

2007 Summer Instructional Program



Office of Special Projects
Division of Teaching and Learning
52 Chambers Street • New York, NY 10007

Administrative Planning Guide



NEW YORK CITY
Public Schools
Putting Children First

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MICHAEL R. BLOOMBERG, MAYOR JOEL I. KLEIN, CHANCELLOR



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Memorandum Regarding 2007 Summer School



MEMORANDUM

(As it appeared in the March 20, 2007 Principals' Weekly)

TO: Principals of New York City Public Schools

FROM: Andrés A. Alonso, Ed.D
Eric Nadelstern

SUBJECT: Summer School 2007

In keeping with our Children First work, Summer School 2007 should empower you to plan, staff, and implement programs that will best serve the students who attend your schools during the regular school year while maintaining a continued focus on cost efficiency. As we continue to strengthen leadership, empowerment, and accountability, this year for the first time you will have the authority and associated dollars to plan and implement summer school programs designed to support your students. The guiding principle of Summer School 2007 is to serve as a continuation of the work done by students, teachers, and administration during the school year in support of improved achievement for students.

As in past summers, there are components of Summer School 2007 that are mandated. Summer Success Academy for grades 3, 5, and 7 continues as a mandate, as does the requirement to provide credit-bearing courses for high school students who have not met seat-time requirements for a course. You must include in these programs students with disabilities who are at-risk of being retained because they have not met their IEP promotion criteria (either standard or modified criteria) or high school special education students who have not met seat-time requirements for a course, as well as English Language Learners who are at risk of being retained or are under-credited for their grade. The programs for ELLs must be coherent and provide continuity and alignment to the service models in the school's Language Allocation Policy.

In keeping with the practice of previous years, the suggested guidelines for class size are as follows:

- Summer Success Academy, grades 3 and 5: class size of 15
- Summer Success Academy, grade 7: class size of 15
- Traditional Summer School, grades 4, 6 and 8: average class size of 20
- Traditional High School Credit Accumulation Program, grades 9-12: average class attendance of 34

All school principals will have the option to design **new and substantially** different programs to meet the needs of their students. Students with disabilities and ELLs must have equal access to these summer school programs.

Summer School Memorandum

Principals will work with staff and colleagues to plan summer school programs that address the needs of their students and must submit a concise plan of their summer school offerings. Summer school funds will go to schools in a timely manner to ensure a smooth opening of Summer School 2007. Due to systemwide budgetary constraints, a specified number of buildings will host summer school programs.

The principal is the responsible supervisor of summer school programs operating on behalf of his or her students. Mandated and non-mandated assistant principals who are assigned to summer school will support the principal in the administration and supervision of summer school.

As detailed below, staffing will be school-based so that principals will staff their program from among their own staff. The resulting continuity of instruction and supervision will make Summer School 2007 programs far more effective than in the past. Retention rights for existing programs will continue to apply, so that staff holding retention rights in Summer Success Academy or Traditional Summer School for high school or grades 4, 6, and 8 will be selected first for those programs.

Following is a more in-depth description of the allocation and facilities changes taking place for Summer School 2007.

Summer School Tax Levy Allocations

A goal of the devolvement of summer school funds to individual schools is to enable as many schools as possible to run their own summer school programs. Under a separate cover, you will receive detailed information regarding your school's allocation.

Facilities

Due to budget constraints and the need to maximize use of air conditioned classrooms, we will restrict the number of buildings open for summer school to the number opened last summer. Accordingly, most schools will hold their own summer school programs in designated host summer school buildings. Other schools may choose or need to partner with neighboring schools to share resources in order to develop richer summer program offerings.

We will determine host sites on the basis of their size, number of air-conditioned rooms and barrier-free status. The following are various host-site configurations:

- Site houses a stand-alone program in the home school: school has a sizeable population of students and generates sufficient funds to cover site costs of running a summer program. (This option is available to a few schools with the largest number of eligible students; we will identify these schools in the coming weeks.)
 - Site houses the following clustering arrangements:
 - Shared Program Model: Schools partner in order to pool resources to provide students a more comprehensive program.
 - Shared Space Model: Schools run autonomous programs in a designated host school facility.
- Mixed Shared Space/Shared Program Sites: Site houses both of the above configurations.

The Regions and the Empowerment Schools Networks have designated summer school liaisons; they will provide schools with technical assistance in the selection of host sites.

Summer School Memorandum

Staffing

A critical element of Summer School 2007 is supporting principals in being able to provide greater continuity of instruction and maintenance of existing instructional supportive relationships between teachers and students. Therefore, principals will be responsible for the selection of all personnel for their summer programs, within contractual limitations. All staff will apply online through the Per Session Application (PSA) System developed by DIIT. Staff selection will also be on line. We will provide training to school staff on how to select staff via PSA. Within the next few weeks, you will receive additional information and important dates on the staff application and selection process.

As you know, teachers hold retention rights within a district (or, for high school, on a citywide basis) to a per session program. Although we are devolving summer school funds to individual schools, schools must continue to implement Summer Success Academy for grades 3, 5 and 7. Accordingly, principals **must** honor retention rights to Summer Success Academy for grades 3 and 5 **ONLY**. (Please note that Summer School 2006 was the first year for the grade 7 Summer Success Academy. Therefore, retention rights **DO NOT** apply to grade 7.)

Elementary and middle school principals have the opportunity to offer the Traditional Summer School Program for grades 4, 6, and 8 or to develop **new and substantially** different programs for these eligible students. Where the Traditional Summer School Program is implemented, principals must hire staff from the school holding retention rights to that program before considering staff not holding retention rights. If a principal implements a **new and substantially** different program, s/he should hire staff who meet the eligibility requirements and qualifications stipulated within the vacancy posting, with priority given to staff holding retention rights to the Traditional Summer School program and who meet the vacancy posting's eligibility requirements and qualifications.

High schools must offer traditional credit accumulation courses for those students who require them; principals **must** honor retention rights to these programs. High schools have the option, after serving students who require credit accumulation, to offer **new and substantially** different programs. If a principal implements a **new and substantially** different program, s/he should hire staff who meet the eligibility requirements and qualifications stipulated within the vacancy posting, with a priority given to staff holding retention rights to the Traditional Summer School program and who meet the vacancy posting's eligibility requirements and qualifications.

In order to facilitate the hiring process for principals, we will provide in early May a list of all teachers in their schools holding retention rights to Summer Success Academy and the Traditional Summer School program.

All principals should be aware that in the event a teacher who is not selected for a summer school position wins back pay in arbitration, the school will be held responsible for the monetary award given to the teacher.

The Office of Labor Relations will provide guidance on what would constitute **new and substantially** different programs in upcoming weeks.
Supporting the Transition to School Level Funding of Summer School

Summer School Memorandum

Regional Superintendents and the Office of Empowerment Schools have identified summer school liaisons whose role will be to provide technical assistance to school principals as they develop their summer school programs in order to ensure a smooth transition to the school-level planning and implementation of summer school. These liaisons will provide technical assistance as requested by a principal or group of principals until June 30, 2007. (A list of the regional and network summer school liaisons is attached.) As of July 1, 2007, a support structure that reflects the new DOE organization will take over. The Integrated Service Centers (ISC), Learning Support Organizations (LSO), Partnership Support Organizations (PSO) and the Empowerment Support Organization (ESO) will designate summer school liaisons who will continue to support the work being done in the schools. (A contact list will be disseminated at a later date.)

Summer School Plan

Individual schools or clusters implementing a shared summer school program will need to develop a succinct summer school plan. We will disseminate the Summer School Plan template and instructions within a few weeks. Schools must ensure that plans developed describe the availability of required accommodations to facilitate the participation of students with disabilities including the availability of testing accommodations, health/management paraprofessionals, nursing, transportation, and special education teachers to support their participation and the availability of services to ELL students. Regional and Empowerment Schools' network summer school liaisons will provide technical assistance on completing plans.

The framework for the Regional and Empowerment Schools 2007 summer instructional programs and administrative manuals will be sent to you under separate cover. In addition, within the next few weeks, we will notify you of your summer school allocation and begin the planning process with transitional support from Regional and Empowerment Schools network liaisons.

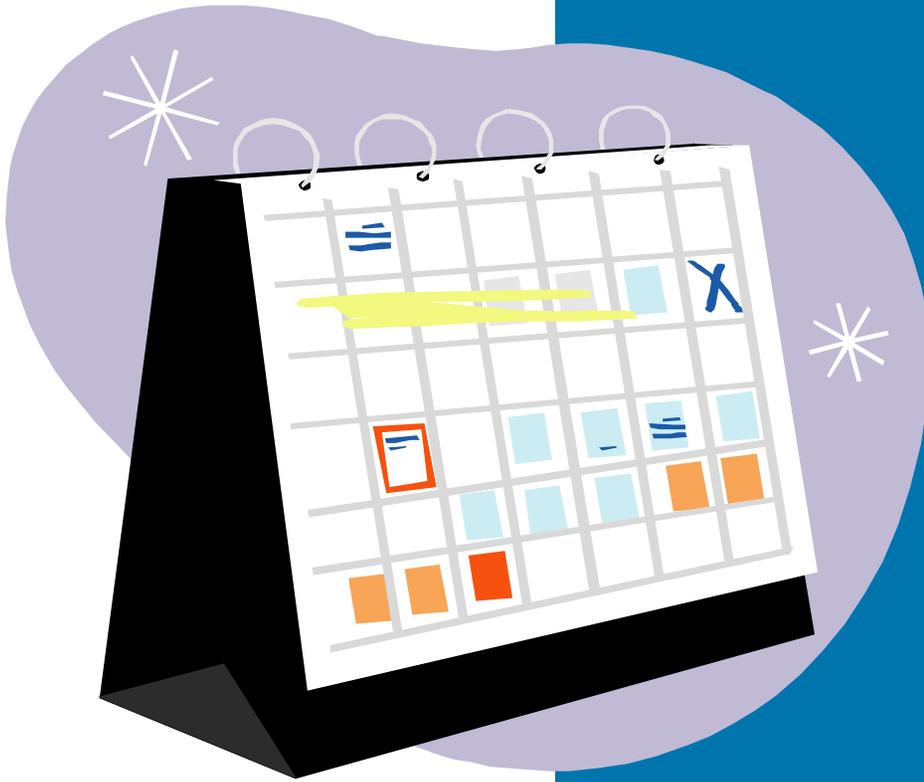
Please continue to address questions you may have concerning summer school to the Office of Special Projects via email at Summer2007QA@schools.nyc.gov.

We look forward to a very successful summer school. We are confident that under your leadership summer school programs will provide our students with the focused extended academic support that will help them succeed. Thank you.

