 3. Substitute teachers	A. Conference evaluation forms

Goal OD-1 Organizational Development: Professional Development: Strategy 1: Create and implement comprehensive, targeted professional development through turnkey training				
Action Steps <i>What Will Be Done?</i>	Responsibilities <i>Who Will Do It?</i> <i>P=Primary</i> <i>S=Secondary</i> <i>T=Tertiary</i>	Timeline <i>(Implementation Phase/ Completion Date)</i>	Resources <i>A. Resources Available</i> <i>B. Resources Needed (financial, human, political &amp; other)</i>	Indicators of Success / Evaluation
Step 17: AE-2 Provide newly appointed Joseph A. Edgar Intermediate School GATES teacher with gifted and talented education professional development so that he/she is equipped to provide effective gifted and talented or enrichment program to students in September 2014 for grade 3, September 2015 for grade 4, and September 2016 for grade 5	P-Director of Instruction S-Principal T-GATES Teacher	Phase II: 8/14 On-Going	<i>A. Resources Available</i> 1. Professional development periods 2. Professional Growth Options (PGO) for tenured staff during professional development periods 3. Grade level and department meeting time  <i>B. Resources Needed</i> 1. Professional Development Courses in gifted and talented education at St. John's University (six courses) 2. Gifted and talented education conference at Long Island University	A. Conference evaluation forms B. <a href="http://www.mylearningplan.com">www.mylearningplan.com</a> transcript or portfolio
Step 18: AE-2 Provide newly appointed Joseph A. Edgar Intermediate School GATES teacher with professional development in how to implement the new student selection instrument	P-Director of Instruction S-Principal T-GATES Teacher	Phase II: 8/14 On-Going	<i>A. Resources Available</i> 1. Professional development periods 2. Professional Growth Options (PGO) for tenured staff during professional development periods 3. Grade level and department meeting time 4. Student selection instrument & vendor identified  <i>B. Resources Needed</i> 1. Professional development by vendor if needed	A. Conference evaluation forms B. Teacher and principal feedback regarding selection instrument's identification of students for gifted & talented or enrichment program
Step 19: AE-2 Provide professional development for creation of college articulated course curricula for Career and Technical Education courses	P-Executive Director of Educational Services Instructional Coordinator of Social Studies, LOTE & Business Education S-Instructional Coordinators Principal T-Teachers	Phase II: 6/12	<i>A. Resources Available</i> 1. Department, grade level & faculty meetings 2. Professional development periods  <i>B. Resources Needed</i> 1. Travel expenses to attend conferences 2. Substitute teachers	A. Conference evaluation forms

Goal OD-1 Organizational Development: Professional Development: Strategy 1: Create and implement comprehensive, targeted professional development through turnkey training				
Action Steps <i>What Will Be Done?</i>	Responsibilities <i>Who Will Do It?</i> <i>P=Primary</i> <i>S=Secondary</i> <i>T=Tertiary</i>	Timeline <i>(Implementation Phase/ Completion Date)</i>	Resources <i>A. Resources Available</i> <i>B. Resources Needed (financial, human, political &amp; other)</i>	Indicators of Success / Evaluation
Step 20: AE-2 Provide training to Career and Technical Education self-study team	P-Executive Director of Student Services Instructional Coordinator of Social Studies, LOPE & Business Education S-Instructional Coordinators Principal T-Teachers	Phase III: 9/14	<i>A. Resources Available</i> 1. Department, grade level & faculty meetings 2. Professional development periods 3. <a href="http://www.p12.nysed.gov/Career and Technical Education (CTE)/">http://www.p12.nysed.gov/Career and Technical Education (CTE)/</a> 4. Eastern Suffolk BOCES <i>B. Resources Needed: None</i>	A. Career and Technical Education self-study training materials
Step 21: AE-3 Provide District Response to Intervention Team, Building Intervention Teams, faculty and staff with professional development in three tier Response to Intervention Framework to meet the needs of all students Tier I-Core Program Tier II- Intervention Tier III-Intensive	P-Director of Instruction Assistant Superintendent Instructional Coordinators Coordinator of Special Ed S-Principals Assistant Principals T-Psychologists Teachers Support Staff	Phase I: 3/12	<i>A. Resources Available</i> 1. Department, grade level and faculty meetings 2. New York State Education Department's <i>Response to Intervention Guidance Document</i> 3. <i>Response to Intervention</i> research and professional resources 4. Building based <i>Response to Intervention</i> student information sheets (Former Instructional Support Team-IST-Student Information sheets) <i>B. Resources Needed: None</i>	A. Written report detailing District Response to Intervention processes and procedures B. Response to Intervention District Team membership list (includes the chair of each building level Response to Intervention team)
Step 22: AE-3 Provide turnkey training in newly developed curriculum and assessments to staff teaching scheduled Academic Intervention Services/Response to Intervention Program classes	P-Teachers S-Instructional Coordinators Coordinator of Special Ed T-Director of Instruction	Phase II: 9/12 On-Going	<i>A. Resources Available</i> 1. Current grade level course curricula and State assessments 2. New curriculum 3. New materials and resources <i>B. Resources Needed: None</i>	A. Conference evaluation forms

Goal OD-1 Organizational Development: Professional Development: Strategy 1: Create and implement comprehensive, targeted professional development through turnkey training				
Action Steps <i>What Will Be Done?</i>	Responsibilities <i>Who Will Do It?</i> P=Primary S=Secondary T=Tertiary	Timeline <i>(Implementation Phase/ Completion Date)</i>	Resources A. Resources Available B. Resources Needed (financial, human, political & other)	Indicators of Success / Evaluation
Step 23: AE-3 Provide professional development in electronic assessment portfolios, technology for scanning assessments	P-District Response to Intervention Team Instructional Coordinators Director of Instruction Executive Director for Educational Services S-Building Response to Intervention Teams T-Teachers Support Staff	Phase II-IV: 7/13 On-Going	A. Resources Available 1. Student assessment data 2. <a href="http://rtimdirect.com">http://rtimdirect.com</a> 3. Eastern Suffolk BOCES Student Data Services 4. Department, grade level and faculty meetings 5. Professional development periods 6. Professional Growth Option (PGO) for tenured staff 7. Time to perform specific assessments B. Resources Needed: TBD	A. Conference evaluations forms B. Electronic portfolios accessed and used by Response to Intervention instructional staff
Step 24: AE-3 Provide professional development to District Response to Intervention Team, building Response to Intervention teams administrators, teachers, and support staff on how to implement the District's three tier Response to Intervention Framework Tier I-Core Program Tier II- Intervention Tier III-Intensive	P-Instructional Coordinators Coordinator of Special Ed S-Director of Instruction T-Administrators Teachers	Phase II: 9/13 On-Going	A. Resources Available 1. Current Response to Intervention Framework 2. Revised Response to Intervention Framework 3. Department, grade level & faculty meetings 4. Professional development periods 5. Building based Response to Intervention student information sheets 6. Criteria document B. Resources Needed: None	A. Conference evaluation forms B. Integration of new academic and behavioral interventions to meet the needs of students
Step 25: AE-3 Provide professional development to teachers and administrators on how to implement criteria for student selection information to prescribe intervention plan	P-Instructional Coordinators Coordinator of Special Ed S-Director of Instruction T-Administrators Teachers	Phase II: 9/13 On-Going	A. Resources Available 1. Current Response to Intervention Framework 2. Revised Response to Intervention Framework 3. Department, grade level & faculty meetings 4. Professional development periods 5. Building based Response to Intervention student information sheets 6. Criteria document B. Resources Needed: None	A. Conference evaluation forms B. Integration of new academic and behavioral interventions to meet the needs of students

Goal OD-1 Organizational Development: Professional Development: Strategy 1: Create and implement comprehensive, targeted professional development through turnkey training				
Action Steps <i>What Will Be Done?</i>	Responsibilities <i>Who Will Do It?</i> <i>P=Primary</i> <i>S=Secondary</i> <i>T=Tertiary</i>	Timeline <i>(Implementation Phase/ Completion Date)</i>	Resources <i>A. Resources Available</i> <i>B. Resources Needed (financial, human, political &amp; other)</i>	Indicators of Success / Evaluation
Step 26: AE-3 Provide professional development on new curriculum and assessments to teachers and administrators for scheduled Academic Intervention Services/Response to Intervention Program classes	P-Instructional Coordinators Coordinator of Special Ed Curriculum Writers S-Director of Instruction T-Administrators Teachers	Phase II: 9/12 On-Going	<i>A. Resources Available</i> 1. Current grade level course curricula and State assessments 2. New curriculum and assessments for scheduled Academic Intervention Services/Response to Intervention Program classes <i>B. Resources Needed</i> 1. Funds for grade level subject specific curriculum projects for scheduled Academic Intervention Services Program	A. Conference evaluation forms B. Student achievement data
Step 27: AE-3 Eliminate : PD not needed Provide professional development to staff on individual comprehensive academic response for excellence initiative and plans for identified "critical care" students	P-Instructional Coordinators Coordinator of Special Ed Guidance Counselors S-Principals T-Director of Instruction Assistant Superintendent	Phase I: 3/11	<i>A. Resources Available</i> 1. Current Response to Intervention Framework 2. Comprehensive student portfolio folders for each "critical care" student <i>B. Resources Needed: None</i>	A. Conference evaluation forms B. Individual comprehensive academic response for excellence plans for identified at-risk students
Step 28: AE-3 Provide professional development in alternative disciplinary strategies and <i>Rocky Point UFSD Disciplinary Guide for Referrals and Alternate Interventions</i> to Referral Review Team, Disciplinary Committee and faculty	P-Coordinator of Special Ed S-Principals T-Guidance Counselors Social Workers Psychologists Teachers Teacher Aides	Phase II: 2/13	<i>A. Resources Available</i> 1. Department, grade level & faculty meetings 2. Professional development periods 3. Detention & Suspension data 4. <i>Rocky Point UFSD Disciplinary Guide for Referrals and Alternate Interventions</i> 5. VADIR Reports <i>B. Resources Needed: None</i>	A. Conference evaluation forms B. Informal/formal observations evidence embedded classroom activities for disciplinary issues



Goal OD-1 Organizational Development: Professional Development: Strategy 1: Create and implement comprehensive, targeted professional development through turnkey training				
Action Steps <i>What Will Be Done?</i>	Responsibilities <i>Who Will Do It?</i> <i>P=Primary</i> <i>S=Secondary</i> <i>T=Tertiary</i>	Timeline <i>(Implementation Phase/ Completion Date)</i>	Resources <i>A. Resources Available</i> <i>B. Resources Needed (financial, human, political &amp; other)</i>	Indicators of Success / Evaluation
Step 29: AE-4 Provide professional development to teachers and administrators in interactive white boards	P-Executive Director for Educational Services Technology Integration Specialists Library Media Specialists Turnkey Trainers S-Instructional Coordinators T-Administrators Teachers	Phase I: 6/12	<i>A. Resources Available</i> 1. 2010-11 budget <i>B. Resources Needed: None</i>	A. Conference evaluation forms B. Integration of white boards into classroom instruction
Step 30: AE-4 Provide professional development in how to use Google Apps	P-Executive Director for Educational Services Technology Integration Specialists Library Media Specialists Turnkey Trainers S-Instructional Coordinators T-Administrators Teachers	Phase I: 6/12	<i>A. Resources Available</i> 1. Google Apps Accounts for Education 2. Equipment <i>B. Resources Needed: None</i>	A. Conference evaluation forms B. Use of Google Apps accounts
Step 31: AE-4 Provide professional development in how to implement technology literacy curriculum including Internet safety, hardware, software, and web-based tools	P-Executive Director for Educational Services S-Technology Integration Specialists Library Media Specialists Turnkey Trainers T-Administrators Teachers	Phase II: 6/13	<i>A. Resources Available</i> 1. Technology committee 2. Subcommittee 3. Online resources 4. The International Society for Technology in Education (ISTE®) Standards <i>B. Resources Needed: None</i>	A. Conference evaluation forms B. Implementation of technology literacy curriculum and related assessments C. Student achievement data

Goal OD-1 Organizational Development: Professional Development: Strategy 1: Create and implement comprehensive, targeted professional development through turnkey training				
Action Steps <i>What Will Be Done?</i>	Responsibilities <i>Who Will Do It?</i> <i>P=Primary</i> <i>S=Secondary</i> <i>T=Tertiary</i>	Timeline <i>(Implementation Phase/ Completion Date)</i>	Resources <i>A. Resources Available</i> <i>B. Resources Needed (financial, human, political &amp; other)</i>	Indicators of Success / Evaluation
Step 32: AE-4 Provide professional development to teachers implementing selected programming curriculum including, but not limited to Microsoft Office, Alice, Scratch, JAVA, C++, Visual Studio, and other emerging programming languages.	P-Executive Director for Educational Services Technology Integration Specialists Turnkey Trainers S-Instructional Coordinator of Mathematics Instructional Coordinator of Science and Advanced Placement Program T-Administrators Teachers	Phase I: 6/15 On-Going	<i>A. Resources Available</i> 1. Software programs 2. Addition of programming courses or requirements 3. The International Society for Technology in Education (ISTE®) Standards <i>B. Resources Needed</i> 1. Funding for additional software 2. Curriculum writing	A. Conference evaluation forms B. Student achievement data
Step 33: AE-4 Provide professional development to teachers implementing distance or virtual learning programs	P-Executive Director for Educational Services Technology Integration Specialists Library Media Specialists Turnkey Trainers S-Instructional Coordinators T-Administrators Teachers	Phase II: 6/13	<i>A. Resources Available</i> 1. Report detailing state approved distance learning opportunities for higher level learners 2. Department, grade level & faculty meetings 3. Professional development periods 4. List of distance learning providers <i>B. Resources Needed: None</i>	A. Conference evaluation forms
Step 34: AE-4 Provide professional development through access to professional learning communities, online courseware, and education portals with resources, best practices and lesson plans.	P-Executive Director for Educational Services Technology Integration Specialists Library Media Specialists Turnkey Trainers S-Instructional Coordinators T-Administrators Teachers	Phase II: 6/15 On-Going	<i>A. Resources Available</i> 1. Equipment 2. Department, grade level & faculty meetings 3. Professional development periods <i>B. Resources Needed</i> 1. Funding for additional software 2. Funding for release time	A. Conference evaluation forms B. Teacher proficiency using existing and emerging technologies through anonymous pre- and post- assessments

Goal OD-1 Organizational Development: Professional Development: Strategy 1: Create and implement comprehensive, targeted professional development through turnkey training				
Action Steps <i>What Will Be Done?</i>	Responsibilities <i>Who Will Do It?</i> <i>P=Primary</i> <i>S=Secondary</i> <i>T=Tertiary</i>	Timeline <i>(Implementation Phase/ Completion Date)</i>	Resources <i>A. Resources Available</i> <i>B. Resources Needed (financial, human, political &amp; other)</i>	Indicators of Success / Evaluation
Step 35: AE-4 Provide professional development to teachers and administrators in how to implement Castle Learning and other online assessment programs in core subject areas	P-Instructional Coordinators S-Director of Instruction Executive Director for Educational Services T-Teachers Administrators	Phase II: 6/15 On-Going	<i>A. Resources Available</i> 1. Equipment 2. Department, grade level & faculty meetings 3. Professional development periods <i>B. Resources Needed</i> 1. Castle Learning (Online assessment program)	A. Conference evaluation forms B. Successful implementation of online assessment program
Step 36: AE-4 Implement professional development workshops to help teachers to maximize the use of existing and emerging technologies for formative assessments	P-Executive Director for Educational Services Technology Integration Specialists Library Media Specialists Turnkey Trainers S-Instructional Coordinators T-Administrators Teachers	Phase III 6/15 On-Going	<i>A. Resources Available</i> 1. Turnkey trainers 2. Technology equipment 3. Contracted vendors 4. Online resources 5. Department, grade level & faculty meetings 6. Professional development periods 7. Questionnaires for staff <i>B. Resources Needed</i> 1. Funding for substitute coverage 2. Online professional development subscriptions 3. Presenter fees	A. Conference evaluation forms B. Integration of existing and emerging technologies for formative assessments in classroom practice C. Anonymous pre- and post- assessment
Step 37: AE-4 Provide professional development to teachers in how implement electronic student portfolios K-12	P-Executive Director for Educational Services Technology Integration Specialists Library Media Specialists S-Instructional Coordinators T-Administrators Teachers	Phase III: 6/15	<i>A. Resources Available</i> 1. Scanners 2. Department, grade level & faculty meetings 3. Professional development periods <i>B. Resources Needed</i> 1. Online electronic portfolio vendors 2. Online electronic portfolio	A. Conference evaluation forms B. Implementation of an electronic student portfolio program for K-12 students

Goal OD-1 Organizational Development: Professional Development: Strategy 1: Create and implement comprehensive, targeted professional development through turnkey training				
Action Steps <i>What Will Be Done?</i>	Responsibilities <i>Who Will Do It?</i> <i>P=Primary</i> <i>S=Secondary</i> <i>T=Tertiary</i>	Timeline <i>(Implementation Phase/ Completion Date)</i>	Resources <i>A. Resources Available</i> <i>B. Resources Needed (financial, human, political &amp; other)</i>	Indicators of Success / Evaluation
Step 38: AE-4 Provide professional development to teachers in how to administer the Partnership for the Assessment of Readiness for College and Careers Online Assessments	P-Director of Instruction Instructional Coordinators S-Administrators T-Teachers	Phase III: 6/15	<i>A. Resources Available</i> 1. Department, grade level & faculty meetings 2. Professional development periods 3. Partnership for the Assessment of Readiness for College and Careers website 4. Technology Support <i>B. Resources Needed</i> 1. Additional computers or clickers to administer online assessments 2. Online assessment 3. Funding for release time	A. Conference evaluation forms B. Feedback from teachers and administrators following administration of Partnership for the Assessment of Readiness for College and Careers Online Assessments
Step 39: AE-4 Provide professional development to teachers and administrators in how to integrate the use of hand-held clickers in classroom instruction so that teachers can conduct innovative micro-assessments with students for the purpose of improving instruction and helping each student reach his/her highest potential	P-Executive Director for Educational Services S-Model Schools Trainers Technology Integration Specialists Turnkey Trainers T-Administrators Teachers	Phase I: 6/15 On-Going	<i>A. Resources Available</i> 1. Department, grade level & faculty meetings 2. Professional development periods 3. Hand-held clickers 4. Software 5. Teachers 6. Trainers <i>B. Resources Needed</i> 1. Funding for release time	A. Conference evaluation forms B. Integration of clickers into lessons and lesson plans
Step 40: AE-5 Provide professional development to teachers and administrators in development and use of the District's <i>K-12 Common Vocabulary &amp; Key Terms Assessments Guide</i>	P-Director of Instruction Instructional Coordinators S-Coordinator of Special Ed Principals Assistant Principals T-Teachers	Phase II: 9/14	<i>A. Resources Available</i> 1. Department, grade level & faculty meetings 2. Professional development periods 3. Previous New York State assessments 4. <a href="http://www.nysed.gov">www.nysed.gov</a> 5. <i>K-12 Common Vocabulary &amp; Key Terms Assessments Guide</i> <i>B. Resources Needed: None</i>	A. Conference evaluation forms B. Integration of <i>Common Vocabulary &amp; Key Terms Assessments Guide</i> into lessons and lesson plans

Goal OD-1 Organizational Development: Professional Development: Strategy 1: Create and implement comprehensive, targeted professional development through turnkey training				
<b>Action Steps</b> <i>What Will Be Done?</i>	<b>Responsibilities</b> <i>Who Will Do It?</i> <i>P=Primary</i> <i>S=Secondary</i> <i>T=Tertiary</i>	<b>Timeline</b> <i>(Implementation Phase/ Completion Date)</i>	<b>Resources</b> <i>A. Resources Available</i> <i>B. Resources Needed (financial, human, political &amp; other)</i>	<b>Indicators of Success / Evaluation</b>
Step 41: AE-5 Provide professional development to teachers and administrators in test generators: A. Examgen B. Test Wizard C. ExamView D. Castle Learning	P-Instructional Coordinators S-Teachers Administrators T-Director of Instruction	Phase II: 6/13 On-Going	<i>A. Resources Available</i> 1. Department, grade level & faculty meetings 2. Professional development periods 3. Vendor assessments & programs 4. SpringBoard 5. Selected test generators <i>B. Resource Needed</i> 1. Funding for updates from vendors assessment programs	A. Conference evaluation forms B. Integration of test generators into classroom instruction
Step 42: AE-5 Provide professional development to teachers and administrators in latest research and best practices in grading	P-Director of Instruction Instructional Coordinators S-Coordinator of Special Ed Principals Director of Physical Education and Health Assistant Principals T-Teachers	Phase II: 6/14 On-going	<i>A. Resources Available</i> 1. Department, grade level & faculty meetings 2. Professional development periods 3. Current grading procedures <i>B. Resources Needed</i> 1. Professional books for teachers and administrators: Dr. Thomas R. Guskey, Robert J. Marzano, Rick Wormeli, Ken O'Conner, Debra Pickering 2. Consultant for best practices in grading	A. Conference evaluation forms B. Documented Grading Procedures C. Integration of research and best practices in grading into classroom instruction and assessment practices

Goal OD-1 Organizational Development: Professional Development: Strategy 1: Create and implement comprehensive, targeted professional development through turnkey training				
Action Steps <i>What Will Be Done?</i>	Responsibilities <i>Who Will Do It?</i> <i>P=Primary</i> <i>S=Secondary</i> <i>T=Tertiary</i>	Timeline <i>(Implementation Phase/ Completion Date)</i>	Resources <i>A. Resources Available</i> <i>B. Resources Needed (financial, human, political &amp; other)</i>	Indicators of Success / Evaluation
Step 43: AE-5 Provide professional development to K-12 teachers and administrator in how to design, implement, and evaluate data from A. end of year/ final exams B. trimester and quarterly assessments C. unit exams	P-Teachers Instructional Coordinators S-Principals T-Director of Instruction	Phase II: 4/13 On-Going	<i>A. Resources Available</i> 1. Department, grade level & faculty meetings 2. Professional development periods 3. Common Core State Standards Curriculum Guides 4. Databank of questions aligned with Common Core State Standards K-12 end-of-year/final exams 5. K-12 trimester/quarterly assessments 6. K-12 unit exams 7. <a href="http://www.engageny.org">www.engageny.org</a> 8. <a href="http://www.parc.org">www.parc.org</a> <i>B. Resources Needed</i> 1. Funding for In-District & Off Campus Conference fees 2. Substitutes 3. Consultant(s) for assessment design	A. Conference evaluation forms
Step 44: OD-2 Provide professional development on new mentoring program for teachers	P-Executive Director for Educational Services S-Teacher Mentors T-Teacher Mentees	Phase III: 6/13 On-Going	<i>A. Resources Available</i> 1. Updated Mentoring Program for Teachers 2. Department, grade level & faculty meetings 3. Professional development periods <i>B. Resources Needed</i> 1. Available Mentor Grants 2. Mentor/Mentee Training for Teachers	A. Mentee logs B. Surveys/feedback C. Continuation of probation D. Tenure
Step 45: OD-2 Provide professional development on mentoring program for new administrators	P-Executive Director for Educational Services S-Administrator Mentors T-Administrator Mentees	Phase IV: 6/14 On-Going	<i>A. Resources Available</i> 1. New Mentoring Program for administrators <i>B. Resources Needed</i> 1. Available Mentor Grants 2. Mentor/Mentee Training for administrators	A. Mentor training materials B. Mentee logs C. Surveys/feedback D. Continuation of probation E. Tenure

Goal OD-1 Organizational Development: Professional Development: Strategy 1: Create and implement comprehensive, targeted professional development through turnkey training				
Action Steps <i>What Will Be Done?</i>	Responsibilities <i>Who Will Do It?</i> <i>P=Primary</i> <i>S=Secondary</i> <i>T=Tertiary</i>	Timeline <i>(Implementation Phase/ Completion Date)</i>	Resources <i>A. Resources Available</i> <i>B. Resources Needed (financial, human, political &amp; other)</i>	Indicators of Success / Evaluation
Step 46: OD-2 Provide professional development on mentoring program for new school related professionals	P-Executive Director for Student Services S-School Related Personnel Mentors T-School Related Personnel Mentees	Phase IV: 6/15 On-Going	<i>A. Resources Available</i> 1. Mentoring Program for school related professionals <i>B. Resources Needed</i> 1. Available Mentor Grants 2. Mentor/Mentee Training for school related personnel	A. Mentor training materials B. Mentee logs C. Surveys/feedback D. Continuation of probation E. Tenure
Step 47: OD-2 Provide professional development on My Learning Plan to track professional development including: A. 175-hours of required professional development B. In-service and graduate courses C. Workshops & Conferences D. Professional meetings	P-Executive Director for Educational Services Assistant Superintendent S-Directors Principals Coordinators T-Teachers	Phase II: 6/12 On-Going	<i>A. Resources Available</i> 1. <a href="http://www.MyLearningPlan.com">www.MyLearningPlan.com</a> training during New Teacher Orientation Program <i>B. Resources Needed</i> 1. 2-day My Learning Plan training	A. My Learning Plan reports, logs, and portfolios B. Conference evaluation forms
Step 48: OD-3 Provide Charlotte Danielson training for non-teacher members of the Rocky Point Teachers Association	P-Executive Director for Educational Services Assistant Superintendent Director of Instruction Director of Special Education S-Administrators T-Teachers	Phase III: 6/13	<i>A. Resources Available</i> 1. Professional Development Plan Committee 2. Charlotte Danielson's <i>Enhancing Professional Practice: A Framework for Teachers</i> , 2 <sup>nd</sup> Edition pages 109-167 <i>B. Resources Needed</i> 1. Charlotte Danielson training	A. Observations and Annual Professional Performance Reviews (APPRs) reflect adopted Charlotte Danielson rubrics for specialists
Step 49: OD-3 Provide professional development in new Charlotte Danielson observation and Annual Professional Performance Review (APPR) forms	P-Professional Development Plan Committee Chair S-Professional Development Plan Committee T-Administrators Teachers	As per negotiations	<i>A. Resources Available</i> 1. Revised teacher observation and evaluation forms 2. Department, grade level & faculty meetings 3. Professional development periods 4. New Teacher Orientation Program <i>B. Resources Needed: None</i>	A. Conference evaluation forms

Goal OD-1 Organizational Development: Professional Development: Strategy 1: Create and implement comprehensive, targeted professional development through turnkey training				
<b>Action Steps</b> <i>What Will Be Done?</i>	<b>Responsibilities</b> <i>Who Will Do It?</i> <i>P=Primary</i> <i>S=Secondary</i> <i>T=Tertiary</i>	<b>Timeline</b> <i>(Implementation Phase/ Completion Date)</i>	<b>Resources</b> <i>A. Resources Available</i> <i>B. Resources Needed (financial, human, political &amp; other)</i>	<b>Indicators of Success / Evaluation</b>
Step 50: OD-3 Create and implement targeted professional development on instructional practices to improve identified content deficiencies	P-Director of Instruction S-Instructional Coordinators Principals T-Teachers	Phase III: 6/14 On-Going	<i>A. Resources Available</i> 1. SpringBoard materials 2. Textbooks & resources 3. Literacy Collaborative resources 4. DIBELS resources 5. <a href="http://www.ascd.com">www.ascd.com</a> 6. Department, grade level and faculty meetings 7. Professional development periods <i>B. Resources Needed: None</i>	A. Professional development calendar activities B. Department, grade level & faculty meeting agendas and minutes C. Conference evaluation forms



## Goal – OD 2 Organizational Development: Human Resources: - ACTION PLAN

(OD-2) Organizational Development: Human Resources	The Rocky Point Union Free School District will recruit and retain a highly-qualified staff necessary to deliver improved academic outcomes for all students.
Sub-Goals:	(OD-1) Organizational Development: Professional Development (OD-3) Organizational Development: Accountability (OD-4) Organizational Development: Data Analysis and Feedback (FS-1) Fiscal Sustainability: Resource Allocation

*Action Team Members: Susan Wilson, Executive Director of Educational Services - Chairperson*

