

# **JOHN DEWEY HIGH SCHOOL**



# **TEACHER HANDBOOK**

**CONNIE HAMILTON  
MASTER PRINCIPAL**

## Table of Contents

Preface/Introduction.....	4
School Vision.....	4
Truth Signs.....	5
Chancellors Vision.....	6
School Calendar.....	7
JDHS Offices/Academies.....	8
JDHS Administration/Supervision.....	9
JDHS Business and Daily Operations.....	10
JDHS Policies and Procedures.....	10
School Hours.....	10
Bell Schedule.....	10
Staff Attendance.....	10
Coverages.....	12
Leaving the Building.....	12
Payroll/Per-Session.....	13
Treasury.....	13
Student Attendance.....	13
Trips & Activities/Trip Attendance.....	14
Hallways and Passes.....	15
Lunch Procedures.....	15
Mailboxes.....	15
Website.....	16
MetroCard.....	16
Parking.....	16
Books.....	16
Copy Center.....	16
School Letterhead.....	16
Supplies.....	16
UFT Information.....	16
UFT Teacher Center.....	16
 Instruction.....	 17
Lesson Plans.....	18
Lesson Plan Templates.....	18
Power Point Lesson Format.....	19
Use of Instructional Resources.....	24
Agenda Flow.....	24
Course Syllabi.....	24
Student Contracts.....	24
Observations.....	25
Report Cards.....	25
Grading Policies/Academic Policies.....	25
Outreach Contact Log.....	25
Classroom Management.....	26
Bulletin Boards.....	26
Mentoring.....	27

Special Education Protocol.....	29
Teacher Commitments.....	33
After-School Programs.....	33
Parent-Teacher Conferences.....	33
Testing/Proctoring.....	36
JDHS Electronics and Internet Safety Procedures.....	38
Electronics Policy.....	38
Use of Telephones for Teachers.....	38
Cyberbullying.....	38
Staff and Student Safety.....	39
Security/Visitors.....	39
ID Cards for Students and Staff.....	39
Science Labs.....	39
LGBT.....	40
Respect For all.....	40
Child Abuse.....	43
Discipline.....	44
Student Suspensions/Classroom Removal.....	44
Referral Process.....	44
Dress Code.....	44
NYCDOE Disciplinary Code.....	44
Behavioral Referral Form.....	45
Fire Drills.....	46
Building Evacuation Map.....	47
DOE Emergency Readiness.....	48
Chancellors Regulations.....	52

# **“DEWIN’ IT RIGHT”**

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## **PREFACE**

The John Dewey High School Teacher Handbook has been developed to assist teachers in the management of instructional and administrative procedures as they relate to the operation of our high school. This handbook is subject to revision and update on an ongoing basis.

It should be noted that the handbook introduces a summary of school information. Teachers are responsible for its content and policies; however, it is not a complete review of all school, district and Chancellor’s rules and regulations. Teachers and staff are instructed to access a complete list of the Chancellor’s Regulations which can be found via a link on the New York City Department of Education’s internet home page. <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations/default.htm>

For more detailed school policies and information or for clarification regarding any item found in this handbook, teachers and staff should consult with their immediate supervisor.

## **INTRODUCTION**

John Dewey High School (JDHS) is a safe, friendly, multicultural learning environment whose doors are open to high school students from around the world or “around the block.” JDHS provides students learning opportunities through creative, rigorous, engaging and supportive instruction. We feature up to date technology instruction, a drama program that produces two performances every year, a state of the art Science Research Lab as well as an extensive after-school tutoring and English Language Learner Saturday and after-school academies. Our students benefit from many opportunities, including the chance to take multiple AP courses, complete college coursework through our partnership with LIU, as well as a nationally recognized high school-to-college partnership between Kingsborough Community College and John Dewey High School.

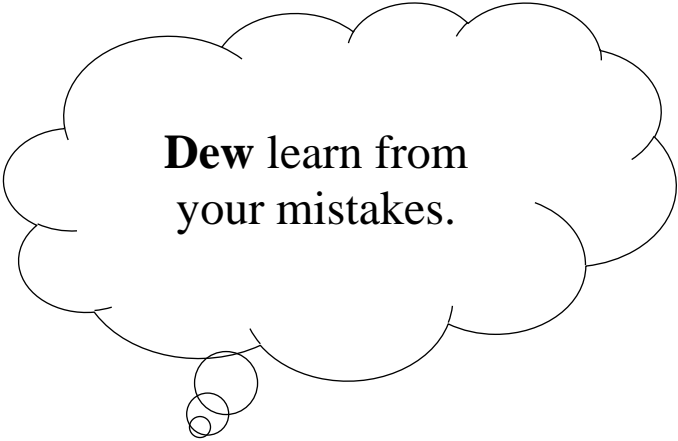
John Dewey famously said, "Education is not preparation for life; education is life itself." It is our belief at JDHS that teachers must be properly supported so that they can engage with their students in meaningful ways and develop their craft. To this end, JDHS features a newly redesigned UFT Teacher Center and the services and supports of a UFT Teacher Center Instructional Coach. We also aim to support our teaching staff through mentoring opportunities, model classrooms, and work around shifts in mathematics instruction and content area literacy instruction led by Model Teachers.

## **SCHOOL VISION**


All children can learn and be successful when held to high expectations and given appropriate supports and interventions that are designed to meet their individual needs.




## **Truth Signs**



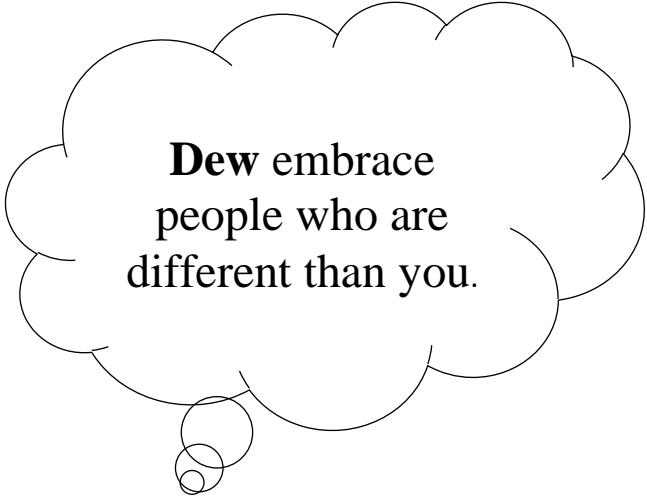
**Dew** learn from  
your mistakes.



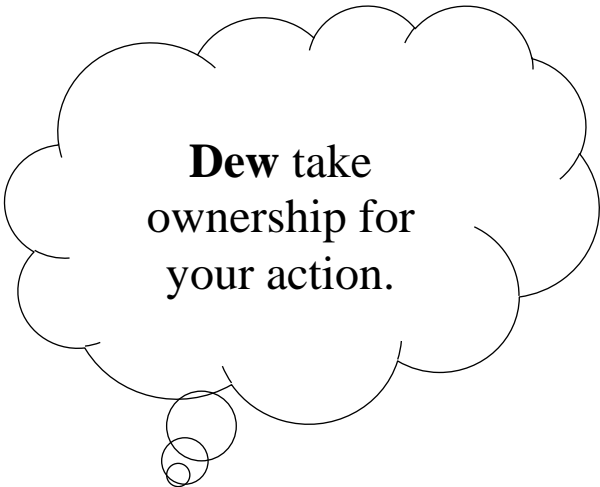
**Dew** give it your  
best effort all the  
time.



**Dew** treat everyone  
with respect.



**Dew** embrace  
people who are  
different than you.

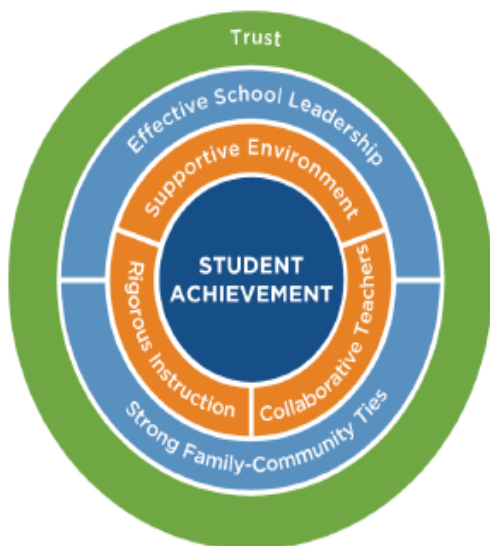


**Dew** take  
ownership for  
your action.

# Chancellor's Vision

School-Wide and Departmental goals are set annually based on the Framework for Great Schools.

## The Framework for Great Schools



The Framework for Great Schools is a fundamental change to the way the Department of Education will partner with our schools.

The Framework for Great Schools will –

- Allow the district to develop a holistic, research-based approach to school support and accountability that recognizes and celebrates what schools do every day. Our approach will honor the fact that students are more than just a test score.
- Provide tailored support to schools and foster professional learning communities.
- Hold schools and the school system accountable for the shared goal of building capacity to drive student achievement.
- Replace the spirit of competition with one of collaboration and establish a common language for improvement.
- Bring together the strengths of schools and their communities to support students throughout the school day and beyond.
- Advance educational attainment by preparing every New York City public school graduate to compete in the 21<sup>st</sup>-century workplace.

For more information, visit

<https://schools.nyc.gov/framework>

## THE SIX ELEMENTS OF THE FRAMEWORK FOR GREAT SCHOOLS

### Rigorous Instruction

Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

### Supportive Environment

The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

### Collaborative Teachers

Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

### Effective School Leadership

Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

### Strong Family-Community Ties

School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.

### Trust

Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

# School Calendar 2017–2018

<b>Sept 7</b>	<b>First Day of School</b> Early dismissal for non-District 75 kindergarten students only. Partial school time for pre-kindergarten public school students.	<b>Jan 29</b>	Chancellor's Conference Day for High Schools High School students do not attend school, except those enrolled at D75 school programs.
<b>Sept 8</b>	First Full Day for Non-District 75 Kindergarten Students Partial school time for pre-kindergarten public school students.	<b>Jan 30</b>	Spring Term Begins for High School Students
<b>Sept 13</b>	Elementary School: Parent-Teacher Conferences*	<b>Feb 16–23</b>	Lunar New Year and Midwinter Recess (schools closed)
<b>Sept 21–22</b>	Rosh Hashanah (schools closed)	<b>Mar 6–7</b>	Middle School: Parent-Teacher Conferences*
<b>Sept 26</b>	Middle School: Parent-Teacher Conferences*	<b>Mar 8–9</b>	High School: Parent-Teacher Conferences*
<b>Sept 28</b>	High School: Parent-Teacher Conferences*	<b>Mar 12–13</b>	District 75 School Programs: Parent-Teacher Conferences*
<b>Oct 9</b>	Columbus Day Observed (schools closed)	<b>Mar 14–15</b>	Elementary School: Parent-Teacher Conferences*
<b>Nov 7</b>	Election Day Students do not attend school. Chancellor's Conference Day for Staff Development.	<b>Mar 30–Apr 6</b>	Spring Recess (schools closed)
<b>Nov 9–10</b>	High School: Parent-Teacher Conferences*	<b>May 3</b>	High School: Parent-Teacher Conferences*
<b>Nov 13–14</b>	District 75 School Programs: Parent-Teacher Conferences*	<b>May 9</b>	Middle School: Parent-Teacher Conferences*
<b>Nov 15–16</b>	Elementary School: Parent-Teacher Conferences*	<b>May 23</b>	Elementary School: Parent-Teacher Conferences*
<b>Nov 23–24</b>	Thanksgiving Recess (schools closed)	<b>May 28</b>	Memorial Day (schools closed)
<b>Nov 29–30</b>	Middle School: Parent-Teacher Conferences*	<b>Jun 7</b>	Anniversary Day Students do not attend school. Chancellor's Conference Day for Staff Development.
<b>Dec 25–Jan 1</b>	Winter Recess (schools closed)	<b>Jun 11</b>	June Clerical Day Elementary school, middle school, and D75 students do not attend school.
<b>Jan 15</b>	Dr. Martin Luther King Jr. Day (schools closed)	<b>Jun 15</b>	Eid al-Fitr (schools closed)
<b>Jan 26</b>	Regent Scoring Day High School students do not attend school, except those enrolled at D75 school programs.	<b>Jun 22</b>	Regents Rating Day High School students do not attend school, except those enrolled at D75 school programs.
		<b>Jun 26</b>	<b>Last Day For All Students</b> Early Dismissal.



\*Parent-teacher conference dates are citywide however, some schools may hold their conferences on alternative dates. Most schools will hold an evening conference for families in September and May. Please check with your school for specific schedules. For assessment dates and other calendars, please visit [schools.nyc.gov/calendar](http://schools.nyc.gov/calendar).

## **JDHS OFFICES**

<b>Copy Center</b>	131
<b>Computer Tech</b>	371
<b>College/Career Office</b>	113
<b>Dean's Office</b>	167
<b>Jewish Board</b>	106
<b>Library</b>	119
<b>Lost and Found</b>	167
<b>Photo ID Cards</b>	167
<b>Medical Office</b>	139
<b>CATCH</b>	327E
<b>SAPIS</b>	327D
<b>Pupil Personnel Service Attendance</b>	163
<b>Special Education Office</b>	117
<b>UFT Teacher Center</b>	278B
<b>UFT Office</b>	131
<b>Payroll</b>	103B
<b>Treasury</b>	107
<b>Record Room</b>	117

## **John Dewey High School Academies**

<b>Arts Academy</b>	279
<b>Business Academy</b>	231
<b>Law Academy</b>	351
<b>Pre-Med/Health Academy</b>	251
<b>STEM</b>	323

## **ADMINISTRATION/SUPERVISION**

Master Principal- Connie Hamilton	107
Master Assistant Principal- Sarah Kaplan	103A
A.P. Administration- Jeff Simon	115
A.P. Organization- Jon Messinger	105
A.P. Pupil Personnel Services- Barbie Frias	163
A.P. Data & Technology- Joe Antonucci	118
A.P. Safety & Security- Jamie Getreu	167
A.P. Instructional Support Services- Justine Bretagna	117
A.P. Arts Academy- Nicholette Apap	279
A.P. English- Heather Adelle	216
A.P. Social Studies/Law Academy- Larry Orsini	351
A.P. Science/ Pre-Med/Health Academy- Pamela Mudzingwa-MaKina	251
IA A.P. ELL & Foreign Language- Emily Smith	368
IA A.P. Physical Education/ Business, Hospitality & Tourism	2311
Mathematics Chairperson- Jamila Henry	323

## **Guidance**

Arts Academy- Ms. D. Natale	2294
Business Academy- Ms. L. Bachman	2311
Law Academy- Ms. A. Rattray-Clarke	327
Pre-Med/Health Academy- Ms. C. Varghese	327
STEM Academy- Ms. B. Brutus	347
Special Education-Ms. R. Ponce	327
Special Education- Ms. R. Boyle	117
Special Education- Mr. R. Matera	117
English New Language- Ms. T. Neff	347
English New Language- Ms. C. Leong	347
Social Worker- Ms. F. Walker	227
Psychologist- Mr. J. Russo	117
Social Worker- Ms. J. Rosario	117
College Office- Ms. L. Mazzola	113

# **JDHS Business and Daily Operations**

## **JHDS Policies and Procedures**

Please note that all of the JDHS policies and procedures as well as related documents (i.e. Chancellor's Regulations, JDHS discipline policy, JDHS Handbook, calendar of events, etc.) discussed below are shared with JDHS faculty and staff via Google Drive.

## **School Hours**

Monday- 8:15 - 3:55

Tuesday- 8:15 - 3:45

Wednesday- 8:15 - 2:35

Thursday- 8:15 - 2:35

Friday- 8:15 - 2:35

You are required to begin your class by 8:18. Allot time for travel, clocking in, and preparation prior to class instruction.

## **BELL SCHEDULE**

Period	Start	End
Warning Bell		8:15
1	8:18	9:02 (44 Minutes)
2	9:05	9:49 (44 Minutes)
3	9:52	10:40 (48 Minutes) [Attendance Period]
4	10:43	11:27 (44 Minutes)
5	11:30	12:14 (44 Minutes)
6	12:17	1:01 (44 Minutes)
7	1:04	1:48 (44 Minutes)
8	1:51	2:35 (44 Minutes)

## **Staff Attendance**

Teacher time is Monday through Friday 8:15 A.M. - 2:35 P.M. (Monday- academy meeting until 3:55 P.M.) (Tuesday- department meeting and parent outreach until 3:45 P.M.). When a teacher enters the school, he/she must move his/her own timecard to the "IN" side. Check your time card for coverage slips and look for messages or important information posted above the time clock. In order to obtain a substitute teacher to cover subject classes, it is essential that teachers telephone the school by 6:30 A.M.

