

SYOSSET CSD

**Board of Education
Meeting**

**1st Reading of Policies
December 9, 2024**

POLICY 1741
HOME SCHOOLED
STUDENTS

REVIEW NEW POLICY

SYOSSET CENTRAL SCHOOL DISTRICT

HOME-SCHOOLED STUDENTS

Policy 1741

The Board of Education recognizes that parents or other persons in parental relation to a student have the right to make a determination to instruct their children at home in lieu of enrolling their children in the School District's schools.

Parents or other persons in parental relation to a student of compulsory school attendance age shall provide written notice to the Superintendent of Schools of their intention to educate their child at home by July 1st of each school year. Parents/persons in parental relation who wish to educate their child at home must submit to the School District an Individual Home Instruction Plan (IHIP) outlining the educational goals to be met and the course materials and syllabi to be used each year for the child's education. The IHIP must include instruction which is taught by a competent instructor and results in an education which is substantially equivalent to the education provided by the School District. To adequately evaluate an IHIP and comply with law, parents/persons in parental relation are required to submit proof of residence in the School District for the School District to evaluate the IHIP.

Content of the IHIP

In accordance with New York law, each child's IHIP shall contain:

1. The child's name, age and grade level;
2. A list of syllabi, curriculum materials, textbooks or plan of instruction to be used in each of the required subjects listed in 8 NYCRR § 100.10;
3. The dates for submission to the School District of the parents' quarterly reports that are spaced in even and logical periods as required in 8 NYCRR § 100.10;
4. The names of the individuals providing instruction; and
5. A statement that the child will be meeting the compulsory educational requirements of the Education Law § 3205 through full-time study at a degree-granting institution, meaning enrollment for at least 12 semester hours in a semester or its equivalent, if that is the case. In this situation, the IHIP shall identify the degree-granting institution and the subjects to be covered by that study.

Procedures for Development and Review of an IHIP

Within ten (10) business days of the receipt of the notice of intention to instruct at home, the Superintendent of Schools or designee shall send to the parents/persons in parental relation to the student a copy of the relevant section of the Regulations of the Commissioner of Education and a form on which to submit the IHIP.

Within four (4) weeks of the receipt of the IHIP, or by August 31st, whichever is later, the parent shall submit the completed IHIP form to the School District. The School District shall provide assistance in the preparation of the forms, upon request.

Within ten (10) business days of receipt of the IHIP, the Superintendent of Schools or designee

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will review the IHIP submitted by the parents/persons in parental relation, determine whether it is sufficient and notify the parent(s)/person(s) in parental relation that the IHIP complies with the requirements or the IHIP is deficient. In the event the Superintendent of Schools or designee identifies deficiencies in the IHIP, the Superintendent of Schools or designee will give the parents/persons in parental relation written notice of any deficiency. Within fifteen (15) days of a notice of a deficiency in the IHIP, or by September 15th, whichever is later, the parents/persons in parental relation shall be submit a revised IHIP which corrects any such deficiencies.

Within fifteen (15) days of receipt of the revised IHIP, or by September 30th, whichever is later, the Superintendent of Schools or designee will review and notify the parent(s)/person(s) in parental relation as to whether the revised IHIP complies with the requirements. In the event the Superintendent of Schools or designee identifies deficiencies in the IHIP, the Superintendent of Schools or designee will give the parents/persons in parental relation written notice of the reasons for such determination. Such notice shall also contain the date of the next regularly scheduled meeting of the Board of Education that will be held at least ten (10) days after the date of mailing of the notice, and shall indicate that if the parents/persons in parental relation wish to contest the determination of noncompliance, the parents/persons in parental relation must so notify the Board of Education at least three (3) business days prior to such meeting. At such Board of Education meeting, the parents/persons in parental relation shall have the right to present proof of compliance, and the Board of Education shall make a final determination of compliance or noncompliance.

Parents/persons in parental relation shall have the right to appeal the final determination of noncompliance by the Board of Education to the Commissioner of Education within 30 days of receipt of such determination.

Recurring Reports to the School District

Parents/persons in parental relation must submit such reports as are required by the Commissioner's regulations which will be provided to the School District with the necessary information to make determinations of substantial equivalency and competency of instruction on an ongoing basis.

Extra-Curricular Activities

Students instructed at home by their parents/persons in parental relation are not enrolled in the School District and, therefore will not be permitted to participate in extra-curricular activities including, but not limited to, interscholastic sports, intramural sports and other school-sponsored activities (e.g. field trips; prom, without a student from the School District who is eligible to attend the prom independently from the home-schooled student as a date; graduation).

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School District Technology and Library Materials

Students being home-schooled will not be permitted to loan instructional/library materials or School District owned computer technology while being home-schooled.

Instructional Program Participation

Students who are home-schooled may not participate part-time in the instructional program of the School District. This includes any instructional program offered by the School District, including but not limited to the driver's education course.

