

FACULTY HANDBOOK



2022 – 2023

Valley Stream Union
Free School District
Twenty-Four

TABLE OF CONTENTS

	<u>Page</u>
PREFACE	
Letter from the Superintendent.....	I
School Calendar.....	II
The Board of Education- District Policy #9300.....	III
 I. THE NEW TEACHER	
Appointment - Probation and Tenure.....	1
Social Security.....	1
New York State Teacher Retirement System.....	1
Health Insurance.....	2
Teacher Absence.....	2
Parking Regulations for District Twenty-Four Schools.....	3
Visitors Entering the Building.....	3
Collection and Handling of Money.....	3
 II. TOWARD GREATER PROFESSIONALISM	
Comprehensive District Education Plan.....	4
 III. SUPERVISION	
Philosophy/Policy/Procedure.....	5
Formal Classroom Visits.....	5
Classroom Atmosphere.....	5
Informal Observations.....	5
 IV. CALENDAR OF MONTHLY MEETINGS	
Staff Meetings.....	6
Board of Education.....	6
Parent-Teacher Association Meetings.....	6
 V. COMMUNICATION SYSTEM	
Intercom System.....	7
Bell and Signal System.....	7
Fire Drills.....	7
Emergency/Shelter Drill.....	7
 VI. THE SCHOOL DAY	
Teacher's Day.....	8
Arrival Procedures.....	8
Recess (Supervised).....	8
Noon Time.....	9
Detention.....	9
Pupil Attendance Accounting.....	9

Attendance Roster Sheets	10
Excusing Children from School	10

VII. THE CLASSROOM

Classroom Environment	11
Pupil Health	11
Pupil Attire	13
Lunch at School	13
Prohibition of Corporal Punishment.....	14
Procedure for Reporting Suspected Cases of Child Abuse and Maltreatment.....	15
Procedure for Calling in a report	16
Indicators of Child Abuse and Neglect	17
Physical Abuse	17
Sexual Abuse	19
Emotional Maltreatment.....	19
Neglect.....	20

VIII. PLAYGROUND REGULATIONS

Playground Regulations.....	21
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IX. ACCIDENTS

Pupil Accident Insurance	22
General Procedure	22

X. AUXILIARY SERVICES

Technology Materials	23
Custodial Services	23
Inter-School Deliveries.....	23
Secretarial Services.....	23
Duplicating Services.....	24

XI. INSTRUCTIONAL PROGRAM

NYS Learning Standards	25
Lesson Plans and Plan Book.....	27
Class Program.....	27
Homework	28
Instructional Materials.....	28

XII. SPECIAL SUBJECTS AND SERVICES

Special Subjects	29
Art.....	29
Music – General.....	29
Music – Instrumental	30
Second Language.....	30
Physical Education	32

School Library/Media Center	32
Special Services	33
Committee on Special Education - Referral Process.....	33
Early Intervention Specialist	33
Health.....	33
Resource Room Teacher.....	33
Challenge Teacher	34
Instructional Support Team (IST)	34
Psychologist.....	34
Reading Consultant.....	35
Pupils with Special Educational Needs (PSEN and Chapter 1 – Reading & Math)	36
Inclusion Specialized Teacher, English as a Second Language Teacher	36
Speech/Language Pathologist.....	36
Self-Contained Special Class	36
Social Worker	37

XIII. EXTENDED CURRICULAR ACTIVITIES

Assemblies.....	38
Field Trips.....	38
Sports Day, Field Day, Spring Fling	39
Outdoor Education.....	39

XIV. PUPIL EVALUATION

Why Test? What Tests Do We Use?	40
New Entrants	41
Individual Testing.....	41
Interpretation of Test Results	41
Guide to Evaluating and Reporting Student Progress	42
Basic Assumptions	42
Communicating with Child & Parents/Guardians.....	43
Communicating with Parents/Guardians	43
Communicating with Child	43
Record Keeping	43
Student Work.....	44
Parent/Teacher Conferences	44
Preparation for a Conference	44
Guidelines for Parent/Teacher Conference	45
Purpose of Conference.....	45
Preparing for the Conference.....	46
The Conference Session	47
Progress Report Card Cover Page	47
Correspondence to Parents	48
Progress Report Cards	48
Academic Subjects	50
Special Subjects (Art, Music, Physical Education, Second Language)	50

Teacher-Parent Communication Summary	51
Pupil Records	52

XV. ACCESS TO PUPIL RECORDS

Rights of Parents/Guardians	53
Rights of Pupils	54
Student Records - Procedures to Administer the Family	
Education Rights & Privacy Act of 1974	54
Notification	55
Inspection of Education Records	55
Procedures for "Correcting Records"	56
First Level Decision	56
Second Level Decision	57
Third Level Decision	57
Fourth Level Decision	58
Final Administration Step in the Procedure	59
Disclosure	59
Procedure for Keeping Records of Request for Access or Disclosure	60

XVI. APPENDIX

PREFACE



VALLEY STREAM SCHOOL DISTRICT 24

75 Horton Avenue, Valley Stream, New York 11581-1499
(516) 434-2825 • FAX: (516) 256-0163

Dr. Don Sturz
Superintendent of Schools

September, 2022

Dear Staff Member:

The Staff Handbook is an important source of information for many of the day-to-day procedures of our District. It highlights the District's policies and administrative regulations on many critical issues. Please read it carefully. The *School Calendar* is included in the Section entitled Preface. The digital *School Calendar* is on our website and will be live. The Handbook will be found on the District website: valleystreamschooldistrict24.org.

Revisions have been made so please review the Handbook in its entirety to be sure you are familiar with the information contained therein.

The Administrative Council joins me in wishing you a very successful year.

Sincerely,

Dr. Don Sturz
Superintendent
jmo

BOARD OF EDUCATION

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I. THE NEW TEACHER

FACULTY HANDBOOK

I. THE NEW TEACHER

Appointment – Probation and Tenure

The Board of Education, upon the recommendation of the Superintendent of Schools, shall appoint a teacher for a position in Valley Stream District #24.

Specific assignments to grade, subject, or building shall be at the discretion of the Superintendent of Schools.

The probationary period a teacher must serve is prescribed by the laws of New York State and set forth in the employment agreement. Upon completion of said probationary period, a teacher may be recommended by the Superintendent of Schools to be placed on tenure by the Board of Education.

Social Security

All newly appointed teachers are required to contribute to the Social Security system. The deduction will appear under the FICA section of your paycheck. The employee's contribution is based on a percentage of a maximum amount of money. These rates are set by the Federal Government and changed periodically. The current figures are available the Business Office.

New York State Teacher Retirement System

All full-time teachers are required to be members of the New York State Teachers Retirement System. Contributions are deducted in accordance with New York State Law.

Health Insurance

All full-time district employees are eligible to join one of the New York State government Employees Health Insurance Program's options as follows:

1. Empire Plan
2. HIP

The options are more fully explained in brochures available in the Business Office.

Teachers are responsible for 20% of the premium for single or family coverage. Health insurance may be declined and a payment will be made to the employee according to the contract.

Teacher Absence

In the event of absence because of illness or some other unforeseen reason, it is the teacher's responsibility to notify Aesop as soon as possible stating the cause of absence (sick, personal, conference, etc.). The telephone number is 1-800-942-3767 or email address is www.frontlinek12.com/aesop in your web browser or www.aesoponline.com on your mobile device. Anticipated absences or those requiring prior approval should be discussed with the Building Principal who will then advise the District Office.

An absence of five (5) consecutive school days because of personal or family illness shall be substantiated by a doctor's certificate satisfactory to the Board. In the case of prolonged illness, a doctor's statement relative to diagnosis and anticipated date of return should be submitted.

The Board of Education provides fifteen (15) days of absence, with pay, per school year for illness and 3 of those days may be classified as personal days in accordance with the Teacher's contract. Prior notice of these absences shall be given to the Principal. Other absences for personal business shall require prior approval of the Superintendent of Schools, except in case of an emergency, which may be, on its merits, approved after the fact. All unused leave shall be cumulative indefinitely, but may be applied only to personal illness or leave of absence with pay prior to retirement. For further information concerning absences, refer to the agreement between the VSTA and the District.

Parking Regulations for District #24 Schools

The Board of Education of Union Free School District #24, Valley Stream, has posted signs relative to parking regulations at all buildings. With respect to these regulations, the following policy has been established.

1. The Village of Valley Stream limits parking on local streets to four hours.
2. Personnel serving the Brooklyn Avenue School are limited to small parking areas on first come basis; others are limited to "on the street parking" in the area of the Brooklyn Avenue building.
3. Parking regulations posted in school areas should be observed.

Visitors Entering the Building

All visitors entering the building must go through security measures. Your ID will be scanned and all visitors will be logged in.

Visitors are not permitted to enter classrooms at any time without permission from the Principal's Office. All appointments with visitors must be prearranged, and the office is to be notified in order to clear visitors for such appointments.

Should a parent arrive unannounced, the teacher shall advise the parent of the school regulation and direct him/her to the building office. If necessary, the teacher will call the office for additional directions.

Under no circumstances shall teachers permit children to be taken from the classroom. Students are to be dismissed by the Main Office.

Main entrance doors will be locked at 8:45 a.m.

Collection and Handling of Money

From time to time, it becomes necessary to collect money from the children. Such monies should be counted, placed in an envelope, sealed and turned into the building office at the end of the school day. Indicate, on the envelope, the teacher's name, purpose of collection and amount of money enclosed.

II. TOWARD GREATER PROFESSIONALISM

Comprehensive District Education Plan

The Comprehensive District Education Plan (CDEP) may be found on the District Website.

Policies

All staff should become familiar with **all** Policies found on the District Website.

III. SUPERVISION

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Philosophy / Policy / Procedure

Formal Classroom Visits

Classroom Atmosphere

Informal Observations

Refer to APPR Plan and NYSUT rubric located on the District web page.

Revised: 1/28/2015

IV. CALENDAR OF MONTHLY MEETINGS

IV. CALENDAR OF MONTHLY FACULTY MEETINGS

Faculty meetings will be scheduled for Wednesday afternoons. Attendance is required (*no one is excused without prior approval by the administrator.*) All teachers are expected to remain until the conclusion of the meeting.

So that dates can be adjusted to meet existing needs, the schedule will be flexible.

Superintendent's Meeting

Superintendent's meetings will be held monthly.

Curriculum and Instruction Meetings - (Location to be announced)

Curriculum and Instruction meetings will be held monthly.

Building Principal's Meeting

Building Faculty Meetings are held within the individual buildings.

Educational Consultation Committee (ECC) - The ECC meeting is held each month (unless otherwise noted) at the William L. Buck School.

Valley Stream Teachers Association - (Location to be announced)

Unless otherwise noted, Association Meetings will be held on the fourth Wednesday of each month.

Teacher/Parent Conferences

These conferences are encouraged and may be arranged when the teacher is not in the classroom.

Board of Education

Please refer to the Website for Calendar of Board of Education Committee and Business meetings. Staff representatives are invited to attend and act as liaisons, informing the teachers of important issues and actions by the Board of Education.

Parent-Teacher Association

Each building in our District has a PTA unit. Although independent of each other, representatives from the individual units meet periodically as a central council. PTA is a valuable community organization designed to bring home and school into closer relationship.

V. COMMUNICATION SYSTEM

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Intercom System

The Intercom system has a number of uses both for communication between room and office and for general announcements.

Bell and Signal System

Most of the school day is regulated by a bell system. Each person should become familiar with these signals and bells.

William L. Buck School communication is through the bell system and the P.A. speaker

Brooklyn Avenue School communication is through the P.A. speaker

R. W. Carbonaro School communication is through the bell system and the P.A. speaker

Fire Drills

At least eight fire drills must be held from the opening of school to December 1st. An additional four must be held before the end of June, for a total of twelve drills a year. Posted in each room is specific information concerning the assigned area and how to reach it. The teacher should become familiar with this information and acquaint the children with the route to be followed.

Because attendance must be checked after arrival at the designated area, teachers must take their Attendance Roster Folder and the nearest Command Center must be notified of any absentee.

Emergency/Shelter Drills

Procedures for Emergency / Shelter Drills should be kept with Attendance Rosters. Teachers should become familiar with Stage I and Stage II procedures and indicated command post locations and acquaint children with the route to be followed. Special Area teachers are to assist classroom teachers with procedures.

VI. THE SCHOOL DAY

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Teacher's Day

The teacher's day is 8:10 A.M. to 2:55 P.M. Teachers must note their arrival and departure in the building office. All classroom teachers are expected to be in their rooms no later than 8:25 A.M. with students and at completion of lunch period.

SCHOOL HOURS



Kindergarten

Early Dismissal – 8:25-1:30 PM

Regular Hours – 8:25-2:50 PM

Lunch – 12:30 – 1:30 PM

Grades 1-6 – School Day

8:25 – 2:55 PM

Parents will be notified if a child is asked to remain after 2:55 PM

Lunch – Gr. 3, 4, 5 & 6 – 11:30 AM – 12:30 PM

Gr. 1 & 2 – 12:30 PM – 1:30 PM

Arrival Procedures

On days too cold, wet, or inclement and not appropriate for children to remain outdoors until the entering bell sounds, provision will be made for children to await the bell inside the building in a supervised area. Such days will be determined by the Building Principal. If a parent requests that a child be admitted into the building rather than wait on the playground, such request must be discussed with the Building Principal.

Recess (Supervised)

Supervised play, commonly referred to as “recess”, is an accepted part of our curriculum and meets as much planning as any other worthwhile experience for children. Recess periods provide the teacher with an opportunity to observe children at actual play, to note their development in sportsmanship, play skills, social maturation, emotional stability, muscular growth, safety, and exercise of judgment, and respect and care of property. These periods should be used appropriately. Teachers are expected to observe the guidelines that have been developed.

