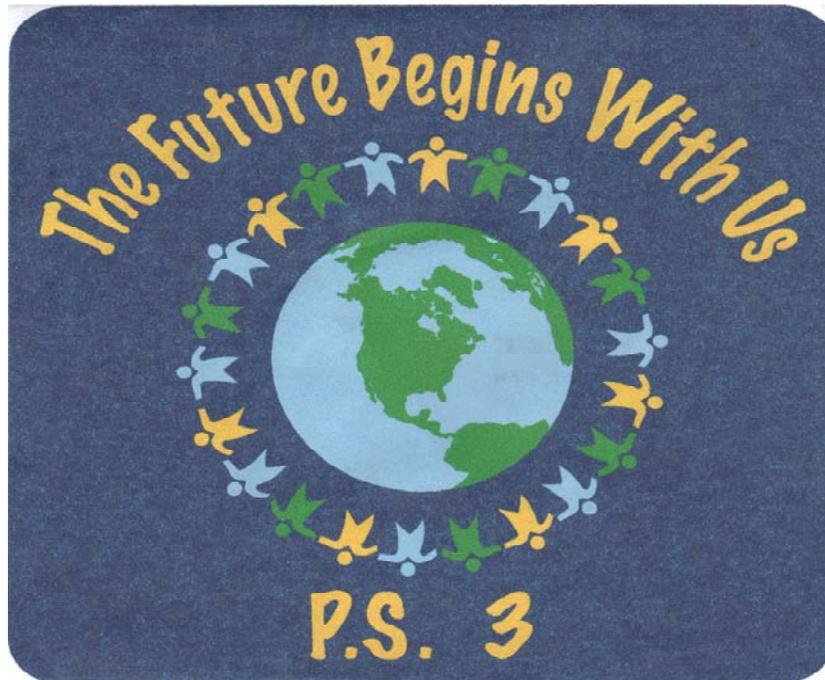




PUBLIC SCHOOL 3
***THE MARGARET GIOIOSA
PLEASANT PLAINS
SCHOOL***



The Place to Be

PARENT HANDBOOK



SCHOOL CONTACT NUMBERS

***Main Building – (718) 984-1021
Main Building Fax (718)-984-3628***

***Annex - (718) 227-2854
Annex Fax – (718) 227-3984***

***Parent Coordinator
(718) 984-1021 x 1681 Office
(347)-563-4687 cell***

***Parent—Teacher Association
718-984-1021 x 1101***



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Important Websites

P.S. 3 The Margaret Gioiosa Pleasant Plains School Website

<http://schools.nyc.gov/SchoolPortals/31/R003/default.htm>

NYC Department of Education Homepage

<http://schools.nyc.gov/default.aspx>

School Year Calendar and Schedules

<http://schools.nyc.gov/Calendar/default.htm>

NYC Department of Education Parent Information

<http://schools.nyc.gov/ParentsFamilies/default.htm>

Information on Assessments and Tests

<http://schools.nyc.gov/daa/>

Office of Pupil Transportation

<http://www.opt-osfns.org/opt/>

Free and Reduced Lunch Information and Applications

www.nyc.gov/accessnyc

Registration and Enrollment

<http://schools.nyc.gov/ChoicesEnrollment/default.htm>

Division of Teaching and Learning (Curriculum and Instruction)

<http://schools.nyc.gov/Offices/TeachLearn/default.htm>

Chancellor's Regulations

<http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations/default.htm>



CHANCELLOR'S REGULATION A – 210 **Attendance Policy**

It is every school's responsibility to develop an Attendance Plan to address attendance and lateness issues. As part of our Attendance Plan and in an effort to keep a more accurate record of our school's attendance rate we are asking parents/guardians to please call the school when your child is absent. If we do not receive a call from you, a member of our staff will be contacting your home. Also, please keep in mind that school begins promptly at 8:20 am and children who arrive after 8:30 will be marked officially late. A student must be in attendance for a minimum of 50 minutes in order to be marked present for the day.

Attendance and academic achievement go hand-in-hand

The curriculum in our school is simply more challenging than it used to be - and students who are frequently absent are at risk for serious academic problems. As 3rd, 4th, and 5th graders, students must take a series of important state tests that measure their abilities in English language arts, math, science and social studies. Students who come to school each day and work hard at their studies fare better on these tests - showing they have the foundation necessary to do well in high school where the stakes are even higher. The bottom line: Making sure your child is at school every day is one of the most powerful ways parents can ensure success - in elementary school, middle school, high school and beyond.

Other benefits of good attendance

Making school attendance a priority can also help your child learn good work and study habits. Even one missed day can mean having to tackle extra homework the following night - practically a guarantee that kids will not be doing their best work in their rush to just get through it all. Getting to school each day prepares kids to meet future responsibilities. Imagine, for example, what would happen if your son or daughter regularly skipped college classes or was a frequent "no show" at a future job. The same holds true for getting to school on time. Frequent tardiness would not be tolerated in the workplace; parents teach a valuable lesson when they teach the importance of arriving to school on time every day.

Things families can do to ensure kids are in school and learning:

1. Make academics a priority. Let your kids know that you expect them to go to school every day and do their best while there. At this stage in their lives, learning should be their number one "job." Granted, there are the occasional sick days, but young, healthy children rarely need to miss more than a few days each year. Talk about the consequences of missing school in terms that will hit home for them (e.g., having to make up missed work, needing to attend remedial classes, missing out on after school sports and clubs or time with friends.)
2. Help your child get organized. Create a space in your home for kids to store backpacks, coats, sneakers and other supplies. Develop a routine where you pack their snacks and lunches the night before. This will make mornings less hectic and help kids get out the door and onto the bus on time. Getting organized can also help create a calmer atmosphere at home, leading to better attitudes and an openness to learning when kids arrive at school.
3. Set reasonable bedtimes. On average, children need about nine hours of sleep to be healthy and alert. Again, set routines for a smooth transition so your child gets to bed at the same time each night. As children get older, their brains begin to signal them to stay up later. Despite what



nature is telling them, reinforce reasonable bedtimes for your kids and encourage them to get up and get ready with minimal help. A work first/play later policy (e.g. homework before sports, activities, friends, the computer, video games) with regard to homework can also help make sure they're not working on homework when they are tired.

4. Make medical and other appointments during non-school hours whenever possible. Schedule family vacations during school holidays or the summer recess so that students aren't missing important lessons and struggling to make up for lost ground.
5. Keep track of your child's absences. Excessive absences might be a sign of other physical or emotional problems. These might be personal, such as problems with friends and classmates. Or it might be academic, such as not feeling fully prepared for school or fear of failing a test. If absences become common, talk with your child and enlist the help of his or her teacher, school social worker or pediatrician. Working as a team can help provide a clearer picture of what's really at the source of the attendance problem.
6. Parents/guardians are asked to call the school when their child is absent.
7. Provide an absence note whenever your child is absent. A note from your physician should be provided if you visited the doctor's office.

PERFECT ATTENDANCE

100% Attendance Certificates will be given to all students monthly. Students who achieve 100% attendance for the entire year will receive a certificate and a reward at the end of the school year. Lateness to school three or more times will exclude a student from receiving this award.

FIRST DAY OF SCHOOL:

- Kindergarten will have half days for the first **2 days of school.**
- Grades 1 -5 will have full days.

Arrival and dismissal times must be observed to ensure your child's academic success and safety.

For the first 2 days of school, P.S. 3 will conduct outdoor line up **weather permitting.** All children will line up at 8:15 am in the schoolyard of both buildings. Each class will have a designated line up area and teachers will arrive promptly at 8:20 a.m. to pick up the students. Parents are asked to refrain from speaking to teachers at this time. It is important to prepare to enter the building.

MAIN BUILDING - In the event of inclement weather students will enter through the main entrance - kindergarten and first grade will proceed to designated areas in the auditorium and fourth and fifth grades will proceed to designated areas.

ANNEX BUILDING— in the event of inclement weather second and third grade students will proceed to designated areas in the cafeteria.

Parents may not enter the auditorium or cafeteria and are asked to remain outside during this busy time. Children must be able to pass to their designated areas freely without compromising security.

Shuttle Bus service will begin on the first day of school.



DAILY ARRIVAL

MAIN BUILDING

DROP OFF: Parents are asked to approach the main entrance of South Goff Avenue in a single file pulling as close to the curb as possible. Once your child has safely exited your car on the passenger side, pull away. **NEVER BACK UP.** For the safety of the children we ask you not to double park or pull around another car that is dropping off a child. If your child needs to take something out of the trunk of the car please pull into a parking space where this can be done safely and the flow of traffic can continue. Police officers from the 123 Precinct will be monitoring the traffic conditions around the school. **CHILDREN SHOULD EXIT ON PASSENGER SIDE OF CAR.**

SHUTTLE BUS will pick up students going to the Annex on Cordelia Avenue in the morning at approximately 8:05 am and will depart immediately to the annex building.

BUS CHILDREN are met by a staff member and will proceed to the Cafeteria/Auditorium.

ANNEX BUILDING

DROP OFF: Parents are asked to enter the parking lot single file through the **ONE WAY ENTRANCE** (closest to the fence) and pull to the front entrance where your child can be dropped off. Once your child has safely exited your car, pull away. **NEVER BACK UP.** For the safety of the children we ask that you do not pull around another car that is dropping off a child. Do not have children crossing in front of other cars that are dropping off children. If your child needs to take something from the trunk of the car, please pull into a parking space where this can be done safely. **CHILDREN SHOULD EXIT ON PASSENGER SIDE OF CAR.**

BUS CHILDREN are met by a staff member and will proceed to the Cafeteria.

DAILY DISMISSAL

On the first day of school all children will receive a dismissal tag. This dismissal tag will indicate whether your child is a walker or will be riding the yellow school bus. **Please make sure that your child wears this tag every day,** this tag helps staff identify where your child should be at dismissal time. Review with your child dismissal procedures – his or her bus letter, bus stop and their address.

All BUS children (Main building and Annex) will be escorted to the cafeteria and seated in designated “bus” areas where they will be supervised until departure.

MAIN BUILDING

Walkers will be dismissed from the following exits:

- **Pre-K students:** Students will be dismissed from Exit 7 located on Everett Place.
REFRAIN FROM DOUBLE PARKING!
 - AM—Pre-K 10:50 a.m.
 - PM—Pre-K 3:05 p.m.
 - Full Day—Pre-K 2:40 p.m.



- **Kindergarten** (rooms 161-166) will be dismissed from exits 16 and 17 in the Kindergarten wing—located on Everett Place at 3:07 p.m.
- **Kindergarten and 1st Grade students** (rooms 115, 116, 125-128, 159) will be dismissed from exits 5 and 6 located on Everett Place at 3:07 p.m.
- **4th Grade students** (rooms 107, 108, 144, 148) will be dismissed from exit 8 and 9 at 3:10 p.m. located on Cordelia Avenue
- **5th Grade students** (rooms 141, 143, 146, 147) will be dismissed from exit 8 and 9 at 3:10 p.m. located on Cordelia Avenue
- **Special Education students** will be dismissed from exit 4 at 3:10 p.m. located on South Goff Avenue

ANNEX BUILDING

Walkers will be dismissed from **exit 3** into the **Schoolyard** at 3:10p.m.

Please be at either building to meet your child on time. Please make sure that your child's teacher is aware of any special dismissal concerns. Any child who is not picked up on time will be brought to the main office of each building.