Regents Exams

Students who are home-schooled and reside in the School District that wish to take Regents examinations will be permitted to sit for Regents examinations administered in the School District. Any home-schooled student wishing to sit for a Regents examination administered in the School District must show proper immunization prior to sitting for such examination. In the event a student does not show proper immunization, the student will be afforded an alternate location in which to sit for the examination.

To do so, the student being home-schooled shall contact the Superintendent of Schools or designee in advance of the Regents examination(s) so the School District may accommodate the student being home-schooled.

Students who wish to take a Regents examination in January must notify the Superintendent of Schools or designee on or before November 1st. Students who wish to take a Regents examination in June must notify the Superintendent of Schools or designee on or before April 1st. Students who wish to take a Regents examination in August must notify the Superintendent of Schools or designee on or before July 1st.

If a Regents examination has a lab requirement, the student may be admitted to the examination if there is evidence that the student has met the lab Requirement. The IHIP, quarterly reports and/or verification from the student's teacher can provide such evidence.

If a student being home-schooled has taken Regents exams at the public school of residence, a request may be made that the School District produce, on school letterhead, a list of the exams taken, the date on which they were taken, and the score the student earned. This list of Regents exam scores can be shared with college admissions personnel.

Other Standardized Tests

Students being home-schooled that reside in the School District may make arrangements to take the Scholastic Aptitude Test (SAT) and/or achievement examinations offered by the College

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Board or the American College Testing Service that are administered in the School District. Additionally, students being home-schooled that reside in the School District may make arrangements to take the General Educational Development test (GED) that are administered in the School District. Any home-schooled student wishing to take any standardized test(s) administered in the School District must show proper immunization prior to sitting for such standardized test(s).

To do so, the student being home-schooled shall contact the Superintendent of Schools upon successful registration for the examination plenty of time so the School District may accommodate the student being home-schooled.

The cost of such tests will be borne by the parent.

Ref: Education Law §§ 3204(2); 3210(2)(d); 3602-c
8 NYCRR §100.10

Adoption date:

POLICY 1900
PARENT AND FAMILY
ENGAGEMENT

REVIEW REVISED POLICY

SYOSSET CENTRAL SCHOOL DISTRICT

PARENT AND FAMILY ENGAGEMENT

Policy 1900

In accordance with the requirements of the Every Student Succeeds Act, the Board of Education hereby adopts its policy concerning parent and family engagement. The Board of Education believes that positive parent* and family engagement is essential to student achievement, and thus encourages such engagement in school educational planning and operations. Parent and family engagement may take place either in the classroom or during extra-curricular activities. The Board of Education also encourages parent and family engagement at home (e.g., planned home reading time, informal learning activities, and/or homework “contracts” between parents and children).

*The term “parent” or “parents” refers to a natural parent, legal guardian or other person standing in *loco parentis* (such as a grandparent or stepparent with whom the child lives), or a person who is legally responsible for the child’s welfare.

Title I Parent and Family Engagement -District Level Policy

Consistent with the parent and family engagement goals of Title I, Part A of the Every Student Succeeds Act (ESSA) the Board of Education will develop and implement programs, activities and procedures that encourage and support the participation of parents of students eligible for Title I services in all aspects of their child’s education. The Board of Education also will require that all of its schools, including those receiving Title I Part A funds, develop and implement school level parent and family engagement policies, as required by ESSA.

For purposes of this policy, parent and family engagement refers to the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities so that parents are full partners in their child’s education and:

- Play an integral role in assisting their child’s learning;
- Are provided with strategies and resources that will help them support their children in academic activities that will increase student engagement and achievement;
- Are encouraged to be actively involved in their child’s education at school; and
- Are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child.

In carrying out the parent and family engagement requirements, the School District and schools shall provide reasonable support for parent and family engagement activities under this section as parents may request. School District and school level Title I parent and family engagement programs, activities and procedures will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under the law in a format and, to the extent practicable, in a language such parents understand.

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As further required by the ESSA, parents of students eligible for Title I services will be provided an opportunity to participate in the development of the School District's Title I plan, and to submit comments regarding any aspect of the plan that is not satisfactory to them. Their comments will be forwarded with the plan to the New York State Education Department ("NYSED").

Parents also will be provided with an opportunity to participate in the process for developing a school improvement plan when the school their child attends fails to make adequate yearly progress for two consecutive years and is identified as a school in need of improvement.