Attachment

cc: Kristen Kane
Kathleen Grimm
Jo Ellen Lynch

Calendars & Schedules



Key Summer School Dates & Events

JUNE 2007	
June 4	◆ First clerical half-day for school staff; principals begin enter promotion status in ATS for students
June 8	◆ Release date for online applicants to general pool for summer school positions
June 12	◆ Second clerical half-day for school staff; principals continue entering promotion status in ATS for students
June 13	◆ Closing date for " non-traditional " summer school program positions; applications received after this date will be marked " late " and will be considered after the review of applications received prior to this date.
June 13 – 15	◆ NYS Regents & RCT Exams administered
June 18 – 21	◆ NYS Regents & RCT Exams administered
June 15	◆ Last day for principals to invite students in grades 3, 5 & 7 to attend summer school ◆ Hiring of all summer school staff (except high school teachers/staff) completed
June 28 and 29	◆ Pre-service professional development — all summer school programs
JULY 2007	
July 2	◆ First day of elementary/middle " traditional " school summer school programs including " Reading First " programs
July 5	◆ First day of high school summer school programs
July 9	◆ Last day for elementary/middle schools to conduct first fire drill
July 11	◆ Last day for high schools to conduct first fire drill
July 13	◆ Last day for students to be removed from attendance register ("no shows")
July 26	◆ Last day of attendance for students in Reading First summer program

Key Summer School Dates & Events

AUGUST 2007	
August 6	◆ NYC ELA Exam administered*
August 7	◆ NYC Math Exam administered*
August 8	◆ Make up date for ELA/Math exams* ◆ Last day of attendance for elementary and middle school students in " <i>traditional</i> " summer school programs ◆ Last day for recording students attendance on ATS scan sheets for elementary/middle school students
August 9 and 10	◆ Promoted/Retained letters mailed to parents/guardians
August 15	◆ Last day for recording students attendance on ATS scan sheets for high school students
August 16 and 17	◆ NYS Regents & RCT Exams administered* ◆ Last day of attendance for high school students in " <i>traditional</i> " summer school programs

*NOTE:

- Scanning of answer documents will occur at the Integrated Services Centers (ISC) this summer.
- Schools will be notified separately of the names of the contact for each ISC.

The University of the State of New York
THE STATE EDUCATION DEPARTMENT
 Office of State Assessment
 Albany, New York 12234

EXAMINATION SCHEDULE: JUNE 2007

Students must verify with their schools the exact times that they are to report for their State examinations.

June 13 WEDNESDAY	June 14 THURSDAY	June 15 FRIDAY	June 18 MONDAY	June 19 TUESDAY	June 20 WEDNESDAY	June 21 THURSDAY	June 22 FRIDAY
	9:15 a.m.	9:15 a.m.	9:15 a.m.	9:15 a.m.	9:15 a.m.	9:15 a.m.	Rating Day
	Comprehensive English: Session One RCT in Science*	Comprehensive English: Session Two	<i>Second Language Proficiency Examinations</i> French Italian German Latin Spanish	Physical Setting/ Earth Science	Living Environment	Physical Setting/ Physics RCT in U.S. History and Government*	
1:15 p.m.	1:15 p.m.	1:15 p.m.	1:15 p.m.	1:15 p.m.	1:15 p.m.	Uniform Admission Deadlines Morning Examinations – 10:00 a.m. Afternoon Examinations – 2:00 p.m.	
Regents in Global History and Geography	Mathematics A Mathematics B	<i>Comprehensive Regents Examinations</i> French Italian German Latin Hebrew Spanish RCT in Reading	RCT in Writing	Regents in U.S. History and Government RCT in Mathematics*	Physical Setting/ Chemistry RCT in Global Studies*		

*Available in Restricted Form only. Each copy of a restricted test is numbered and sealed in its own envelope and must be returned, whether used or unused, to the Department at the end of the examination period.

DET 504 Ju (06-07)

NYSED June 2007 Regents Exam Schedule

Where to find on the internet:

<http://www.emsc.nysed.gov/osa/sched.html>

The University of the State of New York
THE STATE EDUCATION DEPARTMENT
 Office of State Assessment
 Albany, New York 12234

AUGUST 2007 EXAMINATION SCHEDULE

Students must verify with their schools the exact times that they are to report for their State examinations.

Thursday August 16	Friday August 17
8:30 a.m.	8:30 a.m.
Comprehensive English — Session One Mathematics A Mathematics B RCT in Writing	Comprehensive English — Session Two RCT in Global Studies * RCT in Mathematics * RCT in Science *
12:30 p.m.	
Living Environment Physical Setting/Chemistry Physical Setting/Earth Science RE in Global History and Geography RE in U.S. History and Government RCT in Reading * RCT in U.S. History and Government *	<u>Uniform Admission Deadlines</u> Morning Examinations — 9:15 a.m. Afternoon Examinations — 1:15 p.m.

** Available in Restricted Form only. Each copy of a restricted test is numbered and sealed in its own envelope and must be returned, whether used or unused, to the Department at the end of the examination period.*

NYSED August 2007 Regents Exam Schedule

Where to find on the internet:

<http://www.emsc.nysed.gov/sss/SummerSchool/>

Summer School Parameters

- **Parameters — Grades 3-5**
- **Parameters — Grade 7**
- **Parameters — Grades 4, 6 & 8**
- **Parameters — Grades 9-12**
- **Parameters — Reading First**
- **Parameters — Non-Traditional Programs — Grades 4,6 8 & 9-12**
- **Non-Traditional Program Description**



2007 Traditional Summer School Parameters

Summer Success Academy Grades 3 & 5

PROGRAM:

The Summer Success Academy **should** be offered to all third and fifth grade students who have not yet met the promotion criteria to advance to the next grade. The program is designed to build academic skills and enhance each child's motivation and confidence over the course of the summer.

Students with disabilities who are at-risk of being retained because they have not met their IEP promotion criteria (either standard or modified criteria) and ELLs must have equal access to the summer program and must be integrated into the school's instructional program. In addition, students with disabilities who have met their IEP modified promotion criteria may also be given the opportunity to attend summer school. This additional instructional time is provided as part of an effort to help students meet grade level performance standards. All summer school plans must describe how special education students and ELLs will be integrated into the instructional program and the level of support that will be provided. All students will be focusing on reading, writing, and mathematics. The following are the highlights of this component:

SCHEDULE:

- ◆ July 2, 2007 through August 8, 2007
- ◆ 4 hour instructional day
- ◆ 19 instructional days
- ◆ 4 days per week, Monday through Thursday
- ◆ **Daily schedule**

Breakfast:	8:00 to 8:30
Summer Instructional Program:	8:30 to 12:30
Lunch:	12:30 to 1:00*

INSTRUCTION:

- ◆ 1 ½ hours of literacy; 1 ½ hours of math;
- ◆ 1 hour of academic intervention services, (i.e., the Wilson Reading Program)
- ◆ on-site coaching support for teachers of literacy and math (optional)

TESTING:

- ◆ ELA exam will be administered on August 6th, mathematics exam will be administered on August 7th and the make-up exams in both ELA and mathematics on August 8

ADMINISTRATIVE:

- ◆ class size of 15 students

BUSSING:

- ◆ *Students who are bussed will be picked up at 1:00 p.m.

Summer Success Academy Grade 7

PROGRAM:

The Summer Success Middle School Academy **should** be offered to all seventh grade students who have not yet met the promotion criteria to advance to the next grade. The program is designed to build academic skills and enhance each child's motivation and confidence over the course of the summer.

Students with disabilities who are at-risk of being retained because they have not met their IEP promotion criteria (either standard or modified criteria) and ELLs must have equal access to the summer program and must be integrated into the school's instructional program. In addition, students with disabilities who have met their IEP modified promotion criteria may also be given the opportunity to attend summer school. This additional instructional time is provided as part of an effort to help students meet grade level performance standards. All summer school plans must describe how special education students and ELLs will be integrated into the instructional program and the level of support that will be provided. All students will focus on reading, writing, and mathematics. The following are the highlights of this component:

SCHEDULE:

- ◆ July 2, 2007 through August 8, 2007
- ◆ 4 hour instructional day
- ◆ 19 instructional days
- ◆ 4 days per week, Monday through Thursday
- ◆ **Daily schedule**
 - Breakfast: 8:00 to 8:30
 - Summer Instructional Program: 8:30 to 12:30
 - Lunch: 12:30 to 1:00*

INSTRUCTION:

- ◆ 1 ½ hours of literacy; 1 ½ hours of math;
- ◆ 1 hour of academic intervention services, (i.e., the Wilson Reading Program)
- ◆ on-site coaching support for teachers of literacy and math (optional)
- ◆ support of guidance counselor or social worker (optional)

TESTING:

- ◆ ELA exam will be administered on August 6th, mathematics exam will be administered on August 7th and the make-up exams in both ELA and mathematics on August 8

ADMINISTRATIVE:

- ◆ class size of 15 students

BUSSING:

- ◆ *Students who are bussed will be picked up at 1:00 p.m.

2007 Traditional Summer School Parameters

Traditional Summer School Grades 4, 6 & 8

PROGRAM:

Traditional Summer School may be offered to all students in grades 4, 6, and 8 who have not yet met criteria required for promotion to the next grade. Summer School will focus primarily on English Language Arts and mathematics. Science and Social Studies are additional emphases for 8th graders who fail course(s) needed for promotion to ninth grade.

Students with disabilities who are at-risk of being retained because they have not met their IEP promotion criteria (either standard or modified criteria) and ELLs must have equal access to the summer program and must be integrated into the school's instructional program. In addition, students with disabilities who have met their IEP modified promotion criteria may also be given the opportunity to attend summer school. This additional instructional time is provided as part of an effort to help students meet grade level performance standards. All summer school plans must describe how special education students and ELLs will be integrated into the instructional program and the level of support that will be provided. The following are component highlights:

SCHEDULE:

- ◆ July 2, 2007 through August 8, 2007
- ◆ 4 hour instructional day
- ◆ 19 instructional days
- ◆ 4 days per week, Monday through Thursday
- ◆ **Daily schedule**

Breakfast:	8:00 to 8:30
Summer Instructional Program:	8:30 to 12:30
Lunch:	12:30 to 1:00*

INSTRUCTION:

- ◆ grades 4 and 6 instruction may include: literacy, math and enrichment
- ◆ grade 8 instruction: ELA, math, science, and social studies (as required) and exit project

TESTING:

- ◆ ELA exam will be administered on August 6th, mathematics exam will be administered on August 7th and the make-up exams in both ELA and mathematics on August 8

ADMINISTRATIVE:

- ◆ average class size of 20 students

BUSSING:

- ◆ *Students who are bussed will be picked up at 1:00 p.m.

Traditional High School Grades 9—12

PROGRAM:

This component, which gives first priority to students closest to graduation, serves those who require additional core credits to graduate on time and those who require core/non-core credits to advance to the next grade. If a student takes a Regents course, Regents/RCT test preparation will be integrated into the offering.

Students with disabilities who are at-risk of being retained because they have not met their IEP promotion criteria (either standard or modified criteria) and ELLs must have equal access to the summer program and must be integrated into the school's instructional program. In addition, students with disabilities who have met their IEP modified promotion criteria may also be given the opportunity to attend summer school. This additional instructional time is provided as part of an effort to help students meet grade level performance standards. All summer school plans must describe how special education students and ELLs will be integrated into the instructional program and the level of support that will be provided. These are the highlights of this component:

SCHEDULE:

- ◆ July 5, 2007 through August 15, 2007
- ◆ 30 instructional days
- ◆ Three 90-minute instructional periods (courses must offer a minimum of 45 hours of instruction to be eligible for credit)
- ◆ **Recommended daily schedule:**

Period 1:	8:10 to 9:40
Period 2:	9:45 to 11:15
Period 3:	11:20 to 12:50

INSTRUCTION:

- ◆ Course offerings in math, science, English, and social studies
- ◆ If there exists in schools a critical mass of ELL students speaking the same language, courses may be offered in the native language
- ◆ Additional courses are tailored to school needs

TESTING:

- ◆ Regents will be administered on August 16th and 17th

ADMINISTRATIVE:

- ◆ average class attendance of 34

2007 Summer School Parameters

Reading First Summer Program Grades K—2



PROGRAM:

New York City is implementing a Reading First program in selected public* and nonpublic schools. It is a comprehensive reading and language arts program, utilizing Harcourt's *First Place Summer Reading* Program. Reading First schools also provide an instructional program during the summer. Students in grades kindergarten through 2nd will be invited to attend the summer Reading First program. Following is the summer schedule for Reading First:

SCHEDULE:

- ◆ July 2, 2007 through July 26, 2007
- ◆ 2 ½ hour instructional day
- ◆ 15 instructional days
- ◆ 4 days per week, Monday through Thursday
- ◆ **Daily schedule**
 - Breakfast: 8:00 to 8:30
 - Summer Instructional Program: 8:30 to 11:00*

BUSSING:

- ◆ *Students who are bussed will be picked up at 11:00 a.m.

