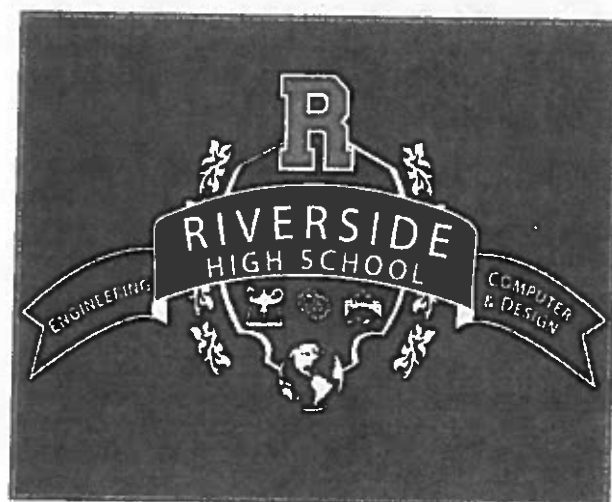
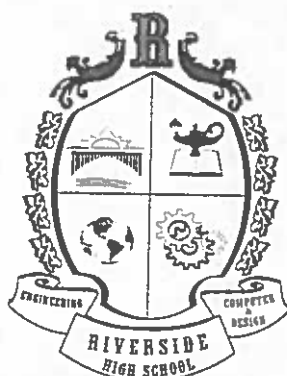


Riverside High School Engineering, Computer and Design



**565 Warburton Avenue
Yonkers, NY 10701
914-376-8425**



FACULTY HANDBOOK

2019 - 2020

UNITY IS
STRENGTH... WHEN
THERE IS
TEAMWORK AND
COLLABORATION,
WONDERFUL THINGS
CAN BE ACHIEVED.

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RIVERSIDE'S PROFESSIONAL LEARNING COMMUNITY (RPLC)s

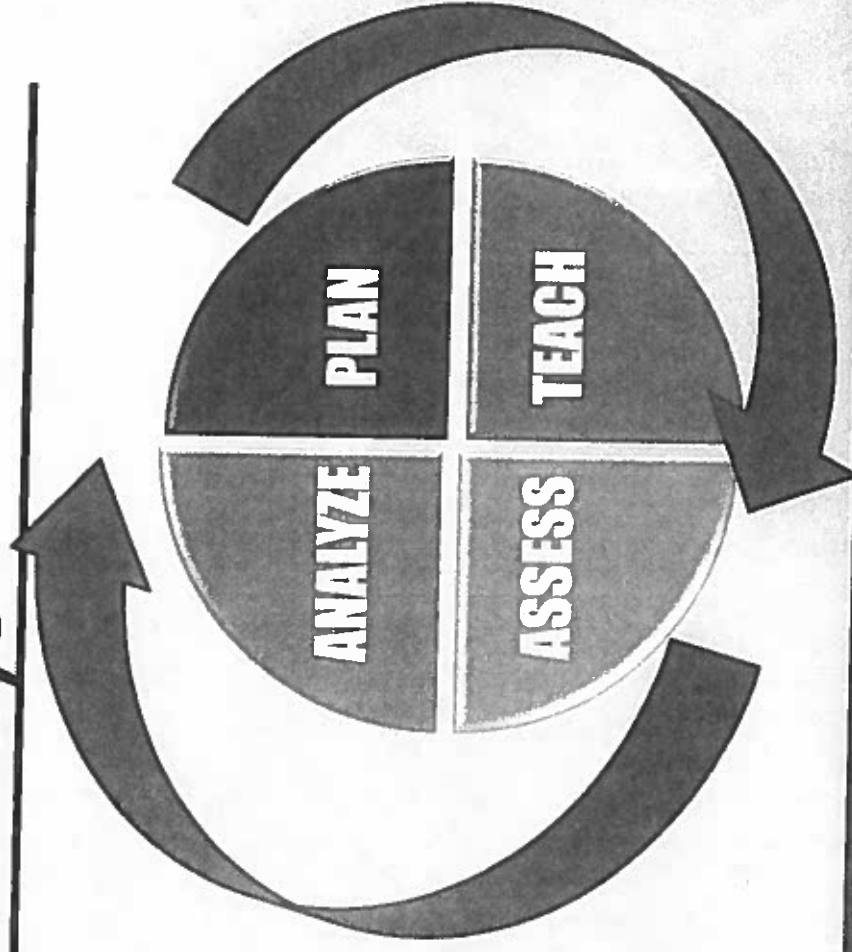
**HPLC – History
Department**

**EPLC – English
Department**

**LPLC – LOTE
Department**

**MPLC – Mathematics
Department**

**SPLC – Science/Tech
Department**



If Nothing Changes, Nothing Changes.
– S. J.

**RIVERSIDE HIGH SCHOOL
FOR
ENGINEERING, COMPUTER AND DESIGN**

OUR MISSION


The Mission of Riverside High School is to empower students through core academics, career, and technical education to inspire a lifetime of professional creativity that carries forward into any career path.

OUR BELIEFS

The Riverside High School community believes that our students will achieve their full potential when we:

- Nurture the social and emotional well-being of all students
- Encourage high expectations, mutual respect, individuality and diversity
- Maintain challenging, diverse and relevant curriculum through the integration and optimization of technology
- Strengthen extracurricular participation in academics, the arts, athletics, internships and mentoring opportunities
- Engage the community in collaborative efforts to develop programs and experiences within and beyond the classroom
- Acknowledge, praise and celebrate our achievements and accomplishments

MBK



MY BROTHER'S KEEPER
YONKERS

Milestone 1

Ensure all children enter school cognitively, physically, socially, and emotionally ready

Milestone 2

Ensure all children read at grade level by 3rd Grade

Milestone 3

Ensure all youth graduate from high school

Milestone 4

Ensure all youth complete post-secondary education or training

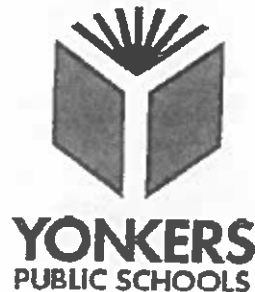
Milestone 5

Ensure all youth out of school are employed

Milestone 6

Ensure all youth remain safe from violent crime and have a second chance

2019-2020



Creating a Foundation for Success: Innovation, Inspiration, Excellence for All

The Yonkers Public School district is committed to preparing 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.

CORE VALUES

Everyone in Yonkers Public Schools will:

- Treat all with dignity and respect
- Make every decision guided by student achievement
- Develop the 'whole child'
- Support every educator in the pursuit of learning for professional growth
- Connect the school, home, and community in all activities
- Involve all in student success

DISTRICT GOALS

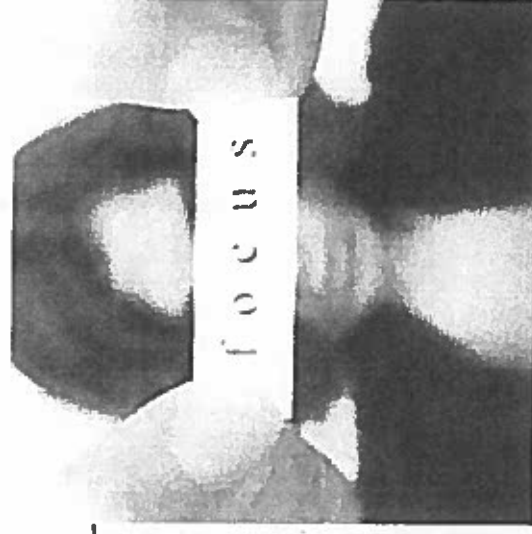
- Goal 1 – Student Achievement**
Provide curricula that fosters high levels of student achievement that embed 21st Century skills.
- Goal 2 – Professional Development**
Continue to develop and enhance current practices and efforts in order to ensure teacher growth leading to enhanced student learning outcomes.
- Goal 3 – Data Driven Culture**
Create a school-wide culture based on high expectations and accountability.
- Goal 4 – Student Needs**
Establish a community that supports students with diverse social and emotional needs for student growth and development.
- Goal 5 – Stakeholder Involvement/Engagement**
Develop the family and the community infrastructure to support student success.

CONTINUOUS LEARNING CYCLE



2019 FOCUS

- ✓ RPLC – PROFESSIONAL LEARNING COMMUNITIES
 - ✓ RIVERSIDE AT THE H.E.L.M.S.
- ✓ INCREASE STUDENT JUNE GRADUATION RATES
 - ✓ 85% ~217 STUDENTS(NYSED COHORT 255)
- ✓ INCREASE STUDENT PERFORMANCE ON ALL
 - ✓ ENGLISH 75%+; MATHEMATICS 80%+
- ✓ REDUCTION IN SUSPENSIONS (~10%)
 - ✓ MTSS
 - ✓ RESTORATIVE PRACTICES
- ✓ 30-60-90 INSTRUCTIONAL PLAN
 - ✓ COMMON PRACTICES
 - ✓ COMMON ASSESSMENTS
 - ✓ COMMON EXPECTATIONS





**Sustainable Solutions for Student Success
2018 and Beyond**

***Creating a Foundation for Success: Innovation, Inspiration,
Excellence for All***

2019-20 Instructional Foci

Problem of Practice: Instruction and Leadership

- ✓ Promoting accountable talk
- ✓ Implementing Curriculum Maps for ELA, math, science, and social studies
- ✓ Providing actionable feedback using a standards aligned rubric
- ✓ Establishing writing norms across grade levels and within content areas

Problem of Practice: Structures, Systems, and Inquiry

- ✓ Promoting accountable talk
- ✓ Establishing standardized elementary schedules which include both separate and integrated approaches to teaching science and social studies
- ✓ Examining student work using an established protocol
- ✓ Implementing a data informed Multi-tiered System of Support (MTSS)

Problem of Practice: Equity and Restorative Practices

- ✓ Promoting accountable talk
- ✓ Identifying instructional practices that support the needs of twice exceptional learners
- ✓ Implementing Restorative Practices and Culturally Responsive Education
- ✓ Actively soliciting and using parent feedback to support student needs

All foci will be implemented utilizing the Continuous Learning Cycle using a Professional Learning Community design for content delivery

Instructional Rounds will be used to gather low inference data for the "Review" phase of the Cycle of Continuous Learning.

ATTENDANCE/MORNING PROCEDURES

7:25 Students enter the building through main doors ONLY.

7:35 **CONTRACTUAL – ON-TIME TEACHER SWIPE I.D. CARD** (NOTE: DO NOT SIGN IN FOR YOUR COLLEAGUES);
Check Mailboxes.

Students' cafeteria service begins at 7:25 a.m. and ends at 8:05 a.m.

Grab 'n Go Breakfast begins at 8:05 to 9:00 a.m. daily. Students are expected to bring the breakfast to their classroom.

7:40 Teachers report to first period assignments.

7:45 Start of Period 1

- Any student who enters class after 7:45 a.m. is to have their lateness recorded in PowerSchool. **DO NOT send them for a late pass.**
- The teacher is to take **ACCURATE** class attendance at 8:30 a.m. for first period. First period teachers will collect absence and tardy notes.

Grade Level advisors will initiate contact with their students and employ any or all of the following procedures:

- Counsel students
- Telephone parent/guardian
- Mail letter to the home
- Hold conference with parent/guardian
- Arrange for outreach worker to visit the child's home
- Refer student to other support staff
- Maintain record of action taken

It is expected that each teacher will also make every effort to curtail students' tardies and absences to classes by initiating contact with student and parent/guardian via in-person dialogue, phone call, written correspondence, etc. **Please keep logs of all parental contact.**

Note: Corrections on "Attendance Change Forms" must be given to the grade level administrator each Tuesday who will sign off and then submit it to the attendance office.

GRADE LEVEL ORGANIZATION CHART – 2019-2020

PRINCIPAL

Dr. Don N. Solimene

GRADE 12

Administrator
Guidance Counselor
Senior & Grade Level Advisor

Darryl Mack
Scott Silverman
Teorah Williams

GRADE 11

Administrator
Guidance Counselor
Grade Level Advisors

Dr. Sharon Sayegh
Ximenia O’Ryan
Martha Kharouba

GRADE 10

Administrator
Guidance Counselor
Grade Level Advisor(s)

Dr. Merica Neufville
Jessica DeMarco
Stella Quarshie

GRADE 09

Administrator
Guidance Counselor
Grade Level Advisor

Pablo Sanz
Rhonda Ehrlich
Tanya Valk

P-TECH

Administrator
Grade Level Advisor

Preeti De
Kelly Jakab

PUPIL SUPPORT STAFF

Nurse
Psychologist
Social Worker
Student Assistant Services

Esther Moreira
Dr. Vanessa Taback
Nancy Medina-Hernandez
Elizabeth Smith

CLERICAL

Principal’s Secretary
Bus, Homeless Liaison and Permits
Registrar
Guidance/Purchasing

Student Info Systems Data Entry
Copy Room
Aide

Laura Harilla
Robin McSpedon
Carmen Tirado
Diane Rivera
Patricia Flaherty
Carmen Tirado
Laila Marji
Gail Baker

CUSTODIAL STAFF

Head Custodian - Day
Head Custodian – Night

Anthony Penna
George Fareri, Jr

Riverside High School

Administrative Staff Responsibilities

2019-2020

Principal Dr. Don N. Solimene

Coordination of Total School Program; Budget; Outside Support Staff; Program Development; Public Relations; Evaluations APPR 3012-D; Staff Development; Multi-Year Plan; Honor Societies; Grants; Engineering & Computer Design Magnet; Career and Technical Education; SCEP Plan; Shared Decision Making Committee; Professional Development Committee; Common Planning period I (Social Studies); Student Government & Unified; Credit Recovery and Regents Preparation

Assistant Principal Dr. Merica Neufville	Assistant Principal Dr. Sharon Sayegh	Assistant Principal Darryl Mack	Assistant Principal Pablo Sanz	Assistant Principal Preeti De
Grade Level Advisor Stella Quarshie	Grade Level Advisor Martha Kharouba	Grade Level Advisor Teorah Williams Senior Advisors Teorah Williams	Grade Level Advisor Tanya Valk	Grade Level Advisor Kelly Jakab
Management of Grade 10	Management of Grade 11	Management of Grade 12	Management of Grade 09	Management of P-TECH
5 th Period Lunch Supervision	4 th Period Lunch Supervision	6 th Period Lunch Supervision	7 th Period Lunch Supervision	7 th Period Lunch Supervision
Supervision/Evaluation; Guidance Counselor; Student Management; Shared Decision Ctme; Prof Dev Committee; PTSA Liaison; RJP/MTSS/SEL; Open House Planning and Organization; Clubs/Organizations; Lockers	Supervision/Evaluation; Guidance Counselor; Student Management; Title 1 English/Math; BEDS; Handbook Maintenance; SCEP Team; DATA Team; 30-60-90 Alignment; School Environment; Bulletin Boards; Library Services; AP Testing	MBK; Supervision and Evaluation; Guidance Counselor; Student Management; DASA Coordinator; Pre-Test Assessment Jan/June Testing & Proc; PST & CSE Process; Safety/Security; Emergency Plan; School Aides; YPIE College Center	Supervision/Evaluation; Guidance Counselor; Student Management; Athletics; Metro Cards; Transportation; Student ID's; PPS/Guidance; Mercy College; Monroe College; Credit Recovery & Regents Prep;	Supervision/Evaluation; Magnet programs; Student Management; NYSED/P-TECH/ WCC; Robotics and Competitions; PowerSchool Master Scheduling; Elem/MS Prog Outreach; Prof Dev Cmte; College Board Day Honor Society;
Instruction: Curriculum Development, Supervision and Evaluation				
Math Department Common Planning: Per 7 Algebra	English; Music/ Art; Title I ELA & Math Common Planning : Per 4 English	Special Education Department Common Planning: With Content Areas	PE; ESL; Foreign Language; Health	Science; Magnet Common Planning: Per 5 Earth Science Per 7 Liv Environment
Grade 10 Counselor Jessica DeMarco	Grade 11 Counselor Ximena O'Ryan	Grade 12 Counselor Scott Silverman	Grade 09 Counselor Rhonda Ehrlich	

PROFESSIONAL MEETINGS CALENDAR (2019-2020)

Faculty/Department Meetings – It is the responsibility of all teachers to attend scheduled faculty meetings. Therefore, please reserve the dates indicated below for faculty meetings/extra help. All regular faculty meetings will be held at 2:33 p.m. in the Library. If an emergency situation arises and you need to be excused from the meeting, you must see Dr. Solimene.

September 23	Full Faculty Meeting	February 03	Full Faculty Meeting
September 09	Departmental Meetings	February 24	Departmental Meetings
October 07	Full Faculty Meeting	March 09	Full Faculty Meeting
October 21	Departmental Meetings	March 23	Departmental Meetings
November 04	Full Faculty Meeting	April 20	Full Faculty Meeting
November 18	Departmental Meetings	April 27	Departmental Meetings
December 02	Full Faculty Meeting	May 04	Full Faculty Meeting
December 16	Departmental Meetings	May 18	Departmental Meetings
January 13	Full Faculty Meeting	June 08	Full Faculty Meeting
January 27	Departmental Meetings	June 22	Departmental Meeting

Cabinet Meetings – Every Monday (8:30 a.m.)

Guidance Counselor Meetings: Mr. Sanz & Ms. De – 1st Monday of the month (8:30 a.m)

Department Chairpersons –Departmental Meetings – (Period 8)

Shared Decision Making Team Meetings: Ms. Neufville – (Period 4)
Dates 9/24; 10/29; 11/26; 1/28; 2/25; 3/25; 4/28; 5/26

Safety Team Meetings: Mr. Mack - (Period 2)
9/13, 11/08, 1/10, 3/13, 5/08

Data Team Meetings: Dr. Sayegh – (Period 6)
Dates to be determined

PDC Profession Development Meetings: Ms. De, Ms. Neufville - (Period 8)
9/27, 11/22, 1/31, 3/27, 5/29

Afternoon Professional Development: Mondays – (2:33 – 3:18)
9/23, 10/07, 11/04, 12/02, 1/13, 2/03, 3/09, 4/20, 5/04, 6/08

YONKERS PUBLIC SCHOOLS 2019-2020 SCHOOL CALENDAR

JULY 2019

M	T	W	T	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

AUGUST

M	T	W	T	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

SEPTEMBER

M	T	W	T	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30				

S-17 T-19

OCTOBER

M	T	W	T	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

S-20 T-20

NOVEMBER

M	T	W	T	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

S-17 T-18

DECEMBER

M	T	W	T	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

S-15 T-15

JULY 2019

- 1 EXTENDED YR PROGRAM AT WESTCHESTER HILLS SCHOOL 29 BEGINS (ENDS 8/9)
- 8 SECONDARY SUMMER SCHOOL BEGINS (ENDS 8/12)
- 4 CENTRAL OFFICE CLOSED - FOURTH OF JULY HOLIDAY

AUGUST

- 13-14 SUMMER SCHOOL REGENTS EXAMS
- 14 BUILDING ADMINISTRATORS RETURN - STAFF DEVELOPMENT DAY
- 22 SUMMER SCHOOL GRADUATION
- 28-29 TEACHING ASSISTANTS REPORT TO WORK (PROFESSIONAL DEVELOPMENT)

SEPTEMBER

FIRST MARKING PERIOD:	MIDDLE & HIGH SCHOOLS (GRADES 7-12):	SEPTEMBER 5 - NOVEMBER 8
FALL MARKING PERIOD:	ELEMENTARY SCHOOLS (GRADES 1-6):	SEPTEMBER 5 - NOVEMBER 27
FIRST MARKING PERIOD:	PRE-K & K STUDENTS:	SEPTEMBER 5 - JANUARY 24

- 2 SCHOOLS/CENTRAL OFFICE CLOSED - LABOR DAY
- 3-4 SUPERINTENDENT'S CONFERENCE DAYS
PROFESSIONAL DEVELOPMENT FOR TEACHERS/PPS STAFF
ONE HALF-DAY FOR CLASSROOM/PROGRAM PREPARATION
10-MONTH CSEA BEGIN 9/3
- 5 ALL STUDENTS REPORT TO SCHOOL - EXCEPT PRE-KINDERGARTEN STUDENTS
FULL DAY FOR STUDENTS AND ALL STAFF; FOOD SERVICE BEGINS
- 6 PRE-KINDERGARTEN STUDENTS REPORT TO SCHOOL - HALF-DAY
- 9 FIRST FULL DAY FOR PRE-KINDERGARTEN STUDENTS
- 30 SCHOOLS/CENTRAL OFFICE CLOSED - ROSH HASHANAH

OCTOBER

INTERIM REPORTS DISTRIBUTION:	MIDDLE & HIGH SCHOOLS (GRADES 7-12):	WEEK OF OCTOBER 14
-------------------------------	--------------------------------------	--------------------

- 1 SCHOOLS/CENTRAL OFFICE CLOSED - ROSH HASHANAH
- 9 SCHOOLS/CENTRAL OFFICE CLOSED - YOM KIPPUR
- 14 SCHOOLS/CENTRAL OFFICE CLOSED - COLUMBUS DAY OBSERVED
- 16 COLLEGE BOARD TESTING DAY FOR HIGH SCHOOLS

NOVEMBER

INTERIM REPORTS DISTRIBUTION:	ELEMENTARY SCHOOLS (GRADES 1-6):	WEEK OF NOVEMBER 4
SECOND MARKING PERIOD:	MIDDLE & HIGH SCHOOLS (GRADES 7-12):	NOVEMBER 11 - JANUARY 24
REPORT CARD DISTRIBUTION:	MIDDLE & HIGH SCHOOLS (GRADES 7-12):	WEEK OF NOVEMBER 25

- 5 SCHOOLS CLOSED FOR STUDENTS - ELECTION DAY
SUPERINTENDENT'S CONFERENCE DAY FOR STAFF
- 11 SCHOOLS/CENTRAL OFFICE CLOSED - VETERANS' DAY
- 28-29 SCHOOLS/CENTRAL OFFICE CLOSED - THANKSGIVING RECESS

DECEMBER

WINTER MARKING PERIOD:	ELEMENTARY SCHOOLS (GRADES 1-6):	DECEMBER 2 - MARCH 13
REPORT CARD DISTRIBUTION:	ELEMENTARY SCHOOLS (GRADES 1-6):	WEEK OF DECEMBER 9

- 13 ALL STUDENTS REPORT TO SCHOOL, 1/2 DAY FOR ELEMENTARY STUDENTS
(PARENT CONFERENCES); FULL DAY FOR STAFF
- 23-31 SCHOOLS CLOSED - HOLIDAY RECESS
- 24-25 CENTRAL OFFICE CLOSED (CHRISTMAS DAY 12/25)

Total Days Schools in Session: 182
Total Days Teachers in Attendance: (185)
Total Days for Teaching Assistants: (187)

Approved 4/24/19

YONKERS PUBLIC SCHOOLS 2019-2020 SCHOOL CALENDAR

JANUARY 2020

M	T	W	T	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

S-21

T-21

FEBRUARY

M	T	W	T	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28

S-15

T-15

MARCH

M	T	W	T	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

S-22

T-22

APRIL

M	T	W	T	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	

S-16

T-16

MAY

M	T	W	T	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

S-19

T-19

JUNE

M	T	W	T	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30			

S-20

T-20

JANUARY 2020

INTERIM REPORTS DISTRIBUTION:	MIDDLE & HIGH SCHOOL (GRADES 7-12):	WEEK OF JANUARY 6
THIRD MARKING PERIOD:	MIDDLE & HIGH SCHOOLS (GRADES 7-12):	JANUARY 27 – APRIL 17
SECOND MARKING PERIOD:	PRE-K & K STUDENTS:	JANUARY 27 – JUNE 26

- 1 SCHOOLS/CENTRAL OFFICE CLOSED (NEW YEAR'S DAY 1/1)
- 2 SCHOOLS REOPEN AFTER HOLIDAY RECESS
- 20 SCHOOLS/CENTRAL OFFICE CLOSED - MARTIN LUTHER KING, JR. DAY
- 21-24 REGENTS EXAMS/RATING – HIGH SCHOOLS ONLY

FEBRUARY

INTERIM REPORTS DISTRIBUTION:	ELEMENTARY SCHOOLS (GRADES 1-6):	WEEK OF FEBRUARY 3
REPORT CARD DISTRIBUTION:	MIDDLE & HIGH SCHOOLS (GRADES 7-12):	WEEK OF FEBRUARY 3
REPORT CARD DISTRIBUTION:	PRE-K & K STUDENTS:	WEEK OF FEBRUARY 24

- 17-21 SCHOOLS CLOSED – WINTER RECESS
- 17-18 CENTRAL OFFICE CLOSED – PRESIDENTS' HOLIDAYS
- 24 SCHOOLS REOPEN AFTER WINTER RECESS

MARCH

REPORT CARD DISTRIBUTION:	ELEMENTARY SCHOOLS (GRADES 1-6):	WEEK OF MARCH 16
SPRING MARKING PERIOD:	ELEMENTARY SCHOOLS (GRADES 1-6):	MARCH 16 – JUNE 26
INTERIM REPORTS DISTRIBUTION:	MIDDLE & HIGH SCHOOLS (GRADES 7-12):	WEEK OF MARCH 30

- 20 ALL STUDENTS REPORT TO SCHOOL, ½ DAY FOR ELEMENTARY STUDENTS (PARENT CONFERENCES); FULL DAY FOR STAFF
- 24-31 NEW YORK STATE ELA ASSESSMENTS (MAKE-UP 3/30/20 – 4/3/20)

APRIL

FOURTH MARKING PERIOD:	MIDDLE & HIGH SCHOOLS (GRADES 7-12):	APRIL 20 – JUNE 26
REPORT CARD DISTRIBUTION:	MIDDLE & HIGH SCHOOLS (GRADES 7-12):	WEEK OF APRIL 27

- 6-13 SCHOOLS CLOSED – SPRING RECESS
- 10-13 CENTRAL OFFICE CLOSED (GOOD FRIDAY 4/10)
- 14 SCHOOLS REOPEN AFTER SPRING RECESS
- 20-27 NEW YORK STATE MATH ASSESSMENTS (MAKE-UP 4/24/20 – 4/30/20)

MAY

INTERIM REPORTS DISTRIBUTED:	MIDDLE & HIGH SCHOOLS (GRADES 7-12):	WEEK OF MAY 11
INTERIM REPORTS DISTRIBUTION:	ELEMENTARY SCHOOLS (GRADES 1-6):	WEEK OF MAY 18

- 22-25 SCHOOLS/CENTRAL OFFICE CLOSED – MEMORIAL DAY WEEKEND

JUNE

REPORT CARD DISTRIBUTION:	FOR ELEMENTARY, MIDDLE & HIGH SCHOOLS	WEEK OF JUNE 22
---------------------------	---------------------------------------	-----------------

- 2 REGENTS EXAMS (U.S. HISTORY/GOVERNMENT)
- 11 SECONDARY FINAL EXAMS TO BEGIN
- 17-26 REGENTS EXAMS/RATING – HIGH SCHOOLS ONLY (RATING DAY 6/26)
- 25 HALF DAY FOR ELEMENTARY STUDENTS
- 26 LAST DAY OF SCHOOL/REGENTS RATING DAY
HALF-DAY FOR STUDENTS/HOURLY STAFF
FULL-DAY FOR STAFF (EXCEPT FOR HOURLY STAFF)

MAKE-UP DAY CALENDAR

PLEASE DO NOT MAKE ANY PLANS FOR THE MAKE-UP DAYS LISTED

- The first two emergency closing days are built into the calendar – no make-up
- 3 Emergency Closing Days Used – Schools will be open May 22
- 4 Emergency Closing Days Used – Schools will be open April 6
- 5 Emergency Closing Days Used – Schools will be open April 7
- 6 Emergency Closing Days Used – Schools will be open April 8
- 7 Emergency Closing Days Used – Schools will be open April 9
- 8 Emergency Closing Days Used – Schools will be open April 13

Total Days Schools in Session: 182
Total Days Teachers in Attendance: (185)
Total Days for Teaching Assistants: (187)

Approved 4/24/19

SCHOOL PRACTICES AND PROCEDURES

EXTRA-CURRICULAR ACTIVITIES (Fund Raising)

Teachers who plan to sponsor an extra-curricular activity must submit the information to Dr. Solimene one (1) month prior to the scheduled event

SCHOOL ACTIVITIES CALENDAR

All special events, activities and guest speakers must be cleared through the Principal at least two (2) weeks in advance. All special activities must be placed, by the teacher, on the school events calendar after approval in the Main Office.