- * If you anticipate that you will be late to pick up your child please call the main office to make us aware of any alternate arrangements you have made or the approximate time you will arrive to pick up your child.
- * When filling out the **Emergency Contact Card** please make sure to write the names of **ALL** people who are authorized to pick up your child. No child will be released to any person who is not on the card. **PHOTO ID MUST BE PRESENTED.**

CHANGES IN DISMISSAL

- Refrain from frequently changing your child's dismissal routine. This confuses the child and increases the risk of errors in your child's dismissal.
- Any changes in dismissal **MUST** be in writing to the teacher. This includes:
 - if a bus child is going to be a walker or
 - if someone other than parent or guardian is picking up. This person must be listed on the **BLUE CARD. PHOTO ID MUST BE PRESENTED.**
- Bus children are not permitted to change buses.

EARLY DISMISSAL-NO EARLY SIGN OUT POLICY

- Here at P.S. 3 we pride ourselves on providing a fine education for our children. Lately we have had an inordinate number of children signed out early for a variety of reasons. We are now starting to enforce a **NO EARLY SIGN-OUT POLICY** except in dire emergencies. In order to provide uninterrupted lessons we ask that you cooperate with us on this issue.
- To maintain order and to ensure the safety of all children **no child will be dismissed between 2:40p.m. and dismissal (except in cases of emergency).** The reason for this is that during this time children are summarizing the day, copying homework and preparing for the following day. Additionally, it is also during this time that bused children are transitioning to the Auditorium/Cafeteria.



BUSING

Every attempt is made to keep the buses running on schedule. However, if a bus is late, please understand that bus drivers are required to run all routes and will eventually cover all stops. If a bus is continuously late it is best to contact the Office of Pupil Transportation directly at (718) 392-8855. We will try to address the situation as well. Parents must be at the bus stop on time. Parents are advised that pick-up and drop-off times are approximate. Buses can pick-up/drop-off ten minutes earlier or later than the printed bus schedule depending on weather conditions and traffic. If there is no one at the stop to meet a child, the child will be brought back to the main building, where the parent or guardian must pick up the child. Make sure that your child memorizes the bus letter/number, bus stop and address. **Children MAY NOT change buses; they may only ride the bus to which they are assigned. NO EXCEPTIONS**

BUS SAFETY PROCEDURES

Boarding the Bus Students Are To:

- Stand in an orderly fashion – never pushing
- Never run up to the bus when it first arrives and is still moving
- Main Building – Kindergarten will board the bus first and be seated in the front of the bus followed by 5th grade, 4th grade and then 1st grade who will be seated from the rear to the front of the bus. **NO EXCEPTIONS**
- Annex Building –girls are boarded first and sit in the rear of the bus, boy are boarded second and sit in the front of the bus - **NO EXCEPTIONS**

Riding the Bus:

- The bus driver is responsible for ALL students' safety. All students must listen to his directions carefully.
- All students are to remain seated throughout the entire trip.
- Seatbelts provided on the bus are to worn at all times.
- Students are not to put any part of their body out of the window.
- Students are not to throw anything inside the bus or out of the windows.
- Students are not to yell, scream, push, hit or kick while on the bus. **PROPER LANGUAGE IS TO BE USED AT ALL TIMES.**
- Students' snacks and lunches are allowed, but no food or drink may be eaten on the bus.
- Respect other people's property. **NO GRAFFITI**
- Students are not to keep another student from getting a seat or from leaving the bus.
- Students are to get off the bus at the correct stop. **NO EXCEPTIONS.**

Exiting the Bus

- Walk down the steps slowly and carefully, watch your step
- Always walk at least 10 feet beyond the front of the bus before crossing
- Always look both ways before crossing
- Never cut between the buses to cross the street
- Never run across the street



The bus driver is in charge of the bus from the time that the bus loads until they reach their stop. The bus driver may assign children to specific seats and he may recommend that to the principal that a child be suspended from riding the bus. The principal makes the final decision. Our major concern is the safety and welfare of all children on the bus. This safety depends on behavior, and if any child interferes with the safe transportation of the students they **will be subject to suspension from riding the bus. Three formal written reports from the bus driver will result in a pre-suspension conference and a bus suspension from one to five days.**

PARENT NOT AT HOME POLICY

It is the mission of the Office of Pupil Transportation (OPT) to transport all eligible students in a safe and reliable manner. Understanding that there is no substitute for parental control and responsibility, the Office of Pupil Transportation developed a policy in the event the school bus arrives at a student's destination and there is no adult at the stop to receive the student.

Special Education

When the student receives door to door service, the following procedures will be followed.

The driver will drop off the other students on the bus route and then return to the student's home. In the event that a designated adult is still not there, the driver will be instructed to radio the dispatcher who will contact OPT to determine if there is a pre-existing agreement to return the student to the school. If there is no agreement the dispatcher will contact 911. The Police will then determine the best course of action. When the student's stop is the final one on the route the driver will radio the dispatcher who will contact OPT to determine the appropriate waiting time before calling 911.

General Education

In the event that the student is transported to a stop close to their residence, the following procedures will be followed.

The student will be allowed to get off the bus at the appropriate bus stop unless the student notifies the driver that the designated adult is not present to meet him or her and remains on board. Understanding the importance of parental prerogative the driver will comply with the parent's instruction to their son or daughter and allow the student to remain on the bus. After any remaining students are dropped at their respective stops their driver will return the student to the appropriate stop. In the event the designated adult is not present, the driver will be instructed to radio the dispatcher who will contact OPT to determine if there is a pre-existing agreement to return the student to the school. If there is no agreement the dispatcher will contact 911. The Police will then determine the best course of action. When the student's stop is the final one on the route the driver will radio the dispatcher who will contact OPT to determine the appropriate waiting time before calling 911.

TRAFFIC

MAIN BUILDING—Traffic around P.S. 3 has become increasingly congested and dangerous. The unsafe conditions can be eliminated only if all motorists respect and follow regulations in effect. Please remember that South Goff Avenue is a one way street. Traffic and parking rules will be strictly enforced by the 123 Precinct and that traffic citations will be issued by the NYPD and District Office. **PLEASE REFRAIN FROM PARKING ILLEGALLY, DOUBLE PARKING OR PASSING SCHOOL BUSES WITH FLASHING LIGHTS.**

ANNEX—Please remember do not cut in front of our buses or other cars dropping children off at



school. Please adhere to a single line to drop off at the main entrance and keep your car as close to the fence as possible. Do not wait for your child to enter the building before moving your car. This causes a traffic backup. Your children are safe in front of the door. Leave from the far left of the parking lot. An exit sign indicates where to leave our parking lot.

EMERGENCY / STORM SCHOOL CLOSING

- A Citywide policy on emergency school closing / storm closings has been established by the Office of the Chancellor – New York Department of Education.

Please note the following:

- By 6:00 am the decision will be announced on the 311 Information Line
- Department of Education web-site – <http://www.nycenet.edu/>
- Radio stations – WINS(1010AM), WCBS (880AM), WBLS (107.5fm), WNYE (91.5 fm)
- Television stations – Channel 2, Channel 4, Channel 5, Channel 7, Channel 25 and Channel 1 on cable
- When an authorized school closing is in effect all school trips, after school programs and Community Based Organization programs (except P.S. 3 Self-Sustaining Latchkey) will be cancelled. P.S. 3 Self-Sustaining After School Programs will be cancelled and rescheduled at a later date.
- When there is a delayed school opening morning pre-kindergarten programs will be cancelled.
- It is expected that when there is a delayed school opening children will remain in school until regular dismissal time. However, if a city-wide emergency or storm condition worsens, the Chancellor may have to announce early dismissal. The Chancellor will notify bus services of the early dismissal schedule. In September, you should advise your child's teacher in writing if no one will be home at the time of an authorized early dismissal. You should have plans in place with a relative, friend or neighbor in case of early dismissal to care for your child. **THEIR NAMES SHOULD BE ON THE EMERGENCY BLUE CONTACT CARD.**
- If you have a child with a disability you, you should use your discretion in deciding whether or not to send him / her to school.

BLUE CARD INFORMATION

- PLEASE WRITE CLEARLY.
- List as many people as possible.
- Anyone who picks up your child **MUST HAVE PHOTO ID and be listed on BLUE CARD.**
- If your phone number changes at any time during the year **we must be notified in writing.**
- If your address changes you must provide proof of your new residence {two of the following items: gas or electrical bill within the prior sixty days, a lease agreement, deed or mortgage statement, current property tax from residence, water bill from the residence, official payroll documentation from an employer issued within the last sixty days, if renting parent must present a notarized affidavit} (attachment3 – Chancellor Regulation A-101)
- If caregiver / babysitter does not speak English – please provide a contact name and telephone number of someone that we can contact in the event that we cannot reach parent / guardian.
- Children will only be released **ONLY** to persons listed on the blue card.
- If there is anyone that your child CANNOT be released the school **must** be notified of this in writing, and accompanied **by a copy of court papers.**



MEDICAL INFORMATION

- School Nurse at the Main Building can be contacted at 718-227-5399.
- School Nurse at the Annex Building can be contacted at 718-948-5971.
- If a child has any type of allergy the nurse and classroom teacher must have letter from parent and physician.
- We must be notified of any medical problems in writing – copies to classroom teacher, principal and nurse.
- If a student becomes ill or is involved in an accident during the school day, the school nurse in conjunction with school administrator will determine if the child should be sent home and will contact the parent / guardian. Failure to reach parent/guardian will result in a call to an alternate person listed on the **Emergency Contact Card**.

STUDENTS WITH CASTS

Students with a new cast are permitted to attend school. Parents must accompany students on the first day of return to nurse with a doctor's note listing any activities in which the child cannot participate. If the parent does not present a note from a physician, the school may ask the parent or guardian to provide one.

Student whose mobility is impaired will be offered reasonable accommodations to permit them to attend school. For example, a student with a leg cast might be permitted to:

1. Use a school elevator, if available
2. Eat in the office rather than in the lunchroom
3. Remain in office during any type of physical activity

Questions about this policy may be referred to the Office of Youth Development Health Director at 718-390-1596 or the Nursing Supervisor at 718-420-5647

CHANCELLOR'S REGULATION A – 710 **Section 504 Policy and Procedures for Students**

WHAT IS SECTION 504?

The American with Disabilities Act (ADA) protects the rights of students and parents with disabilities. Section 504 of the Rehabilitation Act prohibits discrimination against students with physical and mental disabilities, who attend public schools. Section 504 establishes that disabled “medically fragile” students, whose impairments do not directly limit their ability to learn, have a right to a free, appropriate public education. School districts have to provide the necessary education services, aids and accommodations to ensure the right.

WHO IS PROTECTED UNDER SECTION 504?

Students whose physical or mental impairments substantially limit one or more “major life activities”, such as caring for oneself, seeing, hearing, learning and walking, are protected by section 504. Thus, students whose physical or mental disabilities limit their ability to attend school or participate in



regular activities are protected by section 504. Examples of protected students are children with asthma, diabetes, allergies, cerebral palsy, dyslexia and spina bifida. Section 504's describes a disabled child as one whose impairment requires special education and related services because the disability limits the student's ability to learn. Medically fragile students, on the other hand, often need not and should not be placed in special education programs as called for in IDEA.

WHAT SHOULD PARENTS DO?