School District staff will undertake the following actions to provide opportunities for parent and family engagement in the development of the School District-Wide Parental Involvement Plan ("PIP"):

- Identify the needs of parents/families to assist with the education of their children.
- Identify strategies to support successful school and family interactions.
- Involve parents in the joint development of the Title I Plan. If the plan is not satisfactory to the parents of children participating in Title I programs, the School District will submit any parent comments to the NYSED along with the School District's plan including, but not limited to, the number of opportunities to meet with school staff, flexible times to accommodate various parent schedules, and the accessibility of the meetings being held in the school their child attends. Further, parents will be surveyed by telephone and by electronic means (if available) to determine availability.
- Provide the coordination, technical assistance, and support necessary to assist schools in planning and implementing effective parent and family engagement activities to improve student academic achievement and school performance including, but not limited to, updated correspondence that complies with NYSED requirements. The Superintendent of Schools or his/her designee will provide such updates to the principals of the schools in the School District.
- Build the schools' and parents' capacity for strong parent and family engagement through implementing and encouraging participation in parent and family engagement activities including, but not limited to, providing the Title I teachers with the time, space, and resources necessary to work effectively with parents.
- Coordinate and integrate parent and family engagement strategies under Title I with those of other programs including Developmental Adolescent Literacy.
- Conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of the parental involvement policy in improving the academic quality of the Title I schools. The evaluation shall include identifying barriers to greater participation by parents in activities under the policy and use the findings of the evaluation to design strategies for more effective parental involvement and, to revise, if necessary, the parental involvement policies at the administration and school levels surveying parents of participating students during the fall meeting. This will be conducted by the principals or his/her designees of the designated buildings. The parents will provide feedback

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regarding their role as full participants in being given an (a) opportunity to develop the building PIP, (b) accessibility to Title I teachers, and (c) utility of materials to assist their children in literacy.

- Involve parents of children in Title I programs in decisions regarding how funds reserved for parent and family engagement activities are spent by requiring their participation in the Consolidated Grant application.

School Level Parent and Family Engagement Plans

The Superintendent of Schools or his/her designee will provide all schools in the School District, including those receiving federal financial assistance under Title I, Part A with the technical assistance and all other support deemed necessary by the principals to assist them in planning and implementing effective parent and family engagement programs and activities that improve student achievement and school performance. As appropriate to meet individual local needs, each designated school will:

- Convene an annual meeting, at a convenient time, to inform parents of their school's participation in Title I programs and to explain Title I requirements and the right of the parents to be involved. All parents of children participating in Title I programs will be invited and encouraged to attend the meeting;
- Offer multiple meetings with flexible times to accommodate various parent schedules, and the accessibility of the meetings being held in the school their child attends. Further, parents will be surveyed by telephone and by electronic means (if available) to determine availability;
- Provide (with funds provided under this provision of law) transportation, child care, or home visits, as such services relate to parent and family engagement;
- In an organized, ongoing, and timely way Involve parents in the planning, review, and improvement of Title I programs, including the planning, review, and improvement of the school parent and family engagement policy.
- Conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of the parent and family engagement policy in improving the academic quality of the Title I schools. The evaluation shall include identifying barriers to greater participation by parents in activities under the policy and using the findings of the evaluation (1) to design strategies for more effective parent and family engagement and, (2) to revise, if necessary, the parent and family engagement policies at the administration and school levels surveying parents of participating students during the fall meeting. This will be conducted by the principals or his/her designees of the designated buildings. The parents will provide feedback regarding their role as full participants in being given an (a) opportunity to develop the building PIP, (b) accessibility to Title I teachers, and (c) utility of materials to assist their children in literacy.;
- Provide parents of participating children with timely information about programs, a description and explanation of the curriculum in use in Title I programs, the forms of academic assessment used to measure student progress, the proficiency levels students

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are expected to meet, and if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children and respond to any such suggestions as soon as practicable; and

- Develop a school-parent compact jointly with parents that outlines how parents, school staff and students will share the responsibility for improved student academic achievement and detail the means by which the school and parents will build and develop a partnership to help all children achieve the state's standards.

The compact must include:

- A description of the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served in Title I schools to meet the State's student academic achievement standards;
- A description of the ways in which each parent will be responsible for supporting their children's learning, such as monitoring attendance, homework completion, television watching, volunteering in their child's classroom and participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time; and
- Address the importance of communication between teachers and parents on an ongoing basis including, but not limited to:
 - Parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as the compact relates to the individual child's achievement;
 - Report cards to parents on their children's progress; and
 - Reasonable access to staff, and opportunities to volunteer and engage with their child's class.

To provide effective involvement of parents and to support a partnership among the schools involved, parents, and the community in order to improve student academic achievement, each school, including the School District's Title I schools, shall:

- Provide assistance to parents of children served by the School District or school, in understanding such topics as the State's academic content standards and State student academic achievement standards, State and local academic assessments, the requirements of this part, and how to monitor a child's progress and work with educators to improve the achievement of their children. The School District will host conferences during the school year at each of its schools to provide this information to parents, students and staff;
- Provide materials and training to help parents work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate; to foster parent and family engagement including, but not limited to, extending invitations to parents to attend conferences geared to reviewing literature content to enable parents to assist their children, if they choose, at home.