*Anja Groth, Director of Instruction – Chairperson*

*Dr. D. De Luca, Assistant Superintendent*

*Coordinators: Melinda Brooks, Mike Gabriel, Vinny LaSorsa, Stephanie Weeks*

*Assistant Principal: Susann Crossan*

*Teachers: Joyce Connolly, Cecilia Doolittle, Craig Knapp, Sandra Ortega-Lydic*

Strategy 1: Recruit diverse, highly-qualified staff Strategy 2: Retain diverse, highly-qualified staff (tenure criteria: ineffective, developing, <i>effective</i> (indicator of retention), <i>highly effective</i> (indicator of retention))
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OD-2: Organizational Development: Human Resources: Strategy 1: Recruit diverse, highly-qualified staff				
Action Steps <i>What Will Be Done?</i>	Responsibilities <i>Who Will Do It?</i> <i>P=Primary</i> <i>S=Secondary</i> <i>T=Tertiary</i>	Timeline <i>(Implementation Phase/ Completion Date)</i>	Resources <i>A. Resources Available</i> <i>B. Resources Needed (financial, human, political &amp; other)</i>	Indicators of Success / Evaluation
Step 1: Hire Instructional Leadership Team			Completed: See Appendix of Completed Action Steps Page 6	
Step 2: Create a <i>Hiring Practices Manual</i> for A. Teachers: Phase II B. Administrators: Phase III C. School Related Professionals: Phase IV	P-Executive Director for Educational Services S-Personnel Office Staff T-Teachers Administrators School Related Professionals Hiring Committees	Phase II: 7/13 On-Going Phase III: 7/14 On-Going Phase IV: 7/15 On-Going	<i>A. Resources Available</i> 1. Eastern Suffolk BOCES' Hiring Manual 2. New <i>Hiring Practices Manual</i> implementation training 3. Hiring committee training <i>B. Resources Needed: None</i>	A. <i>Hiring Practices Manual</i> B. <i>Hiring Practices Manual</i> training materials C. Hiring committee training materials
Step 3: Develop and/or expand affiliations with colleges, universities, and professional organizations to recruit staff	P-Executive Director for Educational Services S-Administrators T-Teachers School Related Professionals	Phase II: 7/12 On-Going	<i>A. Resources Available</i> 1. Professional Networks <i>B. Resources Needed</i> 1. Membership Fees	A. Affiliations with colleges, universities, and professional organizations to recruit staff
Step 4: Evaluate and revise current mentoring program for teachers	P-Executive Director for Educational Services S-Administrators T-Teachers	Phase III: 6/13 On-Going	<i>B. Resources Available</i> 1. Current Mentor Program 2. PDP Committee 3. Mentor programs from other districts <i>B. Resources Needed: None</i>	A. Updated mentoring plan B. Mentoring materials
Step 5: Compile and analyze personnel data to plan for future hiring needs	P-Executive Director for Educational Services S-Personnel Office T-Assistant Superintendent	Phase II: 11/12 On-Going	<i>A. Resources Available</i> 1. Tenure list 2. Seniority lists 3. Preferred Eligibility List (PEL) 4. SRP Recall List 5. Attendance Data 6. Student population trends 7. Personnel timelines <i>B. Resources Needed: None</i>	A. Personnel analysis report
Step 6: Moved from OD-2 1 Step 2 Develop mentoring program for new administrators	P-Executive Director for Student Services S-Assistant Superintendent T-Administrators	Phase IV: 6/14	<i>A. Resources Available</i> 1. Updated Mentoring Program for Teachers 2. Mentoring programs for administrators from other school districts <i>B. Resources Needed: None</i>	A. Mentoring plan for administrators B. Mentoring program for administrators materials

<b>OD-2: Organizational Development: Human Resources: Strategy 1: Recruit diverse, highly-qualified staff</b>				
<b>Action Steps</b> <i>What Will Be Done?</i>	<b>Responsibilities</b> <i>Who Will Do It?</i> <i>P=Primary</i> <i>S=Secondary</i> <i>T=Tertiary</i>	<b>Timeline</b> <i>(Implementation Phase/ Completion Date)</i>	<b>Resources</b> <i>A. Resources Available</i> <i>B. Resources Needed (financial, human, political &amp; other)</i>	<b>Indicators of Success / Evaluation</b>
Step 7: Moved from OD-2 1 Step 4 Develop mentoring program for new school related professionals	P-Executive Director for Educational Services S-Administrators T-School Related Personnel	Phase V: 6/15	<i>A. Resources Available</i> 1. Updated Mentoring Program for school related personnel 2. Mentoring programs for administrators from other school districts 3. Mentoring programs for school related professionals from other school districts <i>B. Resources Needed: None</i>	A. Mentoring plan for school related personnel B. Mentoring program for school related personnel materials
<b>OD-2: Organizational Development: Human Resources: Strategy 2: Retain diverse, highly-qualified staff</b>				
Step 1: Implement revised mentoring program for teachers	P-Executive Director for Educational Services S-Teacher Mentors T-Teacher Mentees	Phase IV: 6/14 On-Going	<i>A. Resources Available</i> 4. Updated Mentoring Program for Teachers 5. Department, grade level & faculty meetings 6. Professional development periods <i>B. Resources Needed</i> 1. Available Mentor Grants 2. Mentor/Mentee Training for Teachers	A. Mentee logs B. Surveys/feedback C. Continuation of probation D. Tenure
Step 2: Moved to OD-2 1 Step 6 Develop mentoring program for new administrators	P-Executive Director for Student Services S-Assistant Superintendent T-Administrators	Phase III: 6/13	<i>A. Resources Available</i> 1. Updated Mentoring Program for Teachers 2. Mentoring programs for administrators from other school districts <i>B. Resources Needed: None</i>	A. Mentoring plan for administrators B. Mentoring program for administrators materials
Step 3: Implement mentoring program for new administrators	P-Executive Director for Educational Services S-Administrator Mentors T-Administrator Mentees	Phase V: 6/15 On-Going	<i>A. Resources Available</i> 1. New Mentoring Program for administrators <i>B. Resources Needed</i> 1. Available Mentor Grants 2. Mentor/Mentee Training for administrators	A. Mentor training materials B. Mentee logs C. Surveys/feedback D. Continuation of probation E. Tenure
Step 4: Moved to OD-2 1 Step 7 Develop mentoring program for new school related professionals	P-Executive Director for Educational Services S-Administrators T-School Related Personnel	Phase V: 6/15	<i>B. Resources Available</i> 1. Updated Mentoring Program for school related personnel 2. Mentoring programs for administrators from other school districts 3. Mentoring programs for school related professionals from other school districts <i>B. Resources Needed: None</i>	C. Mentoring plan for school related personnel D. Mentoring program for school related personnel materials

OD-2: Organizational Development: Human Resources: Strategy 2: Retain diverse, highly-qualified staff				
<b>Action Steps</b> <i>What Will Be Done?</i>	<b>Responsibilities</b> <i>Who Will Do It?</i> <i>P=Primary</i> <i>S=Secondary</i> <i>T=Tertiary</i>	<b>Timeline</b> <i>(Implementation Phase/ Completion Date)</i>	<b>Resources</b> <i>A. Resources Available</i> <i>B. Resources Needed (financial, human, political &amp; other)</i>	<b>Indicators of Success / Evaluation</b>
Step 5: Implement mentoring program for new school related professionals	P-Executive Director for Educational Services S-School Related Personnel Mentors T-School Related Personnel Mentees	Phase VI: 6/16 On-Going	<i>A. Resources Available</i> 1. Mentoring Program for School Related Professionals <i>B. Resources Needed</i> 1. Available Mentor Grants 2. Mentor/Mentee Training for school related personnel	A. Mentor training materials B. Mentee logs C. Surveys/feedback D. Continuation of probation E. Tenure
Step 6: Develop and implement an online professional portfolio system for non-tenured teachers	P-Executive Director for Educational Services S-Administrators T-Teachers	Phase III: 6/13 On-Going	<i>A. Resources Available</i> 1. Secure web-based tool 2. Models from other districts 3. Teaching Standards <i>B. Resources Needed: None</i>	A. Professional portfolios B. Continuation of probation C. Tenure
Step 7: Expand the District's new teacher induction program: A. 3-4 days in August	P-Executive Director for Educational Services S-Administrators T-Teachers	Phase III: 6/13 On-Going	<i>A. Resources Available</i> 1. Current New Teacher Orientation Program 2. Current New Teacher Orientation Program curriculum 3. Administrators-presenters 4. <a href="http://www.MyLearningPlan.com">www.MyLearningPlan.com</a> <i>B. Resources Needed: None</i>	A. Updated New Teacher Orientation Program
Step 8: Develop an administrator induction program	P-Executive Director for Educational Services S-Assistant Superintendent T-Administrators	Phase IV: 6/14	<i>A. Resources Available</i> 1. Expanded New Teacher Induction Program 2. Induction Programs for Administrators from other school districts <i>B. Resources Needed: None</i>	A. New Administrator Orientation Program
Step 9: Develop a school related professionals induction program	P-Executive Director for Educational Services S-Administrators T-School Related Professionals	Phase V: 6/15	<i>A. Resources Available</i> 1. Expanded New Teacher Induction Program 2. Induction Programs for Administrators 3. Induction Programs for school related professionals from other school districts <i>B. Resources Needed: None</i>	A. New School Related Professionals Orientation Program

OD-2: Organizational Development: Human Resources: Strategy 2: Retain diverse, highly-qualified staff				
Action Steps <i>What Will Be Done?</i>	Responsibilities <i>Who Will Do It?</i> <i>P=Primary</i> <i>S=Secondary</i> <i>T=Tertiary</i>	Timeline <i>(Implementation Phase/ Completion Date)</i>	Resources <i>A. Resources Available</i> <i>B. Resources Needed (financial, human, political &amp; other)</i>	Indicators of Success / Evaluation
Step 10: Expand use of My Learning Plan to track professional development including: A. 175-hours of required professional development B. In-service and graduate courses C. Workshops & conferences D. Professional meetings	P-Executive Director for Educational Services Assistant Superintendent S-Directors Principals Coordinators T-Teachers	Phase III: 9/12 On-Going	<i>A. Resources Available</i> 1. <a href="http://www.MyLearningPlan.com">www.MyLearningPlan.com</a> training during New Teacher Orientation Program <i>B. Resources Needed: None</i>	A. My Learning Plan reports, logs, and portfolios B. Conference evaluation program
Step 11: Adopt New York State approved rubrics for all members of the Rocky Point Teachers Association	P-Executive Director for Educational Services Assistant Superintendent S-Administrators T-Teachers	Phase III: 6/13 As per negotiations	<i>A. Resources Available</i> 1. Professional Development Plan Committee 2. Charlotte Danielson's <i>Enhancing Professional Practice: A Framework for Teachers</i> , 2 <sup>nd</sup> Edition pages 109-16 3. New York State Approved Rubrics adopted by Rocky Point UFSD <i>B. Resources Needed: None</i>	A. Adoption of the rubrics for non-teaching RPTA members B. Revised Observations and Annual Professional Performance Reviews (APPRs) posted on Extranet <a href="http://www.rockypointschools.org">www.rockypointschools.org</a>
Step 12: Adopt New York State approved rubrics for all members of the Rocky Point Teachers Association	P-Executive Director for Educational Services Assistant Superintendent S-Administrators T-Teachers	Phase III: 6/13 As per negotiations	<i>A. Resources Available</i> 1. Professional Development Plan Committee 2. Charlotte Danielson's <i>Enhancing Professional Practice: A Framework for Teachers</i> , 2 <sup>nd</sup> Edition pages 109-167 3. New York State approved rubrics adopted by Rocky Point UFSD <i>B. Resources Needed: None</i>	A. Observations and Annual Professional Performance Reviews (APPRs) reflect adopted New York State approved rubrics
Step 13: Modify Charlotte Danielson rubrics, observations, and APPRs to reflect the new categories in NYSSED regulations: ineffective, developing, effective, highly effective			Completed: See Appendix of Completed Action Steps Page 6	
Step 14: Adopt New York State approved rubrics for principals			Completed: See Appendix of Completed Action Steps Page 6	
Step 15: Implement New York State approved rubrics for principals	P-Executive Director for Educational Services Assistant Superintendent S-Principals	Phase III: 6/13 As per negotiations	<i>A. Resources Available</i> 1. New York State approved rubrics adopted by Rocky Point UFSD <i>B. Resources Needed: None</i>	A. Annual Professional Performance Review (APPRs) reflect adopted New York State approved rubrics
Step 16: Adopt New York State approved rubrics for assistant principals	P-Executive Director for Educational Services Assistant Superintendent S-Administrators	Phase IV: 6/14 As per negotiations	<i>A. Resources Available</i> 1. List of New York State approved rubrics for Principals <i>B. Resources Needed: None</i>	A. New York State approved rubrics posted on Extranet and <a href="http://www.rockypointschools.org">www.rockypointschools.org</a>

OD-2: Organizational Development: Human Resources: Strategy 2: Retain diverse, highly-qualified staff				
<b>Action Steps</b> <i>What Will Be Done?</i>	<b>Responsibilities</b> <i>Who Will Do It?</i> P=Primary S=Secondary T=Tertiary	<b>Timeline</b> <i>(Implementation Phase/ Completion Date)</i>	<b>Resources</b> C. <i>Resources Available</i> D. <i>Resources Needed (financial, human, political &amp; other)</i>	<b>Indicators of Success / Evaluation</b>
Step 17: Implement New York State approved rubrics for assistant principals	P-Executive Director for Educational Services Assistant Superintendent S-Principals T-Assistant Principals	Phase V: 6/15 As per negotiations	A. <i>Resources Available</i> 1. New York State approved rubrics adopted by Rocky Point UFSD B. <i>Resources Needed: None</i>	A. Annual Professional Performance Review (APPRs) reflect adopted New York State approved rubrics
Step 18: Implement the District's new Teacher Induction Program:  3-4 days in August	P-Executive Director for Educational Services S-Administrators T-Teachers	Phase IV: 6/14 On-Going	A. <i>Resources Available</i> 1. Current New Teacher Orientation Program 2. Current New Teacher Orientation Program curriculum 3. Administrators-presenters 4. <a href="http://www.MyLearningPlan.com">www.MyLearningPlan.com</a> B. <i>Resources Needed: None</i> a. 15-hours after school hours	A. Attendance sign-in sheet B. New Teacher Orientation materials and handouts C. Conference evaluation forms D. Surveys/feedback
Step 19: Implement Administrator Induction Program	P-Executive Director for Educational Services S-Assistant Superintendent T-Administrators	Phase V: 6/15 On-Going	A. <i>Resources Available</i> 1. Induction Programs for Administrators from other school districts B. <i>Resources Needed: None</i>	A. Attendance sign-in sheet B. New Administrator Orientation materials and handouts C. Conference evaluation forms D. Surveys/feedback
Step 20: Implement School Related Professionals Induction Program	P-Executive Director for Educational Services S-Administrators T-School Related Professionals	Phase VI: 6/16 On-Going	A. <i>Resources Available</i> 1. Induction Program for School Related Professionals from other school districts B. <i>Resources Needed: None</i>	A. Attendance sign-in sheet B. New School Related Professionals Orientation materials and handouts C. Conference evaluation forms D. Surveys/feedback

## Goal – OD 3 Organizational Development: Accountability: - ACTION PLAN

(OD-3) Organizational Development: Accountability	The Rocky Point Union Free School District will construct a comprehensive accountability system to measure and report on instructional efficacy.
Sub-Goals:	(AE-5) Academic Excellence: Academic Alignment (OD-1) Organizational Development: Professional Development (OD-2) Organizational Development: Human Resources (OD-4) Organizational Development: Data Analysis and Feedback

*Action Team Members: Anja Groth, Director of Instruction – Chairperson  
Susan Wilson, Executive Director for Educational Services*

*Director: Amy Agnesini*

*Coordinators: Melinda Brooks, Mike Gabriel, Andrea Moscatiello*

*Principals: Virginia Gibbons, Dr. Scott O'Brien*

*Assistant Principal: Susan Sullivan*

*Teachers: Sharon Ciliento, Michael Friscia, Sherin Shanahan, Amy Schecher*

*Parent: Jill Setaro*

Strategy 1: Measure instructional efficacy

a) 60% APPR (Composite Score of 100%)

1. Content knowledge
2. Preparation
3. Instructional delivery
4. Classroom management
5. Student development
6. Student assessment
7. Collaboration
8. Reflective and responsive practice
9. Student growth (added 4/22/10 for 2011-2012 school year)

b) 20% NYSED assessments (will change to 25%)

c) 20% Locally developed assessments (will change to 15%)

Strategy 2: Use instructional data to inform curriculum and assessment

Strategy 3: Use instructional data to improve instructional practices

Strategy 4: Use instructional data to inform professional development

**OD-3: Organizational Development: Accountability: Strategy 1: Measure instructional efficacy**

<b>Action Steps</b> <i>What Will Be Done?</i>	<b>Responsibilities</b> <i>Who Will Do It?</i> <i>P=Primary</i> <i>S=Secondary</i> <i>T=Tertiary</i>	<b>Timeline</b> <i>(Implementation Phase/</i> <i>Completion Date)</i>	<b>Resources</b> <i>A. Resources Available</i> <i>B. Resources Needed (financial, human,</i> <i>political &amp; other)</i>	<b>Indicators of Success / Evaluation</b>
Step 1: Define weighted distribution of supervision and evaluation components to determine a composite score of 100 that evaluates teacher effectiveness as per New York State Education Regulations	P-Rocky Point UFSD Negotiating Team Rocky Point Teachers' Association Negotiating Team S-Administrators T-Teachers	As per negotiations	<i>A. Resources Available</i> 1. Negotiations meetings 2. Department, grade level & faculty meetings 3. Professional development periods <i>B. Resources Needed: None</i>	A. Implementation of new Annual Professional Performance Review
Step 2: Communicate aligned components of domains 1-4 from current supervision and evaluation system based on Charlotte Danielson domains with eight New York State mandated requirement to teachers and administrators	P-Rocky Point UFSD Negotiating Team Rocky Point Teachers' Association Negotiating Team S-Administrators T-Teachers	As per negotiations	<i>A. Resources Available</i> 1. Negotiations meetings 2. Department, grade level & faculty meetings 3. Professional development periods <i>B. Resources Needed: None</i>	A. Stakeholders informed
Step 3: Update and revise rubrics to align with NYSED regulations and information is distributed, specifically on value added student growth component	P-Rocky Point UFSD Negotiating Team Rocky Point Teachers' Association Negotiating Team S-Administrators T-Teachers	As per NYSED release of information Spring 2011	<i>A. Resources Available</i> 1. Negotiations meetings 2. Department, grade level & faculty meetings 3. Professional development periods <i>B. Resources Needed: None</i>	A. Revised rubrics
Step 4: Communicate updated and revised rubrics to teachers and administrators	P-Executive Director for Educational Services Assistant Superintendent Director for Instruction S-Administrators T-Teachers	As per negotiations	<i>A. Resources Available</i> 1. Department, grade level & faculty meetings 2. Professional development <i>B. Resources Needed: None</i>	A. Department, grade level, and faculty meeting agendas and minutes
Step 5: Convert Charlotte Danielson observation and Annual Professional Performance Review (APPR) forms from individual component designations to one overall holistic designation	P-Professional Development Plan Committee Chair S-Professional Development Plan Committee T-Administrators Teachers	As per negotiations	<i>A. Resources Available</i> 1. Professional Development Plan Committee meetings 2. Department, grade level & faculty meetings 3. Professional development periods <i>B. Resources Needed: None</i>	A. Revised teacher observation and evaluation forms



OD-3: Organizational Development: Accountability: Strategy 1: Measure instructional efficacy				
Action Steps <i>What Will Be Done?</i>	Responsibilities <i>Who Will Do It?</i> <i>P=Primary</i> <i>S=Secondary</i> <i>T=Tertiary</i>	Timeline <i>(Implementation Phase/ Completion Date)</i>	Resources <i>A. Resources Available</i> <i>B. Resources Needed (financial, human, political &amp; other)</i>	Indicators of Success / Evaluation
Step 6: Communicate New York State Education Department regulations on new APPR teacher evaluation regarding 20% New York State assessment data and 20% locally created assessment data to teachers and administrators	P- Executive Director for Educational Services Assistant Superintendent Director for Instruction S-Administrators T-Teachers	As per negotiations	<i>A. Resources Available</i> 1. <a href="http://www.nysed.gov">www.nysed.gov</a> 2. Department meetings 3. Grade level meetings <i>B. Resources Needed: None</i>	A. Department, grade level, and faculty meeting agendas and minutes.
Step 7: Provide professional development in new Charlotte Danielson observation and Annual Professional Performance Review (APPR) forms	P-Professional Development Plan Committee Chair S-Professional Development Plan Committee T-Administrators Teachers	As per negotiations	<i>A. Resources Available</i> 1. Revised teacher observation and evaluation forms 2. Department, grade level & faculty meetings 3. Professional development periods 4. New Teacher Orientation Program <i>B. Resources Needed: None</i>	A. Conference evaluation forms
OD-3: Organizational Development: Accountability: Strategy 2: Use instructional data to inform curriculum and assessment				
Step 1: Edit and revise current curriculum guides based upon student assessment data including New York State Education Department and locally developed assessments	P-Director for Instruction S-Instructional Coordinators Principals T-Teachers	Phase III: 6/14 On-Going	<i>A. Resources Available</i> 1. State exams 2. Interim exams 3. PARCC assessments 4. Locally developed assessments 5. <a href="http://www.engageny.org">www.engageny.org</a> <i>B. Resources Needed</i> 1. Funds for curriculum writing	A. Updated curriculum guides
Step 2: Edit and revise current locally developed assessments based upon New York State Education Department and locally developed assessment student data	P-Director for Instruction S-Instructional Coordinators Principals T-Teachers	Phase III: 6/14 On-Going	<i>A. Resources Available</i> 1. State exams 2. Interim exams 3. PARCC assessments 4. Locally developed assessments 5. Department, grade level and faculty meetings 6. Professional development periods 7. BARS (Eastern Suffolk BOCES Regional Information Center Data Warehouse) 8. Standardized Tests: AIMSweb, ThinkLink, READ 180, System 44 9. <a href="http://www.engageny.org">www.engageny.org</a> <i>B. Resources Needed: None</i>	A. Updated locally developed assessments

OD-3: Organizational Development: Accountability: Strategy 3: Use instructional data to improve instructional practices

<b>Action Steps</b> <i>What Will Be Done?</i>	<b>Responsibilities</b> <i>Who Will Do It?</i> P=Primary S=Secondary T=Tertiary	<b>Timeline</b> <i>(Implementation Phase/                      Completion Date)</i>	<b>Resources</b> A. Resources Available B. Resources Needed (financial, human, political & other)	<b>Indicators of Success / Evaluation</b>
Step 1: Evaluate trends in student data from New York State Education Department and locally developed assessments to identify content deficiencies	P-Director for Instruction S-Instructional Coordinators Principals T-Teachers	Phase III: 6/14 On-Going	A. Resources Available 1. New York State exams 2. Common Core State Standards Interim Assessments 3. Partnership for Assessment of Readiness for College and Careers Assessments 4. Locally developed assessments 5. Department, grade level and faculty meetings 6. Professional development periods 7. BARS (Eastern Suffolk BOCES Regional Information Center Data Warehouse) 8. Standardized/vendor assessments: AIMsWeb, DIBELS, ThinkLink, READ 180, System 44 9. <a href="http://www.engageny.org">www.engageny.org</a> B. Resources Needed: None	A. Report detailing student assessment trend data
Step 2: Research instructional practices to improve identified content deficiencies	P-Director for Instruction S-Instructional Coordinators Principals T-Teachers	Phase III: 6/14 On-Going	A. Resources Available 1. SpringBoard materials 2. Textbooks & resources 3. Literacy Collaborative resources 4. DIBELS, AIMsWeb, ThinkLink, READ 180, System 44 resources 5. <a href="http://www.ascd.org">www.ascd.org</a> 6. Department, grade level and faculty meetings 7. Professional development periods 8. Webinars 9. <a href="http://www.engageny.org">www.engageny.org</a> B. Resources Needed 1. Professional books and journals 2. Conference fees and travel costs for administrators	A. Report detailing professional development needed to improve content deficiencies

OD-3: Organizational Development: Accountability: Strategy 4: Use instructional data to inform professional development				
Action Steps <i>What Will Be Done?</i>	Responsibilities <i>Who Will Do It?</i> <i>P=Primary</i> <i>S=Secondary</i> <i>T=Tertiary</i>	Timeline <i>(Implementation Phase/ Completion Date)</i>	Resources <i>A. Resources Available</i> <i>B. Resources Needed (financial, human, political &amp; other)</i>	Indicators of Success / Evaluation
Step 1: Analyze trends and patterns in identified areas of weakness based on student data and Annual Professional Performance Reviews (APPRs) of teachers to inform targeted professional development	P- Executive Director for Educational Services Assistant Superintendent Director for Instruction S-Administrators T-Teachers	Phase III: 6/14 On-Going	<i>A. Resources Available</i> 1. New York State assessment data 2. Common Core State Standards Interim Assessment data 3. Partnership for Assessment of Readiness for College and Careers Assessment data 4. Locally developed assessment data 5. Professional development periods Annual Professional Performance Reviews (APPRs) of teachers 6. Grade level/department/faculty meetings 7. <a href="http://www.engageny.org">www.engageny.org</a> <i>B. Resources Needed</i> 1. In-Service Course Provider Fee 2. Conference Fees 3. Consultant Fees	A. Professional development calendar activities B. In-service courses C. Conference evaluation forms
OD-3: Organizational Development: Accountability: Strategy 4: Use instructional data to inform professional development				
Step 2: Create and implement targeted professional development on instructional practices to improve identified content deficiencies	P-Director for Instruction S-Instructional Coordinators Principals T-Teachers	Phase III: 6/14 On-Going	<i>A. Resources Available</i> 1. SpringBoard materials 2. Textbooks & resources 3. Literacy Collaborative resources 4. DIBELS, AIMsWeb, ThinkLink, READ 180, System 44 resources 5. DIBELS resources 6. <a href="http://www.ascd.com">www.ascd.com</a> 7. Department, grade level and faculty meetings 8. Professional development periods 9. Webinars 10. Conference materials 11. Professional books 12. <a href="http://www.engageny.org">www.engageny.org</a> <i>B. Resources Needed:</i> 1. Conference Fees 2. Consultant Fees	A. Professional development calendar activities B. Department, grade level & faculty meeting agendas and minutes C. Conference evaluation forms

OD-3: Organizational Development: Accountability: Strategy 4: Use instructional data to inform professional development

<b>Action Steps</b> <i>What Will Be Done?</i>	<b>Responsibilities</b> <i>Who Will Do It?</i> <i>P=Primary</i> <i>S=Secondary</i> <i>T=Tertiary</i>	<b>Timeline</b> <i>(Implementation Phase/                      Completion Date)</i>	<b>Resources</b> <i>C. Resources Available</i> <i>D. Resources Needed (financial, human,                      political &amp; other)</i>	<b>Indicators of Success / Evaluation</b>
Step 3: Implement targeted professional development on instructional practices to improve identified content deficiencies	P-Director for Instruction S-Instructional Coordinators Principals T-Teachers	Phase III: 6/14 On-Going	<i>A. Resources Available</i> 1. SpringBoard materials 2. Textbooks & resources 3. Literacy Collaborative resources 4. DIBELS, AIMSweb, ThinkLink, READ 180, System 44 resources 5. <a href="http://www.ascd.com">www.ascd.com</a> 6. Department, grade level and faculty meetings 7. Professional development periods 8. Webinars 9. <a href="http://www.engageny.org">www.engageny.org</a> <i>B. Resources Needed:</i> 1. Professional books 2. In-service course presenter fees	A. Professional development calendar activities B. Department, grade level & faculty meeting agendas and minutes C. Conference evaluation forms

(OD-4) Organizational Development: Data Analysis & Feedback	The Rocky Point Union Free School District will Develop school based and district-wide inquiry teams to collect and analyze instructional data and to provide feedback for professional reflection.
Sub-Goals:	(AE-1) Academic Excellence: Core Curriculum (AE-2) Academic Excellence: Increased Rigor (AE-3) Academic Excellence: Academic Support (AE-4) Academic Excellence: Instructional Technology (OD-1) Organizational Development: Professional Development (OD-3) Organizational Development: Accountability

*Action Team Members: Anja Groth, Director of Instruction, Chair*  
*Dr. Deborah Deluca, Assistant Superintendent, Chair*  
*Coordinators: Melinda Brooks, Vinny LaSorsa, Andrea Moscatiello, Stephanie Weeks*  
*Eastern Suffolk BOCES Shared Data Expert/Staff Developer: Dee Dee Hangartner*  
*Principal: William Caulfield*  
*Assistant Principal: Dr. Courtney Herbert*  
*Teachers: Nancy Starke*  
*School Related Professional: Mary Ann Jayne*

- Strategy 1: Develop building inquiry teams
- Strategy 2: Develop District inquiry team
- Strategy 3: Collect student assessment data
- Strategy 4: Analyze student assessment data
- Strategy 5: Provide feedback for professional reflection
- Strategy 6: Use data to inform curriculum, instruction, and assessment
- Strategy 7: Use data to inform professional development

OD-4 Organizational Development: Data Analysis & Feedback: Strategy 1: Develop building inquiry teams				
Action Steps <i>What Will Be Done?</i>	Responsibilities <i>Who Will Do It?</i> <i>P=Primary</i> <i>S=Secondary</i> <i>T=Tertiary</i>	Timeline <i>(Implementation Phase/ Completion Date)</i>	Resources <i>A. Resources Available</i> <i>B. Resources Needed (financial, human, political &amp; other)</i>	Indicators of Success / Evaluation
Step 1: Expand role of the proposed Building Response to Intervention Teams to also serve as Building Inquiry Team members to support AE-3	P-Principals S-Instructional Coordinators Coordinator of Special Ed T-Teachers	Phase II: 6/13	<i>A. Resources Available</i> 1. Response to Intervention Team members 2. New team member volunteers 3. Department, grade level & faculty meetings 4. Professional development periods 5. Race-to-the-Top (RTTT) Conference Materials 6. Race-to-the-Top (RTTT) Turnkey Training <i>B. Resources Needed: None</i>	A. Building Inquiry Team membership lists B. Identification of Building Inquiry Team meeting dates
OD-4 Organizational Development: Data Analysis & Feedback: Strategy 2: Develop District inquiry team				
Step 1: Integrate members of the District Data Team with representatives from the Building Response to Intervention Inquiry Teams to serve as members of District Inquiry Team	P-Assistant Superintendent Director of Instruction Instructional Coordinators Coordinator of Special Ed S-Principals Assistant Principals T-Response to Intervention Team	Phase II: 6/13	<i>A. Resources Available</i> 1. District Data Team members 2. District Response to Intervention Team members 3. Department, grade level & faculty meetings 4. Professional development periods 5. Race-to-the-Top (RTTT) Conference Materials 6. Race-to-the-Top (RTTT) Turnkey Training <i>B. Resources Needed: None</i>	A. District Inquiry Team membership list
Step 2 Share information from Building Inquiry/Response to Intervention Teams with District Inquiry Team	P-Building Inquiry/Response to Intervention Team Principals Assistant Principals S-District Inquiry Team T-Assistant Superintendent Director of Instruction	Phase II: 6/13	<i>A. Resources Available</i> 1. Building Inquiry Team reports on student data 2. Department, grade level & faculty meetings 3. Professional development periods 4. RTTT Conference Materials 5. RTTT Turnkey Training <i>B. Resources Needed: None</i>	A. District Inquiry Team meeting agendas and minutes

