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PRINCIPAL'S MESSAGE

Welcome back to all of our teachers, staff, CBO partners, student-teachers, and social work interns.
We welcome some new faces this fall: Melissa Nieves will have two Social Work Interns, our new 11th Grade iMentor Program Manager -Kujagie Fisiru, and our new CBI Director of College Counselling - Nashalie Robledo, .

This summer, administration and our Peer Collaborative Teacher - Karen, have spent a lot of time reviewing and updating this handbook due to changes and adjustments in some procedures and policies for this school year. Guiding each decision was the best piece of advice I received when I became an administrator: ***Every decision we make needs to first consider what is best for our students.*** Other guiding questions are:[p= What would I want for my own child in school? & What do I want for our students at Marble Hill? Every one of us is "*in loco parentis"* or in the place of our students' parents once they enter our school. This is a serious charge and one that must guide everything we do, say, and expect of ourselves and for our students daily.

This handbook is a LIVE document and we may make changes throughout the year but we have marked items that are new or updated in the Table of Contents. While this is a long document, we have included items that cover all the pertinent areas we know impact staff and hopefully clarify procedures and expectations. Should you need any further information or assistance, or have feedback - please do not hesitate to speak to any Admin.

I know that all of you on the staff and our CBO partners are collaborative, compassionate, and creative (just to name a few of your awesome attributes) and this shows through your deep commitment to our students and the school community. Marble Hill is what we are because of everything you all do day in and day out for our students.

I want to thank all of you for your commitment to our students and supporting them as they prepare for their futures. Let's make this an awesome 2025-2026 school year!

With Deep Respect,



Kirsten Larson
Principal

MISSION STATEMENT

The mission of the Marble Hill School for International Studies is to develop in each student the necessary skills to acquire and apply knowledge. Students will be provided with a social, emotional and physical environment that is nurturing, supportive, intellectually challenging and conducive to learning. Students will be empowered to become self-directed, life-long learners inspired by their personal quest for understanding of themselves and the global society in which they live.

EDUCATIONAL PHILOSOPHY

The Marble Hill School for International Studies embodies the following beliefs about education and learning:

- Student learning is the chief priority and focus of the school
- Learning must occur through valuable and meaningful experiences
- Learning must engage students' unique gifts, passions and rights
- Students learn best in heterogeneous settings using collaborative grouping and a variety of instructional approaches
- Alignment of curriculum for our mainstream, MLLs, and SWD's is essential to ensure all students have equal access to rigorous instruction that will prepare them for post secondary success
- Fluency in more than one language is an asset for the student, the school and the community
- Language learning promotes awareness and tolerance of other cultures
- Teachers have greater commitment to the school when their roles become that of advisors, counselors, and facilitators
- Sharing responsibilities as members of the school community creates a supportive learning environment

PROSE:

Our school applied for the PROSE program — Progressive Redesign Opportunity Schools for Excellence in the spring of 2025. The majority of our staff voted yes for PROSE. Our application was School assessed for:

- Strong partnership and collaboration between UFT employees and CSA administrators
- Strong family and community engagement
- Innovative ideas that are well-matched with the flexibilities requested
- A strong plan for implementation of their proposal
- A strong record of current success and the capacity for continuous improvement

Below are the initiatives and flexibilities in our PROSE application that were approved by over 65% of our staff in Spring 2025.

TEACHING ASSIGNMENTS

Per the UFT Teachers Contract, teachers shall have a maximum teaching load of 25 periods per week except where they are programmed for an average of 25 periods. At Marble Hill SIS, teachers have a maximum of 19 periods per week due to the longer block program of 59 minute classes, unless a teacher agrees to teach a 6th period coverage/additional class in which case that teacher would have 23 periods per week.

There should be no more than three consecutive teaching assignments and no more than four consecutive working assignments (including professional activities) for a teacher in one day.

Teachers' programs will include the following 33 periods each full week:

- 19 teaching periods
- 5 preparation periods
- 4 Circular 6/Professional Activities periods
- 5 lunch periods

PROFESSIONAL ACTIVITY ASSIGNMENT/ CIRCULAR 6R PERIODS

As per the UFT Teachers Contract teachers at all levels must select a professional or administrative activity in accordance with the provisions of Article 7U (Professional Activity Assignment Procedures). All teachers will be given the Circular 6R menu for professional assignments no later than April 15th of the previous school year.

Teachers are expected to utilize their **Circular 6R professional time for the activity that was agreed upon by the teacher and administration.** The professional assignment may change or remain the same for the spring semester. Teachers are accountable to administration for the work done during professional assignment periods.

- Teachers may have up to two different activities for their Circular 6/Professional Activities during the 4 thirty-two-minute periods each week.
- Assignment will be in accordance with the contract in regard to preference sheets .

Professional assignment choices are made by teachers and approved by the administration. To the extent possible each teacher shall receive one of the three (3) activities for the following school year. Teachers new to the school system and those teachers in danger of receiving an unsatisfactory rating may be assigned by the principal to professional development or common planning as their professional activity, regardless of their preferences, to further enhance their teaching skills.

The professional assignment may change or remain the same for the spring semester. Professional assignment periods should be used solely for the chosen professional assignment activity. Teachers are accountable to administration for the work done during professional assignment periods.

Professional Time (Professional Development/ Parent Engagement/Other Professional Work)

Professional Time will take place on the students' shorter day as follows:

- **Other Professional Work** will be **30 minutes** directly following staff lunch on the students' shorter day.
- **Professional Development** will be **60 minutes** directly following Other Professional Work on the students' shorter day (For the 2025-2026 school year the students' shorter day will be Wednesday)

Note:
1. 10 minutes of in-person Professional Time is rolled into the students' day

Please Note: All staff members are expected to be on time to all PD sessions and be attentive and participate in the PD.

Staff members that are absent for a professional development period or continually late, will meet with administration during their lunch period and/or prep period to go over the material covered. Should the need arise to have a special faculty conference in any given month special arrangements will be made.

Parent Teacher Conferences/Outreach:

• The dates for Parent-Teacher Conferences can be changed from the citywide calendar every year. Evening and school day conferences can be on a single day or on different days.

Notes:
1. The dates will be decided by the committee described below in the Annual Review Process

2. The school **MUST** submit the requested days through the NYCDOE Calendar Change request system and Principals must discuss all calendar changes with their Superintendent.
3. The PTA/PA may have an impact on the implementation of this initiative/flexibility.

Translation Support: The Department of Education's over-the-phone translation unit is available in more languages of our student body (Spanish, French, Albanian, Bengali, Mandingo, Fulani, Wolof, Urdu, Arabic, Korean, Twi…). Please call (929) 552-7103 and type 10 9 477 for over the phone translations. This line is open during business hours and longer on Open School night. They can also call the parent directly and make a conference call for you.

Programs and Student Calendar – Shortened Session

We will take up to **four** shortened instructional sessions **each semester** for portfolio assessment interview presentations. *These dates are TBD.*

• Some students will be dismissed early on these days while others will present their portfolios.

Notes:

1. The school must continue to meet NYCDOE student time requirements.
2. The dates will be decided by the committee described below in the Annual Review Process.
3. The school **MUST** submit the requested days through the NYCDOE calendar change request system and the principal must discuss all calendar date changes with their superintendent.
4. The PTA/PA may have an impact on the implementation of this initiative/flexibility

MEASURES OF TEACHER PRACTICE -ADVANCE FAQ's

Teachers will have an additional observation option ("Option PROSE"). This option will allow teachers or teams of teachers to concentrate on an area of focus that they decide on with school leaders. Focus areas will be decided early in the school year, and then teachers will work to refine their practice in the selected focus. The various activities associated with the focus area will be captured in a structured review toward the end of the

year. The structured review will be conducted with the school leader, though it can also include other teachers. Included in this option will be two informal evaluator observations that will follow the process established in the contract.

Annual Review Process:

Each year, the school shall form a committee to review the school's PROSE plan flexibilities. The committee will include the chapter leader and the principal, or their designees, and an equal number of voting members selected by the chapter leader and the principal, respectively. The committee is empowered to make adjustments as needed only within the parameters of the modifications voted on above. In cases where the committee cannot come to agreement about these adjustments for a subsequent school year, the flexibility will continue to be implemented as in the prior year. School community members may reach out at any time with concerns to the PROSE Panel, which will support schools in ensuring that the proposed adjustments and overall implementation of these flexibilities are working for both teachers and students. If your school has evolved to a level of collaboration that includes a PROSE Steering Committee, this committee can act in place of the committee described above.

In cases where changes to the approved and voted upon modifications are necessary to ensure successful implementation, the school may petition the PROSE Panel to conduct a vote through the PROSE voting process.

This flexibility will sunset at the end of the 2029-2030 school year.

