

The Lorraine Hansberry Academy

Public School 214x

2020-2021 Staff Handbook

The COVID Edition



Be Exceptional!

1970 West Farms Road
Bronx NY 10460
David Cintron, Principal

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****PLEASE NOTE: Anything highlighted in yellow reflects changes or new information during the COVID-19 pandemic until further notice.****



LORRAINE VIVIAN HANSBERRY
1930 – 1965

In her short life of only 35 years, Lorraine Hansberry made a vivid imprint on the American theater scene. In her first effort as a playwright, she authored “*A Raisin in the Sun*”, a masterpiece that captured the New York Drama Critics Circle Award as best play of the 1958 – 1959 season. It was the first time that a Black author had earned such a prize. The play, which remains a classic, was eventually adapted into a movie.

Lorraine was born in Chicago on May 19, 1930. Her father was a prosperous entrepreneur, who, like his wife Nannie, had migrated from the South to Chicago to find a more lucrative life. He became a successful realtor and banker. But when he purchased a home in an all-white neighborhood, racists, backed by Illinois law, protested, and the family was forced to move. However, he took the case to the Supreme Court and won, but the ordeal took a financial and psychological toll. In 1945, when he died of a cerebral hemorrhage, his plans to become a resident of Mexico ended. This experience greatly influenced Hansberry because, in her celebrated play, she would replay many of these events.

Hansberry attended Chicago public schools and was an avid reader. Several of her favorite writers were Langston Hughes, Countee Cullen, and historian Carter G. Woodson. Hansberry entered the University of Wisconsin, where she studied stage design and art, and discovered a love for the theater. In 1950, she went to New York, the heart of America’s theater activity.

In 1951, while working as a waitress in a Greenwich Village restaurant, she met the owner’s son, Robert Nemiroff. The pair were married and, with his support, she busied herself writing short stories, poetry, and plays. Between 1956 and 1957, she devoted all of her creative energies to writing “*A Raisin in the Sun*.” The plot centered on a Black South side Chicago family striving to overcome their conflicts in the midst of a racist society. On March 11, 1959, “*A Raisin in the Sun*” opened at Broadway’s Ethel Barrymore Theater. Drama critics were ecstatic, and success was immediate. The play enjoyed a 19-month run, winning for its author the coveted Drama Circle Award. It was later adapted into a movie. The play thrust her into the limelight, and her public speaking and social appearances increased dramatically.

In 1963, cancer struck, and until her death in 1965, she was frequently in the hospital. Resolved to continue writing, she completed her second Broadway play, “*The Sign in Sidney Brustein’s Window*,” which opened October, 1964. On January 12, 1965, three months after the play opened, Hansberry died.

Hansberry’s husband, as a tribute to her compiled and edited, “*To Be Young Gifted and Black*,” which was published in 1969 and contains a compilation of autobiographical statements from her. It contains such wisdom as this:

Out of the depths of pain we have thought to be our
sole heritage in this world – oh, we know about love!
Perhaps we shall be the teachers when it is done.
And that is why I say to you that though it be a thrilling
and marvelous thing to be merely young and gifted in
such time, it is doubly so – doubly dynamic, to be
young, gifted, and Black.

Lorraine Hansberry’s full potential will never be known because her life was shortened. But, as a Black Broadway playwright, she was preceded by very few, and none of them women.



Vision Our learning throughout life will lead to success for everyone.

Mission Our entire school will motivate students to achieve their personal best and to be kind and respectful to one another.

Core Values

All members of the community have a right to feel safe, respected, and included.

All students have the potential to learn and to achieve excellence.

Everyone must work hard and take personal responsibility for the success of the entire community and accept no excuses.

Working together we can remove barriers to student learning, and achieve more than we can on our own.

A desire for continual improvement on every level of the school is necessary for success.

Theory of Action If the school provides teachers and staff with systemic learning opportunities grounded in sustaining academic rigor, and engaging all learners in quality interactions, school-wide instructional practices will be enhanced. As a result, students will achieve increasingly higher levels of learning.

If students' daily learning experiences are driven by high standards and academic rigor, supported by careful scaffolds and structured interactions, students will learn to read, write and think critically across all disciplines.

Administration 2020-2021

Principal	Mr. David Cintron
Cabinet	<p>Ms. M. Mehu – Pre-K – Fifth Grade, Mathematics, Science, Technology,</p> <p>Ms. Melissa DeJesus- Sixth – Eighth Grade, Special Education, and Academic Intervention Services</p> <p>Ms. C. Rivera – Remote Learning, Literacy, Social Studies, Arts, Physical Education, English Language Learners</p>
Core Team	<p>Mr. Cintron – Principal</p> <p>Ms. DeJesus, Ms. Mehu, Ms. Rivera– Assistant Principals</p> <p>Ms. E. Mytych- Assessment, Safety</p> <p>Ms. M. Cerreta-Snoussi – New Teacher Facilitator, Early Childhood Instructional Coach</p> <p>Ms. K. Johnson (JP) – Math and Science Coach</p> <p>Dr. J. Huang – Literacy Coach</p> <p>Mr. Emiliano – Operations</p> <p>Mr. Yege- Special Education</p> <p>Ms. Echevarria – Parent Coordinator</p>
Youth Development and Equity Team	<p>Ms. DeJesus – Assistant Principal /YDT Leader</p> <p>Ms. Jimenez– Attendance</p> <p>Ms. Echevarria – Parent Coordinator</p> <p>Ms. Speller– Dean of Discipline</p> <p>Ms. Augustine (Pre-K – 2), (3 – 5), Mr. Bright (6 – 8) – Youth Development Specialists</p> <p>Ms. Ogando, Ms. Terrero – Guidance Counselors</p> <p>Ms. Ross, Ms. O’Sullivan, Mr. Rodriguez- Teachers</p> <p>Ms. Stephen- STH Social Worker</p> <p>Ms. Flores- Community Worker</p> <p>Ms. Mildred Torres- SAPIS Worker</p>
Student Support Team (SST)	<p>Mr. Yege – Team Leader/ IEP Teacher</p> <p>Mrs. Kajoshaj – School Psychologist</p> <p>Ms. Mytych – Assessment</p> <p>Ms. Ogando, Ms. Terrero and Ms. Spry-Whittaker – Guidance</p> <p>Ms. DeJesus – Assistant Principal</p> <p>Ms. Garcia – Social Worker</p> <p>Ms. I. Martinez – Family Worker</p>

DAILY OPERATING PROCEDURES

OFFICIAL SCHOOL HOURS

Our official school hours are as follows: Monday – Friday, 8:30 am to 2:00 pm.

All staff will have a daily 30-minute Instructional Coordination period before the students' instructional day begins to coordinate instruction and plan together from 8:00 am to 8:30 am.

Teachers will have 20 minutes of daily Office Hours scheduled during the workday to communicate virtually with families and students from 2:00 pm to 2:20 pm.

Teachers will receive a 30-minute prep period at the end of the school day from 2:20 pm to 2:50 pm. In-person teachers will not be required to be in the school building and can engage in their prep time activities remotely.

In addition, please be aware instruction begins and ends with a bell that signifies the beginning and end of each period.

Period 0	8:00 – 8:30
Period 1	8:30 – 9:20
Period 2	9:20 – 10:05
Period 3	10:05 – 10:50
Period 4	10:50 – 11:35
Period 5	11:35 – 12:25
Period 6	12:25 – 1:10
Period 7	1:10 – 2:00
Period 8	2:00 – 2:20
Period 9	2:20 – 2:50

ENTRY AND DISMISSAL PROCEDURES - CLASSROOM

I. Student Arrival Procedures:

All students will arrive in the school building by 8:30 am and will enter the building through the following exits:

- **Pre-K & K** students and parents will use **Exit 3** to enter and exit through the designated doors, maintaining 6 feet of social distancing (floor decals as guide), and will drop students off in their respective classroom.
- **Grades 1-5** will enter the building from **Exit 1 & 2** in a single file, maintaining 6 feet of social distancing (floor decals as guide). They will use the main corridor, pass the main office, and go directly to class in one single direction.
- **Grades 6-8** will enter the building from **Exit 4** in a single file, maintaining 6 feet of social distancing (floor decals as guide). Designated staff members will monitor the number of students entering the building by staggering student movement and maintaining 6 feet of social distancing (floor decals as guide).

Bus students: Students who are bused will be directed to their assigned entrance upon arrival by a designated staff member.

II. Supervision of Students Entry: The following posts will be supervised each morning by the staff-members indicated unless otherwise re-directed by Mr. Cintron.

First Floor

Circulating- AP

Exit 1&2 Outside- Ms. Echevarria **Exit 1 & 2 Inside-** Ms. Jimenez

Exit 3 Outside/ Busing - Mr. Yege & Ms. Mytych **Exit 3 Door-** Ms. Augustine

Exit 3 Inside- Ms. Figueroa, PreK Paras

Exit 4 Outside- Mr. D. Williams **Exit 4 Inside -** Ms. Fox

Playground: Ms. Speller

Exit 5/6 Inside - Ms. Townsend **Exit 7 Inside-** Ms. Kim

Second Floor

Circulating- AP & Bright

Exit 1/2 -Ms. Kajoshaj **Exit 3 -**Ms. Whittaker **Exit 4 -**Ms. Sanchez

Exit 5/6 - Ms. Caraballo **Exit 7 -** Ms. DeGraffe **Exit 8-** Mr. Schneider

III. Student Dismissal Procedures: There are two (2) dismissal times.

Early Childhood students will begin to dismiss at **1:50 P.M.** Elementary and Middle students will dismiss at **2:00 P.M.**

- **Pre-K & K** students will remain in their classrooms until they are picked up. Parents will enter and exit the building through Exit 3, maintaining 6 feet of social distancing (floor decals as guide), and will pick up their child in their respective classroom.
- **Grades 1-5** students will exit the building through **Exit 1 & 2** and line up in a single file line at the designated spots in the front courtyard, maintaining 6ft. of social distancing. There will be markers on the floor indicating each class.
- **Grades 6th- 8th** students will exit the building through **Exit 4** on to West Farms Road.
- All bus students will be picked up early, each day, by the assigned school aides (see transportation plan).

Supervision of Students Dismissal: The following posts will be supervised each afternoon by the staff-members indicated unless otherwise re-directed by Mr. Cintron.

First Floor

Courtyard: AP

West Farms: AP, Krystal, Bright

Exit 1&2 Outside- Ms. Echevarria **Exit 1 & 2 Lobby-** Ms. Jimenez

Exit 3 Outside/ Busing - Ms. Townsend **Exit 3 Door-** Ms. Augustine

Exit 4 Outside- Mr. D. Williams

TEACHER ATTENDANCE OVERVIEW

A.M. Arrival

1. Teachers are expected to be in their assigned classrooms/meetings to begin planning by 8:00am.
2. **Each teacher will personally complete the virtual attendance form daily.**
Staff members who are going to be absent or late need to call the main office by **7:00 am** at (718) 589-6728. You must speak to a **live** person in order to report your absence for the day. Mailbox messages will not be accepted to report absences.
3. Absences will be recorded by the payroll secretary or designee.
4. At 8:01 AM the Payroll Secretary will advise the Principal of absences, lateness or delays of teaching personnel.

Late Arrival

1. Personnel who arrive after 8:00AM must clock in.
2. Staff members, who are late three (3) times within a month, not including snow days or extraordinary transportation delays, will be required to meet with the Principal to discuss the matter. An outcome of such a meeting may result in a return to the daily use of the time clock. Excessive lateness and/or absence during the school year will result in an adverse rating.

