



P.S. 23, The New Children's School * Children First Network 109

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Shirley Torres, Principal

Susan Rolon-Nelson, Assistant Principal

Carole Cooke, Assistant Principal



P.S. 23 STAFF DESK REFERENCE GUIDE

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2011-2012

Mission Statement

The shared mission of the PS 23 School Community is to create and support a learning environment where children, staff and parents can learn, share and grow together.

September, 2011

Dear P.S. 23 Colleagues,

We trust that this Staff Handbook for the **School Year 2011-2012** will serve as a support for all staff members and to new teachers in particular. The handbook is a fluid document that presently encompasses some of the most current Chancellor's Regulations, Federal and State laws that govern all New York City Department of Education employees. In addition, there are specific NYC Department of Education and our school policies that need to be addressed and followed. It is extremely important that you **carefully review** the staff handbook, and keep it accessible for reference throughout the year.

Should you have any questions or suggestions, please contact us. We hope that this handbook guides you through a successful and fulfilling school year.

Respectfully,

Shirley Torres, Principal

Susan Rolon-Nelson, Assistant Principal

Carole Cooke, Assistant Principal

- **Items in red print have been newly added to the 2011-2012 Staff Handbook.**

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SECTION A: CHANCELLOR'S REGULATIONS

The Chancellor's Regulations in their entirety may be found at
www.schools.nyc.gov/RulesPolicies/

CHANCELLOR'S REGULATION C-601 **ATTENDANCE & SERVICE OF SCHOOL STAFF (including lateness)**

Highlights include:

1a. To ensure continuity of instruction, an essential element of employment in the pedagogical service is **regular attendance and service**.

1c. While actual absence which **has been excused** in accordance with the regulation does not of and by itself, constitute grounds for disciplinary action, absences which are so **numerous** as to limit the effectiveness of service **may lead** to disciplinary action for incompetent service or unfitness to perform obligations properly to the service.

SECTION 2568 / NEW YORK STATE EDUCATION LAW **ATTENDANCE POLICY / SCHOOL STAFF**

Highlights include:

Absenteeism must be **controlled** in order to insure the continuity of educational services and reduce the financial burden caused by the employment of substitutes. Under Section 2568, the superintendent of schools... shall be empowered to require any person employed by the Department of Education of such city to **submit** to a medical examination by the Department, in order to determine the mental physical capacity of such person to perform his duties.

MANDATED SUBCENTRAL REGISTRY PROCEDURES FOR **CLASSROOM TEACHERS & EUDATIONAL ASSISTANTS**

As of December 12, 2006, a **SUBCENTRAL REGISTRY** has been organized to address staff absences. You must be registered at **718-935-6740** and you will need your EIS or File number. The password in which you must enter is your EIS/File number, than you will generate your own personal password. This password should be kept readily available since it will be needed whenever you call SUBCENTRAL

SUBCENTRAL is available 7 days a week 24 hours a day at **718-935-6740** or you can access the website at www.subcentral.nycenet.edu. Please call or contact Subcentral as soon as you are aware of your absence because they start to make phone calls for substitutes as soon as the calls are logged in. The **HELP LINE** number is **718-935-4401** to assist staff members.

Please call our new payroll secretary, Ms. Garcia, beginning at 7:30 a.m. at 718-584-3992 to notify regarding absences. In the event you are going to be absent ahead of time (1 or 2 days) please notify the school secretary.

PARA-EDUCATORS MUST CALL THE SUBCENTRAL REGISTRY. Remember that informing or calling the school on a particular day about your absence **will not** preempt para-educators from calling the Registry. **SUBCENTRAL** is available 7 days a week 24 hours a day at **718-935-6740** or para-educators can access the website at www.subcentral.nycenet.edu. Please call or contact **SUBCENTRAL** as soon as you are aware of your absence because they start to make phone calls for substitutes as soon as the calls are logged in. The **HELP LINE** number is **718-935-4401** to assist staff members.

CHANCELLORS REGULATION A-420
PUPIL BEHAVIOR & DISCIPLINE – CORPORAL PUNISHMENT

DEFINITIONS

Regulations of the Commissioner 100.2(1) (3) (i) defines corporal punishment as any act of physical force upon a pupil for the purpose of punishing that pupil. Such term shall not mean the use of reasonable force upon a pupil for any of the following purposes:

- to protect oneself from injury;
- to protect another pupil or teacher or any other person from physical injury (e.g. breaking up a physical altercation without using excessive force);
- to protect the property of the school or of others; or
- to restrain or remove a pupil whose behavior is interfering with the orderly exercise and performance of school district functions, powers, or duties if the pupil refuses to comply with a request to refrain from further disruptive acts, and alternative procedures and methods that do not involve the use of physical force cannot be reasonably employed to achieve the purposes set forth above.

PROHIBITION

- A. Corporal punishment is prohibited in and around school premises, as well as on school trips.
- B. No corporal punishment shall be inflicted in any of the public schools, nor punishment of any kind tending to cause excessive fear or physical or mental distress. Violation shall constitute grounds for dismissal.
- C. Parents/guardians may not consent to the use of corporal punishment on their children.
- D. Nothing in this regulation prevents a principal from counseling or disciplining an employee for inappropriate conduct that is not otherwise in violation of this regulation.

CHANCELLOR'S REGULATION A-421
PUPIL BEHAVIOR & DISCIPLINE – VERBAL ABUSE
(BY A STAFF MEMBER TOWARDS A STUDENT)

DEFINITIONS

Verbal abuse is not corporal punishment, but is separately proscribed by this regulation. Prohibited verbal abuse includes:

- language that tends to cause fear or physical or mental distress;
- 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;

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- language that tends to threaten physical harm; or
- language that tends to belittle or subject students to ridicule.

PROHIBITION

- Verbal abuse of students is prohibited in and around school premises, as well as on school trips.
- No verbal abuse shall be inflicted in any of the public schools, nor punishment of any kind tending to cause excessive fear or physical or mental distress. Violation shall constitute grounds for dismissal.
- DOE employees may not use verbal abuse regardless of whether a student's parent or guardian consents to such conduct.
- Nothing in this regulation prevents a principal from counseling or disciplining an employee for inappropriate conduct that is not otherwise in violation of this regulation.

CHANCELLORS REGULATION C-810 **SMOKE FREE ENVIRONMENT POLICY**

A Smoke-Free Environment Policy has been developed to comply with the New York City Smoke-Free Air Act (Title 17, Chapter 5 of the Administrative Code of the City of New York) and New York State Clean Indoor Air Act (Article 13-E of the New York State Public Health Law), and to **protect all students, employees and visitors from secondhand smoke**. The policy set forth below is effective for all New York City Department of Education locations. Administrative Code, Title 17, section 17-622, has prohibited the use of tobacco products on school premises since April 1993.

SMOKE-FREE ENVIRONMENT POLICY

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. Staff members are reminded that they serve as role models for students, and as such should refrain from smoking on the sidewalks in front of school buildings. Compliance with the Smoke-Free Environment Policy is mandatory for all students, employees and persons visiting Department of Education facilities and property. There are no exceptions. Employees who violate this policy are subject to disciplinary action.

CHANCELLOR'S REGULATION A-75 **OBLIGATION TO REPORT MISCONDUCT OF OTHER DOE EMPLOYEES**

Highlights include:

- Corporal punishment
- Verbal abuse
- Obligations for DOE employee reporting misconduct involving corruption, criminal activity, or conflict of interests by an employee of the DOE or by persons dealing with the DOE: Office of Special Investigations

212-374-5900 (24 hour hotline)

877-888-8355 (toll free)

<http://www.nycsci.org>

- Protection against retaliation

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CHANCELLOR'S REGULATION A-412
SECURITY IN SCHOOLS (MEDICAL EMERGENCIES)

Highlights include:

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.

If an individual requires immediate medical attention, a school safety agent or DOE employee **must call 911** to dispatch EMS. The school safety agent or DOE employee must then contact the Principal or his/her designee, who must then proceed to the scene at once with a trained health professional. Additionally, if the individual requiring medical attention is a student, the Principal or his/her designee must contact the student's parent. If the student must be transported to a hospital and the parent has not arrived, **a member of the school staff must accompany the student to the hospital and will be designated by the Principal or his/her designee.**

CHANCELLOR'S REGULATION A-701
PROCEDURES FOR STUDENT EMERGENCY MEDICAL SERVICES

Highlights include:

When a student requires emergency medical services, the Principal or his/her designee must designate someone (e.g. teacher, paraprofessional, school aide, supervisor) to go with the student in the ambulance and remain with the student until the parent/guardian arrives or until the end of the school day and alternative care has been arranged.

CHANCELLOR'S REGULATION A-670
SCHOOL TRIPS / SCHOOL POLICY

(PLEASE REVIEW FULLY THIS NEWLY REVISED REGULATION AS OF 08/18/11 ON THE DOE WEBSITE TO READ ABOUT ALL THE CHANGES. ATTACHED ARE THE NEW TRIP CONSENT FORMS (#3) AND THE TRIP PLANNING SHEET (#4) THAT IS TO BE SUBMITTED TO THE OFFICE BEFORE EACH TRIP.)

Highlights include:

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**.

A major change in the Regulation requires schools use appropriate consent forms for all school trips, and provide trip plans with a detailed itinerary before going on each trip.

SCHOOL TRIPS: Teachers are encouraged to take their classes on trips, which are aligned to the theme currently being studied in class. Trips give children first hand experiences and make learning come alive. Trips are good for all children, and teachers are urged to include all children in field trip experiences. Each class is expected to visit the NYC Public Library.

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It is recognized that occasionally a student may pose a danger on a trip and has to be left in school for safety reasons. This should be the **exception**, not the rule and the decision **must** be discussed with the Principal. In the event that a child/ren must be left behind, you must submit the list of name/s to the Main Office informing who is not going on the trip and where they have been placed for the day. However, parent participation and/or escort does not remove the teacher's responsibility for the child or class.

