

# UNIONDALE HIGH SCHOOL



## TEACHER HANDBOOK 2019-2020





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Assistant Principal .....	Dr. Jack Abramowitz
Assistant Principal .....	Dr. Diane Barton
Assistant Principal .....	Mr. Mark McCaw
Assistant Principal.....	Mr. Keith Saunders
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Art/Music.....	Mr. Kelvin Jenkins
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Guidance/Scholarship/Academic Rigor .....	Mrs. Stacie Reid
Library Media Services and Instructional Integration .....	TBA
Mathematics .....	Dr. Beverly Jones
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## **ADMINISTRATIVE ASSISTANT**

Pupil Personnel/CSE .....	Mrs. Carol DelValle
Registration.....	Mr. Gregory Singer
Business Affairs .....	Mr. Steve Epstein
Health Services.....	Ms. Sylvia Kallich

## **Notice of Non-Discrimination**

The Uniondale Union Free School District does not discriminate on the basis of an individual's actual or perceived race, color, religion, religious practice, national origin, ethnic group, sex (including sexual harassment and sexual violence), gender identity, sexual orientation, political affiliation, age, marital status, military status, veteran status, disability, weight or any other basis prohibited by New York state and/or federal nondiscrimination laws in its programs and activities. Inquiries regarding the district's nondiscrimination policies should be directed to:

Office of Human Resources  
Uniondale UFSD  
933 Goodrich St.  
Uniondale, NY 11553  
[hrcomplianceofficer@uniondaleschools.org](mailto:hrcomplianceofficer@uniondaleschools.org)

# INTRODUCTION

## **A STATEMENT OF THE PHILOSOPHY UNDERLYING THE SECONDARY SCHOOL PROGRAM**

The secondary school shall provide an individually suitable education that will enable each youth in the community to become an intellectually aware, morally sound and fully participatory citizen.

This presupposes that the secondary school shall distinguish between "equality of educational opportunity" and "equal education for all" and will offer a flexible program that will provide for the following:

1. The best possible program for the majority of youths who are capable of following a traditional school program.
2. The selection and training of leaders for all walks of life and to encourage students to be life-long learners.
3. The needs of youth for whom the secondary school shall be the terminus of their formal education.
4. The needs of those who cannot participate in the traditional school program because of physical or mental impairments.
5. Cooperation with the homes, the churches, and all organizations interested in the education of youth.
6. Meeting such community needs as it can.

The curriculum of the secondary school is conceived as all the educative experiences that youth have under the direction or supervision of the school.

This presupposes that the concept of what the school can and ought to do for youth must be broadened to include many functions not traditionally associated with secondary education. The curriculum should:

1. Be based on sound principles of adolescent development and behavior.
2. Emphasize the interest and needs of youth interpreted in light of the needs of the larger society to which youth belongs.
3. Give major consideration to the development of attitudes, skills, and habits that will contribute to the improvement of society and increase the ability of youth to adjust to that society.
4. Include experiences planned in terms of the needs, purposes, aptitudes and abilities of the youth who are to participate in them.
5. Replace the heavy dependence on the extrinsic motivation of awards and honors with an increasing reliance on the intrinsic and compelling pull of aroused interests and inherent satisfactions, which result from meaningful experiences.
6. Emphasize and clarify the need for spiritual values of all youth.

## **A STATEMENT OF THE PHILOSOPHY UNDERLYING THE SECONDARY SCHOOL PROGRAM –cont'd**

7. Assist each youth to experience, analyze the relatively simple and impersonal pattern of social life within the school, and assist him/her to progress toward participating in movement and community groups outside the school.
8. Provide for the use of human and other resources in the community.
9. Be a logical continuation of the district's elementary school program
10. Be designed in view of the best educational thinking especially that offered by the New York State Department of Education, but by and for those closest to the secondary school in the Uniondale Union Free School District.
11. Provide for flexibility in philosophy, policy, organization and a variety of programs to meet the changing needs of youth and society.

Every student shall be aided in reaching his/her maximum potential through a comprehensive guidance program made continuous by an informative cumulative record system. Guidance shall be considered the process of helping each youth discover and develop his/her best potentialities through his/her own efforts for his/her happiness and social usefulness.



## HOMEROOM PROCEDURES

1. Opening Exercises
2. Student attendance:
  - a. Excuses for absences are due within two days after the student returns from the absence. All notes are to be sent to the Attendance Office. Please print the student's name clearly on the note. If a note is not submitted at this time, the student name should be referred to the Attendance Office.
  - b. Official attendance will be recorded during Homeroom.
  - c. A student who is absent from school for more than **three consecutive days** should be sent to the Health Office on the day he/she returns to school.
  - d. Students who arrive late should be admitted to class, and then marked late on the official attendance sheet.
3. **Have the class listen to the announcements. There should be no talking at this time.**
4. The homeroom program is an important part of the educational operation of our school. The homeroom teacher can help students by answering questions and discussing problems with them. Fundamentally, the homeroom program is established for the purposes listed below:
  - a. Discussion of progress with individual students
  - b. Discussion of Student Council report
  - c. Attendance at class meetings
  - d. Official announcements
  - e. Discussion of Co-Curricular activities
  - f. Support of PTSA and other drives for collections and membership
  - g. Organization of committees for homeroom procedures
5. There will be no announcements made for trips and after school activities (**during class time**) except for an emergency situation.

## **CLASS MEETINGS/ASSEMBLIES/GUEST SPEAKERS**

Teachers should take attendance before escorting classes to the auditorium for class meetings, assemblies/programs etc. When students are escorted to the auditorium, the Teacher should oversee that seating takes place in an orderly fashion. **Teachers are expected to remain with the group during the entire program.** Teachers are expected to monitor the behavior of the students in the auditorium and assist with an orderly dismissal.

## **CLASSROOM PROCEDURES**

1. Teachers are to take attendance at the beginning of the period. It is very essential that teachers keep accurate and current attendance class books.
2. Daily absence or lateness must be recorded in the computer. Five or more absences per month must be reported to the Dean or grade level assistant principal.
3. Once in class, students should not be permitted to leave except for emergencies. **Official Hall passes** are to be used which are color coded each quarter. Students may go to the bathroom before and after school, and during lunch periods. A student who is permitted to leave without an official pass will be sent back to the classroom.
4. No teacher has a right to excuse a student from another teacher's class.
5. ***Bell to bell instruction is the building policy. No class is to be dismissed before the bell rings.***
6. Teachers are not to issue **any** passes during the first and last 10 minutes of the period!
7. Homework: Teachers of academic classes should assign homework at least four times a week. To be effective, homework must be checked by the teacher, and a record entered in the grade book. Try to determine the total homework load and gauge the amount given by the total.
8. The classroom is to be checked at the end of each period. Papers are to be picked up, and the desktops checked to see that they have not been defaced.
9. Do not permit students to adjust the blinds. At the end of the day, teachers should adjust them to a uniform height. All windows should be closed and locked at the end of the day.
10. Students who are late periods 1 – 9 must be admitted to class with an imposed penalty or student referral by the teacher.

## **CHANGE OF TEACHER SCHEDULES/CLASSROOMS**

**Teacher schedules and classroom assignments may not be changed without the written permission from the Principal.** All requests for such changes must be made through the Principal's Office.

## **STAFF PARKING**

Parking will be designated as follows:

1. **All cars parking on school grounds must be registered in the Main Office.**
2. **A parking permit will be issued to each new staff member only.**
3. **There are no assigned parking spaces!**
4. **Do not park in Reserved or handicapped spaces unless authorized.**

## **BOOK FINES**

Teachers are responsible for the textbooks they requisition. **They must make certain that all books are covered.** In the event a student loses a book, the teacher should send the student to the Main Office with a book fine slip. Payment of fines and replacement of lost articles must be made between 1:00 - 3:00 p.m.

## **BOOK LISTS**

Book lists should be made out in Duplicate, one form to be retained, the other should be forwarded to the Department Director.

## **LIBRARY**

The Library is open to students and teachers from 6:45 a.m. to 3:30 pm every day. Teachers who wish to bring a class to the Library must make an appointment with the librarian and must remain with the group during the period.

Classes in which the use of libraries is taught will be scheduled through the English Department. Classes for Regents Groups will be assigned during the Spring Semester, but integrated lessons may be arranged at any time during the school year. These lessons are an essential service to the school, and teachers are urged to make use of the Library facilities.

Both a professional library and a lending library are maintained for the staff. Book lists for any subject, book jackets for displays, and instructional aids for classroom use can also be obtained in the library.

## **AUDIO VISUAL**

### **Audio Visual Equipment/Resource Borrowing:**

Audiovisual ("AV") equipment is available for short-term and long-term use. Requests for borrowing these items must be generated via e-mail to [avservices@uniondaleschools.org](mailto:avservices@uniondaleschools.org). Requests to borrow equipment should be generated at least three (3) days in advance. Please note in the subject line of the e-mail, "AV Equipment/Resource Borrowing." Please make sure that the request includes the following information: Resource requested (TV cart, projector, overhead, cassette recorder, CD player, etc.), person requesting the resource, building, room number(s), start date and end date, class periods needed (or time frame), and location equipment will be kept at end of the day. Please include any other specific instructions and/or accessories required. Requests for long-term borrowing are subject to availability.

### **AV Equipment Repair:**

Audiovisual repair services are available from our Audio Visual Department. Requests for repair must be generated via e-mail to [avservices@uniondaleschools.org](mailto:avservices@uniondaleschools.org). Requests to repair equipment should be generated as soon as possible, as repairs require diagnostic time and ordering of parts. Please note in the subject line of the e-mail, "AV Equipment Repair Request." Please make sure that the request includes the following information: resource to be repaired (TV cart, projector, overhead, cassette recorder, CD player, etc.), Uniondale School District asset tag ID#, make, model, person requesting the repair, building, room number, location of equipment within the room, and a detailed description of the problem (please be very specific).

### **AV Services Support:**

Audiovisual services support is available for special events. Requests for AV Services must be generated via e-mail to [avservices@uniondaleschools.org](mailto:avservices@uniondaleschools.org). Requests for AV Services should be made at least one (1) to two (2) weeks in advance. Please note in the subject line of the E-mail.

**AV Services Support Request:** Please make sure that the request includes the following information: resources required to support your event (TV cart, projector, overhead, cassette recorders, CD player, etc.), person requesting support, building, room number, location equipment should be setup within room (please provide a diagram), and a detailed description of the event - please be very specific). Please include any other specifics such as set up time, rehearsal schedules, etc. (when applicable).

**\*\*Maps/Globes:**

Folding maps and permanent wall maps are located in various Social Studies classrooms and may be borrowed when arrangements are made with the teacher in that room.

**DUPLICATING**

Xerox duplicating may be done using the machines in the faculty lounge on the third floor. Copies should be limited to the exact number needed for a class, and two sided copies should be used whenever possible. Everyone is responsible for proper use of the machines.

Materials to be copied in the High School Duplicating Office should be sent to duplicating personnel on the third floor.

**\*Textbooks should not be duplicated**

**HEALTH**

The Health Office is located in Room 123. When an accident occurs, the student must be sent to the Health Office for first aid.

If a student becomes ill during school hours, he/she should be sent to the Health Office where the nurse will decide whether he/she should remain in school or be sent home. Students must have a pass to be admitted to the Health Office.

When a staff member is ill, he or she must report to the health office prior to leaving school.