LEAVING SCHOOL DURING SCHOOL DAY

1. Any staff member that requests to leave the building before the end of the day should proceed as follows:
 - a. **To attend a meeting or request a personal day:** the request must be submitted to and approved by the Principal no later than 48 hours prior to the date. You must submit an OP 201 payroll form and attach proof of meeting attendance. Acceptable proof can be an email, registration confirmation, etc...
 - b. **Holidays: under no circumstances** are staff-members to be absent or request to be absent the day before or the day after a holiday. Those who violate this will be subject to disciplinary action.
 - c. **Medical Appointment or emergencies:** Personnel must obtain the Principal's approval before leaving the building. Teachers are responsible for notifying the school's programmer or designee so that classroom coverage is provided.
 - d. **Lunch:** Staff members leaving the building for lunch will need to move their timecard from the "in" slot to the "out" slot.
 - e. **Under no circumstances is any member of the staff to leave before scheduled time without permission from the Principal.**

END OF DAY

- You can read more on Attendance and Service of School Staff in the Chancellor’s Regulations C-601 in Appendix A or at the following link <https://www.schools.nyc.gov/docs/default-source/default-document-library/c-601-9-5-2000-final-remediated-wcag2-0>

****Staff are to use Exit 1/2 to enter and leave the building at all times in order to ensure everyone’s safety.**

STUDENT ATTENDANCE PROCEDURES

In order to adhere to the NYC Department of Education’s guidelines within the COVID-19 School Health Policy, PS 214 will uphold the following procedures:

In SY 2020-21, NYCDOE will return to a more traditional practice of taking attendance. We will track “attendance” and not “interaction” as a measure of student engagement and instructional time in remote and in-person learning settings. Attendance for every student must be taken every day (Monday through Friday), regardless as to whether those students are engaged in remote or in-person learning. Due to health reasons and some staff may be remote, all attendance (in person and remote) will be taken virtually.

Teacher Responsibilities

Daily attendance must be taken early so that we may follow up with students who are absent, and upload the attendance in STARS Classroom.

- Teachers will take attendance and record it on the Attendance Tracker by 9:00 am. Per mandates, teachers will also keep their own records.
- Elementary School enters information by 9 am Middle School enters information during each Core subject.
- Next to each student’s name, the teacher will enter values as follows:
In Person Instruction: P=Present or A=Absent
Remote Instruction: O=Present or M=Absent
- Principal’s designee will upload the daily attendance data into STARS Classroom using the Attendance Tracker by 2:00 p.m. that day.
- In the event schools are closed, teachers must escalate to the attendance team if a student has been absent 3 consecutive days or more by using the school-based survey.
- When students are absent teachers must conduct outreach and document the outreach.

The definition of “present” will be defined as:

- **In Person Instruction:** Student is physically present in the classroom / school learning environment for instruction during the scheduled school day.
- **Remote Instruction:** Student is virtually present (teacher-student instruction) in a virtual learning environment for synchronous instruction during the scheduled school day.

****For pre-K, asynchronous activities can count for present .***

The Attendance Team

The attendance team will monitor attendance across the school to reduce chronic absenteeism. Each grade has been assigned an attendance liaison to support outreach to students and their families who have not engaged in school – whether remote or in person. Questions and concerns can be directed to the following attendance liaison for each grade:

- **Pre-K-** Ms. Ogando
- **Kindergarten-** Ms. Jimenez
- **1st Grade-** Ms. Gonzalez
- **2nd Grade-** Ms. Echevarria
- **3rd Grade-** Ms. Caraballo
- **4th Grade-** Ms. Stephen
- **5th Grade-** Ms. Flores
- **6th Grade-** Ms. Whittaker
- **7th Grade-** Ms. I. Martinez
- **8th Grade-** Ms. Speller

SECURITY

Security for School Personnel, Supplies, and Equipment

Incidents in schools involving strangers who have no legitimate reason for being in the building are a serious concern. An effective way to prevent this is to insist that established procedures be rigorously enforced.

- A School Safety Officer is assigned to cover the main entrance. All persons are to show some identification. The officer prints the information in the log book from the I.D. shown.
- All visitors sign in and out in the log book which is maintained near the entrance. The sign in process should include the home address of strangers. The address should coincide with the requested identification. They will receive a visitor's pass.
- All visitors are then directed to the school's General Office where, if approved, they are given specific permission to proceed to their destination with directions as needed. No adult may go to the classroom without a staff escort.
- All staff members who request to see parents should meet the parents in the General Office and escort them through Exit 1/2 off the premises at the conclusion of the meeting.
- Anyone failing to comply with these regulations will be removed from the premises and, if necessary, the police will be notified.
- The School Safety Plan is updated yearly with the assistance of a School Safety Committee to reflect changing problems and conditions in the school.
- Teachers and other personnel remaining after 3:00 p.m. are to notify a School Security Officer, and general office personnel, so that safety procedures can be followed.
- **Students are not allowed to have, hold, or use any school keys.**
- Rooms are to be kept locked when not in use.

Visitor Control Plan

The NYC Department of Education has provided guidelines within the COVID-19 School Health Policy for visitors. When it is necessary to hold a meeting in person, all visitors are required to follow the visitor control protocols, including temperature checks, complying with physical distancing requirements and wearing a face covering.

P.S. 214 will use the following Visitor Control Plan:

Protocol for Visitors:

All visitors are required to wear a mask/facial covering to enter the school building and must wear it for the entire time they are in the building. Visitors must adhere to social distancing guidelines and always remain at least six (6) feet apart.

All visitors will receive temperature screenings. Signage will be placed on the front glass door asking visitors to **Stop and Wait** until directed to enter by a safety agent. When visitors enter the building, a school safety agent will perform a temperature screening using non-touch thermometers, as well as, provide a mask to any visitor who does not have one.

After temperature screening is complete, the school safety will contact the main office at extension 1496/2/1/0. A staff member will come to the security desk and escort the visitor to the main office or the designated space for their meeting.

Protocol for Teacher/Staff Parent Meetings:

In an effort to limit the number of visitors in a school, where possible, parent concerns will be addressed remotely.

Visitors will not be allowed into the building without an appointment. There will be a google form, for internal use, so the staff can schedule a meeting in the Situation Room.

Meetings will be held Monday - Friday from 8:00 a.m. to 2:00 p.m., for fifteen (15) minute increments to minimize the amount of time in the Situation Room.

Parents who wish to schedule a meeting with a teacher must sign up on the PS 214 website or call the school.

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

Soft lockdown implies that there is no identified imminent danger to the sweep teams. Administrative teams, Building Response Teams, and School Safety Agents will mobilize at the designated command post for further direction.

Hard lockdown implies that imminent danger is known and **NO ONE** will engage in any building sweep activity. All individuals, including School Safety Agents will take appropriate lockdown action and await the arrival of first responders

Students are trained to:

1. Move out of sight and maintain silence

Teachers are trained to:

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

Lockdown drills during the COVID-19 pandemic must be conducted as follows:

- All students must participate in drills.
- When scheduling a lockdown drill, schools must ensure that each cohort of the school's blended learning model has an opportunity to participate in a lockdown drill.
- During a drill, students should be instructed to remain in their seats and remain silent instead of moving to the safe corner.
- All instruction and movement within the classroom must cease until the lockdown drill has been lifted.
- All classrooms and offices must be provided with materials to cover the door visual panel during a lockdown drill (i.e. shade, poster board, non-flammable fabric, etc.)
- In larger spaces such as the gymnasium, cafeteria, auditorium, or library, students will be required to remain seated and silent until the drill has ended.
- In an actual soft or hard lockdown emergency, the priority is the immediate safety of all students and staff and complying with physical distancing guidelines may not be possible nor should it be a priority. As mentioned above, during a soft or hard lockdown drill, students remain in their seats, however, in an actual soft or hard lockdown, students and staff must move to the safe corner and remain there until it is safe to move.

2. Evacuate

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

Students are trained to:

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

Teachers are trained to:

1. Grab evacuation folder (with attendance sheet and Assembly cards).
2. Lead students to evacuation location as identified on Fire Drill Posters. **ALWAYS LISTEN FOR ADDITIONAL DIRECTIONS**
3. Take attendance and account for students.
4. Report injuries, problems, or missing students to school staff and first responders using Assembly Card method.

Evacuation drills during the COVID-19 pandemic must be conducted as follows:

- All students must participate in drills.
- With consideration to overall number of students and physical distancing guidelines, drills may be conducted in stages rather than all at once. For instance, instead of an evacuation drill being executed for the entire building, it can be conducted in stages with select floors participating at one time.
- If schools conduct a drill in stages, all students must participate in a staged drill before the completion of the school day (e.g., first and third floors conduct drill in the morning; second and fourth floors conduct drill in the afternoon).
- School must schedule drills to ensure that each group of the school's blended learning schedule has an opportunity to participate in a drill.

- For instance, if the first drill of the school year includes students in Group A, schools must schedule the second drill when Group B is in session.
- Students should exit the building and proceed to their staging area in single file lines. Staff not assigned to students at time of drill should monitor staging areas.
- Students should be instructed to maintain a distance of six feet to comply with physical distancing guidelines and to wear a face covering.
- While younger students may be accustomed to exiting the building holding hands, for now this must be discouraged.
- Older students should be instructed to refrain from congregating in groups and remain in single file lines while exiting the building.
- Expand street staging areas which might require extending current staging area to an additional block from the school. It is best to assess this in advance and inform all staff of any changes that must be made.
- All physical distancing guidelines must be followed as students and staff re-enter the building after any evacuation drill or emergency.
- In an actual evacuation emergency, the priority is exiting the building safely and expeditiously. As noted above, it is understood that complying with physical distancing guidelines may not be possible nor should it be a priority.

3. Shelter-In –

“Attention. This is a shelter-in. Secure the exit doors.” (Repeated twice over the PA system).

Students are trained to:

1. Remain inside of the building
2. Conduct business as usual
3. Respond to specific staff directions

Teachers are trained to:

1. Increase situational awareness
2. Conduct business as usual
3. The Shelter- In directive will remain in effect until hearing the “All Clear” message **“The Shelter- In has been lifted”** followed by specific directions.

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

MOVEMENT IN THE HALLWAYS: PASSES AND TRAFFIC REGULATIONS

The NYC Department of Education has provided guidelines within the COVID-19 School Health Policy for Hallway/Stairwell directional use.

P.S. 214 will use the following Hallway/Stairwell Directional:

Hallway Directional

<u>Floor</u>	<u>Hallway</u>	<u>Direction</u>
1st floor	Main office corridor	Two- way traffic
1st floor	Bathroom corridor	Two- way traffic

1st floor	PC/District office corridor	Two- way traffic
1st floor	Nurse corridor	Two- way traffic
1st floor	107 - 117 corridor	One-way traffic
1st floor	119 - 127 corridor	Two- way traffic
2nd floor	Auditorium corridor	Two- way traffic
2nd floor	Bathroom corridor	Two- way traffic
2nd floor	254 - 257 corridor	Two- way traffic
2nd floor	235 - 241 corridor	Two- way traffic
2nd floor	207 - 217 corridor	One-way traffic
2nd floor	219 - 227 corridor	Two- way traffic
3rd floor	321- 327 corridor	One-way traffic
3rd floor	337 - 341 corridor	One-way traffic
3rd floor	Emolior Corridor *	Two- way traffic

Stairwell Directional

<u>Floor</u>	<u>Stairwell</u>	<u>Direction</u>
1st /2nd/3rd	1 & 2	Up & Down
1st /2nd/3rd	3 & 4	Up * (for dismissal only, 4 will be used for down)
1st /2nd/3rd	5 & 6	Up & Down
1st /2nd/3rd	7 & 8	Down

Restroom Protocols

The NYC Department of Education has provided guidelines within the COVID-19 School Health Policy for Restroom Protocols. Bathrooms will not exceed established cap (based on physical distancing guidelines) at any given time. Bathrooms used will accommodate physical distancing requirements, e.g., use of alternate stalls and/or sinks. Appropriate signage regarding hand washing and physical distancing will be displayed.

P.S. 214 will use the following Restroom Protocols:

Early Childhood (Pre-K)

In Early Childhood, a designated staff will escort students to the bathroom and back to the classroom. All students will line up single file and always remain at least six (6) feet apart.

Elementary and Middle School (K-8)

In Elementary and Middle School, a designated staff member will escort students to the bathroom and back to their classroom. All students will line up single file and always remain at least six (6) feet apart.

Bathroom Schedule

<u>Staff</u>	<u>Backup staff</u>	<u>Bathrooms</u>	<u>Time</u>	<u>Responsibilities</u>
M. Figueroa	Kelly	1st floor	9:30 am - 10:50 am	Pick up PreK-5 students for bathroom use.
M. Velasquez	Kelly	2nd floor	9:30 am - 10:50 am	Pick up 6-8 students for bathroom use.