*Reading First Schools

District 1	01M020	District 18	18K272
District 4	04M007, 04M072, 04M155	District 19	19K013, 19K065, 19K072, 19K158, 19K174, 19K224, 19K290, 19K306, 19K328
District 5	05M175, 05M194	District 22	22K269, 22K361
District 6	06M004, 06M005, 06M128, 06M152, 06M189	District 23	23K073, 23K155, 23K165, 23K183, 23K284
District 7	07X161	District 24	24Q143
District 9	09X028, 09X070	District 27	27Q042, 27Q183, 27Q197, 27Q215, 27Q225
District 10	10X020, 10X086, 10X246, 10X307, 10X310	District 28	28Q030, 28Q140
District 12	12X211	District 29	29Q095
District 13	13K067	District 30	30Q017, 30Q111
District 14	14K157	District 31	31R020
District 16	16K025, 16K081, 16K262	District 32	32K075, 32K086, 32K299

Contact Information:

Office of Reading First
Division of Teaching and Learning
52 Chambers Street — Rm. 208
New York, NY 10007

Tel: 212-374-6113
Fax: 212-374-5901
Email: readingfirst@schools.nyc.gov

Students in grades K-2 who attend the above-referenced schools may be eligible to participate in the Reading First summer program. In the event a Reading First school is not open for the summer, the program may be housed in a neighboring Reading First school or another designated summer school site. (Note: The final list of summer school sites will be provided separately.)

***Non-Traditional* Summer School Programs** **Grades 4,6,8 & 9–12**

DESCRIPTION:

Elementary and middle school principals will have the opportunity to develop programs that are **new and substantially** different from those implemented in past summers for their students in grades 4, 6, and 8, who are at risk of not advancing to the next grade. High school principals can offer students who have met seat-time requirements but failed a course or Regents examination the opportunity to demonstrate proficiency via a different instructional program. These locally-developed programs must be **new and substantially** different from past programs.

In addition, for a **new and substantially** different program, principals will prepare school level vacancy postings establishing program parameters and teacher qualifications. Retention rights will not apply to these programs, but principals should give priority to staff holding retention rights if they meet the qualifications and eligibility requirements stipulated within the local posting.

Please note that at the elementary and middle school level, programs will need to follow the same 4-hour daily schedule as the Summer Success Academy for grades 3, 5, and 7 and the Traditional Summer School Program for grades 4, 6, and 8. (See schedule below.)* This is to diminish confusion for parents who may have children in multiple summer programs with varying pick-up times as well as contain transportation costs.

Students with disabilities who are at-risk of being retained because they have not met their IEP promotion criteria (either standard or modified criteria) and ELLs must have equal access to the summer program and must be integrated into the school's instructional program. In addition, students with disabilities who have met their IEP-modified promotion criteria may also be given the opportunity to attend summer school. This additional instructional time is provided as part of an effort to help students meet grade level performance standards. All summer school plans must describe how special education students and ELLs will be integrated into the instructional program and the level of support that will be provided.

***SCHEDULE:**

- ◆ July 2, 2007 through ***date to be determined by individual schools***
- ◆ 4 hour instructional day
- ◆ 4 days per week, Monday through Thursday
- ◆ **Daily schedule**

Breakfast:	8:00 to 8:30
Summer Instructional Program:	8:30 to 12:30
Lunch:	12:30 to 1:00*

INSTRUCTION:

- ◆ To be determined by individual schools

BUSSING:

- ◆ *Students who are bussed will be picked up at 1:00 p.m.

***Non-Traditional* Summer School Program Description**

DESCRIPTION OF NEW & SUBSTANTIALLY DIFFERENT PROGRAMS

Summer School 2007

*Distinguishing Characteristics of Programs Deemed **NEW and Substantially** Different*

Targeted Population: a population different from that served in the traditional summer school, e.g.:

- ◆ incoming middle school students or incoming high school students
- ◆ enrichment
- ◆ high school students who have met seat-time requirements but not proficiency standards receive intensive, targeted intervention in the area(s) of deficiency within the discipline
- ◆ non-mandated populations (e.g., at risk 2nd graders, low-level 2 students)

Targeted intervention requiring specific teacher preparation: implementation of programs, strategies, and use of materials that require teachers who have been specifically trained (so that there is a clear need to establish new qualifications), e.g.:

- ◆ using the Wilson Reading Program for level 1 6th and 8th graders

Reduced Class Size: specifically to reduce class size as part of an intervention strategy:

- ◆ reduced class size is customarily associated with specific targeted interventions (e.g., Wilson Reading Program)

Extended Learning Opportunities

- ◆ internship/externship experiences that serve as a significant component of the student learning experience in addition to the hours of instruction

Professional Development Focus

- ◆ Summer Lab Sites: teachers come to learn specific practices while students learn from master teachers
- ◆ New Teacher Institutes: training new teachers in context of team teaching, co-teaching, and apprenticeship to master teachers

Contact David Brodsky at dbrodsky@schools.nyc.gov with questions.

High school principals or their designees with design questions may also contact Sandy Ferguson, Director for Secondary Schools at Sfergus@schools.nyc.gov.

Administrative & Procedural Information

To Do:

- AED/Defibrillator Check*
- Attendance Procedures*
- Intervention Information*
- Wilson Reading System Summer Program*
- Non-Public School Registration*
- OORS/Fire Drill Reporting*
- Summer Meals Program*
- Special Education Accommodations*
- Teaching Fellows*
- Transportation*

CPR/Automated External Defibrillator (AED) Information

CPR/Automated External Defibrillator (AED) Program

The Automated External Defibrillator (AED) program is in effect year-round including summer school, as are other elements of the school safety plan. Every school building has one or more AED(s), the first of which is located at the main entrance near the School Safety Agent's station. Please familiarize yourself with the locations of the AEDs at the summer school site and promptly report any loss or damage to the Office of Related and Contractual Services by calling 212-374-6757 or 212-374-6755.

At least one staff member at each summer school host site must be appropriately trained in CPR and AED usage. If you would like to arrange for your staff to be trained, please visit: <http://doe.emergencyskills.com>. If you are a first time user of this site, you will need to complete a simple registration process.

If school staff has received previous CPR/AED certification from another source they may not need to participate in the DOE training. However, proof of certification should be faxed to 212-374-5752 for evaluation and approval. Also note that CPR/AED certification is valid for two years; all staff trained must retake the appropriate course when their certification expires.

Summer school sites should expect the vendor, Emergency Skills Inc., to conduct unannounced code blue drills. Drills are designed to refresh and enhance skills learned during the CPR/AED training. In addition, drills both test and improve the school's response time to medical emergencies.

Incidents requiring the use of the AED must be reported immediately by calling 212-374-6757 or 212-374-6755.

How can schools help reduce the risk of sudden cardiac death?

The prevention of heart disease in adults begins in childhood. Schools can help promote healthy hearts by encouraging healthful behavior in students and staff. The five major risk factors regarding heart disease are: tobacco use, high cholesterol, elevated blood pressure, obesity, and lack of physical activity. A coordinated school health program offers many effective strategies to address student and staff health promotion and risk reduction strategies.

To help prevent the occurrence of sudden death in young athletes, school sports programs should follow current clinical guidelines for performing a sports pre-participation health evaluation (PPE). Specific information about the PPE can be found in Care of the Young Athlete developed by the American Academy of Orthopaedic Surgeons (AAOS) and the American Academy of Pediatrics (AAP), 2000.



CPR/Automated External Defibrillator (AED) Information

CPR and AED Training Request Form—Please submit online



NYC SCHOOL AED CLASS RESERVATION FORM

FOUR WEEKS ADVANCE NOTICE IS REQUIRED FOR RESERVING A CLASS

Name: _____ Phone: _____ Ext.: _____
 Email: _____ Fax: _____ Date: _____

Training Site Location Information:

School Name: _____ School Number: _____
 Address (1): _____ Region: _____
 Address (2): _____ Dept.: _____
 City: _____ State: _____ Zip: _____
 On-Site Contact: _____ Phone: _____ Ext.: _____
 Email: _____ Fax: _____
 Alt Contact Name: _____ Alt Contact Phone: _____
 Parking/Security: _____
 Nearest Subway Line/Station: _____

Requested training date(s): (Enter Preferred Dates Below)

	Su	M	Tu	W	Th	F	Sa
First choice							
Second choice							
Third choice							

Requested Start Time: _____: _____ AM / PM Requested End Time: _____: _____ AM / PM

Number of classes: _____ Check Type of class: CPR/AED, 6hrs Coaches' Update, 2hrs
 Check Available equipment: TV/VCR TV/DVD Reserved classroom of adequate size: Yes / No
 Parking space reserved for educator: Yes / No Room permit completed: Yes / No

***Employees from your school who will attend class:**

	Last Name	First Name	File No. or Last 4 Digits of SSN	Position (i.e. Coach, Teacher)	Email	Phone
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						

* Note: You must list a file number of the last four digits of the social security number for every participant. If fewer than 8 participants are listed, the remaining slots will be posted online for additional staff registration. Reservation forms that do not meet these criteria will be returned.

FOR EMERGENCY SKILLS, INC. INTERNAL USE ONLY:

Calendar: _____ Confirmation Sent: _____

Email completed Form to the ESI Project Manager at SFennessy@schools.nyc.gov or Fax to 212-564-6793.
 Questions regarding this Reservation Form should be directed to Sherry Fennessy at 212-374-2320.

DOE AED Contact Information:

*Office of School Health
 Office of Related and Contractual Services
 New York City Department of Education
 52 Chambers Street, Room 219
 New York, NY 10007*

Donovan A. Lauther - AED Project Manager

Tel: 212-374-6757

Email: dlauthe@schools.nyc.gov

Celeste T. McGee - AED Project Manager

Tel: 212-374-6755

Email: CMcGee3@schools.nyc.gov

Fax: 212-374-5752

Vendor Contact Information:

Emergency Skills, Inc.

350 Seventh Avenue, Suite 505
 New York, NY 10001

Sherry Fennessy - Vendor AED Project Manager

DOE Tel: 212-374-2320

ESI Tel: 212-564-6833

Email: Sherry@emergencyskills.com

Web: <http://doe.emergencyskills.com>

Online Registration for CPR and AED Training:

<http://doe.emergencyskills.com/login.php>

To view FAQs regarding implementation and maintenance of AEDs:

<http://doe.emergencyskills.com/general.php>

Additional Resources from the Principals' Weekly (DOE Intranet):

◆ CPR/Automated External Defibrillator (AED) Program:
<http://nycboe.net/Schools/Principals/weekly/20051108/PW20051108.doc>

◆ Registration for CPR and AED Training
<http://nycboe.net/Schools/Principals/weekly/20060822/PW20060822.doc>

◆ Unannounced Defibrillator Inspections
<http://nycboe.net/Schools/Principals/weekly/20060822/PW20060822.doc>

Summer School 2007 Attendance Program

Procedural Information



SUMMER SCHOOL 2007 ATTENDANCE PROGRAM

Procedural Information

Attendance outreach efforts are to begin prior to the first day of summer school. At the end of June and in early July parent coordinators, attendance teachers and other outreach staff should contact the homes of students scheduled for summer school to reinforce the importance of their attendance on the first day of summer school.