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- Educate teachers, Pupil Services personnel, Principals, and other staff, with the assistance of parents in the value and utility of contribution of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school including, but not limited to, in-service and out-of-district professional development courses and workshops. In addition, site-based management teams will evaluate ways in which parents and staff can work together more effectively with the objective of improving student performance.
 - Coordinate and integrate, to the extent feasible and appropriate, parent and family engagement programs and activities with training for parents.

Coordination of Parent and Family Engagement Strategies

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

The schools will disseminate information related to school and parent programs, meetings, and other activities to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand including languages such as Chinese, Japanese, Korean, and Spanish.

Ref: 20 USCA § 6318 (No Child Left Behind Act of 2001) (§1118 of the Elementary and Secondary Education Act)
8 NYCRR §§100.3(b)(3); 100.4(f); 100.5(d)(4); 149.3(16)

Adoption Date: April 17, 2018

Revised: April 16, 2019

Revised: November 18, 2019

Revised: December 14, 2020

Revised: March 21, 2022

Revised: December 12, 2022

Title I Parent and Family Engagement - School Level Policy

The South Grove Elementary School recognizes that parents play an integral role in assisting in their child's learning. We encourage parents to be actively involved in their child's education at school and to become full partners in school educational planning and operations. Consistent with the parent and family engagement goals of ESSA:

1. The Building Principal and appropriate staff shall convene an annual meeting, at a convenient time, to inform parents of the school's participation in Title I programs, and to explain Title I requirements and the right of the parents to be involved. All parents of children participating in a Title I program will be invited to the meeting.
2. The school staff shall offer a number of meetings to provide parents the opportunity to meet with school staff and otherwise participate in their child's education. These meetings shall be held at flexible times at the school their child attends.
3. The school staff shall provide assistance to parents of children served by the School District or school, in understanding such topics as the State's academic content standards and State student academic achievement standards, State and local academic assessments, as well as how to monitor a child's progress and work with educators to improve the achievement of their children. The school will provide parents with timely information about Title I programs. The School District will host a conference during the school year at each of its schools to provide this information to parents, students and staff. Parents may also request meetings with school staff to make suggestions and to participate, as appropriate, in decisions relating to the education of their child. The school will respond to any such suggestions as soon as practicable.
4. The school staff shall involve parents in an organized, ongoing, and timely way, in the planning, review, and improvement of Title I programs, including the planning, review, and improvement of the school's parent and family engagement policy. The review may take the form of a paper survey to be completed by all Title I parents. The results of this survey will serve as a guide to developing strategies for more effective parental involvement.
5. The Superintendent of Schools or his/her designee will provide all schools in the School District, including those receiving federal financial assistance under Title I, Part A, with the technical assistance and all other support deemed necessary by the principals to assist them in planning and implementing effective parent and family engagement programs and activities that improve student achievement and school performance.
6. The school staff will coordinate and integrate, to the extent feasible and appropriate, parent and family engagement programs including but not limited to:
 - Parents as Reading Partners (PARP)
 - Open House

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- Recognizing cultural holidays and traditions through parent and outside guest speakers
 - Participation on emergency response team
 - Kindergarten Orientation
 - Monthly Class Liaison Meetings prior to PTA Meetings
7. The school will educate teachers, special education personnel, principals, and other staff, with the assistance of parents, in the value and utility of contribution of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school including, but not limited to, in-service and out-of-district professional development courses and workshops. In addition, site-based management teams will evaluate ways in which parents and staff can work together more effectively with the objective of improving student performance.
 8. The school will provide materials and training by teachers funded by Title I to help parents work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate; to foster parental involvement including, but not limited to, extending invitations to parents to attend conferences geared to reviewing literature content to enable parents to assist their children, if they choose, at home.
 9. The school will disseminate information related to school and parent programs, meetings, and other activities to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand including languages such as Chinese, Japanese, Korean, and Spanish.

Student Academic Achievement School-Parent Compact
South Grove Elementary School

To help our elementary-level learners achieve, we mutually agree to abide by the following conditions during the school year:

School Responsibilities

South Grove Elementary School will:

- Provide high-quality curriculum and instruction in a supportive and effective learning environment;
- Hold bi-annual parent-teacher conferences to discuss student achievement, and review the principles of this compact;
- Provide parents with report cards in the classroom and the AIS setting;
- Provide parents reasonable access to staff, opportunities to volunteer through the PTA and attendance at/participation in extracurricular events and activities;
- Provide additional opportunities for ongoing communication via electronic sources (e.g., Google Classroom, Google sites and Meets, e-mail), PTA meetings, and school-wide events.

Parent Responsibilities

As parents, we will support our children’s learning in the following ways:

- Monitor my child’s attendance;
- Ensure homework completion;
- Supervise access to electronic media;
- Participate in decisions regarding my children’s education by attending conferences and team meetings when necessary;
- Promote positive use of my child’s extracurricular time such as involvement in clubs; and
- Stay informed about my child’s education and communicate with the school regularly.