SECTION SHEETS – MIDDLE SCHOOL

1. In order to be of value, class section sheets must be uniform in usage. The section sheet is to be prepared by the First Period teacher according to the following model. The function of the section sheet is two-fold:
 - a. To convey information to the dean.
 - b. To serve as a source of information for each subject teacher as to where each child is each period of the day.
2. Teachers will then be able, at a glance, to determine absentees, late and cutting students during the first ten minutes of class. Teachers use the section sheet to grade the class, to record the names and times students leave the room, and to note students who are well or poorly behaved. It is important that the time be indicated as to when the students left the room and returned. This helps control the number of students out of the room at a given time and helps identify those students who constantly leave the room.
3. At the end of each day, the respective teacher will place the section sheet in the mailbox of the Dean.

FOOD DISTRIBUTION PLAN

In order to adhere to the NYC Department of Education's guidelines within the COVID-19 School Health Policy, PS 214 will uphold the following procedures:

Breakfast and lunch will be available for all students.

Remote Students:

Grab-and-go meals will be available for breakfast and lunch every day for remote learning students.

In Person Students:

Breakfast and lunch will be served in the classrooms.

- Breakfast will begin 1st period and end 2nd period.
- Lunch will occur during the 5th period.
- Designated staff members will be assigned groups to pick up bagged meals from the cafeteria and drop off to the assigned classroom.

Breakfast:

1. At **8:45 a.m.**, staff members will pick up breakfast bags from the cafeteria for their assigned groups. Then, deliver the bagged meals to their assigned classrooms. **The breakfast bag should be placed on the breakfast/lunch table by the door.**
2. At **9:10 a.m.**, staff members will pick up the breakfast bag from the classroom and take them back to the cafeteria.

Lunch:

1. At **11:00 a.m.**, staff members will pick up lunch bags from the cafeteria for their assigned groups. Then, deliver the lunch bags to the classrooms. **The lunch bag should be placed on the breakfast/lunch table by the door.**
2. At **11:50 a.m.**, staff members will pick up the lunch bag from the classroom and take them back to the cafeteria.

Food Distribution Team:

Grades	Staff Member	Backup
Pre K	Paras	Paras
K	S. Kelly	D. Townsend
1st	S. Kelly	D. Townsend
2nd	M. Velasquez	M. Figueroa
3rd	M. Velasquez	M. Figueroa
4th	L. Powell	K. Brown
5th	L. Powell	K. Brown
6th	E. Diaz	T. Price
7th	A. Rosario	M. Davenport
8th	Y. Malavae	M. Davenport

BUS PASSES

- All bus passes must be distributed promptly to the students. If any student does not receive a bus pass and is in need of one, please make a list of those students and send it to the Attendance Family Worker by close of business on the first Monday of school. **Individual students are not to be sent to the office to make inquiries about bus passes.**
- Any inquiry about bus passes must be directed to the Attendance Family Worker by the teacher not a student. We must cut down on the time students spend out of class making trips to and from the office about bus passes.
- If you send a list to the Pupil Accounting Secretary and you do not get a response from her within forty-eight (48) hours, you must notify the Principal immediately. Students' transportation must be given top priority to ensure that they attend school regularly. No one is allowed to keep bus passes and not distribute them immediately upon receipt.

ACCIDENTS

1. All accidents must be reported to your Assistant Principal or Dean immediately. Also send the child to the nurse with a designated escort.
2. Reports are to be filled out in detail, including statements from at least two witnesses.
3. The classroom teacher or other adult must telephone the parent as soon as possible and on the same day. Do not allow the child to call his/her parent.
4. If the parent cannot be reached by telephone, it is mandatory that a letter be sent home immediately with the injured party.
5. Report broken window panes, water in the hallways, and plumbing emergencies to your assistant principal and/or the custodian.
6. Hazardous materials are not to be in the classroom, i.e. cleaners, sprays, toxic paints. They must be locked up.
7. Staff members are not to bring their children to school.

PHOTOGRAPH POLICY

Policy on taking photographs of children attending PS 214:

- For the protection of our staff and students, and to prevent misunderstandings which could lead to legal liability, staff members may not photograph children for any purpose other than an organized school activity.
- Please further note that such activities must have the prior authorization from the principal and parent. (This is in addition to the Department of Education regulations regarding taking of children's pictures.)

TRIP PROCEDURES

I. Applying for a Trip:

- You must acquire permission and train pass forms from the main office. The Assistant Principal and Principal's approval is required.
- The forms are to be completed accurately and returned to the Assistant Principal at least two weeks prior to the trip date.
- Lesson plans must be attached to the request forms.
 - The lesson plan must pertain to the subject area you are teaching.
 - The instructional objective of the lesson must be related to the curriculum and the concept must be one you are currently teaching.
 - Cluster teachers wishing to take a class that they teach on a trip must acquire prior approval from the principal.

II. Preparation for the Trip

- Determine whether students will eat lunch in school or on the trip and notify the kitchen seventy-two hours in advance of your plans.
 - If the students are eating lunch in school during their regular lunch period, no arrangements are necessary.
 - If the students are having their lunch during a different period, one must acquire prior approval from the supervisor then notify the kitchen.
 - If the students are to have their lunch away from the school, you may request a bag lunch from the School Dietitian at least three days prior to the trip.
 - At least three days prior to the trip, notify the kitchen of the number of students who will not be here for lunch. Please note that you may not bring the children for lunch after the scheduled

lunch period. If the trip extends beyond your scheduled lunch hour or prep period, neither will be made up.

- Make certain that all students have the school phone number written down. Instruct them to call the police if they get lost.
- Ensure that you have adequate adult supervision. (Ten students to one adult)

III. Consent Slips

- A consent slip must inform the parent of the reason for the trip, where the students will be going, time of departure from the school, time of arrival back to school, mode of transportation, whether the students will need money for a ticket or for spending, and what lunch provisions have been made.
- There should be a space for student name and class, name and date of trip, a check-off box giving the parent the option for saying yes or no, a cut-off section for parent's signature.
- Collect all consent forms prior to the trip. **Remember, no permission slip- no trip!** Remind students that siblings are not allowed on any trips.

IV. Day of the Trip

- Take attendance and ensure that every student has turned in a permission slip, preferably the day before.
- Any student not attending the trip should be sent to the pre-arranged placement. It is the responsibility of the teacher to consult with their Assistant Principal and find placement for the child. Under no circumstances should a child be instructed to stay home for disciplinary reasons. The teacher must notify the parents in advance in writing or by phone that their children need to be supervised by them on the trip (preferably in writing with a signed and returned acknowledgment). The parents must be given the opportunity to attend the trip and take care of their own children.
- On the morning of the trip, all teachers must submit the trip attendance list and a list of all students remaining at school, with their respective assignments, to the main office before departure including cell phone numbers of at least two chaperones.

V. An Emergency on the Trip

- You must contact the school immediately for instructions.
- Also, ensure that an emergency card is on file for every student who will be attending the trip. No student is allowed to attend a trip without an emergency card on file. Please check before leaving the school.

VI. After the Trip

- Evaluate the student learning that resulted from the trip.
- Integrate these learnings into the unit being taught.
- Provide appropriate classroom activities related to the trip experience.

VII. Neighborhood Trips

- Neighborhood trips are not permitted without the approval of a supervisor, in advance. Please note that even neighborhood trips require a permission slip.

STUDENT AND INSTRUCTIONAL MANAGEMENT

(See Appendix F – P.S. 214 School Year Calendar)

1. Set class standards/rules with students on the first day using positive statements. Meaningful homework is to be given daily. Provide homework feedback consistently.
2. Daily lesson must be laid out on the board or a chart, for example, Do Now, Learning Target(s), and homework.
3. Instructional Requirements:
 - It is the teacher's responsibility to ensure that children have an adequate notebook, use the school issued planner, assure that homework is completed every day, and to follow-up with the appropriate personnel when children are in danger of failing. Parents should be contacted and feedback given on a regular basis to avoid misunderstandings.
 - It is the teacher's responsibility to be familiar with the New York State and Common core standards for his/her respective subject(s) and grade.
 - Lesson Plans must be prepared for each lesson and reflect the curriculum, include standards and focus on specific strategies for all lessons. Plans must be available for supervisors to review at all times.
4. Practice response to the two-finger signal (peace sign) for silence (Elementary School).
5. Aim for silent movement in the corridors and stairways.
6. Leave *at least* one pane of the door window clear for safety. Post class schedule on door.
7. On the first school day, check children's addresses and telephone numbers. Keep this information in your record book and update periodically. At the beginning of school, teach children in K-2 their first and last names, parent's names and telephone numbers. Upper grade children must be able to fill in pertinent data: i.e. complete address, guardian, school address and telephone number, teacher's name, etc.
8. Children must be supervised by a teacher at all times.
 - a. **Children may not be sent to the corridor as a punishment.**
 - b. Only under extraordinary circumstances should a child be sent to the office. A note must be sent with monitors. Teachers must first try to rectify problems in the classroom.
9. Use of the telephone - Children may not use cell phones to make calls during the school day. If necessary, students are to be sent to the Dean or Assistant Principal's office with a pass.
10. Encourage good attendance and punctuality. Request that children bring a note/letter regarding absences and tardiness. Keep them on file.
11. Keep hazardous cleaning materials and chemicals out of students' reach. Be aware of toxins that may create health reactions.
12. Building and Classroom Maintenance: It is the responsibility of all staff members to help keep our building attractive, safe, and comfortable. It is expected that you volunteer to help keep the staff lounge and other areas of PS 214 clean. We must model good housekeeping practices for our students and empower them to take responsibility for an attractive clean environment as well.
13. Involvement: This is a place where we spend a great deal of our time. In order to make it the best place in which to work and grow, we have to put forth our greatest effort. This means committee work, assisting colleagues, working with parents, community involvement, attending school-wide activities and volunteering. "We all have to be in it, to win it!"
14. Class Parties: are **strictly prohibited**. Instructional time is to be maximized all year. However, class celebrations will be held school-wide on the day before Thanksgiving recess, the day before winter recess and the last day of the school year. All students are to be allowed to partake in the festivities.

Bulletin Boards
(See Appendix D - Bulletin Board Rubric)

Bulletin Boards and Showcases: Bulletin Boards should reflect the curriculum and activities of the students. Each teacher is required to complete bulletin boards inside and outside the classrooms as a celebration and display of students' work reflecting their achievement and progress. All bulletin boards are required to have the following items neatly displayed:

1. **A TITLE THAT IS PRINTED WITH CLEARLY**
2. The Teacher's Name and Class
3. The Standard addressed by the work displayed
4. The Task the students were expected to complete
5. The Rubric by which the task is assessed
6. Students' work with teacher's comments (**written on a post-it note**)
7. All students' work must include drafts (if applicable) and the completed date.
8. Bulletin board displays should represent a majority sampling of student work in the class(es).

Town Hall Sessions

Town Hall Sessions: will be held for each program for presentations, showcase events, and/or to celebrate student success. Refer to the school calendar for the Town Hall Session dates.

Non – Negotiables for Classroom

In an effort to implement and maintain academic rigor and success across the grades, every staff member is required to implement the items on the attached non-negotiables without modifications.

1. The current class schedule, class, teacher's name and program, must be posted on the classroom door.
2. The learning target must be posted before the lesson begins and reinforced throughout the lesson.
3. All children's work must be dated within twenty calendar days. Exemplars must be posted.
4. **TEACHER'S STATION:**
 - Teacher's current lesson plans which must include activities for centers, differentiated strategies and guided small group instruction.
 - Guided conference logs up to date
 - Curriculum guides/Curriculum Map
 - Data Binder and Student Goals
 - Homework log (Grades PreK-2)
5. Evidence of performance-based, differentiated and flexible student groups (Students should be able to articulate their "next" instructional step and the purpose for instruction at all times).

The State Department of Health (SDOH) and the Department of Health and Mental Hygiene (DOHMH) are mandating that schools follow Four Core Actions for Prevention of COVID-19, specifically: maintaining a physical distance of six feet, wearing face coverings, providing increased opportunities for handwashing or access to hand sanitizer, and staying home when sick.