Student & Staff Work Schedule

STUDENT SCHEDULE	School Start*	School End*	Lunch Minutes **	Total Daily Instructional Hours		STAFF WORK WEEK	School Start*	School End*	Total Daily Hours
Monday	8:30 AM	3:05 PM	0:32	6:03		**Monday**	8:30 AM	3:10 PM	6:40
Tuesday	8:30 AM	3:05 PM	0:32	6:03		**Tuesday**	8:30 AM	3:10 PM	6:40
Wednesday	8:30 AM	1:05 PM	0:32	4:03		**Wednesday**	8:30 AM	3:10 PM	6:40
Thursday	8:30 AM	3:05 PM	0:32	6:03		**Thursday**	8:30 AM	3:10 PM	6:40

Friday	8:30 AM	3:05 PM	0:32	6:03		**Friday**	8:30 AM	3:10 PM	6:40

TOTAL	**33:20**

IMPORTANT INFO FOR TEACHERS

OBSERVATIONS

Teacher performance will continue to be evaluated using the Danielson Framework. The framework consists of 4 domains: planning and preparation, classroom environment, instruction, and professional responsibilities. Within these domains teachers will be evaluated in 1a, 1e, 2a, 2d, 3b, 3c, 3d, and 4e. Throughout the year the teacher will be evaluated in all these components. Ratings will be based on observations.

Prior to the first observation, each teacher will meet with the supervisor that was assigned to them for the Initial Planning Conference where they will review their MOSL from the previous year and their goals for the coming year as well as the school Instructional Focus. Observations will start the 2nd week in October and continue throughout the school year until all required observations are completed. Teachers should provide the administrator observing the lesson, their lesson plan either during the lesson or by the end of that school day. Teachers should also be prepared to discuss professional development they have attended or provided within 15 days before the observation.

All tenured teachers will receive two informal observations, one in the fall and the other in the spring semester and untenured teachers will receive 3 informal observations and one formal (2 will happen in fall and 2 in the spring). At least one informal observation must be unannounced and they must be at least fifteen minutes long. Formal observations require a pre-observation meeting at most 2 weeks before the lesson is observed. During the pre-observation meeting before a formal observation, teachers will review the objectives, activities, and expectations for the lesson. The entire lesson must be observed by the administrator. The post observation must be within 10 days of the observation and the final write up must be given back to the teacher within 30 days.

Recommendations for Lesson Plans

While teachers can determine the form and content of their lesson plans you provide to admin when you are being observed, the lesson plan is used to rate teachers in both informal and formal observations. The lesson plan is evidence of the planning and preparation and will impact components 1a, 1e, and 4e. During the pre-observation meeting before a formal observation, teachers will review the objectives, activities, and expectations for the lesson as seen in the lesson plan.

Key elements the admin will look for in the lesson plans and during the class observations are: class objectives, activities, accommodations for your SWDs and MLLs in your classes, clarity of roles of both teachers in ICT

classes, Summative and formative assessment, grouping of students, and integration of vocabulary, and literacy practices.

During the observation, Admin will look for evidence of the following in the teacher(s) practice:

- Teacher content knowledge
- Rapport with students
- Preparation
- Providing clear instructional directions and materials
- Grouping of students
- Classroom behavior
- Student Engagement/ Classroom Discussion
- Questioning
- Assessment of student learning through the lesson
- Student understanding throughout the lesson

PREPARATION PERIOD

Preparation periods shall be used for professional, job related work which may include, but is not limited to, preparation for classes, preparation of teaching material, preparation of or attendance at demonstration lessons, inter-visitation, participation in teacher training, or a conference with the Principal, Assistant Principal, other teachers, guidance counselors, and parents.

TENURE PROCESS

Teachers up for tenure will meet with Ms. Larson a few months before their tenure portfolio is due to discuss the process and if the teacher will be recommended for tenure or if their tenure will be extended. Teachers being recommended for Tenure will have to prepare a Tenure document that will be shared with the Superintendent.

COVERAGES (Per UFT Contract)

The unavailability of a teacher or substitute to cover a class constitutes an emergency. It is recognized that, in such an emergency, the principal has the responsibility to assign a teacher in the school to the class without regard to the program of the teacher so assigned**.** Assignment of teachers to cover classes in such emergency shall be made on a rotation basis to the extent possible. We will also ask teachers if they would like to do coverages more regularly, at the beginning of the school year.

Before involuntarily assigning any teacher, except a teacher who has had no coverage during the term, to cover a class, teachers will be assigned on an equitable basis from among all applicants who volunteer to cover the class during their preparation periods or professional activity periods. Licensure shall be taken into consideration in making coverage assignments if possible.

In secondary schools, the first coverage of each semester per teacher is unpaid. After that, teachers who are assigned to cover classes during their preparation period or their professional activity period will be paid for such time at the coverage rate ($51.19) for each such period in excess of one in any term during the applicable

school year. To the extent possible, the assignment of teachers to cover subject classes during their preparation period or professional activity periods shall be made on a rotation basis among teachers in license.

SUBSTITUTE LESSONS

All teachers are required to submit two sets of substitute lessons for all of his/her classes including Wednesday classes to be used when a teacher is absent. If your substitute lessons are used due to your absence, please make sure to submit an additional set of substitute lessons. These lessons should be turned into Ms. Reyes in Room 822 by September 18, 2025.

If you do not wish to use a substitute lesson and use a specific lesson on the day of your absence, this lesson should not be emailed to any office staff to make copies in the morning. It is your responsibility to find a teacher to print out the materials and get them to Ms. Reyes.

All substitute lessons should include the following: an attendance sign-in sheet, a copy of your class roster, a coverage cover page with the lesson & directions for the substitute (these forms can be obtained in the main office). Please make sure that no technology (calculators or computer carts) are required (unless a teacher is definitely covering your class) and any required texts are accessible to the substitute. The exception would be if you know that another teacher or long-term ATR will be covering your class. Sub lesson materials must be returned to the teacher's mailbox and teachers should enter in attendance and any class grades for the day too when they return to school.

Please make sure your sub lesson plans are replenished in a timely manner. Substitutes or teachers covering classes cannot make up material for students and it is not fair to students to have nothing for a class when their teacher is absent.

BULLETIN BOARDS

All teachers are expected to post their Course of Study by the second week of September in the rooms they teach in, and any new spring Course of Studies by the second week of February.

Teachers should also post student work either in the classroom bulletin boards and the hallway bulletin boards at least once a semester. There should be the class and teacher name listed on the bulletin board and a description of the work/project.

ATTENDANCE & PUNCTUALITY

Staff attendance and punctuality are critical to a successful instructional program and the continuity of an organized school. It is of the utmost importance that all staff report to all of their assignments (teaching and professional) on time, especially in the mornings, after lunch, and/or a prep. Nothing affects school tone more than teacher absence and lateness. Understanding that there are occasions when staff must be absent either because of illness or personal business, it is imperative that these absences be kept to a minimum and administration and the school secretary, Ms. Reyes, be notified as soon as possible.

In case of illness or lateness, teachers should call Mr. Parris at (917) 710-4422 and Ms. Reyes (718) 561-0973 as soon as you are aware you will be absent or late. Please leave a message if you receive no answer. You can also reach Ms. Larson at (646) 645-3834. Either Mr. Reyes or Mr. Parris will arrange coverage for classes.

Teachers should not email or text their absence notification to Mr. Parris. It is not appropriate to send word of your absence or lateness with a colleague. Please see Ms. Reyes or Ms. Ramos in 822 immediately upon arrival to enter the time of your arrival and initials on your timecard when you are late. If you have an issue with your late arrival, please discuss this with administration NOT with the school secretaries.

Upon arrival at work each day, you are required to move your timecard in the Main Office—including days when students are not in attendance, i.e., Election Day, Chancellor's Conference Days, Portfolio Days, Regents, etc. It is not appropriate to have another staff member move your time card if you are late, this will result in an administration action towards both parties.

LATENESS:

- A pedagogue who is scheduled to be in the classroom and arrives late is fractionally absent. Example: Mr. Smith is scheduled for 8:30 a.m. to 3:20 p.m. and teaches first period. Period 1 begins at 8:30 a.m. Mr. Smith arrives at school at 8:45 a.m. On that day Mr. Smith is fractionally absent 15 minutes. (If a teacher's total fractional absences equal 3 hours and 20 minutes or more, a day or days will be deducted from C.A.R.)
- A pedagogue who arrives late and is not scheduled to be in classroom receives a pay deduction for the amount of time that they are late in accordance with Chancellor's Regulation CR601 2(B)
- Attendance and lateness figures are checked when considering a person for tenure, compensatory time assignment, per session work, special teaching program, etc.
- NOTE: A pattern of lateness can result in disciplinary action. Upon the fourth lateness by staff member a conference will be scheduled with the staff member and an administrator. Upon the fifth lateness, that staff may receive a letter to his/her file.

- If there is a problem with public transportation or an accident, please contact Mr. Parris and/or Ms. Reyes right away (if possible) so we are aware. Staff will not be required to sign in late in these circumstances.

EARLY DEPARTURE FROM WORK DAY

Should a staff member need to leave the building during the day, he/she must notify an Assistant Principal or the Principal in advance. This becomes especially important if classes need to be covered or during evacuations, when an accurate accounting of all school personnel is vital. Should a staff member need to leave the building and not return before the next teaching period or before dismissal, **they must notify administration and sign out with the payroll secretary (Ms. Reyes)**. Staff members who participate in **professional development activities, meetings, conferences outside the school building must get and sign the appropriate forms in room 822 from Ms. Reyes to ensure the classes are covered.** This is in accordance with Department of Education policy. Failure to follow this procedure will result in being marked absent and meeting with an administrator. If a staff continues to leave before the end of their work day after being warned disciplinary action will be taken.

Additionally, all teachers are contractually obligated to remain at work until the end of the contractual time: 3:10 pm every day M,T,R,F for teachers, and 2:10 for teachers who are on an early schedule.

