



PS 246

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Assistant Principals

PS 246 STAFF HANDBOOK 2025-2026

SOARING TO EXCELLENCE



The higher we soar the smaller we appear to those who cannot fly-- Friedrich Nietzsche

ADMINISTRATORS' WELCOME

September 2025

Dear Colleagues:

Welcome to the 2025 – 2026 school year. The success of our students and community relies on the effectiveness of our professionalism, knowledge, teamwork and collaboration. Our school's focus is to provide a well-balanced education that will be a bridge to opportunity and success for our young learners. P.S. 246 recognizes that students can and will value their educational experience if they see, feel and understand the connection to their personal lives. To meet our students' needs, our programs will focus on a standards based rigorous curriculum that motivates and inspires students to make connections between our school and their future. The programs at our school focus on students' strengths and build self-esteem through authentic and rigorous achievement. Preparing our students for College and Career continues to be at the foundation of our work.

Commitment to Achievement

- A shared vision of successful student learning will be developed by providing instructional models and academic exemplars so that students and parents will be familiar with good performance.
- Instruction will include frequent and timely assessments of students' learning progress and immediate feedback will be given. This will inform the community (teacher, students and parents) if additional time or alternate learning strategies are needed to improve student learning.
- Systematic reviews of the assessments of students' learning will be conducted for the purpose of analyzing the data to determine if patterns of students' misunderstandings emerge that could be avoided in the future and to seek solutions for improving students' achievement.

Systems for Student Success

- Monthly communication to Families (parent engagement time used for this purpose).
- Each student will have a clear understanding of requirements for grade level success. Teacher expectations will be communicated to the students and families on a monthly basis.
- Sustain a strong and positive academic learning climate in which teaching and learning are actively supported and maintain a culture of high expectations for students and staff.
- Progress measures will include teacher assessment binders, student work review, results of student/parent surveys and conference logs. Grade driven Data Teams will be a key structure for teachers to examine student work and collaboratively plan and monitor instruction to appropriately meet the learning needs of all of our students. Our ongoing focus on the gathering, analysis, and use of data will serve to ensure that student progress and performance are maximized by strategic, precise, and personalized instructional steps, correlated to the data.

Working together with systems, procedures and structures focused on student progress and performance, aligned to the rigorous Next Generation Learning Standards expectations, we will provide our students with an education that truly prepares them for College and Career Readiness.

Sincerely,

Andrea A. Johnson, Principal

P.S. 246 ADMINISTRATIVE & SCHOOL OPERATING PROCEDURES

NOTE: This Handbook reflects current information, as of September 4, 2025

Revisions will be disseminated, as necessary

ADMINISTRATION

Principal	Andrea A. Johnson
Assistant Principals	Ilham Jaoui, Grades K-2/Special Education Vanessa Livingston-Prince, Grades 3-5/ENL Department

ADMINISTRATIVE SUPPORT

Procurement Specialist	Angela Cruz
Pupil Accounting	Azucena Cacho
UFT & SLT Chair	Steven Bilder
Testing Coordinator/Data Specialist	Kay Inniss
Guidance Counselors	Amina August & Chane Griffith
IEP Teacher	Yasmina Ellis
Parent Coordinator	Vivian Ortiz
Community Coordinator	Pamela Smith

INSTRUCTIONAL SUPPORT

Kindergarten through 2nd Grade	Victoria Young, Literacy Coach Hicha Chmielnicki, Math Coach
3 rd through 5 th Grade	Theresa Flannery, Literacy Coach Tary Susana, Math Coach
Bilingual/ESL Coach/Coordinator	Darian Granville

SCHOOL BASED SUPPORT TEAM

Psychologist	C. Owens
Bilingual Psychologist	Naomi Perez
Social Worker	Albert Feliciano
Family Workers	Sonia Babb, Niklaily Francis

FACILITIES

Building Manager	Juan Santana
Custodians	Eddie Cintron
	Eddie Cintron Jr.
	Douglas Calcedo

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The Poe Center

VISION STATEMENT

Empowering each child to reach their fullest potential through personalized learning and collaborative partnerships.

MISSION STATEMENT

Our primary focus is to create a learning environment where children, in partnership with their families, actively participate in their education so they can be challenged to their fullest potential. We envision methodologies that allow for their individual differences and learning styles. Our ultimate goal is to make all children successful learners.

INSTRUCTIONAL FOCUS

In the school year 2025-2026 in order to continue to address student's academic gaps and to ensure our students meet Grade level NGLS standards we will continue to focus on **progress monitoring, actionable feedback, conferring, the four hallmarks of Advanced Literacy, explicit instruction and growth mindset**

OUR STUDENTS LEARN BEST THROUGH:

- ♥ Supportive interactions with adults who know them well
- ♥ Positive and structured learning environments
- ♥ Individual and small group instruction
- ♥ Meaningful and appropriate scaffolds
- ♥ Having choices and taking ownership
- ♥ Talking and making their thinking visible
- ♥ Monitoring their progress
- ♥ Specific and ongoing feedback

HIGHLIGHTED CHANCELLOR'S REGULATIONS

All NYC DOE employees are required to follow the Chancellor's Regulations. It is the responsibility of every NYC Department of Education employee to read all of the Chancellor's Regulations, not just those Regulations listed below, and to align their conduct to the Chancellor's Regulations.

The New York City Department of Education's (NYCDOE) [Chancellor's Regulations](#) cover a wide range of policies, divided into four sections (please reference digital folder shared with you for documents):

- Volume A addresses student-related issues, from admissions to promotion.
- Volume B addresses school-based budgeting.
- Volume C addresses employee issues, from hiring to termination.
- Volume D addresses parent and community involvement.

Specific consideration should be given to the following Chancellor's Regulations and note that A-210 and A-750 have been completely updated (Fall 2021) and all staff must become familiar with the updated protocols and procedures:

Regulation Number	Regulation Description
A-210	Minimum Standards for Attendance Programs
A-412	Security in Schools
A-413	Cell Phones and Other Electronic Devices in Schools
A-420	Corporal Punishment
A-421	Verbal Abuse
A-432	Search & Seizure
A-610	Fundraising Activities and Collection of Money from Students
A-640	Filming at School facilities
A-670	School Trips
A-750	Child Abuse Prevention
A-755	Suicide Prevention/Intervention
A-820	Confidentiality and Release of Student Records; Records Retention
A-830	Anti-Discrimination Policy & Procedures for Filing Internal Complaints of Unlawful Discrimination/Harassment
A-831	Student-To-Student Sexual Harassment
A-832	Student-To-Student Discrimination, Harassment, Intimidation, and/or Bullying

C-105	Procedures in Case of the Arrest of Employees
C-110	Conflicts of Interest, Community Education Council Members, Employment of Family Members
C-175	Per Session Employment
C-601	Attendance and Service of School Staff
C-603	Responsibilities of Absent Employees
C-604	Timekeeping
D-130	Conduct of School Employees and Officers with Respect to Political Activities in School Buildings

Additional Policies & Guidelines (links may require login to the NYC DOE

InfoHub): • [Internet Acceptable Use and Safety Policy \(IAUSP\)](#)

• [NYC Department of Education Social Media Guidelines](#)

HIGHLIGHTED CHANCELLOR'S REGULATIONS

*****Under the updated policy, Chancellor's Regulation A-413.** students are not permitted to use personal internet-enabled electronic devices during the school day. This includes devices such as cell phones, laptops, tablets, and portable music and entertainment systems.

Beginning in the 2025-26 school year, in accordance with New York State law,

New York City Public Schools (NYCPS) is updating its policy regarding the use of personal internet-enabled electronic devices, including cell phones, in school. This change supports the State's intent to create distraction-free schools and aims to ensure safe and focused learning environments across all NYCPS schools.

 cell phone policy P.S. 246 - SY 25-26

Chancellor's Regulation - Child Abuse and Neglect Report

New York State Service Law (SS411 et. Seq.) mandates that all school personnel immediately report all cases of suspected child abuse and maltreatment. Any staff member who has reasonable cause to suspect that a child is abused, maltreated, or neglected must call it in. Please be advised that the counselors are available to assist with this process.

Pursuant to **Chancellor's Regulation A-750** (Section I.A.1), All pedagogical and non-pedagogical school personnel are mandated reporters. All mandated reporters must personally make the call to the State Central Register (SCR) whenever they have reasonable cause to suspect that a child has been abused or neglected. The reporter is not required to possess certainty or to interview the child.

The mandated reporter number is: 1 (800) 635-1522.

Staff must immediately notify the Principal or Designee after making the report to the SCR and share the call ID number. (Section I.A.3)

School personnel must complete a written report (Form DSS-2221-A) immediately after notifying the Principal or designee. Copies of this report are available in the School Counselor's office and assistance completing these forms will be offered by the School Counselor.

Chancellor's Regulation - Corporal Punishment

The by-laws state that any mentally or physically degrading punishment is corporal punishment. Punishment such as standing a child in a corner or in the hall, having him/her write a phrase or sentence many times, or repeated marching up and down stairs are examples of such punishment. According to the Chancellor's Regulation A-420: ***"No Corporal Punishment shall be inflicted in any of the public schools or punishment of any kind tending to cause excessive fear of physical or mental distress. Violation of this bylaw shall constitute ground for dismissal."*** Please be advised this administration has a **ZERO TOLERANCE POLICY** in reference to Corporal Punishment. Any allegations of corporal punishment will be forwarded to the District Office and the Department of Education for immediate investigation.

Chancellor's Regulation – Sexual Harassment

Student peer sexual harassment must be reported under Chancellor's Regulation A-831 as well as student-to student bias-based harassment, intimidation, and/or bullying under Chancellor's Regulation A-831.

Failure to Report

Failure to report abuse, corporal punishment, verbal abuse and/or harassment can lead to disciplinary action and/or subject you to investigation.

Cooperation with Outside Agencies

The school is required to cooperate with outside agencies such as the police and Administration for Children's Services (ACS). Administrators coordinate this operation and are to be immediately notified when someone from an outside agency arrives. The chain of command in ACS cases is the Principal and the Guidance Counselor.

Note: All ACS visitors must sign the Visitor's Log in the Main Office.

COMPREHENSIVE EDUCATION PLAN (CEP)

GOALS

PRIORITY 1 – ELA

By May, 2026, literacy for All Students will improve, as measured by a [redacted] increase, from 58 to [redacted], of the number of students scoring at Levels 3 & 4 on the NYS ELA Exam Results.

PRIORITY 2 – ALL STUDENTS ARE PHYSICALLY AND EMOTIONALLY SAFE

By June 2026, physical and mental wellness for All Students will improve by a 20% decrease in the number of Level 4 incidents from 57 to 37, as measured by the OORs reports.

PRIORITY 3 – Math

By June 2026, the number of students scoring at levels 3&4 will increase by [redacted] students from 78 students to [redacted] students, as measured by NYS Math Exam.

Chronic Absenteeism

By June, 2026, the Chronic absenteeism rate for All Students will decrease by 22%, from 47 to 25%, as measured by the New Visions Portal and Insight data platforms.

By June, 2026, the Chronic Absenteeism Rate for English Language Learners (ELL) will decrease by 20%, from 43% to 23%, as measured by the New Visions Portal and Insight data platforms.

By June, 2026, the Chronic Absenteeism Rate for Students with Disabilities (SWD) will decrease by 30%, from 62% to 32%, as measured by the New Visions Portal and Insight data platforms.

QUALITY INDIVIDUALIZED EDUCATION PROGRAM (IEP)

By June 2026, to strengthen the quality and implementation of IEPs for Students with Disabilities (SWD), we will improve and ensure that 100% of students with disabilities have Individualized Education Programs (IEPs) aligned to grade-level standards and implemented with fidelity by a 15% Increase, from 85% to 100%, as measured by IEP reviews.

The instructional foci will be embedded in:

- 1) Development of teachers' instructional strategies through the provision of meaningful feedback to enable them to develop their pedagogical acumen.
- 2) Facilitation of students' deeper interactions with text through close reading and daily writing to: foster academic language; ensure an understanding of academic writing and speaking; and deepen knowledge of abstract concepts and ideas.
- 3) Building instructional acumen around questioning and discussion techniques to deepen student understanding and logical reasoning skills and provide multiple entry points into the lesson.
- 4) Data driven collaborative planning, to enhance access to multiple teaching strategies for all students.

These focuses are directly linked to Danielson Framework for Teaching, Domain 3 and will lead to improved student performance and academic progress. In addition, our focus will also be embedded in all aspects of our school practices, but not limited to, the following:

- Supervisory observations (formal and informal) and feedback to teachers will focus on teachers' effective assessment and feedback to students through one-on-one conferring and small group instruction.
- The school's Coherent Set of Beliefs About How Students Learn Best highlights effective classroom practices, aligned to this focus.
- The school's goal-setting process (including CEP and individual teachers' goals) will focus on Danielson Framework for Teaching, Domain 3.
- Professional Learning Communities (PLC's) targeting these instructional focuses.
- Bulletin Boards will include teachers' actionable feedback to students for their displayed products through grade appropriate rubrics.
- **Student capacity in writing will be built utilizing the "Six Traits of Writing" (Voice, Conventions, Ideas, Word Choice, Sentence Fluency, Organization) coupled with the "writing process" (prewriting, drafting, revising sharing and editing, proofreading, and publishing) throughout the instructional day across all content areas.**
- Student portfolios will include teachers' feedback to students and student reflection on their work.
- Collaborative Teacher Teams will engage in Looking at Student Work and sharing effective strategies for providing next steps and feedback to students, due to their analysis of students' strengths and areas of need.
- Administration will monitor for evidence of impact and reflect on implementation of the instructional focus. **Adjustments to practice and structures will be informed by reflections and evidence.**
- Strategic collaborations with colleagues and administrative support personnel will support our instructional focus.
- Budgetary decisions and allocation of resources (human resources, time, facilities, expenditure of funds) will align to support our instructional focus.

PS 246 Poe Center

Coherent Set of Beliefs About How Students Learn Best 2025 -2026

A. <u>Differentiation; Provision of Appropriately Challenging Tasks; Supports/Extensions</u>	
EVIDENCE	Relevant Danielson Component
Relevant & clear Process Charts ; other supportive materials to encourage student independence	1e
Universal Design For Learning (UDL) strategies, such as color coding of presented materials; asterisks, boxes, different fonts to highlight important ideas; re-formatted materials to make them more student-friendly	1e
Lessons and tasks are planned and implemented which are sequenced to build logically and incrementally on students' prior knowledge and abilities	1e
Class Word Walls/Student Vocabulary Notebooks (or other method) to capture, emphasize, and reinforce: ACADEMIC VOCABULARY; DOMAIN-SPECIFIC VOCABULARY; COGNATES; IDIOMATIC EXPRESSIONS; COLLOCATIONS; MULTI-MEANING WORDS	2e
Scaffolds with: appropriate graphic organizers; chunked texts; alternate reading materials; tiered assignments, materials; leveled texts at various reading levels, matched to student independent reading levels; conference schedules and guided reading and small group instruction; intentional student groupings (with assigned personnel and clear and appropriate tasks, based upon students' needs	3c
Teaching and Learning related to Annotating Texts as a way to help students carry meaning from complex text	3c
NGLS aligned Rubrics with clear expectations ("I can statements")	3c
Ongoing checks for understanding with: conferring notes, clipboards, post-its	3d
Students' self-reflections and assessments, with exit slips; post-its	3d

Common practices that are evident school wide in both horizontal and vertical teams

B. Actionable Feedback to Students; Annual and Interim Goals

EVIDENCE	Relevant Danielson Component
One on One conversations between teachers/paraprofessionals and students	3d
Formative feedback to students, with post-it notes, conference notes	3d
Student Goals, based on NextGen Standards “I Can Statements”	3d
Monitoring Progress Forms with student goals and FREQUENT measurements of goal progress/ attainment	3d
NextGen Standards Rubrics to support feedback for students to incorporate next steps	3d
Assessments and grading that reflects consistent school-wide policies and expectations	3d
Active and ongoing use of ZEARN, ENGAGE NY, Learning A to Z, etc.	3d

C. Student Engagement; Higher Order Thinking Skills; Rigor

EVIDENCE	Relevant Danielson Component
Student to Student Conversations	3b
Accountable Talk; Think-Pair-Share; Turn and Talk, etc	3b
Higher Order Thinking Questions/Tasks/Assignments	3b
Use of various levels of Depth of Knowledge/Cognitive Demand	3b
Open-ended, Text-Dependent Questions	3b
“Making Thinking Visible” strategies, such as: “What Makes You Say That?” Rationale for Learning: What? Why? How?	3b, 3c
Clear expectations (student learning objectives related to making claims/arguments and supporting claims/arguments with TEXT-DEPENDENT EVIDENCE)	3c
Close Reading of challenging, interesting, provocative texts that promote thinking, diverse view, and debate	3c
Teaching and Learning related to Annotating Texts	3c
NextGen Standards aligned units and lessons	1e,3c

Patterned Way of Reading, Writing, Thinking, and Talking	3c
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D. <u>Explicit Modeling; Teaching; Classroom Teaching Strategies and Routines</u>	
EVIDENCE	Relevant Danielson Component
Mini-lessons with teaching points that teach strategies that students need to apply to gain mastery of skills, concepts, and content	1e
Use of authentic texts to model exemplars	1e
Daily Routines of emphasizing expansive time for students' thinking and talking	3b
Daily Routines of emphasizing expansive time for students' authentic reading and writing	3c
Daily Routines of emphasizing student's ownership of their learning	3c
Clearly articulated student learning objectives and assessments (what students will be able to know and what they will be able to demonstrate about what they have learned)	3d

Please see Danielson Hub for resources for each domain to support your instructional practice:
[PS246X Danielson Framework Hub.xlsx](#)

Coherent Set of Beliefs of How Students Learn Best at PS 246

Practices that are evident school wide

Advance Literacy	Explicit Instruction
Math Conversations / Number Talks	Actionable Feedback

Hallmarks of Advance Literacy
Supported by School Wide Protocols

Hallmark 1: Work with engaging text that features big ideas and rich content	Hallmark 2: Talk/Discuss to build both conversational and academic language and knowledge
Hallmark 3: Write to build language and knowledge	Hallmark 4: Study a set of high- utility vocabulary words and academic language structures to build breadth and depth of knowledge

The Science of Reading

As we continue this school year with the HMH Into Reading curriculum, it is important to understand the background and basis of it. Below is a definition of the Science of Reading and its importance to our school community.