As per the above-mentioned guidance, P.S. 214 will use the following protocol and norms for classroom setup:

Signage Display:

- Teachers must display appropriate signage (e.g., six-foot space markings and directional signs) throughout the classroom, when provided with them.

Desk Arrangement:

- Desks are to be arranged in a single file maintaining a distance of six feet.
- Students will face forward, alternating one row with students and allowing for one empty row.
- Any unused desks will remain in the classroom, not stacked but may be moved to the side or rear of the room.

Sanitizing Station:

- Teacher will set up a sanitizing station near the classroom door entrance for students to clean hands with sanitizer upon entry.
- If the classroom has a functioning sink, students will wash their hands with soap and water upon entry.

Breakfast/Lunch Station:

- Teacher will set up a table near the entrance of the classroom to allow for breakfast and lunch drop-off by designated staff.

Face Coverings:

- Mandatory use of face coverings for all students, teachers, and staff within the classroom.
- Exceptions to face covering usage are as follow:
 - Medically verified students who cannot tolerate a face covering, including where students with such coverings would impair their physical or mental health,
 - Where the use of face covering is inappropriate considering the development level or age of the student (e.g. under two years old)
- Face coverings can be removed while eating or drinking.

Consistency within Teams

Although students study different subjects with different teachers in different rooms, they experience each day as a whole. If students have to adapt to radically different assessment methods, classroom management systems, and assignment requirements four or five times a day, we're making it more difficult for them to pay attention to what's most important: the actual work of their classes. For this reason, Academy and grade teams are strongly encouraged to come to consensus on a set of basic guidelines that will serve for all classes in the academy and to enforce them consistently. Items might include: routines for entering and leaving class, late work policies, consequences for disrupting class, etc.

Collecting Student Work

Student Portfolios: This is a reminder that all teachers are required to have student portfolios containing completed work that each student has done from September to June. **The work in the portfolio must be maintained on the iLearnNYC platform. The work must be graded and signed along with the date by the teacher, and the portfolio must include a student reflection.**

- The portfolios will serve as one form of assessment of the quality work that is being done in the class. Individual student achievement will also be determined from the quality and quantity of work in each portfolio. **The portfolios along with all the work must be maintained by the teachers on the iLearnNYC platform until the end of the school year.**
- Portfolios will be checked on an on-going basis.

LESSON AND UNIT PLANNING

Lesson Plans: Must be appropriate to grade level curriculum, address student needs and be aligned with the standards, inclusive of homework assignments.

Planning is to reflect the Components of Effective Lessons:

1. *Objective(s) of the Lesson*
2. *Standards*
3. *Materials*
4. *Anticipatory Set*
5. *Direct Instruction*
6. *Guided Practice*
7. *Share Out (Debrief of Learning)*
8. *Follow-Up Activities*

(See Appendix C for further clarification)

- Homework Assignment: Homework must be assigned daily. They should reflect the suggested homework time for the grade level: (K-2 - 1/2 hour and 3-8 one hour). Homework should be differentiated in content area and activities.
- Teachers are required to have an up-to-date folder with copies of your plans and materials for the upcoming week and must be available on your desk in the event that you are absent.
- All students must write the heading for all written work.
- The following heading should be used for written work:

Lorraine Hansberry Academy
Name:

Class:
Date:

Data Driven Instructional Practice

- Our instructional support staff has done extensive work with assisting teachers in the interpretation and use of data to differentiate instruction. They will work with us in that manner to ensure that we become proficient in this topic.
- All staff has been given access to the School Assessment Summary (SAS) and you are **required to keep a data folio for your class** with all pertinent and relevant data information on each student.

- All teachers are to compile unit assessment data on a regular basis and use this data to set student performance goals for subgroups students who require additional support.
- This data will be collected and reviewed periodically by each supervisor.
- This information is to be used to differentiate your instruction and you must be able to articulate the needs and progress of each student upon request.
- This data-folio is a living document that is to be used and updated regularly.

Assessment and Grading ***(See Appendix K for COVID-19 Grading Scale)*******

All teachers are to use the following grading policy when finalizing report card grades for students and are to ensure that these grades are aligned with the respective standards. There is to be no deviation from this policy without written permission from the principal.

ELA

Tests/On-Demand Writing	60%
Classwork & Participation	25%
Homework	10%
Student Responsibilities	5%
(Notebook/Binder, Planner, and Portfolio)	

Math

Tests/Quizzes	60%
Classwork & Participation	25%
Homework	10%
Student Responsibilities	5%
(Notebook/Binder, Planner, and Portfolio)	

Social Studies

Tests/Quizzes	60%
Classwork & Participation	25%
Homework	10%
Student Responsibilities	5%
(Notebook/Binder, Planner, and Portfolio)	

Science

Tests/Quizzes	60%
Classwork & Participation	25%
Homework	10%
Student Responsibilities	5%
(Notebook/Binder, Planner, and Portfolio)	

Report Cards – Gr. K-1

(See Appendix F – P.S 214 School Year Calendar)

- Student work and learning behaviors are evaluated using numerical indicators.
 - 4 = Exceeds grade-level standards
 - 3 = Meets grade-level standards.
 - 2 = Approaches grade-level standards
 - 1 = Far below grade-level standards

Report Cards – Gr. 3-8

(See Appendix F – P.S 214 School Year Calendar)

- Please note that a grade of “zero” is never to be used. Failing marks or marks for missing work are averaged in as a 55. A mark of zero pulls down a student’s average by more than four times the amount that a “100” on the next assignment can pull it up. It artificially skews the student’s average by mathematically overweighting the missing piece of work, and leads students to give up.
- At the conclusion of each marking period, report cards are prepared and distributed to parents. Student grades may only be reported in these intervals:
 - 90+ = (Level 4) Exceeding Standards
 - 80 – 89 = (Level 3) Achieving Standards
 - 65 – 79 = (Level 2) Approaching Standards
 - 55 = (Level 1) Failing to Meet Standards

Progress Reports

(See Appendix F – P.S 214 School Year Calendar)

- Teachers are expected to enter grades online for all assignments within one week of its completion.
- Grade specific progress reports are designed to keep parents and families of all students abreast of their child's progress and will be distributed throughout the year via iLearnNYC.

Promotion Criteria

The following will be used to make promotional decisions:

1. Best Student Work

- Culminating Activities
- Benchmark Assessments
- iLearnNYC portfolio

2. Course Grades

- The average of all four marking periods as determined by the STARS system

3. NYS ELA and Math Common Core Assessments (3-8)

Fountas and Pinnell Reading Level (K-2)

4. Attendance

- 90% or better

Honor Roll Requirements – Early Childhood

Gold

- **Level 4** in all areas

Silver

- **Level 4** in all areas **with no more than one Level 3** in any area

All Honor Roll students must have a Level 3 or better in conduct and personal growth

Honor Roll Requirements – Elementary and Middle School

Gold

- **90 average or better** in 4 major subjects and no less than **80** in any class
- Satisfactory conduct grade for all classes

Silver

- **85 average or better** in 4 major subjects and no less than **75** in any class
- Satisfactory conduct grade for all classes

Bronze

- **80 average or better** in 4 major subjects and no less than **70** in any class
- Satisfactory conduct grade for all classes

Honor Society Requirements

Students who qualify for Honor Society:

- Must be in the 6th, 7th or 8th grade

- Must exhibit **Character** - The student of good character upholds principles of morality and ethics, is cooperative, demonstrates high standards of honesty and reliability, shows courtesy, concern, and respect for others, and generally maintains a good and clean lifestyle.
- Must exhibit **Scholarship** - Students who have attained **GOLD** or **SILVER** Honor Roll for three consecutive marking periods in a school year meet the scholarship requirement for membership.
- Must exhibit **Leadership** - Student leaders are those who are resourceful, good problem solvers, promoters of school activities, idea-contributors, dependable, and persons who exemplify positive attitudes about life. Leadership experiences can be drawn from school or community activities while working with or for others.
- Must exhibit **Service** - This quality is defined through the voluntary contributions made by a student to the school or community, done without compensation and with a positive, courteous, and enthusiastic spirit.
- Must exhibit **Citizenship** - The student who demonstrates citizenship understands the importance of civic involvement, has a high regard for freedom, justice, and democracy, and demonstrates mature participation and responsibility through involvement with such activities as scouting, community organizations, and school clubs.

Student Discipline

POSITIVE BEHAVIOR INTERVENTIONS AND SUPPORTS (PBIS)

General Overview

- The focus of Positive Behavior Interventions and Supports (PBIS) is to provide a clear system for all expected behaviors at P.S. 214. While many faculty, staff, and students may have assumptions of what is expected behavior, we cannot assume that everyone’s beliefs are similar. Through PBIS, we will work together to create and maintain a productive, safe environment in which ALL school community members clearly understand the shared expectations for behavior. We believe that through the implementation of PBIS systems and strategies we will increase student academic performance, increase safety, decrease problem behavior, and establish a positive school climate.
- PBIS methods are researched-based and have been proven to significantly reduce the occurrence of problem behaviors in the school. One of the keys of the system is a focus on prevention. It is based on the idea that when students are taught clearly defined behavioral expectations and provided with predictable responses to their behavior, both positive and corrective, 85-95% of the students will meet those expectations.

Acknowledgement System – “Better Bucks”

Students Earning Better Bucks	Classes Earning Better Bucks
1. Students will receive a better buck if they are “caught” doing the right thing.	1. An entire class will receive a better buck if they are “caught” doing the right thing OR for having perfect attendance.
2. Designated staff members will seek out the students who are displaying the behaviors outlined in the expectations matrix (Examples: student walking quietly through the hallway, student throwing away a tissue left on the bathroom floor, student sitting and eating quietly in the cafeteria).	2. Designated staff members will seek out the classes who are displaying the behaviors outlined in the expectations matrix (Examples: entire class walking quietly through the hallway, entire class having excellent behavior in the auditorium, entire class sitting and eating quietly in the cafeteria).

3. The <i>student will be responsible</i> for saving the better bucks until they are able to purchase an item from the “School Store.”	3. The <i>classroom teacher is responsible</i> for saving the better bucks until the end of the month. The class with the most bucks will have their picture taken and they will have a party of their choosing.
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LADDER OF DISCIPLINE

(SEE APPENDIX I – LADDER OF DISCIPLINE AND TEACHER REFERRAL FORM)

The PS 214 Hierarchy of Consequences is as follows:

- A. Classroom Interventions
- B. Youth Development Specialist Conference
- C. Dean and/or Guidance Conference
- D. Assistant Principal Conference
- E. Student Support Team (SST)
- F. Principal-Teacher-Parent-Child (Possibly Guidance) Conference
- G. Principal or Superintendent's Suspension

*Throughout all of these steps, the teacher should continue to work on classroom interventions.

CORPORAL PUNISHMENT

(See Appendix A – Chancellor’s Regulations)

- Corporal punishment is explicitly forbidden by the New York City Department of Education. In addition, teachers and staff are reminded that we are modeling desired behaviors for all students at all times.
- Chancellor’s Regulations state that 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 or hurtful things as well as any kind of physical abuse. Violation of this Chancellor’s regulation may constitute grounds for dismissal, pending an investigation. Allegations of corporal punishment must be reported to Office of Special Investigation.

COMMUNICATION WITH PARENTS

Emergency Blue Cards

- On the first day of school, each child will be given two blue cards by the homeroom teacher.
- Each student will fill out the top of the card, which includes the date, name of school, name of student, official class, and room.
- The student will take the card home to be filled out by his or her parents.
- After the homeroom teacher has two complete class sets he or she will turn the cards in; one set goes to the main office and one set is submitted to the Medical Room.

Building Relationships with Parents

Parents are tremendous allies in working with students. Begin by building a relationship with your students’ parents before there are any problems, and you will find that investment of your time yields big rewards. Some suggestions:

Making Phone Calls Home

1. Make an introductory phone call when school begins.
2. When calling home, always start with something positive about the child first.
3. Follow-up with positive feedback as well as with areas that still need improvement.
(See *Appendix H – Parent Engagement Log*)

Parent – Teacher Conferencing

- There will be a Family Night with parents towards the end of September. You will have the opportunity to give parents an overview of the year's curriculum and school standards.
- There will be a Learning Fest with families in the beginning of May. You will have the opportunity to showcase student work from the year.