ABSENCES BEFORE AND AFTER WEEKENDS, HOLIDAYS AND EXTENDED PROFESSIONAL DEVELOPMENT DAYS

It is the Superintendent's policy to monitor staff absences on the day before and after weekends, especially on Wednesdays that are extended professional development days, as well as the day before and after holidays. Where there is a pattern of absenteeism, it is the principal's obligation to take some intervention measures to protect and ensure the education of every child and promote an orderly and respectful workplace. After consultation with the principal, this could take the form of a request for a medical evaluation or a letter to file.

JURY DUTY

Employees are required to notify and present the jury duty notification to the AP or the Principal, once they receive it. There is a possibility that teachers can request a deferment based on their work at school.

PER SESSION AND PRO RATA RULES

The following are important notes for those participating in per session activities:

- There will be per session positions posted in 822 and 852 by Mid September. Teachers must apply for the per session postings using the Application for Per Session Employment & Claim for Retention Rights (found in 822).
- Each posting will have a maximum number of hours and staff can not go over those hours.
- On regular work days, if the work day ends at 3:10 PM, the earliest time you can start per session is 3:11 PM.
- Must take a ½ hour lunch if working more than 5 hours, and an hour break if working more than 7 hours
- The maximum number of per session hours anyone can work in any day is seven.
- There are two Per Session Payroll periods monthly:
    - A. 1st through the 15th
    - B. 16th through the last day of the month.
- Timesheets are due to the Payroll Secretary, Ms. Reyes, in the Per Session box on her desk the work day after a Payroll Period ends.
- Timesheets submitted after the due date will be processed the next pay period. Late timesheets cost the school more money and delay when you will be paid- please get them in on time.
- On timesheets, please enter Payroll Period Ending Date (Note: It is only the 15th of the month or the last day of the month), Last Name, First Name, School Number (477), Boro (X), Program Name, District (10), Home Address, License, File Number, Position Title (i.e, teacher, supervisor), Position Symbol (teacher=TR), Official Work Hours (usually 8:30 AM – 3:20 PM for teachers), time in, time out in military time, signature required for each entry and signature and date required on the bottom of the sheet.
- On timesheets, please enter:
    - Payroll Period Ending Date (Note: It is only the 15th of the month or the last day of the month)
    - Last Name, First Name
    - School Number (477)
    - Boro (X)
    - Program Name
    - District (10)
    - Home Address
    - License

  - File Number
  - Position Title (i.e, teacher, supervisor)
  - Position Symbol (teacher=TR)
  - Official Work Hours (usually 8:30 AM – 3:20 PM for teachers)
  - Time-in & Time-out in military time
  - Signature required for each entry and signature and date required on the bottom of the sheet.
- On time cards, please write your full name, the month and year, clearly written hours on days per session work was performed and sign the back of the card.
- Please staple the timecard to the back of the timesheet.
- Timesheets will be returned for correction prior to entry if any information is missing or incorrect.

PRO RATA - Teachers who teach a credit bearing class within their license, after the school day, are eligible to receive Pro Rata. These teachers should fill out time sheets in the same manner as described above. If you are absent for one of your pro rata days, make sure to tell Mr. Parris and Ms. Reyes, as attendance is kept online in a separate system.

RETENTION RIGHTS FOR PER SESSION ACTIVITIES (Please review Ms. Reyes)

- If a teacher is entitled to retention rights in a per session activity but fails to claim those rights before, or at the time of application for a different per session job in which the teacher has no retention rights, then the teacher may be denied employment in the job for which there is entitlement to retention.
- Retention rights, earned after two years of satisfactory service in a per session job, must be declared when the FIRST per session job of the per session year is applied for. This declaration cannot be changed for that year. These rights exist for only one job.
- It is to a teacher's advantage to apply for those per session jobs that interest him even if someone else has had the job. That person may not have asked for retention rights; he may not want it anymore; or he may take a leave. Also people who have retention rights in one activity may be granted another job if no one else applies. ALL JOBS, EVEN THOSE WHERE A PERSON HAS RETENTION RIGHTS, MUST BE POSTED.
- The per session positions must be awarded as first priority to people who have no other per session positions.
- Per session activities of 25 hours or less and certain other activities, as mutually agreed between the Board and the Union, are not counted when determining the number of per session activities served.
- The per session year is now defined as July 1 to June 30. Waivers should be completed after the first per session activity. The form should include the advertisement. However, persons claiming retention rights in a future activity must submit a waiver which declares their retention rights in that later activity. The choice of the retention rights activity is binding for the per session year.
- The maximum number of hours of per session work that may be performed between July 1 and June 30 is 400 hours. Service exceeding 400 hours in one per session activity or in any combination of per session activities from July 1 through June 30 will continue to require the prior, specific written approval of the Executive Director, Division of Human Resources, through a Per Session Waiver Form (Form 0P175W).
- A form for transfer of unused accrued sick leave must be provided to each employee for transmittal to the employee's Payroll Secretary.
- The principal will review the per session time sheets.
- At no time can you put in for payment for two activities in the same hours.

- It is your responsibility to monitor the per session hours you have been allocated for the year or term. If you choose to exceed your allocation without authorization from the Principal or the A.P., you run the risk of not getting paid. You should also be familiar with the Board of Education's regulations governing per session employment. Note that per session payrolls are now being closely monitored.

EMPLOYMENT CONFLICT OF INTEREST LAW

- **What is the conflict of interest board?**
  The New York City Conflict of Interest Board is an independent body whose live members are appointed by the Mayor and confirmed by the City Council. The Board was established in 1990 under Chapter 68 of the City Charter, replacing the Board of Ethics.
- **What is the purpose?**
  New York City employees are held to a higher standard of conduct than are many private sector employees. The rules governing such conduct are laid out in the Conflicts of Interest Law. Public service is a public trust, and it is the Board's responsibility to foster that trust. The Board is also responsible for enforcement of the Financial Disclosure Law, as provided for in Section 12-110 of the Administrative Code. Approximately 12,000 City workers, including elected officials, high ranking employees, contracting officers, and candidates for public office are required to file financial disclosure reports with the Board.
- **What are the conflicts of interest laws?**
  The law is a basic ethics code for all public servants of the City. It includes rules regarding accepting gifts, personal use of City property, misuse of City jobs for personal gain, outside businesses and employment, volunteer work, political activities, and even post-City employment. In addition, each City agency may have its own set of rules which may be stricter than the City-wide Conflicts of Interest Law.
- **Who is covered under this law?** The Board's jurisdiction covers every City government employee (including the Mayor, City Council Members, Borough Presidents, the Comptroller, Community School Boards, compensated Advisory Boards and Commissions, and the Board of Education, as well as the members of each of the 59 Community Boards throughout the five boroughs.
- **What happens to violators?** Violators of the Conflicts of Interest law can incur penalties of up to $10,000. In addition, the City officer or employee may face suspension or removal from City office or employment, as well as misdemeanor prosecution.
- **How can city workers learn if they have a conflict of interest?** Call or write the Conflicts of Interest Board. A staff attorney will review your situation and will advise you accordingly. All inquiries are confidential. You do not even have to give your name.
- **The Conflicts of Interest Law** can be accessed in its entirety at http://wwwc.nyc.ny.usthtml/conflicts and is found in the Publications section of that website. You must contact the Board of Education's Ethics Officer at (718) 935-5300 to discuss any conflicts of interest questions you may have or to apply for a waiver.

TEACHER'S CHOICE

- Teacher's Choice allocations are usually distributed in December via direct deposit and eligible participants are allowed to submit receipts for basic supplies and instructional materials purchased for use in their classroom or office assignments. Date guidelines for purchases set by the New York City Department of Education must be followed. Check distribution and information will be shared with you by the school secretary.

- For the 2025-2026 academic year, teachers will receive $250. School Secretaries will receive $60.00. and Guidance Counselors will receive $110.00. In order to qualify, purchases can be made as early as August 1st, but no later than January 1st. Teacher's Choice receipts and documentation must be submitted to Ms. Reyes, School Secretary, by January 2nd. Teachers receive this money in their direct deposit or sent to their address on file by mid November.
- The distribution system allows for the following options:
    - All staff members can use this for purchase of materials of their own selection for use in their individual classroom or office assignments. (please see the detailed instructions Ms. Reyes shares annually)
    - Or, members may forego receiving an individual distribution and contribute the entire allocation to a pool for the purpose of making departmental purchases.
    - You will be responsible for submitting proper documentation. A Teacher's Choice Handbook outlining all instructions for each school year will be available on the New York City Department of Education website or you can obtain the information from Ms. Reyes. Some purchases require prior approval by the Principal. If you do not turn in your documentation when required, by January 2nd, you will receive a pay deduction on your paycheck of June 30th.
    - You may make your purchases wherever you want; however, you are encouraged to use our contracted vendors where possible. All Board of Education purchasing restrictions apply to your purchases. You may not purchase paint, glue, or furniture items with these funds. Lists of eligible and ineligible purchases will be sent via email and will be posted in the Teachers' Lounge, room 852.
    - Please make sure you get itemized receipts that list the name of the item, the name of the store and you provide a credit card receipt showing the purchase with your documentation.

