



YONKERS MIDDLE HIGH SCHOOL | *FACULTY +STAFF HANDBOOK '24*

"COMMITTED TO EXCELLENCE, CREATING SCHOLARS AND LEADERS, EVERY DAY"

## MISSION STATEMENT

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*Poised to meet the needs of the twenty-first century, Yonkers Middle High School, is dedicated to delivering a curriculum with a broad global perspective. We believe promoting student participation in the learning process, through rigorous pre-university course of study that is an essential component of the IB Philosophy. Our goal is to create highly motivated students who are life-long learners. Incorporating an internationally rich curriculum to foster integrity, moral discipline and positive relationships, while celebrating cultural diversity is our priority. We recognize and encourage the support of the entire community in the successful fulfillment of our mission.*





## OUR VISION

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"Creating a safe and nurturing school community, which empowers students to take risks, develop a love of learning and maximize their full potential."

## OUR MOTTO

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"Committed to Excellence, Creating Scholars and Leaders, Every Day"

## 2023 - 2024 THEME

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"Be Greater Than Before"

B > B4



“

*When you educate one person  
you can change a life; when you  
educate many you can change  
the world.*

”

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S H A I   R E S H E F





**YONKERS**  
PUBLIC SCHOOLS



**DR. SANDY HATTAR**

*PRINCIPAL, YONKERS MIDDLE HIGH SCHOOL*

*Main Office*

*e: [SHattar2@yonkerspublicschools.org](mailto:SHattar2@yonkerspublicschools.org)*

*ph: 914.376.8191*

## WELCOME WISHES

Dear YMHS Faculty and Staff,

**T** On behalf of the administrative team, it is with great enthusiasm and anticipation that we extend a heartfelt welcome back to each one of you. We want to take a moment to express our genuine excitement about having returning members back on the team and to extend a warm welcome to new faculty and staff.

**E** Your dedication and commitment to our students' learning experiences have left an indelible mark on their lives. Your tireless efforts have shaped not only their academic achievements but also their personal development. As we welcome you back, we want you to know that your role as educators and mentors is pivotal in shaping the future leaders of our community.

**T** As we step into this new chapter, your expertise, creativity, and highly skilled teaching methods will be instrumental in enriching our learning environment and helping us create a well-rounded educational experience for our students. With your return, we anticipate a renewed sense of camaraderie, collaboration, and shared purpose. The positive energy and innovation that flow from our collective efforts are what will truly make us "greater than before."

**M** Please know that your well-being remains a top priority for us. We have taken measures to ensure that our school environment is safe, supportive, and conducive to effective teaching and learning. Your health, both physical and mental, is of utmost importance.

**O** Let's embark on this new academic year with renewed enthusiasm and a shared commitment to excellence. Here's to a fantastic year filled with growth, discovery, and meaningful connections.  
Sincerely,

**C**  
Dr. Sandy Hattar  
Principal





**SYLVIA BRANCHCOMB** | ASSISTANT PRINCIPAL

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# ADMINISTRATIVE *TEAM*

**DR. TONYA COUCH-JENKINS** | ASSISTANT PRINCIPAL

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2022-2023

# Table of Organization

## ADMINISTRATION

<b>DR. SANDY HATTAR</b>	<b>Principal</b>
<b>MS. SYLVIA BRANCHCOMB</b>	<b>Assistant Principal</b>
<b>DR. TONYA COUCH-JENKINS</b>	<b>Assistant Principal</b>
<b>MR. ELIAS ORTIZ</b>	<b>Assistant Principal</b>
<b>MS. SHIRINE SAMARNEH</b>	<b>Assistant Principal</b>
<b>MR. JAMELL SCOTT</b>	<b>Assistant Principal</b>
<b>MS. DAWN WILLIAMS</b>	<b>Assistant Principal</b>

## OFFICE STAFF

<b>CERINI, DEBBIE</b>	<b>Clerk II - Powerschool</b>
<b>JIMENEZ, GENESIS</b>	<b>Clerk II - Principal's Secretary</b>
<b>MANZUETA, INDEGAR</b>	<b>Clerk I</b>
<b>PLUNKETT, FAEDRA</b>	<b>Clerk I</b>
<b>TALERO, ROSA</b>	<b>Clerk I</b>
<b>TOCCO, RITA</b>	<b>Clerk I</b>

## SAFETY OFFICERS

<b>EDWARDS, ANDRE</b>
<b>EGAN, KENNETH</b>
<b>IOLASCON, FRANCESCA</b>
<b>NEMBHARD, ALEX</b>
<b>RASULO, BRENDON</b>
<b>TADDEO, JAMES</b>

## HEALTH SERVICES

<b>CAVALUZZI, ANN MARIE</b>	<b>Nurse</b>
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# FACULTY

A - F

## FACULTY SUBJECT

ABBASI, OLA	Speech
ACUNZO, JANUARY	SPED
ANDREASSI, JOHN	English
ANELLO MICHAEL	Phys Ed
ARREGUI, GERMAN	Math
BAYON, JOSE	Business
BERARDO, SCOTT A.	Social Studies
BERNSTEIN, JODI	6th Grade
BLAKE-SMITH, KANARI	MS Guidance
BRYANT, NICOLE	SPED
BYRNE, EDMOND	English
CACHOIAN, DENISE	Art
CARRERO, LIZBETH	Social Studies
CARRION, SUSAN	ENL
CASTELLI, CRISTA	Science
CENTENO, ELAINE	Math
CHRISTIE-CLARKE VIVIENNE	Health
CUADRA, YUNIET	SPED
CUTELO, MARTA	Psychologist
DASH, ALLISON	Science
DE BELLIS, JOHN T.	Social Studies
DEFRANCESCO, MONICA	ENL
DIMONACO, LOUIS	English
ELISH, DIANA F.	Foreign Language
ESPINAL, DIVINA	SPED
FARRAH, JOSEPH	SPED
FERRAGUZZI, THOMAS	English
FINLAW, KELLY	Art
FLANAGAN, BERNADETTE	Social Studies
FOLEY, AIDAN	Social Studies
FOLEY, TERENCE	Social Studies
FORTINO, ANDREA	Guidance