Parent – Teacher Conference

A. Before the conference

1. Post a welcome sign and relevant class identification data on the classroom door.
2. Have the students label their desks so that the parents are able to sit in their child's seat and experience your classroom (Elementary School). **NO** chairs should be left on the table.
3. Classroom should be attractive, neat and clean with up-to-date student work
4. Have available for parent inspection current student work folders and test results.
5. Have report cards available.

B. During the conference

1. Provide an informal, relaxing setting, where you can talk to parents privately.
2. Greet the parents in a warm, friendly manner.
3. Have parents "sign-in". Use separate guest roster sheets for evening and afternoon conferences. (Be sure to complete the guest rosters identifying you and your class.) These are to be submitted to the general office following the conferences with totals of the number of parents you interviewed for each conference date.
4. Keep the purpose of the interview in mind.
5. At times it may best to listen, rather than talk.
6. Begin with at least one strength of the pupil.
7. Help the parent understand the problem realizing he/she will be subjective in his/her reactions.
8. Ask parents for help in dealing with difficulty
9. Create an action plan with the parent(s)
10. Avoid confrontations and/or topics which may be unproductive.
11. Try to build on constructive elements in the situation.
12. Be sensitive and know that your own attitude and background may influence the direction the interview is taking.
13. Allow time for questions and concerns.
14. End on a positive note by summarizing plans for continuing cooperation. If necessary, make an appointment with the parent for continued discussion of the problem.
15. Direct the parent to visit the cluster or other teachers, guidance counselor, or supervisor if appropriate.
16. If you feel that you are unable to handle the conference with the parent, call your Supervisor to sit in on the conference.

C. After the conference

1. Make an appointment for a follow-up conference if more time with the parent is needed.
2. Make note of next steps agreed upon and be sure to follow-up.

Professional Attitude and Behavior

This framework serves as a powerful tool for teachers to use for self-evaluation and improvement. Additionally, these criteria will be used by supervisors as a basis to informally and formally evaluate instruction.

The Framework for Effective Teaching (Teachers)

Domain 1: Planning and Preparation

Component 1a:

- ***Demonstrating Knowledge of Content and Pedagogy***
- ***Knowledge of content***
- ***Knowledge of prerequisite relationships***
- ***Knowledge of content-related pedagogy***

Component 1b:

- Demonstrating Knowledge of Students
- Knowledge of characteristics of age group
- Knowledge of students' varied approaches of learning
- Knowledge of students' skills and knowledge
- Knowledge of students' interests and cultural heritage

Component 1c:

- Selecting Instructional Goals
- Values
- Clarity
- Suitability for diverse students
- Balance

Component 1d:

- Demonstrating Knowledge of Resources
- Resources for teaching
- Resources for students

Component 1e:

- ***Designing Coherent Instruction***
- ***Learning activities***
- ***Instructional materials and resources***
- ***Instructional groups***
- ***Lesson and unit structure***

Component 1f: Assessing Student Learning

- Congruence with instructional goals
- Criteria and standards
- Use for planning

Domain 2: The Classroom Environment

Component 2a:

- ***Creating an Environment of Respect and Rapport***
- ***Teacher interaction with students***
- ***Student interaction***

Component 2b:

- Establishing a Culture for Learning
- Importance of the content
- Student pride in work
- Expectations for learning and achievement

Component 2c:

- Managing Classroom Procedures
- Management of instructional groups
- Management of transitions
- Management of materials and supplies
- Performance of non instructional duties
- Supervision of volunteers and paraprofessionals

Component 2d:

- *Managing Student Behavior*
- *Expectations*
- *Monitoring of student behavior*
- *Response of student misbehavior*

Component 2e:

- Organizing Physical Space
- Safety and arrangement of furniture
- Accessibility to learning and use of physical resources

Domain 3: Instruction

Component 3a:

- Communicating Clearly and Accurately
- Directions and procedures
- Oral and written language

Component 3b:

- *Using Questioning and Discussion Techniques*
- *Quality of questions*
- *Discussion techniques*
- *Student participation*

Component 3c:

- *Engaging Students in Learning*
- *Representation of content*
- *Activities and assignments*
- *Grouping of students*
- *Instructional materials and resources*
- *Structure and pacing*

Component 3d:

- *Providing Feedback to Students*
- *Quality: accurate, substantive, constructive, and specific*
- *Timeliness*

Component 3e:

- Demonstrating Flexibility and Responsiveness
- Lesson adjustment
- Response to students
- Persistence

Domain 4: Professional Responsibilities

Component 4a:

- Reflecting on Teaching
- Accuracy
- Use in future teaching

Component 4b:

- Maintaining Accurate Records
- Student completion of assignments
- Student progress in learning
- Non instructional records

Component 4c:

- Communicating with families
- Information about the instructional program
- Information about individual students
- Engagement of families in the instructional program

Component 4d:

- Contributing to the School and District
- Relationships with colleagues
- Service to the school
- Participation in school and district projects

Component 4e:

- *Growing and Developing Professionally*
- *Enhancement of content knowledge and pedagogical skill*
- *Service to the profession*

Component 4f:

- Showing Professionalism
- Service to students
- Advocacy
- Decision making

Note: The eight highlighted components are rated for evaluative purposes throughout the year, however it is important to have knowledge of all 22 components for professional development purposes.

Informal Observation Record (Educational Assistants)

This informal observation template serves as a powerful tool for Educational Assistants to use for self-evaluation and improvement. Additionally, these criteria will be used by supervisors as a basis to informally evaluate instruction.

1. Instructional Support		Overall Performance : Υ Unsatisfactory Υ Proficient Υ Exemplary
<input type="checkbox"/> Unsatisfactory <input type="checkbox"/> Proficient <input type="checkbox"/> Exemplary	Demonstrate the ability to give clear directions to students and use appropriate and varied instructional techniques established by the	

		teacher to support learning	
<input type="checkbox"/> Unsatisfactory <input type="checkbox"/> Proficient <input type="checkbox"/> Exemplary		Draw on students' background, interests, & developmental learning need	
2. Instructional Delivery			Overall Performance : Y Unsatisfactory Y Proficient Y Exemplary
<input type="checkbox"/> Unsatisfactory <input type="checkbox"/> Proficient <input type="checkbox"/> Exemplary		Demonstrate the ability to follow the lesson plan established by the teacher	
<input type="checkbox"/> Unsatisfactory <input type="checkbox"/> Proficient <input type="checkbox"/> Exemplary		Use the results of assessments to guide instruction	
<input type="checkbox"/> Unsatisfactory <input type="checkbox"/> Proficient <input type="checkbox"/> Exemplary		Use assessment data to support subgroups, i.e. ELLs or students w/ IEPs	
<input type="checkbox"/> Unsatisfactory <input type="checkbox"/> Proficient <input type="checkbox"/> Exemplary		Involve and guide all students in assessing their own learning	
3. Classroom Management			Overall Performance : Y Unsatisfactory Y Proficient Y Exemplary
<input type="checkbox"/> Unsatisfactory <input type="checkbox"/> Proficient <input type="checkbox"/> Exemplary		Demonstrate the ability to effectively manage the instructional situation and reinforce the classroom standards for student behavior	
<input type="checkbox"/> Unsatisfactory <input type="checkbox"/> Proficient <input type="checkbox"/> Exemplary		Demonstrate the ability to provide reinforcement to students in a timely and consistent manner and effectively use positive reinforcement	

4. Professional Collaboration		Overall Performance : Υ Unsatisfactory Υ Proficient Υ Exemplary
<input type="checkbox"/> Unsatisfactory <input type="checkbox"/> Proficient <input type="checkbox"/> Exemplary	Demonstrate the ability to establish and maintain positive working relationships with teachers, peers, administrators, students and parents	

Responsibilities of Teachers/Educational Assistants
(See Appendix B – National Professional Teaching Standards Overview)

Personal Characteristics of a Teacher: Professional appearance, pleasant voice, a sense of humor and genuine interest in the students.

Planning and Class Program: Adequate plans and structure based on students’ needs, abilities and learning styles, provision for students’ interests, and a wide variety of activities with a focus on the strengths of students, stressing a belief and high expectation in their ability to learn.

Routine -- Effective procedures for every phase of classroom living: Entering room, lining up, hanging up clothing, distributing and collecting materials, keeping notebooks, changing to group seats, etc.

Attractive Classroom: Tastefully decorated with students' aids, inviting centers with interesting task to stimulate learning, uncluttered, current students' work on display.

Philosophy of Discipline: Based on "positive disciplinary" approach that emphasizes praise, reward, encouragement, interest in each child's problems and needs, setting realistic limits and applying strategies and/or techniques and consequences relating to the area of difficulty and specifically aimed at bringing about lasting change.

Home Communication: Letters, weekly reports on class activities, and telephone calls.

Materials and Resources: Materials should be accessible, properly stored and easily available. Use of the Instructional Specialists, Support Service Staff (Guidance Counselor, Social Worker, Psychologist) and Academy Directors is strongly encouraged.

Classroom Management: The teacher bears the primary responsibility of resolving incipient and continuing disciplinary problems. To this end, it is expected that the teacher will explore every available means to cope with disciplinary cases before taking advantage of referral procedures. Teachers are responsible for reviewing the DOE Discipline Code with students and develop appropriate class policy with their students.

Teachers are expected to keep appropriate guidance records. Anecdotal records should be kept for the severe class problems. It is suggested that teachers keep a notebook with one page per child. The

notebook should contain informal but pertinent comments regarding the behavior, background, etc. of each student, plus notations regarding the remedial measures taken by the teacher.

Eating and Drinking in Classrooms or Corridors

- The use of microwave ovens, refrigerators, coffee pots and any other electrical cooking equipment is strictly prohibited in classrooms because of electrical problems in the building.
- If there is a meeting or a special occasion, permission will be granted to use electrical cooking equipment. The consumption of food in the classrooms and offices should be kept to a minimum to minimize the infestation of mice in the building.
- **Eating and drinking in the halls, classrooms, and offices during instructional time is strictly prohibited.**

Visitors and Children in The Building

- Due to potential liability, visitors and children of staff members are not allowed in the building at any. Please make adequate arrangements for childcare during Professional Development days.

Cellular Telephones

- Please be advised that under no circumstances are staff members permitted to use cellular telephones in the Lorraine Hansberry Academy during instructional time.
- You are permitted to give your family the school telephone number to call and leave a message for you in case of an emergency. Messages will be clipped to your time cards for you at the end of the day. No calls will be transferred to individual classrooms during instructional time. If you are on a preparation and expect a telephone call, you may notify the secretaries and ask them to transfer the call to your classroom as long as there are no students in the room.

Activities and Associations with Students

- All activities involving students from PS 214 conducted outside of the scheduled school day must be authorized **PRIOR** to the actual activity. No activity is to be conducted without such authorization.
- Parent permission slips **must** be obtained prior to the activity and are to be kept on file by each teacher. Please be sure to update them from time to time in case they need to be requested, as well as for the safety of the children.
- Students may be detained after school with the knowledge and consent of a supervisor. **AT NO TIME** should students be detained without the approval of a supervisor and prior parental notification.
- Please provide the main office with a current list of students participating in regularly scheduled activities such as afterschool programs or regular afterschool activities. Please indicate the days and rooms being utilized for these activities. This enables the office to respond to frequent parent requests regarding specific students.
- As programs are developed for after school, a directory will be issued to all staff designating the name of the supervisor for the particular activity.
- Any school related activity scheduled for the weekend that involves students and staff, must have the prior approval of the principal.
- Teachers are not to be alone with individual students in a closed area for any reason.
- At no time should inappropriate over-familiarity with students occur. Please ensure that as teachers, a professional relationship is maintained at all times.

Supervision of Students

- Under no circumstances should students be left alone and unsupervised in a classroom.
- Sending a child to stand outside the classroom (into the hall, outside the door) for disciplinary reasons is illegal and dangerous. No child should ever be unsupervised.
- Under no circumstances are students to be used during or after school hours for errands outside the school building or personal business.