The teacher is personally responsible for the safety of all the students on the trip. All students must be accounted for before departing for the trip site and before leaving the trip site. In the event that one or more students **cannot** be accounted for at the trip site, the authorities at the site, the Principal and the local police should be notified immediately.

A staff member must remain at the site until all the students are accounted for. The staff member in charge shall determine whether other students and adults should leave the trip site. All such decisions shall be made in consultation with the Principal. Parents will be kept updated as to the status of the search for their child.

Safety lessons for children on procedures to follow in case they get lost must be taught and reinforced prior to all trips. Practice and review: a buddy system, how to call 911, and finding a police officer / fireman. Each student must have a tag with the following information: school name, address, phone number. Please do not include the student's name on the tag.

Trip safety is crucial and serious penalties (including termination) can be incurred for not following strict safety procedures on any field trip. It is recommended that an administrator should be able to contact a staff member on the trip.

Teachers may not exchange preparation periods when going on trips. A trip memorandum will be generated with more specific guidelines. If a class returns back from a trip late for their assigned lunch, then the teacher must have lunch with their class. Para-educators are always entitled to a 50 minute duty free lunch.

STUDENT RIDING BUSES FOR SCHOOL TRIPS: Please note the following information regarding prekindergarten students riding a school bus for class trips. The state law requiring car seats until age 8 exempts school buses (<http://www.safeny.com/sesa-ndx.htm#under>)

The information below is from the Office of Pupil Transportation web site under school resources / field trips. Yellow bus service for field trips is provided to students in kindergarten through 12th grade. Service for pre-kindergarten students is available from January to the second week of June of each school year provided that all students are 4 years of age or older at the time of the trip, car seats are not required or can be provided by the school.

CHANCELLOR'S REGULATION A-830
NON-DISCRIMINATION POLICY / SEXUAL HARRASSMENT / DISABILITY
(NOTICE POSTED IN STAFF ROOM)

Highlights include:

- A. Non-Discrimination Policy in Education and Employment
- B. Sexual Harassment in the Workplace

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- C. Disability Accommodation Policy in the Workplace
- D. Procedures for Filing an Internal and External Complaint

There are specific risky behaviors under this regulation that may contribute to a hostile working environment and will be covered in a future staff development workshop.

CHANCELLOR'S REGULATION C-105
BACKGROUND INVESTIGATION OF PEDAGOGICAL & ADMINISTRATIVE APPLICANTS & PROCEDURES IN CASES OF THE ARREST OF EMPLOYEES

Highlights include:

9a. Any person employed by or in the Department of Education.... **who has been arrested and charged with a felony, misdemeanor or violation must immediately notify the Office of Personnel Investigation and his/her building ... [Principal] in writing and provide a copy of the criminal court complaint.** Notification to a supervisor alone does not satisfy this reporting requirement. The Office of Personnel Investigation must be notified separately in writing:

65 Court Street
Room 409
Brooklyn, NY 11201
718-935-2666 / 7

CHANCELLOR'S REGULATION C-110
CONFLICTS OF INTEREST

Highlights include:

In addition to the Conflicts of Interest Law, the Department of Education has adopted conflicts of interest rules applicable to all Department of Education officials and employees.

1. Officials and employees shall not solicit [sell], negotiate for, or engage in any private business, transaction, or professional or political activity during the hours they are scheduled to work for the New York City Department of Education or on Department of Education property.

[For example: selling Avon, Mary Kay, Jewelry, Tupperware, Candles, Girl Scout Cookies, Candy or other fund raiser from another school institution etc.] This includes during the staff members' lunch periods, preparation periods, breaks, or any other time that the official or employee is deemed officially to be performing Department of Education duties.

2. Officials and employees shall not advertise their business, political, or professional activities on Department of Education property.

3. Officials and employees shall not engage in any business, transaction, political, or professional activity that interferes with the proper discharge of their duties by causing them to be absent during the hours they are scheduled to work for the Department of Education, provided, however, that personal business

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days may be taken in accordance with regulations, collective bargaining, or other employment agreements..

Inquiries pertaining to this regulation should be addressed to:

Ethics Officer / Office of Ethics and Conflicts of Interest
N.Y.C. Department of Education
52 Chambers Street – Room 308 New York, NY 10007
Telephone: 212-374-3438
Fax: 212-374-5596

Guidelines for Holiday Displays (All schools)

New York City is a diverse multi-cultural community. It is our responsibility as educators to foster mutual understanding and respect for the many beliefs and customs stemming from our community's religious, racial, ethnic, and cultural heritage. Therefore, we must be cognizant of and sensitive to the special significance of seasonal observances and religious holidays. At the same time, we must be mindful that the Constitution prohibits a school system from endorsing or promoting a particular religion or belief system.

Please remember these guidelines with respect to the display of cultural and holiday symbols:

- The display of holiday symbol decorations with secular dimensions is permitted. Displays that depict images of deities, other religious figures, or religious texts are prohibited. Permitted symbols include, but are not limited to, Christmas trees, kinaras, dreidels, Menorahs, and the Star and Crescent.
- Holiday displays must not appear to promote or celebrate any single religion or holiday. Therefore, any permitted symbol or decoration must be displayed simultaneously with other symbols or decorations reflecting different beliefs or customs.
- All holiday displays should be temporary in nature.
- The primary purpose of all displays should be to promote the goal of fostering understanding and respect for the rights of all individuals regarding their beliefs, values, and customs.

For issues concerning religious observance by students, please continue to refer to [Chancellor's Regulation A-630](#). For additional information, contact your CFN counsel.



SECTION B. SOCIAL NETWORKING



Social Networking (published July 28, 2010)

*The widespread popularity of social networking websites like Facebook and MySpace have created a new generation of **problems and potential liabilities for educators**. Teachers may be held responsible for content posted about them and by them on social networking sites. The best way to prevent a problem arising from a social networking site is simply not to have a presence on them. For those who do, take steps to ensure your information remains private. Search yourself on Google on a regular basis to be aware of anything that is posted about you without your knowledge. Teachers should not post any material that others may consider offensive and should not “friend” students or allow students to “friend” them.*

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It is also very important to understand that serious legal and privacy issues may arise when an educator discloses information or comments about a student(s) or colleague. The Office of Special Investigations at the New York City Department of Education is currently investigating several cases involving teachers posting comments about their students and colleagues.

See ATTACHMENT 1: Association of America Educators: *Ten Tips for Teachers Staying Smart on Social Networking Websites* (July 6, 2010)



SECTION C: STAFF ATTENDANCE & PUNCTUALITY

- **DAILY HOURS OF OPERATION:**

Breakfast (Monday through Thursday ONLY): Bussed Students 7:55 a.m. – 8:15 a.m.
Non-Bussed Students: 8:00 a.m. – 8:20 a.m.
PreK & Kg. 8:30 a.m. – 8:55 a.m.

Breakfast (Friday ONLY): BREAKFAST IN A BAG PROGRAM (All students will proceed to their classrooms at 8:20 a.m. and breakfast in a bag will be distributed from a rolling cart on each floor. More information to follow.

Instructional Day Monday through Thursday:

First, Second & Third Grades: 8:20 a.m. - 3:17 p.m.

Prek & Kindergarten: 9:00 a.m. – 3:17 p.m.

Instructional Day Friday:

All Grades: 8:20 a.m. – 2:40 p.m.

- **DUTY POST:** All staff members must be at their **duty post** at the designated time ready to serve the needs of the children. This includes recording your attendance in the Main Office and putting away your personal belongings. It is the expectation that all food and drink items **be consumed before** reporting to duty station during breakfast, lunch or breaks.
- **RECORDING STAFF ATTENDANCE:** These policies have been developed in consultation with the UFT and adopted as school policy in 1988. DC 37 staff members will clock in and out to log their time. All other staff members (except those already assigned to a time clock) will sign in and out in the daily attendance log. Any staff member who exhibits a pattern of lateness will be given a written notice that if the pattern continues they will have to revert using a time clock. Under **NO** conditions is one staff member to remove another staff member's time card and check in and out for them. This also includes signing in or out.
- **DISMISSAL TIME:** Dismissal is at 3:17 p.m. (Monday through Thursday) and 2:40 p.m. (Friday). No one except Pre-K, Kindergarten and Bussed classes should be dismissing at any time prior to the designated time for that day.

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Bussed classes can go to the lunchroom and PreK goes out to parents for dismissal. Special Education staff members will be assigned to a lunch room table to assist in the dismissal process. No staff member should be waiting on line to sign out at books in the hallway or at the time clock before the designated time.

- **OP198 ABSENCE FORM:** It is the responsibility of each staff members to **fill out an OP198 for each absence period within 48 hours after their return with medical documentation and return the form to the payroll secretary.** This procedure must be followed even if it is indicated in Sub Central Registry as a medical absence. As a result, absences that are not documented will go in as self-treated.
- **PERSONAL DAYS:** Must be requested for review in writing to Ms. Torres at least **5 days in advance.** Staff members are entitled to use three (3) of their ten sick days as “personal days” for personal business that cannot be conducted after school hours.
- **OTHER AUTHORIZED ABSENCES:** Absences due to attendance at professional meetings, a funeral, jury duty, or graduation may be eligible for “**non-attendance with pay**”. To request non-attendance with pay, submit an **OP201 form** to the school payroll secretary with appropriate documentation of the date of the absence, in advance of the absence for review and/or approval whenever possible. Documentation includes proof of attendance at meetings, graduation etc.
- **STAFF LATENESS:** It is the responsibility of the payroll secretary to maintain a daily attendance log noting lateness, absences or any staff members leaving early. If a staff member comes in late they **must sign in** with the school secretary to record the lateness. Lateness is **cumulative** and can lead to a day’s absence given the general course of the school year.