The science of reading is a multidisciplinary field that delves into the cognitive processes and neural mechanisms involved in the act of reading. It combines insights from psychology, linguistics, neuroscience, and education to understand how individuals acquire and comprehend written language. One crucial aspect of this science is decoding, which involves recognizing and connecting individual letters or letter combinations to their corresponding sounds, known as phonemes. Additionally, comprehension strategies, vocabulary development, and fluency are also central components of the science of reading.

Understanding the science of reading is of paramount importance for several reasons. Firstly, it provides educators with evidence-based insights into effective teaching methods, allowing them to tailor instruction to meet the diverse needs of students. This knowledge can help identify and address reading difficulties early on, reducing the risk of reading difficulties persisting into adulthood. Secondly, literacy skills are fundamental for success in virtually all aspects of life, from academic achievement to career opportunities. By grasping the science behind reading, society can better promote literacy and improve overall educational outcomes. Lastly, research in this field continually evolves, offering innovative insights into how to enhance reading instruction and support individuals with reading disabilities, ultimately fostering a more literate and informed society.

In summary, the science of reading sheds light on the intricate processes that underlie our ability to read and comprehend written language. It holds the key to effective literacy instruction, enabling educators to equip students with the essential skills for success. Moreover, this field of study plays a vital role in promoting literacy as a cornerstone of education and personal development, ultimately contributing to a more knowledgeable and empowered society.

P.S. 246 is committed to the implementation of the science of reading which is embedded in our HMH literacy curriculum. HMH is **grounded in research and guided by learning sciences**. Decades of research have shown that learning to read requires two things: decoding written words and comprehending what they mean. This requires explicit, systematic instruction and practice over time. HMH programs are grounded in the [science of reading](#) and [structured literacy](#), from the leader in connected teaching and learning. Beginning with foundational skills and moving to advanced reading comprehension and higher-order thinking, HMH's evidence-based science of reading curriculum supports all students across Grades K–12.

ARRIVAL & DISMISSAL

In collaboration with the principal, the BRT will identify staff to assist with morning entry.

- Identify staff to be present on the exterior of the building to assist students lining up for entry.
- Work with school staff and School Safety Agent(s) to ensure that visitors and students follow all school health protocols as necessary and as finalized by the NYCDOE.
- Identify staff to direct students to go straight to their assigned classrooms.

The school building will be open at 7:40 am for breakfast until arrival at 8:10 am. Grab and Go will be available to late students in the small cafeteria (students are to eat in the cafeteria then head up to class). Students arriving on time will be given a pass so that they may be marked appropriately for attendance.

Kindergarten and Grade 1: Will enter at 193rd Street through the large cafeteria and travel up stairwell C with teachers during pick-up. Grades 2-5: Will enter from the school yard and line up in the yard.
Inclement weather: K-1 will enter at 193rd Street through the large cafeteria. 2-5 will enter at 193rd Street and line-up in the gym.

ALL Teachers (K-5) MUST pick up their students at the designated locations for morning arrival by no later than 8:10AM. In order to ensure a smooth and orderly dismissal, teachers must be prompt at all dismissal locations no later than 2:30PM.

Dismissal Times and Locations

Kindergarten students will dismiss at 2:20 pm. Students in grades 1 - 5 will be dismissed beginning at 2:25 pm.

Students will follow the dismissal schedule as listed below:

- Kindergarten dismissal at 2:20 pm – small Cafeteria – staircase C
- First grade dismissal at 2:25 pm – large cafeteria – staircase B
- Second grade dismissal at 2:30 pm – Gym – staircase C
- Third grade dismissal at 2:30 pm – main entrance – staircase C
- Fourth grade dismissal at 2:30 pm – Creston Avenue – staircase B
- Fifth grade dismissal at 2:30pm – Creston Ave – staircase A

In an effort to ensure the safety of all of our students it is essential that we all follow the dismissal protocols below:

Beginning on Thursday, September 4, 2025, all parents, guardians and care providers picking up students from Kindergarten, First, Second, Third, Fourth and Fifth Grade will need to bring a government issued identification with a picture to dismiss. The names of authorized individuals who can pick-up students will be next to each student's name on the sign out sheets and identification will be checked against these names.

Anyone who is sent to pick-up a student who is not an authorized pick-up person, per your emergency contact sheet, will not be allowed to retrieve the child until we have verbal and/or written authorization from the child's primary caregiver. Guardians must alert the school if someone who is not on the emergency contact is picking up their child by calling the school/teacher and alerting them of the name of the person picking up the child.

The alternative pick-up person must come with a government issued ID with a picture and their full name to pick-up the child.

For Grades K-2, there will be a formal sign-out sheet. Parents will sign for their children and students will be brought outdoors to where the parents are. The main office will create this document for teacher usage. Teachers are asked to submit the document to the main office each day before leaving. All teachers in K-2 should ask families about who will be picking up students each day to get children into a familiar routine.

Third Grade will be dismissed from the main entrance. Fourth and Fifth grade will be dismissed from the school yard by Creston Avenue -- fourth and fifth grade walkers will be dismissed first. During inclement weather fourth and fifth graders will line up inside the stairwell A and stand on every third step to await pick-up. Teachers must ensure that all students are present during dismissal. **You are not to release a student without knowing who the student is leaving with.**

All K – 5th grade students must be picked up by an approved adult from the Emergency Card. If a student walks away from the line, you must inform the immediate supervisor or office staff, and call the child's home immediately. Any 4th or 5th grade student who is able to leave on their own must have it checked off on the emergency contact form or must have a written letter from a parent or legal guardian stating so. The original letter will be kept in the main office and a copy will be placed in the students' cumulative record.

- Designated points of egress will have signage stating the grades that will use that exit.
- School aides will be placed strategically at dismissal points to assist students, parents and teachers with social distancing.
- Families will be advised of exit procedures and will be encouraged to arrive at designated times to avoid congestion. Staff will be assigned to the school yard and the exterior of the school to encourage students and parents to not congregate outside.

FACULTY- DUTIES/ASSIGNMENTS

Role of Out of Classroom Staff

Literacy and Math Coaches will be assigned to teachers throughout the year to provide support, enrich the teaching-learning process, and to enhance the learning environment by providing the following services:

- *Provide ongoing support and assistance to new and experienced teachers which will include the use of teaching materials, resources and best practices.*
- *Model best practices and organize classroom inter-visitations.*
- *Assist all teachers in setting up and maintaining appropriate standard-based classrooms with print-rich literate environments.*
- *Assist teachers in developing a curriculum that is developmentally appropriate and that meets the needs of all students in the class.*
- *Facilitate meetings, workshops, and other staff development sessions for teachers and educational assistants to discuss what is happening in the classroom, plan for the following week and overall classroom planning. This will take place during the teacher's common prep period. Educational Assistants will participate in the meetings with their teacher on integration of the grade. Check with your immediate supervisor for guidance.*
- *Assist and support teachers in implementing literacy, math and integrating other content areas.*
- *Spend time in programs of other staff members (they are not assigned to work with directly) and offer assistance.*
- *Coordinate resources, inventory, and the Professional Resource Room.*
- *Facilitate parent workshops and support parent involvement activities.*

RTI, SETSS, AIS and ESL teachers

- *Will provide direct instruction to "at risk" and mandated students by conducting on-going guided groups.*
- *Provide direct instructions to AIS students in content areas.*
- *Provide training in classroom management and behavior modification systems.*
- *Support celebrations and special events/activities.*

Administrators, Coaches, & Teachers

Teachers and coaches are expected to work together in a professional, collegial manner in order to provide maximum classroom efficiency and program excellence. The coaches will work with staff in cycles lasting approximately four to six weeks. A Log of assistance will be completed and submitted to the immediate supervisor on a monthly basis. At that time, an evaluation will be made with the staff member, coach, and immediate supervisor as to whether additional support is needed. Professional development strategies modeled by the coaches are to be implemented in the classrooms in a manner that is consistent with school goals and philosophy.

Grade Leaders

Grade leaders will play an active role in our school this year. They will:

- *Act as trip coordinator for the grade and consult with your supervisor on planned trips for classes.*

- Act as liaison between teachers on the grade and the immediate supervisor for ordering instructional materials, planning grade wide events
- Organize student assignments for school breaks and as needed.
- Support instructional goals of the school through scheduled meetings with the coach, immediate supervisor and the principal with the purpose of dissemination of scholastic information to colleagues on grade.

STAFF ATTENDANCE & PUNCTUALITY

Change of Name or Address

Please notify the payroll secretary of any change of name, address or telephone number and fill out an OP85 form.

Absences

If a staff member is unable to report to work on a given day, he/she is expected to call the main office no later than 6:45 a.m. at 718-584-6764 Ext. 1030 or 1031 as soon as they are aware that they intend to be absent. The administration reserves the right to require a doctor's note for absences on the day(s) before or after a holiday and/or weekend. Please be aware that staff that has accumulated six (6) absences or lateness will receive a warning letter. Ten (10) or more absences or lateness in any single school year could result in disciplinary action, including an unsatisfactory annual rating. Attendance and punctuality will be closely monitored, and staff will receive written notification if a pattern of absence or lateness develops.

Daily staff attendance is expected as this provides instructional continuity and meaningful educational instruction for our students that are paramount to providing a quality education. **Please schedule doctor's appointments after school hours.** In cases of an emergency or instances that require a doctor's visit during the school day, staff must provide the Principal with a request to leave early form seven days in advance and submit a doctor's note upon returning to work. Should you need to take off, **you must complete a request for a personal day a minimum of three days in advance** with documentation and submit Sub plans to your immediate supervisor.

Please note Chancellor's Regulation C-601 states:

To ensure continuity of instruction, an essential element of employment in the pedagogical service is regular attendance and service. Appointment or assignment to the pedagogical service and the acceptance of such employment is contingent upon the ability and the willingness of the employee to render continuous service. ...absences which are so numerous as to limit the effectiveness or service may lead to disciplinary action for incompetent service or unfitness to perform obligations properly to the service. The fact that excuse or leave was applied for and granted properly does not preclude disciplinary action which may range from adverse rating to the institution of proceedings for dismissal or termination of service. Such disciplinary actions shall not be precluded even when the cause of absence is a medical or physical condition."

Deductions for Fractional Absence:

Other than fractional absence which has been approved at the discretion of the principal as non-attendance (e.g., transportation delay), personal business (e.g., the illness of a teacher's child), or the personal illness of the employee, all fractional absences occasioned by late arrival must be recorded for possible payroll deduction. Fractional absence totaling 30 minutes or less during a school year will not result in an actual deduction from salary but will be recorded as a lateness. When the total is greater than 30 minutes within a school year, a salary deduction will result.

Leaving the Building During School Hours

With the exception of designated lunch periods, you must remain in the school building at all times, this includes preparation periods. If it becomes necessary to leave the building, you must obtain prior approval from the Principal or your immediate supervisor.

Punctuality

Teachers are expected to be ready to begin instruction at the school start time of 8:10 am. **This means that if you are at designated locations ready to pick-up your students and escort them to your respective classroom where instruction will commence promptly.**

In the event of an emergency that will cause a late arrival you must notify the main office and be sure to indicate the time of anticipated arrival so that we can make program adjustments for the day. It is important that staff give themselves enough time to arrive at school, check in, and settle in so that they can assume their duties on time. As the instructional school day begins at 8:10 a.m., staff should be at their assigned post ready to begin their day at 8:10 a.m. Please note that classroom observations will be scheduled beginning at 8:10 am.

Based on the results of the SBO vote on Monday professional development and Other professional work time (OPW) this year's PD's will occur from 2:30 to 3:30 pm on Mondays and OPW will take place from 2:30 to 3:00 on Tuesdays.

In-Person Time Cards/Remote teaching:

Clocking in upon arriving at school, in-person staff members are required to move their time card from the left (out) card holder to the right (in). As the school day begins at 8:10 am all cards must be moved by that time. Anyone entering the building after 8:10 am will be considered late. At 8:12 am all cards that are not moved will be pulled by the school secretary who will gather time cards, document absences on the time card, and maintain a daily log of staff attendance, arrival (lateness and departure). Please note that the policy for attendance and punctuality will be strongly enforced. It is important that at the end of the school you must move your time card from right (in) to left (out). Staff working per session or other after school programs must 'punch in and out' each day recording the time per session begins and ends. Under no circumstances should a staff member ask another person to move or punch his/her time card or alter the time card in any way. These actions are unauthorized and will lead to disciplinary measures. If instruction moves to remote learning, all staff will sign in via STAFF TEAMS.

Leaving the Building During School Hours

With the exception of designated lunch periods, you must remain in the school building at all times, this includes preparation periods. If it becomes necessary to leave the building, you must obtain prior approval from the Principal or your immediate supervisor.

Leaving the Classroom

Under no circumstance is any pedagogue or paraprofessional allowed to leave their classroom unattended (**or one of the teachers leaves the room in an ICT classroom**). It is your professional responsibility to remain with your class during all instructional assigned time and/or to ensure your class is supervised by an authorized staff member if you have to leave the room for any reason. ***Children are never to be left unattended at any time.***

Personal Days

Pedagogues are entitled to use three (3) of their ten (10) sick days as “personal days” for personal business that cannot be conducted after school hours. You are expected to make a written request for personal time to the Principal at least five (5) days in advance **with appropriate documentation.**

Other Authorized Absences

Absences due to attendance at professional meetings, a funeral, jury duty or graduation may be eligible for “non-attendance with pay”. To request non-attendance with pay, submit an OP 201 form to the payroll secretary with appropriate documentation as to the date of the absence, in advance of the absence for review and/or approval whenever possible. Documentation includes meeting agendas, graduation program, Jury Summons, etc.

Emergency School Closings

In the event of a snowstorm or hazardous weather conditions, the school will operate in accordance with the guidelines in the Chancellor’s Memorandum No. 4, 1997-1998, regarding school closings and delayed school openings. Additionally, you can also be notified via our school messenger. Consequently, it is imperative that we have your current phone number and an emergency number on file. Also, please listen to radio station WINS (1010) or watch television stations CBS (2), NBC (4) ABC (7) for updated information.

In addition, please refer to the written guidance from the NYC DOE in reference to cases of CO-VID19 within the school community.

Substitute Teacher Coverage

Substitute teacher lesson plans are due to your supervisor by Monday, October 6th, 2025 (*please provide a minimum of three lesson plans per period and content with all necessary copies made*) the sub plans will be sent to your supervisor. They will be assessed using the “Substitute Lesson Plan Rubric” (*see Attachment A-1*) to ensure that in the event of your absence students will continue to receive rigorous and relevant instruction. These plans should be relevant to your unit of study and be a review of lessons recently taught in the content blocks. Upon approval, please submit substitute lesson plans to the main office, to ensure accessibility. Please remember that these plans will be utilized should you need to leave school due to illness or you are absent. **Substitute lesson plans are to be updated monthly.**

Additionally, teachers are expected to leave in a clear plastic envelope pertinent student information: fire drill information, a list of bused students, a list of students with health problems, after school programs students, etc. The envelope is to be left in a place easily accessible and visible to the substitute teacher. A plan should always be left on file in case teachers have taken their plan book home. If necessary you may fax your lesson plan by 7:30 a.m. to (718) 584-7005 ATTN: Ms. Innis or email them to KInniss2@schools.nyc.gov.

Class Break up

School aides will break-up students, placing students, placing an appropriate amount of students in each classroom on their current grade first, a grade below and then the next grade above them based on space.

Recording Conversations

It is expected that faculty and staff will respect the privacy of other individuals in the workplace and educational setting. The School does not condone recording of individuals who are unaware that such recordings are being made. Therefore, in order to promote an environment of trust and collegial academic sharing, it is expected that any recording will be done only with the prior consent or knowledge of the parties involved.

Recording of any conversation or meeting between a supervisor and a subordinate, occurring at the workplace or other educational setting, is **prohibited** without the knowledge or consent of all parties involved. This includes the recording of any conversation through the use of a tape recorder, cellular telephone, MP3 player, or other electronic recording device.

The purpose of this policy is to promote open and honest communications and to prevent a chilling effect within the school environment that may result from surreptitious recordings. Violation of this policy will result in disciplinary action, up to and including termination.

In remote learning, instruction may be recorded. However, the presenter must inform attendees that the session will be recorded prior to the start of the lesson/session/ or professional development.

Professional Development

All professional development will take place in person. Based on the health and safety of our school community, administration will decide in conjunction with the NYCDOE next steps for either virtual, face to face or a combination of both for staff professional development if COVID becomes a health issue.

Attendance at monthly staff and faculty meetings is mandatory, as there is much work to be accomplished around planning utilizing grade specific next generation standards, best practices, rubrics, assessment and data. A schedule for dates of monthly meetings will be published and disseminated.