ORDERING SCHOOL, AND CLASS SUPPLIES

Please be reminded of the following procedures when ordering needed supplies or equipment:

- No purchase made by an individual will be reimbursed by the school unless prior approval has been granted by the principal in writing. The request must be sent to Mr. Reyes and Ms. Larson via email or the supply order form. Please be very specific in the description of the item (s), class (es) to be used with, the quantity being requested, and the total expected cost. The Principal is to review the request and approve.
- Completed copies of each school purchase order will be kept on file by the Secretary who will keep a running tally of bills expected and dates orders are received and paid.
- Bills for unapproved orders will not be paid. The person responsible for placing such orders will be responsible for paying for them.
- Copies of all purchase orders and requisitions are to be given to Ms. Reyes or Ms. Ramos in room 822. Accurate inventory of supplies will be kept by the office staff in 822 with notations made as to whom and when goods are delivered within the school.
- All books must be inventoried and stamped before teachers can take them into classrooms. Alvaro will put barcodes in books that are to be sent home.
- All deliveries will be inspected immediately by a designated member of the staff, packing slips or other proof of delivery will be checked as well as the quantity and condition of goods received.
- Funding for purchase of school resources is not a set amount annually and depends on budget and grants. Budget codes expire at different times throughout the year and staff may be asked to quickly

order a certain dollar amount of resources in a specific category (e.g. books, reference materials, technology…) If an order is not put in when requested by the administration, the money will be reallocated to another source if possible, spent or lost.

- Office staff should also be notified of items ordered with teachers' own funds or grant money, so that the delivery of the item can be looked out for and the items delivered to the appropriate teacher.

REQUEST TO USE CAMPUS BUILDING SPACE

See Kirsten or Paul if you need to use a campus space (Library, small auditorium, auditorium) for a class or after school activity two weeks or more prior to the date of use.

If you will be using the space after school hours, a permit may also need to be put in for school safety agents and an administrator must be present for the duration of this event.

IMPORTANT INFO FOR ALL STAFF

NEW CELL PHONE & ELECTRONIC DEVICE POLICY

Marble Hill School for International Studies Cell Phone & Electronic Device Policy

(approved 7/20/25 by DOE)

To create an environment conducive to learning by minimizing distractions caused by cell phones and other personal internet-enabled electronic devices, ensure the safety and focus of all students during school the school day, and follow Education Law §2803, effective August 1, 2025, all New York State schools are required to adopt a policy that prohibits the use of personal internet-enabled devices during the school day on school grounds. An "internet-enabled electronic device" is defined as an electronic device capable of connecting to the internet and enabling the user to access content on the internet. Examples of such devices include cell phones, smartphones, smartwatches, laptops, tablets, iPads, and portable music and entertainment systems.

Please see the revised NYC DOE cell phone policy (Chancellor's Regulation A-413) that goes into effect for all schools starting in the 2025–26 school year and applies to the use of internet-enabled electronic devices, including cell phones. This news comes following the announcement made on July 23rd, 2025 by the Mayor and the Chancellor to align the citywide policy with NYS legislation.

Policy Statement:

Students will not be permitted to use or access their personal internet-enabled electronic devices (cell phones, computers, IPADS, headphones, and/or watches that can be used to communicate) upon arrival at school until the end of the school day. Students are responsible for any devices they bring in and are required to put their phone in the plastic case provided by the school and any other devices in their school bag. The school day is defined as the period from the moment students enter the school building until the last class of the day ends, including during lunch. The school day starts at 8:30 am and ends at 3:10 or 4:10 on gym days. Students will be able to use school/NYCPS-issued devices in class, during the school day.

1. Collection/ Storage

- Upon arrival at school, students must power off their devices.

- Students will place their phones in their personal plastic case and lock it in front of school staff.
- If a student does not have their case or it is broken, their phone will be collected and stored in a locked box in one of the main offices and the student will get it at the end of the day.
- Students will store their locked cases in their own backpacks or bags for the day.
- At the end of the school day, students will unlock their case at assigned locations in the hallways, cafeteria, or gymnasium.
- Students will remove their device(s) and lock their case before leaving the school. They are responsible for bringing in their phone case daily.
- Students with approved early dismissal will be able to unlock their case in one of the main offices.
- In the event that the phone case is lost or damaged, the student must pay $20 to get a replacement case.
- Students that are late to school will have their phones collected and kept in a main office.

2. Emergency Communications

- In case of emergency or exigent circumstances, parents or guardians can call (718) 561-0973 to reach their child.
- In case of emergency or exigent circumstances, the school will use NYC DOE messaging service and Reframe to communicate information to parents or guardians.
- In case of emergency or exigent circumstances, students will be able to get their cases unlocked to reach their parents or guardians.

3**.** Exceptions

- Students are allowed to use their device if they have an individualized education program (IEP) or 504 Plan that includes use of an internet-enabled device and the school is unable to provide a DOE-issued device for such purpose.
- Parents/guardians must contact Principal Larson at (718) 817-7423 or Mr. Parris, Assistant Principal at (718) 561-0973 if their child requires an exception for reasons such as: medical monitoring/treatments (for example to monitor blood sugar or other similar circumstances), if the student is a caregiver, or where otherwise required by law.
- The principal/designee may authorize use for an educational purpose.
- Exceptions will be processed and approved within one week.

4**.** Discipline

- Students who use any non-doe electronic devices in violation of the NYCPS Discipline Code, the school's policy, Chancellor's Regulation A-413, and/or the NYCPS Internet Acceptable Use and Safety Policy ("IAUSP") will be subject to progressive discipline. This means that the disciplinary responses will escalate based on the nature and frequency of the violation. As provided in the State law, a student may not be suspended solely on the grounds that the student accessed a personal internet-enabled device in violation of school policy. Repeated incidents of insubordination (i.e. refusal to surrender or store devices) may result in a suspension if approved by the Office of Safety and Youth Development.

5. OTHER: If lost or stolen while being stored in a school office

- In the unlikely event that an electronic device is stolen or damaged while it had been kept in a school office, parents can submit a claim to the Comptroller's Office. More information on submitting a claim is available on the Comptroller's webpage.

We appreciate your cooperation in helping us maintain a focused and productive learning environment. If you have any questions or need further clarification regarding these policies, please do not hesitate to contact Principal Larson at (718) 817-7423 or Mr. Parris, Assistant Principal at (718) 561-0973

SCHOOL TELEPHONE & COMPUTER USAGE

All school telephones and computers are to be used for school business. Remember that computers and internet use are monitored by the DOE. Searching inappropriate websites can result in an investigation and possible staff removal.

- During class, teachers and staff should limit personal use of computers, phones, and other electronics to emergency situations.
- Students must ask permission to use the phone, only to call home. They should not be sent out of class to make or receive a call unless it is an emergency. Students can receive calls in the office of 822, 844, 846A, 660 . They must sign in on the Student Telephone Log Sheet by filling in their name, class and strand, date, time and number called. A staff member should be present when the student uses the phone.
- Unfortunately, several of the schools' computers have been vandalized and students have visited inappropriate sites. When assigning school computers for an assignment in class, please monitor their usage by circulating frequently and supervise students while they use them.
- Students can use the computers in the common area and 844 before or after school ONLY if a staff member is present the entire time they are using the computers and is supervising their use of the computer. Students can use these computers to complete class work. They may NOT play games and can print only limited pages.
- Since students are not allowed to use personal electronic devices including computers, Ipads, apple watches, and headphones during the school day - we highly discourage teachers from allowing students to listen to music regularly via school headphones and computers.
- Students should save their work in their google drives or email their work to their DOE email. Student computers will be wiped of any saved materials every few weeks. Teachers and staff must check all computers after students have used them to ensure there is no vandalism (keys missing on laptops, vulgar screensavers…) Any vandalism or problems must be reported via the online google form and should be taken out of the computer cart and brought to Mr. Gonzalez.
- See or call Mr. Gonzalez to your classroom, if you have any issues with your DOE computer assigned to you or issues with technology in your classroom. He has made many very short videos to help teachers trouble shoot various common issues.

DOE & GOOGLE GROUP EMAIL

As we are now only using the DOE email, please make sure to check it regularly. Please call the Help Desk at **(718) 741-5161** if you are having any issues.

STAFF NEWSLETTER

Ms. Larson will send out a weekly staff newsletter through the NYC DOE staff email group by Sunday at the

latest, of each week. Staff will be asked to get information, photos or other info to her for the upcoming week's newsletter before Friday.

Anyone who would like to assist Ms. Larson with this newsletter is more than welcome to reach out to her.

CLASSROOM KEYS / PERSONAL PROPERTY

Classroom keys are the responsibility of the classroom teacher. The overall security of the building and our school property can be compromised if keys are lost or stolen. Notify administration as soon as possible if you lose or misplace your keys. It is expected that the teacher will defray the cost of replacement of school locks if it is deemed necessary to change them. Under no circumstances should you allow students to use your keys. The offices will have a set of keys that student volunteers can use when working around the school.

It is the responsibility of each teacher and staff member to safeguard their personal processions. Teachers must not leave their possessions (bags, computers, cell phones, and pocket bags unattended at any time). Items unattended can result in a serious security breach and reports must be made to the DOE that then will be counted to the Campus record. If an item is stolen over $250, it counts as a felony to the campus.