General Guidelines:

- Recess periods should NOT extend beyond (15) fifteen minutes.
- They should not occur immediately before or after the lunch period.
- They should not immediately precede dismissal.
- Recess should be omitted during that session in which the group has a physical education class.
- The playground (like the gymnasium) is a designated teaching station for physical education classes; priority must be granted to the scheduled physical education class.

Noon Time

The school does provide a lunch program, and children will have the opportunity to purchase milk.

Teacher Aides are assigned to noon hour lunchroom and lunch hour physical education. Teachers will be assigned supervisory responsibilities for the noon hour on a scheduled basis determined by the Building Principal.

On rainy days, children are to report to the areas designated for indoor activities.

Detention

1. The teacher must notify the parent if he/she plans to detain the child beyond 3:00 PM
2. Children are never to be left in the room or hall unsupervised.
3. Children are to be escorted to the proper exit to be certain they have left the building.

Pupil Attendance Accounting

Pupil attendance *must* be checked:

1. At the beginning of each day.
2. During fire drills, emergency drills, immediately upon arrival at the designated area.

When a pupil returns to school, following any absence, an explanatory note from the parent or doctor is required a law.

It is important that the classroom teacher take attendance immediately after the class returns from lunch. Please note the name of any child present in the morning, but absent in the afternoon and return the attendance sheet to the building nurse or secretary.

If a child is tardy, a written pass from the nurse is required. Teachers must maintain a file of the absence and tardy excuses which at the end of the year should be packaged and sent to the building office.

A nurse is assigned to each building. Incidents of erratic or unusual attendance should be called to the nurse's attention.

Attendance Roster Sheets

Attendance sheets **MUST NOT** be taken from the school building, except during fire drills and emergency evacuation drills.

Accurate attendance is required by NYS law and it is extremely important that the data concerning it be accurate. Attendance can:

- a) be subpoenaed to be used as legal evidence.
- b) be used to determine the amount of school aid given to a school district.
- c) be used, at the end of the school year, to verify the attendance information made by the teacher.

Attendance is to be entered into the computer program every morning. The lunch envelope should be sent to the Building Secretary by 9:00 am. It should be returned to the teacher's mailbox for the following morning's attendance.

Excusing Children from School. No child may be excused prior to the actual dismissal time, unless the request has been approved by the Building Principal. In such cases the parent must call for the child in the building office and should be prepared to present proper identification. The parent designee is required to sign the pupil out. Release time for religious instruction is permitted, if parents submit a written statement approved by the Building Principal. This should indicate the date and time when the child should be released.

VII. THE CLASSROOM

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Classroom Environment

Any learning environment is enhanced when it is made attractive to the pupil. Teachers are urged to arrange colorful bulletin board displays, exhibit posters and artwork, and whenever possible, use plants or flowers to add to the cheerfulness of the classroom.

Neat closets and cupboards are additional incentives to good habits on the part of children. Regular inspection of children's desks is recommended to see that they are neat inside and that the tops are not being marred. Shades and blinds should be adjusted, as needed, to insure maximum light and minimum glare.

Pupil Health

1. Physical Well-Being

A teacher should be alert to all health conditions. A conference with the nurse/teacher at the beginning of the school year will alert the classroom teacher to the health status of each individual child in the class. Good health practices, including cleanliness, table manners, nutrition, and safety should be stressed continuously.

The health appraisal of every child should be on-going. It includes:

- a) Careful daily observation by the teacher. If the teacher observes any deviation from what is considered normal behavior or reaction for a particular child (physical, mental, emotional), the nurse/teacher should be advised so that further investigation can be made.
- b) Annual medical inspection by family physician or school doctor. (Required for grades **K, 1, 3 & 5 and all new entrants**)
- c) Annual height and weight evaluation to determine the child's growth pattern. Evaluation continues during the year for those children who have problems of obesity, possible malnutrition, apparent poor health, etc.
- d) Annual visual and auditory screening for grades **K, 1, 3 & 5 and all new entrants**, tests as part of a program of conservation of sight and hearing. Priority for early screening is given to those children who have known problems and/or who evidence learning disabilities. The teacher should advise the nurse of all suspected cases for appropriate referral.

2. Exemptions from Physical Activities

A child may be excused from physical activities and participation in recreation upon written request of the parent, subject to approval by the Building Principal. No child may be excused for more than three days without a substantiating statement from a physician and parent.

3. The Homebound Pupil

If because of a physical injury or a prolonged non-communicable illness, a child will be absent from school for a period longer than ten consecutive school days, the parent may request home tutoring. Such requests must be submitted, in writing, to the Superintendent, and must be accompanied by a supportive statement signed by the family physician. The school physician will be consulted, and at his discretion, will make a home visit or discuss the case with the attending physician. All requests for home teaching must be approved by the Board of Education.

4. Adjustment of Seats and Desks for Better Posture

Pupils' desks and seats should be properly adjusted so that the student is comfortable in his/her working environment.

Many desks and seats are not of the adjustable type. However, there are several sizes available and every effort should be made to seat pupils comfortably. If, during the year, a child outgrows his desk or chair, the custodian should be notified and the proper change made.

5. Sight Conservation

The school sight conservation program provides, through the services of the nurse, screening tests to identify eye health and/or vision problems of pupils and strives to assure professional care and educational follow-up for all children having eye health or vision problems.

The role of the classroom teacher is particularly significant in those aspects of the sight conservation program which are designed to:

- promote eye health
- prevent conditions which may cause loss of vision
- provide for eye health and safety education
- provide for the special educational needs of children who are visually handicapped or blind

To ensure continued well-being and health of the child's eyes, attention must be given to certain environmental aspects of the school. Proper illumination in the classroom is necessary for the visual comfort and efficiency of all pupils. There must be sufficient light to bring out sharp contrast at the critical point of vision. Differences in the brightness and intensity of light, and glare from shiny surfaces should, whenever possible, be eliminated because such poor lighting conditions may contribute to eye discomfort and fatigue. The furniture used in classrooms should provide for physical comfort and correct posture for all visual tasks.

Informal seating of pupils allows for more flexibility in teaching techniques and for more attractive classroom arrangements. It is essential, however, that pupils' desks be arranged so as to insure proper lighting for each child.

Pupil Attire

Children are to dress appropriately and neatly. Teachers should check children's clothing on days of inclement weather to be sure they are dry. Good personal hygiene practices should be stressed at all times. If problems in this area occur, please notify the school nurse.

Lunch at School

Learning to eat with friends in an atmosphere that encourages good manners should become part of each child's learning experience. The classroom teacher has an obligation to instill proper attitude and understanding through classroom discussion.

Specific lunchroom procedures may vary from building to building and should be discussed with the Principal.

Build a sense of responsibility in each child for cleaning up his own place and helping to keep the room clean.

The following points should be stressed during class discussion:

- Practice good manners. Show consideration for others.
- Respect for the teacher aides.
- Refrain from loud talking, shouting, running in the cafeteria or halls.
- Stand quietly in line while waiting to enter the lunchroom.
- Be seated as quickly as possible.
- Report any mishaps to the person in charge.
- All food must be eaten in the lunchroom.

A "*Lunch Release Form*" signed by the parent must be on file in the Principal's office. No child may leave the school grounds to purchase lunch without written permission from the parent. This permission is good *only for that day*. (See *Lunch Release Form* in Appendix.)

All lunch boxes should be clearly labeled with owner's name.

PROCEDURES FOR REPORTING SUSPECTED CASES OF CHILD ABUSE AND MALTREATMENT

Background

In accordance with Social Services Law, Sec. 412 and Sec. 1012 of the Family Court Act, school officials are required to report all suspected cases of child abuse and maltreatment.

Definitions

Child Abuse - an abused child is one who is less than 18 years of age whose parent/guardian:

inflicts or allows to be inflicted physical injury resulting in serious or protracted disfigurement or protracted impairment of physical and/or emotional health.

commits or allows to be committed a sex offense against the child or allows such child to participate in acts requiring sexual performance.

Maltreatment - a neglected child is one who is less than 18 years of age:

whose physical, mental or emotional condition has been impaired or is in danger of becoming impaired as a result of failure of his/her parent/guardian to exercise a minimum degree of care (i.e. provision of adequate food, shelter, clothing, education, medical care) though financially able to provide such care.

whose parent/guardian has failed to provide proper supervision by unreasonably inflicting or allowing to be inflicted the use of excess corporal punishment or by misusing drugs or alcohol to the extent that self-control is lost.

who has been abandoned by his/her parent(s)/guardian(s).

Physical/Behavioral Indicators of Abuse and Maltreatment

A list of physical and behavioral indicators of physical abuse, maltreatment, sexual abuse and emotional neglect immediately follows this section. This list is contained in the CPS Mandated Reporter Manual.

Procedures for Reporting Cases of Suspected Child Abuse and/or Maltreatment

In October 2007, NYS Social Services law was amended to require **all** mandated reporters to report to the New York State Central Registry (SCR) when they have reasonable cause to suspect that a child before them in their professional capacity has been abused or maltreated.

Mandated reports in a school setting include, but are not limited to, school officials, teachers, guidance counselors, psychologists, social workers, nurses, administrators and other school personnel required to hold a teaching or administrative license or certificate.

The law requires that the mandated reporter with direct knowledge (e.g., the classroom teacher) of the allegation make the report to the SCR **immediately**.

The following procedures must be followed when a case of child abuse and/or maltreatment is suspected by a staff member.

Calling in a Report

The actual process of calling in a report to the State Central Registry (SCR) is as follows:

1. Dial the **Mandated Report Hotline Number 1-800-635-1522**
2. Press 2 for "calling about a child or children you believe to be abused or maltreated"
3. Press 1 for "if you are calling as a school official or Teacher"
4. A CPS specialist will answer. Identify yourself and the nature of your suspicion. Share the information you have regarding the child's situation. If the child has recanted, you can state this to the representative.
5. The CPS specialist will ask for details. Be prepared to provide: names, ages, relationships or everyone living in the home, address of the home, and phone numbers. You should answer, to the best of your knowledge. Missing pieces can be filled in by other school personnel afterwards.
6. When asked to give your name and contact information, give them the ***SCHOOL'S address and phone #, not your personal contact info.***
7. You will be asked to give the names of anyone else in the school who is aware of the situation. You should give this information as well.
8. Write down the **Call ID#** given to you by the CPS Specialist.
9. You must alert your school's administration once a report has been called in, and provide them with the Call ID# so that the paperwork can be completed, with form **LDSS 2221-A**.

You need only reasonable cause to suspect abuse or neglect in order to make a report. If a child discloses to you that he/she is being abused, or if you have reasonable cause to suspect abuse, you should make the phone call to the State Central Registry. The person you speak with there will determine whether the case is reportable.

Additional Information

Children may be interviewed on school property by the Child Protective Services Worker. However, such interviews will be conducted in the presence of the Building Principal or his/her designee. The Principal shall also provide access to school records for the staff of Child Protective Services.

You are permitted to, but **do not have to** consult with anyone before making a report. Having someone assist you in calling in a report for the first time, e.g. the school social worker, nurse or assistant principal, might be a good way to become more comfortable with the process. Either way, you *must alert your administration immediately after making the report.*

In accordance with policy established by the Board of Education, school employees shall not contact the child's family or other persons to determine the cause of the suspected abuse and/or neglect. Any person required to make a report, who willfully fails to do so, will be guilty of a Class A misdemeanor. All reports and forms are confidential.



Guide for Educators on Reporting Child Abuse and Neglect: An Update

In response to the October 2007 amendment to the NYS Social Services law, requiring **all** mandated reporters to report to the NYS Central Registry when they have reasonable cause to suspect abuse and/or maltreatment, CAPS disseminated a guide to help mandated reporters navigate the vital process of handling and reporting disclosures of child abuse and maltreatment in the school setting. (This is still available via the CAPS website at www.capsli.org.)

Though progress has been made, schools are still struggling to reach the level of response that the amendment intended – that the mandated reporter (e.g. classroom teacher) with direct knowledge of the allegations make the report to the State Central Registry (SCR) **immediately**. (A concise step-by-step guide for classroom teachers is also available via the CAPS website.)

It is our hope that this updated document will provide further insight and understanding for all mandated reporters in schools on Long Island. Along with much new information, we have retained some of the crucial basics that appeared in the original document. We urge you to share this with your colleagues.

Indicators of Abuse and Neglect in an Educational Setting

Below are some of the indicators of different types of abuse (from CAPS INDICATORS OF CHILD ABUSE AND NEGLECT), each followed by a relevant educator question and CAPS response:

Physical Abuse

Physical Indicators

Unexplained bruises and welts; unexplained burns; unexplained fractures; unexplained lacerations or abrasions; head injuries or frequent injuries that are “accidental” or “unexplained”; human bite marks; premature loss of teeth

Behavioral Indicators

Wary of adult contacts; anger, aggression, hyperactivity or behavioral extremes; apprehensive when other children cry; frightened of parents or unnaturally dependent; frequently truant or late to school; afraid to go home; terrified to make a mess; reports injury by parents; young child who “takes care” of the parent; wears long-sleeved clothing to hide injuries; indiscriminately seeks attention from adults; non-expression of needs, non-communicative

Q: If you ask a child why they have a mark or bruise and they have a logical explanation that matches the explanation of the parents, should the situation be further pursued?

A: It is sometimes difficult to determine if conditions observed in a child are reportable. There might be some suspicion – something doesn’t seem “right,” but it is unclear to you whether or not to call in a report. When faced with “grey areas,” consulting with other professionals in the building might be helpful.