Ongoing professional development is an important part of teachers' work. It is the responsibility of all professionals to keep up with the developments within their profession. There will be multiple opportunities for staff development at the school, through the UFT and NYCDOE. Professional development activities include the exchange of information with colleagues, attendance at conferences and/or workshops, college courses, school and classroom visitations, distribution of written materials, and in-class support by school based/coaches or consultants. Staff members attending staff development opportunities sponsored by the NYCDOE, Professional Institution or our District will be expected to share and/or turnkey the information to the rest of the staff.

Study Groups

It is also important that we engage in opportunities to talk about what is happening in our day to day lives in our school community and the various trends in education that impact our professional practice. Study groups provide a chance for professionals to get together to informally discuss topics in education, and to read and share professional books and articles. With that in mind, you are strongly encouraged to form small groups of 4 - 8 staff members that will reflect a diversity of educators, i.e., first grade teacher, fifth grade teacher, ed. assistant, assistant principals, etc. A facilitator should be designated to act as a representative for the group, and groups will meet during professional development sessions/days, and voluntarily before or after school. During remote learning, study groups will meet virtually on Microsoft Teams.

Preparation Periods (PREPS)

Preparation periods are to be used for "professional preparation time in such a manner as to enable teachers to further their professional work for the purpose of their greater classroom effectiveness." Preparation periods are to be used for "preparation for classes, preparation of teaching material, presentation of or attendance at demonstration lessons, participation in teacher training and conferences with the principal, with your supervisor, with other teachers, with guidance counselors or with parents." Any activity which falls under these dictates is considered to be appropriate use of your preparation time. **Preparation periods are part of the instructional day and are not to be used as coffee breaks or to run personal errands.**

Observations

See NYC Public Schools ADVANCE handout

Lesson Planning

All teachers are expected to maintain cumulative, up to date lesson plans. Every teacher is expected to plan for the entire week of instruction to ensure scaffolding from one lesson to the next. Lessons can be altered during the week if it is necessary for effective instructional delivery. The principal and supervisors will conduct “spot-checks” of lesson plans throughout the year to ensure continuity, quality and cohesiveness of planning. Please speak with your supervisor, mentor or coach for examples of lesson plans.

Planning by ALL teachers is a critical element in the education of our students. It provides a blueprint for educational priorities in the implementation of curriculum, the development of long and short term expectations for student learning, the integration of subject areas, monitoring of student progress, and modifications of strategies and objectives based upon student performance and need. A student oriented, sequential and self-evaluative approach to lesson planning provides a solid foundation for effective teaching which best meets the needs of students as groups and as individuals. While format is optional, good pedagogy dictates that certain basic elements should be integral parts of planning. They are:

- Reference and alignment to the Standards;
- Objective and Language Objective (intended outcome);
- Instructional materials (name of texts, follow up activity, etc.);
- Group designations, where applicable (i.e., guided reading, math, cooperative);
- Learning center or work station activities: group and independent activities;
- Homework assignments and spelling/vocabulary words;
- Thematic curriculum planning, content area planning;
- Assessment (all types);
- Literacy block with details of type of reading, writing, word study, and strategy; and
- Reference to guided, shared, read aloud, and independent reading.
- Math blocks noting concepts, strategies, homework, etc.
- Indication of differentiated instruction
- Conferring

Your lessons should have sufficient detail to help any teacher continue the instructional goals for your students. (Reminder: Lesson plans for substitute teachers are to be kept on file always. If absent, it is expected that used plans on file will be replaced with new ones.)

Your lesson plans must be kept in an accessible location within your classroom.

Specialists

Teachers that provide preps or support to the classroom teacher are expected to have lessons, activities, and materials prepared on a weekly basis. Lessons should be sequential and/or integrated with specific classroom activities (congruence). It would be helpful to articulate with the classroom teacher so that continuity of instruction is maintained.

Teachers are expected to arrive on time at the beginning and end of prep periods. If preps occur in students classroom, the room is expected to be kept in order for the classroom teacher and should be returned in a orderly state. Support teachers (push in) are also expected to maintain their own lesson plans and should make every effort to connect them to each classroom teacher’s planning.

Teachers that have educational assistant support, are responsible for planning and documenting for their support (in writing). Education assistants are to maintain a daily log of the activities and learning for the children with whom they are working.

Content and Language Objectives

Just as travelers need directions, a map, or a GPS to help them find their way to their final destination, likewise students also need to be explicitly told what the final objective of the lesson is, and how the teacher would like to see the students achieve it. Research has shown that objectives help both teacher and students focus attention on what is most important to learn (Duchastel, 1979; Marzano, Pickering, & Pollack, 2001). Supplying objectives in advance gives students a clear direction and something to work toward (Woolfolk, 2001). All teachers, especially teachers of English Language Learners (ELLs), must be very explicit in developing purposeful objectives. This helps students to stay focused on the instructional path and not wander aimlessly, not knowing their purpose. ELLs need both language and content objectives; teachers should give them both within a limited amount of time (Echevarria, Vogt, & Short, 2008).

Learning objectives incorporate both **CONTENT** and **LANGUAGE** objectives. Learning objectives help to increase rigor with a focus on academic language thereby all students are exposed to the same academic language with scaffolded content instruction.

Content Objectives identify what students should know and be able to do at the end of the lesson. These objectives will frequently be used to form assessments. They are derived from the core standards. They focus on the “What.”

Language Objectives are “how” the students will show what they are learning. They are focused on the four domains of **Speaking, Listening, Reading, and Writing**. The English proficiency levels, Next Generation Standards, and the WIDA standards are sources of language objectives. The WIDA consortium has compiled a list of “Can Do” descriptors that can help teachers identify the kind of language tasks students should be able to perform according to the five differing levels of English proficiency and different grade-level clusters. To view these descriptors, visit the [“Can Do” page on the WIDA website](#).

Planning language objectives isn’t always an easy, straightforward process. Here are some questions that could help you develop language objectives:

- What language forms or structure are students struggling with?
- What language functions do they need to access content learning?
- What gaps most need to be filled?
- What will increase their fluency?
- What will help prepare students for the next proficiency level?

EXAMPLE:

Content Objective: Students can identify the main idea and three supporting details from the text.

Language Objective: Students can use the sentence stem: “The main idea is _____. Three supporting details are: (1) _____, (2) _____, and (3) _____.”

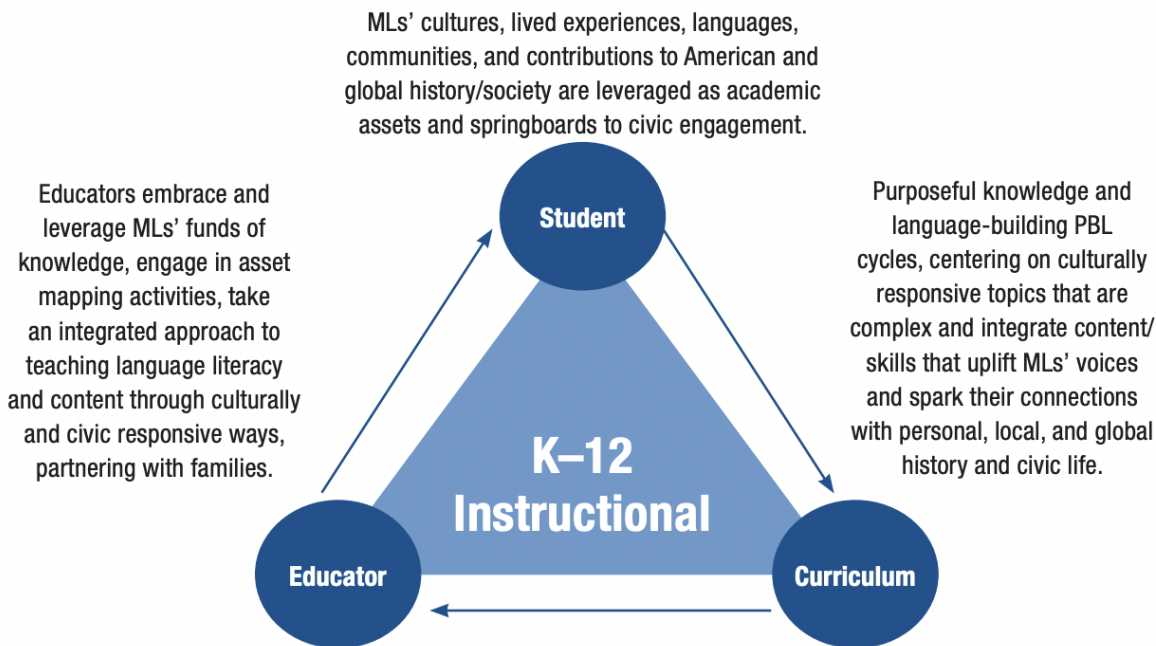
Helpful Hint: Focus on one or two language and content objectives and keep the wording of it as student friendly as possible. The objectives could be for a day and/or the week!

Bilingual/ENL Department

All MLs and ELLs in New York City bring with them cultural, linguistic, and intellectual resources as well as the right to high-quality public education. (2 2 U.S. Supreme Court (1982); Plyler vs Doe NYSED (2010); The Dignity for All Students Act NYSED (2017). It is our responsibility as a public system to welcome and support them by assessing, affirming, and sharpening their academic identities and strengths through integrated ENL and/or bilingual education programs in academic settings.

Over the years, multilingual families, students, educators, practitioners, and policymakers (New York State Department of Education (2018) & Culturally Responsive-Sustaining Education Framework) have argued for the need for instructional and assessment resources that are culturally, linguistically, and historically responsive for all, including MLs/ELLs and students from immigrant origins. To be more specific, NYSED calls for Culturally Responsive-Sustaining Education (CR-SE) that “feature and highlight resources written and developed by traditionally marginalized voices that offer diverse perspectives on race, culture, language, gender, sexual identity, ability, religion, nationality, migrant/refugee status, and other identities traditionally silenced or omitted from curriculum.

Culturally, linguistically, and historically responsive research (Ladson-Billings, G. (1994); Paris, D. (2017); de Oliveira, L. (2020); Muhammad, G. (2020); Snyder, S. and Fenner, D. (2021). points out that to restore equity and excellence for all, public education must affirm and center voices, assets, histories, and identities of students of color as well. Therefore, validating and leveraging the assets, historical contributions, and lived experiences of our multilingual and English learning communities is not only a moral imperative but also a tool for equity. Employing this teaching and learning approach can help MLs/ELLs to further their historical thinking skills and civic awareness that their decisions and actions can impact the present and shape the future of their communities. This is why educators at P.S. 246 validate and affirm through curriculum, experiences, and valid resources that culturally, linguistically, and historically responsive teaching and learning when approached from multiple perspectives can serve as a uniting force to bring together students, schools, families, and communities at large therein our explicit goal and purpose.



Understanding ENL/Bilingual Education at P.S. 246

ENL Programs in NYC Public Schools:

There are two types of bilingual education programs. There is Dual Language Bilingual Education (DLBE) and Transitional Bilingual Education (TBE). At P.S. 246, we offer Transitional Bilingual Education services. In both programs, students learn reading, writing, and other classes in both English and in their home language. Both programs include **English as a New Language (ENL)** instruction.

- **Dual Language Bilingual Education (DLBE):** The goal of this program is for students to read, write, and speak in both languages. After the student is no longer an English Language Learner (ELL), they will stay in the program to learn and improve both languages.
- **Transitional Bilingual Education (TBE):** In these programs, as students begin to acquire English, they will spend more time learning in English and less time learning in the home language. When the student is no longer an English Language Learner (ELL), they exit the program. (Current program at P.S. 246)

What is the NYSESLAT/Proficiency Levels (New York State English as a Second Language Achievement Test):

The New York State English as a Second Language Achievement Test (NYSESLAT) is designed to annually assess the English language proficiency of all English Language Learners (ELLs) enrolled in Grades K–12 in New York State schools. The test provides the State and schools with important information about the English language development of ELLs and is part of the State's compliance with federal laws that mandate the annual assessment and monitoring of the English language proficiency of all ELLs. The results of the NYSESLAT will determine the levels of service ELLs will receive in Bilingual Education and English as a New Language programs for the school year as prescribed in Commissioner's Regulations Part 154-2 and 154-3.

Students score at the following five performance levels on the NYSESLAT:

Commanding: Students function fluently in listening, reading, writing, and speaking. Students' skills are equal to those of native English speakers at their appropriate grade level. These students have gained the skills necessary to participate in an English-speaking classroom.

Expanding: Students are able to use skills at a higher level than intermediate students. Although their knowledge and use of English is at a more advanced level, these students make mistakes usually involving more: subtle use of language and difficult levels of vocabulary and grammar.

Transitioning: Students have better English skills than students at the basic level. However, these students' skills are often not well developed and they make significant errors in the four skill areas.

Emerging: A student at the Emerging level needs some support and structures to improve their academic language skills.

Entering: Students are at the beginning level in the four skill areas. These students' English skills are minimal.

All About Advanced Literacy

Advanced Literacy Instruction Among Linguistically Diverse Learners The introduction to the ELA standards states “today’s students need to develop an increasingly complex set of literacy skills and competencies... To be academically and personally successful in today’s literacy- and knowledge-based society and economy, every student needs to develop advanced literacies.” So what specifically are advanced literacies, and what does the corresponding instructional practice look like? The Next Generation Learning Standards have a renewed focus on text complexity, lifelong reading and writing skills and habits, academic language, and the use of diverse types of literature and texts, collectively geared toward the 21st century language competencies that students will need. These advanced literacies are “the skills and competencies that enable communication in increasingly diverse ways and promote the understanding and use of text for a variety of purposes.” A great challenge of the day is teaching advanced literacy in classrooms to a variety of student skills and understanding. Through a focus on individual student needs, and a series of recommendations for the use of contemporary research-based methods tailored to meet new demands, this set of briefs serves as a guide toward meeting that challenge.

Briefs 1 & 2: Advanced Literacies and Reading Comprehension

Brief 1: Advanced Literacies for Academic Success • Why they’re important • Instruction across years • Expected Outcomes

Brief 2: Reading Comprehension • Code based + Meaning based = Reading

Briefs 3 through 6: The Hallmarks of Advanced Literacy Instruction

Brief 3: Engaging texts with big ideas and rich content • Text complexity guidelines

Brief 4: Talk and discussion to build conversational and academic language knowledge • Shifting perceptions of classroom talk

Brief 5: Write to build language and knowledge • Writing types to fuel content mastery

Brief 6: Small sets of high-utility vocabulary words to build breadth and depth of knowledge • Five principals of [effective vocabulary instruction](#)

Briefs 7-8: Instructional Spotlights

Brief 7: Instructional Units of Study • Depth of Learning • Learning as a Process • Interactive Learning

Brief 8: Language Production Projects • Organize unit around a compelling topic • Build on Context knowledge from unit • Built in opportunities to use targeted vocabulary

**For Further Information, Click on this [LINK](#)*

Supporting Multi Lingual Learners (MLL) in the Classroom could look like this...

- **Increase student talk time** - When planning a lesson, aim for students to talk as much as possible. This is a foundational mindset shift that can have a major impact on student engagement. The gold standard

ratio of student-to-teacher talk time is 60%-40%. Every bit of practice helps. Students can even read directions and content aloud from slide presentations. When eliciting student responses, build in the expectation that all answers will be shared in full sentences. Schedule structured student talk time intentionally and strategically throughout a lesson.

- **Design intentional seating charts-** Purposefully seat students with partners who will support them in their language development. Depending on the student, sometimes that means seating a new learner with a native speaker, other times it means pairing students who have similar proficiencies. Regardless, it is important to observe partner pairs and groups to make adjustments as necessary.
- **Provide sentence stems aligned with lesson objectives** - Sentence stems can be utilized in all content areas and are most useful with explicit modeling. It is important that students have them available for reference in both speaking and writing practice. They can be included on student worksheets or on a shared laminated copy at each desk for students access.
- **Introduce, review, and practice academic vocabulary using visuals, realia and modeling** - Create vocabulary structures you can reuse and repeat in your classroom that provide students with exposure, practice, and the opportunity to build understanding.
- **Use partner sharing strategies with sentence stems** - Assign roles to each student to get conversations started easily and without guesswork. This provides a safety expectation for all students.
- **Allow time for repeated practice with academic language and sentence stems** - Language mastery comes with repeated practice. Students should use sentence stems and academic vocabulary repeatedly in each lesson, both orally and in writing. Use partner sharing strategies to increase student talk time.
- **Allow structured think-time after asking questions** - Provide structured think-time after posing questions to the class and to students individually or in small groups. If it helps, use a timer to hold yourself accountable.
- **Create a culture of inclusion where all students participate-** Build a language rich environment where students are encouraged to take risks and try new things.

Supporting MultiLingual Learners (MLLs) in the classroom benefits not only ELLs but all students.

Incorporating strategies and skills to support MLLs into the classroom not only aids MLLs in their language development but also creates a more inclusive, culturally sensitive, and academically enriching environment for all students. It prepares them to thrive in a diverse and interconnected world, both inside and outside the

classroom. If you need support, strategies or tips on how to support the MLLs in your classroom please do not hesitate to reach out to ELL Coordinator/Coach, Ms. Granville, ELL Specialist, Ms. Santos, Ms. Ramagli, or ELL Administrator, Ms. Prince.

The Office of Language Access (OLA) supports NYC Public Schools in their efforts to connect with families who prefer to communicate in a language other than English.

Translation and Interpretation Resources Available to Support Family Outreach

Translation and interpretation resources continue to be available for all DOE staff to communicate with non-English speaking families. Please share the information below with all school staff to ensure non-English speaking families are receiving your school's communications and are not missing out on any crucial resources.

Available services include document transLation, and in-person, virtual and over-the-phone interpretation services.