# FACULTY

## G - M

GARCIA, NEFTALI	<b>Science</b>
GOJANI, KUSHTRIM	<b>Math</b>
HANSEN CATHERINE	<b>Reading</b>
HASKINS, SONYA	Reading
HATAIER, STEPHEN	<b>Science</b>
HAUSMAN, MATTHEW E.	<b>Science</b>
HENRY JULIUS	<b>Phys Ed</b>
HOLMSTROM GIANNI	<b>ENL</b>
HUDSON, JOAN	<b>Math</b>
HUGHES, ANNETTE	<b>Math</b>
IAFOLLA JOHN	<b>Phys Ed</b>
IMHOF, JENNIFER	<b>SPED</b>
JOHNSON, PAULA	<b>6th Grade</b>
KALAJ, MARTINA	<b>Business</b>
KASZCZAK, LESIA	<b>Science</b>
KAUFMAN, HAL	<b>SPED</b>
KENDRICK-JONES, ROSELYN	<b>HS Guidance</b>
KITSON, BRENDAN	<b>Athletic Director</b>
KRAJOVAN, JOHN	<b>English</b>
KRATZ, KIM	<b>Art</b>
KUHN, EDWARD	<b>Music</b>
KURI, ALEXIS	<b>SPED</b>
LEGAKIS, CHRYSOULA	<b>SPED</b>
LENTINE, MARCELLA	<b>Science</b>
LEONARD, CHRISTOPHER	<b>Social Studies</b>
LETANG, DEBRA	<b>HS Guidance</b>
LONGARZO, LAUREN M.	<b>Science</b>
LONGVILLE, KIM	<b>SPED</b>
LOTTO, MICHELE	<b>English</b>
MAFFEI, DIANE	<b>Foreign Language</b>
MCPHERSON JAMES	<b>Phys Ed</b>
MERCEDES, MARY	<b>English</b>
MOLINA, MEAGAN	<b>Social Worker</b>
MOORE, ASHLEY	<b>Teaching Assistant</b>
MOUZON, DARRYL L.	<b>English</b>
MURRAY, ALICIA	<b>Math</b>





# FACULTY

## O - R

O SULLIVAN, TARA	<b>Social Studies</b>
OCHOA, KARLA	<b>Foreign Language</b>
O'REILLY, TIMOTHY P.	<b>Social Studies</b>
PALOMBO EVA	<b>ENL</b>
PANNELL, ANDREA	<b>Math</b>
PASQUALINI, LEILA	<b>Math</b>
PEARSON, MARIA	<b>Math</b>
PEREIRA MICHIKO	<b>Music</b>
PEREZ, LEONELA	<b>SPED</b>
PEREZ, YVONNE	<b>Social Worker</b>
PERILLO, ANTHONY	<b>SPED</b>
POLANCO, ARACELY	<b>Math</b>
POLANSKY, ROSS D.	<b>Math</b>
POMILLA, VINCENZO	<b>Social Studies</b>
PRAINO JOHN	<b>Phys Ed</b>
PRIOR THOMAS	<b>Phys Ed</b>
PUFF, MARIA	<b>SPED</b>
RADER, CHRISTOPHER	<b>English</b>
RAMOS, ANTOINETTE	<b>Bilingual Psychologist</b>
RESTAINO, CHRISTOPHER	<b>English</b>
REYNOSO, YOHAI RA	<b>Foreign Language</b>
RIBEIRO WILLIAM	<b>Phys Ed</b>
RIVAS, JAE L O.	<b>Social Studies</b>
ROBERTSON, STEPHANIE	<b>HS Guidance</b>
ROEMER MICHELLE	<b>Phys Ed</b>
ROONEY, LISA	<b>SPED</b>
ROSARIO ENRIQUE	<b>Phys Ed</b>
ROURA, NICOLE	<b>English</b>
ROUSSEAU, RAHSAAN	<b>Teaching Assistant</b>
RUPPRECHT, JOANN	<b>Science</b>
RUTH, THERESA	<b>SPED - Resource</b>
SAGER, INDU	<b>English</b>
SAITTA, JOHN	<b>SPED</b>
SALHOOBI, JORDAN	<b>Science</b>
SAMUELS, TINA T.	<b>SPED</b>
SANTOS, MARCIA	<b>Science</b>



FACULTY

S - Z

SELIMAJ, LUMNIJE  
SICILIANO, JENNIFER  
SISK, JOHN  
SNOW, LAQUINTA  
STEWART, ZACHARY T.  
TAVERAS-RIVERA ELIZABETH  
TAYLOR-WERNHAM NICOLE  
TEICHMANN, DANIEL  
THIESSEN, ADAM  
UBERMAN CHERI  
VALK, SCOTT  
VERDINA, RAQUEL  
VICUNA, MARTHA  
VILLAMARIN, ANA  
VINES, BARBARA  
WALTHER, STACY  
WALTZER JOSEPH  
WILLIAMS, ROSEMARIE  
WILSON, MAXINE  
WOOD, CANDACE  
YQUIRA, JANET

Social Studies  
Art  
English  
Math  
Social Studies  
SPED  
Librarian  
Social Studies  
Science  
Art  
Social Studies  
SPED  
Math  
Foreign Language  
Science  
SPED - Resource  
Health  
Science  
SPED  
6th Grade  
Foreign Language

SCHOOL SUPPORT

ALLEN, DEVOUN  
ALMENGU, ARLISSE  
CASTILLO, ALBA  
DICKERSON THOMPSON, JACK  
GEAGAN, ANNE

Aide  
Aide  
Aide  
Aide  
Aide

GONZALEZ, ZULAME  
HAMLIN, MICHELLE  
MEJIA, CRISTINA  
PAYNE, RONALD  
TYREE, ANTHONY

Aide  
Aide  
Aide  
Aide  
Aide

# TEACHER RESPONSIBILITIES

PLEASE REVIEW THE FOLLOWING LIST OF EXPECTATIONS AND RESPONSIBILITIES:

The teachers shall be responsible for the pupils in the classes assigned by the principal and shall perform such other duties as may be assigned by the principal in accordance with the regulations of the Superintendent of Schools, Board of Education policy and state and municipal law. The teacher shall be responsible for the instruction, progress and discipline of pupils in the assigned classes and shall devote school hours exclusively to the performance of said assignments and duties. Teachers shall give such assistance in the educational program in and about the building as may be directed by the principal and which are not inconsistent with the regulations of the Superintendent of Schools, Board of Education policy, or state and municipal law.

Teachers shall be appointed by the Board of Education upon the recommendation of the Superintendent and shall meet all requirements for certification required by the State of New York.

- Be on time to school and class.
- Be at your door during the change of classes.
- Record student attendance with fidelity every assigned period
- Provide updated and meaningful substitute plans.
- Be on time for hall duty and remain the entire period. Engage the task with total attention. Refrain from doing other tasks, i.e. refrain from consuming food/beverages while on hall duty.
- Post and otherwise communicate your "Extra Help" day.
- Communicate with parents when concerns or problems occur and also when students are performing well.
- Follow the ten-minute rule for student passes: No passes are to be given the first and last ten minutes of the class period. Also, no passes will be issued periods one or eight.
- Discuss your expectations, curriculum and assessments and what students need to bring to your class.
- Communicate with students and parents what supplies will be needed for your class.
- Adhere to the Yonkers Public Schools Code of Conduct, and discuss school rules with students.
- Submit grades on time.