Both staff attendance and lateness will be closely monitored and addressed as follows: **warning letter, letter to file, assigned to a time card and disciplinary action.**

- **LEAVING EARLY:** Staff members who elect to leave early **must sign** out at the PAYROLL SECRETARY’S DESK or clock out if you are on a time card before leaving the building. Staff members can be **docked** for missed time. **If you get ill during the day while you are in school and find that you cannot finish your work day, please make sure that you do not leave school until a supervisor is informed. Messages left with other than a supervisor are not acceptable.**
- **PAID VACATIONS:** The use self treated or medical days for other than sick time e.g. honeymoon, family reunion, shopping, weddings, etc. is against DOE policy. (See Attachment 1).
- **LEAVING THE SCHOOL BUILDING:** Staff members leaving the school building at any time (this includes prep periods) is against DOE policy with the exception of the staff member’s **designated personal lunch time.** Should an emergency arise that you need to leave the building you **must get** approval from your immediate supervisor or the Principal and sign/clock out and back in at Safety Officer’s desk.
- **DOE PAYROLL PORTAL:** Enables all employees to access payroll related functions as well as serving as the main website for all payroll related information. In addition, there are links to other NYCDOE websites, retirement systems and union websites. Employees may access the Payroll Portal at <https://payrollportal.nycboe.net>.

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- **PAYROLL DISTRIBUTION:** Staff members are ONLY to pick up checks during their assigned lunch period from the school payroll secretary.

Please review Attachment #5: Daily News Article / DOE employees busted for using sick days to take paid vacation. 8/22/2010



SECTION D: 2011-2012 SCHOOL CALENDAR

September	5	Monday	Labor Day
September	6	Tuesday	Classroom Teachers, Guidance Counselors, Educational Assistants Report
September	7	Wednesday	Chancellor's Conference Day for Staff Development
September	8	Thursday	School Sessions Begin for All Students Kindergarten ½ day Session; Prek Partial School Time
September	9	Friday	Kindergarten ½ day Session; Prek Partial School Time
September	12	Monday	Kindergarten First Full Day; Prek Partial School Time
September	13	Tuesday	First Full Day for Prek Students
September	29 & 30	Thursday - Friday	Rosh Hashanah
October	6	Thursday	Prekindergarten Non-Attendance Day
October	10	Monday	Columbus Day
November	8	Tuesday	Election Day Staff Development
November	14 through 18	Monday - Friday	Open School Week
November	15	Tuesday(Afternoon & Evening)	Parent Teacher Conferences (SBO)
November	11	Friday	Veteran's Day
November	24 & 25	Thursday & Friday	Thanksgiving Recess
December - January	26 through 2	Monday - Monday	Winter Recess (School resumes on Tuesday, January 3)
January	16	Monday	Dr. Martin Luther King, Jr. Day
January	27	Friday	Prekindergarten Non-Attendance Day
February	13 through 17	Monday - Friday	Respect for All Week
February	20 through 24	Monday - Friday	Midwinter Recess
March	13	Tuesday(Afternoon & Evening)	Parent Teacher Conferences (SBO)
March	23	Friday	Prekindergarten Non-Attendance Day
April	6 through 13	Friday - Friday	Spring Recess (School resumes Monday, April 16)
May	28	Monday	Memorial Day Observed
June	5	Tuesday	Clerical ½ Day All Boroughs
June	7	Thursday	Chancellor's Conference Day for Staff Development
June	11	Monday	Clerical ½ Day All Boroughs
June	27	Wednesday	LAST DAY FOR ALL STUDENTS

- **CITYWIDE ANNOUNCEMENT TO CLOSE OR DELAY THE OPENING OF SCHOOLS**

1.1 The Chancellor will announce the citywide decision to close or delay the opening of schools (including the cancellation of after-school activities – see section 2.10 below) during citywide emergency conditions

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or major storm days after consultation with the Mayor's Office of Emergency Management, the Weather Bureau, the City Sanitation Department, and the City Transit Authority. The citywide decision will be made as early as possible prior to 6:00 a.m. on the affected day. **Only the Chancellor is authorized to make this announcement.**

1.2 The Office of Communications and Media Relations will notify the Associated Press news wire service, the New York City 311 Information Line, and radio and television stations as soon as possible prior to 6:00 a.m. The Office of Communications and Media Relations will work with the Division of Instructional and Information Technology to post the relevant information on the Department of Education website Home Page. School staff and parents should be advised to check the Department of Education website (<http://schools.nyc.gov>), call 311 and listen to information broadcast by any of the following radio stations: WINS (1010 AM), WCBS (880 AM), WABC (770 AM), WLIB (1190 AM), WADO (1280 AM), WBLS (107.5 FM), WNYE (91.5 FM), as well as the following television stations: WCBS (Channel 2), WNBC (Channel 4), WNYW (Fox Channel 5), WABC (Channel 7), Univision Channel 41, and "NY 1" (Channel 1 on Time Warner Cable television). Major radio news stations, such as WINS (1010 AM) and WCBS (880 AM), should be listened to on portable radios in the event of a major blackout.

- **MONTHLY SCHOOL CALENDAR:** A monthly calendar will be distributed to all staff members each month. The purpose is to keep staff members informed about school business, activities, and includes special events, important meetings, class trips, and expected visitors to the school. All pertinent information for the monthly calendar is to be submitted to Yvonne Flores-Gonzalez, Parent Coordinator, by the last week of the month to be included in the following monthly calendar. Staff members are responsible for the contents of the calendar. In addition, parent calendars, in English and Spanish, will be distributed to teachers to be disseminated to students to take home.

SECTION E: CONTRACTUAL CLASS SIZE MANDATES 2011-2012

In accordance with regulatory, legal and contractual mandates, principals must schedule staff to meet basic educational needs with the following class sizes as listed below:

Instructional Level	General Education	Self-Contained	Integrated Co-Teaching SE: 40% max	GE
Elementary (K)	25	12	10	15
Elementary (1-5)	32	12	12	19
Title I MS (6-8)	30	12	12	18
Non-Title I MS (6-8)	33	12	12	20
HS (9-12)	34	15	12	22



SECTION F: CLASSROOM PROCEDURES

- **HOME AWAY FROM HOME:** We spend a large percentage of our “waking hours” in the school. Therefore we should try to make our classrooms and offices as attractive and efficiently organized as our homes. Remember, first impressions are very important and so is an environment conducive to learning.

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- **OPENING DAY NON-NEGOTIABLES:**
 - Large Teacher/Class List for line up (boys/girls)
 - Classroom door “Welcome Sign” denoting teacher’s name and where appropriate para-educator name(s)
 - Lesson Plans reflective of Reading/Writing/Math Workshop
 - Homework day one. Need to target this topic in your letter of introduction. Ask parents to sign-off on their child’s daily homework.
 - Flow of day, times, and aims must be visible from day one next to each time segment on large chart in meeting area
 - Letter of introduction to parents from each teacher. This letter should tell them about you professionally; homework policy and the upcoming Parent Orientation within the next two weeks (must be approved by grade supervisor). Keep additional copies for the year so each new student that enters your classroom will have the benefit of the same information.
- **LITERATE ENVIRONMENT:** Establish a Literacy and Math Word Wall where students can add to their vocabulary as part of every classroom. The use of criteria/process charts as well as rubrics should be a constant. Ideally, these charts should be developed with the students. The Math Word Wall, in whole or in part, should include the vocabulary from the Key Idea currently being taught. Literacy Word Walls should essentially include high frequency words. Other word walls are also highly recommended in other areas i.e. Science, Social Studies, and Word Study. In order to make words meaningful, students must **USE** them regularly.
- **POSTINGS:** All teachers must post outside of their classrooms the **Flow of the Week** showing Science and Social Studies periods, and **Reading Group Cycles, Assessment Schedules** in the inside of the classroom. All **Conferencing Charts** for Reading, Writing and Mathematics must be visible in the classroom.
- **WELCOMING STUDENTS:** Please accept any student taken to your classroom door by Blanca or anyone else. No child is to be made to feel unwelcomed. We CANNOT diagnose a student. Only clinicians can do this. If you feel that a student should be referred, prior steps must be taken in assessing the needs of the student in conjunction with the **Academic Intervention Team**.
- **CUSTODIAL ISSUES:** Report any environmental concerns **in writing** to the Principal i.e. broken equipment, malfunctions, frayed rugs, non-working phone, inability to hear the PA announcements, broken window, repair of a light fixture, etc. In the event the concern is of a safety / health nature, notify the Principal **immediately** i.e. toilet overflowing, student throwing up, injury / accident resulting in blood exposure (follow Blood Borne Pathogen guidelines), etc.
- **SUPPLIES:** The supply request form must be filled out in order to receive necessary school supplies. The form is available and must be turned into the in the Main Office. The request form will be processed within five days of submission. Each request form will be reviewed by the grade supervisor and filled by a school aide. Only limited supplies are available and you may not be able to receive the materials or amounts requested.
- **SCHOOL KEYS:** School keys are assigned by the administration. The keys are the sole responsibility of the assigned staff members and should be safeguarded accordingly. Keys are to be stored in the key rack on your officially designated hook in the Main Office. Keys are to be picked up in the morning

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and hung back up in the rack when leaving the building in the afternoon. The duplication of any school key is against DOE policy.

Classrooms should be **locked** except for **HOLDING ROOMS** when you are on a prep period, at lunch, at assembly, on a trip or at any other time that you are not using the room. Classrooms must remain **unlocked** when your class is in session.

- **DAILY ROUTINES:** (Begin from the first day):
 - Reinforce good attendance and wearing of the school uniform
 - Recite the Pledge of Allegiance
 - School's Mission Statement
 - Know their teacher's name, grade and classroom
 - Know and write their first and last name
 - Learn their address and telephone number
 - Procedures for entering and leaving the class
 - Method of lining up and walking through the hallways
 - A system for hanging up and getting clothing **in the closet (the back of the student's chair should not be used to hang their coat or jacket)**
 - Bathroom routines (i.e. sign out book, passes)

- **HALLWAY ROUTINES:**
 - When moving in the hallways, always stay on the **right side** of the hall.
 - Students bookbags should always be carried on their backs. DO NOT have the students drag them or roll them by the handle in the hallways for dismissal.
 - Make sure that your students' shoelaces are tied for safety reasons.
 - Courtesy is expected from ALL staff members at ALL times. DO NOT cut off students from another class unnecessarily. Wait until a class is passed before trying to exit or move through them.