SUMMARY OF LEGAL MATTERS

(See Appendix A – Chancellor’s Regulations)

1. A class may not be left uncovered and/or unsupervised in the course of the school day. Emergencies can be handled by contacting the office, a supervisor or the teacher next door.
2. All visitors to your classroom must show a proper pass from the office.
3. No child may be sent home without authorization. A parent or legal guardian must sign out a child after receiving office approval.
4. Children may not be excluded from school without prior office approval.
5. No child should be kept more than 15 minutes beyond dismissal time without notification to parent or legal guardian.
6. No class is to be dismissed before dismissal time unless authorized by the Principal or Assistant Principal.
7. Personal information regarding a child (address, telephone number, home conditions, etc.) is not to be given to any person other than an authorized staff member.
8. Official pupil records and documents should never be removed from the school premises.
9. No child may ever be used to render personal service for a teacher. For example, a child may not be sent to the store or to the soda machine in the “Teacher’s Lounge.”
10. We should avoid the physical punishment of children at all times. Physical force may be used only to the extent absolutely essential for restraint in the face of danger.
11. The teacher must become familiar with a pupil’s physical disabilities where they exist (see health card –cardiac conditions, post-operatives, epileptics, etc.)
12. No drug or medicine may be administered by a teacher.
13. As mandated reporters we are required by law to report to the State Central Registry any and all cases of suspected child abuse, neglect and/or maltreatment.
14. Pupil or teacher injuries and untoward incidents (fire, robbing, etc.) should be reported to the office in writing.

15. Windows may not be opened more than six (6) inches from the bottom except in the event that there is a strong and secure protective grill covering the outside of the window. If no protective grill is present, individual schools may establish procedures for opening windows from the bottom if the windows are opened no more than six (6) inches.
16. Unsafe physical conditions, (broken desks, protruding panels, etc.) must be reported to the office in writing.
17. A teacher leaving the building must use only the exit monitored by security personnel.
18. No unregistered child may spend the day in your room without specific written direction from the office.
19. No child is to be denied breakfast/lunch as a disciplinary measure.
20. Comments and entries on pupil record cards should not be speculative. They must be supported by substantiating evidence.
21. Personal property of students may not be taken without providing an opportunity for retrieval by parent/legal guardian. Do not destroy an object belonging to a child.
22. Funds may not be solicited from children without written authorization from the Principal.
23. No teacher should engage in paid tutoring for any student attending the school in which the teacher is employed.
24. The school cannot be responsible for personal articles left unattended.
25. No personal business enterprises may be conducted on school property and no unauthorized collections may be made by teachers.
26. No person may ever transfer a time card "in" or "out" for another person. Variations in time schedules are handled only by the Principal.
27. Personnel may not leave the building during preparation or professional periods without specific authorization from the Principal or Assistant Principal in charge.
28. The use of the school telephone for other than school business is strictly forbidden. The mandated tracing of unauthorized long distance calls has caused considerable work and considerable embarrassment.
29. No instructional machine or equipment may ever be removed or borrowed from school without permission and receipt from the Principal. Includes radio, recorder, phone, projector, musical instruments, DVD player, computer, CD Rom, etc.
30. Books, bulletins, staplers, and all other instruction related supplies are the property of the Department of Education and are to be accounted for and returned to the school at the end of the year.
31. Furniture may not be removed from the room and left in the hallway.

32. No personal mail may be posted at school expense.

33. All staff members should be aware of information posted on the school bulletin board in the mailroom

Appendix A: Chancellor's Regulations

- Please refer to the DOE website to review all of the Chancellor's Regulations. This can be viewed at: <https://www.schools.nyc.gov/about-us/policies/chancellors-regulations>
- Within the regulations, please pay close attention to the nine regulations listed below. They can also be found at the links provided. If you would like a printed version of the regulations listed below, please request a copy directly from the Principal.
- It is your responsibility to adhere to all of the Chancellor's Regulations. **The Principal will report alleged violations to the Office of Special Investigations for review.**

1. **A418 - Sex Offender Notification**

<https://www.schools.nyc.gov/docs/default-source/default-document-library/a-418-english>

2. **A420 - Pupil Behavior and Discipline - Corporal Punishment**

<https://www.schools.nyc.gov/docs/default-source/default-document-library/a-420-english>

3. **A421 - Pupil Behavior And Discipline – Verbal Abuse** [https://www.schools.nyc.gov/docs/default-source/default-document-library/a-421-\(10-30-14\)2a2cd7d365694e10843741b8bd83dfb0](https://www.schools.nyc.gov/docs/default-source/default-document-library/a-421-(10-30-14)2a2cd7d365694e10843741b8bd83dfb0)

4. **A750 - Child Abuse Prevention (Reports of Suspected Child Abuse)**

<https://www.schools.nyc.gov/docs/default-source/default-document-library/a-750-9-28-2017-final-remediated-wcag2-0>

5. **A755 - Suicide Prevention/Intervention** <https://www.schools.nyc.gov/docs/default-source/default-document-library/a-755-english>

6. **A830 - Filing Internal Complaints Of Unlawful Discrimination/Harassment**

<https://www.schools.nyc.gov/docs/default-source/default-document-library/a-830-8-29-2019-final-combined-remediated-wcag2-0>

7. **A831 - Student-To-Student Sexual Harassment** <https://www.schools.nyc.gov/docs/default-source/default-document-library/a-831-10-23-2019-final-remediated-wcag2-0>

8. **A832-Student-to-Student Bias-Based Harassment, Intimidation and/or Bullying**

<https://www.schools.nyc.gov/docs/default-source/default-document-library/a-832-student-to-student-discrimination-harassment-intimidation-and-or-bullying>

9. **C105 - Background Investigations Of Pedagogical And Administrative Applicants And Procedures In Cases Of The Arrest Of Employees**

<https://www.schools.nyc.gov/docs/default-source/default-document-library/c-105-2-11-2003-final-remediated-wcag2-0>

10. **C110 - Conflict of Interest pages 1 to 6**

<https://www.schools.nyc.gov/docs/default-source/default-document-library/c-110-6-29-2009-final-remediated-wcag2-0>

11. **C601 - Attendance And Service Of School Staff** <https://www.schools.nyc.gov/docs/default-source/default-document-library/c-601-9-5-2000-final-remediated-wcag2-0>

Appendix B: National Professional Teaching Standards

National Board for Professional Teaching Standards (NBPTS) was created in 1987 after the Carnegie Forum on Education and the Economy's Task Force on Teaching as a Profession released **A Nation Prepared: Teachers for the 21st Century**. Shortly after its release, NBPTS issued its first policy statement: **What Teachers Should Know and Be Able to Do**. This policy set forth our vision for accomplished teaching. The Five Core Propositions form the foundation and frame the rich amalgam of knowledge, skills, dispositions and beliefs that characterize National Board Certified Teachers (NBCTs).

PROPOSITION 1: TEACHERS ARE COMMITTED TO STUDENTS AND THEIR LEARNING

- NBCTs are dedicated to making knowledge accessible to all students. They believe all students can learn.
- They treat students equitably. They recognize the individual differences that distinguish their students from one another and they take account for these differences in their practice.
- NBCTs understand how students develop and learn.
- They respect the cultural and family differences students bring to their classroom.
- They are concerned with their students' self-concept, their motivation and the effects of learning on peer relationships.
- NBCTs are also concerned with the development of character and civic responsibility.

PROPOSITION 2: TEACHERS KNOW THE SUBJECTS THEY TEACH AND HOW TO TEACH THOSE SUBJECTS TO STUDENTS.

- NBCTs have mastery over the subject(s) they teach. They have a deep understanding of the history, structure and real-world applications of the subject.
- They have skill and experience in teaching it, and they are very familiar with the skills gaps and preconceptions students may bring to the subject.
- They are able to use diverse instructional strategies to teach for understanding.

PROPOSITION 3: TEACHERS ARE RESPONSIBLE FOR MANAGING AND MONITORING STUDENT LEARNING.

- NBCTs deliver effective instruction. They move fluently through a range of instructional techniques, keeping students motivated, engaged and focused.
- They know how to engage students to ensure a disciplined learning environment, and how to organize instruction to meet instructional goals.
- NBCTs know how to assess the progress of individual students as well as the class as a whole.
- They use multiple methods for measuring student growth and understanding, and they can clearly explain student performance to parents.

PROPOSITION 4: TEACHERS THINK SYSTEMATICALLY ABOUT THEIR PRACTICE AND LEARN FROM EXPERIENCE.

- NBCTs model what it means to be an educated person – they read, they question, they create and they are willing to try new things.
- They are familiar with learning theories and instructional strategies and stay abreast of current issues in American education.
- They critically examine their practice on a regular basis to deepen knowledge, expand their repertoire of skills, and incorporate new findings into their practice.

PROPOSITION 5: TEACHERS ARE MEMBERS OF LEARNING COMMUNITIES.

- NBCTs collaborate with others to improve student learning.
- They are leaders and actively know how to seek and build partnerships with community groups and businesses.
- They work with other professionals on instructional policy, curriculum development and staff development.
- They can evaluate school progress and the allocation of resources in order to meet state and local education objectives.
- They know how to work collaboratively with parents to engage them productively in the work of the school

Appendix C: The Components of Effective Lessons

Subject _____
Teacher _____

Class _____
Date _____

<p>Unit What is the name of the unit of study?</p>	<p>Unit essential question(s) Questions that promotes higher-level thinking</p>	<p>Timeline Where in the unit does this lesson fall? <input type="checkbox"/> Beginning <input type="checkbox"/> Middle <input type="checkbox"/> End Lesson's length: _____</p>
<p>Common Core Learning Standards Which standards is this particular lesson aligned to?</p>	<p>Differentiation/ Universal Design for Learning (UDL) Provides multiple entry points & high quality support to all students based on student data in order to give all individuals an equal opportunity to learn. Address multiple DOK levels, possibly through scaffolding. What student data will you use to group students? What UDL strategies will be in place so that all students can access all parts of the lesson? <i>(Component 1b: Demonstrating Knowledge of Students)</i></p>	
<p>Learning Target(s) What will the students know and be able to do as a result of this lesson? How will you explain the lesson Aim/objective/ goal in student-friendly language? <i>(Component 1c: Setting Instructional Goals)</i></p>	<p>Academic Vocabulary Provides students systematic opportunities to build academic vocabulary. What academic vocabulary is being highlighted in this lesson? How are all students accessing the vocabulary? <i>(component 1a: Demonstrating Knowledge of Content and Pedagogy)</i></p>	
<p>Key Concepts, Content & Skills (know & do) How does this lesson address the concepts and skills in the targeted CCLS? How will this lesson build toward the unit concepts and big ideas? What concepts/strategies do you want students to practice and own as a result of today's teaching? <i>(Component 1e: Designing Coherent Instruction)</i></p>	<p>Materials Materials included contain sufficient and relevant information to allow students to respond fully to the assessments/task(s) What materials are needed to successfully implement the lesson for all students? <i>(Component 1d: Demonstrating Knowledge of Resources)</i></p>	
<p>Do Now (short focused 5-8 min. activity) Anticipatory set should connect to student's knowledge, skills, and/or experience and serve as a hook to the lesson. What specific questions, statements or activities will you use to hook students on the lesson? <i>(Component 1a: Demonstrating Knowledge of Content and Pedagogy)</i></p>		
<p>Mini lesson (approximately ten minutes) Lesson questions are sequenced to move learners from literal comprehension to higher-level thinking aligned to the lesson's objective. (Refer to separately provided UDL resource) How will you check for understanding during mini lesson to clarify any misconceptions? What instructional strategies will you use for the lesson? How will you model?</p>	<p>Guided Practice (approximately 10 minutes for single block or approximately 20 minutes for double block period) Teacher facilitated student practice of strategies from mini-lesson. The guided questions are aligned to the objective in order to provide support for student to learn the content, habits and skills they need to successfully and independently meet the lesson objective. What activities will you use to guide student practice? <i>(Component 1e: Designing Coherent Instruction)</i></p>	