Beginning on the first day of summer school it is advised that intensive outreach efforts are directed towards contacting the homes of all pre-registered students who have not yet appeared. It is important that any student who has not appeared is contacted within the first days of summer school. In addition to parent coordinators, attendance teachers and family assistants, it is advised that all available school staff assist in early outreach efforts in order to ensure that all absentee students are contacted within the first days of summer school. Continued efforts to support regular attendance should be provided throughout the program by the following outreach strategies:

-  Telephone calls to homes of absent students (auto-dialers should be used to supplement telephone outreach).
-  Letters and post cards to the home
-  Home visits by outreach staff

Attendance rosters must be scanned on a daily basis in order to provide timely tracking and follow up of summer school students.

Summer School 2007 Attendance Program

Staff Responsibilities and Reports



SUMMER SCHOOL 2007 ATTENDANCE PROGRAM STAFF RESPONSIBILITIES AND REPORTS

Staff and Their Responsibilities

Principal/ Site Supervisor- Directs, supervises and implements the attendance program.

School Counselors and Other Pupil Personnel Staff- Provide intervention services that support student achievement and attendance.

Teachers- Record student attendance daily. Encourage students to attend on a regular basis.

Secretaries- Maintain school register, admit and discharge students, record voluntary withdrawals.

Clerical Support Staff- Scan rosters, provide attendance outreach via telephone and/or mail.

Attendance Teachers, Parent Coordinators and Other Designated Staff- Make telephone calls to the homes of absentee students, conduct home visits, network and interact with school personnel and parents to assist the return of students to school.

Note

All outreach efforts must be documented.

Useful ATS Reports

Opening School Status Screen (STAT) Displays the number of students on register, admissions, withdrawals and unscanned rosters. Principals should view regularly.

Biographical Roster (RBIR) Displays all biographical data of students including parent, telephone and address information. To be used by school staff in need of student data.

Attendance Reports

Non-Compliance Report (RNOC) Lists by date official classes that have unscanned rosters. This report should be run daily.

Cumulative Absence Report (RCUA) Lists students absent within a date range. Autodialers and postcards may be programmed from this report.

Daily Attendance List (RDAL) Lists absent students with telephone numbers. Use for telephone outreach and autodialing downloads.

Working Class List (RWCL) A blank monthly attendance list. Allows teachers to take and keep daily attendance for their own classroom records.

School Attendance Summary (RSAS) Provides the number of students on register, the number of students present, late, the number of "no shows" and the percentage of attendance on a daily and aggregate level.

Mailing Labels (RLBM) Print parent/guardian names and addresses as well as the student's name.

Postcards (RPOS) Allow schools to create their own messages for postcard generation.

Summer School 2007 Attendance Program Strategies



SUMMER SCHOOL 2007 ATTENDANCE PROGRAM STRATEGIES

Training

Training of attendance and outreach staff who are participating in the summer program should take place prior to the beginning of the summer session and should be reinforced throughout the summer. It is important that staff involved in attendance outreach are aware of the following:

- Numerous ATS reports are available and must be generated to assist the summer outreach efforts.
- Attendance outreach efforts must begin on the first day of summer school.
- Initial outreach must focus on students who are registered for summer school, but who have not appeared.
- Students who have not met promotional requirements may be held over in their current grade if they do not attend summer school and/or pass any requisite tests for their grade level.

“Front Loading” of Outreach Staff

Interventions for absentee students should take place from the first day of school and continue with intensity during the first two weeks of the summer session. It is therefore advised that, for the first two weeks of summer school, adequate staff be assigned to reach out to all students who have been scheduled to attend summer school but have not yet appeared. Outreach efforts should continue throughout the summer in order to support regular attendance.

Summer School 2007 • Daily Home Visit Log

DAILY HOME VISIT LOG ⚙ SUMMER SCHOOL 2007

District _____ School _____ Person Conducting Home Visit _____ July / August _____ 2007

STUDENT (Last Name, First Name)	CONTACT: Check (✓)				OUTCOME (✓)			
	A	B	C	D	1	2	3	4
1.								
2.								
3.								
4.								
5.								
6.								
7.								
8.								
9.								
10.								
11.								
12.								
13.								
TOTAL								



Summer School 2007 • Daily Telephone Log



DAILY TELEPHONE LOG ☼ SUMMER SCHOOL 2007

Region _____ School _____ Outreach Person _____ Date: ____/____/2007

STUDENT (Last Name, First Name)	CONTACT: Check (✓)				OUTCOME of CALL: Check (✓)			
	A	B	C	D	1	2	3	4
1.								
2.								
3.								
4.								
5.								
6.								
7.								
8.								
9.								
10.								
11.								
12.								
TOTAL								



Summer School 2007 Voluntary Withdrawal Letter

SCHOOL LETTERHEAD

Summer School 2007 Voluntary Withdrawal Letter

Date ____/____/2007

Student Name _____

Address _____

Telephone Number _____

Dear _____:
(Name of Parent/ Guardian)

This letter is to confirm your request to withdraw your child from summer school.

As you are aware, your child has been scheduled for summer school in order to provide an additional opportunity for the mastery of skills that may be required for future success in school.

Your child may participate in any testing that is provided at the end of the summer school session. Please contact _____ if you have any questions.

Thank you.

Sincerely,

(Summer School Principal)

I am requesting that my child be withdrawn from summer school.

(Signature of Parent/Guardian)

Contact Information:

Office of Attendance

New York City Department of Education
Lilian Garelick
52 Chambers Street
New York, NY 10007

Tel: 212-374-6095

Email: lgareli@schools.nyc.gov

Summer School 2007 • Attendance Calendar • July

ATTENDANCE OUTREACH CALENDAR SUMMER SCHOOL 2007 ☼ JULY

- ✓ Beginning on the first day intensive outreach efforts are to be made to families of all students who have not appeared for summer school.
- ✓ Outreach contacts are to be made via; autodialing systems, telephone calls, mailings, and home visits.
- ✓ All outreach efforts must be documented on outreach forms, logs or directly on ATS reports.
- ✓ If, after outreach efforts, the parent requests that the student be withdrawn a "Summer School 2007 Voluntary Withdrawal Letter" should be signed by the parent.

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
<p>2</p> <p>* 1st day of "Traditional" Summer School programs for students in grades K-8, including Reading First Programs</p> 	<p>3</p> <p>A. Scan all attendance daily. B. Generate the RNOG Report on ATS. C. Generate the RDAL, RCUA, RSNS Report on ATS. D. Call homes of absentees. Attendance teachers, parent coordinators and other school staff should coordinate efforts. E. Document all interventions.</p>	<p>4 FOURTH OF JULY</p> <p>* HOLIDAY *</p> 	<p>5</p> <p>* 1st day of "Traditional" summer school programs for students in HS grades 9 – 12, including high school programs</p> <p>A. Scan all attendance daily. B. Generate the RNOG Report on ATS. C. Generate the RDAL, RCUA, RSNS Reports on ATS. D. Continue outreach efforts. E. Document all intervention.</p>	<p>6</p> <p>Summer School Discharge Codes</p> <p>00: Transfer to another public school 11: Discharge outside New York City 85: Admitted to summer school in error 88: Opt out 91: Automatic removal of no shows</p>
<p>9</p>  <p>Auto dialers may be used for summer school outreach.</p> <p>Read the ATS Summer School News daily.</p>	<p>10</p> <p>Outreach staff should bring student attendance information on home visits.</p> 	<p>10</p> <p>All interventions must be documented.</p> 	<p>12</p> <p>All student attendance must be scanned. Review and correct attendance where necessary in preparation for the Clearance of Register.</p>	<p>13</p> <p>Clearance of Register</p> <p>All students who have not yet appeared will automatically be removed from the register at the end of the day.</p>
<p>16</p> <p>For the remainder of the summer attendance efforts should be directed towards students with sporadic attendance during summer school.</p>	<p>17</p> 	<p>18 ATS reports should be used to monitor region and school attendance data. The STAT screen, RSAS and RDAL reports should be reviewed by the principal on a daily basis.</p>	<p>19</p> <p>Communication among school staff is essential when working with absentee students. Review outreach outcomes.</p>	<p>20</p> <p>Document all outreach.</p> 
<p>23</p> 	<p>24</p> 	<p>25</p> <p>Continue to read the ATS Summer School News daily to keep informed of attendance issues.</p>	<p>26</p> <p>* Last day of summer program for Reading First students</p>	<p>27</p> 
<p>30</p> <p>Parents should be reminded that their child's success in summer school may be dependent on their regular attendance.</p>	<p>31</p> 			

Summer School 2007 • Attendance Calendar • August

ATTENDANCE OUTREACH CALENDAR SUMMER SCHOOL 2007 ☀ AUGUST				
MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
		1 Parents should be reminded of exam dates.	2 	3 
6 Grades 3 - 8: Testing - ELA 	7 Grades 3 - 8: Testing - Math 	8 Last Day of School for Students attending "Traditional" summer school programs -- grades K- 8 *Last day for recording student attendance on ATS scan sheets for Elementary/MS students. All attendance must be scanned and rosters filed at the school. Grades 3 - 8: Make-up Test 	9 * Promoted/Retained parent notification letters mailed * Elementary/MS staff administrative duties day	10 * Promoted/Retained parent notification letters mailed
13 	14 Complete all scanning.	15 Last day for recording student attendance on ATS scan sheets for HS students.	16 High School: Regents & RCT Test 	17 High School: Regents & RCT Test  * Last day of attendance for high school students attending "Traditional" summer school programs-- grades 9-12.
ATS ATTENDANCE REPORTS				
(RNOC) Non-Compliance Report- Unscanned Classes (RDAL) Daily Attendance Report- Absent and Late Students (RSNS) No Show Report w/ telephone numbers, parent names, addresses (RCUA) Cumulative Absence Report			(RPOS) Create Postcards (RSAD/ RSAS) Summer School Attendance Summary	

Intervention

Introduction to Intervention Component of Summer School 2007 Program

The Summer Success Academy is intended as an opportunity to provide struggling students with additional support in literacy and mathematics, as well as to provide opportunity for exposure to targeted interventions to meet specific learning needs. The intervention segment of the day is customized to meet student needs evidenced through the student portfolios and other data that follows the students from the regular school-year program, as well as needs evidenced through assessments in the summer program itself. Additionally, the program is designed to ensure program continuity for English Language Learners (ELLs). We encourage schools to view the summer school session as a time to use materials that are different from those used during the school year. However, interventions that are successfully used during the school year and well embedded in terms of teacher capacity are useful in the summer program as well and should be considered in any school's planning.

Summer Success Academy *Suggested* Intervention Services - Grades 3 and 5

Summer Success Academy intervention services provide struggling third and fifth grade students with additional support to meet their targeted learning needs in literacy, writing, and mathematics. During the summer school day, students identified most at risk receive additional small group instruction using strong, research-based explicit instructional methodologies. Summer school interventions should respond to the individual student's academic needs through the differentiated use of, research based methods and materials with frequency, and/or duration of instruction reactive to student need.

Students who have been identified as having intensive needs in reading, specifically in the area of decoding, should ideally be placed in the **Wilson Reading Program**, an Orton-Gillingham-based sequence of instruction in sound-symbol relationships. The summer program is an accelerated version of the full program designed to move the student as quickly as possible through several levels. Wilson-trained teachers provide instruction for this segment of the day.

