



# Staff Handbook 2022-2023

Adrien Block Intermediate School, I.S. 25

## Mission Statement

Our mission is to cultivate life-long learners inspiring the intellectual, social, emotional, and physical potential of every student. Administrators, teachers, parents, and staff work together using Common Core Learning Standards to create a challenging environment specific to the individual student's needs in developing skills for a successful transition to high school, college, and future careers.

TO: All I.S. 25 Staff  
FROM: Nancy DePoalo, Principal IA  
DATE: September 2022  
RE: Staff Handbook

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The guidelines and information in this handbook have been prepared to bring about uniformity of policy and practice by the staff of I.S. 25. Please add documents to your handbook: bulletins, directives and other data disseminated during the school year. This handbook should serve as a resource and assist you in many of the daily school routines and procedures we follow throughout the year.

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## 2022-2023 School Year

### DOE Fall 2022 COVID-19 Guidance

This guidance provides best practice considerations for schools for the 2022-2023 school year to help prevent the transmission of COVID-19 among students and staff.

- **Vaccination:** Vaccination is the best way to reduce COVID-19 risk. Encourage up to date COVID-19 vaccination for everyone six months or older.
  - Visit the [vaccine finder page](#)(Open external link) or call 877-829-4692 to find a location near you.
  - Up to date includes boosters for everyone who is eligible and additional primary shots for some immunocompromised people. See [At-A-Glance COVID-19 Vaccination Schedules \(cdc.gov\)](#)(Open external link).
  - **Vaccination Requirements:**
    - Vaccination is still required for all visitors entering school buildings
    - Vaccination is still required for all DOE employees
    - Vaccination is still required for other individuals who work in DOE buildings
    - Vaccinations is still required to participate in high-risk extracurricular activities including high-risk PSAL sports
- **Daily Health Screener:**
  - No longer required to enter school buildings
- **Stay home if sick:** Students and staff should stay home if they show any symptoms of COVID-19 or other illnesses and get tested for COVID-19.
- **Isolate if COVID-19 positive:** Students and staff who test positive for COVID-19 must isolate for 5 days and can return to school on day 6 if they have no symptoms or symptoms are improving. They must wear mask until day 10 after symptom onset or date of positive test, whichever is earlier.
  - These cases should be reported to their school so they can be report into the sit room for exposure notifications.
- **Get tested if exposed to COVID-19:** Students and staff who are exposed to COVID-19 should get tested.
  - These individuals should receive home tests from their school and take two tests, at least 24 hours apart on day 4 and day 5 of their exposure. All exposed individuals should monitor for fever and other COVID-19 symptoms for 10 days after their exposure. If symptoms begin, they should not attend school and should isolate and get tested for COVID-19 again right away.
- **Testing:**
  - Starting the first day of school, schools will offer home test kits to those with a potential in-school exposure and those with symptoms
  - In addition, each staff and student will receive 4 tests per month to take home. These tests should be used by school families due to symptoms, exposures, and high-risk activity (such as travel and large gatherings) and can give staff and students immediate results.

- In-school PCR surveillance testing will not be a part of the 2022-23 school year.
- **Situation Room:**
  - Schools will be required to report positive cases of COVID-19 to the situation room.
  - The Situation Room will provide schools with standardized communications for their communities and will notify school communities of cases in their schools through daily email and the Daily COVID map.
- **Masks and Face coverings are strongly recommended to be worn when indoors.** Masks will be available at the school for all those who need/want them.
  - Students and staff, regardless of vaccination status, are required to wear a mask when:
    - Returning to school on the sixth day after testing positive for COVID-19, through day 10 after symptom onset or date of positive test, whichever is earlier, including when traveling on a school bus.
    - Entering the school medical room, nurse's office, or school-based health center.
    - Exhibiting symptoms of COVID-19 at school.
  - Students and staff, regardless of vaccination status, are strongly recommended to wear a mask:
    - If they were exposed to someone with COVID-19 whether the exposure occurred in school or outside of school. The person should wear a mask for 10 days after their last day of exposure and get tested at least 24 hours apart on day 4 and day 5 of their exposure.
    - If they are moderately-to-severely immunocompromised and masking has been recommended by their healthcare provider.
    - In crowded indoor settings
- **Ventilation:**
  - 160K+ air purifiers distributed to schools – at least two in every classroom
  - Monitoring ventilation in buildings on a daily basis and perform any required work in a timely manner
  - HVAC upgrades in alignment with CDC guidance, including 110,000 MERV-13 filters installed
- **School Building Cleaning:**
  - Routine cleaning of surfaces will be maintained