Your child may be entitled to special services in school under Section 504 of the Rehabilitation Act, The Americans with Disabilities Act and various state and city laws. These laws protect the rights of students with special health needs who might have difficulty attending school or participating in regular school activities without support services or reasonable services being provided. For example, students with a medical condition may require the administration of medication; students with vision or hearing impairments might be seated near the board and students with vision impairments might be provided with enlarged photocopies of hand-outs if their schools' photocopiers have an enlarging capability.

HOW TO FIND OUT IF YOUR CHILD QUALIFIES FOR SECTION 504 SERVICES?

Contact The New York City Department of Education at 1-718-390-1596. Give your child's name, school and class. Describe your child's special needs, the type of help he or she needs and how often. The steps you must take to apply for services for your child will be explained to you.

Once you provide the necessary information, an evaluation of your request for services is performed by the Department of Health and the Department of Education. A decision will be made as to whether your child qualifies for Section 504 services. You will be informed of the decision within 30 days.

There are five types of authorization forms:

- 1) **MEDICATION FORM** – should be completed only for requests involving administration of medication for all students. For students with asthma, provider may attach an Asthma Action Plan in lieu of completing the Physician's Order area on the Administration of Medication Form. Please remind parents to attach a small photograph to the upper left hand corner of the Medication Form for proper identification of the student.
- 2) **PROVISION OF MEDICALLY PRESCRIBED TREATMENT (NON-MEDICATION)** – should be completed when requesting special procedures as bladder catheterization, postural drainage, tracheal suctioning, gastrostomy tube feeding, etc. This form may be used for all skilled nursing treatments.
- 3) **GLUCOSE MONITORING FORM**- should be completed for students with diabetes.
- 4) **INSULIN PUMP FORM** – should be completed only for students using an insulin pump.
- 5) **PROVISION OF ACCOMMODATION**- should be used when requesting special accommodations such as a barrier-free building, elevator use, educational accommodations, etc. This form should not be used for accommodations provided under an Individualized Education Program (IEP).

Contact the school nurse for further assistance.



NOTICE OF NON-DISCRIMINATION UNDER §504

POLICY STATEMENT

It is the policy of the New York City Department of Education that, in accordance with §504 of the Rehabilitation Act of 1973 (§504), no other qualified person with a disability shall, solely by reason of his/her disability, be excluded from or otherwise denied participation in, be denied the benefits of, or be subject to discrimination under any program or activity sponsored or provided by the New York City Department of Education. Confidentiality rights of persons with disabilities will be respected.

Inquiries regarding the New York City Department of Education's compliance with §504 rights or procedures should be directed to:

For Students and Parents:

Chancellor's §504 Services Designee
New York City Department of Education
52 Chambers Street, Suite 218
New York, NY 10007
(212) 374-6097

Or to:

U.S. Department of Education
Office for Civil Rights
400 Maryland Avenue SW
Washington, DC 20202
1-800-421-3481
www.ed.gov



PROMOTION REQUIREMENTS

- Promotion to the next grade for Grades 3 and 5
 - State Standardized Tests-performance at or above Level 2 in English Language Arts and Mathematics.
- Promotion to the next grade for Grade 4
 - Two of the following criteria must be met:
 - Evidence of at least level 2 student portfolio work in English Language Arts and Mathematics as evidenced by teacher observation, assessments and grades.
 - State Standardized Tests-performance at or above Level 2 in English Language Arts and Mathematics.
 - Attendance-the attainment of 90% attendance or better.
- Promotional Policy for Special Education Students
 - As determined by page 9 of the students Individualized Education Plan (IEP)

DISCIPLINE POLICY

A safe environment is critical if quality teaching and learning is to take place. A key element in producing such an environment is to ensure that parents and students understand the responsibilities that students have at school, what conduct is expected of them and what the consequences are for unacceptable conduct. Please review the policy and discuss its implications with your child. We would appreciate your assistance in continuing to make P.S. 3 a safe and orderly school for all students.

STUDENT RESPONSIBILITIES

- Attend school regularly and punctually and make every effort to achieve in all areas of their education.
- Be prepared for class with appropriate materials and maintain properly the textbooks and other school equipment.
- Follow school regulations regarding entering and leaving the classroom and school building.
- Help maintain a school environment free of weapons, illegal drugs, controlled substances, alcohol and other contrabands according to the Chancellor's Regulations.
- Behave in a manner that contributes to a safe learning environment and which does not violate other students' right to learn.
- Share information with school officials regarding matters which may endanger the health and welfare of members of the school community.
- Respect the dignity and equality of others and refrain from conduct which denies or impinges on the rights of others.
- Show respect for school property and respect the property of others both private and public.



- Be polite, courteous and respectful toward others regardless of age, race, creed, color, gender, religion, national origin, sexual orientation, physical and/or emotional condition, disability, marital status and political beliefs, and refrain from making slurs based on these criteria.
- Behave in a polite, truthful and cooperative manner toward students, teachers and other school staff.
- Promote good human relations and build bridges of understanding among the members of the school community.
- Use non-confrontational methods to resolve conflicts.
- Work with school staff in developing broad extracurricular programs in order to represent the range of physical, social and cultural interests and needs of student.
- Refrain from obscene and defamatory communication in speech, writing and other modes of expression in their interaction with the school community.
- Express themselves in a manner which promotes cooperation and does not interfere with the educational process.
- Assemble in a peaceful manner and respect the decision of students who do not wish to participate;
- Bring to school only those personal possessions which are safe and do not interfere with the learning environment;
- Adhere to the guidelines established for dress and activities in the school gymnasium, physical education classes, laboratories, and shops;
- Be familiar with the school discipline code and abide by school rules and regulations;
- Provide leadership to encourage fellow students to follow established school policies and practices;
- Keep parents informed of school-related matters, including progress in school, social and educational events, and ensure those parents receive communications that are provided by school staff to students for transmittal to their parents.

DISCIPLINE CODE

The code is to be used to ensure that students behave responsibly towards themselves, their peers, and school personnel. It should also foster a respect for school property of others. The code describes a broad range of acts of unacceptable behavior. The code ranks the act according to severity and sets forth permissible intervention strategies and sanctions. The New York City Department of Education's Discipline Code is based on the premise that rules must be enforced fairly, firmly, and consistently. It recognized that as student's progress in school as they advance in age, they must assume greater responsibility for their actions.

The Department of Education continually revises the student discipline code. All students will receive the updated copy this fall. Please review this information with your child and its implications with child. We would appreciate your assistance in making P.S. 3 a safe and orderly school for all students.

Teachers will follow these procedures concerning infractions against the discipline code:

1. Warning
 - a. reprimand by appropriate school staff (teachers and school aides)
 - b. reprimand by appropriate supervisor (principal and assistant principal)



2. Parental Notification (1st Behavior Notice sent home by staff member)
3. 2nd Behavior Notice-Requesting Parent/Teacher Conference
4. 3rd Behavior Notice –Requesting Parent/Teacher/Assistant Principal/Principal Conference
5. Parent/Teacher/Assistant Principal/ Principal Conference for Pre-Suspension conference where an in school disciplinary action will be imposed depending on the severity of the infraction.
6. Principal Suspension – depending on the severity of the infraction according the Citywide Standards of Discipline and Intervention Measures (The Discipline Code)
7. Superintendent Suspension – depending on the severity of the infraction according the Citywide Standards of Discipline and Intervention Measures (The Discipline Code)

INVESTIGATION PROCEDURES

As per Chancellor’s Regulations, during any investigation, the principal or his/her designee may interview student witness and victims without first notifying the parent or requesting parental consent.

If the Office of the Special Commissioner of Investigation or the police wants to interview a student in connection with an investigation of a school-related incident, parental consent must be obtained. If, however, the parent cannot be reached and there is a health and safety emergency, the interview may take place and the parent will be notified following the interview. Under circumstance, the principal or his/her designee will be present for the interview.

LADDER OF ASSISTANCE

1. The school’s Parent Coordinator may be of assistance in addressing any concerns you may have. Please contact the Parent Coordinator at 1-718-984-1021 extension 1681 or e-mail her at LMarone@schools.nyc.gov .
2. At times, there may be a need to speak to someone to address a particular concern affecting your child in the classroom. The first person to contact is your child’s teacher. Contact the teacher to set up a phone conference or an appointment. This avoids disrupting the educational process and enables the teacher to gather any needed records or tests and to prepare for the meeting so that it is meaningful.
3. The next person to contact if a particular issue is not resolved in the Assistant Principal followed by the Principal.



HOMEWORK POLICY

Homework is an extension of the learning that takes place in school. Homework provides practice and drill that reinforces classroom learning and can provide opportunities for independent study, research, and creative thinking. Parents can help their children by providing a quiet, comfortable place for children to work and by seeing that the assignments are completed. A specific time should be set aside each day for homework. The final grade on the child’s report card includes homework assignments.

Suggested Minimum Time Allotments

Grade	Reading	Written	Total
Kindergarten	10-15 minutes	15 minutes	30 minutes
First Grade	15-20 minutes	15-20 minutes	30-40 minutes
Second Grade	15-20 minutes	20-30 minutes	45 minutes
Third Grade	20-30 minutes	20-30 minutes	60 minutes
Fourth Grade	20-30 minutes	45 minutes	75 minutes
Fifth Grade	20-30 minutes	45 minutes	75 minutes

SCHOOL SECURITY

All visitors to P.S. 3 must enter the Main building or the Annex through the lobby entrances. All visitors must show valid photo identification to the Security Officer or staff member assigned to the lobby. **Visitors will be issued a Visitor’s Pass to the main office.** Visitors must proceed to the main office before visiting any other area of the building. Parents are not permitted to informally visit classrooms without the prior approval of the teacher or administrator.

SCHOOL NOTICES

- Check your child’s notebook and backpack **daily** for school notices.
- Please return all forms, medical, dental, school notices, progress reports, behavior notices, etc. promptly.
- Permission slips for class trips must be signed and return in order for your child to participate in the class activity.

DRESS CODE

The School Dress Code remains in effect from September until the end of the school year in June. Goal: Through implementing a uniform dress code, the emphasis on academic excellence can be enhanced while minimizing pressure on students because of their style of dress.

For boys and girls:

- All school attire shall be neat, clean and appropriate.
- Inappropriate attire includes the following: short shorts, tank tops, spaghetti straps, half / mesh /



net shirts and blouses, spandex pants, tube tops, halter tops and cut-off shorts.

- Outdoor jackets are not to be worn in class or in the building.
- Graphics that are deemed suggestively obscene or offensive to instruction on any garment is prohibited.
- Wearing of “unsafe or disruptive apparel” is an infraction of the School Discipline Code.
- Beach or shower type footwear, “Flip Flop” style sandals, high heel shoes, backless shoes and bare feet are not permitted.
- Sneakers/rubber soled shoes are required for gym. If the student does not wear them for gym he/she will not participate. This will also be enforced for outdoor recess. Appropriate footwear is important for the safety of the student. This will also be enforced for outdoor recess.
- No sneakers with wheels (“heelies”). Parents will be asked to bring appropriate footwear. In the event parents are unable to bring alternate footwear the wheels will be removed by members of our staff.
- Children are not permitted to wear hats in the building.
- Pupils may not wear gloves of any type during the school day.
- White tee shirts (underwear) may not be worn independently (as an outer garment).