OD-4 Organizational Development: Data Analysis & Feedback: Strategy 3: Collect student assessment data				
Action Steps <i>What Will Be Done?</i>	Responsibilities <i>Who Will Do It?</i> <i>P=Primary</i> <i>S=Secondary</i> <i>T=Tertiary</i>	Timeline <i>(Implementation Phase/ Completion Date)</i>	Resources <i>A. Resources Available</i> <i>B. Resources Needed (financial, human, political &amp; other)</i>	Indicators of Success / Evaluation
Step 1: Develop a list of core academic subject area data points for at-risk students preK-12	P- Assistant Superintendent Director of Instruction Instructional Coordinators Coordinator of Special Ed Eastern Suffolk BOCES Shared Data Expert/ Staff Developer S-Principals Assistant Principals Guidance Counselors T-Teachers	Phase II: 6/13	<i>A. Resources Available</i> 1. RTIm Direct 2. AIMSweb 3. IEP Direct 4. BARS 5. ReportNet 6. NYSTART 7. L2RPT 8. <a href="https://reportcards.nysed.gov/">https://reportcards.nysed.gov/</a> 9. BEACON Early Warning System 10. eSchool 11. Individual Comprehensive Academic Response to Excellence (ICARE) Planning/Monitoring Forms <i>B. Resources Needed</i> 1. Continued funding for Eastern Suffolk BOCES Shared Services for RTIm Direct IEP Direct, BARS, ReportNet, Data Mentor, BEACON Early Warning System 2. Continued funding for AIMSweb	A. Data Points Document
Step 2: Research methods for district data warehousing	P- Assistant Superintendent Director of Instruction (CIO) Instructional Coordinators Coordinator of Special Ed Eastern Suffolk BOCES Shared Data Expert/ Staff Developer S-Executive Director for Educational Services/ Chief Information Officer (CIO) T- Office Applications Specialist	Phase II: 6/13	<i>A. Resources Available</i> 1. RTIm Direct 2. AIMSweb 3. IEP Direct 4. BARS 5. ReportNet 6. NYSTART 7. L2RPT 8. <a href="https://reportcards.nysed.gov/">https://reportcards.nysed.gov/</a> 9. BEACON Early Warning System 10. eSchool 11. <a href="http://www.linkit.com/">http://www.linkit.com/</a>	A. District warehousing method acquired

			<i>B. Resources Needed</i> 1. Continued funding for Eastern Suffolk BOCES Shared Services for RTIm Direct IEP Direct, BARS, ReportNet, Data Mentor, BEACON Early Warning System 2. Continued funding for AIMSweb 3. Consider funding for LinkIt	
<b>OD-4 Organizational Development: Data Analysis &amp; Feedback: Strategy 4: Analyze student assessment data</b>				
<b>Action Steps</b> <i>What Will Be Done?</i>	<b>Responsibilities</b> <i>Who Will Do It?</i> <i>P=Primary</i> <i>S=Secondary</i> <i>T=Tertiary</i>	<b>Timeline</b> <i>(Implementation Phase/ Completion Date)</i>	<b>Resources</b> <i>A. Resources Available</i> <i>B. Resources Needed (financial, human, political &amp; other)</i>	<b>Indicators of Success / Evaluation</b>
Step 1: Create a calendar of Building Inquiry and District Inquiry Team meetings and update as needed	P- Assistant Superintendent Director of Instruction S- Principals T-Instructional Coordinators Coordinator of Special Ed	Phase II: 6/13 On-Going	<i>A. Resources Available</i> 1. List of building faculty meeting dates 2. PD Calendar 3. Department and grade level meeting dates 4. District calendar 5. Out-of-District meetings 6. On-site/off-site conferences/trainings 7. IST meetings 8. Literacy team meetings <i>B. Resources Needed: None</i>	A. Calendar of Building Inquiry and District Inquiry Team meetings and tasks to be performed
Step 2: Analyze data provided by Building Inquiry Teams and Response to Intervention Teams	P-Instructional Coordinators Coordinator of Special Ed Principals S-Teachers T-Assistant Superintendent Director of Instruction	Phase II: 6/14 On-Going	<i>A. Resources Available</i> 1. RTIm Direct 2. AIMSweb 3. IEP Direct 4. BARS 5. ReportNet 6. NYSTART L2RPT 7. <a href="https://reportcards.nysed.gov/">https://reportcards.nysed.gov/</a> 8. BEACON Early Warning System 9. eSchool 10. Collegial Conversations 11. Literacy Collaborative data form and spreadsheet 12. DIBELS data reports 13. Department, grade level, and faculty meetings 14. Professional development periods <i>B. Resources needed: None</i>	A. Summary report of data analysis



OD-4 Organizational Development: Data Analysis & Feedback: Strategy 5: Provide feedback for professional reflection				
<p>Step 1: Use data and reports from Building and District Response to Intervention and/or Inquiry Teams to inform staff of patterns, trends and gaps</p>	<p>P-Principals Assistant Principals S-Instructional Coordinators ES BOCES Staff Developer/ Shared Data Expert T-Teachers</p>	<p>Phase III: 6/15 On-Going</p>	<p><i>A. Resources Available</i></p> <ol style="list-style-type: none"> <li>1. RTIm Direct</li> <li>2. AIMSweb</li> <li>3. IEP Direct</li> <li>4. BARS</li> <li>5. NYSTART</li> <li>6. L2RPT</li> <li>7. <a href="https://reportcards.nysed.gov/">https://reportcards.nysed.gov/</a></li> <li>8. BEACON Early Warning System</li> <li>9. eSchool</li> <li>10. Collegial Conversations</li> <li>11. Literacy Collaborative Literacy Collaborative data form and spreadsheet</li> <li>12. DIBELS data reports</li> <li>13. Department, grade level, and faculty meetings</li> <li>14. Professional development periods</li> <li>15. 2014 PARCC Assessments and Data</li> </ol> <p><i>B. Resources needed: None</i></p>	<p>A. Teacher course program report detailing plans to drive instruction based on strengths and weaknesses patterns, trends and gaps</p>

OD-4 Organizational Development: Data Analysis & Feedback: Strategy 6: Use data to inform curriculum, instruction and assessment

<b>Action Steps</b> <i>What Will Be Done?</i>	<b>Responsibilities</b> <i>Who Will Do It?</i> <i>P=Primary</i> <i>S=Secondary</i> <i>T=Tertiary</i>	<b>Timeline</b> <i>(Implementation Phase/                      Completion Date)</i>	<b>Resources</b> <i>A. Resources Available</i> <i>B. Resources Needed (financial, human,                      political &amp; other)</i>	<b>Indicators of Success / Evaluation</b>
Step I: Revise curriculum, instruction and assessments based on data analysis	P-Director of Instruction Instructional Coordinators Coordinator of Special Ed S-Principals T-Teachers	Phase III: 6/15 On-Going	<i>A. Resources Available</i> <ol style="list-style-type: none"> <li>1. RTImDirect</li> <li>2. AIMSweb</li> <li>3. IEP Direct</li> <li>4. BARS</li> <li>5. NYSTART</li> <li>6. L2RPT</li> <li>7. <a href="https://reportcards.nysed.gov/">https://reportcards.nysed.gov/</a></li> <li>8. BEACON Early Warning System</li> <li>9. eSchool</li> <li>10. Collegial Conversations</li> <li>11. Literacy Collaborative data form and spreadsheet</li> <li>12. DIBELS data reports</li> <li>13. Department, grade level, and faculty meetings</li> <li>14. Professional development periods</li> <li>15. 2014 PARCC Assessments and Data</li> <li>16. RUBICON Atlas curriculum maps and reports</li> <li>17. NovaNet</li> </ol> <i>B. Resources Needed</i> <ol style="list-style-type: none"> <li>1. Funding for curriculum revisions as needed</li> </ol>	<ol style="list-style-type: none"> <li>A. Revised RUBICON Atlas curriculum maps</li> <li>B. Revised written lesson plans and unit plans</li> <li>C. Revised assessments</li> <li>D. Revised lessons, units and assessments evident during formal and informal observations</li> </ol>

OD-4 Organizational Development: Data Analysis & Feedback: Strategy 7: Use data to inform professional development				
Action Steps <i>What Will Be Done?</i>	Responsibilities <i>Who Will Do It?</i> <i>P=Primary</i> <i>S=Secondary</i> <i>T=Tertiary</i>	Timeline <i>(Implementation Phase/ Completion Date)</i>	Resources <i>A. Resources Available</i> <i>B. Resources Needed (financial, human, political &amp; other)</i>	Indicators of Success / Evaluation
Step 1: Use data to inform targeted, professional development based on identified gaps in areas in need of remediation	P-Director of Instruction S-Instructional Coordinators Coordinator of Special Ed T-Teachers	Phase III: 6/15 On-Going	<i>A. Resources Available</i> <ol style="list-style-type: none"> <li>1. RTIm Direct</li> <li>2. AIMSweb</li> <li>3. IEP Direct</li> <li>4. BARS</li> <li>5. ReportNet</li> <li>6. Data Mentor</li> <li>7. L2RPT</li> <li>8. <a href="https://reportcards.nysed.gov/">https://reportcards.nysed.gov/</a></li> <li>9. BEACON Early Warning System</li> <li>10. eSchool</li> <li>11. Collegial Conversations</li> <li>12. Literacy Collaborative data form and spreadsheet</li> <li>13. DIBELS data reports</li> <li>14. Department, grade level, and faculty meetings</li> <li>15. Professional development periods</li> <li>16. 2014 PARCC Assessments and Data</li> <li>17. RUBICON Atlas curriculum maps and reports</li> </ol> <i>B. Resources Needed</i> <ol style="list-style-type: none"> <li>1. Funding for curriculum revisions as needed</li> </ol>	<ol style="list-style-type: none"> <li>A. Trend data charts and reports</li> <li>B. Formal and informal observation reports</li> <li>C. Conference evaluation forms</li> <li>D. Professional Development Calendar</li> <li>E. Department, grade level &amp; faculty meeting agendas and minutes</li> </ol>

## Goal – FS1 Fiscal Sustainability: Resource Allocation - ACTION PLAN

(FS-1) Fiscal Sustainability: Resource Allocation	The Rocky Point Union Free School District will identify the resources necessary to support the academic and organizational initiatives necessary to ensure improved outcomes for all students. In recognition of the limited nature of fiscal resources, the District will endeavor to support new initiatives through the reallocation of existing resources.
Sub-Goals:	(AE-1) Academic Excellence: Core Curriculum (AE-2) Academic Excellence: Increased Rigor (AE-3) Academic Excellence: Academic Support (AE-4) Academic Excellence: Instructional Technology (AE-5) Academic Excellence: Academic Alignment (OD-1) Organizational Development: Professional Development (OD-2) Organizational Development: Human Resources (OD-3) Organizational Development: Accountability (OD-4) Organizational Development: Data Analysis and Feedback

*Action Team Members: Dr. D. De Luca, Assistant Superintendent - Chairperson*  
*Susan Wilson, Executive Director for Educational Services*  
*Greg Hilton, Business Manager*  
*Anja Groth, Director of Instruction*

*Coordinators: Vinny LaSorsa*

*Director: Amy Agnesini*

*Principal: Bill Caulfield*

*Assistant Principal: Susann Crossan*

*Teachers: Michael Yanucci, Mike Friscia*

*School Related Personnel: Pat Scalone*

Strategy 1: Identify resources to support academic and organizational initiatives  
 Strategy 2: Reallocate existing resources to support academic and organizational initiatives

Strategy 1: Identify resources to support academic and organizational initiatives

Strategy 2: Reallocate existing resources to support academic and organizational initiatives

<b>Action Steps</b> <i>What Will Be Done?</i>	<b>Responsibilities</b> <i>Who Will Do It?</i> P=Primary S=Secondary T=Tertiary	<b>Timeline</b> <i>(Implementation Phase/                      Completion Date)</i>	<b>Resources</b> A. <i>Resources Available</i> B. <i>Resources Needed (financial, human,                      political &amp; other)</i>	<b>Indicators of Success / Evaluation</b>
Step 1: Create Excel spreadsheet to document existing funding from 2010-11 grants and the District's budget to support Next STEP academic and organizational initiatives				Completed: See Appendix of Completed Action Steps Page 7
Step 2: Update Excel spreadsheet to document projects and initiatives completed during the 2010-2011 school year				Completed: See Appendix of Completed Action Steps Page 7
Step 3: Update Excel spreadsheet to document changes in timeline and funding sources				Completed: See Appendix of Completed Action Steps Page 7
Step 4: Update Excel spreadsheet to document changes in timeline and funding sources	P-Director of Instruction S-Assistant Superintendent T-Business Official	Phase III: 11/12 On-Going	A. <i>Resources Available</i> 1. Updated FS 1 Spreadsheet detailing completed Phase II projects and initiatives B. <i>Resources Needed: None</i>	A. Updated FS-1 Excel Spreadsheet

## Goal – FS2 Fiscal Sustainability: New Funding Sources - ACTION PLAN

(FS-2) Fiscal Sustainability: New Funding Sources	The Rocky Point Union Free School District will endeavor to fund academic and organizational initiatives by seeking and acquiring new sources of funding such as private and public grants.
Sub-Goals:	(AE-1) Academic Excellence: Core Curriculum (AE-2) Academic Excellence: Increased Rigor (AE-3) Academic Excellence: Academic Support (AE-4) Academic Excellence: Instructional Technology (AE-5) Academic Excellence: Academic Alignment (OD-1) Organizational Development: Professional Development (OD-2) Organizational Development: Human Resources (OD-3) Organizational Development: Accountability (OD-4) Organizational Development: Data Analysis and Feedback

*Action Team Members: Anja Groth, Director of Instruction - Chairperson*

*Dr. Deborah Deluca, Assistant Superintendent*

*Principal: Carol Tvelia*

*Assistant Principal: Dr. Courtney Herbert*

*Coordinator: Andrea Moscatiello*

*Teachers: Lauren Czajkowski, Cathy Richardson, Pat Panella*

*School Related Professional: Dorothy Tis*

Strategy 1: Apply for public and private grants to support District academic (such as Response to Intervention Grant) and organizational (Readiness and Emergency Management for Schools Grant) initiatives

FS-2 Fiscal Sustainability: New Funding Sources: Strategy 1: Apply for public and private grants to support District academic and organizational initiatives				
Action Steps <i>What Will Be Done?</i>	Responsibilities <i>Who Will Do It?</i> P=Primary S=Secondary T=Tertiary	Timeline <i>(Implementation Phase/ Completion Date)</i>	Resources A. Resources Available B. Resources Needed (financial, human, political & other)	Indicators of Success / Evaluation
Step 1: Create Next STEP Grant Opportunities Chart			Completed: See Appendix of Completed Action Steps Page 7	
Step 2: Initiate Grant Writing Team to research available grant opportunities that support Next STEP initiatives	P-Director of Instruction S-Administrators T-Teachers	Phase II: 6/12	A. Resources Available 1. <a href="http://www.nysed.gov">www.nysed.gov</a> 2. Next STEP Grant Opportunities Chart B. Resources Needed: 1. Substitute coverage for 2 release days for team to meet 2. Grant writing subscription: Cost to be determined	A. Grant Writing Team membership list B. Schedule of Grant Writing Team meetings C. Grant Writing Team meeting agendas and minutes D. List of grants to pursue
Step 3: District Grant Writing Team will establish procedures and protocols for grant review prior to submission	P-Director of Instruction S-District Grant Writing Team T-District Treasurer	Phase III: 12/12 On-Going	A. Resources Available 1. Grant applications 2. Professional development periods B. Resources Needed: 1. Substitute coverage for 1 release day for team to meet	A. Document detailing grant writing procedures and protocols
Step 4: Update Next STEP Grant Opportunities Chart during Step 2 and Step 3 release days	P-Director of Instruction S-Grant Writing Team T-Office of Instruction Senior Clerk Typist	Phase II: 12/12 On-Going	A. Resources Available 1. <a href="http://www.2.ed.gov">www.2.ed.gov</a> 2. Professional development periods B. Resources Needed: None	A. Updated Next STEP Grant Opportunities Chart
Step 5: Create list of targeted grants during Step 2 and Step 3 release days	P-Director of Instruction S-Grant Writing Team T-Office of Instruction Senior Clerk Typist	Phase II: 12/12 On-Going	A. Resources Available 1. <a href="http://www.2.ed.gov">www.2.ed.gov</a> 2. Professional development periods B. Resources Needed: None	A. List of targeted grants
Step 6: Work with NIA Solutions to write grants that support Next STEP initiatives	P-Director of Instruction S-District Grant Writing Team Designee T-Office of Instruction Senior Clerk Typist	Phase III: 6/13 On-Going	A. Resources Available 1. <a href="http://www.2.ed.gov">www.2.ed.gov</a> 2. Shared Services Grant Writing Code to fund grant writing with NIA Solutions B. Resources Needed: None	A. Completed grant applications

Rocky Point UFSD - FS1 - Next STEP

Goal	Description	11-12	Funding Source	12-13	Funding Source	13-14	Funding Source	14-15	Funding Source	15-16	Funding Source
AE1	AE1										
Curriculum Writing	English 9 Regents 60 hours	\$3,000	Title II 2011-12								
Curriculum Writing	English 9 Regents Revisions 10 hours					\$500	Curr./Instr. Codes			\$1,500	Curr./Instr. Codes
Curriculum Writing	English 9 Honors 30 hours	\$1,500	Title II 2011-12								
Curriculum Writing	English 9 Honors Revisions 10 hours					\$500	Curr./Instr. Codes			\$1,500	Curr./Instr. Codes
Curriculum Writing	English 10 Regents 60 hours	\$3,000	Title II 2011-12								
Curriculum Writing	English 10 Regents Revisions 10 hours					\$500	Curr./Instr. Codes			\$1,500	Curr./Instr. Codes
Curriculum Writing	English 10 Honors 30 hours	\$1,500	Title II 2011-12								
Curriculum Writing	English 10 Honors Revisions 10 hours					\$500	Curr./Instr. Codes			\$1,500	Curr./Instr. Codes
Curriculum Writing	English 11 Regents 60 hours	\$3,000	Title II 2011-12								
Curriculum Writing	English 11 Regents Revisions 10 hours					\$500	Curr./Instr. Codes			\$1,500	Curr./Instr. Codes
Curriculum Writing	English 11 Advanced Placement 10 hours					\$500				\$1,500	Curr./Instr. Codes
Curriculum Writing	English 11 Advanced Placement Revisions 10 hours					\$500	Curr./Instr. Codes			\$1,500	Curr./Instr. Codes
Curriculum Writing	English 12 Regents 60 hours	\$3,000	Title II 2011-12								
Curriculum Writing	English 12 Regents Revisions 10 hours							\$500	Curr./Instr. Codes		
Curriculum Writing	Math Algebra Regents 60 hours	\$3,000	Title II 2011-12								
Curriculum Writing	Math Algebra Regents Revisions 10 hours					\$500	Curr./Instr. Codes			\$1,500	Curr./Instr. Codes
Curriculum Writing	Math Algebra Honors 30 hours	\$1,500	Title II 2011-12								
Curriculum Writing	Math Algebra Honors Revisions 10 hours					\$500	Curr./Instr. Codes			\$1,500	Curr./Instr. Codes
Curriculum Writing	Math Geometry Regents 60 hours	\$3,000	Title II 2011-12								
Curriculum Writing	Math Geometry Regents Revisions 10 hours					\$500	Curr./Instr. Codes			\$1,500	Curr./Instr. Codes
Curriculum Writing	Math Geometry Honors 30 hours	\$1,500	Title II 2011-12								
Curriculum Writing	Math Geometry Honors Revisions 10 hours					\$500	Curr./Instr. Codes			\$1,500	Curr./Instr. Codes
Curriculum Writing	Math Algebra II (Trigonometry) Regents 60 hours			\$3,000	Curr./Instr. Codes						
Curriculum Writing	Math Algebra II (Trigonometry) Regents Revisions 10 hours					\$500	Curr./Instr. Codes			\$1,500	Curr./Instr. Codes
Curriculum Writing	Math Algebra II (Trigonometry) Honors 30 hours			\$1,500	Curr./Instr. Codes						
Curriculum Writing	Math Algebra II (Trigonometry) Honors Revisions 10 hours							\$500	Curr./Instr. Codes		
Curriculum Writing	ELA Grade K 230 Hours										
Curriculum Writing	Math Grade K 115 Hours										
Curriculum Writing	ELA K Revisions 10 Hours			\$500	Curr./Instr. Codes					\$1,500	Curr./Instr. Codes
Curriculum Writing	Math Grade K Revisions 10 Hours			\$500	Curr./Instr. Codes					\$1,500	Curr./Instr. Codes
Curriculum Writing	ELA Grade 1 60 Hours	\$3,000	Title II 2011-12								
Curriculum Writing	Math Grade 1 60Hours	\$3,000	Title II 2011-12								
Curriculum Writing	ELA Grade 1 Revisions 10 Hours					\$500	Curr./Instr. Codes			\$1,500	Curr./Instr. Codes
Curriculum Writing	Math Grade 1 Revisions 10 Hours					\$500	Curr./Instr. Codes			\$1,500	Curr./Instr. Codes
Curriculum Writing	ELA Grade 2 60 Hours	\$3,000	Title II 2011-12								
Curriculum Writing	Math Grade 2 60 Hours	\$3,000	Title II 2011-12								
Curriculum Writing	ELA Grade 2 Revisions 10 Hours					\$500	Curr./Instr. Codes			\$1,500	Curr./Instr. Codes
Curriculum Writing	Math Grade 2 Revisions 10 Hours					\$500	Curr./Instr. Codes			\$1,500	Curr./Instr. Codes
Curriculum Writing	AIS English 9/10 60 Hours	\$3,000	Title II 2011-12								
Curriculum Writing	AIS English 11/12 60 Hours										
Curriculum Writing	AIS English 6										
Curriculum Writing	AIS English 7										
Curriculum Writing	AIS English 8										
Curriculum Writing	AIS English 9/10 Revision 20 Hours									\$1,000	Curr./Instr. Codes
Curriculum Writing	AIS English 11/12 Revisions 20 Hours			\$500	Curr./Instr. Codes					\$1,000	Curr./Instr. Codes
Curriculum Writing	AIS English 6 Revisions 20 Hours			\$500	Curr./Instr. Codes					\$1,000	Curr./Instr. Codes
Curriculum Writing	AIS English 7 Revisions 20 Hours			\$500	Curr./Instr. Codes					\$1,000	Curr./Instr. Codes
Curriculum Writing	AIS English 8 Revisions 20 Hours			\$500	Curr./Instr. Codes					\$1,000	Curr./Instr. Codes
Curriculum Writing	ELA Grade 3 60 Hours	\$3,000	Title I SIG 2011-12								
Curriculum Writing	Math Grade 3 60 Hours	\$3,000	Title II 2011-12								
Curriculum Writing	ELA 3 Revisions 10 Hours					\$500	Curr./Instr. Codes			\$1,500	Curr./Instr. Codes
Curriculum Writing	Math Grade 3 Revisions 10 Hours					\$500	Curr./Instr. Codes			\$1,500	Curr./Instr. Codes
Curriculum Writing	ELA Grade 4 60 Hours	\$3,000	Title I SIG 2011-12								
Curriculum Writing	Math Grade 4 60 Hours	\$3,000	Title II 2011-12								
Curriculum Writing	ELA Grade 4 Revisions 10 Hours					\$500	Curr./Instr. Codes			\$1,500	Curr./Instr. Codes
Curriculum Writing	Math Grade 4 Revisions 10 Hours					\$500	Curr./Instr. Codes			\$1,500	Curr./Instr. Codes
Curriculum Writing	ELAGrade 5 60 Hours	\$3,000	Title I SIG 2011-12								
Curriculum Writing	Math Grade 5 60 Hours	\$3,000	Curr./Instr. Codes								
Curriculum Writing	ELA Grade 5 Revisions 10 Hours					\$500	Curr./Instr. Codes			\$1,500	Curr./Instr. Codes
Curriculum Writing	Math Grade 5 Revisions 10 Hours					\$500	Curr./Instr. Codes			\$1,500	Curr./Instr. Codes



Rocky Point UFSD - FS1 - Next STEP

Goal	Description	11-12	Funding Source	12-13	Funding Source	13-14	Funding Source	14-15	Funding Source	15-16	Funding Source
Curriculum Writing	ELA Grade 6 60 Hours	\$3,000	Title II 2011-12								
Curriculum Writing	ELA Grade 6 Revisions 10 Hours					\$500	Curr./Instr. Codes			\$1,500	Curr./Instr. Codes
Curriculum Writing	ELA Grade 7 60 Hours	\$3,000	Title II 2011-12								
Curriculum Writing	ELA Grade 7 Revisions 10 Hours					\$500	Curr./Instr. Codes			\$1,500	Curr./Instr. Codes
Curriculum Writing	ELA Grade 8 60 Hours	\$3,000	Title II 2011-12								
Curriculum Writing	ELA Grade 8 10 Hours					\$500	Curr./Instr. Codes			\$1,500	Curr./Instr. Codes
Curriculum Writing	ELA Grade 8 Honors 35 Hours										
Curriculum Writing	ELA Grade 8 Honors Revisions 10 Hours			\$500	Curr./Instr. Codes					\$1,500	Curr./Instr. Codes
Curriculum Writing	Math RII/AIS 6 - 8 95 Hours										
Curriculum Writing	Math AIS 6			\$500	Curr./Instr. Codes					\$1,000	Curr./Instr. Codes
Curriculum Writing	Math AIS 7			\$500	Curr./Instr. Codes					\$1,000	Curr./Instr. Codes
Curriculum Writing	Math AIS 8			\$500	Curr./Instr. Codes					\$1,000	Curr./Instr. Codes
Curriculum Writing	Math Grade 6 60 Hours	\$3,000	Title II 2011-12							\$1,500	Curr./Instr. Codes
Curriculum Writing	Math Grade 6 Revisions 10Hours					\$500	Curr./Instr. Codes			\$1,000	Curr./Instr. Codes
Curriculum Writing	Math Grade 7 60 Hours	\$3,000	Title II 2011-12								
Curriculum Writing	Math Grade 7 Revisions 10 Hours					\$500	Curr./Instr. Codes			\$1,500	Curr./Instr. Codes
Curriculum Writing	Math Grade 7 Honors 60 Hours	\$3,000	Title II 2011-12								
Curriculum Writing	Math Grade 7 Honors Revisions 10 Hours					\$500	Curr./Instr. Codes			\$1,500	Curr./Instr. Codes
Curriculum Writing	Math Grade 8 60 Hours	\$3,000	Title II 2011-12								
Curriculum Writing	Math Grade 8 Revisions Hours					\$500	Curr./Instr. Codes			\$1,500	Curr./Instr. Codes
Curriculum Writing	Advanced Mathematical Concepts 30 Hours					\$1,500	Curr./Instr. Codes				
Curriculum Writing	Pre-Calculus Honors 30 Hours					\$1,500	Curr./Instr. Codes				
Curriculum Writing	Pre-Calculus 30 Hours					\$1,500	Curr./Instr. Codes				
Curriculum Writing	Calculus 15 Hours										
Curriculum Writing	Science K-8 60 Hours x 9							\$27,000	Curr./Instr. Codes		
Curriculum Writing	Living Environment Honors 30 Hours					\$1,500	Curr./Instr. Codes				
Curriculum Writing	Living Environment Regents 60 Hours					\$3,000	Curr./Instr. Codes				
Curriculum Writing	Earth Science Honors 32.5 Hours					\$1,500	Curr./Instr. Codes				
Curriculum Writing	Earth Science Regents 60 Hours					\$3,000	Curr./Instr. Codes				
Curriculum Writing	Chemistry Honors 30 Hours					\$1,500	Curr./Instr. Codes				
Curriculum Writing	Chemistry Regents 60 Hours					\$3,000	Curr./Instr. Codes				
Curriculum Writing	Physics Regents 60 Hours					\$3,000	Curr./Instr. Codes				
Curriculum Writing	Marine Science 60 Hours							\$3,000	Curr./Instr. Codes		
Curriculum Writing	Forensics 60 Hours							\$3,000	Curr./Instr. Codes		
Curriculum Writing	General Chemistry 60 Hours							\$3,000	Curr./Instr. Codes		
Curriculum Writing	K-8 Social Studies 60 Hours x 9							\$27,000	Curr./Instr. Codes		
Curriculum Writing	9th Grade Global 60 Hours							\$3,000	Curr./Instr. Codes		
Curriculum Writing	10th Grade Advanced Placement World History 15 Hours							\$750	Curr./Instr. Codes		
Curriculum Writing	11th Grade U.S. History 60 Hours							\$3,000	Curr./Instr. Codes		
Curriculum Writing	11th Grade Advanced Placement U.S. History 15 Hours							\$750	Curr./Instr. Codes		
Curriculum Writing	12th Grade Economics/Government 60 Hours							\$3,000	Curr./Instr. Codes		
<b>AE2</b>	<b>AE2</b>										
Curriculum Writing	8th Grade Science Research 45 Hours			\$2,250	Curr./Instr. Codes						
Curriculum Writing	9th Grade Science Research 45 Hours					\$2,250	Curr./Instr. Codes				
Curriculum Writing	10th Grade Science Research 45 Hours					\$2,250	Curr./Instr. Codes				
Curriculum Writing	11th Grade Science Research 45 Hours							\$2,250	Curr./Instr. Codes		
Curriculum Writing	12th Grade Science Research 45 Hours							\$2,250	Curr./Instr. Codes		
Curriculum Writing	GATES Grade 3 60 Hours			\$3,000	Curr./Instr. Codes						
Curriculum Writing	GATES Grade 4 60 Hours					\$3,000	Curr./Instr. Codes				
Curriculum Writing	GATES Grade 5 60 Hours							\$3,000	Curr./Instr. Codes		
Curriculum Writing	CTE Cosmetology II 40 Hours	\$2,000	Curr./Instr. Codes								
<b>AE4</b>	<b>AE4</b>										
Curriculum Writing	Step 5: Technology Literacy Curriculum 45 Hour									\$2,250	Curr./Instr. Codes
Curriculum Writing	Step 9: FJC Computer Programming 45 Hours									\$2,250	Curr./Instr. Codes



