

FRANK D. PAULO INTERMEDIATE SCHOOL 75



STUDENT-PARENT
HANDBOOK
2016-2017



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PAULO INTERMEDIATE SCHOOL 75

PROCEED AS IF LIMITS TO OUR OWN ABILITY DO NOT EXIST

455 HUGUENOT AVENUE
STATEN ISLAND, NY 10312
TEL: 718.356.0130
FAX: 718.984.5302
WEB: www.is75.org



KENNETH ZAPATA
PRINCIPAL

September 2016

Dear Parents and Guardians,

On behalf of our Paulo family, allow me to welcome you to our fold. Please rest assured that our entire staff holds as their highest priority the dignity and worth of the individual child and that every reasonable effort will be made on our part to ensure that his/her social and academic potential will be fully realized.

Moreover, we subscribe to the belief that good home-school communication is essential to the effective implementation of our educational program. We invite you to peruse these pages and keep them as a ready reference to assist parents and students in negotiating life at Paulo. Please feel free to contact us with any questions or concerns you may have.

Sincerely,

Kenneth Zapata
Principal

INTRODUCTION

I.S. 75 opened its doors welcoming the students of the greater Huguenot community in September, 1985. Named for a distinguished member of the Staten Island judiciary, Paulo Intermediate School has taken a position of leadership among the middle schools of the New York City Public School System. With programs designed to meet unique and individualized needs, students are offered unequalled opportunities for personal growth. Staff members committed to excellence in education provide an atmosphere which fosters intellectual curiosity and a need for learning. Active co-curricular and extra-curricular programs extend and enrich the school experience, making I.S. 75, like its namesake, a model of excellence.

Some of the partnerships Paulo has established over the years include Columbia University's Teachers College Reading and Writing Project, New York Historical Society, Middle School Quality Initiative, New York Public Library, Gallop NYC Therapeutic Horseback Riding, Veterans of Foreign Affairs, Blythedale Children's Hospital, Borough-wide Middle School Music Program, United Activities Unlimited (UAU), JCC Beacon Program at Tottenville High School, CHAMPS Middle School Sports and Fitness, Tunnel-to-Towers Run, and the Bread of Life Food Drive, to name a few.

The first Paulo class voted on the school motto, "Strength and Valor", school colors, "Red and Black," and the school mascot, the "Panther."

SCHOOL MISSION AND VISION STATEMENT

PAULO MISSION

The mission of Frank D. Paulo Intermediate School 75 is to provide a welcoming learning environment that stimulates, nourishes and enriches the natural intellectual, social, emotional, and physical development of every child. Our holistic educational approach offers a curriculum that encourages critical thinking skills, social, emotional and character development, participation in and exposure to the performing and fine arts, and instills in children an appreciation and respect for the multicultural and democratic society in which we live. Through our partnership with parents and the consistent collaboration of our staff, ongoing professional development, and honest reflections of our educational practices and philosophies, it is our expectation that all students of the Paulo community depart us as confident and intrinsically motivated young learners with a developing sense of self who possess the integrity, resiliency, and determination for the challenges that lie ahead in our rapidly ever-changing world.

PAULO VISION

The future of Paulo is bright. A sense of optimism and warmth permeates the hallways. Building policies are well established and all staff know their roles and responsibilities and execute them professionally and proficiently. The climate of the school is notably grounded in mutual respect, cooperation and support. Teacher teams work collaboratively to refine curriculum and assessments, and through regular classroom visits and meaningful conversations with school administrators and each other, teachers continue to refine their craft and enhance their pedagogical repertoire. All teachers know their students, from their background and interests to their learning styles and ability levels. Through regular participation in professional development and the ongoing support of and collaboration with supervisors and colleagues, teachers are masters of differentiation for they know how to appropriately challenge all students while providing each child with any and all necessary support. As a result of the collegial atmosphere and through exposure to the arts, the students of Paulo are able to strive for and reach their full holistic potential.

CONTACT INFORMATION AND SCHOOL WEBSITE

Our school website, www.is75.org, is constantly updated to provide you with timely and relevant information pertaining to school events here at Paulo. Please visit our website early and often. Most staff members and all teachers can be reached directly via email through PupilPath using www.PupilPath.com. You are encouraged to reach out to the specific individual or office that can best address your concern. The parent inquiry ladder of referral should help guide you in this regard. However, should you still be unsure as to whom to contact, please reach out to our parent coordinator or general office staff for assistance.



Should you need to contact us by phone, please dial 718.356.0130 and refer to overview below for specific extensions.

Parent Coordinator: Ms. Linda Taccetta – **x1111**

General Office Staff: Ms. Rose Banks (School Secretary/Principal) – **x1412**
Ms. Susan Fink (School Secretary/Pupil Accounting) – **x1415**
Ms. Janet Logan (School Secretary/Payroll) – **x1413**
Ms. Anne Salaycik (School Secretary/Procurement/Office Supplies) – **x1414**

The **General Office** can also be reached by dialing “0” at any time during the greeting message.

Attendance Office Staff: Ms. Norine Phillips (Supervising School Aide), Ms. Jayne Economos, Ms. Sophie Salvo, Ms. Rosa Sekzer, Ms. Pattyann Gambino, Ms. Lisa Molinaro – **x1310, x1311, x1312, x1313, x1314**

Grade Level Teams

Guidance Counselors	Deans	Assistant Principals
6th: Ms. Marchione (x2353)	Ms. Baroz (x2391)	Mr. Mariconda (x2411)
7th: Mr. Ulitto (x3373)	Mr. Sciarabba (x3411)	Mr. Herrmann (x3391)
8th: Ms. Castellan (x2352)	Mr. Palmieri (x4373)	Mr. Reinhold (x4391)

Special Education and School Assessment Team

School Psychologist: (x2732)
SAPIS: Ms. Jane Antenna (x3352)
NEST Coach: Ms. Danielle Martinson (x2501)
Special Ed. Supervisor: Ms. Jessica Jackson (x1114)

Social Worker: Ms. Anne Marie Tresca (x3353)
Family Worker: Ms. Carolanne Cuzil (x2373)
Special Ed. Liaison: Ms. Norma DeMaio (x1101)

Medical Room (Nurses' Office)

Ms. Candida Regine (x1355)
Ms. Lorraine Amundsen, D75 (x1354)

D75 Inclusion Office

Ms. Jennifer Lawson (x2112)

School Media Specialist/Librarian

Ms. Mary Tomes (x3224)

UAU Director

Ms. Susie DiStefano (x3481)

Instructional Coaches

Math: Ms. Anne Marie Cortes (x4422)
Literacy: Ms. Danielle Martinson (x2501)

Kitchen Office and Dietician

Ms. Patty Miguez (x1424)

UP-TO-DATE EMERGENCY CONTACT INFORMATION



Parents are required to provide emergency contact information when their child enters Paulo. This information is kept on file in the General Office and provides the school with the necessary mailing and email addresses, telephone number of the parents/guardians and other designated contacts (neighbor, friend or relative) to ensure notification can be made in the in the event of an emergency. Should any information change, it is imperative that we are notified immediately.

Parents must contact the pupil accounting secretary (Ms. Fink, x1415) to change an address, phone number, email address, or emergency contact information. A change of address requires any two of the following proofs of residence, noted in [Chancellor's Regulation A-101](#):

- ★ A lease agreement, deed or mortgage statement for the residence;
- ★ A residential utility bill (gas or electric) in the resident's name issued by a utility company (e.g., National Grid or Con Edison), must be dated within the past 60 days;
- ★ A bill for cable television services provided to the residence; must include the name of the parent and the address of the residence and be dated within the past 60 days;
- ★ Documentation or letter on letterhead from a federal, state, or local government agency, including the IRS, the City Housing Authority, Human Resources Administration, the Administration for Children's Services (ACS), or an ACS subcontractor or the federal Office of Refugee Resettlement, indicating the resident's name and address, must be dated within the past 60 days;
- ★ A current property tax bill for the residence;
- ★ A water bill for the residence dated within the past 90 days;
- ★ Rent receipt which includes the address of the residence, must be dated within the past 60 days;
- ★ State, city, or other government issued identification (including an IDNYC card), which has not expired and includes the address of residence;
- ★ Income tax form for the last calendar year
- ★ Official NYS Driver's License or learner's permit, which has not expired;
- ★ Official payroll documentation from an employer issued within the past 60 days such as a pay stub with home address, a form submitted for tax withholding purposes or payroll receipt (a letter on the employer's letterhead is not adequate); must include home address and be dated within the past 60 days
- ★ Voter registration documents, which include the name of the parent and the address of residence;
- ★ Unexpired membership documents based upon residency (e.g., neighborhood residents' association), which include the name of the parent and the address of residence;
- ★ Evidence of custody of the child, including but not limited to judicial custody orders or guardianship papers documents issued within the past 60 days with name of child and address of residence.

* If you are not the leaseholder of your residence, you must submit a Residency Affidavit (see [Chancellor's Regulation A-101](#), Attachment #1)

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PARENT INQUIRY LADDER OF REFERRAL AKA “WHO TO CONTACT FOR WHAT AND HOW”

To help address parent concerns in the most efficient manner possible, please refer to the guide below to help best direct your email or call.

WHAT If you have concerns regarding:	WHO You should contact:	HOW Via:
Your child’s academic progress, report card grading, missing homework grades, inquiries about assignments, or general classroom concerns...	Your child’s respective subject area teacher; If not resolved, grade supervisor (NEST/spec ed. inquiries should be directed to NEST coach)	Email, using www.PupilPath.com
Student deportment, student-to-student issues, school bus incidents involving students, "bullying" behavior, dress code	Grade level dean or guidance counselor	Email, using www.PupilPath.com or via telephone
Excessive absence/lateness concerns, holistic /non-specific academic concerns, promotion concerns, emotional/mental health concerns, ACS cases	Grade level guidance counselor 6 th grade: Ms. Jessica Marchione 7 th grade: Mr. Steven Ulitto 8 th grade: Ms. Lauren Castellan	Email, using www.PupilPath.com or via telephone
Student attendance not being accurately recorded, Perfect Attendance inquiries, sign out procedures	Attendance Office	Telephone x1310, x1311, x1312, x1313, x1314
General inquiries, PupilPath access, school policy inquiries, summer assignments, upcoming school-wide events and ticket sales, distribution of report cards, school photographs, graduation ticket requests, etc.	Parent Coordinator Ms. Linda Taccetta	Email, using www.PupilPath.com or telephone at x1111
Transportation/bussing inquiries, emergency contact information, health forms and immunization records, transfer of student records	Pupil Accounting Secretary Ms. Susan Fink	Telephone x1415 or dial 0
Senior Activities (Banquet, Great Adventure, Senior Dues payments, Chaperoning), Arista, Senior Awards, Service Credits, Yearbook	Senior Activities/Dues: Ms. Causi or Ms. DePasquale Arista: Ms. Valenti Senior Awards: Ms. Coscio Service Credits: Ms. Margiotta Yearbook: Ms. Comello	Email, using www.PupilPath.com
IEP evaluations/meetings, related services, recommendations, testing accommodations	Special Education Liaison Ms. Norma DeMaio	Email, using www.PupilPath.com or telephone at x1101

2016-2017 SCHOOL CALENDAR

September 5	Labor Day
September 6	Teaching Staff Reports
September 8	First Day of School for Students
September 12	Eid al-Adha – School Holiday – Schools closed
September 13	Patriot Day (observed at I.S. 75)
October 3 & 4	Rosh Hashanah - School Holiday – Schools closed
October 10	Columbus Day - School Holiday – Schools closed
October 12	Yom Kippur - School Holiday – Schools closed
October 27	Parent/Teacher Conferences
November 8	Election Day – Staff Development – Students not in attendance
November 11	Veteran’s Day - School Holiday – Schools closed
November 24 & 25	Thanksgiving - School Holiday – Schools closed
December 23	Last day of school before Winter Recess
Dec. 24 – Jan 2	Winter Recess (Including Hanukkah, Christmas and New Year’s Day)
January 3	School Resumes
January 16	Dr. MLK, Jr. Day - School Holiday – School closed
February 17	Last day of school before Midwinter Recess
February 20 - 24	Midwinter Recess (Observe Presidents’ Birthdays)
February 27	School Resumes
March 16	Parent/Teacher Conferences
April 7	Last day of school before Spring Recess
April 10 - 18	Spring Recess (including Passover and Good Friday)
April 19	School Resumes
May 14	Mother’s Day
May 29	Memorial Day - School Holiday – Schools closed
June 8	Anniversary Day – Staff Development - Students not in attendance
June 12	Clerical Day - Students not in attendance
June 18	Father’s Day
June 26	Eid al-Fitr - School Holiday – Schools closed
June 28	Last Day of School for students, teachers, paraprofessionals
June 30	Last Day of School for administration

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STUDENT PROGRAMS

At Paulo, each student receives an individualized program. This program contains the student's daily schedule, student identification number (OSIS Number) and transportation information. Upon receiving the program, each student should immediately copy their program into their notebook or binder, and/or make a copy should they happen to misplace their official program card. As the student program card serves as school identification, it must be carried by students at all times and must be presented upon request of a school official or school bus driver. Students will also receive a student identification card at some point during the first half of the school year. Students will also be required to carry this ID card with them at all times.