- **Lateness:** Staff members should telephone the school as soon as they become aware that they will arrive at school later than their scheduled time. Lateness due to unexpected emergencies (Traffic problems, snowstorms, etc.) must be called in to the APO's Office (718-373-6400 Ex. 1051) as soon as possible, particularly if Period 1 coverage is needed. Staff members who arrive after 8:15 A.M. must see the

Payroll Secretary in room 103B. Lateness which occurs past the beginning of instruction is considered fractional absence. Lateness due to public transportation delays or extreme weather conditions requires the completion of Form (OP201 Pink) available from the APO's Secretary. A teacher is considered late for duty if he or she arrives after the established time for reporting for duty. This time is determined by the principal in relation to the requirements of the school and the specific duties of the teacher. If the teacher is not on duty by the time pupils are present in the classroom, he or she is considered absent. Fractional absences occur (that is, absence for part of a school day) when a teacher arrives late and is counted from the time he/she reports for duty to the time the teacher is available for duty in the classroom.

For example, if a teacher is required to report for duty at 8:15 A.M., the teacher who arrived at 8:30 A.M. has been absent for one quarter of an hour. Each occurrence of lateness, and any related fractional absence, must be reviewed by the principal and recorded on the School Record of Teacher Absence. If a teacher's lateness and/or fractional absence are due to an illness, the time will be accumulated for deduction from the C.A.R. If the lateness and/or fractional absence is not due to illness, or the teacher has no time available in the C.A.R, it must be reported on the Payroll Service Report for deduction of the corresponding amount of money from salary.

As per Chancellors Regulations:

- **Illness:** Self-Treated absences (i.e. absences without medical documentation) in excess of ten days during the school year will result in a payroll deduction commencing on the 11<sup>th</sup> day.
  - The Principal has the right to petition the Superintendent to request a medical examination by the Department of Education when teachers are absent.
  - In accordance with Department of Education regulations, no staff member may travel outside of the NYC metropolitan area during an absence for illness unless the Superintendent has granted approval.
  - The Principal is required to interview all pedagogues with unusual patterns of absence before or after holidays and weekends.
  - Excessive lateness can result in a deduction from the CAR.
  - Teachers should make every effort to submit medical documentation whenever an absence is incurred.
- **Absence Notification to the School:** Advance notice must be given if the absence is due to personal business, religious observance, jury duty, etc. The form must be submitted at least one week in advance of the absence.
  - Telephone calls for personal illness must be made no later than 6:30 A.M. at 718-373-6400 Ex. 1053. Early notification is essential in order to secure a substitute teacher to cover your program.
  - Self-treated absences before or after weekends, holidays, the day of Open School afternoon/evening are scrutinized along with other patterns of absence. Teacher absence for personal business requires at least two weeks in advance notice and the approval of the Principal.
  - Personal business days are to be used to conduct business which conflicts with your school schedule and which cannot be scheduled for any other time. Forms for this purpose are available from the APO's Secretary (Pink Form located in Room 105). Forms with appropriate documentation should be submitted to the Principal for approval.
- **Personal Business:** Teachers are allowed to use three of the ten self-treated days of sick leave for personal business. This type of absence will be approved only if the personal business is that which cannot be conducted on other than school hours.

- Advance notice of two weeks **must** be given to the Principal in writing regarding the request for approval of a personal business day. After review of the request, the Principal will make a decision to approve/disapprove the request. Failure to follow such procedures will result in a loss of pay.
- Personal business day request forms are available from the APO Secretary, Room 105.
- **Religious Observance:** It is a policy of the New York City Department of Education to make accommodations to employees for religious observations and practices. However, each request for such accommodation (Pink Form in Rm 105) must be assigned individually to determine whether or not this request for a day off is possible.
- **Personal Development:** Professional conferences within or outside the City of New York may be attended dependent upon approval from the Assistant Principal/Supervision, and or Principal. Please fill out either Pink Form OP201 or OP221 (outside NYC Form) which may be obtained in Room 105, APO Secretary. Attach documentation of workshop/conference to the form and return it to secretary. You will be notified and given a copy when it is approved. Immediately following the approval for your workshop/conference, please tell the Assistant Principal Organization in writing the period that you will need covered and make sure you are in the Red Book (Rm 105).

For more on Chancellors Regulations regarding Absence:

<http://schools.nyc.gov/NR/rdonlyres/401BC945-FD3E-4265-9FB6-42412825746C/0/C605.pdf>  
[http://docs.nycenet.edu/docushare/dsweb/Get/Document-75/C-603\\_8-1-02.pdf](http://docs.nycenet.edu/docushare/dsweb/Get/Document-75/C-603_8-1-02.pdf)

### **Coverages**

Lesson plans will be given to all subs and coverage teachers BEFORE heading up to class. The attendance office will make sure each individual has the correct official attendance and period attendance bubble sheets for the classes he/she is covering. Substitutes or teachers covering a class **MUST** go to 163 before heading up to teach. Many times attendance is not captured correctly because the sheets are not completed by subs or covering teachers. This step will eliminate confusion.

Please be reminded that attendance documents are legal documents and must be completed accurately and in a timely manner. In addition, we want our students' families to feel confident that our practices surrounding attendance are efficient and that proper notifications are delivered.

- **Absentee Lesson Plans:** **Three** emergency lesson plans for each of the classes you teach must be left on file. They are to be given to the Principal's secretary in Room 107 and can be found with the APO in Room 105. These lessons will be used when an unexpected absence occurs. If you are aware of an upcoming absence, it is your responsibility to provide meaningful and relevant materials which follows the course of study for each of your classes. These plans should be replenished throughout the year.

### **Leaving the Building**

If you leave the building during school hours you must:

- Secure administration approval and time stamp your time card.
- Sign out in the "Sign-Out Book" in Room 105.

If a family Member is needs to contact you in case of emergency he/she should call 718-373-6400 Ex. 0 or the Department Supervisor's extension.

All staff must give emergency contact numbers to APO Secretary in Room 105.



### **Payroll/Per Session**

The Payroll Secretary is located in Room 103B. There teachers will be provided payroll information as well as forms for health plans. For per session activities see your department supervisor.

As per Chancellors Regulations, any and all per session activities (before & after school programs) must be posted, applied to and approved by the principal and your direct supervisor. These activities have set rules and regulations regarding their operation and payroll. For instance, start times, end times and days of operation may not be changed without prior supervisory approval. A supervisor will discuss the guidelines regarding the operation of the program and the per session payroll secretary will monitor all payroll procedures. Teachers, supervisors, and guidance counselors are reminded that per session employment requires:

- Time Cards in which start time and end time are stamped by the time clock.
- Time Sheets that accurately reflect the activity and are during the stamped start and stop time. All other per session guidelines apply to each activity.

**Per session** programs are subject to cancellation due to student attendance and or budgetary reductions. The principal is responsible for determining cancellation of any per session activity. Appropriate per session applications must be filed and if applicable, per session waivers must be completed and filed with the payroll secretary for all per session activities.

Time sheets should be submitted in a timely fashion. They are due to the per session payroll secretary on the last day of the per session pay period. Time sheets submitted after the closing date of the pay period in which the service is rendered are subject to budgetary constraints. See the per session payroll secretary (Rm 103C) regarding any additional questions you have regarding per session.

More on Chancellors Regulations for Per Session:

**<http://schools.nyc.gov/NR/rdonlyres/E8909975-8316-4223-B157-FF103705F9FC/0/C175.pdf>**

### **Treasury**

If you are collecting any funds from students, you will need to fill out an Authorization to Collect Funds Form (Rm 107) for EACH activity that you are collecting for. In addition, as per Chancellor's Regulation:

- All money collected should be approved by a supervisor. No money should be held by you or in a desk or closet in your room.
- Our Treasurer is located in room 107. All monies should be given for deposit in a timely fashion (i.e. daily, weekly).
- When you are collecting money, please have the accurate receipts and documentation such as a ledger, describing the event and the students who you are collecting money from.
- Receipts must be given to any student you collect money from.
- If you use personal money without prior authorization there is no guarantee of school reimbursement.

### **Student Attendance**

**BLUE Folders:** drop blue folders to your community coordinator by 11:00 am daily. Please be sure you hand the folder in on time, as phone calls are made to homes immediately after 11:30 am attendance scanning. If your folder is not handed in by 11:00 am, your students are marked absent and the parents will receive a message that their child is absent. The community coordinators are responsible for making sure we stick to this daily time deadline.

**RED Folders:** drop red folders to your community coordinator by 2:00 pm every FRIDAY. The community coordinators will make sure the attendance office gets the folders by close of business Friday. Please do not hold onto the folders over the weekend. The community coordinators are responsible for making sure we stick to this Friday time deadline. Cumulative cut sheets are run using the data from these sheets; therefore, they must be correct. Phone calls and letters are sent home surrounding the data from these sheets so accuracy is a must.

**YELLOW Folders:** drop the yellow folders off to room 163 the same day you receive them. These are confirmation of attendance and the corrections need to be scanned immediately. These sheets are created to possible attendance errors. If a student is marked present in one or two classes but absent for the rest of the day, we need to ensure the student actually attended the classes where they were marked present.

### **Trips & Activities**

As Per Chancellors Regulations, all school trips whether within NYC, outside NYC, or international trips **must** be approved in advance by the APO. A Trip packet is located in Room 105. (Includes: Trip Plan, Parent Consent, Teacher Coverage Request Form, Student form for teachers, and Bus Form) All trip forms must be filled out and handed in at least **three** weeks before the day of your trip. Departmental Supervisor, APO and Principal approval are required.

- Coverage for trips must be approved by your Departmental Supervisor. In compliance with chancellor's regulations concerning trips within NYC, at least one staff member and one additional adult are required for up to 30 students. The required staff member must be a teacher or supervisor. The other adult(s) may be a parent volunteer or a member of the instructional staff (e.g. teacher, dean, guidance counselor, community worker, social worker) or (a paraprofessional or school aide) for each additional 15 students participating, an additional adult is required.
- For overnight trips or trips outside of NYC, at least two staff members and one additional adult are required to up to 30 students. With respect to the two staff members noted above, one must be a teacher or supervisor. The other staff member may be a member of the instructional staff.
- Parental Consent forms and emergency contacts **must** be filled out by a parent or guardian. You **must** have one signed Parental Consent Form for each child; otherwise you may not take that student on the trip. You must bring one copy on the trip with you, and one copy will be left in the APO's office with the application.
- A list of students and their emergency contacts must accompany the trip forms along with a list of chaperones and their cell phone numbers. A copy of these will be held in the APO's office.
- You **must** have the insurance form from the bus company if taking a bus and give a copy to the APO's office along with all your trip papers.
- A trip agenda with time frames must accompany the trip application.
- Before you leave the school building, you must arrange to have 15 students assigned to an adult chaperone and advise the students who their chaperone is for the day. Students are not to leave, wander off, or go home without notifying their chaperone.

**Trip Attendance:** In order to capture trip attendance in a timely manner and to eliminate those students from being marked absent on period attendance for the day, we are going to utilize a trip function in ATS. In order to capture attendance in a timely manner, we are requiring community coordinators of the academies to send the Attendance Office a list of students who are scheduled to attend one week prior to the trip. The names will be entered, and when run on Friday for the following week, the trip attendance will be captured. This does not eliminate the need to take attendance before, during, and upon return from the trip. If a student does not go on the trip, but was on the original list, simply let the attendance office know the next day or upon return from the trip so

attendance can be corrected. On the day of the trip all teachers or trip organizers should email a list of the students who are in attendance to the entire staff.

More on Chancellors Regulations for Student Trips/Activities: <http://schools.nyc.gov/NR/rdonlyres/E1126419-A2F6-4B52-9C86-0915CC83DB3F/109108/A67081811FINAL.pdf>

### **Hall ways and Passes**

See Community Worker/Secretary of the Academy you are assigned.

- Each teacher will receive a notebook for a Student Sign In/Sign Out Ledger. If a student is to use a pass they must fill out their name, OSIS, the time of departure and the return time. This allows us to keep track of who uses the pass and at what times they are not in the classroom.
- Students should **NOT** use the bathroom during the first 10 or last 10 minutes of the period. Bathrooms will be locked during these times, if students are sent out during this time they will only be walking the hallways.
- All teachers should have a new bathroom pass. Any old passes should be thrown out. If students are working with a teacher during their lunch period, they need to have a pass on them when they are in the hallways.
- Students should **NOT** be given a pass to the cafeteria for any reason. If students need lunch and also need to be with a teacher, the student should go to lunch and the teacher should pick them up from the cafeteria.
- Teachers are accountable for any students in their rooms during their free periods. Student schedules must be checked upon entry. If students are with a teacher on a free period, they need to remain there for the entire period.

### **Lunch Procedures**

- Student schedules must be checked by a staff member upon entering cafeteria, library, or classrooms during lunch.
- If students are with a teacher during their lunch period, they need to remain there for the entire period.
- Teachers are accountable for any students they have in their rooms during their lunch/free periods.

### **Mailboxes**

Each staff member has a mailbox in Room 103, where mail should be checked periodically throughout the day. See Payroll Secretary if you do not have one (Rm 103B). You also have a DOE email address which should be checked daily. Additionally, we are implementing a new email system. It is imperative that you access this account using the links below.

John Dewey Google Email: <https://accounts.google.com/>.

Your login will be the same as your outlook login with the addition of adding @johndewey.org. The standard password before resetting is Welcome2JDHS.

There will be a link to access your account on our school website: <http://www.johndeweyhighschool.org/>

If you have any questions regarding your email accounts contact our computer tech (ext.: 3711).

### **Website**

As we continue to expand out JDHS website, we encourage you to create your own online classroom. This will be available via your John Dewey Google Email. Please send our Computer Tech (Moustafa Khalifa) your online classroom so that he can link your information to the main website. If you need support in creating your site he will be available to help you design it. We need to stay on track with current technology and ensure communication with parents, students, and our community.

**Metro Cards-** Students will receive Metro Cards during his/her lunch period throughout the 1<sup>st</sup> week of school. No passes are to be given to retrieve Metro Cards. Students should go to Room 167 at the end of their school day to receive a Metro Card if they have not received one during lunch.

### **Parking**

All staff members should have a numbered parking plaque in their front windshield and a Red JDHS sticker on their passenger window. All staff must park in their designated parking spot. If you do not have a JDHS sticker or parking plaque; please see APO Secretary in Room 105. Spot assignments are done through a lottery system and will be given during the first week of school. Do not park in a spot that is unassigned to you unless you have obtained permission from the APO. If someone is parked in your spot please park alongside the building and immediately inform the APO's Secretary of the situation.

### **Books**

To ensure that all books are accounted for implement a system where book receipts are filled out properly and kept on file. See Department Supervisor regarding schedule of distribution of textbooks.

### **Copy Center**

Copying done by request is available in Room 131. A minimum of 48 hour notice is required. Copy request forms are available in the copy center.

**School Letterhead** - Use of school letterhead or document printed on school letterhead must have prior approval from an A.P. or Supervisor. NO letters are to be given out to students and parents without approval from your direct supervisor.

**Supplies** - All Supplies will be distributed through your Academy Community Worker/Secretary. Supplies will have a 48 hour turn around to receive all supplies requested as long as the supplies requested are in stock. All staff members should follow these guidelines for requesting supplies:

- Fill out a supply request form (Your Community Worker/Secretary will have copies or you can get copies in Room 105).
- Teachers will give the supply request form to their Academy Community Worker/Secretary.
- Academy Community Worker/Secretary will make an appointment with APO or his designee to get supplies.
- Academy Community Worker/Secretary will distribute supplies to staff in their Academy.

**UFT Information** - is available in Room 278B.

### **UFT Teacher Center-**

The Teacher Center at JDHS is a place to collaborate with peers to serve the diverse students at the school. Teachers regularly plan lessons, look at student work, brainstorm projects, and discuss how to help students together. New and experienced teachers can get feedback and help with their teaching practice, materials, and

strategies to foster student engagement and critical thinking. Professional development is offered weekly for teachers to attend during their non-teaching periods. Newer teachers receive support in the Teacher Center in developing their teaching craft as they work toward tenure through meeting weekly in small peer groups with the UFT Teacher Center coach. Additionally, there are many professional books, resources, computers, printers, and copiers available to use. There is also a fridge, microwave, and a coffee station funded by those who drink the coffee and tea. The UFT Teacher Center coach has taught English Language Learners for 15 years and is available to help teachers plan, co-teach, and help in classes with projects or individual lessons. There is also a model math teacher available to co-plan, co-teach, and demonstrate lessons.

## **INSTRUCTION**

### **Lesson Plans**

All teachers are required to have a written lesson plan for each class that is taught. Please refer to the Lesson Plan Format and Agenda Outline if you need a guide to writing your lesson plan. All lesson plans should follow a unit planning model and kept in a binder for review. Please note that lesson plans must be available for review upon request by any supervisor.