COLLECTION OF FUNDS FOR STUDENT CLUBS OR ACTIVITIES

Below are procedures for those who collect monies to be deposited into the school's bank account:

- Request to collect funds (form in 822) must to be filled out and approved by Principal, prior to activity
- Any students collecting funds must keep track of money collected and be supervised during the process by staff club advisor or staff activity lead.
- All money collected must be counted after event, recorded and turned into staff advisory or activity lead.
- Monies collected must be turned in to School Treasurer (Ms. Reyes) promptly upon completion of activity and complete the Collection of Forms fund (room 822)
- Money must be deposited into school account. Staff or students cannot be reimbursed in cash with money collected.
- Request for Expenditure form must be prepared to request any of the monies collected.
- Must maintain complete and accurate details of money collected.

CLASSROOM TECHNOLOGY PROCEDURES

Equipment Available for Use by Staff in School: Laptop carts, Individual Laptops, LCD Projectors, Still and Video Cameras & Tripods, and headphones. All classrooms have a wall mounted projector or SmartBoard. In addition, all classrooms have a permanent computer cart with a class set of laptop computers.

Staff Member Responsible**:** Alvaro Gonzalez, Technology Coordinator, Room 844

**If it is your first time using the equipment, it is mandatory to review the procedures for using it with Mr. Gonzalez. You may schedule a time with Mr. Gonzalez to go over best practices while using the equipment.

- In classrooms with permanent computer carts, teachers must assign a computer from the cart to each student for each or their classes. Assigning the same computer to a student every day will give the

student a sense of ownership, making it less likely for the student to mistreat the computer. It will also make it easier to track who is responsible if a computer is damaged or goes missing in a classroom.

- Do not, leave equipment in classrooms or hallways, where it may "walk away". Any equipment that is missing or stolen must be reported first to Mr. Gonzalez and the assistant principal and then on-line in the accident/claims report.

Before closing the laptop cart you must make sure that the number of laptops assigned to the cart matches the number of laptops in the cart. You are responsible for the number of laptops in the cart.

Keys to the computer cart should be either kept locked in a desk drawer in the class or returned to room 822 at the end of the school day by the last user of the computer cart. Teachers may keep the computer cart keys in their classrooms overnight, IF AND ONLY IF, the teacher can secure the keys. **Secure locations for keys would be a locked drawer or locked cabinet. If the teacher(s) can't secure the keys in their classroom for overnight storage, the keys must be returned to room 822.**

If a student's laptop is not working, please notify Mr. Gonzalez using the Tech Support Form. You may assign another laptop to the student whose laptop has malfunctioned. Please note the laptop change on the sign out sheet.

Students should be seated and two- four monitors of your choice should distribute the laptops and retrieve them at the end of the period. Please make sure that students turn off their computers and all computers are returned to their correctly numbered shelf and plugged in so they can charge for the next class. It's recommended that you end the use of laptops 5-10 minutes before the end of the period in order to retrieve and store all laptops before the bell rings. Each teacher or the person using the classroom laptop cart is responsible for it.

Step 3: After you have finished using any equipment you have signed out, it must be returned. If you find equipment that is not working or is broken, please notify Mr. Gonzalez immediately by completing the Tech Support Form. At no time should equipment be left unsecured, out in the open or in a room even if the room doors are locked for a period or overnight. Exceptions are for recharging the laptop cart which can be done in the common area or in the back of the classroom where you will be using the cart. Please don't cause unnecessary alarm by not returning equipment at the end of your class.

GRADING POLICY (REVISED 8/2025)

MARBLE HILL EXCUSED & UNEXCUSED ABSENCE POLICY

Knowing that students will be absent at times, please use the chart below to guide how much time to provide students to make up missed work based on the type of absence they have and the maximum amount of points that can be taken off. Our goal is to ensure we are supportive of students and their families, when they are absent and make sure they have the opportunity to get caught up in their classes, not to be punitive towards students. Students are expected to email their teachers when they are out of school for any reason to find out what they missed and schedule with their teacher when to make up summative assessments.

Students on suspension or a teacher removal from class will be in an office and must be provided all academic assignments to be completed during their suspension/removal. Teachers are asked to get this work to students in the morning of the suspension or to someone who can bring the work to them in room 844 or 846A.

If any student talks to you about being absent, provides a note, or email regarding their absence; please make sure to share this information with Ms. Diaz and Ms. Garcia. If you have any questions, please see administration regarding the chart.

Types of Assignments/ Assessments that students can make up:

- Formative Assessment: Exit Tickets, Homework, In Class Assignments, Worksheets, Quizzes, Do Now Activity
- *Summative Assessments (with an excused absence the students must be given the ability to make up these* Mid-Term Exams, Final Exams, Projects, College Essay, Portfolio

Excused Absences

Types of Excused Absences and required documentation	# of days to make up assignments	Grading & Point or Percentage
Absence due to illness (verified by medical or parental note) or **death of close family member** (verified by parental note or program from funeral) Examples: Covid, flu, asthma, emotional distress	• 5 days • Circumstances may require more time, especially if international or out of state travel is required in case of death	• If the student completes the missed work in the time provided, there must be no deduction in the grade. • Non-completion of the assignment(s) after 7 days the student should receive a grade of zero. **Each teacher has the discretion of extending the time to complete the assignment(s)**. • Completion after 7 days will result in a deduction of the grade up to **1/10th points of the initial grade**. • E.g- If the student earned a 100 for the assignment, a maximum of 10 points would be deducted and the grade would be 90
Hospitalization Examples: Surgery, Mental Health (Suicidal Ideation, Depression, Family member in the hospital) **All hospitalization requires a note from the hospital or doctor to verify absences.**	• Time varies based upon length in the hospital. • If the student will be in hospital for a while, the DOE sometimes removes them from our school roster and they get instruction in school. The hospital instruction will share grades with us.	
Religious observance (e.g. Eid)	• 2 days	
Required court or immigration appearances (Verified appointment via email about appointment or letter with court date)	• 2 days	
Doctor's Appointment verified by doctor's office note (School clinic or outside doctor)	• 2 days	
All Trips (School trips or trips with their family, verified by attendance on	• 2 days	

trip shared with staff or guardian notification of trip)		
Parental Pick-up (Can be verified with Ms. Diaz) Students that are 18 or older can sign themselves out after being verified with parent/guardian.	• 2 days	

Unexcused Absences

Unexcused Absence (*student has no note or letter for their absence or cut a class)*	**# of days to make up the assisgnment(s)** *(It is the student's responsibility to speak to teacher about making up work)*	**Grading**
Formative Assessment: • Exit Tickets • Homework • In Class Assignments • Worksheets • Quizzes • Do Now Activity	• 1 Day to make up the assignments • Teachers have the discretion to allow additional time	Students who don't make up assignments within the time frame receive a zero. **Each teacher has the discretion of extending the time frame.** Up to 2/10th the points deducted from the grade. • e.g- If the student earned a 100 for the assignment, and the teacher chose to take off 20 points, the grade would be an 80 Note: Passing work may not be reduced lower than a passing score.
Summative Assessments: • Mid-Term Exams • Unit Exams • Final Exams • Projects • College Essay • Portfolio	• 3 Days to make up the assignment • Teachers have the discretion to allow additional time or not deduct points. • For these summative assessments, teachers must grade, provide feedback, and return work to students	

Syngrades Expectations:

The purpose of syncgrades is to give students, guardians, and staff a relatively accurate picture of their current status in the class. Teachers should be mindful of maintaining their gradebooks and balancing categories to ensure this reflection.

- Teachers are expected to input into syncgrades a minimum of **two grades per week for 4-5 day week classes** and **1 grade per week for Wednesday classes**.
- Administrators will schedule a conference with teachers demonstrating a pattern of late or inconsistent grade input.
- Although timing of exams and assignments in the days just before a marking period ends can be tricky, teachers must clearly communicate with students which assignments are included in which marking period.

HOMEWORK POLICY (revised 8/3/25)

I. PURPOSE

As a college and career preparatory school, a primary goal is to build our student's skills to become independent learners and homework is one essential step to build that skill.

II. MARBLE HILL SCHOOL FOR INTERNATIONAL STUDIES HOMEWORK POLICY:

- Homework should be at minimum 1-2 times per 4-5 days a week classes. Homework should be:
  - Connected to class work and used to reinforce and practice skills,
  - Posted in Google Classroom/SyncGrades so students can access assignments from home,
  - Returned with feedback that guides the student toward improvement,
  - Graded, returned, and entered in sync grades in a timely fashion (1-2 weeks),
  - Meaningful, and never punitive
  - The time factor is important as students will have assignments in other subjects each day. Therefore, the assignment should take students approximately 20-30 minutes to complete for a standard level class and perhaps 45-90 minutes for an AP class.

THE GRADING POLICY FOR THE SCHOOL HAS BEEN DESIGNED TO BE UNIFORM FOR ALL SUBJECTS AREAS

Sync Grades M.P. Grading Templates 2026-2027

Starting Fall 2025, several pre-approved Sync grade templates will be available for teachers to choose from.