## Get Tested

### Rapid Testing at Home

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

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

## Find a COVID-19 Testing Site

All New York City students and staff members are strongly encouraged to get tested. Working in partnership with the Test+Trace Corps, families and staff members can go to any City-run testing sites to get tested or pick up readily available at-home rapid tests.

- To find a testing site offering rapid tests, visit [nyc.gov/covidtest](https://nyc.gov/covidtest)(Open external link), text “COVID TEST” to 855-48, or call 311

## Get Vaccinated

- Get more information about [where to get vaccinated](#)(Open external link) (or call 877-VAX-4-NYC).
- We strongly encourage the COVID-19 vaccination for all age-eligible students.

All DOE students and staff who participate in high-risk PSAL sports or competitive afterschool sports must be vaccinated against COVID-19. “Fully vaccinated” means at least two weeks have passed after an individual received a single dose of a vaccine that requires only one dose or the second dose in a two-dose series of a COVID-19 vaccine authorized for use by the U.S. Food and Drug Administration or the World Health Organization.

A COVID-19 vaccination requirement also applies to students participating in high-risk after school extracurricular activities like chorus, musical theater, dance/dance team, band/orchestra (with concern for woodwinds), marching band, cheerleading/step teams/flag team. Students ages five and up must be vaccinated in order to participate in these extracurricular activities.

## Vaccination Portal

Families are encouraged to record their student’s vaccination status in the DOE’s [COVID-19 Vaccination Portal](#)(Open external link). Submitting this information will support New York City’s pandemic response and recovery efforts, and help ensure that DOE schools and buildings remain safe places for all students and staff.

- Students and their families can access the Vaccine Portal with the student's DOE account login credentials (email and password).
- Visit the [DOE Student Account](#) page or help setting up or accessing your child’s account.

The Vaccine Portal will ask you to identify the type of vaccine, where you received it (in or out of New York City) and when you received the vaccine, and will prompt you to upload the image or screenshot of the proof of vaccine.

- Proof of vaccination can be an image of a vaccination card, NYS Excelsior Pass, or other government record.

- Take the image or screenshot and save it to your computer for uploading into the portal.
- The portal can be translated using Google Translate.

## Privacy and Security

The privacy and security of your information will be protected by technical, physical, and administrative safeguards, including encryption. This information will be kept confidential in accordance with federal, state, and local laws.

## Technical Support

If you encounter technical issues using the Vaccination Portal, please contact the DOE Help Desk by calling 718-935-5100.

## School Visitor Policy

All visitors must show proof of at least one dose of the COVID-19 vaccination to enter a DOE school building. Visitors do not include students attending school or school related activities in a DOE school building.

Acceptable proof of vaccination is one of the following:

- A [CDC Vaccination Card](#)(Open external link); a photo or photocopy is also acceptable.
- A [NYC Vaccination Record](#)(Open external link) or other official immunization record from within or outside the US, including from a health care provider. A photo or photocopy of this card is also acceptable.
- NYC COVID Safe App on [Android](#)(Open external link) or [iOS](#)(Open external link).
- [Excelsior Pass or Excelsior Pass Plus](#)(Open external link).
- [DOE COVID-19 Vaccine Portal](#)(Open external link).

An acceptable COVID-19 vaccination includes one dose of any COVID-19 vaccine fully authorized or authorized for emergency use by the [FDA](#)(Open external link) or [WHO](#)(Open external link).