TEXTBOOK RECORD KEEPING

Teachers are to make certain that all textbooks are properly labeled and numbered so that an accurate account of textbooks can be made in June. Teachers are to use the Textbook Record Form (available in the Copy Room) to keep a record of textbooks issued to students. Teachers must have students sign the yellow Textbook Record Form when a book is issued as well as when they are returned. Yellow Textbook Record Forms must be collected at the end of the year. Please make every effort to collect books. Yellow Textbook Forms for books that have not been returned must be handed into the main office (in alphabetical order) no later than June 20th. This will allow students to receive their report cards, diplomas, schedules, etc. on time.

ACCIDENTS

Please report all accidents to the nurse and administrator immediately. When reporting an accident, teachers should describe exactly what happened and provide the names of witnesses. Maintain an anecdotal style in reporting the facts. In the event that you or a student is injured during a school sponsored event (off-site), the school is to be notified immediately.

Teachers injured on the job should contact the Principal immediately to confirm circumstances surrounding the event and nature of any on-campus injury.

LOCKER ASSIGNMENTS

Any student interested in obtaining a locker must see Ms. Baker at the safety desk. Ms. Baker will then assign a locker and combination to a lock.

INSTRUCTIONAL PLANS

All non-tenure teachers are required to complete and submit instructional plans on a weekly basis. Instructional plans will be reviewed by an administrator and returned to you in a timely manner.

The contractual format is available on disc and accepted by the district and the administrative staff at Riverside. Copies of a lesson plan format can be found in the appendix section.

Please feel free to discuss this format with your assigned administrator as they will assist you with your methodology.

ASSEMBLY PROGRAMS

Students will report to **class as normal**. Teachers are to take attendance and escort their students to the auditorium when notified. Once in the auditorium, remain with your class for supervisory purposes throughout the assembly. Teachers are to sit in empty seats along the aisle with students and assist in student management within their immediate area.

TEACHER INFORMATION

Please complete the Teacher Information Form distributed on opening day and return it to Ms. Harilla by Friday September 13, 2019. Please remember, it is your responsibility to keep this information up-to-date.

REQUEST TO LEAVE THE BUILDING

Staff members who need to leave the school building during periods other than lunch must request permission from the building Principal and sign out/in with the Principal's secretary.

FUNDRAISING

Please read the following policy statement regarding fundraising by students and school organizations:

Students shall not be permitted to engage in solicitation of any kind for the purpose of raising funds for the operation of any program, activity, or service in the Yonkers Public Schools.

Other types of fund raising, which do not involve solicitation by students, are permitted with the principal's approval and teacher supervision.



Extra Classroom Activity (ECA) Procedures Outline

Requirements to Start a Student Extra Activity

- Educational purposes – ninth grade and older
- Petition signed by at least 7 seven students
- Faculty advisor appointed
- Principal recommends to the Superintendent that the activity be approved by the Board
- No fundraising can occur before the ECA application is approved

Basic Principles

- 2 independent sets of records – Central Treasurer and Student Activity Treasurer
- Authority to expend funds separate from custody of funds
- At least 2 signatures required to disburse funds
- Report on a regular basis to the Faculty Auditor, Maureen Walsh, in Central Office
- All accounts are audited at least annually, by the independent auditor
- Procedures shall be established which will insure the cash is secured at all times and a prompt and careful examination and check of each receipt and each payment
- The accounting system shall be such that it will yield the largest possible educational return to students without sacrificing the safety of funds or exposing students to undue responsibility or unnecessary routine.

Roles and Responsibilities

- Faculty Auditor – Maureen Walsh
 - Has no part in approving payments, planning income or keeping records
 - Receive and review the monthly reports from the Central Treasurer
 - Call in the records of the Activity Treasurer for review at least twice a year
 - Issue Positive Pay file to Finance so checks can be distributed
- Chief Faculty Counselor – Principal
- Central Treasurer – Teacher
 - Has custody of the funds
 - Signer on the check
 - Submit monthly reports to Chief Faculty Counselor and Faculty Auditor
- Faculty Advisor – Teacher
 - Ensure deposits and bills are processed promptly
 - Verify that all of the appropriated documentation has been completed and filed
 - Must attend all meetings, functions and events of the activity
 - Complete a Building Use Request
 - Arrange custodial services and security for all activity events
 - Present the Fundraising Activity Form or Dance Request to the principal for approval at least two weeks before the event



Extra Classroom Activity (ECA) Procedures Outline

- Present a profit/loss statement to the Principal and Central Treasurer for approval before a fundraising activity
- Activity Treasurer – Student
 - Maintain accurate records
 - Ensure all funds are secure and processed promptly

ECA Applications

- Submitted to the Chief Faculty Advisor for review and signature
- All reviewed applications are dropped into the *Reviewed ECA Applications* folder for the school on the OneDrive
- The applications will then be processed at the Central Office
- All approved applications will be moved to the *Approved ECA Applications* for the school
- OneDrive will send a notification whenever an action is taken in any of the folders

Collection of Funds

- All Fundraising events – must be approved ahead of time and a profit/loss statement must be completed
- Issue pre-numbered receipt when possible; otherwise use the inventory sheet to verify items sold
- Gifts and donations recorded in the Activity's meeting minutes.

Receipt of Funds – Activity Treasurer

- Count the money and reconcile with the profit/loss statement; sign the statement
- Have the Faculty Advisor sign the statement
- Prepare the deposit slip in duplicate; have the Faculty Advisor sign the deposit slip; deposit the funds with the Central Treasurer along with original deposit slip; retain the copy
- Return all funds used to make change
- Enter the amount of the deposit on ASBWorks
- File all the supporting documentation

Request for a Purchase Order

- Completed by Faculty Advisor on ASBWorks; printed out and signed
- Approved by the Chief Faculty Advisor
- Central Treasurer issues a Purchase Order number
- Activity Treasurer and Faculty Advisor responsible for making the purchase and presenting the proper receipts for payment



Extra Classroom Activity (ECA) Procedures Outline

Funds Disbursement

- Activity Treasurer enters the payment order on ASBWorks; prints out form, signs the payment order in duplicate and gives the order to the Faculty Advisor
- Faculty Advisor auditors the invoice, verifies available balance recording it on the payment order, signs the order and returns it back to the Activity Treasurer
- Activity Treasurer presents the original payment order and audited invoice to the Central Treasurer who enters the payment in the register, files the documents, issues the check to the vendor
- Activity Treasurer retains a copy of the documents and records the payment in the register

Accounting Records

- Central Treasurer
 - Receipt and Disbursement Register – Control – chronological record of all deposits and disbursements indicating activity and source
 - Receipt and Expenditure Ledger – separate account for each activity
 - Receipt -prepared in duplicate – original to Activity Treasurer; copy with Central Treasurer
 - Inter-organization Transfers – use form when a transfer is received requesting funds be transferred between activities.
- Activity Treasurer
 - Receipt and Disbursement Ledger – chronological record of all deposits and disbursements indicating source
 - Additional ledgers may be necessary for complex activities such as the yearbook.
 - At regular intervals set by the Faculty Advisor, balance the ledger and provide documentation of the reconciliation

Inactive Clubs

- No activity for 3 months after the end of the fiscal year OR one full school year
- Liquidated funds will revert to the account of the general student organization

Tax Exempt

- Extra Classroom Activities are NOT allowed to use the District's State tax exemption
- Central Treasurer responsible for filing periodic sales tax returns

Returned Checks

- Amount of check is deducted from activity's account
- Central Treasurer will notify maker to repay funds plus a fee

STUDENT ORGANIZATIONS

The Board of Education recognizes the educational values inherent in student participation in the extra-curricular life of the school, and supports the concept of the formation of student groups for such purposes as building sound social relationships, developing interests in an academic area, gaining an understanding of the elements and responsibilities of good citizenship.

The Superintendent of Schools, with the aid of students, faculty and administration, is charged with developing procedures for registering and regulating student groups or clubs. Such procedures shall ensure that the district will register any group organized for a purpose not prohibited by Board policy or by law, if such group submits a list of its members designated as contacts, a copy of its constitution and/or bylaws, and the constitution and bylaws of any off-campus organization with which it may be affiliated. Student groups may not restrict membership on the basis of race, sex, national origin or other arbitrary criteria.

The Board may prohibit the formation of any clubs, including fraternities or sororities, or any other secret society, whose deliberations and activities have caused or created, or are likely to cause or create, a disruption of or interference with the school program.

Administrative regulations governing the use of school facilities shall abide by the Equal Access Act in the creation of a "limited open forum." All noncurricular-related student activities, regardless of religious or political content, shall have the same opportunities as any other such activity to operate on school grounds.

Ref: Education Law 207; 1709-a; 2503-a; 2554-a
Equal Access Act, 20 U.S.C. 4071-4074
8 NYCRR Part 172

Board of Education of the Westside Community Schools v. Mergens, 496 U.S. 226 (1990)

Garnett By Smith v. Renton School Dist. No. 403, 865 F.2d 1121 (9th Cir., 1989)

Thompson v. Waynesboro Area School Dist., 673 F.Supp. 1379 (M.D. Pa. 1987)

Student Coalition v. Lower Merion School Dist. Bd., 633 F.Supp. 1040 (E.D. Pa. 1986)

Tinker v. Des Moines Independent Community School Dist., 393 U.S. 503, 89 S.Ct. 733 (1969)

Healy v. James, 408 U.S. 169, 92 S.Ct. 2338 (1972)

Adoption date: May 8, 2007

FUND RAISING

Students shall not be permitted to engage in solicitation of any kind for the purpose of raising funds for the operation of any program, activity, or service in the Yonkers Public Schools. Students may be permitted to participate in fund raising activities sponsored by school related organizations only with the approval of the Building Principal and only if such participation does not interfere with the instructional program.

All fund raising activities are to have the prior approval of the Principal and are to be in accordance with administrative guidelines established by the Superintendent of Schools.

No funds will be raised in the schools for the purpose of purchasing basic materials, supplies, equipment, textbooks or professional employee services normally covered by the school budget in meeting the daily needs of the instructional program in the Yonkers Public Schools.

Materials, supplies, equipment, field trips including transportation, professional services for enrichment from non-district employees may be purchased through fund raising activities after permission has been received from the principal.

Equipment may be purchased up to the amount of \$2,500 annually with the approval of the principal. Purchases exceeding \$2,500 require prior approval from the Superintendent of Schools.

By June 30 of each year, each Principal shall report to the Superintendent sources, amounts and disposition of all funds raised during the year. The Superintendent will provide a summary report by school and organization to the Board by December.

Adoption date: July 20, 2011

STUDENT ACTIVITIES FUNDS MANAGEMENT

The Board of Education shall have the responsibility for the protection and supervision of the financial affairs of student clubs and extracurricular activities.

The Superintendent of Schools shall develop administrative regulations for the Extra-Classroom Activity Funds Policy aligned with New York State Regulations of the Commissioner of Education. Annually, the *Yonkers Public Schools Faculty Advisor Handbook for the Safeguarding, Accounting and Auditing of Extra-Classroom Activity Funds*, will be disseminated to building principals and faculty advisors.

The Principal of each school concerned will appoint a competent or qualified faculty advisor for each club or organization. An audit of all accounts will be made annually by the school auditor.

The financial management of student body funds and supervision of personnel administering such funds shall be the responsibility of the school principal in accordance with district administrative regulations established by the Superintendent of Schools.

Cross-ref: 2210, Board Organizational Meeting
5210, Student Organizations

Ref: Education Law 207
8 NYCRR Part 172
BOE Policy 10-3-331 March 2010

Adoption date: July 20, 2011

ELIGIBILITY FOR EXTRA-CURRICULAR ACTIVITIES

The Board of Education has the authority to establish reasonable standards as prerequisites for eligibility for extracurricular activities. The Board authorizes the Superintendent of Schools or his/her designee, when he/she considers it necessary, to develop and implement academic, attendance, and conduct standards to establish student eligibility for participation in any extracurricular activity. These standards may apply to entry qualifications as well as to continued participation in such activities.

Supervision of personnel (advisors) supervising extra-curricular activities shall be the responsibility of the building principal in accordance with district procedures established by the Superintendent of Schools.

- Students must adhere to the District's *Code of Conduct*. These standards also extend to student conduct off school grounds when participating in extra-curricular activities.
- Students must be present in school the day of the event in order to participate.
- All students participating in an event off school grounds will leave and return on transportation provided by the district.

Although suspension from participation in an extracurricular activity does not require a full hearing pursuant to Section 3214 of the Education Law, a student must be given the opportunity to appear informally before the building principal and present his/her side of the story as part of a general discussion of the conduct under review.

Advisors, after receiving prior approval from the principal, should disseminate a copy of the scope and expectation of the extra-curricular activity to participating students and their parents. These standards should be applied equally to all student participants. The scope and expectation may include reasonable minimum attendance and grade point average requirements. All student participants should be informed that they have the obligation to act in a responsible manner because of the leadership roles they play in the school environment.

Ref: Education Law, 1709(3); 2801
Bush v. Dassel-Cokato Board of Ed., 745 F.Supp. 562 (D. Minn. 1990)
Matter of O'Conner v. Bd. of Ed., 65 Misc.2d 40 (1970)
Matter of Wilson, 28 EDR 254 (1988)
Matter of Keily, 24 EDR 138 (1984)
Matter of Miller, 23 EDR 23 (1983)
Matter of Moore, 22 EDR 180 (1982)
Matter of Clark, 21 EDR 542 (1982)
Matter of Vetter, 20 EDR 547 (1981)

Adoption date: July 20, 2011



YONKERS
PUBLIC SCHOOLS

Extra Classroom Activity/Club Application

School Name: _____

Club Name: _____

Extra Classroom Activity: _____

ECA Account: _____

Faculty Advisor: _____

Contact Phone Number: _____

Club Treasurer: _____

Description of the Club: _____

Approvals:

Chief Faculty Advisor		Service Quality Manager	
Approved _____		Approved _____	
Disapproved _____		Disapproved _____	
Signature _____	Date _____	Signature _____	Date _____

LIST OF STUDENTS IN CLUB

Please return form to Service Quality Management

For Official Use:

Submitted: _____

Fundraising Approved: ☐

Unable to Fundraise: ☐



Fundraising Activity Request Form

Date: _____ Name of Class/Club/Organization making request: _____

The above group is requesting permission to conduct the following activity in compliance with the school district's extracurricular activity procedures, regulations, Board of Education policies and NYS Laws. All purchases, receipts and disbursement of funds must be made in accordance with school district procedures, regulations and policies and the NYS Laws. Complete one form for each activity your class/club/organization is planning.

Activity Planned: _____

Indicate one:

Activity/Sale Dates

☐ FUND RAISING EVENT ☐ SERVICES PROJECT ☐ OTHER (explain) _____

Begin _____ End _____

EXPENSES
(Costs)

	Projected (prior)	Actual (after)*
1.	\$	\$
2.	\$	\$
3.	\$	\$
4.	\$	\$
5.	\$	\$

RECEIPTS
(Income)

1.	\$	\$
2.	\$	\$

PROFITS (Receipts minus Expenses)

\$	\$
----	----

The student officers of the above named Class/Club/Organization understand the above activity and assume responsibility for its fiscal conduct.

New York State Taxable: ☐ Yes ☐ No

NOTE: All FOUR signatures are required before starting the activity, sale, event and/or project.

Student Treasurer's Signature

Date

Faculty Advisor's Signature

Date

Central Treasurer's Signature

Date

Chief Faculty Counselor's Signature

Date

☐ Approved ☐ Denied

*After this activity, sale, event or project:

1. Record the actual Expenses, Receipts and Profit
2. Record on the back of this form: (a) names of students who have not turned in money and amounts
(b) explanation for missing money and products
3. Student Treasurer keeps the original form and gives a copy to the Central Treasurer



Statement of Profit and Loss

SCHOOL NAME _____

Club Name _____

Activity _____

Subject to NYS Sales Tax? Yes ☐ No ☐

Receipts

Dates of Sale	Description of Sale Item(s)	OR	Ticket/Receipt No.		Total Number Sold	Sale Price per Item	Total Receipts
			From	To			
Total							0.00

Disbursements

Date	Payee	Check No.	Purpose	Amount
Total				0.00

Total amount of money being deposited into bank account _____ Profit (Loss) 0.00

Activity Treasurer's Signature _____

_____ Date

Faculty Advisor's Signature _____

_____ Date



Inventory on Hand:

[illegible]



Purchase Order

School Name: _____

Charge to Activity: _____

Vendor: _____

In the Amount of: \$ _____

Purchase Order Number: _____

Date Issued: _____

Date Wanted: _____

Check one of the following:

☐ EXEMPT FROM SALES TAX - RESALE

☐ NOT EXEMPT FROM SALES TAX

Quantity	Description	Unit Price	Total Amount
			\$0.00
			\$0.00
			\$0.00
			\$0.00
			\$0.00

FUNDS ARE AVAILABLE AND PURCHASE AUTHORIZED BY

ACTIVITY TREASURER

FACULTY ADVISOR

Purchases by activities should be made by means of a formal purchase order approved by the faculty adviser who is responsible for determining that funds are available before approving purchase order. Like the voucher check, this document involves negotiation with institutions outside of the school and consequently shall bear the signature of the adviser.



Extra Classroom Activity/Club Transfer of Funds

School – _____

Date _____

Transfer Number _____

Dollar Amount \$

Transfer Monies

From Account _____

Close Account? Yes ☐ No ☐

To Account _____

New Account? Yes ☐ No ☐

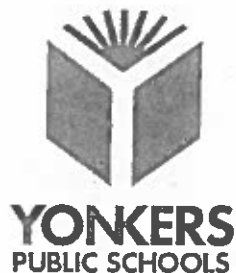
Reason for Transfer: _____

Central Treasurer's Signature

Date

Chief Faculty Counselor's Signature

Date



Innovation • Inspiration • Excellence for All

DATE: September 1, 2019
TO: All Staff
FROM: Dr. Solimene
RE: Field Trip Procedures

565 Warburton Avenue
Yonkers, New York 10701
Tel. 914 376-8425
Fax 914 376-8475
dsolimene@yonkerspublicschools.org

Dr. Edwin M. Quezada
Superintendent of Schools

Dr. Andrea S. Coddett
Deputy Superintendent

RoseAnne Collins-Judon
Assistant Superintendent
Supervision, Curriculum and Instruction

Dr. Don Solimene
Principal
Riverside High School

The following procedure is in place to request a trip:

- Minimum 6 weeks in advance complete a Charter/Trip Request Form
 - Rationale for the trip.
- 10:1 Teacher ratio for Chaperones
 - Names of the chaperones.
 - Teacher requesting the trip is to develop a coverage for the classes not attending the trip for self and for all teacher chaperones.
 - Complete the Field Trip Coverage Form
 - Work provided for covered classrooms
 - Complete a Charter/Trip Request – Funds Collected document.
- Copy of itinerary and information pertaining to the purpose of the trip
 - Trips are not to be scheduled for Fridays and school days prior to vacation
- School Field Trip Permission Form

Upon approval of the trip by the Principal, the teacher in charge of the trip will:

- Have each student take home a Parental Permission Form and return to the teacher properly completed by the parent/guardian.
- Arrange with the students the cost of the transportation and incidental expenses.
- Finalize arrangements for transportation at least 3 weeks before the trip.
- At least 3 days before the trip, provide Administration and Attendance Clerk with the Field Trip Arrangement Form and the names of all students going on the trip. Parental permission forms are to be retained by the teacher in case of an emergency.
- The date of the trip, a list of participating students must be placed in the main office and to the Attendance Clerk.
- The day after the trip, submit to Principal, a field trip highlighting the principle events which took place took place and the benefits derived from the trip.

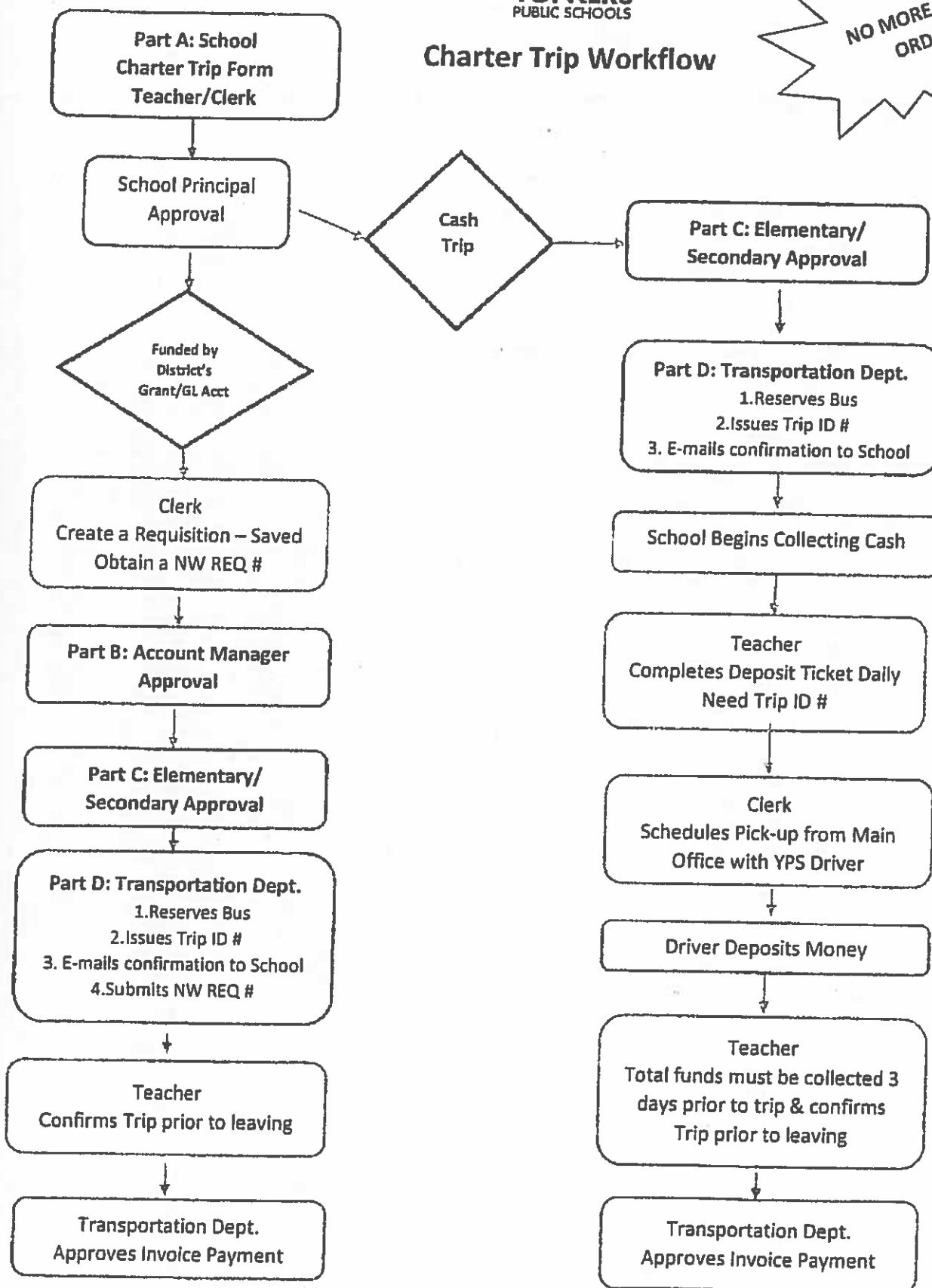
Trips will not be authorize after the last Friday in May.



YONKERS
PUBLIC SCHOOLS

Charter Trip Workflow

**NO MORE MONEY
ORDERS!**



FIELD TRIP APPLICATION FORM

To be submitted to the Principal:

Date: _____

Teacher: _____

Grade: _____

Number of Students: _____

Date of Trip: _____

Names of Chaperones (1 for every 10 students): _____

Transportation: ** See Ms. McSpedon to arrange for bus transportation

Length of Trip - Time of Departure: _____

Time of Return: _____

Pupil Cost (include transportation and other fees): _____ Lunch Provision: _____

Number of Trips taken by teacher this year: _____

Provision for Students not on the trip: _____

Destination (place to be visited): _____

RATIONALE: _____

Teacher's Signature: _____

Principal's Recommendation (based on teacher's rationale): _____

Principal's Signature: Approved – Yes ☐ No ☐ _____

Note: All overnight trips must be given prior approval submitted by a written request. An *Overnight Field Trip* form must be completed.

* Bus line/driver must be approved by the Board of Education

FIELD TRIP COVERAGE FORM

To: The Principal

Date: _____

From: _____

The following arrangements have been completed for the field trip herewith described:

Destination: _____

Date: _____ Departure Time: _____

Transportation: _____

Basic Fee(s): _____

Teaching Schedule (day of trip): The teacher in charge of the field trip is to arrange for class coverage. If no coverage for a period is needed, please indicate:

Period 1	Room: _____	Covered by: _____
Period 2	Room: _____	Covered by: _____
Period 3	Room: _____	Covered by: _____
Period 4	Room: _____	Covered by: _____
Period 5	Room: _____	Covered by: _____
Period 6	Room: _____	Covered by: _____
Period 7	Room: _____	Covered by: _____
Period 8	Room: _____	Covered by: _____

Time of Return: _____ Point of Dismissal: _____

Notes:

1. The cafeteria manager must be notified if students are to miss cafeteria service.
2. Each student participating in this field trip must have returned a completed trip release form.

FIELD TRIP REPORT

To: Principal

Date: _____

From: _____

The following is a report concerning the field trip which was taken as described:

Destination: _____ Date: _____

Comments (attitude of students, conduct of students, carry-over in classroom situation, recommendation to make this type of field trip more effective, benefits derived from this trip, etc.)

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.



YONKERS PUBLIC SCHOOLS
RIVERSIDE HIGH SCHOOL
FIELD TRIP PERMISSION FORM

DATE: _____

Dear Parent/Guardian:

Your child, _____ under the supervision of teachers and parents, has the opportunity of visiting:

Date _____

Cost: _____

Time of Departure: _____

Expected Time of Return: _____

If you wish your child to take advantage of this trip, please sign below to indicate your consent.

Be sure to instruct your child that he/she must remain under the supervision provided from the time of leaving the school until the time of return to the school. No one may leave the group under any circumstances, nor engage in any activity not approved by the supervisor.

Special Instructions: _____

Please Note:

If there are any medical conditions or activity restrictions regarding your child, a note of clearance from your doctor must accompany this authorization.

(check one)

_____ My child has no medical problems or allergies and requires no medication.

_____ My child has the following medical problems and /or allergies:

_____ and

requires the following medication:

Signature of Parent/Guardian: _____ Date: _____

.....

I give my consent for my child _____ to go on this trip and participate in activities mentioned above.

I authorize any necessary emergency medical treatment to be administered to my child in case of accident or injury during the course of this trip.

Home Telephone # _____

Emergency Telephone # _____
(Where a parent can be reached)



YONKERS PUBLIC SCHOOLS
RIVERSIDE HIGH SCHOOL
FORMULARIO DE PERMISO PARA UNA EXCURSION

Querido Padre/Encargado:

FECHA: _____

Su hijo(a), _____ bajo la supervisión de maestros(as) y padres, tiene la oportunidad de visitar:

Fecha _____

Costo: _____

Hora de Salida: _____

Hora Aproximada de Regreso: _____

Si usted desea que su hijo(a) aproveche la oportunidad de este viaje, por favor firme abajo indicando su consentimiento.

Asegúrese de ordenarle a su hijo(a) de que él/ella debe permanecer bajo la supervisión proporcionada desde la hora en que sale de la escuela hasta la hora que regrese a la escuela. Ninguno(a) debe de alejarse del grupo bajo ninguna circunstancia, o comprometerse en cualquier actividad que no es aprobada por el supervisor.

Instrucciones Especiales: _____

Sírvase Notar:

Sí su hijo(a) tiene cualquier condición médica o restricciones en actividades, debe adjuntar a esta autorización una nota de exoneración de su médico.

(✓ marque uno)

_____ Mi hijo(a) no tiene problemas de salud o alergias y no requiere medicación.

_____ Mi hijo(a) tiene problemas de salud y / o alergias:

_____ y

requiere los siguientes medicamentos:

Firma del Padre/Encargado: _____ Fecha: _____

Yo le doy permiso a mi hijo(a) _____ para que vaya a la excursión y participe en las actividades mencionadas arriba.