HOME-SCHOOL COMMUNICATIONS AND PUPILPATH

Grade Level Teams: Grade Supervisor, Dean, and Guidance Counselor

Each grade is supervised by an administrator (assistant principal) who reports directly to the principal, and who, along with the grade-level dean and guidance counselor, endeavors to get to know each child in the grade. Should the need arise, a member of the grade level team will contact parents regarding concerns and recommendations.

PupilPath

PupilPath is a wonderful tool designed to create greater transparency for students, parents and teachers and enhance the lines of communication between home and school. It provides you with 24/7 online accessibility to your child's academic progress and performance in all subject areas. Using a PupilPath account allows you to easily see homework assignments, test scores, class grades, behavior and participation comments and attendance. You will also be able to send private messages to your child's teachers to ask questions or communicate any other concerns. Parents will also receive important messages from the school through email so it is imperative that parents set up separate accounts from those of their children.



As this may be your first experience with PupilPath, the following information provides further details regarding what you should expect from our use of PupilPath and will hopefully address some frequently asked questions and limit unnecessary cause for concern.

- ★ Although you may expect homework to be posted on PupilPath regularly, all students are responsible for copying their homework as part of their daily routine in class. All students are provided planners on the first day of school to help them organize their assignments and calendars and as a means for fostering student responsibility. To this end, the posting of assignments on PupilPath is intended to serve as a convenient tool for parents and guardians to ensure they are aware of their child's homework and upcoming assessments. Again, if a particular assignment or upcoming assessment is not posted on PupilPath, it does not excuse a child from completing his or her homework or properly preparing for an exam. Students present for class are responsible for completing the respective night's homework, regardless of whether the assignment was posted online.
- ★ Excluding major written assignments and major projects (which may take longer), you may expect the results of homework and in-class assessments to be posted within one week of the administration date or due date. Please do not expect late homework to be updated the day it is submitted; however,

assignments handed in past their due date will be graded and posted on PupilPath within a week from the date of submission.

- ★ PupilPath calculates a weighted average (based on each department's respective grading policy) for the marking period. Early in a marking period, you may observe major swings in your child's overall average until a major assignment (such as a test or project) is entered. For example, if a child completes their first homework perfectly (100%) and misses the second one (0%), their average will show up as a 50%. Therefore, please allow some time to pass and some grades to be entered before expressing concerns about the grade for the marking period. As each marking period comes to a close and more assessments are administered and graded, the results on PupilPath yield a more accurate representation of the score you will see on your child's report card.
- ★ PupilPath is also an excellent tool for parent communication. Use of this platform to communicate with teachers eliminates the likelihood of "phone tag" and again, will facilitate a prompt response. When messaging a teacher through PupilPath, please be specific and detailed in your inquiry so that our teachers can efficiently and thoroughly address your concerns.

Returning to PupilPath

If you used PupilPath last year, you may login with the same email/ID and password. Students login with their 9-digit student OSIS Numbers. Parents login with their email. If you have forgotten your password, click "Forgot Your Password?" and follow the instructions. Parents will be prompted to input their email address and select our school. Students will be prompted to return to the Login Screen and re-register to reset their password.

New to PupilPath

First, you must register on PupilPath. You will be receiving a PupilPath invitation letter from our school. This letter will provide you with your student's OSIS (ID) number and the registration code you need in order to sign up. If you have not received your invitation letter, or have misplaced your letter, please contact Linda Taccetta, our parent coordinator, at extension 1111.

Anecdotal

Anecdotal may be sent by teachers at any time during the marking period through PupilPath. These notices are sent to inform parents of problems their child may be experiencing in a particular subject area. It is the intention of the school to notify parents at this critical point so that changes in attitudes, behavior, class work, or homework can be effected in order to avert a failing grade. Parents wishing to discuss the issue further should request an appointment, in writing, with the appropriate teacher. While it is school policy to send anecdotal for at-risk students, failure to do so will not negate a low or failing report card grade.

Microsoft Office – Free Software for all Families of NYC Public School Students

Students and families will be able to download Office 2016, Office for Mac 2016 and the Office 365 mobile apps available for Windows 10 tablets, iPhone, iPad and Android devices. All of these are part of Microsoft's Office 365 Education offering and available to download from the website <https://studentoffice.net/>. There is no cost for up to five (5) downloads on their personal computers, Windows or Mac, up to five (5) tablets and up to five (5) phones.

Grading Policies

Each teacher will send home or post on their class website a student contract at the start of the school year. This contract will delineate student responsibilities and the grading policy for that particular class. Students and parents are asked to review each contract and grading policy and acknowledge receipt of same by signing the

contract. Specific concerns or questions regarding a contract or grading policy should be brought to the attention of the teacher or subject supervisor.

Ad-hoc Conferences

Parents are encouraged to contact the parent coordinator any time a problem, question or concern arises.

Parent-Teacher Association

The P.T.A. is an organization of parents and teachers dedicated to supporting the school and its activities. The main concern of this group is the well-being of the school and its students. Many interesting programs and discussions of school activities as well as school-wide problems and their improvements are held. Members of the P.T.A. also learn what is going on in other schools on Staten Island and throughout the city. All parents are invited and encouraged to become members of the P.T.A.

PROGRESS REPORTS

School-wide electronic progress reports (PupilPath) are provided quarterly at or around the halfway point of each marking period. These PupilPath updates are sent to inform parents of their child's progress in each class. It is the intention of the school to notify parents at this critical point of the success or challenges their child is experiencing in each class. Progress reports serve as an important reminder to both students and parents that the marking period is nearing completion. It provides struggling students with an opportunity to avert a failing report card grade by making necessary adjustments to their attitude, behavior, classwork or homework routines, and most importantly, provides the parent with the opportunity to intervene and follow up as necessary.

GRADE REPORTING PROCEDURES (REPORT CARDS)

Report cards are distributed four times a year, at the end of marking periods lasting from 8 to 12 weeks. The purpose of the report card is to inform parents and students of the rating of scholastic achievement and citizenship for each of the marking periods. Parents are urged to review report cards with their children and note their progress related to promotional standards for the student's specific grade level. Potential holdover letters are sent home for all students at risk of retention at the conclusion of the second or third marking period.

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PARENT-TEACHER CONFERENCES



These conferences supplement the report card and other written forms of communication between parents and teachers. Teachers realize that they cannot do the best possible job of educating each child without the help of the parents. Often parents are able to supply information about their child that could be very useful to the teacher. The teacher can offer suggestions on how the parents can assist with the education process. The conference provides an opportunity to discuss the student's progress, behavior and the reasons behind success and challenges.

Below are some suggested questions for families to ask during parent-teacher conferences:

- ★ What is my child expected to learn, know and do at this grade level? How will it be assessed?
- ★ What are the big projects my child will be doing in your class this year? Throughout the year, how will I know if my child is meeting grade level expectations?
- ★ What does my child do well and what does he or she struggle with? Can you give me examples?
- ★ If my child needs extra support or wants to learn more about a subject, are there resources to help his or her learning outside the classroom? Can you give me examples?
- ★ How will you be introducing the Common Core standards to students this year?
- ★ Does my child turn in homework on time?
- ★ Is my child happy at school? How does my child get along with classmates and adults?
- ★ Does my child participate in class discussions and activities? What would make my child more effective in doing his/her work?
- ★ What can I do at home to reinforce what my child is learning at school?
- ★ Are there ways that I can help you in the classroom or the school?

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NYCDOE PROMOTIONAL POLICIES

The NYCDOE Chancellor's Regulation A-501 outlines promotional policies for NYC public school students. Decisions regarding promotion will be based on multiple criteria. The expectations described below are for most Paulo students, particularly those who are English proficient general education students and students with disabilities whose IEPs do not specify a modified promotion standard.

Promotion to the next grade will be based on:

- a. the integrated use of multiple measures, such as State test scores, course grades, report cards, samples of student writing, projects, assignments, and other performance-based student work. Promotion decisions will be based on a holistic evaluation of the foregoing measures and according to whether the student has demonstrated sufficient progress toward attaining Common Core Learning Standards in English Language Arts and Mathematics; and
- b. the attainment of passing grades in core English, Mathematics, Science, and Social Studies courses*.

*Specific to 8th graders only:

Eighth grade students who do not meet promotion criteria for failure to pass one or more core courses in June may not attend the graduation ceremony and may meet the core course requirement of the promotion standard by passing the needed course(s) in summer school.

HONOR ROLL AND AWARDS CRITERIA

Paulo Intermediate School 75 takes pride in rewarding the efforts of its students in scholarship, citizenship and service. After each marking period, students may be placed on either the Scholarship Honor Roll or the Citizenship Honor Roll. The requirements are:

Scholarship Honor Roll

1. Overall average of:
 - a. 80.0% to 89.9% qualifies for "Academic Achievement"
 - b. 90.0% to 94.9% qualifies for "Honors"
 - c. 95.0% or higher qualifies for "High Honors"
2. Passing marks in all subjects
3. Citizenship marks of "E" or "S" in all subjects
4. A satisfactory record of attendance and punctuality *



***Excessive lateness to school (5 or more times in one marking period) will result in an adverse citizenship grade and ineligibility for Honor Roll/Arista status.**

Citizenship Honor Roll

1. Citizenship marks of "E" or "S" in all subjects
2. A satisfactory record of attendance and punctuality

Commendation Certificates

At the end of January or June, students may qualify for a Commendation Certificate. The certificates and their requirements are:

1. Honor Certificate – for placement on the Honor Roll
2. Achievement Certificate – special progress shown in an area
3. Attendance Certificate – for perfect attendance
4. Subject Awards for outstanding achievement in a specific area

Graduation Awards

After three years of successful work at Paulo, potential graduates are eligible for one or more of the following awards:

1. **Diploma** - Successful completion of promotional requirements. Diploma with Academic Achievement, Honors, High Honors - as above with cumulative academic averages of 80, 90 and 95 percent respectively.
2. **Dr. Anthony J. Polomene Award for Excellence** – given to the two students who achieve the highest and second highest average over three years.
3. **Commended Scholar** - Upper 2 percent, scholastic averages (nearest whole numbers) in the graduating class. Additional awards may increase this percentage in the event of ties.
4. **Subject Area Award/Departmental Awards and Honorable Mention** for the following **as determined by the department chairman**:

English	Graphic Design	Physical Education - Boys
Mathematics	Digital Arts	Physical Education - Girls
Science	Art	Drama
Social Studies	Computer Applications	Band
Foreign Language	Media Studies	Chorus
5. **Perfect Attendance Awards**
6. **Paulo Achievement Awards** for notable self-improvement
7. **Paulo Service Awards** (Gold - 100 service credits in 3 years, Silver – 75 service credits in 3 years, Bronze – 50 service credits in 3 years)
8. **Governmental Awards** including:
 - a) Borough President's Scholastic Achievement Award
 - b) Attorney General Triple "C" Award
 - c) City Council Student Service Honor Citation for Outstanding Service Award
 - d) Congressman Daniel Donovan Civic Leadership Award
 - e) Senator Andrew J. Lanza Award for Outstanding Community Service
 - f) Senator Andrew J. Lanza Award for Outstanding Citizenship
 - g) Councilman Steven Matteo Award

9. **Humanitarian Awards** including:

- a) S.I. Federation of P.T.A. Scholarship Award
- b) Paulo P.T.A. Award for Character, Scholarship and Service
- c) Dean Oswald/Richard Peters Scholastic Award for Music
- d) Paulo Peer Leadership Award
- e) Philanthropy Award
- f) Girl's Leadership Award/Boy's Leadership Award

10. **Community Awards** including:

- a) Comptroller Award/Community Service
- b) Middle School Principals' Association of the City of New York
- c) Association of Assistant Principals Award
- d) Children's First Network Initiative Award

11. **Memorial Awards** including the Jeffrey Capretta Memorial Scholarship Award

12. **Frank D. Paulo Renaissance Student Award**

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ARISTA SOCIETY

Students selected for membership in Arista have truly set themselves apart. Their excellence is measured by scholastic achievement, exemplary citizenship and extensive service.