**DINING ROOM**

Breakfast, lunch, and coffee are available to be purchased in the Faculty Dining Room from **8 a.m. until 1:30 p.m.**

Auditing procedures do not permit the cashing of checks or the charging of lunches for either the students or the staff. There is no credit or tab use in the faculty dining room. Only cash is accepted as payment in the faculty dining room.

## **SMOKING IS PROHIBITED ON ALL SCHOOL PROPERTY**

### **SCHOOL SAFE**

Money or valuables *should not be left in desks*, but should be taken to the Main Office to be locked in the vault.

### **PROCEDURES FOR DEVELOPING CLUBS**

The promotion of co-curricular activities is an essential part of a high school program. Many times the mutual interests of teachers and students may be developed through clubs and activities. In order to formalize clubs and insure that they are legal entities, the following procedures must be followed in their organization and development.

1. A proposal for a club must be written and discussed with the assigned Administrator, Mrs. Diane Barton, office next to the Main Office. For a club to be accepted there is a minimum number of 15 students required.

The proposal should have the following components:

- a. Name of club
  - b. Goals of the club
  - c. Preliminary membership
  - d. Intended meeting dates
  - e. Projected activities
  - f. Budget
2. A charter or constitution must be developed after initial approval by the Administration.
  3. The Principal will give final approval for implementation of a club and submit the recommendation to the Assistant Superintendent.
  4. Once approval is granted, a student roster and attendance sheet must be forwarded and maintained to a designated administrator.
  5. **All forms and documents must be submitted on the scheduled dates prior to reimbursement. Teachers will not get paid unless *all* documents are submitted on time.**

### **FUND RAISING**

Many clubs and organizations, as well as the various classes of the high school, hold fund-raising activities from time to time. These activities are designed to help the clubs offset the costs of various activities. In order to maximize the fund raising potential of any organization, it is imperative that dates of various fundraisers be coordinated. All clubs, classes, and organizations planning fund raising activities must obtain administrative approval from designated administrator, Co-Curricular Administrator. A calendar of activities will be developed so it is important that you schedule activities as soon as possible.

**The Senior Class will have priority in its selection of dates for fund raising activities.**

The following rules govern fund raising:

1. Advisors are responsible to read all contracts and agreements carefully. These must be shown to the school administration.
2. There are to be no consignment sales.
3. All money collected must immediately be deposited with the account clerk in the Main Office.
4. Advisors and students should not carry large sums of money, and all money not deposited must be put in the school safe overnight.
5. The sale of candy, cake, soda, etc. is prohibited in the school from 6:45 a.m. to 2:30 p.m. due to New York State regulations.

### **EXTRA HELP PROCEDURES**

1. All teachers are required to provide a minimum of one 50-minute period of extra help instruction per week for students in need.
2. A clearly written schedule of each teacher's help session must be given to the Supervising Assistant Principal, Department Director, to all students in classes, and posted in the classroom.
3. In the event that no students show up on the extra help days and the teacher leaves the designated classroom, a note must be left on the chalkboard or another conspicuous location indicating where the teacher may be found in order that a late arriving student may still avail himself/herself of extra help.
4. A.M. extra help may be scheduled twice a month with authorization of the Principal or designee. This procedure is allowable and encouraged for teachers who are involved in coaching and/or co-curricular responsibilities and for those students working after school or attending P.M. BOCES. A P.M. extra help session must be provided in order to accommodate students who cannot be at school early.
5. The procedure for keeping track of extra help will be monitored.
6. All teachers on a weekly basis should keep extra help and extended day log attendance forms. The form should be turned in to the Assistant Principal who supervises that department at the end of each week.

### **REQUESTS FOR TEACHER SUPPLIES**

Teachers are requested to submit a supply list directly to the Department Director. A blank request list may be obtained in office room 125. Upon receipt of a supply list, the Department Director will submit all requests to Mr. McCaw's Office Room 125. They will submit list to the head custodian and every attempt will be made to fill all reasonable requests as soon as possible. Requests will not be honored unless they are received in written form.

### **MAINTENANCE/WORK ORDERS**

All requests related to maintenance will be processed through Department Directors. The teacher will submit any such requests in writing to the Department Director for approval. If approved by the Department Director, the request will then be submitted in writing to the Principal. Upon receipt of written requests from department, he/she will submit them to Buildings and Grounds or the head custodian. Every attempt will be made to fulfill the request as soon as possible. Except in cases of extreme emergency, requests will not be honored unless they are received in written form.

## **PUBLICITY & NEWS RELEASES**

In order to promote as positive an image as possible for the community, it is important that the achievements and accomplishments of our students and teachers are publicized. To this end, it is important that articles of activities that are going on are prepared and given to the principal who will forward them to the district communications and publicity coordinator. Publications and news releases must receive approval of the Principal prior to being published. We urge teachers to make the Principal aware of all activities in the school that reflect the hard work and dedication of staff and students.

### **OTHER SERVICES AVAILABLE FOR STUDENTS & TEACHERS**

#### **STATE PUBLICATIONS**

The Principal must order all publications. Anyone wishing a publication from the State should make the request in the Principal's Office. It will be applied for in the teacher's name.

#### **ANNOUNCEMENTS**

Announcements will be made during homeroom. To ensure your announcements are properly made, please use the correct form and have the announcement in the Main Office by 7:45; be as brief as possible. Club activities may be announced, but lists of students' names will not be announced. Afternoon announcements are made only in cases of emergencies.

#### **FIELD TRIPS**

### **IN-STATE FIELD TRIP PROCEDURES AND OUT-OF-STATE AND OVERNIGHT TRIP PROCEDURES**

Please adhere to the following field trip procedures:

1. Field trip packets can be picked up from Office (Room 220) or on the school website.
2. Your Director or Co-Curricular Advisor **must sign** the field trip form.
3. After obtaining your Director's or Co-Curricular Advisor's signature, you must return the field trip packet to Dr. Abramowitz's Office. Please allow **15** school days after obtaining the signature of your Director or Co-Curricular Advisor, so that your field trip request can be routed to the following offices:

#### **The Principal's Office**

**Rhonda Taylor, Assistant Superintendent for Curriculum & Instruction**

**Virginia Mulcahy, Transportation Office**

**Jamal Scott, Assistant Superintendent for Business**

**\*\*TEACHERS WILL NOT BE PAID FOR ANY WEEKEND TRIPS\*\***



4. **Present the field trip list to the Health Office *ten (10)* days in advance. Notice must be adhered to, since permission is dependent upon the medical condition of the student attending the trip: it may be necessary for a registered nurse to accompany the child. This must be arranged through an agency, which could take 3 – 4 days to schedule. The teacher in charge of the trip must ensure that each step of the below procedures are followed.**

- **Directors are responsible for every field trip in their respective departments**
- The trip list **MUST be typed and alphabetized.**
- The list should show the teacher's name, the date of trip, the trip destination, and the estimated arrival time and return time.
- The nurse will advise the teacher to pick up the completed list one
- day in advance of the trip. At this time, the nurse will advise the
- teacher, in writing, of any medical conditions and/or restrictions
- concerning the student.
- **The student's medical history is not to be duplicated or distributed to anyone.**
- A copy of the field trip list is kept in the Health Office and a copy sent to my office.
- A copy of the permission slip, completed and signed by parent/guardian,
- will help us update student's medical information.
- A copy of the list must go to the Attendance Office.
- The packet must include the names and emergency telephone numbers of each chaperone.
- **UNDER NO CIRCUMSTANCES WILL THE LIST BE COMPLETED ON THE DAY OF THE TRIP.**

**Dr. Abramowitz's Office will notify you of all approved field trips.**

**Please note, April 15, 2020 is the last day for field trips. Any change in a trips' day is at the discretion of the principal.**

### **TEACHER ATTENDANCE AND TENURE REGULATIONS**

Teachers must be in their classrooms at least **FIVE MINUTES** prior to the "**first**" period of the day. Teachers who teach back to back in the same room are to help control traffic between classes by standing in the door and instructing students to move quickly to their next class.

### **SIGNING IN AND OUT**

**ALL TEACHERS MUST SIGN IN AND OUT ON THE TIME CARDS IN THE MAIN OFFICE.**

**ALL TEACHERS ARE REQUESTED TO WEAR THEIR I.D. TAGS DURING SCHOOL HOURS. TEACHERS LEAVING THE BUILDING DURING THE SCHOOL DAY AT TIMES OTHER THAN THEIR LUNCH PERIOD SHOULD OBTAIN PERMISSION FROM AN ADMINISTRATOR AND USE THE SIGN - IN/OUT BOOK.**

### **HOURS**

School operates on a 9 period schedule, 5 teaching periods, 1 1/2 duty periods, 1 1/2 preparation periods, and a lunch period. **Teachers having a preparation period the first or last period of the day must be in the building at that time. In case of emergency,** a teacher will be asked to cover a class and all teachers are expected to cooperate in this matter. Accurate records will be maintained so that assignments will be equalized.

### **SUBSTITUTE/GUEST TEACHERS**

Teachers must leave copies of all up-to-date class lists, and special group lists in the office for guest teachers. Substitute/Guest lesson plans must also be provided. Three sets are to be kept on file in the Main Office. It is the teacher's responsibility to keep guest teacher plans current.

### **INCLEMENT WEATHER PROCEDURES**

It is imperative that each faculty member sign-in as soon as he/she arrives on days when weather creates poor traveling conditions. It is necessary to know, at the earliest possible time, what rooms are uncovered and who is available to help cover them for the teachers who will be late.

### **FACULTY MEETINGS**

All teachers are required to attend all faculty meetings unless excused by the Principal. Faculty meetings are held the first Wednesday of each month. All teachers must sign the attendance sheet at each faculty meeting.

### **DEPARTMENT MEETINGS**

Department meetings are held once a month on Wednesday. All teachers are required to attend.

### **PTSA MEETINGS**

Open meetings and Executive Board meetings are held throughout the school year. The district calendar will give the dates of all meetings. All teachers are encouraged to become members of the PTSA.

### **COMMITTEE WORK**

Each teacher is expected to be an active member of his/her department committee to share in the writing and revision of curriculum.

### **TENURE**

The new requirement begins with those teachers appointed on or after July 1, 2015.

The mandated changes to tenure enacted by Chapter 56 in 2015 specifically tie the granting of tenure to §3012-c and §3012-d of NYS's Education Law regarding teacher and principal evaluations law.

**The probationary period is extended from three to four years for untenured teachers. Boards of Education will no longer be able to specify an end date to the probationary period and teachers will be notified at their appointment that tenure will depend on their APPR ratings.**

A tenured teacher in a school district or BOCES who obtains employment in another district will now have a three-year probationary period, provided the teacher did not receive an ineffective in their last year at the prior school.

### **TRANSCRIPTS**

Official transcripts of graduate courses must be on file in the Personnel Office before a teacher may be paid for graduate work. Adjustments are made in September.

### **TRANSCRIPTS AND CERTIFICATION**

Transcripts for salary credit must be submitted to the Personnel Office no later than November 1st. All salary adjustments will be retroactive to September. It is most important that you report all credit received to the Personnel Office. Any teacher who has a five-year provisional certificate must submit six credits per year toward achieving permanent certification.

### **FACULTY ATTIRE \*\*\***

All staff members must be professionally dressed and well groomed. Professional attire does not include **jeans, miniskirts, leggings, halters, strapless tops, cold shoulder tops or dresses and flip-flops**. These items **may not** be worn during the school day.