Yo autorizo para que se le administre a mi hijo(a) cualquier tratamiento médico necesario de emergencia en caso de un accidente o heridas durante el lapso de esta excursión.

Teléfono Domiciliario # _____

Teléfono en Caso de Emergencia # _____

(Donde se pueda comunicar con uno de los padres)



CHARTER/TRIP REQUEST FORM

Trip requests must be in Elementary/Secondary Administration at least 4 weeks prior to trip date.
MUST USE FUNCTIONAL DEPARTMENT B5240 WHEN ENTERING THE REQUISITION FOR CHARTER TRIPS

Revised 9/19

A. Request by School (trip logistics)

School: _____

Date of Trip: _____

Teacher(s): _____

Contact information: Extension
or cell phone # _____

Destination: _____

REQ# _____

Address: _____

Is this a walking trip? ☐ YES ☐ NO

No. of Adults/
Chaperones: _____

No. of Students and Grades: _____

Number of Buses
Requested: _____

List Special Requirements
(Harness, Car Seat, etc.): _____

Pick Up Time at
School: _____

Leave Destination Time: _____

Purpose of Trip (educational rationale must be
attached): _____

Payment (the use of cash as a form of payment will not
be allowed): Select one

- ☐ Deposit # and Date _____
☐ General Fund – Requires REQ # _____
☐ Grant Funded – Requires REQ # _____
☐ Third Party Partner Name _____

Account Manager's Name/Dept./Date of Approval: _____

Transportation (Bus) Cost (verbal estimate x8015): _____

Contact person at transportation: _____

Are you submitting the request at least 4 weeks prior to the trip
date: _____

☐ Yes

☐ No (If the answer is no, please
submit rationale)

Parent Consent Forms will be sent to all students/parents: _____

☐ Yes

☐ No

Principal's Signature/Date: _____

B. Review by Account Manager – Is the request at least 4 weeks prior to the trip date?

Reviewed by and Date: _____

☐

Approved

☐

Disapproved

Type of Account: Fund: _____ Dept. _____ Project: _____ Activity: _____ Account: _____

C. Approval by Elementary or Secondary Administration -Is the request at least 4 weeks prior to the trip date?

Reviewed by and Date: _____

☐

Approved

☐

Disapproved

D. Transportation Use Only

Type of Vehicle(s): S/B ☐

M/B ☐

V ☐

WC/V ☐

Coach ☐

Date Booked: _____

Bus Company: _____

Booked by: _____

TRIP ID# _____

PO Number: _____

Invoice Number: _____



Charter/Trip Request Rationale Information Sheet

(Please attach this rationale to the Charter Trip request. No Field trip will be approved without this document.)

Trip Destination:	
Total cost Per Student:	
Theme/Unit of Study:	
Rationale:	
Standards:	
Ratio of Chaperone to Students:	
Other Information:	
Are you submitting the request at least 4 weeks prior to the trip date:	<input type="checkbox"/> Yes <input type="checkbox"/> No
Principal's Signature and Date:	
<input type="checkbox"/> Approved <input type="checkbox"/> Disapproved	

**CODE OF ETHICS
FOR EMPLOYEES OF THE YONKERS CITY SCHOOL DISTRICT**

The Board of Education is committed to avoiding any situation in which the existence of conflicting interests of any employee may call into question the integrity of the management or operation of the school district. Adherence to a code of ethics promotes public confidence in the schools and furthers the attainment of district goals.

The Board also recognizes its obligation to adopt a code of ethics setting forth the standards of conduct required of all employees under the provisions of the General Municipal Law [§806(1)(a) GML]. Therefore, every employee of the district, whether paid or unpaid, shall adhere to the following standards of conduct.

Statutory Conflicts of Interest

It is a conflict of interest for an employee to benefit personally from contracts made in their official capacity.

- “*Contract*” is defined broadly to include any claim or demand against the district or account or agreement with the district, whether expressed or implied which exceeds the sum of \$750.00 in any fiscal year. [§800(2) GML]
- An “*interest*” is defined as a direct or indirect benefit that runs to the employee as a result of a contract with the district. [§800(3) GML]

No employee shall have an “*interest*” (i.e., receive a direct or indirect benefit as the result of a contract with the district) in:

1. a firm, partnership or association in which he/she is a member or employee;
2. a corporation in which he/she is an officer, director or employee;
3. a corporation in which he/she, directly or indirectly, owns or controls 5% or more of the stock;
4. a contract between the district and his/her spouse, minor child or dependents, except for an employment contract between the school district, spouse, minor child or dependent of a Board member authorized by §800(3) of the General Municipal Law or §3016 of the Education Law.

No chief school officer, treasurer or his/her deputy or employee shall have an interest in a bank or other financial institution that is used by the district he/she serves, unless otherwise exempted by exception under law (see 9120-E for a list of such exceptions). [§801(2) GML]

Disclosure Requirements

All employees must publicly disclose the nature and extent of any non-exempted interest they or their spouse have, will have or later acquire in any actual or proposed contract, purchase agreement, lease agreement or other agreement involving the school district (including oral agreements), even if it is not a prohibited interest under applicable law. Such disclosure must be in writing and made part of the official record of the school district. Disclosure is not required in the case of an interest that is exempted under section 802 of the General Municipal Law (see 2160-E); however, board members and officers are encouraged to voluntarily make such disclosure. [§803 GML, as amended by Ch. 499, Laws of 2005]

Other Prohibited Activities

No employee shall:

- Use or attempt to use his/her official position to secure unwarranted privileges or exemptions for such employee or officer or others; [§§800(2);(806(1)(a) GML]
- By his/her conduct give reasonable basis for the impression that any person can improperly influence him/her or unduly enjoy special favor in the performance of official duties, or that he/she is affected by the kinship, rank, position or influence of any party or person. [§800(2) GML]

No employee shall hire, supervise, evaluate, promote, review or discipline any other employee who is a member of the same family. In the event that marriage, promotion, or reorganization results in a situation not in compliance with this policy, reassignment or transfer will be effected, in accordance with the applicable provisions of any collective bargaining agreement, to correct the situation.

No employee shall negotiate or execute any contract on behalf of the district for the purchase, sale or lease of real or personal property, services of any nature, nor for insurance without first having determined the common price for such property, services or insurance, or requesting bids from all potential providers of such property, services or insurance.

No employee shall allow any matter, concern or interest, personal, financial or otherwise, to influence or interfere with the performance of his or her duties. Should such a matter, concern or interest arise, the employee shall bring the matter to the attention of his or her supervisor or the Board to seek ways to reduce or eliminate the influence or interference.

No employee shall engage in, solicit, negotiate for or promise to accept private employment when that employment or service creates a conflict with or impairs the proper discharge of his or her official duties. [§806 (1)(a) GML]

No employee shall, after the termination of service/employment with the district, appear before the Board in relation to any action, proceeding, or application in which he/she personally participated during the period of his/her service or employment or that was under his/her active consideration. [§806 (1)(a) GML]

Confidentiality Requirements

No employee shall disclose confidential information acquired by them in the course of their official duties or use such information to further their personal interests. [§805-a(1)(b)] In addition, employees may not disclose the following matters discussed in executive session or as contained in Board informational materials issued by the Superintendent:

1. matters which will imperil the public safety if disclosed;
2. any matter which may disclose the identity of a law enforcement agent or informer;
3. information relating to current or future investigation or prosecution of a criminal offense;
4. discussions regarding proposed, pending or current litigation;
5. collective negotiations under the Taylor Law;
6. the medical, financial, credit or employment history of a particular person or corporation, or matters leading to the appointment, employment, promotion, demotion, discipline, suspension, dismissal or removal of a particular person or corporation;
7. the preparation, grading or administration of examinations;
8. the proposed acquisition, sale, or lease of real property or securities, but only when publicity would substantially affect the value thereof;
9. student records pursuant to the Family Educational Rights and Privacy Act (FERPA);
10. matters subject to the attorney-client privilege.

Limitation on Gifts

No employee shall, directly or indirectly, solicit any gift or accept or receive any gift having a value of \$75.00 or more under circumstances in which it could reasonably be inferred that the gift was intended to influence him/her, or could reasonably be expected to influence him/her in the performance of his/her official duties or was intended as a reward for any official action on his/her part. If an employee receives any gift having a value of \$75.00 or more, such gift shall be returned. [§805-a GML; Op. Atty. Gen. (inf) 99-16]

Voiding of Contracts

Contracts willfully entered into in violation of Article 18 of the General Municipal Law are deemed void.

Penalties

In addition to any penalty contained in any other provision of law, any person who shall knowingly and intentionally violate any of the provisions of the Board's code of ethics may be subject to disciplinary action, including reprimand, fine, suspension or termination of employment, in accordance with due process of law, if applicable, for violating this policy.

Distribution, Posting and Filing Requirements

The Superintendent of Schools shall distribute to every employee of the district a copy of this code of ethics. [§806(2) GML]

This code of ethics shall be filed in the State Comptroller's Office annually. [§806(3) GML]

In accordance with §807 of the General Municipal Law, the Superintendent must ensure that a copy of Article 18, General Municipal Law is posted in each public building in a conspicuous place.

Ref: General Municipal Law §§800; 801; 802; 805; 806-808
 Education Law §§306; 1709; 2103; 2553; 2554; 2559; 3016
 Public Officers Law §30(1)(h)
Appeal of Kelly, 45 EDR Dec. No. 15253 (2005)
Application of Nett & Raby 45 EDR Dec. No. 14314 (2005)
Appeal of Taber, 42 EDR 251 (2003)
Appeal of Gill, 42 EDR 89 (2002)
Matter of Grinnell, 37 EDR 504 (1998)
Appeal of Vivlemoe, 33 EDR 174 (1993)
Matter of Cox, 27 EDR 353 (1988)
Matter of Granirer, 26 EDR 393 (1987)
Op. of Atty. Gen., [Inf.] 99-16
Op. State Comptroller, 91-26

Adoption date: November 15, 2006

EXCEPTIONS TO CONFLICT OF INTEREST

Employees will not be deemed to have a conflict of interest in any of the exceptions listed in §802 of the General Municipal Law, including:

1. Contracts with membership corporations or other voluntary not-for-profit corporations or associations (e.g., Taylor Law collectively negotiated agreements, contract with a not-for-profit health services organization). [§802(1)(f) GML] [Note: No Board member is prohibited from voting on collectively negotiated agreements which are applicable to his/her spouse or child];
2. Appointment of a teacher who is a relative or spouse of a Board member, is permitted upon a two-thirds supermajority vote, without limiting any Board member's right to vote. [§3016 Education Law]
3. The employment of a Board member as school physician is permitted upon a two-thirds vote of the Board. [§802(1)(i) GML]
4. Contracts entered into by the district with a person who is subsequently elected or appointed to the Board, a school district office or employment remain valid, except the contract may not thereafter be renewed. [§802(1)(h) GML]
5. A contract with a corporation of which the interest of the Board member or officer is, by reason of stockholding, less than 5% of the outstanding shares. [§802(2)(a) GML]
6. Contracts between the district and a Board member or officer in which the total amount does not exceed \$750 in any fiscal year. [§802(2)(e) GML]
7. Where application of the conflict of interest rules would necessitate the engagement of a bank or trust company outside of the municipality or school district, the Board may designate a bank or trust company in which the Board president, treasurer or deputy treasurer has an interest in such entity. The designation shall be as a depository, paying agent or registration agent for the investment of funds. [§802(1)(a) GML]
8. A contract with a person, firm, corporation or association in which a municipal officer or employee has an interest prohibited solely by reason of employment as an officer or employee of such other entity, if their compensation will not be directly affected as a result of the contract with the municipality or school district and duties do not directly involve the procurement, preparation or performance of any part of the contract. [*Appeal of Vivlemoe*, 33 EDR 174 (1993)]
9. The designation of a newspaper, including an official newspaper, for the publication of notices, resolutions or other proceeding where publication is otherwise required or authorized by law. [§802(1)(c) GML]
10. The purchase of real property or any interest therein when approved upon a petition to the State Supreme Court by the board of education. [§802(1)(d) GML]

11. Acquisition of real property or an interest in real property through eminent domain proceedings. [§802(1)(f) GML]
12. Sale of bonds and notes pursuant to section 60.10 of the Local Finance Law. [§802(1)(g) GML]

**STAFF-STUDENT RELATIONS
(NON-FRATERNIZATION)**

The Board of Education is committed to avoiding any situation in which the existence of inappropriate relationships occur between District staff members and the students they serve. As per the District's Code of Conduct, relationships should "maintain a climate of mutual respect and dignity, which will strengthen students' self-concept and promote confidence to learn." Therefore, undue fraternization or familiarity with students regardless of their age or whether or not the behavior is consensual is prohibited, regardless of whether the occurrence takes place on or off school property, during or outside of regular school hours. Every employee of the district, whether paid or unpaid, shall adhere to the following standards of conduct.

This policy is set forth to describe the appropriate relationship(s) between District staff members and the students they serve.

Definitions

- 1) *Staff* shall mean any individual who is employed by the Yonkers Public Schools, including but not limited to all full or part time employees, interns, student interns, volunteers, partners, contractors or employees thereof or any other member of the District's workforce.
- 2) *Student* shall mean any individual who is enrolled in the Yonkers Public Schools.

Prohibited Conduct

All staff members must set proper boundaries and are required to uphold professional relationships with students. The following list of conduct includes, but is not limited to, the types of conduct which may result in disciplinary action.

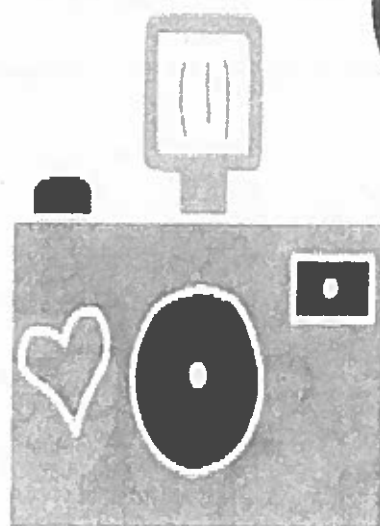
- Engaging in a sexual or romantic relationship with student(s)
- Inappropriate touching, sexual contact and/or sexual relations
- Inappropriate displays of affection
- Entertaining or socializing with students, either during or outside of class time, in a manner by which the perception of a relationship, other than a professional one, exists
- Sexually explicit or suggestive comments
- Initiating, continuing or otherwise engaging in inappropriate personal communications in any form or manner with students unrelated to course work, official school matters or concerns regarding a student's welfare or safety. This includes inappropriate communication through professional and/or personal means, such as, but not limited to, sending letters, notes, photos or other communication via phone, text, email, social networks, webcams, chat rooms, websites, etc.
- Promoting, providing or sharing pornographic materials
- Offering or giving of inappropriate personal gifts
- Providing alcohol or drugs (prescription or illegal) to students, regardless of age, with the exception of medication provided in accordance with Board of Education Policy (5420)
- Transporting of students without prior parental consent and advance notice to the District

District Responsibilities

LIFE IS LIKE A CAMERA.

FOCUS

ON WHAT IS
IMPORTANT.



CAPTURE

THE
GOOD TIMES,

DEVELOP FROM THE NEGATIVES

AND IF THINGS DON'T WORK OUT,

TAKE ANOTHER SHOT.

-UNKNOWN-

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Comparing Traditional and Differentiated Classrooms

Traditional Classroom

- Student differences are masked or acted upon only when they present problems.
- Assessment is most common at the end of learning to see "who got it."
- A relatively narrow sense of intelligence prevails.
- A single definition of excellence exists.
- Student interest is infrequently tapped.
- Relatively few learning profile options are taken into account.
- Whole-class instruction dominates.
- Coverage of texts and curriculum guides drives instruction.
- Mastery of facts and skills out of context are the focus of learning.
- Single-option assignments are the norm.
- Time is relatively inflexible.
- A single text prevails.
- Single interpretation of ideas and events may be sought.
- The teacher directs student behavior.
- The teacher solves problems.
- A single form of assessment is often used.

Differentiated Classroom

- Student differences are studied as a basis for planning.
- Assessment is ongoing and diagnostic to understand how to make instruction more responsive to learner need.
- Focus on multiple forms of intelligence is evident.
- Excellence is defined in large measure by individual growth from a starting point.
- Students are frequently guided in making interest based learning choices.
- Many learning profile options are provided for.
- Many instructional arrangements are used.
- Student readiness, interest, and learning profile shape instruction.
- Use of essential skills to make sense of and understand key concepts and principles is the focus of learning.
- Multi-option assignments are frequently used.
- Time is used flexibly in accordance with student need.
- Multiple materials are provided.
- Multiple perspectives on ideas and events are routinely sought.
- The teacher facilitates students' skills at becoming more self-reliant learners.
- Students help other students and the teacher solve problems.
- Students work with the teacher to establish both whole-class and individual learning goals.
- Students are assessed in multiple ways.

2. Take Time to Relax: This may sound easy, but how many of you reading this actually schedule time into your day to relax and enjoy life? Your body and mind know how to relax — you just need to give them “permission” to do so, according to respected meditation expert Mary Maddux.

3. Sleep Well: When we sleep, the stress hormone, cortisol, is lowered, but when we are sleep deprived, cortisol levels rise. Further, your energy levels will go down and you’ll be less able to cope with any setbacks during your day.

4. Proper Nutrition: Fortifying your body with the nutrients it needs is key to reducing stress (and staying healthy while you’re feeling it), as stress can actually rob your body of nutrients. This means eating plenty of fruits, vegetables and other antioxidant-rich foods while avoiding junk foods. Also take advantage of these foods that help you de-stress quickly.

Foods That Relieve Stress... and are Healthy Too

- **Dark Leafy Greens** Dark green leafy vegetables like spinach, kale and Swiss chard are good for so many things, there’s really no excuse not to eat them. Calming your nerves just happens to be one of them, as these veggies contain lots of the B-complex vitamins. These vitamins are crucial for preventing stress because they’re needed to make serotonin, a chemical that helps boost your mood.
- **Asparagus** Asparagus is rich in folates, a B vitamin that is necessary to prevent irritability fatigue, depression and even confusion. *“Unlike folate, folic acid isn’t found in nature, so we don’t know the effect of the excess.”* says folic acid researcher David Smith, PhD
- **Whole Grains** Whole grains also help to soothe your mood because they’re rich in B vitamins. Make sure you’re really eating something with whole grains, though, and not just “whole wheat” bread that’s actually mostly refined flour.
- **Beef** Yes, red meat CAN be good for you! Beef is a great source of B vitamins and mood-stabilizing zinc and iron. To get the most health benefits, stick to organic, grass-fed beef.
- **Berries** Berries are rich in antioxidants like vitamin C, which is known to help keep the stress hormone cortisol steady.
- **Nuts** Almonds are rich in vitamin E, which helps to fight some of the damage caused by stress. Brazil nuts, meanwhile, contain lots of zinc and selenium, which also fight free radicals.
- **Salmon** The omega-3 fats found in salmon may help to reduce feelings of stress.
- **Chicken Breast** Chicken is a great source of tryptophan, which can help you sleep better and elevate your mood (as a bonus, it can even help to regulate your appetite!). Contrary to popular belief, chicken breast actually contains slightly more tryptophan than turkey.
- **Avocados** Add some avocado slices to your sandwich or salad or whip up a batch of guacamole for a quick boost in your B vitamins (plus, avocados can help prevent cancer and they’re great for your heart!).

5. Get Support: Stress can lead to feelings of depression and even isolation; keeping a network of social ties can help to reduce those negative feelings and boost your mood. It can also open new opportunities in your life, which may boost your feelings of well-being.

A separate study published in the Journal of the American College of Cardiology also found that stress, including anger and other strong emotions, can predict arrhythmias (irregular heartbeat) and may even lead to sudden cardiac arrest (which kills 95% of those it strikes).

"It's an important study because we are beginning to understand how anger and other types of mental stress can trigger potentially lethal ventricular arrhythmias, especially among patients with structural heart abnormalities," Dr. Rachel Lampert of the Yale University School of Medicine in New Haven, Conn., said on UPI.com.

Stress Impacts Your Health on Multiple Levels

Chronic stress is known to actually intensify inflammation, according to the American Psychological Association (APA), which makes you more vulnerable to inflammatory and neurodegenerative diseases like multiple sclerosis.

You may also not have known that stress can actually accelerate aging. According to a 2006 study presented at the 114th Annual Convention of the APA, people with chronic stress are more likely to suffer from age-related diseases including Alzheimer's disease, major depression, mental decline, osteoporosis and metabolic syndrome.

Stress can also trigger diabetes, or worsen it if you already have it, because when your body is stressed it releases stress hormones that automatically release extra sugar into your bloodstream (which is, of course, not a good thing for someone with diabetes who is already struggling with high blood sugar).

Stress can even impact your weight. According to the Study of Women's Health Across the Nation, the greater the stress in a woman's life, the greater her weight. This was true even after other factors, like exercise habits, diet and smoking, were accounted for.

How to Keep Your Stress Levels Under Control

It's hard to feel calm and relaxed all the time, but if you're feeling your stress levels rise at least take comfort in the fact that you're not alone. Nearly 75 percent of Americans say they're stressed, with money and work topping the list for why, according to a Stress in America survey by the American Psychological Association.

Learning effective stress-management tools is therefore essential for your mental sanity and your physical health, and here we've listed five methods you can start using today.

1. Exercise: Aside from strengthening your heart and lungs, two organs that can become physically affected from too much stress, it's great for your mental health too. Exercising increases the levels of endorphins in your body, which stimulate your immune system, reduce stress and put you in a better mood.

Stretching should be integrated with your exercise routine, as it will provide you with increased energy levels and an even greater sense of well-being. There are countless stretches for your body, but it takes just 15 of them to stretch 95 percent of your body, according to stretching expert and creator of the DVD *Stretching Toward a Healthier Life*, Jacques Gauthier.

NEGATIVE EFFECTS OF STRESS ON YOUR BODY

By [ecohealthwellness](#)



Researchers from the University of Connecticut Health Center have found a striking link between your nervous system and your immune system, revealing just how chronic stress may kill you.

The researchers found that the same part of your nervous system that is responsible for the fight-or-flight stress response (the sympathetic nervous system (SNS)) also controls regulatory T cells, which are used by your body to end an immune response once the threatening foreign invader has been destroyed.

“We show for the first time that the nervous system controls the central immune police cells, called regulatory T cells,” said Robert E. Cone, Ph.D., a senior researcher at the University of Connecticut Health Center, in ScienceDaily. “This further shows that it is imperative to concentrate on the neuro-immune interactions and to understand how these two different systems, the immune and nervous systems, interact.”

Their new research on mice revealed that the sympathetic nervous system can negatively impact your immune system, and also shed some light on why stress often exacerbates autoimmune disorders like lupus, arthritis and eczema.

“Neurological events mediated by the SNS, such as a stress response, may affect the number of T cells that regulate an immune response,” the researchers wrote.

Human Relations

- Am I sensitive to the needs of students? Do I treat all students fairly and objectively?
- Do I make myself available to students who have concerns or issues that they want to discuss?
- Do I work cooperatively with other staff and the school administration?
- Do I work to promote harmony among the school staff?
- Do I communicate effectively and regularly with parents?
- Do I listen compassionately to parents' concerns?

Professionalism

- Am I personally committed to student growth and development?
 - What do I do to promote and become involved in the total school program?
 - Am I open to new ideas and approaches?
 - Do I strive for improvement through involvement in professional development activities?
 - Am I willing to serve on school and district committees?
 - What do I do to keep abreast of professional literature in teaching and curriculum?
-

TEACHER SELF-ASSESSMENT

Consider the questions below and reflect upon your own performance in each area:

Planning and Preparation

- Do I prepare for lessons adequately and assemble all materials prior to instruction?
- Are goals, objectives, and outcomes clear in my own mind?
- Do I anticipate questions that students might risk, or problems with the lesson?
- Are key questions specified?
- Am I clear about the instructional strategies I intend to employ in lessons?
- Do I specify assessment techniques?

Instructional Skills

- What do I do to motivate students for learning?
- Do I communicate objectives to students at the beginning of lessons?
- Are instructional materials varied and intrinsically interesting?
- Do I ask questions to probe student understanding of the learning?
- Do I adjust lessons as necessary, depending upon student comprehension?
- Have I anticipated and made adjustments for individual learning styles?
- What do I do to make lessons relevant to children's lives.
- Do I provide opportunities for students to share and collaborate?
- Are students actively involved throughout my lessons?
- Do I invite students to share and elaborate upon their lessons?
- What do I do to foster higher levels of thinking?
- Do I encourage students to assume responsibility for their own learning?
- Do I provide opportunities for students to reflect upon their own learning?
- Do I ask students to summarize what they think they have learned at the end of lessons?

Learning Atmosphere

- Is my classroom attractive, inviting, and cheerful? Is student work displayed?
- Am I respectful of all students, regardless of their ability or background?
- Do I take steps to ensure maximum participation on the part of all students?
- What do I do to promote student self-discipline and responsibility?
- What do I do to promote a positive, enthusiastic attitude?
- Are students in my class excited and enthusiastic about learning?
- What do I do to create an atmosphere in which students feel free to take risks?

<p style="text-align: center;">RIVERSIDE HIGH SCHOOL RECOMMENDED LESSON PLAN FORMAT</p>
<p>TEACHER:</p>
<p>SUBJECT/GRADE LEVEL:</p>
<p>INSTRUCTIONAL STANDARD:</p>
<p>PERFORMANCE OBJECTIVE:</p>
<p>Lesson Topic: The "umbrella" content organizer. It is the instructional material to be covered which is based on the content curriculum.</p>

Instructional Objective

This is a statement, which informs the student, what he/she will be able to do by the end of the lesson: the aim of the learning session.

Motivation:

This is the activity(ies), problem(s), idea(s), picture(s), etc. which produces a mental set. The motivation is used to "hook" the student into the lesson. It should be based on the level of student interest/experiences and sustained throughout the lesson.

Teacher Input:

1) This is the instructional delivery of the teacher. It gives the learner the information needed to complete the objective of the lesson. Activities such as books, films, diagrams, records, pictures, demonstrations, etc. are to be used.

2) Part of this process is teacher modeling which allows the student to see an acceptable finished product.

3) Checking for understanding - the teacher quickly checks for the students' possession of essential information - individual, random, whole group.

Guided/Independent Practices:

Guided: Teacher circulates the room giving immediate clarification and review.

Independent Practice: Students do private, individual work based on extending the lesson objective.

Closure:

This is the final summary that clarifies the concepts/skills taught.

Extended Practice (Homework):**COMMENTS:**

SAMPLE

CLASSROOM CLIMATE – SET THE STAGE

- Step 1: Stand at the door to greet the students – this will demonstrate your interest in interacting with students from the moment they enter the classroom.
- Step 2: When you are ready to begin class, get everyone's full attention before you start. If the lesson is started while some students are still talking or are out of their seats, students will assume that it is all right to engage in those behaviors while class is in session.
- Step 3: Present class rules and consequences for misbehavior – this allows you to clarify your expectations prior to any opportunity for student misbehavior.
- Step 4: Take attendance – while students are completing an introductory task.
- Step 5: Explain your procedures for assigning and collecting work – be clear and explain any consequences for late assignments.
- Step 6: Explain your grading system – pass out handouts on assignments and grading so that students will have detailed information.

THE EFFECTIVE TEACHER

The effective teacher:

- Exhibits and communicates positive expectations for all students;
- Establishes and implements good classroom management techniques;
- Sets rules, arranges seating and establishes a classroom environment which expedites student achievement;
- Designs lessons for student mastery;
- Uses data to inform instruction;
- Finds a mentor for a role model;
- Attends professional meetings to learn effective teaching strategies;
- Has a goal for excellence in instruction;
- Creates a classroom climate that communicates positive expectations;
- Involves parents in the education of their children;
- Is a role model for students;
- Meets the needs of all learners;
- Maintains and communicates a running progress of student work and achievements;
- Maximizes student learning through effective time management;
- Actively engages in students' meaningful learning;
- Gives both formative and summative assessments; and
- Strives to be a professional at all times.

- *Create a learning-centered classroom* – a characteristic of an exciting classroom is creation of a visually stimulating environment that reflects curricular contents, State Standards, and performance expectations.
- *Seating assignments/arrangement* – seating assignments should not be confused with seating arrangements. Seat assignments will enhance classroom management and may be changed as seats are arranged in various patterns to accommodate learning styles or cooperative instructional strategies.
- *Designing lessons* – create lessons that best serve the grade, content, and/or ability level of your students. Maintain a binder or collection of binders in which the plans are stored and be easily carried to meetings with colleagues, parents, and/or administrators. Binders will enable you to make changes to your plans while maintaining congruence between the sequence of lessons and curriculum guides and maps.