BREAKFAST, SNACK AND LUNCH POLICY

- **Breakfast** is served from 8:00 am – 8:20 am if you wish for your child to have breakfast please make sure they arrive at 8:00 am. All children are entitled to **free** breakfast. **Breakfast will not be served after 8:20 am.**
- **Snack Time** - children in Pre-K, Kindergarten, First Grade and Second Grade will have snack and times will be determined according to their lunch period. If children eat lunch during 4th period snack will occur later in the afternoon (around 2:30 pm) If children eat lunch during 5th period snack will occur mid-morning (around 10:00 am) Third grade will have a working snack where the times will also be determined according to their lunch period. Unless there is a medical documented condition, students in grades 4 and 5 will not be eating snack.
- **Healthy snacks include:** fruit, cut up vegetables, cheese sticks and granola bars.
- **Lunch** – hot lunch can be purchased— Prices and information will be distributed during the first week of school.
- **If a child forgets his/her lunch** emergency lunch may be paid for on the following day
- Healthy lunch is encouraged – do not over-do with snacks or treats because the children will eat the snacks and not the sandwich
- Juice boxes or water bottles only – **NO CANS OR GLASS BOTTLES.**
- **No soda or sharp utensils, including plastic knives.**
- If something needs to be cut up – please cut at home.
- We encourage children to have soft style lunch boxes or brown paper bags – metal ones sometime have a tendency to be used inappropriately and could injure another child.
- Children may have water bottles in the class.



LUNCH ROOM RULES

- When entering the cafeteria students are to go directly to their assigned seat and wait for direction from the School Aides in charge.
- Students are to wait quietly during the calling of hot lunch, the dumping of garbage and during line-up to go outside.
- Students are to be courteous and respectful to others.
- Students may leave their seats **ONLY** with permission from School Aides or Administrator.
- In the event that it rains students will remain inside and will either watch an educational movie or play board games supplied by the school. Only G-Rated movies will be seen.
- Students are to keep the lunchroom clean. They are to clean up their garbage from the tables and anything they might have dropped on the floor.
- Food throwing in any manner will result in disciplinary action.
- Behavior Letters will be sent home informing parents of any misbehavior during lunch. If additional complaints are received, parents will be asked to come to school to discuss this matter. Should no improvement be made, we will be forced to remove your child from communal lunch for a period of time.

BIRTHDAY PARTY / HOLIDAY PARTY POLICY

Birthday Parties

- **If you are planning a party outside of school and are NOT INVITING ALL OF THE CHILDREN IN THE CLASS WE ASK THAT INDIVIDUAL INVITATIONS BE DISTRIBUTED OUTSIDE OF THE CLASSROOM / SCHOOL. This is to be mindful of children's feelings.**
- Teachers are to be advised if you are planning an in school party for your child.
- Ask the teacher if any child in the class has any food allergies – this will allow the teacher to have the parent of that child bring in a treat for the party.
- **ONLY** Juice boxes, cupcakes, cookies or munchkins, paper plates and napkins are permitted.
- **NO** cakes, pizza, pretzels, potato chips, candy, and **especially lollipops.**
- **NO** goodie bags. They will be returned to you.
- **Birthday parties will take place in the afternoon for no more than twenty minutes.**

Holiday Parties

- Parties are planned by the teacher and class parent – again be mindful of candies that may be dangerous such as lollipops – children have a tendency to save them and have on the bus which is dangerous.



TOY & ELECTRONICS POLICY

- **TOYS DO NOT BELONG IN SCHOOL** and will be taken away.
- **NO cell phones, I-pods or anything electronic** – if brought to school items will be confiscated and the parent must come in to pick up.

INTERNET ACCESS POLICY

Access to the Internet is a wonderful opportunity to interact with the world at large. The opportunity brings with it a number of responsibilities. In order to use the internet services available in P.S. 3 - The Margaret Gioiosa/ Pleasant Plains School, you must read the following information and sign the computer/internet agreement that follows.

All persons accessing or using the internet through the NYC Department of Education connections or equipment, whether from a department location or from a remote location using department hardware, software and/or accounts, are prohibited to use such connections or equipment for other than educational purposes and are specifically prohibited from:

- Sending or receiving personal messages.
- Using for commercial purposes, advertising or similar objectives.
- Utilizing copyrighted materials without permission.
- Lobbying for political purposes or soliciting votes.
- Accessing obscene materials.
- Sending or receiving messages that are racist, sexist, inflammatory, hateful or obscene.
- Vandalizing data, software or equipment.
- Sending or receiving another person's messages without authorization.
- Requesting or providing home phone numbers, addresses, or other personal information without authorization.

FAMILY LIVING PROGRAM

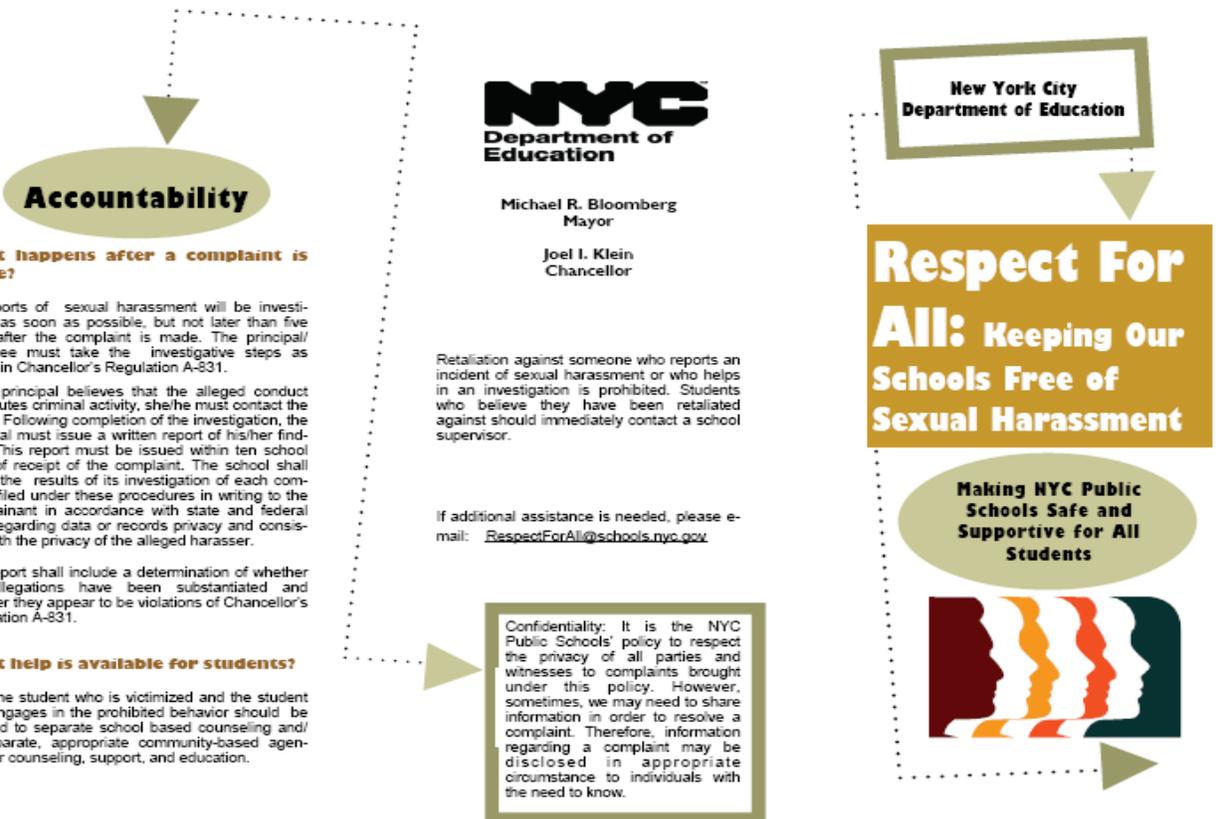
New York City Department of Education is committed to providing quality health education for its students. It is our intent to help our students make appropriate decisions in this important area. We recognize that you have the major responsibility for the formation of desirable attitudes toward health related matters. To address this important area, NYC Department of Education has developed a Comprehensive Health Education Curriculum for all grades, kindergarten through grade eight. Our curriculum conforms to state and city guidelines for:

- Health Education
- HIV/AIDS Education



CHANCELLOR’S REGULATION A – 831 **Sexual Harassment**

- Recently, a new regulation, Chancellor’s Regulation A-831, was released by the Department of Education. This regulation establishes a procedure for filing, investigating and resolving complaints of peer sexual harassment at the school level.
- If you feel that your child has been the victim of such behavior by another student, please inform his / her teacher, counselor or someone else on the school level. Our Guidance Counselor and Social Worker are the staff members designated to handle these matters. You may also make a written report. Copies of the complaint form are available in the principal’s office.
- Your complaint will be investigated and the school will take appropriate action to eliminate the discrimination and /or harassment. Retaliation against a student filing a complaint or participation in an investigation of a complaint is prohibited.
- Any student who engages in retaliatory behavior (e.g. threats, intimidation) will be subject to immediate disciplinary action. A copy of the Chancellor’s Regulation A-831 is available in the principal’s office.





Respect for All in NYC Public Schools

Each student in the NYC public schools brings to our school community the richness of our city's cultural diversity and the desire for respect. It is the policy of the New York City Department of Education to maintain a safe and supportive learning and educational environment that is free from sexual harassment committed by students against other students. Such harassment is unacceptable conduct and will not be tolerated.

Respect: esteem for or sense of worth or excellence of a person; proper acceptance or courtesy; regard for the dignity of another's character; acknowledgment; the condition of being esteemed or honored; to show regard or consideration for another.

It is a violation of Chancellor's A-831 Regulation and the Citywide Standards of Discipline and Intervention Measures for a student to harass another student through conduct or

communication of a sexual nature, as defined below.

Students found guilty of violating this Regulation will be subject to appropriate disciplinary action consistent with the Discipline Code and Chancellor's Regulation A-443. (Sexual harassment of a student by an employee is prohibited, as set forth in Chancellor's Regulation A-830.)

This policy is in effect on school grounds, school buses and at all school sponsored activities, programs and events.

A copy of Chancellor's Regulations and the Discipline Code are available in the principal's office and online at <http://schools.nyc.gov/RulesPolicies/default.htm>

What is sexual harassment ?

Student-to-student sexual harassment is conduct and/or communication by a student directed against another student. It may be unwelcome and uninvited sexual advances, requests for sexual favors, sexually motivated physical conduct and other verbal, non-verbal or physical conduct or communication of a sexual nature which is sufficiently severe, pervasive or persistent to:

- substantially interfere with a student's ability to participate in or benefit from an educational program, school sponsored activity or any other aspect of a student's education; or
- create a hostile, offensive, or intimidating school environment; or
- otherwise adversely affect a student's educational opportunities.

Such behavior can constitute sexual harassment whether it is directed at persons of the same or opposite sex.

What are some examples of banned behaviors?

Sexually harassing behavior may take many forms, including but not limited to:

- engaging in physical conduct of a sexual nature such as patting, pinching, grabbing, brushing up against another person in a sexual way;
- making sexual comments, remarks, insults, and/or jokes;
- displaying, or distributing sexually oriented or suggestive objects, pictures, drawings;
- making obscene gestures;
- pressuring for sexual activity;
- spreading rumors of a sexual nature;
- engaging in sexually violent or coercive behavior (assault, rape).

What should you do if you believe you have been sexually harassed ?

It is the responsibility of each principal to designate a staff member to whom reports of student-to-student sexual harassment can be made.