### **Lesson Plan Templates**

<b>Teacher:</b>	<b>Unit:</b>	<b>Subject:</b>	<b>Grade:</b>
<b>Towards Benchmark:</b>	<b>Lesson #</b>	<b>Common Core Standard:</b>	<b>Special Materials:</b>
<b>Students will be able to (SWBAT)...</b>		<b>Assessment:</b> Model	<input type="checkbox"/> Student Involvement <input type="checkbox"/>
<b>Initial Activity</b> (5 minutes) <input type="checkbox"/> Fun		<input type="checkbox"/> Student Choice <input type="checkbox"/> Connections <input type="checkbox"/> Discussion	
A.			
<b>Mini-Lesson</b> (7 minutes)			



<p>-----</p> <p><b>Formative Assessment:</b> (. Teacher <input type="checkbox"/> Peer X Self)</p>	<p><b>Homework:</b></p>
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**Power Point Lesson Format:**

- L.O.: SWBAT use political cartoons to evaluate the growth of nativist sentiment toward immigrants in the 19<sup>th</sup> and early 20<sup>th</sup> centuries.
- I.A.: (Written Response) How did the actual immigrant experience differ from their expectations when coming to America?
- **Unit 5 Homework: NOTE CHANGES**
  - Read chapter 19 (614-627) and chapter 20 (636-649)
    - Unit 5 HW Quiz is Thursday 2/12
    - Documents Tuesday 2/10
    - Essay Wednesday 2/11
    - Multiple Choice Thursday 2/26

Unit: Industrialization and its Effects

Date: 1/28/15

Benchmark Addressed: US BM2

Materials:

- Puck Magazine political cartoons
- Chart paper
- Markers
- Glue
- Scissors
- Post-its
- Mapping Image Inquiry Instruction Sheet

**Initial Activity:**

**Rationale and Connections:** Activity allows students to connect with their own metropolitan experiences which can be applied to the concept of immigration. Today's lesson will connect with those concepts.

**Questions/Supports:** I should see you ...

- Writing your date and outcome in your notebooks
- Writing the IA question
- Answering the IA question using yesterday's notes to help you if necessary

**Instructional Mode/Assessment:** After students have written an answer to the IA question, students will engage in a Turn and Talk while the teacher circulates to listen in on conversations. The whole group will share out, and I will use their responses to gauge the level of students' understanding of concepts that were taught previously. I will reteach material as needed.

**Multiple Entry Points:** If students are struggling to answer the IA question even after Turn and Talk, break the question down into smaller recall components and build up to the IA question.

### Word of the Day: Xenophobia

- Xenophobia is:
  - An intense or irrational dislike or fear of people from other countries.
- Xenophobia is linked to:
  - Nativism, Bias, Bigotry

**Rationale and Connections:** Nativism evolved into xenophobia as immigration continued into the 20<sup>th</sup> century, and as the immigrants became more and more different from 'Americans'.

**Instructional Mode:** Direct Instruction.



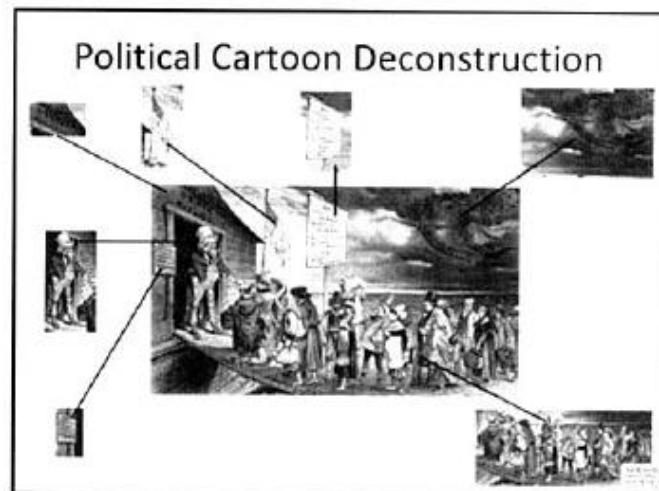
## Explore: Mapping Image Inquiry

- Materials:
  - 2 copies of the same political cartoon
  - 1 piece of chart paper
  - 3-4 markers
  - 1 pair of scissors
  - 2 glue sticks
  - Post-its
  - Mapping Visual Inquiry Guide Sheet

**Rationale/Connections:** This activity will build on the image inquiry skill that students learned in the previous lesson. Students will use the mapping image inquiry strategy to deconstruct and interpret Gilded Age political cartoons.

**Instructional Strategy:** Direct Instruction/Model

- Before passing out materials, distribute guide sheet.
- Review instructions with students before taking questions.
- Pass out materials to students.
- Use image on the next slide to model expectations for students.



**Formative Assessment:** Working in their assigned groups, students will practice the image inquiry process (observe, interpret, infer) using new political cartoons. They will complete the mapping image inquiry assignment, and then view other groups' posters in a gallery walk. They will use information that they attain in this activity to write a short response paragraph.

**Possible Misconceptions/Struggles:** Students may have difficulty narrowing down observations to 3-5. Help students to narrow it down by having each student in the group choose 1 observation.

**Differentiation/Multiple Entry Points:** Three 8<sup>th</sup> grade classes are already grouped homogeneously. Modifications are made for each class and on an individual basis when applicable. There are a total of 6 different political cartoons, each with a varying level of complexity.

•**The Immigrant Stranger at Our Gate (M)**

- 2: Andrew, Jess, Michelle, Maria
- 3: Doran, Alex, Nunzio, Justin
- 6: Josh, Jess, Stephan

•**The Fool Pied Piper (H/M)**

- 2: Leila, Angelina, Josh
- 3: Taylor, Joey, Anwar, Sayla

- 6: Kiara, Brian, Mario, Matthew

•**The Anti-Chinese Wall (M/L)**

- 2: Smitty, Alexis, Francisco, Jesus
- 3: Jazmin, Antonae, Mohammed, Elvin, Eriq
- 6: Jada, Francesca, Victoria, Shaitorria

•**Riff Raff Immigration (L)**

- 2: Anthony, Stanley, Mario, Storm
- 3: Sydni, Marlina, Deanna, Michael
- 6: Xavier, Derrek, Andrew

•**Looking Backwards (M)**

- 2: Maleeka, Michael, Jenifer, Regine
- 3: Dani, Emily, Gio, Rayven
- 6: Robert, Mohammed, Alyssa, Kayla

•**Where the Blame Lies (H)**

- 2: Pelia, Afag, Luigi, Catreen
- 3: Angela, Adonis, Chloe, Imani
- 6: Maria, Jason, Alycia, Frensi

## Explore: Gallery Walk

- What should you do?
  - Take your note sheet with you on a gallery walk around the classroom.
  - Write down the message of each cartoon in the appropriate space.
- How long do you have to do it?
  - 7 Minutes
- What will I use it for?
  - This will be the evidence you use for your exit slip!

\*Hang up each group's poster around the classroom.

**Formative Assessment:** Working in their assigned groups, students will practice the image inquiry process (observe, interpret, infer) using new political cartoons. They will complete the mapping image inquiry assignment, and then view other groups' posters in a gallery walk. They will use information that they attain in this activity to write a short response paragraph.

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### Summary: Exit Slip

- Write a paragraph response to the question below.
- *You must use the MEAEAT strategy!*
- *You must use the cartoon that your group worked on AND one other cartoon from the gallery walk (your choice)!*

*Did Americans have positive or negative opinion of immigrants?*

**Assessment:** Paragraph response

**Rationale and Connections:** Students will be expected to answer the question in paragraph form using the MEAEAT strategy which they learned in ELA. This will help reinforce writing skills that will be useful in both ELA and History. Students will also practice using content-specific evidence to support a main idea.

### Use of Instructional Resources

Use of visual aids or other instructional displays are essential for most learners. The more variety employed in a lesson the more likely students are to focus and understand. Important facts or ideas within a lesson can be emphasized through the proper use of your instructional board and or equipment.

### Agenda Flow

For the benefit of your students and visitors it is helpful to have the following agenda flow displayed on the board:

- Learning outcome
- Do Now/Initial Activity
- Mini-Lesson
- Work Period
- Summary

### Course Syllabi/Student Contracts

A syllabus for each course will be created within departments. Syllabi for course you are assigned should be distributed to you students at the start of the semester. All syllabi should include a uniform course description, a brief outline of planned units of study, a uniform grading policy, aligned classroom expectations, tentative assessment dates, resources and materials being used as well as a sign-off that indicates a parent/guardian has read and understands the document. As you work in your departments to create these syllabi, please remember that out

goal is to clearly communicate to both students and parents what our expectations are and how students will be able to achieve success within your classroom; it is our hopes that this will help us immediately establish a culture of college readiness within all classrooms. Please include a sign-off and check to insure that all parents/guardians have read and understand the expectations set forth.

### **Observations**

In compliance with the New York City Department of Education's ADVANCE initiative, teachers will participate in an initial planning conference as well as a summative end of year conference. Be advised that observations can be announced or unannounced; individual or composite visits. Additionally, there is NO maximum number of observations permitted each school year for an individual teacher. MINIMUM observation requirements depend on the individual status of each teacher. To ensure lesson quality, standards and school accountability, the NYCDOE expects principals and administrators to be in classrooms, daily.

**Personal Professional Conversations:** All teachers will engage in three individual professional conversations with their direct supervisor; these conversations will include your initial planning conference and your end of year conference.

### **Report Cards**

Report cards are distributed two times per semester. The first report card is at the halfway point, and the second report card is at the end of the semester. The grade at the end of the semester is a culmination of the entire semester, and that is the grade that is applied to the transcript.

**65 – 100** Passing grades, may be issued in one point increments.

**55** - Failing grade, must be consistent with academic performance and class/department policy.

**NL-** Use NL for students who are new admits to the school and new to your class after specified date.

**NS-** Use NS for students who **NEVER** appeared in your class. If a student was physically present in your class at least one day, you may **NOT** use this grade.

**NX-** Use NX for students to give an incomplete grade due to extenuating circumstances.

**P or F** - Use Pass or Fail for PM School **ONLY**.

### **Grading Policies/Academic Policy**

Every Department **MUST** have an aligned grading policy that **ALL** teachers are following. This policy should be created within your department team and agreed upon before the start of school. Grading policies are mandated for all departments. Academic policy has devoted a section in their manual describing the importance of grading policies in regards to clear expectation and rigorous instruction to ensure positive student outcomes.

### **Outreach Contact Log Book**

Parents and or guardians must be informed as soon as possible if their child is identified as potentially failing.

Each teacher must maintain a log of assistance and a record of contacts and phone calls for students that are in jeopardy of failing any class. The log should contain a record of the date, time and result of phone call. If a parent speaks a different language than you, please find someone at JDHS who can translate the phone call for you or use the DOE Translation and Interpretation <http://schools.nyc.gov/Offices/Translation/default.htm>.

Keep track of who was spoken to and what the outcome was of the conversation. You should use anecdotes on Skedula to inform colleagues who also teach the student and guardians/students if applicable. In the unlikely

event that it is lost or stolen, please submit a written incident report to the dean's office who will notify administration

**Remember:** Positive information is just as important as negative information with regard to helping students achieve success. Call about the good things too!

### **Classroom Management Strategies**

- Each teacher should have a written classroom discipline code and every effort should be made to standardize classroom rules among all teachers.
- Dewey Truth Signs should be posted in all classrooms.
- Always approach students with the attitude of unconditional positive regard.
- Be fair, be flexible and be consistent.
- Consult with your Dean/ Facilitator in your Academy and your assigned guidance counselor for support if needed.

### **Classroom Environment:**

- Fill your room with visual clues to the content.
  - A high school student's day is very fragmented. The environment we establish in our classrooms can help students make the immediate transition we expect from them as they pass from one subject class to another. Anyone walking into your room should immediately recognize:
    - Your content area
    - The specific unit of study the students are currently pursuing
    - Evidence of the key ideas of past units
- Use your classroom as a silent partner in communicating to your students and fostering independence.
  - Clearly label a bookshelf for reference materials.
  - Post important formulas, charts of editing marks, conversion tables or maps where students can clearly read them and refer to them often.
  - Maintain a record of homework and class assignments in a single space so that students who are absent can refer to it.
- Reading and writing are integral to all studies.
  - Do you have a content-specific library with a variety of genres and reading levels?
  - Do you keep track of and celebrate what the students have completed in your class?
  - Are there examples of student writing in your classroom?
  - Have you labeled the student work? For example: Read this lab report for an excellent model of how to present data...This essay has an introduction that really grabs the reader...Notice how this piece incorporates evidence from the documents we studies in class.
- Accountable talk helps students organize their thinking and take part in a learning community.
  - Is the classroom set up to facilitate student-to-student talk?
  - Is the seating arrangement flexible enough to facilitate smooth transitions between direct instruction, small group work and whole class discussion?

### **Bulletin Boards**

School bulletin boards are a tool for conveying to visitors and a school's own inhabitants what the school and its students study and accomplish. They can reveal a thriving learning community excited by its work, ideas and, discoveries.

You have been furnished with bulletin boards inside and just outside your classroom. It is imperative that your

bulletin boards not be left blank, that you fill them with creative, colorful displays of student work and/or subject area news and information. Please help our school announce to the world that we are productive, that we are inspired by, and interested in, what we do together at John Dewey High School.

### **Mentoring**

**Second and Third Year Teachers:** To support ongoing professional learning and development of the teaching craft as well as supporting teacher to attain tenure, newer teachers will meet in small groups with the UFT Teacher Center coach every two weeks during a non-teaching period. Newer teacher groups will focus on the following topics to develop their craft and reflect on their instruction and student learning: Data/Using data to inform instruction, Engagement, Feedback Strategies, Helping Every Student Succeed (ELLs, SPED, Top 3rd). Through working together newer teachers will develop skills of collaboratively looking at student work to inform instruction and using data to make instructional decisions. Newer teachers will also be encouraged to visit other teachers from their departments or other departments to see best practices in action and debrief afterward with the teacher, the UFT Teacher Center coach, or a peer who also visited for the lesson. Newer teachers will receive support from their small learning group, the larger group of newer teachers, and the UFT Teacher Center coach to present evidence of their professional growth and impact on student learning in the year when they are up for tenure.

**New to DOE (First Year Teacher):** Building a Trusting Relationship. One of the mentor's initial responsibilities is to establish a trusting relationship with the new teacher. Research indicates that mentoring is most effective when the beginning teacher trusts the mentor. The mentor builds this trust by creating a risk-free learning environment for the beginning teacher by providing support that is non-judgmental and confidential. Confidentiality invites honesty, risk-taking, and self-reflection by the new teacher. While the mentor does not share any evaluative information about the beginning teacher with anyone (including administration and the principal), topics, content, and strategies can be shared with administrators.

**Types of Interactions:** The mentor meets with the beginning teacher for regularly scheduled structured meetings for two or more periods per week. Meetings must include both in-classroom support and one-on-one conferences. When the mentor views the beginning teacher's practice, there is a mutually agreed upon purpose and the mentor shares objective non-judgmental classroom practice data. When the mentor meets one-on-one with the beginning teacher, it's for the purpose of holding reflective conferences to build the teacher's capacity to make effective decisions. The mentor guides the beginning teacher in the use of classroom and student data to formulate strategies, solutions, and next steps.

#### Strategies...

A wide range of strategies are available to the mentor in working with the beginning teacher. A list of some strategies is included below:

- Introduce and orient the new teacher to the school
- Use a research-based framework to guide the new teacher's growth and development
- Use structured tools (such as the Formative Assessment System) to guide interactions and keep the conversation focused
- View new teacher's classroom to provide objective non-judgmental data

- Arrange reciprocal classroom visits
- Model and conduct demonstration lessons
- Co-teach with the new teacher
- Guide the new teacher to...
- Identify and access school and community resources
- Develop classroom rules and routines
- Set up the classroom
- Implement city-wide Instructional Expectations
- Plan standards-based lessons
- Implement formal and informal assessment strategies
- Conduct analysis of student work and differentiation of instruction
- Understand and use the curriculum and student standards
- Develop short and long term goals
- Prepare for supervisors' observations
- Communicate effectively with parents
- Prepare for parent-teacher conferences
- Understand and comply with clerical responsibilities

### **Role of the New Teacher**

Beginning teachers also have a role to play in making mentoring successful. New York State mandates that beginning teachers with Initial Certification must be mentored in their first year of teaching in order to qualify for Professional Certification. Beginning teachers maximize the benefits of this mandate, however, when they take an active role in the process with their mentor. Beginning teachers can take an active role by:

- Being available to meet regularly with their mentor
- Understanding that the mentor's support is intended to be non-judgmental and confidential
- Inviting the mentor to view their classroom and give feedback
- Participating in reciprocal visits to the mentor's classroom
- Continually reflecting on classroom practice
- Identifying areas in which assistance is needed
- Being open to suggestions developed in collaboration with their mentor
- Creating and maintaining a system for documenting growth

New teachers will meet as a group monthly with the UFT Teacher Center coach. Mentors will participate in these sessions with the new teachers. Topic to be covered in 2016-2017:

- Who is who and where to get what
- Grading policy, Skedula
- Lesson planning
- Unit planning
- Formative assessments
- ELLs/SPED modifications
- Summative assessments



- Proctoring Regents exams
- Talking with and meeting guardians/families & preparing for conferences
- Creating a comfortable and supportive classroom environment.