- **Over-the-Phone Interpretation Services:** [Free over-the-phone interpretation services](#) are available 24/7 in 350+ languages, for all school staff to communicate with families who speak languages other than English. **This service should not be shared with families.**

For Generic, Parent-facing Documents (non-Special Education)

For the translation of generic, parent-facing documents, at a minimum, consider the following options (in the order listed):

1. [Review the DOE InfoHub](#) and [NYC DOE Language Resources](#)
2. [\(Open external link\)](#)
3. spreadsheet for pre-translated critical and commonly used documents in Arabic, Bangla, Chinese, French, Haitian Creole, Korean, Russian, Spanish and Urdu.
4. Schools, DOE offices, and Citywide and Community Education Councils (CCECs) can submit a request to the Office of Language Access, General Document Translation Support for free written translation services in Arabic, Bangla, Chinese, French, Haitian Creole, Korean, Russian, Spanish and Urdu. To submit, complete the [Office of Language Access Online Translation Request Form \(TRF\)](#)

It will take 1 to 2 business days to process a request. Once processed our turnaround times vary from 3 - 30 days depending on the document request.

Special Education Documents

Free translation services into any language are available for Individualized Education Programs (IEPs) for students in public schools and Committees on Special Education (CSEs) via the Office of Language Access Special Education Translation Division.

- Staff may submit a request via the [Translation IEP \(TIEP\) Request Form](#)

Please note: there is a three to four week turnaround time for the translation of an IEP.

Pre-translated documents are available, in the DOE nine covered languages, on the InfoHub:

- For Special Education translated documents that are not automatically produced in SESIS, visit:
 - Employee facing InfoHub page: [Translations for Parent Notifications in SESIS](#)
 - Public facing webpage: [Special Education](#)

Section 504 Documents

Translation services are available for Section 504 Plans for NYCPS students.

504 Plans

504 Coordinators can request free translation of a 504 Plan, into any language, during the completion of the [Student Accommodation System](#)

- Pre-translated documents are available, in the DOE nine covered languages, on the InfoHub:
 - Employee facing InfoHub page [Health Forms and Notices](#)
 - Public facing page [504 Accommodations](#)

For the translation, into any language, of special education (e.g. assessments, BIP, MDR) staff can connect with the DOE's contracted translation vendor for additional assistance. **For questions regarding language-access supports and resources, contact your in-house Language Access Coordinators (LAC), Mrs. Prince and Ms. Granville.**

Student Notebooks

Clear expectations and procedures are to be established within grade bands (K – 2 & 3 – 5) for student notebooks. The use of multi-copy notebooks (e.g., marble composition books) should clearly state the purpose for each. The structure and organization of notebooks should be discussed and established as a routine with students during the first two (2) weeks of school.

The teacher should check student notebooks on a regular basis. (They can be reviewed for example, during homework check.) Teachers are expected to conference with students to address such areas as: content, neatness, proper organization, and completeness. Teachers can then address concerns, as needed, during the school year.

In grades K-5, students are to use the following heading format on all work: first and last name, date, school and class.

Name (first and last)	Date
Class	PS 246

By March grade K should have the students writing the heading on all work. All student work (in notebooks or on sheets of paper) must contain a heading.

Study Skills/Agendas

The development of study skills are essential components to student achievement and must be embedded within our planning and instruction. The agenda/organizer serves as a helpful tool for the teacher to promote these essential skills. The expectation is that study skills and the use of student agendas will be reflected in teacher planning and instruction. When doing so, connection should be made to the common core standards, to the subject or theme, and to the curriculum of the grade being taught.

Homework

All students, in every grade, will have homework Monday through Thursday. Homework on Friday is optional and at the discretion of the teacher.

Homework is to be meaningful and connected to the current work in the classroom and serve as an extension of what the students are learning. Teachers should give students reading assignments to do at home, and also encourage that someone in the home read to the student. Teachers may need to adapt homework to meet the individual needs of a student or a group of students. We have adopted the following guidelines endorsed by the National Education Association by grade level:

Grade/Time on Homework

K-1 10 Minutes

2-5 20 – 30 minutes

Homework should be an extension of the day's lesson. The student's completion of the homework should tie into the activity in the classroom the next day. Digital homework (I-Ready, Digital resources from Into Reading/Arriba La Lectura, Zearn, Raz-Kids, MyOn, Epic, Reflex) should be assigned for weekend completion.

Homework, as an extension of the day's lessons or as a follow-up to current work, is vital to ensure greater understanding of the topic(s) being covered. To improve student achievement and meet/exceed the standards, homework becomes a necessity. It is important that time be spent each day reviewing the homework assignments and ensuring that students copy it into their planners.

It is common practice to set a routine of homework assignments around traditional tests (e.g., spelling or math tests). When doing so, always address the meaning of the word/text (vocabulary) besides the spelling, computation, etc. Vocabulary should be a focus in all that we do. As with instruction (i.e., class work), appropriate connections should be made for all homework assignments.

Bulletin Boards

Every classroom teacher is expected to provide and maintain an attractive display of current student work outside of his or her classroom. Bulletin Boards are to be regularly updated and mended as per published schedule. Hallway bulletin boards and/or displays should reflect thematic classroom studies, literacy (e.g., author/genre study, writing process.), or math/science curriculum. The school will support your efforts as much as possible by providing bulletin board paper, borders, graphic design paper, writing tools, etc. Some bulletin board displays of student work should be generated using technology (i.e., word processing, graphs, databases, etc.)

Students' work should be displayed throughout the classroom and the hallways outside the classroom. Displayed student's work must meet the common core standard of the respective grade. Work is to be mounted attractively; papers that have been folded ripped out of notebooks or look untidy should not be displayed. Student work should be well presented and is expected to be displayed throughout the year as per schedule provided.

Please ensure that any lines (using string, etc.) strung across your room are at least six (6) feet high and are not strung across in such a way as to impede the flow of traffic or obstruct the view of part of the classroom. ***Do not use the ceiling sprinklers as an anchor. This may impede their effectiveness in the event of a fire.***

Bulletin Boards should reflect current classwork and should provide an opportunity for every child to display his/her work. When student work is displayed, the work needs to be revised and edited to reflect the standards. The same is true of student publications. Students are expected to produce works of excellence by the end of the 2nd grade and should be working towards it in grades K-1. The Standards (narrative form) and the process used to attain the final product should be posted with student work displayed along with the rubric used to assess the work and actionable feedback is to be provided. Additionally, the class, standard, objective, process and teacher's name is to be posted on the hallway bulletin boards

Literate Environments

Six Traits of Writing

Six Traits of Writing is a systematic approach for looking at writing one part at a time. Since writing is such a complicated activity, this approach helps many students break down the task and understand it better.

By focusing on and scoring only one trait at a time, a writer/reader can break down a complex activity like writing and make it more manageable. With practice, writers can then learn to be more critical of their own work and can make improvements in the quality of their writing.

Perhaps, more than anything else, the six traits give teachers and students a common vocabulary for talking and thinking about writing.

What are the Six Traits of Writing?

The six traits of writing have 6 key characteristics that define quality writing, they are:

- Ideas
- Organization
- Voice
- Word Choice
- Sentence Fluency
- Conventions

Definitions of Six Traits

Ideas - This component focuses on the main idea and content of the piece. The writer chooses details that are informative and not necessarily details that the reader already knows.

(the grass is green, the sky is blue).

Organization - This trait requires that the piece fits in with the central idea. The organizational structure needs to follow a pattern such as chronological order, comparison/contrast or any other logical pattern. The writer needs to make strong connections to keep the readers' interest.

Voice - This trait refers to the style of the writer. The voice is where the writer imparts his/her personal tone to the piece while still fitting in with the genre of the piece.

Word Choice - Word choice requires that the writer choose his/her words very carefully. The writer should enlighten the reader by choosing strong words that clarify or expand the idea.

Sentence Fluency - This trait requires that sentences flow naturally and smoothly. Fluent writing has rhythm and is free of awkward word patterns.

Conventions - This trait focuses on the correctness of the piece (spelling, grammar, punctuation).

Sound Walls/ Word/Vocab Walls/ Process Charts

Establish a Sound Wall in K-2 classrooms. HMH vocabulary walls and Math Word Wall are also expected in rooms.

The use of criteria/process charts as well as rubrics should be a constant. Ideally, these charts should be developed with the students. The math word wall, in whole or in part, should include the vocabulary from the Key Ideas being currently taught. Literacy word walls should essentially include high frequency words. Other word walls are also recommended, (e.g., word families, adjectives, themes, social studies

Students should be aware of these charts and use them as they strive to meet/exceed the standards (Levels 3 and 4). Students must have clear expectations of the work they are being asked to do. Student ownership is greater when they participate in developing class charts/rubrics. The expectation is that students will internalize much of the information on the most important and most frequently used charts/rubrics.

Important Reminder: In order to make word walls meaningful, students must use them regularly. Display students' work that reflects their creativity; do refrain from using commercial posters. During the first week of school, you will receive a separate memo on bulletin boards dates and e.

Assessments

Grades K – 2 will be assessed three times during the year using Acadience Reading. (BOY, MOY, EOY)

Grades 3-5 will receive practice reading and math tests at intervals throughout the year, and they will administer various grade respective state tests later in the year. These tests are very important, and we must prepare students to take them by providing meaningful quality instruction, employing best practices, and by preparing students to take standardized tests.

In addition, grades K – 5 will be assessed using the iReady online assessment three times during the year beginning the first week of September.

Test results should be documented and serve as a source for discussion with parents. Assessments can be used as a diagnostic tool or as a means to evaluate student progress towards respective standards. .

Report Cards & Promotion-In-Doubt

Three times a year report cards are prepared and distributed to parents. Two (2) report card periods - the first and the second marking period - occur during Parent-Teacher Conferences, and the report cards are given directly to parents. The identification of AIS students occurs as early as the end of September. Promotion-in-Doubt students are identified by the end of the first marking period (November). **Regulations require that the Promotion-in-Doubt students be identified formally and that parents be notified and attend a meeting with the teacher by the end of January.** Every effort ought to be made to notify parents and to meet with them. Final determinations of students that must attend summer school with the potential to be held over will be made in June with the completion of relevant assessments including standardized test scores (proficiency levels).

When evaluating students, teachers must consider three (3) major criteria areas: test results, classwork, and attendance. Further, P.S. 246 has an Honor Roll to recognize students who achieve at high levels. At appropriate times during the year, all teachers will receive memos and letters providing detailed information on the topics of report cards, honor roll criteria, promotion-in-doubt procedures, potential holdovers, and parent-teacher conferences/meetings.

Parent Teacher Conference Dates

September 17, 2025

November 6, 2025

March 5, 2026

May 7, 2026

Tips For a Successful Remote Parent Teacher Conference

- Up to 2 Minutes Opening Conversation
- Up to 3 minutes Report Academic Progress and Concerns
- Up to 3 minutes Report Social Progress and Concerns
- Up to 2 minutes Closing Conference

During Meeting:

1. **Invite parents to share their thoughts.** As experts on their children, parents can share valuable insights. And they'll appreciate your respectful recognition of their role in helping their children.
2. **Highlight the positive.** Recognize a child's strengths before discussing her/his struggles. You'll give parents some perspective while encouraging them to work productively with you. If there has been improvement, seize the opportunity to inform the student and parent. We all like to hear nice things; it makes us more receptive to suggestions in the future.
3. **Address just one or two concerns.** Listing too many problems can make parents (and their children) feel defeated. Mention that you'd like to help the student with several things, but for now you'd like to concentrate on just one or two. We need to be specific and objective in stating the concerns we have. Please choose words carefully when speaking to parents. Hurt feelings never have the opportunity to heal. At best, they can and often do make our job more difficult and perhaps impossible.
4. **Be an advocate for our students and parents.** Let's listen and observe parent reactions to the concern. Seek their advice. Give their suggestions, views, etc., the respect and dignity we want our suggestions to receive. Help them to express their thoughts, feelings and apprehensions in a supportive manner. Place emphasis on what the student should be doing and how we can help him/her, rather than on what the student is doing wrong.
5. **Let parents know if you need thinking time.** It's perfectly OK to tell parents want to think through what they've said, observe their children for a bit, consult others, or read upon on an issue they've raised.

Growth Mindset at P.S. 246

As we focus this year in building the social emotional resiliency and efficacy of our students, as a staff we recognize and understand the two types of mindsets and its impact on children:

- **Fixed Mindset** — Students believe their skills, talents and overall intelligence are fixed traits. They may resist learning and trying to improve, typically feeling embarrassed when not understanding something.
- **Growth Mindset** — Students know they can develop their skills and talents through effort and persistence, as well as being receptive to lessons and feedback. They generally believe they can improve through hard work and trying new learning methods.

If we can shift students towards the latter, Carol Dweck (the creator of this philosophy) writes **you can improve the level and frequency of their achievements**. This is because mindset plays a prominent role in self-motivation.

As educators our question now becomes: "How can I build or instill a growth mindset in my students?" Because praise and feedback can change the ways students view learning processes, your approach can push them toward or further away from establishing a growth mindset.

In order to ensure that growth mindset is ingrained in our instructional core we will be developing your acumen around this life tool throughout the school year.

Special Education Department

Student Academic Support

Classroom teachers are the first tier (TIER 1) of intervention for students. After the first two months of school you should have an understanding of the strengths and needs of your students and should be keeping track of all interventions you have instituted to assist each respective child to achieve grade standards. After you have documented and assessed interventions (through progress monitoring) and see that the child is not making progress TIER 2 (small group intensive intervention provided by you and/or a specialist) can be instituted.

AIS

Early in the year, based on the previous year's data, summer school and BOY data, students are identified as those in need of *Academic Intervention Services* (AIS), and given targeted instructional support to meet their needs. These safety nets are provided to give "at risk" students additional opportunities to improve. In September and updated throughout the school year are class and individual student AIS forms that note the supports provided. All this data will be kept in a central file in the guidance counselor's and principal's offices with a copy to the teacher. AIS students receive priority for support services.

IST

Process for a child study: *The Instructional Support Team* (IST) operates as follows:

- 1) The teacher identifies a student in his/her class that could benefit academically and/or socio/emotionally with more support or a placement in a smaller setting.
- 2) An IST meeting is held where it is expected that you will bring all relevant documentation (e.g., cumulative record, writing samples, student work in content area(s) of concern and anecdotal records, RTI (6-8 weeks). These meetings are conducted bi-weekly on Thursdays. If your prep time does not coincide with the meeting time, someone will be sent in to cover you for an allotted period of time.

The members of this team include:

- a) Assistant Principal
- b) IEP Teacher
- c) Guidance Counselor
- d) Teacher(s) of student(s) being studied;
- e) Resource Room and Speech Personnel
- f) School Based Support Team (SBST) member(s); and
- g) Other interested parties.

- 3) During the meeting all parties will take part in discussing the student's academic challenges, offer insights about the child if they had personal interaction with the student, propose interventions or strategies that could assist the student and plan next steps.

- 4) The purpose of the IST is to **prevent students from being erroneously referred for special education placement**. It is important that when a teacher refers a student to the IST that he/she has documentation of the interventions and strategies that they have tried with the student during a minimum of six weeks of instruction. Additionally the progress or lack of progress of the student must be evidenced.

The procedure entails collaboration among a team to pinpoint the student's needs, establish objectives, and create an intervention strategy to meet those objectives. The Instructional Support Team is made up of parents, teachers, administrators, and the Instructional Support Facilitator.

Parents, teachers, and students receive informal collaborative support from the IEP teacher (Ms. Ellis) & SPED AP (Ms. Jaoui). The IEP teacher collaborates with the referral teacher/grade level team, parents, and student to put the process into action after a formal "Request for Instructional Support Team Collaboration" has been made through the submission of the IST Report .

The IST process involves three steps:

- 1) Identifying a student's need for academic or behavioral support;
- 2) Determining the strategies needed to assist the student;
- 3) Implementing intervention strategies through a continuum of services

Once these steps have taken place, students will go through two cycles of interventions (6-8 weeks/each). The team will then meet to review progress and determine the next steps. Progress monitoring trackers will be created for students and shared with the team.

Teachers, please be reminded that a request for Speech, OT, or PT screenings must go through Ms. Jaoui and not directly to the service providers. This will allow us to provide proper support to students.

[MAKE A COPY- IST Packet for Teachers 2025-26.docx](#)

RTI

When BOY (Beginning of Year) data/observations indicate that a student is struggling academically and or behaviorally:

1. The teacher tracks students progress in the subject/s of concern for (8 weeks), using the [RTI Data collection sheet](#).
2. **Tier II support:** The teacher emails the Special Education AP, Ilham Jaoui to discuss the data and collaborate about how best to expedite/track the student's progress during (RTI). The IST Team contacts the parent to share findings and how the student will be supported in class.
3. Students who scored in the bottom 3rd will automatically be placed in AIS for General Education students (separate from the IST track).

If Tier II supports aren't enough after 2 cycles of 8 weeks:

1. The teacher submits an IST (Instructional Support Team) form to Ms. Jaoui.
 2. Screening for Speech, OT, or PT is only done through the IST process. Teachers are not to go outside of this process and request screening by the providers.
 3. An IST meeting will then be scheduled to review the RTI Data and determine next steps.
- [Interventions-Progress-Monitoring.xlsm](#) **PLEASE DOWNLOAD A COPY**

2025-2026- Classroom Environment Checklist

Procedures for the First Three Days of School

A. ATS class lists will be made available to all specialists and support staff (i.e., coaches, ESL, resource room teachers, educational assistants, school aides etc.) during the first few days of school to assist students who do not know their classroom designations.

B. Parents will receive a letter indicating the exit door, from which grades will be dismissed. Teachers can also tell parents where they will dismiss students when meeting parents in the morning. Please keep first week conversations with parents very brief.

