



Department of
Education

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MIDDLE SCHOOL REGENTS INITIATIVE

Integrated Algebra
Administrator Handbook

A Resource for the
Campaign for
Middle School Success

2009

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Executive Summary

The purpose of this Handbook is to introduce schools interested in understanding the *Middle School Regents Initiative (MSRI)* to its objectives and the processes related to launching a MSRI. It describes the thinking behind the decision to establish the MSRI as a *Model for Grade Eight Acceleration* and as a key element of the *CMSS*, and outlines implementation strategies to help participating schools and students have a successful and engaging experience.

The MSRI is a twenty-week middle and high school collaboration that provides eighth grade students with advanced Regents-level high school Integrated Algebra instruction. It enhances students' learning, academic development and achievement in mathematics by supplementing the middle school math curriculum with after-school and Saturday Regents math preparation. Participating students are encouraged to take the high school Integrated Algebra Regents exam before leaving middle school.

In the 2007-08 school year, over 50 students from three middle schools teamed up with a high school to form the pilot MSRI cluster with the intention of raising achievement and performance expectations through instruction of Regents-level Integrated Algebra to middle school students. The MSRI pilot targeted students from the Middle School 51, a group of middle schools targeted for additional support to improve student achievement. The success of the pilot led to expansion to over 150 students from eight middle schools teaming up with three high schools during the 2008-09 school year. The success and growth of the MSRI model led to the development of this handbook, in order to support additional schools and networks in adapting the MSRI if they so choose.

This handbook consists of the following sections:

- **Introduction:** Discussion of the decision to develop the MSRI, the vision, and past results
- **The Middle School Regents Initiative:** Detailed description of the MSRI and recommended roles and responsibilities
- **Creating a Middle School Regents Initiative:** Guidance in planning and implementing a MSRI at a middle school
- **Managing the MSRI:** Key considerations for the management of the MSRI
- **Key Elements of Success:** Best practices based on the experiences of past clusters
- **Program Expansion:** Responses to frequently asked questions regarding expanding the MSRI at a school

Every MSRI cluster is different. How you choose to implement this model depends on the developmental needs of your students and the objectives of the MSRI staff. The Office of Curriculum, Standards and Academic Engagement and the Department of Science, Technology, Engineering, and Mathematics (STEM) have developed this handbook to support efforts to implement the MSRI in additional schools. The steps outlined here are meant as a guide for use in adapting the program as needed by the students, teachers, and school community.

STEM Department staff are always available to answer questions. Contact information for our middle school and high school instructional specialists is located in Appendix XIV of this guide. Please feel free to contact them if you have questions or would like additional support.

Introduction

A priority of the *CMSS* is to provide middle school students with opportunities to take Regents-level coursework and engage in rigorous courses that will prepare them for success in high school, college, and beyond. In order to support schools in advancing this priority in the area of mathematics, The *Middle School Regents Initiative (MSRI)* has been established. The MSRI provides eighth grade students with a challenging instructional program in mathematics that will enable them to perform well on the New York State eighth grade math exam in March, pass the New York State Integrated Algebra Regents in June, and obtain high school diploma credit for algebra. The MSRI is fully aligned with both New York State Department of Education Regulations regarding acceleration for students in grade 8, and the NYCDOE's guidelines on acceleration for high school credit.

A. The Middle School Regents Initiative

The MSRI, a twenty-week middle and high school collaboration that provides eighth grade students with advanced Regents-level high school math instruction, promotes the first key element of effective middle school practice outlined in the *Blueprint for Middle School Success: High expectations and rigorous opportunities for all students*.¹ Through differentiated math instruction delivered by highly qualified middle and high school teachers supported by corresponding professional development, a rigorous and challenging Regents-level math curriculum, hands-on learning activities, the integration of technology, and mentoring by high school tutors, the MSRI supports the transition to high school, raises performance expectations, and accelerates student achievement. During the program, middle school students develop and improve their critical thinking, problem solving and logical reasoning skills and overall mathematics ability.

Integrated Algebra is not the algebra of 30 years ago; it is a mathematics curriculum that “provides tools and ways of thinking that are necessary for solving problems in a wide variety of disciplines, such as science, business, social sciences, fine arts and technology” (2005 Core Curriculum New York State High School Mathematics). It is widely considered the 'gatekeeper' course that determines whether students will have access to higher education.² The MSRI takes a comprehensive and balanced approach to teaching Integrated Algebra.

B. Vision and Goals

The following goals have been adopted for the Middle School Regents Initiative:

- Support the acceleration, engagement and enrichment of middle school students and position them for high school and post-secondary success by offering Regents Integrated Algebra as an eighth grade course.
- Provide teachers with ongoing professional learning to explore content and process and to share ideas.

¹ As a result of the CMSS, the DOE developed the *Blueprint for Middle School Success (BMSS)* which identifies and outlines five key elements of effective middle school practice. The complete BMSS can be found at: <http://www.nyccej.org/reports/blueprint-for-middle-school-success.pdf>

² Opening the Gateway: Interventions Aim for Algebra Success. *WestEd R&D Alert*, Vol.9, No.1,10.

- Enable articulation of middle school and high school mathematics content through team teaching and collaboration between middle and high school teachers.
- Provide the opportunity for middle school students to be exposed to the high school environment and to interact with high school mentors.

C. How the Middle School Regents Initiative Benefits Middle Schools

This program has many benefits. By implementing a MSRI, middle school principals can:

- ✓ Position eighth graders for high school and post-secondary success. Success in algebra opens the doors to additional study of advanced mathematical concepts including calculus and a wide variety of careers.
- ✓ Provide opportunities for teachers to participate in a Professional Learning Community. The MSRI program enables teachers and other staff to share best practices and ideas.
- ✓ Legitimize accelerated course offerings in the eyes of high schools. Through collaboration with a high school, the high school is aware early on of the rigor of the MSRI course.
- ✓ Provide differentiated instruction for students. The MSRI is a program designed for students who have demonstrated readiness for advanced, rigorous coursework.
- ✓ Enhance skill set of current math teachers. MSRI math teachers benefit from ongoing support from MSRI staff (i.e. coaches and supervisors) in addition to collaboration with other MSRI middle and high school teachers.
- ✓ Increase the desirability of the middle school to incoming students and their parents. A growing number of parents view accelerated course offerings as an important factor in choosing a middle school for their children.
- ✓ Meet New York State eighth grade program requirements. According to State Regulations, public school students in grade eight shall have the opportunity to take high school courses in *mathematics* and in at least one additional subject area.³

D. Middle School Regents Initiative Results

While it is still too early in the life of the MSRI to evaluate its overall impact on participating schools and students, it is useful to note the results from the 2008 Math A⁴ Regents exam results of the 40 eighth grade students from the three middle schools that participated in the pilot.⁵ We had three key observations.

- 1. Most of the students who took the 2008 exam passed.*** 37 students earned a score of 65 or higher on the exam, while only three students earned a score below 65. Of the 37 students

³ New York State Department of Education Regulations 100.4 (d), available at <http://www.emsc.nysed.gov/part100/pages/1004.html#d>.

⁴ The last administration of the Math A Regents exam took place in January 2009 as part of the transition from Math A and Math B to Integrated Algebra, Geometry, and Algebra 2/Trigonometry that will be complete by June 2010. Integrated Algebra exam results are expected to be similar to Math A exam results.

⁵ The 52 students in the MSRI pilot included a seventh grade cohort. The 12 seventh grade students did not take the Regents exam in 2008.

who passed the exam, five scored above 85, 14 scored between 75 and 85 and 18 scored between 65 and 75.

2. ***Level 3 and 4 students showed the strongest performance on the exam; however the majority of Level 2 students passed the exam.*** All students at Level 3 and 4 passed the exam. Eight of the 11 Level 2 students (or 73%) passed the exam.⁶ (Proficiency levels are based on 2007 state math test results.)
3. ***MSRI students showed an improvement in state math test performance from 2007 to 2008.*** The number of Level 3 and 4 students grew by 100% (from 4 to 8) and 26% (from 23 to 29) respectively, while the number of Level 2 students declined by 91% (from 11 to 1)⁶.

⁶ Includes the 38 students for which seventh and eighth grade NYS test data was available.

The Middle School Regents Initiative

In order to develop a MSRI, it is recommended that middle schools offer students a minimum of six (6) hours of after-school advanced mathematics instruction per week delivered by a middle school math teacher with secondary school level math certification. Students attend two or more sessions after school per week in addition to regular Saturday sessions. The recommended group size is 15 to 20 students per middle school math teacher.

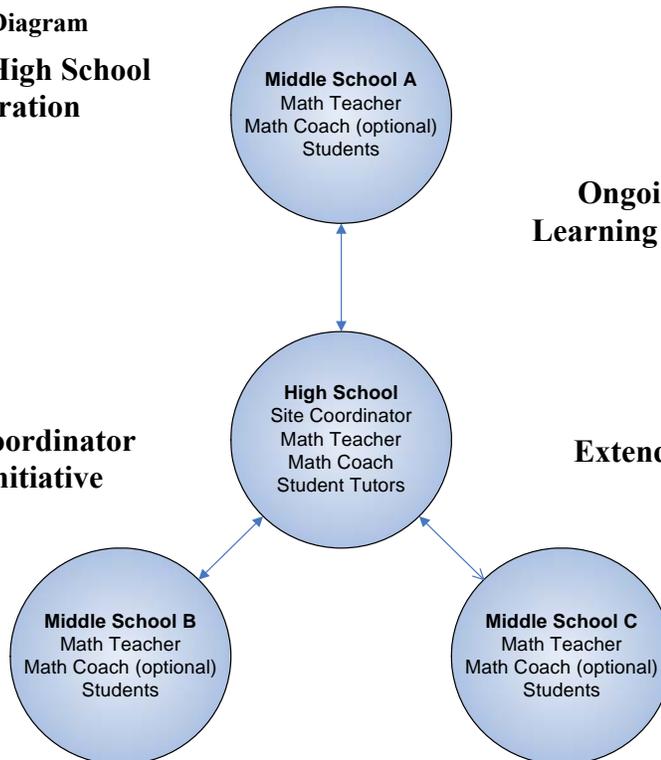
Middle schools involved in the MSRI partner with one to four other middle schools and a high school to form a **MSRI Cluster**. In each cluster:

- **High school and middle school math teachers** team teach middle school students on Saturdays at the high school.
- A **high school math coach** supports the Saturday sessions for each cluster.
- Middle schools may elect to add a **middle school math coach** to join the high school math coach on Saturdays and support the after-school sessions during the week. When this option is used, most clusters choose one coach to serve all middle schools in the cluster.
- The high school provides a **Site Coordinator** who supervises the Saturday sessions and manages all high school site logistics, including meal delivery.
- High school students work in pairs as **math tutors** during the Saturday sessions to further support instruction.
- A **Cluster Coordinator** acts as leader of the MSRI cluster and oversees student selection, scheduling, the high school partnership, student progress monitoring, and ongoing professional development of teachers and coaches.

Figure 1. MSRI Cluster Diagram

**Middle and High School
Collaboration**

**Cluster Coordinator
Leads Initiative**



**Ongoing Professional
Learning and Collaboration**

Extended Day / Saturday Learning

Creating a Middle School Regents Initiative (20 Week Program)

This chapter outlines a general process to create a MSRI with a group of middle schools and a high school. We group the overall process into smaller task groups, called “modules.” For each module, we describe the tasks, potential timeline, key questions to be addressed and desired outcomes. In addition, we also “spotlight” interesting and innovative components of past MSRI models as they relate to each specific module. Appendix I includes a checklist and worksheets to support effective implementation.

A. Decision to Implement the Middle School Regents Initiative

When: ~ June – October

In order to implement a MSRI, it is recommended that a middle school have at least fifteen eligible eighth grade students to form a class. In addition, certified math teachers should be able to provide the required number of instructional hours to students and be willing to work after school and on Saturdays. Student selection is within the principal’s discretion, but principals should reference the NYSED *Policy on Grade Eight Acceleration* (available as a special addendum to this Handbook) for guidelines in the areas of student and course eligibility and the awarding of high school credit.

It is important that both students and parents understand the commitment necessary to participate in the MSRI and perform well on the Regents exam. A sample letter to parents and a parent/student contract are included in Appendices II and III of this guide.