More Information for New Teachers: <http://schools.nyc.gov/NR/rdonlyres/29C8C7BF-EED7-480F-91B8-5E9CAB516370/0/NYCDOE201314NewTeacherToolkitFinal.pdf>

## **Special Education Protocol**

**\*Roles and responsibilities are subject to change as necessary to meet our collective goals.**

### **Educational Planning Conference Calendar**

A calendar will be given to the AP Special Education by the end of September, every school year in which all of the cases will have EPC dates for the rest of the school year. Scheduling of cases will be in collaboration with AP Special Education, IEP Coordinator and School Psychologist.

### **Process of Referrals**

After a referral is made by parent/guardian/teacher, the AP of Special education will bring the referral directly to the School Based Support Team in which a Family Worker will sign for the referral.

- All documents will be signed for by the appropriate staff person.
- Cases will be opened immediately or notice will be sent immediately if there are reasons why it cannot be opened.
- Procedural Safeguards (parental rights) will be included in the parent packet upon opening any referrals.
- Annual reviews done by District Representative

### **Testing**

- Students will be provided with a quiet environment with minimal distractions.
- All testing results will be mailed home one week prior to meeting and School Psychologist will follow up with a phone conference with parent.

### **Meeting Location**

- Meetings will take place in the conference room (Rm 117).

### **Pre-Conference**

Pre-Conferences will take place prior to the meeting

- School Psychologist is responsible for scheduling a pre-conference at least 1 week prior to the meeting.
- School Psychologist will contact appropriate staff 1 week prior to the meeting and arrange time and date of the meeting or arrange the meeting via email.
- Pre-Conference will include the student's strengths, weaknesses and possible recommendation of program.
- Notice of meetings will be opened and sent 2 weeks prior to meeting date.

### **IEP Procedure**

The School Psychologist is responsible for completing the IEP.

- All IEPs must be finished within compliance date listed.
- IEPs will be written to accurately reflect the individual child.
  - Every student is different and not every student is “well behaved.”
  - Social development must be in sync with the teacher’s view of the student.
- IEPs must include an evaluation report that is made by the school psychologist.
- An evaluation consists of clear explanations of testing results.
  - Score & description of sub test.
- School Psychologist must gather data from teachers and staff in order to responsibly write a quality IEP.
- All evaluations must be completed prior to finalizing IEP.
  - Evaluations are not allowed to be waived unless permission is given by AP Special Education.
- Prior Written Notice must be completed at each meeting.
- School Psychologist must work closely with the special Education teacher when developing an IEP.
  - School Psychologist is responsible for partial Present Level of Performance.
  - Responsibility Special Education teacher is responsible for partial Present Level of Performance as well.
- All IEPs must be reviewed and approved by IEP Coordinator before they are finalized.

### **Student Records**

- All IEPs must be stored in a locked cabinet/drawer.
- There should never be any IEPs sitting on desks unattended.
- Each individual is responsible for locking up student documents.

## **ROLES AND RESPONSIBILITIES**

### **Psychologist**

- Responsible for compliance dates
- Having Family Worker schedule meetings
- Conducting evaluations
- Reviewing Results
- Responsible for overseeing closing/opening cases
- Pre-Conferencing
- Workflow
- Attending PPT Meetings
- Case Management needs
- Manifestation Determination Reviews
- Functional Behavioral Assessment/Behavioral Intervention Plan

### **Social Worker**

- Attending Planning and Placement Team Meeting
- Participating at MDRs if School Psychologist is not available
- Conducting Social History
- Ensuring that the parent receives evaluation reports in the manner in which they requested
- Recording information in student contact sheet (events)

- FBA
- Classroom Observation

### **Family Worker**

- Browse and enter student specific data
- Conduct administrative tasks such as: completing forms, mailing notices and forms to parents, duplicating records and reports, filing, scheduling assessments and IEP meetings, and responding to inquiries
- Prepare all documentation for tracking case completion and assisting in case management
- Reconcile computerized reports
- Perform general and clerical work
- Contact Parents
- Perform Home Visits

### **District Representative**

- Qualified to provide or supervise the provision of special education
- Chair all meetings
- Facilitate open discussion among all participants regarding issues related to eligibility for services and development or revision of the IEP
- Ensure parents are meaningful participants in the IEP process and encourage them to discuss their concerns about the child's education
- Provide information regarding the continuum of services, including supports and services available in the child's current school and those which are available in other schools in the district
- Whether the child can make satisfactory progress in the general education setting with supplementary aids and services before recommending other programs.
- Ensure all program and service options are considered.
- Build consensus among team members on all issues before the EPC meeting.
- Ensure that the child's IEP includes the supports, services and accommodations the child needs to meet their IEP goals, and provides the child with the opportunity to progress in the grade level curriculum and on New York State and district assessments as appropriate.

### **PPT Meetings**

Members include:

- Chair (AP special Education)
- District Representative (IEP Coordinator)
- Social Worker
- School Psychologist
- Guidance Counselor
- Teacher Members

All members must attend all meetings if present at work.

### **SAT Meeting**

- Members will meet weekly on Fridays at 9:00 A.M.
- All SAT members must be present

### **SIT Meetings**

Members include:

- Chair (AP Special Education)
- School Counselor
- Social Worker
- School Psychologist

All members must attend all meetings if present at work

- All special Education teachers are responsible for a certain number of students
  - General education teachers should be alerted by the Special Education teacher as to which students belong to each Special Education teacher
  - Special Education teacher should have weekly – bi-weekly communication with general education teachers with regards to SPED student progress
    - Conversations do not have to exceed 5 minutes
    - Brief updates on behavior/ academics
  - Special Education teachers are responsible for having parent conversations on at least a monthly basis
  - Special Education students, under the care of a SPED teacher should not be failing because SPED teacher should be on them like white on rice!
- Special education teachers will be notified up to one month in advance of upcoming IEP Meetings
  - Special Education teachers begin to assess students and collect data
    - Special Education teachers can use several different means in order to collect data
    - Special Education teachers will then ask all general education teachers for feedback
      - Feedback is imperative in order to assess our scholars
- Special Education teachers will begin working on the draft version of the IEP with IEP Coordinator
- Special Education teachers will design goals that are directly based on NY State Standards including the Core Curriculum
  - Goals can be made with or without the help of the general education teacher
  - Goals are better when done as a team
  - Goals will be met in the program designated for scholar
- Committee on Special Education Meetings will take place with the following members:
  - District Representative
  - Special Education Teacher
  - General Education Teacher/s
  - Parent
  - Student
  - Related Services if necessary
- Once the meeting takes place and the IEP is finalized then the Special Education teacher should do the following:
  - Share new goals with all general education teachers
  - Share any new testing modifications, accommodations or changes with general education teacher as well as anyone that might work with the student.

# **Teacher Commitments/Opportunities**

## **After-School Programs**

We will be offering our students various enrichment programs, sports programs, arts and after-school programs. To ensure effective programs, we will sometimes need to recruit teachers and other staff members to help facilitate and supervise these activities. These are **per session** activities and each program will accompany a job description, duties and responsibilities that will need to be adhered to.

## **Parent Teacher Conferences**

UFT contract states:

### **Evening Parent-Teacher Conferences:**

1. The two (2) existing afternoon Parent-Teacher Conferences shall be unchanged.
2. The two (2) existing evening Parent-Teacher Conferences shall be unchanged except that they shall be three (3) hours long.
3. There shall be two (2) additional evening Parent-Teacher Conferences. Each additional conference shall be three (3) hours long. Such conference time, together with a portion of the Tuesday activities block, shall replace all existing faculty and grade/department conferences as designated in the By-Laws and collective bargaining agreement.
4. The four (4) evening Parent-Teacher Conferences shall be held in September, November, March and May, respectively on dates to be determined by the DOE. All conferences shall begin no earlier than 4:30 p.m. and end no later than 8:00 pm.
5. The September conference shall not be a traditional Parent-Teacher Conference but rather used for an alternative event using one of the following formats as determined by the school Principal and Chapter Leader in consultation with the School Leadership Team ("SLT"): Curriculum Night; Meet the Staff Night; Common Core or other training for Parents Night, or another non-traditional format mutually agreed upon by the Principal and Chapter Leader in consultation with the SLT. Should the principal and Chapter Leader not agree on a format, the default format for the September Conference shall be "Meet the Staff" night. It is understood that in schools which had previously exchanged faculty conference time for an evening event, those events are subsumed within the four (4) evening Parent-Teacher Conferences.
6. All existing rules, regulations and procedures regarding Parent Teacher Conferences continue to apply unless specifically modified herein.

A well-planned executed conference can form a positive approach to a partnership between parent and teacher in planning for a student's development. Such a conference can create an attitude of mutual respect and interest, which will be reflected in the student's attitude toward school. In planning for parent-teacher conferences, please consider the following:

### **Purpose of Parent-Teacher Conference**

- Provides parents with an open opportunity and direct evaluation of their child's work and progress; also an opportunity for the teacher and parent to set up cooperative plans for the future.
- Provides Teachers with an opportunity to gain an understanding of the home situation.
- Gives parents an opportunity to get to know the various programs and activities offered by the school.

### **Preparation for the Parent-Teacher Conference**

- Room arrangement – The appearance of the classroom and the quality of student work displayed will convey a message to our parents and guardians. Your organization, standards, and the curriculum you offer your students, Will ensure clear expectations for both students and parents.
- Conferences should be timed so as to eliminate the need for parents to have to wait too long. Please limit

conferences to 3 to 5 minutes if parents are waiting on line. Parents who need more time should be given another appointment. Parents should not be allowed to wait in the classroom.

- Your personal appearance should reflect the dignity of your position.
- Preparing the data for your conference.
  - Have your marking book and anecdotal log available for reference.
  - Have samples/portfolios of each student's work.
- Students should be given the dates and times of the conferences, as well as the number of the room in which you will be meeting the parents.
- **Teachers are NOT to use sign in sheets which allow parents to sign in and return later. Parents must wait their turn.**
- With permission, you can ask a student or students to assist you during these conferences to ensure timeliness and order.
- Courtesy, professionalism and sensitivity must be the practice in all circumstances.
- Please remember that additional resource people are available to the parents for consultations.
- Emphasize the importance of regular attendance and punctuality.
- Please note that Department of Education regulations require that teachers absent from the evening session set aside an appropriate and similar time to meet with parents.

### **Conducting the Parent Conferences**

- Initiate the conference with a favorable comment, even if the student is presenting some difficulties.
- Be positive – school, parents and students must work cooperatively. (If there is no hope for future success, there is little incentive to exert any effort).
- Make realistic suggestions, taking into account each student's ability.
- Conclude on a constructive note summarizing your mutual plans for the student, leaving the door open for future discussions.
- If necessary, after the parent has left, make some notes that you will use in your follow-up to the conference.

### **Topic for Discussion**

- Topics presented by the teacher:
  - Work habits
  - Class achievement
  - Attitude toward authority
  - Relationships to others
  - Special talents
  - Attendance
  - Health habits
- Questions to parents:
  - Student's interest and abilities
  - Interest in school
  - Relationships in family
  - Parent attitudes

### **Some Helpful Phrases**

- How do you think \_\_\_\_?
- How can we work together \_\_\_\_?

- I am concerned about \_\_\_\_.
- What do you think \_\_\_\_ difficulty is?
- It was nice to have an opportunity to talk to you.

### **Some Important Don'ts**

- Don't argue with the parent.
- Don't supply confidential school information (e.g., He is really too bright for this class).
- Don't do the job of a psychologist or counselor.
- Don't do all the talking- listen instead.

### **Teacher Recommendations to Parents**

- Provide a quiet place where your child can study.
- Your child should do his homework about the same time each day so that it becomes a fixed routine.
- Praise your child's accomplishments, discuss your child's work, encourage your child to read widely.
- Check your child's notebook and homework for completeness and neatness.
- Develop in students' habits of good citizenship.
- Discuss current events and what is being taught in school.
- Take advantage of the John Dewey High School tutoring program and all other supports.

### **Additional Suggestions**

- Come to the conference with an open mind. Allow parents to speak freely and show willingness to take some of their suggestions about their children.
- Avoid giving advice or criticism until as much information as possible about the student and his problem has been brought to light.
- Make an effort to discover the parent's attitude toward the student. Through tactful questions, encourage the parent to express his/her opinion.
- Encourage the parent to participate in creating a plan of action to help the student thus giving him/her some responsibility for execution of the plan.
- A good technique for keeping the time schedule is to have a monitor keep time. Be firm. If there is need for more discussion, ask the parent to make an appointment to meet again or a follow-up phone call. In this way you will avoid having parents who have waited leave without seeing you.
- Conclude the conference on a constructive note, summarizing your mutual plans for the student and leaving the way open to further discussions.
- If possible, after the parent has left, make some record of your discussion. If you feel that the Guidance Department should be made aware of some facet of the parent's attitude toward his child, or toward the school, please make a note of this. Please remember that your handling of parents determines the amount of good will we have in the community.
- Parent Teacher Conferences are held four times a year. All teachers, guidance counselors and community workers are required to attend.

## **Testing Procedures**

Different exams require different testing procedures. When you are assigned as a proctor, you will receive a proctoring schedule ahead of the testing period. On the day of the exam, you will pick up an envelope with testing materials in a designated location. The envelope will contain instructions and expectations for the exam you will be proctoring. On Regents testing days, you may have an early assignment or a late assignment. Your work day hours will be the same regardless of start time.

### **Proctoring Expectations:**

- Arrive on time to exam room
  - Pick up materials 15 to 20 minutes before exam begins from The Vault (Room 116)
  - Arrive to exam room 10-15 minutes before start time to organize materials and make sure desks are arranged correctly and that no materials related to the content of the exam is visible on the walls.
- Calculators
  - Will be brought to each testing room and picked up at the end of the exam.
- Arrive on time to your assigned post if you are not proctoring (Hall, Bathroom, etc.)
  - Hall proctors are to ensure there is no communication between students. This includes but is not limited to ensuring that only one student uses the bathroom at a time.
- Distribute CORRECT pre-populated answer sheets to students
  - Create an alphabetical seating chart (best by pre-arranging the answer sheets on the desks before students arrive)
- Distribute test booklets and essay booklets (English, LOTE and S.S. Exams Only have Essay Booklets)
- Make sure students present ID when signing attendance sheet
  - Students must sign in when they arrive
  - Students must sign out before they leave
  - Any student without an ID should be sent to the Dean's Office for issuance of a temporary ID.
- Instruct students to read and sign declaration at bottom of answer sheets (in pen or pencil)
  - Proctors must check for signature
- Cell Phones and any other electronic devices
  - Cell Phones and any other electronic devices will be collected in Exam Room by the Proctor
    - Proctor is to collect phone and student ID and place in plastic bag in provided receptacle.
    - When the student finishes the exam and signs out, phone and ID are to be returned to the student.
- Active Proctoring
  - Make yourself visible
    - Walk around the room
  - Proctors are prohibited from reading materials that are not provided with the exam being administered. Use of electronic devices are also prohibited. If this presents a problem, please notify the testing coordinator before the start of the exam.



- As you circulate, make sure students answer questions in PENCIL on bubble sheet and Pen in Essay Booklets (English, Global, US and LOTE). Refer to specific Regents exam direction for the writing utensils that is appropriate on specific parts of the extended portion.
- If assigned an ESL room, ensure that all students have a dictionary.
- Test Time
  - If the end time will be after the end of your workday, you are to ask the hall proctor to let the testing coordinator know immediately.
  - BL/ESL – 4.5 hours from START TIME.
    - EX: If you start morning exam at 8:15 (Programmed start time 8:00), exam ends at 12:45
  - Gen Ed – 3 hours from START TIME (See previous example)
  - SPED – Time mandated according to IEP
  - Release of students for Regent’s Examination (if students finish early)
    - Morning Exams – no earlier than 10:00
    - Afternoon Exams – no earlier than 2:00
  - NO STUDENT IS TO BE TURNED AWAY FROM EXAM ADMISSION prior to the uniform admission deadlines of 10:00 AM and 2:00 PM for morning and afternoon exams respectively.
- Test Collection
  - As students submit exam material make sure you receive and order as specified in the directions provided by JDHS
    - One bubble sheet
    - One Regents Exam
    - One Essay Booklet (English, FL, Global and US Only)
    - Count the number of exams and all related materials.
      - Make sure they match the number of students on the attendance sheet
    - Make sure declaration is signed
    - Bubble in ABSENT for Absent Students.
    - Alphabetize all answer sheets
    - Refer to subject specific directions for more details
- Cheating: Active proctoring prevents problems. If you suspect a problem;
  - Never discontinue a student’s exam
  - Report any issues directly to the hall proctor so that they may convey to administration
  - Take corrective action including but not limited to confiscating banned items, moving seats etc.