Reasonable suspicion can be driven by two factors: direct evidence (observations of parental behavior, or firsthand accounts); or circumstantial evidence (the child's physical condition, suggesting abuse or neglect.) It is this circumstantial evidence that we are discussing with regard to the above question.

If there is a possibility that a child is being abused or neglected, you may want to ask about some questionable visible injuries. If this yields a statement indicating abuse from the child, reasonable suspicion is essentially established, and a call to report should be made.

Farfetched explanations of suspicious injuries, explanations that are at variance with the appearance/location/type of visible injuries, and other inappropriate behavior **can** establish reasonable cause to suspect that a child was maltreated.

If the child does not make a statement indicating abuse, or denies that abuse or neglect has taken place, then the context of the overall situation should be considered. If there are no previous questionable injuries, no prior history, and the logical explanation by the child is consistent with the parents' explanation, and the parents' response to an inquiry does not arouse further suspicion, then there appears to be no reasonable cause for suspicion.

Sexual Abuse

Physical Indicators

Difficulty in walking or sitting; torn, stained or bloody underclothing; pain or itching in genital area; bruises or bleeding in external genitalia, vaginal or anal; venereal disease, especially in pre-teens; pregnancy

Behavioral Indicators

Unwilling to change clothes or participate in gym; withdrawal, fantasy or infantile behavior; bizarre, sophisticated or unusual sexual behavior or knowledge; wary of physical contact, especially with an adult; poor peer relationships; onset of bed-wetting, nightmares or thumb-sucking; delinquent or runaway; reports sexual assault by caretaker

Remember that the above are indicators, rather than evidence, of sexual abuse.

Q: How do I avoid causing further harm when a child discloses sexual abuse?

A: Most cases of sexual abuse are discovered because the victim, a sibling, another family member or a parent says something. Generally, when a child says they are being sexually abused it should be reported unless there is obvious reason to doubt the truth of his/her statement. If a child discloses abuse, stay calm and believe the child.

- Listen but don't press. Don't ask the child to repeat details.
- Consider the expression "less is more," particularly if you are unsure about how far to go with your questions for the child. ***Too much may risk procedural errors and interference with any subsequent investigation.***
- Praise the child for telling.
- Reassure the child that it is not his/her fault.
- Protect the child ***immediately*** from the suspected offender.

If the abuser is someone in the child's family or household, report immediately to the SCR who will investigate and take action to protect the child. If the abuser is someone outside the family/household, report to the local or state police. The fact is that a child molester is usually:

- A trusted adult or older teen, often a close friend or family member
- Someone with access to children, such as a babysitter, neighbor or coach

Remember that a child who is experiencing sexual abuse may be feeling many different emotions – fear, confusion, conflict, guilt and shame, and finally – once they know they will be getting help – hope and relief.

Above information is from the following sources:

Understanding Child Abuse and Neglect (Cynthia Crosson-Tower, 2002)

Prevent Child Abuse New York, PIRC Resource Center (www.preventchildabuse.org)

Stop It Now (StopItNow.org)

Emotional Maltreatment

Physical Indicators

Speech disorders; lags in physical development; failure to thrive

Behavioral Indicators

Habit disorders (sucking, biting, rocking, etc.); conduct disorders (anti-social, destructive, etc.); neurotic traits (sleep disorders, speech disorders, inhibition of play); psychoneurotic reactions (hysteria, obsessions, compulsions, phobias, hypochondria); behavioral extremes (compliant, passive, shy, aggressive, demanding); overly adaptive behavior (inappropriately infantile); developmental lags (mental, emotional); learning problems; attempted suicide; sexual abuse

Q: Is there any way to prove that a child is experiencing emotional abuse if I only see him in school?

A: In order to indicate a case, CPS must have proof that emotional maltreatment has occurred. This requires three observable components (from Understanding Child Abuse and Neglect, Crosson-Tower 2001): parental behavior; demonstrable harm to the child; and a causal link between the parental behavior and the harm to the child. Emotional maltreatment is characterized by an *ongoing pattern of behavior* on the part of the caretaker.

Though emotional maltreatment underlies most forms of abuse, it is difficult to document, particularly on its own; however, as Cynthia Crosson-Tower states, *"The hurtful words, the serious inattention, or the hostile attitude can be enough to leave severe scars."*

Whether or not a case is indicated, with a report by a teacher or caring observer, at the very least a child and his/her family might receive the benefit of services and support.

Neglect

Physical Indicators

Consistent hunger, poor hygiene, inappropriate dress, chronically unclean; consistent lack of supervision, especially in dangerous activities for long periods; unattended physical problems or medical/dental needs; abandonment; often tired or listless

Behavioral Indicators

Begging/stealing food; extended stays in school (early arrival/late departure); poor attendance at school; constant fatigue, listlessness/falling asleep in class; alcohol/drug abuse; states there is no caretaker

Q: How do you distinguish between an "accident" and a situation of neglect?

A: Parents are responsible for keeping their children safe from harm – and in the best of worlds, all accidents involving kids are preventable. In the real world, though, parents can not prevent their children from the occasional accident that may result in a minor or even major injury. *It is when chronic failure to provide a safe environment occurs, or gross inattention to a child's need*

for safety is observed, that we may see it as physical endangerment and report it to the State Central Registry (SCR).

Chronic physical endangerment is a symptom commonly associated with parental neglect. This may include: seeming indifference to repeated accidents, dangerous home conditions, or statements made by the child, parents, or others that indicate a lack of attention to provision of safety. If one or more of the above chronic conditions exists, a report should be made.

Many reports of physical endangerment are cases where there has been no injury suffered – but where injury could have been suffered. These might be cases where a child is left in a dangerous environment (locked in a car on a hot day), or is too young to be left alone. These are reportable conditions, even if the intent of the parents seems good. The child still needs protection.

Parental neglect can very often be a symptom of other underlying problems needing attention: lack of education, substance abuse, psychological problems, and/or other conditions interfering with a person's ability to provide sufficient care of their child to keep them safe. If abuse or neglect is suspected, the sooner an incident is reported, the better the chances for protecting the child and getting the family the appropriate services they need.

Educational Neglect

Q: What constitutes Educational Neglect?

A: Parents have a legal obligation to send their children, ages 6-16, to school on a full-time basis. New York State, though, does not set a specific number of absences after which a school should report educational neglect, nor does it define what steps a school should take to address the problem or determine the parent's responsibility for it. The following criteria are listed to help you decide whether or not a young child's case is cause for concern:

- Excessive unexcused absence from school
- A parent who is or should be aware and is failing to address the issue (failing to provide a minimum degree of care)
- Educational impairment or harm to the child

Also keep in mind that student absenteeism may be an indicator of other forms of underlying abuse or maltreatment in the home, or an indicator of a child afraid to attend school because of bullying.

Family Assessment Response

Q: What is FAR?

A: Family Assessment Response (FAR) is New York State's alternative CPS response to some reports of child maltreatment. FAR can only be used where caseworkers see that there is no immediate danger to children, and where there are no allegations of serious child abuse. Caseworkers work in partnership with families to address problems that could affect child safety, without an investigation, and without blame. FAR is based on the belief that parents love their children and want them to be safe. This approach is family centered and family-led. It builds on family strengths and responds to their individual needs, connecting them with the services they need to strengthen and support their families, and to prevent future involvement with the child welfare system. (*Excerpted from New York State Office of Children and Family Services*)

information release, 12/11/2012) Both Nassau and Suffolk counties on Long Island are approved participants in this program.

Handling Disclosures

You are not expected to conduct an in depth interview of a child you suspect is being abused or neglected. If you do feel you need a little more information, then the basic “who, what, when and where” questions might be a good guideline for questioning a child before you make a decision to call in a report. This should not be an interrogation – *you need only enough information to make your call and to justify your reasonable cause to suspect abuse or maltreatment*. If a child directly discloses, you do not need more than that to call. Common practice advises the following:

- Express your belief that the child is telling the truth
- Avoid leading questions or strong reactions to what the child is telling you, since these may inhibit the child from disclosing
- Do not try to determine or investigate whether the allegation is valid or invalid. In most cases it is unadvisable to call the parent before a report is made.
- Consider the expression “less is more,” particularly if you are unsure about how far to go with your questions for the child. *Too much may risk procedural errors and interference with any subsequent investigation*
- If the child recants, make the call anyway and tell the representative about the child recanting

Calling In a Report

A mandated reporter’s failure to report a suspected case of child abuse or maltreatment, could result in a Class A misdemeanor charge and possible criminal penalties, or a civil suit for monetary damages for any harm caused by your failure to make a report to the SCR. Conversely, when you report “in good faith” (concern for the welfare of the child), you are immune from civil and criminal liability, making it very tough for lawsuits to succeed unless the reporter has been reckless or malicious in making the report. Additionally, it is illegal for a medical, public or private institution to take any retaliatory personnel action against an employee who makes a report to the SCR. Prior approval/notification is not legally required before making a report. You must, however, alert the designated school official/administration after you have made the call.

The actual process of calling in a report to the SCR is as Follows:

- **Dial the mandated Reporter Hotline Number, 1-800-635-1522**
- **Press 2 for “calling about a child or children you believe to be abused or maltreated”**
- **Press 1 for “If you are calling as a school official or teacher”**
- **A CPS specialist will answer. Identify yourself and the nature of your suspicion. Share the information you have regarding the child’s situation. If the child has recanted, you can state this to the representative.**
- **The CPS specialist will ask for details. Be prepared to provide: names, ages, relationships of everyone living in the home, address of the home, and phone numbers. You should answer, to the best of your knowledge. Missing pieces can be filled in by other school personnel afterwards.**

- When asked to give your name and contact information, *give them the SCHOOL'S address and phone #, not your personal contact info.*
- You will be asked to give the names of anyone else in the school who is aware of the situation. You should give this information as well.
- Write down the Call ID# given to you by the CPS specialist.
- You must alert your school's administration once a report has been called in, and provide them with the Call ID# so that the paperwork can be completed, with form LDSS 2221-A.

The above is a compilation of procedures used by school personnel on Long Island.

Conclusion

CAPS continues to provide the most up to date information and resources to Long Island educators, via seminars, publications, programs, tools, and materials for use with parents, students and fellow educators. We urge you to keep in touch with us through our website, email or phone – with questions, ideas and requests. It is through your continued interest and support, and support from funders such as Hedge Funds Care that we keep *working together to keep every child safe from harm.*

References and Resources:

Child Abuse and Neglect User Manual Series: The Role of Educators in Preventing and Responding to Child Abuse and Neglect, U.S. Dept. of Health and Human Services, Administration on Children, Youth and Families, Children's Bureau Office on Child Abuse and Neglect, Crosson-Tower (2003)

Understanding Child Abuse and Neglect, Crosson-Tower (2001)

Identifying and Reporting Child Abuse/Maltreatment Mandated Reporter Trainer's Resource Guide (2011), NYSOCFS; **Summary Guide for Mandated Reporters in New York State (2009)**

For information, resources and parent education materials in English and Spanish:
 National Center for Missing and Exploited Children www.missingkids.com
 New York State Office of Children and Family Services www.ocfs.state.ny.us
 Prevent Child Abuse New York www.preventchildabuse.org

To request *Safety rules! Parent-Child Activity Booklet* English and Spanish version, *Reporting Child Abuse and Neglect: A Guide for Educators*, *Teacher's Quick Reference to Reporting Abuse and Neglect*, and other CAPS materials and program information: Child Abuse Prevention Services (CAPS) www.capsli.org

Provided with the help of:  **Hedge Funds Care**
 Preventing and Treating Child Abuse

Child Abuse Prevention Services (516) 621-0552 www.capsli.org 3/2013

VIII. PLAYGROUND REGULATIONS

VIII. PLAYGROUND REGULATIONS

In order to insure sound health and safety practices on the playground, specific rules have been developed. It is essential that all teachers discuss the rules with the children and stress the importance of observing them, not only during the noon hour, but during recess as well.

- Respect for the teacher aides.
- Be properly dressed; wear outer clothing on the playground that was worn to school.
- Foot wear should be appropriate.
- Play in assigned play areas (this also applies to throwing the ball against the building.)
- Play "approved" games (those which are rough in nature should be discouraged.)
- Observe all game rules, especially kick ball.
- Remain within the playground areas for the entire recess/lunch period (a child must have a written statement from the parent permitting him/her to leave the playground during the lunch period; a separate statement is required for each instance.)
- Secure permission from teacher aide on duty before entering the building.
- Respect school property (no climbing on/over fence or gate; no bicycle riding on lawn.)
- Respect school rules (remove skates/dismount bicycle at entrance gate and walk.)
- Walk to assigned place (line) at sound of first bell.
- Leave the school grounds promptly at close of school day.
- Do not bring electronic games to school.
- No roller blading, roller skating or skate boarding.

IX. ACCIDENTS

IX. ACCIDENTS

Pupil Accident Insurance

Pupil accident insurance is provided by the Board of Education. The premium paid by the Board of Education covers the child to and from, and during school hours, should he/she be involved in any accident.

General Procedure

Any accident which appears to be of a serious nature MUST be reported IMMEDIATELY to the Nurse and Building Principal and the Superintendent of Schools.

If a child is injured in a classroom, in the cafeteria, on the playground, or any place on school grounds, the person supervising the child/children will arrange for the child to be taken to the health office for treatment and/or observation. In the event the nurse is not in the building, it will be necessary to have the child taken to the building office. Hence, it is essential that you familiarize yourself with the nurse's schedule.