Schools will choose to implement other programs that meet the needs of their students from a menu of literacy interventions at their option. These will reflect the range of research-based interventions designed to target very specific needs of students. Students who display needs in building fluency will receive intensive practice through the **Great Leaps** program. The **Great Leaps** program is delivered on a one-on-one basis for a minimum of two times weekly for about ten minutes per session. Students are provided practice opportunities on alternate days.

An integral part of all Summer Success Academy interventions is the establishment of communication procedures between the home school and summer school site. Diagnostic assessments conducted prior to the start of summer school will determine placement in the Wilson Reading Program and other interventions. Student portfolios defining a student's academic needs will be shared with the summer school site prior to the beginning of the summer term. In turn, via return of updated portfolios, the summer school site will provide progress information to the student's home school in September. This will ensure that intervention services are provided to each student in as seamless a manner as possible and that the home school is prepared to provide students with next steps in their academic intervention plan.

Finally, we encourage the sharing of information learned about intervention practices during the school year at our professional development sessions for Summer Success Academy. The department's intervention newsletters, *Sharing What Works* and *The Middle Matters*, are good resources for summer staff and can be accessed on the DOE website at: <http://schools.nyc.gov/Offices/TeachLearn/OfficeCurriculumProfessionalDevelopment/DepartmentofInterventionInitiatives/Newsletter/default.htm>.

Intervention

Summer Success Academy Intervention Services – Grade 7

In the grade seven summer program, two intervention offerings have been mandated for specific students in previous summers. We suggest that these particular interventions would be worthwhile to institute in this year's program. These are the **Wilson Reading Program** and **Great Leaps**. Only those students identified as having intensive needs in reading – specifically in the area of decoding, but not limited to it – are placed into the Wilson Reading Program. This intensive program provides an Orton-Gillingham-based sequence of instruction in sound-symbol relationships. The summer program is an accelerated version of the program designed to move the student as efficiently as possible through several program levels during the term of the summer program and then continue from this level during the regular school year. Wilson-trained teachers provide instruction for this segment of the day in small groups. The program has an embedded structure to monitor response to treatment.

An additional suggested intervention program in the Summer School Academy is **Great Leaps** which provides intensive practice in fluency. This treatment is intended for students who exhibit needs in building fluency (encompassing speed, accuracy and prosody). The Great Leaps program is delivered on a one-to-one basis for a minimum of two times per week for about ten minutes per lesson, with practice opportunities built in on alternate days. Where delivery of service is a challenge, reasonable substitutes that provide similar treatment are computer programs such as **Soliloquy**, **Reading for Fluency**, or **Read Naturally**. Each of the programs noted contains structures for monitoring response to treatment.

Schools may offer a range of other interventions at their option. These will reflect the range of research-based interventions designed to target very specific needs of students. Within reading, these programs would target learning in decoding (utilizing programs such as **Rewards** which addresses higher-level phonics than that needed by Wilson students), vocabulary and comprehension (such as **Read 180** — where the program is already in use in the building — Kylene Beers' **Reading Skills and Strategies**, and others), as well as interventions in the key ideas of mathematics. Additionally, any of the foundational literacy programs a school selects would contain support for direct instruction in comprehension and vocabulary development strategies, providing intervention in these areas at what is known as the Tier I (in classroom) level.

To make the Summer Success Academy intervention segment as robust as possible, good communication about the student's learning needs will be stressed. Information about the student will be provided by the sending (school-year) teacher(s) to the summer school teacher. The summer school teachers, in turn, will provide progress information to the teacher(s) receiving the student in September. This will ensure that intervention services will be provided to each student in as seamless a manner as possible. The vehicle for communication in this regard will be the student portfolio, providing the crucial information needed to determine intervention needs and subsequent next steps in treatment.

Contact Information:

Office of Intervention Services K-12
New York City Department of Education
52 Chambers Street — Rm. 208
New York, NY 10007

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

Esther Klein Friedman, Ph.D., Director
efriedm@schools.nyc.gov • Tel: (212) 374-0533

Jacalyn Singer, Assistant Director
jsinger4@schools.nyc.gov • Tel: (212) 374-0236

Emily Grandinetti, Special Assistant
egrandinetti@schools.nyc.gov • (212) 374-2448

2007 NYC Summer Success Academy Program

The Wilson Reading System® Summer Success Academy Program is held at summer program sites for at-risk students in grades 3, 5 and 7 who have a primary deficit in the areas of phonemic awareness, decoding (word attack) and spelling.

Description

At each campus site, a Wilson teacher conducts daily Wilson lessons for four groups of students. Each group lesson is scheduled for one hour. Success Academy groups range in size from six (minimum) to ten (maximum) with a recommended size of eight students per group. The number of students and the types of groups vary from site to site depending upon the student identification process.

Follow these steps to have a Wilson Success Academy Summer program at your campus site:

1. Hire a Wilson teacher

- A Wilson teacher must have completed a Wilson 3-day training conducted by a Wilson trainer.
- Applicants should be selected from the pool of teachers who applied as Wilson trained teachers.

2. Assess Student Placement and Grouping

- In May and June, students in grades 3, 5 and 7 who will attend the summer program should be assessed to determine if they have a primary deficit in the areas of phonemic awareness, decoding (word attack) and spelling. Instructional Support Specialists (ISS) from the regional offices will work together with the Academic Intervention Service (AIS) team to group students from assessment results derived from a standard protocol of assessment tools prior to the start of the summer program. Students should be identified and grouped according to pre-testing scores by June 15th.

3. Order Required Summer Program WRS Materials

The following Wilson program materials are needed for each site. Please place the order by **June 1** to assure delivery to your campus by June 30th. Orders can be placed through FAMIS. (Note: Individual copies of each item may also be purchased through FAMIS.)

Order with FAMIS Number: 56778360X - Price \$1,071.84		Order with FAMIS Number: 567783604 - Price \$ 166.32	
QTY	GRADES 3 & 5 STUDENT MATERIALS	QTY	GRADES 3 & 5 TEACHER MATERIALS
10	WRS Student Readers 1, 2, 3	1	Welded Sounds Poster 1
10	Wilson Magnetic Journals w/Phoneme Tiles	1	Mark My Words Poster 1
4	WRS Student Notebooks (10 per pack)	1	Basic Keyword Poster 1
40	WRS Student Workbooks 1, 2, 3 (A)	1	Vowel Sounds Poster 2
		1	Suffix & Syllable Frames
		1	Trick Word Flashcards 1
		1	WRS Instructor Manual
		1	WRS Rules Notebook
		1	WRS Dictation Books (Steps 1-6)
		1	WRS Lesson Plan Handbook (A)

Order with FAMIS Number: 567783626 - Price \$1,071.84		Order with FAMIS Number: 567783421 - Price \$166.32	
QTY	GRADE 7 STUDENT MATERIALS	QTY	GRADES 7 TEACHER MATERIALS
10	WRS Student Readers 1, 2, 3	1	Welded Sounds Poster 1
10	Wilson Magnetic Journals w/Phoneme Tiles	1	Mark My Words Poster 1
4	WRS Student Notebooks (10 per pack)	1	Basic Keyword Poster 1
40	WRS Student Workbooks 1, 2, 3 (B)	1	Vowel Sounds Poster 2
		1	Suffix & Syllable Frames
		1	Trick Word Flashcards 1
		1	WRS Instructor Manual
		1	WRS Rules Notebook
		1	WRS Dictation Books (Steps 1-6)
		1	WRS Lesson Plan Handbook (B)

Wilson Reading System® Summer Program

Questions pertaining to the Wilson Reading System Summer Program should be directed to your ISS or your RDIS.

Registration of Non-Public School Students

Summer School Enrollment for Non-Public School Students

When a public school operates a summer program, all resident students, including public, nonpublic and home-schooled students, are entitled to attend the school's summer program. However, students must meet the same academic requirements established for the public school students. Students should be accommodated on a "space available" basis.

In order to accommodate nonpublic school students the following guidelines and timeframe have been established. Students must:

- ◆ be residents of New York City
- ◆ be in danger of not being promoted to the next grade (elementary and middle school students)
- ◆ need to acquire required high school credits and/or take a Regents exam in order to graduate on time.

Registration for nonpublic school students begins June 11, 2007. Parents must accompany their elementary and middle school students to the nearest open public school when registering. They must present the **Summer School Application for Non-Public School Students** that has been previously filled out by the sending school. The sending non-public school must have an ATS number. If it does not, please refer the non-public school to Caralyn Wilson in the Office of Special Projects via email at cpeople@schools.nyc.gov. We will facilitate assigning them an ATS number.

"When a school district operates a summer school or participates in a BOCES regional summer school, all resident students, including public, nonpublic, and home-schooled students, are entitled to attend the district's summer school program. For the purpose of summer school instruction, a resident nonpublic school student is not considered to be an enrollee of the nonpublic school. (4 Ed Dept Rep 231). A school district or BOCES **cannot** charge resident students fees for any part of the district's program offered to meet high school diploma requirements. However, students must meet any academic requirements for a particular course."

"Resident Students — Public, Nonpublic and Home Schooled." *Handbook for Summer School Administrators and Principals*. New York State Education Department, March 2007. <[emsc.nysed.gov](http://www.emsc.nysed.gov) <http://www.emsc.nysed.gov/sss/SummerSchool/>>.



THE NEW YORK CITY DEPARTMENT OF EDUCATION

Andrés A. Alonso, Ed.D., Deputy Chancellor

Office of the Chancellor
52 Chambers Street – Room 320, New York NY 10007
Phone: 212-374-5115 Fax: 212-374-5588

Sample
Sample

NYCDOE 2007 SUMMER SCHOOL
INSTRUCTIONAL PROGRAM FOR
NON-PUBLIC SCHOOL STUDENTS

May 2007

ATS #«ATS_Code»

PRINCIPAL / ADMINISTRATOR / HEAD OF SCHOOL

«School_Name»
«Street_Address»
«CityZip»

Dear Principal / Administrator / Head of School:

Summer School programs for elementary and middle school students (grades 3 - 8) will begin on **Monday, July 2nd** and end on **Wednesday, August 8th**. ELA and Mathematics testing for students in grades 3-8 will be held on **Monday, August 6th** and **Tuesday, August 7th**. The make-up date for ELA and Mathematics exams will be on **Wednesday, August 8th**.

Summer School programs for high school students will begin on **Thursday, July 5th** and end on **Friday, August 17th**. Regents/RCT examinations are scheduled for **Thursday, August 16th** and **Friday, August 17th** (see attachment).

Registration of non-public school students for the 2007 Summer School instructional program will begin on **Monday, June 11th** at an open public school site nearest to your non-public school. For most students, registration should be completed by June 29th. This will allow schools to assign students to the appropriate class or examination and notify parents prior to the beginning of the summer session. High School students who must attend summer school due to a failing grade on a June 2007 NYS Regents examinations may register on **July 2, 2007**.

Due to budget constraints, the 2007 Summer School program is **limited to students in grades 3 – 12** and targets students with the greatest academic need. The **Summer Success Academy** is for all 3rd and 5th graders who are in danger of not being promoted to the next grade. The **Summer Success Middle School Academy** is for all 7th graders who are in danger of not being promoted to the eighth grade. **Summer School** is for all students in grades 4, 6 and 8 who are in danger of not being promoted to the next grade.

