

**FOREST HILLS ELEMENTARY
SCHOOL ADVISORY COUNCIL**

Date: November 5th 2025

Location: Media Center

AGENDA

- I. Roll call to Establish Quorum
- II. Approved Previous Meeting Notes
- III. Media
- IV. Principal Updates
- V. SESIR Report (Huff)
- VI. Review School Improvement Plan
- VII. School Advisory Council (SAC) Roles and Responsibilities
- VIII. A+ Recognition Funds
- IX. Questions And Adjournment Public Comments (non-SAC members have 3 mins)

**FOREST HILLS ELEMENTARY
SCHOOL ADVISORY COUNCIL**

Date: November 5th 2025

Location: Media Center

Minutes

I. Roll call to Establish Quorum

Meeting called to order at 7:23

II. Approved Previous Meeting Notes

Motion to approve – Hanlon
Seconded by Bogle

III. Media

Coppolla shares media compliance plan; budget spent on literature, tech, and social sciences based on what is currently in the media center

IV. Principal Updates

Accountability funds - \$15,422 was given back to the school; Rothman plans to spend this year to avoid losing the funds

December meeting is the 2nd @ 7:15
will vote on those accountability funds to be used

V. SESIR Report (Huff)

No new SESIR

VI. Review School Improvement Plan

Growth monitoring on math and reading to ensure students are meeting their goals
Performance Matters is being used to review each student's progress individually

VII. School Advisory Council (SAC) Roles and Responsibilities

Marini reviews purpose of SAC; in charge of accountability funds, recognition funds in order to support the School Improvement Plan; monitor SIP, analyze student data

VIII. A+ Recognition Funds

Introduced process last meeting in order to get input from members and from staff
Marini shares input that was put anonymously in the box

Options / opinions shared include

Fund distribution should reflect the extra effort put forth by certain groups

Last year's vote was to disperse evenly

Handle wording delicately

Numbers should be broken down clearly so there is transparency with what every receiving member would actually receive

80% for instructional, clerical, and admin; 20% non-instructional

If "none of the above" gets selected and no agreement is reached, the money will be split equally amongst the classroom teachers

Discussion of work load on instructional vs noninstructional staff

Last year's ballot included an equal split, a tiered split (instructional/non instruct), and a none of the above option

ESPs are noninstructional staff members

IX. Questions And Adjournment Public Comments (non-SAC members have 3 mins)

Rothman would like to meet again to have further chances to share opinions at another SAC meeting

Motion to adjourn Waldmann

Seconded by Marini – Meeting adjourned at 8:14

Subject: Proposal for Fair Distribution of Bonus Funds

Dear Committee,

Although everyone within our school contributes in some form or fashion to the success of our students, I believe the bonus money should be distributed in a way that truly reflects the level of contribution and commitment shown by staff members towards student growth and achievement.

Last year, many teachers and staff voluntarily used their own planning time to tutor students and provide additional academic support. While participation was not mandatory, these teachers and staff dedicated their personal time to help bridge learning gaps, support struggling students, and ensure academic growth. Their efforts played a direct role in helping our students make gains and ultimately in our school achieving and maintaining its "A" rating.

I want to make it clear that this is not to say that any member of our school community is undeserving, as every role is important and contributes to the overall success of our students. However, if the bonus funds are to be divided, I believe it would be fair and equitable for those individuals who went above and beyond specifically those who contributed directly to student growth and achievement to receive an amount proportional to their efforts.

Therefore, I am proposing that the bonus allocation include consideration for the level of direct instructional impact and additional time contributed. This approach would not only acknowledge the hard work of all staff members but also fairly reward those who made personal sacrifices to ensure our students reached their full potential, particularly in preparation for the state assessments.

Thank you for your time and consideration of this proposal. I deeply appreciate the opportunity to share my perspective and remain committed to the continued success of our students and school.