## **YMHS Bell Schedule**

<b>PERIOD</b>	<b>TIME</b>
<b>1</b>	<b>7:45 – 8:31</b>
<b>2</b>	<b>8:35 – 9:21</b>
<b>Morning Announcements</b>	<b>9:21 – 9:23</b>
<b>3</b>	<b>9:27 – 10:13</b>
<b>4</b>	<b>10:17 – 11:03</b>
<b>5</b>	<b>11:07 – 11:53</b>
<b>6</b>	<b>11:57 – 12:43</b>
<b>7</b>	<b>12:47 – 1:33</b>
<b>8</b>	<b>1:37 – 2:23</b>

## **2-Hr Delay Schedule**

<b>PERIOD</b>	<b>TIME</b>
<b>1</b>	<b>9:45 – 10:16</b>
<b>2</b>	<b>10:20 – 10:51</b>
<b>Morning Announcements</b>	<b>10:51 – 10:53</b>
<b>3</b>	<b>10:57 – 11:28</b>
<b>4</b>	<b>11:32 – 12:03</b>
<b>5</b>	<b>12:07 – 12:38</b>
<b>6</b>	<b>12:42 – 1:13</b>
<b>7</b>	<b>1:17 – 1:48</b>
<b>8</b>	<b>1:52 – 2:23</b>



# Instructional Foci

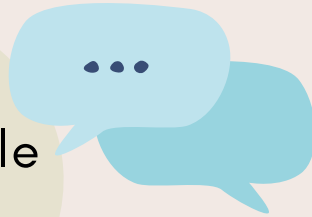
## 2023-2024

### STABILITY | RESPONSIBILITY | ACCOUNTABILITY

Yonkers Public Schools will leverage the listed instructional foci in support of our mission to prepare all learners for the opportunities of today and tomorrow in a culture of inquiry. All are encouraged to take initiative for their own development, think critically, actively listen, participate fully and acquire decision making and leadership skills.

# 1

## Accountable Talk



Learners will frequently share their thinking with others, engage in thoughtful discussion and compare their ideas with those of their peers.

Students will engage in high level tasks that require that they both ask and answer questions that promote higher-order thinking skills.



# 2

## Critical Thinking

# 3

## Checks for Understanding



Teachers will engage students in distributed and strategic formative assessments that check for student understanding at multiple points throughout a lesson.

# YHS SCEP COMMITMENTS

## YONKERS HIGH

### SCEP COMMITMENTS



#1

Culturally  
responsive student  
engagement.

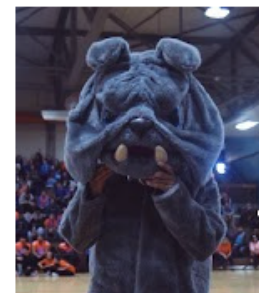


#2

Supporting social  
and emotional  
well-being of  
students

#3

Ensuring that all  
students meet ELA  
requirements to  
graduate on time & to  
facilitate entry into  
post-secondary  
education.



**YONKERS MIDDLE HIGH SCHOOL**

150 ROCKLAND AVENUE, YONKERS, N.Y. 10705 P: (914) 376-8191

AN INTERNATIONAL BACCALAUREATE SCHOOL

*Committed to Excellence, Creating Scholars and Leaders Every Day*

# Yonkers Middle SCEP COMMITMENTS



**#1**

Strengthen academic outcomes and graduation pathways (HS) through culturally responsive and sustaining curriculum and instruction.



**#2**

Establish inclusive learning communities that support students with diverse social and emotional needs for equitable student growth and development.

**#3**

Develop family and community partnerships through active engagement, participation and communication to support stronger and meaningful connections.



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# YMS SCEP COMMITMENTS



## IB learner profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As IB learners we strive to be:

### INQUIRERS

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

### KNOWLEDGEABLE

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

### THINKERS

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

### COMMUNICATORS

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

### PRINCIPLED

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

### OPEN-MINDED

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

### CARING

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

### RISK-TAKERS

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

### BALANCED

We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

### REFLECTIVE

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.



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# IB COMMAND TERMS



**ANALYZE**

IDENTIFY PARTS AND RELATIONSHIPS AND TO INTERPRET INFORMATION TO REACH CONCLUSIONS.

**CITE**

USE AND ACKNOWLEDGE SOURCES.

**CLARIFY**

MAKE PART OF AN EXPLANATION MORE CLEAR, UNDERSTANDABLE OR RELATABLE. FREE- FLOWING.

**COMPARE**

IDENTIFY WAYS THINGS ARE SIMILAR.

**CONTRAST**

IDENTIFY WAYS THINGS ARE DIFFERENT.

**DESCRIBE**

PROVIDE A DETAILED ACCOUNT OF SOMETHING.

**DETERMINE**

FIND OUT SOMETHING BY INTERPRETING INFORMATION.

**DEVELOP**

PROVIDE ADDITIONAL DETAILS. EXPAND ON IDEAS.

**EVALUATE**

DETERMINE THE IMPORTANCE OR VALUE OF SOMETHING BY WEIGHING ITS STRENGTHS AND LIMITS.

**EXPLAIN**

GIVE A DETAILED ACCOUNT INCLUDING REASONS AND CAUSES.

**IDENTIFY**

DETERMINE WHO OR WHAT SOMETHING IS BY CONSIDERING FACTORS OR FEATURES.

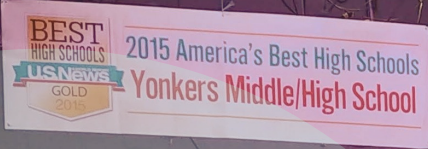
**INTERPRET**

USE KNOWLEDGE AND UNDERSTANDING TO EXPRESS A UNIQUE PERSPECTIVE.

**SUPPORT**

ARGUE OR JUSTIFY A POINT OR CLAIM USING EVIDENCE.

## IB Command Terms



## MARKING PERIODS & REPORT CARD SCHEDULE

### 1st Marking Period

*SEPTEMBER 7 – NOVEMBER 9, 2023*

### 2nd Marking Period

*NOVEMBER 13 – JANUARY 26, 2024*

### 3rd Marking Period

*JANUARY 29 – APRIL 19, 2024*

### 4th Marking Period

*APRIL 22 – JUNE 26, 2024*

PROGRESS REPORTS will go out as follows:

- 1st Quarter: WEEK OF OCTOBER 16, 2023
- 2nd Quarter: WEEK OF DECEMBER 25, 2023
- 3rd Quarter: WEEK OF MARCH 18, 2024
- 4th Quarter: WEEK OF MAY 27, 2024

### REPORT CARD DISTRIBUTION DATES:

- WEEK OF NOVEMBER 27, 2023
- WEEK OF FEBRUARY 12, 2024
- WEEK OF APRIL 29, 2024
- WEEK OF JUNE 24, 2024

# IMPORTANT DATES TO REMEMBER



2022-2023

# FACULTY MEETINGS

*Please mark your calendars and plan accordingly.*



The meetings are scheduled as follows for the 2023-2024 school year:

## FACULTY MEETINGS 2:35-3:15 ARENA

It is expected that all faculty member be punctual and present for all faculty meetings. No one will be excused without prior administrative approval. In the event that a meeting has been cancelled or a date has been changed, you will be notified in advance.

## PTSA MEETING SCHEDULE (TUESDAYS)

MONTH	FULL FACULTY	DEPARTMENT
September	9/11/23	9/18/23
October	10/2/23	10/30/23
November	11/13/23	11/27/23
December	12/4/23	12/18/23
January	1/8/24	1/29/24
February	2/12/24	2/26/24
March	3/4/24	3/18/24
April	4/8/24	4/29/24
May	5/6/24	5/20/24
June	6/3/24	6/17/24

9/19/2023

10/17/2023

11/28/2023

1/23/2024

3/19/2024

4/16/2024

5/7/2024

6/4/2024

All PTSA Meetings will be held 6:00 pm in the Yonkers Middle High School Library.