Goal	Description	# of Teachers	11-12	Funding Source	# of Teachers	12-13	Funding Source	# of Teachers	13-14	Funding Source	# of Teachers	14-15	Funding Source	15-16	Funding Source
<b>AE1</b>	<b>AE1</b>														
Release Time for Curriculum Writing	English 9 Regents	5	\$500	Dist. Sub Code											
Release Time for Curriculum Writing	English 10 Regents	5	\$500	Dist. Sub Code											
Release Time for Curriculum Writing	English 11 Regents	5	\$500	Dist. Sub Code											
Release Time for Curriculum Writing	English 12 Regents	5	\$500	Dist. Sub Code											
Release Time for Curriculum Writing	Math Algebra Regents	5	\$500	Dist. Sub Code											
Release Time for Curriculum Writing	Math Geometry Honors	5	\$500	Dist. Sub Code											
Release Time for Curriculum Writing	Math Trigonometry Honors	5	\$500	Dist. Sub Code											
Release Time for Curriculum Writing	ELA Grade K														
Release Time for Curriculum Writing	Math Grade K														
Release Time for Curriculum Writing	ELA Grade 1	11	\$1,100	Dist. Sub Code											
Release Time for Curriculum Writing	Math Grade 1	7	\$700	Dist. Sub Code											
Release Time for Curriculum Writing	ELA Grade 2	8	\$800	Dist. Sub Code											
Release Time for Curriculum Writing	Math Grade 2	6	\$600	Dist. Sub Code											
Release Time for Curriculum Writing	ELA Grade 3	10	\$1,000	Dist. Sub Code											
Release Time for Curriculum Writing	Math Grade 3	6	\$600	Dist. Sub Code											
Release Time for Curriculum Writing	ELA Grade 4	9	\$900	Dist. Sub Code											
Release Time for Curriculum Writing	ELA Grade 4	7	\$700	Dist. Sub Code											
Release Time for Curriculum Writing	ELAGrade 5	10	\$1,000	Dist. Sub Code											
Release Time for Curriculum Writing	Math Grade 5	8	\$800	Dist. Sub Code											
Release Time for Curriculum Writing	ELA Grade 6	7	\$700	Dist. Sub Code											
Release Time for Curriculum Writing	ELA Grade 7	5	\$500	Dist. Sub Code											
Release Time for Curriculum Writing	ELA Grade 8	5	\$500	Dist. Sub Code											
Release Time for Curriculum Writing	Math Grade 6	4	\$400	Dist. Sub Code											
Release Time for Curriculum Writing	Math Grade 7	4	\$400	Dist. Sub Code											
Release Time for Curriculum Writing	Math Grade 8	4	\$400	Dist. Sub Code											
Release Time for Curriculum Writing	Advanced Mathematical Concepts							1	\$100	Dist. Sub Code					
Release Time for Curriculum Writing	Pre-Calculus							2	\$200	Dist. Sub Code					
Release Time for Curriculum Writing	Calculus							2	\$200	Dist. Sub Code					
Release Time for Curriculum Writing	Living Environment Regents							5	\$500	Dist. Sub Code					
Release Time for Curriculum Writing	Earth Science Regents							5	\$500	Dist. Sub Code					
Release Time for Curriculum Writing	Chemistry Regents							2	\$200	Dist. Sub Code					
Release Time for Curriculum Writing	Physics Regents							2	\$200	Dist. Sub Code					
Release Time for Curriculum Writing	Marine Science										1	\$100	Dist. Sub Code		
Release Time for Curriculum Writing	Forensics										2	\$200	Dist. Sub Code		
Release Time for Curriculum Writing	General Chemistry										2	\$200	Dist. Sub Code		
Release Time for Curriculum Writing	Science K-8 4/grade level										36	\$3,600	Dist. Sub Code		
Release Time for Curriculum Writing	K-8 4/grade level														\$3,600
Release Time for Curriculum Writing	9th Grade Global										4	\$400	Dist. Sub Code		
Release Time for Curriculum Writing	10th Grade Global										4	\$400	Dist. Sub Code		
Release Time for Curriculum Writing	11th Grade U.S. History										4	\$400	Dist. Sub Code		
Release Time for Curriculum Writing	12th Grade Economics/Government										5	\$500	Dist. Sub Code		
<b>AE2</b>	<b>AE2</b>														
Release Time for Curriculum Evaluation	Time to Evaluate other District Honors Programs In all Subject areas Delete?	2	\$200	Dist. Sub Code	2	\$200	Dist. Sub Code	2	\$200	Dist. Sub Code	2	\$200	Dist. Sub Code		
Release Time for Visitations	Visitations to Schools with Scientific Research Programs	2	\$200	Dist. Sub Code	2	\$200	Dist. Sub Code	2	\$200	Dist. Sub Code	2	\$200	Dist. Sub Code		
Release Time for Conferences	Science Research Conferences	1	\$100	Dist. Sub Code	1	\$100	Dist. Sub Code	1	\$100	Dist. Sub Code	1	\$100	Dist. Sub Code		
Release Time or Visitations	Visitations to Schools with G&T/Enrichment Programs	1	\$100	Dist. Sub Code	1	\$100	Dist. Sub Code								
Release Time for Conferences	G&T/Enrichment Program Conferences	1	\$100	Dist. Sub Code	1	\$100	Dist. Sub Code	1	\$100	Dist. Sub Code	1	\$100	Dist. Sub Code		
Release Time for Vertical Articulation	Grade 2, GATES, & Grade 6 Honors Teachers	3	\$300	Dist. Sub Code	3	\$300	Dist. Sub Code	3	\$300	Dist. Sub Code	3	\$300	Dist. Sub Code		
Release Time for CTE Site Visit	Site Visits to Nassau/ES BOCES	1	\$100	Dist. Sub Code											
<b>AE3</b>	<b>AE3</b>														
Release Time for Meetings	Release time for District & Building RtI Team Articulation Meetings	4	\$400	Dist. Sub Code	4	\$400	Dist. Sub Code	4	\$400	Dist. Sub Code	4	\$400	Dist. Sub Code		\$400
<b>AE4</b>	<b>AE4</b>														
Release Time for Committee Meetings	Step 8 Quarterly meetings	4	\$1,600	Dist. Sub Code	4	\$1,600	Dist. Sub Code	4	\$1,600	Dist. Sub Code	4	\$1,600	Dist. Sub Code		
<b>Grand Total</b>			\$17,700			\$3,000			\$6,700			\$8,700			\$5,900
														Page total	\$42,000

Rocky Point UFSD - Next STEP - FS1

Goal	Description	11-12	Funding Source	12-13	Funding Source	13-14	Funding Source	14-15	Funding Source	15-16	Funding Source
AE2	AE2										
Conf Fees/Travel Costs	Strat 1A Step 1: Honors Conference Fees/Travel Costs/Site Visit Travel Costs	\$500	Conference Code								
PD-Consultant	SpringBoard English Honors Professional Development 6 Days	\$10,000	TIIA	\$4,000	TIIA	\$4,000	TIIA	\$4,000	TIIA	\$4,000	TIIA
PD-Conference	Strat 1B Step 7&8/Strat 2B Step 2: AP 5-Day Institutes each for 5 Teachers	\$5,000	TIIA	\$5,000	TIIA	\$5,000	TIIA	\$5,000	TIIA	\$5,000	TIIA
PD-Conference	Strat 1B Step 1&2/Strat 2B Step 1: AP 1-Day Update Workshop \$250 each for 10 Teachers	\$2,500	TIIA	\$3,000	TIIA	\$3,000	TIIA	\$3,500	TIIA	\$3,500	TIIA
PD-Conference	Strat 2B Step 1: SUPA, Adelphi	\$500	TIIA	\$500	TIIA	\$500	TIIA	\$500	TIIA	\$500	TIIA
PD-Conference	Strat 1C Step 1: Scientific Research Conference	\$300	TIIA	\$300	TIIA	\$300	TIIA	\$300	TIIA	\$300	TIIA
PD-Conference	Strat 1D Step 1: Gifted & Talented Conference	\$200	TIIA	\$200	TIIA	\$200	TIIA	\$200	TIIA	\$200	TIIA
PD-Conference	Strat 1D Step 5: Gifted & Talented Online Courses at St. John's University	\$10,000	TIIA	\$10,000	TIIA	\$5,000	TIIA	\$5,000	TIIA	\$5,000	TIIA
AE5	AE5										
PD-Consultant	Strat 1 Step 6: Grading and Assessment Development Consultants	\$20,000	Shared Services 531	\$20,000	Shared Services 531						
OD2	OD2										
PD-Consultant	Mentor/Mentee Training for Teachers			\$2,000	TIIA	\$2,000	TIIA				
PD-Consultant	Mentor/Mentee Training for Administrators			\$1,000	TIIA	\$1,000	TIIA				
PD-Consultant	Mentor/Mentee Training for School Related Personnel					\$1,000	TIIA	\$1,000	TIIA	\$1,000	TIIA
PD-Conference	2-Day MyLearningPlan Academy			\$600	TIIA						
OD3	OD3										
PD-Consultant	Charlotte Danielson Training					\$5,000	TIIA/RTTT				
PD-Conference	Instructional Practices to Improve Identified Content Deficiencies					\$2,000	TIIA/RTTT	\$1,000	TIIA	\$1,000	TIIA
PD-In-Service Course	Targeted Professional Development Focused on Identified Areas of Weakness from Student Data and APPRs					\$2,500	TIIA/RTTT				
PD-Conference	Targeted Professional Development Focused on Identified Gaps in Areas in Need of Improvement							\$2,000	TIIA/RTTT	\$2,000	TIIA/RTTT
<b>Grand Total</b>		<b>\$49,000</b>		<b>\$46,600</b>		<b>\$31,500</b>		<b>\$22,500</b>		<b>\$22,500</b>	
										<b>Page Total</b>	<b>\$172,100</b>











Rocky Point UFSD - Next STEP - FS1

Goal	Description	11-12	Funding Source	12-13	Funding Source	13-14	Funding Source	14-15	Funding Source	15-16	Funding Source
<b>AE3</b>	<b>AE3</b>										
GATES Staff Member for JAE	Strat 1D Step 4: .5 or 1.0 FTE G&T or Enrichment Teacher			\$ 50,000	General Fund	\$ 52,500	General Fund	\$ 55,000	General Fund	\$ 57,000	General Fund
Tutoring Rate	Tutoring for I Care 9-12	\$ 15,000	General Fund	\$ 16,000	General Fund	\$ 16,000	General Fund	\$ 17,000	General Fund	\$ 17,500	General Fund
	Tutoring for I Care 6-8	\$ 10,000	TIA	\$ 11,000	TIA	\$ 11,000	TIA	\$ 12,000	TIA	\$ 12,250	TIA
	Tutoring for I Care 3-5	\$ 20,000	SI Grant (400 Hours)	\$ 4,500	TIA	\$ 4,500	TIA	\$ 5,000	TIA	\$ 5,150	TIA
	Tutoring for I Care K-2	\$ 2,000	TIA	\$ 2,500	TIA	\$ 2,500	TIA	\$ 3,000	TIA	\$ 3,100	TIA
	Tutoring for I Care LEP/ELL K-12		TIII-Immigrant		TIII-Immigrant		TIII-Immigrant		TIII-Immigrant		TIII-Immigrant
<b>Grand Total</b>		<b>\$ 47,000</b>		<b>\$ 84,000</b>		<b>\$ 86,500</b>		<b>\$ 92,000</b>		<b>\$ 95,000</b>	
										<b>Page total</b>	<b>\$ 404,500</b>



**Next S.T.E.P.  
Appendix of Completed Action Steps**

Excludes multi-phase action steps with phase one completion as of 7/1/12 and continuing actions in subsequent phases.

Goal AE-1 Academic Excellence: Core Curriculum: Strategy 1: Convert Common Core State Standards into Curriculum Guides			
<b>Action Steps</b> <i>What Will Be Done?</i>	<b>Responsibilities</b> <i>Who Will Do It?</i> <i>P=Primary</i> <i>S=Secondary</i> <i>T=Tertiary</i>	<b>Date Completed</b>	<b>Evidence</b>
STEP 1: Create Common Core State Standards Resource Binders	P-Director of Instruction S-Office of Instruction Senior Clerk Typist T-Office of Instruction Clerk Typist	12/10	A. Director of Instruction distributed and used CCSS Binders during turnkey training of Instruction Coordinators B. AEI Action Planning Team received and used CCSS Binders during Action Planning Team sessions C. Instructional Coordinators used CCSS Binders to turnkey train teachers during the 2010-2011 school year
STEP 2: Post Common Core State Standards in Extranet folders by subject area and grade level	P-Executive Director for Educational Services S-Director of Instruction	12/10	A. CCSS posted on Extranet and used by staff
STEP 3: Inform all stakeholders about New York State's adoption of the Common Core State Standards	P-Principals Coordinators S-Teachers T-Director of Instruction Director of Special Education	5/11	A. All stakeholders were informed of CCSS B. NYS Implications calendar posted on website and Extranet, as well as distributed and used by staff
STEP 10: Review curriculum mapping web-based programs	P-Coordiators S-Teachers Principals T-Director of Instruction	9/12	A. Director of Instruction and Instructional Coordinators participated in presentations of Curricuplan, Curriculum Mapper and Rubicon ATLAS in May 2011 B. Director of Instruction, MS Principal, FJC Assistant Principal, and three K-2 teachers participated in vendor presentations of Curriculum Mapper and Rubicon ATLAS July 2011 C. K-12 District Curriculum Mapping Committee of teachers and administrators participated in vendor presentations of Curricuplan, and Rubicon ATLAS in September 2011 D. K-12 District Curriculum Mapping Committee selected Rubicon Atlas in September 2011

Excludes multi-phase action steps with phase one completion as of 7/1/12 and continuing actions in subsequent phases.

Goal AE-2: Academic Excellence: Increased Rigor: Strategy 1: Develop intellectually challenging courses and programs:				
A) Pre-Advanced Placement: SpringBoard & Vertical Teaming				
<b>Action Steps</b> <i>What Will Be Done?</i>	<b>Responsibilities</b> <i>Who Will Do It?</i> <i>P=Primary</i> <i>S=Secondary</i> <i>T=Tertiary</i>	<b>Timeline</b> <i>(Implementation Phase/ Completion Date)</i>	<b>Resources</b> <i>A. Resources Available</i> <i>B. Resources Needed (financial, human, political &amp; other)</i>	<b>Indicators of Success / Evaluation</b>
Step 1: Evaluate other districts' honors courses A. 6 <sup>th</sup> Grade English B. 6 <sup>th</sup> Grade Math C. 7 <sup>th</sup> Grade English D. 7 <sup>th</sup> Grade Math E. 7 <sup>th</sup> Grade Science F. 7 <sup>th</sup> Grade Social Studies	P- Coordinators S- Principals T- Director of Instruction Assistant Superintendent	10/11	<i>A. Resources Available</i> 1. Current grades 6 – 8 curricula 2. Common Core State Standards (CCSS) 3. SpringBoard 4. Other middle school honors course programs, criteria and curricula 5. Listservs 6. Online surveys 7. Administrative meetings <i>B. Resources Needed</i> 1. Conferences 2. Webinars 3. Site Visitations (travel costs)	A. Summary report of data from other districts' honors programs, criteria, curricula and course descriptions in 6 <sup>th</sup> grade English, 6 <sup>th</sup> grade math, and 7 <sup>th</sup> grade English, math, science, and social studies.
Step 2: Revise and share middle school honors criteria with staff	P- Teachers S- Coordinators Principals T- Director of Instruction Executive Director for Educational Services	5/11	<i>A. Resources Available</i> 1. Current honors criteria in Rocky Point Middle School and High School 2. Selection criteria for Guided Academic Technology Enrichment Services (GATES) Program in JAE 3. Other middle schools honors criteria 4. Data from other schools with open enrollment vs. criteria based honors programs 5. Department, grade level, and faculty meetings 6. Shared Decision Making meetings 7. Committee meetings <i>B. Resources Needed: None</i>	A. Middle school honors criteria document B. Identification of students C. Honors class sections based on honors criteria

Excludes multi-phase action steps with phase one completion as of 7/1/12 and continuing actions in subsequent phases.

Goal AE-2: Academic Excellence: Increased Rigor: Strategy 1: Develop intellectually challenging courses and programs			
E) Career and Technical Education (CTE) Certification: 3 CTE Certified Courses: CTE Certified School/Professional Vocational Certification			
Action Steps <i>What Will Be Done?</i>	Responsibilities <i>Who Will Do It?</i> <i>P=Primary</i> <i>S=Secondary</i> <i>T=Tertiary</i>	Completion Date	Evidence
<p>Step 1: Research New York State Education Department requirements and regulations related to Career and Technical Education (CTE):</p> <p>A. Programs B. Certification C. Program approval process D. Related school-business partnerships E. Technical assessments F. Necessary articulation agreements to obtain Career and Technical Education (CTE) diploma endorsements</p>	<p>P-Special Ed Coordinator Instructional Coordinator of Social Studies and Business Education Business Ed Teachers Family &amp; Consumer Science Chairperson S-Assistant Superintendent Executive Director for Educational Services Director of Instruction Coordinator of Special Ed High School Principal Instructional Coordinators T-Guidance Counselors</p>	8/11	<p>A. Cosmetology identified as a course to apply for CTE accreditation B. Curriculum written for first year of a two year course as per CTE requirements</p>
<p>Step 2: Identify and create course proposals for possible Career and Technical Education programs that align with the needs of the Rocky Point UFSD and its students</p>	<p>P-Instructional Coordinators Family &amp; Consumer Science Chairperson Special Ed Coordinator Business Ed Teachers S-Executive Director for Educational Services Assistant Superintendent Coordinator of Special Ed Director of Instruction High School Principal T-Guidance Counselors</p>	9/11	<p>A. Cosmetology identified for ELA and science credit B. Curriculum written for first year of a two year course as per CTE requirements</p>

Excludes multi-phase action steps with phase one completion as of 7/1/12 and continuing actions in subsequent phases.

Goal AE-2: Academic Excellence: Increased Rigor: Strategy 2: Implement intellectually challenging courses and programs				
E) Career and Technical Education (CTE) Certification: 3 CTE Certified Courses: CTE Certified School/Professional Vocational Certification				
Action Steps <i>What Will Be Done?</i>	Responsibilities <i>Who Will Do It?</i> <i>P=Primary</i> <i>S=Secondary</i> <i>T=Tertiary</i>	Timeline <i>(Implementation Phase / Completion Date)</i>	Resources <i>A. Resources Available</i> <i>B. Resources Needed (financial, human, political &amp; other)</i>	Indicators of Success / Evaluation
Step 1: Research administration of National Occupational Competency Testing Institute (NOCTI) Exam for CTE students	P-Executive Director for Educational Services Guidance Counselors S-Business Ed Teachers Family & Consumer Science Chairperson T-High School Principal Instructional Coordinators Special Ed Coordinator Eastern Suffolk BOCES Shared Data Expert/ Staff Developer Director of Special Ed Director of Instruction	10/11	<i>A. Resources Available:</i> 1. NOCTI website <a href="http://www.nocti.org/glance.cfm">http://www.nocti.org/glance.cfm</a> <i>B. Resources Needed: None</i>	A. Comprehensive guide to NOCTI Exams and administration for Cosmetology students.
AE-3 Academic Excellence: Academic Support: Strategy 1B: Develop multi-tiered Individual Comprehensive Academic Response for Excellence (ICARE) Plans for at-risk students who have not made adequate yearly progress (AYP), failed or are in jeopardy of failing required courses and/or State assessments, and/or failed to graduate or are in jeopardy of not graduating from high school				
Action Steps <i>What Will Be Done?</i>	Responsibilities <i>Who Will Do It?</i> <i>P=Primary</i> <i>S=Secondary</i> <i>T=Tertiary</i>	Completion Date	Evidence	
Step 1: Develop procedure to identify "critical care" students who did not graduate last year or are in danger of not graduating from high school this year	P-Director of Instruction S-Assistant Superintendent T-Superintendent	10/10	A. Meetings with Director of Instruction, Assistant Superintendent, and Superintendent were held B. Procedure followed during ICARE meetings during 2010-2011 and 2011-12 school years	
Step 5: Develop checklist to monitor and track academic course credit to initiate immediate credit planning, monitoring and recovery when necessary	P-Guidance Counselors S-Principals Assistant Principals T-Coordiators	4/11	A. ICARE Planning Page created B. ICARE Planning Page implemented	

Excludes multi-phase action steps with phase one completion as of 7/1/12 and continuing actions in subsequent phases.

OD 1: Professional Development: Strategy 1: Create and implement comprehensive, targeted professional development through turnkey training				
Action Steps <i>What Will Be Done?</i>	Responsibilities <i>Who Will Do It?</i> <i>P=Primary</i> <i>S=Secondary</i> <i>T=Tertiary</i>	Completion Date	Evidence	
STEP 1: AE-1 Inform all stakeholders about New York State's adoption of the Common Core State Standards	P-Director of Instruction S-Instructional Coordinators T-Administrators Teachers	2/11	A. All stakeholders were informed via e-mail and during department, grade level, and faculty meetings B. New York State Implications Calendar posted on Extranet and District website	
OD-2: Organizational Development: Human Resources: Strategy 1: Recruit diverse, highly-qualified staff				
Action Steps <i>What Will Be Done?</i>	Responsibilities <i>Who Will Do It?</i> <i>P=Primary</i> <i>S=Secondary</i> <i>T=Tertiary</i>	Timeline <i>(Implementation Phase/ Completion Date)</i>	Resources <i>A. Resources Available</i> <i>B. Resources Needed (financial, human, political &amp; other)</i>	Indicators of Success / Evaluation
Step 1: Hire Instructional Leadership Team	P-Executive Director for Educational Services S-Assistant Superintendent Director of Instruction T-Hiring Committees	11/10	A. Resources Available 1. Restructure coordinator positions B. Resources Needed: None	A. Instructional Leadership Team in place B. BOE Meeting Minutes
Step 13: Modify Charlotte Danielson rubrics, observations, and APPRs to reflect the new categories in NYSED regulations: ineffective, developing, effective, highly effective	P-Executive Director for Educational Services Assistant Superintendent S-Administrators T-Teachers	7/11	A. Resources Available 1. Professional Development Plan Committee 2. <a href="http://www.p12.nysed.gov/memos/performanceval/ga.html">http://www.p12.nysed.gov/memos/performanceval/ga.html</a> 3. Revised Observations and Annual Professional Performance Reviews (APPRs) posted on Extranet <a href="http://www.rockypointschools.org">www.rockypointschools.org</a> B. Resources Needed: None	A. Observations and Annual Professional Performance Reviews (APPRs) reflect new NYSED regulations
Step 14: Adopt New York State approved rubrics for principals	P-Executive Director for Educational Services Assistant Superintendent S-Administrators	Phase III: 6/13 As per negotiations: Completed 1/12	A. Resources Available 1. List of New York State approved rubrics for Principals B. Resources Needed: None	A. New York State approved rubrics posted on Extranet and <a href="http://www.rockypointschools.org">www.rockypointschools.org</a>

Excludes multi-phase action steps with phase one completion as of 7/1/12 and continuing actions in subsequent phases.



FS-1 Fiscal Sustainability: Strategy 1: Identify resources to support academic and organizational initiatives				
Action Steps <i>What Will Be Done?</i>	Responsibilities <i>Who Will Do It?</i> <i>P=Primary</i> <i>S=Secondary</i> <i>T=Tertiary</i>	Completion Date	Evidence	
Step 1: Create Excel spreadsheet to document existing funding from 2010-11 grants and the District's budget to support Next STEP academic and organizational initiatives	P-Director of Instruction S-Coordinator of Reading & Compensatory Services T-Business Official	1/11	A. FS-1 Excel Spreadsheet created	
Step 2: Update Excel spreadsheet to document projects and initiatives completed during the 2010-2011 school year	P-Director of Instruction S-Assistant Superintendent T-Business Official	11/11	A. Resources Available 1. FS 1 Spreadsheet B. Resources Needed: None	A. Updated FS-1 Excel Spreadsheet detailing completed Phase I projects and initiatives
Step 3: Update Excel spreadsheet to document changes in timeline and funding sources	P-Director of Instruction S-Assistant Superintendent T-Business Official	Phase II: 11/11	A. Resources Available 1. Updated FS 1 Spreadsheet detailing completed Phase I projects and initiatives B. Resources Needed: None	A. Updated FS-1 Excel Spreadsheet
FS-2 Fiscal Sustainability: New Funding Sources: Strategy 1: Apply for public and private grants to support District academic and organizational initiatives				
Action Steps <i>What Will Be Done?</i>	Responsibilities <i>Who Will Do It?</i> <i>P=Primary</i> <i>S=Secondary</i> <i>T=Tertiary</i>	Completion Date	Evidence	
Step 1: Create Next STEP Grant Opportunities Chart	P-Director of Instruction S-Teachers: Patrick Panella Cathy Richardson Mary Vuolo T-Office of Instruction Senior Clerk Typist	1/11	A. Next STEP Grant Opportunities Chart created	

Excludes multi-phase action steps with phase one completion as of 7/1/12 and continuing actions in subsequent phases.

**ROCKY POINT SCHOOL DISTRICT  
ROCKY POINT, NEW YORK**

**DISTRICT PLAN FOR SCHOOL-BASED PLANNING AND  
SHARED DECISION-MAKING**

Adopted by the Board of Education - January 26, 1998

Amended - January 28, 2002

Amended - January 23, 2004

Amended - March 26, 2006

Amended - January 18, 2008

Amended - April 18, 2012

**ROCKY POINT DISTRICT MISSION STATEMENT**

The mission of the Rocky Point Union Free School District is to develop each child's full potential in a nurturing and supportive student-centered environment that will promote a foundation for lifelong learning.

***HISTORY***

On March 12, 1992, the New York State Board of Regents adopted Section 100.11 of the Regulations of the Commissioner of Education requiring each public school district board of education to develop and adopt by February 1, 1994, a district plan for the participation by teachers and parents in school-based planning and shared decision-making. The Regulation further specified that the plan be developed in collaboration with the Board of Education, administrators, teachers, and parents and that it should be updated on a two-year cycle.

In order to improve student achievement and to provide increased success for the students of the Rocky Point School District, the Board of Education, administrators, teachers, and parents have joined together to create this District Plan, through the process of consensus-based decision-making. The plan has been reviewed biennially, and was updated with input from the District Coordinating Committee in 2012.

***PURPOSE***

The Regulation states that the purpose of school-based planning and shared decision-making shall be to improve the educational performance of all students in the schools, regardless of such factors as socio-economic status, race, sex, language background, or disability.

**COMPONENT 1**  
**THE EDUCATIONAL ISSUES WHICH WILL BE SUBJECT TO COOPERATIVE  
PLANNING AND SHARED DECISION-MAKING AT THE BUILDING LEVEL**

The following educational issues can be addressed by shared decision-making teams at the Building Team level. These issues are to be considered as they relate to student performance. The list is not meant to be exhaustive but simply *examples* of the types of issues that may be discussed:

- Resources
- Assessment
- Curriculum
- Building Organization
- Safety/Health
- Professional Growth
- Instructional Strategies
- School Environment
- School-Community Relations
- Graduation Rates and Impediments
- Scheduling
- Parent Education/Workshops
- Other

**PARAMETERS:**

- Decisions that are made by the building teams must be outside the scope of existing contracts, cannot conflict with law, statutory regulations and Board of Education policies, and must be planned for within the district budget process.