# **JDHS ELECTRONICS AND INTERNET SAFETY POLICY**

## **Electronics Policy**

A memorandum from the Office of Mayor dated January 7, 2015 regarding the lift of the cell phone ban states the following:

*“...It allows for each school’s principal to consult with School Leadership Teams in developing a cell phone policy tailored for the unique needs of their students. The new changes would remove cell phones and electronic communication devices from the list of banned items in schools, and create a new regulation, A-413, that specifically governs their use in school. Under the new regulation, principals will consult with School Leadership Teams in deciding among a range of options for their schools; depending on what they feel best meets the needs of their students, families and educators.”*

The following JDHS Electronics Policy is in effect, and refers to all electronic devices, including but not limited to cell phones, MP3 players, headphones, tablets, etc.

As per Chancellor’s Regulation:

- Students are permitted to bring the following electronic items to school: 1) cell phones; 2) laptops, tablets, iPads and other similar computing devices (“computing devices”); and 3) portable music and entertainment systems (such as iPods, MP3 players, PSP and Nintendo DS).
- Cell phones and portable music and entertainment systems may not be turned on or used during the administration of any school quiz, test or examination.
- Computing devices may not be turned on or used during the administration of any school quiz, test or examination, except where such use has been explicitly authorized by the school or is contained in an Individualized Education Program or Section 504 Accommodation Plan.
- Cell phones, computing devices and portable music and entertainment systems may not be turned on or used during school fire drills or other emergency preparedness exercises.
- Cell phones, computing devices, and portable music and entertainment systems may not be used in locker rooms or bathrooms.

The school is not responsible for their loss, theft, or damage to personal electronic items. Students using these devices may be subject to disciplinary action. Prohibited items will be confiscated and returned only to parents.

## **Use of Telephones for Teachers**

No calls should be made during your assigned teaching period. Cell phones should be turned off while you are in class. Teachers should model appropriate behavior.

## **Cyberbullying**

The following link to NYCDOE resources has been provided to staff, students, and families to help identify and offer support students experiencing cyberbullying:

<http://schools.nyc.gov/RulesPolicies/RespectforAll/StudentResources/Helpful%20Resources/default>

# **STAFF & STUDENT SAFETY AND SECURITY**

## **Security/Visitors**

John Dewey High School is a scanning school. As per chancellors regulations **all students and visitors** must pass through scanning each time they enter the building.

We have Safety Agents assigned to our school. One is always assigned to the Front Desk; the others will be floating around the school. **Should you need to reach a Safety Agent, you may dial 1000 on your school phone.**

If you leave the building during the day, **DO NOT UNDER ANY CIRCUMSTANCES PROP OPEN ONE OF THE OTHER EXIT DOORS SO THAT THEY ARE NOT FULLY CLOSED. ALARMS WILL GO OFF.** This jeopardizes the safety and security of everyone in the building.

**All visitors** will be subject to scanning and must sign in at the security desk after scanning to receive a visitor's pass as per Chancellor's Regulations. **All visitors** must sign in with the NYPD School Safety Officers upon entry. **All visitors** must be escorted to the room/person they are visiting. Guest lecturers or presenters in classrooms must receive prior approval from your supervisor. Note that illegal items will be seized by NYPD School Safety Division.

When you leave for the day; **lock your classroom door and all personal belongings. During the day, if you are in your classroom with students, your classroom doors should remain UNLOCKED and open. Should not be open beyond class hours for your safety and the child's. If you do not adhere to this policy, you will be responsible for lost or stolen equipment /supplies and personal property.**

## **Identification Cards**

All Students are Issued ID Cards. These cards must be carried by all students. Each student will be required to show his/her ID for the following:

- At lunch since these cards will be scanned
- When entering the building during scanning
- The ID card must be shown or given to any staff member who asks for it

All Staff Members are required to have ID Cards. New Staff members must go to Room 167 to arrange for a photo ID Card. We need everyone's cooperation if this is to be effective. This is for the Safety and Security of our building.

**Keys:** For a Room or Restroom key go to Room 105, Office of the Assistant Principal Organization.

## **Science Labs:**

- At the beginning of each term *all* staff members should inspect their classrooms and laboratories and notify appropriate authorities of any hazards. Check for the presence of the following required safety equipment:
  - Fire extinguishers
  - Eyewash stations (at teacher's demo table in all science rooms).
- Every member of the staff should know the location of the MSDS (Material Data Safety Sheets) forms and be familiar with the information for each chemical on hand.

- The entire staff should also be familiar with New York State Right-to-Know laws, EPA regulations, New York City Fire Department regulations for schools, and Department of Education special circulars regarding safety.
- When supplies and equipment are set up, make certain that students do not have unsupervised access to chemicals in the preparation rooms, closets, stockrooms, classrooms, and laboratories.
- Be familiar with the procedure to be followed when an injury or accident occurs, give permissible first aid then:
  - Escort the injured person to the school medical office, if appropriate, or call for assistance.
  - Report the accident immediately to the principal or assistant principal.
  - Complete the accident report.
- Remember: the staff should always set a good example when teaching science in the classroom, the laboratory, or in the field.

See DOE Science Safety Manual for more details: <https://www.uft.org/files/attachments/doe-science-safety-manual.pdf>

## **LGBTQ**

The LGBTQ club at John Dewey High School is a coalition of students and staff against hate. We work to maintain a supportive environment for LGBTQ students in the classroom and on campus. We welcome all of those who identify as LGBTQ, are questioning their sexuality or consider themselves allies to the community. If you seek answers or help in regards to this issue, our goal is to provide you with a confidential and safe space. We strive to increase awareness and understanding of LGBTQ matters and to educate all on the LGBTQ history, as well as respect for all people regardless of gender, sexuality or ethnicity.

## **Respect for All**

It is the policy of the New York City Department of Education to maintain a safe and supportive learning and educational environment that is free from harassment, intimidation and/or bullying committed by students against other students on account of race, color, creed, ethnicity, national origin, citizenship/immigration status, religion, gender, gender identity, gender expression, sexual orientation, disability or weight. Such harassment, intimidation and/or bullying is prohibited and will not be tolerated in school, during school hours, before or after school, while on school property, at school sponsored events, or while traveling on vehicles funded by the Department of Education and on other than school property when such behavior can be demonstrated to negatively affect the educational process or to endanger the health, safety, morality or welfare of the school community. Students found guilty of violating this Regulation will be subject to appropriate disciplinary action consistent with the Discipline Code and Chancellor's Regulation A-443.

Page 41

## Respect for All in NYC Public Schools

Each student and staff member brings to our public school community the richness of our city's cultural diversity and the desire for respect.

It is the policy of the Department to maintain a safe and supportive learning environment that is free from harassment, intimidation and/or bullying and from discrimination on account of actual or perceived race, color, citizenship/immigration status, religion, creed, national origin, disability, ethnicity, gender, gender identity, gender expression, sexual orientation or weight.

**Respect:** esteem for or sense of worth or excellence of a person; proper acceptance or courtesy; regard for the dignity of another's character; acknowledgment; the condition of being esteemed or honored; to show regard or consideration for another.

The policy prohibits such behavior

by students against other students and by staff against students.

Such discrimination, harassment, intimidation and/or bullying is prohibited in school, during school hours, before or after school, while on school property, at school sponsored events, or while traveling on vehicles funded by the Department of Education.

It is also prohibited on other than school property when such behavior disrupts or would foreseeably disrupt the educational process or endanger or would foreseeably endanger the health, safety, morality or welfare of the school community.

A copy of Chancellor's Regulations and the Discipline Code are available in the principal's office and online at <http://schools.nyc.gov/default.aspx>

### What are some examples of banned behaviors?

Discrimination, harassment, intimidation and/or bullying may take many forms and can be physical, social, verbal or written. Physical harassment involves physical injury or threat of injury. Social harassment refers to the use of peer rejection or exclusion to humiliate or isolate a person. Verbal harassment refers to derogatory teasing, taunting, or insulting someone. Written discrimination, harassment, intimidation and/or bullying includes electronic communications (cyber-bullying) using information technology including, but not limited, to: Internet, cell phone, email, personal digital assistant, social media, blogs, chat rooms, and gaming systems.

Some examples include:

- Physical violence; stalking;
- Verbal or physical conduct that threatens another with harm;
- Seeking to coerce or compel a student or staff member to do something; hazing;
- Taunting; exclusion from peer groups designed to humiliate or isolate;
- Using derogatory language or making derogatory jokes or name calling to humiliate or harass;
- Making derogatory statements or engaging in hostile acts based on a student's race, color, ethnicity, religion, creed, national origin, gender, gender identity, gender expression, sexual orientation, citizenship/immigration status, weight, or disability;
- Written or graphic material, including graffiti, containing comments or stereotypes that are either posted, circulated or are written or printed on clothing or posted on the Internet (cyber-bullying) that are derogatory of others; engaging in this behavior based on a person's race, color, ethnicity, religion, creed, national origin, gender, gender identity, gender expression, sexual orientation, citizenship/immigration status, weight or disability.

### What should you do if you believe another student or a staff member has harassed, bullied or discriminated against you or if you have witnessed such behavior?

Students who believe they have been the victim of bullying or intimidating behavior, harassment or discrimination by another student or by a staff member, and all students with knowledge of such behavior, should report the incident immediately.

- A student may make a report of bullying, intimidation, discrimination or harassment by another student in writing or orally to the school staff members listed on your school's Respect for All posters which are displayed throughout your school or to any school staff member
- A student may make a report of staff-to-student harassment, intimidation and/or bullying to the principal /designee or to the Office of Special Investigations.
- A student may make a report of staff to student discrimination based on race, color, ethnicity, religion, creed, national origin, gender, gender identity, gender expression, sexual orientation, citizenship/immigration status, weight, or disability to the principal/designee or to the Office of Equal Opportunity.
- Reports should be made as soon as possible after the incident so they can be effectively investigated and addressed.
- Staff must take appropriate action to intervene to stop such behavior.

Please see the Respect for All posters displayed throughout your school for the designated school staff for all reports of student-to-student harassment, bullying, or discrimination.

## **Child Abuse**

Chancellor's Regulation A-750 addresses all matters of child abuse, neglect. If you suspect any abuse of a student, please act accordingly and notify your supervisor immediately. Remember we are all MANDATED REPORTERS.

**<http://schools.nyc.gov/NR/rdonlyres/24F952FD-B94E-4852-A935-D042E65F5B26/97056/A7501202011FINAL.pdf>**

### **How to Report Child Abuse and Neglect**

#### **Step 1: Oral Report**

- As soon as you suspect child abuse or neglect, immediately call the State Central Register (SCR) Mandated Reporter Hotline at 1-800-635-1522, or 311. The SCR is open 24 hours-a-day, 7 days-a-week.

**If a child is in immediate danger, call 911.**

- Provide as much information as possible to the protective specialist at the SCR. If available, give information to help identify and locate the child or parents in question.

#### **Step 2: Written Report**

- A signed written report must be filed with the local Child Protective Services (CPS) within 48 hours of an oral report.
- To obtain a copy of the mandated reporter form, contact your local CPS office or visit the New York State Office of Children and Family Services (OCFS) at [www.ocfs.state.ny.us](http://www.ocfs.state.ny.us) and go to the "Forms" and "LDSS-2221A" links.
- Submit the written mandated reporter form to the local Administration for Children's Services field office in the borough where the child resides. You may request the address from the child protective specialist at the time you make the oral report to the SCR.

If you are a mandated reporter and there is reasonable cause to suspect child abuse or neglect, report the case immediately.

**Call 1-800-635-1522 or 311**



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# **DISCIPLINE**

## **Student Suspension/Classroom Removals**

- Teachers will be notified about student suspensions and classroom removals by email.
- For any student on suspension or classroom removal, work must be provided by all of the student's current teachers to room 167 by the following day.

## **Referral Process**

To refer students to the deans for behavioral issues, please use the *Behavioral Referral Form*. Complete all information on the form including any previous interventions.

- If you are requesting a classroom removal, please indicate your request on the referral form. Keep in mind that this is a request and all classroom removals will need approval.
- All forms should be brought to room 167 and given to the office dean.
- Depending on the occurrence you may be asked to complete a DOE numbered statement form.
- Cell phone referrals should be completed on the same referral form.
- Email and Skedula should still be used for communication and your own records, but in order to document occurrences through the Dean's Office, you must use the Behavioral Referral Form.
- Any time a student is removed during your class be sure to complete the *Behavioral Referral Form* as soon as you can. Referrals need to be brought to room 167 the day the incident occurred.

## **Dress Code**

As per The New York City Department of Education:

All students, both male and female, are expected to give proper attention to personal cleanliness and to dress appropriately for school and school functions. A student's dress, grooming, and appearance, including hair style/color, jewelry, make-up and nails, shall:

- Recognize that extremely brief garments such as tube tops, net tops, halter tops, tank tops, spaghetti straps, plunging necklines (front and/or back), clothing that exposes mid-section of the body, miniskirts, and see-through garments are NOT appropriate for school.
- Ensure that all underwear is completely covered by outer garments.
- Include footwear at all times.
- Not include the wearing of hats in the building, except for acceptable documentation of medical or religious purpose.
- Not include items that are vulgar, obscene, and libelous, or denigrate others on account of race, religion, national origin, gender, sexual orientation, or disability.
- Not promote or endorse the use of alcohol, tobacco, or illegal drugs, and/or encourage other illegal or violent activities.

Students who violate the dress code shall be required to modify their appearance by covering or removing the offending item, or, if necessary or practical, replacing it with an acceptable item. Any student who refuses to cooperate may be required to return home with a parent/guardian or be suspended.

## **NYCDOE Discipline Code**

In addition to our JDHS policies, all JDHS staff members should become familiar with the NYCDOE Discipline Code. The link to this code: <http://schools.nyc.gov/RulesPolicies/DisciplineCode/default.htm>



## BEHAVIORAL REFERRAL FORM

**Student:** \_\_\_\_\_ **Grade:** \_\_\_\_\_

**Date:** \_\_\_\_\_ **Period:** \_\_\_\_\_ **Location:** \_\_\_\_\_ **Referring Staff:** \_\_\_\_\_

**Reason(s) for Referral:**

___ Using inappropriate language in class	___ Disrupting class
___ Unexcused lateness or absence from class	___ Insubordination
___ Verbal altercation	___ Physical altercation
___ Property damage/Vandalism	___ Theft

**Description of the incident:** *(Must be completed)*

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**Steps Taken By Referring Staff (please include date/time):**

Conference with student \_\_\_\_\_ Phone contact with parent/guardian \_\_\_\_\_

Conference with guidance counselor \_\_\_\_\_ Conference with parent/guardian \_\_\_\_\_

Other: \_\_\_\_\_

**Referring Staff's Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

***To be filled out by dean's office:*** Dean's Name: \_\_\_\_\_

**Administrative Action (include dates):** Date: \_\_\_\_\_

Deans' conference with student: \_\_\_\_\_ Restorative Justice ("Fairness") \_\_\_\_\_

Phone call to parent/guardian: \_\_\_\_\_ Conference with parent/guardian: \_\_\_\_\_

Detention: \_\_\_\_\_ Guidance Referral: \_\_\_\_\_

Staff Mediation \_\_\_\_\_ Peer Mediation \_\_\_\_\_

Referral to SAPIS \_\_\_\_\_ Principal's Suspension: \_\_\_\_\_

Superintendent's Suspension: \_\_\_\_\_

**Parent Contact:** \_\_\_\_\_ **Guidance Contact:** \_\_\_\_\_ **Teacher**  
**Contact:** \_\_\_\_\_ **Include person and type of communication**

**Fire Drills** For purposes of clarification for all members of the John Dewey High School staff, please review the

following items with regard to Fire Drill procedures:

- We are required to conduct a minimum of twelve (12) drills during the school year.
- Eight (8) of these drills must be conducted before December 1<sup>st</sup> of a given school year.
- The remaining four (4) drills will be conducted during the Spring Term.
- We will conduct full outside evacuation drills in the early Fall and in the Spring, when the weather is less problematic.
- **Full Evacuation Fire Drills** require that teachers escort their classes to a point on the school perimeter and return with their classes when the signal is given. Students and staff return to their respective classes and the day resumes as normal. Staff members are to remain with their students throughout the drill. Once the drill has been completed staff members should be sure that all students they are responsible have entered the building before they enter themselves. This takes an enormous amount of coordination and cooperation among all staff and students.
- During **Rapid Dismissal Fire Drills**, all teachers are to escort their classes to the **point of evacuation**, a first floor or ground level exit. Office staff should also escort any students who may be in their office to the assigned exit. All staff needs to leave the building!  
Staff can return once the drill has finished. Students who have after school activities may return once the drill has finished, but must reenter through scanning
- **Under no circumstances, should teachers continue teaching their class during any type of fire drill (rapid, inside or full).**
- Once the building is cleared, students who need to return for after school activities may do so via the main entrance area.
- **Soft Lockdown Drills**, will be announced over the P.A. During these drills all teachers, students and office staff should pull all students from the hallways and keep them in their classrooms/offices and lock the door. All staff and students should be out of sight (block windows if necessary) and fully quiet. This should continue until you hear, “the drill has been lifted” over the P.A.
- In the event of a **Hard Lockdown** follow the same procedures as above. The difference between a Hard Lockdown and a Soft Lockdown is that certain school and staff members can move around the building, during a Hard Lockdown all staff and student must remain in locked rooms/offices.  
**NO ONE IS TO OPEN THEIR DOORS ONCE A HARD LOCKDOWN HAS BEEN CALLED, REGARDLESS OF WHAT YOU HEAR OVER THE PA. YOU ARE TO WAIT UNTIL A MEMBER OF THE NYPD COMES AROUND AND UNLOCKS YOUR DOOR.**
- In the event of a **Shelter In** school business should continue as usual. This means that there is an outside threat and no students or staff are permitted to leave the building. All exits will be locked and cannot be opened until the Shelter In has been lifted.
- Please familiarize yourself with the members of the Building Response Team so you know who to find if you have any issue.