Please look for communication from the PTSA regarding upcoming meetings and events. All staff is encouraged to support the PTSA as they are an important part of our school culture.

one day  
i will  
engineer the  
impossible

N  
G  
W  
P





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# GUIDELINES

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## *IMPORTANT POLICIES AND PROCEDURES TO BE FOLLOWED IN OUR SCHOOL.*

### **ADMINISTRATIVE ASSIGNMENTS**

Teachers so assigned are expected to report to the designated area promptly. Related responsibilities should be executed professionally in the interest of student management and the learning environment.

### **HALL DUTY**

The management of this facility is a tremendous undertaking. The task is so large that it requires the assistance of each staff member. It is our intent to maintain a safe and orderly environment, which will facilitate learning. Orderly corridors are essential to achieve this. Teachers assigned to hall duty are expected to do the following:

1. Report to your post punctually.
2. Engage the task with total attention.
3. Refrain from doing other tasks.
4. Remain at your post for the entire duration of the assignment.

We will all benefit from each individual's efforts

### **P.A. SYSTEM USAGE**

The use of the "all call" P.A. system announcement is severely restricted. It is to be used during the following conditions only:

- Emergency situations.
- To communicate vital information to students and staff.
- Pledge of Allegiance.
- Situations that warrant students summoned to the main office, nurse's office and classrooms are not appropriate for "all call" usage.
- Staff is advised to utilize the "room to room" call in or to personally stop by to retrieve students.

### **ANNOUNCEMENTS**

Any announcement that the staff wishes to have read during the morning or afternoon announcements should be given to the Main Office for administration approval. (Please use appropriate form.)



# STUDENT ATTENDANCE

It is expected that all teachers record student attendance on a period-by-period class basis. If a student is cutting your class, please call and inform the parent / guardian. If you have spoken to the student and contacted the parent and the problem still persists, please complete a Referral form and submit it to an administrator. We need to identify the students who cut and correct the matter.

- *All teachers are expected to record student attendance on a period-by-period class basis in power school. It will enable the school to more closely monitor student lateness, absences to class, as well as to identify other information which will assist administration in determining patterns of student behavior.*
- *Inform the guidance counselor if a child is absent three days or more. The grade administrator should also be advised.*
- *In cases of excessive absenteeism and tardiness, notify the attendance office so parents can be notified.*
- *Notes are due by law, for every absence. Please do not allow unaccounted absences to accumulate. After you make an initial attempt to contact a parent, notify the office if a note is not received.*
- *Teachers should send all absence notes to the Main office each day.*
- *Changes in addresses and phone numbers should be reported to the Guidance office as soon as noted.*

## TRUANCY

A student who is absent from school without knowledge or consent of the parent/guardian constitutes truancy. General procedures to be followed for all cases of truancy are:

- *As a safeguard, parents will be requested to inform the school each time their child is absent from school.*
- *The office will authenticate the truancy and immediately contact parent/guardian (by telephone, if possible).*
- *A written report of the truancy is to be filed.*
- *The appropriate teacher will be notified in writing of the truancy for the purpose of noting the illegal absence in their Attendance Record Book.*

# YONKERS MID



# TEACHER ATTENDANCE

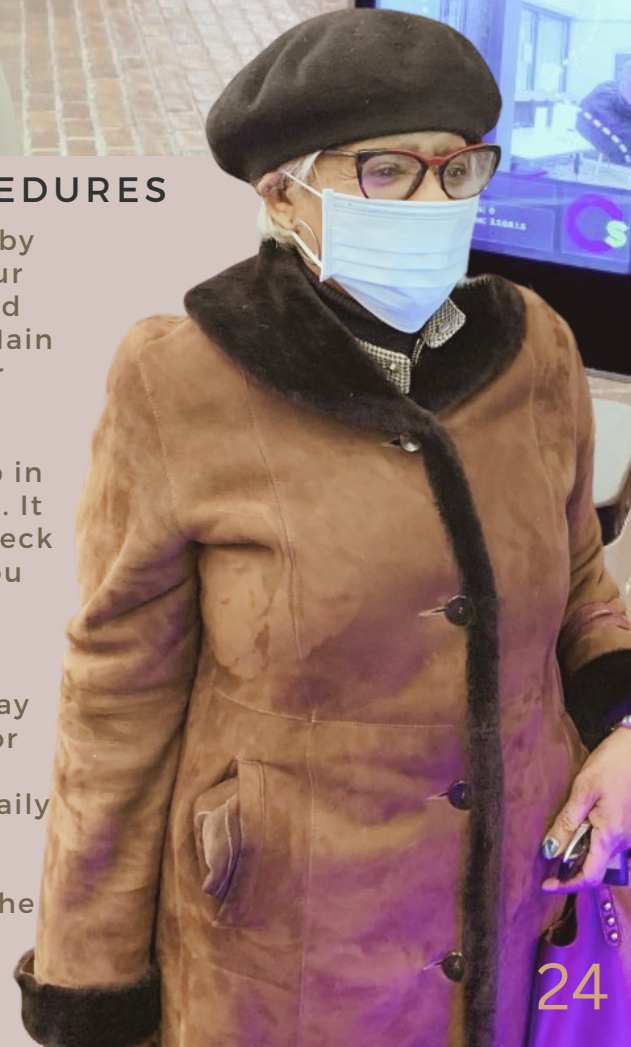
## TEACHER ABSENCES

- The workday begins at 7:35 am and ends at 2:33 pm. Teachers are to swipe in by 7:35 a.m. Tardiness will be monitored and recorded.
- If you are going to be absent, call the Aesop System (375-6121) by 6:30 a.m.
- The appropriate absence form must be obtained from the YMHS Main Office, and filled out upon return to work.
- Should your absences exceed three consecutive days, a doctor's note must be submitted.
- In cases of absences for death in family, provide relationship of deceased and dates of death and burial.
- Please follow contractual guidelines for requests of Personal Leave Days. "In other than emergency situations, the principal must be notified not later than three days prior to the day of leave."



## SIGN IN/OUT PROCEDURES

- Teachers are to swipe in by 7:35 a.m. If you forget your school ID card, you should sign in manually in the Main Office at the time of your arrival.
- Mail should be picked up in the morning and at noon. It is advisable for you to check your mailboxes before you leave for any messages received during the afternoon. You will be interrupted during the day only in emergencies or for urgent business. Please check your e-mail on a daily basis.
- Please understand that the above are intended to minimize interruptions during the school day.





# PARENT + TEACHER CONFERENCES

*Here are some guidelines to ensure productive  
and successful parent teacher conferences.*



Plan carefully for the conference. A prepared, informed teacher commands greater respect.



Being an understanding listener will encourage meaningful dialogue with parents.



Begin and end on a positive note and one of continuing cooperation.



Do not become involved in discussions of other students and their families or teachers. Never talk about other students or show samples of their work.