<p>Small Group/ Independent practice (approximately 15-20 minutes for single block or approximately 20-30 minutes for double block period.)</p> <p>Instructional groups are varied as appropriate, with some opportunity for student choice which allows for different learning pathways according to diverse student needs. Activity facilitates rich and rigorous evidence-based discussions based on specific, thought-provoking questions.</p> <p>Will students work in groups or individually? What opportunities are being provided for student discussion and self-discovery? How will you check for understanding to clarify any misconceptions? What <i>seatwork</i> or extension activities will you use to ensure students have mastered the content/skills without teacher guidance? <i>(Component 3b: Using Questioning and Discussion Techniques)</i></p>	
<p>Closure/review/summary</p> <p>A review summary that brings closure to the lesson.</p> <p>How is your closure aligned to the lesson objective? What questions will you ask to check for understanding of the lesson's objective? <i>(Component 3d: Using Assessment in Instruction)</i></p>	<p>Assessment/ Evidence of Learning</p> <p>Assessment is fully integrated into instruction, through extensive use of formative assessment. Students self-assess and monitor their progress with a variety of feedback from both the teacher and peers and leads to advance learning.</p> <p>What product or assessment will you use to let you know that students have understood the lesson objective? <i>(Component 3d: Using Assessment in Instruction)</i></p>
<p>Homework</p> <p>Provides opportunities for students to engage independently in a productive struggle.</p> <p>What homework will you assign to allow students to practice the concept/content/skill of the lesson independently, in a new context, so that the concept/content/ skill/ may be applied to any relevant (new) situation?</p>	
<p>Teacher reflections (after lesson is delivered)</p> <p>What worked well? What will you change going forward? What and how would you re-teach this lesson, if necessary? Would your grouping change as a result of this lesson? <i>(Component 4a: Reflecting on Teaching)</i></p>	

Appendix D: Bulletin Board Rubric

Level	Content	Organization	Technical Aspects
Meets the Standard	<ul style="list-style-type: none"> • Exemplary, graded, and current student work • Teacher comments on “post-it” notes, attached to student work, reflective of Rubric and Performance Indicators • Typed copies of Teacher’s Name, Class(es), Task, Rubric, and Performance Standards • Relevant to classroom learning 	<ul style="list-style-type: none"> • Clearly titled with commercial or die-cut letters • Teacher’s name and class(es) clearly displayed • Rubric, Performance Standards, and Task clearly displayed and typed • Logical flow of displayed materials 	<ul style="list-style-type: none"> • Error free • Neat and Attractively displayed
Approaches the Standard	<ul style="list-style-type: none"> • All student work is not exemplary, graded, or current (one or two projects) • All student work does not have post-it notes attached with teacher comments reflective of Rubric and Performance Indicators (one or two missing) • All student work has post-it notes attached with teacher comments but the comments are not reflective of Rubric and Performance Indicators (one or two unsuitable comments) • One or two of the following are not typed: Teacher’s Name, Class(es), Task, Rubric, and Performance Standards • Not Relevant to classroom learning 	<ul style="list-style-type: none"> • All titles are not commercial or die-cut letters • Teacher’s name and class(es) are not clearly displayed and typed (one or the other is not suitable) • Rubric, Performance Standards, and Task are not clearly displayed and typed (one or two are unsuitable) • Flow of displayed materials is not logical 	<ul style="list-style-type: none"> • One or two errors • Somewhat sloppy and display is somewhat unappealing
Below the Standard	<ul style="list-style-type: none"> • Commercially prepared • No/Insufficient Student Work • All student work is not exemplary, graded, or current (three or more projects) • All student work does not have post-it notes attached with teacher comments reflective of Rubric and Performance Indicators (three or more missing) • All student work has post-it notes attached with teacher comments but the comments are not reflective of Rubric and Performance Indicators (three or more unsuitable comments) 	<ul style="list-style-type: none"> • All titles are not commercial or die-cut letters or No titles at all • Teacher’s name and class(es) are not clearly displayed and typed (both are not suitable) • Rubric, Performance Standards, and Task are not clearly displayed and typed (All are unsuitable) • Flow of displayed materials is illogical 	<ul style="list-style-type: none"> • Three or more errors • Sloppy and display is unattractive

	<ul style="list-style-type: none">• Three or more of the following are not typed: Teacher's Name, Class(es), Task, Rubric, and Performance Standards• Not Relevant to classroom learning		
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Appendix E: 2020-2021 School Year Calendar

[2020-21 School Year Calendar](#)

2020–21 School Year Calendar

Updated September 3, 2020

DATES	WEEKDAYS	NOTES
September 16–18	Wednesday–Friday	Fully remote partial school days for students.
September 21	Monday	First full day of school; blended learning commences.
September 28	Monday	Yom Kippur, schools closed
October 12	Monday	Columbus Day, schools closed
November 3	Tuesday	Election Day, fully remote instructional day for all students
November 4	Wednesday	Evening parent teacher conferences for elementary schools and K–8 schools.
November 5	Thursday	Afternoon parent teacher conferences for elementary schools and K–8 schools; students in these schools dismissed three hours early.
November 11	Wednesday	Veterans Day, schools closed
November 12	Thursday	Evening parent teacher conferences for high schools, K–12, and 6–12 schools.
November 13	Friday	Afternoon parent teacher conferences for high schools, K–12, and 6–12 schools; students in these schools dismissed three hours early.
November 18	Wednesday	Evening parent teacher conferences for middle schools and District 75 school programs.
November 19	Thursday	Afternoon Conferences for middle schools and District 75 school programs; students in these schools dismissed three hours early.
November 26–27	Thursday–Friday	Thanksgiving Recess, schools closed
December 24–January 1	Thursday–following Friday	Winter Recess, schools closed

DATES	WEEKDAYS	NOTES
January 18	Monday	Rev. Dr. Martin Luther King Jr. Day, schools closed
February 1	Monday	Professional Development Day for 9–12 and 6–12 schools in Districts 1–32 only; students in these schools do not attend. Students in K–5, K–6, 6–8, and K–12 and D75 schools and programs are in attendance.
February 12	Friday	Lunar New Year, schools closed
February 15–19	Monday–Friday	Midwinter Recess (includes Presidents’ Day and Lincoln’s Birthday), schools closed
March 3	Wednesday	Evening parent teacher conferences for elementary schools and K–8 Schools.
March 4	Thursday	Afternoon parent teacher conferences for elementary schools and K–8 schools; students in these schools dismissed three hours early.
March 10	Wednesday	Evening parent teacher conferences for middle schools and district 75 schools and programs.
March 11	Thursday	Afternoon parent teacher conferences for middle schools and district 75 schools and programs; students in these schools dismissed three hours early.
March 18	Thursday	Evening parent teacher conferences for high schools, K–12, and 6–12 schools.
March 19	Friday	Afternoon parent teacher conferences for high schools, K–12, and 6–12 schools; students in these schools dismissed three hours early.
March 29–April 2	Monday–Friday	Spring Recess, schools closed
May 13	Thursday	Eid Al-Fitr, schools closed
May 31	Monday	Memorial Day, schools closed
June 3	Thursday	Anniversary Day. Chancellor’s Conference Day for staff development. Students not in attendance.

DATES	WEEKDAYS	NOTES
June 8	Tuesday	Clerical Day for K-5, K-6, 6-8, and K-12 and D75 schools and programs only; students in these schools do not attend. Students in 9-12 and 6-12 schools in Districts 1-32 are in attendance.
June 25	Friday	Last day of school for all students.

P.S. 214 2020-2021 School Year Calendar

* The following dates are for internal use only*

Month	Day	Date	Activity
September	Wednesday	16 th	Day 1 - Partial School for Students – Fully Remote
	Wednesday	16 th	Marking Period # 1 Begins
	Thursday	17 th	Day 2 – Partial School for Students – Fully Remote
	Friday	18 th	Day 3 – Partial School for Students – Fully Remote
	Friday	18 th	Back to School
	Monday	21 st	First Full Day of Blended Learning
	Wednesday	23 rd	Principal’s Cafe
	Friday	25 th	214 Spirit Day
October	Monday - Friday	5 th - 9 th	i-Ready Diagnostic # 1
	Monday	5 th	HIV Consent Forms – Send Home
	Wednesday	14 th	Principal’s Café
	Thursday	15 th	Progress Report # 1 Due
	Monday	19 th	HIV Lessons Begin
	Friday	23 rd	Virtual Festivity
	Friday	30 th	HIV Lessons End
	Friday	30 th	214 Spirit Day
November	Tuesday	3 rd	Fully Remote Instruction Day for All Students
	Wednesday	4 th	Parent/Teacher Conferences (Evening)
	Thursday	5 th	Parent Teacher Conferences (Afternoon)
	Friday	13 th	Marking Period #1 Ends
	Friday	13 th	IEP Progress Reports Due (SESIS)
	Monday	16 th	Marking Period #2 Begins
	Wednesday	18 th	Principal’s Café
	Friday	20 th	Marking Period #1 Grades Due in STARS Classroom
	Monday-Wednesday	23 rd -25 th	ELA Benchmark # 1
	Wednesday	25 th	Report Card #1 Distribution
Wednesday	25 th	Virtual Festivity	
December	Tuesday - Thursday	1 st -3 rd	Math Benchmark # 1
	Wednesday	9 th	Principal's Cafe
	Wednesday	16 th	Progress Report # 2 Due
	Friday	18 th	Virtual Winter Dance
	Wednesday	23 rd	Virtual Festivity
January	Wednesday	13 th	Principal’s Café
	Friday	22 nd	Marking Period #2 Ends

	Friday	22 nd	IEP Progress Reports Due (SESIS)
	Monday	25 th	Marking Period #3 Begins
	Friday	29 th	Marking Period #2 Grades Due in STARS
	Friday	29 th	214 Got Talent – Virtual Festivity
February	Monday - Friday	1 st - 5 th	i-Ready Diagnostic # 2
	Friday	5 th	Report Card #2 Distribution
	Monday-Thursday	8 th - 11 th	Respect for ALL Week
	Wednesday	10 th	Principal's Café
	Thursday	11 th	214 Day – Virtual Festivity
	Friday	26 th	Progress Report # 3 Due
March	Monday - Friday	1 st - 5 th	Science Expo
	Tuesday	2 nd	Read Across America (Pre-K – 2)
	Wednesday	3 rd	Parent/Teacher Conferences (Evening)
	Thursday	4 th	Parent/Teacher Conferences (Afternoon)
	Wednesday	10 th	Principal's Cafe
	Friday	19 th	International Fair – Virtual Festivity
	Monday- Wednesday	22 nd -24 th	ELA Benchmark #2
	Friday	26 th	Marking Period #3 Ends
	Friday	26 th	IEP Progress Reports Due (SESIS)
April	Monday	5 th	Marking Period #4 Begins
	Tuesday-Thursday	6 th - 8 th	Math Benchmark #2
	Friday	9 th	Marking Period #3 Grades Due in STARS
	Monday-Friday	12 th -16 th	Week of the Young Child
	Wednesday	14 th	Principal's Cafe
	Friday	16 th	Report Card #3 Distribution
	Monday	19 th	NYSESLAT Speaking Begins
	Tuesday-Thursday	20 th - 22 nd	ELA State Exams
	Friday	30 th	Progress Report #4 Due
	Friday	30 th	Virtual Festivity
May	Tuesday - Thursday	4 th - 6 th	Math State Exams
	Friday	7 th	Virtual Spring Dance
	Wednesday	12 th	Principal's Café
	Monday	17 th	NYSESLAT Begins (L/R/W)
	Monday - Friday	17 th -28 th	i-Ready Diagnostic # 3
	Friday	21 st	214 Idol – Virtual Festivity
	Tuesday	25 th	4 th & 8 th Grade Science Performance Test Begins
	Friday	28 th	Marking Period #4 Ends
Friday	28 th	IEP Progress Reports Due (SESIS)	

	Friday	28 th	NYSESLAT Ends (L/R/W/S)
June	Friday	4 th	Marking Period #4 Grades Due in STARS
	Friday	4 th	4 th & 8 th Grade Science Performance Test Ends
	Monday	7 th	4 th & 8 th Grade Science Written Test
	Wednesday- Thursday	9 th -10 th	ELA Benchmark #3
	Wednesday	9 th	Principal's Cafe
	Wednesday	9 th	Honor Society
	Friday	11 th	Senior Activities (5 th & 8 th Grades)
	Friday	11 th	Peace Rally – Virtual Festivity
	Monday-Tuesday	14 th -15 th	Math Benchmark #3
	Wednesday	16 th	Kindergarten Stepping Up Ceremony
	Thursday	17 th	Senior Graduation & Prom
	Friday	18 th	Kindergarten Orientation
	Friday	25 th	Last Day of School/ Class Celebrations
	Friday	25 th	Final Report Card Distribution