## Full Building Evacuation Relocation Areas



**1 – Exit 3 (1<sup>st</sup>, 2<sup>nd</sup> & 3<sup>rd</sup> Floor)    4 – Exit 1 (3<sup>rd</sup> Floor)    7 – Exit 6 (1<sup>st</sup>, 2<sup>nd</sup> & 3<sup>rd</sup> Floor)**  
**10 – Exit 4 (1<sup>st</sup>, 2<sup>nd</sup> & 3<sup>rd</sup> Floor)    2 – Exit 2 (2<sup>nd</sup> Floor)    5 – Exit 1 (1<sup>st</sup> & 2<sup>nd</sup> Floor)**  
**8 – Exit 5 (3<sup>rd</sup> Floor)    11 – Gym Area    3 – Exit 2 (1<sup>st</sup> & 3<sup>rd</sup> Floor)**  
**6 – A Wing    9 – Exit 5 (1<sup>st</sup> & 2<sup>nd</sup> Floor)**

- When you hear the alarm bell, have your class remain together and exit the building through the closest exit. Take your class to the designated area on the map
- Have students line up and take attendance
- If all students are accounted for hold up the green card
- If any students are not accounted for hold up the red card
- When the evacuation is concluded return to the building from the same exit you left. Be sure your entire class has entered before you do

# **DOE Emergency Readiness Policies**

## **Emergency Procedures**

If a life-threatening situation exists, contact Security, the Deans, Assistant Principals or the Main Office **IMMEDIATELY**. Assistance will come to you, the situation will be evaluated, and the decision to call 911, or the Precinct, will be made by The Principal, or a representative. These procedures help ensure a more timely and efficient arrival of help, as calls made directly by the school are handled expediently. **Most situations will be handled by administration, safety agents, deans and school medical staff. However, it is possible that you may find yourself on a school trip outside of the building in which you will have to keep in contact with the school for guidance.** Since all emergency situations are entered into OORS, this requires the following information: time of the incident, time the parent was contacted, time of the responders including JDHS staff, safety agents, nurse and EMS if necessary. If EMS arrives, please be sure to note the time of arrival, name/s of the responders and CAB# of the ambulance. If the police arrive, we need also need the same information including the time of arrival and the name/s of officers and badge number/s.

## **DOE General Response Protocol**

All teachers must become familiar with the DOE's General Response Protocol, which is used during times of emergency both inside and outside the school building. Please refer to the following page for a summary of these procedures.

## GRP Summary Sheet for Teachers and Students

The General Response Protocol (GRP) has been designed (in collaboration with the “i love U guys” Foundation) to provide all schools with the direction they will take when an emergency incident occurs. At its core is the use of common language to identify the initial measures all school communities will take until first responders arrive. In every incident, school administrators will need to assess the unique circumstances that will affect how the GRP is implemented.

Each protocol has specific staff and student actions that are unique to each response. In the event that a student or staff member identifies the initial threat, calling 911 and administration is required.



**Lockdown (Soft/Hard) – *Soft Lockdown*** implies that there is no identified imminent danger to the sweep teams. Administrative teams, Building Response Teams, and School Safety Agents will mobilize to the designated command post for further direction. ***Hard Lockdown*** implies that imminent danger is known and NO ONE will engage in any building sweep activity. All individuals, including School Safety Agents will take appropriate lockdown action and await the arrival of first responders.

“Attention: We are now in Soft/Hard Lockdown. Take proper action.”

(Repeated twice over the PA system.)

Students are trained to:

1. Move out of sight and maintain silence.

Teachers are trained to:

1. Check the hallway outside of their classrooms for students, lock classroom doors, and turn the lights off.
2. Move away from sight and maintain silence.
3. Wait for First Responders to open door, or until hearing the “All Clear” message: “**The Lockdown has been lifted**”, followed by specific directions.
4. Take attendance and account for missing students by contacting the main office.



**Evacuate** – The fire alarm system is the initial alert for staff and students to initiate an evacuation. However, there may be times when the PA system and specific directions will serve as the alert initiating an evacuation. Announcements will begin with “Attention”, followed by specific directions. (Repeated twice over the PA system.)

Students are trained to:

1. Leave belongings behind and form a single file line. In cold weather, students should be reminded to take their coats when leaving the classroom. **Students in physical education attire WILL NOT return to the locker room.** Students without proper outdoor attire will be secured in a warm location as immediately as possible.

Teachers are trained to:

1. Grab evacuation folder (with attendance sheet and Assembly Cards).
2. Lead students to evacuation location as identified on Fire Drill Posters. **ALWAYS LISTEN FOR ADDITIONAL DIRECTIONS.**
3. Take attendance and account for students.
4. Report injuries, problems, or missing students to school staff and first responders using Assembly Cards.



**Shelter-In** – “Attention. This is a Shelter-In. Secure all exit doors.” (Repeated twice over the PA system.)

Students are trained to:

1. Remain inside of the building.
2. Conduct business as usual.
3. Respond to specific staff directions.

Teachers are trained to:

1. Increase situational awareness.
2. Conduct business as usual.
3. The Shelter-In directive will remain in effect until hearing the “All Clear” message: “**The Shelter-In has been lifted**”, followed by specific directions.

**BRT members, floor wardens, and Shelter-In staff will secure all exits and report to specific post assignments.**

## Missing Student Protocol

In the event of a missing student, all DOE employees must adhere to the following Missing Student Protocol.



### *Missing student or student who has run away from assigned staff.*

**Please note: this procedure must immediately be followed when a student has been reported missing, the student's whereabouts cannot be confirmed, and there is concern for the student's safety or well-being. Schools must be prepared to initiate a soft-lockdown AND assign staff to secure the exit doors in an effort to prevent the student from leaving the building.**

#### **If it is confirmed that the student has exited the building:**

Immediately call 911(including transit police), and notify the Principal/Designee, Emergency Information Center (EIC), and the Borough Safety Director (BSD).Provide a clear description of the student including where the child was last observed. Include the following information in the description:

- Height and approximate weight
- Ethnicity
- Complexion and hair color
- Attire and any distinguishing features
- Verbal or non-verbal
- Languages spoken

Notify the School Safety Agent (SSA) in the building so that the Borough Command and School Safety Division can activate their protocols.

Immediately monitor the video surveillance system (if applicable) including perimeter cameras.

Notify the parent.

Review the Blue Card to identify any relatives listed who may live near the school. This information may be relevant in locating the missing student.

Activate the Building Response Team (BRT) and open the Command Post and gather all relevant information necessary to work with first responders and law enforcement (description of the student, blue card information, photograph (if available). If applicable, review the student's Individual Education Plan (IEP) to determine what additional supports are required.

When the parent arrives at the school, escort the parent to the command post so that the parent may discuss the incident with school officials and law enforcement. Where applicable, have the parent coordinator accompany the parent in order to provide additional support for the family. A representative of the school crisis team should also report to the Command Post to provide support for the family.

November 2013



**If it cannot be confirmed that the student has exited the building:**

Notify the Principal/ designee and the School Safety Agent

- Provide a clear description of the student including where the child was last observed. Include the following information in the description:
  - Height and approximate weight
  - Ethnicity
  - Complexion and hair color
  - Attire and any distinguishing features
  - Verbal or non-verbal
  - Languages spoken

Activate the BRT, and open the Command Post. Provide all BRT members, School Safety Agents, Shelter- In staff, and floor searchers a description of the student, and if available, a photograph of the student. If applicable, review the student's IEP to determine what additional supports are required.

Immediately monitor the video surveillance system (if applicable) including perimeter cameras.

Initiate a Soft Lockdown and assign Shelter- In staff to secure the exit doors. Use the following language, "Attention, this is a soft lockdown. Take proper action. All staff, we are looking for (use the name and description you have). If you know where this student is, please call extension (insert the phone extension to call)".

If the student is observed on the camera system, immediately deploy search staff to the location where the student was observed. This includes areas outside of the school building.

Inside the building, all rooms and offices, including restrooms and access to the basement must be searched.

After an initial sweep of the building, if the student has not been located, immediately call 911 (including transit police), EIC, and the Borough Safety Director.

If available, provide law enforcement with a photograph of the missing student.

Notify the parent of the student and continue searching the building.

Review the Blue Card to identify any relatives listed who may live near the school. This information may be relevant in locating the missing student.

When the parent arrives at the school, escort the parent to the command post so the parent may discuss the incident with school officials and law enforcement. Where applicable, have the parent coordinator accompany the parent in order to provide additional support for the family. A representative of the school crisis team should also report to the Command Post to provide support for the family.

## **Chancellor's Regulations**

In addition to all JDHS policies and procedures, all staff members are responsible for becoming familiar with **ALL Chancellor's Regulations**, and any revisions made to these regulations throughout the year. Below is a summary of some key regulations. These summaries are not reflective of all information included in the regulations, so it is the responsibility of staff to **read through all regulations, paying special attention to the following: A-412, A-420, A-421, A-443, A-670, A-750, A-755, A-820, A-830, A-831, C-105, C-601, C-603, C-604, C-605, C-606, and D-130.** These regulations can be found at the link below:

<http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations/default.htm>

### **Key Regulation Summaries**

<b>Chancellor's Regulation</b>	<b>Brief Summary: Please take your own notes and read entire regulation for further clarification</b>
A 412 Security in the Schools	All school personnel are responsible for maintaining the safety and security of the school. This includes adhering to all protocols regarding: <ul style="list-style-type: none"><li>• School-related crimes</li><li>• Emergency situations that put the school community in danger</li><li>• Sexual misconduct</li><li>• Medical emergency</li><li>• Child abuse</li><li>• Arrests</li><li>• Release of student info</li></ul>
A 420 Corporal Punishment	defines corporal punishment as any act of physical force upon a pupil for the purpose of punishing that pupil
A 421 Verbal Abuse	Verbal abuse is not corporal punishment. Prohibited verbal abuse includes: <ul style="list-style-type: none"><li>• language that tends to cause fear or physical or mental distress;</li><li>• discriminatory language based on race, color, national origin, alienage/citizenship status, ethnicity, religion, gender, disability, or sexual orientation which tends to cause fear or physical or mental distress;</li><li>• language that tends to threaten physical harm; or</li><li>• language that tends to belittle or subject students to ridicule</li></ul>



A 443 Student Discipline	<p>This Regulation and the relevant Discipline Code apply to prohibited actions of students in school or on school property before, during, or after school hours; while traveling on vehicles funded by the Department of Education; and to misbehavior that occurs off school premises when it negatively affects the educational process or endangers the health, safety, morals or welfare of the school community.</p> <p>This regulation outlines the appropriate discipline procedures, and the protection of students with IEPs under this regulation.</p>
A 670 School Trips	<p>The regulation sets forth the rules and procedures governing school trips for students at all levels of the school system. It provides guidelines for planning and executing field trips for students and outlines the responsibilities of Superintendents, principals and staff. It establishes clearly defined ratios of staff and other adults to students and rules for handling emergency situations.</p>
A 750 Child Abuse	<p><b><u>All pedagogical and non-pedagogical school personnel are mandated reporters for child abuse. Please refer to the regulation for detailed information on how to report child abuse.</u></b></p> <p>A child is considered abused or maltreated if the child is less than 18 years old (21 years old or less if in a residential placement) and a parent or other person legally responsible for the child's care harms the child, creates substantial risk of harm, or fails to exercise a minimum degree of care to protect the child. Some things this may include are physical abuse, neglect, sexual abuse, emotional abuse and educational neglect.</p>
A 755 Suicide Prevention/Intervention	<p>This regulation supersedes and replaces Chancellor's Regulation A-755 dated January 20, 2011. The number of suicides and attempted suicides among school aged youth has increased by alarming rates in recent years. This regulation focuses on the role of the school in dealing with potential or actual suicidal behavior and provides guidelines to assist each school in the development of a School Crisis Intervention Plan. It is the responsibility of every staff member to report knowledge of any potential suicide to the principal or designated liaison whether or not the student has requested that the information be kept confidential. Only School Based Mental Health Programs (SBMHP) trained mental health staff such as guidance counselors, psychologists, social workers, and psychiatrists are to provide appropriate counseling services. This staff is crucial in the formation of the school crisis response/prevention education/intervention team. The persons designated by the principal, e.g., the assistant principal, guidance counselor, social worker, mental health worker, must report suicidal behavior to the parent* and complete a Department of Education "Online Occurrence Report".</p>
A 820 Confidentiality and Release of Student Records; Records Retention	<p>This regulation addresses the confidentiality of and access to student records and provides information about NY State records retention mandates and Department of Education requirements for disposing of or archiving records. It supersedes Chancellor's Regulation A-820, Confidentiality and Release of Student Records; Records Retention, dated July 8, 2008.</p>
A 830 Procedures for Filing Complaints of Alleged Discrimination/Harassment	<p>It is the policy of the New York City Department of Education (DOE) to provide equal educational and employment opportunities without regard to race, color, religion, creed, ethnicity, national origin, alienage, citizenship status, age, marital status, partnership status, disability, sexual orientation, gender (sex), military status, prior record of arrest or conviction (except as permitted by law), predisposing genetic characteristics, or status as a victim of domestic violence, sexual offenses, or stalking. It is also the policy of the DOE to maintain an environment free of harassment on any of the above-noted grounds, including sexual harassment or retaliation, and to comply with all laws and provisions in the Department of Education collective bargaining agreements prohibiting discrimination.</p>
A 831	<p>It is the policy of the New York City Department of Education to maintain</p>

<p><b>Student-to-Student Sexual Harassment</b></p>	<p>A safe and supportive learning and educational environment that is free from sexual harassment committed by students against other students.</p> <p>It is a violation of this regulation for a student to harass another student through conduct or communication of a sexual nature, as defined below.</p> <p>Such harassment is prohibited and will not be tolerated in school, during school hours, before or after school, while on school property, at school sponsored events, or while traveling on vehicles funded by the Department of Education and on other than school property when such behavior can be demonstrated to negatively affect the educational process or to endanger the health, safety, morality or welfare of the school community. Students found guilty of violating this regulation will be subject to appropriate disciplinary action consistent with the Discipline Code and Chancellor's Regulation A-443. Sexual harassment of a student by an employee is prohibited, as set forth in Chancellor's Regulation A-830.</p>
<p><b>C 110</b> <b>Conflicts of Interest, Community Education Council Members, Employment of Family Members</b></p>	<p>The Conflicts of Interest Law contains important restrictions in the area of second jobs, gifts and honoraria, political activities, volunteer positions and post-employment activities (i.e., positions taken after leaving Department of Education employment). All employees and officials of the Department of Education are required to familiarize themselves with these provisions and the definitions contained therein. The full text of the Conflicts of Interest Law, the Conflicts of Interest Board's pamphlet devoted to Department of Education issues and other Conflicts of Interest Board publications can be found on the Conflicts of Interest Board's website at: <a href="http://www.nyc.gov/ethics">www.nyc.gov/ethics</a>.</p>
<p><b>C105</b> <b>Procedures in case of an arrest of employees</b></p>	<p><b>Requirement to Notify Department of Education of Arrest</b></p> <p>Any person employed by or in the Department of Education, or employed by a Department of Education employee to provide services in Department facilities (i.e., custodial helper) who has been arrested and charged with a felony, misdemeanor or violation must immediately notify the Office of Personnel Investigation (OPI) and his/her building or office supervisor in writing and provide a copy of the criminal court complaint. Notification to a supervisor alone does not satisfy this reporting requirement. OPI must be notified separately in writing.</p>
<p><b>C 601</b> <b>Attendance and Service of School Staff</b></p>	<p>For a school with an arrival time of 7:55am and dismissal time of 2:30 p.m., teachers must report for service no later than 7:55 a.m. regardless of whether or not they have a specific class assignment or coverage at that time. If a teacher reports at 7:58 a.m., this teacher is considered three minutes absent. For purposes of service, "reporting for duty" means reporting to the location where assigned duties are to be performed and not merely signing or clocking in. Thus, a teacher who is assigned to take charge of students at 7:55 a.m. must be in the designated classroom or pick-up area not later than 7:55 a.m. regardless of the time the teacher clocked or signed in.</p> <p>All fractional absences occasioned by late arrival must be recorded for possible payroll</p>