Key Questions	Desired Outcome
<ul style="list-style-type: none">▪ Does the middle school have teachers certified in mathematics?▪ Has the principal given approval for the final list of students?▪ Does the middle school have the appropriate permissions and permits to host instruction outside of normal school hours?	<ul style="list-style-type: none">▪ Number of math teachers needed▪ Preliminary list of students with parent / student contracts▪ Needed permits acquired

SPOTLIGHT ON A CLUSTER
STUDENT SELECTION

The MSRI does not need to be limited to Level 3 and 4 eighth graders. Other eligible students include:

- Seventh grade students: A middle school principal created a seventh-grade cohort in addition to the eighth grade cohort in order to begin preparing students for the eighth grade integrated algebra course. By beginning in grade 7, these students were able to engage in more learning experiences to strengthen their understanding of concepts during their seventh grade year, and have a greater focus on Regents preparation during their eighth grade year.
- Level 2 students: In determining student eligibility, schools may include attendance and teacher recommendations as parameters for student selection. There are Level 2 students who meet these criteria and may benefit from the rigor of the MSRI. Principals and math teachers should work together to identify these students. In the pilot MSRI, when principals made the program available to Level 2 students, many of these students passed the Regents exam and also advanced to Level 3 on their eighth grade math exam. (*Introduction: Middle School Regents Initiative Results*)

B. Identification of Other Middle Schools and High Schools to Form Cluster

When: ~ June – October

To form a cluster, middle school principals and math teachers should reach out to other middle school and high school principals. In many cases, schools can build upon the network relationships established in their SSOs, and/or on relationships they have with high schools through summer school collaboration. In addition, the Department of Science, Technology, Engineering, and Mathematics (STEM) can work with schools, networks, and SSOs to support interested schools in finding other interested MSRI partners.

Once the MSRI cluster has formed, it is important to identify a Cluster Coordinator to help with management of the initiative. While there is no required background to be a Cluster Coordinator, experience in math instruction and leading professional development is recommended. In order to be successful, Cluster Coordinators should also become familiar with all the cluster schools and understand the elements that will impact the learning of students in the cluster. Although schools in a cluster may share the MSRI curriculum, each school may take a different approach to delivering the curriculum. Appendix IV includes a template that can be used to create the posting for the Cluster Coordinator position.

Key Questions	Desired Outcome
<ul style="list-style-type: none"> ▪ Should the middle school start a new cluster or join an existing cluster? ▪ If starting a cluster, what is the best way to organize the cluster? (e.g. school proximity) ▪ How many middle schools should be in the cluster? ▪ How should a high school partner be selected? (e.g. proximity, destination for current students) ▪ Do the high school and other middle schools have the appropriate permissions and permits to host instruction outside of normal school hours? 	<ul style="list-style-type: none"> ▪ Identification of cluster high school and middle schools ▪ Preliminary student headcount for all middle schools ▪ Continue process to acquire permits (if necessary) ▪ Identification of Cluster Coordinator

SPOTLIGHT ON A CLUSTER
WHAT COMES FIRST - CLUSTER COORDINATOR OR CLUSTER?

Both approaches can lead to the creation of a successful cluster, and schools can use either depending on their specific needs.

	Cluster then Coordinator	Coordinator then Cluster
Description	<ul style="list-style-type: none"> ▪ First identify middle and high school partners, then ▪ Work with partners to find individual to lead initiative ▪ Best approach when someone for the role cannot be immediately identified ▪ Benefit of all middle schools having a voice in selecting a Coordinator 	<ul style="list-style-type: none"> ▪ First identify Cluster Coordinator, then ▪ Work with Cluster Coordinator to create middle and high school partnerships ▪ Best approach in cases where someone with experience and interest in the position can easily be identified ▪ Benefit of having a leader in early organization of cluster

C. Posting and Assignment of Cluster Roles

When: ~ October

The Cluster Coordinator, Site Coordinator, math teachers and math coach positions are classified as per-session employment opportunities and are governed by Chancellor’s Regulation C-175 which governs all per session employment. Regulation C-175 in its entirety can be found at the following link: <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations/default.htm>.

Employees seeking per-session employment must submit the standard application form OP-175 (Attachment No. 1 to Regulation C-175 and in Appendix V), which should be retained for review and inspection by financial monitors or auditors. Divisions, organizations providing schools’ human resources support and offices may supplement the OP-175 with additional forms for the

purpose of eliciting information about particular qualifications or competencies that may be required for service.

Recommended posting procedures are outlined in the following table:

Recommended Posting Procedures

Role	Posting Type	Posting Procedure / Application Process
Middle School Teacher	School	<ul style="list-style-type: none"> Must be posted in prominent location in school where activity will take place (principals post vacancy circulars at respective schools)
High School Teacher	School	<ul style="list-style-type: none"> Applicants must submit form OP-175, copy of DOE license and resume to the principal of the school where activity will take place
Site Coordinator	School	
Middle School Coach	Citywide	<ul style="list-style-type: none"> Applicants must submit form OP-175 as indicated on the posting
High School Coach	Citywide	
Cluster Coordinator	Citywide	<ul style="list-style-type: none"> Applicants must submit form OP-175 as indicated on the posting

It is important that cluster partners coordinate with each other to make sure that circulars for all positions are appropriately posted in a timely fashion. Please note that *all per session activities must be posted at least 20 school days prior to the commencement of the activity*. In addition, principals interested in applying for vacant cluster roles must receive superintendent approval in order to be hired. Please see Appendices VI - VIII of this guide for job posting templates.

Key Questions	Desired Outcome
<ul style="list-style-type: none"> Are eighth grade math teachers eligible and available to teach in the MSRI? Does the middle school have other staff (other teachers or coaches) eligible and available to teach in the MSRI? 	<ul style="list-style-type: none"> Posted vacancy circulars for all roles Selection of individuals to fill all cluster roles

D. Hiring High School Tutors

When: ~ September – November

High school tutors supplement instruction by giving one-on-one assistance to students during the Saturday sessions. In the past, some tutors have also worked during the after-school weekday sessions. Each class has two tutors who typically “float” around the classroom throughout the session to provide additional support. In addition, tutors that attend the after-school sessions during the week can provide valuable pacing and planning information to the cluster high school teachers before the Saturday session.

Tutor Selection

The Site Coordinator should work with the high school principal and high school teachers to recruit high school students to be tutors. In order to be a tutor, the high school student should have excelled in Integrated Algebra. There is no grade level requirement for tutors. Past tutors

have ranged from ninth to twelfth grade students; some are expected to take Calculus before graduating from high school. Suggested criteria for selection may include:

1. Integrated Algebra Regents exam grade
2. Report card grades
3. Recommendations from math teachers
4. Other academic and extracurricular commitments. (Students should be made aware of the time commitment necessary to work in the MSRI.)

Tutor Compensation

If the cluster high school has a community service component, tutors may be compensated for their work in the MSRI with community service credit. As an alternative, tutors may receive wages for hours worked, or a mix of community service credit and hourly compensation. The middle school principal and Cluster Coordinator should work with the high school principal and the Site Coordinator to determine the best method of compensation for cluster tutors.

Obtaining Employment Certificates for Tutors

If the cluster elects to pay student tutors, the tutors must have valid employment certificates (working papers). Issuance of employment certificates for students is governed by Chancellor's Regulation A-250, which can be found at the following link:

<http://docs.nycenet.edu/docushare/dsweb/Get/Document-16/A-250%2011-20-08%20Final.pdf>.

To obtain an employment certificate, the student must submit an **Application for Employment Certificate** form (Form AT-17) to the school guidance counselor (or other school official who issues employment certificates). This form may be downloaded at: <http://schools.nyc.gov/StudentSupport/StudentAttendance/WorkingPapers/default.html> and also can be found in Appendix IX. The high school guidance counselor should also be able to provide a hard copy of the application.

High school students should submit the following original documents to the guidance counselor:

U.S. Citizens

1. Application for Employment Certificate (signed by parent or guardian)
2. Social Security card
3. Birth certificate or valid U.S. passport
4. A doctor's note certifying that the student is physically fit to work

Non-Citizens

1. Application for Employment Certificate (signed by parent or guardian)
2. Social Security card: If marked not valid for work, the student must bring in the INS card also
3. Birth certificate, U.S. passport, a foreign passport with a U.S. visa stamp (if not in English, a certified translation must be attached), or citizenship or naturalization papers
4. A doctor's note certifying that the student is physically fit to work

Obtaining Employee Information System Numbers for Tutors

In order to be paid, students must obtain an Employee Information System (EIS) ID number from the DOE. High school principals, guidance counselors, or support staff should take the following steps to obtain EIS numbers for tutors:

1. Forward copies of employment certificate, birth certificate, and social security cards to Payroll Support staff at the Integrated Service Center
2. Payroll Support staff must request an EIS Application form from the Office of School Based Support Services
3. Payroll Support staff must send completed applications with copies of employment certificates (working papers) and birth certificates, and social security numbers for all tutors to the Office of School Based Support Services
4. Payroll Support staff must go into the EIS system and enter all new applications and send an email to the Office of School Based Support Services requesting approval of applications
5. The Office of School Based Support Services will send the Payroll Support staff an email with the application approvals and the EIS numbers for the tutors

Any questions regarding the procedures should be directed to the high school Payroll Support staff at the Integrated Service Center. Questions regarding these procedures can also be directed to the Office of School Based Support Services at (718) 935-2658.

Key Questions	Desired Outcome
<ul style="list-style-type: none"> ▪ Which high school students are eligible to be tutors? ▪ Do eligible high school students have valid employment certificates? 	<ul style="list-style-type: none"> ▪ High school tutor list ▪ Valid working card and EIS number for each tutor (if being paid)

E. Creating a Preliminary Schedule

When: ~ November

Cluster principals should create a preliminary schedule for the MSRI which indicates the date of the Regents Exam as well as dates for the Saturday sessions. Weekday classes should also be scheduled subject to the availability of math teachers and classrooms at the individual middle schools. It is recommended that Saturday classes be scheduled from 9 a.m. to 12:00 p.m. (including 30 minutes for lunch.) Once a month (or at another regular interval determined by the cluster staff), two-hour professional development sessions for teachers should be held following the Saturday classes. Classes should be scheduled to meet New York State Education Department requirements regarding instructional time. In addition, no classes should be held on religious holidays or during school recess periods. Key dates for the calendar include:

1. Integrated Algebra Regents exam
2. Winter and spring recesses and public holidays
3. Scheduled testing days
4. Parent conferences
5. Middle school graduation or any other events that may conflict with the exam or preparation

DOE school year calendar information can be found by accessing the NYCDOE home page: <http://schools.nyc.gov>.