## **GENERAL ATTITUDE**

It is assumed that teachers will be pleasant, congenial, and professional in their relations with faculty, students, parents, and administrators.

## **SOCIAL MEDIA USE**

Any and all utilization of the internet during the school day must comply with the Uniondale Union Free School District's Acceptable Use Policy, Code of Conduct, and other Board policies. Teacher use of social media internet sites may constitute a violation of District policy. Additionally, teachers who choose to utilize social media internet sites must ensure that the contents of any and all electronic transmissions and/or postings do not represent the viewpoint of the Board of Education of the Uniondale Union Free School District.

## **Payroll Procedures**

Submit Timecards on Monday A.M. following payday to the Principal's Secretary (for example, Homework Center and Saturday Regents Review Classes).

***\*\* Staff may not engage in commercial activities such as \*\*  
the sale of goods or services on district property for personal gain or profit.***

## **SPECIAL NOTES ON SUPERVISORY VISITS**

The evaluation form used by supervisors during classroom visits includes areas of evaluation used in hiring and evaluating the staff in our school. This has been included on this form for one main reason, at least once or twice each year every teacher is entitled to a complete evaluation of his/her work in this school. The overwhelming majority of these reports is complimentary to teachers and serves as a tangible record of the excellent type of work being done within our building. In addition, if a teacher's work is not satisfactory, we feel that teachers should know that and be given tangible evidence of it so that the work may be improved. This is a safeguard for teachers to guarantee that supervisors do not make quick decisions relative to retention.

## **TEACHER EVALUATION**

The thrust of teacher observation/evaluation should be one of professional development. The purpose of observations is to help the teacher view his/her own methods of teaching and to work for improvement in those areas in which a need for new and/or additional approaches are mutually determined between the teacher and supervisor. The administration of Uniondale High School stresses the importance of a positive approach to the evaluation process. Cooperation and trust are essential parts of a valid program of teacher evaluation. Criteria for teacher observation and evaluation and supporting documents may be found in the "Teacher's Supervision and Evaluation" manual.

Rules governing supervision and evaluation of staff may be found in the UTA Contract and in the "Teacher Personnel Practices and Procedures" manual.

## **TENURED TEACHERS**

Tenured teachers shall be evaluated once per year by the high school principal. This evaluation shall be based upon classroom observations made by the Principal, Assistant Principals, Deans, and/or Department Directors. The administrative and supervisory staff shall develop the final evaluation.

Evaluations are based upon, but not limited to, teacher classroom practices. Other observable practices of the teacher may be subject to the evaluation process (e.g. attention to administrative tasks, record keeping, and participation in co-curricular activities).

Formal observations, which are those consisting of a full period supervisory visit, shall be written and discussed as quickly as possible with the teacher. From time to time administrators may spend shorter periods in classrooms on an informal basis.

### **NON-TENURED TEACHERS**

Non-tenured teachers shall be observed a minimum of four times, two of which will be done by a Department Director, and two will be done by an administrator. The evaluations are due to the Superintendent of Schools on February 1 and June 30 each year.

Evaluations are based upon, but not limited to, teacher classroom practices. Other observable practices of the teacher may be subject to the evaluation process (e.g. attention to administrative tasks, record keeping, and participation in co-curricular activities). Formal observations, which are those consisting of a full period supervisory visit, shall be written and discussed as quickly as possible with the teacher. From time to time administrators may spend shorter periods in classrooms on an informal basis.

All observations and evaluations are placed in the teacher's file. Teachers must sign these documents. The signature does not indicate agreement with the content; it only signifies that the teacher has read the report. Failure to sign the document within 10 days will result in the document being entered into the file with a notation indicating that it is unsigned. Teachers have the right to attach any statement that they wish to any document entered into their file. See Article IX, Section B., 1, 2, and 3 of the UTA Contract for details and requirements.

### **TEACHER ABSENCE - Procedures for Reporting Absences**

1. On day of absence, and as early as possible, please call ASOP by 7:00 a.m. Provide the following information:
  - a. Your name
  - b. School
  - c. Assignment (subject, department, etc.)
  - d. Reason for absence
  - e. Date (s) of absence
2. **Prior notification:** All requests for absence must be made through the Principal's Office. In addition, teachers planning to be out must inform their department director and provide lesson plan(s) for the day(s) on which he/she will be out.

### **REQUIREMENTS OF ALL TEACHERS FOR ABSENCES**

1. A seating plan may be provided for each class, if this is appropriate. (The Department Director may require this.)
2. **THREE SETS** of general or emergency lesson plans must be prepared, and kept on file in the main office.

### **UPON RETURN TO SCHOOL**

On the day, the teacher returns from the absence he/she must check the attendance as taken by the guest teacher. The teacher will also check the substitute reports and take action for students who were tardy.

## **GENERAL**

Every effort will be made to get a substitute/guest teacher who is certified to teach in the particular area. This may not always be possible. In addition, teachers may, on the day of absence, call into the Department Director specific assignments for students for the day. In some cases, guest teacher assignments may be altered at the discretion of the high school administration.

Every effort must be made by the classroom teacher to provide work for the students on the day that he/she is absent. This is important for both the continuity of the educational process and for maintaining good order in the school building.

## **GUEST/SUBSTITUTE TEACHERS**

1. Mrs. Theresa Andrews and the Principal are responsible for the assignment of substitute/guest teachers and supervision.
2. After the substitute/guest teacher has signed into the building he/she will report to Mrs. Theresa Andrews in the Main Office and receive:
  - a. a copy of the teacher's schedule
  - b. substitute/guest reporting form.
  - c. a copy of class rosters for each class to be covered.
  - d. a seating plan for each class, if available.
  - e. a lesson plan(s) for the day.
3. Substitute/Guest Teachers are required to take attendance in each class during the school day.
4. At the end of the day the substitute/guest teacher will return to the main office all of the materials above and provide the office with:
  - a. the substitute/guest teachers' reporting form, which will designate the names of any students who were problems during the period (along with a brief statement of the problem).
  - b. any materials that were borrowed during the day.
  - c. the lesson plan or plans that were given to the guest teachers.
5. Substitute/Guest teachers are required to have a minimum of six assignments during the day in which they are employed. In addition, substitute/guest teachers are required to perform all of the administrative tasks that are part of the teacher's daily schedule including any other administrative assignments.
6. Substitute/Guest teachers' assignments may be altered at the discretion of a high school administrator.

## **LESSON PLANS**

The lesson plan is an essential teaching tool. A good lesson plan helps the teacher focus on the learning activities for the day. In addition, a lesson plan gives the teacher an opportunity to review how far he/she has gotten in the day's lesson, what is needed to prepare for subsequent lessons, and what kind of progress the students are making.

One of the more exciting aspects of the teaching process is the "tangents" we can sometimes go off on, which relate to the lesson, but which are not truly part of it. These tangents sometimes become valuable parts of the lesson and can be incorporated into the plan and become an integral part of the course. Having a prepared lesson plan allows a classroom teacher to continue to update what he/she is doing to keep the subject matter alive and interesting for both

teacher and student. A good lesson plan also allows the teacher to redirect what is going on, refer back to goals and objectives for the day.

The development and maintenance of lesson plans are part of the teacher's obligation and responsibility at Uniondale High School.

### **TEACHER SUPERVISORY DUTIES STUDENT SUPERVISION SPECIFICALLY ASSIGNED**

Assignments will be made at the beginning of the year for the supervisory duties listed and described below:

#### **HALL DUTY**

1. **Rooms** - Check and report uncovered classes to Main Office immediately.
2. **Entrance** - (1<sup>st</sup> floor teachers) See that all doors, except the main door and side door by the offices are locked. During lunchtime, the doors by the auditorium and bus area are used as entrances.
3. **Visitors** - All visitors must receive a pass from the Reception Desk. Security should escort visitors without passes to the Reception Desk in the auditorium. **All visitors must go to the main office.**
4. **Passes** - Escort any student in the hall without an official pass back to the classroom. If some disciplinary action is needed, escort student to the Pass Room.
5. **General** - Do not permit running, loud talking, looking into classrooms, etc.
6. **Lavatories** - Should be inspected a minimum of twice each period. Any damage is to be reported to administration immediately.
7. **Teachers** (must be on hall duty at the ringing of the second bell at the beginning of the period and must be on duty for the entire period). Second period hall duty teachers are to remain on duty through homeroom period. Teachers are to remain diligent and not be distracted by doing clerical work or reading newspapers.
8. **Failure to report to your assigned hall duty is an act of insubordination.**

#### **STUDENT DINING ROOM PROCEDURES**

1. Students must show their I.D. cards in order to enter the student cafeterias.
2. The lunch duty aide is responsible for seeing that the serving line is orderly.
3. Students are not permitted to leave the cafeteria without permission and a pass.
4. Students must obtain a pass from the lunch duty aid in order to use the lobby telephone.
5. Students will not be allowed to enter the cafeteria until all students from the previous period have exited.

#### **GENERAL HALL SUPERVISION**

All teachers are required to act in a supervisory capacity in the hall while the classes are passing between periods. Stand where both hall and classroom areas will be visible.

## STUDENT BEHAVIOR AND DISCIPLINE POLICY FOR

### SECONDARY SCHOOLS OF UNIONDALE

To provide the proper atmosphere of learning and to protect the morals, health and safety of all students, a firm but fair discipline policy is necessary. All students have the right to work and study in an atmosphere free from any threat to their health and safety, and learn in an environment that is free from the disruptive actions of a single individual or group.

In the adult world, a citizen knows those actions that interfere with the rights and welfare of others. It is only fair that students be made aware of those rights and obligations and the possible penalties that may be imposed upon those who willfully violate school rules, New York State Education Laws or civil laws.

A. The following infractions seriously violate the law or welfare of others and can result in a formal suspension from school:

1. Physical assault, gross disrespect, verbal threats, or profanity.
2. Smoking in school or other prohibited areas.
3. Possession of any dangerous objects such as knives, firearms, explosive devices, etc.
4. Possession of alcohol or under the influence of alcohol on school grounds.
5. Possession or sale of, or under the influence of, narcotics or drugs on school grounds.
6. Interruptions of the educational process of other school activities.
7. Truancy for a full day or repeated truancy from one or more classes, or homeroom.
8. Stealing.
9. Willfully damaging school property.
10. Refusal to follow the reasonable request of a teacher or supervising adult.

A student is expected to follow any request by a staff member that would not result in physical harm to that student. A student has the right to question the reasons for that request only at such times when it does not interfere with the supervision of other students or school activity. Generally, a student may discuss the reasons after school with the supervising adult.

**NOTE:** A student who is suspended from school is prohibited from being on school property and is required to make up all work missed to the satisfaction of the teacher.

1. Usage of an **electronic device such as cell phones, mp3 players, iPods, etc. in class.**
2. Throwing objects in classrooms, cafeteria, hall, etc.
3. Leaving the building at any time without permission of parents, and/or the school administration

C. Other offenses, such as those listed in the student handbook may result in office detention. If offenses are repetitive, a student may be suspended.

**\*To have an electronic device or any other personal item confiscated, contact security or a building administrator who will retrieve the electronic device or personal item from the student and turn it over to the Pass Room. Staff members are not to maintain any electronic devices or student's personal items in their possession for any reason. \***



## **Student Demonstrations**

Student demonstrations that interfere with the teaching process are in violation of the rights of those students who wish to attend class. Student Council, faculty, and the administration are the proper channels through which student ideas may be directed. The faculty and administration are sincerely interested in thoroughly discussing student ideas before they reach the stage of grievance. If a demonstration does occur, the students will be directed to resume their normal schedule. If they do not resume their normal schedule, the students will be formally suspended from school and their parents will be notified. Demonstrating students will be directed to leave school property. Damage to property will result in civil action to recover the cost of repairing the vandalism.