Scholarship

Scholarship is measured by grades but means a great deal more. It means that students can use what they have learned, transfer the skills and transform the ideas. It means they can make the learning a personal expression of themselves and their lives and use the knowledge and skills attained as stepping stones to the next level of intellectual development. A numerical grade is merely the front door to the whole house of acquired skills, knowledge, habits, wisdom and lifelong learning.

Citizenship

A democratic nation depends on informed, independent thinkers who are willing to share their expertise to do good for themselves and do good for all. Citizenship rests upon character and competence. An effective citizen is one of character who portrays the qualities of integrity, maturity, interdependence, discipline and honor. Likewise, effective citizens demonstrate skills and knowledge that enable them to contribute to their own well-being and the well-being of the community.

Service

By participating in co-curricular and extra-curricular activities, students change their own world and the world around them. To be of service to the community, to school and to family is to be of service ultimately to oneself and one's culture. Joined together, acts of service create the backbone of civilization.

The mission of the Paulo Arista Society is to make the qualities of scholarship, citizenship, and service function as a beacon of excellence for all members of the school community. To communicate this mission, Paulo has made the requirements for inclusion in Arista (8th grade), Junior Arista (7th grade) and Honor Society (6th grade) demanding indeed. As a result, Arista students act as models for the school community.

Requirements for Arista

Membership in the Paulo Arista Society is reserved for students meeting **all** of the following requirements:

1. **Scholarship** – Academic average of at least 91.00% in each marking period with no grade, in any subject, below 80% or “S”. **Please note that an overall marking period average of 90.49% or a course grade of 79% or lower precludes a student from Arista.**
2. **Citizenship** – No citizenship grade below “S” in any marking period. Satisfactory* record of attendance and punctuality. (*See lateness policy in Honor Roll Section.)
3. **Service** – The attainment of at least 20 service credits per school year.

Student Leaders

One boy and one girl will be elected at an open meeting of all 8th grade Arista members. To be a Leader, a student must meet these requirements:

1. Two years' previous membership in Arista.
2. Must be a candidate for commended scholars (candidates are students whose career academic average place them in the upper 5% of the graduating class at the completion of the 3rd marking period. Those selected as actual **“Commended Scholars” must have an academic average in the top 2% of the graduating class after the 3rd marking period has concluded.**
3. Must be a candidate for citizenship representative.
4. Must have at least 50 service credits in grade 8.

Grade Representatives

Prerequisites to be a grade representative

Grade 8 – Must be an Arista member the previous 2 years

Grade 7 – Must be an Arista member the previous year

Grade 6 – Must meet Arista requirements for grade 6

One student representing each of the following areas will be chosen from each grade:

Scholarship Representative

The Student with the highest (whole number) career grade point average (GPA) through the 3rd Marking Period will be selected. In case of a tie, the averages of previous marking periods will be used in reverse order (e.g., 2nd, 1st, previous grade).

Citizenship Representative

To be eligible, a student must have all E's in Citizenship during the year under consideration. He or she must also meet all the other requirements of Arista. Students who meet these criteria will have their names posted on the Citizenship Representative Candidate Roster. After previewing this Roster, teachers and other staff members will nominate one or more candidates. Students will be rated on the following categories: integrity,

maturity, interdependence, self-discipline, respect, working with adults, working with students, discretion, trustworthiness, enthusiasm, role model, leadership, and honor. A candidate must have at least 5 recommendations submitted to the grade supervisor or the Arista Advisor to be further considered. Then the five recommendations with the highest scores for each student will be tallied, and the student with the highest total score will become the Citizen Representative. All grade official and subject teachers will be encouraged to participate in this recommendation process by the grade supervisor.

In cases of a tie, students with identical scores will write an essay which will be rated by the Arista Advisor, a teacher, a parent, and a Grade Supervisor from a grade other than the one in a tie situation. Essays will be identified by number only and will be rated on a one to ten holistic scale. The essay with the highest combined score will determine the Citizenship Representative.

Service Representative

To be eligible, a student must have the highest number of total service credits in his/her school career up to and including his/her grade. Other students who might be considered are those students whose total career service credits are within 5 credits of the highest total. For example, if a student is in the sixth grade, his/her total number of service credits will be considered. If a student is in the 7th grade, the number of service credits for sixth and seventh grade will be added together to give a total. If a student is in 8th grade, the total of service credits of all three grades will be considered. From this point, candidates for Service Representative will follow the same steps as those for Citizenship Representative, using the Service Representative Candidate Roster.

Categories for service include service to other students, service to a teacher or person in charge of an activity, attitude while involved, commitment, persistence, dedication, leadership, and a quality of contribution. All grade official and subject teachers will be encouraged to participate in this recommendation process by the grade supervisor.

Students can earn service credits each year for volunteer work in and with the school community. Around spring break each year, students will receive a service card. Students are responsible for bringing the card to each teacher they have worked with throughout the year to obtain service credits. Some examples of ways to earn service credit are:

- STAR member
- Monitoring for teachers (during class, at lunch)
- After School Program membership
- School publications
- Perfect Attendance
- Color Guard
- March of Dimes
- Coat/Toy/Food Drive
- Student Council participation
- Student-Faculty games

Honor Key Society:

Paulo students who have earned membership in the school's Arista Society for three consecutive years are eligible for membership in the Honor Key Society, after a comprehensive review of their record. Such students are then awarded the coveted Paulo Honor Key.

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DRESS CODE

We enlist your cooperation in supporting our school dress code. Our dress code, which has been clearly delineated in several P.T.A. Newsletters, was established in cooperation with parents and staff members from our School Leadership Team. It was established to provide a safe and comfortable environment in which all students can learn and, at the same time, allow for individuality.

The following guidelines have been established:

- ★ Halter, low-cut shirts, tank or mesh tops are not permitted. Students wearing oversized basketball jerseys must wear a t-shirt underneath.
- ★ Pants must not be worn so low as to expose undergarments.
- ★ Shirts must cover the torso area at all times.
- ★ Shorts and skirts must be of a reasonable (beyond fingertip, mid-thigh or longer) length. “Cut-off” style shorts are prohibited.
- ★ Clothing with writing or pictures which are suggestive, distasteful, or worn in a distracting manner is prohibited.
- ★ Clothing with holes or cuts made into them is prohibited, including ripped jeans.
- ★ Students may not wear hats, caps, kerchiefs, bandannas or other headgear in school. Pajamas are not permitted.
- ★ For safety reasons, students may not wear flip-flops, slides, slippers, or any footwear that may be hazardous in a large group atmosphere. Sandals that are secured with a strap around the ankle are permissible.
- ★ Oversized earrings and/or piercing(s) that present a safety or injury risk are also prohibited. For safety reasons, all piercings must be removed during physical educational classes.
- ★ Any other clothing items and/or accessories that may be deemed as distracting to the educational process are prohibited.



We understand that current fashion trends and personal preferences may not be totally aligned with our dress code. However, we feel that these guidelines do allow for sufficient choice and are fair and appropriate for middle school children. We appreciate your support and cooperation toward establishing a formal yet comfortable learning environment for all of our students.

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CELL PHONE AND ELECTRONIC DEVICE POLICY



At Paulo, we understand that in this day and age information and communications are easily available at our fingertips. We further understand that for safety reasons, it is comforting to know that our children can readily be reached before and after school and that such access is comforting to parents and children alike. The modern day world of technology allows us to text and file-or photo-share with the push of a button. However, during the school day, such easy and widespread exchanges can potentially and quickly create numerous interruptions and distractions to the school day. Therefore, while students are permitted to come to school with their cell phone, it must be shut off and out of sight during morning arrival through afternoon dismissal and immediately secured in the child's locker during homeroom throughout the school day.

"School" grounds refer to the school property around our building, including the schoolyard, ramps, walkways, and related staircases outside the building. In short, we require our students to become magicians and make their cell phone disappear during the school day. This act of magic is expected to be performed prior to students reaching our school's perimeter.

Should the need arise to contact your child during the school, which, we assume, would be for an emergency purpose only, you should contact the General Office by dialing 718.356.0130 and enter extension 0. Further, should your child not feel well or be determined to speak with you, he or she is expected to follow the proper protocol, which includes requesting permission to speak to a teacher, supervisor, or other staff member, and if necessary, receive a pass to visit the school nurse. The respective staff member will determine the need for parental contact and determine next steps. In the event a child is not feeling well, they may not use their cell phone to call home, as this will result in the imposition of disciplinary action as outlined below.

The use of cell phones and computing devices.

- ★ Cell phones may not be turned on or used during the administration of any school quiz, test or examination.
- ★ Computing devices may not be turned on or used during the administration of any school quiz, test or examination.
- ★ Cell phones and computing devices may not be turned on or used during school fire drills or other emergency preparedness exercises.
- ★ Cell phones and computing devices may not be used in locker rooms or bathrooms.
- ★ Students who use cell phones or computing devices in violation of any provision of the DOE's Discipline Code, the school's policy, Chancellor's Regulation A-413, and/or the DOE's Internet Acceptable Use and Safety Policy ("IAUSP") will be subject to discipline in accordance with the guidance interventions and disciplinary responses set forth in the Discipline Code.

Cell phones may be used as set forth below:

During the school day:

- ★ Cell phones must be placed by the students into their lockers as they go to homeroom and stored in a designated location until the end of the school day.
- ★ Cell phones may not be turned on or used while on school property.

Tablets and reading devices may be used as set forth below:

During the school day:

- ★ Tablets and reading devices may be turned on and used only during instructional time for instructional and educational purposes.
- ★ The school will not be responsible for the loss, theft or damage of any tablets that students bring to school. Students may bring these devices at their own risk.

Confiscation and return of electronic items

Any violation of this cell phone policy will result in the following actions:

- ★ First offense - Confiscation of item and return at end of school day. Students will be excluded from communal lunch and recess. Infraction noted in dean's records.
- ★ Second offense - Confiscation of item and return following parent conference and one day of afterschool detention. Infraction noted in dean's records.
- ★ Third offense - Revocation of privilege to bring item to school, parent conference and two days of afterschool detention. Infraction noted in dean's records.

DAILY SUPPLIES/SUPPLY LISTS

In addition to a notebook for each subject, pupils will need a pen, a sharpened pencil, an eraser and other supplies requested by his/her specific teachers. On days when physical education class meets, the gym uniform and sneakers are required. Lunch or lunch money and the student program should be brought daily.

Students are not permitted to leave books or supplies in school overnight. It is suggested that supplies are readied the night before so that nothing is forgotten.



Students may not use the school telephones for forgotten homework, supplies, lunch money, etc. In the event of an emergency, students will be permitted to use school telephones after obtaining permission from General Office staff or a grade supervisor. Please be advised that school policy states, if a student forgets an item at home and a parent brings that item to school, the student will not receive the item (with the exception of glasses or medication) until their lunch period. No items will be accepted after lunch. Our intention is to maximize instructional time inside our classrooms by eliminating unnecessary disruptions.

Specific subject area supply lists are available on our website, www.is75.org, and are typically posted for the upcoming school year in late May/early June.

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TEXTBOOKS AND OTHER SCHOOL-ISSUED STUDENT RESOURCES



The Department of Education supplies all students with textbooks. They are loaned with the understanding that the student will take care of them and return them promptly when requested to do so. Textbooks should be covered at all times. Students are not permitted to write in textbooks except to record their name, date issued, and the condition of the book. If a book is damaged or lost, the student will have to pay the cost of replacing it. If the book is found at a later date, and proper identification can be made, a refund is given. Students may not leave books in desks or lockers overnight. If a student moves or is transferred to another class, all books must be returned to the teacher who issued them. The book and material account for each subject must be cleared before promotion to the next grade or graduation can occur. In some cases, teachers may issue an online access code in lieu of a textbook.

Please note this policy is not necessarily specific to textbooks and also applies to other school-issued materials intended for temporary student use, including, but not limited to calculators, rulers, protractors, novels and other independent reading books.

PHYSICAL EDUCATION: UNIFORMS, LOCKS, AND PURCHASING

In keeping with New York State mandates, all students at Paulo are scheduled for Physical Education on a weekly basis. Our specific course of study is taken from appropriate state and city syllabi and are tailored not only to provide a comprehensive program of physical fitness but also to develop healthful living styles and leisure-time pursuits. Accordingly, we require that all students change from street clothes into appropriate attire for their Physical Education class. The expected wear for Physical Education is sneakers, sweat socks, shorts and tee shirt which may be stored in our gymnasium locker rooms on an individual basis.