Teachers are expected to be in classrooms ready to receive students at 8:00 am every day. All out of classroom personnel are to be at their assigned posts to ensure children arrive safely to their designated classrooms. Assignments will be made prior to the first day of school.

CLASSROOM MANAGEMENT PROCEDURES

Class rules are to be displayed. They should be simple and clearly written, yet comprehensive. In order for rules to be effective, they should be discussed with the class, written in positive terms and enforced. Other important information to be posted is as follows:

- Weekly Program/Schedule Card (on or near the door)
- Daily Schedule/Flow of the Day
- Fire Drill Chart and memo (by the door)
- Class Rules
- Homework (posted)
- Do Now or Problem of the Day
- Student Attendance Chart and Graph/Calendar (Grades K-2)
- Weather/Morning Message/Job Chart
- Process/criteria charts/rubrics (especially writing)
- 25 Book Standard Chart

Note The *Flow of the Day* should include any changes from your weekly schedule. The literacy block should be detailed - include what you are doing that day (shared reading, response to literature).

Areas/Centers should be clearly labeled. Bilingual classes should have color-coded labels on all posted print. English should be written in blue and Spanish in red.

Every classroom should have a prominent and attractive library/reading center that is used daily and is the focal point of the room.

Establish Good Classroom Routines - Establish class routines from the first day. Examples:

- Procedures for entering and leaving the class.
- Method of lining up and walking through the hallways.

- A system for hanging up and getting clothing, etc.
- Bathroom routines (i.e., sign out book, passes).
- Transitions from table/desk to library (rug) area.

It is important to consistently reinforce routines and class rules. Attention to routines and rules now will pay dividends later in the school year.

Suggestions for the First Week

I. Plan carefully from the first day.

Grades K-1

The day should begin with a whole class meeting that includes greetings, routines for the day, and a read-aloud activity (i.e., morning news). It is a good idea to:

- Get into the habit of posting and reviewing the daily schedule/flow of the day so that the students will know what to expect for the day. (Use the outline as an activity for teaching reading, writing, and ESL skills.)
- Make the taking of daily attendance a math activity in E.C. grades. Upper grades can work on a “Do Now” or “Problem of the Day” activity in their math journals while you are taking morning attendance and doing other clerical tasks.
- Summarize with students the day’s activities before they leave in the afternoon, and leave extra time to give and to explain homework assignments. (Homework may be given right before lunch or choose the best time according to scheduling needs.)
- Give the students something to take home each day - a book, an assignment, a poem, a corrected paper, etc. **(Have students bring home a book or assignment that they have completed on the first day. Have them do an appropriate homework assignment. Get them off on the right foot!).**
- Homework should be given Monday-Thursday. Friday is optional - at teacher’s discretion??
- Get to know your students and help them to get to know each other. Remember, with Team work ***-Together Everyone Achieves More!***

Grades 2-5

Have a short morning exercise on the board (Do Now or Problem of the Day) for the students to do when they first enter the class. It helps to set the tone for the rest of the day. Do the same thing after lunch (this suggestion is optional).

Student Agenda

Every student in Grades K-5 will receive a Student Agenda/Organizer/Planner Book. This Planner can be used for a variety of purposes. For example:

- For students to write down their daily homework assignments;
- For teachers to write notes to parents and for parents to write notes to teachers;
- For students to document special events/activities both school related and personal; and
- It is a great tool to foster study skills in students (e.g., how to keep a calendar, “to do lists”, important dates, etc.).

Students Planners are useful because:

- They contain the Family-School Handbook for easy, daily access for teachers, students and parents (every teacher receives an Agenda);
- The Agenda contains valuable bits of information including information on character building and values; and
- The Agenda encourages and promotes students to become better planners, organizers and writers.

Each teacher will receive a teacher's edition of the Agenda with a section on suggestions for best uses/ways to use the Agenda. How valuable an instructional tool the Agenda becomes is largely dependent on the teacher. The expectation is that the teacher will make every opportunity to foster its use in meaningful ways.

SCHOOL RESOURCES & PROTOCOL

Classroom/School Library

Classroom libraries are the focal point and chief meeting place of every classroom. All students should be made aware of the importance of a library and the books/materials it contains. At our school, we believe that books are precious and that the love of reading is as vital as the act of reading. Our libraries should reflect that belief.

All our libraries have some essential components. For example, every library should have cases to house books/materials. Most are traditional cases, but some are open-faced, open-topped, and/or circular/revolving. Each library area should have a rug. Each library is to have the majority of the books placed in labeled bins by genre, topic, theme, author, etc. The expectation is that 30% of the books in each library will be leveled by the end of October. Each library should have a lending component with a system to do so. It is suggested that these books go home in book baggies. Each library should also contain other types of reading materials: newspapers, magazines, poems and student-made books. **During Covid, it is essential that the sharing of materials are monitored closely, and frequently disinfected.**

It is a good idea to spend the first month of school gradually introducing students to the many facets of library use. Monitors should be assigned, preferably on a rotating basis, to care for and maintain the books. Student ownership supports the values we want to instill in our students.

Classroom libraries can be further enhanced by presenting them well and keeping them maintained. Libraries can be made more meaningful and warm by adding plants, stuffed animals with matching books, and highlighting and displaying books being used (i.e., current theme related books). We are constantly adding new books to our libraries.

Classroom libraries should be structured (routine) and have a management system (remember to enlist student monitors). Of paramount importance is instilling in students early in the school year an appreciation for and willingness to safeguard library resources. This is especially true for borrowed resources. **During Covid, it is essential that the sharing of materials are monitored closely, and frequently disinfected.** Thanks to the Robin Hood Foundation, our school library has a wealth of resources to be used by students, parents and staff. Our librarian, Ms. Horton, has taken strides to develop structures and management systems and should definitely be used as a resource.

Additionally, technology continues to be an extension of our school and classroom libraries. Technology used for publishing and for research has greatly expanded our students' ability to acquire information. Again, teachers must adhere to the guidelines in using technology and monitor its use.

Lastly, our school library will have a teacher resource section to support teacher learning and professional development. You are encouraged to borrow from it and donate resources to it. It will also have a section for parents to borrow resources. Many of these resources will support the learning that is going on in our classrooms.

If you are looking to borrow additional books/materials to enhance your classroom library and current instruction, you have a few options. Sharing is a tradition at P.S. 246, and teachers often borrow from other teachers. The expectation with using these other options is that as borrowers you will strive to return all books/materials borrowed in good condition.

Mailboxes

Every staff member has a labeled mailbox in the main office. Staff are reminded to check their mailboxes every morning. Please check and empty your mailbox at least twice a day, as this is a major vehicle for school faculty and staff to communicate within the school.

Place messages to other staff members in their mailbox rather than interrupt classroom instruction by sending notes directly to the classroom. Students are expected to be in class and are not permitted to pick up mail or to place messages in teachers' mailboxes in the main office. Wherever possible, Public Announcements are kept to a minimum (morning) to avoid interfering with the instructional day.

Use of Technology

We have technology all around us. Monitor student use of computers/printers at all times. Students should be given instructions on how to use technology and how to care for equipment before being permitted to use it. A separate memo will be distributed on this matter to be posted near all technology.

Teachers may elect to audio tape their lessons or a meeting for self-improvement. However, at no time should a tape be used to record another staff member without their prior knowledge. Such a practice is against school policy and is considered unprofessional.

Chancellor's Regulations regarding the use of technology, especially the Internet, have been promulgated. They will be discussed at orientation in September, with reminders throughout the school year. Teachers are expected to monitor students whenever they are on-line and approve any material to be printed.

Equipment (i.e., digital cameras) is available to videotape lessons, best practices, or celebrations. Digital cameras that take still pictures are also available. A laminating machine is also available.

Photocopying is usually the most popular activity of teachers. P.S. 246 has a very teacher-friendly policy; every classroom is equipped with a color printer which also serves as a copier. The school also makes copies for teachers in the copy room located in the basement. The general rule is two class sets per week are allowed to be sent down to the copy room. In addition, the school will make copies of all parental communications, all approved assessment and test preparation needs, and any approved special requests from teachers. (*See Attachment 11*).

Weekly Bulletins/Memos and Monthly Calendars

A bulletin/memo will be e-mailed weekly to all staff. A monthly school calendar will be distributed to all staff members and parents. The purpose of the bulletins and calendars is to keep you informed about school business, activities, etc. These documents include special events, important meetings, class trips, expected visitors to the school, and memoranda to staff. All student and parent-facing events for the monthly calendar are to be submitted to the Principal by the third week of the month to be included in the following monthly calendar. Staff members are responsible for the content of the calendar (materials should be proofed prior to submission). In addition, parent calendars will be distributed to teachers to be disseminated to students to take home.

Dress Code

While there is no specific D.O.E. dress code, staff is expected to dress in a professional manner at all times. It is essential that staff remain cognizant of dress attire throughout the school year and aware that we serve as role models to our students. Please dress respectfully daily.

Telephones

School telephones are to be used for school business and emergency purposes only. Staff should not give out the school telephone number in order to receive personal phone calls. Personal calls will not be accepted. Messages will be taken (written) and placed in your mailbox. Only emergency phone calls will be rerouted to classrooms to minimize interference with classroom instruction.

Outgoing calls for school related business to 718, 347, 646, and 212 area codes are permissible and can be made from the telephone in the Main Office or an Assistant Principal's office.

Cell phones

Cellphones are not to be used during class instructional time, in the presence of students or during meetings. Cell phones should be placed in vibrate mode or shut off during these times. Please refrain from calling parents during instructional time. These calls can be made during prep periods, during parent engagement, before and/or after school, etc.

Students are prohibited the use of cell phones and personal internet-enabled electronic devices during the school day. Cell phones will be collected and stored at the beginning of the school day as per P.S. 246 school storage policy and returned to the student at the end of the school day. Please see the cellphone policy below:

 **Copy of cell phone policy P.S. 246 - SY 25-26**

Ordering Food

Please be advised that office staff and security personnel will not be involved in the ordering of food for staff members. Individuals are expected to make their own arrangements for ordering and receiving food. **Staff members are not to eat or drink during instructional time. Food deliveries are to be met in the lobby by adults and not students.**

Cafeteria Guidelines

1. Teachers are expected to escort their students to the cafeteria, **get them seated at their assigned tables and remain with them until lunchroom staff arrives.** Teachers are expected to be timely, and pick up classes **promptly** at the end of their designated lunch period.
2. **Teachers must not use the lunch/recess time as a consequence for students' misbehavior/or lack of work unless the teacher plans to stay with the student or to take him/her back to the class after the student has eaten lunch.**
3. Students should be sent to the cafeteria with activities to engage in on days of inclement weather or no recess (e.g., independent reading, coloring books or educational games).
4. All teachers are expected to pick up their students promptly at the end of the lunch period.
5. Encourage students to use the bathrooms before leaving the class for lunch in order to minimize bathroom use during lunch.
6. During the first week of school, review with students the recycling rules that pertain both to the classroom and lunchroom.
7. For extended day programs, please ensure that before students are released to the lunchroom, supervision is in place.

8. Staff/teachers are to be with students by 8:20 a.m. promptly. Generally, this requires that teachers meet their students in the cafeteria where they are having their breakfast.

Custodial Procedures

At times, custodial services may be needed. Emergency or quick custodial services can be accessed by calling the main office (dial) and explain your situation.

For general non-emergency custodial services, please complete the Custodial Repair Form (*See attachment A-12*) and place it in the Principal's mailbox. The Principal will sign the form and forward it to the custodian.

If a staff member observes a problem anywhere in the school building, he/she should alert a Supervisor so a custodial repair form can be completed and the custodian notified so that the problem can be addressed.

Teachers are reminded that furniture is not to be removed from the classroom or taken from another area of the building without following proper **procedures** and notifying your immediate supervisor.

All staff must be aware of their responsibility for recycling and complying with regulations. It is also necessary for teachers to instruct students on the importance of recycling in the classroom, the cafeteria and throughout the building.

Keys to School Property

Keys are the sole responsibility of the classroom/specialist teacher and should be safeguarded accordingly. At the end of the school year, all keys are to be returned before summer checks can be distributed. Please make every effort to safeguard school keys. Keys are not to be given to students.

Classrooms should be locked at all times whenever staff is out of the room. Classrooms should remain unlocked when your class is in session. If you need additional keys, please submit a written request to the Principal. Report lost keys immediately to Mr. Eddie Cintron. On the last day of school, all keys will be collected and stored in a locked cabinet over the summer. Do not give your keys to students.

Repair Request

Requests for repairs, the replacement of lost keys (after principal's approval), additional student chairs, etc., are to be made on the CUSTODIAL REPAIR FORM, found in the Main Office. All repair requests must be authorized by administration and then submitted to custodial engineers or Mr. Juan Santana.

A HOME AWAY FROM HOME

We spend a large percentage of our "waking hours" in school. Therefore, we should try to make our classrooms and offices as attractive and efficiently organized as our homes, or perhaps even better, since at school we are constantly hosting visitors and guests. Remember, first impressions are very important and so is an environment conducive to learning.

Establish a routine with students where biweekly prior to the end of school on Fridays have students attend to their desk and throw out any litter and vermin causing agents. Students can help to maintain the cleanliness of the top of their desk with soap and water products.

Professionalism

Please note that P.S. 246 is a place of business. Professionalism is expected at all times in all areas of the school building. Only school related business should take place in the main office. Office staff are asked to

keep their conversations both on the telephone and amongst themselves at a low tone so that others are not able to overhear. Visitors are our guests who are a priority and should be acknowledged whenever they enter the building.

SUPPLIES & INSTRUCTIONAL MATERIALS

Supplies

There are basic instructional materials and supplies available. Supply requests should be submitted at least two (2) days in advance. It is important to plan ahead so that requests can be filled in a timely fashion. Supply Requisition Forms are located in the main office.

Instructional Materials

Curriculum guides and standards manuals will be distributed for teacher's use at the beginning of the school year. Guides and manuals will be collected at the end of the year and redistributed again at the beginning of the new school year. Staff must sign receipt of guides and manuals.

Books and materials are precious resources, and their value and care needs to be instilled in all our students. Learning the value of books and materials is an educational lesson that if learned early in childhood can last a lifetime. Encourage students to take care of their school materials by incorporating this lesson into class rules. Students need to be held responsible for classroom libraries and other materials and the books loaned to them.

Teachers also need to remain vigilant about the upkeep of the library and all books and materials. Teachers are expected to keep an inventory of the books and materials in their classroom and to develop best practices to support maintenance of a full, well-kept inventory of books and materials. For example, some teachers use 'large plastic baggies' to hold materials when students take books home, especially library books. Teachers are encouraged to establish an inventory system at the beginning of the school year.

At times – usually at the beginning of the year and/or the end of the school year – teachers are asked to submit a list of the books and materials they need in order of priority. Sometimes, this request takes the form of a 'wish list'. Teachers also receive Teacher's Choice funds to purchase supplies during the school year. Additional books and materials are acquired from various funding sources: grants extended day, extended year programs, etc. Books and materials may also be borrowed from the teacher's resource room and the school library. Any item(s) borrowed are to be signed out and returned in a timely fashion. Many teachers voluntarily add to their classroom resources.

Note: Many of the forms you will need to complete are located in the main office posted in easy-to-take form-folders. If the form you are looking for is not available, please ask a secretary for the form you need.

CONFERENCING:

Conferring with Students

Conferring with students is an integral part of the best practices. It is expected that teachers will confer with students at least 4 times per month in Literacy; at least 4 times per month in Math, with written entries and more conferences for at-risk students, as needed. It is expected that they be done during Independent Practice, or Guided Reading/Math and any other appropriate opportunities or times.

Conference Binders

Teachers will be provided with conference log entry templates and a binder with tabs, to be used for conferring with students in reading and writing (can also be used for science and social studies) and math. These templates are suggestions; teachers may develop alternate formats to be approved by the principal in advance of use, provided that the specific content of the log entries meets the expectations of the Conference Binder Checklist (Appendix 10).

Conference notes must be dated and include the following content for each conference:

- **Strength(s) Observed**
- **Area(s) of Need**
- **A Teaching Point (A strategy to help student acquire a particular skill)**
- **Next Instructional Steps**

Conference Log Review Schedule

In order to provide effective review and feedback to teachers regarding Conference Log entries, the following schedule indicates the dates that teachers are expected to submit their conference log binders to your immediate supervisor.

Conference Log Binders Schedule of Review (Schedule is tentative)

1st school day of each month- All 1st Grade Teachers
2nd school day of each month-All 2nd Grade Teachers
3rd school day of each month-All 3rd Grade Teachers
4th school day of each month-All 4th Grade Teachers
5th school day of each month-All 5th grade teachers
6th school day of each month-All Kindergarten Teachers

Workshop Model

According to the research on best instructional methodologies, the workshop model will be the format for all classes whenever possible (unless curriculum modifications specifically follow a different format- Workshop Model is to be used). **The workshop model is both a structure for organizing classroom instruction and a vehicle to ensure student engagement, active participation, and feedback by teachers to students.** The structure provides more time during the school day for students to read, write, talk, and use effective learning strategies and to explore and respond to the topics and ideas they are studying. It provides more time for teachers to work with individual students, and for students to work with one another. The structure evolved as teachers realized that traditional instruction - the transfer of information from adult to student - was not leading to the ownership of the learning process and to the deeper understanding that students now need to meet standards. To do that, the teachers and students must construct learning.

The teachers also must recognize that each student begins at a different place but that *all* must meet the same high standards, even though this may take multiple adjustments.