	deduction. Fractional absence totaling 30 minutes or less during a school year will not result in an actual deduction from salary but will be recorded as a lateness. When the total is greater than 30 minutes within a school year, a salary deduction will result.
C 603 Absent Employees	<p>Notice by Absent Employees</p> <p>a. Each employee is responsible for informing the principal or office head of the nature and probable duration of any actual absence or leave as soon as possible.</p> <p>(1) If the absence can be anticipated, the employee must inform the supervisor as soon as possible and submit the required application prior to the commencement of the period of actual absence.</p> <p>(2) If the absence cannot be anticipated, the employee must inform the supervisor as soon as possible by telephone or similar means and submit the required application as directed by the supervisor.</p> <p>b. The importance of early notification and application for excuse of absence or leave cannot be overemphasized.</p> <p>(1) Absence may require the employment of a substitute teacher or the adjustment of an office work schedule.</p> <p>(2) Pending receipt and approval of the required application for excuse or leave, time lost must be considered unauthorized absence.</p> <p>(3) The submission of any application, of and by itself, does not constitute authorization for absence or leave prior to approval. Therefore, to expedite processing and to minimize withholding of pay, applications for excuse or leave must be submitted as early as possible. In any case, an application for excuse or leave may not be accepted or acted upon when it is received by the school or office supervisor more than thirty calendar days after the date of return to duty. Thus, failure to submit the required application on time may result in permanent loss of pay and impairment of status.</p> <p>(4) Teachers and supervisors who are absent for twenty consecutive school days (or work days for headquarters and district staff) without notice shall be deemed to have resigned unless they have reasonable cause for failure to notify.</p>
C 603 Absent Employees	<p>Notice by Absent Employees</p> <p>a. Each employee is responsible for informing the principal or office head of the nature and probable duration of any actual absence or leave as soon as possible.</p> <p>(1) If the absence can be anticipated, the employee must inform the supervisor as soon as possible and submit the required application prior to the commencement of the period of actual absence.</p> <p>(2) If the absence cannot be anticipated, the employee must inform the supervisor as soon as possible by telephone or similar means and submit the required application as directed by the supervisor.</p> <p>b. The importance of early notification and application for excuse of absence or leave cannot be overemphasized.</p> <p>(1) Absence may require the employment of a substitute teacher or the adjustment of an office work schedule.</p> <p>(2) Pending receipt and approval of the required application for excuse or leave, time lost must be considered unauthorized absence.</p> <p>(3) The submission of any application, of and by itself, does not constitute authorization for absence or leave prior to approval. Therefore, to expedite processing and to minimize withholding of pay, applications for excuse or leave must be submitted as early as possible. In any case, an application for excuse or leave may not be accepted or acted upon when it is received by the school or office supervisor more than thirty calendar days after the date of return to duty. Thus, failure to submit the required application on time may result in permanent loss of pay and impairment of status.</p> <p>(4) Teachers and supervisors who are absent for twenty consecutive school days (or work days for headquarters and district staff) without notice shall be deemed to have</p>

	resigned unless they have reasonable cause for failure to notify.
C 604 Timekeeping	Without exception, each member of the pedagogical staff of a school, Board of Education headquarters or district office must follow the procedure established for the recording of the time of arrival and of departure each day as well as every absence from the premises during the day, indicating the duration and reason for any such absence. This includes the principal or office head
C 605 Salary, Attendance and Leave of Management Employees	This regulation sets forth the policy and procedures as well as salary, attendance, leave, and other working conditions of pedagogical staff who are in the Management Pay Plan and not covered by any collective bargaining agreement. It supersedes and replaces Chancellor's Regulation C-605, which was issued on September 5, 2000.
C 606 Time Off for Religious Observance	It is the policy of the New York City Department of Education (the "Department") to make accommodations to employees' religious observances and practices.
C 810 Tobacco Product and Smoke-Free (No Smoking) Policy	<b>SMOKE-FREE ENVIRONMENT POLICY</b> All areas of the New York City Department of Education are now smoke-free without exception. Smoking, or use of any tobacco product, including chewing tobacco, is not permitted anywhere within the Department of Education, including all indoor and outdoor facilities and city vehicles. Smoking is not permitted in private enclosed offices, conference and meeting rooms, cafeterias, lunchrooms, or employee lounges. Smoking is not permitted anywhere on school grounds and other DOE outdoor facilities including playing fields, schoolyards, entrances and exits to buildings, parking lots, etc. Smoking is prohibited by employees while they are on duty supervising children, whether they are on or off school grounds.
D 130 Political Activities in School Buildings	School buildings are not public forums for purposes of community or political expression.

# Regulation of the Chancellor

Category: **STUDENTS** Issued: 5/21/15 Number: **A-411**  
Subject: BEHAVIORAL CRISIS DE-ESCALATION/INTERVENTION AND CONTACTING 911 Page: 1 of 3

## **ABSTRACT**

This is a new Regulation. It establishes the Department of Education's ("DOE") policy and procedures regarding intervention and de-escalation, and contacting 911 for students experiencing behavioral crises. This Regulation shall become effective on August 1, 2015.

### **I. BEHAVIORAL CRISIS DE-ESCALATION/INTERVENTION AND CONTACTING 911<sup>1</sup>**

- A. This Regulation establishes the Department of Education's ("DOE") policy and procedures regarding intervention and de-escalation, and contacting 911 for students experiencing behavioral crises. It becomes effective on August 1, 2015.
- B. When a student engages in behavior that poses a substantial risk of serious injury to the student or others, schools must determine the appropriate way to manage the behavior and consider whether the situation can be safely de-escalated by school staff as set forth below. In such situations, the following procedures must be followed:
  1. The principal/designee must be notified of the situation and must attempt to reach the parent.<sup>2</sup> The parent must be given an opportunity to speak by telephone or in person with his/her child where safety considerations permit and where it will not interfere with school staff's efforts to de-escalate the situation.
  2. Every effort must be made by responding school staff to safely de-escalate the behavior where possible using: 1) strategies and interventions for addressing behavioral crises; and 2) the in-school and community resources identified in the school's Crisis De-escalation Plan (see Section III below). If the classroom teacher or the responding staff member is unable to de-escalate the behavior, the teacher/staff member should seek assistance from staff members trained in crisis de-escalation. The teacher/staff member may also seek assistance from other appropriate staff and resources including the assistant principal, dean, a member of the school's Crisis Intervention Team, a member of the Building Response Team, a guidance counselor, School-Based Mental Health Clinic (SBMH) or a School-Based Health Center with mental health services (SBHC) if there is one on-site, or the Children's Mobile Crisis Team if available in the borough.
  3. However, where a student's behavior poses an imminent and substantial risk of serious injury to himself or others and the situation cannot be safely addressed by school staff or the support services set forth above, the principal/designee must call 911. In such situations where it is not practicable to contact the principal/designee, the responding staff member/School Safety Agent must call 911 and immediately thereafter notify the principal/designee.

### **II. SCHOOLS' RESPONSIBILITIES WHEN 911 IS CONTACTED**

- A. When 911 is called for a student, the principal/designee must immediately attempt to reach the parent to notify him/her that 911 was called.

<sup>1</sup> The policies and procedures regarding contacting 911 for emergency medical services for a physical injury or medical condition are contained in Chancellor's Regulation A-412.

<sup>2</sup> "Parent" means the student's parent or guardian or a person in any parental or custodial relationship to the student, or the student if he/she is an emancipated minor or is 18 years or older.

# Regulation of the Chancellor

Category: **STUDENTS** Issued: 5/21/15 Number: **A-411**  
Subject: BEHAVIORAL CRISIS DE-ESCALATION/INTERVENTION AND CONTACTING 911 Page: 2 of 3

- B. If the parent has arrived at the school and it will not interfere with the proper discharge of the on-scene 911 responders' duties and responsibilities, the parent must be given an opportunity to speak to the on-scene 911 responders and the student.
- C. If the parent has not arrived at the school but has been reached by phone, the parent must be given an opportunity to speak to the on-scene 911 responders and the student if it is feasible and it will not interfere with the proper discharge of the on-scene 911 responders' duties and responsibilities.
- D. If the parent requests that his or her child not be transported to the hospital, the on-scene 911 responders will obtain relevant information from DOE staff, the parent and others as appropriate and determine whether the parent's request may be honored in accordance with FDNY policies and procedures for Refusal of Medical Assistance.
- E. If it is determined that the student does not require emergency treatment and/or transport, school officials and the parent shall discuss appropriate immediate next steps, including but not limited to whether the student should be returned to class.
- F. If the school staff is unable to contact the student's parent, the on-scene 911 responders will obtain relevant information from DOE staff and others as appropriate and then determine whether the student requires emergency medical treatment and/or transport. If it is determined that the student will be transported to the hospital, school staff must accompany the student. If the parent does not arrive by the end of the staff member's school day, the staff member must contact the principal/designee for further instructions.
- G. In no circumstance should 911 be called or employed as a disciplinary response or disciplinary measure because of a student's behavior. Furthermore, 911 should not be used in lieu of or as an alternative to de-escalation strategies or resources, where such strategies and resources can be safely used to address the crisis as set forth in I.A.2 above.
- H. Schools may not request or require a mental health clearance letter as a condition of a student attending or returning to school.
- I. Following any behavioral crisis, school staff should meet with the parent (and the student where appropriate) to discuss appropriate positive behavioral supports and interventions for the student.

### III. **CRISIS INTERVENTION PLANS**

- A. Each school's Crisis Response/Prevention Education/Intervention Team (Crisis Intervention Team) must complete a Crisis De-escalation Plan as part of its Consolidated School and Youth Development Plan. Such plan must:
  - 1. include strategies for de-escalating behavioral crisis situations;
  - 2. identify locations in the school building in which students in crisis may be safely isolated from others;
  - 3. identify any school staff trained in de-escalation techniques;
  - 4. identify in-school and community resources that are available to the school and parents (e.g., mental health clinics, mobile crisis teams, facilities that provide urgent/same-day mental health assessments); and
  - 5. describe how crisis de-escalation and response protocols are communicated to school staff.



# Regulation of the Chancellor

Category: **STUDENTS** Issued: 5/21/15 Number: **A-411**  
Subject: BEHAVIORAL CRISIS DE-ESCALATION/INTERVENTION AND CONTACTING 911 Page: 3 of 3

## IV. **REPORTING PROCEDURES**

- A. The principal/designee must notify the DOE's Emergency Intake Center (EIC) at (718) 935-3210 whenever 911 has been contacted.
- B. The principal/designee must file an Online Occurrence Report (OORS Report) within 24 hours of the incident for all school-related incidents, including all incidents for which 911 was contacted.
- C. The Office of Safety and Youth Development (OSYD) provides a help desk to assist with any technical questions regarding the filing of an OORS report. The help desk is available from 8:00 am to 5:00 pm Monday through Friday. To contact the help desk, call (718) 935-5004 and ask for the OSYD Web Support.
- D. Upon request, parents have the right to receive a copy of their child's occurrence report in accordance with Chancellor's Regulation A-820 and the Family Educational Rights and Privacy Act (FERPA).

## V. **NOTIFICATION**

- A. Each Crisis Intervention Team must conduct an orientation for all school staff, including non-instructional staff by October 31<sup>st</sup>. The orientation session must include a presentation of the policies and procedures set forth in this Regulation and the school's Crisis De-escalation Plan.
- B. Each school must certify by October 31<sup>st</sup> that it has conducted the orientation session in its annual Consolidated School and Youth Development Plan.
- C. By October 31<sup>st</sup>, the policies and procedures set forth in this Regulation and the Crisis De-escalation Plan must be addressed at a School Safety Committee meeting at which an in-house School Safety Agent Level III/designee must be present.
- D. A copy of this Regulation must be made available to parents upon request.

## VI. **INQUIRIES**

Inquiries regarding this Regulation should be addressed to:

<b>Telephone:</b> 212-374-5501	<i>Office of Safety and Youth Development</i> N.Y.C. Department of Education 52 Chambers Street – Room 218 New York, NY 10007	<b>Fax:</b> 212-374-5751
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# Regulation of the Chancellor

Category: **STUDENTS**

Number: **A-412**

Subject: **SECURITY IN THE SCHOOLS**

Page: 1 of 9

Issued: 11/8/06

## **ABSTRACT**

This regulation supersedes and replaces Chancellor's Regulation A-412 dated September 13, 2005. This regulation sets forth the responsibilities of school staff for maintaining safety and security in the schools. It also establishes the procedures that must be followed when a school-related crime or incident occurs.

### **I. SECURITY IN THE SCHOOLS**

- A. Public schools should provide a safe and secure environment for students, staff, and parents. The maintenance of order and security in and around public schools is essential to creating learning environments in which students can meet high academic standards, educators can teach to those standards, and parents can be assured that the children are guaranteed their right to learn.
- B. The maintenance of safety and good order is the collective responsibility of all school staff, the New York City Police Department, the Department of Education's Division of Student Safety and Prevention Services, parents, and students.
- C. The principals and school safety agents (SSAs) shall consult and work cooperatively with each other on matters pertaining to school security. Toward that end, they shall promptly notify each other of incidents that occur on school property.
- D. Compliance with the procedures set forth in this regulation is mandatory. Failure to comply with these procedures may result in disciplinary action including dismissal from employment.

### **II. NOTIFICATION AND REPORTING REQUIREMENTS FOR SCHOOL-RELATED CRIMES AND INCIDENTS**

The following sets forth the notification and reporting requirements that must be followed when a school-related crime or incident has been committed. School-related crimes and incidents are those which occur on or near school property (e.g., in front of the building, or which occur off school property but which have a nexus to the school, e.g., involving students or staff from the same school).

In addition to the notification requirements set forth below where a serious school-related criminal, non-criminal, and/or medical incident occurs which may have public health and safety implications or is newsworthy (e.g., shootings,





# Regulation of the Chancellor

Category: **STUDENTS**

Number: **A-412**

Subject: **SECURITY IN THE SCHOOLS**

Page: 2 of 9

Issued: 11/8/06

bomb scares, bus accidents, attempted suicides), the superintendent's designee must contact the Department of Education's Emergency Information Center (EIC) at (718) 935-3210. (Please refer to Chancellor's Special Circular No. 7, dated January 7, 1999.)

## A. Notification Requirements for School-Related Crimes

The following notification requirements must be adhered to regardless of the source of the information and notwithstanding requests for confidentiality. Certified social workers, psychologists and SAPIS should contact the Office of Legal Services with questions regarding confidentiality and privileged information.

### 1. Crime Committed by Students

In all cases where a school safety agent (SSA) or Department of Education employee (DOE) has been provided with information or an allegation that a school-related crime which poses a danger to students, staff, or the school community has been committed by a student, he/she shall immediately take the following steps:

- a. If the incident creates an immediate safety emergency, the SSA/DOE must immediately notify the police and then advise the principal/designee;
- b. In all other situations that do not pose an immediate safety threat, the SSA/DOE must notify the principal/designee of the incident. The principal/designee must, in turn, notify the police and the SSA. Nothing herein precludes the SSA from also notifying the police;
- c. In addition to (a) and (b) above, the principal/designee must also immediately notify the parent\* and appropriate superintendent.

### 2. Crime Committed by Department of Education Employee

In all cases where a SSA/DOE has been provided with information or an allegation that a school-related crime has been committed by a Department of Education employee or person connected with school programs or services, such as volunteers, he/she shall immediately take the following steps:

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\* The term "parent," whenever used in this regulation, shall mean the student's parent(s) or guardian(s) or any person or agency in a parental or custodial relationship to the student.



## Regulation of the Chancellor

Category: **STUDENTS**

Number: **A-412**

Subject: **SECURITY IN THE SCHOOLS**

Page: 3 of 9

Issued: 11/8/06

- a. If the incident creates an immediate safety emergency, the SSA/DOE must immediately notify the police and then advise the principal/designee;
  - b. In all other situations that do not pose an immediate safety threat, the SSA/DOE must notify the principal/designee of the incident. The principal/designee shall, in turn, notify the police, the superintendent, the SSA and the Special Commissioner of Investigation for the New York City School District ("SCOI") at (212) 510-1400 (and the Office of Special Investigations where the allegations involve corporal punishment);
  - c. If a student is the victim of the suspected criminal activity, the principal/designee must also notify the parent.
3. Sexual Misconduct Committed by Department of Education Employees  
Every employee and officer of the Department of Education has an affirmative obligation to report immediately to his/her principal/supervisor and the SCOI any information concerning sexual misconduct involving students by Department of Education officers, employees, or others connected with school programs or services, such as volunteers. This obligation extends to sexual misconduct on and off school premises. The principal/supervisor must contact the student's parent. THE PRINCIPAL/OFFICE HEAD/SUPERINTENDENT SHALL NOT GATHER ANY INFORMATION OR CONDUCT AN INVESTIGATION OF THE ALLEGATIONS. Where the alleged misconduct constitutes a crime, the principal/supervisor must notify the police.
4. Medical Emergency
  - a. If an individual requires immediate medical attention, the SSA/DOE must call 911 to dispatch EMS/Fire Department. SSA/DOE must then contact the principal/designee who must proceed to the scene at once with a trained health professional (e.g., health aide, nurse, physician's assistant);
  - b. If the individual requiring medical attention is a student, the principal/designee must contact the student's parent;
  - c. If the student must be removed to the hospital and the parent has not arrived, a member of the school staff must accompany the student to the hospital. If the parent does not arrive by the end of



# Regulation of the Chancellor

Category: **STUDENTS**

Number: **A-412**

Subject: **SECURITY IN THE SCHOOLS**

Page: 4 of 9

Issued: 11/8/06

the staff member's school day, the staff member must contact the principal/designee.