CHECKLIST FOR TEACHERS NEW TO THE BUILDING

The following is a guide to finding out critical information with reference to school policies:

- _____ Do you have a copy of the school discipline policy?
- _____ Are you expected to discuss these policies with students?
- _____ What are the procedures for referring a misbehaving student to Student Managers and/or administrators?
- _____ What behaviors do the administrators feel should be referred to the office as opposed to those handled in the classroom?
- _____ To what extent are you expected to monitor halls and restrooms?
- _____ What are you expected to do if a student you do not know is misbehaving in the halls or restrooms?
- _____ What kind of records are you expected to keep regarding student behavior, attendance, tardiness, etc.?
- _____ What are the procedures for allowing students to use the library, computer center, etc. during class time?
- _____ What is the "hall" pass policy?
- _____ What is your administrative duty assignment?

CHARACTERISTICS OF EFFECTIVE MANAGEMENT PRACTICES

- Students are highly involved;
- Students know what is expected of them and they are given frequent opportunities to succeed;
- There is little wasted time, confusion, or disruption;
- The climate is work-oriented, but relaxed.

PROFESSIONAL TIPS

1. Dress as a professional -
 - a. Professional attire commands professional recognition;
 - b. Visitors to the school should be able to tell the difference between students and teachers.
2. Model respectful behavior towards -
 - a. Students
 - b. Staff
 - c. Parents
 - d. Visitors
3. Keep student information CONFIDENTIAL
4. Keep informed about educational issues –
 - a. Seek membership in professional organizations;
 - b. Subscribe to professional journals;
 - c. Research professional trends.
5. Actively pursue professional growth opportunities including –
 - a. Workshops
 - b. In-services classes
 - c. Conferences
 - d. Graduate classes, etc.

PREPARING FOR THE FIRST DAYS OF SCHOOL

First impressions are the most lasting and even the youngest of children have a strong sense of the preparedness and capabilities of their teachers. Preparing for the first days or weeks of school requires common sense and planning. Planning takes time, and when done well, will provide a seamless thread uniting instructional strategies and student performance with learning standards and performance objectives. Good teaching is the result of good planning. Excellent teaching is the result of excellent planning. Include the following as routine in planning and designing lessons:

- *Student supplies* – prepare a list of classroom supplies you would like your students to have in class.
- *Class rosters* – review class rosters and familiarize yourself with the correct pronunciation of student names.
- *Organize materials for student use* – organize the classroom so that supplies, materials and equipment are easily accessible to students.

CLASS ASSIGNMENT
(For Use By Substitute Teacher)

Period _____

Date _____

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The paper appears to be a standard notebook page, possibly from a composition book or a legal pad. The edges of the paper are slightly irregular, suggesting it might be a scan of a physical document. There is no handwriting or other markings on the page.

TO SUBSTITUTE: This assignment will be graded by the teacher. Collect all papers from the students and place them in the teacher's mailbox in the main office. Please return the teacher's folder to the main office before you leave the building.

RIVERSIDE HIGH SCHOOL

SUB DATA SHEET

TEACHER'S NAME: _____

DATE: _____

SUBJECT: _____

<u>Period</u>	<u>Subject</u>	<u>Room</u>	<u>Start</u>	<u>End</u>	<u>Student Assistant</u>
Period 1	_____	_____	7:45	8:32	_____
Period 2	_____	_____	8:36	9:23	_____
Period 3	_____	_____	9:27	10:14	_____
P.A. Messages	_____	_____	10:14	10:19	_____
Period 4	_____	_____	10:23	11:09	_____
Period 5	_____	_____	11:13	11:59	_____
Period 6	_____	_____	12:03	12:49	_____
Period 7	_____	_____	12:53	1:39	_____
Period 8	_____	_____	1:43	2:29	_____

NOTES:

Teachers Due In Class 7:40

Student Late Bell 7:45

School Dismissal 2:29

Lesson Plans are Located: _____

Seating Chart is Located: _____

Teacher(s) to Assist: _____

Special Instructions: _____

RIVERSIDE HIGH SCHOOL

RESPONSIBILITIES OF SUBSTITUTES

Substitutes are to teach and provide meaningful instruction to all classes assigned to them. It is the substitute's responsibility to:

1. Pick up substitute folder in main office and sign in.
2. Seek advice of an administrator if lesson plans or other procedures are unclear.
3. Adhere to lesson plans provided by the teacher.
4. Report to hall duty and/or other assignments given to them during the course of the day on time.
5. Adhere to classroom policies and practices outlined by the regular teacher in the Substitute Folder.
6. Assist all teachers in the halls during change of classes.
7. Passes - No substitute is to send a student to the library or give a student a bathroom pass unless there is an extreme emergency. No bathroom passes should be given during Periods 1 and/or 8. Use only the official *Substitute Passes* provided.
8. Students are NOT to be dismissed before the bell for any reason.
9. Check to see that the room is left tidy and the door is locked.
10. Make sure all materials have been returned by students and put away in appropriate cabinet, shelves, etc.
11. Place student assignments on teacher's desk, return Substitute Folder to the Main Office at the end of each school day.
12. Return folder feedback sheets to the Main Office.
13. Return the key(s) to the Main Office and check with the secretary as to the need for future services.

RIVERSIDE HIGH SCHOOL
565 Warburton Avenue
Yonkers, New York 10701
(914) 376-8425

«First_Name» «Last_Name»
«Area_of_Certification»

Dear Substitute Teacher,

The substitute packet you received this morning was prepared in a professional manner by the staff member listed above. This packet includes specific instructions for the day, attendance rosters/class lists and lesson plans for each class you will be instructing.

Please read the attached directions and responsibilities carefully to prepare yourself for the day's assignment.

The instructional day at Riverside High School ends at 2:29 p.m. at which time you may return the substitute folder to the secretary in the main office. Any substitute leaving before 2:29 p.m. must receive permission from the Principal.

If you have any questions or concerns, please do not hesitate to contact a member of the administrative staff.

Sincerely,

The Administrative Staff

RIVERSIDE HIGH SCHOOL

GENERAL INSTRUCTIONS FOR SUBSTITUTE

Report to the main office for your assignment at 7:35 a.m. and pick up the substitute folder.

Subject Class Assignment

- A. Each class must be an instructional period.
- B. Do not give students a study hall unless you are unable to teach the subject, in which case you should notify an administrator.
- C. If no lesson plan is left by the teacher, notify the main office immediately.
- D. Take attendance – see Ms. DiResta in the attendance for a class list printout. As often as possible, please return the completed attendance class list to Ms. Tirado for input. All attendance must be given to Ms. Tirado before you leave for the day.
- E. Please Note: Students are not to be excused to the Library, Study Hall or Cafeteria.

Dismissal

- A. Return the sub folder to the main office.
- B. Sign out from the main office at 2:29 p.m.

Substitute Folders

It is extremely important that substitute teachers have as much information to work with as you can possibly provide them. Subsequently, each teacher has the responsibility of preparing complete and specific substitute plans. Outlined below are the guidelines which teachers should follow in preparing substitute plans:

- A. Complete a substitute folder and submit it to the main office by the **last Friday of September**. This folder must contain the substitute information forms, as well as emergency lesson plans, information as to where materials are, a roster of students in class, and seating charts, if used. A good lesson plan for substitutes should be relative to the material being covered in class during a specific period of time. It should include goals, objectives, expected outcomes, materials and/or resources to use, and evaluation criteria. Lessons should be an activity in which students would be required to submit a written assignment for grading by the subject teacher. This process will be monitored by the administrator assigned.
 - B. Update substitute folders regularly.
 - C. Prepare students for teacher absence by frequently discussing the student's expectations in terms of reporting to class, proper behavior for substitutes, role of substitutes, completing assignments, etc.
 - D. Follow-up on class assignments, reported discipline problems, etc. Give all assignments not completed for substitute "o", and follow-up on students not reporting to class.
 - E. Make sure class enrollment sheets, as well as a copy of the written instructions concerning the attendance taking process should be readily available in the sub folder as well.
-



YONKERS PUBLIC SCHOOLS

DATE REQUIRED: _____

PRINT SHOP REQUISITION FORM

(PLEASE USE ONE FORM PER JOB)

REQUEST FROM _____ DATE: _____

FINISHED WORK DELIVERED: _____ PHONE NO. _____

DEPARTMENT/ SCHOOL: _____

NO. OF PAGES	NO. OF COPIES/ SETS	PAPER COLOR	PRINT ONE SIDED	PRINT TWO SIDED	STAP -LED	FOLD	3 HOL DRII

SPECIAL INSTRUCTIONS: _____

PAPER TYPE ☐ NORMAL ☐ CARD STOCK

ALL SIGNATURES, GRAPHICS AND BODY COPY ON WORK SUBMITTED MUST BE IN BLACK INK

Please allow 5 working days from the date the job is received. Please send original artwork whenever available to help maximize quality of job. The Print Shop will not be responsible for delay of job because of poor quality artwork supplied. All jobs sent to the Print Shop must include a completed and signed Print Shop Requisition Form to avoid delay. Additional Print Shop Requisition Forms are available from the Public Information Department located at One Larkin Center, or call 376-8092.

I HAVE PROOFREAD THE ATTACHED DOCUMENT AND CERTIFY THAT IT MEETS WITH MY APPROVAL AND IS READY FOR PRINTING

SIGNATURE (REQUIRED) _____

TITLE _____

PRINT SHOP USE ONLY			
DATE RECEIVED	DATE COMPLETED	PREP TIME	RUN TIME

PROCEDURES FOR COPIES

Please hand in all requests for copies to the aid in charge of copying (located in the main office). Request forms are available from the aide.

ALL REQUESTS FOR COPIES SHOULD BE GIVEN WITH A MINIMUM OF TWO (2) DAYS NOTICE.

Please specify number of copies and date needed.

Place in the "in tray" located on the attendance office.

The copy aide will be responsible for running all copies. The large copier Xerox 4595 is **NOT TO BE USED BY TEACHERS.**

Please restrict the number of originals to be copied. If large quantities are needed, please submit them to the district's Print Shop by completing the following *Print Shop Requisition Form* (attached).

RIVERSIDE In-House IT Help Request

Teacher's Name: _____

Date of Request: _____

Room Number: _____

Brief description of the IT issue you are experiencing:

Return form to Ms. De's Mailbox

CTE Teacher: _____

Date Assisted: _____

Assistance Provided:

Riverside IT Help

Teachers in need of assistance with their IT needs should be making requests to the district IT Help Desk.

There are three ways to report computer problems to the Technology Helpdesk:

1. Email - helpdesk@yonkerspublicschools.org
2. Telephone – 376-8637
3. Fax – 376-8633 [Click here and print out the form.](#)

When e-mailing a problem to the helpdesk, enter a brief and accurate description of the problem in the subject of the email. The only information you should enter in the body of the email is the name of the person having the problem, the school or department name, the room number and telephone number. Helpdesk email is checked daily and tickets will be created and assigned to technicians upon being read.

The email address is helpdesk@yonkerspublicschools.org

For minor IT problems with desktops, laptops, and SMARTBoards, should fill out the “**Riverside IT Help Request**” form and submit to Ms. De. If the CTE department is able to help, they will try to assist as best as they can. Do **NOT** go to the CTE teachers directly or interrupt their instructional time.

Any IT equipment (desktops, laptops, keyboards, projectors, etc.) that is signed out from the CTE department must be returned in good working condition at the end of the year. Teachers are responsible for maintaining the equipment during the school year. Stickers and labels from the equipment must **NOT** be removed. Do **NOT** write your name or room numbers on the equipment.

CALCULATION OF MID-YEAR AVERAGE

Course	1 st Quarter	2 nd Quarter	Mid- Year Exam	January Regents	Mid- Year Average	3 rd Quarter	4 th Quarter	Final Exam	June Regents	Final Average
Full Year Course	45%	45%	10%	--	100%					
Semester One Course	45%	45%	10%	--	100%					

CALCULATION OF FINAL AVERAGE

Course	1 st Quarter	2 nd Quarter	Mid- Year Exam	January Regents	Mid- Year Average	3 rd Quarter	4 th Quarter	Final Exam	June Regents	Final Average
Full Year Course	20%	20%	10%	--	--	20%	20%	10%	--	100%
Semester One Course	45%	45%	10%	--	--	--	--	--	--	100%
Semester Two Course	--	--	--	--	--	45%	45%	10%	--	100%



YONKERS PUBLIC SCHOOLS

CALCULATION OF MID-YEAR AND FINAL AVERAGES

SECONDARY SCHOOL COURSES

FULL YEAR COURSES ENDING IN REGENTS

Mid-year course averages for full-year courses will be calculated by averaging the first and second quarters together with the mid-year exam. January Regents exams will appear on the report card for informational purposes only.

Final course averages for full-year courses will be calculated by averaging the four quarters, the mid-year exam and the final exam. June Regents exams will appear on the report card for informational purposes only.

FULL YEAR COURSES NOT ENDING IN REGENTS

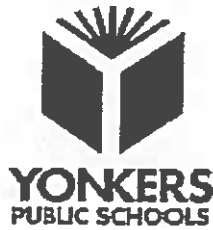
Mid-year course averages for full-year courses will be calculated by averaging the first and second quarters together with themed-year exams.

Final course averages for full-year courses will be calculated by averaging the four quarters, the mid-year exam and the final exam.

SEMESTER COURSES

Final course averages for semester (1/2 year) courses will be calculated by averaging grades assigned to a student during the semester's two quarters with a final exam.

NOTE: Please be aware that Regents exams are not to be used in calculating mid-year or final averages.



Innovation • Inspiration • Excellence for All

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Yonkers, New York 10701
Tel: 914 376-8425
Fax: 914 376-8475
dsolimene@yonkerspublicschools.org

Dr. Edwin M. Quezada
Superintendent of Schools

Dr. Andrea S. Coddett
Deputy Superintendent

RoseAnna Collins-Judon
Assistant Superintendent
Curriculum and Instruction

Dr. Don Solimene
Principal
Riverside High School

To: All Staff

From: Dr. Don N. Solimene

Re: Calculation of Mid-Year and Final Year Averages

Regents exams will no longer be factored in the calculation of mid-year and final averages. Regents exam results will appear on the report card; however, a mid-year and final examination must be used in this calculation.

For your information, please refer to the attached document.

Thank You.



YONKERS PUBLIC SCHOOLS

REQUEST FOR REPORT CARD GRADE CHANGE

***ALL GRADE CHANGES MUST BE APPROVED BY
THE PRINCIPAL***

DATE: _____

STUDENT: _____ **ID#** _____

COURSE #: _____ **PERIOD:** _____

NEW GRADE: _____ **QUARTER:** _____

REASON FOR GRADE CHANGE: _____

TEACHER'S SIGNATURE

TEACHER'S NAME (PRINT)

PRINCIPAL'S SIGNATURE



YONKERS PUBLIC SCHOOLS

Secondary School Grading Policy (Grades 7 – 12)

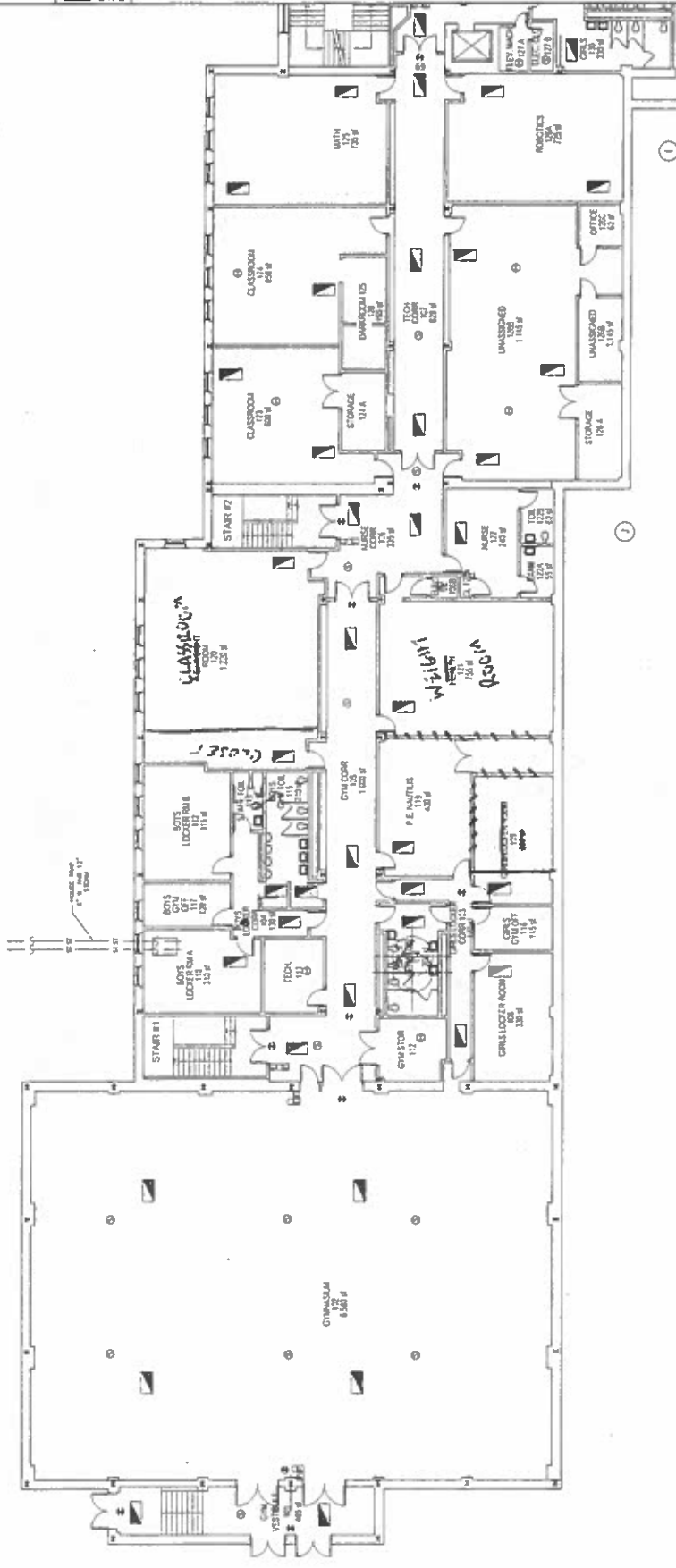
2019 - 2020

A student who receives a grade of 0-49 will receive a letter grade of F.

All F's for fall semester courses must be changed no later than December 1st; spring semester courses and full year courses no later than May 15th.

The *Request for Report Card Grade Change* form, attached, will be used to change F's to a numeric grade. Only this form will be used and it requires a signature from both the teacher and the principal.

Students who earn an F in any class will not be eligible for honor roll. In addition, the mid-year average for the course in which the students receive an F will be calculated as a zero.



1st FLOOR PLAN - SOUTH

NOTES:
1. ALL ROOMS SHALL BE FINISHED TO THE FINISHES SHOWN ON THE FINISH SCHEDULE.
2. ALL ROOMS SHALL BE FINISHED TO THE FINISHES SHOWN ON THE FINISH SCHEDULE.
3. ALL ROOMS SHALL BE FINISHED TO THE FINISHES SHOWN ON THE FINISH SCHEDULE.
4. ALL ROOMS SHALL BE FINISHED TO THE FINISHES SHOWN ON THE FINISH SCHEDULE.
5. ALL ROOMS SHALL BE FINISHED TO THE FINISHES SHOWN ON THE FINISH SCHEDULE.
6. ALL ROOMS SHALL BE FINISHED TO THE FINISHES SHOWN ON THE FINISH SCHEDULE.
7. ALL ROOMS SHALL BE FINISHED TO THE FINISHES SHOWN ON THE FINISH SCHEDULE.
8. ALL ROOMS SHALL BE FINISHED TO THE FINISHES SHOWN ON THE FINISH SCHEDULE.
9. ALL ROOMS SHALL BE FINISHED TO THE FINISHES SHOWN ON THE FINISH SCHEDULE.
10. ALL ROOMS SHALL BE FINISHED TO THE FINISHES SHOWN ON THE FINISH SCHEDULE.

NO.	DATE	DESCRIPTION
1	07/17/11	ISSUED FOR PERMIT
2	07/17/11	ISSUED FOR PERMIT
3	07/17/11	ISSUED FOR PERMIT
4	07/17/11	ISSUED FOR PERMIT
5	07/17/11	ISSUED FOR PERMIT
6	07/17/11	ISSUED FOR PERMIT
7	07/17/11	ISSUED FOR PERMIT
8	07/17/11	ISSUED FOR PERMIT
9	07/17/11	ISSUED FOR PERMIT
10	07/17/11	ISSUED FOR PERMIT

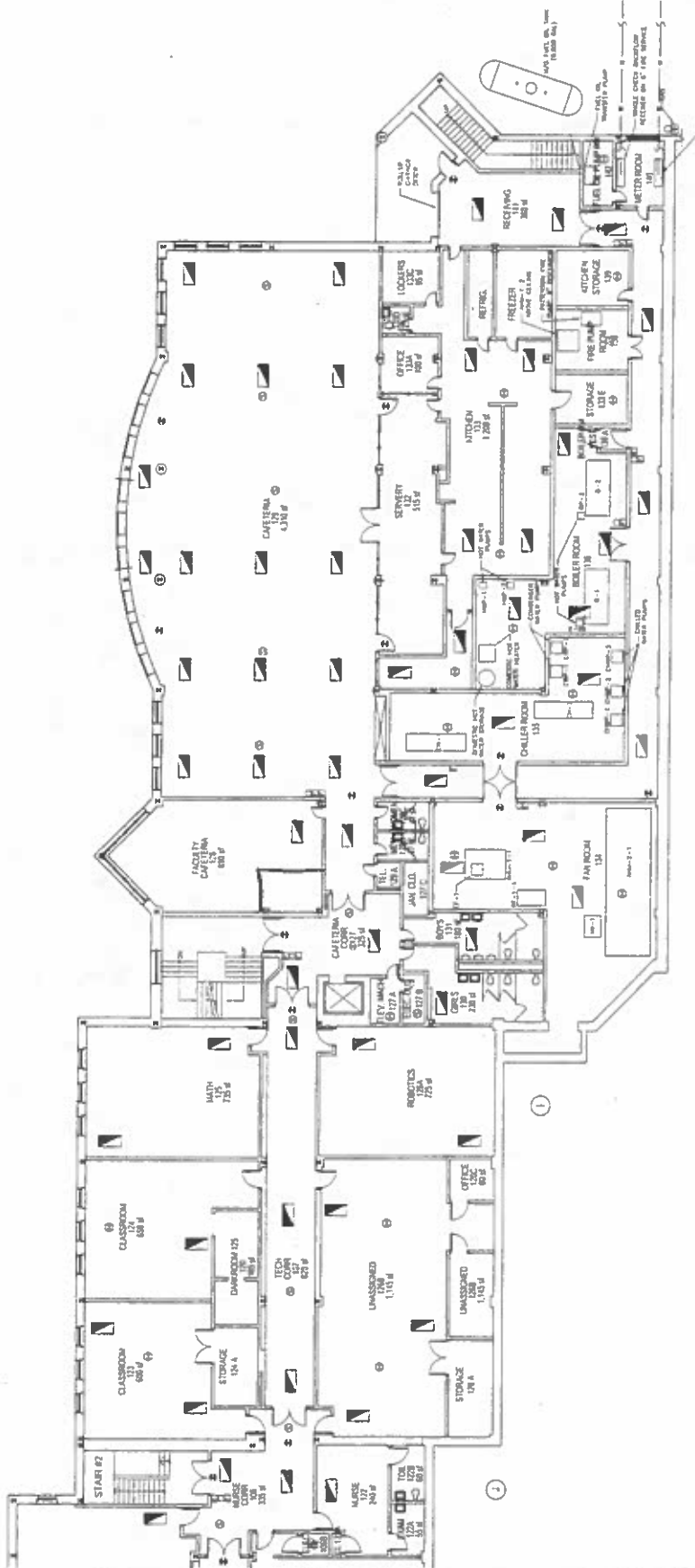
FIRST FLOOR
PLAN - SOUTH



A2.1a



Approved: Principal & Building Authority, on
behalf of the Board of Education, New York State
125 West Street Albany, New York 12242
12/15/2010 1:15:00 PM



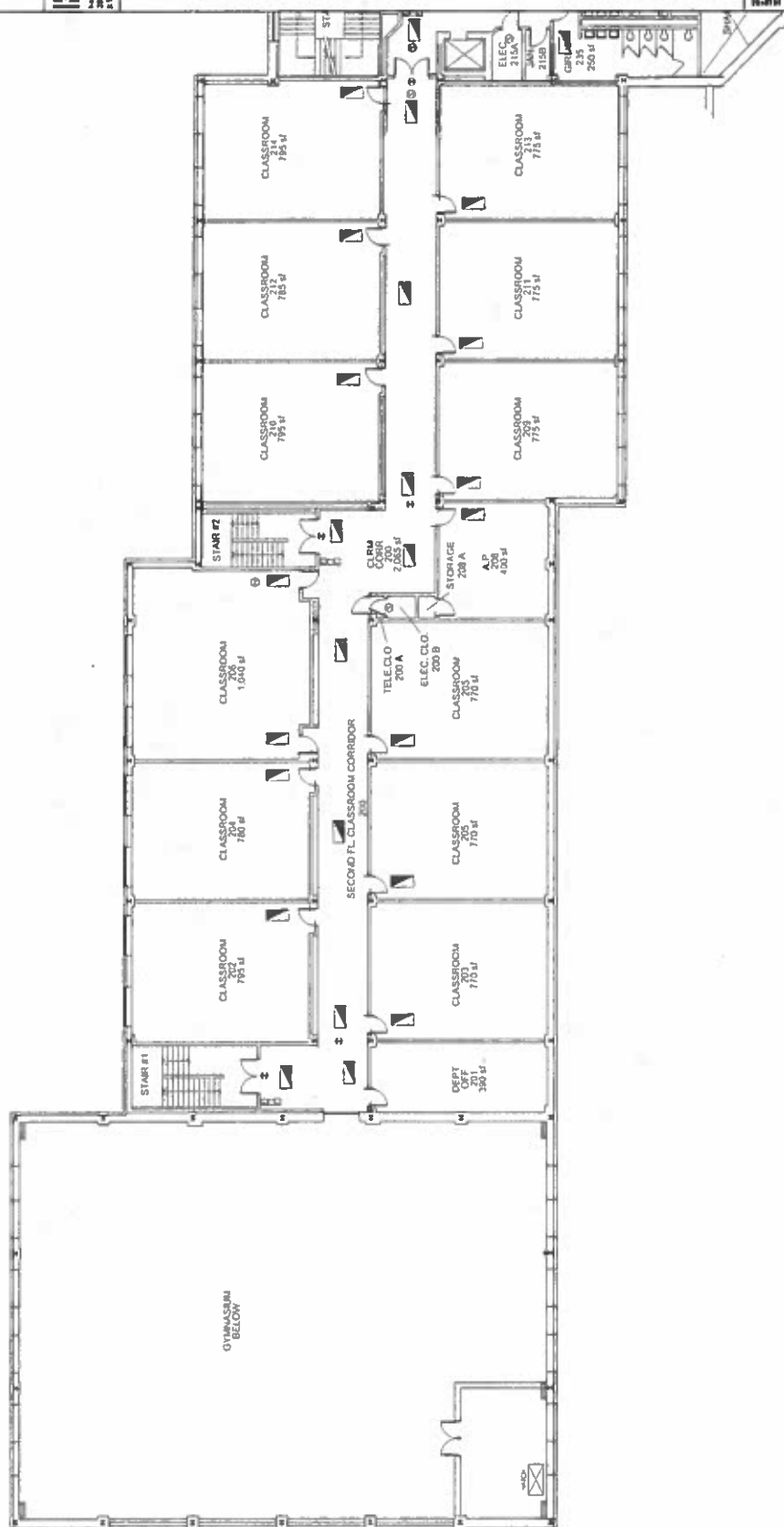
1st FLOOR PLAN - NORTH

Room	Area	Notes
101 CLASSROOM	688	
102 CLASSROOM	688	
103 CLASSROOM	688	
104 CLASSROOM	688	
105 CLASSROOM	688	
106 CLASSROOM	688	
107 CLASSROOM	688	
108 CLASSROOM	688	
109 CLASSROOM	688	
110 CLASSROOM	688	
111 CLASSROOM	688	
112 CLASSROOM	688	
113 CLASSROOM	688	
114 CLASSROOM	688	
115 CLASSROOM	688	
116 CLASSROOM	688	
117 CLASSROOM	688	
118 CLASSROOM	688	
119 CLASSROOM	688	
120 CLASSROOM	688	