Student Responsibilities

As a student, I will share the responsibility for my education, and agree to:

- Be an active participant in class;
- Regularly complete homework and ask for help when needed;
- Read independently outside of school each day;
- Communicate school and classroom news to my parents weekly; and
- Give to my parents all notices and information received by me from my school every day.

School

Parent

Student

Date

Date

Date

Title I Parent and Family Engagement – School Level Policy

The J. Irving Baylis Elementary School recognizes that parents play an integral role in assisting in their child’s learning. We encourage parents to be actively involved in their child’s education at school and to become full partners in school educational planning and operations. Consistent with the parent involvement goals of ESSA:

1. The Building Principal and appropriate staff shall convene an annual meeting, at a convenient time, to inform parents of the school’s participation in Title I programs, and to explain Title I requirements and the right of the parents to be involved. All parents of children participating in a Title I program will be invited to the meeting.
2. The school staff shall offer several meetings to provide parents the opportunity to meet with school staff and otherwise participate in their child’s education. These meetings shall be held at flexible times at the school their child attends.
3. The school staff shall aid parents of children served by the School District or school, in understanding such topics as the State’s academic content standards and State student academic achievement standards, State and local academic assessments, as well as how to monitor a child’s progress and work with educators to improve the achievement of their children. The school will provide parents with timely information about Title I programs. The School District will host a conference during the school year at each of its schools to provide this information to parents, students, and staff. Parents may also request meetings with school staff to make suggestions and to participate, as appropriate, in decisions relating to the education of their child. The school will respond to any such suggestions as soon as practicable.
4. The school staff shall involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of Title I programs, including the planning, review, and improvement of the school’s parent involvement policy. The review may take the form of a paper survey to be completed by all Title I parents. The results of this survey will serve as a guide to developing strategies for more effective parental involvement.
5. The Superintendent of Schools or his/her designee will provide all schools in the School District receiving federal financial assistance under Title I, Part A with the technical assistance and all other support deemed necessary by the principals to assist them in planning and implementing effective parental involvement programs and activities that improve student achievement and school performance.
6. The school staff will coordinate and integrate, to the extent feasible and appropriate, parent involvement programs including but not limited to:
 - Parents as Reading Partners (PARP)
 - Open House
 - Recognizing cultural holidays and traditions through parent and outside guest speakers

- Participation on Emergency Response Team
 - Kindergarten Orientation
 - Monthly Class Liaison Meetings prior to PTA Meetings
7. The school will educate teachers, special education personnel, principals, and other staff, with the assistance of parents, in the value and utility of contribution of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school including, but not limited to, in-service and out-of-district professional development courses and workshops. In addition, site-based management teams will evaluate ways in which parents and staff can work together more effectively with the objective of improving student performance.
 8. The school will provide materials and training by teachers funded by Title I to help parents work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate; to foster parental involvement including, but not limited to, extending invitations to parents to attend conferences geared to reviewing literature content to enable parents to assist their children, if they choose, at home.
 9. The school will disseminate information related to school and parent programs, meetings, and other activities to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand including languages such as Chinese, Japanese, Korean, and Spanish.

Student Academic Achievement School-Parent Compact

J. Irving Baylis Elementary School

To help our elementary-level learners achieve, we mutually agree to abide by the following conditions during the school year:

School Responsibilities

J. Irving Baylis Elementary School will:

- Provide high-quality curriculum and instruction in a supportive and effective learning environment;
- Hold bi-annual parent-teacher conferences to discuss student achievement, and review the principles of this compact;
- Provide parents with report cards in the classroom and the MTSS setting;
- Provide parents reasonable access to staff, opportunities to volunteer through the PTA and attendance at/participation in extracurricular events and activities;
- Provide additional opportunities for ongoing communication via electronic sources (e.g. Google Classroom, Google sites and Meets, e-mail), PTA meetings, and school-wide events.

Parent Responsibilities

As parents, we will support our children’s learning in the following ways:

- Monitor my child’s attendance;
- Ensure homework completion;
- Supervise access to electronic media;
- Participate in decisions regarding my children’s education by attending conferences and team meetings when necessary;
- Promote positive use of my child’s extracurricular time such as involvement in clubs; and
- Stay informed about my child’s education and communicate with the school regularly.

Student Responsibilities

As a student, I will share the responsibility for my education, and agree to:

- Be an active participant in class;
- Regularly complete homework and ask for help when needed;
- Read independently outside of school each day;
- Communicate school and classroom news to my parents weekly; and
- Give to my parents all notices and information received by me from my school every day.