Key Questions	Desired Outcome
<ul style="list-style-type: none"> ▪ When is the Integrated Algebra Regents Exam? ▪ During which days are students unable to attend class? Holidays? Testing days? 	<ul style="list-style-type: none"> ▪ Preliminary weekday and Saturday class schedule with appropriate blocked out dates

Creating a Middle School Regents Initiative
(20 Week Program)

<u>SPOTLIGHT ON A CLUSTER</u>					
2008 – 2009 MSRI CALENDAR					
	Student Hours		Professional Development Hours		
	After-school	Saturday			
Week Ending	3x2 hr sessions or 2x3 hr sessions	9 a.m. – 12:00 p.m.	12 - 2p.m.		Details
20-Dec	0	3	2		Planning Meeting - (no students) 9 a.m. - 2 p.m.
27-Dec	0	0	0		Winter Recess
3-Jan	0	0	0		Winter Recess
10-Jan	6	3	2		Kickoff
17-Jan	6	0	0		Martin Luther King Day January 19
24-Jan	0	3	0		ELA Exam Week
31-Jan	6	0	0		End of Fall term; no school February 2
7-Feb	6	3	2		
14-Feb	6	0	0		Mid-Winter Recess
21-Feb	0	0	0		Mid-Winter Recess
28-Feb	0	3	2		MS Parent-Teacher conference week
7-Mar	6	0	0		NYSED Math Exams - Next Week
14-Mar	6	3	2		(Discuss NYSED Math Exam)
21-Mar	6	0	0		No Saturday Session
28-Mar	6	3	2		
4-Apr	6	3	0		Predictive Assessment
11-Apr	4	0	0		Spring Recess starts April 9
18-Apr	0	0	0		Spring Recess
25-Apr	6	3	2		
2-May	6	3	0		NYS Science Test April 30
9-May	6	3	2		
16-May	6	3	0		
23-May	6	0	0		Memorial Day Weekend
30-May	6	3	2		
6-Jun	6	3	0		
13-Jun	6	3	2		
20-Jun	6	0	0		Regents Testing: June 19

F. The Budget – Paying for Staff, Student Meals and Transportation, and Required Materials

When: ~ October

Middle schools should cover the costs of the program in the school annual budget. Once a preliminary estimate of students and needed staff has been determined, and the preliminary schedule has been completed, middle school principals and their staff can begin to budget the costs for the MSRI. The costs to each middle school include the following:

Paying Teachers, Coaches, Coordinators and Tutors

1. **Per session compensation for high school and middle school math teachers.** Middle schools are responsible for payment to middle and high school teachers who instruct their students. The appropriate hourly rate for these teachers will be as per the Collective Bargaining Agreement or the most current contractual rate. Based on the time needed for instruction, lesson planning, and professional development, approximately 210 and 70 per session hours should be budgeted for each middle school and high school math teacher, respectively.
2. **Allocation of cluster costs** (including per session compensation for the Cluster Coordinator, high school Site Coordinator, middle school coach, if applicable, and high school coach.) Each middle school's allocation percentage can be calculated by dividing the number of its classes by the total number of classes in the cluster. For example, if Middle School A has two (2) classes of students in a cluster of three (3) middle schools, one (1) of which has four (4) classes and the other of which has three (3) classes, Middle School A's allocation would be: $2 \text{ (number of Middle School A classes)} \div [2 + 4 + 3] \text{ (number of classes in the cluster)} = 22.2\%$ (Middle School A allocation of the cluster costs). Based on the time needed for instruction, lesson planning, and professional development, approximately 400 per session hours should be budgeted for an entire cluster.
3. **Hourly compensation for high school tutors** (if the cluster elects to pay tutors.) The appropriate hourly rate for tutors is \$7.10 per hour and is subject to change. Approximately 150 hours for each high school tutor should be budgeted assuming tutors attend Saturday and after-school sessions. We recommend that each middle school class have two tutors.

Program Meals

In the past some clusters have elected to provide students with a small snack during the after-school classes, and lunch on Saturdays. Snack and meal ordering procedures are below:

After School Snacks

Each cluster middle school should follow the After School Meals procedure outlined at http://www.opt-osfns.org/osfns/after_school/default.aspx?type=AfterSchool and in Appendix X to request snacks for students for the after school classes. To order snacks, the **Special Programs Online Application System** at <http://www.opt-osfns.org/osfns/resources/SpecialPrograms/default.aspx> should be used.

Saturday Lunches

The cluster high school should follow the Saturday Meals procedure outlined at http://www.opt-osfns.org/osfns/after_school/default.aspx?type=Saturday and also in Appendix X. To order lunches, the Site Coordinator can use the **Special Programs Online Application System** at <http://www.opt-osfns.org/osfns/resources/SpecialPrograms/default.aspx>.

While middle and high school principals do not have to complete the Meal Applications forms online, **the initial meal orders for the program must receive approval from principals or the order will be cancelled.** Principals can also use **Special Programs Online Application System** at <http://www.opt-osfns.org/osfns/resources/SpecialPrograms/default.aspx> to approve the requests. The system requires approval for all meals or snacks needed for the duration of the program only once. However, cluster staff should communicate with the cafeteria prior to each program day to reserve an accurate number of meals for that program day (after-school or Saturday).

Middle school principals should contact the Office of School Food and Nutrition Services to determine if students are eligible to receive school meals at no charge. The cost of the meal may be partially or completely reimbursable for students who are eligible and have copies of their School Meals Application on file. Student eligibility information and the School Meals Application can be found at <http://www.opt-osfns.org/osfns/meals/default.aspx>. In addition, if the program operates in a school (high school or middle school) in which at least 50% of the enrolled children are free or reduced price eligible, meals and snacks served are reimbursable. No part of the food cost may be billed to the child, guardian or parent. See the detailed procedures in Appendix X for more information.

Pupil Transportation

Middle school principals should determine the appropriate method of Saturday transportation for students depending on the location of the middle school, location of the cluster high school, and available transportation. For Saturday travel to the high school, in order to ensure that all students arrive at the high school on time, we recommend one of the following:

1. Public Transportation. Provide MetroCards for Saturday travel to the middle school to meet a math teacher or other supervisor who escorts the students via the subway or city bus to the high school.
2. School Bus. Provide MetroCards to students for travel to the middle school to meet a math teacher or other supervisor who escorts the students via school bus to the high school.

MetroCards can be given to selected students for direct travel to the high school on Saturday if those students have a long commute to the middle school and direct travel to the high school would significantly shorten their travel time.

To obtain MetroCards, principals should use the **Program Exception Application** to request Special Program MetroCards for students who are participating in approved programs held outside of normal school hours or at locations other than the student's regular school. The type of student MetroCard usually provided for special program transportation is an X-1 card that is valid only for two trips on a bus or subway. The **Program Exception Application** and detailed procedures for ordering MetroCards can be found at <http://schools.nyc.gov/NR/rdonlyres/8A252659-F915-43E6-8484-8D418712627B/42645/ProgramExceptionInstructionsandFormNANCY908.pdf> and in Appendix

XI of this guide. MetroCards for high school students should also be included in the order for travel to the high school on Saturdays and travel to their middle school during the week.

Recommended Materials and School Supplies

Glencoe Impact Mathematics Instructional Resources – 3rd Ed. (Grade 8) and Prentice Hall Integrated Algebra Instructional Resources

Eighth grade students may already have access to these core curriculum resources. If the middle school does not currently provide these resources to students, please contact the middle school's Purchasing Support staff to acquire books for students.

Graphing calculators

The New York State Education Department requires the use of graphing calculators for the Integrated Algebra Regents exam. Because graphing calculators are a necessary part of the educational program, students must have access to them for the course as well. Students should not be charged for a calculator or be required to purchase one in order to participate in a MSRI. Middle schools should contact Purchasing Support staff to acquire calculators for students. In the past, some middle schools without calculators have been able to borrow calculators for use during the course and the exam from the cluster high school.

Regents review materials

It is important for students to become familiar with Regents questions in advance of taking the exam. Past exams are located at the following link: <http://www.nysedregents.org/testing/mathre/regentmath-ia.html>. If teachers would like to obtain additional review materials, we recommend that the middle schools contact Purchasing Support staff to acquire materials for students.

Other Algebra titles

Additional algebra titles may be used for instruction. Teachers are expected to create lesson plans, assessments, and homework assignments from materials of their choosing, provided the teachers deliver the program scope and sequence according to the pacing calendar determined by the cluster.

Student journals and other school supplies

MSRI students practice note taking by maintaining a journal over the course of the program. Middle schools should provide the journals and any other school supplies, including folders or other materials that students need for the program.

Creating Bulk Jobs for the MSRI

The costs of the elements described above can be aggregated to arrive at an approximate cost of the program. The middle school payroll secretary should establish the necessary bulk jobs to pay for staff and other program costs. ***Each job title for the program requires that money be placed into separate bulk jobs that are job title-specific.*** An illustrative Summary Budget is shown in Appendix I.

Key Questions	Desired Outcome
<ul style="list-style-type: none"> ▪ How many classes will the middle school create? ▪ How many math teachers, coaches, and tutors will be needed for the program? ▪ What are all the costs associated with the program based on the preliminary student headcount? 	<ul style="list-style-type: none"> ▪ Preliminary budget for the MSRI program

G. Staff Orientation and Planning the Curriculum

When ~ December (before program kickoff)

Before the official start of the MSRI, the Cluster Coordinator should assemble all staff and principals or assistant principals of the middle and high schools to discuss the program. Each cluster should determine its own agenda for orientation. Agenda elements may include:

1. Staff Introductions
2. Explanations of Roles and Responsibilities
3. Program Goals and Expectations
4. Communication Procedures (e.g., forming a private ARIS community, email and phone coordination between middle and high school teachers)
5. Program Schedule
6. Grading Policy

The agenda should also include time set aside for cluster staff to plan the curriculum, which covers the weekday and Saturday instruction topics. Middle and high school teachers should create their own lesson plans for instruction. Appendix XII includes an illustrative MSRI pacing calendar correlated to Prentice Hall’s New York Integrated Algebra text.⁷ In addition to orientation, it may be helpful for staff of a new MSRI to observe an existing MSRI on a Saturday if possible.

⁷ The Department of STEM has also developed a full year ***Pacing Calendar for Integrated Algebra for Accelerated 8th Grade Students***, correlated to Prentice Hall’s Integrated Algebra text, which is designed to prepare students for the New York State eighth grade mathematics exam in March and to help students learn the important skills and concepts needed to be successful in the Integrated Algebra course and on the Integrated Algebra Regents Exam. Although the ***Pacing Calendar for Integrated Algebra for Accelerated 8th Grade Students*** covers the entire nine-month school year (versus the five months of the MSRI), the Pacing Calendar can be useful in the integration of the MSRI Integrated Algebra topics with the eighth grade topics being taught during normal school hours. **The *Pacing Calendar for Integrated Algebra for Accelerated 8th Grade Students*** can be found at: http://schools.nycenet.edu/offices/teachlearn/mathematics/Grade8_Acc_Algebra.pdf.

Managing the MSRI

A. Weekly Schedule

The cluster staff should work to seamlessly transition from weekday instruction at the middle schools to Saturday instruction at the high school. Lesson planning and communication between teachers and coaches is critical. The table below outlines a sample weekly schedule with roles and responsibilities for a middle school that offers two three-hour MSRI classes on Tuesdays and Thursdays. The schedule shows a week in which professional development (PD) follows Saturday classes.

<u>SPOTLIGHT ON A CLUSTER</u> <u>WEEKLY SCHEDULE</u>						
	Saturday	Monday	Tuesday	Wednesday	Thursday	Friday
Cluster Coordinator	<ul style="list-style-type: none"> Observe Classes Curriculum Planning Lead PD 	<ul style="list-style-type: none"> Selected cluster classes Prepare PD agenda 				
Site Coordinator	<ul style="list-style-type: none"> Manage Site Distribute Meals Check-in with Tutors 					<ul style="list-style-type: none"> Request Saturday Meals
High School teacher	<ul style="list-style-type: none"> Team-teach class Curriculum Planning Attend PD 				<ul style="list-style-type: none"> Phone / Email Coordination with Middle School Teachers Lesson Planning 	
Middle School Teacher	<ul style="list-style-type: none"> Team-teach class Curriculum Planning Attend PD 	<ul style="list-style-type: none"> Lesson Planning 	<ul style="list-style-type: none"> Class 	<ul style="list-style-type: none"> Lesson Planning 	<ul style="list-style-type: none"> Class 	<ul style="list-style-type: none"> Distribute MetroCards
					<ul style="list-style-type: none"> Phone / Email Coordination with Middle School Teachers 	
High School Coach	<ul style="list-style-type: none"> Class Curriculum Planning Attend PD 					
Middle School Coach	<ul style="list-style-type: none"> Class Curriculum Planning Attend PD 		<ul style="list-style-type: none"> Class 		<ul style="list-style-type: none"> Class 	
High School Tutor	<ul style="list-style-type: none"> Class 		<ul style="list-style-type: none"> Class 		<ul style="list-style-type: none"> Class Acquire Saturday MetroCards 	<ul style="list-style-type: none"> In-person Coordination with High School Teachers
Middle School Principal / Asst. Principal	<ul style="list-style-type: none"> Class 		<ul style="list-style-type: none"> Class 		<ul style="list-style-type: none"> Class 	

Middle school principals and assistant principals frequently attend after-school and Saturday sessions although their attendance is not required. Their attendance helps to establish and maintain expectations for all participants.