In the interest of esprit de corps, uniformity and ease of purchase, our Physical Education Department is prepared to sell to our students the required shorts and tee shirts. This fine apparel, handsomely designed with the Paulo logo, is priced at \$10.00 for the shorts and \$10.00 for the tee shirt. Sales will begin in September in keeping with announcements made by our instructors. Cash or money orders made payable to Paulo Intermediate School 75 are the only acceptable forms of payment. Personal checks are not accepted.

Beginning the last week of September, all students will be expected to dress properly for Physical Education. Un-preparedness in this regard will result in failure.

Each student at Paulo Intermediate School will be assigned two lockers. One will be located in the student's homeroom classroom (or in close proximity). This locker is intended for the daily storage of coats, electronic devices, and other personal belongings. Each of these lockers must be emptied daily when the student leaves at the end of the school day. It is emphasized that books and outer garments may not be stored in these lockers overnight. The other locker is located in the gymnasium locker rooms and will be used for the storage of the gym uniform.



Both lockers require locks to which school officials have access. Accordingly, we are prepared to supply each student with a pair of combination locks (each of which has the same combination) that have been master-keyed for administrative purposes. These locks retail for \$6.00 each, but will be sold at \$10.00 for the pair.

This system enables us to provide students with their combinations (when forgotten) and allows school staff immediate access to lockers on an emergency basis.

Note: All proceeds, if any, from these sales are placed in the school treasury and are used for the purchase of educational materials.

SCHOOL BELL SCHEDULE

“The bell that measures time is ringing.” ~Margaret Atwood



Listed below are our school’s standard and half-day bell schedules. Please note the following important features of our bell schedule:

- ★ Morning announcements will commence between approximately 8:07 and 8:15 AM during homeroom. The implementation of homeroom serves to set the tone for the day, facilitates the collection of notices, allows for daily announcements during non-instructional time, and helps build school community.
- ★ Students will be considered and marked late if they arrive after 8:00 AM. Late-arriving students (aside from a late bus) are to enter through the main entrance, and will be directed to receive a late pass from the attendance office (room 131), and then report directly to their respective class.
- ★ Each instructional period is 40 minutes in length, with four minutes allotted for passing between periods.
- ★ Bell-to-bell instruction is expected throughout the school day.
- ★ Should the need arise to utilize an alternate bell schedule, we occasionally implement an alternate bell schedule (i.e. 1st day of school with extended homeroom, testing days, PM homerooms for report card distribution, etc.)

Standard Bell Schedule	
7:45	AM Duty Begins
8:00	Day Begins
8:07-8:17	Homeroom Period
8:21-9:01	Period 1
9:05-9:45	Period 2
9:49-10:29	Period 3
10:33-11:14	Period 4
11:19-12:00	Period 5
12:05-12:46	Period 6
12:51-1:31	Period 7
1:36-2:16	Period 8
2:17	Dismissal – 1 st and 4 th floor
2:18	Dismissal – 3 rd floor
2:19	Dismissal – 2 nd floor

Half-Day Bell Schedule	
7:45	AM Duty Begins
8:00	School Day Begins
8:07 – 8:17	Homeroom
8:21 – 9:01	Period 1
9:05 – 9:46	Period 2
9:50 – 10:31	Period 3
10:35 – 11:16	Period 4
11:17	Dismissal – 1 st and 4 th floor
11:18	Dismissal – 3 rd floor
11:19	Dismissal – 2 nd floor

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NYC SCHOOL FOOD: BREAKFAST AND LUNCH PROGRAMS, ONLINE PAYMENT SYSTEM



Breakfast is served from 7:40 AM until 8:00 AM. If you would like your child to eat breakfast, please ensure that he or she arrives at 7:40 AM. All children are entitled to free breakfast; however, breakfast will not be served after 8:00 AM. Children who desire to eat breakfast must report directly to the student cafeteria upon arrival.

All families are required to fill out a School Meals Application form. The information provided on this form determines your child's eligibility for our free or full priced lunch plans. (As part of NYCDOE initiative, for this school year however, all middle school students will be entitled to free lunch.) It is critically important that all families submit a completed meal application. We are expected to ensure the prompt return from every family. (If you have more than one child in our school, you need only submit 1 form, but be sure to list all students on the form.) You are still required to submit a meal application regardless of whether your child qualifies for free or full-priced meals, or whether you intend to send your child with lunch from home each day.

The information on these forms is not only used to determine your child's meal status, but also helps determine how much, if any, Title 1 funding our school receives. Therefore, please promptly complete this form and send it back to your child's classroom teacher.

If you have any questions or concerns pertaining to completing the School Meal Application form, please reach out to Mr. Herrmann.

Food preparation and kitchen facilities at Paulo are among the finest of any public school in the city of New York. Our staff is prepared to serve hot and cold breakfast and lunch, including milk to all students. Breakfast and lunch is free to all students.

All students are required to eat their lunch in the school cafeteria, unless they have prior approval to monitor for a teacher during this time. No student is allowed to leave the school building during the lunch period, unless for recess under the direction of the grade level dean or supervisor. Students may bring a bag lunch from home, however, glass jars and bottles are prohibited.

Students who forget their bag lunch at home or on the school bus will not be permitted to call home. However, those students will be permitted to get a school lunch. Your cooperation with this policy is greatly appreciated as it keeps our phone lines available for emergencies and reduces disruptions to the school day caused by calling students to the office to pick up items forgotten at home.

Information regarding students with allergies and/or dietary restrictions should be forwarded to the special education liaison and our medical room staff as soon as possible.

Online Payment System

Our school uses an automated system for school lunch. This computerized system provides several benefits:

- ★ Keeps track of all meals, purchases and payments made by each student.
- ★ Gives parents online access to student accounts, balances, and purchases made.
- ★ Cashless lines allow faster service and purchases are automatically deducted from prepaid accounts.

All students will use a six-digit PIN number in the cafeteria. A separate letter will be given to all students with their PIN number and student ID (OSIS) number included. Please insist that your child memorize their PIN number, keep a written copy of it accessible, and please keep it in a safe place at home.

At the POS (Point of Service), each child will key in their PIN number. His/her name and photo (photos of all students will be taken soon) will appear on the screen for verification and the system will indicate that a meal (or a la carte item) was served and indicate the prepayment balance.

MORNING ARRIVAL, DROP-OFF PROCEDURES AND ASSEMBLY LOCATIONS

With regard to morning arrival, the school day begins promptly at 8:00 AM. Please arrive a few minutes earlier to ensure your child's timely arrival to school each day. Student attendance and absence is being closely recorded and will be noted on all students' report cards. If you are utilizing our "Stop and Drop" procedure, please do not double park and be careful not to block any crosswalks. Also, please do not park in the "No Standing" zones designated for our yellow school buses. We realize morning arrival can be a stressful time due to the high volume of traffic around our school and other pressing obligations, but we respectfully request that you follow common courtesy and respect each other's place in line.

Morning Arrival

Supervision is provided in the school assemblage areas beginning at 7:30 AM. Children should not report to school or be dropped off by parents prior to this time. Families who prefer an earlier drop-off time should seek to enroll their child in the morning Champs program which commences at 7:00 AM. Students are not allowed to leave the school area once they arrive, for any reason.

Morning Assemblage Areas

6th Grade – Student Cafeteria

7th Grade - Auditorium (front)

8th Grade – Schoolyard (weather permitting)/Auditorium (rear)

Grade-level deans, guidance counselors, and supervisors will meet students in their assemblage areas and provide direction. Each student is required to have an independent reading book with them at all times. At 7:45 AM, a warning bell will sound, signaling the beginning of 15 minutes of sustained silent reading which assists the children with their transition to the start of the school day.

Morning Drop-Off Procedures

We enlist your cooperation with our morning drop-off procedures. As Woodrow Road and Huguenot Avenue are very busy and congested areas during the morning, it is imperative that we all cooperate in order to keep our children safe. Therefore, if you drive your child to school in the morning, we implore you to strictly adhere to the following:

1. The morning drop-off procedure for students is as follows: All students who are driven to school must enter the school yard from the Boulder Avenue entrance in the back of the school building. Students will not be permitted to enter the school yard at the Woodrow Road or Huguenot Avenue entrance. The Huguenot Avenue "driveway" entrance is reserved for students arriving via school bus.
2. Pull all the way over to the curb before allowing your child(ren) to disembark in the morning. Please do not "double park" when dropping off or picking up children.
3. Make sure that your child(ren) have their belongings ready in order to exit the car as quickly as possible each morning. This will help to keep the line moving.



4. If there is a line of cars waiting to drop off students, please do not “cut” the line by driving around them. Your cooperation will decrease congestion and make pulling away from the curb safer and easier for those who are following protocol.
5. After your child has disembarked, please wait for the car in front of you to pull out of line before proceeding.
6. Please do not make U-turns on Woodrow Road or Huguenot Avenue. People making U-turns are putting their children, themselves and others in danger. Further, U-turns are prohibited in NYS school zones. According to NYS Vehicles & Traffic Law 1161B, no motor vehicle shall make a U turn within a school zone.
7. If you are dropping off your child on the opposite side of Woodrow Road or Huguenot Avenue, please insist that your child crosses at the corner with the assistance of a school crossing guard. Please do not “cross” your child at any area other than the corner with the assistance of a school crossing guard. Doing so puts your child’s safety at risk.
8. Our doors are open at 7:30 AM and the drop off area becomes most congested between 7:45 AM and 8:00 AM. If at all possible, plan to leave home early enough to arrive before 7:45 AM. Remember, school starts at 8:00 AM and students are penalized for excessive lateness.
9. Please take kindly to the suggestions of school personnel in the morning. They are made with the safety of our children in mind.
10. Please do not block driveways of our neighbors when visiting the school. Your cooperation in respecting our neighbors is greatly appreciated.

By adhering to the above procedures you are helping to ensure the safety of all of our children. Your cooperation is not only greatly appreciated, but is necessary.

FORGOTTEN ITEMS AND PHONE USE

Forgotten items at home are not to be delivered to classrooms if and when a parent brings such items to school, unless the item pertains to a medical/health/visual issue etc. This policy is in place to limit the number of interruptions and distractions to instruction. Any such item (i.e. notebook, project, etc.) dropped off to school is placed in the Forgotten Items box located in the attendance office, and is to be delivered to the respective student by a school aide during lunch. All items delivered to school prior to a student’s lunch period will be delivered to the cafeteria for the student to pick up during lunch. All items brought to school after the student’s lunch period will be delivered to the cafeteria the following day. Therefore, in many cases, items delivered to school by parents will not be received by students in time for class. Exceptions will be made for house keys, glasses and other “emergency items.” Exceptions will not be made for forgotten assignments, supplies, physical education uniforms, lunches, etc.

The underlying philosophy here is to encourage students to be responsible for packing all assignments and materials for school each day. We also ask parents to support these efforts by expecting the same from their children and, when items are left behind at home, we expect parents to refrain from bringing them to school during the day. While forgotten items may result in penalties for late assignments and/or being unprepared for class, it is our goal to minimize disruptions to the school day and, most importantly, improve our students’ sense of responsibility. Students are also reminded not to use their cell phone to call home, as this is a violation of our electronic device policy and is subject to disciplinary consequences. Accordingly, school staff are not to call into classrooms to summon students to the office to pick up items delivered by parents.

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LOST AND FOUND

The Lost and Found is located in the Panther's Den in the student cafeteria. Some lost and found items, particularly valuables (i.e. jewelry), may be returned to and kept in the general office. Please be aware that the school is not responsible for items lost at school or those placed in the Lost and Found bins.

It is important that all items are clearly labeled with each child's first and last name using an indelible marker or laundry labels. School staff periodically checks items for names and returns labeled items to students.

Should you need to inquire as to a misplaced item, please reach out to our parent coordinator (x1111) or general office staff (x0).



ATTENDANCE MATTERS: ABSENCE, LATENESS, EARLY EXCUSE, ABSENCE FOR RELIGIOUS OBSERVANCE AND HEALTH-RELATED ABSENTEEISM, REQUESTS FOR CLASSWORK/HOMEWORK FOR ABSENTEES



As per Chancellor's Regulation A-210, it our school's responsibility to develop an Attendance Plan to address attendance and lateness issues. As part of our Attendance Plan and in an effort to keep a more accurate record of our school's attendance rate, we must know why a child is absent from school. Therefore, parents/guardians are required to submit a note to their child's homeroom teacher stating the reason for the absence. A note from your child's physician should be provided if you visited the doctor's office. We also request that all parents/guardians keep their

children home during the early, infectious period of a cold, illness, or communicable disease. Also, please keep in mind that school begins promptly at 8:00 AM and children who arrive after 8:00 AM will be marked officially late.