Idea for Ballot







80% Instructional, Administration, and Clerical

20% Non-Instructional

★ SAC Sign in Sheet for Forest Hills ES (2631)

Date: 11/5/25

Time: 7:15am

| # | SAC Member Full Name | Position | SBBC Employee | Parent of Student | Sign Here |
|----|-------------------------|--|---------------|-------------------|---|
| 1 | Blair, Taylor | Teacher | Yes | No |  |
| 2 | Blaise, Tashawn | Gifted Parent of a student at the school | No | Yes |  |
| 3 | Bogle, Robert | I-Zone Representative (must be a parent) | No | Yes |  |
| 4 | Bostick, Tracie | Parent | No | Yes | |
| 5 | Downer, Joanne | Community / Business Representatives | No | Yes | |
| 6 | Eloy, Kimberly | BTU Steward (or designee) | Yes | No |  |
| 7 | Hanlon-Camuto, Rosalind | Non-Instructional Support Employees | Yes | Yes |  |
| 8 | Laverde, Manuel | ESOL Parent of a student at the school | No | Yes | |
| 9 | Marini, Belinda | SAC Chair , Teacher | Yes | No |  |
| 10 | Pierre, Maxwell | Parent | No | Yes |  |
| 11 | Pierre, Tiana | ESE Parent of a student at the school | No | Yes |  |
| 12 | Rothman, Barbara | Principal | Yes | No |  |
| 13 | Rzezcycki, Katherine | Teacher | Yes | No |  |

★ SAC Sign in Sheet for Forest Hills ES (2631)

Date: 11/5/25


Time: 7:15am

| # | Full Name | SBBC Employee | Parent of Student | Community/Business | Sign Here |
|----|----------------|---------------|-------------------|--------------------|------------------|
| 1. | Sarah Clark | ✓ | | | <i>S Clark</i> |
| 2 | Yvette Nazien | ✓ | ✓ | | <i>Y. Nazien</i> |
| 3 | Miranda Landau | ✓ | | | <i>M Landau</i> |
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Good afternoon-

In every meeting that I have attended, whether as a parent or as an employee, the outcome has always been an equal split among all.

The view has been that while teachers teach, the rest of the staff has their own part in the children's day-to-day needs. Whether it is feeding the students, cleaning up after them, preparing them for their advancement, or just showing up to help in whatever their role or activity may be. A degree, pay grade, years of experience, job description, and/or title does not matter when, as a whole we all contribute to the betterment of a student's educational experience. And yes, while some may give more than others in time or financially, we all do our part. For if we did not we would not have the jobs that we have.

 School is a community, and one cannot work without the other. We are a team and that is how the proceeds should be distributed.

As we come together to talk about this year's A+ Recognition Funds, I'd like to share a perspective on how the funds might be distributed. We believe the distribution should fairly reflect the amount of work and involvement invested by each individual or group—especially as it contributes to student achievement and growth.

That said, we also want to emphasize that everyone in our school plays an important role in supporting our students. Every person here—no matter their position—makes a difference in the lives of our students and helps our school run smoothly. We truly value and appreciate all the hard work, care, and dedication that each of you brings every day.

At the same time, we recognize that certain groups—such as our instructional staff, clerical staff, and administration—carry responsibilities that have a direct and daily impact on student learning and achievement. These roles often require additional time, planning, and effort beyond the school day.

Our goal is not to take away from anyone's contributions, but rather to ensure the funds are distributed in a way that reflects both fairness and the level of direct involvement in student growth. We deeply appreciate everyone's continued dedication to our school community and to the success of every student we serve.

Thank you.

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Thank you.

Annual Typical Growth (1)

| Grade | % Likely | % Somewhat Likely | % Somewhat Unlikely | % Somewhat Unlikely |
|---------|----------|-------------------|---------------------|---------------------|
| Grade 1 | - | - | - | - |
| Grade 2 | - | 86% | - | - |
| Grade 3 | 26% | 79% | 60% | 14% |
| Grade 4 | 20% | 70% | 59% | 22% |
| Grade 5 | 13% | 57% | - | 30% |

Annual Typical Growth ⓘ

| Grade | % Likely | % Somewhat Likely | % Somewhat Unlikely |
|---------|----------|-------------------|---------------------|
| Grade K | 54% | 96% 42% | 4% |
| Grade 1 | 38% | 92% 54% | 8% |
| Grade 2 | 36% | 91% 55% | 9% |
| Grade 3 | 41% | 90% 49% | 10% |
| Grade 4 | 24% | 79% 55% | 21% |
| Grade 5 | 10% | 66% 56% | 34% |