B. Saturday Schedule

Saturday sessions should include the following:

1. Instruction by both high school and middle school teachers
2. Student lunch period
3. Reflection on instruction and communication of outcomes to Cluster Coordinator and other cluster staff
4. Lesson planning for the week ahead
5. Professional development sessions on designated dates

An example Saturday schedule including professional development is below:

9:00 a.m.	<ul style="list-style-type: none"> • Students arrive at the high school
9:15 a.m.	<ul style="list-style-type: none"> • Instruction begins (HS and MS teachers team teach) • Instruction may include modeling, guided instruction, assessments, group work, independent work, experiments, and projects • Emphasis on student engagement and note-taking
11:30 a.m.	<ul style="list-style-type: none"> • Instruction ends • <i>Students eat lunch (optional)</i> • Teachers and coaches check in with the cluster coordinator to report on the progress of the students and how classes went • Curriculum and lesson planning among cluster staff
12:00 p.m.	<ul style="list-style-type: none"> • MSRI staff eat lunch • Professional development
2:00 p.m.	<ul style="list-style-type: none"> • End of Saturday program • Staff completes timesheets

C. Lesson Planning

While it is recommended that the Cluster Coordinator, teachers and coaches work together to develop the pacing calendar for the MSRI, teachers may choose and develop their own materials, instructional techniques, assessments, and lesson plans for the after-school and Saturday classes. In the past, teachers have used the MSRI as an opportunity to experiment with creative instructional techniques and practices.

SPOTLIGHT ON A CLUSTER
UNDERSTANDING QUADRATIC EQUATIONS - AN ACTIVITY-BASED LESSON

Clusters frequently infuse lessons with activities to engage students and heighten understanding of concepts. For a Saturday lesson on quadratic equations, a cluster developed a fun and effective way to introduce the concepts using activities. Three quadratic equations “Learning Stations” were created. Students rotated through the stations for 45-minute quadratic equations mini-lessons taught by middle and high school teachers. The “Learning Stations” included the following activities and topics:

1. **The Human Graph:** Students assembled in the high school parking lot and the teachers assigned each student to be various points on a very large x-y coordinate plane spread out on the ground. Teachers made changes to x and y values for each point and students moved around the coordinate plane to reflect changes.
2. **Wax Paper Parabola:** At this station, students understood the derivation of the standard equation of a parabola by folding wax paper between a fixed line and a fixed point.
3. **Problem Solving:** At this station, teachers provided instruction and students practiced quadratic equation word problems.

Besides student engagement and differentiated instruction for students, this lesson provided teachers and staff with the opportunity to practice specialized teaching in which they could focus on a subset of the instruction while students rotated.

D. Student Journals

It is recommended that middle schools provide journals for participating students. Journals allow students to practice taking notes from verbal lessons and from the board, which is critical for success in high school and college. In addition, the journal serves as a long-term record of student learning and development, and students can easily show parents and other teachers their progress in the course. Journal writing provides students with an opportunity to write about their mathematical understanding and questions. Students view their journals as both a study guide and tool for reflection during and after the MSRI.

E. Staff Professional Development

A key component of the MSRI is ongoing Professional Development (PD) for staff. PD, which should occur monthly, gives staff an opportunity to reflect on the program to date, share best practices, and engage in additional instructional planning. It also serves as a safe environment in which everyone can share productive feedback about instructional techniques. Leadership by the Cluster Coordinator, along with attendance of teachers, coaches, and the Site Coordinator, are important for the PD sessions to be productive and effective.

F. Management of High School Tutors

It is recommended that Site Coordinators be responsible for tutor oversight. Site Coordinators can ensure that tutors are attending Saturday classes and that their timesheets are appropriately submitted so that tutors can be paid. Site Coordinators and other staff can also provide ongoing feedback to tutors so that tutors can effectively contribute to the program. It may not be appropriate for tutors to attend PD sessions, but the Site Coordinator may provide training and additional support to tutors as needed.

G. Student Assessment and Evaluation

MSRI Report Card Grades

It is important to remember that the MSRI will appear on student transcripts. The MSRI course must be accurately coded and middle school math teachers should periodically evaluate student performance based on the grading policy for the cluster. For detailed coding information, please reference *Course Coding Procedures and Information*, a special addendum to this handbook.

Integrated Algebra Predictive Assessment

It is recommended that MSRI students take the Integrated Algebra Predictive Assessment, which is a short version of the Regents exam. It gives an early prediction of the students' performance level so that students and teachers know how much work they need to do, and where to focus instruction.

H. Taking the Exam

The school at which students will sit for the exam should request the examinations. The middle school principal should request exams for MSRI students if students will be taking the exam at the middle school; the cluster high school principal should request exams for MSRI students if students will be taking the exam at the high school. The complete procedures for requesting the Regents Examination can be found at the following link: <http://emsc32.nysed.gov/osa/hsgen.html>.

Examinations should be requested through the New York State Education Department's online examination request system. The procedures outline request submission deadlines for the upcoming Regents Examination period. Within two business days after the request has been processed, the ordering principal will be sent a confirmation notice via e-mail indicating the number of examinations to be shipped to the school.

If it is determined after the initial online request submission date that additional exams are needed, the ordering principal, for a limited period of time, may return to the online examination request system to revise or add any supplemental quantities needed.

The Cluster Coordinator should confirm that the appropriate number of examinations have been requested so that supplemental requests, if needed, may be placed in a timely manner. If the Cluster Coordinator determines a need for additional examination materials after the extended request period, he/she will likely have to obtain them from a nearby regional center on the day of the examination.

Graphing calculators will be required for the exam. All math teachers and coaches may need to work as proctors and scorers for the exam.

I. Timesheets

A time clock should be used wherever possible in recording the hours of employment. If a time clock is not available, the Cluster Coordinator or other supervisor is responsible for verifying/signing staff timesheets reflecting the exact time of arrival and departure.

- Middle and high school teachers and tutors (if being paid) should submit timesheets to the middle schools of the classes that they teach.
- The Cluster Coordinator and math coaches should submit timesheets to each middle school of the classes for which they provided instructional support after school and on Saturdays.
- The Site Coordinator should submit separate timesheets to each middle school according to each school's allocation of central cluster costs.
- Planning and professional development hours for the Cluster Coordinator, Site Coordinator, and coaches should be recorded on separate timesheets and submitted to each middle school according to each school's allocation of central cluster costs.

Key Elements of MSRI Success

In our discussions with past and present MSRI staff and middle school student participants, we identified a set of key elements of MSRI Success:

- ✓ **Principal Buy-In:** The MSRI will benefit from strong support from middle and high school principals and assistant principals because principals provide the resources (financial and non-financial) to run the program. In addition, students, parents, and staff recognize the importance of the MSRI when there is a strong presence from principals and assistant principals. Examples of the positive results of principal buy-in include the following:
 - A middle school principal added a math coach to the MSRI staff for additional instructional support during the after-school and Saturday classes to boost learning and achievement.
 - When a middle school did not have calculators for students, a high school assistant principal located unused calculators and loaned them to the middle school for use during MSRI classes and on the Regents Exam.
 - When principals and assistant principals attend and observe after school and Saturday classes, student engagement improves significantly.

- ✓ **Parent Buy-In:** In addition to parent permission, strong support from parents is also a key element of MSRI success. Parental involvement can improve student attendance and achievement. Middle school principals and teachers can offer meaningful ways for parents to learn about the MSRI program. We recommend that participating principals and teachers:
 - Create a Parent / Student Contract which explains the commitment, expectations, and significance of the program.
 - Include child MSRI progress and performance updates in parent/teacher meetings and other events for parents at the middle school.
 - Have parents review and sign journal entries and assignments on a routine basis.

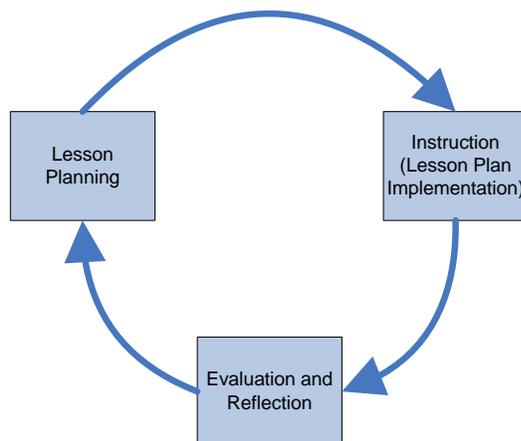
- ✓ **Student Engagement:** Given the rigor and time commitment of the MSRI, it is important for students to be engaged in their learning. Well-planned and interesting lessons and stimulating learning environments promote student engagement and strong attendance. The MSRI can promote student engagement by:
 - Enhancing the “High School Experience.” MSRI students who were interviewed rated attending the high school as one of the best parts of the MSRI program. Middle and high school partners can work together to determine ways to enhance the high school experience for middle school students. For example, the Saturday sessions may be broken up into two or three “periods” to allow students to switch between classrooms.
 - Incorporating instruction that requires students to conduct hands-on experiments and projects and communicate their thought processes to other students and teachers.

✓ **Effective Communication Procedures:** One of the biggest challenges in past MSRI clusters has been the communication among MSRI staff. Middle school coaches communicate with teachers to support instruction; middle school teachers communicate with high school teachers to bridge instruction between after-school and Saturday classes; the Site Coordinator communicates with other staff to adequately manage the site; and the Cluster Coordinator communicates with other staff to lead professional development and manage the overall program. We recommend the following for each cluster:

- Create a private community in ARIS. Staff may already be part of a public MSRI-related community to facilitate finding partner schools and staff. By also forming a private community with MSRI staff as members, ARIS can be used as a tool to communicate and share information about lesson plans, scheduling and student performance.
- Promote staff attendance. Weekday and Saturday classes provide opportunities for in-person communication among staff. While it is understood that some absences will occur during the course of the program, MSRI staff members are expected to attend all classes and professional development sessions, and are also expected to notify the Cluster Coordinator in advance if they need to miss a session so that appropriate accommodations can be made.
- Discuss lines of communication, expectations and timelines. Email, telephone, ARIS, and personal contact are the various ways that staff can communicate with each other and share information. Staff should discuss and agree upon communication procedures that allow everyone to obtain needed information in a timely manner.

✓ **Active Cycle of Lesson Planning – Instruction – Evaluation:** It is recommended that, teachers, with support from coaches and the Cluster Coordinator:

- Design lesson plans based on students’ learning conditions (‘how students learn’) and learning goals outlined in the pacing calendar.
- Implement lesson plans using an effective combination of modeling, guided instruction, group work, independent work, and projects.
- Evaluate classroom instruction and student progress to identify areas where changes are needed.
- Revise lesson plans based on evaluation and reflection.



Program Expansion

Many principals have expressed interest in learning about ways to expand the MSRI in their schools. Frequently asked questions related to expansion fall into three areas:

A. Expansion to Other Subjects

Currently, the MSRI only includes Integrated Algebra, but there are plans to develop MSRI clusters to support accelerated course offerings in Earth Science, Living Environment and Foreign Languages. These courses, in addition to accelerated Integrated Algebra itself, can of course be offered outside of the MSRI structure. The Office of Curriculum, Standards and Academic Engagement and the Department of STEM are currently working to create guides to support MSRI implementation in these additional areas.

B. Expansion to Other Grades

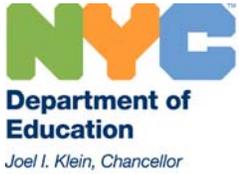
The MSRI can be offered to students prior to the eighth grade in order to prepare them to take Integrated Algebra in eighth grade. In the past, clusters have included a seventh grade cohort for the MSRI. Students can participate in the program prior to eighth grade but they cannot receive high school credit or take the Regents exam until their eighth grade year. In addition MSRI participation must be ***in addition to and not a substitute for*** middle school curriculum and programming.

C. Implementing a 25- or 30-week program

A cluster may elect to lengthen its MSRI to allow more scheduling flexibility. The 20-week schedule that has been outlined assumes that middle and high schools will do most of the planning at the start of the school year after students have arrived. Alternatively, middle schools and high schools may form cluster partnerships at the end of the prior school year so that the MSRI can begin in October or November. In addition to some scheduling flexibility, a longer timeline allows for the use of more hands-on investigative learning techniques and projects for instruction.