<u>Guiding Class Grade Guidelines:</u>

- Must have a "Project" category worth 20-25%
- Must have an "Assessments" category worth no more than 50%
- Must use a minimum of 4 categories
- No single category should be less than 10%
- Numerical grades are issued for each 4-5 day a week academic class

- All Wednesday classes including DY & other classes will use the E, G, N, U letter grades

- Labs will be P/F
- Marking period and semester failing grades are 50 or *55*
- Grades are to be given in intervals of 5 (65, 70, 75, 80, and 85)
- Grades above 85 are to be given in intervals of 1 (86, 87, 88....)
- There is no grade of 60. If this happens in your calculations you must bring the grade to 65 or 55
- according to the student's overall performance and your documentation

- *A PORTFOLIO GRADE OF "ABS" SHOULD BE USED FOR STUDENTS WHO DO NOT PRESENT
- Sync Grades Symbols: Abs = 0, Mis = 0, Rec = received, not yet graded

- For the purpose of assigning **a marking period or semester** grade, Marble Hill's policy is that 65 is the lowest passing grade and 50 is the lowest failing grade. Any grade in between should be rounded up or down to the closest grade (e.g. a 60-64 would be rounded to a 65, and a 59- 56 to a 55 and a 54-51 to a 50).

Possible Categories:

(chosen to streamline what students see, teachers can be flexible about what goes in them)

- Assignments - classwork or homework
- Assessments - quizzes, tests, retests/test corrections, essays, presentations, other large assessments, etc
- Participation - engagement, classwork, discussion, notes, DN/Exit slip
- Project - Marble Hill project done 2x per semester
- Lab - lab reports, lab participation
- Notebook - notes, DN/Exit slip, daily practice, lab reports

*Ideally, *teachers of different sections of the same class* should adopt the same template

Syncgrades M. P. Grading Template	Syncgrades M. P. Grading Templates
#1: The Even Steven Participation - 25% Assessments - 25% Project - 25% Assignments - 25%	#4: The Lab Coat Lab - 15% Assessments - 25% Project - 20% Assignments - 20% Participation - 20%
#2: The Leaning Tower Assignments - 20% Assessments - 40% Participation - 20% Project - 20%	Dreamyard & Health Assignments - 50% Participation - 50% E- excellent (100-90), G - Good (89-75), N - Needs Improvement (74-65), U - Unsatisfactory (64- 50) *will adjust grade valuations in syncgrades
#3: The Quiz Whiz Assessments - 50% Participation - 10%	Wednesday Elective A single category–create assignments/participation grades at teacher discretion

Assignments - 10% Notebook - 10% Project - 20%	E- excellent (100-90), G - Good (89-75), N - Needs Improvement (74-65), U - Unsatisfactory (64- 50) *will adjust grade valuations in syncgrades

Syncgrades will use the following percentages to determine semester grades:

- **The first marking period is worth 20% of the final grade.**
- **The second marking period is worth 30% of the final grade.**
- **The third marking period is worth 30% of the final grade.**
- **The final exam and Portfolio is worth 20% of the final grade***

The following chart can be used as an example when computing semester grades:

Grade Received in the Marking Period:		Pd.1 X .20	Pd.2 X .30	Pd.3 X .30	Final Exam & Portfolio X .20	Final Grade
First MP	70	14				
Second MP	65		19.5			
Third MP	55			16.5		
Portfolio/Final	80				16	
						66 (65 in scan)

Keeping up with weekly grades is essential so that getting in MP Grades will be easy. It is essential all teachers get grades on-time so report cards can be printed and sent home in a timely manner. End of M.P. dates will usually be on Friday's and Grades will be due on the following Wednesday morning.

STUDENT ATTENDANCE:

This fall 2026, we will have all first period teachers taking attendance digitally on the NYC DOE attendance system, starting in mid September at the latest. Teachers will be trained how to do this by the second week of September at the latest.

All teachers should also be taking attendance in Syncgrades for all of their classes, as this is the students/guardian facing attendance tracker.

SYNC GRADES (KL will add to this - expectations)

UPDATE SYNCGRADE WEEKLY WITH STUDENTS' GRADES AND ASSESSMENTS.

SCHOOL TRIPS - See De Castro about revisions made regarding trips

TRIP PLAN: New York City Department of Education (DOE)-Sponsored Trips

PARENT NOTIFICATION/CONSENT FORM

Step 1: Request and Approval – All requests for trips must be submitted two weeks to one month in advance of the date of the trip by completing the trip request form, school trip checklist, permission slips and train passes if needed, which can all be found in Room 822. These forms must be submitted to the principal for final approval.

Step 2: Calendar & Coverages - Once the trip is approved in order to obtain substitute teachers. All trips must have at least one certified teacher as a trip coordinator. Most trips will require one chaperone for every 15-20 students but some sites require one chaperone for every 10 students.

Which staff members can attend a trip? All staff and faculty attending a trip must receive clearance from the Principal or Assistant Principal before attending the trip. Coverage of classes may determine whether a teacher will be able to chaperone a trip. If all of your classes will be attending a trip, you as a classroom room teacher can attend the trip. If one or two of your classes are attending a trip, you as a classroom teacher can attend the trip, however, it is at the discretion of the administration to deny your request to attend the trip if your attendance will disrupt the instructional process.

Step 3: Parental Consent Forms - Teachers should distribute the parental consent forms to each student who will attend the trip at least one week before the trip. Only those students with valid parental consent forms signed by their parents can attend the trip. The coordinators of each trip must reach out to parents as possible chaperones to accompany them on the trip.

Step 4: Student Trip Rosters - A roster of the students who will be attending the trip must be given to the Assistant Principal so the attendance of the students can be marked properly. An email notifying staff what classes are going on the trip and a list of any students that will not be going should be sent to all staff via the google groups a week before the trip. After the trip, the signed parental consent forms must be submitted to the Assistant Principal or Secretary for the school's records (Please place them in a folder in their mailboxes).

Step 5: Return Location after Trips - If students can not get back to the school before 3:00 for PE class, teachers may dismiss students from the trip location as long as there is NYC public transportation easily accessible for each student to take home. Parents/guardians must be notified of the dismissal location, time and expected time to return home on the trip form and parent permission slip form. A cell phone number of one of

the trip coordinators must also be on the permission slip so parents can contact their child if necessary. After the trip, a staff member must accompany the students to the nearest subway station and ensure they are able to enter the subway with the pass or metro cards and that all students know how to get home on their own.

Important Notes:

- Class trips must be integrated into your class curriculum and are not optional. However trip coordinators should take time to determine whether a student will be a potential behavior problem on the trip. These students will remain at school and work must be provided for each student left behind.
- Please inform students that they cannot use cell phones, headphones and other electronic devices while on school trips, same as if they were in school. These items will be confiscated by administration or the trip organizer and returned at the end of the trip. If this is a second or third cell phone violation for a student, the administration will be notified and parents contacted.
- Students also MUST wear dress code on all trips and are not to change after leaving for the trip, unless administration approves a dress down for the trip. If students do not wear the dress code their parents will need to bring in their dress code, or the student may not go on the trip.
- If you wish to use a district bus, ask Ms. Ramos - room 822, for a field trip (bus) request form. You must make arrangements at a minimum of 30 days in advance.
- If you require lunches for your trip, you must submit a request for bag lunches two weeks before the trip in order for the cafeteria personnel to prepare the lunches. You must get the list of what each student pays for the lunch, collect the money and submit the list of students that you will get lunches to the school secretary.
- If you need to collect money for the trip, please consult with the Assistant Principal, Principal or Ms. Velez to ensure you are following the DOE procedures.
- There will be no trips from the start of portfolio week (January and June) through the end of the semester Regents. Exceptions will be made for special programs.
- If you have made arrangements for a trip and change your mind and decide to cancel, please be sure to inform the administration right away.
- The administration reserves the right to cancel any trip at any time.

TEACHER EXPECTATIONS

- Report to school and to classes on time
- Step into the corridor during passing periods to help get students into classes on time
- Assist in clearing the corridors and discourage congregations of students while in hallways
- At the bell, enter rooms and close the doors (some teachers leave doors open)
- Bell to bell instruction (students should not be congregating near doors or outside waiting for bell to ring)
- To promote a safe school environment teachers are required to develop lessons and activities that encompass the full 59 minutes of each class period. If your lesson ends before the bell rings, students must remain in their seats and not gather at the door anticipating the bell to ring. To maintain an orderly transition between classes students must not be dismissed from class until the bell rings.
- (what about 6th floor classes where students are trying to not be late to next class or vice versa?

PASSES FOR BATHROOM and OFFICE OR CLINIC

- Please make sure students have a pass to leave the classroom, especially for the bathroom, and visit one of the administrative offices. Also, students must show a pass to leave the classroom for an appointment with the clinic (the clinic should provide a pass to the student).

- When using the bathroom each student will sign-in electronically, this will enable administration to monitor the frequency and daily use of the bathroom to prevent gathering and disruptive behavior in the bathroom.

LUNCH TIME & CAFETERIA PROCEDURES

- For teachers who have classes right before lunch, please try to get students out at the bell so they have time to eat. If there is a situation that requires a student to stay over 5 minutes with you, send the student with a pass so the staff in the cafeteria know where the student was coming from.
-
- Often students do not want to eat lunch or sit in the cafeteria and some opt to sit in a classroom with a teacher. If you are willing to have students sit in your classroom during lunch, please make sure you are present with them at all times. Students should not be left unattended in a classroom. In addition, students cannot leave the cafeteria with food to eat in a classroom. Also, if a teacher is willing to provide tutoring or additional help to students during their lunch, please give them a pass to leave the cafeteria after having lunch.