## 5. Child Abuse

- a. In all cases where school staff have a reasonable suspicion that a student is a victim of child abuse, maltreatment, or neglect by a parent, a person responsible for the child's care, or a person regularly or continually found in the child's household, school staff must immediately report the suspicion to the principal or his/her designee. The principal/designee must immediately report the suspicion to the New York Central State Register for Child Abuse and Maltreatment (800) 635-1522. The principal and staff member must ensure that a written report has been made in accordance with Chancellor's Regulation A-750. If a Child Protective Service worker has not responded by 3:00 p.m. and it is determined that the child's life and/or safety is in imminent danger if returned home, the principal/designee must call 911 for emergency police assistance, after consulting with the superintendent/designee. (See Chancellor's Regulation A-750 for further details.)
- b. In all cases where school staff suspects that a student is a victim of child abuse by a person other than an individual specified in paragraph (a) above, they shall immediately notify the principal/designee. The principal/designee shall contact the student's parent and the police.

## B. Notification Requirements for School-Related Incidents

The following procedures must be followed if a SSA/DOE employee learns of or witnesses a school-related non-criminal incident, accident or medical emergency which may require school disciplinary or other follow-up action and/or central/superintendent notification:

1. If an individual requires immediate medical attention, the SSA/DOE shall follow the same procedures set forth in II.4 above;
2. The SSA/DOE must notify the principal/designee;
3. The principal/designee must determine what, if any, disciplinary or other follow-up action shall be taken and then contact the superintendent and the parent, where a student is involved;
4. If the incident involves corporal punishment, the principal must notify the Office of Special Investigations.





# Regulation of the Chancellor

Category: **STUDENTS**

Number: **A-412**

Subject: **SECURITY IN THE SCHOOLS**

Page: 5 of 9

Issued: 11/8/06

## C. Written Reporting Requirements

The complete and accurate reporting of school-related crimes and incidents and injuries which result from such incidents are necessary steps in maintaining safety and order in the schools.

### 1. Incident Reports

The principal/designee is required to file an incident report for all school-related crimes and incidents within 24 hours of the incident.\*

- a. Incident reports shall be prepared and signed by the principal/designee. The incident should be described in sufficient detail to provide a full, factual description of what transpired;
- b. The principal/designee must seek to obtain signed handwritten statements from the parties involved and from witnesses, specifying the time, date, and place of the occurrence with an account detailing the nature and sequence of events.

### 2. The NYPD School Safety Incident Reports

- a. The SSA shall prepare a NYPD School Safety Incident Report, which will include student names for the following: felonies, misdemeanors and incidents involving weapons, controlled substances, and gang related activities of a criminal nature. If the SSA was not directly involved or aware of an incident in any of these categories, then the principal must provide the SSA with a verbal description of the incident including student names;
- b. The SSA shall prepare a NYPD School Safety Incident Report, which will not include student names for incidents involving the following: non-criminal possession of fireworks, non-criminal trespassing, loitering, disorderly conduct, and harassment. If the SSA was not directly involved or aware of an incident in any of these categories, then the principal must provide the SSA with a verbal description of the incident excluding student names;
- c. The SSA must forward a copy of the report to the School Safety Division Operation Center through appropriate channels.

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\*The principal is required to file a Comprehensive Injury Report for all injuries involving students, staff members, and other individuals occurring on or about Department of Education premises or at school sponsored events in accordance with Chancellor's Regulation A-730.



# Regulation of the Chancellor

Category: **STUDENTS**

Number: **A-412**

Subject: **SECURITY IN THE SCHOOLS**

Page: 6 of 9

Issued: 11/8/06

## **III. ARRESTS OF STUDENTS**

- A. If an incident requires an immediate arrest, the SSA must place the student under arrest and notify the principal.
- B. If the incident does not require an immediate arrest or other immediate action, the SSA and/or NYPD must, to the fullest extent practicable, consult with the principal/designee prior to placing the student under arrest or issuing any form of criminal process.
- C. When a student is arrested, the principal must immediately notify the parent. If the parent cannot be reached, the principal must request of the arresting officer that a member of the school staff accompany the student to the precinct. If such permission is denied, a member of the staff (who must not be a SSA) must follow immediately to the place where the student is taken. The staff member who accompanies or follows the student to the precinct must be someone who was not involved in the incident resulting in the arrest. The staff member must remain with the student for a reasonable time or until he/she is no longer needed.

## **IV. INVESTIGATION BY POLICE OR OTHER AGENCIES**

- A. Questioning of Students and Staff
  1. When the police or other investigatory agencies wish to investigate a school-related crime committed by a student, the principal/designee must permit them to interview school staff or other non-student witnesses and staff, or other non-student victims. These individuals, however, may not be compelled by the principal/designee to submit to such questioning.
  2. Where the police or other investigatory agencies wish to question a student in school regarding a school-related crime, the principal/designee must make every reasonable effort to contact the student's parent. If notification is made, the principal/designee or the police/investigatory agency shall consult with the parent about how the parent wishes to proceed. If the parent does not object, the principal/designee must permit the police/investigatory agency to interview the student. The principal/designee should be present during the interview.
  3. Where the police/investigatory agency comes to a school to question a student regarding a school-related crime and the student's parent cannot be reached, the principal/designee shall permit the police to speak with the student under the following circumstances:



## Regulation of the Chancellor

Category: **STUDENTS**

Number: **A-412**

Subject: SECURITY IN THE SCHOOLS

Page: 7 of 9

Issued: 11/8/06

- a. If the parent of a student who is suspected of committing a crime cannot be reached, the police/investigatory agency may not be permitted to question the student unless the officer indicates that there is a continued threat of imminent danger. The principal/designee shall determine whether a threat of imminent danger exists. If he/she is uncertain and absent exigent circumstances, the principal/designee must contact the Office of Legal Services;
  - b. If a parent of a student who is not a suspect (i.e., victim or witness) cannot be reached, the police/investigatory agency may not be permitted to interview the student unless there are exigent circumstances warranting proceeding with an interview. The principal/designee shall determine whether there are exigent circumstances. If he/she is uncertain and absent exigent circumstances, he/she must contact the Office of Legal Services;
  - c. In cases where the interview is conducted without parental notification, the principal/designee must be present during the interview. The principal/ designee, however, must not compel a student to submit to such an interview in school.
4. Where the police or other investigatory agencies wish to question a student about a child abuse allegation against a parent, guardian, or custodian, the principal/designee must permit the questioning to take place and must not contact the parent, guardian, or custodian. Where the police or other investigatory agencies wish to question a student about a child abuse allegation against a person continually or regularly found in the same household, the principal, in consultation with the police or agency, shall determine whether the questioning should take place without contacting the parent. In either case, the principal or an individual with whom the child indicates that he/she is comfortable should be present during the interview. In this situation, the child's records may be released to the police or investigatory agencies without obtaining parental consent. (See Chancellor's Regulation A-750.)
  5. Where the police or other investigatory agencies wish to question students or staff regarding a crime committed by a student that is unrelated to the school, the principal/designee must request that the police or other investigatory agencies conduct such interviews during nonschool hours. In cases where the police or other investigatory agencies indicate that there are exigent circumstances warranting





## Regulation of the Chancellor

Category: **STUDENTS**

Number: **A-412**

Subject: **SECURITY IN THE SCHOOLS**

Page: 8 of 9

Issued: 11/8/06

proceeding with an interview, the school staff should contact the Office of Legal Services for further advice. If such questioning is permitted, it must be done in a manner which is least disruptive to the school.

### **V. VOUCHERING AND CONFISCATION OF CONTRABAND (WEAPONS, DRUGS, ETC.)**

- A. Where the police arrest a student for possession of contraband, the police will take custody of and voucher the item seized.
- B. School officials must request a copy of the NYPD voucher (property clerk's invoice).
- C. If the police do not take custody of a weapon discovered on school property, the following procedures apply:
  1. The principal/designee must voucher the item using a DOE voucher form and envelope. All required information must be included on the form;
  2. The principal/designee must immediately notify the DOE's Division of Student Safety and Prevention Services (DSS&PS) who will arrange for the contraband to be picked up by the NYPD's School Safety Division;
  3. Weapons must be safely secured until surrendered to the NYPD's School Safety Division for transportation.
  4. When the NYPD arrives to pick up the contraband, the principal/designee must turn over the contraband and voucher in a sealed voucher envelope;
  5. If a school needs the contraband as evidence in a superintendent's suspension hearing, the principal/designee should contact the DSS&PS who will make the necessary arrangements.
- D. Cell phones, ipods, beepers and other communication devices are prohibited on school property. However, a principal may grant permission for a student to bring a cell phone into a school building for medical reasons. (See Attachment A which sets forth the procedures for granting a medical exemption.)
- E. If the school confiscates a cell phone, ipod, beeper or other communication device, the principal/designee must immediately contact the student's parent and arrange for the parent to appear in person to pick up the device.
- F. The cell phone, ipod, beeper or other communication device should be maintained and secured by the school until the parent appears. If the parent



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## Regulation of the Chancellor

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Category: **STUDENTS**

Number: **A-412**

Subject: SECURITY IN THE SCHOOLS

Page: 9 of 9

Issued: 11/8/06

repeatedly fails to appear to pick it up, the school should dispose of the item.

### VI. **RELEASE OF STUDENT INFORMATION**

Absent a health or safety emergency, no information from a student's record may be released to third parties, including the NYPD and SSAs, except pursuant to a court order or lawfully issued subpoena or upon the informed written consent of the student's parent or the student if he/she is 18 years of age or older. A health or safety emergency is a situation which presents imminent danger or which requires the immediate need for information in order to avert or diffuse unusual conditions or disruptions. Imminent danger may include an active investigation of a violent crime including, but not limited to, homicide, arson, robbery, sex offenses, weapons possession, or assault, where there are reasonable grounds to believe that a current or former student is a suspect or has information concerning the investigation that is necessary to protect the health or safety of students or others.

### VII. **INQUIRIES**

Inquiries pertaining to this regulation should be addressed to:

Telephone	<i>Office of School Intervention and Development</i>	Fax
212-374-6095	NYC Department of Education 52 Chambers Street New York, NY 10007	212-374-5598



# Regulation of the Chancellor

Category: **STUDENTS**

Issued: 2/26/15

Number: **A-413**

Subject: CELL PHONES AND OTHER ELECTRONIC DEVICES IN SCHOOLS

Page: 1 of 3

## **ABSTRACT**

This is a new regulation. It establishes the Department of Education's ("DOE") policy regarding possession and use of: 1) cell phones; 2) laptops, tablets, iPads and other similar computing devices ("computing devices"); and 3) portable music and entertainment systems in schools. Possession of cell phones, computing devices, and portable music and entertainment systems is permitted in schools. Each school must establish a school-based policy regarding the use of such items on school property that is consistent with this Regulation. This Regulation supersedes and replaces Sections V(D), V(E), V(F) and Attachment A of Chancellor's Regulation A-412 dated 11/8/06.

### **I. DOE POLICY**

- A. Students are permitted to bring the following electronic items to school: 1) cell phones; 2) laptops, tablets, iPads and other similar computing devices ("computing devices"); and 3) portable music and entertainment systems (such as iPods, MP3 players, PSP and Nintendo DS).<sup>1</sup>
- B. Cell phones and portable music and entertainment systems may not be turned on or used during the administration of any school quiz, test or examination.<sup>2</sup>
- C. Computing devices may not be turned on or used during the administration of any school quiz, test or examination, except where such use has been explicitly authorized by the school or is contained in an Individualized Education Program or Section 504 Accommodation Plan.
- D. Cell phones, computing devices and portable music and entertainment systems may not be turned on or used during school fire drills or other emergency preparedness exercises.
- E. Cell phones, computing devices, and portable music and entertainment systems may not be used in locker rooms or bathrooms.

### **II. ESTABLISHMENT OF WRITTEN SCHOOL-BASED POLICIES**

- A. Principals must establish written school-based policies regarding the use of cell phones, computing devices and portable music and entertainment systems that are consistent with this Regulation and set forth:
  - 1. the circumstances under which cell phones, computing devices, and portable music and entertainment systems may be used on school property; and
  - 2. the procedures for confiscation, storage and return of such items.
- B. Principals must consult with the School Leadership Team ("SLT") in developing school-based policies.

<sup>1</sup> Sections V(D), V(E), and V(F) and Attachment A of Chancellor's Regulation A-412 are hereby superseded by this Regulation.

<sup>2</sup> Use of cell phones, computing devices, portable music and entertainment systems and other electronic devices during the administration of state standardized examinations is governed by State Education Department rules.

# Regulation of the Chancellor

Category: **STUDENTS**

Issued: 2/26/15

Number: **A-413**

Subject: CELL PHONES AND OTHER ELECTRONIC DEVICES IN SCHOOLS

Page: 2 of 3

- C. In addition, for schools located on a campus, the Building Council must establish a written policy regarding the use of such items in shared spaces that are jointly occupied, such as gymnasiums, auditoriums, hallways, and cafeterias.<sup>3</sup>
- D. All school-based policies must be adopted for the 2014-2015 school year by March 2, 2015, and annually thereafter by October 31<sup>st</sup>.
- E. For the 2014-2015 school year, if a school-based policy is not adopted by March 2, 2015, principals must institute one of the following interim policies by March 2, 2015 and must communicate such policies to students, parents and staff by April 1, 2015, as set forth in Sections III A and III B below:
  - 1. Students may bring cell phones, computing devices, and portable music and entertainment systems to school, but they may not be turned on or used at school; or
  - 2. Students may bring cell phones to school, but they will be collected by the school upon entry to the school building and stored in a designated location until the end of the school day. Students may bring computing devices and portable music and entertainment systems to school, but they may not be turned on or used at school.
- F. By October 31<sup>st</sup> of every year beginning with the 2015-2016 school year, each school must certify in its Consolidated School and Youth Development Plan that it has adopted a policy regarding the use of cell phones, computing devices, and portable music and entertainment systems on school property, and that it has communicated such policy to students, parents and staff as set forth in Sections III A and III B below.

### **III. COMMUNICATION OF SCHOOL-BASED POLICIES**

- A. Each school must provide annual written notification of this Regulation and the school's policy to students, parents and staff by October 31<sup>st</sup>. For the 2014-2015 school year only, such notification must be provided by April 1, 2015.
- B. Each school must conduct an annual orientation on this Regulation and the school's policy for school staff and students by October 31<sup>st</sup>. For the 2014-2015 school year only, such orientation must take by April 1, 2015.
- C. Each school must post a notice of its policy on the school's website.

### **IV. STUDENT DISCIPLINE**

Students who use cell phones, computing devices and/or portable music and entertainment systems in violation of the DOE's Discipline Code, the school's policy, Chancellor's Regulation A-413, and/or the DOE's Internet Acceptable Use and Safety Policy ("IAUSP") will be subject to discipline in accordance with the guidance interventions and disciplinary responses set forth in the Discipline Code.

### **V. CONFISCATION OF CELL PHONES, COMPUTING DEVICES, AND HAND-HELD MUSIC AND ENTERTAINMENT SYSTEMS**

If a school confiscates a cell phone, computing device, or portable music or entertainment system for violation of the DOE's Discipline Code, the school's policy, Chancellor's Regulation A-413 and/or the DOE's IAUSP, the principal/designee must contact the student's parent. Confiscation, storage and return of such items must be handled in accordance with the school's policy. (See Section II A above.)

<sup>3</sup> Each school on a campus shall have one vote regarding the policy for the campus. A majority vote will be determinative. In the event of a tie vote, the Building Council shall contact the Office of Campus Governance, which will make the final determination.



# Regulation of the Chancellor

Category: **STUDENTS**

Issued: 2/26/15

Number: **A-413**

Subject: CELL PHONES AND OTHER ELECTRONIC DEVICES IN SCHOOLS

Page: 3 of 3

## VI. **WAIVER**

The Chancellor reserves the right to waive this regulation or any portion(s) thereof if s/he determines it to be in the best interests of the school system.

## VII. **INQUIRIES**

Inquiries regarding this regulation should be addressed to:

<i>Office of Safety and Youth Development</i>		
<u>Telephone:</u>	N.Y.C. Department of Education	<u>Fax:</u>
212-374-4220	52 Chambers Street – Room 218	212-374-5751
	New York, NY 10007	