Workshop starts with TIME - time for students to read, write, talk, and think in class, independently or in small-group sessions. The structure also offers teachers time to observe, take notes, and confer with students. Because students often choose what they read and write, they develop OWNERSHIP of their learning. As they begin to use newly taught strategies that make them more skilled readers, writers, and learners, they are able to access more and a greater variety of materials, increasing their confidence and sense of ownership.

RESPONSE is built into workshop instruction. During the mini-lesson, students have the opportunity to question and clarify strategies before they adapt them to their own learning. The teacher-student conferences, small-group work, notebooks, and sharing sessions all offer opportunities for students to explore and respond to content with their teachers and others. By experiencing genuine discourse, considering and building on the

ideas of others, finding evidence in what they read, and sharing their work, students develop as a COMMUNITY of learners. In workshop instruction, the whole can be greater than the sum of the parts.

Portfolio of Student Work

Portfolios are to include both formative and summative assessments. **We will continue to use digital portfolios during the 2025-2026 school year.**

Formal and Informal Observations

Administration will be visiting classes throughout the year on a frequent basis. Visits may be announced AND/OR unannounced. Teachers will select an option for observations, as per the Teacher Evaluation System (further information on this is pending from DOE guidance).

The visits will result in written feedback that will be placed in teachers' official files, as per the Teacher Evaluation System.

Teachers must be familiar with the guidelines and expectations outlined in the Teacher Evaluation System. Please be sure that you have a copy of the guidelines. Refer to the Danielson Hub for further guidance.

 PS246X Danielson Framework Hub.xlsx

Before and After School Activities

Teachers interested in teaching in before & after school programs should contact the principal per the after-school vacancy postings. Staff members requesting students to attend other after school activities (such as tutoring, make-up work, etc.) must notify the parent/guardian of the student before the commencement of the activity. Approval from the principal is required prior to the commencement of any after school activities.

Trauma Informed Care

Our school community along with the NYCDOE cares deeply about the social-emotional health and wellbeing of our staff, children and families. We recognize the COVID-19 pandemic and the resulting repercussions across New York City have had significant impacts.

In response to this, through cross-divisional and inter-agency partnerships, the NYCDOE will implement a comprehensive, multi-part professional learning series that empowers teachers with foundational knowledge and basic skills of trauma-informed care. This is for all staff serving students from Birth to 5 and K-12 populations. Anchored in a continuum from trauma-aware to trauma-informed, this series will include foundational elements to be completed between July and September 2020 with the possibility of supplemental sessions interspersed throughout the school year.

These trauma modules include examination of equity and cultural considerations, the importance of adult self-care, and actionable trauma-informed strategies for classroom teachers and all support staff. School leaders will also participate in a supplemental training series that offers specialized content for framing trauma-informed care in a broader school vision and how to establish systems of support for implementation.

Staff:

NYCDOE has developed extensive resources to support the social-emotional needs of central and school-based staff during COVID-19. These resources complement the NYCDOE's Supportive Environment Framework and Social Emotional Learning resources for schools.

There are also a number of citywide resources that NYCDOE has collated and shared with staff to support their health and wellbeing. These programs and opportunities are available to all New York City agency employees, and have been publicized through NYCDOE's internal communication channels:

- [ThriveNYC](#)
- [\(Open external link\)](#)
- : identifies mental health services and resources for all New Yorkers, as well as those tailored to the needs of aging New Yorkers, veterans, students, and young people, as well as people harmed by violence, crime, or abuse.
- [The New York City Employee Assistance Program \(EAP\)](#)
- [\(Open external link\)](#)
- : The NYC EAP is offering services to promote stress management, mental health, self-care, education, referrals, and other resources. EAP services will be provided via phone, text, and/or video calls, with expanded hours from 8:00 a.m. to 11:00 p.m., Monday through Friday. Staff can contact the EAP by email at eap@olr.nyc.gov
- [\(Open external link\)](#)
- or call and leave a message at 212-306-7660.
- [WorkWell NYC](#)
- [\(Open external link\)](#)
- : New York City's workplace wellness program. Their mission is to empower all 380,000 City employees to live healthy, active lifestyles – at work, at home, and beyond. The WorkWell NYC team offers convenient, accessible programs, tools, and resources to support employees at every stage of their wellness journey.

STUDENT ATTENDANCE, DISCIPLINE AND GUIDANCE

Daily Attendance (September & October)

Teachers will be responsible for tracking student attendance each day and marking them appropriately, each instructional day. *A child is considered a no-show if he/she has **not** attended school physically in your classroom..* If a child attends school for even one day, he/she cannot be classified as a no-show. Please speak to Ms. Pamela Smith, guidance counselors, colleagues or administrators about students who are no-shows in your class to ensure that the child is not sitting in another classroom.

TRACKING STUDENT ATTENDANCE

Recording Attendance

Student attendance is taken daily and recorded on the ATS attendance sheet in your attendance folders.. Students who are consistently absent should be reported to the Outreach Team via DOE email. The Outreach Team will then follow up with families. ***The Outreach Team will review attendance reports weekly. Staff must report attendance concerns to the Outreach Team.***

Students are expected to be in class and are not allowed to collect or make deliveries to the office.

Student School Hours

All students are expected to be in school on time. Students that come to school after 8:10 a.m. are late and are to be marked late on the ATS attendance document.

Student Absences

The Outreach Team should be advised of any recurring attendance problems. For example, frequent absences, patterns of absence, and absences lasting longer than three consecutive days should be reported immediately so that the assigned staff member can follow up on attendance concerns. For Kindergarten, SilMarie Colon will be the primary contact. Vivian Ortiz will follow up and support Grades 1 and 2 and Pamela Smith will support Grades 3, 4 and 5.

When students are absent from school, they are expected to bring in a signed note from the parent/guardian or a doctor's note explaining the reason for the absence on the day they return to school. **Teachers are expected to follow up with parents/guardians of students who do not provide a written note of explanation for absence.** All absence notes are to be submitted to the teacher, who will then send absence notes to the main office.

Anecdotal Records

Anecdotal records are very helpful to the student, teacher, parent, counselor, and supervisor. They must be accurate, objective accounts of events that take place. Subjective, judgmental, or evaluative remarks should not be included in anecdotal accounts of incidents that occur. Anecdotal records should include:

- The student's name.
- The date and time of the incident.
- What was supposed to be happening at the time or just before the incident occurred.
- An objective description of the incident; including who did what? How? With or to whom?
- What the teacher or Para did in response to the incident or to remedy the situation.
- How the student reacted or responded.
- How the problem was resolved and followed up.

This documentation is essential and becomes vital when meeting with parents, at initial meetings and during the referral/evaluation process.

STUDENT DISCIPLINE & GUIDANCE

De-Escalation Protocol & Student Support SY 25-26

General Guidelines

We have adopted PBIS over the past five years and expect all faculty and staff members to adhere to the guidelines provided in the PBIS Faculty handbook.

Student discipline is primarily the role of the teacher. Teaching students appropriate behavior is as much a part of the job as teaching reading and math. You are less likely to become frustrated by a student's misbehavior if you view appropriate behavior as another area to be taught, and approach it in that way.

It is essential that the teacher expects the best of each student. All teachers are to insist on good behavior (no shouting, running, and pushing in halls, stairways, lunchroom and no fighting). Students must be provided with guidance and direction. Guidance lessons should be taught periodically, or when a situation calls for it. It is important that you be consistent, persistent and fair.

Use a positive approach in dealing with your students. Be generous with your praise. Emphasize mutual respect and good manners. Develop your own strategies for handling minor discipline problems within the classroom. This approach strengthens the teacher's authority. Never leave your class unattended.

Corporal Punishment:

No form of corporal punishment shall be inflicted on any child in any public school, or punishment that may cause excessive fear or physical or mental distress. This includes verbal abuse such as shouting, saying inappropriate things as well as any kind of physical abuse. Violation of this By-law may constitute grounds for dismissal, pending an investigation. Allegations of physical abuse by staff members must be reported to the Inspector General's Office. *See Attachment A-13 Chancellor's Regulation A-420*

Students are not to be sent to stand or sit in the hallway or a corner of the room as punishment. New State legislation and Chancellor's Code of Conduct Regulations provide policy/procedures to be followed while handling disruptive students. These policies and procedures will be disseminated in separate documents.

Every effort will be made to keep classroom interruptions to a minimum. Time on task or instructional time is most valuable, and we must all strive to focus on instruction and make every effort not to waste time. Time management is essential for consistent student learning to take place.

Remember: Comprehensive planning and good teaching techniques are essential to maintaining good classroom discipline. Contacting parent(s) is essential to fostering a positive home-school connection and help maintain the good behavior of our students.

PBIS

School-Wide PBIS: Action Plan

Classroom Discipline Plans

All faculty and staff are expected to follow the guidelines provided in the PBIS handbook for classroom guidelines to ensure consistency and fidelity when supporting all of our student's needs.

Fair and consistent enforcement of class rules assures better compliance. Once rules and consequences have been developed, students should be specifically taught these rules through acting out situations if necessary.

Remember *Cooperatively establish classroom rules with your students*
Rules should be few in number and consistently enforced
Keep rules positive and realistic
Post them on a chart visual to students

Ladder of Discipline

Students are not to be sent to the office or to stand outside the classroom for minor behavioral infractions. Do apprise your immediate supervisor of any student who consistently breaks the rules. In referring to serious problems, please use the "Ladder of Discipline" as provided to you in the PBIS staff handbook.

As a reminder:

Referrals should be made only after all other strategies have been tried including contact(s) made with the parent/guardian.

Role of the Guidance Counselor

The Guidance Counselors, Ms August and Ms. Griffith are assigned to the school to support students and their families, to facilitate the referral process, and various other responsibilities. They will be available to counsel individual students and small groups of students; teach classroom lessons relating to guidance or discipline; and meet with teachers.

The Guidance Counselor is a member of the Instructional Support Team and is responsible for evaluation referrals. In addition, they are also an active participant in articulation between administration, staff and parents. The responsibilities of the Guidance Counselor are numerous, and teachers should seek out the support of the counselor where appropriate.

School Safety Committee

A School Safety Committee consisting of the Principal, a supervisor, U.F.T. Chairperson, representatives of the staff and the Parent's Association will meet early in September to update and amend the School Safety Plan. The committee will meet monthly in order to discuss safety and security matters and to make changes to the plan, when necessary. Our meetings, at times, may include invited parents and members of the BRT.

Fire Drills

There will be fire drills during the opening weeks of school to develop good fire safety habits. A minimum of twelve fire/emergency drills will occur throughout the year. Remember that a fire drill takes immediate precedence over all events. Students are to exit the building in a single file line via designated exit points. It is up to the teacher to set an orderly and serious tone for appropriate conduct during a fire/emergency drill.

Safety rules demand complete silence in and out of the classroom from the moment the gongs sound. Lines are to be orderly, and traffic is to move quickly. ***The teacher leads the line so that he/she may determine the quickest and safest route out of the building in the event of a blocked passage.***

Any infraction of the safety rules should be followed up in the classroom. Classes with students that are poorly behaved during the drill should practice responding to fire signals. Please do not stop your class to reprimand them. This could present a safety hazard to those classes or persons following yours.

Teachers are to have an updated Fire Drill poster prominently displayed by the door of their classrooms explaining the directions to follow when leaving the building. If you need a fire drill poster, please see your supervisor.

Classroom Removal Process

Teachers may remove students from class if the student's behavior:

- Is substantially disruptive, or
- Interferes with the teacher's authority over the classroom.

Removal may only be issued from:

- 1-4 days for grades 3-12 and only 1 day for grades K-2.

Elementary students:

Half or full day removal but only from the classroom of the teacher seeking removal.

Appropriate support and interventions must always be implemented before removal of the student is considered.

The removal process must include:

- The teacher notifies the student and explains the reason(s) for removal.
 - The student has the opportunity to informally present his/her version.
 - The teacher informs the principal and completes a "Removal of Students from Classrooms by Teachers Form."
 - The principal consulted with the teacher.
 - The student may then be removed for 1 to 4 school days by the principal (in consultation with teacher) for a "single period or entire day" depending on the student's grade level and teacher requesting the removal.
 - Arrangements must be made for appropriate alternative instruction for the student during removal.
- All removals must be entered into OORS and SOHO.
- Additional considerations must be in place for Special Education students.
 - Parental notification must be made, with every effort to make contact prior to removal.

Appeals

Principal cannot set aside a removal unless:

- Facts do not support a removal.
- Removal violates the law.
- Suspension is warranted instead.

Principal shall (if removal is set aside):

- Advise teacher and parent of reason(s).
- Return students back to class.

Appeal Process by teacher (length of removal or denial) to the Chancellor:

- Submit written appeal.
- Must be filed within 3 school days.
- A decision will be rendered within 4 school days of receipt.

Change of Clothing

As a school community, we have established the following guidelines around the issue of toileting accidents for our Kindergarten and first graders:

1. All children in K and 1 should have a change of clothing, including a change of pants, shirt, and undergarments with labels.
2. Administration has provided a Ziploc bag for clothing to be folded and kept inside of.
3. Teachers will keep Ziploc bags stored in the child's backpack.
4. In the event that a child has an accident, the parent will be notified by phone. The parent then has the choice to come to school or have the child change at school with the clothing provided.
5. **Children should not be sent home unless there is an illness associated with the accident.**

Please be sure to reach out to all families and distribute one Ziploc bag per child with a note asking for a change of clothes. Follow up with families as needed. After multiple attempts have been made, please submit the form (Change of Clothing Needed), to our Parent Coordinator, Ms. Vivan Ortiz and email assistant principals as well.

Accidents/Incidents

Report all serious accidents/incidents to the main office and principal immediately, without exception. In the event of injury to any student or staff member, staff completes an accident report form within 24 hours of the accident/incident. Witness statements (in original handwritten form) should be attached to the form, signed and dated. The staff member in charge of the activity is responsible for filling out and signing the accident/incident report. Accident/incident report forms are available in the main office. Any serious incident (i.e., weapons) should be addressed immediately. Your immediate supervisor should be notified.

Any student involved in an accident should be seen by the School Nurse. The Nurse will determine the severity of the injury and the course of action to be taken. Notify parents of all accidents, no matter how insignificant they may appear.

If an accident occurs during a cluster period, the cluster teacher is expected to inform the classroom teacher and the main office and then fill out the accident report. The student should be sent to the nurse and the parent contacted. If an accident occurs during lunchtime, the lunch duty staff member responsible for the class or activity is responsible for filling out the accident report, informing the classroom teacher, sending the injured student to the nurse, and contacting the parent.

Due to recent tragic incidents involving students across the country, reporting of incidents has become a priority. The supervisory staff of the school is responsible for reporting incidents. Depending on the nature/type and severity, an incident triggers a host of communication to various parties within the Department of Education and outside of the Department of Education, (i.e., police). There is also the need to investigate and document serious incidents. In order for school staff to fulfill their responsibilities, it is necessary to inform a supervisor of any incident and to comply with the Chancellor's Regulations.

Administration must be alerted because we are all responsible for taking appropriate action when incidents occur involving students under our care. Teachers and support staff should document incidents in detail and

will be held accountable accordingly. Remember, “An ounce of prevention is worth a pound of cure,” and you should do all you can to prevent minor incidents from growing into major ones.

Sick Student

We have available the services of a full time nurse who will assist us should a student become ill. The nurse will also address other health concerns of our students. ***The nurse*** is responsible for dispensing medication once the proper form **(504)** is completed and approved.

When a student becomes ill in class he/she is to be sent to the Nurse’s Office, Room 105. The child must be sent with a note describing the reason. The nurse will contact the parent if it is deemed necessary for the student to go home. The nurse will notify the teacher and the main office as to the status of the student’s condition.

Do not send a student to the main office to wait for a parent or guardian unless there are indications that the illness may be contagious (chicken pox, lice, etc.), and the student needs to be isolated from other students.

No student is allowed to leave to go home unless a parent or authorized guardian/escort arrives to sign him/her out from the main office.

Flow of Hallway Traffic

Teachers are to teach students to walk on the right side of the hallways in a single file at all times. Teachers should walk in the middle of the line so they are able to monitor both the front and back of the line. Model this behavior by making sure that the class always stays to the right when walking in line. Walk in a manner that permits other traffic easy passage. Stairwells will also be assigned as up and down stairs during lunch periods.

Students online need constant supervision, and teachers need to ensure that students are always in full view.. When traveling up and down the stairs or through the corridors, the teacher should direct students to go to a specified landmark such as a doorway, stair landing or corridor, while watching them. The teacher must remain in the middle of the line and give direction to the next landmark. The teacher will proceed in this manner until the class has reached its destination. All movement is expected to be orderly and quiet. In order to reinforce line etiquette, teachers should assign a responsible student to the job of line leader and highlight the behaviors and qualities in a line leader and role model.

Students are to be taught that the bathroom is not a playroom. We must all strive to teach and reinforce appropriate behavior as part of regular classroom and school routines at the beginning and with reminders throughout the school year.

General Building & Classroom Security

For safety reasons, individual students, classes, or groups are never to remain in the classroom or left in the hallway unsupervised at any time of the day unless they are traveling to the bathroom, the nurse, or the office with a pass. Classroom door windows cannot be covered but kept clear and visible from the hallway.

During the school day children must be accounted for at all times. Students may not travel outside the classroom without permission from the classroom teacher. Grades 2-5 must only have 1 child out of the

classroom at a given time. There will be staff members on hand during the morning period and afternoon periods to monitor hallways.

In the classroom, establish regular routines for hanging clothing, sitting in assigned places, use of the pass, using the sign out book, etc. All closets and lockers shall be kept closed after students have put away their coats and book bags. Book bags should not be permitted to hang on the back of the chairs. For safety reasons, chairs of absent students are to be taken off the desk each morning and replaced at the end of the school day.