LATENESS TO CLASS

LATE TO FIRST PERIOD

As students enter the school, they scan into REFRAME and their parent/guardian receives a text message saying they entered the building. At 8:30, the parents/students of any students who have not yet entered and scanned into the building get a text message saying "It is 8:30, school has started, and your child is not yet in school. Please call if your child will be absent or later."

While we would like to address every student who is late daily, this is truthfully unmanageable. We want to think about strategies and policies that we can handle as a school.

A couple things we will do: we will share the REFRAME late logs with staff for Parent/Guardian outreach. During weekly attendance meetings (Abby, Wendy, Ms. Diaz, Melissa, & Kirsten) we will pinpoint a few students who are consistently late to meet with and reach out to parents.

What we ask teachers to do:

- Mark students late in daily DOE attendance and period attendance in Sync Grades
- Possibly institute a graded morning Do Now that will encourage students to get there so they do not miss the activity
- Listen up for announcements about scanning, weather, or traffic issues that may lead to delays for students to get into the school quickly and not mark students late in those circumstances

Please Note: Teachers are not permitted to exclude students from class or to bar their admission when late. In the event a student is late, instruct the student that he/she is to present a late pass the next day.

<u>Lateness to other period classes:</u>

- All teachers, every period are asked to make sure they have bell to bell instruction and students are not let out early to get to another class or congregate at the door before the bell rings
- Teachers need to allow a short grace period of 1-2 minutes for students that are going between floors
- If you see students consistently coming very late - report this to admin

- Check your emails to see if there is a trip for the day as well as Ms. Diaz's absent report she sends out daily with notes at the end of each school day.

Serious Infractions - The following infractions are to be referred immediately to the A.P..

- Weapons possession.
- Fighting/Assaults.
- Alcohol or drug related incidents.
- Accusations of sexual harassment
- Serious Disruptions - In the event of a serious disruption send for assistance immediately by calling the main office (Ext-7429) or sending a student with the RED EMERGENCY PASS to A.P.'s office, Rm. 844 or to main office, Rm. 822.

CUTTING

Keeping attendance daily and during each period is essential for us to identify if a student is cutting a class. Teachers will be able to check a student's attendance in sync grades to see if they were in their previous classes and can then notify admin or guidance to locate the student.

Students who cut classes will be spoken to by administration who will investigate to determine whether the student cut school and the student will be held accountable, if they did.

CHEATING AND PLAGIARISM –PwP placed the same wording in student handbook 9/3/2026

The administration takes cheating and plagiarism very seriously. Regardless of a student's English and academic levels, cheating should not be tolerated but it should initially be addressed directly with the student and the student given a chance to redo the work on their own so they see the importance of the work and why teachers want to see a student's own work.

During the Fall Orientation for all students, this will be reviewed students and teachers may need to revisit throughout the year with specific students or classes.

Teachers should collect and hold for record keeping, evidence in case of cheating during the school year. Below is a chart of types of cheating, actions to be taken, and possible disciplinary actions. Please understand that this is not **etched in stone, but a guide.**

Type of Cheating	**Actions to be taken**	**Discipline Action**
Homework, Classwork	1st time - warning and student must redo the assignment 2nd time - warning and student must redo the assignment and parental notification (make sure to log in sync grades)	If the student is caught cheating a third time, notify administration and present to one of the administrators the student work and proof of outreach to parent/guardian(s) The administrator will schedule a

	3rd time - student will receive a zero and parent notification	conference with parent
Projects	**1st time** - warning and student must redo the assignment and parental notification (make sure to log in sync grades); the maximum re-grade on the project will be 80 **2nd time** - student will receive a zero, parent and administration notification	Notify one of the administrators and the administrator will schedule a conference with the student and parent. The administrator will apply the discipline code and its range of disciplinary actions for the behavior of the student.
inal Exams	Any cheating on a final will result in a zero and parent / administration notification	Notify one of the administrators and the administrator will schedule a conference with the student and parent. The administrator will apply the discipline code and its range of disciplinary actions for the behavior of the student.
Plagiarism / AI Abuse	**1st time:** warning and student must redo the assignment ● If student chooses not to improve, parents notified **2nd time:** warning and student must redo the assignment and parental notification ● If parents previously notified, administration notified **3rd time:** Administration notified	Notify one of the administrators and the administrator will schedule a conference with the student and parent. The administrator will apply the discipline code and its range of disciplinary actions for the behavior of the student.
Standardized Exams (Regents, AP Exams, NYSESLAT	In the classroom will proctor the exam the teachers will apply the proctoring guidelines according to the exam. If a student is suspected of cheating in the classroom, you must first warn them and then move them. If you suspect the student is continuing to cheat, do not notify them so as to not disturb the testing of all other students in the room. Write down the circumstances of how you saw the student cheating and let the admin know.	Notify Mr. Parris as soon as possible to conduct and investigation and if the evidence indicate cheating Mr. Parris will: ● Notify the parent ● Invalidate the Exam ● Suspension of the student

Please see the NYC DOE Discipline Codes on cheating & plagiarism and the discipline response:

Cheating & Plagiarism defined in according to the Discipline Code	Supports and Interventions according the discipline code	Level of Discipline Responses according to the discipline code
B31- Engaging in scholastic dishonesty which includes but is not limited to: a. Cheating (e.g., copying from another's test paper; using material during a test which is not authorized by the person giving the test; collaborating with another student during the test without authorization; knowingly using, buying, selling, stealing, transporting, or soliciting, in whole or part, the contents of an un-administered test; substituting for another student or permitting another student to substitute for one's self to take a test; bribing another person to obtain a test that is to be administered; or securing copies of the test or answers to the test in advance of the test) b. Plagiarizing (appropriating another's work and using it as one's own for credit without the required citation and attribution, e.g., copying written work from the Internet, or any other source) c. Colluding (engaging in fraudulent collaboration with another person in preparing written work for credit) (A–I, J only, for particularly egregious situations (e.g., where numerous students are involved, where the behavior involves standardized tests, or where the behavior requires invalidation of a test)	Collaborative problem solving • Community service (with parental consent) • Conflict resolution • Development of Individual behavioral contract • Functional Behavioral Assessment (FBA)/Behavioral Intervention Plan (BIP) (see page 22) • Guidance conference • Individual/group counseling • Individualized Support Plan (ISP) • Intervention by counseling staff • Mentoring • Parent Outreach • Peer Mediation (see page 17) • Positive behavioral interventions and supports (PBIS) • Referral to a community-based organization (CBO) • Referral to counseling services for (biasbased) bullying, intimidation, or harassment • Referral to Pupil Personnel Team (PPT) • Restorative practices (see pages 16–17) • Short-term behavioral progress reports • Social emotional learning	Pedagogical school staff meeting with student to address the misbehavior and its impact L. Student/teacher conference M. Formal meeting with student by appropriate supervisor (e.g., assistant principal, principal) to address the misbehavior and understand its impact N. Parent conference O. In-school disciplinary response (e.g., formal restorative conference, exclusion from extracurricular activities, or communal lunchtime) P. Removal from classroom by teacher (subject to the requirement to impose a suspension at five or more semester or four or more trimester removals) Q. Principal's suspension for one to five school days R. Superintendent's suspension that results in immediate reinstatement with a welcome-back circle upon return S. Superintendent's suspension that results in a suspension for a fixed period of six to ten school days with a welcome-back circle upon return T. Superintendent's suspension that results in a suspension for 11–15 school days with a welcome-back circle upon return

GRADE ORGANIZATION

In an effort to support teacher and students, the following Grade Organization Chart will be used for the 2024 - 2025 school year. This chart outlines the steps and procedures for teachers and staff members to follow as they encounter behavioral problems with students. In order to effectively manage students' behavioral issues, each grade will be managed by the following people:

- **9th Grade - Ms. Mansfield**
- **10th Grade- Larson**
- **11th Grade-Mr. Parris**
- **12th Grade- Ms. Larson & Ms. Garcia**

CLASSROOM DISCIPLINE: (move)

- First level of intervention starts with you, the classroom teacher
- Second level of intervention is to call the parent or guardian
- Third level refers to the person listed above

All major discipline issues and repeated negative behavior should be referred to Mr. Parris for further intervention. Guidance should be referred to Ms. Garcia.

CORPORAL PUNISHMENT

When talking to and/or disciplining students; corporal punishment and verbal abuse should never be used. Please review Chancellor's Regulation A-420 and Chancellor Regulations A-421 that outlines guidelines for corporal punishment and verbal abuse.

If a student reports that they feel they have been the subject of corporal punishment or verbal abuse, a report will be taken and administration will investigate or it may need to be reported to the Office of Special Investigations and they will do the investigation into the issue.

Disruptive behavior usually reflects underlying problems that require guidance intervention. Please bring any concerning behavior or situation to school admin and/or guidance. We will take steps to identify the problem(s), working closely with parents, and help the student receive maximum benefit from the educational program offered at the school.

CHILD ABUSE & MALTREATMENT

All teachers and staff, including CBO partners that work with our students, are mandated reporters of students in crisis. It is essential all faculty and staff report students in crisis to either administration, and/ or guidance counselors regardless of how inconsequential it seems at the time. **Students may speak to you in confidence and they may ask you not to tell anyone; however, if the student is in crisis you MUST report.** The earlier the incidents are reported the appropriate action(s) can be taken to provide support to the student(s) in crisis. Knowledge of a student(s) in crisis and not reporting it to the appropriate school official can result in disciplinary actions. It is better to take proactive action and error on the side of caution rather than not taking action. There will be further professional development by the Marble Hill Crisis Team to all staff regarding reporting child abuse, sexual assault, bullying, and self-harm.