The **High School Credit Accumulation and Regents Preparation Program** are for qualifying high school students who need to acquire additional credits and/or take Regents exams in order to graduate on time. **High school students will be limited to two (2) courses per student**. Details on Regents course offerings and schedules will be available on the New York City Department of Education's website (www.schools.nyc.gov). As was the policy last summer, students will be accommodated on a "space-available" basis. The availability of space is a local decision made at the school level.

When registering, students in elementary and middle school grades **MUST** be accompanied by their parent/guardian and the individualized application form **MUST** contain the latest standardized test scores. High School students, including those registering for a Regents examination only, **MUST** bring their individualized application signed by a parent or caregiver.

Students must register (including those registering on July 2nd) using the enclosed application that contains your school's four-digit ATS location code (on upper left hand corner of letter). Please duplicate applications as needed. **DO NOT USE APPLICATION FORMS or PROGRAM CARDS FROM PRIOR YEARS**. Students will not be permitted to register without the individualized application form containing your school's four-digit ATS location code and your signature. This code will be used to prepare and mail summer school results to schools.

Questions pertaining to this process should be directed to the Summer School Office via email at summerschool@schools.nyc.gov or by calling (212) 374-6099.

Sincerely,

Evelyn Castro

Evelyn Castro
Executive Director
Office of Special Projects

Encl.
c: Andrés Alonso

Updated May 2007

Summer School Application for Non-Public School Students

NOTE: Additional applications can be duplicated at the non-public school.

Contact Information:

Questions regarding specific procedures may be directed to:

Office of Special Projects

New York City Department of Education
52 Chambers Street * Room 205
New York, NY 10007

Tel: 212-374-6099

Fax: 212-374-5902

Email: summerschool@schools.nyc.gov

Additional resources via the internet:

Sample Non-Public School Application for Summer School:
www.schools.nyc.gov/ourschools/summerschool/

NYSED information regarding summer school:
<http://www.emsc.nysed.gov/sss/SummerSchool/>

THE NEW YORK CITY DEPARTMENT OF EDUCATION
Andrés A. Alonso, Ed.D., Deputy Chancellor
Office of the Chancellor
52 Chambers Street – Room 320, New York NY 10007
Phone: 212-374-5115 Fax: 212-374-5588

Sample
Sample

**SUMMER SCHOOL APPLICATION
FOR NON-PUBLIC SCHOOL STUDENTS
2007 SUMMER INSTRUCTIONAL PROGRAM**

ELEMENTARY, MIDDLE AND HIGH SCHOOL STUDENTS (GRADES 3-12)

To be completed by the sending non-public school. Parents of elementary and middle school students must accompany student to registration at NYC Public Schools. Complete one form for each student.

(NOTE: Form will NOT be accepted by the NYC Public School without an ATS #.)

SCHOOL INFORMATION:

SCHOOL NAME:		ATS #:	
SCHOOL ADDRESS:		CITY/STATE/ZIP:	
PRINCIPAL/DIRECTOR NAME:		SCHOOL TEL. #:	

STUDENT AND PARENT/GUARDIAN CONTACT INFORMATION:

STUDENT LAST NAME:		STUDENT FIRST NAME:	
DATE OF BIRTH:		SOC. SEC. #:	
NYC OSIS # (IF ASSIGNED):		<input type="checkbox"/> MALE <input type="checkbox"/> FEMALE	
HOME ADDRESS:		CITY/STATE/ZIP:	
PARENT/GUARDIAN NAME:		RELATIONSHIP:	
HOME TEL. #:		WORK/EMERGENCY TEL. #:	
CURRENT GRADE (SCHOOL YEAR ENDING JUNE 2007):		ANTICIPATED GRADE (SEPTEMBER 2007):	

To be completed for students in elementary or middle schools only.

THE ABOVE-REFERENCED STUDENT IS "AT SERIOUS ACADEMIC RISK IN THE FOLLOWING AREA(S)":	
<input type="checkbox"/> ENGLISH LANGUAGE ARTS/READING	SPRING 2007 ELA/READING SCORE:
<input type="checkbox"/> MATHEMATICS	SPRING 2007 MATHEMATICS SCORE:

To be completed for students in high school only.

THE ABOVE-REFERENCED STUDENT SHOULD REGISTER FOR THE FOLLOWING HIGH SCHOOL COURSE(S) AND/OR REGENTS EXAMINATION(S)*: (NOTE: STUDENTS ARE LIMITED TO TWO (2) COURSES.)	
<input type="checkbox"/> HIGH SCHOOL CORE SUBJECT:	<input type="checkbox"/> HIGH SCHOOL CORE SUBJECT:

***NOTE: REGENTS EXAMINATIONS WILL BE HELD ON THURSDAY, AUGUST 16TH AND FRIDAY, AUGUST 17TH, 2007.**

<input type="checkbox"/> NEW YORK STATE REGENTS EXAMINATION – COURSE:
<input type="checkbox"/> NEW YORK STATE REGENTS EXAMINATION – COURSE:

Summer School Calendar:

Summer school for elementary and middle school students will begin on **Monday, July 2nd and end on Wednesday, August 8th**, including test days. Elementary and middle school programs will run for four days per week, **Monday through Thursday**.

Summer school for high school and Regents prep programs will begin on **Thursday, July 5th and end on Friday, August 17th**. Programs will run for five days per week, **Monday through Friday**.

Registration Information:

Non-public school students (for elementary and middle schools) may begin registering conditionally on June 11th. High school students who must attend summer school or need to take the NYS Regents Examination due to a failing grade can begin registering on **July 2, 2007**. All students, as in the past, will be accommodated on a "space available" basis. The availability of space is a local decision made at the school level. Refer to the cover letter for detailed information pertaining to the 2007 Summer School Instructional Program.

Certification:

I hereby certify that the courses described above are necessary for the student to either graduate from school on time or to advance to the next grade.

Non-Public School Principal's Name _____	Principal's Signature _____	Date _____
<input type="checkbox"/> Parent/Guardian and student agree to abide by all relevant NYCDOE Rules and Regulations.		
Parent/Guardian Signature _____	Date _____	Student Signature (High school only) _____ Date _____

Online Occurrence Reporting System & Fire Drill Information

Online Occurrence Reporting System / Emergency Information Center

OORS

As per Chancellor's Regulations A-412, A-420, A-750, A-755 and A-831, Schools are required to report all occurrences, including Accidents, Allegations of Corporal Punishment, Allegations of Sexual Misconduct, Suicide Reports and Allegations of Child Abuse) online within 24 Hours. For additional notification procedures please refer to the Student Support Reference Card* (2007 Summer School Version)

EIC

Report all School Related Criminal Incidents, Serious Non-Criminal Incidents which may be news worthy or medical incidents which may have a public health/safety implication. EIC can be reached at **718-935-3210**

School Safety Plans

SSP Summer Plan

All School Buildings that will house summer school sessions or programs must complete an Online Summer School Safety Plan. In Buildings where multiple schools or programs will be operating, a plan should be prepared with representatives from each school or program.

Fire Drill

State Education Department's Handbook for Summer School (Administrators and Principals) states the following:

- ◆ Two fire drills must be held during summer school in buildings where summer school is conducted.
- ◆ One of the two fire drills must be held during the first week of summer school.

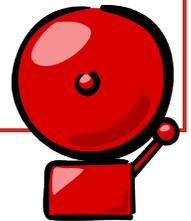
Summer school supervisors/administrators are to report the fire drill on line, in exactly the same manner as done during the school year. (See the next page for steps on entering fire drill information online.)

Technical Assistance and Support

Contact your Safety Administrator.

The Office of School Intervention and Development's Call Center is available from Monday - Friday from 7:00 AM to 7:00 PM.

Tel: 718-935-5100 or 718-935-5004



Online Occurrence Reporting System & Fire Drill Information



OFFICE OF SCHOOL INTERVENTION AND DEVELOPMENT

335 ADAMS STREET, 28TH FL, M304
BROOKLYN, NEW YORK 11201

718.935.5004 (Phone)
718.935.2964 (Fax)

Steps for Entering a Fire Drill Online:

The screenshot shows a web browser window displaying the website for the Office of School Intervention and Development. The browser's address bar shows the URL <http://erceo.nycenet.edu/>. The website header includes the New York City Department of Education logo and the text "Office of School Intervention and Development". A navigation menu contains links for "HOME", "Calendar", and "Contact Us". A "Login" form is visible, with fields for "Username:" and "Password:" and a "LOGIN" button. Below the login form, there is a "Data Entry Systems" section with a list of links: "DC Confirmation Form", "Bus Drills", "Fire Drills", "Online Occurrence Reporting System (OORS)", "OORS (Management System)", "OORS (Written Statement Forms (Status and Downloads))", and "School Safety Plan". The "Fire Drills" link is highlighted with a red arrow. Below this, there is a sub-section titled "Fire Drills" with a link that says "+ I want to add a new fire drill". Below this link, there is a table with columns for "Drill Date" and "Building(s) Involved", and a row with the text "None Listed". A "Logout" link is at the bottom of the page.

Begin by going to the url <http://erceo.nycenet.edu>

Next, enter your school's username and password and click "Login"

After you login, choose "Fire Drills"

Then select "I want to add a new fire drill"



Online Occurrence Reporting System & Fire Drill Information

Steps for Entering Fire Drill Online — continued

New Fire Drill Data Entry Form

Please supply the following information for this drill:

Date of Drill: (in mm/dd/yy format)
Building: [Select a Building] v
Time Alarm Was Given: (in hh:mm AM/PM format)
Time Building Was Vacated: (in hh:mm AM/PM format)
Elapsed Time:
Code or Signal:

[Return to Fire Drill Menu](#)

Enter your fire drill information and Click the “Submit Button” to Save



A message box will open, telling you your fire drill information has been saved. Click “OK”.

[+ I want to add a new fire drill](#)

The following Fire Drills have been entered for the current academic year:

<u>Drill Date</u>	<u>Buildings Involved</u>	<u>Delete</u>
Feb 28 2006 @ 10:15AM	Building No. 1	Delete

[Logout](#)

You will see the fire drill information you entered. If necessary, you can delete the fire drill from this screen.

If you have any questions about entering fire drills, please contact the Office of School Intervention and Development Helpdesk at 718.935.5004.

Contact Information:

Office of School Intervention and Development

New York City Department of Education
Elayna Konstan, Chief Executive Officer
335 Adams Street — Room M304
Brooklyn, NY 11201

Grady L. Bird—Senior Assistant to the Chief Executive for Emergency Preparedness, Information and Communications

Tel: 718-935-5004

Fax: 718-935-2964

Email: gbird@schools.nyc.gov

Where to find on the internet:

Entering fire drill information online:

<http://erceo.nycenet.edu>

Chancellor’s Regulations: <http://schools.nyc.gov/Administration/ChancellorsRegulations/default.htm>



SchoolFood
Feed your mind

Office of SchoolFood Summer Meals Program



Summer Meals Program

Summer meals are an integral part of child nutrition. It is important for teachers and administrators to encourage all children to eat breakfast when they arrive at school and to eat lunch before they leave school for the day. Children staying for after-school activities should also be encouraged to participate in the lunch program.

If your school is not offering free summer meals, or other locations need to be identified for any reason, information about other locations can be found at: www.OPT-OSFNS.org or by calling 311.

USDA regulations require open access for all children under the age of 19 at all open feeding sites whether there is an instructional program housed in the building or not and regardless of whether the child is attending the program. **No identification, registration, or other information is required from the child.**

Summer Meal Program Sites

Open sites are defined as public schools where meals are prepared and served to children in the community. Schools that provide instruction and are staffed with a teacher and a school aide in the dining room are considered open sites. Public Parks, Pools, and Recreation Centers that receive meals from local schools are open sites where children may also receive meals.