Missing a day of school here and there, or arriving 10 minutes late may seem inconsequential and at times even insignificant. But consider this: a student who is 10 minutes late every day will miss over 30 hours of instruction during the year — a week of school. A student who is absent just twice a month will miss 20 school days — 4 weeks of school! Research shows that students who are chronically absent - missing about 19 or more in a school year - are less likely to graduate from high school. This includes students who miss just two days a month. In addition, national testing data shows that students with more absences score lower on standardized tests, no matter their age, demographic group, or state or city.

- Chronic absenteeism is related to lower test scores and higher dropout rates for students at all income levels;
- By sixth grade, chronic absence is one of three early warning signs that a student will drop out of high school; and,
- By ninth grade, attendance can be a better indicator of dropout than eighth grade test scores.

Each lateness or absence means a student has lost an opportunity to learn. Just as we can never regain a moment of time wasted, missing a day of school means missing a day of education that cannot be retrieved. Students may be able to make up an assignment, but they can never recover what is most important — the discussion, the

questions, the explanations by the teacher and the thinking that makes learning come alive. Students who demonstrate frequent periods of extended absence also miss out on arguably the most intangible yet significant benefits of formal schooling: the relationships formed with peers and the bonds formed with teachers and other staff members.

Attendance and academic achievement go hand-in-hand

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

Other benefits of good attendance

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

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

1. Make academics a priority. Let your kids know that you expect them to go to school every day and do their best while there. At this stage in their lives, learning should be their number one "job." Granted, there are the occasional sick days, but young, healthy children rarely need to miss more than a few days each year. Talk about the consequences of missing school in terms that will hit home for them (e.g., having to make up missed work, missing out on after school sports and clubs or time with friends.)
2. Help your child get organized. Create a space in your home for children to store backpacks, coats, sneakers and other supplies. Develop a routine where you pack their snacks and lunches the night before. This will make mornings less hectic and help kids get out the door and onto the bus on time. Getting organized can also help create a calmer atmosphere at home, leading to better attitudes and openness to learning when they arrive at school.
3. Set reasonable bedtimes. On average, children need about nine hours of sleep to be healthy and alert. Again, set routines for a smooth transition so your child gets to bed at the same time each night. As children get older, their brains begin to signal them to stay up later. Despite what nature is telling them, reinforce reasonable bedtimes for your children and encourage them to get up and get ready with minimal help.
4. Make medical and other appointments during non-school hours whenever possible. Schedule family vacations during school holidays or the summer recess so that students aren't missing important lessons and struggling to make up for lost ground.
5. Keep track of your child's absences. Excessive absences might be a sign of other physical or emotional problems. These might be personal, such as problems with friends and classmates. Or it might be academic, such as not feeling fully prepared for school or fear of failing a test. If absences become common, talk with your child and enlist the help of their teacher, school social worker or pediatrician. Working as a team can help provide a clearer picture of what's really at the source of the attendance problem.

6. Provide an absence note whenever your child is absent. A note from your physician should be provided if you visited the doctor's office.

Perfect Attendance

Students who achieve perfect attendance in a given month are entered into our monthly contests for a special lunch (usually pizza) and/or a gift card. Students who achieve 100% attendance for throughout the school year will receive a Perfect Attendance certificate at the mid-year awards assembly and, if still intact, at end of the school year assembly/ceremony as well. Lateness to school three or more times in a given semester will exclude a student from receiving this award. Similarly, students who are picked up early from school three or more times in a given semester are also precluded from this recognition.

Daily Procedures

Any student who arrives after 8:00 AM will be marked late. Attendance is recorded during each class. A telephone call will be made to the home on the first day of absence. If the call cannot be completed, a message is left.

Parents must notify the school when their child is absent and are directed to call the school after 8:00 AM (718.356.0130, x1310). Give your name, child's name and homeroom (i.e. 607) and a brief explanation. This system is for your child's protection.

A student returning to school after an absence must present a note from a parent/guardian or doctor explaining the reason for the absence. An absence note is not necessary if an initial telephone call was made by the parent and the duration of the absence is less than three days. However, a note from a doctor or health-care professional is expected to be provided in cases of extended or frequent absence (3 or more consecutive school days) due to illness.

Students not in attendance during the school day are not permitted to participate in after school activities that same day/evening.

Lateness

Lateness to school can almost always be avoided by allowing enough time to get to school. Students who report to school after the 8:00 AM bell should report to the Attendance Office for a late pass which must be given to that period subject class teacher. If the lateness is unavoidable, parents should give the child an explanatory note. **Excessive lateness to school, with or without an explanatory note, will impact negatively on a student's citizenship grade and, as a result, will render the student ineligible for Honor Roll/ARISTA status.** Lateness to school five or more times in any one marking period is considered excessive.

Early Excuse

A student should avoid requesting permission to leave school before the end of the school day. Medical, dental, and other appointments should be arranged after school hours. Also, note that frequent early excused absences will impact a student's perfect attendance status.

A parent request for early dismissal must be submitted in writing or via email and approved by the grade supervisor. The parent or guardian must report to the Attendance Office, from where the student will be dismissed. **No student will be dismissed before the end of the day unless escorted by his parent or an adult appointed by his parents. All adults must present photo identification.**

Absences for Religious Observances

The Department of Education, as authorized in State law, publishes a list of dates on which students may be released from school for religious observances. It is noted and emphasized that absence for religious observance is not authorized during any other school day in the year. Students who attend their house of worship on holy days should arrive at school no later than 10:00 AM. Students whose parents want their children to stay away from school all day must present a written request in advance to their child's homeroom teacher.

Attendance in the Subject Class

Each day, the Attendance Office distributes an attendance sheet to each of the teachers listing all the absentees for the day. If a student is absent from a class and his or her name does not appear on the daily attendance sheet, the student is assumed to be cutting class. The child's respective classroom teacher will promptly report such to the grade-level dean, who will investigate the matter immediately and report to the grade supervisor.

Requests for Classwork/Homework for Absentee Students

The need for parents/guardians to obtain classwork and homework assignments for their absentee child should be limited now that most assignments and upcoming events are posted via PupilPath and on our website. Parents and students are encouraged to identify a class buddy, who may serve as the means for sending missed schoolwork home, the collection of which is coordinated outside of school among parents. Parents are also recommended to utilize PupilPath and email the teacher to communicate additional needs if necessary. However, parents should be informed that requests for such work will likely not be honored if the child is only absent for a day or two. The child will be expected to make up the missed work within a reasonable, yet timely fashion, and access any and all assignments via PupilPath.

LEAVING THE ROOM AND BATHROOM USE

Any student requesting to leave the room to go to the lavatory must have the permission of the teacher. A lavatory pass will be given and a record will be entered in the "Out of the Room Book." No student is to walk through the halls during class periods without a pass issued by a teacher. In an effort to reduce lost instructional time, it is suggested that students use the lavatory during their lunch period, if possible.

Students are expected to use the bathroom prior to coming to school in the morning to limit the need to do so shortly upon arrival. Further, our school policy dictates that bathrooms are not available (except in cases of true emergencies) during the first and last ten minutes of each instructional period. All students have access to the bathroom during their respective lunch period, and they are regularly encouraged and reminded to use it during this time. High volumes of students requesting to use a bathroom disrupts instruction. We expect our teachers to be judicious in distinguishing between a child who is merely uncomfortable from one who has a genuine emergency. We also know distinguishing between the two can be difficult. We believe some children must learn to "get comfortable being a little uncomfortable" yet we also realize the need to promptly grant access to a



restroom in an urgent situation. At Paulo, we strive to do our best to maintain the continuity of instruction while balancing the needs and well-being of our students in this regard.

Should your child have a specific medical need requiring him or her to frequently visit a restroom, please provide medical documentation stating such to our special education liaison and medical office (school nurse).

CAFETERIA PROCEDURES

In order to provide a clean and comfortable lunchtime environment it is necessary to seat, serve and supervise nearly 500 middle school students three times each day. Add to that the fact that each of these periods is only 41 minutes long and the non-negotiable requirement to provide safety above all else, it becomes obvious that orderly established routines are necessary. During the first few days of school, students are oriented as to traffic patterns, assigned seating, responding to commands for attention, cafeteria clean up, arrival and dismissal procedures and other general routines of the cafeteria. Therefore, it is essential that students cooperate with all the procedures including maintaining a neat and clean area, following established routines, and courteously complying with the requests of school staff. Parental support to this end is greatly appreciated.

Should you have general concerns regarding our student lunchroom procedures, please reach to our parent coordinator. If you have any specific questions or concerns pertaining to our student lunchroom routines, please contact the respective grade-level dean.

WATER BOTTLES/CHEWING GUM



Disposable water bottles (i.e. plastic Poland Spring) bottles are not permitted to be consumed or made visible during the school day, with the exception of during student lunch periods. Students who pack disposable water bottles must keep them in their book bags out of sight. Water is available during student lunch periods in the cafeteria for free, at various water fountains throughout the building (not to be used during passing), and are available for purchase and consumption in the student lunchroom during each student's respective lunch period. On excessively warm weather school days, students may be permitted to bring a reusable water bottle from home, and only with prior approval from the grade supervisor or principal. Unfortunately, the need for this policy arises as the use of disposable, plastic water bottles have been repurposed as water guns (by poking a hole in the cap) which poses a significant slipping hazard in hallways and stairwells, and due to careless disposal of such bottles, as evidenced by the presence of bottles in hallways, stairwells, and schoolyard. Students with medical concerns should bring a doctor's note to the grade supervisor.

Chewing gum is not permitted in school. Paulo has always prided itself on being a cut above the rest in all aspects, including the overall school environment and cleanliness. Your cooperation in this regard is expected and required.



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DISMISSAL PROCEDURES

During our daily dismissal process, we place an emphasis on calm and order. Students are expected to follow regular routines which include some general housekeeping items (chairs up, desks return to their “home” position, books stored properly, etc.) as directed by their teacher. Students are reminded to ensure they have their necessary belongings before they leave the classroom (so as to limit “forgotten items”).

In order to safely, orderly, and efficiently dismiss nearly 1400 students at approximately the same time, our dismissal bells are staggered as follows: 1st and 4th floors – 2:17PM, 3rd floor – 2:18PM, 2nd floor – 2:19PM. Students are expected to remain in their seats, inside the classroom, until the 2:17 bell rings and teachers instruct students to leave the classroom. All last period teachers will escort their classes down to the first floor for dismissal, and based on the location of their last period class, students will exit the building from various exits. Again, depending on each student’s last period class, the dismissal location may vary from day to day, based on your child’s schedule.

Students participating in after-school, extracurricular activities are not to leave the building during dismissal and instead should report immediately to the auditorium, student cafeteria (UAU), or other location if instructed otherwise.

HOMEWORK

At Paulo, we believe homework can and should be used to reinforce or assess new learnings and prepare students for future lessons. Homework must not merely be *assigned* by teachers, but done so with *purpose*, and *used* in a *meaningful* way to tailor instruction for their students. Homework is an important part of making academic progress and is also designed to foster responsibility. Given in each subject class regularly, assignments may be written, reading-, project-, or computer-based. Teachers are required to post daily homework assignments on PupilPath. Absentee students should will able to view the homework assignment online.



Homework also factors in to all students’ report card grade. It is suggested that each student have the telephone number of another student in each class. If an extended absence is anticipated, the parent coordinator should be contacted.

In addition to assignments given by the teacher, all students are required to:

1. Reread class notes to reinforce the lessons of the day
2. Read for at least 30 minutes.

If it appears that your child is not receiving homework, please check PupilPath, and then contact the teacher directly for further clarification, if needed.