## **REACTION TO EMERGENCY SITUATIONS**

Uniondale High School respects the rights of all students to legitimately express their viewpoints in matters concerning school and governmental policy. The school is the place where vital controversial issues can be examined in an atmosphere of mutual respect and objectivity. The Student Council, the teaching staff, and the administration are the proper channels through which students' ideas or grievances must be directed.

In order to preserve the conditions under which academic freedom may continue to be enjoyed, we are setting forth this contingency plan. Our purpose is to provide a logical and appropriate course of action in the event of a threat or disruption by any group. Our assumption is that forethought will enable all of us to act calmer and more effectively. We sincerely hope we will never have to utilize this plan.

1. Upon discovery of an adverse incident, the Principal's Office must be notified as soon as possible (call Ext. 1089). The name of the person calling, the location, and a brief description of what happened as well as what, if any, assistance is needed should be reported. Stay at the location and supervise until help arrives.
2. In cases of personal injury, first aid should be administered to insure proper breathing and/or to stop bleeding. Appropriate professional help should be summoned as soon as possible from the Health Office (call Health Office ext. 8850). Upon arrival of professionally trained personnel, they should be permitted to take command of the situation. If the victim is ambulatory, he/she should be escorted to the Health Office as quickly as possible. If the incident involves a significant number of people and/or in the opinion of the Principal, additional assistance is needed, every effort will be made by school staff to restore calm and order.

### **Emergency Plan Assignments**

The intent of this plan is to provide the maximum amount of adult supervision within the school building to insure public safety in case of emergency or on days designated as needed for special supervision.

Since the implementation of this plan, by definition, would constitute an extraordinary circumstance, all personnel must be prepared to exert extraordinary effort to insure public safety and welfare.

All Assistant Principals will assume area responsibilities as outlined below and supervise teachers and other personnel assigned to insure that a productive educational environment is maintained or, if necessary restored.

All telephone lines should be kept free, at all times during an emergency situation.

All telephone communication should be directed to the Principal's Office (560-1089) that will serve as a communication base.

At no time is anyone authorized to seek outside assistance from any official agency (i.e. police, fire, etc.) or any unofficial agency, groups or persons without direct permission of the Principal or his/her designee.

Assistant Principals will avail themselves of radio communication to insure maximum contact with the Principal. The Principal will remain at her post and coordinate radio and telephone communications as directed or needed.

If in the event of the absence or incapacitation of the principal, the following succession of command will be activated:

Dr. Edward Thomas → Dr. Abramowitz → Dr. Barton → Mr. McCaw → Mr. Keith Saunders → Dr. Bonner → Dean 2

## **UNIONDALE HIGH SCHOOL DISCIPLINARY PROCEDURES**

The High School Administration has reviewed current disciplinary procedures in order to address discipline in a more timely, effective and uniform manner.

These procedures are designed to engage a number of support personnel to become involved in student/classroom behaviors and provide support to classroom teachers to maintain a good learning environment and maintain authority in classroom management at all times.

The Administration is available and interested in discussing classroom strategies with teachers at any time in order to prevent problems that are more serious.

The Administration encourages teachers to discuss disciplinary action taken regarding any referral.

We hope that the presentation of these procedures will provide clarification, coordination of efforts, and support in total classroom management.

### **STUDENT BEHAVIOR PROBLEMS**

For any of the behaviors listed below, it is expected that the classroom teacher will notify the parent to address the concern initially. Failure to improve will lead to a referral to the appropriate resource person to support the classroom teacher in the resolution of the difficulty.

- A. Academic Problem - Refer to Guidance Counselor.
- B. Attendance Problem - Refer to Attendance Office.
- C. Attitude Problem - Refer to Pass Room.
- D. Discipline Problem - Refer to the Dean.
- E. Health Problem - Refer to the Nurse

#### **Discipline Problems**

- A. Severe, acute, requires immediate attention (confrontational, aggressive, abuse, presents danger to self/others, prevents teaching/learning).
  - 1. Student must be separated from classroom.
  - 2. Issue student referral card or summon security. Send to PASS Room. A referral form should be sent along with the student.
  - 3. Students will be detained in the PASS Room for the problematic period, followed by a conference with teacher.

#### **B. General Poor Classroom Deportment**

- 1. Submission of referral with annotation of teacher intervention strategies and dates of intervention.

Teacher intervention strategies include:

- a. Conference with student.
  - b. Detention
  - c. Phone/personal conference with parent (can be arranged by A.P. Office).
  - d. Conference with director and student (preferably with parent)
  - e. Conference with A.P., Principal, Director, Counselor
- 2. **Action:** PASS ROOM Supervisor will process by means of a student conference and take reasonable and appropriate action.
- 3. **Follow-up:** Teacher will be notified of the action taken.
- 4. Incomplete referrals with no teacher action will be returned to teacher for completion and resubmission.

### **Non-Classroom Incidents**

1. Serious, one-time occurrence.  
Report incident to PASS Supervisor, preferably in person, for immediate follow-up and action. Submit referral with details of the incident.
2. General Poor Deportment  
Submit referral with details of pattern of student behavior and duration of observance of indicated behavior.

Teachers are responsible for the proper conduct of students under their supervision. Minor infractions, such as not having books, chewing gum, laughing in class, talking, disturbing the class, not having homework, not working, are matters for the teacher to handle. He/she may work in conjunction with the home and Guidance Office.

### **In case of improper conduct, the following procedure is to be used:**

1. Having the student report to you after school to discuss Assertive Discipline Policy on classroom behavior.
2. Contact the home and discuss the situation with the parents, or ask them to come to school for a conference.
3. If no improvement is apparent, consult the student's guidance counselor.
4. If the situation persists, confer with the Dean and grade level Assistant Principal and submit a formal referral. The teacher will be notified as to the action resulting from each referral.
5. The Dean or the Assistant Principal will discipline no student unless; the teacher has submitted a formal referral.

### **ANECDOTAL RECORD**

Teachers deal with minor disciplinary matters in their classrooms. It is good policy for a teacher to handle as much discipline as possible without the aid of an administrator to strengthen his/her authority in the classroom. Any student who acts in such a manner as to interrupt the teaching process, or who threatens the safety and welfare of the teacher or students, must be subject to immediate disciplinary action.

The anecdotal record need not be complex, but written as a simple statement, dated, and with the action taken. Teachers may develop their own format for such a record.

### **SUPERVISION: ATHLETIC AND NON-ATHLETIC**

The Board of Education has supplied funds with which to pay teachers for supervision. Anyone who is interested may obtain an application in the Athletic Director's Office. Supervision for school activities other than athletic events will be coordinated through the Principal's secretary in the main office.

## **ADMINISTRATIVE HOUSE PLAN**

Uniondale High School uses a house plan that divides the school by grade level with an assistant principal having primary responsibility for students in a particular grade. The use of the house plan is advantageous in that it gives an Assistant Principal the opportunity to get to know the students in a particular grade level.

In addition, this allows teaching staff to route to a designated Assistant Principal any question or problems concerning a student in a particular grade level. With all records located in one central place, it should help to facilitate any required action.

All students should be referred to the appropriate grade level assistant principal for disciplinary problems and any other student/teacher concern. All inquiries about students should be made to the appropriate grade level administrator for the 2017-2018 school year:

<b>Grade</b>	<b>Asst. Principal/Dean</b>	<b>Phone Ext.</b>
10 <sup>th</sup> & 12 <sup>th</sup>	Dr. C. Bonner, Dean 1	918-1293
9 <sup>th</sup> & 11 <sup>th</sup>	Mr. Sergio Argueta, Dean 2	918-1293
10 <sup>th</sup>	Mr. M. McCaw, A. P.	918-1033
11 <sup>th</sup>	Dr. J. Abramowitz, A. P.	560-8874
12 <sup>th</sup>	Dr. D. Barton, A. P.	560-8882

It is important, however, to understand that while the house plan may be a great administrative convenience, it does not mean that an assistant principal is limited to that particular grade level or subject area. All high school administrators are available for crisis situations and may be called upon when the situation warrants such a request. Furthermore, all Assistant Principals have the responsibility for the overall operation of the school in the area of administration, supervision, curriculum, and discipline.

### **NON-EMERGENCY REFERRAL PROCEDURES**

A classroom teacher should not send students to an Assistant Principal/Dean in non-emergency situation. The appropriate referral form must be used and the student will be called to the office. Under no circumstances should a student be sent out of a classroom for a late pass.

It is a good practice to limit traffic in the corridors. All steps must be taken to keep students in the classroom. Students who are disruptive should be removed from a classroom as quickly as possible. Wherever possible, when immediate removal is required, the teacher should contact security or a teacher on hall duty so that the student may be escorted to the office. The teacher must follow through as soon as possible with a written referral in order to insure expeditious handling of the situation.

**Students improperly dismissed from class often cause problems for every other teacher in the school building.**

## **LOCATING THE POTENTIAL DROPOUT**

### **Some "Danger" Signals for Teachers**

Early consultation with a school specialist such as the Guidance Counselor, Nurse, Psychologist, or Social Worker is indicated when a teacher detects signs or behavior such as those described in the following list:

1. A sharp discrepancy between intellectual ability and academic achievement. Usually emotional difficulties are interfering with the learning process in as student of average or better intelligence if:
  - a. standardized achievement tests show a full grade retardation in more
  - b. than one area: or: basic skill levels are appropriate, but the student fails two or more courses or gets 75's Instead of 90's.
2. A marked change for the worse in high school functioning as compared with performance in the elementary school or middle school.
3. Youngsters who seem weak and unable to cope with situations. When these children reach adolescence they give the impression that school and life are too difficult for them. They may adjust fairly well in the protected atmosphere of elementary school, but break down quickly in the impersonal high school setting. In the eighth grade, they usually view high school with considerable apprehension and may voice their own concern to the teacher. Such youngsters may do well if given individual attention and support, without it, they drift and are lost.
4. The overly responsive youngster who requires inordinate amounts of attention and reassurance and cannot function without it.
5. The child who has a great deal of difficulty getting started or staying interested in any project, he/she may never finish what he/she starts, or he/she may begin with a spurt but quickly lose interest. Some of these youngsters are perfectionists; they never finish anything because they cannot satisfy their own impossible high standards. Others in this group seem apathetic and lethargic.
6. The child who is very much preoccupied with himself/herself. He/She is moody and appears unhappy much of the time.
7. The youngster who seems somehow strange or different from other children usually does not respond to or communicate with people.
8. The youngsters who blame everyone but themselves for their troubles; the "collectors of grievances." When difficulties occur, such children declare that everything will be all right "if.....", or that they ".....didn't do anything".
9. The youngster who is continually a behavior problem, even though his/her misdemeanors are minor. The persistency and frequency of the behavior are the alerting signals.
10. The combative, belligerent youngsters, particularly those who seem to delight in stirring up trouble for its own sake.
11. The signs of quasi-truancy: continued tardiness, frequent absences for vague or minor illnesses, and class cutting.