Appendices

- I. Middle School Regents Initiative Checklist
- II. Sample Student and Parent Letter
- III. Sample Student and Parent Contract
- IV. Cluster Coordinator Posting Template
- V. Form OP-175
- VI. Middle and High School Math Teacher Posting Templates
- VII. Middle and High School Math Coach Posting Templates
- VIII. Site Coordinator Posting Template
- IX. Application for Employment Certificate
- X. Procedures for Ordering Meals Online from Office of School Food and Nutrition Services
- XI. Procedures for Ordering MetroCards
- XII. Illustrative Cluster Pacing Schedule
- XIII. Middle School Regents Initiative Past Participants
- XIV. Contact Information and Additional Resources



Middle School Regents Initiative Checklist

Module A: Decision to Implement the Middle School Regents Initiative: Middle School Information and Student List

Module B: Identification of Other Middle Schools and High Schools to Form Cluster: Cluster Information

Module C: Posting and Assignment of Cluster Roles: Cluster Staff Information

Module D: Hiring High School Tutors: High School Tutors Information

Module E: Creating a Preliminary Schedule: MSRI Schedule and Calculation of Seat Time

Module F: Creating a Budget: Worksheet

**Module A: Decision to Implement the Middle School Regents Initiative
Middle School Information and Student List**

Middle School Name

Code

Address

Borough

Zip Code

Principal
Name

Phone Number

e-mail Address

Number of Students

Number of Cert Math Teachers Needed *15 - 20 students per teacher*

Custodian Name

Custodian Phone Number

Permit Status *Active, Inactive*

Student List					
	Name	Parent / Student Contract Sent? (Y/N)	Signed Parent / Student Contract Received? (Y/N)	In Case of Emergency Contact Name	In Case of Emergency Contact Number
1					
2					
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20					

**Module A: Decision to Implement the Middle School Regents Initiative
Middle School Information and Student List**

Student List					
	Name	Parent / Student Contract Sent? (Y/N)	Signed Parent / Student Contract Received? (Y/N)	In Case of Emergency Contact Name	In Case of Emergency Contact Number
21					
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**Module A: Decision to Implement the Middle School Regents Initiative
Middle School Information and Student List**

Student List					
	Name	Parent / Student Contract Sent? (Y/N)	Signed Parent / Student Contract Received? (Y/N)	In Case of Emergency Contact Name	In Case of Emergency Contact Number
61					
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**Module B: Identification of Other Middle Schools and High Schools to Form Cluster
Cluster Information**

	High School	Middle School 1	Middle School 2	Middle School 3	Middle School 4	Middle School 5
Name						
Code						
Address						
Borough						
Zip Code						
Principal						
Name						
Phone Number						
e-mail Address						
(Math) Assistant Principal						
Name						
Phone Number						
e-mail Address						
Number of Students	NA					
Number of Cert Math Teachers Needed						
Custodian Name						
Permit Status						

Cluster Coordinator

Name
 Phone Number
 e-mail Address
 ICE Contact Name
 ICE Contact Phone Number
 (ICE: In Case of Emergency)

**Module C: Posting and Assignment of Cluster Roles
Cluster Staff Information**

	Middle School 1	Middle School 2	Middle School 3	Middle School 4	Middle School 5
Middle School Math Teacher (Class A)					
Name					
Phone Number					
e-mail Address					
ICE Contact Name					
ICE Contact Phone Number					
HS Math Teacher Name					
Phone Number					
e-mail Address					
ICE Contact Name					
ICE Contact Phone Number					
<i>(Repeat rows if middle school has more than 1 class)</i>					

Cluster Coordinator

Name
Phone Number
e-mail Address
ICE Contact Name
ICE Contact Phone Number

Site Coordinator (HS)

Name
Phone Number
e-mail Address
ICE Contact Name
ICE Contact Phone Number

High School Math Coach

Name
Phone Number
e-mail Address
ICE Contact Name
ICE Contact Phone Number

Middle School Math Coach

Name
Phone Number
e-mail Address
ICE Contact Name
ICE Contact Phone Number

(ICE: In Case of Emergency)

Module D: Hiring High School Tutors
High School Tutors Information

	Working Papers? Y/N	EIS Number? Y/N	Middle School 1	Middle School 2	Middle School 3	Middle School 4	Middle School 5
Middle School Math Class A							
HS Tutor 1 Name	Y/N	Y/N					
Phone Number							
ICE Contact Name							
ICE Contact Phone Number							
HS Tutor 2 Name	Y/N	Y/N					
Phone Number							
ICE Contact Name							
ICE Contact Phone Number							
<i>(Repeat rows if middle school has more than 1 class)</i>							

Site Coordinator (HS)

- Name
- Phone Number
- e-mail Address
- ICE Contact Name
- ICE Contact Phone Number

(ICE: In Case of Emergency)

Module E: Creating a Preliminary Schedule
MSRI Schedule and Calculation of Seat Time

MSRI: Enter start date here	Week Ending	Student Hours			Details
		After-school	Saturday	PD Hours	
		3x2 hr sessions or 2x3 hr sessions	9 a.m. - 12 p.m.	12 p.m. - 2p.m.	
	20-Dec	0	0	0	Planning Meeting - (no students) 9 a.m - 2 p.m.
	27-Dec	0	0	0	Winter Recess
	3-Jan	6	3	2	Winter Recess
	10-Jan	6	0	0	Martin Luther King Day January 19
	17-Jan	0	3	0	ELA Exam Week
	24-Jan	6	0	0	End of Fall term; no school February 2
	31-Jan	6	3	2	
	7-Feb	6	0	0	Mid-Winter Recess
	14-Feb	0	0	0	Mid-Winter Recess
	21-Feb	0	3	2	MS Parent-Teacher conference week
	28-Feb	6	0	0	NYSED Math Exams - Next Week
	7-Mar	6	3	2	<i>(Discuss NYSED Math Exam)</i>
	14-Mar	6	0	0	No Saturday Session
	21-Mar	6	3	2	
	28-Mar	6	3	0	Predictive Assessment
	4-Apr	4	0	0	Spring Recess starts April 9
	11-Apr	0	0	0	Spring Recess
	18-Apr	6	3	2	
	25-Apr	6	3	0	NYS Science Test April 30
	2-May	6	3	2	
	9-May	6	3	0	
	16-May	6	0	0	Memorial Day Weekend
	23-May	6	3	2	
	30-May	6	3	0	
	6-Jun	6	3	2	
	13-Jun	6	0	0	Regents Testing: June 19
	Total Hours	118	42	18	

Calculation of Approximate Seat Time	
Total After School Program Hours	118
+ Total Saturday Program Hours	42
- Total Meal / Break Program Hours (Approximate)	-32 <i>Assumes 20% of time for breaks and meals</i>
Total Seat Time (Approximate)	128

Module F: Creating a Budget

Input highlighted fields

Budget Worksheet

Cost Analysis Variables							
	Name	Code	Students	# Classes	Teachers	Tutors	% Cluster
High School	High School	HS Code					
Middle School 1	Middle School 1	MS1 Code	40	2	2	4	50%
Middle School 2	Middle School 2	MS2 Code	30	2	2	4	50%
Middle School 3	Middle School 3	MS3 Code	0	0	0	0	0%
Middle School 4	Middle School 4	MS4 Code	0	0	0	0	0%
Middle School 5	Middle School 5	MS5 Code	0	0	0	0	0%
Total			70	4	4	8	100%

	Rate (\$/hr)	Training /			Meals	
		Weekly Prep Hours	After School Hours	Saturday Hours		
Middle School Teacher	50.00	25	120	65	After School Sessions (#)	40 <i>Assumes 2 classes a week over 20 week program</i>
Middle School Coach	50.00	5	120	65	Saturday Sessions (#)	20 <i>Assumes 20 week program</i>
High School Teacher	50.00	5	0	65	Cost per Meal	0.00
High School Coach	50.00	5	0	65	Materials	
High School Site Coordinator	50.00	5	0	65	Textbooks	0
Cluster Coordinator	50.00	5	20	65	Graphing calculator	0
High School Tutor	8.00	5	80	65	Other Materials	1000 <i>Journals, worksheets, chart paper, etc.</i>

Module F: Creating a Budget

Input highlighted fields

Budget Template

High School/HS Code Cluster Central Costs

	Training / Weekly Preparation Hours	After School Hours	Saturday Hours	Total Hours	Rate (\$/hr)	Individual Cost (\$)	Number Needed	Total Cost (\$)	Details
	A	B	C	D = A+B+C	E	F=D x E	G	H=F x G	
Personnel									
Middle School Coach	5	120	65	190	50	9,500	1	9,500	Selected sessions during the week plus Saturdays
High School Coach	5	0	65	70	50	3,500	1	3,500	Saturdays only
High School Site Coordinator	5	0	65	70	50	3,500	1	3,500	Saturdays only
Cluster Coordinator	5	20	65	90	50	4,500	1	4,500	Selected sessions during the week plus Saturdays
Total								21,000	
Materials								1,000	Chart paper, markers, etc.
Total Cluster Costs								22,000	

Middle School 1/MS1 Code Costs

	Training / Weekly Preparation Hours	After School Hours	Saturday Hours	Total Hours	Rate (\$/hr)	Individual Cost (\$)	Number Needed	Total Cost (\$)	Details
	A	B	C	D = A+B+C	E	F=D x E	G	H=F x G	
Personnel									
Middle School Teacher	25	120	65	210	50	10,500	2	21,000	
High School Teacher	5	0	65	70	50	3,500	2	7,000	High school teachers work Saturdays only
Tutors	5	80	65	150	8	1,200	4	4,800	
Total Teachers								28,000	
Transportation / Buses								0	Contact OPT to make sure students are eligible for free transportation
		After School Sessions	Saturday Sessions	Total per Student	Price per Item (\$ / item)	Total Cost per Student (\$)	Number of Students	Total Cost (\$)	
		I	J	K=I+J	L	M=K x L	N	O=M x N	
Meals (Saturday -lunch; after-school-snack)		40	20	60	0	0	40	0	Contact School Nutrition Services to determine if students are eligible for free meals
Materials									
Textbooks								0	Contact Purchasing Department for your school to determine costs for textbooks for your MSRI
Graphing Calculators								0	
Other Materials								1,000	Journals, worksheets, chart paper, etc.
Total Materials								1,000	
Middle School 1/MS1 Code Costs (Teachers / Tutors + Transportation +Meals +Materials)								29,000	

Allocation of Cluster Costs (%)
 Total Cluster Costs
 Middle School 1/MS1 Code Share of Cluster Costs
 Middle School 1/MS1 Code Total MSRI Costs

50%
 22,000
 11,000

Allocation % based on # of classes out of total # MSRI classes
 Total cluster central costs

40,000

Sample Student and Parent Letter

School Letterhead

Date

Dear Parent/Guardian:

We are pleased to inform you that MS _____ has partnered with _____ School for the **Middle School Regents Initiative in Mathematics**. This program will offer our students advanced Regents-level high school math instruction which will provide them with the knowledge and skills required to pass both the eighth grade NYS math exam in March and the high school Integrated Algebra Regents in June.

Students who choose to participate in this program will be required to attend all after school classes at our school and Saturday classes at _____ High School from 9 a.m. to 12 p.m. from January [XX] through June [XX], 20[XX]. There will be a minimum of [20] Saturday sessions. Students will leave from MS _____ at [8]a.m. via school bus accompanied by a teacher and will depart from the _____ High School at [12 noon. Lunch will be provided.]

We recommend that students attend all after school sessions and Saturday classes in order to be prepared to pass the Integrated Algebra Regents in June 20[XX].

This is a wonderful opportunity for students to be exposed to a high school environment as well as to receive instruction from high school teachers.

Attached you will find a student contract which needs to be completed for participation in the program and returned by _____. If there are any questions regarding the **Middle School Regents Initiative** please contact _____ at the number listed above.

Sincerely,

Principal

Sample Student and Parent Contract

Middle School Regents Initiative Contract

Student Name _____

Class _____

Date _____

I would like to participate in the **Middle School Regents Initiative** at MS _____ in partnership with _____ High School. I understand that this program mandates me to attend all after school and Saturday classes from Jan – June 20[XX] in order to take the June 20[XX] Integrated Algebra Regents. I am committed to attending these classes and participating in classroom activities and projects to acquire the knowledge and skills needed to pass both the NYS eighth Grade Math Exam in March and the High School Integrated Algebra Regents in June.

Student Signature _____

Date _____

I would like my child to attend the **Middle School Regents Initiative in Mathematics** at MS _____ in partnership with _____ High School. I understand that this program requires a serious commitment to attending after school and Saturday classes in order for my child to participate in the June 20[XX] Regents.