Emphasize to students the importance of keeping the building and classroom clean and free of litter. Students need constant reminders to avoid dropping papers, etc., in the halls, on the staircases, in the classroom, and in the lunchroom. The classroom should be left neat and clean at the end of the day with all of the chairs on top of the desks. Please be reminded that everyone is expected to adhere to recycling regulations.

Encourage students not to bring in expensive pieces of jewelry or other expensive, personal items or toys. Certain toys, which are brought into school, will have to be confiscated, and parents will be asked to come to school to pick them up. The school will not be responsible for any item(s) students bring to school that are lost or broken. Emphasize with students and their parents that expensive and personal items should be left at home.

Teachers are not to conference with parents during instructional time. Teachers should schedule appointments with parents before or after school, during preparation periods and during the parent engagement time. At the beginning of the school year, teachers are to send a letter to parents regarding parent meetings; included in the letter should be a list of prep periods when you are available and/or a time during the Thursday morning parent engagement period when you are available. The main office and safety officer should be notified on the morning of scheduled appointments with parents. ***Please do not meet with parents unless they have a pass from the main office. Teachers should write to parents at the beginning of the school year informing them of the school's policy, i.e., parents should make an appointment when they wish to meet with their child's teacher.***

Staff members are to check all doors when entering or leaving the building with their class to make sure they are locked. ***All staff members are to enter and leave through the main door at all times.*** Remember that this building has many exits. ***It is imperative that we all do our share to maintain the safety and security of everyone in our school. One lapse in judgment can lead to a potentially life-threatening situation. Please be vigilant in adhering to the aforementioned policy.***

Staff should question any student, or stranger seen in the hallway or stairwell without a pass. The main office and/or security officer should be informed immediately of the location of the individual(s).

Student Medication Forms

Some students require medication during the school day. A form (504) needs to be kept on file in the guidance counselor's office for any student that receives medication during the school day. Forms can also be obtained from the school Guidance Counselor.

Student Emergency Forms

A) Every classroom teacher will receive a set of "new" emergency forms.

B) Teachers are to make sure they are sent home with students on the day they are received so that parents can complete and return them promptly.

C) Teachers are to review the forms when they are returned to ensure they indicate the student's home phone number, an emergency contact number, and the names of individual(s) to contact in case of emergency. If forms are not filled out completely, return them to the child with a note to the parent. It is important to have current "working" information.

D) Teachers must send all completed forms to the main office where they will be kept on file. Only send your completed class set to the main office.

MISSING STUDENT(S)

All teachers, paraprofessionals, cluster teachers, school aides are responsible for the whereabouts of each student under their direct supervision. If a child is missing from your classroom or line, **you must dial 1000 and inform the safety agent then you must contact the main office and an administrator immediately.**

No child is allowed to leave his/her classroom without a pass. Students leaving the classroom or school building without appropriate authorization must be reported to: a supervisor, School Safety Agent, our guidance counselors, Parent Coordinator immediately. The parents will be contacted and a conference will be scheduled to discuss the incident and implement the appropriate consequences.

Everyone has a role in preventing students from becoming “missing students.”

- Everyone has a role when they hear a door alarm.
- Responsibilities vary depending on whether or not staff is supervising students when a door alarm sounds.
- Not every door alarm is installed on a door that is regularly supervised (i.e. doors behind the auditorium).
- When walking the building, everyone must take a moment to check the activation light to ensure the door alarm is active.
- Staff assigned to the cafeteria may not always be able to hear a door alarm that is activated. It is important to visually supervise all cafeteria exit doors that may lead to the perimeter and check the closest door alarms during each lunch period. Age/grade/ known physical or emotional condition or cognitive disability are always considered and direct how we will respond.

We all must be prepared to conduct a thorough search and may need to implement a Shelter-In, a Soft-Lockdown or Hold. All staff and students must follow the GRP action that is announced until it is lifted. Be sure to make clear additional announcements with any new direction

HEALTH AND SAFETY

DOE Fall 2025 COVID-19 Guidance

This guidance provides best practice considerations for schools for the 2025-2026 school year to help prevent the transmission of COVID-19 among students and staff. DOHMH has created the attached [guidance](#) around what to know about COVID-19, flu, and RSV. [What You Need To Know About COVID-19, Flu and RSV \(nyc.gov\)](#)

- **Vaccination:** Vaccination is the best way to reduce COVID-19 risk. Encourage up to date COVID-19 vaccination for everyone six months or older.
 - Visit the [vaccine finder page](#)
 - ([Open external link](#))
 - or call 877-829-4692 to find a location near you.
 - Up to date includes boosters for everyone who is eligible and additional primary shots for some immunocompromised people. See [At-A-Glance COVID-19 Vaccination Schedules \(cdc.gov\)](#).

- **Vaccination Requirements, as of February 10, 2023:**
 - Vaccination is no longer required for all visitors entering school buildings
 - Vaccination is no longer required for all DOE employees
 - Vaccination is no longer required for other individuals who work in DOE buildings
 - Vaccination is no longer required to participate in high-risk extracurricular activities including high-risk PSAL sports
- **Daily Health Screener:**
 - No longer required to enter school buildings
- **Stay home if sick:** Students and staff should stay home if they show any symptoms of COVID-19 or other illnesses and get tested for COVID-19.
- **Isolate if COVID-19 positive:** Students and staff who test positive for COVID-19 must isolate for 5 days and can return to school on day 6 if they have no symptoms or symptoms are improving. They should wear a mask until day 10 after symptom onset or date of positive test, whichever is earlier. Masks may be removed during this period if the person has received two negative rapid tests 48 hours apart.
 - These cases should be reported to administration and Ms. Inniss school so it can be reported into the situation room for exposure notifications.
- **Get tested if exposed to COVID-19:** Students and staff who are exposed to COVID-19 should get tested.
 - These individuals should receive home tests from their school and take two tests, at least 48 hours apart. All exposed individuals should monitor for fever and other COVID-19 symptoms for 10 days after their exposure. If symptoms begin, they should not attend school and should isolate and get tested for COVID-19 again right away.
 - Please see this link for more information on COVID exposure: [Understanding Exposure Risks | CDC](#)
- **Testing:**
 - Starting May 1, 2023, schools will offer home test kits to staff and students who are experiencing symptoms and/or have a known exposure to someone with COVID-19.
 - These tests can be used by school families for testing due to symptoms, exposures, high-risk activity (such as travel and large gatherings) and can give staff and students immediate results.
 - Please see below for [a letter to families](#)
- **Masking- Face coverings**
 - Masks will be available at the school for anyone who needs/wants them.
 - Students and staff, regardless of vaccination status, must wear a mask when:
 - Returning to school on the sixth day after testing positive for COVID-19, through day 10 after symptom onset or date of positive test, whichever is earlier, including when traveling on a school bus. Masks may be removed during this period if the person has received two negative rapid tests 48 hours apart.
 - Entering the school medical room, nurse's office, or school-based health center.
 - Exhibiting symptoms of COVID-19 at school.
 - Students and staff, regardless of vaccination status, are also strongly recommended to wear a mask:
 - When they were exposed to someone with COVID-19, whether the exposure occurred in school or outside of school. The person should wear a mask for 10 days after their last day of exposure and get tested at least 48 hours apart.
 - When they are moderately-to-severely immunocompromised, and masking is recommended by their healthcare provider.
 - In crowded outdoor settings
- **School Building Cleaning:**

- Routine cleaning of surfaces will be maintained

Get Tested

Rapid Testing at Home

Schools are distributing free, take-home COVID-19 rapid test kits to any students or staff who exhibit COVID-like symptoms or have been in a classroom where a positive case has been identified. Anyone who tests positive on a take-home test should immediately report it to the school and begin isolating. No proof of a negative result is required in order for these students to enter the school building.

- Learn about [Home Rapid Test Kits](#).

Ventilation

Good ventilation is essential to prevent COVID-19. Over the past year and a half, ventilation in every single classroom across the city has been inspected, updated, and repaired as needed. Every DOE room in use by students and staff for extended periods of time will have fully operational ventilation through either natural, mechanical, or a combination of means.

As an added precaution, every classroom across New York City has been provided with two air purifiers. Cafeterias in bigger schools will be provided with large air units for added protection and window-based exhaust fans to provide additional air circulation, and we continue to increase ventilation in classrooms and schools. These measures meet or exceed guidance from the CDC.

Afterschool Programs

We are proud to be a Community school and are excited to be able to provide limited afterschool programming for our students through our union with Good Shepherd Services. Afterschool programming will uphold the same safety protocols.

BRT

DoorBell System

In order to ensure the safety and wellbeing of our students and staff, the DOE has implemented a door locking security system in all DOE schools. Both staff and visitors must ring the bell located on the right side of the main entrance, show ID, and then be buzzed in by the safety agent. Any questions, please see Admin.

School Safety Drills

NYCDOE is taking active measures to protect both the health and safety of students and staff. Currently, all schools must implement a General Response Protocol (GRP) which provides specific directions that staff and students will take in an emergency that may result in an evacuation, shelter-in or lockdown.

In accordance with New York State Education Law Section 807, all schools are required to conduct four lockdown drills per year in addition to eight evacuation drills, for a total of twelve emergency drills annually. In an actual soft or hard lockdown, the priority is maintaining the safety of all students and staff. In an actual

evacuation/emergency, the priority is exiting the building safely and expeditiously; as outlined in [NYSED guidance](#), in an actual emergency, it is understood that physical distancing may not be possible.

Door Alarms:

- Are located on all exits
- Have clear signage that indicates that the door is alarmed and that the door can only be used in an emergency.
- Remain activated unless there are specific signs posted indicating times of the day when the alarms are temporarily de-activated. Staff must be posted if turned off and be reminded to reactivate the alarm once the activity has ended. Examples of activities include official student entry and dismissal, or recess. Red light means ON.
- Operate on its own battery and key. The alarm has a low battery alert to indicate that a battery should be changed. All alarms operate with a single key. Custodians are responsible for replacing broken alarms and batteries. Principals provide necessary staff, including SSAs, with keys as needed.
- Must be checked regularly, technically by everyone!

When not with Students:

- Immediately report to the door:
- Observe conditions,
- Try to determine the cause for alarm.
- Immediately call (front desk or main office as identified by the school) to report the alarm and share any observations.
- Immediately use your two-way radio (if you have one) to share all information you have, as soon as you have it.

When with Students:

- Immediately call (front desk or main office as identified by the school) to report the alarm and share any observations.
- Immediately “see what you can see”
- Through the classroom window.
- Outside the classroom door in an effort to observe anything that may provide additional information.
- Provide the responding staff member/SSA with information.

If possible, include the following information in the description:

- Height and approximate weight,
- Ethnicity,
- Complexion and hair color, • Attire and any distinguishing features.

“When you can’t change the direction of the wind – adjust your sails.”

The fact is that now more than ever we have to be flexible and malleable as we adapt to our new reality of remote learning. As we plan rigorous and targeted instruction for our P.S. 246 students there are many things we must take under consideration.

It is important to understand that taking teaching and learning online involves more than just uploading files and video links to a learning management system. Teaching remotely requires a different approach. It is a skill to be learned. Looking through various articles and online platforms to inform our 246 remote learning plan, I have found that educators who have taught online have identified specific pedagogies and practices that help make online learning effective.

This document is compiled to support our move to remote learning by examining three major categories of online teaching and learning: 1) Pedagogy and Practices 2) Accessibility, 3) Content

The Pedagogy and Practices section covers several considerations for effective online teaching and learning. Specific strategies are noted with links to further information and resources. This is the best starting place for any teacher who is planning to teach online for the first time.

The Accessibility section addresses the accessibility needs of English learners, students with disabilities, and other students who need support in accessing content when learning remotely.

The Content section deals with how to engage with your students and tips for streaming content. Albert Einstein stated,, *“In the midst of every crisis, lies great opportunity.”* We should not forget to look at the opportunity in front of us. We know that after our students graduate from high school, they will live in a world that will frequently require them to learn and work online. As we explore options for teaching and learning online, we are also providing opportunities for our students to learn vital skills such as self-regulation, time management, and organization. For many of our students, this will be their first experience having to manage their own learning in such a way. Part of a quality online program during this time is supporting students in developing the skills and habits necessary in order to be successful in the global digital society they will enter as adults.

Expectations:

- **Google Classrooms should be set up with student invitations sent and 100% enrolled in the class by no later than October 6, 2025.**

Students should be instructed on how to log in and turn in assignments.

- Review Microsoft Teams 101 & Remote Conferencing and become familiar with this platform. We will be using Microsoft Teams for internal communication.
- Prepare a list of electronic resources that students will need to have access
 - Make sure to and include login information for each platform.
- Create a resource for students with troubleshooting tips.
 - Compile resources for students that have trouble logging in or need a tutorial on how to use a certain platform.
- We will communicate with students and parents through Google Classroom
 - students will reach out to teachers with questions through the Google Classroom platform
 - teachers can record and upload live lessons

- teachers can set "office hours" to confer with students and provide feedback/direction
- Adding all administrative and coaching staff to your classrooms as well as all specialist
- You are to take daily attendance of which students are logging into the remote learning platform and completing assignments. Those students who are not logging in are to be referred to Ms. Pam Smith for attendance follow-up at her email psmith26@schools.nyc.gov
- Troubleshooting of the Google Classroom will be done by Ms. Susana, Mr. Bilder and Mr. Verdeflor. Please e-mail them with any issues you may have with the platform.

Expectations and guidelines for Remote learning:

Below are the guidelines for our instructional day. Please pay particular attention to the teacher responsibilities section, which states, **"During this time, teachers will use an online platform and email to provide assignments to their students, consistent with the subject content standards of their respective classes. Teachers are expected to fulfill their responsibilities within the contractual workday."** That means that our workday will begin at 8:10 am and end at 2:30 pm each day.

The below guideline identifies the instruction students are to receive during remote learning.

TEACHER RESPONSIBILITIES

During this time, teachers will use an online platform and email to provide assignments to their students, consistent with the subject content standards of their respective classes. Teachers are expected to fulfill their responsibilities within the contractual workday. These responsibilities could, upon direction from the principal, include:

Student Instruction will include:

- Communicate expectations to students and families about the instructional plan for the week, including learning objectives, required activities, assignments, links to resources, and assessments, along with any associated due dates.
- During the designated time, to the extent possible, interact with students in real-time to deliver lessons, facilitate discussion, and lead other instructional activities.
- Archive lessons and other instructional activities for students to access later.
- Utilize agreed-upon communication plan determined by the school daily (Monday thru Friday during the contractual workday) to interact with groups of students and families, account for attendance, and respond to messages from students and families in a timely fashion.
- For any student that is not engaging, follow up with the school protocol to engage the Student Support Team.
- Monitor student participation in activities, grade assignments and assessments, and provide timely feedback on work submitted by students. Communicate with families about student progress.
- For students who need additional support or enrichment, identify appropriate activities and assignments to the greatest extent possible.
- Conduct all annual reviews timely for students with disabilities, to the greatest extent possible.
- Ensure that ESL students receive language support as they learn new content through remote learning.

Collaboration and Coordination

- Co-teaching pairs should plan appropriately to support their students' needs.
- Maintain ongoing communication with your colleagues who also serve your students (paraprofessionals, co-teachers, related service providers, counselors, the SBST team, etc.). Participate in professional learning opportunities remotely during the contractual work day.
- Participate in IEP meetings (initial/reevaluation/three-year evaluations) remotely at the request of the school psychologist.

- Monitor DOE email for guidance from supervisors and Central DOE. Forward messages to guidance counselors, administrators, and other school staff (e.g., parent coordinator) as needed, per the expectations of the principal.
- Implement the school communication plan, which could include participating in virtual meetings with school administrators; respond to inquiries from school administrators in a timely fashion (Monday thru Friday during the contractual workday).

This document also outlines expectations for collaboration among ICT teachers and the responsibility of Para-professionals; guidance counselors; related service providers, school psychologists, SBS team and the responsibility of the student and parent. Please adhere to these guidelines during remote instruction:
[file:///C:/Users/nycdoe/Downloads/Guidance%20and%20Expectations%20for%20Remote%20Learning%20in%20Response%20to%20COVID-19%20\(1\)%20\(1\).pdf](file:///C:/Users/nycdoe/Downloads/Guidance%20and%20Expectations%20for%20Remote%20Learning%20in%20Response%20to%20COVID-19%20(1)%20(1).pdf)

Pedagogy and Practices

While remote learning offers many positives (time-shifting, pace-shifting, personalization, etc.), student engagement can easily be compromised by the lack of face-to-face interaction. It is important to note that the affordances of technology and of online learning overlap in many ways with the needs of English learners and students with disabilities. Fortunately, there are several strategies that can help teachers keep all students engaged while learning remotely.

- Be present as the instructor
 - Instructor presence is a critical factor in the success of online learning.
- Instructors should also be present by engaging students through asking questions and responding to questions. There are many online tools that can help teachers such as discussion boards, replying to questions, and asking probing questions of the whole class, groups, and individual students.
- Use frequent formative assessments and your learning management system to gauge student learning and plan instructional moves and personalization that helps to keep all students on track. I-Ready and Zearn should be used to track student progress.

Focus on connections and relationships by holding online advisory/morning meetings. The below is a suggested structure developed to maintain normalcy and community.

Morning meetings (30 minutes each morning at a set time)

1. Share and review norms, then check-in as a group. Some possible prompts:

What's your weather?

If you were an animal, what would you be?

Tell a six-word story about yourself

Rose, thorn, bud

What emoji represents how you are feeling today?