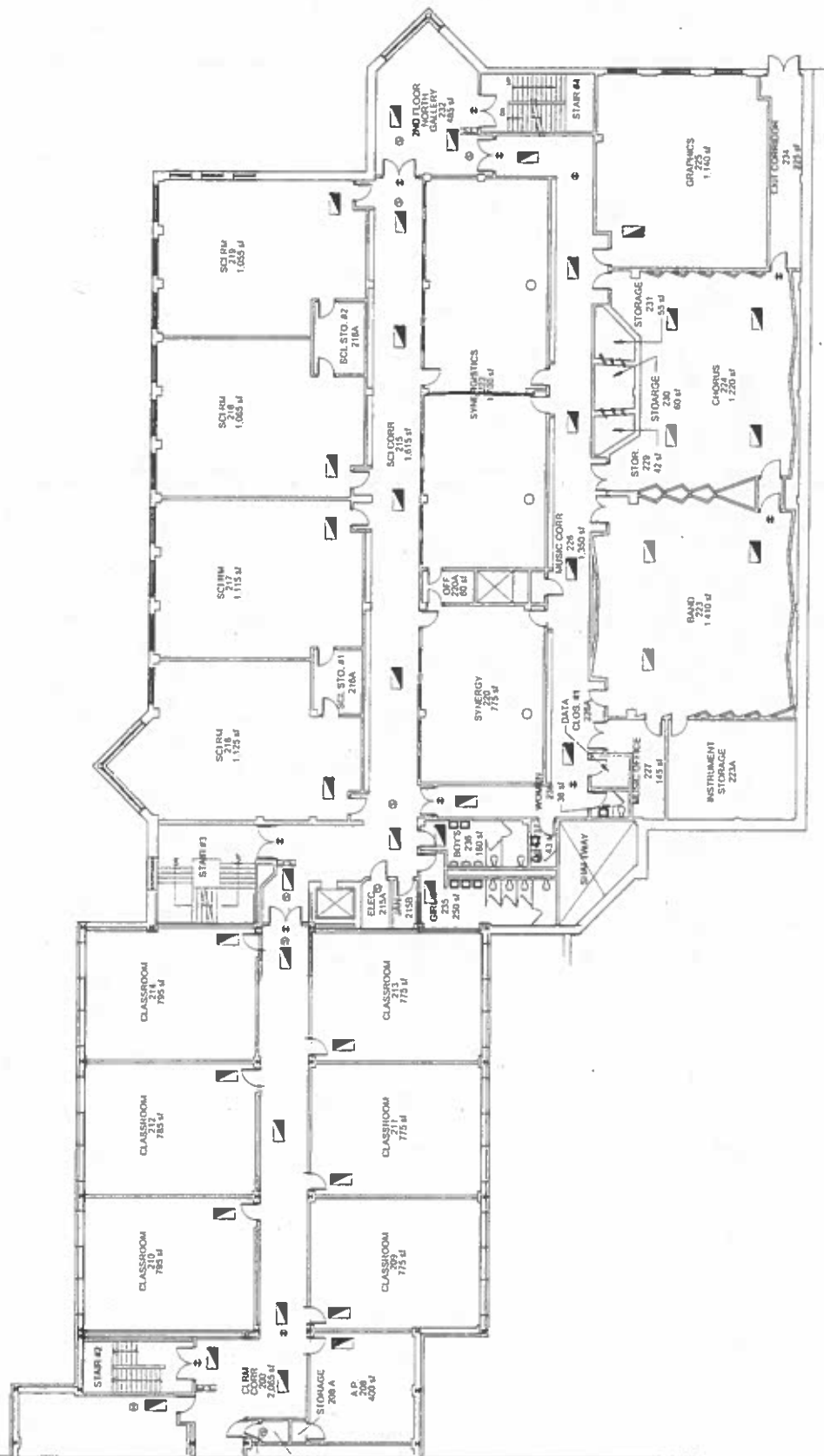
FIRST FLOOR
PLAN - NORTH

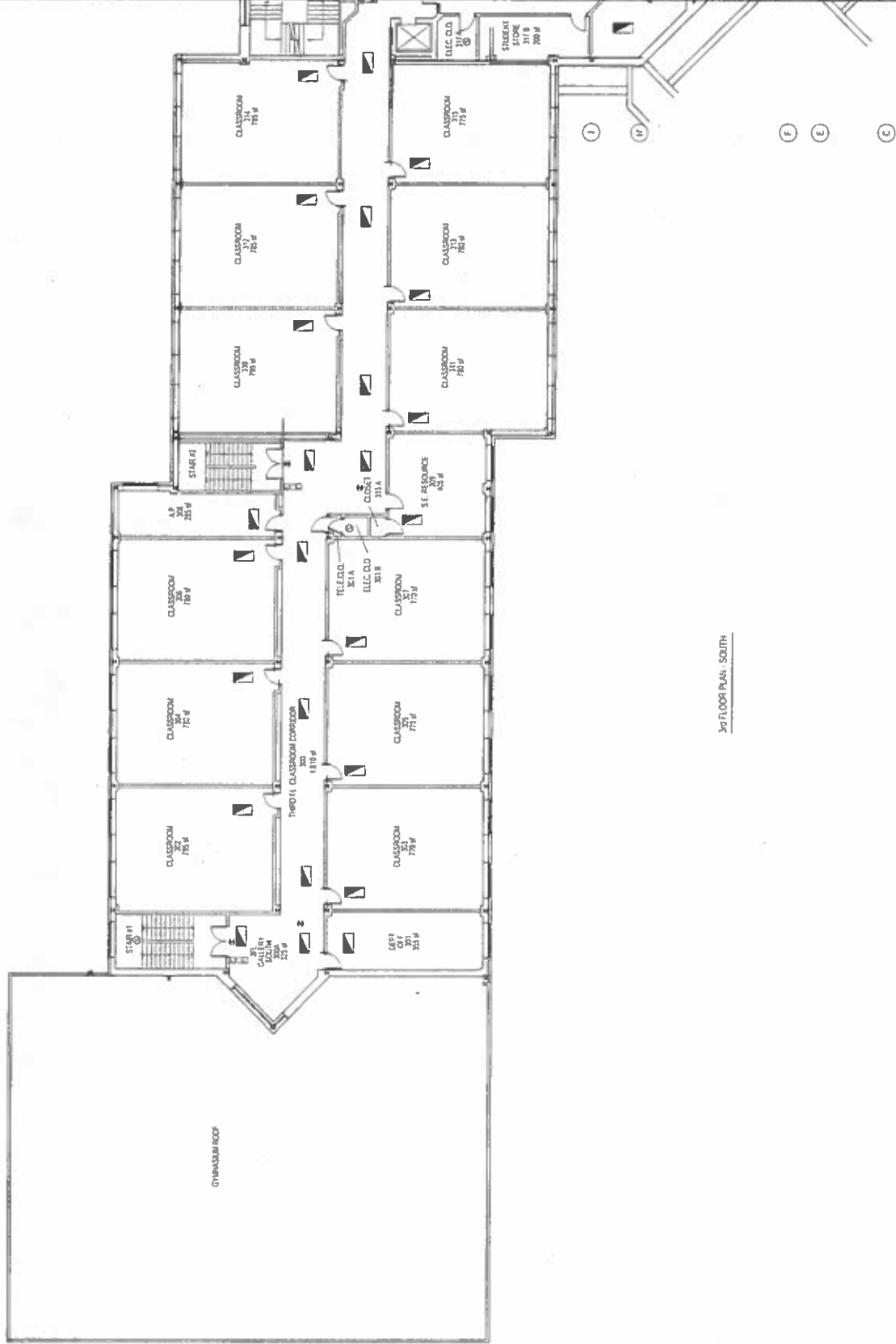


A2.1b



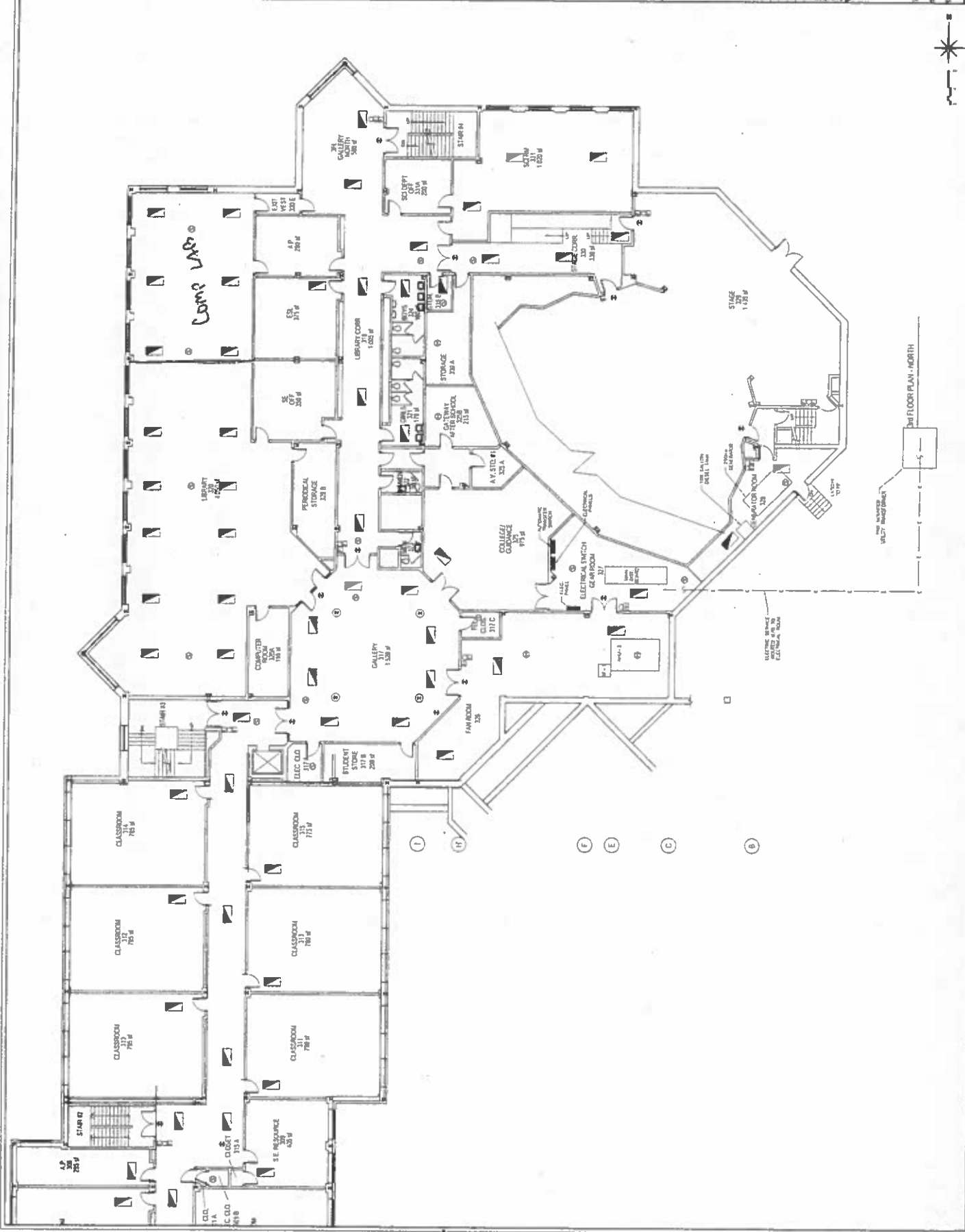
2ND FLOOR PLAN - SOUTH





THIRD FLOOR
PLAN - SOUTH

A2.3a





1st FLOOR PLAN

421&422	Make left to main lobby out front door to J.F.K. Blvd. cross street, stand on sidewalk.	Make right to stairwell 4 down to rear parking lot, make left to J.F.K. Blvd. cross street, stand on sidewalk to Above HRM Amphitheater alongside of Cars on sidewalk. Re-Entry to Riverside through Main Doors.
426	Make left to main lobby exit out front door to J.F.K. Blvd. cross street, stand on sidewalk.	Make right to stairwell 4 down to rear parking lot, make left to J.F.K. Blvd. cross street, stand on sidewalk to Above HRM Amphitheater alongside of Cars on sidewalk. Re-Entry to Riverside through Main Doors.
Auditorium	Exit rear stage door out exit walk towards school 25.	Exit auditorium entrance make left go out front door to J.F.K. Blvd. cross street, stand on sidewalk.
Wheel Chair Students.	Carried out by safety officer, schedule with officer at all times. Times/Schedules attached.	Or exit out of gym ramp.

Assembly Points and Re-Entry Plan

1st Floor – Line up across JFK Blvd along the bridge toward the Marina – Re-Entry through Rear of Gymnasium.

2nd Floor – Line up across JFK Blvd in Trevor Park and in front of HRM Amphitheater – Re-Entry through Rear of Gymnasium.

3rd Floor – Line up across JFK Blvd on sidewalk along parked cars toward the lamp post – Re-Entry through front doors/Main Lobby.

4th Floor – Line up across JFK Blvd on sidewalk along parked cars toward firehouse – Re-Entry through front doors/Main Lobby.

		Doors.
408	Make left to main lobby out front door to J.F.K. Blvd. cross street, stand on sidewalk.	Make right down stairwell 1 out rear parking lot make left to J.F.K. Blvd. cross street, stand on sidewalk.
409	Make right to main lobby out front door to J.F.K. Blvd. cross street, stand on sidewalk.	Make left down stairwell 1 out rear parking lot make left to J.F.K. Blvd. cross street, stand on sidewalk.
410-Guidance	Make left to main lobby out front door to J.F.K. Blvd. cross street, stand on sidewalk.	Make right down stairwell 2 down to rear parking lot, make left to J.F.K. Blvd. cross street, stand on sidewalk to Above HRM Amphitheater alongside of Cars on sidewalk. Re-Entry to Riverside through Main Doors.
411	Make right to main lobby out front door to J.F.K. Blvd. cross street, stand on sidewalk.	Make left down stairwell 2 down to rear parking lot, make left to J.F.K. Blvd. cross street, stand on sidewalk to Above HRM Amphitheater alongside of Cars on sidewalk. Re-Entry to Riverside through Main Doors.
412-Main Office	Straight out front door to J.F.K. Blvd. cross street, stand on sidewalk.	Make right down stairwell 4 down to rear parking lot, make left to J.F.K. Blvd. cross street, stand on sidewalk to Above HRM Amphitheater alongside of Cars on sidewalk. Re-Entry to Riverside through Main Doors.
414	Make right to main lobby out front door to J.F.K. Blvd. cross street, stand on sidewalk.	Make left down stairwell 4 down to rear parking lot, make left to J.F.K. Blvd. cross street, stand on sidewalk to Above HRM Amphitheater alongside of Cars on sidewalk. Re-Entry to Riverside through Main Doors.
415	Make right to main lobby out front door to J.F.K. Blvd. cross street, stand on sidewalk.	Make left down stairwell 4 down to rear parking lot, make left to J.F.K. Blvd. cross street, stand on sidewalk to Above HRM Amphitheater alongside of Cars on sidewalk. Re-Entry to Riverside through Main Doors.

	HRM Amphitheater alongside of Cars on sidewalk. Re-Entry to Riverside through Main Doors.	HRM Amphitheater alongside of Cars on sidewalk. Re-Entry to Riverside through Main Doors.
325A	Straight to stairwell 3 down to rear parking lot, make left to J.F.K. Blvd. cross street, stand on sidewalk to Above HRM Amphitheater alongside of Cars on sidewalk. Re-Entry to Riverside through Main Doors.	Make right to stairwell 4 down to rear parking lot, make left to J.F.K. Blvd. cross street, stand on sidewalk to Above HRM Amphitheater alongside of Cars on sidewalk. Re-Entry to Riverside through Main Doors.
325B/Gateway	Make right to stairwell 4 down to rear parking lot, make left to J.F.K. Blvd. cross street, stand on sidewalk to Above HRM Amphitheater alongside of Cars on sidewalk. Re-Entry to Riverside through Main Doors.	Make left to stairwell 3 down to rear parking lot, make left to J.F.K. Blvd. cross street, stand on sidewalk to Above HRM Amphitheater alongside of Cars on sidewalk. Re-Entry to Riverside through Main Doors.
331A	Make right to stairwell 4 down to rear parking lot, make left to J.F.K. Blvd. cross street, stand on sidewalk to Above HRM Amphitheater alongside of Cars on sidewalk. Re-Entry to Riverside through Main Doors.	Make left stairwell 3 down to rear parking lot, make left to J.F.K. Blvd. cross street, stand on sidewalk to Above HRM Amphitheater alongside of Cars on sidewalk. Re-Entry to Riverside through Main Doors.
331B	Make right to stairwell 4 down to rear parking lot, make left to J.F.K. Blvd. cross street, stand on sidewalk to Above HRM Amphitheater alongside of Cars on sidewalk. Re-Entry to Riverside through Main Doors.	Make left stairwell 3 down to rear parking lot, make left to J.F.K. Blvd. cross street, stand on sidewalk to Above HRM Amphitheater alongside of Cars on sidewalk. Re-Entry to Riverside through Main Doors.
406	Make left to main lobby out front door to J.F.K. Blvd. cross street, stand on sidewalk.	Make right down stairwell 2 down to rear parking lot, make left to J.F.K. Blvd. cross street, stand on sidewalk to Above HRM Amphitheater alongside of Cars on sidewalk. Re-Entry to Riverside through Main Doors.
407	Make right to main lobby out front door to J.F.K. Blvd. cross street, stand on sidewalk.	Left to stairwell 2 down to rear parking lot, make left to J.F.K. Blvd. cross street, stand on sidewalk to Above HRM Amphitheater alongside of Cars on sidewalk. Re-Entry to Riverside through Main

	Re-Entry to Riverside through Main Doors.	Re-Entry to Riverside through Main Doors.
313	Make right to stairwell 3 down to rear parking lot, make left to J.F.K. Blvd. cross street, stand on sidewalk to Above HRM Amphitheater alongside of Cars on sidewalk. Re-Entry to Riverside through Main Doors.	Make left to stairwell 2 down to rear parking lot, make left to J.F.K. Blvd. cross street, stand on sidewalk to Above HRM Amphitheater alongside of Cars on sidewalk. Re-Entry to Riverside through Main Doors.
314	Make left to stairwell 3 down to rear parking lot, make left to J.F.K. Blvd. cross street, stand on sidewalk to Above HRM Amphitheater alongside of Cars on sidewalk. Re-Entry to Riverside through Main Doors.	Make right to stairwell 2 down to rear parking lot, make left to J.F.K. Blvd. cross street, stand on sidewalk to Above HRM Amphitheater alongside of Cars on sidewalk. Re-Entry to Riverside through Main Doors.
315	Make right to stairwell 3 down to rear parking lot, make left to J.F.K. Blvd. cross street, stand on sidewalk to Above HRM Amphitheater alongside of Cars on sidewalk. Re-Entry to Riverside through Main Doors.	Make left to stairwell 2 down to rear parking lot, make left to J.F.K. Blvd. cross street, stand on sidewalk to Above HRM Amphitheater alongside of Cars on sidewalk. Re-Entry to Riverside through Main Doors.
320-Library	Make right to stairwell 3 down to rear parking lot, make left to J.F.K. Blvd. cross street, stand on sidewalk to Above HRM Amphitheater alongside of Cars on sidewalk. Re-Entry to Riverside through Main Doors.	Make left to stairwell 4 down to rear parking lot, make left to J.F.K. Blvd. cross street, stand on sidewalk to Above HRM Amphitheater alongside of Cars on sidewalk. Re-Entry to Riverside through Main Doors.
320-Rear Library Computer Lab	Make left to stairwell 4 down to rear parking lot, make left to J.F.K. Blvd. cross street, stand on sidewalk to Above HRM Amphitheater alongside of Cars on sidewalk. Re-Entry to Riverside through Main Doors.	Make Right to stairwell 3 down to rear parking lot, make left to J.F.K. Blvd. cross street, stand on sidewalk to Above HRM Amphitheater alongside of Cars on sidewalk. Re-Entry to Riverside through Main Doors.
320C	Make left to stairwell 4 down to rear parking lot, make left to J.F.K. Blvd. cross street, stand on sidewalk to Above HRM Amphitheater alongside of Cars on sidewalk. Re-Entry to Riverside through Main Doors.	Make right to stairwell 3 down to rear parking lot, make left to J.F.K. Blvd. cross street, stand on sidewalk to Above HRM Amphitheater alongside of Cars on sidewalk. Re-Entry to Riverside through Main Doors.
320D	Make left to stairwell 4 down to rear parking lot, make left to J.F.K. Blvd. cross street, stand on sidewalk to Above	Make right to stairwell 3 down to rear parking lot, make left to J.F.K. Blvd. cross street, stand on sidewalk to Above

306	Make left to stairwell 2 down to rear parking lot, make left to J.F.K. Blvd. cross street, stand on sidewalk to Above HRM Amphitheater alongside of Cars on sidewalk. Re-Entry to Riverside through Main Doors.	Make right to stairwell 1 down to rear parking lot, make left to J.F.K. Blvd. cross street, stand on sidewalk to Above HRM Amphitheater alongside of Cars on sidewalk. Re-Entry to Riverside through Main Doors.
307	Make left to stairwell 1 down to rear parking lot, make left to J.F.K. Blvd. cross street, stand on sidewalk to Above HRM Amphitheater alongside of Cars on sidewalk. Re-Entry to Riverside through Main Doors.	Make right to stairwell 2 down to rear parking lot, make left to J.F.K. Blvd. cross street, stand on sidewalk to Above HRM Amphitheater alongside of Cars on sidewalk. Re-Entry to Riverside through Main Doors.
308	Straight/Left to stairwell 2 down to rear parking lot, make left to J.F.K. Blvd. cross street, stand on sidewalk to Above HRM Amphitheater alongside of Cars on sidewalk. Re-Entry to Riverside through Main Doors.	Make right to stairwell 1 down to rear parking lot, make left to J.F.K. Blvd. cross street, stand on sidewalk to Above HRM Amphitheater alongside of Cars on sidewalk. Re-Entry to Riverside through Main Doors.
309	Straight to stairwell 2 down to rear parking lot, make left to J.F.K. Blvd. cross street, stand on sidewalk to Above HRM Amphitheater alongside of Cars on sidewalk. Re-Entry to Riverside through Main Doors.	Make left to stairwell 1 down to rear parking lot, make left to J.F.K. Blvd. cross street, stand on sidewalk to Above HRM Amphitheater alongside of Cars on sidewalk. Re-Entry to Riverside through Main Doors.
310	Make right to stairwell 2 down to rear parking lot, make left to J.F.K. Blvd. cross street, stand on sidewalk to Above HRM Amphitheater alongside of Cars on sidewalk. Re-Entry to Riverside through Main Doors.	Make right to stairwell 3 down to rear parking lot, make left to J.F.K. Blvd. cross street, stand on sidewalk to Above HRM Amphitheater alongside of Cars on sidewalk. Re-Entry to Riverside through Main Doors.
311	Make left to stairwell down to rear parking lot, make left to J.F.K. Blvd. cross street, stand on sidewalk to Above HRM Amphitheater alongside of Cars on sidewalk. Re-Entry to Riverside through Main Doors.	Make right to stairwell 3 down to rear parking lot, make left to J.F.K. Blvd. cross street, stand on sidewalk to Above HRM Amphitheater alongside of Cars on sidewalk. Re-Entry to Riverside through Main Doors.
312	Make left to stairwell 3 down to rear parking lot, make left to J.F.K. Blvd. cross street, stand on sidewalk to Above HRM Amphitheater alongside of Cars on sidewalk.	Make right to stairwell 2 down to rear parking lot, make left to J.F.K. Blvd. cross street, stand on sidewalk to Above HRM Amphitheater alongside of Cars on sidewalk.

224	Exit through Rear door through behind Room 225 to Side Exit. Exit onto walkway toward School 25. Line up behind firehouse.	Make right to stairwell 4 down to rear parking lot, make left to J.F.K. Blvd. cross street, stand on side walk to Trevor Park/HRM Amphitheater.
225	Make Right to stairwell 4 down to rear parking lot, make left to J.F.K. Blvd. cross street, stand on sidewalk to Trevor Park/HRM Amphitheater.	Make left to stairwell 3 down to rear parking lot, make left to J.F.K. Blvd. cross street, stand on side walk to Trevor Park/HRM Amphitheater.
301	Straight to Stairwell 1 down to rear parking lot, make left to J.F.K. Blvd. cross street, stand on sidewalk to Above HRM Amphitheater alongside of Cars on sidewalk. Re-Entry to Riverside through Main Doors.	Make right to stairwell 2 down to rear parking lot, make left to J.F.K. Blvd. cross street, stand on sidewalk to Above HRM Amphitheater alongside of Cars on sidewalk. Re-Entry to Riverside through Main Doors.
302	Make right to stairwell 1 down to rear parking lot, make left to J.F.K. Blvd. cross street, stand on sidewalk to Above HRM Amphitheater alongside of Cars on sidewalk. Re-Entry to Riverside through Main Doors.	Make left to stairwell 2 down to rear parking lot, make left to J.F.K. Blvd. cross street, stand on sidewalk to Above HRM Amphitheater alongside of Cars on sidewalk. Re-Entry to Riverside through Main Doors.
303	Make left to stairwell 1 down to rear parking lot, make left to J.F.K. Blvd. cross street, stand on sidewalk to Above HRM Amphitheater alongside of Cars on sidewalk. Re-Entry to Riverside through Main Doors.	Make right to stairwell 2 down to rear parking lot, make left to J.F.K. Blvd. cross street, stand on sidewalk to Above HRM Amphitheater alongside of Cars on sidewalk. Re-Entry to Riverside through Main Doors.
304	Make right to stairwell 1 down to rear parking lot, make left to J.F.K. Blvd. cross street, stand on sidewalk to Above HRM Amphitheater alongside of Cars on sidewalk. Re-Entry to Riverside through Main Doors.	Make left to stairwell 2 down to rear parking lot, make left to J.F.K. Blvd. cross street, stand on sidewalk to Above HRM Amphitheater alongside of Cars on sidewalk. Re-Entry to Riverside through Main Doors.
305	Make left to stairwell 1 down to rear parking lot, make left to J.F.K. Blvd. cross street, stand on sidewalk to Above HRM Amphitheater alongside of Cars on sidewalk. Re-Entry to Riverside through Main Doors.	Make right to stairwell 2 down to rear parking lot, make left to J.F.K. Blvd. cross street, stand on sidewalk to Above HRM Amphitheater alongside of Cars on sidewalk. Re-Entry to Riverside through Main Doors.