***Subject to Change**

Appendix G: P.S. 214 Team Meeting Materials

PS 214 Team Vision

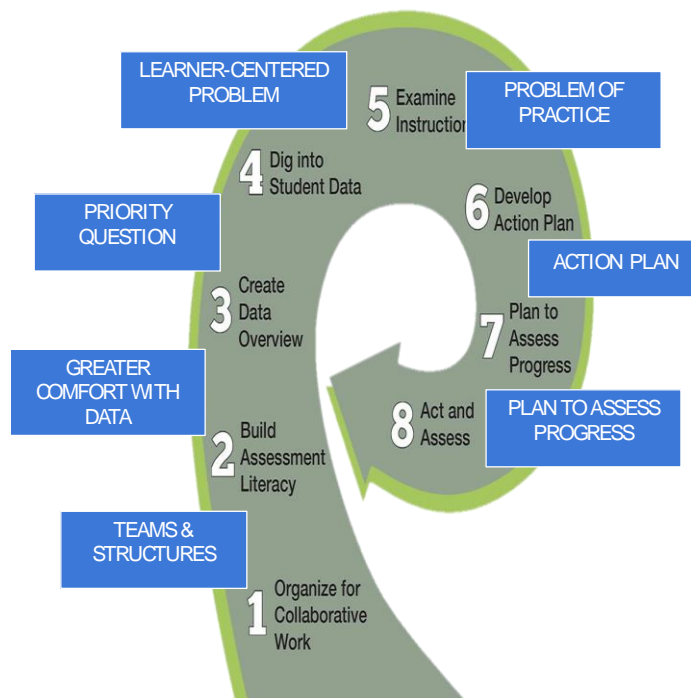
The mission of teacher teams is to personalize learning for all students by using an inquiry-based collaborative approach to improving and refining teaching. Units of study are continuously revised with the support of an instructional coach and maintained on the school's Google Drive. Throughout the unit of study, teams continue to monitor the progress of their students through ongoing assessments and make adjustments to learning tasks and instructional strategies being used.

During each assessment cycle, teams come together using the Team Meeting Protocol to identify trends across the grade by reviewing the item analysis to determine students' levels of proficiency, areas of strength, and misconceptions. Teachers then complete the Critical Learning Path to set goals for student improvement and plan strategies to differentiate instruction. Goals for improvement are shared with students and posted in the classroom.

Teams are led and facilitated by teachers with guidance from an instructional coach and support from administration. All members are expected to adhere to the team norms and actively participate in the ongoing analysis of standards-based common assessments and/or student work to make revisions to curriculum plans and instructional techniques.

Talent wins games, teamwork wins championships.
- Michael Jordan

Grounding in the Swoosh



Data Wise Rolling Agenda

Date
Time

Facilitator:
Note Taker:
Time Keeper:

Backup Facilitator:
Backup Note Taker:
Backup Time Keeper:

Attendees:

The why of this team: To use specific protocols and engage in purposeful collaboration to analyze data and use research driven instructional strategies in order to bridge learning and instructional gaps.

In order to be a high functioning team, we agree to the following norms:

- Take an inquiry stance
- Ground statements in evidence
- Assume positive intentions and take responsibility for impact
- Stick to protocol and hear all voices
- Start and end on time
- Be here now

Time	Min	Activity
	2	Gathering
	1	Review norms
	1	Objectives for this meeting: <ul style="list-style-type: none">•

1	1	<p>Review pluses and deltas from prior meeting:</p> <table border="1" data-bbox="354 184 1516 621"> <tr> <td data-bbox="354 184 891 621"> <p>Pluses: (Aspects of the meeting that went well)</p> <ul style="list-style-type: none"> • </td> <td data-bbox="891 184 1516 621"> <p>Deltas: (What could be improved for the next meeting)</p> <ul style="list-style-type: none"> • </td> </tr> </table>	<p>Pluses: (Aspects of the meeting that went well)</p> <ul style="list-style-type: none"> • 	<p>Deltas: (What could be improved for the next meeting)</p> <ul style="list-style-type: none"> •
<p>Pluses: (Aspects of the meeting that went well)</p> <ul style="list-style-type: none"> • 	<p>Deltas: (What could be improved for the next meeting)</p> <ul style="list-style-type: none"> • 			
35	1	<p>Review next steps from prior meeting:</p> <ul style="list-style-type: none"> • <p>Agenda items:</p> <ul style="list-style-type: none"> • 		
2	2	<p>Next steps and roles</p> <ul style="list-style-type: none"> • 		

	5	Pluses and deltas from this meeting:	
Pluses: (Aspects of the meeting that went well) <ul style="list-style-type: none"> • 		Deltas: (What could be improved for the next meeting) <ul style="list-style-type: none"> • 	

Roles for next meeting: Identify roles for the next meeting. The facilitator is responsible for drafting the agenda and timeframes based on input from team members.

Facilitator:

Note Taker:

Time Keeper:

Backup Facilitator:

Backup Note Taker:

Backup Time Keeper:

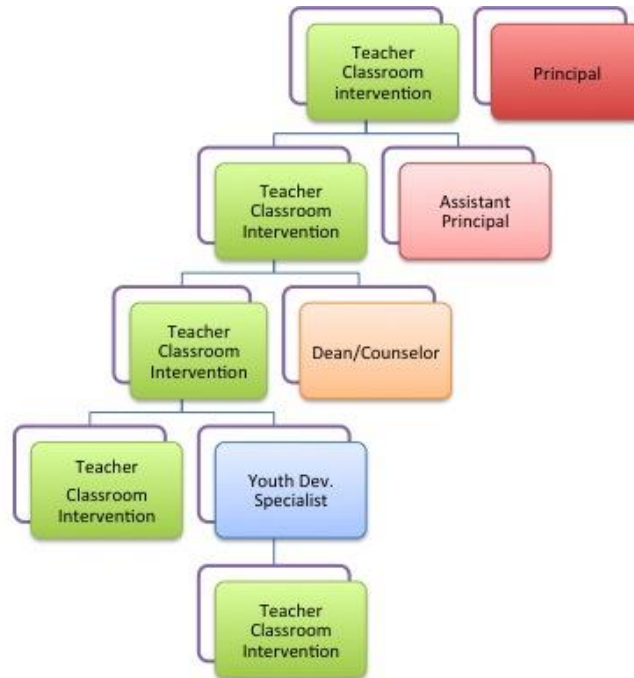
Agenda for the next meeting (insert date):

Appendix H: Parent Engagement Log

Every teacher is expected to keep a Parent Engagement Log.

DATE	STUDENTS TARGETED	WHAT DID YOU DO?	FOLLOW UP (IF NECESSARY)

Appendix I: Ladder of Discipline and Teacher Referral Form



ROLES AND RESPONSIBILITIES

Youth Development Specialist:

- Assist in hallway transition to ensure students are in classrooms quickly and safely
- Mediate small conflicts between students
- Reinforce school wide positive behavior expectations
- Help students self-regulate their feelings and emotions

Dean of Students:

- Serves and supports students and their families
- Acts as primary disciplinarian agent, should it be necessary
- Support teachers in their implementation of teacher driven classroom management systems
- Reinforce positive student expectations including use of school uniform, reduction of lateness, & bathroom policy
- Monitors detention
- Conflict Management
- Mediation
- Suspensions
- Oversees students' lunch/recess

Counselors/Social Worker:

- Serves and supports students with social & emotional concerns [i.e., family/home difficulties; sexuality concerns, depression, self-esteem concerns]
- Provide mandated individual and group counseling (students with IEP)
- At-Risk counseling
- Referrals for outside mental health services
- Assist in implementation of 4Rs curriculum

PS 214 TEACHER REFERRAL FOR YOUTH DEVELOPMENT TEAM (YDT)

Student: _____ Class: _____ Date of Referral: _____ Referral made by: _____

Reason for Referral (Please check all that apply):

- Behavioral/Emotional (i.e., anger management, depression, low-self-esteem)
- Academics (i.e., refusal to produce any class work or homework, below average academics)
- Attendance/Lateness (i.e., consistent unexcused absences/lateness)
- Other (i.e., family/home difficulties, physical/health concerns, sexuality concerns, self-image concerns, self-destructive behaviors)

Primary area of concern/difficulty:

Indicate all intervention strategies you have implemented with this student (minimum of 4, before a referral can be made):

DATES OF INTERVENTIONS

- | | |
|-------|-----------------------------------------------------------------------------------------------------------------------------------------------|
| _____ | Conversation in class to share classroom behavior code/consequences of actions. |
| _____ | Implemented a pedagogical strategy to refocus the students on the task at hand. [i.e. collaboration with other teachers, detention, cool-off] |
| _____ | Change Seat |
| _____ | Parental Contact (letter, phone) |
| _____ | Have student verbalize feelings (Use SEL Skills) |
| _____ | PBIS incentives: _____ |
| _____ | Positive Reinforcement |
| _____ | Appeal directly to the student [In private when possible] |
| _____ | Refer to Peer Mediation |
| _____ | Mediation/Conflict Resolution |
| _____ | Behavior Plan |
| _____ | Behavior Contract |
| _____ | Other |

Appendix J: Instructional Rounds Protocols

Pre-Rounds Preparation Protocol

- Pre-rounds preparation to take place during common planning
- Focus for the round is established by the team
- Roles are defined (facilitator (team leader), timekeeper, recorder-chart findings, recorder to type charts)
- Determine class to visit
- Determine time/period to visit
- Set a time for the debrief to occur with all members (professional time)

Classroom Visit Norms

- Do not interrupt teacher or student while teaching
- Students may be questioned during independent work
- Possible evidence can be drawn respectively from lesson plans, charts, bulletin boards, portfolios etc.
- Avoid evaluative/subjective language such as “I like...”, “I don’t see...”, “I feel...”

Instructional Rounds Debrief Norms

- All members contribute to discussions and will be given equal air-time
- A member, appointed during the pre-rounds preparation protocol, will take specific and detailed minutes and forward the minutes to the facilitator via email
- A member, appointed during the pre-rounds preparation protocol, will keep time for each agenda item
- Host teacher will receive clear and actionable feedback from team

Instructional Rounds Debrief Protocol

- Clarifying Questions (3 minutes)
 - Participants on the walk ask any clarifying questions of host teacher(s)
- Reflection and Alignment of Evidence to Focus Area (5 minutes)
 - Participants quietly reflect and review evidence gathered during walk
- Group Discussion (10 minutes)
 - Host teacher observes as participants discuss and chart the evidence gathered during the walk
- Glow and Grow (10 minutes)
 - Participants and host teacher generate and discuss actionable feedback
- Group Reflections (5 minutes)
 - All participants reflect and summarize on the experience

Appendix K: COVID-19 Grading Scale

During the 2020-21 school year, the following policies apply for the scale of marks awarded.

Grade Level	Requirements
Grades Kindergarten through 5	<p>Schools may select their grading scales for marking period and final grades.</p> <p>'N' must be used in place of a failing grade.</p> <p>'NL' must be used in cases where there is insufficient information to determine whether a student has met standards.²</p> <p>Parents/guardians make the final decision about whether the student's final passing grade remains on the existing scale or is updated to 'MT' (Meets standards). See Parent/Guardian Choice of Grading Scale.</p>
Grades 6-8	<p>Schools may select their grading scales for marking period and final grades.</p> <p>'NX' must be used in the following cases:</p> <ul style="list-style-type: none">• Students receive an 'NX' in place of failing grades.<ul style="list-style-type: none">○ Only students in grade 8 are required to reconcile a final grade of 'NX' in a core course by August 2021 in alignment with promotion policies. June grades of 'NX' must be updated to a passing grade upon successful completion of summer work in core courses.○ For all other courses, 'NX' remains as the student's final grade.• Students receive an 'NX' if there is insufficient work to calculate a final grade. <p>Parents/guardians make the final decision about whether the student's final passing grade remains on the existing scale or is updated to 'P' (pass). See Parent/Guardian Choice of Grading Scale.</p> <ul style="list-style-type: none">• Grades of 'P' are not included in students' GPAs.