At no time should the injured child or the other children in the group be left unattended. You may choose to send a second youngster along to accompany the injured child. If the injury appears more serious, contact the building office for assistance.

All accidents must be entered in the Nurse's record book at the time first aid is administered. For those accidents which require a comprehensive report, the nurse will assume general responsibility for compiling the information. Any staff member and/or pupil who was a witness to or in any way concerned with the accident must complete an account of the accident and sign the report in ink. Report forms are available in the building and the nurse's offices. Completed reports must be submitted to the Building Principal no later than 4:00 p.m. of the same day. (See Accident Form)

X. AUXILIARY SERVICES

X. AUXILIARY SERVICES

Technology Materials

The Building Principal or his/her designee will coordinate the use and distribution of all technology materials and equipment and will advise teachers in the operation and utilization of such equipment. Requests for any equipment which is not assigned to the classroom should be submitted to the Building Principal at least one day in advance. Any malfunctioning of equipment should be reported to the Principal, along with a description of the failure, as soon as possible.

Each library maintains a complete file of all available instructional materials.

Custodial Services

Maintaining a clean and healthy environment is an essential part of the educational program. Teachers and children share this responsibility with the custodial staff. Children should be taught to assume some responsibility for keeping the classroom and school grounds clean and in good condition. Good housekeeping habits should be stressed in daily living.

Inter-School Deliveries

Small items, placed in suitable containers and properly labeled, may be submitted to the secretary for inclusion in a transmittal envelope.

Bulky items should be properly packaged and labeled, and placed in the Custodian's Office before 9:00 a.m. Prior approval by the Building Principal is necessary.

Secretarial Services

Members of the staff, as well as parents, children and visitors will find the secretary of inestimable value in answering many questions or directing questions and messages to the Building Principal. Secretarial assistance is available in the following areas:

Duplicating The secretary will arrange for the duplication of instructional materials. (See following pages.)

Filing The secretary will file all pupil data in the individual folders.

Recording The secretary will place test result records in the pupil's permanent record card with the exception of NYS ELA and Math Assessments.

Repairs Requests for repairs should be submitted to the new online system School Dude.

Typing

Letters of official nature: These should be printed on school stationery with copy for pupil folder. The Building Principal should be advised of the content of such letters.

Plays: Requests should be made four weeks in advance.

Other: Requests for any other items, such as teacher-made tests, class newspaper, etc., must be submitted to the Building Principal for approval.

Supplies

Requisition for supplies (appropriate form available) should be submitted to the Building Office. Teachers are urged to anticipate their needs. Except in emergency situations, supplies should be requested before and/or after the pupil's day.

Request for art supplies may be submitted directly to the Art teacher.

Duplicating Services

The service will be provided by a duplicating aide, not the Building Secretary. This will require that all staff members anticipate their duplication needs and plan to submit materials in a timely fashion. Only persons so designated by the Principal can use the copier.

1. Service will be provided on a "first-come, first-serve" basis. Priorities cannot be assigned by the duplicating aide.
2. The number of copies is limited to the number of students in a class plus two.
3. The building duplicating request form must be completed and submitted with the originals to be copied.
4. Originals must be good copy and clearly readable. Use white-out (sparingly) or cover-up tape to eliminate answers from original page.
5. The Principal must approve the duplication of non-instructional materials, i.e., professional articles, letters to parents, notices, department minutes, etc.
6. When possible, please help to save paper by requesting two-sided copies.

XI. INSTRUCTIONAL PROGRAM

NEW YORK STATE
LEARNING STANDARDS

Students will demonstrate the knowledge and skills necessary for:

ENGLISH LANGUAGE ARTS (Common Core Learning Standards)

LANGUAGES OTHER THAN ENGLISH

MATHEMATICS (Common Core Learning Standards), SCIENCE & TECHNOLOGY

SOCIAL STUDIES

THE ARTS

CAREER DEVELOPMENT AND OCCUPATIONAL STUDIES

HEALTH, PHYSICAL EDUCATION, AND HOME ECONOMICS

The New York State Learning Standards can be found at www.p.12.nysed.gov/ciai/standards.html for the above areas. The New York State P-12 Common Core Standards for English Language arts and Mathematics can be found at www.engageny.org for English Language Arts and Literacy and for mathematics.

**VALLEY STREAM
UNION FREE SCHOOL
DISTRICT TWENTY-FOUR
NEW YORK STATE LEARNING STANDARDS**

Students will demonstrate the knowledge and skills necessary for:

ENGLISH LANGUAGE ARTS

Reading, Writing, Listening and Speaking
for Information and Understanding

Reading, Writing, Listening and Speaking
for Literary Response and Expression

Reading, Writing, Listening and Speaking
for Critical Analysis and Evaluation

Reading, Writing, Listening and Speaking
for Social Interaction

**LANGUAGES OTHER THAN
ENGLISH**

Communicating in a Language Other Than
English

Attaining Cross-Cultural Understanding

**MATHEMATICS, SCIENCE &
TECHNOLOGY**

Engaging in Mathematical Analysis,
Scientific Inquiry and Technological Design

Managing Information Systems

Understanding Mathematical Concepts and
Principles

Understanding and Applying Scientific
Concepts, Principles and Theories

Understanding and Applying the Concepts
and Principles of Technology

Understanding Common Themes Across
Mathematics, Science and Technology

Applying Interdisciplinary Problem-Solving

SOCIAL STUDIES

Understanding The History of the United
States and New York State

Understanding World History

Understanding The Geography of the World

Understanding Economic Systems

Understanding Civics, Citizenship and
Government

THE ARTS

Creating, Performing and Participating in
The Arts

Knowing and Using Arts Materials and
Resources

Responding to and Analyzing Works of Art

Understanding Cultural Dimensions and
Contributions of The Arts

**CAREER DEVELOPMENT AND
OCCUPATIONAL STUDIES**

Planning a Career

Applying Academic Learning in Real World
Situations

Demonstrating Universal Foundation
Skills

Choosing a Career Major

**HEALTH, PHYSICAL EDUCATION
AND HOME ECONOMICS**

Maintaining Personal Health and Fitness

Maintaining a Safe and Healthy
Environment

Managing Personal and Community
Resources

XI. INSTRUCTIONAL PROGRAM

Lesson Plans and Plan Book

Thoughtful pre-planning by the teacher is essential to satisfactory teacher-pupil planning. It is the framework upon which good cooperative planning depends.

There are two major kinds of planning...long term and short range. The long-term planning involves decisions in regard to the scope of the educational activities of the pupil during the year, the selection and the organization of learning experiences, and the curricular materials that are to be used. The short-range plan is one which may last a period of several days and includes the daily plan. Thoughtful daily planning gives the best assurance that daily class living will be related to long-range objectives.

The way you plan is not so important as the fact that you do plan, functionally, in writing. Much well-thought-out organization leads to better classroom management. It does away with confusion, duplication, and the need for hurried, inadequate teaching.

In case of an unexpected short-term absence, or a long absence, adequate plans and records help keep the class as a functioning group. Countless hours of children's time can be saved if the substitute knows what has gone on before and what is currently "happening."

Teachers must maintain a "SUBSTITUTE FOLDER." This emergency plan may serve as a one-day list of activities for your class, which may be conducted by the substitute in case of a single day's absence, without dipping into a longer-range pattern of activities which you planned to handle yourself. ***This plan must be kept in the Main Office for pickup by the substitute on the day of absence.*** A folder has been created to serve as the basis for this plan.

Because planning is an important ingredient in effective teaching, it is a factor considered in teacher evaluation. Plan books are reviewed by the Building Principals.

Class Program

The daily and weekly class schedule should be planned to provide the most efficient and effective instructional program for the group. Consideration must be given to an appropriate distribution of teaching time to all curriculum areas. Pupil interests and needs may make the teacher decide to devote more instructional time to one specific area, perhaps for just a limited period, but not to the detriment of any other subject area. The teacher must not neglect the responsibility for providing adequate instruction in all areas of the curriculum.

Because of the need to share services, class schedules are established for art, foreign language, library (K-6), music and physical education. The classroom teacher must plan his/her activities around the schedule of special subjects developed for the class.

Flexibility is the general rule, however, flexibility is an essential ingredient in program planning, if the teacher is to meet the interests and needs of the pupils. The term itself implies a frame of reference and ability to adapt to existing conditions.

Therefore, each teacher is required to prepare a class program (for a full week) which indicates the approximate time and sequence of subject area lessons. In the implementation of the instructional program, the teacher may choose to plan for large blocks of time. Revision of the program is always possible, but it serves as a valuable guide, not only for the teacher, but for the substitute who must take over in the teacher's absence.

Homework

Independent home study which branches from the interests a child has developed in school or at home is accepted as a most desirable type of homework. It provides a medium for the home and the school to work together.

Our elementary school encourages children to develop independent study skills. Teachers need to ask themselves what skills and abilities such assignments require of children. Homework assignments may vary both in content and time required for completion. Generally speaking, the work assigned for any one night should fall within the following time limits:

Kindergarten - Grade 2	10 to 20 minutes
Grade 3 - Grade 4.....	15 to 45 minutes
Grades 5 - Grade 6	30 to 60 minutes

In any event, homework assignments, when made, must be adjusted to each child's needs, abilities, and interests. Assignments may vary from group assignments to individual ones and should reflect the work done in class.

Instructional Materials

Respect for instructional materials should be instilled in each child. The teacher will maintain a record of these materials on loan to pupils. The following guidelines should be noted:

- a) The school name should appear on all school-owned property (stamp available in Building Office.)
- b) All textbooks must show the school name (stamp available in Building Office); must be identified by room and book number; must be covered at all times while on loan to the pupil.
- c) The teacher must maintain an inventory of all equipment and material under his/her control.
- d) The teacher must maintain a record of all items loaned to pupils.
- e) Pupils must be held accountable for materials on loan and must reimburse the District for all lost, damaged, or defaced material, (consult Building Office for specific cost of items).

XII. SPECIAL SUBJECTS AND SERVICES

XII. SPECIAL SUBJECTS AND SERVICES

The school faculty includes teachers who serve in a variety of relationships to the classroom teacher. Some serve as teachers in their own area, some as consultants, some as teachers and consultants. The essential ingredient for effective utilization of their services is cooperation and collaboration between specialist and classroom teacher.

Special Subjects

Art, second language, music and physical education are curriculum areas which promote that attainment of the ultimate goal of the elementary school, which is the education of the child into a well-rounded individual physically, mentally, socially, emotionally, and morally. To neglect any of these areas is to neglect the education of a real part of the elementary school child.

The school faculty includes teachers whose training has been concentrated in one of these areas and who serve as resource personnel. Through regularly scheduled classes, each offers direct instruction in his/her area of specialization. The specialists' function, and thus, the overall school program, is enhanced when classroom teacher and specialist communicate. By planning together (working together when deemed in the best interest of the children), each classroom teacher and specialist give sustenance to specific programs initiated by the others.

Art

Through guidance in art experiences, each child develops certain abilities, skills, and attitudes which enable him/her to experience the joy of creative work and aesthetic satisfaction. In art education, emphasis is placed on the development of sound thinking, sincere appreciation, creative effort, resourcefulness, and good taste in day-to-day living. Much of what the child expresses in art is a revelation of his/her inner self and is related to whatever interests him/her and stimulates him/her in his/her total life both in and out of school. His/her artistic expression may serve as a guide in relating schoolwork to his/her interests. The child is given only enough guidance to help him/her use his/her materials effectively while he/she expresses his/her ideas, so that the creative product is his/her own interpretation. The scope of the art program is broad, including drawing, design and decoration, constructing sculpture, crafts and appreciation. Emphasis is placed on the pleasure that comes through art experiences and upon the functional application of art in the entire school program. Art may serve as a means for release of emotional tension, helps in eye-hand coordination and fine muscle development. What is experienced in the process is more important than the finished product.

Music-General

The General Music Program is a planned, sequential, participatory program that guides the student in developing musical concepts: rhythm, melody, harmony, form, expression and style. Through participation in musical activities, as singing, chanting, playing rhythm and Orff instruments, moving, reading notation by Kodaly techniques, and listening, the student explores his musicality.

Music-Instrumental

Instrumental music is an integral part of the total school program but because of the limitations of District-owned instruments, personnel, and teaching time, not all children can be included in the program at any one time. Priority placement is determined after consultation with the classroom teacher relative to the child's academic standing, attitude, and interest. Instructional classes are held during the regular school day. Specific class and time assignments will be made after review (with the classroom teacher) of the child's involvement in classroom learning and in other special services areas. Every effort must be made to arrange a schedule which will not deprive the child of participation in the other special subject classes. Rehearsal sessions (ensembles, orchestra, band) are scheduled before school, after school, and during the child's lunch period.

It is the school's policy to provide school-owned instruments for youngsters entering the program. If, in the opinion of the music teacher, the child maintains interest and success and will continue in the program, parents will be required to purchase or rent instruments and may be encouraged to provide private instruction. This makes it possible for the school to provide both instrument and instruction for new entrants into the instrumental program.

Spanish

Acquiring facility in speaking a foreign language not only requires much oral repetition, but also careful, critical listening. The approach is to listen, to imitate, and to repeat until memorized. Fortunately, young children enjoy repetition if the repetitions are spaced and offered in a variety of contexts so that learning monotony is avoided. Once memorized, the "patterns" become automatic and can be adapted for use in different situations.

In recognition of the evidence concerning the process of language -

- a) that the child is best able to learn to speak a foreign language when instruction is begun at an early age (speech organs are flexible, imitative ability is high, self-consciousness is at its lowest), and
- b) that proficiency in the use of a foreign language requires progressive learning, with progressive acquisition of skills, over an extended period.