Maintain an informal setting. Sit on chairs of equal size at a table rather than at your desk.



Be prepared to substantiate your evaluations, judgments and qualitative statements. Be truthful, but tactful. If the student is not succeeding, the parents must be apprised at the onset but should not be made to feel defensive. (Please note that parents should be apprised of such situations prior to scheduled conferences.) Emphasize weaknesses that parents and their children are capable of dealing with constructively.



Remember that parents are subjective and emotional about their children. Be prepared to provide parents and students with recommendations to address weaknesses. Do not neglect to discuss student strengths.



Do not allow conferences to become too lengthy where you find yourself or the parent rambling aimlessly. This becomes unproductive. Tactfully bring the conference to a close. Conclude the conference by summarizing points covered and suggestions agreed upon.



Log should be filled out for each parent conference. They can be invaluable for you and future teachers.



Seriously consider the possibility of including students in your conferences with parents whenever possible.

# P A R E N T COMMUNICATION

---

*Please communicate with parents students' progress on a regular basis concerning both academics and attendance.*

01

Communication with parents should be on going in both crises situations as well as in pleasant ones. An informed parent group is generally a satisfied parent group.

02

Please heed all parent requests for meetings with you.

03

Records should be kept of all contacts made with parents. Keep copies of any potentially controversial notes sent home. Such items are retained in each child's folder in your room for easy access, should the need arise.

04

Never permit any parent to come into your room during the school day without a pass from the office.

05

Should a volatile situation arise or be in evidence as inevitable, inform building administration immediately.

06

Any general notices sent home to parents of your students must be cleared by the principal.

07

Read and respond to "Parent Comments" on Report Cards when appropriate.

08

Log all conferences held with parents.

09

Inform parents very early in the year if a student is (a) below level academically; or (b) acting out.

## SCHEDULED CONFERENCES

When a teacher decides that a meeting with a parent is necessary, before scheduling the meeting, it is the responsibility of that teacher to notify the student's teachers (core and non-core) and guidance counselor of the meeting in order to avoid a scheduling conflict.

## UNSCHEDULED CONFERENCES

In the event of an unscheduled meeting, i.e., a parent shows up at school unannounced to see a teacher, the following procedures are to be followed:

Parents will sign in at the front desk and be directed to the appropriate grade level office to meet with the guidance counselor. If the teacher is available, he/she will be contacted and asked to report to the appropriate grade level office. If the teacher is unavailable, the counselor will document the concern and arrange for the next possible meeting.

# Y M H S S U P P O R T S T A F F

Schools have become very large, complicated organizations. We have many different people performing varied functions, and at times, it becomes difficult to know who is responsible for a particular task. The following is an outline that briefly describes the functions of our support staff. Please use these resources to help deliver the appropriate services to our youngsters.

## S U P P O R T S T A F F R E S P O N S I B I L I T I E S

### SCHOOL PSYCHOLOGIST

- The Psychologist works in conjunction with the Committee on Special Education. They perform counseling as per the I.E.P.'s and referrals from the administration.

### SCHOOL COUNSELOR

- The Guidance Counselor assists students who exhibit any attendance, academic, behavioral or adjustment problems. They are also involved in scheduling parental interactions and coordinating information.

### STUDENT ASSISTANCE COUNSELOR

- The Student Assistance Counselor works on referral from the administration and guidance counselors. If any faculty member suspects a student is involved in any substance use, they should inform the guidance counselor. The guidance counselor will then refer to the student assistance counselor.

### SCHOOL SOCIAL WORKER

- The School Social Worker assists students in developing insight into their responses to surrounding situations, improves their interactions with both peers and adults, improves their self-esteem, and helps them develop coping strategies that enable students to obtain the optimal positive educational experience. They provide counseling as per the I.E.P.'s and referrals from the administration.

### CRISIS INTERVENTION TEACHER

- The Crisis Intervention Teacher provides special direction to students who have been given an Individualized Education Program (I.E.P.). They work with parents and classroom teachers to attend to the social, personal and academic needs of students as well as providing detailed documentation of student progress.



# CAFETERIA PROCEDURES

Please read to all students the first day of school.

- Do not push on line, cut ahead or loiter around entrances or exits.
- Return to seat immediately after getting lunch or dessert. Seats will not be assigned unless a violation of rules requires a seat change.
- NO FOOD IS TO LEAVE THE CAFETERIA.
- NO ONE IS ALLOWED TO LEAVE THE CAFETERIA FOR ANY REASON WITHOUT THE PERMISSION OF THE TEACHER IN CHARGE.
- Dismissal will be table by table and no table will be dismissed until all the garbage on the table and floor has been cleaned up.
- Running is not permitted either when entering or leaving the cafeteria.
- Students are to arrive to lunch on time. Dismissal will be before the bell so no one should arrive late to his/her next class.
- Teachers on cafeteria duty must be vigilant in monitoring student activity. Teachers should rotate among the tables in an effort to prevent issues from arising/escalating or to provide support where necessary. Refrain from eating/reading.
- The following offenses will require disciplinary actions: fighting, leaving the lunchroom without permission, cutting lunch, throwing food, stealing, extorting other students for money, running in the halls and failure to follow directions from a teacher in charge.



# STUDENT MANAGEMENT STRATEGIES / GUIDELINES

*We can manage student behaviors at whatever level we choose. We can draw the line in the classroom and hall, in the Administrative Offices or at a Superintendent's Hearing.*

*It is essential that we do not relinquish control at the classroom level. The attention that classroom teachers spend contacting parents and holding personal detentions validates teacher authority.*

*Your ability to attempt to establish a partnership with the parents of our students is invaluable. It provides us with, at best, an ally, or at worst, an insight of the student's lack of a positive support network. In the event that a student chronically commits infractions, the guidance counselor, parents, teacher, student and grade administrator will meet to develop a student action plan.*

The most important factor in student management is the dynamics, which occur between the student and the classroom teacher. Well prepared lessons which build in motivational activities and allow for individual differences and mutual respect between teacher and students should be encouraged and nurtured to create a positive atmosphere conducive to learning. This is one of the keys which reduces conflict and makes teaching exciting and personally rewarding. Teachers who seek help in improving the dynamics of their student contacts will find resources readily available at our school.

Yet, in spite of the best efforts of a sincere and hardworking staff, student disciplinary infractions will still occur. The purpose of this packet is to provide a clear, concise system for reducing conflicts and appropriately responding to those that do occur. Teachers are asked to become thoroughly familiar with and be supportive of this system.

If you write a referral, please write it up objectively. State exactly what happened, quoting language used when necessary. Statements such as "you name it, he did it," or "...is totally uncontrollable," are inappropriate because they do not state what happened. Give the facts as they occurred. List specific interventions you have used with that student, including dates.

Never tell an offending student what his/her punishment will be unless you are the one employing that intervention (e.g., classroom detention). It would be unfortunate if you tell a student that he/she will be suspended but the offense does not truly merit it. If you are taking the action, then clearly state that to the student. If the offense requires referral to the Security Officers or Administration, rest assured that we will follow the attached guidelines and will provide feedback to you. Please do not tell the student the intervention we will use. It is our responsibility to do so.