- Any student who believes that she/he has been the victim of sexual harassment by another student should immediately report the incident to the designated staff member or to any other school staff.
- Complaints should be reported as soon as possible after the incident(s) so they can be effectively investigated and addressed.
- Complaints of harassment may be made in writing or verbally (A complaint form may be downloaded from Chancellor's Regulation A-831 <http://schools.nyc.gov/RulesPolicies/default.htm>)
- Any staff member who witnesses student-to-student sexual harassment or who has knowledge or information or is told that a student may have been the victim of sexual harassment by another student is required to immediately report the alleged act to the designated staff member. The designated staff member is responsible for reporting all complaints of student to student sexual harassment to the principal/designee.

What happens to a student who sexually harasses another student?

The Department of Education prohibits this behavior. Students who violate the Discipline Code will be subject to appropriate disciplinary action as outlined in the Citywide Standards and Chancellor's Regulation A-831.

Please see the Respect for All posters displayed through out your school for the designated school staff for all complaints of student-to-student sexual harassment.

CHANCELLOR'S REGULATION A – 750 Child Abuse

In 1973, the New York State Department of Social Services enacted laws to protect all children in the State from abuse, maltreatment and neglect. Most professionals that work with children are mandated by this law to report suspected child abuse or neglect so that children do not suffer further injury, impairment or even death. A report is not an accusation or a charge against the parent or guardian. It is a suspicion based on observed or heard signs that the child might be abused or neglected.

The purpose of reporting is to identify suspected abused or neglected children as soon as possible to protect them and, where necessary, assist their families. When a report is made, a caseworker from Child Protective Services will evaluate the situation and the service needs of the children and parents. The purpose is not to remove the children from their parents' home. This only happens when the children are in serious danger. The law respects the parents' rights and family unity as much as possible and provides adequate treatment plans as needed. In cases of child sexual abuse, the child



must first be protected from further risk.

It is suspected that in this country, each year several million children are neglected or abused physically or sexually. Approximately 4,000 children die every year as a result of abuse or neglect. Many children that manage to survive become violent people, criminals, runaways, drug addicts, drug dealers, or prostitutes. Physical Abuse and maltreatment may be the main cause of emotional and mental disabilities.

The problem of child abuse or neglect can happen in any family regardless of race, culture or social economic or educational level. Under stressful situations of daily living, the most loving parents can hurt their children. Many parents have been abused themselves and may continue the cycle of abuse and maltreatment.

We know that being a parent can bring many joys, but at times it is very difficult. You are not alone! Let us know how we can work together to help you and protect your child.

Physical Indicators

- Unexplained bruises and welts on face, mouth, lips, torso, back, buttocks, thighs
- In various stage of healing
- Clustered forming regular patterns
- Reflecting shape of article used (electrical cord, belt buckle)
- Regularly appears after absence, weekend or vacation – unexplained swelling/dislocation sprains: ankles, wrists other joints

Behavioral Indicators Relating to the Above (physical indicators)

- Wary of adult contacts
- Apprehensive when other children cry
- Behavioral Extremes: Aggressiveness, Withdrawn
- Frightened of Parents
- Afraid to go home
- Reports injury by parent
- Wears long sleeved or similar clothing to hide injuries

Unexplained Burns

- Cigar, cigarette, especially on soles, palms, back of buttocks
- Immersion burns (sock-like) doughnut shaped on buttocks or genitalia
- Rope burns on neck, arms, legs or torso

Unexplained Fractures

- To skull, nose, facial structure
- In various stages of healing
- Multiple or spiral fractures

Unexplained Lacerations

- To mouth, lips, gums, eyes, external genitalia



Physical Neglect

- Consistent hunger, poor hygiene, inappropriate dress
- Consistent lack of supervision, especially in dangerous activities for long periods
- Unattended dental or medical needs
- Inadequate guardianship
- Abandonment
- Delayed mental and motor development

Behavioral Indicators Relating to the Above (physical neglect)

- Begging, stealing food
- Alcohol or drug abuse
- Extended day at school
- Early arrival – late departure
- Constant fatigue, listlessness or falling asleep in class
- Delinquent (e.g. thefts)

Sexual Abuse

- Difficulty walking or sitting
- Torn, stain or bloody underclothing
- Pain or itching in genital area
- Bruises or bleeding in external genitalia, vaginal or anal area
- Venereal Disease
- Pregnancy

Behavioral Indicators Related to the Above (Sexual Abuse)

- Unwilling to change for gym/participate
- Withdrawal. Fantasy/infantile behavior
- Bizarre, sophisticated/unusual sexual behavior
- Poor peer relations
- Delinquent or runaway
- Reports sexual abuse

Emotional Maltreatment

- Speech Disorder
- Lags in physical development
- Failure to thrive

Behavioral Indicators Related to the Above (emotional maltreatment)

- Habit disorder (antisocial, destructive, etc.)
- Developmental lags
- Behavioral Extremes
- Complaint, shy, aggressive demanding
- Overly adaptive behavior: inappropriately adult or infantile
- Attempted suicide



Educational Neglect

- Attendance in school (infrequent)

Behavioral Indicators Related to the Above (educational neglect)

- Child's unexplained absences are not the result of the child's desire to be truant



NEW YORK CITY DEPARTMENT OF EDUCATION

Regulation of the Chancellor

Category: **STUDENTS**

Number: **A-750**

Subject: **CHILD ABUSE PREVENTION**

Page: 1 of 1

Issued: 11/6/07

SUMMARY OF CHANGES

This regulation updates and supersedes the regulation of the Chancellor A-750 dated September 5, 2000.

Changes:

- This regulation is updated to reflect the current Department of Education organization.
- This regulation is amended to reflect the recent change in New York State's Social Services Law (aka "The Child Protective Services Law") which requires the direct reporting by all mandated reporters effective October 1, 2007.
- The new law requires the source of the report to actually file the report. Accordingly, effective immediately, mandated reporters having reasonable cause to suspect child abuse must personally file the report to the State Center Register (SCR) and obtain the "Call I.D." number by calling 1(800) 635-1522.
- A mandated reporter who has reasonable cause to suspect child abuse and has direct knowledge that a report has already been made to the New York State Central Register (SCR) by another mandated reporter in the school, shall immediately either: (1) report the suspicion to SCR directly or (2) consult with the principal/designee. If the principal/designee confirms that another report has been made, he/she must immediately provide the "Call I.D." number to the mandated reporter. If the principal/designee does not provide the mandated reporter with the "Call I.D." number by the end of the school day, or if the principal/designee does not confirm that a report has already been made to SCR, the mandated reporter must immediately call in the report to SCR.
- The required annual staff development day dedicated to child abuse or mental health issues must be conducted by November 30th each year.



NEW YORK CITY DEPARTMENT OF EDUCATION

Regulation of the Chancellor

Category: STUDENTS

Number: **A-750**

Subject: CHILD ABUSE PREVENTION

Page: 1 of 13

Issued: 11/6/07

ABSTRACT

This regulation updates and supersedes the regulation of the Chancellor A-750 dated September 5, 2000.

New York State's Social Services Law commonly called The Child Protective Services Law, mandates that school personnel report all cases of suspected child abuse and neglect directly to the State Central Register. This regulation updates and sets forth the obligations of school personnel to report and cooperate with investigations conducted by child protective service workers.



*New York City Department of Education
Office of School and Youth Development
Child Abuse and Neglect Prevention Program*

HIGHLIGHTS OF CHANCELLOR'S REGULATION A-750

If you have reasonable cause to suspect maltreatment:

Mandated Reporter must personally make the report by calling the State Central Register (SCR) - 1(800) 635-1522



Immediately call it in to the SCR and obtain a "Call I.D." number

The mandated reporter must identify the name, title and contact information for all the school officials having direct knowledge of the allegations.



Inform the Principal or Designee of the allegations and the "Call I.D." number
After the oral report is made to the SCR, immediately notify the "Principal or Designee" of the allegations and of the "Call I.D." number obtained from the SCR.



Submit Written Report LDSS - 2221 A within 48 hours

Principal/designee prepares the LDSS 2221 A and will email, mail or fax the form to the Administration for Children's Services (ACS) in the borough where the alleged subject lives. The form must include name, title and contact information for all the school officials having direct knowledge of the allegations. Copies of the LDSS 2221-A form and the email addresses may be obtained at:

<http://schools.nyc.gov/Offices/DYD/OYD/OSS/ChildAbuse/AdditionalResources>



Complete a Department of Education "OORS" report immediately

Principal or designee enters the "Call I.D." number obtained from the SCR and indicates the type of abuse that was reported on the "On-Line Occurrence Reporting System" (OORS).



Report to the Senior Youth Development Director (OYD)

A copy of the LDSS 2221 A is submitted to the Senior Youth Development Director/designee.

Local Child Protective Services Investigation Process

ACS investigates all reports of suspected child abuse and neglect and offers a broad range of services to children and families when family circumstances threaten the well-being of children.



State Central Register Transmits Report to the Local ACS Application Section

ACS receives report from the SCR and immediately determines if the family is known to ACS. ACS enters this information on the report and immediately assigns it to a Field Unit for investigation. ACS is mandated to initiate an investigation of the allegation(s) within 24 hours of receiving report. The source of the report must be contacted.



Protective/Diagnostic Field Unit Supervisor

Reviews report and immediately assigns the case to a caseworker for investigation.



Protective/Diagnostic Caseworker

Discusses report with the Supervisor, initiates investigation, does a complete assessment and determines whether or not, based on the investigation, some credible evidence has been found to support the report. Based on assessment, a service plan is developed. ACS has up to 60 days to make a determination.

Report Breach of Confidentiality to the DOE Office of Legal Services at (212) 374-6888

Obligation to Report Sexual Misconduct to the Special Commissioner of Investigation (212) 510-1400

Every employee has an affirmative obligation to immediately report to the Special Commissioner of Investigation any information concerning sexual abuse and/or misconduct involving students by Department of Education employees or others connected with school programs or services, whether on or off school premises. Where the alleged misconduct constitutes a crime, the principal/supervisor must notify the police.

Chancellor's Regulation A-750 is available at: schools.nyc.gov/Administration/ChancellorsRegulations/default.htm

Revised 12/12/07



Physical and Behavioral Indicators of Child Abuse and Neglect

This quick reference guide is to alert you to the typical indicators of child abuse and neglect. New York State law defines a maltreated child as a child under 18 years of age who has had serious physical injury inflicted upon him/her by other than accidental means, or who is defined as a neglected child.

This is not exhaustive. Neither does the presence of a single indicator prove that maltreatment exists. However, the repeated presence of an indicator, the presence of several indicators in combinations, or the appearance of serious physical injury, should alert school personnel to the possibility of a situation of child maltreatment.