- Implementation of School Based Planning will not limit administrators or the Board from their responsibilities in initiating actions in the above specified areas.
- Actions taken by the team should be supported by research or best current practice, evidence of which should be presented and discussed as part of the deliberative process of the team.
- Actions that would exceed the authority of the team or any member of the team can be made as recommendations to the Superintendent by the team.
- Decisions and actions should be consistent with the intent of the Rocky Point Next STEP plan as per building needs.
- Decisions must be reflective of improved student performance.
- Decisions and actions taken by the team may not go beyond the scope of the building level unless working in cooperation with other building level teams.

## **COMPONENT 2**

### **THE MANNER AND EXTENT OF THE EXPECTED INVOLVEMENT OF ALL PARTIES**

The implementation of the Revised District Plan will be the responsibility of the Building Teams as specified by the Plan. These Building Teams will create short-term and long-range goals (due date); seek input; analyze and identify areas needing improvements; develop evaluation plans for the projects undertaken, and prepare an annual progress report (due date and format). All efforts are to be focused on fostering school improvement and strengthening student performance.

The District will provide training at least once every two years to help team members understand the goals of the regulation and learn processes that will foster team success. Training will be offered yearly for new or interested returning members.

Every two years, the District will convene a District Coordinating Committee whose responsibility is to review the plan, assess its effectiveness, and recommend to the Board any changes that are needed to support and guide the work of the building teams.

#### **BUILDING TEAMS**

The designated stakeholders to be included on the Building Teams in the Rocky Point School District are the following:

- Teachers
- Administrators
- Parents (Best efforts will be made to recruit parents not otherwise employees of the District)
- Students (at the secondary level)
- School-related Personnel (SRP)
- Community Members

The Building Teams are to be configured as follows:

##### **Frank J. Carasiti School (elementary)**

- 3-4 Teachers
- 1-2 Building Administrators: principal and one designee selected by the principal
- 3-4 Parents (Best efforts will be made to recruit parents not otherwise employees of the District)
- 1-2 SRP representatives

##### **Joseph A. Edgar School (elementary)**

- 3-4 Teachers
- 1-2 Building Administrator: principal and/or his or her designees

- 3-4 Parents (Best efforts will be made to recruit parents not otherwise employees of the District)
- 1-2 SRP representatives

**Rocky Point Middle School**

- 3-4 Teachers
- 1-2 Building Administrators: principal and/or his or her designees
- 3-4 Parents (Best efforts will be made to recruit parents not otherwise employees of the District)
- 1-2 SRP representatives
- up to 3 Students

**Rocky Point High School**

- 3-4 Teachers
- 1-2 Building Administrators: principal and/or his or her designees
- 3-4 Parents (Best efforts will be made to recruit parents not otherwise employees of the District)
- 1-2 SRP representative
- 2-3 Students

With the exception of the principal and the students, members will be selected in a manner to be determined by the designated groups. The administrators will be selected by the principal of each building. The teachers will be selected by their bargaining unit, the Rocky Point Teachers Association (RPTA). The Parents will be selected by the PTA and must have a student registered in the school on whose team they will serve. SRP representatives will be selected by their bargaining unit, the Rocky Point School-Related Professional Association. Students at the Middle School will be nominated by the guidance department. Students at the High School will be nominated by the Student Council Advisor.

The leadership of each stakeholder group is encouraged to select for service individuals who will be effective in assuming the team member responsibilities listed below. It should be recognized that diversity in selection of team members by the respective groups is highly valued.

*TERM OF OFFICE:* With the exception of the building principal, building team members will typically serve a term of two years. Team members can serve one two-year term, and can be considered again by their stakeholder group for membership after a one-year break in service. Teams and the leadership of the represented groups should work together to stagger the terms, so that there is continuity from year to year.

**RESPONSIBILITIES OF TEAM MEMBERS:**

- regularly attend meetings
- contribute to the process; actively participate
- clarify, articulate, and pursue the school’s vision
- link building initiatives to District goals as defined in the District’s strategic plan (Next S.T.E.P.)

- represent the interests of the entire school community while ensuring input and feedback from the sponsoring group
- team members will participate in all Shared Decision Making Team training as a requirement to actively serve on the team in representation of their shareholder group.
- actively support the decisions made by the team and work toward successful implementation
- focus all activities on improved student achievement
- knowledge of what Shared Decision Making entails.
- to understand and embrace that the purpose of the shared decision making process is to improve educational performance under Section 100.11
- to be committed to work toward consensus among team members.
- gather input and feedback through a variety of methods including but not limited to: focus groups, building level SDM eBoards, websites, suggestion boxes, surveys, etc.

The individual stakeholder group may replace a team member if the group's leadership determines that the individual is no longer fulfilling his or her responsibilities.

#### TEAM STRUCTURES:

Each Building Team will have a Chairperson and Note taker.

Generally, the chair and note taker will each serve for one year. Candidates to fill these vacancies will be selected by each Team, by group consensus.

#### RESPONSIBILITIES OF THE CHAIR:

- facilitate meetings, guiding the process
- ensure that all ideas are heard
- clarify ground rules/group norms with the team and help team members adhere to these norms
- keep time
- attend to meeting logistics (room availability, supplies, etc.)
- assist team members in working through conflicts through effective problem solving and communication.
- help the team to develop agendas at each meeting for next meeting
- collaborate on any modified agendas with the principal
- ensure that there is clarity regarding meeting follow-up/action planning
- ensure that the team has a plan to communicate with all stakeholders through publication of agendas, minutes, and actionable items on the District website or other appropriate venues.
- ensure that each team member has a copy of this plan by the end of September

#### RESPONSIBILITIES OF THE NOTETAKER:

- take meeting notes that include the date, who was present, major items discussed, proposed and finalized decisions, and next steps
- ensure that approved meeting notes are sent to team members, and the superintendent
- keep attendance records
- have available notes and action plans from previous meetings

The Building Teams will meet at least once a month. Additional meetings may be called as needed. The time of day for meetings will be left to the individual schools. Each team should be sensitive to the needs of all participants.

The Building Team shall be able to create ad hoc or sub-committees charged with specific tasks or projects. These teams will be primarily composed of representatives of the stakeholder groups but may add other members as the need arises. Each ad hoc or subcommittee will have at least one member from the SDM team. Recognizing that limited priorities are one key to success, the building teams should carefully establish priorities, and limit the number of subcommittees that are functioning at any one time.

Each team shall establish annual goals (short and long term) for the following school year. The team will submit in writing, the group's stated goals to the Superintendent by no later than June 15<sup>th</sup> and subsequently post same to the District's web-site. In addition, each building team will prepare a written progress report, with a copy sent to the Superintendent by no later than June 15<sup>th</sup>, and post it on the school's web page. The team will re-evaluate the posted goals for action the following September.



The Building Teams will use consensus as their method of making decisions.

*Consensus* is a systematic process used by a group to make decisions that everyone can support. Decisions are to be made by consensus and not by a vote of the membership of the Building Teams. Consensus signifies:

- that all members accept the decision in principle after having had the opportunity to fully voice his/her opinion on the issue(s);
- that the complete decision may not be 100% aligned with a team member's wishes;
- that failure to voice an opinion on a decision allows for acceptance of the point under discussion;
- that the decision is the property of the entire team, not simply those who support it strongly;
- that no one personally will be singled out for supporting or rejecting the decision;
- that all will support the decision and will not oppose its implementation.

All Building Team meetings will be open to stakeholder groups and the public. Beginning in September, 2008, all visitors to SDM meetings shall be non-participating observers. Meeting agendas will be posted in appropriate places.

### ***DISTRICT COORDINATING COMMITTEE***

The purpose of the District Coordinating Committee is to conduct the biennial review of the 100.11 plan, and any other needed revisions, as convened by the Superintendent. The designated stakeholders to be included on the district Coordinating Committee of the Rocky Point School District and the committee's configuration are as follows:

- Superintendent (or designee)
- President of the District Administrators Association (or designee) plus one additional designee
- President of the Teachers' Bargaining Unit (RPTA President) or designee, plus one additional designee
- President of the SRP Bargaining Unit (SRP President) or designee, plus one additional designee
- President of the PTA (or designee), plus one additional designee.

**COMPONENT 3**  
**THE MEANS AND STANDARDS BY WHICH ALL PARTIES SHALL**  
**EVALUATE IMPROVEMENT IN STUDENT ACHIEVEMENT**

Student performance, related to the decisions reached by the Building Teams, will be based on achievement evidence. On an annual basis, building teams will review current methods of assessing student achievement as well as the means utilized for reporting of results to parents and students. To ensure the improved educational performance of all students, regardless of such factors as: socioeconomic status, race, gender, language background, or disability, building teams will review test data and other measures that are appropriate to evaluate improvement in student achievement. That desired achievement may be based on the following criteria:

- Rocky Point School District goals as defined in the District's strategic plan (Next S.T.E.P.)
- *The New York State School Report Card and State Assessments*
- SAT/PSAT/ACT/Regents
- C.E.P. report
- Aims-Web
- Fountas & Pinnell Benchmark Assessment System
- Wilson Foundations Unit Tests
- Real Math Unit Tests
- Graduation Rates
- Free and Reduced Lunch Rates
- Failure rates
- Student Attendance
- Suspension rates
- Enrollment in Advance Placement, Honors, Accelerated Courses
- Principals Honor Roll, High Honor Roll, Honor Roll
- drop out rate
- acceptance rates at 2 & 4 year colleges
- school and departmental exams
- participation rates in athletics, music, and other co-curricular activities
- other norm or criterion-referenced tests
- grade level specifics metrics for students not covered by state testing
- other performance measures as determined by the building team

In order to evaluate student performance, the Building Teams will use testing programs and other measures that are appropriate to student learning, which will be available at each meeting. In an effort to maintain student confidentiality, all student data will only be shared in an aggregate form.

**COMPONENT 4**  
**THE MEANS WHICH ALL PARTIES WILL BE HELD ACCOUNTABLE**  
**FOR THE DECISIONS WHICH THEY SHARE IN MAKING**

Each Team member will observe the rules and responsibilities inherent in a consensus-making environment. Those rules and responsibilities include, but are not limited to:

- demonstrable mutual respect
- effective listening
- open mindedness
- regular and punctual attendance (following the third absence, the member will be removed from the team)
- commitment to the goal of improving student achievement
- willingness to compromise
- candidness
- focus on ideas
- acknowledgment and celebration of success
- effective communication
- knowledge of what SDM entails

Each Team will be accountable for monitoring the effectiveness of its decisions. In order to accomplish this, each team will:

- establish goals at the end of each year, and specify indicators of success. Then re-evaluate the goals the following September
- self-evaluate the team's work in light of the goals that the team set for the year
- assess the team's success in fostering the improved educational performance of all students in the schools, regardless of such factors as socio-economic status, race, sex, language background, or disability.
- prepare an annual report to the superintendent by June 15<sup>th</sup> that describes the team's activities and accomplishments for the year. This document should be published for all stakeholders to review and shared via websites and the District's SDM eBoards.

**COMPONENT 5**  
**THE PROCESS WHEREBY DISPUTES PRESENTED BY THE PARTICIPATING**  
**PARTIES ABOUT THE EDUCATIONAL ISSUES BEING DECIDED UPON**  
**WILL BE RESOLVED AT THE LOCAL LEVEL**

Consensus is the mechanism for decision making. All members are to strive to reach consensus through cooperation, careful thought, active listening, and openness to all ideas. In the event that the Building Teams cannot reach consensus on a decision, the team may select from the following options:

- defer an issue to a subsequent meeting
- obtain additional information
- seek further input from research sources
- table the issue
- slow down; restate areas of agreement; clarify the areas of disagreement
- narrow the list of possibilities
- seek to identify new solutions

(NOTE: For issues on which consensus cannot be reached, and all of the above strategies have been exhausted, the decision reverts to the principal.)

**COMPONENT 6**  
**THE MANNER IN WHICH ALL STATE AND FEDERAL REQUIREMENTS FOR THE**  
**INVOLVEMENT OF PARENTS IN PLANNING AND DECISION-MAKING WILL BE**  
**COORDINATED WITH AND MET BY THE OVERALL PLAN**

Chapter I and II (Remedial and Compensatory Education), Occupational Education, Special Education, and other similar programs will remain under the auspices of the District Office. Building Teams commit themselves to following appropriate Federal and State regulations for the involvement of parents. The District supports parental involvement in the educational process of the youth in the community.

**SUBJECT: APPOINTMENTS AND DESIGNATIONS BY THE BOARD OF EDUCATION**

**Appointments**

The Board is authorized to appoint individuals to positions which will facilitate the meeting of its responsibilities to the State, the School System, and the community. These appointments usually take place at the Annual Organizational Meeting.

The following shall be appointed annually:

- a) District Clerk;
- b) District Treasurer;
- ~~c) Deputy Treasurer;~~
- d) Tax Collector ~~and Deputies;~~
- e) External (Independent) Auditor;
- f) Treasurer, Extraclassroom Activities Account;
- g) Audit Committee.

The following must be appointed but need not be reappointed annually:

- a) Census Enumerator and assistants if District conducts census;
- b) School Physician(s) and or Chief Medical Officer(s) who may act as Director of School Health Services (District Physician/Nurse Practitioner);
- c) Supervisors of Attendance;
- d) Committee on Special Education and Committee on Preschool Special Education;
- e) Records Access/Management Officer;
- f) Asbestos Hazard Emergency Response Act (AHERA) Local Educational Agency (LEA) designee;
- g) Title IX/Section 504/ADA Compliance Officer;
- h) Liaison for Homeless Children and Youth;
- i) Chemical Hygiene Officer.

(Continued)

By-Laws

**SUBJECT: APPOINTMENTS AND DESIGNATIONS BY THE BOARD OF EDUCATION  
(Cont'd.)**

The following may also be appointed:

- a) School Attorney;
- b) Claims Auditor;
- c) Internal Auditor;
- d) Insurance Advisor;
- e) Deputy Treasurer;
- f) Copyright Officer.

**Designations**

The following designations shall be made by the Board of Education at the Annual Organizational Meeting in July:

- a) Petty Cash Fund(s);
- b) Official Newspaper(s);
- c) Official Bank Depositories;
- d) Official Bank Signatories;
- e) Purchasing Agent;
- f) Certifier of Payrolls;
- g) Designated Educational Official to receive court notification regarding a student's sentence/adjudication in certain criminal cases and juvenile delinquency proceedings;
- h) School Pesticide Representative;
- i) Reviewing Official, Hearing Official and Verification Official for participation in the federal Child Nutrition Program (the Hearing Official may not be the same person as the Reviewing and/or Verification Official).

(Continued)

By-Laws

**SUBJECT: APPOINTMENTS AND DESIGNATIONS BY THE BOARD OF EDUCATION  
(Cont'd.)**

**Authorizations**

- a) Approval of attendance at conferences, conventions, workshops, and the like;
- b) Superintendent to approve budget transfers within limits prescribed by Commissioner's Regulation Section 170.2 and Board guidelines;
- c) Superintendent to apply for Grants in Aid (State and Federal) as appropriate;
- d) Establish mileage reimbursement rate;
- e) Other(s) as deemed appropriate/necessary.

McKinney-Vento Homeless Education Assistance Act, Section 722, as reauthorized by the No Child Left Behind Act of 2001  
Education Law Sections 305(31), 1709 and 2503  
29 Code of Federal Regulations (CFR) Section 1910.1450



**SUBJECT: DUTIES OF THE DISTRICT CLERK**

The District Clerk will be appointed by the Board at its Annual Organizational Meeting and will serve for a period of one (1) year. The Clerk's duties include the following:

- a) Attends all meetings of the Board and keeps a record of its proceedings and records, by name, those in attendance;
- b) Prepares minutes of the meetings of the Board, obtains approval of the minutes by the Board at the next meeting, signs the minutes to signify their official standing and forwards copies of the minutes to each member of the Board of Education;
- c) Sends notices of special meetings to members of the Board; contacts and communicates with members as required;
- d) Sees that the proper legal notices and announcements are published on all specifications and items out on bid, in accordance with state law;
- e) Maintains an up-to-date record of Board policies and bylaws;
- f) Delivers to, and collects from, the President (or Vice President) such papers for signature as may be necessary;
- g) Distributes notices to the public announcing availability of copies of the budget to be presented at the Annual District Meeting in compliance with the requirements of the State Education Law;
- h) Administers oaths of office, as required by Public Officers Law Section 10;
- i) Gives written notice of appointment to persons appointed as inspectors of election;
- j) Calls all meetings to order in the absence of the President and Vice President;
- k) Assumes other duties customary to the office or as directed by the Board of Education or the Superintendent of Schools as delegate designee of the Board of Education.

The above duties of the District Clerk are not intended to be complete but should serve as a comprehensive guide in undertaking the duties of this office. ~~The District Clerk shall perform such other duties as may be assigned from time to time by the Board.~~

Education Law Section 2121  
Public Officers Law Section 104

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Adoption Date 3/23/09  
Revision Date 5/15/12  
Review Date

**SUBJECT: DUTIES OF THE SCHOOL DISTRICT TREASURER**

The Treasurer is appointed by the Board of Education at the Annual Organizational Meeting and will be covered by a blanket bond. In addition to the routine duties of accounting, filing, posting and preparing reports and statements concerning District finances, the District Treasurer shall perform other specific tasks as follows:

- a) Acts as custodian of all moneys belonging to the School District and lawfully deposits these moneys in the depositories designated by the Board;
- b) Pays all authorized obligations of the District as directed, including payments of bond principal and interest;
- c) Maintains proper records and files of all checks, and approved payment of bills and salaries;
- d) Makes all such entries and posts all such financial ledgers, records and reports, including bond and note registers, as may be properly required to afford the District an acceptable and comprehensive financial accounting of the use of its moneys and financial transactions;
- e) Signs all checks drawn on District fund accounts provided that the District's Claims Auditor has attested to the authority to issue the check based upon proper evidence of a charge against the District's funds;
- f) Assumes other duties customary to the office and as directed by the Board of Education or the Superintendent of Schools as delegate designee of the Board of Education.

Education Law Sections 2122, 2130 and 2523

Bond:

Education Law Section 2130, Part 5

8 New York Code of Rules and Regulations (NYCRR) Sections 170.2(g), 170.2(o) and 170.2(p)

Local Finance Law Sections 163 and 165

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Adoption Date 3/23/09

Revision Date 5/15/12

Review Date

**SUBJECT: DUTIES OF THE TAX COLLECTOR**

The Tax Collector is appointed annually by the Board of Education and shall be covered by a bond. It shall be the responsibility of the District Tax Collector to perform the following duties where required:

- a) Prepares and mails tax notices;
- b) Uses suitable printed tax receipt forms as prescribed by the State Tax Commission;
- c) Collects taxes in the amount of the warrant, upon the issuance of the tax warrant by the Board of Education and penalty fees in accordance with the terms of such warrant;
- d) Turns over daily to the School District Treasurer all money collected by virtue of any tax list and warrant issued;
- e) Submits a report, certified by him/her to the Board of Education, showing the amount of taxes and fees collected along with the unpaid listing. The combination of taxes collected and uncollected shall equal the amount of the warrant;
- f) Turns over to the County Treasurer, prior to November 15, a list of unpaid taxes;
- g) Carries out such other duties of the position as prescribed in Education Law, Real Property Tax Law, or as established by the Regulations of the Commissioner of Education.

In the event that tax collection is performed for the District by the government of the township(s) that encompass the taxing authority of the Board, the duties of the Tax Collector shall be limited to those responsibilities necessary to validate the tax levy and the collection thereof.

Education Law Sections 2126, 2130 and 2506  
Real Property Tax Law Sections 922, 924, 1322, 1330 and 1338  
8 New York Code of Rules and Regulations (NYCRR) Section 170.2

**SUBJECT: APPOINTMENT AND DUTIES OF THE CLAIMS AUDITOR**

The Board may adopt a resolution establishing the appointment of a Claims Auditor who shall hold the position subject to the pleasure of the Board and report directly to the Board on the results of audits of claims. The Board may require that the Claims Auditor report to the Clerk of the District or the Board, or to the Superintendent for administrative matters such as workspace, time and attendance.

**Qualifications**

The Claims Auditor must have the necessary knowledge and skills to effectively audit claims including experience with purchasing, bidding and claims. The Claims Auditor must be bonded prior to assuming his/her duties.

No person shall be eligible for appointment to the office of Claims Auditor who shall be:

- a) A member of the Board;
- b) The Clerk or Treasurer of the Board;
- c) The Superintendent or official of the District responsible for business management;
- d) The Purchasing Agent;
- e) Clerical or professional personnel directly involved in accounting and purchasing functions of the District or under the direct supervision of the Superintendent;
- f) The individual or entity responsible for the internal audit function (the Internal Auditor);
- g) The External (Independent) Auditor responsible for the external audit of the financial statements;
- h) A close or immediate family member of an employee, officer, or contractor providing services to the District. A "close family member" is defined as a parent, sibling or nondependent child; an "immediate family member" is a spouse, spouse equivalent, or dependent (whether or not related).

The Claims Auditor is not required to be a resident of the District and, if an employee of the District, shall be classified in the civil service exempt class.

The Board may delegate this claims audit function by using inter-municipal cooperative agreements, shared services through a Board of Cooperative Educational Services, or independent contractors, providing that the individual or organization serving as independent contractor meets the following standards for independence between the Claims Auditor and the District:

(Continued)

By-Laws

**SUBJECT: APPOINTMENT AND DUTIES OF THE CLAIMS AUDITOR (Cont'd.)**

- a) Has no other responsibilities related to the business operations of the School District;
- b) Has no interest in any other contracts with, and does not provide any goods or services to, the School District; and
- c) Is not a close or immediate family member of anyone who has responsibilities related to business operations of the School District, or has an interest in any other contracts with the District. A "close family member" is defined as a parent, sibling or nondependent child; an "immediate family member" is a spouse, spouse equivalent, or dependent (whether or not related).

Valid claims against the District shall be paid by the Treasurer only upon the approval of the Claims Auditor. The Claims Auditor shall certify that each claim listed on the warrant was audited and payment was authorized. He/she shall:

- a) Examine all claim forms with respect to the availability of funds within the appropriate codes and adequacy of evidence to support the District's expenditure;
- b) Meet such other requirements as may be established by the Regulations of the Commissioner of Education and/or the Comptroller of the State of New York.

Education Law Sections 1604(35), 1709(20-a), 2526 and 2554(2-a)  
8 New York Code of Rules and Regulations (NYCRR) Section 170.12(c)

**NO CHANGES TO THIS POLICY**

**SUBJECT: DUTIES OF THE SCHOOL ATTORNEY**

The Board of Education shall employ a school attorney who shall be responsible to the Board of Education for guidance on all affairs which are of a legal nature, including, but not limited to:

- a) Negotiation of all legal charges and processes for each bond issue and construction and/or reconstruction of new buildings;
- b) Legal counsel on matters referred to him/her to determine legality of procedure;
- c) Matters related to "due process" hearings or procedures.

By-Laws

**SUBJECT: DUTIES OF THE SCHOOL PHYSICIAN/NURSE PRACTITIONER**

The school physician(s)/nurse practitioner(s) shall be appointed by the Board of Education. The duties of the school physician(s)/nurse practitioner(s) shall include, but are not limited to, the following:

- a) Performs professional medical services in the examination and care of school children;
- b) Performs routine examinations of school children to detect the presence of contagious diseases and physical defects;
- c) Serves as an on call member ~~on~~of the Committee on Special Education;
- d) Reports to the Board on school health services;
- e) Coordinates scheduling for physical examinations to all students participating in interscholastic athletics;
- f) Develops the program of health service in accordance with policies approved by the Board and as directed by the Superintendent of Schools;
- g) Conducts physical exams for all bus drivers and substitutes prior to employment by the District, and annually thereafter;
- h) Conducts physical exams for all new employees (instructional and non-instructional) as requested by the District;
- i) Conducts a medical evaluation on any employee at the request of the Board of Education.

Education Law Sections 902, 913 and 6902

No Changes to this Policy

**SUBJECT: DUTIES OF THE INTERNAL AUDITOR**

The Internal Auditor reports directly to the Board of Education.

The District may use its employees, inter-municipal cooperative agreements, shared services to the extent authorized by Education Law Section 1950, or independent contractors as the person/entity serving as Internal Auditor. The person or entity serving as Internal Auditor must follow generally accepted auditing standards, be independent of District business operations, and have the requisite knowledge and skills to complete the work.

The Internal Auditor is responsible for performing the internal audit function for the Board of Education which includes at a minimum:

- a) Development of a risk assessment of District operations, including but not limited to, a review of financial policies, procedures and practices;
- b) An annual review and update of such risk assessment;
- c) Annual testing and evaluation of one or more areas of the District's internal controls, taking into account risk, control weakness, size, and complexity of operations;
- d) Preparation of reports, at least annually or more frequently as the Board may direct, which:
  - 1. Analyze significant risk assessment findings;
  - 2. Recommend changes for strengthening controls and reducing identified risks; and
  - 3. Specify timeframes for implementation of such recommendations.

Education Law Sections 1950, 2116-b and 2116-c  
8 New York Code of Rules and Regulations (NYCRR) Section 170.12(d)

NOTE: Refer also to Policy #5573 -- Internal Audit Function



**SUBJECT: REGULAR BOARD MEETINGS AND RULES (QUORUM AND PARLIAMETARY PROCEDURE)**

All Board of Education meetings must be open to the public except those portions of the meetings which qualify as executive sessions. A "meeting" is defined as an official convening of a public body for the purpose of conducting public business and a "public body" is defined as an entity of two (2) or more persons which requires a quorum to conduct public business, including committees and subcommittees.

Whenever such a meeting is to take place, there must be at least seventy-two (72) hours advance notice in accordance with the provisions of the Open Meetings Law. Notice of other meetings shall be given as soon as is practicable in accordance with law.

If videoconferencing is used to conduct a meeting, the public notice for the meeting shall inform the public that videoconferencing will be used, identify the locations for the meeting, and state that the public has the right to attend the meeting at any of the locations.

Regular meetings of the Board of Education of Rocky Point Union Free School District shall take place on the day and time designated by the Board at the Annual Organizational Meeting, except as modified at subsequent meetings of the Board.

It is the responsibility of the Superintendent to prepare the agenda and review it with the Board President for each meeting of the Board. The agenda for each meeting shall be prepared during the week prior to the meeting. The agenda shall be distributed to Board members no later than the Friday before such regular meeting. Whenever the President or other members of the Board wish to bring a matter to the attention of the Board, such request should be made to the Superintendent so that the same can be placed on the agenda. Whenever individuals or groups wish to bring a matter to the attention of the Board, such request shall be addressed in writing to the Superintendent. The Superintendent shall present such matter to the Board.

The District Clerk shall notify the members of the Board of Education in advance of each regular meeting. Such notice, in writing, shall include an agenda and the time of the meeting.

In the event that a meeting date falls on a legal holiday, interferes with other area meetings, or there is an inability to attend the meeting by Board members to the extent that a quorum would not be present, the Board shall select a date for a postponed meeting at the previous regular meeting, and shall direct the Clerk to notify all members.

Any meeting of the Board may be adjourned to a given future date and hour if voted by a majority of the Board present.

The Superintendent and members of his/her staff at the Superintendent's discretion shall attend all meetings of the Board. The Superintendent shall attend all executive session meetings of the Board except those that concern his/her evaluation, employment status, and salary determination. The Board may request the attendance of such additional persons as it desires.

(Continued)

By-Laws

**SUBJECT: REGULAR BOARD MEETINGS AND RULES (QUORUM AND PARLIAMENTARY PROCEDURE) (Cont'd.)**

**Public Expression at Meetings**

Public expression at such meetings shall be encouraged and a specific portion of the agenda shall provide for this privilege of the floor. At its discretion, the Board may invite visitors to its meetings to participate in the Board's discussion of matters on the agenda.

The Board of Education reserves the right to enter into executive session as specified in Policy #1540 -- Executive Sessions.

**Quorum**

The quorum for any meeting of the Board shall be three (3) members. No formal action shall be taken at any meeting at which a quorum is not present. When only a quorum exists, the Board shall act by unanimous vote unless otherwise required by the laws of the State of New York.

**Use of Parliamentary Procedure**

The business of the Board of Education shall be conducted in accordance with the authoritative principles of parliamentary procedure as found in the latest edition of Robert's Rules of Order.

**Recording of Meetings**

The Board recognizes that advances in technology allow public meetings to be photographed, broadcast, webcast and/or otherwise recorded, by means of audio or video, in a non-disruptive manner and supports the use of such technology to facilitate the open communication of public business. To that end, the Board may adopt rules addressing the location of the equipment and/or personnel used to photograph, broadcast, webcast and/or record such meetings to assure that its proceedings are conducted in an orderly manner. Such rules shall be conspicuously posted during meetings and written copies provided, upon request, to meeting attendees.

Education Law Sections 1708 and 2504  
Public Officers Law Article 7  
General Construction Law Section 41

NOTE: Refer also to Policies #1520 -- Special Meetings of the Board of Education  
#1540 -- Executive Sessions  
#5410 -- Purchasing  
#6217 -- Employment of Relatives of Board of Education Members  
#8340 -- Textbooks/Workbooks/Calculators/Instructional Computer Hardware

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Adoption Date 3/23/09  
Revision Date 5/15/12  
Review Date

Personnel

**SUBJECT: HEALTH EXAMINATIONS**

All staff initially appointed to probationary positions are required to obtain a physical examination. When such examination is made by the school physician/nurse practitioner the cost of such examination shall be borne by the District. A staff member, however, may elect to have a health examination at his/her own expense by a physician of his/her own choice.