This system can only be successful if all of us use it fairly and consistently. We are confident that this effort will get the best support from all of you; and be assured that you will get our best support.

# STUDENT EXPECTATIONS

## ➔ ATTENDANCE

Students are expected to change classes in a quiet and orderly manner. In the event a student is late or cuts class, the following procedures will be implemented as follows:

*All teachers are responsible to keep an anecdotal report on each student's behavior. If, after the teacher has followed all procedures, further action is required, this form should be submitted to the appropriate grade level administrative office.*

## ➔ BEHAVIOR

Students are expected to behave in a proper and orderly manner. All individuals who work at Yonkers Middle High School should and must be treated with respect by all students. If in the event that a student is found to be verbally abusive, the following consequences are possible:

- a. A personal and/or written apology.
- b. Personal Detention.
- c. Parent will be called and asked to come in.
- d. Suspension.
- e. All of the above.

*If a student is found to be fighting (physically abusive) and if both students make contact, disciplinary action will be taken according to the district's Code of Conduct. The length of the suspension will be determined by the degree and severity of the fight.*

## ➔ FALSE ALARMS

SNYS Law requires all public buildings to maintain fire alarm boxes in the event of fire emergencies. In the event of a false alarm, the person involved will face the following consequences:

- a. Five-day suspension.
- b. Superintendent's Hearing.
- c. Possible police intervention.
- d. All of the above.

## ➔ PROPERTY DESTRUCTION

The Yonkers Middle High School building is public property and its integrity should be maintained and protected by all who come here. In the event that a student is found to have vandalized the building (vandalism to be defined as the destruction of property or defacing of property), the following consequences will result:

- a. Suspension the length to be determined by the act involved.
- b. Payment to the Board of Education for damaged property.
- c. Possible police action.

## ➔ INSUBORDINATION

Students are expected to follow directions and all instructions given to them by adults in the building. In the event a student fails to do so, said student will be viewed as insubordinate. Parents should be notified and a conference can be arranged if necessary.

## ➔ PHYSICAL ALTERCATIONS

Students are to respect all people who attend Yonkers Middle High School and in particular adults. In the event a student has a physical confrontation with a Yonkers Middle High School staff member (staff member defined as anyone who works at YMHS), said student will face the following consequences:

- a. Five day suspension.
- b. Superintendent's Hearing.
- c. Possible police intervention.

## ➔ WEAPONS / DRUGS

No student is to bring weapons or drugs to school. Any student with a weapon or drugs will face a Superintendent's hearing and a 5 day suspension.

## ➔ SMOKING

NYS Law prohibits smoking in public buildings and by minors. If a student is found smoking in the building during school hours, said student will be suspended.



# DISCIPLINE

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*Classroom discipline is a responsibility of the teacher.*

*The teacher is in complete control of the class situation and students are obliged to follow those rules set forth by the teacher as well as those rules set forth by the school. All individuals must cooperate to see that such rules are enforced. The teacher, to be fair, must identify, along with students, the rules and regulations that govern student conduct in the classroom. Once the rules have been identified, it is then a teacher's responsibility to apply these rules with consistency.*

*It is of course always best to strive for preventive discipline rather than have to resort to corrective discipline. Focus on what a student can do rather than what he/she cannot. To obtain desirable behavior conducive to development and learning, you must establish limits harmonious with those of the administration within your own mind. Your insight and skill will allow students to become familiar with these limits. They then will accept and internalize them. Being firm but fair is helpful to students and increases their respect for you.*

*Effective discipline may be regarded as the ability to gain a group of students' attention at any given moment via a simple, calming technique.*

## SOME GENERAL GUIDELINES ARE:

- Act from good motives, not malice or anger.
- Be consistent in your expectations of students.
- Shouting is emphatically discouraged, as it is generally ineffective as well as most unpleasant.
- Be sure your reprimands and punishments are reasonable and commensurate with the offense.
- Try not to punish an entire group for the misbehavior of one. Students are never to be placed outside of a room unsupervised. Isolation from the group should be kept to a minimum in time.
- When a student is sent to the administrator's/principal's office, the child must have with him a brief, objective narrative, which should include his name, the nature of the offense and the teacher's signature. Be specific.
- It is each teacher's responsibility to know whom, if anyone is out of his/her room at any given moment.
- Only one student at a time may be permitted to leave for the bathroom. Please monitor the frequency of all students who leave and inform the nurse if a physical problem is suspected. Otherwise, students who leave the room excessively are to be prohibited from doing so.
- Parents should be informed of excessive misbehavior in a direct, specific, objective but tactful manner as soon as a pattern becomes apparent.
- Anecdotal records should be kept on any student who exhibits chronic misbehavior. Notations should be made herein of all contacts with parents.
- With the exception of the bathroom, students may not leave the room without your knowledge and permission. Please understand that you are responsible for children in your class at all times.
- Do not have students write anything 10x or 100x, etc. Instead, have students write a detailed essay on the impact of their behavior on themselves, others and learning.
- A Case Conference may be called when a student continues to be disruptive after preliminary measures are taken.
- Refrain from physically handling a student unless he/she manifests a potential danger to himself/herself or to others.
- Refrain from use of provocative and demeaning language that might be deemed inappropriate and unprofessional. Stick to the issue.





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# NOTES ON DISCIPLINE

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## OFFENSES HANDLED BY CLASSROOM TEACHER

- The teacher using all appropriate teacher interventions should deal with a student who commits any of the following offenses. Referrals are not warranted for Level I or II infractions. (See Code of Conduct Booklet.)
- Late to class
- Sitting in wrong seat, not sitting, walking about room
- Talking in class
- No book, pen or pencil
- Not doing class work
- Not doing homework
- Spitballs
- Littering in class
- Calling out (in class, out the window or door)
- Minor hitting or pushing of another student
- Minor verbal abuse or arguing among students
- Answering back or arguing with teacher (refer to Security Officer if teacher's authority is threatened)

## SUSPENDABLE OFFENSES

A student who commits any of the following offenses should be immediately referred and sent to the appropriate Administrator. Barring mitigating circumstances, the Principal will suspend the student for:

1. Fighting (subject to investigation as to role in fight)
2. A severe action harmful to the health of others
3. Gambling (involving the exchange of money)
4. Leaving school without permission
5. Vandalism
6. False Alarms
7. Arson
8. Theft
9. Extortion
10. Weapon possession or use
11. Cursing or obscene language to any member of staff
12. Threats to teacher (bodily harm or to damage property)
13. Student assault
14. Teacher assault (follow Board policy)
15. Drug possession, use or sale on school property

## REMOVING DISRUPTIVE STUDENTS

There are situations where a student is so disruptive in class that he/she prevents the normal educational process from taking place. In such situations where the health and safety of other individuals are concerned, the staff member should contact a security officer or hall duty personnel to have the disruptive student removed. The staff member is expected to follow up and assist with the discipline of the student.

# New York State Dignity For All Students Act (DASA)

New York State Education Law, Article 2 (effective July 1, 2012)

"It is hereby declared to be the policy of  
New York State to afford all students in  
public schools an environment free of  
discrimination and harassment."