## **LOCATING THE POTENTIAL DROPOUT (cont'd)**

In making use of the warning signals, one must consider the degree and persistence of the symptoms. Many healthy children are temporarily inefficient in school performance or occasionally behave improperly. For healthy youngsters, these learning and behavior problems and their solutions contribute to the maturing process; they represent the trial and effort method by which children develop their personalities.

A time guide to use in determining important warning signals is to consider carefully any malfunctioning that has continued for a full semester with or without intervention by the school. This is particularly true if the problem is one of both academic performance and behavior. For the very earliest school years, some allowance should be made for the slow starters, but academic achievement below intellectual capacity that begins almost immediately and persists into the third or fourth grade is invariably a sign of trouble. With adolescents, particularly the distinctions between behavior that is not serious and behavior that maybe the forerunner of more serious trouble are difficult to make because the range of adolescent behavior is very broad. If in doubt, make your observations known.

## **MID-TERM AND FINAL EXAMINATION GENERAL REGULATIONS**

### **Attendance**

Students who submit a doctor's note for illness may be excused from mid-term or final examinations. Any decision regarding a medical excuse note will be made by the Health Services Department, the Administrator in charge of testing, and the building Principal. (The marks of these students may be determined by the existing class average) **If they cannot make up the exam, their marks will be averaged without the mid-term or final examination.**

**SPECIAL NOTE:** Doctor's notes must be submitted in a timely manner.

### **Lateness**

All students are expected to report to the mid-term and final on time. To allow sufficient time for giving directions and distributing examination materials, students will be instructed to be in their seats at least ten minutes before the time specified for starting each examination.

For all school examinations, students will not be permitted to enter any examination after 20 minutes, nor leave any examination before the allotted time expires. Students reporting late within the allotted time period must report to the Attendance Office for a test admission pass.

## **SUPERVISION OF STUDENTS DURING TESTING PERIOD**

### **Communication Between Students**

Students must not be permitted to communicate with one another in any way during the examination period. An oral warning and explanation to this effect will be given at the beginning of every examination. If any such communication occurs, the student will have his/her examination taken and it will be invalidated. The student will be removed from the testing site and taken to the administrator in charge of testing.

### **Temporary Absence from Examination Room**

No student will be permitted to leave and then return to the examination room during any session of the examination unless accompanied by a proctor. Any examination paper that is removed from the examination room or that is not submitted to the proctor at the close of the examination will be invalidated. Any student who leaves the examination room without authorization before the end of the examination period will have his/her paper invalidated.

### **Disruptive Behavior During Examination**

Students are expected to maintain orderly conduct during the examination period. Any student who engages in disruptive conduct will have his/her examination confiscated and invalidated. The student will also be removed from the testing site and taken to the office of the administrator in charge of testing.

### **Observance of School Rules**

Students must observe all school rules, (i.e., eating, dress, hats, radios, etc.) during the examination period. Failure to observe rules may result in removal from the test site and/or invalidation of examination. Violators will be referred immediately to the administrator in charge of testing.

## **TESTING PROCEDURES**

**“Refer to updated Uniondale UFSD Testing and Scoring Procedures  
for New York State Assessments”**

### **STUDENT GRADING**

#### **GRADING SYSTEMS REGULATION**

#### *Secondary Level Examination and Grading*

### **Teacher – Grade Books**

Grade books shall include an accurate record of attendance, grades for quizzes, unit tests and/or exams, projects, other academic assignments, and homework checks to justify the report card grade. At least eight grades each quarter must appear in the grade book. Teachers will record the topic of the assignment when recording the grade. Grade books shall periodically be checked by the director or building administrator. Reports shall be issued 4 times during the school year.

#### *Report Card Procedures*

<u>Report card Rating</u>	<u>Letter Equivalent</u>	<u>4.0 Equivalent</u>
90 – 105%	A	4.0
85 – 89%	B+	3.5
80 – 84%	B	3.0
75 – 79%	C+	2.5
70 – 74%	C	2.0
65 – 69%	D	1.0
0 – 64%	F	0.0

No grades may be lower than 55% during the **first two quarters**. All grades above 65% shall be in units of one. There shall be no minimum grade for the third and fourth quarters. Final grades between **63.5** and **64.5%** will be rounded up to **65%**. **Under no circumstances will Regents examination scores be altered. Students’ official Regents examination scores cannot be rounded.** Final grades of Advanced Placement courses are weighted at 1.1 and final grades of Honors and College courses are weighted at 1.05.

The total grade shall be based upon student improvement, achievement, effort, and participation in classroom discussions and activities.

Throughout the marking periods, students shall be continuously evaluated. This shall be a much more involved process than merely averaging grades.



## **Effort**

The number on each report card shall be designed to remove such information as effort, attitude, conduct, etc., from the achievement grade. This rating shall reflect, as the name indicates, the student's effort to achieve the work in a course but not his/her ability to do the work in a course. At the same time, it shall evaluate his/her attitude and conduct in the classroom and his/her preparation outside the classroom

A student who makes every effort to pass a course by completing all assignments and seeking extra help but who does not pass may be given 65% as a final grade. This grade shall be a passing grade. (However, a student receiving 65% may not be moved to the next level in an elective sequence.)

## **GRADE CODE**

1. For the first 2 marking periods, 55 is the lowest academic grade that may be given. All marks will be in units of "1," with the exception that any mark from **63.5 to 64.9 must be raised to 65. There is no minimum mark for the 3<sup>rd</sup> and 4<sup>th</sup> quarter.**
2. The total grade must be a combination of test marks, ratings of daily work and over all subjective evaluation by the teacher in terms of the objectives.
3. Students should be evaluated throughout the marking period. The grading process should incorporate more than averaged grades.
4. As with each quarter, all grades will be in units of "1," with the exception that any grade from **63.5 to 64.9 must be raised to 65.** All grades will be in units of "1" with the exception of any grade from 63.5 to 64.9 must be raised to **65.**

## **Effort**

### **GRADING CRITERIA**

In order to insure that students understand how their grades are determined, it is important that teachers inform students, preferably in writing, as to the criteria that will be used in the development of a report card grade. Teachers please see the 2017-2017 grading policy rubric. Make sure you are using the correct rubric for your content area. However, it does not include finals/regents factored into the Final grades

At the beginning of the semester, teachers should provide the students with an outline of what is expected of them. Furthermore, to protect the integrity of the grade, a copy of the criteria should be provided to the Department Directors and the appropriate administrator. In general, the criteria should contain things that students will be graded on and the general weight that each component or the criteria will carry.

## **Weighting**

Teachers of **AP**, **College** and **Honors** courses will enter the students earned calculated average. Teachers should **NOT** calculate any additional points for weighting. This will be done through PowerSchool and reflected on the transcript **only**.

If a student is absent for a New York State Regents examination the **Final Grade** will be calculated by dividing the **four quarter grades** by four (4).

If a student **fails** to take a **Regents** Exam, **no score** may be recorded in the student's permanent record.

No exam score may be entered as a Regents Examination score unless it has been obtained on a Regents Examination \*As per New York State Education Department Office of Assessment Policy, Development and Administration, School Administrator's Manual 2012, Section III.

If a student **does not take or make-up a final examination** in a non-regents course, he/she will receive a zero (0) for the final examination.

**Homework** must be assigned at least Monday - Thursday. An accurate record must be maintained regarding each student's completion of said assignments. **(The No Homework left Behind (NHLB) policy remains in effect.)**

**Class work** may be critical to all grading criteria. It has been generally held that grades may not be used as a disciplinary measure. However, it is educationally sound to state that in the classroom not all learning is measured directly by test grading. A great deal of learning is based upon classroom interaction and it follows that if a student is absent from class he/she misses instructional time, which may never be made up. Therefore, if a student is absent, late or habitually cuts class, there may be an appropriate grade reduction for lack of class participation. Also, please do not make agreements/arrangements with students and parent regarding granting credit to student who failed a course if they pass the regents. You must consult the counselors.

**As per Part 100 of NYSED Regulations: If a student fails a course, they can only be granted credit for the course if he/she scores an 85 or better on a Regents examination and meets other requirements as set forth by the Commissioner of Education and granted by the Superintendent of Schools or his/her designee.**

### **CODE OF CONDUCT REVISIONS FOR 2017-2018 SCHOOL YEAR**

"Advisors and Coaches are required to monitor their students' academic progress during each marking period so as to determine their eligibility to participate with extra-curricular activities, extra-curricular music events and shows, and athletic activities of the Uniondale High School. The failure of two or more classes per marking period will deem the student ineligible to participate in any and all Uniondale High School sponsored extra-curricular activities, extra-curricular music events and shows, and athletic activities. However, students who are determined to be academically ineligible will be permitted to practice within the above referenced activities until such time as they are declared academically eligible to participate in competitions, events, shows, and/or games."

**\*Ineligible students will not be allowed to participate in school-sponsored field trips.\***

### **REPORT CARDS**

Student evaluations will be made quarterly by each teacher to advise parents of academic progress. Materials for computerized grade reporting will be distributed prior to the close of each quarter. Please follow directions applicable to specific quarter.

## **PROGRESS REPORTS**

At the end of the first five weeks of each marking period, each teacher is responsible for entering progress report grades into the PowerSchool grading book. Please follow all grading notifications for entering grades throughout the school year.

## **TEACHER-PARENT CONTACT POLICY**

The purpose of this policy is to recommend procedures, which can be utilized, to insure that teacher/parent contact is being made on a regular basis and that positive school/community relations are reinforced and increased.

1. A complete schedule of teacher extra-help days and times available for parent conferences will be posted. The list should include school phone numbers where a message can be left.
2. Teachers will contact parent/guardian of students who are exhibiting academic or behavior difficulties.
3. Teachers have each student complete in September two envelopes addressed to his/her parent/guardian. These envelopes should be kept on file by the teacher and used for making parent contact during the school year.
4. Each department will design and make available three parent letters that can be used by members of the department. One letter should be for meritorious performance, one for satisfactory progress and one letter should outline concerns specific to that department.
5. Teachers will send attendance related letters to parents as needed when a student is absent from class and not making up the work.

## **SCHEDULE CHANGE POLICY**

To facilitate the efficient opening of school, all necessary schedule changes will be made by the Guidance Department and the Administration. After class sizes have been finalized, the following policy and procedures are in effect:

### **Teacher Initiated Change**

1. Teacher presents the problem to his/her Department Director for evaluation.
2. Department Director discusses the problem with the counselor involved.
3. Written parental approval will be requested and submitted to the counselor.
4. The counselor submits the change to the Director of Guidance for his/her approval.
5. All personnel involved are consulted and notified of the final decision.
6. If a teacher feels a student or several students are misplaced in a track, the following procedure will be followed:
  - a) After first quarter, teacher submits a list of these students to Department Director.
  - b) Department Director submits this list to the Director of Guidance
  - c) Counselors will analyze these changes for criteria and then follow usual procedure (Steps 3, 4, & 5).
7. If a student had a teacher previously, and failed the course, this would become an automatic change if the teacher or the student makes a request.
8. Honors courses -The teacher, with the approval of the Department Director, may require a student to transfer to the regular academic course at any time through the mid-year.

### **Student/Parent Initiated Change**

1. Student and/or parent present the problem to the counselor.
2. The counselor must then consult the teacher.
3. Depending upon the magnitude of the problem, the counselor (with written parental approval) will involve appropriate professional assistance.
4. A decision will be made by the counselor and submitted for approval to the Director of Guidance and appropriate Assistant Principal.
5. All personnel involved will be notified of the change.