School

Parent

Student

Date

Date

Date

Title I Parent and Family Engagement - School Level Policy

The Robbins Lane Elementary School recognizes that parents play an integral role in assisting in their child's learning. We encourage parents to be actively involved in their child's education at school and to become full partners in school educational planning and operations. Consistent with the parent involvement goals of ESSA:

1. The Building Principal and appropriate staff shall convene an annual meeting, at a convenient time, to inform parents of the school's participation in Title I programs, and to explain Title I requirements and the right of the parents to be involved. All parents of children participating in a Title I program will be invited to the meeting.
2. The school staff shall offer a number of meetings to provide parents the opportunity to meet with school staff and otherwise participate in their child's education. These meetings shall be held at flexible times at the school their child attends.
3. The school staff shall provide assistance to parents of children served by the School District or school, in understanding such topics as the State's academic content standards and State student academic achievement standards, State and local academic assessments, as well as how to monitor a child's progress and work with educators to improve the achievement of their children. The school will provide parents with timely information about Title I programs. The School District will host a conference during the school year at each of its schools to provide this information to parents, students and staff. Parents may also request meetings with school staff to make suggestions and to participate, as appropriate, in decisions relating to the education of their child. The school will respond to any such suggestions as soon as practicable.
4. The school staff shall involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of Title I programs, including the planning, review, and improvement of the school's parent involvement policy. The review may take the form of a paper survey to be completed by all Title I parents. The results of this survey will serve as a guide to developing strategies for more effective parental involvement.
5. The Superintendent of Schools or his/her designee will provide all schools in the School District receiving federal financial assistance under Title I, Part A with the technical assistance and all other support deemed necessary by the principals to assist them in planning and implementing effective parental involvement programs and activities that improve student achievement and school performance.
6. The school staff will coordinate and integrate, to the extent feasible and appropriate, parent involvement programs including but not limited to:
 - Parents as Reading Partners (PARP)
 - Open House
 - Recognizing cultural holidays and traditions through parent and outside guest Speakers

- Participation on emergency response team
 - Kindergarten Orientation
 - Monthly Class Liaison Meetings prior to PTA Meetings
7. The school will educate teachers, special education personnel, principals, and other staff, with the assistance of parents, in the value and utility of contribution of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school including, but not limited to, in-service and out-of-district professional development courses and workshops. In addition, site-based management teams will evaluate ways in which parents and staff can work together more effectively with the objective of improving student performance.
 8. The school will provide materials and training by teachers funded by Title I to help parents work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate; to foster parental involvement including, but not limited to, extending invitations to parents to attend conferences geared to reviewing literature content to enable parents to assist their children, if they choose, at home.
 9. The school will disseminate information related to school and parent programs, meetings, and other activities to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand including languages such as Chinese, Japanese, Korean, and Spanish.

SYOSSET CENTRAL SCHOOL DISTRICT

PARENT AND FAMILY ENGAGEMENT

Policy 1900 – E-5

Student Academic Achievement School-Parent Compact

Robbins Lane Elementary School

To help our elementary-level learners achieve, we mutually agree to abide by the following conditions during the school year:

School Responsibilities

Robbins Lane Elementary School will:

- Provide high-quality curriculum and instruction in a supportive and effective learning environment;
- Hold bi-annual parent-teacher conferences to discuss student achievement, and review the principles of this compact;
- Provide parents with report cards in the classroom and the AIS setting;
- Provide parents reasonable access to staff, opportunities to volunteer through the PTA and attendance at/participation in extracurricular events and activities;
- Provide additional opportunities for ongoing communication via electronic sources (e.g., Google Classroom, Google sites and Meets, e-mail), PTA meetings, and school-wide events.

Parent/ Responsibilities

As parents, we will support our children’s learning in the following ways:

- Monitor my child’s attendance;
- Ensure homework completion;
- Supervise access to electronic media;
- Participate in decisions regarding my children’s education by attending conferences and team meetings when necessary;
- Promote positive use of my child’s extracurricular time such as involvement in clubs; and
- Stay informed about my child’s education and communicate with the school regularly.

Student Responsibilities

As a student, I will share the responsibility for my education, and agree to:

- Be an active participant in class;
- Regularly complete homework and ask for help when needed;
- Read independently outside of school each day;
- Communicate school and classroom news to my parents weekly; and
- Give to my parents all notices and information received by me from my school every day.

School

Parent

Student

SYOSSET CENTRAL SCHOOL DISTRICT

PARENT AND FAMILY ENGAGEMENT

Policy 1900 – E-5

Date

Date

Date

Title I Parent and Family Engagement - School Level Policy

The A.P. Willits Elementary School recognizes that parents play an integral role in assisting in their child’s learning. We encourage parents to be actively involved in their child’s education at school and to become full partners in school educational planning and operations. Consistent with the parent involvement goals of ESSA:

1. The Building Principal and appropriate staff shall convene an annual meeting, at a convenient time, to inform parents of the school’s participation in Title I programs, and to explain Title I requirements and the right of the parents to be involved. All parents of children participating in a Title I program will be invited to the meeting.

2. The school staff shall offer a number of meetings to provide parents the opportunity to meet with school staff and otherwise participate in their child’s education. These meetings shall be held at flexible times at the school their child attends.