**YMHS DASA  
Coordinator**

**Ms. Shirine Samarneh**

# ALTERNATIVES OR INTERVENTIONS FOR CLASSROOM TEACHERS

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*Individual teachers should also use the first few days of school to convey his/her expectations, develop rules along with students, and review classroom procedures. A clear, consistent message will provide a structured environment for students. Teachers are expected to enforce building procedures. Students need to be reminded of our expectations throughout the entire year.*

- Investigate circumstances
- Talk to child outside the classroom door, after school, after class
- Change child's seat
- Contact parent (written or verbal)
- Conference with parent or child or both
- Develop a student contract
- Withhold privileges
- Assign consequences
- Teacher detention (24-hour notice)
- Adapt another teacher's technique if successful
- Confer with counselor, security officer or administration
- Refer to Security Officer
- Refer to Administrator
- Request S.P.U.R.T. (to Guidance)
- Teacher visibility in halls during passing of classes

## REFERRALS TO SECURITY OFFICER

A student who commits any of the following offenses should be referred to the Security Officer for appropriate discretionary intervention. (Student should be retained in class until sent for.)

- Hallway infractions (excessive fooling around, pushing, hitting, running, etc.)
- Leaving class without permission
- In halls without pass
- Truancy
- Fire drill infraction
- Student in restricted area
- Student on school property during suspension
- Cutting class
- Severe verbal abuse





## PROCESSING A

# CSE REFERRAL

*It is crucial for the parents and psychologist to be present. The “initiator” will be provided with coverage. All of the compiled data such as Pupil Support Service forms, teacher meetings and parent-teacher meetings will be mailed with the referred package to the office of CSE.*

01

The teacher initiating a referral on a student must first speak to his/her team members. Team members should meet and discuss the case. If they decide further action must be taken, then proceed to the next step.

02

The “initiator” will fill out a Pupil Support Service form. This form will be given to the guidance counselor who in return gives it to the assistant principal in charge of Special Education.

03

It is the responsibility of the guidance counselor to schedule a Pupil Support Service meeting. At this meeting the guidance counselor, parent, assistant principal and teachers will discuss the case.

04

Follow-up meetings will be held to assist the child’s progress and must be documented. If no progress is made, a PST meeting will be scheduled.

05

The initiator must pick up a student support form and complete it before the meeting. Once the form is complete, a PST meeting will be scheduled.

06

A PST is the meeting in which a recommendation is going to be made to either (1) request an evaluation CSE or (2) Referral to an outside agency for support services.



1

**FIRE DRILL**

Short continuous signal of the fire alarm system.

2

**CRISIS/BOMB THREAT**

Announcement over the public address system - "Intruder is in the building."

3

**LOCK DOWN DRILL**

Long continuous signal similar to the signal for passing of classes. Students and teachers exit classroom and face wall (lockers). Keep all stairways clear.

4

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-----  
-----  
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# EMERGENCY DRILLS

PLEASE ADHERE TO THE FOLLOWING PROCEDURES DURING A DRILL

**GENERAL INSTRUCTIONS**

1. Teachers are reminded that students are not to talk during drills.
2. In the event of a blocked hall or staircase or some other obstacle which prevents normal exit procedures, the teacher will use his/her discretion as to the best method to exit the building.
3. Students are to exit the building as quickly as possible in double-line formation.
4. Teachers are to keep students clear of all fire hydrants.
5. Teachers are to have in their possession the Grade Book in order to check attendance.
6. All school personnel, except those who have obtained the permission of the principal to remain, must leave the building.

1

**FIRE DRILL PROCEDURES**

## OTHER NOTES ON FIRE DRILLS

- A fire drill will be held during the first week of school. Precedent must be set at that time for complete silence and order throughout the drill from the moment the fire bells are heard until the class returns to the room.
- The students should be taught to line up in a double line, to proceed to the appropriate exit door, and then on to the outdoors. At the "all clear" signal, they return to the building and to their rooms. Please go over these procedures during the first morning of school.
- Students should be prepared for an alternative measure in the event that you encounter an obstructed outside exit door.
- Teachers are expected to take their grade books/attendance book with them and close the door.
- Again, I urge you to impress upon your students that the sound of fire bells may mean a real fire -- not a practice drill -- and that the life of every person within the building is endangered.



## 2

### BOMB THREAT PROCEDURES

#### **THE FOLLOWING PROCEDURES MUST BE ADHERED TO IN THE EVENT OF A "BOMB THREAT":**

##### *I. Office*

- A. The "Bomb Threat" message should be recorded accurately and notation made of circumstances of call.
- B. Bell system will be temporarily turned off and students are to be held in class until further instructions are given by the administration.
- C. Signal over the intercom will be "Bomb Threat, Please Evacuate."
- D. Telephone notification should be given to:
  1. Yonkers Police Bomb Squad
  2. Assistant Superintendent

## ***II. Administration, Counselors + Custodial Staff***

A. Conduct search of the building (asking each teacher to thoroughly search his classroom and report to Principal any suspicious looking object or package). Such room and all surrounding rooms will be evacuated until the police bomb squad makes its inspection and gives official clearance.

B. Floor Assignments

C. No student is to be permitted in the corridors or outside of school building.

D. Lunch Shift - "Freeze" shift until further instructions from administration.

## ***III. Intercom Announcement "All Call"***

A. All assigned teachers are requested to monitor the hallways to make certain that students are in class.

B. "All clear" signal will be, "Please disregard previous message."

## ***Emergency Management Procedures***

Lockdown at the discretion of Principal







# HOMEWORK

- Homework assignments should be based upon the genuine needs of the students and should serve a definite purpose, e.g., to provide drill and reinforcement of a skill taught; to provide application of learning; to develop knowledge of community resources; or to develop and enhance the individual growth of students.
- Homework should never be assigned as a punishment.
- Parents should be aware/informed of your homework policy and ways in which they can be involved and helpful.
- Homework should be checked the day following the assignment and corrected as soon as possible.
- Homework should be a regular part of students' routine in each class.
- Parents' requests for homework must be made in the morning and picked up from the Guidance office at the end of the school day.



## PHYSICAL EDUCATION

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- All students will be required to wear sneakers for physical education.
- All boys will be required to wear shorts and tee shirts. These may be worn under the regular clothing.
- All girls will be required to wear shorts and blouses or shirts. Shorts should be worn under skirts or slacks, which can be easily removed and put back on.
- All students must have medical clearance to participate.
- Any medical conditions should be reported to nurse or physical education staff.



## HEALTH + SAFETY PROCEDURES

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- Check your classrooms for any safety hazards. Report same to the office in writing immediately.
- Do not use window ledges for storage purposes or for student seating.
- Students are not to be permitted to carry glass objects from room to room.
- Students are not to be permitted to carry A.V. equipment from room to room.
- Accidents, no matter how minor, must be reported to the office as soon as possible after they occur.
- Assume the responsibility of being sure that any person unknown to you, whom you may observe walking through the halls, has a pass from the office. If not, notify the office immediately.
- All doors leading out of the building will remain closed and locked from the outside except for the main entrance at all times. During the morning and dismissal hours specifically designated doors will be open.
- Whenever you become aware of the fact that a student is absent with a communicable or infectious disease or a serious illness, please notify the office. Upon return to school after a communicable disease, children should bring a note from a doctor.
- No student is ever to be taken from the school by anyone other than a school employee without the written consent of the parent/guardian. Copies of said signatures will be on file in the office.
- Classroom doors should be locked and lights shut when the room is unoccupied.