- **"NO CHILD LEFT BEHIND"/ SPECIAL EDUCATION INITIATIVE:** There should be continued maintenance of data and ongoing record keeping in all classrooms starting with the first assessments and baseline writing and math on every student. Further directives will be ongoing throughout the year.

- **WALKTHROUGHS:** We will be including grade teachers on walkthroughs this year in order to expand the teacher views of **Best Practices**. The goals will be to broaden teacher perspectives on shared practices, become self reflective and build a collegial atmosphere of critical friend amongst the staff. We will schedule a once a month walkthrough. Dates to follow.

- **MEDICAL REFERRALS:** Any student referred to the nurse MUST have a completed referral form sent with the student. The forms are available from Amy Rodriguez, Health Coordinator. The nurse will contact the parent if she deems it is necessary for the student to go home. The nurse will notify the teacher and the Main Office as to the status of the student's condition. The teacher will be notified if and when the student is being picked up and discharged from school.

Only send a student to the Main Office to wait for a parent or guardian if there are indications that the illness may be contagious and the student needs to be isolated from other students. The School Nurse will also make that determination.

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Please **DO NOT** send a student to the nurse for a simple scratch, paper cut, scrape on a knee, etc. Band-aids and gloves will be given out. Document the cut, scrape, etc. put on gloves, wash it off with water and place a band aid on it. Notify the parent.

At all times, a parent or a guardian must sign out their child from the Main Office before they are allowed to exit the building.

URGENT:

- **If a student is scheduled to see the school nurse regularly for treatment(s), please make a note in your classroom to remind yourself. A schedule will be provided to each teacher involved.**
- **Any student who brings in to the teacher a 504 Medical Form must directly take it to the School Nurse and not place it in her mailbox.**
- **Check all your student medical alerts including food allergies. Candy with peanut or **peanut by-products** are never given out to children.**
- **If the student must be transported to a hospital and the parent has not arrived, a member of the school staff must accompany the student to the hospital and will be designated by the Principal or his/her designee.**
- **SUPERVISING YOUR STUDENTS:** Children that are under your direct supervision cannot be placed to **stand outside the classroom door**. Staff members are responsible in the event something happens to the child/ren under their supervision.
- **ATTENDANCE FOLDERS:** Must be in the **ATTENDANCE Office in Room 225** no later than 9:15 am.
- **MONITORING STUDENT ATTENDANCE:** Tina will distribute monthly letters for Attendance and Lateness to parents. We will start reporting to the parents as of **October**. Attendance and lateness **MUST** be filled out for the previous month. Copies of the letters must be turned into your grade supervisors.
- **1-TO-1 STUDENTS:** Para-educators **must report to the Main Office no later than 8:30 am when their student is absent to inform Ms. Cooke.**
- **BULLETIN BOARDS/ DISPLAYS:** Hallway/bulletin boards and/or displays should reflect thematic classroom studies, literacy (e.g. author/genre study, writing process), and or math curriculum. Please ensure that any lines (using string, etc.) strung across your room are at least six feet high and are not strung across in such a way as to impede the flow of traffic or obstruct the view of part of the classroom.



SECTION G: SPECIAL EDUCATION

• SPECIAL EDUCATION PROGRAM

September 2011 will be the second year of the Special Education Initiative for CFN 10. This initiative calls for us to look at how we are servicing special needs students and improve our systems while

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keeping them “home zoned”. In “home zoning” students, we hope to ensure that special education is a service, rather than a place where students are sent.

Placement

- This initiative does not mean that all of our special needs children will leave the school in order to attend their “home zone” schools. All schools in the **Phase One** keep their special needs students until their terminal grade.
- Turning 5 students will still be given to us for **September 2011**.
- Any school with new evaluations that lead to special education services must keep the students and provide the services in their school. They can no longer call placement to find a school to send that student because they don’t have that program.
- Students will not transfer schools because of IEP changes (unless they require a City-Wide Placement)
- All neighborhood special needs students will be registered over the counter like general education students. The Pupil Accounting Secretary will check to see if that student is “home zoned” for our school. Schools **will accept all** zoned students regardless of whether they are general education or special education.

Design Toolkit – Flexibility in Program

- In order to have high expectations for students with disabilities we must ensure that they have access, participate and progress in the general education curriculum to the maximum extent possible:
 - Provide appropriate special education services and supplementary supports and services in the general education classroom, whenever appropriate. For example, a student may receive reading instruction in a self-contained setting and spend the rest of the day in a general education class with or without support services. A student may excel in math or reading and receive math and/or reading only in a general education class and the rest of the day in self-contained. In the past we did this as Mainstreaming.
- If the school receives the 13th student, we are not going over the legal mandate. That is where flexibility in staff and program comes into play.
- **All schools** should have the curricular, instructional, and scheduling flexibility needed to meet the diverse needs of students with disabilities.

In all cases, the determination of programs and services must be individually determined on the basis of each student’s abilities and needs. The recommendations of the programs and services a student needs **cannot** be based solely on factors such as the category of the student’s disability, the availability of special education programs or related services or personnel, the current availability of space, administrative convenience, or how the district/agency has configured its special education service delivery system.

SEGIS WEEKLY BULLETIN: The SEGIS Weekly Bulletin provides timely tips and information for SEGIS users including SEGIS Do’s and Don’ts, reminders, and a report on the status of the application development. The topics are generated from questions and calls placed to the help desk. A new bulletin will appear as an announcement in SEGIS on the user’s home page and will be posted on the SEGIS website every Monday at noon.

The SEGIS website is: (DOE computer) <http://intranet.nycdoe.net/sesis>

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(DOE computer) Click on “Help” and select “SEGIS website
(Non-DOE computer) <https://portal.nycenet.edu/sesis>
e-mail: SEGISCommunications@schools.nyc.gov

ADDITIONAL RESOURCES:

(General directions to Use the State’s Model Individualized Education (IEP) Form):
<http://www.p12.nysed.gov/specialed/formsnotices/IEP/directions.htm>

(Guide to Quality Individualized Education Program Development and Implementation):
<http://www.p12.nysed.gov/specialized/publications/iepguidance/programs.htm>



SECTION H: TEACHER PLANNING

- Planning in all disciplines should be inclusive of the Architecture of a Mini-lesson:
 - Aim
 - Connection
 - Teach/ Mini-Lesson
 - Independent Practice
 - Small Guided Group Instruction or Guided Practice Instruction
 - Link
 - Share
- **COMMON CORE STANDARDS:** The website www.corestandards.org has set up a wealth of knowledge to help you prepare to implement these standards, starting with an explanation of why we need educational standards in the first place. *“Standards are a first step – a key building block – in providing our young people with a high-quality education that will prepared them for cusses in college and work. Of course, standards are not the only thing that is needed for our children’s success, but they provide an accessible roadmap for our teachers, parents and students.”*

Corestandards.org did a great job of identifying some of the most common questions surrounding CCS and assembling them in an easy to digest format. Take a look here to find out more about this national initiative: <http://www.corestandards.org/frequently-asked-questions>

The [Common Core Library \(CCL\)](#) is a new site for NYC educators that offers information on the Common Core roll out and home-grown professional learning resources. By this summer, the CCL will house exemplary academic tasks, instructional materials, and samples of annotated student work aligned to the prek-12 New York Common Core Learning Standards. The site is in an early stage of development and your feedback is appreciated in order to continue to improve the CCL.

Send feedback, including ideas for rigorous academic tasks aligned to the P-12 New York Common Core Learning Standards, to CommonCore@schools.nyc.gov.

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- **PRINCIPLES OF LEARNING** - Academic Rigor in a Thinking Curriculum, Clear Expectations, Accountable Talk (teacher recording of this talk) – should be imbedded in the instructional planning.
- **HIGHLY DEVELOPED STATUS**: Planning must involve differentiated instruction and multiple entry points, challenge students on different levels: low, middle, and high in Reading, Writing and Math. In addition to maintaining ongoing record keeping, using the data from assessments, observations of students to show up-to-date classroom environment and bulletin boards is critical in keeping our “Highly Developed” status.
- **HOMEWORK PLANNING**: must be evident for each differentiated grouping (reading, writing & math). Guided reading group homework needs to be stated for each group. Homework should be meaningful and connected to the current work in the classroom. Homework should be based on individual class needs and not grade driven. Additionally, a system for daily checking of written homework **MUST** be in place. A system for student homework responsibility needs to be developed as well as a chart form to ensure that homework is being tracked and students are made accountable for their responsibilities.
- **GUIDED READING BOOKS**: Please return all guided reading leveled books to the bookroom and don't hoard books in the classrooms. These guided reading books are to be used **SOLELY** for small guided reading groups. They are **NOT** to be used in the leveled book bins.

Books in book baggies for students should not be copies of books. Students need to hold and read “real” books. They should want to take a book from their baggies to read. Please make it enticing for the children.

- **SUBSTITUTE TEACHER COVERAGE**: In the event of a planned absent, teachers are expected to leave behind Lesson Plans for the substitute teacher which includes:
 - pertinent student information,
 - fire drill information,
 - list of bussed students,
 - a list of students with health problems, etc.

A lesson plan should always be left on file in the Main Office in case teachers have taken their plan book home, and **were absent due to an emergency**.

- **PROFESSIONAL GOAL SETTING**: All goals should be typed and need to reflect realistic self-assessed needs around key school initiatives and areas of focus for personal growth this school year.
- **STAFF DEVELOPMENT**: Ongoing professional development is an important part of a teacher's work. It is incumbent on all professionals to keep up with the developments in their profession. There will be many opportunities for staff development at the school, through the District, the UFT and Central Board. Professional development activities include the exchange of information with colleagues.