	PHYSICAL INDICATORS		BEHAVIORAL INDICATORS
Physical Abuse	<p>Unexplained bruises and welts: on face, mouth, lips, torso, back, buttocks, thighs In various stages of healing clustered forming regular patterns reflecting shape of article used (electric cord, belt buckle) regularly appears after absence, weekend or vacation</p> <p>Unexplained swelling/dislocation sprains ankles, wrists, other joints</p> <p>Unexplained Burns cigar, cigarette, especially on soles, palms, back or buttocks Immersion burns (sock-like) doughnut-shaped on buttocks or genitalia rope burns on neck, arms, legs or torso</p> <p>Unexpected fractures to skull, nose, facial structure In various stages of healing multiple or spiral fractures</p> <p>Unexplained lacerations to mouth, lips, gums, eyes; external genitalia</p>		<p>Wary of Adult Contacts</p> <p>Apprehensive When Other Children Cry</p> <p>Behavioral Extremes: - Aggressiveness - Withdrawn</p> <p>Frightened of Parents</p> <p>Afraid to Go Home Reports Injury By Parent Wears Long Sleeved or Similar Clothing to Hide Injuries</p>
Physical Neglect	<p>Consistent hunger, poor hygiene, inappropriate dress</p> <p>Consistent lack of supervision, especially in dangerous activities for long periods</p> <p>Unattended dental or medical needs</p> <p>Inadequate guardianship</p> <p>Abandonment</p> <p>Delayed mental and motor development</p>		<p>Begging, stealing food</p> <p>Alcohol or drug abuse</p> <p>Extended stay at school</p> <p>Early arrival Late departure</p> <p>Constant fatigue, listlessness or falling asleep in class</p> <p>Delinquent (e.g., thefts)</p>
Sexual Abuse	<p>Difficulty in walking or sitting</p> <p>Torn, stained or bloody underclothing</p> <p>Pain or itching in genital area</p> <p>Bruises or bleeding in external genitalia, vaginal or anal area</p> <p>Venereal disease</p> <p>Pregnancy</p>		<p>Unwilling to change for gym/participate</p> <p>Withdrawal, fantasy/infantile behavior</p> <p>Bizarre, sophisticated/unusual sexual behavior</p> <p>Poor peer relationships</p> <p>Delinquent or runaway</p> <p>Reports Sexual Abuse</p>
Emotional Maltreatment	<p>Speech Disorder</p> <p>Lags in Physical Development</p> <p>Failure to Thrive</p>		<p>Habit Disorder (antisocial, destructive, etc.),</p> <p>Developmental Lags</p> <p>Behavioral Extremes: Compliant, Shy, Aggressive, Demanding</p> <p>Overly Adaptive Behavior: Inappropriately Adult or Infantile</p> <p>Attempted Suicide</p>
Educational Neglect	<p>Attendance in school infrequent</p>		<p>Child's unexplained absences are not the result of the child's desire to truant</p>



CHANCELLOR'S REGULATION A – 755 **Suicide Prevention/Intervention**

Our school is seriously concerned for the welfare and safety of our pupils entrusted to our care. As part of this concern, we have developed a plan of prevention/intervention – education for at risk suicide. Our staff has received training in recognizing at risk indicators. Part of the plan calls for a workshop for parents, which will be conducted in the fall. We are providing the information below to assist you as a parent in recognizing at risk suicide indicators and list of agencies for you to contact for assistance.

Behavioral Indicators

- Previous Suicide attempts
- Verbal or written statements expressing suicidal tendencies
- Self-destructive behavior, e.g. self-inflicted burns, cuts, reckless or dangerous behavior
- Use of drugs and/or alcohol
- Isolation/withdrawal
- School failure/truancy
- Deteriorating school functioning
- Neglect of personal welfare or appearance
- Running away from home
- Disciplinary crisis, e.g. suspension, arrest
- Unusual or prolonged crying
- Giving away personal belongings
- Inappropriately saying good-bye
- Changes in normal behavior, e.g. arguments or fights
- Eating disorders/change in eating habits

Emotional Indicators

- Depression
- Strong and persistent bereavement concerns
- Loss of reality boundaries, hearing voices
- Loss of Emotions/apathy/inappropriate affect
- Panic attacks, anxiety disorder
- Low self-esteem, extensive self criticism
- Feeling of hopelessness
- Exposure to violence of trauma

Personal Circumstances

- Serious illness – self or family member
- Unwanted pregnancy
- Sexual identity concerns
- Recent humiliating event
- Family problems: child abuse or neglect, sexual abuse, domestic violence, homelessness, divorce, separation from family members, substance abuse or mental illness in family, institutionalized parent add family stress



Community Resource List

Emergency Services:

- Bayley Seton Hospital Psychiatric Emergency Room (24/7) Tel# (718) 818- 6400
- Mobile Intervention Service (S.I. University Hospital South) Tel# (718) 226-6378

Hotlines (24/7)

- Richmond University Hospital – (718) 818-6000
- Samaritan’s of New York Suicide Prevention – (212) 673-3000
- National Suicide Lifeline (Daytime Only) – (800) 784-2433

Outpatient Clinics

- S.I. University Hospital South – (718) 226 – 2274/75
392 Seguin Avenue, Staten Island, New York



**BOARD OF EDUCATION SUICIDE REFERENCE GUIDE
 FOR CHANCELLOR'S REGULATION A-755**

WARNING SIGNS OF SUICIDE RISK

This reference guide is to alert you to the typical indicators of risk for suicide or self-injury among children and adolescence.

This list is not exhaustive. Please note that a child may have one or more indicators and may not be at risk for suicide. However, the continued presence of an indicator, or the presences of several indicators in combination, should alert school personnel to the possibility of suicide risk. All indications of suicidality need to be taken seriously.

BEHAVIORAL INDICATORS
<ul style="list-style-type: none"> - Previous Suicide Attempts - Verbal or written statements expressing suicidal tendencies. - Self-destructive behavior, e.g., self-inflicted burns, cuts, reckless or dangerous behavior. - Use of drugs and/or alcohol - Isolation/withdrawal - School failure/truancy - Deteriorating school functioning - Neglect of personal welfare or appearance - Running away from home - Disciplinary crisis, e.g., suspension, arrest - Unusual or prolonged crying - Giving away personal belongings - Inappropriately saying goodbye - Changes in normal behavior, e.g., arguments or fights - Eating disorders/change in eating habits
EMOTIONAL INDICATORS
<ul style="list-style-type: none"> - Depression - Strong and persistent bereavement concerns - Loss of reality boundaries, hearing voices - Loss of emotions/apathy/inappropriate affect - Panic attacks, anxiety disorder - Low self-esteem, extensive self-criticism - Feelings of hopelessness - Exposure to violence or trauma
PERSONAL CIRCUMSTANCES
<ul style="list-style-type: none"> - Serious illness - self or family member - Unwanted pregnancy - Sexual identity concerns - Recent humiliating event - Family problems: child abuse or neglect, sexual abuse, domestic violence, homelessness, divorce, separation from family members, substance abuse or mental illness in family, institutionalized parent and family stress

Please consult Chancellor's regulation A-755 for additional information
 Additional Resources in Suicide Prevention and Intervention
 New York City Youth Line - 1-800-245-4545
 Victim Services - 1-212-677-7700/7777
 The Samaritans - 1-212-673-3000
 Life Net - 1-212-352-2400



**DIVISION OF STUDENT SUPPORT SERVICES
CHANCELLOR'S REGULATION A-755 - SUICIDE PREVENTION/INTERVENTION**

Attachment 2
Page 2 of 2

BOARD OF EDUCATION SUICIDE REFERENCE GUIDE - PROCEDURES FOR ACTION

It is the responsibility of every staff member to report knowledge of any potential suicide to the principal or designated liaison whether or not the student has requested that the information be kept confidential. Only trained mental health staff are to provide appropriate counseling services.

PREVENTION	SUICIDE ATTEMPTS
<p>The goal of the suicide prevention component is to provide orientation and sensitivity for the total school community. The Suicide Prevention Team will:</p> <ul style="list-style-type: none"> · Present the school's suicide prevention component to the entire school community · Conduct training for staff members, review indicators, assess risk and needs · Devise a variety of activities for students to help them develop an increased awareness of self, understanding of the finality of death and concern for self and others · Provide training workshops for parents and community groups to become familiar with appropriate prevention strategies · Coordinate organizational assurances within the community · Establish liaison with mental health agencies and hospitals · Generate a detailed, up to date community resource list for quick reference 	<p>When a student has made a suicide attempt, the situation is to be regarded as life threatening. Assistance must be summoned immediately. <u>Under no circumstances should the student be left alone.</u></p> <ul style="list-style-type: none"> · Summon assistance immediately within the school · Ensure that appropriate first aid procedures are followed/ and are administered by the medical aide or other trained staff · Call 911 to request an ambulance · Monitor student until ambulance arrives · Notify and summon parent/guardian to school or to hospital involved · Have staff member accompany student to the hospital and remain with student until the parent/guardian arrives · Communicate with parent/guardian in supportive role/refer to appropriate mental health agency
LADDER OF REFERRAL	HIGH RISK
<p style="text-align: center;">Staff (pedagogical or non-pedagogical) ? Principal or Designee ? Member of Crisis Team (Principal, Social Worker, SBST, Psychologist, Guidance Counselor, SAPI/SPARK, Dean) ? Parent and to Hospital or other Medical Facility ? Superintendent's Office</p>	<p>The situation is to be regarded high risk whenever a student verbalizes or writes a detailed suicide plan of action in conjunction with a pattern of behavioral and emotional indicators.</p> <ul style="list-style-type: none"> · Immediately notify the principal or designee · Principal or designee calls and notifies parent of the serious and potentially dangerous situation · Make appropriate referrals to treatment service provider · Ensure that appropriate school support services are provided to student and family · Follow-up case with service provider in order to determine disposition of the case · Principal or designee maintains communication with family
FOLLOW-UP	MODERATE RISK
<ul style="list-style-type: none"> · Notify superintendent's office · Make appropriate referrals to treatment service provider · Follow-up case with hospital involved in order to determine disposition of the case · Ensure that appropriate school support services are provided (adjustment to academic program, in-house counseling, notification to student's subject classes, etc.) · Communicate with parent/guardian <p>When it is believed that the suicidal condition is a possible consequence of suspected child abuse and neglect, the case must be reported to the State Central Register Hotline: 1-800 635-1522.</p>	<p>When a student expresses general thoughts or feeling about suicide and exhibits various indicators, the situation is to be regarded as moderately dangerous.</p> <ul style="list-style-type: none"> · Immediately notify the principal or designee · Principal or designee calls and notifies parent of the serious and potentially dangerous situation · The crisis team develops a plan that advocates for the student, the provision of services, meets with the student regularly and monitors his/her progress · Refer the student to an outside mental health agency · Encourage student and family to participate in on-going therapeutic interventions



CHANCELLOR’S REGULATION A – 780 **Students in Temporary Housing**



Regulation of the Chancellor

Category: <u>STUDENTS</u>	Issued: 9/26/08	Number: A-780
Subject: STUDENTS IN TEMPORARY HOUSING		Page: 1 of 1

SUMMARY OF CHANGES

This regulation updates and supersedes Chancellor’s Regulation A-780 dated September 5, 2000.

This regulation is updated to conform to the current provisions of the McKinney-Vento Homeless Assistance Act of 2001 and ensures that homeless children receive the programs and services that children with permanent residences receive, including services provided under other federal programs.

Changes:

- This regulation consolidates information about school placement, transportation, attendance follow-up, and other services for homeless students.
- This regulation is updated to reflect the current Department of Education organizational structure.

A-780	STUDENTS IN TEMPORARY HOUSING	9/26/08
		1 of 6

ABSTRACT

The McKinney-Vento Homeless Assistance Act (“McKinney-Vento Act”) of 2001 mandates that homeless children and youth be guaranteed equal access to the same free appropriate public education provided to children permanently housed in the community. The New York City Department of Education is the Local Educational Agency responsible for implementation and coordination of McKinney-Vento Act requirements on education in New York City. Students residing in temporary housing must not be isolated from the mainstream school environment or stigmatized because of where they live. All services and programs offered by the NYC Department of Education (including school meals and before and after-school programs) shall be available to homeless children and youth.