### **Administrative Initiated Change**

1. Requests initiated by Administration will be referred to the counselor for review.
2. The counselor will request parental approval.
3. Schedule changes will be submitted to the Director of Guidance for review and forwarded to appropriate Assistant Principal for approval.
4. All personnel involved will be notified of the final decision of changes.

### **Procedures for Student Schedule Changes**

Changes of student schedule at the beginning of the school year should be discouraged.

Changes may only be made under the following guidelines:

1. Obvious scheduling errors
2. Guidance recommendations based upon educational and/or psychological data
3. Students should not have any teacher for a class if he or she has previously failed with that teacher.

### **Procedures for Requesting a Schedule Change**

1. All students are sent a letter in the summer that outlines dates for schedule changes. Students must make an appointment with a counselor to request this change.
2. During the first week of school, counselors will be available to meet with students for any **needed** changes. A schedule for the various grades and a location will be available.
3. Teacher initiated changes must be made through the Department Director. These requests are subject to conferences with students and parents as well as approval from the Principal.

**Under no circumstances is a teacher to refuse admission of a student into class.** Crowded conditions or inappropriate placements should be brought to the attention of the Department Director.

### **WHEN A TEACHER CALLS A CONFERENCE**

#### **Anxieties Anonymous**

At the beginning and near the close of the school year, many parents may begin to feel pangs of anxiety about the progress of their children. This is especially so if they have not had an individual conference with the teacher since the beginning of the school year. The report card, no matter how skillfully designed, is no match for you when it comes to helping parents understand how their child/children are getting along in school.

The individual conference between parent and teacher is the payoff for the strong relationship developed between the two during the year. If parents have anxieties about their child's progress, they should feel that they could ask you about them and receive an answer, *in confidence*. There is almost always time for pupils to improve and for parents to help. If the conference is to stimulate that improvement and help, it must be well planned.

### **Briefing Comes First**

The youngster should be prepared for the parent-teacher conference just as carefully as the other two parts of the trio. You can allay fears by briefing the student several days ahead of time about when and where the conference will be held, and why it is to be held. Discuss the child's work with him/her, just as you later discuss it with the parents. Talk about his/her strong points, as well as those areas that need improvement. Above all, help him/her to understand that the conference is for his/her benefit; that his/her parents are going to talk to you so that all can work together to help him/her do better in school. Unless the child is a special case requiring a special conference, let him/her know that all parents of his/her classmates are being invited to conferences too, so that he/she does not feel he/she is being singled out as a problem case.

Brief the parents by confirming their appointment with a letter that contains questions they may wish to ask. This will help to guide the conference discussion. Be sure to stress, however, that these are only questions for them to think about and that they should feel free to ask any questions that they have in mind about their child's work in school. The value of offering sample questions is that it helps to put parents at ease quickly and avoids the awkward first few minutes of conference time. Make the invitation warm and friendly and, as with the child indicate that all parents are being invited to individual conferences with you. Tell the parents how much time is allowed for the conference so they will not expect too much or too little. Let them know that they may use all or part of the allotted time.

Brief yourself by reviewing each child's work that you intend to show the parents. Make a checklist of the things to discuss.

### **Five Key Ideas for Good Conferences**

Conferring with parents is not unlike counseling children and youth. There are certain conditions that set the stage for success. These five ingredients should go into every individual parent-teacher conference:

1. The parents should sense a need for the conference.
2. A desirable relationship must be established.
3. The conference should provide an opportunity for release of tension and feeling.
4. As a result of that release, new insights and ideas should result.
5. These insights and ideas should lead to integrated, effective thinking, and to plans and action.

When a parent requests a conference with his/her child's teacher, the parent is automatically meeting the first of the five conditions. However, when the teacher initiates the conference, the job is a little harder. A telephone call or note from the teacher asking the parent to come to school can build intense anxiety in a parent. That is why it is so important to make the conference invitation a friendly one and to indicate the parent/teacher partnership concept. To further ease the parent's mind, the teacher might clarify the purpose even further by saying, "There are no crises involved, this, is just a helpful get-together."

In order to get the kind of help and information a teacher needs from a parent, he/she must begin to establish rapport. In the beginning, however, the teacher should accept any relationship that exists, and then work toward a better one. This may involve letting an angry parent blow off for example. This simple act of listening calmly to such a person may be the first step toward convincing the parent that you are anxious to help his/her child learn.

Any tensions presented must be released before any kind of fruitful discussion can take place. Despite your precautions to prevent it, many parents still will arrive at the conference worrying about "... what kind of trouble my youngster is in." If, in fact, the youngster is doing satisfactorily in school, assure the worried parent of this right at the start. If there is a problem, assure the parent that few problems in child adjustment or learning are insoluble.

Once tensions are released, the way is open for understanding. The parent is now more susceptible to new ideas and can more easily get new insights into his/her child's progress in school. This is the time to explain how the parent can help at home. If a problem exists, this is the time to explain it in its proper context.

When the parent begins to understand the situation, you are both on the way to an effective parent/teacher partnership. Then plans and action steps can be taken. If a parent says the school is to blame because his/her child is not learning as quickly as the parent feels the child should, consider a reply such as this. "You feel the school is to blame, well then, how can you and I work together to clear up this situation?" Above all, do not reply angrily to such a statement.

### **Breaking the Ice**

Come out from behind the desk and welcome the parent warmly. Instead of plunging into the report, have some neutral topics handy to get the conversation rolling, or walk around the room commenting on different activities and materials on display. You are helping the parent to gain a feeling of comfort.

Picture yourself in the parent's shoes. On the one hand, the parent wants an honest report from you about how his/her child is measuring up; on the other, the parent may dread the real blow of hearing that his/her child is not doing well in some area. If there is a problem, try to phrase it tactfully: I need help in understanding why it is so difficult for Tommy to concentrate. Can you think of anything that might be bothering him and interfering with his ability to concentrate?"

Listen closely and sympathetically you will learn things that will help you to deal with each child. Remember, you may be the only person the parent thinks he/she can confide in. Accept what the parent has to say without being shocked or resentful.

### **Steering the Conversation**

Do not send the parent away loaded down with a bushel of suggestions. Concentrate on one or two things at which you can work together to help the child. Similarly, do not confuse the parent by trying to show every piece of work that the child has done in the past three months. What work you do not show during the conference, the child and parent can look over at home.

Do not press inquiries if the parent is reticent. As one parent remarked: "I do not mind telling almost anything, but I don't like to be asked!"

You may get an unflattering earful about "that" former teacher who taught the child. Here, you will want to be sure your attitude reflects only good of that teacher, and of other teachers in the schools, too.

### **Ending the Talk**

You do not want to let the talk dribble off into inconsequential past the point where nobody is helped. On the other hand, you cannot dismiss a guest. As a signal that the conference is over, you might suggest another meeting soon, or say: "I see Mr. & Mrs. Gordon are waiting for their conference."

Do not give the parent the impressions that he/she has "had it" when this session is through. Make it clear you welcome the chance to confer with the parent at any time. "We made a good beginning today, but we do need more time to talk together. Shall we make another appointment?"

The conference that you began with encouraging news should end on a note of optimism. "I'm so glad Mrs. Taylor to hear that Karen now has her own computer at home. I am sure it will improve her overall performance in school."

## **FIRE DRILLS**

The first duty in the case of fire is to give the alarm and then to notify the Principal's Office immediately (ext. 1089).

Fire drills at regular intervals are required by law and are an important safety precaution. It is essential that everyone follows directions promptly and clears the building by the prescribed route as quickly as possible when the fire alarm is given. All school personnel must know where the fire extinguishers are located and how to use them. They must also know the location of the fire alarm system.

Provisions must be made for an inspection of each floor to see that all persons have left the building. Each assistant principal will serve as a floor coordinator to make an inspection of all rooms, offices, and lavatories to see that all persons have vacated the floor. Floor coordinators should send students out with the nearest class so that they can complete the floor inspection as quickly as possible and leave. When speed is highly desirable, it is secondary to the prime consideration: **SAFETY FIRST.**

**First Floor – Dean 1 (Dr. Bonner) / Dean 2 (Mr. Argueta) / Main Office Area- (Dr. Diane Barton)**

**Second Floor – Mr. McCaw**

**Third Floor – Mr. Saunders**

**Basement – Mr. La Bare or designated Officer**

**Fire Drill Supervision – Dr. Abramowitz**

Class control and speed are primary objectives in holding fire drills. The teacher must be able to form ranks quickly and silently, direct the group, halt it or turn as needed. The teacher must be positioned to exercise complete control at all times, usually at the head of the line. According to Fire Department Regulations, teachers must bring the class book and check attendance when the class reaches assigned area. Report any missing students to the nearest supervisor.

### **Approved Fire Drill & Emergency Procedures**

The following procedures must, be followed by all staff members once the fire alarm bells sound:

1. Wait for series of bells to end.
2. If there is NO announcement canceling the bells, then exit the building with your class.
3. Students should be directed to exit the building with their teacher.
4. Teachers are requested to be aware of the locations of alarm boxes and the signals for boxes near their classrooms. All communications in an emergency should be directed to the Principal's office (ext. 1089).

### **Fire Drill Procedures for All Students with Disabilities**

1. All students with disabilities who are on the second and third floors **must** report immediately to the designated areas of refuge. These students are to be escorted by the classroom teacher and are to remain with this teacher until assigned personnel arrive to relieve him/her. The teachers are to proceed outside to the direction of the remainder of their class after the arrival of assigned personnel.
2. In order to prevent accidents from occurring with students in your classroom, students with disabilities must be instructed to leave their classmates and the teacher in charge must be the last person out of the classroom.
3. All students with disabilities on the first floor must leave the building at the nearest exit.

**Students with disabilities are not allowed to use elevators during such emergencies.**

Below is a list of the names of personnel that will escort persons with disabilities in the upper floors, if necessary:

**Mr. Skeete - 1<sup>st</sup> Floor    Mr. Reynolds - 2<sup>nd</sup> Floor    Mr. Hawkins    3<sup>rd</sup> Floor**

## **Lockdown**

**(Example: Intruder in the building.)**

- Students in the hallway must be immediately ushered into a classroom.
- Lock all classroom doors.
- Take attendance and make a record of missing students.
- All classroom activities cease.
- Do not open the door for anyone under any circumstance.
- Teachers and students should position themselves in the classroom so that they are not visible from the hallway.
- The lockdown will be over when an announcement is made.

## **Modified Lockdown**

**(Example: Problems regarding neighboring schools, which may lead to copycat incidents.)**

- An announcement will direct all teachers to check e-mail for further instructions.
- Hall sweeps will be conducted period-by-period.
- Lock all classroom doors.
- No hall passes will be permitted.
- Continue all classroom and school-wide activities (lessons, period changes, etc.)
- Teachers will actively monitor the hallways.

## **Lockout**

**(Example: Crime committed in the community.)**

- All students who are outside must immediately return to the school.
- Administration, custodians, security, and other assigned staff will lock all exterior doors.
- No one is allowed to leave or enter the school.
- Lock all classroom doors.
- Continue all classroom and school-wide activities (lessons, period changes, etc.)
- The lockout will be over when an announcement is made.

## **BOMB SCARE PROCEDURES**

In the event of a bomb threat or the discovery of an explosive device, the Principal's office should be alerted. A brief description of the situation should be given to the Principal or designee. Circumstances surrounding this incident should be kept confidential and only be given, on a need to know basis, to supervisory personnel to insure against panic. The police will be notified and upon arrival, they will investigate the circumstances with the Principal. The Principal, in conjunction with the police, will take appropriate action to safeguard the welfare of the entire school community.