2. Outline a schedule for the day. Share the learning and assignments for the day.

3. Encourage students to sign up for "office hours" or 1:1 connections with a teacher.

4. Finally, don't forget to have some fun together. Celebrating the small things will help you and your students with mental health, and distract from anxiety. Here are some ideas for fostering the relational glue that is laughing and feeling good together:

- Read Alouds! Read a chapter aloud to your students.
- Mindful moments (try the breathing exercise together)
- Jokes and riddles
- Morning announcements
- Meme of the day
- Assign a Flipgrid dance-off

REMEMBER to have realistic expectations: academics are a way to create a sense of normalcy and continuity, be reasonable about what you and your students can achieve. Focus on building skills or reviewing key content, not on introducing new learning.

Don't forget about non-core classes: assign PE, Art, or Music activities that kids can do on their own.

End the day well with a closing check-in

TRSU teachers are planning a 30 minute (or less) check-in at the end of the afternoon.

1. Share outs: how did today go?
2. Reflections on transferable skill focus
3. Follow up on challenges from earlier in the day (meme of the day/dance-off/etc.)
4. Sign off in a positive way

COLLABORATION:

- Work as a group
 - Setting up an effective online learning environment can be overwhelming. It can also be isolating. Teachers should remember that they can work together to create engaging lessons and activities for students. Sharing with colleagues will reduce stress and the workload. When working with colleagues, remember you can share classes and resources through your [Google Classroom](#). This could enable teachers to assign activities in one class from other shared classes.
- Focus on active learning
 - To engage students who are not in the room during a lesson, teachers should consider creating a mix of:
 - Robust discussions
 - Collaborative work
 - Video and audio clips
 - Hands-on exercises
 - Individual work time
- Chunk content into smaller pieces
 - Learning online can be more taxing physically and intellectually than learning in a face-to-face environment. Teachers should avoid frequently assigning long text passages or even long videos.
 - [4 Tips for Content Chunking](#)
 - [Content Chunking for Engagement](#)
 - [Content Chunking for Instructional Design](#)
- Hold "Office Hours"
 - Consider setting specific times during the day that you would be available via a web-conferencing tool. Students could check in if they have questions about assignments - or if they just need to see and hear their teacher. Here are a few free or low-cost tools:
 - [Zoom](#)
 - [Google Meet](#)
 - [Microsoft Teams](#)
- Create smaller groups
 - Students who are learning virtually still need to make connections with others. When teachers create some of their assignments as group work, students are able to experience the continuity of their relationships. It can be more meaningful to assign students to smaller groups to review and comment upon each others' work. Smaller groups are also more effective at ensuring that all students participate equitably.
- Be careful with your time
 - As mentioned previously, teaching online can be very time-consuming for teachers. In a face-to-face classroom, when a question is asked by the instructor, one or two students might answer. When a teacher uses a discussion board online, the expectation is that all students will respond. At that point, a teacher can get lost in trying to respond to each student's response. A better strategy is to respond directly to some of the student responses. Some online teachers keep a tally to make sure that they respond to each student at least weekly, but

not for every discussion assignment. Grade levels and specific needs of students will help drive how frequently to respond to each student.

- Give multimedia options for assignments
 - While it can be expedient for teachers to grade quizzes and short papers, many students will be more highly engaged by assignments that allow them to create. Engagement and learning can be enhanced when students are encouraged to create content through the use of slides, videos, podcasts, blogs, [data visualizations](#), websites, [infographics](#), etc.
 - Here are some tools that students can use to create:
 - [Best Tech Creation Tools](#) from Common Sense Education
 - [20 Best Online Creation Tools for Students](#)
- Stay flexible with pacing
 - In the face-to-face classroom it is relatively easy to keep students working at the same pace. The teacher can assign a task and collect the work at the end of the period. Individual learning styles, particularly when it comes to pace, will be evident in the remote learning environment. Consider these strategies:
 - Have all work for the week posted by the start of the week and due at the end of the week (or even over the weekend).
 - Try working with “windows of time” instead of specific due dates for some assignments.
 - Be prepared to differentiate due dates for students who struggle with the rigor or style of remote learning.
- Other tips:
 - [Preparing to take school online](#)
 - [Teaching remotely](#)
 - [Effective remote teaching with Microsoft](#)
 - [Effective teaching online](#)
 - [Enabling distance learning through GSuite](#)
 -

Accessibility

It is critical to ensure the accessibility of resources for all students. In particular, **when considering students with individualized education programs (IEPs) or 504 plans, first consult with your district office** regarding federal, state, and local guidelines for these students as related to needs for remote learning.

- Below are some general strategies for helping to ensure equity and accessibility for all students. It is important to note that this does not constitute legal advice. This section is designed to share some best practices regarding accessibility of content when designing remote learning environments.
 - Take advantage of the accessibility features built into most LMS systems:
 - Use heading styles which will allow screen reader software to navigate from section to section.
 - Use font, size, and text formatting to distinguish between items or to navigate. Ensure no information is conveyed solely by color or sound.
 - Use Alt-Text to allow users with screen readers or with slow connection to identify your images, graphs and charts.
 - Enable tool tips so that descriptions appear when users hover over images, graphs, and charts.
 - Provide [transcripts of video or audio](#) announcements made by teachers. If you read from a script, your script should be posted as the transcript.
 - If linking to external videos, make sure the videos have [closed captioning](#) available.
 - Use descriptive titles, headers and subtitles to provide added context.
 - Use meaningful text in links to make it easier for users to predict where navigation will take them. For example, avoid “click here” or “read more.”
 - Provide a balance of text, image, video and audio. Instruction and resources provided in more than one format provides broader support for the greatest number of users.
 - Teachers should verify that the external resources they link to have the accessibility features.
 -

Planning for Content and beyond...

Planning For Your First Digital Class

Consider scheduling the first digital class for one hour in advance of the actual class. Students with questions can join early and be dismissed when the teacher deems them trained on the system. Others will have a chance to remain in the Google Meet if they need more help. Also have a plan to address the issue if students can't or don't join digital classes. Not all students will have access to a smartphone, tablet, computer or internet. Talk through a plan for those individuals.

For Teachers: Streaming Your Digital Classroom

First, press record to capture your screen. Next, start the live stream of your class a few minutes before you plan to begin so students can have time to read your instructions. When starting the stream, have a shared document visible with instructions for students that reads:

- Mute your device by clicking your mute icon.
- Make sure you are in a quiet room so you can focus and without background noise.
- If you have questions, submit a comment by clicking the comment icon.
- Class/Instructor will be starting soon.

When you're finished with the class, save it into Google Drive. You may want to send a follow-up email to students with the digital class recording and links to any materials they need or assignments they need to complete.

Communication For Parents and Guardians: About the Digital Classroom

Before sending students information, email instructions to all parents on accessing virtual classrooms for or with their child. Explain to them when their child can expect to receive the information and what to do if they don't receive it.

- Include recording terms/conditions.
- Include rules and expectations - consider repercussions.
- Include a typical schedule example.
- Include typical school work expectations (i.e. lecture, lesson, questions, work, review, homework).
- How will homework be distributed and submitted?
- Include a link to a page on your website with an FAQ, support form, and screenshots of how to access the digital class if possible.
- K-5 students probably don't have emails, so the school will need to email parents and guardians with instructions on how to create an email or allow the student access to another individual's email for the purpose of the virtual classroom.
- Think about how you will record lessons for later viewing.
- How will attendance be taken? If someone is sick, have the parents or guardians email the teachers before the first session of the day.

Finally, ensure parents and guardians are active in their student's academics. The school will need to rely on parents/guardians to verify that students are checking emails and are comfortable running the technology. In some cases, parents will need to help younger kids setup and attend classes.

Think Shorter

If it's hard to hold students' attention in person, it's even harder online, says Stachowiak: "You'll want to think about shortening that experience. The online environment tends to have shorter, more-compact opportunities and then other things to do that are more engaging than just sitting and listening."

One reason, she adds, is that students may be logging on through their smartphones, or watching a recording later instead of tuning in live.

Lighting is Key, and Think About Virtual Eye Contact

When you're standing in front of a class via live video, make sure you aren't standing in the shadows. "Think about your webcam and having your light source in the room come from in front of you so that the light is shining on your face as opposed to turning you into this shadowy figure that looks a little scary," says Stachowiak.

"You should join the session early so you can look at yourself and ask, where's the light coming from? Is it the right positioning for that camera? And the other thing to think about is that you can simulate eye contact by looking at the camera that for many of us is sitting on top of our monitor—so put your notes at the top of your screen so you look at the camera more."

Use Polls to Keep Students Engaged

There are many tools available to pose multiple-choice questions to students remotely. Or professors can just ask students to respond to a prompt in the text chat included in most video conference platforms. Stachowiak suggests including at least three polls or opportunities to interact during each online class session.

Promoting Positive Student Behavior

School culture and climate have a profound impact on students' academic progress and their relationships with peers and adults. Each school is expected to promote a positive school culture that provides students with a supportive environment in which to grow both socially and academically. Schools are expected to take a proactive role in nurturing students' pro-social behavior. Social emotional learning must be a basic component of a school's program of universal prevention for all students. Effective social emotional learning helps students develop fundamental life skills, including:

Recognizing and managing emotions

Developing caring and concern for others

Establishing positive relationships

Making responsible decisions

Handling challenging situations constructively and ethically

Ensuring the safety and wellbeing of students who are not under the direct supervision of school personnel presents many challenges. This is especially evident when we discuss the access that social media platforms offer to students. As we move forward with remote learning we have to prepare for an increase in student participation in virtual environments while utilizing academic resources such as Google classroom and what that could mean should we encounter potential suicidal ideation or behavior that is in violation of the NYCDOE Discipline Code. As we await further guidance from DOE Central regarding the manner and method in which schools will enforce disciplinary responses.

Please address all staff members to re-establish clear protocols and expectations around reporting and responding to incidents. Ensure staff members understand the importance of immediately reporting incidents to school administration so you are in the best position to respond to an incident in a timely manner. Incidents must be entered and submitted in OORS within 24 hours of notification.

Please continue to make notifications related to incidents that occur in and around your school community. Provide the available, accurate information as soon as possible and make follow-up notification as additional information becomes available. It is our goal to continue to support school communities during this unprecedented time. Issues needing to be reported to EIC can be done utilizing the attached EIC Template. Please be sure to copy the BSD on any EIC Template report that is submitted.

ESTABLISHING REMOTE LEARNING NORMS

Teachers and students work together to generate a vision of an equitable classroom by agreeing to actions that

- are respectful and make classrooms safe places for sharing;
- are equitable so that everyone's ideas and participation are valued;
- support commitment to community and learning together; and
- move critical thinking forward as students work to figure things out.

	What norms represent best practices for teachers and students in remote learning environments?	
	Synchronous virtual learning	Asynchronous learning aided by technology
Respectful	• Use digital talk moves to provide positive feedback. • Use established signals/digital responses to facilitate taking turns to avoid simultaneous talking (e.g., raising hands, thumbs up, muting when others are speaking). • Adhere to agreements about when to use cameras and when to mute/unmute audio.	• Agree that digital platforms (e.g., Pinup, Padlet, GoogleDocs) are safe places for questions and discussions. • Address the inherent anonymity of using digital tools and define respectful interactions. • Know that others will read and respond to your comments. • Develop respectful comment/ feedback starters (e.g., How about...). • Recognize that thought partners might be working on a different timeline and be patient when waiting for responses.
Equitable	• Take time to learn and practice using the digital platform and post tutorial videos for reference. • Recognize that students may access digital platforms with different devices that may have differing capabilities. • Use and rotate breakout groups to increase participation and sharing of ideas. • Use strategies to manage speaking such as each person nominating another to speak, until all have spoken • We check in on folks who aren't here.	• Provide opportunities for students to share in different ways, such as videos or written responses or images. • Accept responses that reflect varied student resources such as registers of language. • Monitor contributions and participation. Reach out via phone or text to address gaps.

	• Provide recordings of lessons for students who miss synchronous interactions.	
Committed to Community.	• Maintain a format for recording and tracking progress on student questions. • Encourage patience, support, and kindness among the group, paying particular attention to those who might be new to technology or selected platforms.	• Find a way to honor all contributions. • Provide support for parents (e.g., tutorials, online meetings, overviews of assignments, links to helpful websites, etc.).
Remote Learning Norm Development	What strategies support co-construction of norms in varied remote environments?	
	• Use a virtual whiteboard with stickies (Pinup, Padlet, Flipgrid) and get consensus on some shared norms that way, grouping ideas together. • Re-establish or adjust classroom norms for a virtual setting. • Revisit norms often and draw attention to a specific norm for the learning session. • Take time to check-in and connect with students. • Allow students to express a “digital identity” using a background or profile picture.	• Use a digital board to collect ideas, allowing all students to return at a later time to analyze and add comments. • Post ideas and suggestions for norms (perhaps by category) for the teacher to compile. • Allow students to react to, vote for, and add ideas to a suggested list of norms. This could also include describing what a particular norm could look like in a remote learning setting. • Utilize online journals that students can share and “talk to” each other about.

What considerations do we need to make to attend to different populations of students when providing remote learning?

Student Population	Considerations
Underrepresented students	• Provide ideas for adaptations of materials to the students’ home culture and interests. • Foster thinking about how this “new normal” can benefit students who were marginalized by school. • Provide opportunities for students to practice skills and ideas that matter to them

Emergent bi- and multilingual students	• Creation of translations of materials. • Support student-student discourse using technology if possible. • Allow students to dictate or video record responses for activities. • Use a platform that has captioning options.
Special Education students	• Allow for and provide multiple modes of expression to students for sharing ideas, listening/reading/communicating. • Involve the parent/caregiver as much as possible. • Provide scaffolding such as frameworks or sentence starters. • Give them a virtual partner to share Ideas and models with • Record lessons and let them view as many times as needed.
Homeless students	• Work with area shelters and food banks to coordinate learning resource and meal pickup and drop-off. • Engage other staff in supporting students

Netiquette

Student tips for successful **VIDEO CALLS**



- 

1 Check in with your teacher. Gather your materials.
- 

2 Be on time. Check in thru the chat when you arrive.
- 

3 Stay engaged (nod or thumbs up) if others are talking.
- 

4 Mute your mic if you're not speaking.
- 

5 Use the chat or raise hand to share ?s/ideas.
- 

6 Wait for teacher to call on you or unmute your mic.
- 

7 Take notes in a doc or on paper for reference.
- 

8 If using video, look at the camera, not the screen.

Text by Karly Moura @KarlyMoura. Infographic by Matt Miller @jmattmiller. Icons by The Noun Project.

Page Break



Netiquette

Be positive online



1



Do: Say nice things

Saying nice things make people's day. I hope you can make someone smile by saying nice words.

Don't: Write in all caps

2



They will simply think that you're yelling in a bad way.

3



Do: Think before you publish

Make sure you proofread so that they won't be confused of what you mean. Do you think they will appreciate your comment?

4



Don't : Make fun of someone

If you think they don't do well then just ignore it. Don't comment mean things about what they can do.

5



Do: Use correct language

Using the correct language is being kind. I hope you be kind too. So don't use inappropriate language.



Being netiquette is simply saying "Be kind online and respect others." I hope you can be a good Netiquette person.

Source

VIDEO CONFERRING

with students
learning remotely



Post by
Catlin Tucker
catlintucker.com

1



**Small Group
Instruction**

2



**Small Group
Discussion**

3



**Conferencing
with Students**

Designing
Instruction
Intentionally

1



Hook the Group

2



I Do, We Do,
You Do

3



Assignment
Check & Review

4



Present, Pause,
Discuss

5



Quick Assess /
Focused Instruct

Infographic by Matt Miller @jmatmiller for OnlineLearningIdeas.com

Page Break

P.S. 246 INSTRUCTIONAL STRATEGIES FOR LIVE INSTRUCTION

#1 Hook the Group	#2 I do, We do, You do	#3 Assignment Check & Review	#4 Present, Pause, Discuss (Repeat)	#5 Quick Assessment & Focused Instruction
Present a problem or challenge Ask students to work collaboratively (without your help) to discuss & solve As students discuss and attempt to problem-solve, observe their interactions to identify gaps or misconceptions Debrief as a small group Follow up with instruction and/or modeling	Explain and model Run through an example or a couple of examples as a group Assign students additional practice to do after the call and provide a space online (Google Classroom Stream, Mentimeter open-ended question, or Shared Google Document) where they can post questions or request help if they get stuck	Provide a model, exemplar, or answer key for an assignment that kids completed at home Give students time to check, correct, & discuss questions Review as a group & provide follow-up explanation Build with additional instruction	Present information (~3-5 minutes) Encourage students to crowdsource their notes on a shared Google Document Pause and give students 60 seconds to write down any questions they have about the information Allow kids to ask their questions and discuss the answers as a group Repeat.	Use a quizzing tool, (Google Forms run as a quiz, Socrative, or Kahoot!) to administer a quick assessment Use the data to identify which questions students struggled with and work through those questions as a group. Provide additional instructions and scaffolds as needed.

Resources Links

Click on the link to access document

- [PS 246 HUBB](#)
- ABC Chart
- Anecdotal Recording Form
- [IST Request Form](#)
- Behavior Log
- Bulletin Board Checklist
- Classroom Environment Checklist
- [Classroom Library Checklist](#)
- Lesson Plan Template (suggested)
- [Out of Room Log](#)
- Media Consent Form
- [Parent Meeting Form](#)
- Parent Teacher Conference Log
- [Parent Engagement Log](#)
- [Attendance Sign-In Sheet](#)
- Professional Learning Turnkey Form
- [Supplies Request Form](#)
- [Custodial Work Order Request Form](#)