Closed Sites are defined as sites which serve only the children enrolled. These sites include public schools (mostly satellite and District 75), Community Based Organizations, Churches, PAL and ACS (Administration for Children's Services) sites, etc.

Summer Site Supervision Criteria

- ◆ Sites serving 300 or more lunches per day will have full service, a teacher, school aide and hot food.
- ◆ Sites serving over 150 with a scheduled lunch during the day will also have full service.
- ◆ Sites serving less than 150 lunches per day will have partial service – a school food aide and cold satellite lunches.
- ◆ Sites serving over 150 with lunch scheduled at the end of the day will have partial service.

Dates of Operation for Summer Meals

June 28, 2007 through August 31, 2007

Breakfast

8:00 AM to 9:15 AM

Lunch

11:00 AM to 1:15 PM

Contact Information:

Questions regarding the summer meals program should be directed to:

The Office of SchoolFood
Accounts Receivable Department
New York City Department of Education
46-33 Vernon Boulevard
Long Island City, NY 11101

Tel. #: 718-707-4389 or
718-707-4371 or
718-707-4386.



Summer School Accommodations for Special Education Students

Summer School Accommodations for Special Education Students

Students with disabilities who are at-risk of being retained because they have not met their IEP promotion criteria (either standard or modified criteria) must have equal access to the summer program and must be integrated into the school's instructional program. Schools must ensure that plans developed describe the availability of required accommodations to facilitate the participation of students with disabilities including the availability of testing accommodations, health/management paraprofessionals, nursing, transportation and special education teachers to support their participation. In addition, students with disabilities who have met their IEP modified promotion criteria may also be given the opportunity to attend summer school. This additional instructional time is provided as part of an effort to help students meet grade level performance standards. All summer school plans must describe how special education students will be integrated into the instructional program and the level of support that will be provided.



THE NEW YORK CITY DEPARTMENT OF EDUCATION
JOEL I. KLEIN, *Chancellor*
OFFICE OF SPECIAL EDUCATION INITIATIVES
52 Chambers Street, Room 220 · New York, NY 10007

MEMORANDUM

March 12, 2007

TO: Summer School Principals

FROM: Linda Wernikoff, Senior Instructional Manager
Office of Special Education Initiatives

Roger Platt, MD, Director
Office of School Health

RE: Summer School Accommodations

As you are aware, students with IEPs are included in the promotion policy and must have the opportunity to attend summer school this year as all other students. It is necessary, therefore, that certain accommodations continue to be provided during the summer.

These accommodations include transportation, curriculum modifications, testing accommodations, health services and paraprofessional support to general and special education students who require them wither through a Section 504 accommodation or through a Student Accommodation Plan completed at an IEP review meeting. The Office of School Health will continue to assist each school in ensuring that nurses are in place as required for the summer session. It is the schools responsibility to make provision for paraprofessionals as needed and to arrange for transportation through the Office of Pupil Transportation.

In order to accommodate the need for nurses in the coming summer session, please complete the enclosed forms, one for general education students and the other for special education students, who you project, will require nursing this summer. Please return the forms by **Friday, May 25th, 2007** to:

Office of School Health
51 Chambers Street – Room 503c
New York, New York 10007
Fax No. (212) 374-0151

Enclosures

c: Andrés A. Alonso
Kathleen Grimm
Eric Nadelstern
Ava J. Mopper
Carole Marchese, RN
Administrators for Special Education
Health Directors
Integrated Service Centers, Directors

Summer School Accommodations for Special Education Students

FORM A

General Education Students Attending Summer School Programs During Summer 2007 who Require Health Services by a Nurse

FORM A

General Education Students Attending Summer School Programs During Summer 2007 who Require Health Services by a Nurse

Please indicate the names of the students in your school who will be attending summer school programs who will require Health Services by a Nurse. The dates of the summer school program, the times and the school and address where the program will be located must also be indicated. Use as many forms as you need to include all participating students in your school.

District/School: _____ Name of School Principal: _____

School Contact Person: _____ Telephone No.: _____

Name of Student	ID #	D.O.B.	Grade	School/Location of Summer Program	Inclusive Dates of Program July - August	Days of Week Program will be Operational	Times of Day Program will be Operational	Specify the Type of Treatment Required

Summer School Accommodations for Special Education Students

FORM B

Special Education Students Attending Summer School Programs During Summer 2007 who Require Health Services by a Nurse

FORM B

Special Education Students Attending Summer School Programs During Summer 2007 who Require Health Services by a Nurse

Please indicate the names of the students in your school who will be attending summer school programs who will require Health Services by a Nurse. The dates of the summer school program, the times and the school and address where the program will be located must also be indicated. Use as many forms as you need to include all participating students in your school.

District/School: _____ Name of School Principal: _____

School Contact Person: _____ Telephone No.: _____

Name of Student	ID #	D.O.B.	Grade	School/Location of Summer Program	Inclusive Dates of Program July - August	Days of Week Program will be Operational	Times of Day Program will be Operational	Specify the Type of Treatment Required

Summer School Discipline Policy

A document will be issued, as in years past, addressing Suspension Policy in summer School. As soon as it has been approved by legal, it will be sent to your attention via email.



New York City Teaching Fellows Program Description

Program Description

The New York City Teaching Fellows (NYCTF) is a collaborative undertaking to recruit, develop, and support talented professionals and graduates to teach in schools that have traditionally had difficulty attracting and retaining qualified teachers. The program aggressively recruits high quality, non-traditional candidates, selects them according to rigorous criteria, prepares them through an intensive pre-service training and an accelerated Master's Degree program, and works with schools and districts to provide them with support and professional development in their teaching placements. NYCTF is a Chancellor's initiative managed by the NYC Department of Education's Division of Human Resources in partnership with local universities, schools, and the United Federation of Teachers.

The Fellowship consists of the following elements:

- ◆ Participation in an intensive pre-service program intended to equip Fellows with basic teaching competencies and knowledge.
- ◆ Service as a full time teacher in a hard-to-staff school.
- ◆ Matriculation in a Master's Degree program, 2/3rds of which is paid for by the Department of Education.
- ◆ Enhanced mentoring and support from the school, college and Fellowship network.
- ◆ Eligibility for a Transitional B Certificate, a State credential, qualifying Fellows as certified teachers who can be licensed and appointed.

Recruitment/Selection

Applicants submit a resume and cover letter and are pre-screened to determine if they meet the following minimum criteria:

- ◆ Bachelor's degree
- ◆ Minimum GPA of 3.0 (consideration is given for demonstrated achievement)
- ◆ Excellence in previous endeavors

Screened candidates participate in a rigorous four-hour selection process including teaching a sample lesson, engaging in a facilitated discussion, preparing a written response to an educational scenario and a one-on-one interview. Applicants who demonstrate excellence according to the selection criteria are recommended for acceptance into the Fellowship.

Pre-Service Training

All Fellows participate in a pre-service program comprised of a field placement in a summer school classroom, Master's Degree coursework, advisory sessions and additional workshops. Field placements provide an opportunity for Fellows to spend time in classrooms and learn from experienced practitioners. The pre-service coursework provides Fellows with the basic teaching knowledge and strategies necessary to successfully begin teaching. The university coursework is supplemented by regular sessions with Fellow Advisors who are typically teachers who entered the profession through a similar alternate route. These sessions include group discussions and practice teaching. Fellows are required to pass two State Certification exams, the Liberal Arts and Science Test and the Content Specialty Test, before beginning their teaching assignment.



New York City Teaching Fellows Program Description

In-Service/On-Going Support

Once in their teaching assignments, Fellows continue their university coursework toward the completion of a Master's degree over approximately a two to three year period. In addition, a faculty representative from the university observes the Fellows at least monthly and coordinates feedback and support efforts with the school leadership and Fellow mentor. At the school level, each Fellow is assigned a mentor, an experienced pedagogue who works with the Fellow on a regular basis. Regional instructional personnel coordinate other activities by staff developers, instructional specialists, and school staff to ensure that the professional development needs of Fellows are met. The Fellows Office also organizes regular events for Fellows and publishes a monthly newsletter with program updates and news from Fellows.

Contact Information:

General Information:

www.nycteachingfellows.org

(718)935-4101

Summer School Site Selection:

Amy Way, Deputy Director for the Office of Alternative Certification – away@schools.nyc.gov

Suchitra Saxena, Program Manager for the Office of Alternative Certification – Ssaxena@schools.nyc.gov

Shuvi Santo, Program Manager for the Office of Alternative Certification – ssanto@schools.nyc.gov

Rebecca Schatzkin, Placement Director for NYCTF – Rschatzkin@schools.nyc.gov

Office of Alternative Certification (718)935 -5428

Information on Hiring Incoming Fellows:

www.nyctf.org/hirefellows

hirefellows@schools.nyc.gov

(718)935-4586



New York City Teaching Fellows Summer School Field Placement 2007 Planning Guidelines and Timeline

New York City Teaching Fellows-Summer School Field Placement 2007 Planning Guidelines and Timeline

As part of the summer pre-service program, each Teaching Fellow will have a modified student teaching experience in a summer school classroom. This training component provides Fellows with a hands-on opportunity to learn about instruction, management, and school culture. Since Fellows generally have no background in teaching, the field experience is critical to making a successful transition to this new profession. To ensure smooth coordination of the summer school experience, Fellows are clustered at training sites in groups of eight to twelve and training sites are limited to 150-200 citywide.

Schedule and Fellows' Expectations

- ◆ Fellows will participate in summer school field placements from **July 2 through August 2, 2007 for grades K -8 and from July 5 through August 2 for high schools**. They will report to school **Monday through Thursday from 8:00-12:30**.
- ◆ Fellows are expected to observe, practice planning and delivering lessons, and assist in managing the class. They may also attend school-based professional development activities, meetings and other events that add value to their development as new teachers and do not conflict with their Master's Degree coursework schedule.
- ◆ Until Fellows have successfully completed their pre-service requirements, they are not certified pedagogical employees and should *never* be left alone unsupervised in a classroom.
- ◆ Schools who commit to hiring a new Fellow before the end of June, can have that Fellow assigned to their summer school regardless of whether or not they are a "field training site" as long as the placement meets program requirements. Please note that to comply with State certification regulations, Fellows must have a summer school field placement that provides substantial opportunities for instructional practice with classes of children. Fellows cannot be assigned to summer schools solely to participate in professional development, extra-curricular activities, or individual or small group tutoring.

Characteristics of a High Quality Training Site

- ◆ Fellows are matched one-to one with a cooperating teacher in the appropriate level/subject area. Subject areas include math, special education, ESL, science, bilingual elementary, English, Spanish, and elementary education (limited). *
- ◆ Site supervisor is eager to host Fellows.

*Special education, ESL, and bilingual placements have been a challenge in previous summers.



New York City Teaching Fellows Summer School Field Placement 2007 Planning Guideline and Timeline

- ◆ Cooperating teachers are strong practitioners and are prepared to model good teaching practices.
- ◆ Site supervisor and cooperating teachers are oriented to program information and know what to expect from the Fellows.
- ◆ Site supervisor communicates openly with NYC Teaching Fellows office about concerns and questions.