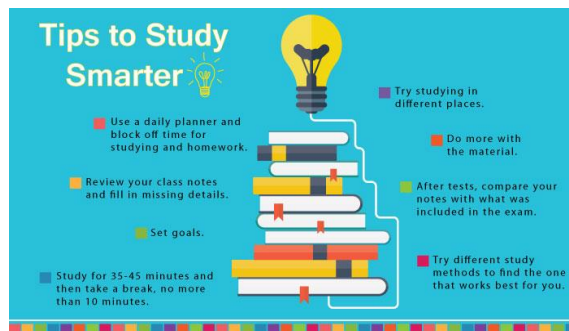
HOMework AND STUDY TIPS

General Homework Tips for Parents

- ★ **Make sure your child has a quiet, well-lit place to do homework.** Avoid having your child do homework with the television on or in places with other distractions, such as people coming and going.
- ★ **Make sure the materials your child needs, such as paper, pencils and a dictionary, are available.** Ask your child if special materials will be needed for some projects and get them in advance.
- ★ **Help your child with time management.** Establish a set time each day for doing homework. Don't let your child leave homework until just before bedtime. Think about using a weekend morning or afternoon for working on big projects, especially if the project involves getting together with classmates.
- ★ **Be positive about homework.** Tell your child how important school is. The attitude you express about homework will be the attitude your child acquires.
- ★ **When your child does homework, you do homework.** Show your child that the skills they are learning are related to things you do as an adult. If your child is reading, you read too. If your child is doing math, balance your checkbook.
- ★ **When your child asks for help, provide guidance, not answers.** Giving answers means your child will not learn the material. Too much help teaches your child that when the going gets rough, someone will do the work for them.
- ★ **When the teacher asks that you play a role in homework, do it.** Cooperate with the teacher. It shows your child that the school and home are a team. Follow the directions given by the teacher.
- ★ **If homework is meant to be done by your child alone, stay away.** Too much parent involvement can prevent homework from having some positive effects. Homework is a great way for children to develop independent, lifelong learning skills.
- ★ **Stay informed.** Talk with your child's teacher. Make sure you know the purpose of homework and what your child's class rules are.
- ★ **Help your child figure out what is hard homework and what is easy homework.** Have your children do the hard work first. This means they will be most alert when facing the biggest challenges. Easy material will seem to go fast when fatigue begins to set in.
- ★ **Watch your child for signs of frustration.** Let your child take a short break if they are having trouble keeping their mind on an assignment.
- ★ **Reward progress in homework.** If your child has been successful in homework completion and is working hard, celebrate that success with a special event (e.g., pizza, a walk, a trip to the park).

Some Hints on How to Study

- ★ Find a quiet place at home where there are no distractions such as a radio, television, etc.
- ★ Have all your materials and books in your study area. This saves time having to look for them in other parts of the house.
- ★ Try to avoid studying when you are tired.
- ★ Plan to study at approximately the same time every night. Develop the habit of studying at a fixed time. Select a time that fits into the family schedule so that interruptions will be kept to a minimum.
- ★ Do a little studying every night. Do not cram for tests. If you study as you go along, there will be little need to spend exhausting hours studying the night before an exam.



TRANSPORTATION: BUS STOPS, SCHOOL BUS BEHAVIOR AND ELIGIBILITY

Transportation to and from Paulo Intermediate School falls under the regulations established by the Department of Education and implemented by the Office of Pupil Transportation (OPT). These regulations provide yellow bus transportation for 6th grade students who live more than one (1) mile from school, for 7th and 8th grade students who live more than one-and-one-half miles from school, and also, for special education students with “door-to-door” busing listed as an accommodation on their Individual Education Plan (IEP). MetroCards are available upon request, but you sacrifice your seat on a yellow bus once it is issued. If you have further questions, please check the OPT website listed below or call (718) 392-8855.



Bus Stops

Eligible children will be assigned to one of our designated school bus stops. No other pick-up or drop off points will be permitted by the Office of Pupil Transportation.

Students may not ride any bus other than their assigned bus. It is the responsibility of the parent to contact the school, as far in advance as possible, in the event of a transportation emergency. Notes requesting that a child ride another bus on a particular day cannot be honored.

School Bus Behavior and Eligibility

To ensure the safety of all individuals, it is necessary that all students who ride the school bus be aware of and understand the need for proper behavior at all times. Transportation to and from school on the school bus comes with responsibilities. It is the responsibility of the students on the bus to behave in a manner that permits the driver's attention to be focused on the road, traffic, and safety of all passengers, for the driver is transporting the most precious of cargo, our children. The driver has a tremendous responsibility for the safety of all students while the bus is en route. We, school staff and parents, have the responsibility to remind students of their responsibility and to remind them of the consequences if they fail to follow safety procedures and guidelines for riding the school bus.

School bus safety and, ultimately, the safety of your child are taken very seriously. Therefore, parents are advised that transportation privileges may be removed from a student whose behavior on bus stops or buses is unsatisfactory and/or creates unsafe conditions. If such a determination is made, parents will be notified and transportation will then become the responsibility of the parent(s). With this in mind, please note the following guidelines and behavioral expectations.

- ★ While waiting to board a school bus, students should behave as dignified citizens of our school community. Stand back from the school bus (on the sidewalk) and wait for the bus to come to a complete stop before lining up to board the bus. Show respect for all people and property including other students, the bus driver and residents/private property in the area of the bus stop.
- ★ Remain seated on the bus at all times. Students may never stand while the bus is in motion and may not sit on seat backs.
- ★ Students must have their program card at all times and must present it to the school bus driver or other school official upon request.
- ★ The bus driver is in full charge of the bus. Any situation that needs attention should be reported to him/her at once.

- ★ Windows may not be opened unless authorized by the bus driver. If authorized, windows may only be opened from the top and absolutely nothing may protrude through the window. No objects may be thrown or dropped from the bus. Students are not permitted to eat/drink while on the school bus.
- ★ When seated on the bus, students should not have their feet extending out into aisles. Students should refrain from yelling and other loud noises. Profane language, smoking and “rough housing” are strictly forbidden and will not be tolerated.
- ★ Touching equipment, defacing or destroying any materials on the bus or refusing to follow the directions of the driver will result in a loss of the privilege of riding the school bus.

Furthermore, as outlined in the Chancellor’s Regulations, for the safety of all children on the bus, it is essential that parents advise their children to obey the following rules:

- ★ All children must be seated on the bus at all times, with a seat belt fastened, if available.
- ★ Children are not permitted to lean out bus windows; hands and heads must be kept inside the bus at all times.
- ★ Children should speak quietly on the bus and should not speak to the driver when the bus is in motion.
- ★ Children should not throw objects inside the bus or out of the bus windows.
- ★ No hitting, spitting or fighting is allowed on the bus; no shoving is allowed when boarding or leaving the bus.
- ★ Children shall board and leave the bus one at a time.

Failure to obey the rules of proper behavior on the bus may lead to exclusion from the bus. If any student’s behavior continues to interfere with the safety of those on the bus, he/she may lose transportation privileges for an extended time. Be assured that you will be notified prior if your child’s behavior potentially warrants the loss of school bus transportation. This notification may come from the school or from OPT (Office of Pupil Transportation) directly. The NYC Department of Education “Discipline Code” and the Chancellor’s Regulations address the issue of student misbehavior on the school bus.

According to Chancellor's Regulation A-801, transportation eligibility for children who are not mandated for door-to-door transportation because of their IEP (Individualized Education Program) is determined on the basis of the student's grade level and the distance between the student's residence and school. For more information, please visit the DOE website listed here: <http://www.optnyc.org/ServicesAndEligibility/information.htm> Students ineligible for yellow bus transportation are not permitted to ride the school bus.

Parents are encouraged to reach out directly to the bus company when related concerns (delays, status, etc.) arise related to busing. The following companies are frequently contracted with NYC public schools.

Pioneer Transportation Corp.: 718.984.8077
 Island Charter (IC Bus): 718.448.4006
 Reliant Bus: 718.389.4241

Also, you may contact our pupil accounting secretary (Ms. Fink, x1415) if there are any concerns about bus stops or other transportation issues.

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EXTRACURRICULAR EVENTS AND ACTIVITIES

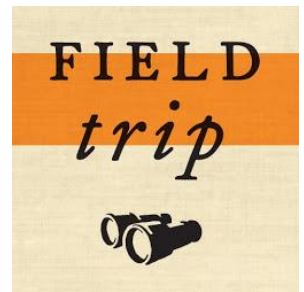


We sponsor several field trips, special theme days (i.e. Football Jersey Day, Twins Day), dances (i.e. Halloween Dance, Night of 100 Pizzas), social gatherings (i.e. 6th grade movie), and other incentives to make the “middle school experience” a positive one and reward students for their hard work and cooperation. A prerequisite for any and all of these activities is satisfactory school citizenship/behavior. While it is our hope that all students earn participation in our extra-curricular/co-curricular activities, student participation is a reward that is earned and is, therefore, at the discretion of the school. **Please also note that students not in attendance during the school day are not permitted to participate in after school activities that same day/evening.**

FIELD TRIPS

Field trips within the city and to nearby points of interest are scheduled by the teachers or administrators throughout the school year. These trips are designed to supplement different aspects of the classroom curriculum and to introduce students to the resources of the community.

Parents will receive notices of field trips well in advance of the scheduled trip date and will be asked to sign field trip permission slips. Permission slips must be signed by the parent or guardian and sent to school at least one week before the day of the trip. Children will not be allowed to call home to ask for permission to attend. The school must have the parent’s permission, in writing, in order for a child to attend.



Some students may be allowed to attend the trip only if accompanied by a parent. The parent will be notified in advance if this is necessary. Sometimes a small amount of money is requested from each student to help defray transportation or facility use costs.

Every effort will be made to obtain a nurse for a school trip should your child require one (as indicated on his or her IEP/504). However, if a nurse cannot be obtained, it is the parent’s responsibility to attend the trip or provide a designee who will administer any necessary medication.

Parents are encouraged to volunteer for class trips. The teacher will coordinate the number of chaperones needed for each trip and will attempt to rotate parent volunteers fairly and equitably to the best extent possible.

Please remember that as a parent chaperone, you assume the responsibility of supervising students. When you chaperone, we ask that:

- ★ You assist the teacher and the students as directed by the trip coordinator.
- ★ You stay with your assigned group at all times.
- ★ You stay in sight of the teacher unless otherwise instructed.
- ★ You help to reinforce the teacher’s directions.
- ★ You are not to reprimand a child. Instead, notify the teacher immediately if a problem arises.

Siblings are not permitted to attend class trips, regardless of whether the sibling is a student in our school. A parent or guardian may not sign their child out from the trip site without prior permission from a supervisor. This practice is highly discouraged. Persons under the age of 18 are not permitted to serve as chaperones.

SCHOOL SAFETY



We take pride in assuring students and parents that all children will enjoy a safe school experience, from portal to portal. Accordingly, plans are carefully put into place that not only provide the needed teacher and administrative supervision but also hold each student accountable for responsible behavior. The “Golden Rule” – Do unto others... is stressed and practiced, and an atmosphere of mutual respect is emphasized. Clearly, these strategies emphasize a concern for the individual in a relaxed albeit businesslike learning environment. We enlist the assistance of parents in achieving these ends.

School Safety

School Safety Agents are on patrol at the main entrance and at strategic points throughout the building. All visitors must be at least 18 years old with photo identification and must sign in at the front desk. Visitors will then be directed to the Attendance Office and only persons with proper authorization thereafter will be allowed to conduct any business. Parents coming to sign a child out of school will be asked to, again, produce photo identification at the Attendance Office and must be listed on the emergency contact card. This procedure is necessary to ensure that students are leaving the building with authorized personnel.

As part of our ongoing efforts to ensure that Paulo Intermediate School maintains a safe and secure learning environment for students and staff, we are pleased to inform you of our video surveillance system. Video surveillance will help school safety personnel and our administration anticipate potential problems, respond more quickly to school security issues, identify individuals who threaten to disrupt school tone and discipline, and serve as a general deterrent to those who might otherwise be inclined to violate school rules and regulations. Let us assure you that video surveillance is a recognized and accepted method to deter crime nationwide, and our system will safeguard students’ privacy, while improving their safety in and around our school building. Cameras will not be located in areas where there is a reasonable expectation of privacy, such as rest rooms and locker rooms, nor in areas where active instruction is conducted, such as classrooms. In addition, cameras will not be installed in administrative or guidance offices.

Safety Awareness for Students

It is important that children be aware of how to respond to potentially threatening situations involving strangers. There are a number of basic safety rules that children can follow that will increase their awareness, for example:

- ★ Students should never go home with strangers.
- ★ Students should never talk to strangers.
- ★ Students should not take things from strangers.
- ★ If students are approached by strangers and are still near the school, they should be encouraged to return to the school and immediately inform a staff member.
- ★ Young students should be escorted to and from school.
- ★ Older children should be encouraged to walk/travel to school in groups whenever possible.

The teachers at our school will also remind students of the importance of not responding to strangers and the actions each child should take if approached by a stranger, including reporting it to responsible adults.

In addition, over the course of the school year, we may receive from the New York City Police Department notification under the New York State Sex Offender Registration Act that a registered sex offender has moved into the region where our school is located. Copies of all the notifications we receive will be kept accessible to

parents in the Parent Coordinator's Office as well as the General Office. You also can find information about registered sex offenders on the NYS Division of Criminal Justice Services website, located at <http://www.criminaljustice.ny.gov/> or by calling 1-800-262-3257, or through the subdirectory of level three (high risk) registered sex offenders maintained at the NYPD, One Police Plaza, Room 110 C, New York, New York. Finally, if our school is located in the same zip code where the sex offender resides, we will provide copies of the notification to all parents of children in our school.