	Park/HRM Amphitheater.	Trevor Park/HRM Amphitheater.
212	Make left to stairwell 3 down to rear parking lot, make left to J.F.K. Blvd. cross street, stand on sidewalk to Trevor Park/HRM Amphitheater.	Make right to stairwell 3 down to rear parking lot, make left to J.F.K. Blvd. cross street, stand on side walk to Trevor Park/HRM Amphitheater.
213	Make right to stairwell 3 down to rear parking lot, make left to J.F.K. Blvd. cross street, stand on sidewalk to Trevor Park/HRM Amphitheater.	Make left to stairwell 2 down to rear parking lot, make left to J.F.K. Blvd. cross street, stand on side walk to Trevor Park/HRM Amphitheater.
214	Make left to stairwell 3 down to rear parking lot, make left to J.F.K. Blvd. cross street, stand on sidewalk to Trevor Park/HRM Amphitheater.	Make right to stairwell 2 down to rear parking lot, make left to J.F.K. Blvd. cross street, stand on side walk to Trevor Park/HRM Amphitheater.
216	Make right to stairwell 3 down to rear parking lot, make left to J.F.K. Blvd. cross street, stand on sidewalk to Trevor Park/HRM Amphitheater.	Make left to stairwell 4 down to rear parking lot, make left to J.F.K. Blvd. cross street, stand on side walk to Trevor Park/HRM Amphitheater.
217	Make right to stairwell 3 down to rear parking lot, make left to J.F.K. Blvd. cross street, stand on sidewalk to Trevor Park/HRM Amphitheater.	Make left to stairwell 4 down to rear parking lot, make left to J.F.K. Blvd. cross street, stand on side walk to Trevor Park/HRM Amphitheater.
218	Make left to stairwell 4 down to rear parking lot, make left to J.F.K. Blvd. cross street, stand on sidewalk to Trevor Park/HRM Amphitheater.	Make right to stairwell 3 down to rear parking lot, make left to J.F.K. Blvd. cross street, stand on side walk to Trevor Park/HRM Amphitheater.
219	Make left to stairwell 4 down to rear parking lot, make left to J.F.K. Blvd. cross street, stand on sidewalk to Trevor Park/HRM Amphitheater.	Make right to stairwell 3 down to rear parking lot, make left to J.F.K. Blvd. cross street, stand on side walk to Trevor Park/HRM Amphitheater.
220	Make left to stairwell 3 down to rear parking lot, make left to J.F.K. Blvd. cross street, stand on sidewalk to Trevor Park/HRM Amphitheater.	Make right to stairwell 4 down to rear parking lot, make left to J.F.K. Blvd. cross street, stand on side walk to Trevor Park/HRM Amphitheater.
222A	Make right to stairwell 4 down to rear parking lot, make left to J.F.K. Blvd. cross street, stand on sidewalk to Trevor Park/HRM Amphitheater.	Make left to stairwell 3 down to rear parking lot, make left to J.F.K. Blvd. cross street, stand on side walk to Trevor Park/HRM Amphitheater.
222B	Make left to stairwell 4 down to rear parking lot, make left to J.F.K. Blvd. cross street, stand on sidewalk to Trevor Park/HRM Amphitheater.	Make right to stairwell 3 down to rear parking lot, make left to J.F.K. Blvd. cross street, stand on side walk to Trevor Park/HRM Amphitheater.
223	Exit through Rear door through Room 225 to Side Exit. Exit onto walkway toward School 25. Line up behind firehouse.	Make Left to stairwell 3 down to rear parking lot, make left to J.F.K. Blvd. cross street, stand on side walk to Trevor Park/HRM Amphitheater.

201	Straight to stairwell 1 exit down to rear parking lot, make left to J.F.K. Blvd cross street, stand on sidewalk in front of entrance to Trevor Park/HRM Amphitheater.	Make right to stairwell 2 proceed to rear parking lot, make left to J.F.K. Blvd. cross street, stand on sidewalk to Trevor Park/HRM Amphitheater..
202	Make right to stairwell 1 exit down to rear parking lot make left to J.F.K. Blvd. cross street, stand on sidewalk to Trevor Park/HRM Amphitheater.	Make left to stairwell 2 proceed to parking lot, make left walk to J.F.K.Blvd. cross street , stand on sidewalk to Trevor Park/HRM Amphitheater.
203	Make left to stairwell 1 exit down to rear parking lot, make left to J.F.K. Blvd. cross street, stand on sidewalk to Trevor Park/HRM Amphitheater.	Make right to stairwell 2 exit to parking lot, make left walk to J.F.K. Blvd cross street stand on sidewalk to Trevor Park/HRM Amphitheater.
204	Make right to stairwell 1 exit down to rear parking lot make left to J.F.K. Blvd. cross street, stand on sidewalk to Trevor Park/HRM Amphitheater.	Make left to stairwell 2 exit to rear parking lot, make left walk to J.F.K. Blvd. cross street stand on sidewalk to Trevor Park/HRM Amphitheater.
205	Make left to stairwell 1 exit down to rear parking lot, make left to J.F.K Blvd., cross street, stand on sidewalk to Trevor Park/HRM Amphitheater.	Make right to stairwell 2 exit to rear parking lot, make left walk to J.F.K. Blvd., cross street on sidewalk to Trevor Park/HRM Amphitheater.
206	Make left to stairwell 2 exit down to rear parking lot make left to J.F.K. Blvd., cross street, stand on sidewalk to Trevor Park/HRM Amphitheater.	Make right to stairwell 1 exit to rear parking lot make left to J.F.K. Blvd cross street stand on sidewalk to Trevor Park/HRM Amphitheater.
207	Make left Stairwell 1 exit down to rear parking lot make left to J.F.K. Blvd. cross street, stand on sidewalk to Trevor Park/HRM Amphitheater.	Make right down stairwell 2 to rear parking lot make left walk to J.F.K. Blvd. cross street, stand on sidewalk to Trevor Park/HRM Amphitheater.
208	Straight to stairwell 2 exit down to rear parking lot, make left to J.F.K. Blvd. cross street, stand on sidewalk to Trevor Park/HRM Amphitheater.	Make right to stairwell 3 down to rear parking lot, make let to J.F.K. Blvd cross street, stand on sidewalk to Trevor Park/HRM Amphitheater.
209	Make left to stairwell 2 down to rear parking lot, make left to J.F.K. Blvd. cross street, stand on sidewalk to Trevor Park/HRM Amphitheater.	Make right to stairwell 3 down to rear parking lot, make left to J.F.K. Blvd. cross street, stand on side walk to Trevor Park/HRM Amphitheater.
210	Make right to stairwell 2 down to rear parking lot, make left to J.F.K. Blvd. cross street, stand on sidewalk to Trevor Park/HRM Amphitheater.	Make left to stairwell 3 down to rear parking lot, make left to J.F.K. Blvd. cross street, stand on side walk to Trevor Park/HRM Amphitheater.
211	Make left to stairwell 2 down to rear parking lot, make left to J.F.K. Blvd. cross street, stand on sidewalk to Trevor	Make right to stairwell 3 down to rear parking lot, make left to J.F.K. Blvd. cross street, stand on side walk to

During a Fire/ Drill, Bomb Threat or Neighborhood Disaster or any other Emergency requiring evacuation to the following egress/ alternate egress routes will be in effect:

<i>Room</i>	<i>Exit(s) & Street(s)</i>	<i>Alternate Exit(s) & Street(S)</i>
120/Weight Room	Make Left to stairwell 2 exit to rear parking lot, make left walk to J.F.K. Blvd. cross street, stand on sidewalk by bridge.	Make Right to stairwell 1 exit to rear parking lot, make left walk to J.F.K. Blvd. cross street, stand on sidewalk by bridge.
121	Make Right to stairwell 2 exit to rear parking lot, make left walk to J. F. K. Blvd, cross street, stand on sidewalk by bridge.	Make Left to stairwell 1 exit to rear parking lot, make left walk to J.F.K. Blvd. cross street stand on sidewalk by bridge.
123	Make Right to stairwell 2 exit to rear parking lot, make left walk to J.F.K. Blvd. cross street, stand on sidewalk by bridge.	Make Left to stairwell 3 exit to rear parking lot, make left walk to J.F.K.Blvd. cross street, stand on sidewalk by bridge.
125	Make Right to stairwell 3 exit to rear parking lot, make left walk to J.F.K. Blvd. cross street, stand on sidewalk by bridge.	Make Left to stairwell 2 exit to rear parking lot, make left walk to J.F.K.Blvd. cross street, stand on sidewalk.
126	Make Left to stairwell 2 exit to rear parking lot, make left walk to J.F.K. Blvd cross street stand on sidewalk by bridge.	Make Right to stairwell 3 exit to rear parking lot, make left walk to J.F.K. Blvd. cross street, stand on sidewalk by bridge.
126A-Shop/Robotics	Make Right to stairwell 3 exit to rear parking lot, Make left walk to J.F.K. Blvd cross street stand on sidewalk by bridge.	Make Left to stairwell 2 exit to rear parking lot, make left walk to J.F.K. Blvd. cross street, stand on sidewalk by bridge.
Nurses Office	Make a left to stairwell 1 exit to rear parking lot, make left walk to J.F.K. Blvd. cross street, stand on sidewalk by bridge.	Straight to stairwell 2 down to rear parking lot make left to J.F.K. Blvd, cross street, stand on sidewalk by bridge.
Gymnasium	Exit out Rear of Gymnasium. Make left walk to J.F.K. Blvd cross street stand on sidewalk by bridge.	Exit out front of Gymnasium, turn Right to Stairwell 1. Make left walk to J.F.K. Blvd. cross street, stand on sidewalk by bridge.
Cafeteria	Exit out Rear of Cafeteria. Turn left walk to JFK Blvd, stand on sidewalk by bridge.	Exit through front doors of Cafeteria to stairwell 3 exit to rear parking lot, make left walk to J.F.K. Blvd. cross street, stand on sidewalk by bridge.

EMERGENCY EVACUATION DRILL

Modification Bomb Threat

Review all procedures pertaining to the Emergency Evacuation Drill as noted in this handbook.

In case of a bomb threat, the proper authorities at the county and/or city level will conduct a thorough search of the building that will be time consuming; therefore, the following drill modifications will be in place:

- An announcement will indicate the start of the emergency evacuation drill. Teachers will follow the exiting procedures common for a fire drill. (See pages 20-26 Faculty Handbook)
- Once exited the building students and staff will be directed to Marina/Pavilion location to assemble in orderly manner. Follow the directions of Administration and Safety Officers.
- Note that all attendance folders and grading books must be in each teacher's possession when exiting the building for ALL drills.
- Teachers will escort the students in their class to the assembly area.
- All Assistant Principals, Safety Officers, and Pupil Support Personnel will monitor the students to a safe area.
- Teachers will remain with the class in their charge throughout the drill whatever the period, as we will take attendance upon students return to the building.
- Once an all clear has been sounded, all personnel will monitor the return of students into the building. Classroom teachers will escort their students back to the classrooms or areas we originally evacuated, to retake attendance if requested.

PROCEDURE FOR LOCK OUT DRILL IN THE EVENT OF EXTERNAL PHYSICAL THREAT TO THE BUILDING

P.A. System ALERT will notify the staff.

The ALERT message will be:

“The Building is in lock-out mode”

- A. Any student in the hallway **MUST** be taken to the nearest classroom by school personnel.
- B. All teachers will lock their classroom doors. All students must remain in the classroom. No passes are to be issued. Instruction is to continue.
- C. If students are in the cafeteria, gymnasium or auditorium, they are to remain there and not be dismissed to another location.
- D. Identified staff will report to assigned door locations to ensure they are locked and remain so until the all clear is given.
- E. The Main Entrance is to be secured/locked and all persons entering the building will be verified by the principal or a designee outside of the building, not in the vestibule area.

When all is clear a message over the P.A. System will be made:

“ALL CLEAR”

**PROCEDURE FOR LOCK DOWN DRILL IN THE EVENT OF AN
ARMED/ OR UNARMED INTRUDER AT
RIVERSIDE HIGH SCHOOL**

If an intruder is in the building a P.A. System ALERT will notify the staff.

The ALERT message will be:

**“YOUR ATTENTION PLEASE, AN INTRUDER IS IN THE BUILDING.
THE BUILDING IS IN LOCKDOWN MODE”**

- A. Any student in the hallway **MUST** be taken to the nearest classroom by school personnel.
- B. All teachers will lock their classroom doors, turn off the lights and will not issue any passes.
- C. The teacher must move the entire class away from the door and windows, so they can not be seen from the outside or the hallway. **THE ROOM MUST BE ABSOLUTELY QUIET.**
- D. If your class is free from incident you **MUST HANG THE RED TAG THAT IS PROVIDED TO YOU ON YOUR DOOR KNOB.** You should keep this in your grade book so it is always with you at school.
- E. If the intruder, a person in possession of a weapon, or individual who is threatening harm is in the room, **DO NOT** post anything on your door.

The Principal will then assume his position at the front door and wait for the police to arrive. The police will then search the building.

When all is clear a message over the P.A. System will be made:

“ALL CLEAR”

FIRE DRILL SCHEDULE

2019-2020

THURSDAY, SEPTEMBER 19, 2019	PERIOD 2
WEDNESDAY, OCTOBER 2, 2019	PERIOD 3
THURSDAY, OCTOBER 10, 2019	PERIOD 1
TUESDAY, OCTOBER 29, 2019	PERIOD 8
THURSDAY, NOVEMBER 7, 2019	PERIOD 4
WEDNESDAY, NOVEMBER 20, 2019	PERIOD 8
TUESDAY, DECEMBER 3, 2019	PERIOD 1
THURSDAY, DECEMBER 19, 2019	PERIOD 7
TUESDAY, APRIL 7, 2020	PERIOD 3
THURSDAY, APRIL 30, 2020	PERIOD 2

SAFEST PLACES/LOCK-DOWN DRILLS

LOCK DOWN DRILLS – NOVEMBER 12, 2019
FEBRUARY 05, 2020

LOCK OUT DRILL - OCTOBER 17, 2019
FEBRUARY 25, 2020

PROCEDURES FOR DRILLS

As professionally competent, responsible adults, teachers have a serious obligation to conduct drills of all types in an efficient and serious manner.

It is impossible to predict when a sounding alarm is not signaling an actual catastrophe. Act as if an alarm is signaling an actual event and your students will act accordingly.

Fire/Bomb Scare Drill: Procedures to be followed when alarm sounds:

1. Suspend all classroom activity.
2. Move quickly, but calmly to the door and open it.
3. Direct students to form a double line at the door but remain inside the room (remind girls to take their handbags).
4. Check to see that there are no students remaining in the room. Close the door and follow the class out of the building.
5. Prevent straggling and insist upon a maximum amount of silence.
6. In the event that the corridor or stairwell of the exit route is congested or obstructed, redirect students to another exit.
7. Direct the class as far from the building as necessary to permit classes that follow yours to clear the building and also allow fire apparatus adequate access.

Special Conditions:

Auditorium (Main Floor) – Teachers are to direct their classes to leave the room and the building by the nearest exit. Pupils in front leave by side exits only. Entire firsts row on each side exit followed by second row, etc.

Cafeteria – Teachers on duty in the cafeteria will see that pupils leave through the nearest exit doors in an orderly manner.

Additional Information:

1. All groups should remain in their positions until the “all clear” is sounded.
2. Turn off all cellular phones and pagers.

All Clear – The signal for the “all clear” is a steady, continuous ring.

RIVERSIDE HIGH SCHOOL

2019-20 IMPORTANT DATES

REPORT CARD/PROGRESS REPORT DISTRIBUTION

Fall Semester

First Marking Period

September 5, 2019 – November 8, 2019

Progress Reports – Sent the week of October 14, 2019

Report Cards – Distributed the week of November 25, 2019

Second Marking Period

November 11, 2019 – January 24, 2020

Progress Reports – Sent the week of January 6, 2020

Report Cards – Distributed the week of February 3, 2020

Spring Semester

Third Marking Period

January 27, 2020 – April 17, 2020

Progress Reports – Sent the week of March 30, 2020

Report Cards – Distributed the week of April 27, 2020

Fourth Marking Period

April 20, 2020 – June 26, 2020

Progress Reports – Sent the week of May 11, 2020

Report Cards – Distributed the last day of school, June 26, 2020

- Report cards are to be picked up by students on the last day of school or any day during the last week of June. **UNDER NO CIRCUMSTANCES ARE REPORT CARDS TO BE MAILED TO STUDENTS.** Those report cards that are not picked up will be held in the school. High School students can pick them up any Wednesday morning during July.

OPEN HOUSE – SEPTEMBER 12, 2019

“A TYPICAL DAY IN THE LIFE OF YOUR CHILD”



Innovation • Inspiration • Excellence for All

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Dr. Edwin M. Quezada
Superintendent of Schools

Dr. Andrea S. Coddett
Deputy Superintendent

RoseAnne Collins-Judon
Assistant Superintendent
Curriculum and Instruction

Dr. Don Solimene
Principal
Riverside High School

September 2020

To: All Staff

From: Dr. Don N.Solimene

Re: School Correspondence

All school-related correspondence to parents, students, faculty, and community agencies must be approved and initialed by an administrator.

Thank you for your cooperation in this matter.

yonkerspublicschools.org

RIVERSIDE HIGH SCHOOL
CLASS ATTENDANCE POLICY

1. Seven or more illegal absences in a marking period result in an "F" on the report card. The purpose of the "F" will send a message to parents regarding the attendance problem. Any absence from class without written notification constitutes a cut.
 2. In addition to the required PowerSchool period by period attendance, all teachers will keep their own **ACCURATE** attendance records. Administration recognizes that this is optional. However, personal records would be helpful during the appeal process.
 3. Acceptance of absence notes will be limited to five **(5) days following the absence**. Notes go to the first period teacher and will then be forwarded to Attendance Office.
 4. Late students are to be admitted to class and marked late up to twenty (20) minutes into the instructional period. **Do not send students out for a late pass.**
 5. Teacher discretion will determine when a student should be marked late or cut due to excessive tardiness.
 6. Three (3) class tardies can/may be interpreted by the teacher as an absence to be counted toward the "7" as indicated above in #1 and should be followed up by a telephone call from the classroom teacher.
 7. Accurate records and documentation should be kept by teachers for each of their students.
 8. Periodic assemblies will be held specifically for students with attendance/lateness problems. Letter to parents, telephone calls and other intervention strategies will also be implemented.
 9. Home phone calls will continue to be computer-generated every night.
 10. Referral Forms will be available in the Main Office.
 11. Students who are constantly tardy or absent should be reported to their parents and to the grade level administrator.
-

Riverside High School

Bell Schedule

Regular Daily Activity Schedule

Period 1/Attendance	7:45 – 8:32
P.A. Messages	8:32 – 8:37
Period 2	8:41 – 9:28
Period 3	9:32 – 10:19
Period 4	10:23 – 11:09
Period 5	11:13 – 11:59
Period 6	12:03 – 12:49
Period 7	12:53 – 1:39
Period 8	1:43 – 2:29

Two-Hour Delayed Schedule

Period 1	9:45 – 10:17
Period 2	10:21 – 10:53
Period 3	10:57 – 11:29
Period 4	11:33 – 12:05
Period 5	12:09 – 12:41
Period 6	12:45 – 1:17
Period 7	1:21 – 1:53
Period 8	1:57 – 2:29

Half-Day Schedule

Period 1/Attendance	7:45 – 8:41
Period 2	8:44 – 9:27
Period 3	9:30 – 10:13
Period 8	10:16 – 10:59

CAFETERIA – During the lunch shifts, security and teachers are assigned to cafeteria supervision. The specific post for each teacher will be assigned by the supervising administrator.

Additionally, these teachers are expected to:

1. Supervise the respective areas at all times and correct any form of misconduct such as running, cutting in lines, throwing food, leaving garbage behind, sitting on tables, etc.
2. Supervise (spot check) all tables to make sure they are clear of garbage and markings before dismissal. Please request students to clean up tables and dispose of refuse or to establish a clean-up committee.
3. Staff members have complete authority of those students assigned in respect to determining when they will eat and whether their tables and surrounding areas are free of debris before dismissal.

LAVATORY – Lavatory doors should remain open and ajar during monitoring period.

Teachers monitoring the lavatories should maintain a record of the times that students enter and leave the facility. A book for this purpose will be provided by the administration. Teachers on this assignment are expected to regulate the number of students actually in the facility at any one time. **Monthly color coated passes which must be picked up from Mrs. Marji. All other types of passes are inexcusable and will be confiscated followed by a letter from the administration. Please continue to follow the 10 minute before and after rule. The ONLY restrooms for student use are the ones located on the 4th floor.**

Teachers are expected to make periodic visual checks of the lavatories so that instances of smoking and vandalism (i.e., graffiti, etc.) might be detected as early as possible.

Smoking and/or eating in the bathroom is prohibited.

RIVERSIDE HIGH SCHOOL

ADMINISTRATIVE DUTY ASSIGNMENTS

I. COMMON GOALS: REGARDLESS OF SPECIFIC ASSIGNED DUTY – ALL STAFF MEMBERS SHOULD:

1. Be Prompt! All administrative duty assignments are active assignments. Refrain from eating, drinking, reading, etc.
2. Check all students in the corridor after classes have begun. An appropriate pass must be presented. Students not producing a proper pass should be directed or escorted to an administrator.
3. Do not place yourself in a situation of physical confrontation. Notify security or an administrator if assistance is needed.
4. Maintain periodic checks of Fire Alarm Boxes in your area.
5. Report all incidents of locker vandalism or graffiti throughout the building.
6. Promptly alert security or administration (or notify the main office) of any trespassers in the building.

II. SPECIFIC COVERAGES/PROCEDURES: ADHERE TO THE FOLLOWING PROCEDURES TO MAINTAIN CONSISTENCY:

MAIN DOOR/FLOOR 4 – Control access to the building; students are to enter through the Main Doors and proceed through a security check. Students should be directed to this entrance.

VISITORS ARE TO SHOW IDENTIFICATION, SIGN IN, AND BE DIRECTED TO THE MAIN OFFICE.

ALL FLOORS – Patrol the whole area including fire alarm boxes; maintain control and order; be alert for graffiti; check all doors to see if they are properly closed; be aware of students hiding in the stairwells between floors or stairwells leading to the roof.

- Become aware of students hiding in stairwells.
- Direct students who are tardy to their destinations.
- Patrol and clear halls and exits to the outside.

EARLY MORNING CAFETERIA DUTY (7:30 – 8:00 A.M.) FLOOR 1 – Teacher volunteers are to supervise students on the first floor until the school day begins at 7:40 a.m. at the sound of the bell. Ask students to clear tables of wrapping material and empty containers before they leave the dining area.

RIVERSIDE HIGH SCHOOL PHYSICAL EDUCATION POLICY AND PROCEDURES

Physical Education is a required course. All students must complete a .5 credit each year of PE (2 credits total) in order to graduate from any New York State Public High School.

Attendance

Attendance is essential in order to be successful in physical education. Students are responsible for making up missed classes. Make up days and times will be available at a later date.

- Legal absence: illness or documented absence (can be made up)
- Excused absence: school related function (does not need to be made up)

Students are expected to be on time for class. Lateness and absences will result in deductions from your grade.

Class Preparation

Appropriate attire is to be worn for every PE class:

- Athletic sneakers- they must have laces which are tied for safety.
- Sweatpants, shorts or pajama bottoms (no clothing with belts, buttons or zippers)
- T-shirts only (no tank tops for males and females).
- Students who wear jeans under sweats will receive 2 points off their grade each class. Students who are unprepared will not be allowed to participate and deductions will be made to their grade.

Participation

Participation is an important component of physical education. A lack of effort and participation will result in deductions from your grade. If students have any concerns they are to see their teacher at the beginning of the period.

Locker Room Policies

- A lock must be brought in to secure your belongings safely during class.
- Any belongings left unlocked are the student's responsibility and not the responsibility of the building, staff or administration.
- Students have access to the locker room 5 minutes in the beginning and 5 minutes at the end of the period.
- The locker room is locked during class and students will not have access during class.

General Rules

- Food, candy and juice are not allowed in the gym.
- No hats, do-rags, scarves or winter coats.
- Cell phones, Ipods and any other electronic devices are prohibited.

Athletics

Any students playing on a Riverside school team must be passing physical education to be eligible to play.

Course Content

Riverside physical education program offers a variety of activities. Some examples are: football, soccer, weight room, basketball, volleyball, floor hockey, team handball, softball, lacrosse, badminton, track and tennis.

Medical Excuses

Any student who has a medical situation that prevents them from participating for an extended period of time must provide a written doctor's note to the school nurse. A doctor's note will also be required to resume physical activity. Alternative assignments will be given when documentation is provided from the nurse.

PHYSICAL EDUCATION DEPARTMENT

All students entering Riverside for the first time must get clearance from the school nurse before participating in any Physical Education program.

In order to assist in identifying these students, as attendance is being taken, each student should be asked his/her previous school.

FIVE WAYS TO LOSE THE RESPECT OF STUDENTS

1. Shifting Responsibility – Anytime you send a student to the principal's office (or threaten to do so) you transfer your responsibility to the shoulders of another person. You, therefore, give up your own accountability for the student who has been placed in your care.
2. Threatening – Threats set a price on disobedience. If the child is willing to pay the price, he/she disobeys. There is always the danger that a threat will overstep the bounds of reason. Designed to instill fear, it fails to dissuade, and then he who threatens is in trouble. If he does not carry out the threat, he weakens his authority. If he does, he loses respect.
3. Inconsistency – A teacher is inconsistent when he punishes a child for an offense and lets another go unpunished for the same offense. A teacher is inconsistent when he is exacting one day and lax another. Inconsistency is compounded by unfairness and indecision.
4. Showing Temperament – The teacher who lets his feelings come to the surface every time things do not flow smoothly is in danger of losing the children's respect. In one major survey of children's opinions, they indicated they have little regard for a teacher who "flies off the handle" or is unpredictable, either hard-boiled or overly sweet.
5. Belittling – Disparage a child, his work, his friends, his goals, or his possessions and become smaller in the child's eyes yourself. Belittling can take many forms – the worst of which is to deprecate a child before his fellow students.

PRAISE

All students do not react to praise the same way. Your objective in using praise is to get students to develop an internal focus of control to improve behavior and academic achievement.

Suggested uses of praise include:

- Give praise for desired behavior and define the behavior, "Thank you for picking up the papers. You really helped the class save time."
- Vary your praise and be creative Don't use trite words in phrases such as "great," "fine," or "wonderful."
- At times, give praise privately to avoid competition, embarrassment or "teacher's pet" syndrome.
- Praise needs to be genuine and matched by your body language.
- Draw the student's attention to his/her effort and ability. "You learned the math solutions quickly. You must have spent a lot of time practicing."
- Be careful not to compare students to each other.
- Avoid teacher-pleasing phrases. Use response language. Realize that a response group is a support network that provides thoughtful feedback using non-judgmental language. In order for this tool to be effective, there must be a trusted community in which risk-taking is encouraged and supported. Response language uses three basic phrases that can be modified: "I noticed ...," "I heard you say ...," "I wonder ..."
- Don't minimize a student's success. "Your math assignment must have been easy. You finished so quickly."

BUILDING STUDENT SELF-ESTEEM

Self-esteem is how people feel about themselves. It is their perception of self-worth. If students have positive self-esteem, they feel good about themselves. Students with negative self-esteem will not value themselves and are likely to be perceived by others as negative.

Since there is a correlation between academic achievement and self-esteem, the teacher is critical to development of the student's self-esteem and can make a positive difference. As the teacher, you can create a safe and accepting environment where the student feels free to grow and change.

TIPS FOR FOSTERING SELF-ESTEEM

- Be non-judgmental – accept students as they are;
 - Validate feelings;
 - See uniqueness;
 - Encourage positively – say, “You can succeed;
 - Reaffirm a student's existence with a smile, a compliment or a nod;
 - Respect other's feelings;
 - Provide undivided recognition
 - Provide a safe classroom – minimize risk;
 - Foster openness and honesty;
 - Encourage student to share feelings;
 - Keep boundaries that allow give and take;
 - Emphasize what each student knows;
 - Use humor, but not at the expense of students;
 - Give students choices;
 - Teach self-awareness;
 - Acknowledge positive qualities;
 - Use “I” messages – “Heather, I hear exciting events in your story;”
 - Teach students to use “I” messages when solving conflict
 - Separate the action from the person;
 - Demonstrate appropriate ways of releasing anger;
 - Listen reflectively and genuinely;
 - Give support for growth and change;
 - Develop skills to help students feel better about themselves;
 - Use praise where appropriate, but remember contrived praise is not genuine and could lead to mistrust;
 - Admit when you are wrong.
-

POSITIVE vs. NEGATIVE LANGUAGE

Use the following positive expressions as a substitute for misused negative expressions (taken from *Conference Time*, National Education Association).