Program Details

- ◆ During the course of the summer, Fellows may be visited and observed by a number of program staff including Field Visitors, individuals from the NYCTF office, and university representatives.
- ◆ If a principal/summer school site supervisor has concerns about a Fellow's performance during the course of the summer, the principal may speak directly with the Field Visitor or call the Office of Alternative Certification directly at (718) 935-5428.
- ◆ At the end of the pre-service program, Fellows are evaluated by NYCTF to determine their readiness to continue in the program. Principals/summer school site supervisors will have an opportunity to provide input/feedback on a Fellow's performance.
- ◆ Since the Fellows have limited exposure to school settings prior to becoming the teacher of record in the fall, Fellows should train at sites that closely model the structure and schedule of a typical school day.

Planning Timeline

- April-May: Summer school coordinators, principals, and NYCTF staff identify summer school field training sites. Principals should indicate whether not they are interested in working with Teaching Fellows on their summer school planning grid.
- Early June: Field training sites are finalized.
- Mid June: NYCTF staff will communicate with site supervisors to share program information.
- Late June: NYCTF will provide summer school coordinators and/or site supervisors a list of all the Fellows and their summer school matches. *Please note that changes may occur.*
- Early July: Summer school site supervisors select and orient cooperating teachers who will work with Fellows. Field Visitors may meet with site supervisors and cooperating teachers.
- July 2/5: Fellows report to their field training sites.



New York City Teaching Fellows Fellow Training Site Activities

Fellow Training Site Activities

There are three main components to the Fellows' in-school training: **observation, participation** and **instruction**.

Observation-Classroom Notes

Fellows will complete a series of focused observations designed to raise awareness and/or issues for use in the evening training sessions. Main themes will include:

1. Lesson structure
2. Procedures, routines and environment
3. Instructional delivery and assessment
4. Behavior management

Observation-Teacher Interviews

The Fellow is expected to engage in an ongoing discussion about teaching with his/her cooperating teacher. In order to raise issues and to refine specific understandings related to the Fellow Advisory sessions, Fellows will be encouraged to conduct focused interviews with their cooperating teachers. These interviews are informal and should take no more than ten minutes per day.

Participation

After the first couple days Fellows should ideally begin interacting with students as classroom aides or teaching assistants rather than as observers. This arrangement might include opportunities for one-on-one tutoring and small group interaction, co-monitoring guided and independent practice, and even co-teaching if negotiated with the cooperating teacher.

Instruction

Teaching a full lesson is an important training experience for the Fellows. Depending on the Fellow's relationship with the cooperating teacher, s/he should ideally plan and teach lessons and a series of lessons (unit) to the same class. It would be optimal for Fellows to experience one or more full days of teaching to get a sense of the rhythm and workload of the school day.

Inter-visitation

Fellows have found it extremely valuable to observe more than one teacher during pre-service training. Fellows should arrange inter-visitations with the assistance of the site supervisor. The Fellow must notify his or her cooperating teacher in advance when s/he plans to observe another class.

Visits from Field Visitors (FVs)

FVs observe and meet with Fellows at their training site one to two times a week. The FV may work with the site supervisors to arrange inter-visitations, address concerns, and adjust placements, as needed. FVs are also responsible for conducting new teacher seminars for Fellows in the evening. All FVs are current NYC public school teachers.



Office of Pupil Transportation Summer Transportation Rules

OFFICE OF PUPIL TRANSPORTATION (OPT) SUMMER TRANSPORTATION RULES

The following rules apply to students who are mandated to attend summer school. The current model does not mandate summer school for students in grades kindergarten and one.

Transportation guidelines for students who receive free transportation services during the regular school year:

1. If you received transportation during the school year, you will receive transportation for summer school regardless of where the summer school is located.
2. Transportation will be provided in the same manner and from the same location as provided during the regular school year.
 - a. Students who were provided door-to-door transportation during the school year will receive door-to-door transportation to the summer school they attend.
 - b. Students who were provided stop-to-school transportation during the regular school year will receive stop-to-school service from the same intersection for the summer program. *Please be advised that the corner where your child is regularly picked up may change.*
 - c. Students who received free full-fare MetroCards during the school year will continue to receive free full-fare MetroCards.
 - d. Students who received variances for the regular school year will continue to receive variances for summer school transportation.

Transportation guidelines for students who were not eligible for free transportation during the regular school year:

1. If the summer school to which the student is assigned is the student's home school, the student will continue to be ineligible for free transportation.
2. If the summer school to which the student is assigned is not the student's home school, the student's eligibility distance will be recalculated to the summer school he or she will be attending.
 - a. Students who do not meet the regular school year eligibility guidelines (see eligibility guidelines that follow) will not receive free transportation.
 - b. Students who meet the half-fare guidelines to their assigned summer school will receive a half-fare MetroCard.
 - c. Students who meet the eligibility guidelines to their assigned summer school will be provided transportation by yellow bus if the student is in grades 2-6. Yellow bus service will be provided from a stop in close proximity to the student's home or by shuttle service from the student's regular year school.
 - d. Students in grades 7-12 who meet the eligibility guidelines to their assigned summer school will be provided transportation by free full-fare MetroCard.



Office of Pupil Transportation Eligibility Guidelines

OFFICE OF PUPIL TRANSPORTATION (OPT) ELIGIBILITY GUIDELINES

- ⇒ If your child is in grades **K through 2** and resides **less than ½ mile from school**, he or she is eligible for [half fare on Public Transportation](#).
- ⇒ If your child is in grades **K through 2** and resides **½ mile or more from school**, he or she is eligible for [General Education Transportation \(Yellow School Bus\)](#) or [free fare on Public Transportation](#).
- ⇒ If your child is in grades **3 through 6** and resides **at least ½ mile and less than one mile from their school**, he or she is eligible for [half fare on Public Transportation](#).
- ⇒ If your child is in grades **3 through 6** and resides **1 mile or more from school**, he or she is eligible for [General Education Transportation \(Yellow School Bus\)](#) or [free fare on Public Transportation](#).
- ⇒ If your child is in grades **7 through 12** and resides **between ½ and 1½ miles from school**, he or she is eligible for [half-fare on Public Transportation](#).
- ⇒ If your child is in grades **7 through 12** and resides **more than 1½ miles from school**, he or she is eligible for [free fare on Public Transportation](#).
- ⇒ MetroCards for students attending summer High School and any supplemental amount required will be provided to the Regional Operations Centers (ROC) based on the ROC request. OPT will be contacting the Integrated Service Centers at the end of May.



If you have questions, please contact Richie Scarpa at the Office of Pupil Transportation, at rscarpa@schools.nyc.gov.



OPT Principal's Letter

OPT Parent or Guardian Notification Letter

PRINCIPAL'S LETTER TO THE OFFICE OF PUPIL TRANSPORTATION

RE: Emergency Protocol for General Education Yellow School Buses

The Office of Pupil Transportation developed the following emergency protocol for children who are not met by an adult at their summer school bus stop.

1. The school must inform each parent or guardian of the following responsibilities:
 - a. Instruct your child about the stop to get off the bus after summer school.
 - b. Explain to your child which adult(s) may take them home.
 - c. Instruct your child whether to get off the bus by themselves or stay on the bus until they see a person you designated at the stop.
2. The school must obtain permission from each parent or guardian to return the child to a site designated by the Region when the child is not met by an adult.
3. The school must provide OPT with the names of staff that will be available each day to supervise children returned to the site designated by the Region.
4. The region must designate a time for students to be taken to the local police precinct, if not picked-up by a parent, guardian, or designated adult.

Please complete the following fields and forward this information to OPT by June 22nd:

My school is: _____

My summer school is: _____

The site for returning students is: _____

Names of staff member that will be available each day to supervise returning children are: _____

Local Precinct Number: _____

Local Precinct Telephone: _____

Time children will be taken to the local precinct is: _____

Please return this form by e-mail rscarpa@schools.nvc.gov or fax 718.392.8403 at Office of Pupil Transportation by June 22nd.

Please call the OPT Hotline at 718.392.8855 if you have any questions.

[School Letterhead]

Parent or Guardian Notification Letter

July 2, 2007

Dear Parent or Guardian,

The Office of Public Transportation has developed a plan to return children who are not met by an adult at their summer school bus stop. Students who do not get off the school bus will be returned to the following location: _____.

If student is not picked up by _____ PM, student will be taken to the _____ Police Precinct located at: _____.

It is your responsibility as a parent or guardian to:

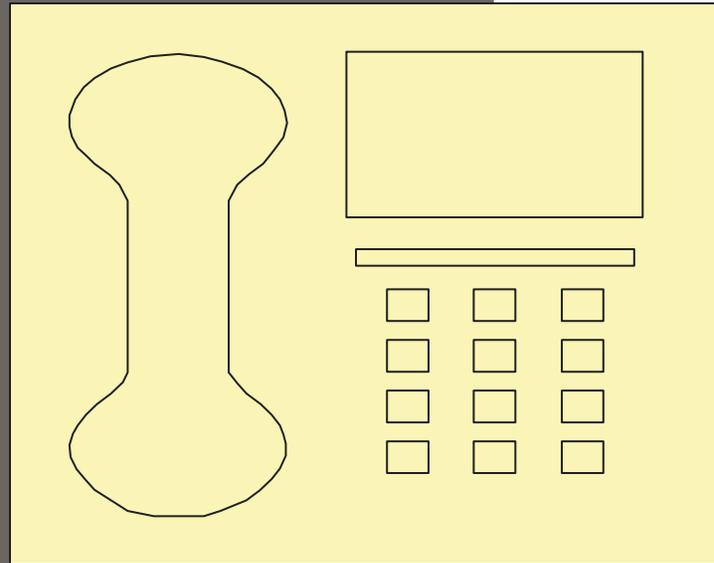
Instruct your child about the stop to get off the bus after summer school.
Explain to your child which adult(s) may take them home.
Instruct your child whether to get off the bus by themselves or stay on the bus until they see a person you designated at the stop.

By signing this document, I am affirming that I have read the transportation policy above, talked to my child about the process, and agree to the process.

Parent or Guardian Name

Date

Contact Information



Resources: Where to Find Key Documents & Links on the Internet



Document or Link Name	Internet Address
Chancellor's Regulations	www.schools.nyc.gov/Administration/ChancellorsRegulations/default.htm
Division of Teaching & Learning home page	www.schools.nyc.gov/offices/teachlearn/default.htm
Entering fire drill information online	http://erceo.nycenet.edu
New York City Teaching Fellows — General Information	www.nycteachingfellows.org
New York City Teaching Fellows—Hiring Incoming Fellows	www.nyctf.org/hirefellows
NYC DOE Calendars	http://schools.nyc.gov/Calendar/default.htm
NYS Education Department Summer School Information	http://www.emsc.nysed.gov/sss/SummerSchool/
NYS Regents/RCT Exam Schedules	http://www.emsc.nysed.gov/osa/sched.html or http://www.emsc.nysed.gov/sss/SummerSchool/
Office of Intervention Services home page	http://schools.nyc.gov/Offices/TeachLearn/OfficeCurriculumProfessionalDevelopment/DepartmentofInterventionInitiatives/Newsletter/default.htm
Office of Pupil Transportation	http://www.opt-osfns.org/opt/
Office of School Food	www.OPT-OSFNS.org
Office of Special Projects home page:	www.schools.nyc.gov/office/teachlearn/specialprojects/default.htm
Online Registration for CPR and AED Training: FAQs regarding implementation and maintenance of AEDs:	http://doe.emergencyskills.com/login.php http://doe.emergencyskills.com/general.php
Per Session Applications:	https://www.nycenet.edu/offices/dhr/psa
Summer School Home Page:	www.schools.nyc.gov/ourschools/summerschool



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**** - Indicates: Team Leader**

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Directors of Facilities and Space Planning

Summer School Liaisons
2007

Contacts

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