OTHER HELPFUL CONTACTS...

SPECIAL EDUCATION

For help with a special education matter, contact the VESID Regional Office or a PFI Center in your area.

Vocational and Educational Services for Individuals with Disabilities (VESID) Regional Offices

Central Regional Office (315) 428-2187

Eastern Regional Office (518) 418-8318

Hudson Valley Regional Offices

Yonkown Heights Location (814) 245-0810

Albany Location (518) 473-1195

Long Island Regional Office (831) 884-8530

New York City Regional Office (718) 722-4344

Western Regional Office (515) 344-2002

Parent Training and Information Centers (PTI)

The Advocacy Center (800) 455-8525

(515) 544-1704; (800) 650-4917

Advocates for Children of New York (NEW YORK CITY)

(212) 947-8778

Resources for Children with Special Needs, Inc. (NEW YORK CITY)

(212) 677-4158

Sinergía/Metropolitan Parent Center (NEW YORK CITY)

(212) 643-2840

EARLY CHILDHOOD SERVICES

Early Childhood Directions Centers provide information about services for children, ages birth through five, who have disabilities.

To contact the Center in your area, call (518) 481-7412

RUNAWAY OR HOMELESS YOUTH

For information, referrals, and crisis interventions, contact the National Runaway Switchboard at (800) RUNAWAY (738-2929)

HOUSING

For information about evictions prevention and public housing, contact (518) 473-2588

DOMESTIC VIOLENCE HOTLINE

(810) 442-8808 (ENGLISH)

(810) 442-8808 (SPANISH)

(810) 421-HOPE (4673) (NEW YORK CITY RESIDENTS)



IS YOUR HOUSING UNCERTAIN?

DO YOU LIVE AT A TEMPORARY ADDRESS?

You can still enroll in school and may get free transportation under the McKinney-Vento Act.



DATE: 11-05-15 PM

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THE MCKINNEY-VENTO ACT COVERS CHILDREN AND YOUTH WHO DON'T HAVE A FIXED, ADEQUATE AND REGULAR NIGHTTIME RESIDENCE, SUCH AS THOSE LIVING:

- in an emergency or transitional shelter;
- with friends or relatives due to loss of housing or economic hardship (also known as doubled up);
- in a motel, hotel or campground;
- in a car, bus or train station or other public place;
- in an abandoned building or some other inadequate accommodations; or
- in temporary situations while awaiting foster care placement.

THEY CAN CHOOSE FROM:

- the school they went to when permanently housed (known as the school of origin);
- the last school they went to (also known as the school of origin); or
- the school located in the attendance area where they are temporarily living (known as the local school).



FREQUENTLY ASKED QUESTIONS

WHO CAN HELP STUDENTS LIVING IN TEMPORARY HOUSING?

Every school district must appoint a homeless liaison to help children and youth in temporary housing participate in school. Contact information for the liaison and other useful organizations can be found in this brochure.

CAN A SCHOOL REQUIRE A STUDENT IN TEMPORARY HOUSING TO SHOW PROOF OF RESIDENCE TO REGISTER FOR SCHOOL?

No, if a student says that she is homeless, she must be enrolled immediately even if she doesn't have the papers normally needed, such as proof of residence, immunization records, a birth certificate, guardianship records, or school records.

CAN A STUDENT WHO IS LIVING IN TEMPORARY HOUSING STAY IN THE SAME SCHOOL IF HE MOVES OUT OF THE SCHOOL DISTRICT?

Yes, the student has the right to attend the school he attended when he was permanently housed as long as he does not have to travel more than 50 miles each way.

STUDENTS IN TEMPORARY HOUSING HAVE THE RIGHT TO:

- immediately enroll in school and attend classes;
- get free transportation to the school of origin even if it is in another district;
- get free transportation to the local school if transportation is provided to other students;
- get special education services immediately if the student has a current IEP (even if the IEP itself is not available or if it is from another district);
- participate in any school activity that is available to other students and get transportation to and from all before- or after-school activities if it is provided to other students; and
- get free school meals without filling out an application.

CAN A STUDENT ENROLL HERSELF IN SCHOOL?

Sometimes. Youth living in temporary housing and not with their parents or legal guardians (known as unaccompanied youth) can enroll themselves in school. In such situations, school staff should contact the homeless liaison for help.

WHAT IF A SCHOOL DOESN'T ENROLL A STUDENT OR PROVIDE TRANSPORTATION BECAUSE THE DISTRICT DOUBTS HE IS HOMELESS?

Parents, guardians and unaccompanied youth living in temporary housing have the right to appeal a school's decision. The school must immediately enroll the student, give him a written explanation of its decision, and refer him to the district's homeless liaison for help with the appeal process. The student has the right to go to school and get transportation to school until a final decision is made.

IF A STUDENT MOVES INTO PERMANENT HOUSING, CAN SHE STAY IN THE SAME SCHOOL?

Yes. Students who move into permanent housing can stay in the same school until the end of the school year. Some students can stay one more year if it is the student's last year in that school (for example, students going into the 6th or 12th grades).

DID YOU KNOW....?

If you share housing with relatives, friends or others because you lost your housing or have nowhere else to go, you may be covered under the McKinney-Vento Act. Students covered under the Act have the right to stay in the same school and get transportation to school, or immediately enroll in the local school. Speak to the liaison in your school district for more information.





CHANCELLOR’S REGULATION A – 832 **Student to Student Bias-Based Harassment, Intimidation, and /or** **Bullying**



Regulation of the Chancellor

Category:	STUDENTS	Issued:	9/3/08	Number:	A-832
Subject:	STUDENT-TO-STUDENT BIAS-BASED HARASSMENT, INTIMIDATION, AND/OR BULLYING	Page:	1 of 1		

SUMMARY OF CHANGES

This is a new regulation. It establishes a procedure for the filing, investigation, and resolution of complaints of student-to-student bias-based harassment, intimidation, and/or bullying.

A-832	STUDENT-TO-STUDENT BIASED-BASED HARASSMENT, INTIMIDATION, AND/OR BULLYING	9/3/08 1 of 4
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ABSTRACT

It is the policy of the New York City Department of Education to maintain a safe and supportive learning and educational environment that is free from harassment, intimidation and/or bullying committed by students against other students on account of race, color, creed, ethnicity, national origin, citizenship/immigration status, religion, gender, gender identity, gender expression, sexual orientation or disability. Such harassment, intimidation and/or bullying is prohibited and will not be tolerated in school, during school hours, before or after school, while on school property, at school sponsored events, or while traveling on vehicles funded by the Department of Education and on other than school property when such behavior can be demonstrated to negatively affect the educational process or to endanger the health, safety, morality or welfare of the school community. Students found guilty of violating this regulation will be subject to appropriate disciplinary action consistent with the Discipline Code and Chancellor’s Regulation A-443. For complaints of peer sexual harassment, please refer to Chancellor’s Regulation A-831.



**SUMMARY OF PROHIBITED BIAS-BASED HARASSMENT,
INTIMIDATION OR BULLYING**

It is the policy of the New York City Department of Education to maintain a safe and supportive learning and educational environment that is free from harassment, intimidation and/or bullying committed by students against other students on account of race, color, creed, ethnicity, national origin, citizenship/immigration status, religion, gender, gender identity, gender expression, sexual orientation or disability. Such harassment, intimidation and/or bullying is unacceptable conduct and will not be tolerated in school, during school hours, before and after school, while on school property, at school sponsored events, or while traveling on vehicles funded by the Department of Education and on other than school property when such behavior can be demonstrated to negatively affect the educational process or to endanger the health, safety, morality or welfare of the school community. Students found guilty of violating this Regulation will be subject to appropriate disciplinary action consistent with the Discipline Code and Chancellor's Regulation A-443. Please refer to Chancellor's Regulation A-831 for complaints of peer sexual harassment.

The following is intended to provide guidance to assist staff and students in identifying bias- based behavior.

Citizenship/Immigration Status: actual or perceived immigration status or status as a citizen of a country other than the United States of America.

Disability: actual or perceived disability, or history of disability. The term "disability" applies to a person who (1) has a physical or mental impairment that substantially limits one or more major life activities; (2) has a record of such an impairment; or (3) is regarded as having such an impairment. Major life activities include caring for one's self, walking, seeing, hearing, speaking, breathing, working, performing manual tasks, and learning. Some examples of impairments which may substantially limit major life activities, even with the help of medication or aids/devices, are: AIDS, alcoholism, blindness or visual impairment, cancer, deafness or hearing impairment, diabetes, drug addiction, heart disease, and mental illness.

Ethnicity/National Origin: actual or perceived national origin or ethnic identity. National origin is distinct from race/color or religion/creed because people of several races and religions or their forbearers -- may come from one nation. The term "national origin" includes members of all national groups and groups of persons of common ancestry, heritage or background; it also includes individuals who are married to or associated with a person or persons of a particular national origin.

Gender (Sex): actual or perceived gender (sex), pregnancy, or conditions related to pregnancy or childbirth. The prohibition against gender discrimination includes sexual harassment.

The term "gender" shall also include a person's gender identity, self-image, appearance, behavior or expression, whether or not that gender identity, self-image, appearance, behavior or expression is different from that traditionally associated with the legal sex assigned to that person at birth.

Race/Color: actual or perceived race or color.

Religion/Creed: actual or perceived religion or creed (set of fundamental beliefs, whether or not they constitute a religion).

Sexual Orientation: actual or perceived sexual orientation. The term sexual orientation means heterosexuality, homosexuality or bisexuality.



NYC PUBLIC SCHOOLS

RESPECT FOR ALL

**THE NYC DISCIPLINE CODE
PROHIBITS INTIMIDATION AND
BULLYING BEHAVIOR**



Students who believe they have been the victim of bullying or intimidating behavior by another student, and all students who see or know of such behavior, should report the incident to school personnel immediately.

To Report an Incident

If you need help because someone has bullied or intimidated you, or if you have concerns about being the victim of bullying or intimidation, you can go to:

The NYC Public Schools Citywide Discipline Code prohibits students from bullying or intimidating other students for any reason, either by engaging in verbal or physical conduct, including taunting and/or intimidation through the use of epithets or slurs involving race, color, ethnicity, national origin (which includes groups of students of common ancestry, heritage, background or those from the same country), religion, gender, gender identity, gender expression, sexual orientation, or disability. This standard is set forth in the Discipline Code. It is in effect on school grounds, school buses and at all school-sponsored activities, programs and events.

Staff members who witness bullying or intimidating behavior will take appropriate action to intervene to stop such behavior and will report such an incident to their supervisor .

Students who violate the Citywide Discipline Code will be subject to appropriate disciplinary action as outlined in the Discipline Code and Chancellor's Regulation A-443.



Accountability

What happens after a complaint is made?

All reports of bullying, harassment or intimidating behavior will be investigated.

The parents of both the alleged victim(s) and the accused student(s) will be notified of the results of investigation (subject to applicable confidentiality requirements.)

In keeping with Chancellor's Regulations A-443, if the conduct violates the Discipline Code, appropriate disciplinary action will be taken.

If the behavior constitutes criminal activity, the police will be contacted.