Professional Periods (PD) are sessions that are very valuable for our growth as teachers and should not be used as gripe sessions. **If you are working in a group please be polite to the leader of the group, whether it be a colleague, a coach, a staff developer or a consultant.** These may be our colleagues or visitors in our house. It is really hard to lead a group without having extraneous things to make it more impossible. As a reminder, the use of a cell phone including **texting** are not allowed during the

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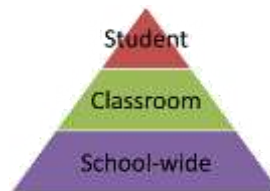
course of Professional Development.

In addition, it is important that whenever a PD session/ or a consultant is here to work with us that we be on time and be prepared at the session. Time is short and we are trying to keep to all schedules. If homework or materials were asked to be completed or brought with us to the session please do so, so that time isn't wasted going back to the classroom to get it.

- **SCHOOL WEBSITE:** Our school website is www.ps23bronx.org. It is an extremely valuable resource that should be used by all staff members. It contains invaluable information for staff and parents.
- **ARIS (Teacher Access to Student Data and System Enhancement):** All employees with a DOE e-mail address have the ability to access ARIS. An employee's Galaxy ARIS Role and class assignments in ATS and STARS determine what he or she can see upon logging in.

For additional information contact ARIS@schools.nyc.gov or 718-935-3910.

- **PERFORMANCE REVIEWS:** Teachers eligible for Performance Reviews should consider projects around school initiatives, as well as projects rooted in areas for self-development.
- **STUDY GROUPS:** Teachers are encouraged to meet and discuss possible vehicles for shared learning experiences.
- **CORE CURRICULUM UPDATES:**
 - Science (Elsa & Sonja)
 - Social Studies (Susan & Michelle)
 - Library Media & Technology (Warren & Andrea)
 - The ARTS (Brian & Kathryn)



SECTION I: STUDENT DISCIPLINE & GUIDANCE

- **The STOPP PROGRAM:** (Strategies, Techniques, Options, Prior to Placement) This year, we will continue the work which was started at the end of the school year and throughout the summer to develop school wide policies around crucial situations and how to handle them.

When a student in **crisis** needs help, it is important to understand that what kind of help and how it is given make a crucial difference between the child's learning from the experience or being set back. The **Therapeutic Crisis Intervention** training for teachers and school staff presents a crisis prevention and intervention model designed to teach staff how to help students learn constructive ways to handle crisis. The purpose of the **TCI training** is to provide a crisis prevention and intervention model for schools that will assist in:

- Preventing crises from occurring
- De-escalating potential crises
- Effectively managing acute crises

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- Reducing potential and actual injury to students and staff
- Learning constructive ways to handle stressful situations
- Developing a learning circle within the organization

The ability of the entire organization to respond effectively to staff and students in crisis situations is critical in establishing not only a safe environment, but also one that promotes growth and development. The skills, knowledge, and professional judgment of staff in responding to crises are critical factors in helping students learn constructive and adaptive ways to deal with frustration, failure, anger, rejection, hurt, and depression.

Please visit STOPP Resource Page for additional information:

<http://schools.nyc.gov/Offices/District75/Departments/STOPP/default.ht>

- **GENERAL GUIDELINES:** Student discipline is primarily the role of the classroom/cluster teacher. Teaching students appropriate behavior is as much part of the job as teaching reading and math. You are less likely to become frustrated by a student's misbehavior if you view appropriate behavior as another area to be taught, and approach it in that way. Class rules are to be displayed. They should be simple, clearly written, comprehensive, written in a positive tone with the class, and be enforced.

Considerable classroom time should be spent on going over class rules as well as the "Code of Behavior" in order to make sure that every student understands what the code of behavior means. Situations should be discussed before and after they occur and related to the document. The school rules will also be sent home to the parents.

It is essential that the **teacher expect the best of each student**. All teachers are to insist on good behavior (no shouting, running, and pushing in halls, stairways, lunchroom, and no fighting). Students must be provided with guidance and direction. Guidance lessons should be taught periodically, or when a situation calls for it.

- **APPROACHES THAT STRENGTHEN THE TEACHER'S AUTHORITY:**
 - Using a positive approach in dealing with your students.
 - Being generous with your praise.
 - Emphasize mutual respect and good manners
 - Developing your own strategies for handling minor discipline problems.



SECTION J: PREPARATION / LUNCH PERIODS

- All teachers **please read carefully** regarding your professional duties during your preparation period:

Preparation periods shall be used for unassigned professional work. Teachers are expected to utilize their professional preparation time in such manner as to enable them to further their professional work for the purpose of their greater classroom effectiveness.

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Preparation periods shall be used for professional, job-related work which may include but is not limited to preparation for classes, preparation of teaching material, presentation of or attendance at demonstration lessons, participation in teacher training, and conferences with the principal, with other teachers, with guidance counselors or with parents. (Article 7)

- **PREP SCHEDULE:** All teachers will have five preparation periods a week. Teachers are asked to adhere to the Prep Schedule. Preparation periods are not to be switched or exchanged unless specifically approved by the Principal. Teachers are asked to be **prompt** and adhere to the times that the Prep period begins and ends. Teachers' leaving the building on their prep period is against DOE policy.

Para-educators must accompany the students to the Specialty Rooms. They must actively engage in the lesson with the students and supporting the Cluster Teacher.

- **CAFETERIA GUIDELINES:** Teachers are expected to escort their students to the cafeteria and to remain with them until released to the school aide. Teachers are not expected to use the lunch/recess time as a consequence for students' misbehavior/or lack of work unless the teacher plans to stay with the student or to take him/her back to the class after the student has eaten lunch.
- **LUNCH SCHEDULE:** It is imperative that teachers arrive at the schedule time to drop off and pick up their students during their lunch periods. Teachers will be given written notification of the lunch schedule.



SECTION K: REPORT CARDS

Report cards are a way of communicating with the parents and letting them know how their child is progressing. These should be taken extremely seriously.

The following **MUST** be adhered to when filling out report cards:

- Select a black pen to complete report cards. **DO NOT USE DIFFERENT COLORS**
- Completely fill out biographical information on the front of the report card.
- Absences and lateness' need to be completed.
- Comments written to parents need to be on the schools' Progress report form should include how their child is doing in **Reading, Writing, and Math**. Please try and type these comments. They should also tell the parents what the students are working on and how they are being helped in an area of difficulty is being encountered. These comments **SHOULD NOT ONLY** be comments on behavior. Make sure that all comments are legible.
- Keep clean. Do not use white-out. Keep in a safe place.
- Turn in for review in a **Ziploc bag** by the posted deadline.
- Do Not wait until the last minute to ask for clarification, if needed.



SECTION L: PARENT INVOLVEMENT

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- **SCHOOL/HOME CONNECTIONS:** The following letters must be sent home to parents: teacher introduction letter (**must be reviewed by your grade supervisor**), homework policy, and a supply list. All letters must be copied to your grade supervisor. The main office will provide the parent orientation, uniform policy, emergency contact form, disciplinary packets and the yearly trip consent form.

Please make sure newsletters, flyers, and other information that is generated by the school is distributed and book-bagged on the day you receive them. All staff members should read all the parent letters being sent home to parents in order to keep informed.

When communicating with your parents throughout the school year, remind them of upcoming opportunities to meet with school staff, as well as where to direct their questions and where to go to for help and more information

- **TEACHER TO PARENT COMMUNICATION:** Teacher to parent written communications MUST BE REVIEWED by administration before they are sent home to prevent misinterpretation. This includes e-mails to parents.

When a parent is called for any reason, and you leave a message for them to call P.S. 23 back, in your message please leave your name and the call back number. We have parents calling back our school number because they see it in their caller ID and don't know who has called them or the reason for the call. We can better direct the parent.

Teachers and other staff members should not use their own personal cell phones and e-mail accounts to communicate with parents.

- **CLASS PARENTS:** Please begin to survey your parents as soon as possible about volunteering as Class Parents. This would be helpful for the classroom and for trips. Parents that are willing to volunteer should be referred to Yvonne Flores, Parent Coordinator, and it would be helpful to know the times that they could be of help to your class.
- **STUDENT EMERGENCY FORMS:** Review the Student Emergency Contact Forms when they are returned to you, and if they are not filled out completely, send them back home with the child. Send all completed forms to the Main Office where they will be kept on file.
- **PARENT ORIENTATION:** All grades must prepare an agenda for Parent Orientation and submit it to their grade supervisor:
 - Prek – September 8, 2011
 - Kindergarten – September 28, 2011
 - First Grade – September 27, 2011
 - Second Grade – September 26, 2011
 - Third Grade – September 23, 2011

Submit all parent attendance sheets to the Principal by the end of the school day.

- **CONFERRING WITH PARENTS:** Parents are not allowed to confer with teachers during instructional Time **or during the Extended Time period**. Teachers may schedule appointments with parents before or after school or during preparation periods. At the beginning of the school year, teachers are to send a letter to parents regarding parent meetings; included in the letter should be a list of prep

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periods. The Main Office and Security Officer should be notified on the morning of scheduled appointments with parents. Please do not meet with parents unless they have a pass from the Main Office.

- **PARENT WORKSHOPS:** Encourage parents to read the monthly calendar and reach out to our Parent Coordinator, Yvonne Flores Gonzalez for information on upcoming workshops.
- **OPEN SCHOOL WEEK:** Open School Week will be celebrated during the week of **November 14th through November 18, 2011**. This is a critical time to reinforce parent-school relationships that will lead to the dynamic partnerships necessary to ensure the educational success of each student. Parents will be invited to visit on Wednesday, November 16 at designated times in the morning. We are asking that all teachers, please “Read Aloud” to the students during the designated invitation time for the parents. During this time, we want the parents to be aware of the learnings that we have been involved in regard to helping the students with stories and their comprehension.