These procedures are part of our continuing effort to provide a safe environment for all children in this school. Thank you for your attention to this matter. Working together we can ensure that our children will be safe.

GENERAL RESPONSE PROTOCOLS (GRP): EVACUATION, SHELTER-IN, AND LOCKDOWN

To ensure the safety of all personnel, evacuation, shelter-in, lockdown, silent passing and bus safety drills are routinely conducted. These exercises are designed to assure that in the event of an emergency, prudent safety measures will be employed in a knowledgeable, panic free manner. Moreover, disaster and evacuation plans have been devised which ensure that more serious emergencies will be dealt with as prudently as possible.

A summary of these GRP procedures and expectations of students can be found on the following page.



Lockdown



Evacuate



Shelter

GRP Summary Sheet for Teachers and Students

The GRP Protocol has been designed to provide all schools with the direction they will take when an emergency incident occurs. At its core is the use of common language to identify the initial measures all school communities will take until first responders arrive. In every incident, school administrators will need to assess the unique circumstances that will affect how the GRP is implemented.

Each protocol has specific staff and student actions that are unique to each response. In the event that a student or staff member identifies the initial threat, calling 911 and administration is required.



Lockdown (Soft/Hard) - **Soft Lockdown** implies that there is no identified imminent danger to the sweep teams. Administrative teams, Building Response Teams, and School Safety Agents will mobilize to the designated command post for further direction. **Hard Lockdown** implies that imminent danger is known and NO ONE will engage in any building sweep activity. All individuals, including School Safety Agents will take appropriate lockdown action and await the arrival of first responders.

“Attention: We are now in Soft/Hard Lockdown. Take proper action.”
(Repeated twice over the PA system.)

Students are trained to:

1. Move out of sight and maintain silence.

Teachers are trained to:

1. Check the hallway outside of their classrooms for students, lock classroom doors, and turn the lights off.
2. Move away from sight and maintain silence.
3. Wait for First Responders to open door, or until hearing the “All Clear” message: “The Lockdown has been lifted” followed by specific directions.
4. Take attendance and account for missing students by contacting the main office.

Evacuate - The fire alarm system is the initial alert for staff and students to initiate an evacuation. However, there may be times when the PA system and specific directions will serve as the alert initiating an evacuation. Announcements will begin with “Attention” followed by specific directions. (Repeated twice over the PA system.)



Students are trained to:

1. Leave belongings behind and form a single file line. In cold weather, students should be reminded to take their coats when leaving the classroom. Students in physical education attire will not return to the locker room. Students without proper outdoor attire will be secured in a warm location as immediately as possible.

Teachers are trained to:

1. Grab evacuation folder (with attendance sheet and Assembly Cards).
2. Lead students to evacuation location as identified on Fire Drill Posters.
3. Take attendance and account for students, always listen for additional instructions.
4. Report injuries, problems, or missing students to school staff and first responders using Assembly Cards.

Shelter-In – “Attention: This is a Shelter-In. Secure all exit doors.”
(Repeated twice over the PA system.)

Students are trained to:

1. Remain inside of the building, conduct business as usual, and respond to specific staff directions.

Teachers are trained to:

1. Increase situational awareness, and conduct business as usual.
2. The Shelter-In directive will remain in effect until hear the “All Clear” message: “The Shelter-In has been lifted” followed by specific directions.



BRT members, floor wardens, and Shelter-In staff will secure all exits and report to specific post assignments.

PROCEDURES ON DAYS WITH CITYWIDE EMERGENCIES



Families are also encouraged to register with Notify NYC (<https://a858-nycnotify.nyc.gov/notifynyc/>) to receive information about emergency events, and call 311 for additional information about a school during an emergency.

The Chancellor or Deputy Chancellor of Operations will announce the Citywide decision to close schools (including the cancellation of after-school activities) on days of inclement weather or other Citywide emergency conditions after consultation with the Mayor's Office of Emergency Management, the Weather Bureau, the City Sanitation Department, the City Transit Authority and other appropriate agencies. The Citywide decision will be made as early as possible prior to 5:00 AM on the affected day.

The Department of Education's (DOE's) Office of Communications and Media Relations will notify the Associated Press news wire service and radio and television stations as soon as possible prior to 5:00 AM. All relevant information will also be posted on the DOE website (<http://schools.nyc.gov>), in addition to DOE social media outlets <https://twitter.com/nycschools> and <https://facebook.com/NYCSchools>. School staff and parents are advised to check the DOE website to listen to information broadcasts by local radio and television stations, or call 311.

In all instances when the announcement by the Chancellor or Deputy Chancellor of Operations is made to close schools, the Office of Pupil Transportation will advise the bus companies of any related activity cancellation. While the Chancellor or Deputy Chancellor of Operations does not have authority to close nonpublic schools, nonpublic school transportation provided by the City adheres to the decision made by the Chancellor or Deputy Chancellor of Operations.

In all instances of an authorized Citywide closing, the following will be cancelled and staff whose afterschool services are funded by the public school system will not be made available for after-school activities, unless the Chancellor or Deputy Chancellor of Operations makes an announcement to the contrary: all field trips, all after-school programs (including Community-Based Organization after-school programs on public school sites and after-school program transportation, including transportation to after-school programs at Community-Based Organization sites), all Public School Athletic League (PSAL) and Small School Athletic League (SSAL) programs, all Adult and Continuing Education classes, all Young Adult Borough Centers, and all evening High-School Equivalency (HSE) programs.

When there is an authorized Citywide delayed school opening, school buses will run, but their arrival times will be delayed by two hours.

It is expected that when there is a delayed opening, all end of day extra sessions will be cancelled. However, if citywide emergency conditions or a storm worsen, the Chancellor may have to announce an early dismissal. The Chancellor will notify bus services of the earlier dismissal schedule. You should advise your child to tell the teacher if no one is at home at the time of an authorized early dismissal. You should have plans in place with a relative, friend or neighbor in case your child is released early and you will not be at home to care for him or her. Your child should know of your plans. Please note that you must have listed that relative, friend or

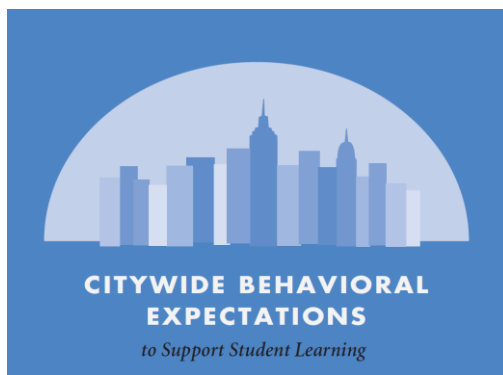
neighbor on the emergency contact card because we are not authorized to release pupils to persons not listed on that card. You may also identify on the card a person or persons who should not have access to your child, as well as indicate the actions you would like the school to take if none of your listed contacts can be reached. The school will follow your recommendations as much as possible. **It is important that you make certain that the card is up-to-date.** If your child takes a school bus, school staff will remain in school with the bused children until buses arrive for dismissal or until your child is picked up.

If you have a child with a disability, you should use your discretion in deciding whether to send him or her to school when there is a delayed opening. If your child has medical or other health issues regarding nursing or other services during the school day, including services requiring a nurse or paraprofessional to ride on the bus, you should consider not sending your child to school. Please be reminded that your child will not be picked up if a nurse or paraprofessional who is required to ride with them is not aboard the school bus.

Again, contact the 311 Information Line, access the NYCDOE website homepage at <http://schools.nyc.gov/default.htm>, and listen to local radio or television stations for more information.

Your cooperation is appreciated and necessary, and please remember to update your emergency contact information regularly.

PAULO CODE OF BEHAVIOR AND CITYWIDE BEHAVIORAL EXPECTATIONS (AKA THE DISCIPLINE CODE)



It is expected that students will behave in a respectful and polite manner towards others. They are expected to help create and maintain an atmosphere where learning can take place. In the event that students disrupt the atmosphere, appropriate discipline and guidance will take place. The Department of Education publishes a discipline code (link can be found below) each school year, and the specifics are reviewed with students during designated class times and at an assembly. The signature page to be sent home with your child acknowledges receipt, and it must be returned to the homeroom teacher by the date requested.

The Discipline Code can be found here: <http://schools.nyc.gov/RulesPolicies/DisciplineCode/default.htm> .

In addition to the citywide code of conduct, procedures specific to Paulo are communicated in this document, ad-hoc letters and oral communication with students.

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STUDENT BEHAVIORAL CONTRACT

Your child will receive a copy of this contract early in each school year. Please review the Citywide Standards of Discipline and Intervention and the Student Behavioral Contract with your child. Please have your child return the student and parent portion of the Student Behavioral Contract to their homeroom teacher.



I know that I have a right to:

- be in a safe and supportive learning environment, free from discrimination, harassment and bigotry;
- know what is appropriate behavior and what behaviors may result in disciplinary actions;
- be counseled by members of the professional staff in matters related to my behavior as it affects my education and welfare within the school;
- due process of law in instances of disciplinary action for alleged violations of school regulations for which I may be suspended or removed from class.

I agree to:

- come to school on time;
- appear for each of my classes at the start time, ready to begin work;
- be prepared with appropriate materials and assignments for all classes;
- show respect to all members of the learning community;
- resolve conflicts peacefully, and avoid fighting inside or outside of the school or at program sites;
- behave respectfully, without arguing, and cooperate when a staff member gives direction or makes a request. I understand that I will be given an opportunity to voice my concerns at an appropriate time if I do not agree with the request;
- take responsibility for my personal belongings and respect other people's property;
- dress appropriately and follow the student dress code outlined in the school handbook.
- refrain from wearing clothes which have any signs of gang affiliation (e.g. scarves, bandannas) and refrain from using gang signs, calls, chants, movements, handshakes;
- refrain from bringing weapons, illegal drugs, controlled substances and alcohol to school;
- refrain from bringing personal possessions that are disruptive (e.g., cell phone, beeper, pager) in school;
- share information with school officials that might affect the health, safety or welfare of the school community;
- keep my parents/guardians informed about school-related matters and make sure I give them any information sent home;
- follow all rules in the Discipline Code and school handbook;
- behave responsibly as described in the Bill of Student Rights and Responsibilities.

* The signature page accompanying this handbook acknowledges receipt, and it must be returned to the homeroom teacher by the date requested.

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ILLNESS, ACCIDENTS AND MEDICAL ROOM VISITS

Temporary Illness



Students who become ill while in school are sent by their teachers to the Medical Office. Here, students will be screened and, if appropriate, parents will be called and asked to come to school to pick up their children. Children will not be released from school unless in the company of an authorized adult. Parents/guardians must be listed in the emergency contact file, must at least 18 years old and show photo identification. Although sometimes inconvenient, this is done to protect the safety of our students. Note that students are also reminded not to use their cell phone to call home, as this is a violation of our electronic device policy and is subject to disciplinary consequences.

Accidents

All students who experience an accident, no matter how insignificant, are sent to the General Office or Medical Room. When necessary, parents are contacted and a determination is made regarding additional medical care. Records are maintained at the school level for all accidents.

SPECIAL ACCOMMODATIONS FOR STUDENTS/SECTION 504 SERVICES

Section 504 of The Rehabilitation Act of 1973 protects students with disabilities against discrimination by requiring public schools to provide eligible students reasonable and appropriate accommodations, so they may participate fully in school. To determine whether your child is eligible for accommodations under Section 504, a school-based 504 team will convene to review your child's records, including the physician's statement (if applicable), classroom observations and assignments, assessment data, and other information. If your child is eligible to receive accommodations, a 504 Plan will be developed with your input and consent. The 504 Plan may be reviewed at any time, but at a minimum must be reauthorized each school year.

What is the Process for Requesting Accommodations? Parents may request accommodations by completing the Request for Section 504 Accommodations and/or the Request for Health/Medical Services, as appropriate, and returning it to our school-based 504 Coordinator, Ms. Norma Jean DeMaio. The 504 Coordinator will contact you to schedule a meeting within 30 days of the initial request. At the meeting, the school-based 504 Team will review the request and any other relevant information regarding your child and determine whether he or she is eligible for accommodations. If your child is determined to be eligible, the 504 Team will also consider which accommodations are most appropriate.