The Board reserves the right to request a health examination at any time during employment, at School District expense, in order to determine whether any employee can perform the essential functions of the position with or without reasonable accommodation.

Annual or more frequent examinations of any employee may be required, when, in the judgment of the school physician/nurse practitioner and the Superintendent, such procedure is deemed necessary.

Each vendor/contract bus company shall ensure that its bus drivers and substitute bus drivers shall have yearly physical examinations. Each bus driver initially employed by the vendor/contract bus company shall have a physical examination within the four (4) weeks prior to the beginning of service. In no case shall the interval between physical examinations exceed a thirteen-month period.

The final acceptance or rejection of a medical report with reference to the health of an employee lies within the discretion of the Board. The decision of the physician designated by the Board as the determining physician shall take precedence over all other medical advice.

All medical and health related information will be kept in accordance with the Health Insurance Portability and Accountability Act of 1996 (HIPAA).

Health Insurance Portability and Accountability Act of 1996 (HIPAA), Public Law 104-191  
45 Code of Federal Regulations (CFR) Parts 160 and 164  
Education Law Sections 913 and 3624  
8 New York Code of Rules and Regulations (NYCRR) Section 156.3(2)  
10 New York Code of Rules and Regulations (NYCRR) Part 14  
15 New York Code of Rules and Regulations (NYCRR) Part 6

No changes are needed on this BOE policy. 11-22-11

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Adoption Date 3/23/09  
Revision Date  
Review Date 5/15/12

Students

**SUBJECT: SCHOOL HEALTH SERVICES**

All districts must provide and maintain a continuous program of health services which includes, but is not limited to:

- a) Providing medical examinations, dental inspection and/or screening, scoliosis screening, vision screening and audiometer tests, designed to determine the health status of the student;
- b) Informing parents or other persons in parental relation to the student, pupils and teachers of the individual student's health condition subject to federal and state confidentiality laws. The District will provide this notice in writing if the District becomes aware that the student has defective sight or hearing or a physical disability, including sickle cell anemia, or other condition which may require professional attention with regard to health;
- c) Where the exigencies warrant (where the parents/persons in parental relation are unable or unwilling to provide the necessary relief and treatment), providing relief in situations where the student would otherwise be deprived of the full benefit of education through inability to follow the instruction offered;
- d) Guiding parents, students and teachers in procedures for preventing and correcting defects and diseases and for the general improvement of the health of students;
- e) Instructing school personnel in procedures to take in case of accident or illness;
- f) Maintaining a program of education to inform school personnel, parents, non-school health agencies, welfare agencies and the general public regarding school health conditions, services and factors relating to the health of students;
- g) Providing inspections and supervision of the health and safety aspects of the school plant;
- h) Providing health examinations before participation in strenuous physical activity and periodically throughout the season as necessary;
- i) Providing health examinations necessary for the issuance of employment certificates, vacation work permits, newspaper carrier certificates and street trades badges; and
- j) Surveying and making necessary recommendations concerning the health and safety aspects of school facilities and the provision of health information.

Education Law Article 19  
8 New York Code of Rules and Regulations (NYCRR) Part 136

No changes are needed on this BOE policy

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Adoption Date 3/23/09  
Revision Date  
Review Date 5/15/12

| No changes are needed on this BOE policy

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Adoption Date 3/23/09  
Revision Date  
Review Date

Students

**SUBJECT: IMMUNIZATION OF STUDENTS**

Every child entering or attending a District school must present proof of immunization in accordance with Public Health Law Section 2164 unless:

- a) A New York State licensed physician certifies that such immunization may be detrimental to the child's health; or
- b) The student's parent, parents, or persons in parental relation hold genuine and sincere religious beliefs which are contrary to the requirement. In such cases, the Building Principal will make a case-by-case determination whether a parent/guardian is entitled to invoke this religious exemption from required immunizations after receiving a written and signed statement from the parent(s) or persons in parental relation to such child.

Except for the above two exemptions, the District may not permit a student lacking evidence of immunization to remain in school for more than fourteen (14) days, or more than thirty (30) days for an out-of-state or out-of-country transferee who can show a good faith effort to get the necessary certification or other evidence of immunization.

The administration will notify the local health authority of the name and address of excluded students and provide the parent/person in parental relation a statement of his/her duty regarding immunization as well as a consent form prescribed by the Commissioner of Health. The school shall cooperate with the local health authorities to provide a time and place for the immunization of these students.

Parents, guardians or other persons in parental relation may appeal to the Commissioner of Education if their child is denied school entrance or attendance for failing to meet health immunization standards.

The District will provide an annual summary of compliance with immunization requirements to the Commissioner of Health.

For advice on a specialized immunization questions, contact the regional New York State Department of Health (NYSDOH) office directly. A complete listing of regional offices can be found on the following website:

[http://www.health.state.ny.us/prevention/immunization/handbook/section\\_9\\_appendices/appendix\\_1\\_regional\\_field\\_offices.htm](http://www.health.state.ny.us/prevention/immunization/handbook/section_9_appendices/appendix_1_regional_field_offices.htm)

Education Law Sections 310 and 914  
Public Health Law Section 2164  
8 New York Code of Rules and Regulations (NYCRR) Part 136  
10 New York Code of Rules and Regulations (NYCRR) Subpart 66-1

NOTE: Refer also to Policy #7131 -- Education of Homeless Children and Youth

No change to this policy

Adoption Date 3/23/09

Revision Date

Review Date 5/15/12

Students

**SUBJECT: STUDENT PHYSICALS**

**Health Examination**

Each student enrolled in District schools must have a satisfactory health examination conducted by the student's physician, physician assistant or nurse practitioner within twelve (12) months prior to the commencement of the school year of:

- a) The student's entrance in a District school at any grade level;
- b) Entrance to pre-kindergarten or kindergarten;
- c) Entry into the 2nd, 4th, 7th and 10th grades.

The District may also require an examination and health history of a student when it is determined by the District that it would promote the educational interests of the student.

In addition, the District requires a certificate of physical fitness for:

- a) All athletes prior to their first sport of the school year, then only those who were injured or ill during their first sport before participating in a second sport during the school year; and
- b) All students who need work permits.

Health Certificate

Each student must submit a health certificate attesting to the health examination within thirty (30) days after his or her entrance into school and within thirty (30) days after his or her entry into the 2nd, 4th, 7th and 10th grades. The health certificate shall be filed in the student's cumulative record. The health certificate must:

- a) Describe the condition of the student when the examination was given;
- b) State the results of any test conducted on the student for sickle cell anemia;
- c) State whether the student is in a fit condition of health to permit his/her attendance at public school and, where applicable, whether the student has defective sight or hearing, or any other physical disability which may tend to prevent the student from receiving the full benefit of school work or from receiving the best educational results, or which may require a modification of such work to prevent injury to the student;
- d) Include a calculation of the student's body mass index (BMI) and weight status category. BMI is computed as the weight in kilograms divided by the square of height in meters or the weight in pounds divided by the square of height in inches multiplied by a conversion

(Continued)

Students

**SUBJECT: STUDENT PHYSICALS (Cont'd.)**

factor of 703. Weight status categories for children and adolescents shall be defined by the Commissioner of Health. BMI collection and reporting is voluntary for 2007-2008 becoming effective September 2008.

- e) Be signed by a duly licensed physician, physician assistant, or nurse practitioner, who is authorized by law to practice in New York State consistent with any applicable written practice agreement; or authorized to practice in the jurisdiction in which the examination was given, provided that the Commissioner of Health has determined that such jurisdiction has standards of licensure and practice comparable to those of New York.

Dental Certificate

The dental certificate law became effective on September 1, 2008. This law applies to new entrants in PreK, K, Grades 2, 4, 7 and 10. In accordance with this law, a notice of request for a dental health certificate shall be distributed at the same time that the parent/person in parental relation is notified of health examination requirements, such certificate to be furnished at the same time the health certificate is required. At this time, students will be permitted to attend school regardless of whether or not they have a dental certificate.

The dental certificate shall be signed by a duly licensed dentist authorized by law to practice in New York State or one who is authorized to practice in the jurisdiction in which the examination was performed, provided that the Commissioner has determined that the jurisdiction has standards of licensure and practice comparable to New York State. The certificate shall describe the dental health condition of the student upon examination, which shall not be more than twelve (12) months prior to the commencement of the school year in which the examination is requested, and shall state whether the student is in fit condition of dental health to permit his/her attendance at the public schools.

Requests are not to be retroactive (i.e., any physical requested prior to September 1, 2008 does not need to have an additional notice sent requesting the dental certificate). Requests are not required when the student or parent/person in parental relation objects on the grounds of conflict with their genuine and sincere religious beliefs. Within thirty (30) days following the student's entrance in the school or grade, the certificate, if obtained, shall be filed in the student's cumulative health record.

Examination by Health Appraisal

The Principal or the Principal's designee will send a notice to the parents of, or person in parental relationship to, any student who does not present a health certificate, that if the required health certificate is not furnished within thirty (30) days from the date of such notice, an examination by health appraisal will be made of such student by the School Physician, serving as the Director of School Health Services.

(Continued)



Students

**SUBJECT: STUDENT PHYSICALS (Cont'd.)**

The School Physician shall cause such students to be separately and carefully examined and tested to ascertain whether any such student has defective sight or hearing, or any other physical disability which may tend to prevent the student from receiving the full benefit of school work or from receiving the best educational results, or which may require a modification of such work to prevent injury to the student.

The physician administering such examination shall determine whether a one-time test for sickle cell anemia is necessary or desirable and, if so determined, shall conduct such test and include the results in the health certificate.

Unless otherwise prohibited by law, if it is ascertained that any students have defective sight or hearing, or a physical disability or other condition, including sickle cell anemia which may require professional attention with regard to health, the Principal or Principal's designee shall notify, in writing, the student's parents or persons in parental relation as to the existence of such disability. If the parents or persons in parental relation are unable or unwilling to provide the necessary relief and treatment for such students, such fact shall be reported by the Principal or Principal's designee to the School Physician, who then has the duty to provide relief for such students.

**Health Screenings**

The District will provide:

- a) Scoliosis screening at least once each school year for all students in grades 5 through 9. The positive results of any such screening examinations for the presence of scoliosis shall be provided in writing to the student's parent or person in parental relation within ninety (90) days after such finding;
- b) Vision screening to all students who enroll in school including at a minimum color perception, distance acuity, near vision and hyperopia within six (6) months of admission to the school. In addition, all students shall be screened for distance acuity in grades Kindergarten, 1, 2, 3, 5, 7 and 10 and at any other time deemed necessary. The results of all such vision screening examinations shall be in provided in writing to the student's parent or person in parental relation and to any teacher of the student. The vision report will be kept in a permanent file of the school for at least as long as the minimum retention period for such records;
- c) Hearing screening to all students within six months of admission to the school and in grades Kindergarten, 1, 3, 5, 7 and 10, as well as at any other time deemed necessary. Screening shall include, but not be limited to, pure tone and threshold air conduction screening. The results of any such hearing tests shall be provided in writing to the student's parent or person in parental relation and to any teacher of the student.

(Continued)

Students

**SUBJECT: STUDENT PHYSICALS (Cont'd.)**

The results of all health screenings (dental, hearing, vision and scoliosis) shall be recorded on appropriate forms signed by the health professional making the examination, include appropriate recommendations, and be kept on file in the school. The health records of individual students will be kept confidential in accordance with the federal Family Educational Rights and Privacy Act (FERPA) and any other applicable federal and State laws.

**Accommodation for Religious Beliefs**

No health examinations, health history, examinations for health appraisal, screening examinations for sickle cell anemia and/or other health screenings shall be required where a student or the parent or person in parental relation to such student objects thereto on the grounds that such examinations, health history and/or screenings conflict with their genuine and sincere religious beliefs. A written and signed statement from the student or the student's parent or person in parental relation that such person holds such beliefs shall be submitted to the Principal or Principal's designee, in which case the Principal or Principal's designee may require supporting documents.

Family Educational Rights and Privacy Act of 1974 (FERPA)  
20 United States Code (USC) Section 1232(g)  
Education Law Sections 901-905, 912 and 3217  
8 New York Code of Rules and Regulations (NYCRR) Part 136

NOTE: Refer also to Policies #5690 -- Exposure Control Program  
#5691 -- Communicable Diseases  
#5692 -- Human Immunodeficiency Virus (HIV) Related Illnesses  
#7121 -- Diagnostic Screening of Students  
#7131 -- Education of Homeless Children and Youth  
#7511 -- Immunization of Students

| No changes to this policy

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Adoption Date 3/23/09  
Revision Date  
| Review Date 5/15/12

Students

**SUBJECT: ADMINISTRATION OF MEDICATION**

Under certain circumstances, when it is necessary for a student to take medication (prescription and non-prescription) during school hours, the school's registered professional nurse may administer the medication if the parent or person in parental relation submits a written request accompanied by a written request from a physician indicating the frequency and dosage of prescribed medication. The parent or person in parental relation must assume responsibility to have the medication delivered directly to the Health Office in a properly labeled original container.

All medication orders (prescription and non-prescription) must be reviewed annually or when there is a change in dosage.

Procedures for receipt, storage and disposal of medications as well as procedures for taking medications off school grounds or after school hours while participating in a school-sponsored activity will be in accordance with State Education Department Guidelines.

If a medication regimen is changed or discontinued, or there is medication left at the end of the school year, the medication must be returned to the parent or be properly disposed. Parents shall be notified of these options including instructions for picking up medications should that be their choice.

**Emergency Medication**

The administration of emergency medication (injectable, including "epi-pens," and/or oral) to a student for extreme hypersensitivity may be performed by a school staff member responding to an emergency situation when such use has been prescribed by a licensed prescriber. However, a registered professional nurse/nurse practitioner/physician/physician's assistant *must* have trained the staff member to administer the emergency medication for that particular emergency situation (e.g., "epi-pen") and given him/her approval to assist the student in the event of an emergency anaphylactic reaction. Such a response would fall under the Good Samaritan exemption for rendering emergency care during a life threatening situation.

**Use of Inhalers in Schools**

In accordance with law, the School District must permit students who have been diagnosed by a physician or other duly authorized health care provider as having a severe asthmatic condition to carry and use a prescribed inhaler during the school day. Prior to permitting such use, the School Health Office must receive the written permission of the prescribing physician or other duly authorized health care provider, and parental consent, based on such physician's or provider's determination that the student is subject to sudden asthmatic attacks severe enough to debilitate that student. In addition, upon the written request of a parent or person in parental relation, the Board shall allow such pupils to maintain an extra inhaler in the care and custody of the school's registered professional nurse.

A record of such physician or health care provider/parental permission shall be maintained in the School Health Office.

(Continued)

Students

**SUBJECT: ADMINISTRATION OF MEDICATION (Cont'd.)**

Health Office personnel will maintain regular parental contact in order to monitor the effectiveness of such self-medication procedures and to clarify parental responsibility as to the daily monitoring of their child to ensure that the medication is being utilized in accordance with the physician's or provider's instructions. Additionally, the student will be required to report to the Health Office on a periodic basis as determined by Health Office personnel so as to maintain an ongoing evaluation of the student's management of such self-medication techniques, and to work cooperatively with the parents and the student regarding such self-care management.

Students who self-administer medication without proper authorization, under any circumstances, will be referred for counseling by school nursing personnel. Additionally, school administration and parents will be notified of such unauthorized use of medication by the student, and school administration may also be involved in determining the proper resolution of such student behavior.

**Alcohol-Based Hand Sanitizers**

Alcohol-based hand sanitizers are considered over-the-counter (OTC) drugs by the United States Food and Drug Administration. However, due the fact that careful hand-washing and sanitation is the most effective way to control the recent spread of Methicillin-Resistant Staphylococcus Aureus (MRSA) in schools, the New York State Education Department (NYSED) has allowed a medical exemption to the requirements for OTC preparations in the school setting to permit the use of alcohol-based hand sanitizers.

The School Medical Director may approve and permit the use of alcohol-based hand sanitizers in the District's schools without a physician's order. Parents may provide written notification to the school in the event that they do not wish to have their child use this product.

It should be noted that hand sanitizers which contain alcohol are flammable and shall not be placed in hallways or near an open flame or source of sparks.

**Blood Glucose Monitoring**

Children with diabetes have the right to care for their diabetes at school in accordance with the Individuals with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act of 1973 which provide protection against discrimination for children with disabilities, including diabetes.

Accordingly, blood glucose monitoring must be allowed in the school setting at any time, within any place, and by anyone necessitating such testing. Children must receive assistance if needed with the procedure.

The school nurse shall oversee any arrangements that need to be made for testing and a system to report the results to the nurse as needed. Proper arrangements should be made for the disposal of sharps.

(Continued)

Students

**SUBJECT: ADMINISTRATION OF MEDICATION (Cont'd.)**

Individuals with Disabilities Education Improvement Act of 2004, Public Law 108-446 Section 614(a)

Individuals with Disabilities Education Act (IDEA), 20 United States Code (USC) Sections 1400 et seq.  
Section 504 of the Rehabilitation Act of 1973, 29 United States Code (USC) Section 794 et seq.

Education Law Sections 902(b), 916, 6527(4)(a) and 6908(1)(a)(iv)

Public Health Law Section 3000-a

NOTE: Refer also to Policies #7521 -- Students with Life Threatening Allergies  
#8460 -- Field Trips

No changes to this policy

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Adoption Date 3/23/09

Revision Date

Review Date 5/15/12

Students

**SUBJECT: HEALTH RECORDS**

The school shall keep a convenient, accurate, and up-to-date health record of every student. Insofar as the health records include confidential disclosures or findings, they shall be kept confidential.

The Family Educational Rights and Privacy Act (FERPA) is a federal law that protects the privacy interests of students. For Pre-K through grade 12 students, health records maintained by the School District, including immunization records and school nurse records, generally are considered "education records" and subject to FERPA because they are:

- a) Directly related to the student;
- b) Maintained by an education agency or institution, or a party acting for the agency or institution; and
- c) Not excluded from the definition of education records as treatment or sole-possession records, or on some other basis.

Health records and immunization records that are considered "education records" under FERPA are not subject to the Health Insurance Portability and Accountability Act of 1996 (HIPAA) privacy requirements. In addition, school nurse or other health records maintained on students receiving services under the Individuals with Disabilities Act (IDEA) are considered "education records" and also subject to that Act's confidentiality provisions. Consequently, these records are subject to FERPA and not the HIPAA Privacy Rule.

Individual records may be interpreted by the school's registered professional nurse to administrators, teachers, and counselors, consistent with law.

Education Law Sections 902(b) and 905  
8 New York Code of Rules and Regulations (NYCRR) Part 136  
34 Code of Federal Regulation (CFR) Section 99

No changes to this policy

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Adoption Date 3/23/09  
Revision Date  
Review Date 5/15/12

Students

**SUBJECT: GRADUATION REQUIREMENTS/EARLY GRADUATION/ACCELERATED PROGRAMS**

In order to graduate from Rocky Point Union Free School District, a student must complete or may exceed the requirements set forth in Part 100 of the Commissioner's Regulations. The Board of Education reserves the right to establish requirements for graduation which exceed the minimum standards as defined by the New York State Regents. All students must be in compliance with Commissioner's Regulations for graduation in achieving a minimum of a Regents diploma unless otherwise indicated.

Regents Diploma with Honors

The District may award a Regents diploma with honors to students who receive an average of ninety percent (90%) in all Regents examinations required for the honors diploma. These exams include mathematics, science, US History, government and global history, and geography. This "honors" diploma may also be given to a student who has substituted no more than two (2) alternative assessments for a Regents examination as approved by Commissioner's Regulations Section 100.2(f). However, the student's actual score on the substituted alternative assessment will not be factored into the ninety percent (90%) calculation.

Regents Diplomas with Advanced Designation with Honors

The District may award a Regents diploma with advanced designation with honors. A student needs to have an average score of ninety percent (90%) on all Regents examinations required for the advanced diploma. These Regents examinations are: ELA, two (or three) mathematics, two sciences (one in physical science/the other in life science), US History and Government, Global History and Geography and languages other than English (LOTE).

**Early Graduation**

Upon request from the student's parent/guardian, a student shall be eligible for early graduation in fewer than eight (8) semesters upon completion of all requirements for graduation, excluding physical education, as mandated by Commissioner's Regulations. A student shall not be required to continue enrollment for the sole purpose of completing physical education requirements.

**Accelerated Programs**Eighth Grade Acceleration for Diploma Credits

Individual eighth grade students only may be afforded the opportunity to take high school courses in mathematics and in at least one (1) of the following areas: English, social studies, languages other than English, art, music, career and technical education subjects, or science courses. The Superintendent or his/her designee is responsible for determining that an eighth grade student is eligible to take high school courses. The District shall utilize a set of criteria to determine each

(Continued)

Students

**SUBJECT: GRADUATION REQUIREMENTS/EARLY GRADUATION/ACCELERATED PROGRAMS (Cont'd.)**

student's readiness for acceleration. Students who are accelerated for diploma credit must have been provided instruction designed to facilitate their attainment of, by the end of Grade 7, the State intermediate learning standards in each subject area in which they are accelerated.

Advanced Placement Programs (AP)

Advanced Placement (AP) examinations are administered by the College Board with strict guidelines as to its implementation. A national, standardized, arduous examination is administered by the College Board in May of each year for a great variety of courses in various subject areas. In addition to entering a universe of knowledge that might otherwise remain unexplored in high school, Advance Placement examinations afford students the opportunity to earn credit or advanced standing in most of the nation's colleges and universities. The District shall utilize a set of criteria to determine a student's readiness for enrollment in the Advance Placement classes.

Online Coursework

Section 100.5(d) of NYCRR amends the Commissioner's Regulations to allow school districts and BOCES to offer students the ability to complete general education and diploma requirements for a specific subject through online instruction or blended coursework that combines online and classroom-based instruction.

To receive credit students shall successfully complete an online or blended course and demonstrate mastery of the learning outcomes for the subject by passing an appropriate assessment in the subject area.

8 New York Code of Rules and Regulations (NYCRR) Sections 100.1(i), 100.2(f) and 100.5



Students

No changes to this policy ~ January 12, 2010

**SUBJECT: STUDENTS PRESUMED TO HAVE A DISABILITY FOR DISCIPLINE PURPOSES**

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

**Basis of Knowledge**

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

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

**Exception**

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

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

(Continued)

**SUBJECT: STUDENTS PRESUMED TO HAVE A DISABILITY FOR DISCIPLINE PURPOSES (Cont'd.)**

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

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

**Conditions That Apply if There is No Basis of Knowledge**

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

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

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

Individuals with Disabilities Education Improvement Act of 2004 [Public Law 108-446, Section 615(k)(5)]  
Individuals with Disabilities Education Act (IDEA), 20 United States Code (USC) Section 1400 et seq.  
34 Code of Federal Regulations (CFR) Part 300  
8 New York Code of Rules and Regulations (NYCRR) Section 201.5

NOTE: Refer also to Policy #7313 -- Suspension of Students

Students

**SUBJECT: ALCOHOL, TOBACCO, DRUGS AND OTHER ~~SUBSTANCES~~ (SUBSTANCES  
(STUDENTS)**

The Board of Education recognizes that the misuse of drugs, alcohol and/or tobacco is a serious problem with legal, physical, emotional and social implications for the entire community. Therefore, the consumption, sharing and/or selling, use and/or possession of alcoholic beverages, tobacco products, illegal drugs, counterfeit and designer drugs, or paraphernalia for the use of such drugs is prohibited at any school-sponsored event or on school property at all times. The inappropriate use of prescription and over-the-counter drugs shall also be disallowed. Persons shall be banned from entering school grounds or school-sponsored events when exhibiting behavioral, personal or physical characteristics indicative of having used or consumed alcohol or other substances.

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

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

**Primary Prevention**

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

- a) A sequential K through 12 curriculum based on recognized principles of effectiveness that is developed and incorporated into the total educational process. This curriculum shall be concerned with education and prevention in all areas of alcohol, tobacco, drugs, and other substances use/abuse;
- b) Training Opportunities for awareness for school personnel and parents/guardians to reinforce the components of the policy through in-service and community education programs with up-to-date factual information and materials;
- c) An effort to provide positive alternatives to alcohol, tobacco, drugs, and other substances use/abuse through the promotion of drug/tobacco/alcohol-free special events, service projects and extracurricular activities that will develop and support a positive peer influence.

(Continued)

Students

**SUBJECT: ALCOHOL, TOBACCO, DRUGS AND OTHER SUBSTANCES (STUDENTS)  
(Cont'd.)**

**Intervention**

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

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

**Disciplinary Measures**

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

**Staff Development**

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

(Continued)

Students

**SUBJECT: ALCOHOL, TOBACCO, DRUGS AND OTHER SUBSTANCES (STUDENTS)  
(Cont'd.)**

**Implementation, Dissemination and Monitoring**

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

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

Safe and Drug-Free Schools and Communities Act, as reauthorized by the No Child Left Behind Act of 2001  
20 United States Code (USC) Section 7101 et seq.  
Education Law Section 2801(1)

NOTE: Refer also to Policies #3280 -- Community Use of School Facilities  
#3410 -- Code of Conduct on School Property  
#5640 -- Smoking/Tobacco Use  
#7310 -- School Conduct and Discipline  
#8211 -- Prevention Instruction  
*District Code of Conduct on School Property*

No changes were made to this policy ~ January 12, 2012

**SUBJECT: BUS RULES AND REGULATIONS**

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

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

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

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

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

Individuals with Disabilities Act (IDEA), 20 United States Code (USC) Sections 1400-1485  
8 New York Code of Rules and Regulations (NYCRR) Section 156

Students

**SUBJECT: CORPORAL PUNISHMENT/EMERGENCY INTERVENTIONS**

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

Whenever a school employee uses physical force against a student, the school employee shall, within the same school day, make a report to the Superintendent describing in detail the circumstances and the nature of the action taken.

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

**Emergency Interventions**

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

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

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

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

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

- a) Name and date of birth of student;
- b) Setting and location of the incident;

(Continued)

Students

**SUBJECT: CORPORAL PUNISHMENT/EMERGENCY INTERVENTIONS**

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

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

8 New York Code of Rules and Regulations (NYCRR) Sections 19.5, 100.2(l)(3), 200.15(f)(1) and 200.22(d)

NOTE: Refer also to Policies #7313 -- Suspension of Students



Students

No changes were made to this policy. ~ January 12, 2012

**SUBJECT: WEAPONS IN SCHOOL AND THE GUN-FREE SCHOOLS ACT**

**Weapons in School**

The possession of a weapon on school property, in District vehicles, in school buildings, or at school sponsored activities or settings under the control and supervision of the District regardless of location, is strictly prohibited, except by law enforcement personnel. Any person possessing a weapon for educational purposes in any school building must have written authorization of the Superintendent of Schools or his/her designee.

The Penal Code of the State of New York shall be used to determine what is considered a weapon.

Penal Law Sections 265.01-265.06

**Specific Penalties Imposed by the Gun-Free Schools Act**

No student shall bring or possess any "firearm" as defined in federal law on school premises (including school buildings and grounds, District vehicles, school settings and/or school sponsored activities under the control and supervision of the District regardless of location). For purposes of this policy, the term "firearm" includes any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; the frame or receiver of such weapon; any firearm muffler or silencer; or any "destructive device" (e.g., any explosive, incendiary, or poison gas, including bombs, grenades, rockets or other similar devices). The term does not include a rifle which the owner intends to use solely for sporting, recreational or cultural purposes; antique firearms; or Class C common fireworks.

In accordance with the Gun-Free Schools Act and Education Law Section 3214(3)(d), any student who brings or possesses a dangerous weapon or firearm, as defined in federal law, on school property, will be referred by the Superintendent to the appropriate agency or authority for a juvenile delinquency proceeding in accordance with Family Court Act Article 3 when the student is under the age of sixteen (16) except for a student fourteen (14) or fifteen (15) years of age who qualifies for juvenile offender status under the Criminal Procedure Law, and will be referred by the Superintendent to the appropriate law enforcement officials when the student is sixteen (16) years of age or older or when the student is fourteen (14) or fifteen (15) years of age and qualifies for juvenile offender status under the Criminal Procedure Law. For purposes of this policy, the term "dangerous weapon" means a weapon, device, instrument, material, or substance, animate or inanimate, that is used for, or is readily capable of, causing death or serious bodily injury, except that such term does not include a pocket knife with a blade of less than two and one-half inches (2 1/2") in length.

In addition, any student attending a District school who has been found guilty of bringing a firearm to or possessing a firearm on school property, after a hearing has been provided pursuant to Education Law Section 3214, shall be suspended for a period of not less than one (1) calendar year

(Continued)

Students

**SUBJECT: WEAPONS IN SCHOOL AND THE GUN-FREE SCHOOLS ACT (Cont'd.)**

and any student attending a non-district school who participates in a program operated by the School District using funds from the Elementary and Secondary Education Act of 1965 who is determined to have brought a firearm to or possessed a firearm at a District school or on other premises used by the School District to provide such programs shall be suspended for a period of not less than one (1) calendar year from participation in such program. The procedures of Education Law Section 3214(3) shall apply to such a suspension of a student attending a non-district school. Further, after the imposition of the one (1) year penalty has been determined, the Superintendent of Schools has the authority to modify this suspension requirement for each student on a case-by-case basis. In reviewing the student's one (1) year suspension penalty, the Superintendent may modify the penalty based on factors as set forth in Regulations of the Commissioner of Education Section 100.2 and in Commissioner's Decisions. The determination of the Superintendent shall be subject to review by the Board of Education in accordance with Education Law Section 3214(3)(c) and by the Commissioner of Education in accordance with Education Law Section 310.