**Upon receipt of a bomb threat telephone call, the Principal will:**

1. Notify police, Superintendent of Schools, Director of Security
2. Confer with assistant principals, deans and head custodian.
3. If warranted, an internal security check will be conducted under the direction of the director of security and the police.
4. Internal security check shall include inspection of closets, hallways, hidden corners, stairwells, behind and under radiators, desk wells, table trays, lockers, and/or any other area suitable for placing an explosive instrument.
5. All staff member are **not** to use cell phones or electronic devices at any time during a bomb threat.



6. In the event that a suspicious instrument is found, it is not to be touched. An immediate notification to the Principal (ext. 1089) should be made. The area should be restricted and corded off. The bomb squad will be called. The building will be evacuated under the direction of the security team.
7. Security and custodians engaged in an internal security search are to report to the Principal upon the conclusion of the search.
8. A brief statement regarding the bomb threat will be sent out via e-Chalk/ School Messenger.

### **Fire Drill Procedures for Students with Disabilities**

1. All students with disabilities who are on the second and third floors **must** report immediately to the stairwells above the pool area. These students are to be escorted by the classroom teacher and are to remain with this teacher until assigned personnel arrive to relieve him/her. The teachers are to proceed outside to the direction of the remainder of their class after the arrival of assigned personnel.
2. In order to prevent accidents from occurring with students in your classroom, students with disabilities must be instructed to leave their classmates and the teacher in charge must be the last person out of the classroom.
3. All students with disabilities on the first floor must leave the building at the nearest exit.

**Students with disabilities are not allowed to use elevators during such emergencies.**

Below is a list of the names of personnel that will escort the students with disabilities in the upper floors, if necessary:

1<sup>st</sup> Floor ..... Mr. Reynolds  
2<sup>nd</sup> Floor ..... Mr. Skeete  
3<sup>rd</sup> Floor ..... Mr. Hawkins

<b>Custodial Personnel</b>	
Mr. Boose	Will proceed to alarm box or smoke detector sounding the alarm.
	Will proceed immediately to the basement in order to secure the area
	Second floor elevator door area
	Third floor elevator door area
	Second floor stairwell above pool area (secure persons with physical
	Third floor stairwell above pool area (secure persons with physical disability)
	First floor pool area.
	First floor stairwell exit near Room 119
Mr. McFarlane	Outside supervisor of the campus
Mr. Sergio Argueta	Outside Area - Henry Street
Mr. Skeete	Will cover the bus area outside
Mr. Reynolds	Second floor T-area
Lunchroom Aides	Lunchroom aides will escort students out of the cafeteria, onto the football field

*Uniondale High School*  
**Pupil Personnel**

*Procedures*

# **UNIONDALE UNION FREE SCHOOL DISTRICT**

**933 GOODRICH STREET, UNIONDALE, NEW YORK 11553-2499**

**Website: <http://district.uniondaleschools.org>**

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## **BOARD OF EDUCATION**

**CHARMISE P. DESIRÉ, President**  
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**TBD, Student Member**

## **WILLIAM K. LLOYD, PH.D.**

**Superintendent of Schools**  
**516-560-8824 • FAX 516-414-5675**  
**E-MAIL: [wlloyd@uniondaleschools.org](mailto:wlloyd@uniondaleschools.org)**

## **ADMINISTRATION**

**RHONDA A. TAYLOR**  
**Assistant Superintendent for Curriculum and Instruction**  
**516-560-8825 • FAX 516-560-8917**  
**MYRTLE E. DICKSON, PH.D.**  
**Assistant Superintendent for Human Resources**  
**516-560-8822 • FAX 516-560-8927**  
**JAMAL J. SCOTT**  
**Assistant Superintendent for Business Affairs**  
**516-560-8801 • FAX 516-918-1071**

## **DISTRICT CLERK**

**ONISHA NICHOLS**  
**516-560-8945 • FAX 516-918-1060**

**TO: District Directors**  
**Secondary Principals**

**FROM: Mrs. Rhonda Taylor**

**DATE: September 2019**

**RE: Grading Policy**

## **GRADING POLICY 2019-2020 ACADEMICS**

<b>Assignments, Quizzes and Tests</b>	<b>50%</b>
<b>Unit, Quarterly, Mid-term (Cumulative) Exams</b>	<b>15%</b>
<b>Performance Assessments, i.e. Labs, Speaking</b>	
<b>Class Participation</b>	<b>10%</b>
<b>Homework</b>	<b>15%</b>
<b>Special Assignments/ Portfolios (If no special assignments or portfolios, add 10% OR 15% to quizzes and tests)</b>	<b>10%</b>
<b>Regents and Final Exams in Regents and non-Regents courses count as a FULL quarter in YEAR-LONG courses</b>	<b>20% of final average for the year</b>
<b>Final Exams in HALF-YEAR non-Regents courses count as ONE-THIRD of the final grade</b>	<b>33% of final average for the semester</b>

**GRADING POLICY 2019-2020**  
**Social Studies**

<b>Assignments, Quizzes and Tests</b>	<b>50%</b>
<b>Unit, Quarterly, Mid-term (Cumulative) Exams Performance Assessments, i.e. Labs, Speaking</b>	<b>15%</b>
<b>Class Participation</b>	<b>10%</b>
<b>Homework</b>	<b>15%</b>
<b>Special Assignments/ Portfolios (If no special assignments or portfolios, add 10% OR 15% to quizzes and tests)</b>	<b>10%</b>
<b>Regents and Final Exams in Regents and non-Regents courses count as a FULL quarter in YEAR-LONG courses</b>	<b>20% of final average for the year</b>
<b>Final Exams in HALF-YEAR non- Regents courses count as ONE-THIRD of the final grade</b>	<b>33% of final average for the semester</b>

**GRADING POLICY 2019-2020**  
**Math**

<b><i>Assignments, Quizzes and Tests</i></b>	<b><i>50%</i></b>
<b><i>Unit, Quarterly, Mid-term (Cumulative) Exams Performance Assessments, i.e. Labs, Speaking</i></b>	<b><i>15%</i></b>
<b><i>Class Participation</i></b>	<b><i>10%</i></b>
<b><i>Homework</i></b>	<b><i>15%</i></b>
<b><i>Special Assignments/ Portfolios (If no special assignments or portfolios, add 10% OR 15% to quizzes and tests)</i></b>	<b><i>10%</i></b>
<b><i>Regents and Final Exams in Regents and non-Regents courses count as a FULL quarter in YEAR-LONG courses</i></b>	<b><i>20% of final average for the year</i></b>
<b><i>Final Exams in HALF-YEAR non- Regents courses count as ONE-THIRD of the final grade</i></b>	<b><i>33% of final average for the semester</i></b>

**UNIONDALE SCHOOL DISTRICT  
SCIENCE  
GRADING POLICY**

<i><b>Criteria</b></i>	<i><b>Percentages</b></i>
<b>Exams</b>	<b>30%</b>
<b>Quizzes</b>	<b>20%</b>
<b>Homework Classwork Projects</b>	<b>20%</b>
<b>Labs</b>	<b>20%</b>
<b>Quarterly Exams</b>	<b>10%</b>
<b>Regents and Final exams in non-regents courses count as a full quarter in year-long courses</b>	<b>20% of final average for the year</b>
<b>Final exams in non-regents courses count as one-third of the final grade in half year courses.</b>	<b>33% of final average for the semester</b>

## **Grading Policy 2019-2020**

### **Reading/English**

<b>Criteria</b>	<b>Percentage</b>
<b>Assignments, Quizzes and Tests</b>	<b>50%</b>
<b>Unit and Quarterly (cumulative) Exams, Performance Assessments i.e. (labs, speaking)</b>	<b>15%</b>
<b>Class Participation</b>	<b>10%</b>
<b>Homework</b>	<b>15%</b>
<b>Special Assignments/Portfolios/Projects (if no special assignments, portfolios or projects add 10% to quizzes and tests)</b>	<b>10%</b>
<b>Final grade is the average of the four quarters</b>	<b>--</b>



**GRADING POLICY 2019-2020**  
**ART AND MUSIC**

<b><i>Assignments, Quizzes and Tests</i></b>	<b><i>10%</i></b>
<b><i>Unit, Quarterly, Mid-term (Cumulative) Exams Performance Assessments, i.e. Labs, Speaking</i></b>	<b><i>25%</i></b>
<b><i>Class Participation</i></b>	<b><i>50%</i></b>
<b><i>Homework</i></b>	<b><i>--</i></b>
<b><i>Special Assignments/ Portfolios (If no special assignments or portfolios, add 10% OR 15% to quizzes and tests)</i></b>	<b><i>15%</i></b>
<b><i>Regents and Final Exams in Regents and non-Regents courses count as a FULL quarter in YEAR- LONG courses.</i></b>	<b><i>20% of final average for the year</i></b>
<b><i>Final Exams in HALF-YEAR non- Regents courses count as ONE- THIRD of the final grade</i></b>	<b><i>33% of final average for the semester</i></b>

**GRADING POLICY 2019-2020  
PHYSICAL EDUCATION**

<b><i>Assignments, Quizzes and Tests</i></b>	<b><i>10%</i></b>
<b><i>Unit, Quarterly, Mid-term (Cumulative) Exams Performance Assessments, i.e. Labs, Speaking</i></b>	<b><i>10%</i></b>
<b><i>Class Participation</i></b>	<b><i>80%</i></b>
<b><i>Homework</i></b>	<b><i>--</i></b>
<b><i>Special Assignments/ Portfolios (If no special assignments or portfolios, add 10% OR 15% to quizzes and tests)</i></b>	<b><i>--</i></b>
<b><i>Regents and Final Exams in Regents and non- Regents courses count as a FULL quarter in YEAR-LONG courses.</i></b>	<b><i>20% of final average for the year</i></b>
<b><i>Final Exams in HALF-YEAR non-Regents courses count as ONE-THIRD of the final grade</i></b>	<b><i>33% of final average for the semester</i></b>

**GRADING POLICY 2019-2020**  
**TECH-ED, FAMILY CONSUMER SCIENCE**  
**& BUSINESS CLASSES**

<b>Assignments, Quizzes and Tests</b>	<b>10%</b>
<b>Unit, Quarterly, Mid-term (Cumulative) Exams Performance Assessments, i.e. Labs, Speaking</b>	<b>25%</b>
<b>Class Participation</b>	<b>50%</b>
<b>Homework</b>	<b>--</b>
<b>Special Assignments/ Portfolios (If no special assignments or portfolios, add 10% OR 15% to quizzes and tests)</b>	<b>15%</b>
<b>Regents and Final Exams in Regents and non-Regents courses count as a FULL quarter in YEAR-LONG courses.</b>	<b>20% of final average for the year</b>
<b>Final Exams in HALF-YEAR non-Regents courses count as ONE-THIRD of the final grade</b>	<b>33% of final average for the semester</b>

# UNIONDALE PUBLIC SCHOOLS

## DEPARTMENT OF THE COMMITTEE ON SPECIAL EDUCATION

1060 Cornelius Court  
Uniondale, NY 11553

Voice: (516) 560-8861, 560-8969

**Dr. William K. Lloyd**  
Superintendent of Schools

**Rhonda Taylor**  
Assistant Superintendent for  
Curriculum & Instruction

**Jamal Scott**  
Assistant Superintendent for Business Affairs

**Carol DelValle**  
Administrative Assistant for  
Special Services / CSE

### **PROCEDURE FOR REPORTING CHILD ABUSE**

Teachers, professional staff and administrators are legally required to report all instances of suspected child abuse, maltreatment and neglect. Failure to report may result in further harm to a child. That is what the law, the district and concerned professionals are trying to prevent. The Law protects those fulfilling this obligation, which report suspected instance(s) of abuse, neglect, and maltreatment. Those who fail to report may incur legal responsibility for the consequence of their negligence and risk civil liability penalty.