3. The school staff shall provide assistance to parents of children served by the School District or school, in understanding such topics as the State's academic content standards and State student academic achievement standards, State and local academic assessments, as well as how to monitor a child's progress and work with educators to improve the achievement of their children. The school will provide parents with timely information about Title I programs. The School District will host a conference during the school year at each of its schools to provide this information to parents, students and staff. Parents may also request meetings with school staff to make suggestions and to participate, as appropriate, in decisions relating to the education of their child. The school will respond to any such suggestions as soon as practicable.

4. The school staff shall involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of Title I programs, including the planning, review, and improvement of the school’s parent involvement policy. The review may take the form of a paper survey to be completed by all Title I parents. The results of this survey will serve as a guide to developing strategies for more effective parental involvement.

5. The Superintendent of Schools or his/her designee will provide all schools in the School District receiving federal financial assistance under Title I, Part A with the technical assistance and all other support deemed necessary by the principals to assist them in planning and implementing effective parental involvement programs and activities that improve student achievement and school performance.

6. The school staff will coordinate and integrate, to the extent feasible and appropriate, parent involvement programs including but not limited to:
 - Parents as Reading Partners (PARP)

SYOSSET CENTRAL SCHOOL DISTRICT

PARENT AND FAMILY ENGAGEMENT

Policy 1900 - E-5

- Open House
- Recognizing cultural holidays and traditions through parent and outside guest speakers
- Participation on emergency response team
- Kindergarten Orientation
- Monthly Class Liaison Meetings prior to PTA Meetings

7. The school will educate teachers, Pupil Services personnel, Principals, and other staff, with the assistance of parents, in the value and utility of contribution of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school including, but not limited to, in-service and out-of-district professional development courses and workshops. In addition, site-based management teams will evaluate ways in which parents and staff can work together more effectively with the objective of improving student performance.

8. The school will provide materials and training by teachers funded by Title I to help parents work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate; to foster parental involvement including, but not limited to, extending invitations to parents to attend conferences geared to reviewing literature content to enable parents to assist their children, if they choose, at home.

9. The school will disseminate information related to school and parent programs, meetings, and other activities to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand including languages such as Chinese, Japanese, Korean, and Spanish.

SYOSSET CENTRAL SCHOOL DISTRICT

PARENT AND FAMILY ENGAGEMENT

Policy 1900 – E-5.2

Student Academic Achievement School-Parent Compact

A.P. Willits Elementary School

To help our elementary-level learners achieve, we mutually agree to abide by the following conditions during the school year:

School Responsibilities

A.P. Willits Elementary School will:

- Provide high-quality curriculum and instruction in a supportive and effective learning environment;
- Hold bi-annual parent-teacher conferences to discuss student achievement, and review the principles of this compact;
- Provide parents with report cards in the classroom and the AIS setting;
- Provide parents reasonable access to staff, opportunities to volunteer through the PTA and attendance at/participation in extracurricular events and activities;
- Provide additional opportunities for ongoing communication via electronic sources (Google Classroom, google sites and meets, e-mail), PTA meetings, and school-wide events.

Parent/Person in Parental Relation Responsibilities

As parents/persons in parental relation, we will support our children’s learning in the following ways:

- Monitor my child’s attendance;
- Ensure homework completion;
- Supervise access to electronic media;
- Participate in decisions regarding my children’s education by attending conferences and team meetings when necessary;
- Promote positive use of my child’s extracurricular time such as involvement in clubs; and
- Stay informed about my child’s education and communicate with the school regularly.

Student Responsibilities

As a student, I will share the responsibility to improve my grades, and agree to:

- Be an active participant in class;
- Regularly complete homework and ask for help when needed;
- Read independently outside of school each day;
- Communicate school and classroom news to my parents weekly; and
- Give to my parents all notices and information received by me from my school every day.

| | | |
|--------|--------|---------|
| _____ | _____ | _____ |
| School | Parent | Student |
| _____ | _____ | _____ |
| Date | Date | Date |

POLICY 9550

EXPRESSION OF BREAST MILK IN THE WORKPLACE

REVIEW REVISED POLICY

SYOSSET CENTRAL SCHOOL DISTRICT

EXPRESSION OF BREAST MILK IN THE WORK PLACE

Policy 9550

Employees of the School District have the right to express breast milk in the workplace.

Making a Request to Express Breast Milk at Work

Employees wishing to request a room or other location to express breast milk in the workplace should do so by submitting a written request to their direct supervisor or individual designated by the School District for processing such requests. The School District will respond to this request for a room or other location to express breast milk in writing within five (5) days of its receipt of the request. In addition, the Superintendent of Schools or designee will meet with an employee who needs to express breast milk during the workday to establish a plan for providing the employee with breaks for this purpose.