Parent Signature _____

Date _____

**NEW YORK CITY DEPARTMENT OF EDUCATION
DIVISION OF HUMAN RESOURCES
65 Court Street - Brooklyn, New York 11201**

Posted Date:

Deadline:

Please Post

PER SESSION VACANCY NOTICE # 20[XX]-20[XX]

(Subject to funding availability)

POSITION: Supervisor for Middle School Regents Initiative (MSRI)

LOCATION: various locations

ELIGIBILITY: New York City Department of Education license as a supervisor with satisfactory experience as described below:

SELECTION CRITERIA:

- Previous experience as a mathematics teacher, coach, principal, or instructional specialist at Middle School, JHS or High School level
- Excellent written, verbal and presentation skills
- Demonstrated knowledge and use of presentation technology tools
- Demonstrated ability to work as part of a team
- Commitment to serve in after school / Saturday program for middle school math students
- Knowledge of subject area performance standards

DUTIES AND

RESPONSIBILITIES: Per session personnel will perform from among the following tasks:

- Supervise the development and management of MSRI;
- Develop, introduce and provide professional development for MSRI staff members regarding curriculum materials and activities on a variety of levels

WORK SCHEDULE: **September 01, 20[XX] – June 30, 20[XX]**

3:00 - 6:00 p.m. (selected school days) and

9:00 a.m.. - 2:00 p.m.. (selected Saturdays)

(Maximum of [] hours per position)

SALARY: As per Collective Bargaining Agreement (\$41.98 per hour) or the most current contractual rate

APPLICATION: Application Form OP175 (Available in schools and DHR Website), copy of DOE license and resume must be received on or before: [_____]

Send to: [MSRI Contact Name]

[Full Address]

Note: Please note that all per session vacancy circulars will be posted on the Division of Human Resources web site.

INCLUDE THE ABOVE PER SESSION VACANCY CIRCULAR NUMBER IN YOUR LETTER OF APPLICATION

Service exceeding the number of hours specified in the DHR Memorandum dated March 5, 1999 concerning the change in the maximum number of hours for per session activities effective July 1, 1999 and/or service in more than one per session activity in a per session year (July 1, 2006-June 30, 2007) requires prior approval of the Chief Executive Officer for the Division of Human Resources. The appropriate Senior Executive, Senior Instructional Manager, Special Education Superintendent, Personnel Manager or other appropriate head of a Central Headquarters office must make the request in writing (OP 175W) and receive written approval before the person can begin working in the activity. Requests should be sent from the appropriate Central Headquarters office to the Division of Human Resources, Per Session Monitoring Unit at 65 Court Street, Room 405, Brooklyn, New York. For details, please refer to Chancellor's Regulation C-175, dated August 27, 1990.

AN AFFIRMATIVE ACTION/EQUAL OPPORTUNITY EMPLOYER M/F/D

Approved: _____
Division of Human Resources



2008-09 APPLICATION FOR PER SESSION EMPLOYMENT AND CLAIM FOR RETENTION RIGHTS (OP-175)

Directions: This form must be completed and submitted to the per session supervisor prior to commencement of employment in a per session activity. A copy of this form must be retained by the per session supervisor. An applicant who wishes to claim retention rights must assert such a claim on this form. Retention rights may be claimed ONLY in one per session activity. No person may work more than 500 hours in one or a combination of per session activities (with a maximum of 270 hours in a school psychologist and/or school social worker position) without prior written approval of the Division of Human Resources in accordance with Chancellor's Regulation C-175.

Last Name: _____ First Name: _____ MI: _____
Home Address: _____ Zip Code: _____
Home Phone: (____) _____ File No.: _____ Email Address: _____

1. Are you a full-time employee of the NYC Department of Education? Yes ___ No ___
If yes, indicate current work location: ISC _____ District _____ School/Office _____
License or Title _____ Hours of Employment from _____ to _____

2. Per Session Position for which you are Applying: Program Name: _____
ISC _____ District _____ Approximate Start Date _____ Do you claim retention rights? Yes ___ No ___
School/Office _____ Approximate Total No. of Hours in Activity _____
Work Hours Monday – Friday _____ to _____ Saturday – Sunday _____ to _____

3. **Between July 1, 2008 and June 30, 2009, have you worked or do you plan to work in any other per session activity? Yes ___ No ___.** If yes, indicate all positions below. Use additional sheets if necessary.

a. Program Name: _____
ISC _____ District _____ Approximate Start Date _____ Do you claim retention rights? Yes ___ No ___
School/Office _____ Approximate Total No. of Hours in Activity _____
Work Hours Monday – Friday _____ to _____ Saturday – Sunday _____ to _____

b. Program Name: _____
ISC _____ District _____ Approximate Start Date _____ Do you claim retention rights? Yes ___ No ___
School/Office _____ Approximate Total No. of Hours in Activity _____
Work Hours Monday – Friday _____ to _____ Saturday – Sunday _____ to _____

4. Will your total per session hours for this year, including the hours for the position for which you are applying, exceed 500? Yes ___ No ___

5. If yes, have you submitted a waiver request to exceed the 500 hour maximum? Yes ___ No ___

6. **Declaration:** I have read and understand the requirements in Chancellor's Regulation C-175. I understand that I am bound by this regulation. I affirm that the information give above is, to my knowledge, accurate and complete, and I understand that a willfully false answer to any question contained herein is a Class E felony which shall render this application null and void and may result in loss of retention rights, cancellation of per session employment, loss of pay, recoupment of compensation already paid, or disciplinary action.

Signature of Applicant Date

7. **Approval by Per Session Supervisor:** I certify that this applicant possesses the qualifications established for the position and that the selection was made after following advertising procedures set forth in Chancellor's Regulation C-175.

Signature of Per Session Program Supervisor Date



SUMMARY OF CHANCELLOR'S REGULATION C-175

Chancellor's Regulation C-175 is available for review at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>. Each school maintains a copy of the Standard Operating Procedures Manual for Schools (SOPM). Individuals may review a copy of these procedures in order to familiarize themselves with the process by which per session employees are processed and paid.

1. All per session employees must complete an application for per session activity (OP175) prior to commencing service.
2. Individuals who have been approved for waivers in prior years must resubmit new waiver applications each year. For this purpose, the per session year is from July 1st *through* June 30th.
3. Individuals must submit a waiver form for exceeding the limit on the maximum number of hours that can be served in a per session year. The maximum number of hours of per session work that may be performed annually is available in the C-175 regulation.
4. No individual is authorized to work in a per session activity during a normal school workday.
5. Per session employment, whether funded from the same or a different source, may not be used as a means of providing additional compensation for work similar to that which is performed in an individual's primary assignment.
6. Individuals cannot serve in a per session activity for which, in their primary assignment, they are responsible for hiring, rating, or coordinating or which they normally supervise in their primary assignment.
7. No per session compensation may be paid for work performed at home.
8. Employees on sabbatical leaves beginning August 1st must complete per session activities in which they are serving in July. They will not be permitted to commence any new per session assignments until the September following the completion of the sabbatical.
9. Each per session employee is required to use a time clock to record the exact time of arrival and departure. The timecard is to be maintained at the work site and should serve as the basis of entries on the Personnel Time Report. If a time clock is not available, a daily attendance report with exact time of arrival and departure must be provided, maintained and approved by a supervisor. In every case, regardless of the specific manner in which time is reported, supervisors are accountable for verifying the record of attendance. Approval by a co-worker is not acceptable. Failure to maintain satisfactory records will result in the withholding of compensation or recoupment of payment already made.
10. Each per session employee is required to submit a time sheet for service that was performed during the prior per session period within one school day of the per session period immediately following each service.
11. ***Time sheets submitted for per session work which required a waiver that was not previously approved will result in the withholding of per session payment.***
12. If a teacher is entitled to retention rights in a per session activity but fails to claim those rights before or at the time of application for a different per session job in which the teacher has no retention rights, the teacher may then be denied employment in the job for which there is entitlement to retention.

Notes: Requests for waivers must be submitted sufficiently in advance to allow time for review and appropriate action. ***Failure to obtain a valid waiver may result in the withholding of payment for hours worked beyond the maximum hours as outlined in Chancellor's Regulation C-175.***

**NEW YORK CITY DEPARTMENT OF EDUCATION
DIVISION OF HUMAN RESOURCES
65 Court Street - Brooklyn, New York 11201**

Posted Date:

Deadline:

Please Post

PER SESSION VACANCY NOTICE # 20[XX]-20[XX]

(Subject to funding availability)

POSITION: Middle School Regents Initiative Teachers (up to [] positions).

LOCATION: [Middle School Name]; [Address]

and

[High School Name]; [High School Address]

ELIGIBILITY: New York City Department of Education license as a high school mathematics teacher with experience as described below:

SELECTION CRITERIA:

- Teaching experience at Middle School, or JHS level
- Excellent written, verbal skills and presentation skills
- Demonstrated knowledge and use of presentation technology tools
- Demonstrated ability to work as part of a team
- Commitment to serve in after school / Saturday program for middle school math students

DUTIES AND

RESPONSIBILITIES: Per session personnel will perform from among the following tasks under the direction of the appropriate area supervisor/administrator:

- Develop and prepare materials for classroom use within the program.
- Conduct classroom based programs of instruction in math for middle school students.
- Collaborate with high school teachers to deliver Integrated Algebra curriculum to middle school students

WORK SCHEDULE: **September 01, 20[XX] – June 30, 20[XX]**

3:00 - 6:00 p.m. (selected school days) and

9:00 a.m. - 2:00 p.m.. (selected Saturdays)

(Maximum of [] hours per position)

SALARY: As per Collective Bargaining Agreement (\$41.98 per hour) or the most current contractual rate

APPLICATION: Application Form OP175 (Available in schools and DHR Website), copy of DOE license and resume must be received on or before: [_____]

Send to: [MSRI Contact Name]

[Full Address]

Note: Please note that all per session vacancy circulars will be posted on the Division of Human Resources web site.

INCLUDE THE ABOVE PER SESSION VACANCY CIRCULAR NUMBER IN YOUR LETTER OF APPLICATION

Service exceeding the number of hours specified in the DHR Memorandum dated March 5, 1999 concerning the change in the maximum number of hours for per session activities effective July 1, 1999 and/or service in more than one per session activity in a per session year (July 1, 2006-June 30, 2007) requires prior approval of the Chief Executive Officer for the Division of Human Resources. The appropriate Senior Executive, Senior Instructional Manager, Special Education Superintendent, Personnel Manager or other appropriate head of a Central Headquarters office must make the request in writing (OP 175W) and receive written approval before the person can begin working in the activity. Requests should be sent from the appropriate Central Headquarters office to the Division of Human Resources, Per Session Monitoring Unit at 65 Court Street, Room 405, Brooklyn, New York. For details, please refer to Chancellor's Regulation C-175, dated August 27, 1990.

AN AFFIRMATIVE ACTION/EQUAL OPPORTUNITY EMPLOYER M/F/D

Approved: _____

Division of Human Resources

**NEW YORK CITY DEPARTMENT OF EDUCATION
DIVISION OF HUMAN RESOURCES
65 Court Street - Brooklyn, New York 11201**

Posted Date:

Deadline:

Please Post

PER SESSION VACANCY NOTICE # 20[XX]-20[XX]

(Subject to funding availability)

POSITION: Middle School Regents Initiative Teachers (up to [] positions).

LOCATION: [High School Name]; [High School Address]

ELIGIBILITY: New York City Department of Education license as a high school mathematics teacher with experience as described below:

SELECTION CRITERIA:

- Teaching experience at High School level
- Excellent written, verbal skills and presentation skills
- Demonstrated knowledge and use of presentation technology tools
- Excellent record of attendance and punctuality
- Demonstrated ability to work as part of a team
- Commitment to serve in after school / Saturday program for middle school math students

DUTIES AND

RESPONSIBILITIES:

Per session personnel will perform from among the following tasks under the direction of the appropriate area supervisor/administrator:

- Develop and prepare materials for classroom use within the program.
- Conduct classroom based programs of instruction in math for middle school students.
- Collaborate with middle school teachers to deliver Integrated Algebra curriculum to middle school students

WORK SCHEDULE:

September 01, 20[XX] – June 30, 20[XX]

3:00 - 6:00 p.m. (selected school days) and

9:00 a.m. - 2:00 p.m. (selected Saturdays)

(Maximum of [] hours per position)

SALARY:

As per Collective Bargaining Agreement (\$41.98 per hour) or the most current contractual rate

APPLICATION:

Application Form OP175 (Available in schools and DHR Website), copy of DOE license and resume must be received on or before: [_____]

Send to: [MSRI Contact Name]

[Full Address]

Note: Please note that all per session vacancy circulars will be posted on the Division of Human Resources web site.