The classroom teacher, even if he/she does not speak the language being taught, can help the program become more meaningful, more effective, and more flexible by:

stimulating an interest in other countries - the people, the culture, and the language.

developing within the children a wholesome attitude toward foreign language learning, realizing that children reflect the attitude of the classroom teacher.

giving recognition to foreign language learning as an integral part of the elementary school program.

relating foreign language learning to the regular class work in language, mathematics, social studies, etc.

encouraging the use of the foreign language in appropriate classroom situations.

In a very practical and realistic sense, the classroom teacher plays an important supportive role and can be of invaluable aid if he/she:

promotes the positive attitude that "language learning" can be fun.

plans daily activities so that the class is ready for the scheduled language lesson.

Sets an example for the class by greeting the language teacher and making her feel welcome.

Participates in the learning experience - (remaining in the room provides an opportunity for the classroom teacher to become more knowledgeable concerning the language program in general and gain valuable insight in pupil interaction and behavior; if the teacher chooses to remain in the room to work on other tasks, common courtesy should be the guide; noise and movement create unnecessary and frustrating distractions).

Physical Education

The physical education program is concerned with the physical growth and development of all boys and girls. It provides experiences which develop good health habits and physical fitness. The activities are designed for all, not for the few who possess enough skill to make the team. In addition to developing athletic skills, strength, grace and endurance, the program offers a means of guiding the mental and emotional development and influencing the behavior of boys and girls.

Proper attire is incumbent for the safety of youngsters performing in the physical education classes. Therefore, all children are required to wear tied sneakers. Children should be encouraged (not required) to wear shorts and shirts. These need not be the uniform type.

Classroom teachers are requested to assist the physical education teachers by advising parents when children do not come "prepared" (with sneakers). Those without sneakers are to accompany the class and remain with the physical education teacher even though they may not be permitted to participate. Students frequently not complying should be referred to the Building Principal unless the teacher suspects that the purchase of sneakers may present a hardship to the family; in this situation, the matter should be discussed with the nurse.

School Library/Media Center

An ever growing quantity of valuable educational aids is readily available to teachers and pupils alike. This is in keeping with the concept of the expansion of the library from a book repository to an instructional media center.

Teachers are encouraged to consult the librarians when they are planning units of study, looking for teaching aids, or gathering a collection of books and other instructional materials for use in the classroom on a short-term loan basis.

Arrangements for individual and class use of the library for research assignments and projects should be made in accordance with the procedure established in each building (consult the librarian and/or Building Principal).

Guidelines for Library Responsibilities

"Library Media instruction should be purposeful. Close cooperation and mutual planning with classroom teachers is essential, if skills and techniques are to be taught when classroom activities require their application. Library Media lessons, therefore, must be planned but must be flexible to correlate with the teacher's plan."

Special Services

We in the elementary school recognize that each child is different from all other children and has his/her own special needs, attitudes, desires and ways of learning. The elementary years are the child's formative years during which patterns of adult behavior are fashioned. The elementary school, therefore, has a particular responsibility and deep concern: to help each child develop so that he/she can become a well-educated and well-adjusted person, one who can live happily with himself/herself and function successfully in today's complex society.

In keeping with this philosophy, the school provides special services through the following personnel who are specifically trained and certified in each area: nurse, psychologist, social worker, reading consultant, speech language specialist, special education teachers and resource specialists. We also provide a Federally funded remedial math program. All work together as a building support team. They are trained to work with children, to offer guidance to parents and to provide supportive assistance for teachers.

Committee on Special Education Referral Process - A Manual of Procedure, usually included herein is currently under construction to reflect changes in registration procedures. Any questions should be directed to Vanessa Myers, Director of Special Education at the Robert W. Carbonaro School at 516-434-2871.

Early Intervention Specialist

The Early Intervention Specialist is an educational resource who will work with students, teachers and administration. The instructor will assist students in developing strategies for learning in the areas of reading, math, writing, listening and enrichment. The teacher will service students in Grades K - 3 in the area of listening and in Grades 1 - 2 in the areas of reading, writing, math and enrichment. This specialist will also provide workshops for teachers and parents in the various skills to be addressed and mastered on the primary level.

Health Program

The goal of health education is the development of knowledge, habits, and attitudes which will promote optimum physical, mental and social well-being. In the implementation of the health education programs, emphasis is on prevention rather than treatment. In addition to utilizing routine visits/screening tests/health appraisals as teaching opportunities, the Nurse works closely with the classroom teacher in providing support for class instruction and supplementary activities.

Resource Room Teacher

The resource teacher is specially certified and trained to provide needed services for those children whose educational needs cannot be completely satisfied within the regular classroom. This teacher is also a member of the Committee on Special Education.

At the present time, emphasis is on helping the child who has been diagnosed as "learning disabled". Careful diagnosis is essential. The planned program of instruction should be highly individualized and should utilize those teaching methods which are geared to the child's own learning profile and style. Remediation is applied by the resource teacher and/or by the classroom teacher with resource teacher support in the learning center or the classroom

Enrichment For All / Challenge

The Challenge teacher provides a building-based program for academic high achievers for Grade 6. Students are selected into this program utilizing a rubric for various assessments as well as teacher recommendations. All students (K-6) are provided Enrichment activities / lessons.

Instructional Support Team

The purpose of the IST is to provide teachers with an opportunity to discuss the needs of individual students with the Principal and other support personnel utilizing a Response to Intervention (RTI) model. In order to initiate a review, the referring teacher completes an IST Referral Form available in the Principal's office.

Psychologist

A psychologist is a specialist in human behavior and human relationships. A school's psychologist, in addition, is a specialist in the study of behavior in an educational setting. His/her goal is to help all children make the best possible adjustment in school and to make the most of their educational opportunities. The psychologist's major activity in the school is to work with atypical children.

Serving as a member of the Instructional Support Team, the school psychologist assists in the provision of a broad range of services essential to the understanding of the pupil, to the individualization of educational goals and to the equalization of educational opportunity.

If it is deemed necessary to seek the assistance of the school psychologist, an Instructional Team Referral Form, available in the Principal's office, should be filled out, giving basic information regarding the child and his/her problem. This form is then submitted to the Building Principal for his/her action.

In cases when a child needs continued psychological guidance and supervision; the psychologist will plan weekly meetings with the youngster. It is important that the teacher check carefully to make sure that these visits are continued until the psychologist feels they are no longer necessary. From time to time, the psychologist will observe the child in the classroom situation. Frequent conferences may be necessary, so that teacher and psychologist may plan some specific therapeutic procedures to be followed in the classroom. Teacher cooperation is important, if the guidance is to be of value to the child in helping him/her "conform" to the demands of society.

When deemed advisable and/or upon the teacher's request the IST will make arrangements for a "case conference" at which time the teacher will have an opportunity to meet with the team for group discussion relative to individual cases.

Reading Consultant

The specially certified Reading Consultant shares the school's responsibility for developing a reading program which seeks to improve the quality of reading for each child in school.

A good reading program is one which improves the child's ability to read, helps him/her to read effectively through the development of study skills, enables him/her to use reading in solving his/her personal problems, improves his/her tastes in reading, enables him/her to share what he/she reads, and provides opportunity for evaluating his/her progress and overcoming his/her weaknesses.

Broadly, it encompasses a developmental, a corrective and a remedial program.

Cooperating with the classroom teacher, who has the prime responsibility for the developmental and corrective aspects of the reading program, the reading consultant:

1. Helps teachers plan for an effective total reading program through flexible classroom groupings (working with the entire class, in groups, with individuals.)
2. Plans/provides for reading materials which meet the needs of the children in the classroom.
3. Provides a diagnostic program for those children who are:
 - a) referred by teachers
 - b) reading below grade level
 - c) reading on grade level but underachieving in relation to their abilities
 - d) new entrants
4. Interprets diagnostic findings to the classroom teacher and helps plan a modified program where necessary.
5. Assists the teacher in the selection of instructional materials used in all content areas geared specifically to the child's reading level and interests.
6. Arranges for conferences with parents so as to develop a better understanding and to gain cooperation in providing for the needs of children.
7. Plans with members of the Administrative Council for demonstration lessons and in-service education.
8. Works in close cooperation with Special Services personnel, mindful of the fact that the coordinated efforts of all are necessary to correct existing weaknesses in reading and to learn how to prevent many such failures in the future.

Pupils with Special Educational Needs (PSEN and Chapter and Chapter 1 -Reading and Math)

In September, initial screening of pupils is accomplished by use of diagnostic inventories. These children are further evaluated for placement in either the remedial math or reading program.

Inclusion Specialist Teacher

The Inclusion Specialist Teacher is a certified special education teacher. In an effort to educate our students in the least restrictive environment possible, this professional will service those students who require special education services within the main streamed classroom setting. It will be the specialist's responsibility to plan and collaborate with the classroom teachers in modifying curriculum and assignments. The specialist will also be required to assess and evaluate those special education students.

English as a Second Language Teacher

The English as a Second Language (ESL) Teacher will service students who may be more adept in a language other than English. This teacher will work with students to make English more functional to them so that they will benefit from instruction in all subjects in English.

Speech-Language Pathologist

The aim of the Speech-Language Program in District #24 is to develop greater fluency and effectiveness in the communication of all children. Hence, the roles of the Speech-Language Pathologist are many and varied. He/She is called to act as a teacher, therapist and counselor to child and parent. Conferences are scheduled with parents to acquaint them with the goals and procedures of the program and to enlist their support and cooperation. He/she must also serve as a consultant to teacher and to members of the Instructional Support Team and the Committee on Special Education, as all strive to promote positive habits essential to effective communication.

Children with a particular speech or language deficiency are given special attention in the form of clinical sessions. The Speech-Language Pathologist meets with these children individually or in a group. Children are selected primarily on the basis of tests administered as part of the annual screening program, as a result of teacher or parent referral or as a result of a Committee on Special Education psycho-educational evaluation.

Through techniques involving all sense modalities, a child is helped to become a more effective communicator. There are many motivational materials which are designed to help a child develop awareness of his/her speech and language. Children learn to set realistic goals for the improvement of speech/language skills, and they are reinforced by positive evidence of their own progress.

Self-Contained Special Class

When it is more appropriate for a child to be placed in a smaller classroom setting, the child is assigned to a self-contained classroom in the Center for Individual Development. This small group setting permits closer interaction between the child and teacher and greater opportunity for individualized development.

School Social Worker

The goal of the Social Worker is to act as a liaison between the school, home, community and outside agencies in order to ensure that students can succeed in school. The Social Worker collaborates with appropriate school personnel in order to monitor and facilitate student progress. The School Social Worker provides direct services primarily to students, while referring parents and other family members to appropriate outside agencies for assistance with the problems of adults which impact on the student.

Revised: 1/28/2015

XIII. EXTENDED CURRICULAR ACTIVITIES

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Assemblies

Assemblies should contribute to the over-all educational program. They may be an outgrowth of classroom activities and should be a cooperative effort involving every child. They also provide an opportunity for children to practice good "audience behavior", giving courteous attention, especially when someone is addressing the group. All children are expected to participate in the opening exercises and to display proper and courteous behavior during performances.

Field Trips

Field trips or excursions are a means of utilizing community resources and for bringing pupils directly into contact with realities so that they can study at first hand the facts related to a problem or subject being taught in school. Special subject teachers as well as classroom teachers will find field experiences a valuable adjunct to regular class instruction.

Each experience should involve a series of activities through which the teacher can teach and develop many skills in various curriculum areas. It should provide opportunity to develop the child's ability to observe, to do some scientific thinking and to make deductions based on evidence seen and heard. Perhaps the main criterion for the selection of a field trip should be:

Will this excursion provide those experiences which are necessary for a better understanding of the child's environment and culture? The trips will be developed from the children's interests and curriculum programs.

The extent of the educational benefits from a field trip depend upon four principal considerations:

- 1) Complete preparatory arrangements
- 2) Careful teacher/pupil planning
- 3) Effective implementation of the planned procedure
- 4) Related culminating activities and formulation of generalizations

All plans for a field trip must be discussed with the Building Principal. It is advisable to allow at least two weeks for necessary preparations. *FIELD TRIPS ARE NOT TO BE SCHEDULED AFTER THE FIRST WEEK OF JUNE EXCEPT WITH PERMISSION FROM THE BUILDING PRINCIPAL.* (See Appendix - *Permission for Field Trip Form.*)

Sports Day, Field Day, Spring Fling

As part of the physical education program, there is an annual spring event in each school celebrating physical activities. This may take the form of either Sports Day, Field Day. The physical education teachers work with the teaching staff and parents to insure an exciting day.

Outdoor Education

The District's Outdoor Environmental Program involves all students in our sixth grade. This includes an overnight trip that provides our students with activities in Science, Social Studies and problem solving.

Together with the sixth-grade teachers, the students create new friendships and experiences with the students from all three of our schools. In addition, the students are engaged in team building exercises, experiences with nature, and wildlife.

Revised: 9/1/2022

XIV. PUPIL EVALUATION

XIV. PUPIL EVALUATION

Why Test?

An adequate testing program should provide a means for approximating each child's potential ability to learn and should evaluate the effectiveness of the instructional program teacher's use.

Teachers use many different methods to determine how well students are developing important skills. For example, teachers frequently observe how students participate in class discussions and group projects. Teachers also review students' homework, quizzes, and tests to make sure that they are learning important concepts. New York State has Learning Standards that describe what every child should know and be able to do in each grade. Each year, students in Grades 3 to 8 take standardized tests in English language arts and mathematics. Standardized tests are one important way to understand how well students are meeting these standards. Information from these standardized tests can help teachers understand the strengths and needs of individual students and classes.