## **REPORTING PROCEDURES**

Any staff member having reasonable cause to suspect child abuse, maltreatment or serious neglect shall immediately call the Central Register of Child Abuse and Maltreatment and complete the written report. If there is an injury, the employee should confer with the school nurse to evaluate the student's injury. The staff members should notify the school administrator of the incident.

Procedures to follow to Report Child Abuse

# **UNIONDALE PUBLIC SCHOOLS**

## **DEPARTMENT OF THE COMMITTEE ON SPECIAL EDUCATION**

1060 Cornelius Court  
Uniondale, NY 11553  
Phone: (516) 560-8861, 560-8969  
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**Dr. William K. Lloyd**  
Superintendent of Schools

**Rhonda Taylor**  
Assistant Superintendent for Curriculum &  
Instruction

**Jamal Scott**  
Assistant Superintendent  
for Business Affairs

**Carol DelValle**  
Administrative Assistant for  
Special Services/CSE

### **PROCEDURES FOR DEALING WITH STUDENT CONFIDENTIALITY AND STUDENT PREGNANCY**

Social workers, guidance counselors, school nurses, teachers, administrators, and all other school staff must be sensitive and cognizant of student feelings and rights whenever there is reason to believe that a student is, or may be pregnant. It is equally important that all district personnel be aware of, and strictly adheres to school district guidelines designed to promote involvement of parents/guardians and provide immediate services for students. The guidelines clearly work to assist the child, and to safeguard her health, protect the child's legal rights, and provide all necessary school support services as may be necessary, (e.g. social work, health services).

1. Any school staff member having reason to believe that a student is, or may be pregnant will notify the school nurse or district health services supervisor in his/her building.
2. The district health service supervisor will inform the school social worker, a support service team consisting of a school social worker and the administrative assistant for health services will jointly work together to assist the student in an expeditious manner and a confidential setting.
3. After conferring with the student, and when there is a good reason to believe the student is, or may be pregnant the parent/guardian will be contacted and advised by the student, and/or the school social worker, or health services team member.
4. In cooperation with the student and family, a comprehensive follow-up will be put into place whereby the student will be referred for support services (e.g. medical counseling family counseling outside referral), as needed.
5. The building principal will be informed of the team's action and findings.
6. In all contact, the student and family will be treated in a confidential and professional manner.
7. In special circumstances, whereby if all the above steps were taken and the student was viewed as being placed at risk of being harmed physically or emotionally, the team will consult with the director of pupil personnel services for a possible alternative course of action that may, or may not, immediately involve the family. It is the district's intent, however, to involve the parent/guardian as soon as possible.

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### Procedure to Request a Pre-Referral Team Meeting

When a teacher identifies one of their students as having difficulty completing grade level work or who is having social/emotional difficulty in the classroom setting **and** these concerns have not diminished after classroom strategies have been employed, the teacher should:

- 1) Complete the "Pre-Referral Strategies Checklist" (all 3 pages).
- 2) Submit the "Checklist" to the school psychologist who will set up a meeting with the teacher and other relevant persons (i.e. parent, social worker, administrators, and other teachers). This meeting should take place within 15 school days of submission to the school psychologist.

At the pre-referral meeting (facilitated by the school psychologist or designee), the members will go over the strategies previously employed to assist the student. The members will brainstorm and suggest other methods, accommodations, interventions, etc. The agreed upon strategies at the pre-referral meeting will be implemented for a specified time period. The members present will decide who will be responsible for monitoring progress and the method of monitoring success. A second meeting will be scheduled for the end of the intervention period to discuss the student's progress. During the second meeting, the student's progress will be reviewed and the following will be decided:

- 1) The student no longer requires the strategies and the monitoring will be terminated.
- 2) The child's progress with the existing strategies will continue to be monitored for a set period of time.
- 3) The strategies will be modified and implemented for a set period of time.
- 4) The student will be referred for a Building Team meeting.

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### Pre-Referral Meeting

Student's Name: \_\_\_\_\_ Date of Meeting: \_\_\_\_\_

Members of Pre-Referral Team (print name and position/relationship)

_____	_____
_____	_____
_____	_____
_____	_____

Outcome/Recommended Strategies/ Time Period: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Monitored by:

Time Period:

Date of next meeting:

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### Pre-Referral Follow-up Meeting

Student's Name: \_\_\_\_\_ Date of Meeting: \_\_\_\_\_

Members of Pre-Referral Team (**print** name and position/relationship)

_____	_____
_____	_____
_____	_____
_____	_____

Recommended Strategies/Time Period: \_\_\_\_\_

_____
_____
_____
_____

- ☐ 1) The student no longer requires the strategies and the monitoring will be discontinued.
- ☐ 2) The child's progress with the existing strategies will continue to be monitored for a set period of time.  
Date of next meeting: \_\_\_\_\_
- ☐ 3) The strategies will be modified and implemented for a set period of time.  
Date of next meeting: \_\_\_\_\_
- ☐ 4) The student will be referred for a Building Team meeting.



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### THE PRE-REFERRAL STRATEGIES CHECKLIST

Student's Name \_\_\_\_\_ Teacher \_\_\_\_\_ Grade \_\_\_\_\_

Please check (✓) *all areas* in which student appears to be having difficulties.

	<i>Academic Performance</i>	<i>Level of Performance</i> (1, 2, 3, 4)	<i>Test Scores</i>
	Reading: Decoding		
	Comprehension		
	Math: Computation		
	Applications		
	Written Expression		
	Spelling		
	English		
	Social Studies		
	Science		
	Other: _____		

☐  
☐  
☐  
☐  
☐

Copying (Far/Near)  
 Handwriting  
 Spatial Organization  
 Following Directions  
 Concepts

☐  
☐  
☐  
☐

Articulation  
 Stuttering  
 Sentence Structure  
 Vocabulary

## THE PRE-REFERRAL STRATEGIES CHECKLIST

Page 2 of 3

Student's Name \_\_\_\_\_ Teacher \_\_\_\_\_ Grade \_\_\_\_\_

Please check (✓) **all services** the student receives or received in the past.

		Start Date	End Date
	ESL		
	Retention		
	Behavior Contract		
	Speech Language		
	Remedial Reading/Math		
	Early Interventions (Rdg. Recovery, Preschool, Spec. Ed, etc.)		
	Outside Agencies (Foster Care, Probation, Residential, etc.)		
	Social Worker		
	Socialization Groups		
	Outside Counseling		
	Other: _____		

Please check (✓) **all behaviors** exhibited by the student in class/school.

Poor Attendance		Truancy, Chronic Lateness
Difficulty following directions		Poor concentration, Limited attention span
Depends too much on others		Disorganized
Easily upset / Crying / Appears sad		Worried / Anxious

Student's Name \_\_\_\_\_ Teacher \_\_\_\_\_ Grade \_\_\_\_\_

Please check (✓) **all behaviors** exhibited by the student in class/school.

	Argumentative		Does not make friends
	Disruptive in class		Impulsive
	Talks out of turn		Fidgety, Can't stay seated
	Overly Aggressive		Attention seeking
	Shy / timid / withdrawn		Limited expression of feelings
	Disruptive while others are working		Fearful
	Inappropriate response to authority		Fighting
	Cutting classes		Quiet

Please check (✓) **off strengths** of student that will be useful in planning an intervention.

	Motivated		Completes homework
	Cooperative		Attends Extra Help / Homework Center
	Good Listening Skills		Good Memory Skills
	Good Auditory Processing		Organized
	Good Visual Processing		Good Vocabulary
	Arts / Talents		Attendance
	Expressive Language		Good Math Skills

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**Procedure for Referring Seriously Depressed and /or Suicidal Students.**

If there is reason to believe that, a pupil is seriously depressed contemplating Suicide or other self-injurious action, the staff member will immediately contact:

**Elementary**

School Psychologist who will  
then inform the Principal

**Secondary**

Guidance Counselor who will  
then inform the school  
Psychologist who will inform  
the Principal

The school psychologist will speak with all relevant parties and meet with the student to determine the severity of the threat. If the situation is deemed to be less than an emergency in nature, the school psychologist will arrange to meet with the pupil and their parents to develop an appropriate treatment plan. This plan may include a referral to an appropriate private therapist or other community resource\*\*. In all instances, the school psychologist will review the matter with the Administrative Assistant for Special Services/CSE. Follow up and assistance as needed should be done as follows:

**Elementary**

School Psychologist

**Secondary**

School Psychologist who will  
then inform the Guidance  
Counselor

\*\*While the school psychologist or guidance counselor may assist the parent with a list of agencies, the parent is the responsible for arranging treatment for the child.

When a staff member suspects that, a suicidal attempt or self-injurious action may be imminent, the Principal should be notified at once, and the pupil escorted to the nurse's office. The school nurse and the school psychologist should assess the situation to determine whether emergency action is required. If it is deemed a critical situation, the following steps must be taken:

## Elementary

Call pupils parent.

Call emergency medical team  
(Numbers to follow)

Report to the Administrative Assistant  
For Special Services / CSE

When staff reports suicidal ideation  
of a student and student/parent  
cannot be located immediately,  
then the police must be notified.

When a student is to be transported  
to an emergency facility, a school  
representative must accompany  
the student if a parent has not  
arrived.

Certified and regular mail letter  
MUST be sent to the parent  
which summarizes the situation  
and the recommendation made.

## Secondary

Call pupil's parent

Call emergency medical team  
(Numbers to follow)

Report to the Administrative Assistant  
For Special Services / CSE

When staff reports suicidal ideation  
of a student and student/parent  
cannot be located immediately,  
then the police must be notified.

When a student is to be transported  
to an emergency facility, a school  
representative must accompany  
the student if a parent has not  
arrived.

Certified and regular mail letter  
\MUST be sent to the parent  
which summarizes the situation  
and the recommendation made.

Subsequent to hospitalization for severe depression or a documented suicidal attempt, the pupil must meet with the school psychologist prior to returning to school. The school psychologist shall obtain input, preferably a written report from the hospital or treating health-care professional, regarding the child's condition and recommended treatment. This input should include recommendations concerning whether the pupil should be encouraged to return to school or whether alternative educational placement, such as home instruction, day treatment, etc., is required. If alternative placement is needed or if the pupil requires additional special supportive services, the matter should be discussed with the Administrative Assistant for Special Services/CSE, Ms. Carol DelValle, so that suitable intervention, including Committee on Special Education involvement, can be arranged.

## EMERGENCY NUMBERS

**Children's Mobility Crises Team (10 am - 6 pm)**  
**South Hempstead Fire Department**  
**Uniondale Fire Department**  
**Hempstead Fire Department**  
**Carol DelValle /CSE**

**516-681-0364**  
**516-486-1064**  
**516-742-3300**  
**516-486-0012**  
**516-560-8861**