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AN AFFIRMATIVE ACTION/EQUAL OPPORTUNITY EMPLOYER M/F/D

Approved: _____

Division of Human Resources

**NEW YORK CITY DEPARTMENT OF EDUCATION
DIVISION OF HUMAN RESOURCES
65 Court Street - Brooklyn, New York 11201**

Posted Date:

Deadline:

Please Post

PER SESSION VACANCY NOTICE # 20[XX]-20[XX]

(Subject to funding availability)

POSITION: Middle School Regents Initiative Math Coach.

LOCATION: [High School Name]; [High School Address]

ELIGIBILITY: New York City Department of Education license as a mathematics coach with experience as described below:

SELECTION CRITERIA:

- Coaching experience at Middle School, or JHS level
- Excellent written, verbal and presentation skills and demonstrated ability to work as part of a team
- Demonstrated knowledge and use of presentation technology tools
- Commitment to serve in after school / Saturday program for middle school math students

DUTIES AND

RESPONSIBILITIES: Per session personnel will perform from among the following tasks under the direction of the appropriate area supervisor/administrator:

- Develop and prepare materials for classroom use within the program.
- Support Integrated Algebra instruction by middle school math teachers

WORK SCHEDULE: **September 01, 20[XX] – June 30, 20[XX]**

3:00 - 6:00 p.m. (selected school days) and

9:00 a.m. - 2:00 p.m.. (selected Saturdays)

(Maximum of [] hours per position)

SALARY:

As per Collective Bargaining Agreement (\$41.98 per hour) or the most current contractual rate

APPLICATION:

Application Form OP175 (Available in schools and DHR Website), copy of DOE license and resume must be received on or before: [_____]

Send to: [MSRI Contact Name]

[Full Address]

Note: Please note that all per session vacancy circulars will be posted on the Division of Human Resources web site.

INCLUDE THE ABOVE PER SESSION VACANCY CIRCULAR NUMBER IN YOUR LETTER OF APPLICATION

Service exceeding the number of hours specified in the DHR Memorandum dated March 5, 1999 concerning the change in the maximum number of hours for per session activities effective July 1, 1999 and/or service in more than one per session activity in a per session year (July 1, 2006-June 30, 2007) requires prior approval of the Chief Executive Officer for the Division of Human Resources. The appropriate Senior Executive, Senior Instructional Manager, Special Education Superintendent, Personnel Manager or other appropriate head of a Central Headquarters office must make the request in writing (OP 175W) and receive written approval before the person can begin working in the activity. Requests should be sent from the appropriate Central Headquarters office to the Division of Human Resources, Per Session Monitoring Unit at 65 Court Street, Room 405, Brooklyn, New York. For details, please refer to Chancellor's Regulation C-175, dated August 27, 1990.

AN AFFIRMATIVE ACTION/EQUAL OPPORTUNITY EMPLOYER M/F/D

Approved: _____

Division of Human Resources

**NEW YORK CITY DEPARTMENT OF EDUCATION
DIVISION OF HUMAN RESOURCES
65 Court Street - Brooklyn, New York 11201**

Posted Date:

Deadline:

Please Post

PER SESSION VACANCY NOTICE # 20[XX]-20[XX]

(Subject to funding availability)

POSITION: Middle School Regents Initiative Math Coach.

LOCATION: [High School Name]
[High School Address]

ELIGIBILITY: New York City Department of Education license as a mathematics coach with experience as described below:

SELECTION CRITERIA:

- Coaching experience at High School level
- Excellent written, verbal and presentation skills and demonstrated ability to work as part of a team
- Demonstrated knowledge and use of presentation technology tools
- Commitment to serve in after school / Saturday program for middle school math students

DUTIES AND

RESPONSIBILITIES:

Per session personnel will perform from among the following tasks under the direction of the appropriate area supervisor/administrator:

- Develop and prepare materials for classroom use within the program.
- Support Integrated Algebra instruction by middle and high school math teachers

WORK SCHEDULE:

September 01, 20[XX] – June 30, 20[XX]

3:00 - 6:00 p.m. (selected school days) and

9:00 a.m. - 2:00 p.m.. (selected Saturdays)

(Maximum of [] hours per position)

SALARY:

As per Collective Bargaining Agreement (\$41.98 per hour) or the most current contractual rate

APPLICATION:

Application Form OP175 (Available in schools and DHR Website), copy of DOE license and resume must be received on or before: [_____]

Send to: [MSRI Contact Name]

[Full Address]

Note: Please note that all per session vacancy circulars will be posted on the Division of Human Resources web site.

INCLUDE THE ABOVE PER SESSION VACANCY CIRCULAR NUMBER IN YOUR LETTER OF APPLICATION

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AN AFFIRMATIVE ACTION/EQUAL OPPORTUNITY EMPLOYER M/F/D

Approved: _____
Division of Human Resources

**NEW YORK CITY DEPARTMENT OF EDUCATION
DIVISION OF HUMAN RESOURCES
65 Court Street - Brooklyn, New York 11201**

Posted Date:

Deadline:

Please Post

PER SESSION VACANCY NOTICE # 20[XX]-20[XX]

(Subject to funding availability)

POSITION: Supervisor for Middle School Regents Initiative

LOCATION: [High School Name]
[High School Address]

ELIGIBILITY: New York City Department of Education license as a supervisor with satisfactory experience as described below:

SELECTION CRITERIA:

- Demonstrated ability to work as part of a team
- Commitment to serve in after-school / Saturday program for middle school math students

DUTIES AND

RESPONSIBILITIES: Per session personnel will perform from among the following tasks under the direction of the appropriate area supervisor/administrator:

- Supervise MSRI students on Saturdays
- Manage MSRI site on Saturdays and meal delivery

WORK SCHEDULE: September 01, 20[XX] – June 30, [XX]

3:00 - 6:00 p.m. (selected school days) and
9:00 a.m. - 2:00 p.m. (selected Saturdays)
(Maximum of [] hours per position)

SALARY: As per Collective Bargaining Agreement (\$41.98 per hour) or the most current contractual rate

APPLICATION: Application Form OP175 (Available in schools and DHR Website), copy of DOE license and resume must be received on or before: [_____]

Send to: [MSRI Contact Name]
[Full Address]

Note: Please note that all per session vacancy circulars will be posted on the Division of Human Resources web site.

INCLUDE THE ABOVE PER SESSION VACANCY CIRCULAR NUMBER IN YOUR LETTER OF APPLICATION

Service exceeding the number of hours specified in the DHR Memorandum dated March 5, 1999 concerning the change in the maximum number of hours for per session activities effective July 1, 1999 and/or service in more than one per session activity in a per session year (July 1, 2006-June 30, 2007) requires prior approval of the Chief Executive Officer for the Division of Human Resources. The appropriate Senior Executive, Senior Instructional Manager, Special Education Superintendent, Personnel Manager or other appropriate head of a Central Headquarters office must make the request in writing (OP 175W) and receive written approval before the person can begin working in the activity. Requests should be sent from the appropriate Central Headquarters office to the Division of Human Resources, Per Session Monitoring Unit at 65 Court Street, Room 405, Brooklyn, New York. For details, please refer to Chancellor's Regulation C-175, dated August 27, 1990.

AN AFFIRMATIVE ACTION/EQUAL OPPORTUNITY EMPLOYER M/F/D

Approved: _____
Division of Human Resources

AT-17
Rev. 9/91

THE UNIVERSITY OF THE STATE OF NEW YORK
THE STATE EDUCATION DEPARTMENT
ALBANY, NEW YORK 12234

APPLICATION FOR EMPLOYMENT CERTIFICATE

See reverse side of this form for information concerning employment of minors.

All signatures must be handwritten in ink, and applicant must appear in person before the certifying official.

PART I – Parental Consent – (To be completed by applicant and parent or guardian)

Parent or guardian must appear at the school or issuing center to sign the application for the first certificate for full-time employment, unless the minor is a graduate of a four-year high school and presents evidence thereof. For all other certificates, the parent or guardian must sign the application, but need not appear in person to do so.

Date.....

I, Age
[Applicant] [Social Security Number]

Home address apply for a certificate as checked below:
[Full Home Address including Zip Code]

- Nonfactory Employment Certificate – Valid for lawful employment of a minor 14 or 15 years of age enrolled in day school when attendance is not required.
- Student General Employment Certificate – Valid for lawful employment of a minor 16 or 17 years of age enrolled in day school when attendance is not required.
- Full-Time Employment Certificate – Valid for lawful employment of a minor 16 or 17 years of age who is not attending day school.

I hereby consent to the required medical examination and employment certification as indicated above.

.....
[Signature of Parent or Guardian]

PART II – Evidence of Age – (To be completed by issuing official only)

..... – Check evidence of age accepted – Document # (if any)
[Date of Birth]

Birth Certificate State Issued Photo I.D. Driver's License Schooling Record Other.....
[Specify]

PART III – Certificate of Physical Fitness

Applicant shall present a Certificate of Physical Fitness from a school or private physician. Said examination must have been given within 12 months prior to issuance of the employment certificate.

If the Certificate of Physical Fitness is limited, the issuing official shall issue a Limited Employment Certificate (valid for a period not to exceed 6 months unless the limitation noted by the physician is permanent, then the certificate will remain valid until the minor changes jobs. Enter the limitation on the employment certificate.

PART IV – Pledge of Employment – (To be completed by prospective employer)

Part IV must be completed only for: (a) a minor with a medical limitation; and (b) for a minor 16 years of age who is leaving school, and resides in a district (New York City and Buffalo) which require a minor 16 years of age who is not employed to attend school, according to Section 3205 of the Education Law.

The undersigned will employ residing at
[Applicant]

as at
[Description of Applicant's Work] [Job Location]

for days per week hours per day, beginning a.m. p.m.

..... ending a.m. p.m.
[Name of Firm] Factory Nonfactory [Address of Firm]

..... Starting date
[Telephone Number] [Signature of Employer]

PART V – Schooling Record – (To be completed by school official)

Part V must be completed only for a minor 16 years of age who is leaving school, and resides in a district (New York City and Buffalo) which require a minor 16 years of age to attend school, according to Section 3205 of the Education Law.

I certify that the records of
[Name of School] [Address]

show that whose date of birth is
[Name of Applicant]

is in grade
[Signature of Principal or Designee]

PART VI – Employment Certification – (To be completed by issuing official only)

Certificate Number Date Issued

.....
[School or Issuing Center] [Address] [Signature of Issuing Official]

THIS APPLICATION DOES NOT AUTHORIZE EMPLOYMENT

GENERAL INFORMATION

An employment certificate (Student Nonfactory, Student General, or Full Time), may be used for an unlimited number of successive job placements in lawful employment permitted by the particular type of certificate.

A Nonfactory Employment Certificate is valid for 2 years from the date of issuance or until the student turns 16 years old, with the exception of a Limited Employment Certificate. A Limited Employment Certificate is valid for a maximum of 6 months unless the limitation noted by the physician is permanent then the certificate will remain valid until the minor changes job. It may be accepted only by the employer indicated on the certificate.

A new Certificate of Physical Fitness is required when applying for a different type of employment certificate, if more than 12 months have elapsed since the previous physical for employment.

An employer shall retain the certificate on file for the duration of the minor's employment. Upon termination of employment, or expiration of the employment certificate's period of validity, the certificate shall be returned to the minor. A certificate may be revoked by school district authorities for cause.

A minor employed as a Newspaper Carrier, Street Trades Worker, Farm worker, or Child Model, must obtain the special Occupational Permit required.

A minor 14 years of age and over may be employed as a caddy, babysitter, or in casual employment consisting of yard work and household chores when not required to attend school. Employment certification for such employment is not mandatory. An employer of a minor in an occupation which does not require employment certification should request a Certificate of Age.