<u>Positive Expression</u>	<u>Negative Expression</u>
Should	Must
Can do more when he tries	Lazy
Disturbs the class	Trouble maker
Should learn to work with others	Uncooperative
Depends on others to do his work	Cheats
Can do better work with help	Stupid
Can learn to do the right thing	Never does the right thing
Working at his own level	Below average
Absent without permission	Truant
Discourteous	Impertinent
Without permission	Steal
Poor habits	Unclean
Capable of doing better	Dumb
Cooperation	Help
Handicapped	Poor
Lost opportunity	Calamity
Complacent, not challenged	Disinterested
Investment	Expense
Invest in	Contribute
Insists on having his own way	Stubborn
Tendency to stretch the truth	Liar
Outspoken	Insolent
Could make better use of his time	Wastes time
Failed to meet requirements	Incurred failure
Difficulty in getting along with others	Mean
Usually	Time and again
Uncertain	Dubious
Achieving below his apparent ability level	Poor grade of work
Not physically well-coordinated	Clumsy
Seldom shares with others	Rude
Tries to get attention	Show-off
Has a chance of passing, if	Will fail

ALL STUDENTS HAVE THESE

RESPONSIBILITIES –

- *To treat others fairly and without prejudice.*
- *To obey laws and comply with reasonable school rules.*
- *To respect other people's rights, property, and reputations.*
- *To contribute to a positive and safe school environment.*
- *To participate in their own learning (i.e., to strive to learn to the best of their abilities).*
- *To respect and maintain school property.*
- *To attend regularly.*
- *To avoid violent behavior.*
- *To take education seriously.*
- *To dress and use language appropriate to a businesslike learning environment.*
- *To practice civility and to show respect in all dealings with peers and adults in the school*

OTHER STUDENT RESPONSIBILITIES

- *NO food, beverage, candy or gum is to be consumed within the school building.*
- *NO electronic devices, including, head phones, radios, electronic games, beepers or cell phones are permitted on school property.*
- *NO hats, scarves bandanas, or doo-rags are to be worn inside the school building.*

STUDENT CONSEQUENCES

- **FIRST** – Verbal warning
 - **SECOND** – Documented verbal warning in student discipline file
 - **THIRD** – Loss of lunch recess
 - **FOURTH** – In-school detention and meeting with the Assistant Principal
 - **FIFTH & SEVERE** – Meeting with the Principal which may lead to an out-of-school suspension
-

STUDENT RIGHTS AND RESPONSIBILITIES

Students are the only reason schools exist. They are not the property of the school. All students are worthy human beings deserving of respect and the best efforts of the school staff. Student rights must be vigorously respected and protected at all times.

In turn, all students have certain obligations to be contributing participants in the learning process and to be good citizens within the school community.

The basic rights and responsibilities of students at all levels include the following:

ALL STUDENTS HAVE THESE

RIGHTS –

- *To be safe*
- *To be respected as individuals.*
- *To be treated fairly and without prejudice.*
- *To learn without disturbance or distraction.*
- *To have personal property respected and protected.*
- *To express views and to be heard.*
- *To be challenged with materials and instructional techniques commensurate with their abilities and learning styles.*
- *To be free from harassment.*
- *To learn in a drug-free, smoke-free, and violence-free environment.*
- *To be called what they choose (i.e., African American, Hispanic, Asian American, etc.).*

DISCIPLINE PRINCIPLES

Effective classroom managers know that misbehavior must be handled immediately or there is risk of it snowballing. In order to provide maximum time for learning and to reduce minor behavior problems, there are some strategies that you can employ that deal with behavior in the least amount of time, with the least disruption, and the least negative feelings.

- *Eye Contact* – Simply looking the student directly in the eye for prolonged contact while you continue your lesson sends a non-verbal message that says, “I saw what you did and I want it stopped.”
- *Proximity* – Continuing your lesson while you move about the room, pausing near “trouble spots” can let students know that even though they are not near the teacher’s desk, they are still expected to demonstrate appropriate behavior. Getting “boxed in” behind your desk encourages misbehavior in the far corners of the room.
- *Pauses* – The continuous sound of “teacher talk” can provide students with a noise screen for their own conversations. An occasional pause can bring an off-task student back into focus.
- *Touch/Gesture* – This can be added to the above strategies for emphasis. A shaking of your head helps to stress your message to the student.
- *Asking for a Response* – Hearing our name can be an attention-getter, even if we’re not paying attention. Working an off-task student’s name into a question can often bring the student back to the lesson. Remember the student’s dignity; it would be appropriate to say the student’s name first, in order to allow them to hear the question they’ll be expected to answer. The purpose is to get the student back into the lesson, **not to embarrass him/her**.
- *Praising Appropriate Behavior* – With large numbers of misbehaving students, addressing the whole group may be necessary. Rather than addressing the negative behavior, praising the students demonstrating appropriate behavior cues the misbehaving students and reinforces the other students.
- *Active Participation* – Sometimes having students respond to a question or become involved in an activity can eliminate undesirable behavior. Asking for a show of hands, having students perform a physical activity, or having each student write a quick answer to a question can make all students accountable for an immediate response.
- *Rewards and Reinforcement* – Rewarding students with an enjoyable activity that is contingent on appropriate behavior can be effective in motivating students to commit to the completion of a task. “If we can finish this chapter by (time), we’ll have time to (name reward or alternative fun activity.)”
- *Student Responsibility* – Encourage student to become a responsible part of the whole by teaching them to quietly remind a talker to listen.

STEP 3 Within 24-hours after the student's removal, the teacher and/or administrator must notify the student's parent in writing that the student has been removed from class and why. The notice must also inform the parent that he or she has the right, upon request, to meet informally with the principal or the principal's designee and teacher to discuss the reason(s) for the removal.

The principal or designee will require the teacher who ordered the removal to attend the informal conference.

If at the informal meeting the student denies the charges, the teacher or the principal must explain why the student was removed and give the student and the student's parent(s) a chance to present the student's explanation of the relevant events. The informal meeting must be held within 48 hours of the student's removal. The timing of the informal meeting may be extended by mutual agreement of the parent and principal.

The principal or designee may reverse the removal of the student or take further action if he or she finds any one of the following:

1. The charges against the student are not supported by substantial evidence.

2. The student's removal is otherwise in violation of law, including the District's Code of Conduct.
3. The conduct warrants suspension from school pursuant to Education Law §3214.

The principal or designee may overturn a removal at any point between receiving the student removal form issued by the teacher and the close of business on the day following the conference. No student removed from the class will be permitted to return to the class until the principal makes a final determination, or the period of removal expires, whichever comes first.

Any disruptive student removed from the classroom will be given equivalent instructional material by the removing teacher until he or she is permitted to return to the classroom.

Each teacher must keep a file containing a copy of each disciplinary removal form.

Removal of a student with a disability under certain circumstances may constitute a change in the student's placement. Accordingly, no teacher may remove a student with a disability from his or her class until he or she has verified with the principal or the chairperson of the Committee on Special Education that the removal will not violate the student's rights under state or federal law or regulation.

DETENTION

Teachers, principals, and the Superintendent may use after school detention as a response to inappropriate student behavior in situations where removal from the classroom or suspension would not be warranted. Detention will be given only after the student's parent has been notified to confirm that there is no parental objection to the consequence and the student has appropriate transportation home following detention.

STUDENT REMOVAL FROM THE CLASSROOM

A student's behavior can affect a teacher's ability to teach and can make it difficult for other students in the classroom to learn. Examples of such disruptive behavior include, but are not limited to:

- repeated and/or severe instances of speaking disrespectfully to the teacher or others
- making inappropriate gestures
- repeatedly leaving his/her seat without permission
- having physical contact with another
- throwing items.

In many instances the teacher is able to respond to a student's behavior while maintaining order in the classroom by using effective classroom management techniques and Restorative Practices such as:

- affective statements,
- affective questions,
- small impromptu conferences,
- use of redirection prompts and reminders, and/or
- any other techniques the teacher consider effective to support the student's re-engagement.

Teachers should do their best to attempt to redirect inappropriate behavior through the use of interventions other than removal. However, if the student's behavior jeopardizes safety in the classroom or if, after other interventions have reasonably been exhausted, the student's behavior is substantially disruptive of the educational process or substantially interferes with the teacher's authority over the classroom, the Code of Conduct and New York State law allow for student removal from the classroom.

If a student is removed because he or she is thought to be under the influence of alcohol or other mood, mind, or performance altering substances, the student must be escorted by a staff member to the nurse and school administration must be notified immediately. If it is determined that the student is under the influence, the Code of Conduct will be applied and the student will be referred to appropriate Counseling.

TEACHER DISCIPLINARY REMOVAL OF DISRUPTIVE STUDENTS (LEVEL II INFRACTION)

A student's behavior can affect a teacher's ability to teach and can make it difficult for other students in the classroom to learn. In most instances the classroom teacher can control a student's behavior and maintain or restore control over the classroom by using good classroom management techniques and restorative practices. These techniques may include practices that involve the teacher directing a student to take a "time-out", giving the student an opportunity to regain his or her composure and self-control, or asking a Pupil Support Team member or administrator to see the student. Time-honored classroom management techniques such as these do not constitute disciplinary removals for purposes of this code.

On occasion, a student's behavior may become disruptive. For purposes of this Code of Conduct, a disruptive student is a student who is substantially disruptive of the educational process or substantially interferes with the teacher's authority over the classroom. A substantial disruption of the educational process or substantial interference with a teacher's authority occurs when a student demonstrates a persistent unwillingness to comply with the teacher's instructions or repeatedly violates the teacher's classroom behavior rules.

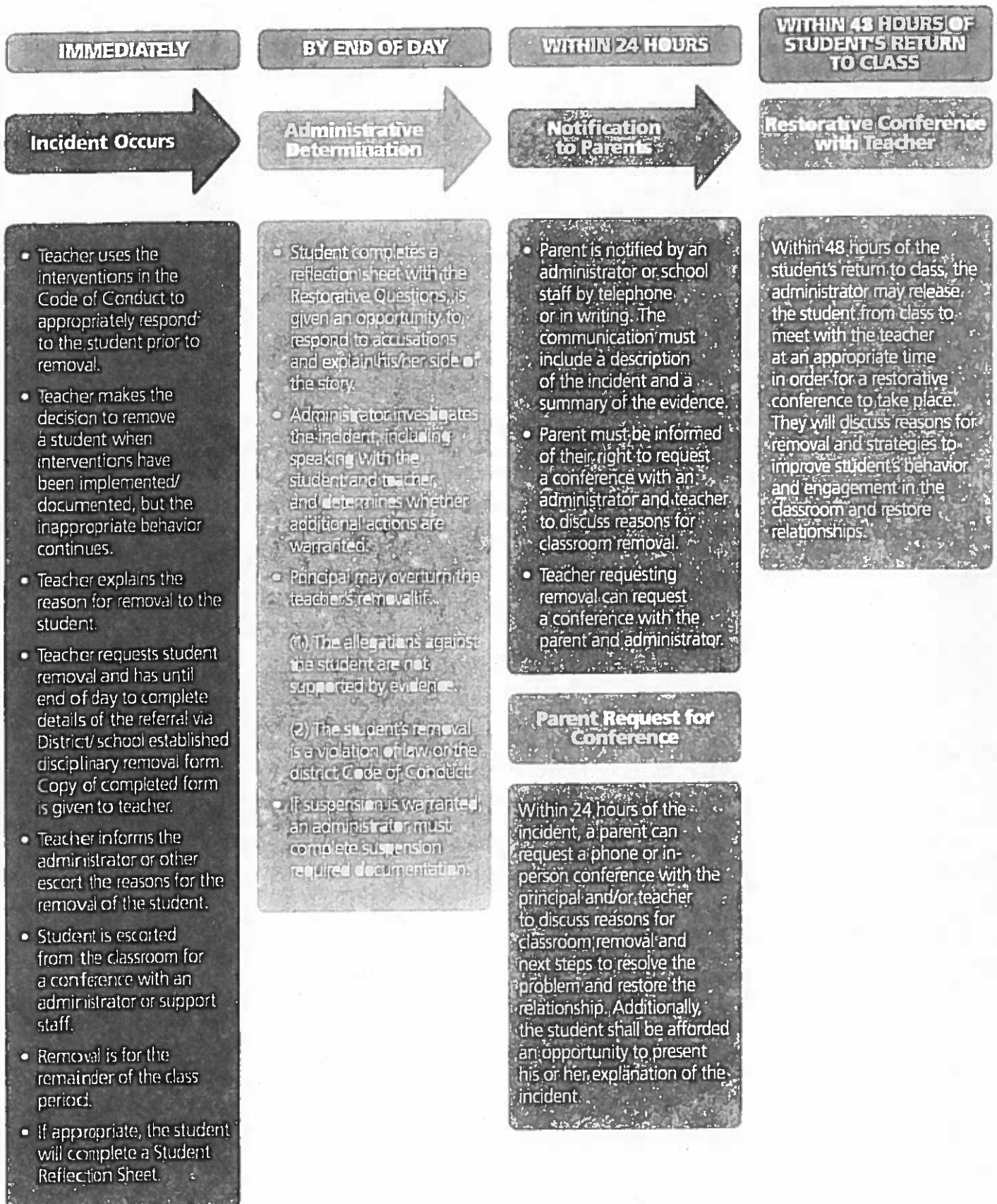
A classroom teacher may request to remove a substantially disruptive student from class. The removal from class applies to the class of the removing teacher only. On the elementary level, this applies to the specific subject area only.

STEP 1 If the disruptive student does not pose a danger or on-going threat of disruption to the academic process, the teacher must provide the student with an explanation for why he or she is being removed and an opportunity to explain his or her version of the relevant events before the student is removed. Only after the informal discussion may a teacher request the student be removed from class.

If a student poses a danger or ongoing threat of disruption, the teacher may remove the student immediately. The teacher must within 24 hours, however, explain to the student why he or she was removed from the classroom and give the student a chance to present his or her version of the relevant events.

STEP 2 The teacher must complete a District/school established disciplinary removal form. The teacher must meet with the principal or his or her designee as soon as possible to explain the circumstances of the removal and to present the removal form, but no later than the end of the school day.

WHAT ARE THE STUDENT REMOVAL FROM CLASSROOM PROCEDURES AND TIMELINE?



by the Superintendent and/or his or her designee, at which time s/he will notify the Board President.

Finance shall provide monthly reports to the Superintendent and the Deputy Superintendent demonstrating the overtime paid to all employees indicated above, including the total amount of overtime earned year-to-date, as well as identifying the overtime cap to which said employees are subject.

Adoption date: July 20, 2011

Revision date: May 20, 2015

ADMINISTRATIVE PROCEDURE #2-A**Certificated (Non-Administrative) Personnel Overtime**

(Example: Teachers, Psychologists, Social Workers, Counselors, Nurses)

- Certificated (non-administrative) personnel cannot earn more than twenty thousand dollars (\$20,000) for any year (September 1 to June 30), excluding summer programs (July 1 - August 31), and the D1 Schedule.
- Contractual obligations will be followed when staffing all programs that are outside the regular school day hours.
- Exceptions for unusual situations must be requested in writing and submitted to the immediate supervisor and approved by the Superintendent and/or his or her designee, at which time s/he will notify the Board President.

ADMINISTRATIVE PROCEDURE #3-A**Non-Certificated Personnel Overtime**

- **Twelve Month Employees:** For any year (July 1 - June 30) Example: Custodial, Maintenance, Clerical, Transportation Dispatchers - (\$20,000) cap on overtime

Custodial employees are subject to this provision as it relates to earnings within the academic schools year, not inclusive of privately funded events and summer work.

- **Ten Month Employees:** For any year (July 1 - June 30) Example: Safety Officers, Nurses, Clerical - (\$17,000) cap on overtime (overtime will be defined as time paid other than straight pay).
- **Hourly Employees:** For any year (July 1 - June 30) Example: Food Service Workers, Aides - \$6,000 cap on overtime (overtime will be defined as time paid other than straight pay).

1. Wherever possible, mainly with Custodians, Maintenance Workers, Safety Officers and Transportation Dispatchers, the District will attempt to realign the hours of a workday to reduce overtime.
2. Custodial building checks will be modified for the winter months.
3. Breakfast Program Overtime will be eliminated and coverage will be accomplished by adjusting the work schedule.
4. Maintenance Department: All daily overtime will be eliminated and coverage will be accomplished by adjusting the work schedule.
5. Transportation Dispatchers: Overtime will be minimized by adjusting the work schedule.

Checks and Balances:

All overtime for Custodial, Maintenance, Safety Officers, will be offered on a rotating basis. Building Level and District Level Logs will be maintained as appropriate.

All overtime is subject to review and/or approval by the supervisor of that department.

EXCEPTION FOR UNUSUAL SITUATIONS must be referred to a supervisor as soon as the situation arises and must be approved by the immediate supervisor and approved

OVERTIME EXPENDITURES REGULATION**ADMINISTRATIVE PROCEDURE #1-A****Certificated Administrative Overtime**

- Administrators cannot earn more than twenty thousand dollars (\$20,000) for any year (September 1 to June 30), excluding summer programs (July 1 - August 31).

Building Level:

- No more than one administrator per site can be compensated for after-school programs (i.e.: tutorials, AIS, targeted instruction, afternoon academies, Saturday school) in any one building. There will be only one administrative supervisor for multiple programs occurring at the same site. Principals may request additional staffing for unusually large student enrollment from their immediate supervisor which must be approved by the Superintendent and/or his or her designee.
- If additional administrative personnel are needed for supervisory or planning purposes, a request for approval must be submitted to the appropriate Central Office supervisor a minimum of two weeks prior to the session.

District-Wide Level:

- District-wide secondary and elementary summer school programs will be staffed by the appropriate number of administrators based upon the enrollment. Contractual obligations will be followed when selecting administrative positions.
- Afternoon academy programs at the high school will be supervised by one administrator after applying to Human Resources and being interviewed by the Superintendent and/or his or her designee. Priority will be given to an administrator from the providing building.
- Adult Basic Education programs will be supervised by one administrator after applying to Human Resources and being interviewed by a team led by the Superintendent and/or his or her designee.
- Saturday/Vacation programs (during the academic school year) - School-based programs on Saturday or during a scheduled vacation will be staffed by one administrator after applying to Human Resources and being interviewed by the Superintendent and/or his or her designee.
- Exceptions for unusual situations must be requested in writing and submitted to the immediate supervisor and approved by the Superintendent and/or his or her designee, at which time s/he will notify the Board President.

PROCEDURES FOR OVERTIME EXPENDITURES

The Board of Education established policy governing limitation of overtime payment to employees.

District employees receive overtime payments for work incurred in the discharge of their responsibilities to the Board of Education that is in excess of their contractual workday/workweek. Such overtime shall have prior approval of the Superintendent of Schools, and/or his/her designee, in accordance with the administrative regulations for overtime payments.

The Superintendent of Schools, and/or his/her designee, is hereby directed to implement administrative regulations and control of overtime payments to employees.

Adoption date: July 20, 2011

Revision date: May 20, 2015

Meals

The School District shall reimburse up to \$60.00 (Sixty Dollars) per day for employee meal charges, including gratuities up to 18%, for persons traveling for School District business. Itemized receipts must be submitted for audit before reimbursement. There shall be no reimbursement of meals included as part of an organized event (i.e. meals included with conference). If grocery store receipts are submitted for reimbursement, said receipt must reflect an address within the location of the travel destination.

There shall be no reimbursement for alcoholic beverages or meals for additional guests who may be dining with the employee.

Personal Expenses

The district does not reimburse persons traveling on School District business for personal expenses including, but not limited to, hotel gratuities, internet connectivity, pay television, hotel health club facilities, dry cleaning and laundry services, airline seating upgrades, theater and show tickets, telephone calls and transportation costs unrelated to School District business.

Adoption date: May 8, 2007

Revision date: October 21, 2015

Revision date: June 21, 2016

- Office of Counsel in writing within three (3) business days of the accident
- Parking and tolls will be reimbursed. EZ-Pass statements are acceptable toll receipts.
- Parking fines, speeding tickets, or other traffic violations incurred while driving any vehicle, whether private, School District-owned, or rental, will not be reimbursed and are the responsibility of the driver.
- Air travel is only allowed when determined by the Superintendent or his or her designee to be in the School District's best interest. Air travel shall be reimbursed at the lowest feasible fare available and shall not exceed regular coach class fare; seating upgrades shall not be reimbursed. Checked baggage fees shall be reimbursable for up to one piece of luggage for employees only. There will be no reimbursement for fees imposed for overweight baggage. Travel arrangements should be made as soon as reasonably practicable so as to avoid payment of a higher fare due to a late booking.

Lodging

Persons traveling on School District business are expected to secure the most reasonable rate for necessary hotel accommodations. The School district will reimburse for actual lodging fees up to the maximum lodging fee set by the federal government for that location. All employees are required to provide an itemized receipt for any hotel stay and shall be based on single-person occupancy. This receipt must include the traveler's name, itemized charges, and dates of stay.

When the rate is pre-determined by the organization sponsoring the event (i.e. conference registration) the traveler shall secure a room rate at no more than the pre-determined rate notwithstanding what the federal travel reimbursement rate.

Note that local government and school district employees who are traveling for official business purposes are exempt from State tax on hotel occupancy in New York State and should provide an exemption certificate, known as Form ST-129, at registration. This form is available at

www.tax.state.ny.us/pdf/2000/st/st1291000fillin.pdf. The traveler should fax or email a completed tax exemption certificate to the hotel prior to their trip, take a copy of the tax exempt certificate with them, and confirm tax exemption upon checkout. There shall be no reimbursement for hotel taxes. The employee must also carry his/her formal district identification in order to present if asked. It is the traveler's responsibility to ensure that the district is not charged tax.

The Board authorizes the Superintendent of Schools and/or his/her designee to establish such rules, regulations and/or procedures necessary to implement and maintain this policy.

Transportation

- Travel shall be by the most economical method, whether by private automobile, school vehicle or common carrier such as bus, train or plane.
- If travel is by automobile:
 - For travel outside the school district using a private automobile: mileage shall be reimbursed at the level approved by the Internal Revenue Service (updated annually and available at www.irs.gov) for business travel; gasoline will not be separately reimbursed.
 - For travel within the School District, mileage will be reimbursed as provided in the Yonkers Public Schools Mileage Chart, as may be updated from time to time by the Superintendent or his or her designee. For all other travel, mileage shall be calculated based the distance between the traveler's home or home division (school or Central Office) and the destination, whichever is closer to the destination. (Example: if traveling to Albany from one's home in Rockland County, the mileage shall be based on the distance from the traveler's home to Albany. If traveling from one's home in the Bronx, New York to Albany, mileage shall be based on the distance from the traveler's primary work location to Albany).
 - Mileage reimbursement:
 Periods of Travel Reimbursement shall conclude on the last school day in the month of January and the last school day in the month of June. Unit members must submit their completed mileage reimbursement to their Building Secretary on or before the end of the applicable Travel Reimbursement Period. Any voucher submission received by Accounts Payable more than thirty (30) days after the end of the Travel Reimbursement Period shall not be reimbursed except in cases where the unit member can demonstrate that their completed voucher was timely submitted to their school secretary with the thirty (30) days and the delay cannot be attributed to the unit member.
 The District shall make the above referenced voucher available to unit members in each building in the Yonkers Public Schools, in a conspicuous location.
 - School District automobile: the Vehicle Use Policy #8421, adopted February 11, 2015, covers the use of School District owned vehicles for travel.
 - Rental car: Car rentals shall be authorized in advance only when determined to be more economical than other modes of local transportation. Rentals must be of no greater value than standard mid-size vehicle, provided however that when three or more employees are together, a full size vehicle may be rented if necessary. Under no circumstances is an employee authorized to rent premium or luxury vehicles for School District business. Vehicles must be refueled before they are returned to the rental agency to avoid fuel surcharges. Accidents involving a rented vehicle used for School District business should be reported by the traveler to the Facilities Department and

EXPENSE REIMBURSEMENT

GENERAL GUIDELINES

Purpose

The purpose of this document is to establish policy for District travel and reimbursement of allowable travel expenses incurred by District employees on District business.

School District employees, officials and members of the Board of Education will be reimbursed for reasonable, actual and necessary out-of-pocket expenses which are legally authorized and incurred while traveling for school related activities. Only expenses necessary to the purpose of the travel shall be reimbursable. Travel arrangements should be made in the most efficient cost effective manner possible. It is the responsibility of the authorized approvers to review expenses to ensure that they are reasonable, and funds have been used in an appropriate manner.

Approval for Travel

All travel must be approved by the Superintendent and/or his or her designee prior to submission to Accounts Payable ("AP"). The approval must be obtained on a completed Request for Travel form and submitted to the building principal or direct supervisor a minimum of three weeks in advance of travel. No travel arrangements should be made until the form is approved by the Superintendent and/or his or her designee. If the approved form is received by AP less than two weeks before travel then employee will be required to pay for expenses out of pocket and request reimbursement upon the completion of the travel if approval was obtained.

Fraud

An employee, who knowingly misrepresents the facts concerning travel for official District business, submits or approves any travel requests or reports which contain deliberate false statements given with intent to defraud the District, may be subject to disciplinary action, including the possibility of termination and criminal prosecution.

Noncompliance

The District will deny expenditures which do not comply with District policy. Unreasonable, exorbitant, improper, and/or unsubstantiated charges will be denied.

Reimbursement

All fully executed claims for reimbursement shall be submitted to AP, along with itemized receipts within thirty (30) days from the time of travel. The exception to this is travel expenses incurred between June 15th and June 30th of any year shall be submitted to Accounts Payable no later than July 15th of that year. There shall be no reimbursement for untimely claims.

The amount of reimbursement shall not exceed the amount provided on the Request to Attend Conference Form.

**EDUCATIONAL NEGLECT
SUPPLEMENTAL FORM TO:
NEW YORK STATE OFFICE OF CHILDREN AND FAMILY SERVICES
REPORT OF SUSPECTED
CHILD ABUSE OR MALTREATMENT FORM LDSS-2221-A**

After filing the CPS report to the State, fax this form and the completed form DSS-2221-A to:

- 1) Dr. Luis Rodriguez, Pupil Support Services, Yonkers Public Schools, at (914) 376-3662 AND
2) Ellen Alix-Cossifos, Westchester County Department of Social Services, at (914) 813-4411.

When you make a call to the State Central Registry you will need to give the registry some or all of the information listed below, including the names and birth dates if possible of the parents, including the father. If the registry refuses to accept the report, ask for a supervisor, and be sure to get the name of the person you spoke to, and the registry identification number.

NAME OF STUDENT: _____ DOB: _____ AGE: _____
CURRENT GRADE: _____ SCHOOL: _____

☐ General Education ☐ Special Education If Special Education, is IEP current: ☐ Yes ☐ No

DID THE CHILD TURN 6 YRS OF AGE PRIOR TO DECEMBER 1ST - THEN THE CHILD IS REQUIRED TO ATTEND
THE CURRENT, SEPTEMBER THROUGH JUNE, SCHOOL YEAR
DID THE CHILD TURN 16 YRS OF AGE AFTER JULY 1ST - THEN THE CHILD MUST ATTEND THE
CURRENT, SEPTEMBER THROUGH JUNE, SCHOOL YEAR

NUMBER OF UNEXCUSED ABSENT: _____

Check one: ☐ Consecutive Days Out ☐ Cumulative Days Out

Over period of time: _____ through _____
(date) (date)

HAS THE STUDENT'S ABSENCES HAD AN IMPACT ON LEARNING? ☐ YES ☐ NO

If Yes, please check all that apply:

- ☐ Regression in academic skills
- ☐ Decrease in socialization skills
- ☐ Decrease in class participation
- ☐ Negative change in overall affect
- ☐ Incomplete required homework assignments
- ☐ Failing one or more classes
- ☐ In danger of repeating the grade
- ☐ Previously been retained
- ☐ Demonstrating minimal academic progress in most subject areas
- ☐ Student is Special Education and is missing the following mandated services:

☐ Counseling

☐ Speech

☐ OT

☐ PT

☐ Resource Room

☐ Other - _____

☐ Other: _____

Reported by:		Reported to:	
Time:		Registry ID #	
Date:			

DOCUMENTS THAT WILL BE NEEDED:

- ATTENDANCE RECORDS
- REPORT CARDS
- IEP, IF APPLICABLE
- EVALUATIONS (PSYCHOLOGICAL, ETC.)
- OTHER RELEVANT DOCUMENTS (LETTERS, ETC.)

STAPLE TO LDSS-2221A (IF NEEDED)
**REPORT OF SUSPECTED
CHILD ABUSE OR MALTREATMENT**

(Use only if the space on the LDSS-2221A under "Reasons for Suspicion" is not enough to accommodate your information)

Report Date	Case ID	Call ID
Time <input type="checkbox"/> AM <input type="checkbox"/> PM	Local Case #	Local Dist/Agency

PERSON MAKING
THIS REPORT: _____

Print clearly if filling out hard copy.