Student with a Disability

Pursuant to Commissioner Regulations, a student with a disability who is determined to have brought a weapon (including a firearm) to school or possessed a weapon (including a firearm) at school may be placed in an interim alternative educational setting, in accordance with federal and state law, for not more than forty-five (45) calendar days. If the parent or guardian requests an impartial hearing, the student must remain in the interim alternative placement until the completion of all proceedings, unless the parent or guardian and District can agree on a different placement. For more information regarding Interim Alternative Educational Settings (IAES), refer to Policy #7313 -- Suspension of Students.

However, a student with a disability may be given a long term suspension pursuant to the Gun-Free Schools Act only if a group of persons knowledgeable about the student, as defined in federal regulations implementing the Individuals with Disabilities Education Act (IDEA), determines that the bringing of a firearm to school or possessing a firearm at school was not a manifestation of the student's disability, subject to applicable procedural safeguards.

If it is determined that the student's bringing of a firearm to school or possessing a firearm at school was a manifestation of the student's disability, the Superintendent must exercise his/her authority under the Gun-Free Schools Act to modify the long term suspension requirement, and determine that the student may not be given a long term suspension for the behavior. The Committee on Special Education may review the student's current educational placement and initiate change in placement proceedings, if appropriate, subject to applicable procedural safeguards.

The District may offer home instruction as an interim alternative educational setting during the pendency of review proceedings only if the student's placement in a less restrictive alternative educational setting is substantially likely to result in injury either to the student or to others.

(Continued)

Students

**SUBJECT: WEAPONS IN SCHOOL AND THE GUN-FREE SCHOOLS ACT (Cont'd.)**

The District may also seek a court order to immediately remove a student with a disability from school if the District believes that maintaining the student in the current educational placement is substantially likely to result in injury to the student or to others.

Students with disabilities continue to be entitled to all rights enumerated in the Individuals with Disabilities Act and Education Law Article 89; and this policy shall not be deemed to authorize suspension of students with disabilities in violation of these laws.

This policy does not prohibit the District from utilizing other disciplinary measures including, but not limited to, out-of-school suspensions for a period of five days or less, or in-school suspensions, in responding to other types of student misconduct which infringe upon the established rules of the school. Additionally, this policy does not diminish the authority of the Board of Education to offer courses in instruction in the safe use of firearms pursuant to Education Law Section 809-a.

The District will continue to provide the suspended student who is of compulsory attendance age with appropriate alternative instruction during the period of the student's suspension.

Gun-Free Schools Act as reauthorized by the No Child Left Behind Act of 2001  
18 United States Code (USC) Sections 921(a) and 930  
Individuals with Disabilities Education Act (IDEA), 20 United States Code (USC)  
Sections 1400-1485 and 7151  
Criminal Procedure Law Section 1.20(42)  
Education Law Sections 310, 809-a, 3214 and Article 89  
Family Court Act Article 3  
8 New York Code of Rules and Regulations (NYCRR) Section 100.2 and Part 200

NOTE: Refer also to Policies #3411 -- Unlawful Possession of a Weapon Upon School Grounds

| No changes to this policy

Students

**SUBJECT: SCHOOL CONDUCT AND DISCIPLINE**

The Board of Education acknowledges its responsibility to protect the educational climate of the District and to promote responsible student behavior. Accordingly, the Board delegates to the Superintendent the responsibility for assuring the implementation of a *Code of Conduct for the Maintenance of Order on School Property*, including school functions, which shall govern the conduct of students as well as teachers, other school personnel, and visitors.

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

The Board shall further provide for the enforcement of such Code of Conduct, which shall be developed in collaboration with student, teacher, administrator, and parent organizations, school safety personnel and other personnel and shall incorporate, at a minimum, those components addressed in law and enumerated in Policy #3410 -- Code of Conduct on School Property. Specific components may vary as appropriate to student age, building levels, and educational needs.

In accordance with the *Code of Conduct on School Property*, areas addressing student conduct and behavior will further utilize the following strategies in promoting acceptable student behavior:

- a) A bill of rights and responsibilities of students that focuses upon positive student behavior, and is publicized and explained to all students on an annual basis;
- b) A Code of Conduct for student behavior setting forth prohibited student conduct and the range of penalties that may be imposed for violation of such Code, that is publicized and disseminated to all students and parents/guardians on an annual basis pursuant to law;
- c) Strategies and procedures for the maintenance and enforcement of public order on school property that shall govern the conduct of all persons on school premises, in accordance with Education Law Section 2801 and accepted principles of due process of law;
- d) Procedures within each building to involve student service personnel, administrators, teachers, parents/guardians and students in the early identification and resolution of discipline problems. For students identified as having disabilities, procedures are included for determining when a student's conduct shall constitute a reason for referral to the Committee on Special Education for review and modification, if appropriate, of the student's individualized education program;
- e) Alternative educational programs appropriate to individual student needs;

(Continued)

Students

**SUBJECT: SCHOOL CONDUCT AND DISCIPLINE (Cont'd.)**

- f) Disciplinary measures for violation of the school policies developed in accordance with subparagraphs b) and c) of this paragraph. Such measures shall be appropriate to the seriousness of the offense and, where applicable, to the previous disciplinary record of the student. Any suspension from attendance upon instruction may be imposed only in accordance with Education Law Section 3214; and
- g) Guidelines and programs for in-service education for all District staff to ensure effective implementation of school policy on school conduct and discipline.

Education Law Sections 2801 and 3214  
8 New York Code of Rules and Regulations (NYCRR) Section 100.2(1)(2)

NOTE: Refer also to Policy #3410 -- Code of Conduct on School Property  
*District Code of Conduct on School Property*

No changes to this policy

Students

**SUBJECT: LOSS OR DESTRUCTION OF DISTRICT PROPERTY OR RESOURCES**

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

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

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

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

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

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

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

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

General Obligations Law Section 3-112  
Penal Law Sections 60.27, 240.50, 240.55, 240.60 and 240.61

Students

| No changes to this policy

**SUBJECT: STUDENT DRESS CODE**

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

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

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

Education Law Section 2801(1) -- definition of school function

NOTE: Refer also to *District Code of Conduct on School Property*

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Adoption Date 3/23/09

Revision Date

| Review Date 10/15/11

Students

| No changes to this policy

**SUBJECT: SUSPENSION OF STUDENTS**

The Superintendent and/or the Principal may suspend the following students from required attendance upon instruction:

- a) A student who is insubordinate or disorderly; or
- b) A student who is violent or disruptive; or
- c) A student whose conduct otherwise endangers the safety, morals, health or welfare of others.

**Suspension**

Five (5) School Days or Less

The Superintendent and/or the Principal of the school where the student attends shall have the power to suspend a student for a period not to exceed five (5) school days. In the absence of the Principal, the designated "Acting Principal" may then suspend a student for a period of five (5) school days or less.

When the Superintendent or the Principal (the "suspending authority") proposes to suspend a student for five (5) school days or less, the suspending authority shall provide the student with **notice** of the charged misconduct. If the student denies the misconduct, the suspending authority shall provide an **explanation** of the basis for the suspension.

When suspension of a student for a period of five (5) school days or less is proposed, administration shall also immediately notify the parent/person in parental relation in writing that the student *may be* suspended from school.

Written notice shall be provided by personal delivery, express mail delivery, or equivalent means reasonably calculated to assure receipt of such notice within twenty-four (24) hours of the decision to propose suspension at the last known address or addresses of the parents/persons in parental relation. Where possible, notification shall also be provided by telephone if the school has been provided with a telephone number(s) for the purpose of contacting parents/persons in parental relation.

The notice shall provide a description of the incident(s) for which suspension is proposed and shall inform the student and the parent/person in parental relation of their right to request an immediate informal conference with the Principal in accordance with the provisions of Education Law Section 3214(3)(b). Both the notice and the informal conference shall be in the dominant language or mode of communication used by the parents/persons in parental relation. At the informal conference, the student and/or parent/person in parental relation shall be authorized to present the student's version of the event and to ask questions of the complaining witnesses.

(Continued)



Students

**SUBJECT: SUSPENSION OF STUDENTS (Cont'd.)**

The notice and opportunity for informal conference shall take place **prior to** suspension of the student unless the student's presence in the school poses a continuing danger to persons or property or an ongoing threat of disruption to the academic process, in which case the notice and opportunity for an informal conference shall take place as soon after the suspension as is reasonably practical.

Teachers shall immediately report or refer a violent student to the Principal or Superintendent for a violation of the *District's Code of Conduct* and a minimum suspension period.

More Than Five (5) School Days

In situations where the Superintendent determines that a suspension in excess of five (5) school days may be warranted, the student and parent/person in parental relation, upon reasonable notice, shall have had an opportunity for a fair hearing. At the hearing, the student shall have the right of representation by counsel, with the right to question witnesses against him/her, and the right to present witnesses and other evidence on his/her behalf.

Where the basis for the suspension is, in whole or in part, the possession on school grounds or school property by the student of any firearm, rifle, shotgun, dagger, dangerous knife, dirk, razor, stiletto or any of the weapons, instruments or appliances specified in Penal Law Section 265.01, the hearing officer or Superintendent shall not be barred from considering the admissibility of such weapon, instrument or appliance as evidence, notwithstanding a determination by a court in a criminal or juvenile delinquency proceeding that the recovery of such weapon, instrument or appliance was the result of an unlawful search or seizure.

Minimum Periods of Suspension

Pursuant to law, Commissioner's Regulations and the *District's Code of Conduct*, minimum periods of suspension shall be provided for the following prohibited conduct, subject to the requirements of federal and state law and regulations:

- a) Consistent with the federal Gun-Free Schools Act, any student who is determined to have brought a firearm to school or possessed a firearm on school premises shall be suspended for a period of not less than one (1) calendar year. However, the Superintendent has the authority to modify this suspension requirement on a case-by-case basis.
- b) A minimum suspension period for students who repeatedly are substantially disruptive of the educational process or substantially interfere with the teacher's authority over the classroom, provided that the suspending authority may reduce such period on a case-by-case basis to be consistent with any other state and federal law. The definition of "repeatedly is substantially disruptive of the educational process or substantially interferes with the teacher's authority" shall be determined in accordance with the Regulations of the Commissioner.

(Continued)

Students

**SUBJECT: SUSPENSION OF STUDENTS (Cont'd.)**

- c) A minimum suspension period for acts that would qualify the student to be defined as a violent student pursuant to Education Law Section 3214(2-a)(a), provided that the suspending authority may reduce such period on a case-by-case basis to be consistent with any other state and federal law.

**Suspension of Students with Disabilities**

Generally, should a student with a disability infringe upon the established rules of the schools, disciplinary action shall be in accordance with procedures set forth in the *District's Code of Conduct* and in conjunction with applicable law and the determination of the Committee on Special Education (CSE).

For suspensions or removals up to ten (10) school days in a school year that do not constitute a disciplinary change in placement, students with disabilities must be provided with alternative instruction or services on the same basis as non-disabled students of the same age.

If suspension or removal from the current educational placement constitutes a disciplinary change in placement because it is for more than ten (10) consecutive school days or constitutes a pattern, a manifestation determination must be made. The District determines on a case-by-case basis whether a pattern of removals constitutes a change of placement. This determination is subject to review through due process and judicial proceedings.

**Manifestation Determinations**

A review of the relationship between the student's disability and the behavior subject to disciplinary action to determine if the conduct is a manifestation of the disability must be made by a manifestation team immediately, if possible, but in no case later than ten (10) school days after a decision is made:

- a) By the Superintendent to change the placement to an interim alternative educational setting (IAES);
- b) By an Impartial Hearing Officer (IHO) to place the student in an IAES; or
- c) By the Board, District Superintendent, Superintendent or Building Principal to impose a suspension that constitutes a disciplinary change of placement.

The manifestation team shall include a representative of the District knowledgeable about the student and the interpretation of information about child behavior, the parent and relevant members of the CSE as determined by the parent and the District. The parent must receive written notice prior to

(Continued)

Students

**SUBJECT: SUSPENSION OF STUDENTS (Cont'd.)**

the meeting to ensure that the parent has an opportunity to attend. This notice must include the purpose of the meeting, the names of those expected to attend and notice of the parent's right to have relevant members of the CSE participate at the parent's request.

The manifestation team shall review all relevant information in the student's file including the student's individualized education program (IEP), any teacher observations, and any relevant information provided by the parents to determine if: the conduct in question was caused by or had a direct and substantial relationship to the student's disability; or the conduct in question was the direct result of the District's failure to implement the IEP. If the team determines the conduct in question was the direct result of failure to implement the IEP, the District must take immediate steps to remedy those deficiencies.

Finding of Manifestation

If it is determined, as a result of this review, that the student's behavior is a manifestation of his/her disability the CSE shall conduct a functional behavioral assessment, if one has not yet been conducted, and implement or modify a behavioral intervention plan.

Functional behavioral assessment (FBA) means the process of determining why the student engages in behaviors that impede learning and how the student's behavior relates to the environment. FBA must be developed consistent with the requirements of Commissioner's Regulations Section 200.22(a) and shall include, but not be limited to, the identification of the problem behavior, the definition of the behavior in concrete terms, the identification of the contextual factors that contribute to the behavior (including cognitive and affective factors) and the formulation of a hypothesis regarding the general conditions under which a behavior usually occurs and probable consequences that serve to maintain it.

Behavioral intervention plan (BIP) means a plan that is based on the results of a functional behavioral assessment and, at a minimum, includes a description of the problem behavior, global and specific hypotheses as to why the problem behavior occurs and intervention strategies that include positive behavioral supports and services to address the behavior.

Unless the change in placement was due to behavior involving serious bodily injury, weapons, illegal drugs or controlled substances, the student must be returned to the placement from which the student was removed unless the parent and the District agree to a change of placement as part of the modification of the behavioral intervention plan.

No Finding of Manifestation

If it is determined that the student's behavior is not a manifestation of his/her disability, the relevant disciplinary procedures applicable to students without disabilities may be applied to the

(Continued)

Students

**SUBJECT: SUSPENSION OF STUDENTS (Cont'd.)**

student in the same manner and for the same duration for which they would be applied to students without disabilities, subject to the right of the parent/person in parental relation to request a hearing objecting to the manifestation determination and the District's obligation to provide a free, appropriate public education to such student.

Provision of Services Regardless of the Manifestation Determination

Regardless of the manifestation determination, students with a disability shall be provided the services necessary for them to continue to participate in the general education curriculum and progress toward meeting the goals set out in their IEP. They must also receive, as appropriate, a functional behavioral assessment, behavioral intervention services and modifications designed to address the behavior violation so it does not recur:

- a) For subsequent suspensions or removals for ten (10) consecutive school days or less that in the aggregate total more than ten (10) school days in a school year but do not constitute a disciplinary change of placement school personnel, in consultation with at least one of the student's teachers, will determine the extent to which services are needed;
  
- b) For suspensions or other disciplinary removals in excess of ten (10) school days in a school year which do constitute a disciplinary change in placement the IAES and services will be determined by the CSE.

**Interim Alternative Educational Setting (IAES)**

Students with disabilities who have been suspended or removed from their current placement for more than ten (10) school days may be placed in an IAES which is a temporary educational setting other than the student's current placement at the time the behavior precipitating the IAES placement occurred.

Additionally, an Impartial Hearing Officer in an expedited due process hearing may order a change in placement of a student with a disability to an appropriate IAES for up to forty-five (45) school days if the Hearing Officer determines that maintaining the current placement is substantially likely to result in injury to the students or others.

There are three (3) specific instances when a student with a disability may be placed in an IAES for up to forty-five (45) school days without regard to a manifestation determination:

- a) Where the student carries or possesses a weapon to or at school, on school premises, or to or at a school function under the jurisdiction of the District; or

(Continued)

**SUBJECT: SUSPENSION OF STUDENTS (Cont'd.)**

- b) Where a student knowingly possesses or uses illegal drugs or sells or solicits the sale of a controlled substance while at school, on school premises, or at a school function under the jurisdiction of the District; or
- c) Where a student has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function under the jurisdiction of the District. Serious bodily harm has been defined in law to refer to one of the following:
  - 1. Substantial risk of death;
  - 2. Extreme physical pain; or
  - 3. Protracted and obvious disfigurement or protracted loss or impairment of the function of a bodily member, organ or mental faculty.

A school function shall mean a school-sponsored or school-authorized extracurricular event or activity regardless of where such event or activity takes place, including any event or activity that may take place in another state.

School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a student with a disability who violates a code of student conduct.

In all cases, the student placed in an IAES shall:

- a) Continue to receive educational services so as to enable the student to continue to participate in the general education curriculum, although in another setting, and to progress towards the goals set out in the student's IEP, and
- b) Receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications that are designed to address the behavior violation so that it does not recur.

The period of suspension or removal may not exceed the amount of time a non-disabled student would be suspended for the same behavior.

**Suspension from BOCES**

The BOCES Principal may suspend School District students from BOCES classes for a period not to exceed five (5) school days when student behavior warrants such action.

(Continued)

Students

**SUBJECT: SUSPENSION OF STUDENTS (Cont'd.)**

**In-School Suspension**

In-school suspension will be used as a lesser discipline to avoid an out-of-school suspension. The student shall be considered present for attendance purposes. The program is used to keep each student current with his/her class work while attempting to reinforce acceptable behavior, attitudes and personal interaction.

**BOCES Activities**

BOCES activities, such as field trips and other activities outside the building itself, are considered an extension of the school program. Therefore, an infraction handled at BOCES is to be considered as an act within the School District itself.

A student who is ineligible to attend a District school on a given day may also be ineligible to attend BOCES classes. The decision rests with the Superintendent or his/her designee.

**Exhaustion of Administrative Remedies**

If a parent/person in parental relation wishes to appeal the decision of the Building Principal and/or Superintendent to suspend a student from school, regardless of the length of the student's suspension, the parent/person in parental relation must appeal to the Board of Education prior to commencing an appeal to the Commissioner of Education.

**Procedure after Suspension**

When a student has been suspended and is of compulsory attendance age, immediate steps shall be taken to provide alternative instruction which is of an equivalent nature to that provided in the student's regularly scheduled classes.

When a student has been suspended, the suspension may be revoked by the Board of Education whenever it appears to be for the best interest of the school and the student to do so. The Board of Education may also condition a student's early return to school and suspension revocation on the student's voluntary participation in counseling or specialized classes, including anger management or dispute resolution, where applicable.

(Continued)

Students

**SUBJECT: SUSPENSION OF STUDENTS (Cont'd.)**

Individuals with Disabilities Education Improvement Act of 2004 [Public Law 108-446 Section 615(k)(1)]  
18 United States Code (USC) Section 921  
Individuals with Disabilities Education Act (IDEA), 20 United States Code (USC) Section 1400 et seq.  
20 United States Code (USC) Section 7151, as reauthorized by the No Child Left Behind Act of 2001  
34 Code of Federal Regulations (CFR) Part 300  
Education Law Sections 2801(1), 3214 and 4402  
Penal Law Section 265.01  
8 New York Code of Rules and Regulations (NYCRR) Sections 100.2(l)(2), 200.4(d)(3)(i), 200.22 and Part 201

NOTE: Refer also to Policy #7360 -- Weapons in School and the Gun-Free Schools Act

Students

No changes to this policy

**SUBJECT: SEARCHES AND INTERROGATIONS**

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

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

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

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

**Lockers**

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

**Questioning of Students by School Officials**

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

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

(Continued)



Students

**SUBJECT: SEARCHES AND INTERROGATIONS (Cont'd.)**

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

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

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

**Law Enforcement Officials**

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

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

**Interrogation of Students by Law Enforcement Officials**

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

(Continued)

Students

**SUBJECT: SEARCHES AND INTERROGATIONS (Cont'd.)**

Whenever police wish to question a student on school premises, administration will attempt to notify the student's parent/guardian.

If possible, questioning of a student by police should take place in private and in the presence of the Building Principal/designee.

**Child Protective Services' Investigations**

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

Education Law Sections 1604(9), 1604(30), 1709(2), 1709(33) and 2801  
Family Court Act Section 1024  
8 New York Code of Rules and Regulations (NYCRR) Section 100.2(l)  
Social Services Law Sections 411-428

No changes to this policy

**SUBJECT: FIELD TRIPS**

The Board of Education recognizes that field trips are an educationally sound and important ingredient in the instructional program of the schools.

For purposes of this policy, a field trip shall be defined as any journey by a group of students away from the school premises, under the supervision of a teacher, which is an integral part of an approved course of study and conducted for the purpose of affording a first-hand educational experience not available in the classroom.

Field trips are a part of the curriculum of the schools, and student conduct and attendance on field trips are governed by the same rules that govern regular classroom activities. The School System shall obtain written parental/guardian permission for students going on school-sponsored field trips.

The Superintendent shall prepare procedures for the operation of a field trip activity. Field trip support shall be determined annually by the Board during its budget deliberations. Regardless of the fiscal support for field trips, the rules of the School District for approval and conduct of such trips shall apply.

The Superintendent/designee may cancel previously approved field trips due to extenuating circumstances.

NOTE: Refer also to Policies #3410 -- Code of Conduct on School Property  
#5730 -- Transportation of Students  
#7310 -- School Conduct and Discipline

*District Code of Conduct on School Property*

## Community Relations

**SUBJECT: PUBLIC ACCESS TO RECORDS**

Access to records of the District shall be consistent with the rules and regulations established by the State Committee on Open Government and shall comply with all the requirements of the New York State Public Officers Law Sections 87 and 89.

A Records Access Officer shall be designated by the Superintendent, subject to the approval of the Board of Education, who shall have the duty of coordinating the School District's response to public request for access to records.

The District shall provide copies of records in the format and on the medium requested by the person filing the Freedom of Information Law (FOIL) request if the District can reasonably do so regardless of burden, volume or cost of the request.

Regulations and procedures pertaining to accessing District records shall be as indicated in the School District ~~Administrative Manual~~administrative procedures.

**Requests for Records via E-mail**

If the District has the capability to retrieve electronic records, it must provide such records electronically upon request. The District shall accept requests for records submitted in the form of electronic mail and respond to such requests by electronic mail using the forms supplied by the District. This information shall be posted on the District Web site, clearly designating the e-mail address for purposes of receiving requests for records via this format.

When the District maintains requested records electronically, the response shall inform the requester that the records are accessible via the internet and in printed form either on paper or other information storage medium.

**Board of Education Meetings and Records**

District records subject to release under the FOIL, as well as any proposed rule, regulation, policy or amendment, that are on the Board agenda and scheduled to be discussed at a Board meeting, shall be made available upon request, to the extent practicable, prior to the meeting. Copies of such records may be made available for a reasonable fee. If the District maintains a regularly updated website and utilizes a high speed internet connection, such records may be posted on the Web site to the extent practicable, prior to the meeting. The District may, but is not required to expend additional funds to provide such records.

Education Law Section 2116  
Public Officers Law Section 87  
21 New York Code of Rules and Regulations (NYCRR) Part 9760

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Adoption Date 3/23/09  
Revision Date 5/15/12  
Review Date

**MEMORANDUM OF AGREEMENT**

**between**

**BOARD OF EDUCATION OF THE  
ROCKY POINT UNION FREE SCHOOL DISTRICT**

**and**

**ROCKY POINT SCHOOL-RELATED PROFESSIONAL ASSOCIATION**

---

This Memorandum of Agreement shall constitute a change and modification to the Collective Bargaining Agreement, dated July 1, 2008, through June 30, 2011. Except as set forth below, all other provisions of the Collective Bargaining Agreement shall remain unchanged.

The parties hereby agree that Appendix A of the Collective Bargaining Agreement shall be amended by adding the title of *School Nurse (hourly)* at a rate of \$22.28 as follows:

<b>Title</b>	<b>2008-09</b>	<b>2009-10</b>	<b>2010-11</b>
School Nurse	29,400	30,282	31,190
<b>School Nurse (hourly)</b>	--	--	<b>22.28</b>

Dated: April \_\_, 2012

BOARD OF EDUCATION OF THE  
ROCKY POINT UNION FREE  
SCHOOL DISTRICT

By: \_\_\_\_\_  
Michael P. Nofi, President

Dated: April \_\_, 2012

ROCKY POINT SCHOOL-RELATED  
PROFESSIONAL ASSOCIATION

By: \_\_\_\_\_  
Patricia Scalone, President

















Special Class - Math	09/05/2012	06/21/2013	15:1	1	Daily	42 mins
Special Class - Science	09/05/2012	06/21/2013	15:1	1	Daily	42 mins
Special Class - Social Studies	09/05/2012	06/21/2013	15:1	1	Daily	42 mins

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02/08/2012      13:8      Sub CSE      09      Annual Review      Classified      Learning Disability      Rocky Point High School

<u>Program/Service</u>	<u>Start Date</u>	<u>End Date</u>	<u>Ratio</u>	<u>Freq.</u>	<u>Period</u>	<u>Duration</u>
Consultant Teacher Services	09/05/2012	06/21/2013		1	Daily	42 mins
Consultant Teacher Services	09/05/2012	06/21/2013		1	Daily	42 mins
Consultant Teacher Services	09/05/2012	06/21/2013		1	Daily	42 mins
Consultant Teacher Services	09/05/2012	06/21/2013		1	Daily	42 mins
Consultant Teacher Services	09/05/2012	06/21/2013		1	Every Other Day	42 mins
Consultant Teacher Services	09/05/2012	06/21/2013		1	Every Other Day	42 mins

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**Committee Recommendations for Board of Education Review with Details (April 18, 2012)**

<b>Meeting</b>	<b>Alt ID#</b>	<b>Age</b>	<b>Committee</b>	<b>Grade</b>	<b>Reason</b>	<b>Decision</b>	<b>Disability</b>	<b>Recommended School</b>
02/10/2012		19:1	Sub CSE	12	Graduating Senior	Classified	Learning Disability	Rocky Point High School

<b>Program/Service</b>	<b>Start Date</b>	<b>End Date</b>	<b>Ratio</b>	<b>Freq.</b>	<b>Period</b>	<b>Duration</b>
Consultant Teacher Services	11/29/2011	06/22/2012		1	Daily	42 mins
Special Class - Math	10/11/2011	06/22/2012	15:1	1	Daily	42 mins

**Committee Recommendations for Board of Education Review with Details (April 18, 2012)**

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02/10/2012	[REDACTED]	15:2	Sub CSE	10	Annual Review	Classified	Learning Disability	Rocky Point High School																																										
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Special Class - English	09/05/2012	06/21/2013	15:1	1	Daily	42 mins
Special Class - Science	09/05/2012	06/21/2013	15:1	1	Daily	42 mins
Special Class - Social Studies	09/05/2012	06/21/2013	15:1	1	Daily	42 mins

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02/10/2012    ██████    16:5    Sub CSE    12    Reevaluation/Annual Review    Classified    Learning Disability Rocky Point High School

<u>Program/Service</u>	<u>Start Date</u>	<u>End Date</u>	<u>Ratio</u>	<u>Freq.</u>	<u>Period</u>	<u>Duration</u>
Special Class	09/05/2012	06/21/2013	15:1	1	Every Other Day	42 mins
Special Class - Science	09/05/2012	06/21/2013	15:1	1	Daily	42 mins

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**Committee Recommendations for Board of Education Review with Details (April 18, 2012)**

<b>Meeting</b>	<b>Alt ID#</b>	<b>Age</b>	<b>Committee</b>	<b>Grade</b>	<b>Reason</b>	<b>Decision</b>	<b>Disability</b>	<b>Recommended School</b>	
02/15/2012	<del>██████</del>	6:6	Sub CSE	01	Reevaluation Review	Classified	Autism	Frank J. Carasiti Elem.	
			<b><u>Program/Service</u></b>	<b><u>Start Date</u></b>	<b><u>End Date</u></b>	<b><u>Ratio</u></b>	<b><u>Freq.</u></b>	<b><u>Period</u></b>	<b><u>Duration</u></b>
			Consultant Teacher Services	09/07/2011	06/22/2012		4	Daily	40 mins
			Counseling-Social Skills Counseling	09/07/2011	06/22/2012	Small Group	1	Weekly	30 mins
			Occupational Therapy	10/25/2011	06/22/2012	Small Group	1	Weekly	30 mins
			Parent Counseling and Training	02/15/2012	06/22/2012	Individual	2	Yearly	30 mins
			Physical Therapy	10/25/2011	06/22/2012	Individual	2	Weekly	30 mins
			Speech/Language Therapy	09/07/2011	06/22/2012	Small Group	2	Weekly	30 mins
02/15/2012	<del>██████</del>	8:0	Sub CSE	01	Reevaluation Review	Classified	Autism	Frank J. Carasiti Elem.	
			<b><u>Program/Service</u></b>	<b><u>Start Date</u></b>	<b><u>End Date</u></b>	<b><u>Ratio</u></b>	<b><u>Freq.</u></b>	<b><u>Period</u></b>	<b><u>Duration</u></b>
			Special Class	09/07/2011	06/22/2012	12:1+1	6	Daily	40 mins
			Occupational Therapy	09/07/2011	06/22/2012	Individual	2	Weekly	30 mins
			Occupational Therapy Inter.	09/07/2011	06/22/2012	Small Group	1	Weekly	30 mins
			Parent Counseling and Training	09/07/2011	06/22/2012	Individual	4	Yearly	30 mins
			Speech/Language Therapy	09/07/2011	06/22/2012	Individual	5	Weekly	30 mins
			Special Class	07/05/2011	08/12/2011	12:1+1	5	Weekly	2 hrs 30 mins
			Counseling	07/05/2011	08/12/2011	Small Group	1	Weekly	30 mins
			Occupational Therapy	07/05/2011	08/12/2011	Small Group	1	Weekly	30 mins
			Speech/Language Therapy	07/05/2011	08/12/2011	Small Group	2	Weekly	30 mins
			Speech/Language Therapy	07/05/2011	08/12/2011	Individual	1	Weekly	30 mins
02/15/2012	<del>██████</del>	6:0	Sub CSE	Kdg.	Reevaluation Review	Classified	Other Health Impairment	Frank J. Carasiti Elem.	
			<b><u>Program/Service</u></b>	<b><u>Start Date</u></b>	<b><u>End Date</u></b>	<b><u>Ratio</u></b>	<b><u>Freq.</u></b>	<b><u>Period</u></b>	<b><u>Duration</u></b>
			Consultant Teacher Services	09/07/2011	06/22/2012		4	Daily	40 mins
			Counseling - Psychological	09/07/2011	06/22/2012	Small Group	1	Weekly	30 mins
			Occupational Therapy	09/07/2011	06/22/2012	Individual	1	Weekly	30 mins
			Occupational Therapy	09/07/2011	06/22/2012	Small Group (5:1)	1	Weekly	30 mins
			Parent Counseling and Training	02/15/2012	06/22/2012	Individual	2	Yearly	30 mins
02/15/2012		5:7	Sub CSE	Kdg.	Program Review	Classified	Other Health Impairment	Frank J. Carasiti Elem.	
			<b><u>Program/Service</u></b>	<b><u>Start Date</u></b>	<b><u>End Date</u></b>	<b><u>Ratio</u></b>	<b><u>Freq.</u></b>	<b><u>Period</u></b>	<b><u>Duration</u></b>
			Special Class	09/07/2011	06/22/2012	15:1	6	Daily	40 mins
			Occupational Therapy	09/07/2011	06/22/2012	Individual	1	Weekly	30 mins



**Committee Recommendations for Board of Education Review with Details (April 18, 2012)**

<b>Meeting</b>	<b>Alt ID#</b>	<b>Age</b>	<b>Committee</b>	<b>Grade</b>	<b>Reason</b>	<b>Decision</b>	<b>Disability</b>	<b>Recommended School</b>																																																	
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02/15/2012



16:5

Sub CSE

12

Annual Review

Classified

Emotional

Rocky Point High School

Disturbance

Program/Service

Start Date

End Date

Ratio

Freq.