PROHIBITED EMPLOYMENT

Minors 14 and 15 years may not be employed in, or in connection with a factory (except in delivery and cleric al employment in an enclosed office thereof), or in certain hazardous occupations such as: construction work; helper on a motor vehicle; operation of washing, grinding, cutting, slicing, pressing or mixing machinery in any establishment; painting or exterior cleaning in connection with the maintenance of a building or structure; and other listed in Section 133 of the New York State Labor Law.

Minors 16 and 17 years of age may not be employed in certain hazardous occupations such as: construction worker; helper on a motor vehicle, the operation of various kinds of power-driver machinery; and others listed in Section 133 of the New York State Labor Law.

HOURS OF EMPLOYMENT

Minors may not be employed during the hours they are required to attend school.

Minors 14 and 15 years of age may not be employed in any occupation (except farm work and delivering, or selling and delivering newspapers):

When school is in session:

- more than 3 hours on any school day, more than 8 hours on a nonschool day, more than 6 days in any week, for a maximum of 18 hours per week, or maximum of 23 hours per week if enrolled in a supervised work study program approved by the Commissioner.
- After 7 p.m. or before 7 a.m.

When school is not in session:

- more than 8 hours on any day, 6 days in any week, for a maximum of 40 hours per week.
- After 9 p.m. or before 7 a.m.

This certificate is not valid for work associated with newspaper carrier., agriculture or modeling.

Minors 16 and 17 year of age my not be employed: -

When school is in session:

- more than 4 hours on days preceding school days; more than 8 hour s on days not preceding school days (Friday, Saturday, Sunday and holidays), 6 days in any week for a maximum of 28 hours per week.
- Between 10 p.m. and 12 midnight on days followed by school day without written consent of parent or guardian and a certificate of satisfactory academic standing from the minor 's school (to be validated at the end of each marking period).
- Between 10 p.m. and 12 midnight on days not followed by school day without written consent of parent or guardian.

When school is not in session:

- more than 8 hours on any day, 6 days in any week, for a maximum of 48 hours per week.

EDUCATION LAW, SECTION 3233

"Any person who knowingly makes a false statement in or in relation to any application made for an employment certificate or permit as to any matter by this chapter to appear in any affidavit, record, transcript, certificate or permit therein provided for, is guilty of a misdemeanor."

25-2760.52.2(250 Pkgs) 2/94

Procedures for Ordering Meals Online from Office of School Food and Nutrition Services

Middle school and high school principals (or Site Coordinators) should use their school username and password to order snacks for the weekday and Saturday sessions. Applications must be approved by the middle school principal or the high school principal for the weekday snacks and Saturday lunches respectively. The online application allows you to obtain approval for snacks and lunches for the duration of the entire program. One day before the snacks or lunches are needed, cluster staff must provide the school cafeteria with a best estimate of meals that will be needed for the following program day. In an effort to prevent waste, only meals that have been shown to have been served to a child may be reimbursed.

After-School Snacks (ordered by the middle school)

Link: <http://www.opt-osfns.org/osfns/resources/SpecialPrograms/default.aspx>

User Name:<middle school username>

Password: <middle school password>

Click Login

1. The default will be for an **After-School Program**.
2. Use the pull down menus to select middle school. If you do not know the district number, skip the district menu and select the middle school name from the school drop down menu.
3. **Accountability rosters must be in place to make a request.** If rosters are in place, select yes. If you are not certain accountability rosters are in place, speak to the principal to confirm that accountability rosters are in place.
4. Enter all requested data. Click Submit. Requested data includes:
 - Regular School Hours
 - Name of Program (Middle School Regents Initiative/<Middle School Code>)
 - Meal Type (Snack)
 - Ages of Children (Age Range)
 - Number Enrolled (This will be the maximum number of lunches needed and will be the number of lunches for which you will be approved. If students drop out of the program, you must contact the cafeteria to ensure that the appropriate number of lunches is prepared.)
 - Days of Service (Days of after-school sessions)
 - Meal Service Time (To be decided by cluster)
 - Date of Operation (Start and end dates for MSRI)
 - Program Director (Contact Person for snacks - usually a program math teacher)
 - Day & Evening Telephone (Program Director phone numbers)

Saturday Lunches (ordered by the high school)

Link: <http://www.opt-osfns.org/osfns/resources/SpecialPrograms/default.aspx>

User Name:<high school username>

Password: <high school password>

Click Login

1. The default will be for an **After School Program**. Click **Saturday Program**.
2. Use the pull down menus to select the high school. If you do not know the district number, skip the district menu and select the high school name from the school drop down menu.
3. **Accountability rosters must be in place to make a request.** If rosters are in place, select yes. If you are not certain accountability rosters are in place, speak to the principal to confirm that accountability rosters are in place.
4. Enter all requested data. Click Submit. Requested data includes:
 - Program hours (9 a.m. – 12 p.m.)
 - Name of Program (Middle School Regents Initiative/<High School Code>)
 - Meal Type (Meal)
 - Ages of Children (Age range)
 - Number Enrolled (This will be the maximum number of lunches needed and will be the number of lunches for which you will be approved. If students drop out of the program, Site Coordinators can ensure that the appropriate number of lunches is prepared.)
 - Program Director (Site Coordinator name)
 - Day & Evening Telephone (Site Coordinator phone numbers)

The Office of School Food and Nutrition Services will contact the high school and middle school principals to obtain approval for the lunches and snacks, respectively. Many programs are eligible for reimbursement and can be of no cost to your school. Ms. Sandra Torres at the NYC Dept. of Education School Food Services can be contacted if you have questions. Please see her contact information below:

Ms. Sandra Torres
(718) 707-4320 x 4321
<http://www.opt-osfns.org/osfns/>

Procedures for Ordering MetroCards

Principals should use the attached **Program Exception Application** to request **Special Program MetroCards** for students who are participating in approved programs held outside of normal school hours or at locations other than the student's regular school. The type of student MetroCard usually provided for special program transportation is an **X-1** card that is valid only for **two trips** on a bus or subway. Other card types may be provided based on the information provided on the form. Blank forms can also be found at:

<http://schools.nyc.gov/NR/ronlyres/ED7720DB-F714-4A24-87D9-4EDA2C43EEAA/42646/ProgramExceptionInstructionsandFormNANCY908.pdf>.

When completing the application please remember to:

- **Type or print clearly** and complete all required information
- Sign the form—principal's signature is required, a stamped signature is **not** acceptable
- Submit only **one** application per program per school year

Fax the completed application form to (718) 472-5746, Attention: MetroCard Unit, or mail the form to:

The Office of Pupil Transportation
Attention: MetroCard Unit
44-36 Vernon Boulevard, 6th Floor
Long Island City, NY 11101

If the program is approved for transportation and MetroCards are provided, accountability forms **must** be kept on file at the school. A sample form for recording MetroCard information will be shipped to the program coordinator with the first allocation of MetroCards for each approved program. School principals are ultimately responsible for the accuracy of these records and for the appropriate distribution of MetroCards. These records are subject to periodic audit by the Office of Pupil Transportation.

For assistance, contact **Kim Jones-Palmer** at (718) 392-8855 Ext. 6252



OFFICE OF PUPIL TRANSPORTATION

44-36 Vernon Boulevard 6th Floor
 Long Island City, N.Y. 11101
 (718) 392-8855

Joel I. Klein
 Chancellor

Program Exception Application

PLEASE TYPE or CLEARLY PRINT ALL INFORMATION

SCHOOL INFORMATION					
School Name					OPT School Code
School Address			Borough		Zip Code
School Phone Number			School Fax Number		
PROGRAM INFORMATION					
Name of Program					
Program Coordinator's Name		Program Coordinator's Phone Number		Program Coordinator's E-mail Address	
Program Description					
Do Students Receive a Stipend?		<input type="checkbox"/> Yes	<input type="checkbox"/> No	Will Course Credit Be Given?	
				<input type="checkbox"/> Yes	<input type="checkbox"/> No
Program Start Date (mm-dd-yy)		Program End Date (mm-dd-yy)		Program Hours	Number of Days per Week
				From To	
Number of Special Education Students Participating			Number of General Education Students Participating		
PRINCIPAL INFORMATION					
You are applying for transportation via a program exception. Documentation regarding the students participating in this program and the MetroCards they receive must be kept on file at the school. Schools are responsible for the accuracy of this information and for the appropriate distribution of MetroCards.					
Principal's Name		Principal's Signature			Date
▶		▶			▶
OFFICE OF PUPIL TRANSPORTATION INFORMATION					
Program Exception Approved		<input type="checkbox"/> Yes	<input type="checkbox"/> No	If denied, explanation for denial:	
Number of MetroCards to be Provided		Card Type	Daily Requirement	Monthly Requirement	
		X-1 GE Daily Cards			
		H-1 GE Full Fare Cards			
		H-3 GE Full Fare Cards			
OPT Signature					Date
▶					▶

FAX Completed Application to (718) 472-5746 ATTENTION: METROCARD UNIT

For assistance, please contact Kim Jones-Palmer at (718) 392-8855 Ext. 6252.

Illustrative Cluster Pacing Schedule**Middle School Math Regents Initiative**

<u>DATE</u>	<u>PRENTICE HALL INTEGRATED ALGEBRA CHAPTER/TITLE</u>
1/24	Chapter 1: Variables, Function Patterns, & Graphs
2/7	Chapter 2: Rational Numbers
2/28	Chapter 5: Graphs & functions Chapter 6: Linear Equations & Their Graphs
3/7	Chapter 3: Solving Equations/ Chapter 7: Systems of Equations
3/14	Chapter 4: Solving Inequalities/Chapter 7: Systems of Inequalities
3/21	Chapter 10: Quadratic Equations & Functions (Stations)
3/28	Chapter 10: Quadratic Equations & Functions
4/4	Chapter 8: Exponents & Exponential Functions
4/25	Chapter 8: Exponents & Exponential Functions
5/2	Chapter 9: Polynomials & Factoring
5/9	Chapter 9: Radical Expressions & Equations
5/16	Chapter 11: Radical Expressions & Equations
5/30	Chapter 12: Rational Expressions & Equations
6/6	Practice Test
6/13	Review Session

Middle School Regents Initiative Past Participants

2008	2009
<p><i>Benjamin Banneker Academy - 670</i> J.H.S. 166 George Gershwin M.S. 584 Granville T. Woods M.S. 035 Stephen Decatur</p>	<p><i>Benjamin Banneker Academy - 670</i> J.H.S. 166 George Gershwin M.S. 584 Granville T. Woods</p> <p><i>Frederick Douglas Academy - 499</i> M.S. 322 I.S. 195 Roberto Clemente P.S. 149 Sojourner Truth</p> <p><i>Grover Cleveland High School - 485</i> I.S. 349, The School of Math, Science and Technology J.H.S. 296 The Halsey</p>

Contact Information and Additional Resources

Math Content Specialists

Elaine Carman
Middle School
ECarman@schools.nyc.gov
(212) 374-0700

Miguel Cordero
High School
MCordero@schools.nyc.gov
(212) 374-0368

Ronald Schwarz
High School
RSchwarz@schools.nyc.gov
(212) 374-5093

Additional Links and Resources

New York State Integrated Algebra Learning Standards: <http://www.emsc.nysed.gov/3-8/MathCore.pdf>

Integrated Algebra Scope and Sequence: <http://schools.nyc.gov/NR/rdonlyres/7CFF5B25-D008-4406-B618-EB4C251C2A9B/54216/MathScopeandSequenceIntegratedAlgebra.pdf>

Pacing Calendar for Accelerated Eighth Grade Students (full year):
http://schools.nycenet.edu/offices/teachlearn/mathematics/Grade8_Acc_Algebra.pdf

New York State Education Department Regents Examination Schedule:
<http://www.emsc.nysed.gov/osa/sched.html>

Professional Development Offerings:
<http://schools.nyc.gov/Academics/Mathematics/EducatorResources/PD+Offerings.htm>

Online Professional Development Modules and Resources:
<http://schools.nyc.gov/Academics/Mathematics/EducatorResources/CCOnlineModules.htm>

Prentice Hall Integrated Algebra Website: <http://www.mypearsontraining.com/nymath/index.asp>

New York City Department of Education Mathematics Department:
<http://schools.nyc.gov/Academics/Mathematics/default.htm>

Blueprint for Middle School Success: <http://www.nyccej.org/reports/blueprint-for-middle-school-success.pdf>