Continued: State reasons for suspicion, including the nature and extent of each child's injuries, abuse or maltreatment, past and present, and any evidence or suspicions of "Parental" behavior contributing to the problem.	(If known, give time/date of alleged incident)
	MO DAY YR Time <input type="checkbox"/> AM <input type="checkbox"/> PM

TO ACCESS A COPY OF THE LDSS-2221A FORM: Via Internet: <http://www.ocfs.state.ny.us/main/forms/cps/>
Via Intranet: <http://ocfs.state.nyene/admin/forms/SCR/> OR

TO ORDER A SUPPLY OF FORMS ACCESS FORM (OCFS-4627) Request for Forms and Publications, from either site above, fill it out and send to: Office of Children and Family Services, Resource Distribution Center, 11 Fourth Ave, Rensselaer, NY 12144. If you have difficulty accessing this form from either site, you can call The Forms Hot Line at 518-473-0971. Leave a detailed message including your name, address, city, state, the form number you need, the quantity and a phone number in case we need to contact you.

NEW YORK STATE OFFICE OF CHILDREN AND FAMILY SERVICES

RACE CODE	ETHNICITY CODE	RELATION CODES FAMILIAL REPORTS (Choose One)	ROLE CODE (Choose One)	LANGUAGE CODE (Choose One)
AA: Black or African-American	(Check Only If Hispanic/Latino)	AU: Aunt/Uncle	AB: Abused Child	CH: Chinese
AL: Alaskan Native		XX: Other	MA: Maltreated Child	KR: Korean
AS: Asian		CH: Child	AS: Alleged Subject (Perpetrator)	CR: Creole
NA: Native American		GP: Grandparent	NO: No Role	MU: Multiple
PI: Native Hawaiian/Pacific Islander		PS: Parent Substitute	UK: Unknown	EN: English
WH: White		FM: Other Family Member		PL: Polish
XX: Other		UH: Unrelated Home Member		FR: French
UNK: Unknown		FP: Foster Parent		GR: German
		UK: Unknown		SI: Sign
		DC: Daycare Provider		HI: Hindi
		IAB REPORTS ONLY		SP: Spanish
		AR: Administrator		HW: Hebrew
		IN: Instt. Non-Prof		VT: Vietnamese
		CW: Child Care Worker		IT: Italian
		IP: Instt. Pers/Vol		XX: Other
		DO: Director/Operator		JP: Japanese
		PT: Psychiatric Staff		

Abstract of Sections from Article 6, Title 6, Social Services Law

Section 412. Definitions

- Definition of Child Abuse**, (see also N.Y.S. Family Court Act Section 1012(e))
An "abused child" is a child less than eighteen years of age whose parent or other person legally responsible for his care.
 - 1) Inflicts or allows to be inflicted upon the child serious physical injury, or
 - 2) Creates or allows to be created a substantial risk of physical injury, or
 - 3) Commits sexual abuse against the child or allows sexual abuse to be committed.
- Definition of Child Maltreatment**, (see also N.Y.S. Family Court Act, Section 1012(f))
A "maltreated child" is a child under eighteen years of age whose physical, mental or emotional condition has been impaired or is in imminent danger of becoming impaired as a result of the failure of his parent or other person legally responsible for his care to exercise a minimum degree of care.
 - 1) in supplying the child with adequate food, clothing, shelter, education, medical or surgical care, though financially able to do so or offered financial or other reasonable means to do so; or
 - 2) in providing the child with proper supervision or guardianship; or
 - 3) by unreasonably inflicting, or allowing to be inflicted, harm or a substantial risk thereof, including the infliction of excessive corporal punishment; or
 - 4) by misusing a drug or drugs, or
 - 5) by misusing alcoholic beverages to the extent that he loses self-control of his actions; or
 - 6) by any other acts of a similarly serious nature requiring the aid of the Family Court; or
 - 7) By abandoning the child.

Section 415. Reporting Procedure. Reports of suspected child abuse or maltreatment shall be made immediately by telephone and in writing within 48 hours after such oral report.

Submit the written paper copy of the LDSS-2221A form originally signed to: the County Department of Social Services (DSS) where the abused/maltreated child resides. To locate your local DSS, visit this site <http://www.ocfs.state.ny.us/main/localdss.asp>.

Residential Institutional Abuse Reports: Submit a paper copy of form, LDSS 2221A, originally signed. It must be submitted directly to the Office of Children and Family Services (OCFS) Regional Office, associated with the county in which the abused/maltreated child is in care.

NYS CHILD ABUSE AND MALTREATMENT REGISTER: 1-800-635-1522 (FOR MANDATED REPORTERS ONLY)
1-800-342-3720 (FOR PUBLIC CALLERS)

Section 419. Immunity from Liability. Pursuant to Section 419 of the Social Services Law, any person, official, or institution participating in good faith in the making of a report of suspected child abuse or maltreatment, the taking of photographs, or the removal or keeping of a child pursuant to the relevant provisions of the Social Services Law shall have immunity from any liability, civil or criminal, that might otherwise result by reason of such actions. For the purpose of any proceeding, civil or criminal, the good faith of any such person, official, or institution required to report cases of child abuse or maltreatment shall be presumed, provided such person, official or institution was acting in discharge of their duties and within the scope of their employment, and that such liability did not result from the willful misconduct or gross negligence of such person, official or institution.

Section 420. Penalties for Failure to Report

1. Any person, official, or institution required by this title to report a case of suspected child abuse or maltreatment who willfully fails to do so shall be guilty of a class A misdemeanor.
2. Any person, official, or institution required by this title to report a case of suspected child abuse or maltreatment who knowingly and willfully fails to do so shall be civilly liable for the damages proximately caused by such failure.

**NEW YORK STATE
OFFICE OF CHILDREN AND FAMILY SERVICES
REPORT OF SUSPECTED
CHILD ABUSE OR MALTREATMENT**

Report Date	Case ID	Call ID
Time <input type="checkbox"/> AM <input type="checkbox"/> PM	Local Case #	Local Dist/Agency

SUBJECTS OF REPORT										
Line #	Last Name	First Name	Aliases	Sex (M, F, Unk)	Birthday or Age Mo/Day/ Yr	Race Code	Ethnicity (Ck Only if Hispanic/Latino)	Relation Code	Role Code	Lang. Code
1.							<input type="checkbox"/>			
2.							<input type="checkbox"/>			
3.							<input type="checkbox"/>			
4.							<input type="checkbox"/>			
5.							<input type="checkbox"/>			
6.							<input type="checkbox"/>			
7.							<input type="checkbox"/>			

☐ MORE

List Addresses and Telephone Numbers (Using Line Numbers From Above)	(Area Code) Telephone No.

BASIS OF SUSPICIONS

Alleged suspicions of abuse or maltreatment. Give child(ren)'s line number(s). If all children, write "ALL"

<input type="checkbox"/> DOA/Fatality	<input type="checkbox"/> Child's Drug/Alcohol Use	<input type="checkbox"/> Swelling/Dislocation/Sprains
<input type="checkbox"/> Fractures	<input type="checkbox"/> Poisoning/Noxious Substances	<input type="checkbox"/> Educational Neglect
<input type="checkbox"/> Internal Injuries (e.g., Subdural Hematoma)	<input type="checkbox"/> Choking/Twisting/Shaking	<input type="checkbox"/> Emotional Neglect
<input type="checkbox"/> Lacerations/Bruises/Welts	<input type="checkbox"/> Lack of Medical Care	<input type="checkbox"/> Inadequate Food/Clothing/Shelter
<input type="checkbox"/> Burns/Scalding	<input type="checkbox"/> Malnutrition/Failure to Thrive	<input type="checkbox"/> Lack of Supervision
<input type="checkbox"/> Excessive Corporal Punishment	<input type="checkbox"/> Sexual Abuse	<input type="checkbox"/> Abandonment
<input type="checkbox"/> Inappropriate Isolation/Restraint (Institutional Abuse Only)	<input type="checkbox"/> Inadequate Guardianship	<input type="checkbox"/> Parent's Drug/Alcohol Misuse
<input type="checkbox"/> Inappropriate Custodial Conduct (Institutional Abuse Only)	<input type="checkbox"/> Other (specify) _____	

State reasons for suspicion, including the nature and extent of each child's injuries, abuse or maltreatment, past and present, and any evidence or suspicions of "Parental" behavior contributing to the problem. (If known, give time/date of alleged incident)

MO
DAY
YRTime ☐ AM ☐ PM☐ Additional sheet attached with more explanation. The Mandated Reporter Requests Finding of Investigation ☐ YES ☐ NO

CONFIDENTIAL		SOURCE(S) OF REPORT		CONFIDENTIAL	
NAME	(Area Code) TELEPHONE	NAME	(Area Code) TELEPHONE		
ADDRESS		ADDRESS			
AGENCY/INSTITUTION		AGENCY/INSTITUTION			
RELATIONSHIP					
<input type="checkbox"/> Med. Exam/Coroner	<input type="checkbox"/> Physician	<input type="checkbox"/> Hosp. Staff	<input type="checkbox"/> Law Enforcement	<input type="checkbox"/> Neighbor	<input type="checkbox"/> Relative
<input type="checkbox"/> Social Services	<input type="checkbox"/> Public Health	<input type="checkbox"/> Mental Health	<input type="checkbox"/> School Staff	<input type="checkbox"/> Other (Specify)	<input type="checkbox"/> Instit. Staff
For Use By Physicians Only	Medical Diagnosis on Child	Signature of Physician who examined/treated child	(Area Code) Telephone No.		
	Hospitalization Required: <input type="checkbox"/> None <input type="checkbox"/> Under 1 week <input type="checkbox"/> 1-2 weeks <input type="checkbox"/> Over 2 weeks				
Actions Taken Or About To Be Taken: <input type="checkbox"/> Medical Exam <input type="checkbox"/> X-Ray <input type="checkbox"/> Removal/Keeping <input type="checkbox"/> Not. Med Exam/Coroner <input type="checkbox"/> Photographs <input type="checkbox"/> Hospitalization <input type="checkbox"/> Returning Home <input type="checkbox"/> Notified DA					
Signature of Person Making This Report:		Title	Date Submitted Mo. Day Yr		

X

REPORTING EDUCATIONAL NEGLECT:

The Yonkers Public Schools in collaboration with Westchester County Department of Social Services (CPS Division) are working to reduce truancy in our district.

- If a student is absent 20 illegal or unexcused absences and is not on a no show list, you must report this student for "*Educational Neglect*".
- Please check with the Pupil Support Team and administration in case they are working with the families to improve the attendance of the students. If they are, a joint decision should be made to determine if the individual case is *educational abuse*.
- If you have decided it is *educational neglect*, you must complete both the DSS-2221-A- "Report of Suspected Child Abuse or Maltreatment Form and the Supplement Educational Neglect Form.
- Please indicate on the Supplemental Form how the absences have impacted the student's learning.
- You then call the CPS State Hot Line at 1-800-635-1522
- After this call is made copies of these forms **must be faxed** to:
 - Ellen Alix-Cossifos at DSS @ 914-813-4411
 - Dr. Luis Rodriguez at Pupil Support Services @ 914-376-3662
- These cases should be called in on an individual basis as each child reaches the 20 day unexcused absence. You should not wait for these to accumulate and call in numerous students.



CHILD ABUSE and EDUCATIONAL NEGLECT

REPORTING ABUSE:

Reports of suspected child abuse or maltreatment should be made immediately. School personnel are all mandated reporters. There is *no need* for staff members to get permission to call the CPS Hotline Line. It is recommended after the call is placed to CPS, the staff member inform the building administrator that they have filed a complaint. All this information is strictly confidential and there is no obligation to the parent who called the complaint in. If you fail to report suspected child abuse, the individual can be held liable by both the civil and criminal legal system for intentionally failing to make a report.

CHILD ABUSE or NEGLECT:

Children who are mistreated can be physically abused, sexually abused or emotionally abused. They can also be neglected.

- | | |
|-------------------------|--|
| <i>Physical Abuse:</i> | is any injury resulting from beating, biting, burning or otherwise hurting a child. |
| <i>Sexual Abuse:</i> | is any act of molestation against a minor. |
| <i>Emotional Abuse:</i> | can be caused by constantly rejecting a child, exposing a child to violence or threatening a child safety. |
| <i>Neglect:</i> | is defined as the failure of a parent to provide food, clothing, supervision, schooling or medical care for a child. |

PROCEDURE:

- Obtain a NYS Office of Children and family Services *Report of Suspected Child Abuse Form*
- Call the NYS Register Hot Line for mandated reporters
1-800-635-1522
- The CPS Specialist who answers your call will ask you questions and information. Provide as much factual information that pertains to the child/family you are calling about.
- You will be asked for your name and position or title. The specialist needs this information for their records. It will not be disclosed by the investigator and this should be kept **CONFIDENTIAL**.
- You must complete the *Report of Suspected Child Abuse Form*.
Send the completed form to Pupil Support Services to keep on file and to follow up with Child Protective Services. Keep a copy of the form in a secure location in the principal's office.
- At this point, the CPS unit of the local Department of Social Services is required to begin an investigation of each report within 24 hours.



CHILD ABUSE PREVENTION

HOTLINE NUMBER
1-800-635-1522

CHILD ABUSE PREVENTION HOTLINE NUMBER

1-800-635-
1522

5460

SUSPECTED CHILD ABUSE AND MALTREATMENT

The Board of Education recognizes that because of their sustained contact with school-aged children, employees are in an excellent position to identify abused or maltreated children and refer them for treatment and protection.

The purpose of mandatory reporting is to identify suspected abused and maltreated children as soon possible, so that such children determined to be abused or maltreated can be protected from further harm and, where appropriate, can be offered services to assist him or her and his or her family.

Pursuant to applicable law, any school official or employee who has reasonable cause to know or suspect that a child has been subjected to abuse or maltreatment will immediately report this to the Building Principal who will report the case to the New York State Child Abuse and Maltreatment Register, as required by law.

The report shall be made by telephone or by telephone facsimile machine on a form supplied by the Commissioner of Social Services. A written report shall be made within forty-eight hours to the appropriate local child protective service, and to the statewide Central Register for Child Abuse and Maltreatment.

School employees and officials will not contact the child's family or any other person to determine the cause of the suspected abuse or maltreatment. It is not the responsibility of the school official or employee to prove that the child has been abused or maltreated.

Any school official or employee who has cause to suspect that the death of any child is a result of child abuse or maltreatment must report that fact to the appropriate medical examiner or coroner.

In accordance with the law, any employee who fails to report an instance of suspected child abuse or maltreatment may be guilty of a Class A misdemeanor and may be held liable for the damages caused by the failure to report. The law grants employees and other persons who report instances of child abuse immunity in good faith from any liability that might otherwise be incurred.

The district will cooperate to the extent possible with authorized child protective services workers in investigations of alleged child abuse.

The school district shall maintain an ongoing training program which will address the identification and reporting of child abuse and maltreatment. Attendance at sessions of this training program shall be required of all district employees who come in contact with students. Attendance records shall be kept, and notations will be made in personnel files as to the dates of attendance.

The Superintendent shall develop, with input from appropriate personnel, a plan for implementation of such a training program, to be approved by the Board. In addition, the policy and regulations will be included in all employee handbooks and distributed annually to all personnel who are not covered under existing handbooks. The Superintendent will prepare and implement all regulations as are necessary to accomplish the intent of this policy.

A copy of this policy, along with the administrative regulations explaining the reporting requirements, shall be distributed to all members of the professional staff.

Ref: Child Protective Services Act of 1973
Social Services Law 411 et seq.
Family Court Act 1012
Family Educational Rights and Privacy Act,
20 USC 1232g, 45 CFR 99.36
Education Law 3209-a

Adoption date: May 8, 2007



YONKERS
PUBLIC SCHOOLS

**Office of Children
and Family Services**



REPORT IT NOW! • ¡REPÓRTELO AHORA!

Do You Suspect Abuse or Maltreatment? REPORT IT NOW!

Call our Statewide Toll Free Telephone Number:
1-800-342-3720

If you are deaf or hard of hearing, call TDD/TTY at
1-800-638-5163
or have your Video Relay System provider call
1-800-342-3720

*If you believe that a child is in immediate danger,
call 911 or your local police department.
OCFS website at <http://ocfs.ny.gov/main/cps/>*

Oficina Estatal de Nueva York de Servicios para Niños y Familia
**¿Usted sospecha abuso o maltrato?
¡REPÓRTELO AHORA!**

Llame a nuestro número sin cargo dentro todo el estado:
1-800-342-3720

Si usted tiene problemas auditivos, llame al número de TDD / TTY:
1-800-638-5163
o haga que su sistema de retransmisión de vídeo proporcione la llamada al:
1-800-342-3720

*Si usted cree que un niño está en peligro inmediato,
llame al 911 o al departamento de policía local.
El sitio web es: <http://ocfs.ny.gov/main/cps/>*

- Invading a person's body space – standing closer than appropriate for the work being done, or placing one's self at closer distances for one gender than necessary or as compared with the other gender.

Physical

- Massaging a person's neck, shoulders, etc.;
- Touching a person's clothing, hair or body;
- Hugging, kissing, patting or stroking;
- Touching or rubbing oneself sexually around or in view of another person;
- Gestures/sounds, making sexual gestures, kissing sounds, smacking lips, sexual pleasure/desire/groaning sounds, gestures that hint or imply/mimic sexual intercourse; whistles, gestures that non-verbally describe/draw sexual part of the anatomy; sexual suggestive smiles, body/pelvic movements;
- Tearing, pulling, yanking a person's clothing; and
- Exposing himself/herself.

Types of Harassers

There are three main types of sexual harassers:

1. **“Cultural Lag” Harassers** – These are individuals who have not developed a level of awareness of this issue consistent with our changing culture and times. This type of harassment occurs most often in all male occupations where sexual jokes, innuendoes and sexual teasing is considered “business as usual.” There may be no sense at all among men that anything is wrong.
2. **“Abuse of Power” Harassers** – Most harassment (75%) occurs as an abuse of power by someone in authority over the victim.
3. **“Chronic” Harassers** – Harassers who have some type of emotional problem or psychological condition (less than 5%).

To determine if your behavior is unwanted, ask yourself the following:

1. Would I want any of those behaviors to be the subject of a column in my organization's newsletter or to appear on the evening news?
2. Is there equal power between me and the person that I am interacting with?
3. Would I behave the same way if the person I'm in a relationship with were standing next to me?
4. Would I want someone else to act this way toward a person that I'm in a relationship with?
5. Is there equal initiation and participation between me and the person I am interacting with?

Speak to the student who was offended. Find out his or her feelings about the incident. Try to find out if the behavior has occurred before.

Step 4:

If you think the behavior could be sexual harassment, report it to an administration official or the school's Title IX coordinator.

Step 5:

If you deem it necessary or the student requests it, separate the students from one another.

Examples of Sexual Harassment

This listing gives you a range and variety of behaviors that judges, arbitrators, juries and employers have determined are sexual harassment *when they are unwelcome* and could create a hostile work environment. Some of these behaviors, *even if they are welcome*, a reasonable employer could determine are not appropriate, nor should they occur in the workplace. These behaviors are not all inclusive:

Specific Sexual Harassment Situations

Verbal

- Referring to an adult as a girl, hunk, doll, babe or honey;
- Whistling at someone, cat calls;
- Making sexual comments about a person's body;
- Making sexual comments or innuendoes;
- Turning work discussions into sexual topics;
- Telling sexual jokes or stories;
- Asking about sexual fantasies, preferences, or history;
- Asking questions about social or sexual life;
- Making sexual comments about a person's clothing, anatomy, or looks;
- Repeatedly asking out a person who is not interested;
- Making kissing sounds, howling and smacking lips; and
- Telling lies or spreading rumors about a person's personal sex life.

Non-Verbal

- Looking a person up and down (elevator eyes);
- Staring at someone;
- Blocking a person's path, restricting, hindering the other person's movement;
- Following a person;
- Displaying sexually suggestive visuals;
- Making facial expressions such as winking, throwing kisses, or licking lips;
- Because employee B refuses to date employee A, employee A adjusts equipment that employee B is using. By adjusting that equipment, employee B is injured or believes he/she could be injured;
- Unwanted letters, gifts and/or materials of a sexual nature;
- Hanging around a person;
- Pictures, drawings, etc. of nude, semi-nude individuals or groups of individuals; and

SEXUAL HARASSMENT IN SCHOOLS: TEACHER INTERVENTION

Sexual Harassment: The Legal Definition

Sexual harassment is a precisely define illegal form of differential treatment based on gender.

Legally, it is described as unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when any of the following conditions exist:

- Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment or education, OR
- Such conduct has the purpose or effect of unreasonably interfering with an individual's work or educational performance, OR
- Such conduct has the purpose or effect of creating an intimidating, hostile, or offensive educational or employment environment.

What is a Teacher's Legal Obligation¹

In New York State, teachers are obligated to stop anything that is interfering with a student's education in their classrooms and this is certainly true of sexual harassment. If the behavior continues, the teacher is obligated to report it to the proper authorities.

If a student tells a teacher that he or she is being sexually harassed in school, the teacher has an obligation to report the harassment, even in cases where the student requests confidentiality. A student has no right of confidentiality with a teacher. Both the teacher who knows of sexual harassment, but does nothing, and the school can be sued. Be supportive of the student, but never promise confidentiality. Instead, explain to the student the serious nature of sexual harassment and why it must be reported.

Suggested Intervention for Teachers²

While teachers can often correct inappropriate behavior in their classrooms, sometimes the behavior is more serious than an isolated class incident might suggest. When a teacher senses that a more systemic problem may lie behind a particular incident, he or she should follow these five steps:

Step 1:

Remedy the immediate situation. Stop the behavior so that class may continue.

Step 2:

Speak to the offending student after class. Make him or her aware that the behavior is unacceptable. Avoid using the term "sexual harassment" when talking with the student.

Step 3:

¹ Excerpted from material written in 1994 by Rosemary Agonito, Ph.D. for Cazenovia College Center for Sex Equity, Virginia Fellerman, Director

² Excerpted from the Educator's Guide to Controlling Sexual Harassment

Email: OCR.NewYork@ed.gov

- b) New York State Division of Human Rights
20 Exchange Place, 2nd floor
New York, NY 10005
Telephone 212-480-2522
888-392-3644

Definitions:

1. Grievance: An issue of dispute regarding discrimination based on sex or handicap. The issue involves the violation, interpretation or application of any article of Title VI, Part 86, Rules and Regulations, Title IX, Federal Education Amendments of 1972 and/or Section 504 of the Rehabilitation Act of 1973. To initiate the grievance procedure, a written complaint must be filed with the appropriate Compliance Officer.
2. Student: Any person enrolled as a student in any school and/or educational or recreational program authorized by the School District.
3. Employee: Any full-time or part-time teacher, secretary, clerk, custodian, administrator, or other person receiving compensation for services rendered to the School District.
4. Parent: Any parent/guardian of a Yonkers Public School student.
5. Applicant: Any person applying for employment with the Yonkers Public Schools.
6. Compliance Officer: the person designated by the School District Board of Education to coordinate efforts to comply with Title VI and Title IX of the Educational Act of 1972 and Section 504 of the Rehabilitation Act of 1973.
7. Superintendent: The Superintendent of Schools or his/her designated representative.

TITLE VI & TITLE IX COMPLIANCE OFFICER

Robert Voorheis
Department of Human Resources
One Larkin Center, 2nd Floor
Yonkers, New York 10701
Phone: (914) 377-6941
Fax: (914) 376-8106
Robert.Voorheis@yonkersny.gov

Or

504 REGULATIONS COMPLIANCE OFFICER

Pupil Support Services and Special Education
One Larkin Center
Yonkers, New York 10701
(914) 376-8209

4. The Complainant then has the option to
 - a) Accept the decision
 - or
 - b) Disagree with the decision in writing, address to the Compliance Officer.

The failure of the Complainant to make a response will be considered his/her acceptance of the decision. In the event that the District's Level One Officer (i.e. the Compliance Officer or his/her designee) is involved in the alleged discrimination, the Complainant can bypass the Level One Procedure and proceed directly to Level Two Procedure.

LEVEL TWO PROCEDURES

After the completion of Level One Procedures, the Complainant may institute the Level Two Procedure by making a written request to the Compliance Officer.

1. The Compliance Officer requests the Superintendent of Schools to review the complaint.
2. The Superintendent will schedule a meeting within 15 days of the receipt of a request for review unless further time is required for good cause e.g. conflicting schedules.
3. The participants shall be the Complainant (the complainant may be accompanied by his/her parent(s), guardian, spouse, or friend); the Compliance Officer may present information or otherwise actively participate in the meeting.
4. The Superintendent will make a decision within 15 days which shall be final. The Complainant and the Compliance Officer will receive copies of the decision.

ALTERNATE GRIEVANCE PROCEDURES

1. The Complainant may appeal the decision rendered by filing an appeal with:

The New York State Commissioner of Education
New York State Education Department
Washington Avenue
Albany, New York 12234
2. The Complainant may also file with either or both of the agencies listed below. The complaint may be filed simultaneously through this agency's channels and the channels listed below:
 - a) Office for Civil Rights – Enforcement Office
U.S. Department of Education
32 Old Slip, 26th Floor
New York, New York 10005-2500
Telephone: 646-428-3900
Fax 646-428-8943
TDD: 877-521-2172



Mayor Mike Spano

Carlos Moran
Acting Commissioner of Human Resources

CITY OF YONKERS

DEPARTMENT OF HUMAN RESOURCES
One Larkin Center
Second Floor
Yonkers, NY 10701
Tel. 914.377.6180

**GRIEVANCE PROCEDURES FOR RESOLUTION OF COMPLAINTS
ALLEGING DISCRIMINATION BASED UPON
RACE, COLOR, RELIGION, NATIONAL ORIGIN, SEX (Including Sexual Harassment),
SEXUAL ORIENTATION OR DISABILITY**

In accordance with federal and state laws and as required by Title VI, Title IX of the Education Amendments of 1972 and Section 504 of the Rehabilitation Act of 1973 the Yonkers School District does not discriminate on the basis of race, color, religion, national origin, sex (including sexual harassment), sexual orientation, or disability in the hiring of employees and in the educational programs, services or activities which it provides.

Inquiries regarding compliance with Title VI and Title IX regulations may be directed to: Department of Human Resources, One Larkin Center, 2nd Floor, Yonkers, New York 10701, (914) 377-6185.

Inquiries regarding compliance with Section 504 Regulations may be directed to: Pupil Support Services and Special Education, One Larkin Center, Yonkers, New York 10701, (914) 376-8209.

LEVEL ONE PROCEDURES

1. Any student, employee, parent, applicant in the School District who wishes to file a grievance (complaint) regarding alleged discrimination based upon race, color, religion, national origin, sex (including sexual harassment), sexual orientation, or disability shall make such a complaint in writing on forms available in one of the following school offices: the principal's office, guidance office, nurse's office of all elementary, middle and senior high schools and the District's Personnel Office.
2. (Completed) Form can be given to the Principal/Designee if desired for initial inquiry or can be forwarded directly to the District Compliance Officer.
3. The Compliance Officer or his/ her designee will then:
 - a) Investigate, within 15 days the circumstances of the complaint unless further time is required for good cause, e.g. to speak to witnesses to complete investigation.
 - b) Render a decision within 15 days after receipt of the complaint unless further time is required for good cause, e.g. to speak to witnesses to complete investigation, and notify the Complainant.
 - c) Provide the Complainant 15 days to react to the decision before it becomes final.

The District's policy, or summary thereof, shall be disseminated as appropriate to all staff. Additionally, this topic shall be addressed in the District's Code of Conduct. (BOE Policy 5300)

Reporting Procedures

- 1) **Duty to Report.** Any person with knowledge or suspicion of an inappropriate relationship between a staff member and student shall immediately report the conduct to the Building Principal, Pupil Support Services, or the Superintendent of Schools.
- 2) **Protection from Retaliation.** Any staff member who provides disclosure of a suspected fraternization, violation, or who cooperates with inquires or investigations of such violations shall be afforded protection against retaliation in accordance with the "Whistleblower" Protection as outlined in BOE Policy 9645.

Disciplinary Action

Any staff member who engages in inappropriate conduct with a student, prohibited by the terms of this policy shall be subject to appropriate disciplinary measures up to and including termination of employment in accordance with legal guidelines, Yonkers Public Schools' policy and regulations. Any violation of this policy may also subject the employee to criminal and/or civil sanctions as well as disciplinary action by the State Education Department.

Ref:

Title IX of the Education Amendments of 1972, 20 United States Code (USC) Section 1681 et seq.
Education Law Article 23-B
Social Services Law Sections 411-428
New York Code of Rules and Regulations (NYCRR) Part 83

Cross-Ref:

BOE Policy 5300 – Code of Conduct
BOE Policy 5420 – Student Health Services
BOE Policy 9645 – Disclosure of Wrongful Conduct