Please have any parents that come to your class to visit sign-in. We need to keep account of the number of parents visiting.

- **PARENT TEACHER CONFERENCE GUIDELINES:**
 - Everyone needs to prepare a table inside their classrooms where the conference will take place. Please sit facing the door in your classroom.
 - Place chairs outside of your classroom to accommodate the waiting parents. Hang your sign-in sheet on your classroom door or on the side of an outside wall next to the classroom. Return the sign-in sheet to the Main Office at the end of each conference.
 - Parent Teacher Resource Website: Recommended by Mildred Gonzalez
<http://schools.nyc.gov/Teachers/TeacherDevelopment/Parent-Teacher+Conferences.htm>
- **PERSONAL POSSESSIONS:** Encourage parents/students not to bring in expensive pieces of jewelry or other expensive personal items or toys. Certain possessions, which are brought to school, will have to be confiscated, and parents will be asked to come to school to pick them up. The school will not be responsible for any item(s) students bring to school that are lost or broken. Emphasize with students and their parents that expensive and personal items should be left at home.
- **FIELD ACTIVITY DAYS:**
 - Prekindergarten - June 18, 2012
 - Kindergarten - June 19, 2012
 - First Grade - June 20, 2012
 - Second Grade - June 21, 2012
 - Third Grade - June 22, 2012
- **END OF THE YEAR CELEBRATION:** Prekindergarten **Only** - June 25, 2012

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SECTION M: HEALTHY FOOD POLICY



P.S. 23 continues to have A HEALTHY AND NO SNACK POLICY. Unhealthy foods or snacks should not be given out as rewards or treats (e.g. sugar cookies, candy, chocolate, etc.). The only exception to the snack policy is water at lunchtime. If a student brings in juice that really is sugar water and not 100% juice, please send it back home and ask the parent to send in water instead. Please encourage drinking water.

A letter will be going out to the parents regarding our school policy and should be discussed during Parent Orientation. From our past experience, many of the students prefer eating their snack instead of lunch. In addition, we have many children with MANY allergies. If a student's snack is shared from one child to another, and the student gets ill from another student's snack, we will have a problem on our hands that could have been avoided.

Prekindergarten students will continue to have a HEALTHY snack time with their teacher/s. It is very important to remember that as a school, the healthy food and no snack policies that have been established are maintain throughout the school and each classroom. We are proud to have been awarded the "**2011 Excellence in School Wellness GOLD Award**" and look forward to maintaining the same status in 2012.

If a child brings his lunch from home because he/she does not eat the school lunch or has dietary restrictions **please make sure** that it is brought to the lunchroom.

- **HALLOWEEN**: For **Halloween** last year, our **HEALTHY FOOD POLICY** was also in effect. Some teachers collected money from parents and purchased healthy snacks for the classroom celebrations. **Costumes should not be worn until after lunchtime including staff members.** The morning should be treated as regular instructional time. It should be specified that costumes cannot be scary nor have weapons as part of the outfit.

Please read the attached article (#6) by the American Psychological Association for more information on healthy eating for children: *Changing diet and exercise for kids Acting Boldly to Change Diet and Exercise for Kids.*



SECTION N: SAFETY DRILLS

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Please begin conversations with your students about fire, shelter and school bus drills. A minimum number of drills must be conducted during the school year: 12 fire drills (8 to be conducted by November 30th) and 3 bus drills (conducted by Amy and Susan). The first fire drill will be a silent one without bells in September. It is encouraged that teachers take a trial run with their students.

If there is a fire drill before 9:15 am, make sure that you take your **attendance folder** with you.

All classroom teachers **two years ago** received a **new recipe file box**. An index card must be inserted for each student with his or her contact information, medical & allergy alerts, etc. These are to be placed in an area where it can be picked up and taken on a fire drill or an emergency evacuation.

- **CLASSES EXITING THROUGH THE SCHOOL BUILDING:**

- Make sure that if your class exits through the **schoolyard**, that you must move quickly on the school's side of the street and cross over to the **Salvation Army**. The first class to cross over should continue to walk to the corner of the **Laundromat**. We need to move and clear the school's vicinity as far away as possible.
- All other classes exiting through the **Main school door** and the **Kindergarten exit door** must cross over diagonally away from the school and walk quickly up to **Bathgate Avenue**.

- **HOLDING ROOMS:**

Teachers must make sure that if a student is barrier free that he/she remains in Holding Room with his/her Para-educator. There will be an assigned teacher-in-charge in the Holding Room at all times. In the event that a Supervisor is in a Holding Room during a Fire Drill/Fire, the Supervisor will be the person-in-charge and will be responsible for the students until they are returned to their classroom teachers.

- **REVIEW OF FLOOR SWEEPERS' RESPONSIBILITY:**

- **Bathrooms:** All bathrooms MUST be checked by all floor sweepers on every floor and in every classroom. Teachers are asked to leave their classroom bathroom door open.
- **Door & Lights:** All classroom doors MUST be closed by all floor sweepers after checking the room thoroughly for any left behind occupants. The closed classroom doors will prevent a real fire from spreading through the hallways and the floors. In addition, ALL TEACHERS MUST turn off the classroom lights. This will help in the event that a fire is electrical.



SECTION O: OTHER GENERAL DOE / SCHOOL POLICIES

- **PROFESSIONALISM:** Staff is reminded that the Main Office is a place of work. Professionalism is expected in the Main Office as well as throughout the school building. Only schoolwork or related business should take place in the inner part of the office. Office staff is asked to keep their conversations both on the telephone and amongst themselves at a low tone so that others are not able

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to hear it. Visitors and guests are a priority and should be acknowledged whenever they enter the building. Please recognize them in a courteous manner.

- **DAILY MEMORANDUM/ CHECKING E-MAILS:** Our Principal, Ms. Torres will continue this year with her going **GREEN POLICY** for the daily school memorandum. Please make sure you log into your DOE E-mail to read the memo each day and for other important communications.
- **CLEANING OUT DOE E-MAIL ACCOUNTS:** It is imperative that you check your **inbox, deleted items, and sent items** when cleaning out your e-mail account. **Once your mailbox is full, you will no longer be able to receive communications which are necessary for you to keep informed on school matters. Each time your mailbox can not receive any mail, the sender will have the e-mail returned to them.**
- **OUTLOOK PASSWORD POLICY:** Effective Friday, August 18, 2010 the DOE Password Policy has changed to comply with the standard Citywide Password Policy:
 - Passwords are required to be at minimum 8 characters long
 - A password can contain any of the following 4 characters: capital letters, lower case letters, numbers and non-alphanumeric characters (! & %*...)
 - Passwords must contain from at least 3 of the 4 character type listed above - for example NewYork!280
 - Your password CANNOT contain your first name, last name, or login ID
 - You **need not change your password immediately but when your password expires according to the standard 90 day password expiration cycle.**
- **OCCURRENCE / INCIDENT REPORTS:** It is imperative that documentation which generates an OORS report be submitted to Margaret Halvey, Guidance Counselor, as soon as possible. In the event, Ms. Halvey is absent, the reports need to be submitted to Susan Rolon Nelson. In the event an incident occurs in the morning, do not wait until the end of the day to submit your report. There is a 24 hour clock that begins running when an occurrence/ incident occurs and the documentation needs to be filed in the OORS reporting system.

It is **URGENT** that you note that in several cases, Principals and Assistant Principals have been subject to disciplinary action by District Superintendents for failure to file the proper OORS report documentation within 24 hours. In some cases, administrators have been given "U" ratings, in other cases, denial or extension of probation (for tenure purposes).

- **GUIDELINES FOR OUTDOOR PLAY IN COLD WEATHER:** (All schools) Some schools continue to keep children inside when the temperature is below 32 degrees. This is not consistent with current Health Department recommendations or current DOE policy. Children benefit from vigorous exercise and should be given the opportunity to play outside whenever possible. Unless it is snowing or there is ice on the playground, low temperatures should not be a barrier to outside play, as long as children are appropriately dressed. The Health Department strongly encourages principals to maintain outdoor play periods on the vast majority of winter days.
- **GRADE MEETINGS:** On time attendance at monthly grade meetings are greatly encouraged. There is much work to be accomplished for planning grade specific standards, best practices, rubrics, and data. Staff will be given written notice to meeting days. **It is very important that grade meetings are planned in conjunction with grade supervisors in a timely manner.**

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- **XEROX COPIES:** The use of worksheets and Xeroxed materials should be kept to a minimum. **Only 3 items to be copied per day per class will be processed.** We have a limited supply of paper and do not have the funds to order additional supplies. Please do not request copies of materials that have a **copyright** and cannot be copied. Adhere to the following procedures when requesting copies:
 - Material to be copied must be have solid instructional value and be aligned to your curriculum and lesson planning. Avoid coloring book type of activities.
 - All requests for copies must be submitted at least three days and reviewed for approval by your grade supervisor. **NO** same day request will be honored.
 - A copy folder will be generated for each class with a copy request cover sheet which needs to be **filled out** in order to process your copies (**only 3 items per day**). Paper will have to be provided by the teacher if more than 3 copies per day are asked for.
 - When your copies are ready they will be placed in your mailbox.
 - Do **NOT** send students down to the office to drop off or pick up your copies.
 - The school Xerox machine is not to be used for personal copies, or operated by any unauthorized staff member.

The Xerox procedures must be adhered to. Do not try to circumvent these procedures and directly approach a school aide or office staff member to make copies on an as needed basis.

DO NOT send copies that you need for classroom use (30 copies) to the printer in the computer room or 2nd floor printer. The toner cartridges for these machines are VERY EXPENSIVE. You need to plan ahead and have the copies made downstairs by the school aide, Ramonita.