What Tests Do We Use?

- a) **Intelligence Tests** - An intelligence test provides an estimate of a child's potential ability. All individual intelligence testing is done by the school psychologist. Group intelligence tests are administered by the classroom teacher.
- b) The NYS Assessments are given in Grades 3 - 6 to assess how well students perform and master the Learning Standards.
- c) **Diagnostic Tests** - The identification of areas of academic weakness is of little value unless it is followed by a diagnosis to determine specific inadequacies. This may include the administration of diagnostic tests, teacher-made tests, informal inventories and/or the gathering of observational data.
- d) **Norm Referenced Tests**

Inview Test - Grades 3 & 5 will be tested.

The teacher of Special Education and/or Speech-Language often assumes the role of educational diagnostician. This carries the responsibility for gathering data, and, on the basis of a professional analysis and interpretation of the data, to plan and provide appropriate corrective measures in coordination with the Instructional Support Team (IST).

New Entrants

New entrants are screened within six weeks following registration using the Basic reading Inventory (BRI) and other diagnostic assessments. Should further testing be necessary, a referral is made to the Instructional Support Team (IST) and, if appropriate, to the CSE. Otherwise, the new entrant is tested with his/her class during the regular testing program.

Individual Testing

Any request for individual testing should be submitted to the Instructional Support Team (IST). If it is suspected that a student may have an educational disability, a referral is made to the CSE so that a complete psycho-educational evaluation can be accomplished.

Interpretation of Test Results

Following the administration of standardized tests or an individual psycho-educational evaluation, the Instructional Support Team (Principal, psychologist, speech-language therapist, special education teacher and school nurse) assists teachers in interpretation of test results and the development of educational recommendations. When testing is administered to ascertain the presence of a suspected handicapping condition, the members of the Instructional Support Team develop recommendations for CSE.

It is important to remember that tests are a means to an end. They should be used diagnostically to determine ability, needs and growth. Tests are but one of many instructional tools a teacher may use.

When interpreting test results, the following points should be considered:

- a) the student's physical development
- b) the student's intellectual development
- c) the student's school history
- d) the student's social and emotional development
- e) the student's current academic performance levels

Properly used, the test results will enable a teacher to:

- a) learn the individual capacities, interests, weaknesses and strengths of each child
- b) plan for an appropriate educational program
- c) group students within the class
- d) provide background materials for parent conferences

Guide to Evaluating and Reporting Student Progress

The evaluation and reporting of student progress is fundamental to the educational program. Knowledge of each student's needs, including strengths and weaknesses, is of utmost importance, when communicating growth and progress to both the child and parent(s)/guardian(s). Such reporting requires knowledge of the instructional possibilities within the educational program; adapting the program to the needs of the child and monitoring, evaluating and constantly communicating progress. The teacher must actively seek information from the child and parents/guardians. To accomplish these ends, teachers must diagnose individual student needs, plan instructional opportunities to meet these needs and determine and report progress in all areas of instruction. Important elements of success in evaluating and reporting the child's progress are:

- presenting realistic and challenging programs that match a child's diagnosed needs and abilities.
- presenting to the child manageable units of instruction which can be evaluated.
- maintaining accurate records of student progress in relation to the program objectives.
- determining when the child has gained proficiency or mastery as required by the program.
- communicating teacher expectations and progress to the child and to the parents/guardians.

Basic Assumptions

The following basic assumptions for reporting practices establish both the general and specific aims of evaluating and reporting progress:

- 1) A progress report should present a positive, as well as objective and constructive statement to the parents/guardians and child about the child's progress and general school behavior.
- 2) Parent/Guardian conferences are an essential part of effectively communicating the child's progress.
- 3) Reporting to parents/guardians, both formally and informally, is a continuous process.
- 4) Progress Reports should indicate how the child is progressing in relation to realistic, attainable goals within the instructional program.
- 5) Students should be informed of the goals established for them and made aware of progress toward these goals.

- 6) Progress Reports must reflect the social, emotional and academic growth of the child as assessed by the members of the professional staff who provide direct instruction.

Communicating with the Child and the Parents/Guardians

One of the major objectives of a program of evaluating and reporting student progress is clear, continuous communication with the parents/guardians and the child regarding progress. Communication, which can take a variety of forms, includes the parent/teacher conference and the progress report.

Communicating with the Parents/Guardians

Frequent and regular communication with parents/guardians is essential. Each teacher should determine what means of communication best suits his/her style, whether it be by note, telephone call, comments on work sent home, sending home complete work logs, contracts, combining a series of student work that shows progress, or any combination of the above. It is strongly suggested that each teacher keep a record of communications with the home (i.e., anecdotal records or actual copies of notes, including the time and substance of conversations or contact.)

Communication with the Child

In order to ensure that a child can inform his/her parents/guardians of progress in any academic subject area, each student must be directly involved in the monitoring of his/her growth. This requires that the teacher periodically discuss the immediate objectives of each program with the individual, the group or the class. These objectives should be clearly stated in terms that a child can easily understand and should be reflected in the teacher's plans.

When a conference is held with the child, the mastery or proficiency guidelines of a program must be discussed. This should be followed by evaluating the child's progress in relation to these guidelines. Finally, a discussion with the child of "how he/she thinks he/she is doing", and what he/she thinks about the program, should be held. Occasionally, a child will make little or no progress toward attaining program goals. Then the teacher must re-evaluate the program goals in light of the child's ability or effort. It may be necessary to make adjustments in the program or seek the help of specialists.

Specific directions, expectations and suggestions for the parent/teacher conference and progress report will be found in the section that follows. However, before those procedures can be outlined, attention must be paid to record keeping.

Record Keeping

The main purpose of maintaining records is to monitor a child's progress in the educational program. The objective is to be able, at any time, to indicate a child's standing or proficiency in achieving mastery in all areas of the instructional program. Program characteristics and a child's learning rate will determine the extent of record keeping.

Each teacher is required to maintain records. Records can take a variety of forms - either narrative, symbol, numerical or comment.

The program in reading, mathematics, spelling, social studies and science will help determine the type of records required. In reading and mathematics, the program level is determined by diagnostic or placement testing. The mastery of proficiency guidelines on the tested level provides the progress referent. The child's progress is determined by analyzing his/her performance against these guidelines. Pre- and post-testing will help determine mastery. Keeping in mind that the standard of achievement in mathematics and reading is the student's tested level, not the grade level.

In summary, records should also be kept which support the teacher's evaluation of the student's attitude and work habits as reflected on the Progress Report Card.

Student Work

Student work is an important part of record keeping. Teachers recognize the importance of sending home student work, but this should not be a mechanical affair. Work sent home should be used as a vehicle to communicate with the parents/guardians and elicit parental responses. Teachers must keep a selected sample of each student's work, especially in composition, mathematics and reading. The classroom teacher is required to maintain a language arts folder for each student.

At the end of the sixth grade, students are able to take home their cumulative language arts folder which demonstrates their growth in writing skills from kindergarten to sixth grade.

In summary, all records should be so complete that the Principal or other professional could utilize them to continue each child's program with a minimum of effort.

Parent/Teacher Conference

What should happen at a Parent/Teacher Conference?

First, and foremost, there should be two-way communication, with the child representing the focus and the common concern of both teacher and parent/guardian. The conference provides a great opportunity for both parent/guardian and teacher to learn more about the child being discussed. The teacher's interest and knowledge of the child must be communicated. The teacher should discuss with the parent/guardian the child both in a school and home environment (i.e. number of siblings, neighborhood friends, preferred activities, hobbies, sports, likes and dislikes, responses to criticism, personality, etc.) The child's feelings about school are of primary importance and should also be discussed.

Preparation for the Conference

In the time prior to the conference, communication should have occurred between teacher and parents/guardians. Records of the child's progress, strengths and weaknesses should be complete. Comments on the child's work and study habits should be complete as well.

Guidelines for Parent/Teacher Conference

Introduction

The parent conference provides the teacher with a unique opportunity to communicate knowledge about and interest in each child, as well as becoming familiar with the parents/guardians and the perceptions and aspirations concerning their child. This parent/teacher exchange can communicate much more than any written statement or progress report. The rapport developed is critical and directly affects the child's progress.

Purpose of the Conference

To exchange insights and understandings.

To acquaint teachers with the background of the child.

To help teacher and parents/guardians work together in finding specific ways to help each child gain the most from his/her education.

To communicate how a child is progressing in relationship to realistic individual teacher expectations and in relation to other children in the grade.

To acquaint the parent with the strengths and weaknesses of the child as identified and understood by the teacher.

To familiarize the parents/guardians with the reporting practices and the Progress Report Card.

To develop a bond of cooperation and trust between parents/guardians and teacher.

Preparing for a Conference

Organize a folder of the pupil's work to review with the parents/guardians. Include samples of work done in every subject area from the beginning of the semester until conference time.

Establish a conference date with both parents/guardians, if possible, by sending home a conference request or by telephoning for an appointment. (Parents/Guardians may sign up for a conference at "Meet Your Teacher" night.)

Arrange for a quiet conference location where teacher and parent/guardian may sit together at a table (not across teacher's desk.)

Place a folder of the child's work on the table and provide pads and pencils for note taking. Keep your copy of records at hand.

The Conference Session

- 1) Be warm in your welcome. You and the parents/guardians will be more comfortable if you come out from behind the desk. Instead of plunging into the report immediately, open the conversation with a neutral topic - an activity, a display in the room, a recent meeting.
- 2) Lead and give direction to the conference. You can be brief and to the point without lecturing and still allow the parent/guardian time to report and participate.
- 3) Have in evidence some creative work the child may have done recently or be prepared to comment on some pleasant experience of the child in the classroom.
- 4) Begin the conference with a positive comment about the child.. one which will lead to a non-emotionally charged question through which you can induce a parent/guardian to talk about the child.
- 5) Be a good listener. Ask the parents/guardians about the child's feelings regarding school, your class, the program, etc. Encourage the parents/guardians to share with you their observations about the child. Their comments will assist you in working with the child. Respect what is said as personal and confidential.
- 6) Be honest but at the same time - diplomatic. Give a full and accurate report of the child's school life. In the Fall conference, be prepared to explain to the parents/guardians how you arrived at the grades on the Progress Report Card.
- 7) Avoid clichés and educational jargon. Use language and terms the parents/guardians understand and are familiar with.
- 8) Supplement your own observations and the child's class work with anecdotal records, test results, reports of special teachers. Be discreet in giving this information.
- 9) Be professional and objective. Avoid discussions of and comparisons with other children, other teachers, and other schools. Help the parent/guardian to understand the instructional program and your teaching methods.
- 10) If a parent/guardian is hostile or emotional, retain your self-control. Remain calm and do not become defensive. It is not expected that you will agree on all things. If you feel it would help, invite the Principal to join the conference.
- 11) Accept and respect suggestions from the parents/guardians which may help the student. Offer help in school and suggestions and materials for help at home.

PROGRESS

REPORT

CARDS

Correspondence to Parents

The Building Principal should be advised when the teacher plans to send a letter of an official nature. Such letters should be typed by the secretary, on school stationery (copied for the pupil's file.)

Incidental notes, such as requests for absence excuses, minor behavior problems, etc., should be written by the teacher.

Progress Report Cards

Prior to the first report card in December, the teacher will prepare for a Parent Conference in November to discuss each student's progress based on NWEA data, classroom assessments and work samples. In such cases when a parent/guardian has been unavailable for an initial conference, prior to the deadline of conducting such conferences, the teacher must document his/her efforts to schedule a conference and notify the Principal.

When meeting with parents/guardians, teachers should stress that students are evaluated on the basis of individual progress, with consideration given to the student's aptitude for learning and present level of functioning in each area.

Evaluation of pupil progress in the areas of Special Service Programs, Art, Music, Physical Education and Second Language is the responsibility of the Special Subject teacher.

The closing date for each of the three marking periods is included in the District Calendar. Report Cards are distributed three times during the calendar year.

TEACHER-PARENT COMMUNICATION SUMMARY

1. Meet Your Teacher Night (Group Conference)

- A general review of classroom operations, procedures, program and teacher expectations of students.
- Discussion of grade level curriculum.
- Discussion of relevant grade level testing.

2. Individual Parent/Teacher Conference

- All conferences to be completed by the date specified in District Calendar.
- Individualize the general review presented at "Meet Your Teacher Night."
- Discuss the child's instructional plan.
- Establish lines of communication with parents/guardians, instill confidence, build support for teacher and school.

3. Correspondence with Parents

- Individual Progress Report (Report Cards)
- On-going communication (i.e., phone calls, informal chats before/after school, notes sent home, signing of by parents/guardians on homework, tests, etc.)

PUPIL RECORDS

Permanent Record - The permanent record is a "Pupil History" which includes all pertinent information about the child (residence, telephone number, birth date, entrance to school, attendance record, results of intelligence and achievement tests, annual teacher evaluation of academic progress, social relationships and personality traits,) and about his/her family (parent's/guardian's names, education and occupation, number and ages of siblings, dates of parent/teacher conferences.) The permanent record is contained in the Cumulative Folder.

It is the teacher's responsibility for checking with the accuracy of the recorded address and telephone number. If the pupil's residence or phone number changes, the secretary should be notified at once. Other than this, no changes are to be made to the permanent record without the approval of the Building Principal and/or substantiating legal record.

Cumulative Folder - A cumulative folder for each child is on file in the Building Office. It can serve as a valuable source of information for the teacher. The cumulative folder contains:

- Registration information
- Attendance Cards
- Cumulative Health Record
- Progress Report Cards
- Cumulative Test Record Card
- Parent Conference Summary Log
- Official correspondence

Psychological Reports - Psychological reports and reports outlining the results of specialized, diagnostic testing will be maintained by the CSE/CPSE Chairperson.