Please be advised that it is the responsibility of all staff (DOE and CBO) to report the following to an administrator at Marble Hill School for International Studies right away if they learn of any incident where a student has been put in danger, whether it be in school or outside of school.

In all cases where school staff have been provided with information or an allegation that a crime may pose a danger to student(s), staff in school, or the school community (including JFK) the staff member (including CBO staff working in the school) should immediately notify the Principal or the Assistant Principal.

In all cases where school staff have a suspicion that a student is a victim of child abuse, maltreatment, or neglect by a parent, a person responsible for the child's care, or a person regularly or continually found in the child's household, or by any other person, school staff must immediately report the suspicion to the CENTRAL STATE REGISTRY 1(800) 635-1522, Principal or the Assistant Principal.

IN THE CASE OF A STAFF ARREST

In the event you are arrested, it is your responsibility as a Department of Education employee to notify the Office of Personnel Investigation in writing. This requirement is in accordance with Chancellor's Regulation C-105. You should also notify your immediate supervisor if you are arrested. The Office of Personnel Investigation is located at: 65 Court Street, Room 406, Brooklyn, NY 11201.

ACCIDENT & INCIDENT REPORTS

In the event that a student is injured during the course of the school day or suffers a medical illness, it is the responsibility of the staff member to notify administration or guidance right away so they can get immediate medical attention and a report can be filed. The staff member will need to fill out a statement about the incident as soon as possible. Administration or Guidance will notify the parent or guardian of the student.

In the event a staff member is injured during the course of the school day or summers a medical illness, if possible, the staff member or another peer, should notify admin right away. A report will be filled out and possibly additional forms. An ambulance will be called in serious situations for students and/or staff.

INAPPROPRIATE RELATIONSHIP WITH STUDENTS

It is against the law and the Chancellor's Regulations to have inappropriate physical relationships (sexual or intimate) with students. All incidents of inappropriate relationships will be reported to the DOE and NYPD. Communicating with students on social media websites like Facebook, Instagram, or other social media sites is also not appropriate and could be used against a teacher or staff member by a student. Any communication teachers have with students should be regarding academic work via: sync grades, DOE student emails, or text messages from DOE or personal phone, or other services that allow staff to do outreach. If a student contacts a teacher regarding a safety issues, crime, suicidal ideation, or any other situation that poses a threat to them or someone else; please contact the appropriate governmental agencies immediately as well as the principal, assistant principal, or principal designee whether it be during the week day, night, or weekend.

BULLYING

If you suspect a student is being bullied or if a student informs you that he or she is being bullied it is important that you inform school administration right away.

ANTI-SOCIAL BEHAVIOR

If a student displays antisocial behavior (e.g. cutting themselves, withdrawing socially, or aggressive behavior) or you feel that there's a problem with a student please inform the guidance counselor (Ms. Garcia) right away.

SUSPENSIONS

If a student in your class is suspended they are entitled to continue with their academic course work. If you have a student under suspension (in house or at another location) you must provide that student with all

homework, class work, and projects assigned during his/ her suspension. Mr. Parris or Ms. Garcia will collect all assignments to be given to the student under suspension.

DRESS CODE

Updated Dress Code 8/25 & School Supply List

(Look at this and talk about the commitment and how parents/guardians want to know f we truly have a dress code and that it is enforced for all equally).

The school's dress code has been in place since we opened the school in 2002 and a lot of thought and interviews of students and parents were done to create our policy. This has been an essential element of Marble Hill's culture that is designed to promote a professional environment focused on learning and not labels or trends.

The daily commitment students make to wear dress code as well as families make to ensure their children have dress code clothing has proven over the year to lead to parents/guadians that have an itiail involvement and commitment to the school.

One thing that is very clear, if a family and the student commit to wearing dress code daily, they Consider too that amilies that commit to making sure their child comes to school daily in dress code as well as the students themselves,

Over the years, we have made a few changes (allowing all black gym shoes so students don't need to bring shoes for gym, dropping the mandatory tie & belt for males, and allowing headwear for religious/cultural reasons). I know that staff and students can feel the shift in focus when we have a dress down. Parents/guardians and yes many students truly appreciate the dress code and this is stated as one of many reasons they want their child at our school.

Consider too the daily when that if both parents/guardians and students choose to come to our school daily in dress code,

While we have never mandated what staff can wear, we hope all staff will embrace the professional culture of our school and act as role models for our students. Staff are asked to wear clothing in keeping with the same standard we expect from students and avoid wearing: jeans, hoodies, cargo pants, hats…

All teachers and staff are expected to address dress code violations on a daily basis. Like any rule and expectation, all staff need to pay attention to it and address it. When we all address it at the beginning of each class, it will become less of an issue that needs to be addressed because students will see everyone is holding them accountable to follow the dress code throughout the day.

We truly do not want this to be a negative and confrontational situation and it should be as simple as asking the class to take off coats, hats…. And put them in lockers or hang them in the class first period but every period, teachers are asked to take a quick scan of the room at the beginning and tell the students to get into dress code. If any student becomes confrontational, you can send them to an office or call admin to your room.

and administration will strive to make sure this is addressed If everyone addresses it, students If you observe a student out of the dress code he/ she should have a sticker indicating they have been spoken to by a staff member or administration, thus notifying staff that this student does not need to be addressed again. If a student does not have the dress code sticker you can either send he/she to Ms. Diaz (Rm 846A) or Ms. Ramos (Rm 822) for a sticker.

The majority of our students comply with the dress code; however, some students will take it upon themselves to break the dress code. These students will meet with administration or guidance, parents will be contacted and asked to bring in the dress code or the school will offer dress code items to students if possible. If students repeatedly violate the dress code an in-person conference will be scheduled with the parents and student.

COLLECTION OF FUNDS FOR STUDENT CLUBS OR ACTIVITIES:

Below are procedures for those who collect monies to be deposited into the school's bank account:

- Request to collect funds (form in 822) must to be filled out and approved by Principal, prior to activity
- Any students collecting funds must keep track of money collected and be supervised during the process by staff club advisor or staff activity lead.
- All money collected must be counted after the event, recorded and turned into staff advisory or activity lead.
- Monies collected must be turned in to School Treasurer (Ms. Reyes) promptly upon completion of activity and complete the Collection of Forms fund (room 822)
- Money must be deposited into a school account. Staff or students cannot be reimbursed in cash with money collected.
- Request for Expenditure form must be prepared to request any of the monies collected.
- Must maintain complete and accurate details of money collected.

CHANCELLOR'S REGULATIONS

Below are several Chancellor's Regulations that all DOE employees should review and should become familiar with at the beginning of the school year. Please click on here Chancellor's Regulations to read and review the Chancellor's Regulations. These regulations will be shared in the 2025-2026 MHSIS school year shared docs.

Chancellor Regulations

- A-411-BEHAVIORAL CRISIS DE-ESCALATION, INTERVENTION AND CALLING 911
- A-412-Security in the School
- A-413-CELL PHONES AND OTHER ELECTRONIC DEVICES IN SCHOOLS
- A-414-SAFETY PLAN
- A-415-DEPARTMENT OF EDUCATION EMERGENCY NOTIFICATION
- A-418-SEX OFFENDER NOTIFICATION
- A-420-Pupil Behavior and Discipline - Corporal Punishment
- A-421-Verbal Abuse
- A-432 Search and Seizure
- A-443-Student Discipline Procedures
- A-601 Activities Clubs and Organizations
- A-610 Fundraising Activities and Collection of Money from Students
- A-640 Filming at School Facilities
- A-750-Child Abuse
- A-755-SUICIDE PREVENTION INTERVENTION
- A-830-Discrimination and Harassment

- A-831-Peer Sexual Harassment
- A-832-STUDENT-TO-STUDENT DISCRIMINATION, HARASSMENT, INTIMIDATION AND/OR BULLYING
- C-105-Arrest of DOE Employees
- C-110-CONFLICTS OF INTEREST, COMMUNITY EDUCATION
- C-601-Attendance and Service of School Staff
- C-603-Absent Employees
- C-604-Timekeeping
- C-605-Salary, Attendance, and Leave of Pedagogical Employees
- C-606- TIME OFF FOR RELIGIOUS OBSERVANCE
- C-607-SALARY, ATTENDANCE, AND LEAVE OF MANAGEMENT EMPLOYEES
- C-770-ASSIGNMENT OF SUSPENDED EMPLOYEES
- C-810-Tobacco Products and Smoke-Free Air
- D-180-EXTENDED USE OF SCHOOL BUILDINGS
- D-210-ANTI-DISCRIMINATION AND ANTI-HARASSMENT POLICY
- D-130-Political Activities

Also, please take a moment to review the NYC Department of Education Social Media Guidelines

GENERAL RESPONSE PROTOCOLS (GRP)

GRP Presentations - please review this presentation.

UPDATED COVID-19 GUIDELINES:

Updated Guidance Related to COVID-19 Absences

The city has shared that Personnel Memorandum #3 related to COVID-19 Excused Absences will expire August 31, 2025 and will no longer be in effect. Excused COVID leave will no longer be available for any employee.

Some of the COVID-19 Procedures for absences have changes and we will update this section when we get the final policy.