Period

Duration

Consultant Teacher Services

09/05/2012

06/21/2013

1

Daily

42 mins

Consultant Teacher Services

09/05/2012

06/21/2013

1

Daily

42 mins

Counseling - Psychological

09/05/2012

06/21/2013

Individual

1

Weekly

30 mins



***Committee Recommendations for Board of Education Review with Details (April 18, 2012)***

<b><i>Meeting</i></b>	<b><i>Alt ID#</i></b>	<b><i>Age</i></b>	<b><i>Committee</i></b>	<b><i>Grade</i></b>	<b><i>Reason</i></b>	<b><i>Decision</i></b>	<b><i>Disability</i></b>	<b><i>Recommended School</i></b>
02/27/2012	██████	14:4	CSE	08	Initial Eligibility Determination Meeting	Classified No Services	Multiple Disabilities Home	

**Committee Recommendations for Board of Education Review with Details (April 18, 2012)**

<b>Meeting</b>	<b>Alt ID#</b>	<b>Age</b>	<b>Committee</b>	<b>Grade</b>	<b>Reason</b>	<b>Decision</b>	<b>Disability</b>	<b>Recommended School</b>
02/27/2012		13:7	Sub CSE	09	Annual Review	Classified	Learning Disability	Rocky Point High School

<b>Program/Service</b>	<b>Start Date</b>	<b>End Date</b>	<b>Ratio</b>	<b>Freq.</b>	<b>Period</b>	<b>Duration</b>
Consultant Teacher Services	09/05/2012	06/21/2013		1	Daily	42 mins
Consultant Teacher Services	09/05/2012	06/21/2013		1	Daily	42 mins
Consultant Teacher Services	09/05/2012	06/21/2013		1	Every Other Day	42 mins
Consultant Teacher Services	09/05/2012	06/21/2013		1	Daily	42 mins
Consultant Teacher Services	09/05/2012	06/21/2013		1	Every Other Day	42 mins
Consultant Teacher Services	09/05/2012	06/21/2013		1	Daily	42 mins








<u>Program/Service</u>	<u>Start Date</u>	<u>End Date</u>	<u>Ratio</u>	<u>Freq.</u>	<u>Period</u>	<u>Duration</u>
Consultant Teacher Services	09/05/2012	06/21/2013		1	Daily	42 mins
Consultant Teacher Services	09/05/2012	06/21/2013		1	Daily	42 mins
Consultant Teacher Services	09/05/2012	06/21/2013		1	Daily	42 mins
Consultant Teacher Services	09/05/2012	06/21/2013		1	Daily	42 mins

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02/29/2012		14:11	Sub CSE	10	Annual Review	Classified	Other Health	Rocky Point High School
								Impairment

<u>Program/Service</u>	<u>Start Date</u>	<u>End Date</u>	<u>Ratio</u>	<u>Freq.</u>	<u>Period</u>	<u>Duration</u>
Consultant Teacher Services	09/05/2012	06/21/2013		1	Daily	42 mins
Consultant Teacher Services	09/05/2012	06/21/2013		1	Every Other Day	42 mins
Consultant Teacher Services	09/05/2012	06/21/2013		1	Daily	42 mins
Consultant Teacher Services	09/05/2012	06/21/2013		1	Daily	42 mins



***Committee Recommendations for Board of Education Review with Details (April 18, 2012)***

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<b><i>Meeting</i></b>	<b><i>Alt ID#</i></b>	<b><i>Age</i></b>	<b><i>Committee</i></b>	<b><i>Grade</i></b>	<b><i>Reason</i></b>	<b><i>Decision</i></b>	<b><i>Disability</i></b>	<b><i>Recommended School</i></b>
03/07/2012		12:2	CSE	07	Initial Eligibility Determination Meeting	Ineligible		Rocky Point Middle School

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Consultant Teacher Services	09/05/2012	06/21/2013	1	Daily	42 mins
Consultant Teacher Services	09/05/2012	06/21/2013	1	Daily	42 mins

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**Committee Recommendations for Board of Education Review with Details (April 18, 2012)**

<b>Meeting</b>	<b>Alt ID#</b>	<b>Age</b>	<b>Committee</b>	<b>Grade</b>	<b>Reason</b>	<b>Decision</b>	<b>Disability</b>	<b>Recommended School</b>	
03/12/2012	<del>XXXX</del>	9:5	Sub CSE	03	Program Review	Classified	Other Health Impairment	Joseph A. Edgar School	
			<b>Program/Service</b>	<b>Start Date</b>	<b>End Date</b>	<b>Ratio</b>	<b>Freq.</b>	<b>Period</b>	<b>Duration</b>
			Special Class	09/07/2011	06/22/2012	15:1+1	6	Daily	40 mins
			Occupational Therapy	09/07/2011	06/22/2012	Small Group	1	Weekly	30 mins
			Speech/Language Therapy	09/07/2011	06/22/2012	Small Group	1	Weekly	30 mins
			Speech/Language Therapy	09/07/2011	06/22/2012	Individual	4	Weekly	30 mins
			Special Class	07/05/2011	08/12/2011	12:1+1	5	Weekly	2 hrs 30 mins
			Individual Aide	07/05/2011	08/12/2011	Individual	5	Weekly	2 hrs 30 mins
			Speech/Language Therapy	07/05/2011	08/12/2011	Small Group	2	Weekly	30 mins

**Committee Recommendations for Board of Education Review with Details (April 18, 2012)**

<b>Meeting</b>	<b>Alt ID#</b>	<b>Age</b>	<b>Committee</b>	<b>Grade</b>	<b>Reason</b>	<b>Decision</b>	<b>Disability</b>	<b>Recommended School</b>
03/15/2012	<del>██████</del>	18:0	Sub CSE	12	Graduating Senior	Classified	Learning Disability	Rocky Point High School

<b>Program/Service</b>	<b>Start Date</b>	<b>End Date</b>	<b>Ratio</b>	<b>Freq.</b>	<b>Period</b>	<b>Duration</b>
Consultant Teacher Services	09/07/2011	06/22/2012		2	Daily	42 mins

03/15/2012	<del>██████</del>	17:7	Sub CSE	12	Graduating Senior	Classified	Learning Disability	Rocky Point High School
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<b>Program/Service</b>	<b>Start Date</b>	<b>End Date</b>	<b>Ratio</b>	<b>Freq.</b>	<b>Period</b>	<b>Duration</b>
Special Class - English	09/07/2011	06/02/2012	15:1	1	Daily	42 mins
Special Class - Science	09/07/2011	06/22/2012	15:1	1	Daily	42 mins
Special Class - Social Studies	09/07/2011	06/22/2012	15:1	1	Daily	42 mins







<u>Program/Service</u>	<u>Start Date</u>	<u>End Date</u>	<u>Ratio</u>	<u>Freq.</u>	<u>Period</u>	<u>Duration</u>
Consultant Teacher Services	09/05/2012	06/21/2013		4	Daily	42 mins
Special Class - Language Arts	09/05/2012	06/21/2013	15:1	1	Every Other Day	42 mins
Special Class - Math	09/05/2012	06/21/2013	15:1	1	Every Other Day	42 mins

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<u>Program/Service</u>	<u>Start Date</u>	<u>End Date</u>	<u>Ratio</u>	<u>Freq.</u>	<u>Period</u>	<u>Duration</u>
Special Class	09/05/2012	06/21/2013	15:1	5	Daily	42 mins
Counseling-Social Skills Training	09/05/2012	06/21/2013	Small Group	1	Weekly	42 mins
Occupational Therapy	09/05/2012	06/21/2013	Individual	1	Weekly	42 mins
Occupational Therapy	09/05/2012	06/21/2013	Small Group	1	Weekly	42 mins
Physical Therapy	09/05/2012	06/21/2013	Individual	1	Weekly	42 mins
Speech/Language Therapy	09/05/2012	06/21/2013	Individual	1	Weekly	42 mins
Speech/Language Therapy	09/05/2012	06/21/2013	Small Group	2	Weekly	42 mins

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***Committee Recommendations for Board of Education Review with Details (April 18, 2012)***

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<b><i>Meeting</i></b>	<b><i>Alt ID#</i></b>	<b><i>Age</i></b>	<b><i>Committee</i></b>	<b><i>Grade</i></b>	<b><i>Reason</i></b>	<b><i>Decision</i></b>	<b><i>Disability</i></b>	<b><i>Recommended School</i></b>
03/26/2012		14:3	CSE	07	Initial Eligibility Determination Meeting	Ineligible		Rocky Point Middle School

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**Committee Recommendations for Board of Education Review with Details (April 18, 2012)**

<b>Meeting</b>	<b>Alt ID#</b>	<b>Age</b>	<b>Committee</b>	<b>Grade</b>	<b>Reason</b>	<b>Decision</b>	<b>Disability</b>	<b>Recommended School</b>	
03/26/2012	██████	10:9	Sub CSE	06	Annual Review	Classified	Learning Disability	Rocky Point Middle School	
			<b><u>Program/Service</u></b>	<b><u>Start Date</u></b>	<b><u>End Date</u></b>	<b><u>Ratio</u></b>	<b><u>Freq.</u></b>	<b><u>Period</u></b>	<b><u>Duration</u></b>
			Consultant Teacher Services	09/05/2012	06/21/2013		4	Daily	42 mins
03/26/2012	██████	10:8	Sub CSE	06	Annual Review	Classified	Learning Disability	Rocky Point Middle School	
			<b><u>Program/Service</u></b>	<b><u>Start Date</u></b>	<b><u>End Date</u></b>	<b><u>Ratio</u></b>	<b><u>Freq.</u></b>	<b><u>Period</u></b>	<b><u>Duration</u></b>
			Consultant Teacher Services	09/05/2012	06/21/2013		4	Daily	42 mins
			Speech/Language Therapy	09/05/2012	06/21/2013	Small Group	2	Weekly	42 mins
03/26/2012		11:2	Sub CSE	06	Annual Review	Classified	Autism	Rocky Point Middle School	
			<b><u>Program/Service</u></b>	<b><u>Start Date</u></b>	<b><u>End Date</u></b>	<b><u>Ratio</u></b>	<b><u>Freq.</u></b>	<b><u>Period</u></b>	<b><u>Duration</u></b>
			Consultant Teacher Services	09/05/2012	06/21/2013		4	Daily	42 mins
			Counseling-Social Skills Counseling	09/05/2012	06/21/2013	Small Group	1	Weekly	42 mins
			Parent Counseling and Training	09/05/2012	06/21/2013	Individual	4	Yearly	30 mins
03/26/2012	██████	10:4	Sub CSE	06	Annual Review	Classified	Learning Disability	Rocky Point Middle School	
			<b><u>Program/Service</u></b>	<b><u>Start Date</u></b>	<b><u>End Date</u></b>	<b><u>Ratio</u></b>	<b><u>Freq.</u></b>	<b><u>Period</u></b>	<b><u>Duration</u></b>
			Consultant Teacher Services	09/05/2012	06/21/2013		4	Daily	42 mins
03/26/2012	██████	10:5	Sub CSE	06	Annual Review	Classified	Other Health Impairment	Rocky Point Middle School	
			<b><u>Program/Service</u></b>	<b><u>Start Date</u></b>	<b><u>End Date</u></b>	<b><u>Ratio</u></b>	<b><u>Freq.</u></b>	<b><u>Period</u></b>	<b><u>Duration</u></b>
			Consultant Teacher Services	09/05/2012	06/21/2013		4	Daily	42 mins
			Counseling - Psychological	09/05/2012	06/21/2013	Small Group	1	Weekly	42 mins
03/26/2012	██████	10:8	Sub CSE	06	Annual Review	Classified	Learning Disability	Rocky Point Middle School	
			<b><u>Program/Service</u></b>	<b><u>Start Date</u></b>	<b><u>End Date</u></b>	<b><u>Ratio</u></b>	<b><u>Freq.</u></b>	<b><u>Period</u></b>	<b><u>Duration</u></b>
			Consultant Teacher Services	09/05/2012	06/21/2013		3	Daily	42 mins
			Special Class	09/05/2012	06/21/2013	15:1	2	Daily	42 mins



**Committee Recommendations for Board of Education Review with Details (April 18, 2012)**

<b>Meeting</b>	<b>Alt ID#</b>	<b>Age</b>	<b>Committee</b>	<b>Grade</b>	<b>Reason</b>	<b>Decision</b>	<b>Disability</b>	<b>Recommended School</b>
03/27/2012	██████	17:9	Sub CSE	12	Graduating Senior	Classified	Learning Disability	Rocky Point High School

<b>Program/Service</b>	<b>Start Date</b>	<b>End Date</b>	<b>Ratio</b>	<b>Freq.</b>	<b>Period</b>	<b>Duration</b>
Consultant Teacher Services	09/07/2011	06/22/2012		1	Daily	42 mins
Special Class	09/07/2011	06/22/2012	15:1	1	Every Other Day	42 mins





**Committee Recommendations for Board of Education Review with Details (April 18, 2012)**

<b>Meeting</b>	<b>Alt ID#</b>	<b>Age</b>	<b>Committee</b>	<b>Grade</b>	<b>Reason</b>	<b>Decision</b>	<b>Disability</b>	<b>Recommended School</b>	
03/28/2012	██████	11:3	Sub CSE	05	Annual Review	Classified	Other Health Impairment	Joseph A. Edgar School	
				<b><u>Start Date</u></b>	<b><u>End Date</u></b>	<b><u>Ratio</u></b>	<b><u>Freq.</u></b>	<b><u>Period</u></b>	<b><u>Duration</u></b>
<b><u>Program/Service</u></b>									
Special Class - Language Arts				09/07/2011	06/22/2012	10:1	1	Daily	40 mins
Speech/Language Therapy				09/07/2011	06/22/2012	Small Group	2	Weekly	30 mins



**Committee Recommendations for Board of Education Review with Details (April 18, 2012)**

<b>Meeting</b>	<b>Alt ID#</b>	<b>Age</b>	<b>Committee</b>	<b>Grade</b>	<b>Reason</b>	<b>Decision</b>	<b>Disability</b>	<b>Recommended School</b>	
03/28/2012	██████	16:2	Sub CSE	11	Annual Review	Classified	Learning Disability	Rocky Point High School	
		<b><u>Program/Service</u></b>		<b><u>Start Date</u></b>	<b><u>End Date</u></b>	<b><u>Ratio</u></b>	<b><u>Freq.</u></b>	<b><u>Period</u></b>	<b><u>Duration</u></b>
		Special Class		09/05/2012	06/21/2013	15:1	1	Every Other Day	42 mins
03/28/2012	██████	16:2	Sub CSE	11	Annual Review	Classified	Learning Disability	Rocky Point High School	
		<b><u>Program/Service</u></b>		<b><u>Start Date</u></b>	<b><u>End Date</u></b>	<b><u>Ratio</u></b>	<b><u>Freq.</u></b>	<b><u>Period</u></b>	<b><u>Duration</u></b>
		Consultant Teacher Services		09/05/2012	06/21/2013		1	Daily	42 mins
		Consultant Teacher Services		09/05/2012	06/21/2013		1	Daily	42 mins
		Special Class		09/05/2012	06/21/2013	15:1	1	Every Other Day	42 mins
03/28/2012	██████	15:7	Sub CSE	10	Annual Review	Classified	Learning Disability	Rocky Point High School	
		<b><u>Program/Service</u></b>		<b><u>Start Date</u></b>	<b><u>End Date</u></b>	<b><u>Ratio</u></b>	<b><u>Freq.</u></b>	<b><u>Period</u></b>	<b><u>Duration</u></b>
		Consultant Teacher Services		09/05/2012	06/21/2013		1	Daily	42 mins
		Consultant Teacher Services		09/05/2012	06/21/2013		1	Daily	42 mins
		Consultant Teacher Services		09/05/2012	06/21/2013		1	Daily	42 mins
03/28/2012	██████	17:8	Sub CSE	12	Annual Review	Classified	Learning Disability	Rocky Point High School	
		<b><u>Program/Service</u></b>		<b><u>Start Date</u></b>	<b><u>End Date</u></b>	<b><u>Ratio</u></b>	<b><u>Freq.</u></b>	<b><u>Period</u></b>	<b><u>Duration</u></b>
		Consultant Teacher Services		09/05/2012	06/21/2013		1	Daily	42 mins
		Consultant Teacher Services		09/05/2012	06/21/2013		1	Daily	42 mins
		Special Class		09/05/2012	06/21/2013	15:1	1	Every Other Day	42 mins
03/28/2012	██████	15:6	Sub CSE	11	Annual Review	Classified	Other Health Impairment	Rocky Point High School	
		<b><u>Program/Service</u></b>		<b><u>Start Date</u></b>	<b><u>End Date</u></b>	<b><u>Ratio</u></b>	<b><u>Freq.</u></b>	<b><u>Period</u></b>	<b><u>Duration</u></b>
		Consultant Teacher Services		09/05/2012	06/21/2013		1	Daily	42 mins
		Consultant Teacher Services		09/05/2012	06/21/2013		1	Daily	42 mins
		Consultant Teacher Services		09/05/2012	06/21/2013		1	Daily	42 mins
		Consultant Teacher Services		09/05/2012	06/21/2013		1	Daily	42 mins
		Special Class		09/05/2012	06/21/2013	15:1	1	Every Other Day	42 mins
		Counseling - Psychological		09/05/2012	06/21/2013	Individual	1	Weekly	30 mins
		Skilled Nursing Services		09/05/2012	06/21/2013	Individual	1	Daily	15 mins

**Committee Recommendations for Board of Education Review with Details (April 18, 2012)**

<b>Meeting</b>	<b>Alt ID#</b>	<b>Age</b>	<b>Committee</b>	<b>Grade</b>	<b>Reason</b>	<b>Decision</b>	<b>Disability</b>	<b>Recommended School</b>
03/28/2012	██████	18:2	Sub CSE	12	Graduating Senior	Classified	Learning Disability	Rocky Point High School

<b>Program/Service</b>	<b>Start Date</b>	<b>End Date</b>	<b>Ratio</b>	<b>Freq.</b>	<b>Period</b>	<b>Duration</b>
Special Class	09/07/2011	06/22/2012	15:1	1	Every Other Day	42 mins





<u>Program/Service</u>	<u>Start Date</u>	<u>End Date</u>	<u>Ratio</u>	<u>Freq.</u>	<u>Period</u>	<u>Duration</u>
Special Class - English	09/07/2011	06/22/2012	15:1	1	Daily	42 mins
Special Class - Science	03/13/2012	06/22/2012	15:1	1	Daily	42 mins
Special Class - Social Studies	09/07/2011	06/22/2012	15:1	1	Daily	42 mins

03/22/2012 [REDACTED] 15:0 Sub CSE 09 Amendment Classified Learning Disability Rocky Point High School

<u>Program/Service</u>	<u>Start Date</u>	<u>End Date</u>	<u>Ratio</u>	<u>Freq.</u>	<u>Period</u>	<u>Duration</u>
Special Class	09/07/2011	06/22/2012	15:1	1	Daily	42 mins
Special Class - English	09/07/2011	06/22/2012	15:1	1	Daily	42 mins
Special Class - Math	09/07/2011	06/22/2012	15:1	1	Daily	42 mins
Special Class - Science	09/07/2011	06/22/2012	15:1	1	Daily	42 mins
Special Class - Social Studies	09/07/2011	06/22/2012	15:1	1	Daily	42 mins
Counseling - Psychological	03/22/2012	06/24/2012	Individual	1	Weekly	42 mins

03/27/2012 9:3 Sub CSE 03 Amendment - Agreement No Meeting Classified Hearing Impairment Joseph A. Edgar School

<u>Program/Service</u>	<u>Start Date</u>	<u>End Date</u>	<u>Ratio</u>	<u>Freq.</u>	<u>Period</u>	<u>Duration</u>
Consultant Teacher Services	09/07/2011	06/22/2012		2	Weekly	1 hr





03/09/2012	2:9	CPSE	Preschool Initial Eligibility Determination Meeting	Classified Preschool/No Services Continued EI	Preschool Student with a Disability	Preschool Itinerant Services Only			
03/09/2012	2:9	CPSE	Preschool Initial Eligibility Determination Meeting	Classified Preschool/No Services Continued EI	Preschool Student with a Disability	Preschool Itinerant Services Only			
03/09/2012	2:9	CPSE	Preschool Initial Eligibility Determination Meeting	Classified Preschool	Preschool Student with a Disability	Preschool Itinerant Services Only			
			<u>Program/Service</u> Speech/Language Therapy	<u>Start Date</u> 03/19/2012	<u>End Date</u> 06/22/2012	<u>Ratio</u> Individual	<u>Freq.</u> 2	<u>Period</u> Weekly	<u>Duration</u> 30 mins
03/09/2012	4:5	CPSE	Preschool Initial Eligibility Determination Meeting	Classified Preschool	Preschool Student with a Disability	Preschool Itinerant Services Only			
			<u>Program/Service</u> Occupational Therapy	<u>Start Date</u> 03/19/2012	<u>End Date</u> 06/22/2012	<u>Ratio</u> Individual	<u>Freq.</u> 1	<u>Period</u> Weekly	<u>Duration</u> 30 mins
03/09/2012	4:4	CPSE	Initial Eligibility Determination Meeting	Ineligible					
03/16/2012	4:1	CPSE	Preschool Program Review	Classified Preschool	Preschool Student with a Disability	Alternatives For Children			
			<u>Program/Service</u>	<u>Start Date</u>	<u>End Date</u>	<u>Ratio</u>	<u>Freq.</u>	<u>Period</u>	<u>Duration</u>
			Special Class	09/07/2011	06/22/2012	12:1+1	5	Weekly	4 hrs
			Physical Therapy	03/26/2012	06/22/2012	Individual	1	Weekly	30 mins
			Speech/Language Therapy	09/07/2011	06/22/2012	Individual	3	Weekly	30 mins
			Special Class	07/05/2011	08/12/2011	12:1+1	5	Weekly	2 hrs 30 mins
			Physical Therapy	07/05/2011	08/12/2011	Individual	2	Weekly	30 mins
			Speech/Language Therapy	07/05/2011	08/12/2011	Individual	2	Weekly	30 mins



03/16/2012	3:7	CPSE	Preschool Annual Review	Classified Preschool	Preschool Student with a Disability	Alternatives For Children
<u>Program/Service</u>	<u>Start Date</u>	<u>End Date</u>	<u>Ratio</u>	<u>Freq.</u>	<u>Period</u>	<u>Duration</u>
Special Class	09/04/2012	06/21/2013	12:1+1	5	Weekly	4 hrs
Occupational Therapy	09/04/2012	06/21/2013	Individual	2	Weekly	30 mins
Speech/Language Therapy	09/04/2012	06/21/2013	Small Group	1	Weekly	30 mins
Speech/Language Therapy	09/04/2012	06/21/2013	Individual	3	Weekly	30 mins
Special Class	07/02/2012	08/10/2012	12:1+1	5	Weekly	4 hrs
Occupational Therapy	07/02/2012	08/10/2012	Individual	2	Weekly	30 mins
Speech/Language Therapy	07/02/2012	08/10/2012	Individual	2	Weekly	30 mins
Speech/Language Therapy	07/02/2012	08/10/2012	Individual	1	Weekly	30 mins
03/19/2012	4:6	CPSE	Preschool Annual Review	Classified Preschool	Preschool Student with a Disability	Alternatives For Children
<u>Program/Service</u>	<u>Start Date</u>	<u>End Date</u>	<u>Ratio</u>	<u>Freq.</u>	<u>Period</u>	<u>Duration</u>
Special Class	07/02/2012	08/10/2012	6:1+1	5	Weekly	3 hrs
Occupational Therapy	07/02/2012	08/10/2012	Small Group	1	Weekly	30 mins
Occupational Therapy	07/02/2012	08/10/2012	Individual	1	Weekly	30 mins
Speech/Language Therapy	07/02/2012	08/10/2012	Small Group	1	Weekly	30 mins
Speech/Language Therapy	07/02/2012	08/10/2012	Individual	1	Weekly	30 mins

Rocky Point UFSD  
Personnel Schedule for Board of Education Approval -04/18/12

**Schedule 04-18-12-A Classified Staff**

Name		Position	Bldg.	Salary		Effective Date	Description/Comments
				Rate	Amount		
Gallino	Evelyn	Senior Clerk Typist	DO	N/A	N/A	5/1/12	Lateral transfer from Buildings and Grounds to Special Education. Replaces A. Ventimiglia.
Trypaluk	Kim	Senior Clerk Typist	DO	Annual - Step 0	28,066*	5/1/12	Full-time twelve-month promotional contractual probationary appointment. Change in title from Clerk Typist to Senior Clerk Typist per Civil Service rules and regulations. Replaces E. Gallino. Salary pro-rated.
Wells	Barbara	Clerk Typist	JAE	N/A	N/A	4/30/12	Resignation from part-time twelve-month position in order to accept full-time twelve-month contingent appointment.
Wells	Barbara	Clerk Typist	JAE	Annual - Step 0	23,393*	5/1/12	Full-time twelve-month contingent contractual probationary appointment. Replaces K. Trypaluk.
Bianco	Patrizia	Lead Food Service Worker	HS	Annual - Step 0	18,937*	4/19/12	Amended salary rate and step. Salary pro-rated.
Shene	Megan	Guard	DW	N/A	N/A	3/31/12	Continuation of unpaid medical leave of absence from 3/31/12 through 5/15/12.
Fertig	Kelly	Food Service Worker	MS	N/A	N/A	3/9/12 EOB	Resignation for personal reasons
Ventimiglia	Anne	Senior Clerk Typist	DO	N/A	N/A	3/27/12 EOB	Resignation for personal reasons
Blieka	Carol	School Monitor	FJC	N/A	N/A	6/22/12 EOB	Resignation for personal reasons
*Pending contract negotiations							

Rocky Point UFSD  
 Personnel Schedule for Board of Education Approval -04/18/12

**Schedule 04-18-12-B Certified Staff**

Name	Position	Bldg.	Salary		Effective Date	Description/Comments	
			Rate	Amount			
Stephanie	Coordinator PreK-12 Instruction	DW	N/A	N/A	6/29/12 EOB	Resignation for personal reasons	
LaSorsa	Vincent	Coordinator PreK-12 Instruction	DW	N/A	N/A	6/29/12 EOB	Resignation for personal reasons



Rocky Point UFSD  
 Personnel Schedule for Board of Education Approval -04/18/12

**Schedule 04-18-12-D Teaching Substitutes**

Name		Position	Bldg.	Salary		Effective Date	Description/Comments
				Rate	Amount		
Thaler	Hallie	Per Diem Substitute	DW	Daily	100.00	4/19/12	Reactivation 2011-2012 school year
Smith	Erica	Per Diem Substitute	DW	Daily	100.00	4/16/12	2011-2012 school year
Armenia	Lauren	Per Diem Substitute	DW	Daily	100.00	4/20/12	2011-2012 school year