Individualized Education Programs (IEP's) - Individualized Education Programs (IEP's) for students classified by the Committee on Special Education will be maintained by the CSE/CPSE Chairperson, Building Principal and School Psychologist.

Health Records - All health records are maintained in the Health Office. It is the teacher's responsibility to consult the nurse to ascertain all pertinent information relative to the health of the pupils in the class. (See Health Record Form in Nurse's Office.)

Student Work Folders - A folder for each child should be maintained by the teacher and should contain samples of the pupil's work throughout the school year. The contents are invaluable as reference materials for the evaluation of each pupil's progress, as substantiating evidence during teacher/parent conferences, and as a source of materials for display and for pupil folders, when parents/guardians are invited to visit the school. (Refer to the calendar for date of Parents' Night.)

Revised: 8/26/2021

XV. ACCESS TO PUPIL RECORDS

XV. ACCESS TO PUPIL RECORDS

Permanent records are intended to provide information which can be used to develop the best possible educational program for each pupil. A well-developed file contains information useful to counseling, individual instructional program design, recommendations as to appropriate educational placement, progress reports, subject grades, achievement scores, test results, psychological reports, medical records and other pertinent evaluative data.

Information that is subject to change, which will not be recorded in a permanent file, may be maintained in a temporary file and be destroyed by the teacher and/or the administration at their discretion.

Pursuant to the "Family Educational Rights and Privacy Act of 1974," (Buckley Amendment), the Board of Education recognizes and respects that the rights and privacy of parents and pupils to review and inspect a child's permanent record. The Board of Education, therefore, directs the Superintendent of Schools to adopt administrative procedures that will comply with statutes and regulations governing the inspection of pupil records and will annually advise parents of these procedures.

Rights of Parents/Guardians

The parent(s) or lawful guardian(s) of any pupil enrolled within the District has (have) the following rights and responsibilities regarding the inspection of their child's permanent records:

- To make an appointment with the School Principal, or his/her designated representative, to inspect the child's records. Within a reasonable and mutually agreed upon time/date, the Principal or his/her designated representative will arrange to have the data available and will be present during its inspection.
- To look at and review the school records concerning the child.
- To be assured that such records are confidential except to authorized personnel.
- To question such records if they appear inaccurate or misleading, or if they violate the rights and privacy of the child.
- To request answers or explanations of the contents of the records.
- To provide parental explanations which will, at the parent's request, become part of the record.
- To request amendments to and/or deletion of any data in the record. Should the administration refuse such a request, the parent has the right to challenge the refusal through a due process proceeding involving informal or formal hearings.

- To take notes of the contents of the record or to request copies of part or all of the contents. Requests for duplications or copies are to be directed to the Superintendent of Schools, and, if approved, will require a reasonable service charge.
- To decide and request, in writing, what optional information may be forwarded to employers, other school systems, government and legal agencies, medical personnel and other authorities.
- To file a complaint of alleged violations or non-compliance with the Family Educational Rights and Privacy Act (FERPA) Office, Department of Education, Washington, DC 20202.

Rights of Pupils

If the child is a high school student under eighteen years of age, he/she has the right to inspect his/her records with parental consent.

If the person is over eighteen years of age or a high school graduate, he/she has the sole right to examine his/her records.

Student Records..... Procedures to Administer the Family Educational Rights & Privacy Act of 1974

The maintenance of student records has become very important in the public school. Records provide a cumulative picture of the student as he/she advances through the public-school system. Student records generally contain information concerning attendance, academic standing and achievement, family background, health status, standardized test scores, personality data, teacher and counselor observations and other pertinent anecdotal material. Student records contain sensitive information which potentially could prove to be harmful to an individual if not kept confidential.

Legal principles applicable to access and disclosure of student record maintained by public institutions have undergone major revisions following Congressional enactment of the Family Educational Rights and Privacy Act. (FERPA) FERPA is applicable to all public educational institutions receiving federal monies. Failure to adhere to FERPA regulations can mean a loss of federal dollars.

The Board of Education has established a policy designed to meet the provisions of the Family Educational Rights and Privacy Act. The "Act" ensures the availability of student records to the parents of students under 18 years of age and to students and former students over 18 years of age, and ensures the confidentiality of such records.

The materials contained herein attempt to delineate the procedures (and persons responsible) that will be followed in carrying out the requirements of the Family Educational Rights and Privacy Act.

Notification

Notification of FERPA Rights will be published annually at the beginning of each school year. It will be printed in the Family Handbook and included with the packet of materials given to new entrants. The notice will be substantively in the following form:

You Have the Right to See Your Child's Records

In accordance with the provisions of the Family Educational Rights and Privacy Act of 1974 (FERPA), parents are encouraged to exercise all of their rights under the "Act."

Parents have the following rights:

1. The right to be informed about FERPA rights.
2. The right to inspect and review the student's education record.
3. The right to seek to correct a student's record.
4. The right to exercise a limited control over people's access to the student's record.
5. The right to report violations of the "Act" to the U.S. Department of Education.

The rights and protection given parents also becomes available to the student when s/he reaches 18 or enrolls in an institution of post-secondary education. The student then becomes the "eligible student."

Parents who wish to inspect their child's records may obtain applications for inspection of records from the School Principal.

Copies of the Policy pertaining to FERPA are available for parents and eligible students to review in the Principal's office of each school building and in the Superintendent's Office.

Inspection of Education Records

Parents should contact the Building Principal and request an Application for Public Access to Records (Records Form #1.)

Upon receipt of the application for inspection, the Principal or other custodian will contact the parent in person, or by telephone, if possible, to discuss how access will be best arranged. A determination will be made pertaining to the following:

1. The need to provide copies of records.
2. The location(s) where the record shall be inspected.

3. Time which are convenient to the parent.
4. Amount of time the parent or eligible student may be expected to use.
5. The professional person who will be present to explain the records.
6. Arrangements to be made to assure the security and safety of the records.

Within two weeks from the receipt of the request for access, the Principal (or other custodian) will notify the parent or eligible student in writing of the time and place the records may be inspected (Records Form #2.)

If for any valid reason such as working hours, distance between record location sites, or health, a parent cannot personally inspect and review a student's education record, the District will arrange for the parent to obtain copies of the record. The District, however, reserves the right to charge a copying fee.

When a record contains information about students other than a parent's child or the eligible student, the parent or eligible student may not inspect and review the records or the other students.

Procedure for "Correcting" Records

For the purpose of outlining the procedure to seek to correct education records, the term "incorrect" will be used to describe a record that is inaccurate, misleading, or in violation of student rights. The term "correct" will be used to describe a record that is accurate, not misleading and not in violation of student rights. Also, the term "requester" will be used to describe the parent of a student who is asking the School District to correct a record. To establish an orderly process to review and correct an education record for a requester, the District may make a decision to comply with the request for change at several levels in the procedure.

First Level Decision

If the record is incorrect because of an obvious error and it is a simple matter to make the record change at this level, the correction will be made to the satisfaction of the requester. In such cases, a copy of the corrected record shall be provided to the requester within two weeks.

If the custodian cannot change the record to the requestor's satisfaction or the record does not appear to be obviously incorrect, s/he will:

1. Provide the requester with a copy of the questioned record at no cost.
2. Ask the requester to initiate a written request for the change (Record Form #3.)
3. Follow procedures for a second level decision.

Second Level Decision

Within two weeks after the record custodian receives a written request, s/he will:

1. Study the request.
2. Discuss it with other school officials (the person who made the record or those who may have a professional concern about the District's response to this request.)
3. Make a decision to comply with the request and complete the appropriate steps to notify the requester or move the request to the next level for a decision.
4. If, as a result of this review and discussion, the record custodian decides the record should be corrected, s/he will affect the change and notify the requester that s/he has made the change (Records Form #4.)
5. The written note will include a copy of the changed record or if the request was to purge a part of the record, s/he may include the part itself with the notice.
6. Each notice will include an invitation for the requester to inspect and review the student's education record to make certain the record is in order and the correction is satisfactory.
7. If the custodian decides the record is correct, s/he will make a written summary of any discussions with other officials and of his/her findings in the matter. S/He will transmit this summary and a copy of the written requests to the Superintendent (Records Form #5.)

Third Level Decision

The Superintendent will review the material provided by the record custodian and, if necessary, discuss the matter with other officials such as the school attorney or the School Board (in Executive Session.) S/He will then make a decision concerning the request and complete the steps at this decision level. If the procedure will take longer than two weeks, the Superintendent will notify the requester, in writing, of the reasons for the delay and a date when the decision will be made.

1. If the Superintendent decides the record is incorrect and should be changed, s/he will direct the record custodian to make the changes. The record custodian will advise the requester of the decision as s/he would if the change had been made at the second level.
2. If the Superintendent decides the record is correct, s/he will prepare a letter to the requester which will include:

- a. The School District's decision that the record is correct and the basis for the decision.
- b. A notice to the requester that s/he has a right to ask for a hearing to present evidence that the record is incorrect and that the District will grant such a hearing.
- c. Instructions for the requester to contact the Superintendent or an official s/he designates, to discuss acceptable hearing officers, convenient times, and a satisfactory site for the hearing. (The District will not be bound by the requester's positions on these items but will, so far as possible, arrange the hearing as the requester wishes.)
- d. Advise that the requester may be represented or assisted in the hearing by other parties, including an attorney. The cost of such representation shall be the responsibility of the requester.

Fourth Level Decision

After the requester has submitted (orally or in writing) his/her wishes concerning the hearing officer and the time and place for the hearing, the Superintendent will, within a week, notify the requester when and where the District will hold the hearing and who it has designated as the hearing officer.

At the hearing, the hearing officer will provide the requester a full and reasonable opportunity to present material evidence and testimony to demonstrate that the questioned part of the student's education record is incorrect as shown in the requester's written request for a change in the record.

Within one week after the hearing, the hearing officer will submit to the School Superintendent a written summary of the evidence submitted at the hearing. Along with the summary, the hearing officer will submit his/her recommendation, based solely on the evidence presented at the hearing, that the record should be changed or remain unchanged.

The School Superintendent will prepare the District's decision within two weeks of the hearing. That decision will be based on the summary of the evidence presented at the hearing and the hearing officer's recommendation. However, the District's decision will be based solely on the evidence presented at the hearing. Therefore, the Superintendent may overrule the hearing officer if s/he believes the hearing officer's recommendation is not consistent with the evidence presented. As a result of the District's decision, the Superintendent will take one of the following actions:

1. If the decision is that the District will change the record, the Superintendent will instruct the record custodian to correct the record. The record custodian will correct the record and notify the requester as at the second level decision.
2. If the decision is that the District will not change the record, the Superintendent will prepare a written notice to the requester which will include:

- a. The School District's decision that the record is correct and will not be changed.
- b. A copy of a summary of the evidence presented at the hearing and a written statement of the reasons for the District's decision.
- c. Advice to the requester that s/he may place in the student's education record an explanatory statement which states the reasons s/he disagrees with the School District's decision and/or the reasons s/he believes the record is incorrect.

Final Administration Step in the Procedure

When the District receives an explanatory statement from a requester after a hearing, it will maintain that statement as part of the student's education record as long as it maintains the questioned part of the record. The statement will be attached to the questioned part of the record and whenever the questioned part of the record is disclosed, the explanatory statement will also be disclosed.

Disclosure

Without Prior Written Consent

The District will only release information from or permit access to a student's education record with a parent's prior written consent except that the School Superintendent or a person designated in writing by the Superintendent may permit disclosure:

1. When a student seeks or intends to enroll in another School District. The District will not notify parents or eligible student prior to such a transfer of records, but it encourages the parents and eligible students to exercise their right to inspect and seek corrections (if appropriate) to such records before they are transferred. Parents and students have a right to obtain copies of records transferred under this provision.
2. When certain Federal and State officials need information in order to audit or enforce legal conditions related to Federally supported education programs in the District.
3. To parties who provide or may provide financial aid to a student to:
 - a. Establish the student's eligibility for the aid.
 - b. Determine the amount of financial aid.
 - c. Establish the conditions for the receipt of the financial aid.
 - d. Enforce the agreement between the provider and the receiver of financial aid.

With Prior Written Consent

The School Superintendent, or a person designated in writing by the Superintendent to do so, may release information from a student's education record, if the student's parent or the eligible student gives his prior written consent for the disclosure. The written consent must include at least (Records Form #6):

1. A specification of the records to be released.
2. The reason for the disclosure.
3. The person or the organization or the class of persons or organizations to whom the disclosure is to be made.
4. The parent or student's signature.
5. The date of the consent, and, if appropriate, a date when the consent is to be terminated.

The student's parents or the eligible student may obtain a copy of any records disclosed under this provision.

Procedure for Keeping Records of Requests for Access or Disclosure

1. A record of requests for disclosure will be maintained with the student's records from the time of entrance into the School District (Records Form #7.)
2. This form will be kept with but will not become a part of the student's educational records.
3. The record of requests for disclosure of information and information disclosed will contain:
 - a. Name of person or organization making the request.
 - b. The interest in the educational record.
 - c. Date the request was made.
 - d. Request granted or denied.
 - e. Date information was disclosed.

The record of requests will be available only to the record custodian, the parent of the student, or to Federal, State, or local officials for the purpose of auditing or enforcing Federally supported education programs.

The record of requests will not include:

1. Requests for access or access granted to officials of Union Free School District #24 or parents of the students.
2. Requests for disclosure or disclosure granted if the request is accompanied by the prior written consent of the parent or eligible student.
3. Requests for disclosure or disclosure of Directory Information.