- **COLLECTION OF MONEY:** Collecting money from staff or students without prior written authorization from the Principal is prohibited. Fundraising or collections for causes sponsored by individual staff members must have the prior approval of the Principal. Under no circumstances are students to be used in the collection or delivery of money.
- **STAFF MEMBER'S CHILDREN AT WORK:** The position of the NYCDOE, according to our CFN Senior Legal Counsel, is that staff members are **not allowed** to bring their children to the work place.
- **SOCIAL INTERVISITATION:** cannot occur during the course of the school day i.e. a staff member who is on lunch visiting another staff member who is **on duty**, or staff members in transition with children stopping at a classroom to socialize.
- **CELL PHONES/ TELEPHONES:** The use of cell phones during the time that you are **on duty** is strictly prohibited including your preparatory period. Anytime that you are on duty using a cell phone is taking time away from your paid position . This will be strictly enforced. It is **recommended** that you do not call parents on your personal cell phone to make contact with them.

School telephones may be used for school business only. Do not give the school telephone number to receive personal calls which are not of an **emergency nature**. Calls from insurance agents, doctors, dentists, personal appointments will not be taken. Please make sure that these calls are routed to your home number.

Outgoing calls for school related business only to the New York City local area codes may be made from the phone in the Main Office. A pay phone is available on the first floor for all personal phone calls.

- **APPROPRIATE DRESS:** While we cannot enforce a dress code policy, it is expected that **appropriate professional attire** is adhered to by **all staff members** throughout the school year. We must

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remember that we are **role models** for our children and their families representing the P.S. 23 School Community.

- **ELEVATOR PASS:** Assigned elevator passes must be signed in and out daily in the Main Office. The Elevator passes must be returned to Blanca Ayala in the Main Office at the end of the day.
- **NOTES FOR PARA-EDUCATORS:**
 - Must report to the Main Office when their 1 to 1 student is absent
 - No para-educator should call for a supervisor because of a disruptive student unless directed by a teacher
 - All para-educators should walk with their class to and from lunch as well as to prep periods
- **MAILBOXES:** Every staff member has a mailbox in the Main Office. Staff is reminded to check their mailbox every morning, and it is recommended that staff check it again in the middle of the day. Please check and empty at least twice a day, as this is a major vehicle for school faculty and staff to communicate within the school.

Place messages to other staff members in their mailbox rather than interrupt ongoing classroom instruction by sending notes directly to the classroom or calling on the phone. Students are expected to be in class and are not permitted to pick up mail or to place messages in teachers' mailboxes.

- **RESPECT FOR ALL WEEK:** (February 14-18, 2012) The goal of RFA Week is to provide schools with an opportunity to focus on meaningful learning around issues of respect for diversity and the prevention of bias-based behavior, and to connect RFA to larger instructional efforts. More information to follow as it is made available.
- **NEW YORK CITY SERVICE:** As part of NYC Mayor Michael R. Bloomberg's NYC Service, all New York City public schools will once again engage in at least one service or service learning Project during the academic year. Our school has previously been involved with "Penny Harvest", "City Harvest," and "United for the Troops". More information will follow regarding this wonderful service project opportunity for this year.



SECTION P: MANDATED TRAININGS

- **YEARLY MANDATED TRAINING:** (Dates to be determined)
 - HIV/Blood Borne Pathogens (Amy)
 - Hazardous Materials (Amy)
 - Medical Emergencies (Amy)
 - Safety (Amy & Margaret)
 - Child Abuse (Margaret)
 - Student Attendance (Margaret)
 - Online Occurrence Reporting (Margaret & Susan)

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SECTION Q: BUS PROCEDURES

- **BUS COORDINATORS:** Amy Rodriguez coordinates the transportation of students on Special Education buses. Susan Rolon Nelson coordinates the transportation of students on General Education and Prekindergarten buses. Classroom teachers will be receiving further directives as soon as they are made available. Each classroom teacher should review appropriate bus behaviors with bus students and have a list posted in the classroom of the students' bus routes.

SECTION R: ATTACHMENTS



ATTACHMENT 1

Ten Tips for Teachers Staying Smart on Social Networking Websites (July 6, 2010, 4:37 p.m.)

Articles have peppered newspapers and blogs about the dangers of social networking sites to professionals, and particularly to teachers. In 2007, *The Columbus Dispatch* [highlighted](#) three teachers' racy comments on MySpace. In 2008, *The Washington Post* took on the issue [pointing](#) to the dangers of leaving one's Facebook profile open to "friends of friends."

One solution to the dangers featured by these articles and many others is simply to avoid or cease all interaction with online social media. However, because "these websites are the bars and restaurants of our new era," that hardly seems like a viable solution, particularly when individuals entering the professional workforce today have maintained social networking sites like Facebook, MySpace, and personal blogs since they learned to type in the 4th grade.

A more practical solution is to add to our internet-usage mindset that phrase from the Miranda warning: "Anything you say can and will be used against you." Here are a few general and school specific tips to consider as you assess your online profiles.

Ten Tips for Teachers for Staying Smart on Social Networking Websites:

GENERAL TIPS

1. **Google yourself.** Your employer, coworkers, supervisors, kids, relatives, and friends have probably all done it already. You should know what is out there with your name on it.
2. **Report concerns** you may have to the hosting website. Most social networking sites have reporting mechanisms so you can easily report problems, misinformation, hacked accounts, scams, phishing, or other concerns. You can also request that your information be removed from sites that may have it posted.
3. **Post** only what you want the world (including your mother, your mother-in-law, your students, your spouse, your kids, your boss, your next door neighbor, everyone) to see.
4. Set your privacy settings so that "**only friends**" can view your information. Other settings allow unknown individuals to view your information and may compromise the privacy of you and your family.

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5. **Do not post** things that may bring shame or embarrassment to you or your employer. Those photos of rush week, your best friend's bachelor party, or even that weekend family reunion two years ago might be better left un-posted.
6. Choose **passwords** that cannot be easily guessed so that your accounts are secure. Your kid's names, your pet's names, your birthday, and your address are common offenders that make your account easy to hack.

TEACHER-SPECIFIC TIPS

7. **Honor your school's policy.** If your school does not allow employees to use Facebook, Twitter, MySpace, etc, follow the policy—your job may depend on it. If your school does not allow the use of social networking sites, be extremely careful to keep your professional and personal interactions separated. Do not friend colleagues or interact with students via these sites.
8. **Use approved sites** or sites provided by your school district for social networking when possible. These are great venues for educational and collaboration purposes.
9. **Do not post** messages criticizing or airing your frustrations about your job, boss, coworkers, students, administrators, faculty, staff, or even school policies.
10. **Post** only those things you would be comfortable sharing in front of a classroom. Before you post it, imagine one of your students bringing it up in class. If that thought makes you uncomfortable, don't post it.

Social networking is a tool that can be used for your benefit or to your detriment. Consider the purposes of your social networking so that you can use it to achieve your goals.

<http://www.aeteachers.org/index.php/blog/195-ten-tips-for-teachers-for-staying-smart-on-social-networking-websites>

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Shirley Torres, Principal

Susan Rolon-Nelson, Assistant Principal

Carole Cooke, Assistant Principal



Parent Notification/Consent Form for Trips

Class: _____

Date: _____

Trip Date: _____ Time of Departure: _____

Time of Arrival: _____

Transportation to be used: School Bus _____ Train _____

Purpose of this trip: _____

Clothing required for this trip: _____

Please indicate any medical conditions or needs which should be known about your child for this trip: _____

Parent understandings:

- In the event of an emergency or illness, the teacher in charge of the trip may act on my behalf and at my expense in obtaining medical treatment for my child.
In an emergency I can be contacted at: _____ or _____.
Additional contact: Name _____ Tel.: _____
- My child is expected to behave responsibly and to follow the school's discipline code and policies.
- If my child violates the discipline code or policies, he/she may be excluded in the future from participating in a trip.

Parent/Guardian Signature

Date

Student's Name: _____

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Shirley Torres, Principal

Susan Rolon-Nelson, Assistant Principal

Carole Cooke, Assistant Principal



Formulario de notificación y consentimiento de padres para viajes

Clase: _____

fecha: _____

Fecha de viaje: _____

Tiempo de salida: _____ Tiempo de llegada: _____

Transporte que se utilizará: autobús escolar _____ tren _____

Propósito de este viaje:

Ropa necesaria para este viaje: _____

Sírvase indicar las condiciones médicas o necesidades que deben ser conocidas sobre su hijo para este viaje: _____

Entendimientos de padre:

- En caso de una emergencia o enfermedad, el profesor de viaje puede actuar en mi nombre y mi cuenta para obtener tratamiento médico de mi hijo.
En caso de emergencia puedo ser contactado en: _____ o _____.
Contacto adicional: nombre _____ Tel.: _____
- Se espera que mi hijo se comporte con responsabilidad y siga el código de disciplina de la escuela.
- Si mi hijo viola el código de disciplina puede ser excluido en el futuro de participar en un viaje.

Firma del padre/tutor

Fecha

Nombre del alumno: _____



P.S. 23, The New Children's School * Children First Network 109

2151 Washington Avenue, Bronx, New York 10457 • (718) 584-3992 / Fax: (718) 584-7252 • www.ps23bronx.org

Shirley Torres, Principal

Susan Rolon-Nelson, Assistant Principal

Carole Cooke, Assistant Principal

According to the new **Chancellor's Regulation A-670** a detailed itinerary must be attached to this form and handed in to the Principal before a trip is taken.



Trip Plan

Purpose of the trip: _____

Date of the trip: _____

Class(es) attending this trip: _____

No. of students attending: _____ No. of teachers/ paras attending: _____

Bus Transportation Needed: Yes _____ No _____

Free Transportation Pass Needed: Yes _____ No _____

Name & Contact Information for teacher who arranged this trip:

Teacher-in-charge

Principal

Department of Education employees busted for using sick days to take paid vacation

Sunday, August 22nd 2010, 4:00 AM

BY [Rachel Monahan](#), [Meredith Kolodner](#) and [James Fanelli](#) DAILY NEWS STAFF WRITERS

Even teachers play hooky to work on their tans. More than a dozen [Department of Education](#) employees were busted in the past two years for faking illnesses to take paid vacations, records show.