# FIELD TRIPS, SPECIAL EVENTS + PROGRAMS

## *FIELD TRIPS*

- Field trips should be educational, purposeful, relevant and planned sufficiently in advance to allow for adequate preparation and maximum value.
- Submit completed requests for field trips in writing to the principal for approval as per Central Office directive. Remember to include educational context and rationale.
- No pupil may participate in a field trip unless a permission slip signed by parent/guardian is on file in the office.
- Plan for sufficient adult supervision depending upon the nature of the trip.
- Provide for adequate preparation, i.e., what children should look for, followup and review after the trip is taken.
- Field trips must be approved by the principal. Forms are available in the Main Office.

## *SPECIAL EVENTS + PROGRAMS*

- Assembly periods can provide opportunities for learning, not only in terms of information about holidays, celebrations and special events, but also in socialization skills and amenities appropriate to public gathering halls.
- Please remember your responsibility to assist in maintaining an appropriate atmosphere in the assembly room. Respect and courtesy must be stressed and reinforced.
- Teachers must assume responsibility for their classes in assembly situations. Discipline should not become the burden of the person in charge, which would be unfair and unrealistic. Classes and/or individuals should be apprised of the fact that they will be asked to leave if rude or disruptive.
- Ideas for assembly programs and cultural performances are welcome and encouraged. Please present them to the principal at any time.

# MISCELLANEOUS INFORMATION

## TEXTBOOKS

Teachers are responsible for keeping a current textbook inventory that identifies student and assigned textbook number. All book labels are to be completed properly. Teachers should make every effort to collect all books that have been distributed to students. Names of students who neglect to return books should be submitted to the office prior to the end of the year for followup. Students must assume responsibility for returning books in the same condition as received.

## SUPPLIES

When book or supply orders are requested, they are to be submitted on prepared forms. Vendor, address, catalog number and price all must be included. It might be to your advantage to keep these lists current, as you glance upon items you will need, so that they are available should monies be allocated midyear.

Supplies will be distributed based upon your personal supply requests.

## USE OF LIBRARY

The library is a tremendous resource in our building and teachers need to communicate with the librarian for scheduling students. Students should take advantage of the opportunity to read and do research in the library during selective times. The library should never be used as a place to assign students who are a problem in class. We must preserve the climate of the library.

## SUPERVISION

Students are to be supervised at all times. If you must leave your room, use the P.A. to notify the office and coverage for your classroom will be provided. DO NOT leave anyone unsupervised in a classroom or anywhere else in the building.

## LAW 3210

### EDUCATION LAW 3210 ABSENCE FOR RELIGIOUS OBSERVANCE

No examinations are to be given, nor units of work introduced for the first time, in class sessions from which pupils have been excused for religious observance.

## ASSEMBLIES

Students are expected to enter and exit the arena quietly, in an orderly fashion, and behave appropriately during assembly programs. Classes will be assigned to designated areas, and teachers are expected to supervise. Teachers are requested to review this procedure with their classes.

## REQUISITIONS

Requisitions must be submitted as per a designated schedule on appropriate forms. Each vendor's orders are to be listed on separate sheets. Principal must approve all requisitions.

## AV EQUIPMENT

When you wish to use a piece of audiovisual technology equipment, please contact Ms. Branchcomb. Students may only use audio-visual technology equipment under the supervision of an adult.

## COPYING

Staff may use the copier in the Library.

## VIDEOS

Teachers are expected to have previewed and to be aware of the subject and content matter of any video that is shown to students. This will ensure that the material is appropriate for a school setting. Videos shown to students must be of educational substance and relevant to a unit of study and used in conjunction with a media analysis form.

## STUDENT LAVATORIES

Student lavatories are only open from Periods 2-7. No passes are to be issued the first 10 minutes or the last 10 minutes of each period. Teachers assigned to hall duty by the lavatories are responsible to monitor lavatories. If they are locked, keys are available from the security officers. Students must have access to lavatories during the times that they are available. All lavatories must be opened and locked at the designated times. Lavatory sheets are to be submitted to the main office.

## CALENDAR OF EVENTS

Teachers are required to schedule class trips, assembly programs and any activity that involves disruptions in the academic schedule at least three (3) weeks in advance. These activities must be approved by an administrator (see Activity Request Form.) Emergency scheduling may take place at the principal's discretion.

RELIGION

All teachers, regardless of specific subject area, should be aware of the district policy concerning the teaching of religion and should be sensitive to the meanings of specific religious holidays, especially as they affect our students.

MONEY

Students should be informed that they are not to bring large sums of money to school.

They may not borrow from one another. Lunch credit is to be given only with the approval of building administrators.

No money is to be collected from students without prior permission of the principal. Money collected should be turned into the school treasurer on a daily basis.

LOCKERS

Students can select/ be assigned lockers. Students must purchase corridor and gym locks. Students must have a pass from a classroom teacher in order to go to their locker at any time during the school day. Students must complete the Locker Registration form in their Grade Level Office

BELL TO BELL DISMISSAL

Teachers are expected to teach from bell to bell. No student is to be dismissed before the bell. Each teacher is responsible for his/her group for the entire period. Please monitor this closely.

No student is to be dismissed from class before the bell. This is especially significant Period 8. Most security officers are outside to monitor bus dismissal.

HALL PASSES

A student must be given a pass to leave the classroom.

RETENTIONS

The principal and guidance counselors are expected to be apprised at the first marking period and throughout the year of students who may be candidates for summer school.

PROGRAM CHANGE

All schedule change requests are to be handled by guidance counselors.

PARKING

Parking spaces are on a first come, first served basis. Parking tags will be distributed during the first week of school.

ACCIDENTS

Written reports must be submitted on all accidents. Official forms may be obtained from the office. Accident reports must be submitted as soon as possible or within 24 hours of the accident. Students may only use audio-visual technology equipment under the supervision of an adult.

VANDALISM

Any act that mars, defaces or destroys personal or school property constitutes vandalism. All acts of vandalism will be reported in writing as quickly as possible to the Administration. A complete investigation will take place, with an effort made to apprehend those whom are responsible. If the person or persons are identified, the suspension procedure will be followed and full restitution will be secured. The police will be involved, if deemed appropriate.

TEACHER ASSAULT

In the event of a student assault on a professional employee of the Board of Education, the following procedure is to be followed: The teacher immediately reports the assault to the principal verbally. This is to be followed by a written statement from the teacher. The teacher and the YFT Building Representative will be released from class in order to seek medical aid, if necessary, to write reports related to the incident, to institute formal charges where warranted, and to attend legal conferences stemming from the incident.



## This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.