Using Break Time for Breast Milk Expression

Employees will be permitted to use their paid break time or meal time to express breast milk. The School District will provide employees with a thirty (30) minute paid break for the purpose of expressing breast milk. In the event the employee requires additional time to express breast milk, the employee will be permitted to utilize then-existing paid breaks or meal time for said purpose. Employees will be allowed to take a longer unpaid break if needed. Employees may opt to take shorter breaks.

Employees who work remotely have the same rights to unpaid time off for the purpose of expressing breast milk, as all other employees who perform their work in-person.

An employee will be permitted to work before or after their normal shift to make up any time used as unpaid break time to express breast milk, as long as this time falls within the normal work hours of the School District. Employees will not be required to make up their unpaid break time. In addition, an employee may voluntarily choose to continue to work while expressing breast milk in the lactation room. Time working while expressing breast milk must be compensated.

The time requested by an employee for the purpose of expressing breast milk will be provided for up to three (3) years following childbirth.

Lactation Room Requirements

In addition to providing the necessary time during the workday, the School District will provide employees with a private room or alternative location for the purpose of breast milk expression. Space provided for breast milk expression will be close to the work area of the employee(s) using the space and will be in walking distance, and the distance to the location should not significantly extend an employee's needed break time. However, if the designated lactation room where such break will be taken is not close to an employee's work station, the provided break will be at least thirty (30) minutes.

SYOSSET CENTRAL SCHOOL DISTRICT

EXPRESSION OF BREAST MILK IN THE WORK PLACE

Policy 9550

If a separate room or space is not available for lactation, the School District may use a vacant office or other available room on a temporary basis. This room must not be accessible to the public or other employees while an employee is using it for breast milk expression. The space provided for breast milk expression cannot be a restroom or toilet stall.

A separate space may not be available for every nursing employee. The School District may dedicate a single room or other location for breast milk expression. Should more than one (1) employee at a time require access to a lactation room, the School District may dedicate a centralized location to be used by all employees.

As a last resort, an available cubicle may be used for breast milk expression. A cubicle can only be used if it is fully enclosed with a partition and is not otherwise accessible to the public or other employees while being used for breast milk expression. The cubicle walls must be at least seven (7) feet tall to ensure the employee's privacy.

In the event the School District would suffer undue hardship in providing a space in accordance with the above requirements, the School District will still provide a room or other location (other than a restroom or toilet stall) that is in close proximity to the work area where an employee can express breast milk in privacy and that meets as many of the requirements as possible. Undue hardship is defined as "causing significant difficulty or expense when considered in relation to the size, financial resources, nature, or structure of the employer's business." Notwithstanding the foregoing, the School District will not deny an employee the right to express breast milk in the workplace due to difficulty in finding a location.

To ensure privacy, if the lactation room has a window, it must be covered with a curtain, blind, or other covering. In addition, the lactation space should have a door equipped with a functional lock. If this is not possible (such as in the case of a fully enclosed cubicle), as a last resort, an employer must utilize a sign advising the space is in use and not accessible to other employees or the public.

The room or other location must:

- Be close to an employee's work area
- Provide good natural or artificial light
- Be private – both shielded from view and free from intrusion
- Have accessible, clean running water nearby
- Have an electrical outlet (if the workplace is supplied with electricity)
- Include a chair
- Provide a desk, small table, desk, counter, or other flat surface

The space designated for expressing breast milk must be maintained and clean at all times.

SYOSSET CENTRAL SCHOOL DISTRICT

EXPRESSION OF BREAST MILK IN THE WORK PLACE

Policy 9550

If a refrigerator is available in the building in which the employee is assigned, the employee will be permitted to use the refrigerator to store breast milk. However, the School District is not responsible for and cannot ensure the safekeeping of expressed milk stored in any refrigerator in the workplace. Employees are required to store all expressed milk in closed containers and bring milk home each evening.

Complaints

The School District will not discriminate against an employee who chooses to express breast milk in the workplace.

If an employee believes that they are experiencing retaliation for expressing breast milk in the workplace, or that their employer is in violation of this policy, the employee may contact the New York State Department of Labor's Division of Labor Standards at 1-888-52-LABOR, via email at LSAsk@labor.ny.gov, or by personally filing a complaint at the nearest Labor Standards office. A list of offices is available at dol.ny.gov/location/contact-division-labor-standards. Complaints are confidential.

In addition to such other rights the employee may have, the employee may exercise their rights under the federal PUMP Act by filing a complaint with the U.S. Department of Labor. Information concerning an employee's rights under the PUMP Act can be found at dol.gov/agencies/whd/pump-at-work.

The School District will notify all employees in writing through email or printed memo when a room or other location has been designated for breast milk expression. The School District will provide this policy in writing to all employees when they are hired and on an annual basis at the start of the school year. Employers are also required to provide the policy to employees as soon as they return to work following the birth of a child.

Cross Ref: 0100 Equal Opportunity

Ref: 29 USC §218d (Breastfeeding Accommodations in the Workplace)
Labor Law §206-c

Adoption date: May 13, 2024