Two newlywed teachers jetted to [Italy](#) for a honeymoon. Another couple flew to sunny [Aruba](#) for a romantic getaway. And a school cook took her two kids - students at her school - on a cruise.

At least 13 teachers, classroom aides and school cooks broke Education Department rules and either lost their jobs or paid steep fines, reports by [Special Commissioner of Investigation Richard Condon](#) show. Each busted worker managed to get sick notes from their doctors - but most needed a lesson in how to be discreet.

Fresh tans and [Facebook](#) photos tipped off administrators and co-workers to some of the secret jaunts, according to investigators.

[Robert Nappo](#), 55, a teacher and coach at [Susan Wagner High School](#) on [Staten Island](#), and his wife, Cindy, a teacher at [Canarsie High School](#) in [Brooklyn](#), were each fined \$7,500 for a honeymoon vacation in Aruba in 2008. Both used five sick days and three unapproved personal days for the island romp, investigators found.

A teacher of 32 years, Robert blamed a jealous snitch for busting them. "It's unfair that gutless people who may have it in for you stoop so low to do something this," he told the Daily News.

[Mary Marconi](#), 38, resigned as an assistant cook at [Public School 21](#) in Queens after probers found she used seven sick days to take a [Caribbean](#) cruise in June 2009. Her braided hair and tan raised eyebrows at the school - and her children, PS 21 students, bragged about the family trip to friends.

Marconi admitted she phoned in sick, but said she suffered from a sprained back and had been going through a separation with her husband. Her doctor and her brother - who paid for the trip - thought a little rest and relaxation would be therapeutic, she said. "My doctor had told me that he wanted me to take a week off from work because I was stressed," Marconi said. "I understand I did something wrong without realizing it, but I'm sure they could have gone about it another way without making me lose my job." The [Fresh Meadows](#) resident, who's collecting unemployment, said she worked at the school for 13 years. "I loved my job and everything," she said. "But they tortured me. I was almost on the verge of ... a nervous breakdown."

Education officials also hit two married teachers who work at [Brooklyn Technical High School](#) with a \$15,000 fine for starting their 2008 Christmas break early. [Patricia De Pinto](#), 30, bellyached that she couldn't work on Dec. 22 and 23 because of a stomach sickness, a report said. Instead, she and her husband, [Richard De Pinto](#), 32, were enjoying an Italian honeymoon. The couple declined comment.

"Legally we're not allowed to say anything - the DOE told us that," Patricia said. "We've been through enough already."

[Hesper Franklin](#), 54, lost her job as paraprofessional at PS 198 in Brooklyn after claiming she hurt her foot during a February 2009 Trinidad vacation and would have to extend her stay with sick days. The investigation found that she had booked a round-trip flight in advance of her vacation that had included the sick days. Franklin declined to comment, saying, "I just want my job back."

Aside from summers off and school vacations, teachers and paraprofessionals are entitled to 10 sick days per year. They can convert three sick days into personal days, but must get permission. School aides earn an hour of sick time for 20 hours worked.

Education officials stressed that playing hooky has consequences. "Sick days are for when a person is sick, period," said DOE spokeswoman [Ann Forte](#). "If teachers or staff are found to be abusing the policy to take a vacation, we will take action."

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AMERICAN
PSYCHOLOGICAL
ASSOCIATION

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Washington, DC 20002

Changing diet and exercise for kids Acting Boldly to Change Diet and Exercise for Kids (A.B.C.D.E.) (ATTACHMENT 6)

About A.B.C.D.E.

Every child needs to learn the ABC's of life. When it comes to establishing healthy habits, you can teach them how to "ABCDE" (Act Boldly to Change Diet and Exercise).

Why is this important?

- Good nutrition and plenty of exercise are the building blocks for strong growth, healthy development, and lifelong wellbeing for children.
- These days, too many children are not receiving the proper nutrition or enough exercise:
 - a. - They are not eating enough - an estimated 16 to 17 million children live in homes where they are at risk of going hungry (approx. 1 in 6 households).
 - b. - They are not eating enough healthy food – an estimated 1 in 3 children are overweight and about 1 in 6 (ages 6-17) are obese.
 - c. - They are not getting enough exercise – only 30% of children (aged 6 to 17) participated in 20 minutes plus of vigorous physical activity on a daily basis. Children need to get 60 minutes of exercise on a daily basis.

What are the benefits of good nutrition and daily exercise for kids?

Mental and behavioral benefits

- Good nutrition is essential to healthy brain development in children which is, of course, critical to learning.
- Children who exercise regularly and eat healthily are likely to:
 - a. - perform better academically
 - b. - feel better about themselves, their bodies, and their abilities
 - c. - cope with stress and regulate their emotions better
 - d. - avoid feelings of low self-esteem, anxiety, and depression.
- Establishing healthy eating and exercise habits early in life can lead to long term healthy behavior in adulthood.

Physical benefits

- Children need a wide variety of nutrients (e.g., protein, complex carbohydrates, healthy fats, minerals, vitamins) to assist in their daily growth and development and to protect them from childhood illnesses.
- Daily exercise also helps children to build stronger muscles and bones and limit excess body fat.

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- Healthy eating also cuts down on risk for cavities, eating disorders and unhealthy weight control behaviors (i.e., fasting, skipping meals, eating very little food, vomiting, using diet pills, laxatives, or diuretics), malnutrition, and iron deficiency.
- Healthy eating and consistent physical activity help to prevent chronic illnesses that appear in adulthood associated with obesity, e.g., heart disease, diabetes, high blood pressure, and several forms of cancer.

What are the effects of different settings on the eating and exercise habits of kids?

In the home:

- **Lack of access to healthy, wholesome foods and inadequate physical activity** - contributes to kids becoming overweight and not getting adequate nutrition for their growth and development. Children need at least 60 minutes of daily physical activity in the form of physical play or sports.
- **Hunger** – kids who do not get enough to eat are at risk of developing chronic health conditions, behavioral problems, academic struggles, anxiety, depression, and even obesity especially if they only have access to poor quality processed food.
- **Unhealthy weight control behaviors** - have been found to co-occur with obesity. Many adolescents, particularly teenage girls, have body image concerns and engage in these behaviors threatening both their physical and mental health.
- **Media effects** –
 - a. - *Food advertising* - targeted at children is dominated by commercials for unhealthy food (e.g., candy, sugary cereals, sugary beverages, processed snack foods, fast food restaurants). Food advertising is pervasive and can be found on multiple media platforms (TV, web, and even embedded in computer games).
 - b. - *Advertising by other industries* - often objectifies girls and women, contributing to body dissatisfaction, eating disorders, low self-esteem, and depression.
 - c. - *TV watching* – television viewing is linked to childhood obesity because it displaces physical activity, increases snacking behavior while watching, exposes kids to potentially harmful advertising, and reduces their resting metabolism.

At school:

- **Risks to academic achievement** - result from children not getting adequate nutrition and physical activity. Hunger can be particularly damaging to children's progress in school and cognitive development overall.
- **Overabundance of unhealthy foods** - too many schools offer poor nutritional choices in the form of unhealthy school lunches or even vending machines filled with candy, processed snacks, and sugary beverages.
- **Lack of opportunities for physical activity** - many schools have scaled back requirements for a daily recess and do not prioritize physical education opportunities for children at every age.
- **Peer behaviors** – peers can serve as remarkably powerful role models for children and may share their unhealthy eating or exercise habits with them.
- **Stigma of being overweight** – can lead to social and psychological distress (e.g., depression, low self esteem). Bullying and teasing from peers can be particularly damaging and teachers and school staff may attribute less desirable personality characteristics to obese youth and their families.

In the neighborhood:

- **Overabundance of unhealthy foods** – there are a growing number of communities called “food deserts” where supermarkets and grocery stores are scarce or charge higher prices for healthy foods than processed foods. In addition, many underserved communities are populated with fast food restaurants that are often located near schools and playgrounds.

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- **The built environment** – lack of adequate and safe parks, bike lanes, playgrounds, recreational facilities, or walkways can restrict opportunities for children and teens to get exercise.

Why are you critical to establishing healthy behaviors in your kids?

- **You are role models**
 - a. - Children are instinctively primed to imitate their parents and caregivers. They are incredibly sensitive to the messages that are sent about eating and exercise. You exert the most influence on your children's behavior and can model healthy attitudes and habits toward food and physical activity that persist as they grow up.
- **You are gatekeepers**
 - . - Parents and caregivers control the types of food children have access to in the home and can maximize access to healthy, wholesome foods (fruits, vegetables, lean proteins, whole grains, and low-fat dairy).
 - a. - You can also monitor children's diet, exercise, and limit media consumption (TV/video watching, web surfing, and videogames).
- **You are taste-setters**
 - . - Parents and caregivers significantly influence the likes and dislikes that children attach to certain foods. These influences can last a lifetime. Each of us can probably remember a favorite home cooked meal from our childhood. There is even research that suggests that this begins in infancy; children who are breastfed may be exposed to different flavors in their mother's breast milk than the sugars and fats in infant formula. Breastfeeding may provide protection from the development of obesity.
 - a. - Eating with your children at regular family mealtimes can help establish positive nutrition habits and healthy weights for children.
- **You are advocates**
 - . - Parents and caregivers can push local leaders to introduce affordable transportation (e.g., bus or shuttle lines) to supermarkets or grocery stores if there are none in their communities.
 - a. - You can call for the construction of parks or playgrounds and restriction of fast food places in your neighborhood.
 - b. - You can push school administrators to introduce after-school programs that incorporate physical activity or nutrition education, healthier school lunches, and policies that eliminate the use of vending machines on school grounds.
 - c. - You along with members of your community can volunteer to coach afterschool sports.

www.apa.org/topics/children/healthy-eating.aspx

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