If appropriate, individual or group counseling and/or other interventions will be provided.

What help is available for victims of bullying or intimidation?

School counselors are also available to provide counseling services.



Michael R. Bloomberg
Mayor

Joel I. Klein
Chancellor

Retaliation against someone who reports an incident of harassment or discriminatory behavior or who helps in an investigation is prohibited. Students who believe they have been retaliated against should immediately contact a school supervisor.

If additional assistance is needed, please e-mail: RespectForAll@schools.nyc.gov

Confidentiality: It is the NYC Public Schools' policy to respect the privacy of all parties and witnesses to complaints brought under this policy. However, sometimes, we may need to share information in order to resolve a complaint. Therefore, information regarding a complaint may be disclosed in appropriate circumstance to individuals with the need to know.



Respect for All:

Making NYC Public Schools Safe and Supportive for All Students





Respect for All in NYC Public Schools

Each student, faculty and staff member of the NYC public schools brings to our school community the richness of our city's cultural diversity and the desire for respect.

The Citywide Standards of Discipline and Intervention Measures prohibits harassment and prohibits students from bullying other students for any reason, including taunting and/or intimidation through the use of epithets or slurs

Respect: esteem for or sense of worth or excellence of a person; proper acceptance or courtesy; regard for the dignity of another's character; acknowledgment; the condition of being esteemed or honored; to show regard or consideration for another.

involving race, color, ethnicity, national origin (which includes groups of students of common ancestry, heritage, background or those from the same country),

religion, gender, gender identity, gender expression, sexual orientation or disability. This policy is in effect on school grounds, school buses and at all school sponsored activities, programs and events.

A copy of Chancellor's Regulations and the Discipline Code are available in the principal's office and online at <http://schools.nyc.gov/default.aspx>

What happens to a student who discriminates against or harasses another student?

The Department of Education's Discipline Code prohibits this behavior. Students who violate the Discipline Code will be subject to appropriate disciplinary action as outlined in the Citywide Standards and Chancellor's Regulation A-443.

What is considered harassment or discriminatory behavior?

Harassment/discriminatory behavior is one or more negative acts committed by one or more students against another student or group of students. Harassment or discrimination can be physical, verbal, or social. **Physical harassment** involves physical injury or threat of injury. **Verbal harassment** refers to teasing, taunting, or insulting someone. **Social harassment** refers to the use of peer rejection or exclusion to humiliate or isolate a person.

What are some examples of banned behaviors?

- Threatening or harassing, intimidating or physically assaulting another student because of her/his race, color, ethnicity, religion, national origin, gender, gender identity, gender expression, sexual orientation or disability.
- Using derogatory language or making derogatory jokes or name calling or slurs in reference to another student's race, color, ethnicity, national origin, religion, gender, gender identity, gender expression, sexual orientation, or disability
- Teasing or taunting another student
- Written or graphic material, including graffiti, containing comments or stereotypes that are either posted, circulated or are written or printed on clothing or circulated on the Internet (cyber-bullying) that are derogatory of others because of their race, color, ethnicity, religion, national origin, gender, gender identity, gender expression, sexual orientation or disability.
- Negative stereotypes or hostile acts which are derogatory to others because of their race, color, ethnicity, religion, national origin, gender, gender identity, gender expression, sexual orientation or disability.

What should you do if you believe another student has harassed or discriminated against you or if you have witnessed such behavior?

Students who believe they have been the victim of bullying or intimidating behavior or harassment by another student, and all students with knowledge of such behavior, should report the incident immediately.

- Complaints of discrimination or harassment can be submitted in writing or orally to the school staff members listed on your school's **Respect for All** posters which are displayed throughout your school or to any school staff.
- Complaints should be reported as soon as possible after the incident(s) so they can be effectively investigated and addressed.
- Staff members will report student complaints to the appropriate school supervisor.
- Staff members who witness harassment or discriminatory behavior will also report such an incident to the appropriate supervisor. Staff will take appropriate action to intervene to stop such behavior.

Please see the **Respect for All** posters displayed throughout your school for the designated school staff for all complaints of student-to-student harassment or discriminatory behavior.



FIELD TRIPS

- Field trips within the city and to nearby points of interest are scheduled by the teachers throughout the school year. These trips are designed to supplement different aspects of the classroom curriculum and to introduce students to the resources of the community.
- Parents will receive notices of field trips well in advance of the scheduled trip date and will be asked to sign field trip permission slips. Permission slips must be signed by the parent or guardian and sent to school **before** the day of the trip. Children will not be allowed to call home to ask for permission to attend. The school must have the parent's permission, in writing, in order for a child to attend.
- Some students may be allowed to attend the trip only if accompanied by a parent. The parent will be notified in advance if this is necessary.
- Sometimes a small amount of money is requested from each student to help defray transportation or facility use costs.
- Every effort will be made to obtain a nurse for a school trip should your child require one (IEP/504). **However**, if a nurse cannot be obtained it is the parent's responsibility to attend the trip or provide a designee who will administer the medication should it be necessary.
- Parents are encouraged to volunteer on class trips. When you chaperone, we ask that:
 1. You assist the teacher and the students.
 2. You stay with your assigned group at all times.
 3. You stay in sight of the teacher unless otherwise instructed.
 4. You help to reinforce the teacher's directions.
 5. You **are not** to reprimand a child. Notify the teacher immediately if a problem arises.

AFTER SCHOOL OPPORTUNITIES

- P.S. 3 hosts a "Self-Sustaining Latchkey program." Latchkey operates from 3:10 p.m. – 6:00 p.m. every school day except half days. After School Enrichment Programs will also be made available. Notices will be sent out to parents with descriptions of the After School Enrichment Programs.
- Applications available in main office.
- Contact telephone – (718) 984-1021 main building / (718) 227-2854 Annex.

LOST and FOUND

- Is located in the main office of Main building and Annex.
- All clothing, backpacks, lunchboxes and books must be labeled with the child's name and class. Items not claimed are donated to charity



PHOTOGRAPHS/VIDEOS

- A form will be sent home in the beginning of the school year requesting permission for your child to be photographed or videotaped during various school activities and functions. This form must be signed by a parent /guardian and returned to school as soon as possible.

SCHOOL SUPPLIES

- Teachers will distribute supply lists to their students in September. From time to time, your child may be asked to bring in items from home – tissues, paper towels, etc. Attention to these requests assists in the development of good work habits and a sense of responsibility.

A MESSAGE FROM THE P.S. 3 PARENT TEACHER ASSOCIATION

The PS 3 PTA is very involved in the day-to-day activities of all students. Working with the staff, we provide many different activities and programs for the children in both the main building and annex throughout the year. Even if you work, there are many committees that you can join to get involved. We would love for you to join us and continue to make “PS 3- The Place To Be”. If you are interested in joining us please call us or speak to us in person. The PTA phone number is 984-1021 extension 1101. PTA meetings are held the 2nd Wednesday of each month at either 9:00 a.m. or at 7:00 p.m. Younger siblings are welcome at our meetings!

We encourage all parents to volunteer on one of our many committees. Everyone is welcome. Below is a brief summary of each committee and its purpose. Come to the PTA meetings to join or call the PTA at any time during the year.

Each committee consists of a chair person/co-chairs and committee members. Each committee is given a specific budget and guidelines as to what is expected.

- Annex liaison- encourages an exchange of PTA related information between both buildings.
- Scholastic Book Fair- a non-fundraiser - which allows students to purchase books and other items.
- General Mills Box Tops for Education- fundraiser - box tops is collected in each building and twice a year the PTA receives a check.
- Bulletin Boards- the bulletin boards are kept up to date with appropriate PTA information and/or seasonal pictures.
- Cafeteria- this committee is in charge of selling ice cream after lunch.
- Candy Sale – biggest annual fundraiser - responsible for distribution and collection of forms and orders once they arrived.
- Carnival- this committee plans activities for the School Spirit Carnival.
- Class parents- **are chosen by the teacher** and are responsible (with the teacher’s permission) for planning parties, celebrations and communicating information to other parents in the class.
- Construction- responsible for informing the parents of any construction issues in the building in conjunction with the principal and custodian.



- Continuing education/academic excellence/elementary education- keeping the parents informed of any new issues concerning educational initiatives from the DOE.
- Campbell Soup Labels- collecting soup labels, mailing them out to the company in exchange for cash.
- Culture- providing fun and educational programs for the children.
- Drug/health education- setting up programs for the children in relation to drug awareness (Wear Red Day).
- Fundraising Committee- constantly looking for new and fun fundraising ideas for the school.
- G.O. store- this committee is in charge of the G.O. store, which sells pens, pencils, erasers, etc...to students.
- Historian- keeping track of the history behind PS 3 from its opening.
- Holiday Fair- consists of several different committees that provide treats and activities for the children
- Hospitality- responsible for providing refreshments for the PTA meetings
- Ice Skating- this committee sets up our ice skating fundraiser
- Ink cartridges- we collect used ink cartridges; give them to Staples who in turn give us credit towards items in their store.
- Legislation- this committee is responsible for keeping up to date with the Chancellor's Regulations.
- "Make Your Own Ice Cream Sundae" - every child makes their own sundae to celebrate the end of the school year
- Membership- recruiting new members to join the PTA (parents and staff).
- Middle School Liaison- keeps us informed in regards to the intermediate schools, their PTA meetings and any important information relating to PS 3 students.
- Multicultural- Encourages appreciation for our school community's cultural diversity and responsible for keeping up to date information regarding students with English as a Second Language and Limited English Proficiency speaking issues.
- Newsletter- collects information, publishes and distributes the PTA newsletter.
- Permits- making sure we have building permits for all our meetings and activities.
- Picture Day- assisting the teachers, children and photographers on Picture Days (Fall and Spring) and Family Portrait Day.
- Plant Sale- a plant sale for the children to buy just in time for Mother's Day.
- Publicity- responsible for the monthly submission all PTA meetings/minutes and activities into the Staten Island Advance.
- Reading Rocket Ship- children's pictures are placed in a paper rocket ship and hung on our board for everyone to see once they have read 25 books (30 for grade 3). At the end of the year, they will receive a reward recognizing their accomplishment.
- Reading Volunteers- this group is trained to be reading volunteers and (with parent's permission) read with children that need a little extra help.
- Safety/Transportation- meets monthly with the School Safety Committee and is responsible for bringing any health and safety related issues to that committee and assists the School Safety Officer in insuring the safety of the children at all functions, any parking issues, etc.
- Special Education- ensuring that any special education issues and/or information about DOE special education meetings are brought back to the PTA members.
- Sunshine- making sure that any sick student, staff receives a "get well" gift/flowers etc.



- Talent Show- coordinates the Talent Show.
- Vision Testing- conducts vision screening and submits information to school nurse.
- PTA Federation Delegates- responsible for going to Federation meetings to bring back information to the PTA members.

All activities are conducted with the consent/cooperation of the principal and staff.

A year long calendar of PTA and school sponsored events
is distributed during the first 2 weeks of school.

WE WELCOME NEW AND RETURNING MEMBERS.

**PLEASE FEEL FREE TO ASK QUESTIONS, VOICE YOUR
OPINION OR CONCERNS OR ANY NEW IDEAS.**

CALL US AT ANYTIME. VOLUNTEERS ARE ALWAYS NEEDED.

**REMEMBER THAT TOGETHER WE CAN MAKE
“PS 3 -THE PLACE TO BE!”**