For information about Section 504 and health/medical accommodations, including forms, please visit:
<http://schools.nyc.gov/Offices/Health/SchoolHealthForms/default.htm>.

For information about testing accommodations, please visit:
<http://schools.nyc.gov/Academics/SpecialEducation/Classroom/instruction/accommodations.htm>.

You may also contact Ms. DeMaio at 718-356-0130, Extension 1101.

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INTERNET USAGE

The NYC Department of Education (“Department”) provides access to the Department’s Internet Systems for its employees, agents, students, and volunteers, collectively referred to as “users” for educational and business purposes, in conformance with applicable law. This Internet Acceptable Use and Safety Policy (“policy”) governs all electronic activity of users using and accessing the Department’s Internet systems, including Department e-mail and Department-provided access to the Internet, and applies to the use of the Department Internet Systems both on and off Department property.



This policy is available here: <http://schools.nyc.gov/RulesPolicies/InternetAcceptableUse/default.htm>

STUDENTS’ RIGHTS/CHANCELLOR’S REGULATION A-831

It is the policy of the New York City Department of Education to maintain a safe and supportive learning and educational environment that is free from sexual harassment committed by students against other students. Sexual harassment is unacceptable conduct and will not be tolerated. It is a violation of this policy for a student to harass another student through conduct or communication of a sexual nature.

If you feel that you have been the victim of such behavior by another student, please let your teacher, counselor, or someone else on the school staff know.

You may also make a written report. The complaint form and the entire regulation is available online on the DOE website under Rules and Policies, then by clicking Chancellor’s Regulations.

Your complaint will be investigated and the school will take appropriate action to eliminate the discrimination and/or harassment. Retaliation against a student for filing a complaint or participating in an investigation of a complaint is prohibited. Any student who engages in retaliatory behavior (e.g. threats, intimidation) will be subject to immediate disciplinary action.

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SPECIAL SERVICES FOR STUDENTS



In addition to the homeroom and subject teachers, department chairpersons, subject and grade supervisors and the principal, students and their parents may look to one or more of the following:

The Guidance Department

The Guidance Counselors will be able to aid students to solve or rethink their problems, to help them with high school applications and in selecting proper courses in high school, to suggest ways of improving classwork, to discuss ways students might get along with others, to help adjust to intermediate school, to talk with parents when they seek help and refer them to outside agencies which may be of assistance. Working papers are available for students 14 and over. The applications are available online at www.is75.org, click on guidance. Submit the signed application to Mrs. Castellán along with a note from your physician saying your child is physically fit to work.

Deans (Behavior Intervention Specialists)

Deans focus their attention on the maintenance of proper school decorum and school safety. In addition, they work closely with students who exhibit a need for intervention to effect a positive change.

S.A.P.I.S. (Substance Abuse and Prevention Intervention Specialist)

Our S.A.P.I.S. is available for all students at Paulo. This person focuses on individual students having difficulties with not only substance abuse, but also with school and home adjustment and peer relations. In addition, this professional is the school resource person who provides teachers and students with up to date accurate information.

The School Assessment Team (S.A.T.)

The School Assessment Team (S.A.T.) is available to interview and test those students who are having limited degrees of success in school. In addition, conferences with the student's parents and teachers are held. After assessing the information gathered, recommendations for placement in the best learning environment for the student are then made. A written request by parents or recommendation by a teacher and/or supervisor and parents will activate the team. In addition, the services of the school psychologist and/or social worker may be made available upon recommendation of an administrator with parental approval.

Special Education

Classes in special education are held in Paulo for those students who need a learning environment which offers additional support. Special education services vary according to the individualized needs of the learner. Our NEST coach supports the needs specific to those students who are students of our NEST ICT program.

Scholars Classes

Students who excel in class, score well above standards on NYS standardized exams and are recommended for placement by their teachers may be placed in a “Scholars Class.” Students in these classes are expected to produce high quality work and engage in advanced problem solving, debate and discussion. It is expected that students are motivated and willing to devote the time necessary to achieve a high level of success. Scholars placement is evaluated each marking period and a comprehensive assessment is done at the conclusion of the academic year. In order to maintain placement in this program students must:

1. Earn a **minimum** grade of 90% in each of the four core (English, mathematics, science, social studies) academic subjects.
2. Score a high level three or a level four on math and reading standardized exams.
3. Receive a recommendation from all of the four core academic subject teachers.

Students who fail to meet these criteria may be removed at any time during the school year.

S.T.A.R.

The Student Team for Activities and Recreation is an organized representative group of students who team to provide a wide range of recreational activities for the Paulo student. The group led by a faculty moderator and elected team leaders meets regularly to plan and implement extra-curricular activities. Students may enroll as S.T.A.R. members each September.

Use of Elevator

The school was designed to accommodate the physically challenged. The elevator is reserved for those individuals only. If a child should need to use the elevator, permission will be given only after a physician's note is supplied, indicating the type of disability and a specified duration for the use of the elevator. There is no exception to this rule. An elevator pass will be issued after such documentation is presented to Ms. Banks in the General Office. Please be aware that if a child is to attend school on crutches, the physician's note should indicate that the child can attend school and the limitations placed on activities for the child.

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SUICIDE PREVENTION AND INTERVENTIONS/COMMUNITY RESOURCES

Our school is seriously concerned for the welfare and safety of the students entrusted to our care. As part of this concern, we have developed a plan of prevention, intervention, and education for our at-risk students. Our staff has received training in recognizing at-risk indicators. We are providing the information below to assist you as a parent in recognizing at-risk suicide indicators and list of agencies for you to contact for assistance.



Behavioral Indicators

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

Emotional Indicators

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

Personal Circumstances

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

Please consult Chancellor's regulation A-755 for additional information:

<http://schools.nyc.gov/NR/rdonlyres/148BD8A5-EFBD-4DBD-9CEE-4776435E781D/109109/A75581811FINAL1.pdf>

Additional Resources in Suicide Prevention and Intervention

- ★ The Samaritans 1-212-673-3000
- ★ New York City Youth Line 1-800-246-4646
- ★ Safe Horizon 1-212-577-7700/7777
- ★ LifeNet 1-800-LIFENET
- ★ Lifeline 1-800-273-TALK
- ★ Covenant House 1-800-999-9999

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CHILD ABUSE AND CHILD NEGLECT: PREVENTION AND INTERVENTIONS

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

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

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

The problem of child abuse or neglect can happen in any family regardless of race, culture or social economic or educational level. Under stressful situations of daily living, the most loving parents can hurt their children. Many parents have been abused themselves and may continue the cycle of abuse and maltreatment. We know that being a parent can bring many joys, but at times it is very difficult. You are not alone! Let us know how we can work together to help you and protect your child.



Physical Indicators

Unexplained bruises and welts on face, mouth, lips, torso, back, buttocks, thighs:

- ★ In various stages of healing
- ★ Clustered forming regular patterns
- ★ Reflecting shape of article used (electrical cord, belt buckle)
- ★ Regularly appears after absence, weekend or vacation
- ★ Unexplained swelling/dislocation sprains: ankles, wrists, other joints

Behavioral Indicators Relating to the Above (physical indicators)

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

Unexplained Burns

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

Unexplained Fractures

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

Unexplained Lacerations

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

Physical Neglect

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

Behavioral Indicators Relating to the Above (Physical Neglect)

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

Sexual Abuse

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

Indicators Related to the Above (Sexual Abuse)

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

Emotional Maltreatment

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

Behavioral Indicators Related to the Above (Emotional Maltreatment)

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

Educational Neglect

- ★ Attendance in school (infrequent)

Please consult Chancellor's regulation A-750 for additional resources and information:

<http://schools.nyc.gov/NR/ronlyres/F1AF82B7-2C99-42B0-A0F8-5580AD4F9C56/0/A7501202011Combined.pdf>

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HIV/AIDS CURRICULUM INCLUDING SEX EDUCATION AND FAMILY LIVING

Your child's health is important to us. In New York City public schools and here at Paulo, health education classes include skills and lessons on violence and injury prevention, emotional and mental health, nutrition and physical activity, tobacco, alcohol and other drugs, family health and sexuality, HIV/AIDS, and personal and consumer health.



The New York State Department of Education (NYSED) requires a one-semester, comprehensive health education course in both middle and high school. In this class students learn how to live a healthy life and avoid engaging in risky behaviors. Lessons in health education classes for middle and high school include lessons about sexual health that are appropriate for your child's age. This is in addition to the annual state mandated HIV/AIDS lessons in grades K-12. Sexual health lessons provide adolescent students with medically accurate information and communication skills to help them make decisions that can keep them healthy and safe. Our shared goal is to delay sexual activity in school-age youth. We know that our students and their families have a range of beliefs, cultures and customs. Those family values are core, essential guidelines for your child's life. As a parent/guardian, you have the right to keep your child out of some lessons about birth control and methods of HIV/STD prevention. You cannot remove your child from abstinence or other sexual health education lessons. If you have questions about which lessons you may opt-out for your child, please speak with our parent coordinator or health education supervisor, Mr. Herrmann.

If you would like your child to be excused from birth control and HIV/STD prevention lessons, write a letter to our principal. The letter should state that:

- Your child should not be in the classroom during lessons about birth control and methods of HIV/STD prevention; and
- You will provide instruction on prevention to your child in your home.

As in all areas, parents and guardians are a child's first and most influential teachers. Parents, guardians and schools share a common goal: we want students of all ages to be healthy in all aspects of their lives. Ask your child what he or she is learning in health education class in all lessons, not only those relating to sexual health. If you want to learn more about your child's health education class, talk to your child's principal and teachers. Also, make sure your child knows what you believe are the best ways to lead a healthy life.

Should have further questions or concerns regarding the NYCDOE curriculum, please visit the following link:
<http://schools.nyc.gov/Academics/FitnessandHealth/StandardsCurriculum/default.htm>



Questions/Concerns

In an atmosphere of respect, creativity and openness to each other's needs and ideas, we welcome your questions or suggestions as to how we can best address your concerns in the future. Please feel free to contact us regarding items you feel should be included in future additions of this handbook.

Sincerely,

The Paulo School Community

PAULO INTERMEDIATE SCHOOL 75

PROCEED AS IF LIMITS TO OUR OWN ABILITY DO NOT EXIST

455 HUGUENOT AVENUE
STATEN ISLAND, NY 10312
TEL: 718.356.0130
FAX: 718.984.5302
WEB: www.is75.org



KENNETH ZAPATA
PRINCIPAL

September 2016

Dear Parent/Guardian and Student:

Please sign and return the front and back of this form indicating that you have read and reviewed the notices in the Paulo Parent-Student Handbook. The handbook can be viewed at www.is75.org.

***Please return the signed form (front and back) to your homeroom teacher by
Friday, September 16, 2016.***

Dear Mr. Zapata:

We have read, and reviewed together, the information in the Paulo Parent-Student Handbook which includes:

Promotional requirements, student awards, honor roll and Arista requirements, scholars program requirements, homework policy, section 504 services, physical education requirements, school bus eligibility, behavior policy and student behavioral contract, video surveillance notice, school dress code, extra-curricular activity requirements, notice on student-to-student sexual harassment, school cell phone/electronic device policy, the Department of Education Internet Policy, school photograph/video acknowledgement, and the attendance and lateness policy.

Student's Name (Print): _____ Homeroom: _____

Student's Signature: _____

Parent's Signature: _____ Date: _____

See reverse side:

School Video/Photos:

There are many occasions during the school year when students may participate in activities which are preserved in photographs, movies, slides or videotapes.

Please complete the tear-off below and return it to school and indicate whether you ***do*** or ***do not consent*** for your child to appear in photographs, videos, etc. which are related to school activities including, but not limited to, the following:

- Class activities - trips, assemblies, etc.
- Awards - honor roll, attendance, etc.
- Publications - school newsletters, local newspaper/Staten Island Advance articles related to school activities, etc.
- Our school website @ www.is75.org
- Local television broadcasts, news, etc.

Please return to your homeroom teacher on or before September 16, 2016.

(Check one, and only one.)

_____ I hereby consent to the participation in interviews, the use of quotes, and the taking of photographs, movies or video tapes of my child, _____ by Paulo Intermediate School 75. I also grant to Paulo Intermediate School 75 the right to edit, use, and reuse said products for non-profit purposes including use in print, on the internet, and all other forms of media. I also hereby release the New York City Department of Education and its agents and employees from all claims, demands, and liabilities whatsoever in connection with the above.

_____ I hereby do not consent to the participation in interviews, the use of quotes, and the taking of photographs, movies or video tapes of my child, _____ by Paulo Intermediate School 75.

Student Name

Homeroom

Date

Signature of Parent/Guardian