The District will maintain this record as long as it maintains the student's education record.

APPENDIX

VALLEY STREAM UNION FREE SCHOOL DISTRICT #24

Valley Stream, NY 11581

Date: _____
(must be at least 2 weeks prior to date of trip)

TO: Building Principal

SUBJECT: Permission for Field Trip

I have tentatively planned a field trip and provide the following information:

Teacher: _____ Grade: _____ Date of Trip: _____

Resource Area and Location: _____

Specific purpose of trip: _____

Transportation: _____ Departure Time: _____ Return Time: _____

Estimated cost per pupil: _____

Provision for refreshments: _____

Are there any other classes in the District making this trip at the same time?: _____

If so, what buildings? _____

If this is a joint request, please list the names of other classroom/special area teachers:

Total number of classes attending: _____

Total number of pupils attending: _____

Indicate number of adults (other than those listed above) who will be in attendance: _____

Have you considered provisions for your duty assignments and for any children who may not participate in this field trip? _____

Approved by: _____ Date: _____

Transportation Arrangements Confirmed: _____

**VALLEY STREAM UFSD #24
FIELD TRIP
BUS REQUEST FORM
2022 / 2023 SCHOOL YEAR**

Complete **BOTH SIDES** and return this form to the District Business Office so they can order a bus per your request listed below:

SEAT BELTS ARE REQUIRED FOR ALL TRIPS.

Departure Date: _____ Time Bus Requested: _____ AM/PM

Reminder-the bus time is from 9:00 AM – 3:00 PM. **Any request for earlier departure will be billed overtime.**

Building of Departure: _____

Grade: _____ Name(s) of Teacher(s) in Charge: _____

Number of Students: _____ Number of Adults: _____ Total Passengers: _____

*(Buses hold 44 passengers, 2 per seat. They are provided only for teachers and students. Chaperones can ride along on the bus **only** if the total amount of passengers does not exceed the 44 person limit.)*

Number of buses needed for this trip: _____

Field trip destination: _____
(Site)

(Address of Site)

Other stops to be made, if any: _____

Approximate return time **leaving destination:** _____

Approximate return time **arriving back to school:** _____

Teacher(s):

If arrangements need to be canceled due to inclement weather, please call the bus company directly at ***TBD*** or leave a message at ***TBD***. All cancellations should be made before 7:00 AM. **It is imperative to notify the business office of any cancellations or other changes.**

*****PAYMENT MUST BE CASH, or CHECK OR MONEY ORDER MADE PAYABLE TO:
VALLEY STREAM UFSD 24 STUDENT DEPOSIT A/C**

Business Office:

This bus request was _____ faxed or _____ called in to the bus company on _____

Bus Company:

Please fax confirmation to (516) 256-0214. Thank you.

VALLEY STREAM UFSD #24
FIELD TRIP
BUS REQUEST FORM
2022 / 2023 SCHOOL YEAR

Complete **BOTH SIDES** and return this form to the Business Office.(contact Business Office for pricing)

Destination	Price for Bus (9 AM - 3 PM) 6 hours	Price Per Pupil*
Within Nassau County	TBD	TBD
Within Valley Stream	TBD	TBD
Manhattan, Brooklyn & The Bronx	TBD	TBD
Queens County	TBD	TBD
Suffolk County	TBD	TBD
Westchester County	TBD	TBD
South of the Hudson	TBD	TBD
Overtime Charged after 6 hours***	TBD	TBD

*The Price Per Pupil is to be used for **ONE TRIP ONLY, PER GRADE**, during the **2022 / 2023** school year.

Parking fees, overtime charges and tolls are **not included in the above prices.

*****OVERTIME WILL BE CHARGED FOR TRIPS LEAVING BEFORE 9:00 AM*****

All prices are for a 44 passenger bus equipped with seat belts, excluding tolls, overtime charges & parking fees. It is important that arrangements be made through the business office. Do not pay the driver. All fees should be given to the building secretary to forward to the business office.

TEACHER: This form **MUST** be filled out completely.

TEACHER(S) NAME: _____ GRADE: _____

DATE OF TRIP: _____ DESTINATION: _____

BUS MONEY: Per Bus Price: _____ X _____ number of buses = \$_____ total for buses

OR

Per Pupil Price*: _____ approx. # of Students X \$_____ price per pupil = \$_____

•**ALL** bus money should be given to your **building secretary** upon completion of trip. The money will then be forwarded to the business office. •**Parking fees, overtime charges & tolls are NOT included in the above prices.**

ADMISSION: WILL A CHECK BE NEEDED FOR THIS TRIP? ____ YES-see attached payment list ____ NO
 AMOUNT OF CHECK NEEDED: _____

If a check is needed from the business office for admission you must send:

1. An invoice from the vendor
2. All monies collected
3. ****A class list showing how each student has paid (cash, check or money order)**

to the building secretary **at least 6 weeks before the deadline**. This is to ensure that the check will have sufficient time to get approved and signed. If there are any additional students to attend after the deadline, the parent needs to send **CASH ONLY** which is to be used to pay for the additional tickets at the door. Teachers can no longer pay admissions for the class and be reimbursed.

*****PAYMENT MUST BE CASH, or CHECK OR MONEY ORDER MADE PAYABLE TO:**

VALLEY STREAM UFSD 24 STUDENT DEPOSIT A/C

FIELD TRIP PAYMENT LIST

***FOR FIELD TRIPS REQUESTING A CHECK FOR ADMISSIONS**

School: _____

Field Trip Destination: _____

Date of Trip: _____

Teacher: _____ Grade: _____

Student's Name	Cash	Check		Money Order	
		Amount	#	Amount	#
Total:					

Total Received: _____

**Employee
-Accident Record-
(Not Automobile)**

Building Administrator: _____ **Date:** _____

STUDENT INCIDENT REPORT

Please fully complete the form including codes.
Refer to reverse side of form for appropriate codes.

School District/BOCES		CODE		Student Name		Alleged Incident Date		Time	
Last Name									
Home Address/Telephone				D.O.B.		/		/	
Building/Location		CODE		Grade		CODE			
L		ot							

PLEASE SEE NURSE FOR FORM

ALLEGED INCIDENT INFORMATION

Reported By _____ Date _____ Time _____

Describe Where Within Building/Location Alleged Incident Occurred and How:

BOCES Activities/Class: ☐ Yes or ☐ No

Person Supervising Student _____

Please Describe Alleged Injury (Include part of body):

Name/Address/ Telephone of any Witnesses. (Please indicate if none)

Was first aid rendered? ☐ Yes or ☐ No

If Yes, by whom/date/time _____

Did student remain in school remainder of day/activity? ☐ Yes or ☐ No

Describe first aid _____

Did student receive medical attention by a physician or hospital? ☐ Yes or ☐ No

If Yes, describe medical attention. If unknown, please state.

Name/Address/Telephone # of physician or hospital _____

SEE REVERSE SIDE FOR
APPROPRIATE CODES

ACTIVITY

CODE

INJURY/
DAMAGE

CODE

PART OF BODY

CODE

EMERGENCY CONTACT INFORMATION

Person Contacted/Relationship _____

Address _____ Telephone _____

Contacted by _____ Date _____ Time _____

If Emergency Contact Was Not Contacted, Please State Reason _____

Completed by Name: _____ Date: _____ Title: _____

Reviewed by Name: _____ Date: _____ Title: _____

**Valley Stream Union Free School District Twenty-Four
Valley Stream, New York**

Absence – Personal Business

Excerpt from Teachers Bylaw 5.7.1 relative to days of absence:

Three of these days may be used for the following personal business: closing title on own house; moving to new residence (one day); special religious ceremony, i.e., confirmation, circumcision of own child; graduation of member of immediate family; attending own child's school performance; attendance at funeral of member of family or close friend; adoption of a child; other urgent and personal business that cannot be transacted outside normal school hours; own wedding and wedding of member of immediate family. Prior notice of these absences shall be given to the principal.

Personal Days not itemized in Bylaws

"Other absences for personal business shall require prior approval of the superintendent of schools, except in the case of an emergency, which may on its merits be approved after the fact."

Approval of absence for personal business is requested as indicated below:

Reason for Absence

Date or Dates of Absence

Name (Print)	Signature	Date
--------------	-----------	------

Building	Grade
----------	-------

Building Principal's Signature _____

Action of Superintendent of Schools:

Approved _____

Disapproved _____

Referred to Board
Of Education

**Union Free School District
Valley Stream, New York**

**REQUEST FOR APPROVAL OF
STUDY**

THIS IS AN INFORMATION
ONLY PAGE. PLEASE USE TAN
SHEET FROM SCHOOL
SECRETARY.

_____ Date

Name _____

Building / Grade / Area, Assignment _____

Placement on Salary Schedule: Step _____ Column _____

Since my present "column" placement, I have acquired the following additional credits:

	Name of Course	Credits	Institution	School Year
Degree granting institution*				
Local In-Service course				
Cooperating Teacher (no more than 4 within each 15)				
Authorship (no more than 2 within each 15 - no more than 4 during employment)				
Study Group (no more than 4 within each 15)				
TOTAL:				

*(At least 6 credits of each 15 must be earned in degree granting institutions)

Approval is requested for:

<u>Course Title</u>	<u>Institution</u>	<u>Semester</u>	<u>Credit</u>
_____	_____	_____	_____
_____	_____	_____	_____

Day(s) Course is given: _____ Time: _____
(Include days per week and number of sessions)

THIS IS AN INFORMATION
ONLY PAGE. PLEASE USE TAN
SHEET FROM SCHOOL
SECRETARY.

The information provided below will be considered in determining course approval.

Please answer the following:

1. Briefly describe the course content or attach a course description:

2. How does this course pertain to the established District goals for the present school year?

3. How will you apply this course in your present teaching assignment?

4. Is this course required as part of a degree you are pursuing for permanent certification?

5. What similar courses have you received approval for in the past 5 years?

Administrative Approval:

Building Principal

Granted () Denied () _____
Date

Superintendent of Schools

Granted () Denied () _____
Date

NOTE: A teacher shall not receive in-service credit toward salary for any course which is paid for by the District.

VALLEY STREAM UNION FREE SCHOOL DISTRICT #24
Valley Stream, NY 11582

LUNCHTIME STUDENT RELEASE FORM

SCHOOL: _____

CHILD'S NAME: _____

GRADE: _____ TEACHER: _____

HOME TELEPHONE: _____

PARENT'S WORK TELEPHONE NUMBER: _____

NEIGHBOR OR EMERGENCY TELEPHONE NUMBER: _____

PLEASE INDICATE BELOW ONE OF THE FOLLOWING:

- ☐ My child will be eating lunch in school every day, Monday through Friday.
- ☐ My child will be eating lunch in school on the following day(s) only -
(Fill in) _____
- ☐ My child will NOT be eating lunch in school.

Parent/Guardian Signature _____

Date: _____

**IMPORTANT: YOUR CHILD WILL NOT BE ALLOWED TO LEAVE
SCHOOL AT LUNCHTIME UNLESS THIS FORM HAS BEEN
SIGNED AND RETURNED.**

PLEASE RETURN BY FRIDAY OF THE FIRST WEEK OF SCHOOL

LAMINATION REQUEST FORM

1. Name: _____ Room: _____

Date: _____ Building: _____

2. Check One: ____ Instructional ____ Non-Instructional

3. Brief description of materials to be laminated:

4. Special Instructions:

5. *Date Needed: _____

◆REQUEST MUST BE RECEIVED AT LEAST 10 DAYS PRIOR TO DATE NEEDED.

Principal's Approval: _____

Send to W. L. Buck School Principal's Office

Valley Stream School District 24
CALENDAR FOR STUDENT ATTENDANCE 2022-2023

AUGUST/SEPTEMBER					OCTOBER					NOVEMBER					DECEMBER				
M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F
		31	1	2	3	4	5	6	7		1	2	3	4				1	2
5	6	7	8	9	10	11	12	13	14	7	8	9	10	11	5	6	7	8	9
12	13	14	15	16	17	18	19	20	21	14	15	16	17	18	12	13	14	15	16
19	20	21	22	23	24	25	26	27	28	21	22	23	24	25	19	20	21	22	23
26	27	28	29	30	31					28	29	30			26	27	28	29	30

JANUARY				
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			

FEBRUARY				
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			

MARCH				
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

APRIL				
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

MAY				
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		

JUNE				
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

2022-23 Days of Instruction			2022-23	
Month	T	S		
August	1	—	August 31	Supt.'s Conference Day
September	19	19	September 1	School Opens
October	19	19	September 5	Labor Day
November	19	18	September 26-27	Rosh Hashanah
December	17	17	October 5	Yom Kippur
January	20	20	October 10	Columbus Day
February	15	15	November 8	Supt.'s Conference Day
March	23	23	November 11	Veteran's Day
April	13	13	November 24-25	Thanksgiving Recess
May	22	22	December 24-January 2	Holiday Recess
June	16	16	January 3	School Reopens
	184	182	January 16	Martin Luther King Day
			February 20-24	Winter Recess
			April 6-14	Spring Recess
			May 29	Memorial Day
			June 19	Juneteenth
			June 23	Last Day of School

Notwithstanding any policy, past practice or calendar notation to the contrary, in the event it becomes necessary to add days in order to ensure a 180 day work year, such days shall be added during the non-legal holidays of the Spring recess period and such other non-legal holidays as are necessary to ensure the work year as set forth above. Such days shall be specifically delineated in advance and set forth in the school calendar, and shall be added to the work year beginning with the latest day thereof.