## School Closure

Schools will be closed only when it is determined by the New York City Department of Health and Mental Hygiene (DOHMH) that there is widespread transmission in the school. With the health and safety measures in place, we expect that school closures will be limited.

- To learn about what to do if your child tests positive see the [Home Rapid Test Kits](#) page.
- View the [Daily COVID19 Case Map](#).



## Ventilation

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

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

- You can check the ventilation status of your child’s school online: use [Find a School](#) to locate your school's page, which includes a section on Building Ventilation Information.
- If a room in your child’s school does not have adequate ventilation, it will not be used.

## Cleaning

All classrooms and common areas, such as auditoriums and gyms will have hand sanitizer and disinfectant wipes available.

## Outdoor Learning

Last year, 840 schools took advantage of the innovative Outdoor Learning Initiative to expand their students’ “classrooms”. Schools will continue to use schoolyards, street space, and parks to provide additional space for learning. Schools in areas hardest hit by COVID-19 will continue to receive priority for the program.

## Medically Necessary Instruction

Every year, there are some students with medical conditions that necessitate interim educational services outside of the school building. These services are offered for school-aged children (from 3K to grade 12) in all five boroughs, and can include individual in-person instruction by a certified teacher, or individual and group instruction by certified teachers through digital platforms.

Taking COVID-19 into consideration, the New York City Department of Health and Mental Hygiene (DOHMH) has determined that students who have one of the following conditions would be provisionally approved for medically necessary instruction:

- Active Cancer
- Chronic Renal Diseases
- Sickle Cell
- Gastro/Crohn's Disease
- Thalassemia
- Leukemia
- Metabolic Disorders
- Heart Conditions
- Muscular Dystrophy
- Adrenal Disorder
- Cystic Fibrosis
- Liver Disease
- Tumor
- Congenital Lung Disease
- Congenital Heart Condition
- Lymphoma
- Cerebral Ataxia
- Seizures
- Stroke
- Multiple Sclerosis

Any family with a student who is immunocompromised due to a medical condition or treatment for an orthopedic, non-orthopedic/medical, or psychiatric reasons a medical condition may apply for medically necessary instruction. Applications from families with any condition not listed will undergo review to determine eligibility.

- Visit the [Medically Necessary Instruction](#) page to get additional information about the application process and eligibility.

## Due Dates for Items that Need to Be Submitted

<u>Date</u>	<u>Submit to</u>	<u>Submit</u>
Wednesday, September 28, 2022	Subject Supervisor	Emergency Lesson Plans
Wednesday, September 28, 2022	Maria Divanna	Teacher's Handbook/Chancellor's Regulation's Sign Off

Each subject teacher is required to submit five (5) emergency lesson plans that will be used by a substitute in the event of an unplanned absence. These plans should be within your subject area. These plans are to be submitted to the subject supervisor by Wednesday, 9/28/22. As the lesson plans are used, it is necessary for those plans to be replaced with standard based work. If your plans require copies, please go to your subject supervisor for approval.

### Supervisors:

- Ms. Cacanando-Zimmet: Assistant Principal- Grade 6, **Department Supervisor:** Social Studies, Physical Education, The Arts, Special Education (Paraprofessionals, SBST, PPT), S.E.A. Team, Health and Wellness Team, Chronic Absenteeism, CEP- Special Education, CEP- Social Emotional Learning
- Mr. Fitzgerald: Assistant Principal- Grade 7, **Department Supervisor:** Science, Mathematics, Safety (Building Response Team Leader, Safety Plan, Deans), Data Team, Technology, iReady Test Coordinator, Compliance, SLT, CEP- Mathematics
- Ms. Nadler: Assistant Principal- Grade 8, **Department Supervisor:** English, ESL, Foreign Language, Instructional Leadership and Equity Team, ESL Compliance, Parent Engagement, Testing Coordinator (state tests), CEP- Literacy, CEP- Parent Engagement and Empowerment

***ROOM DIRECTORY***

	<u>ROOM</u>
General Office	108
Principal- Ms. DePoalo	114
Assistant Principal (Grade 7) - Mr. Fitzgerald	204
Assistant Principal (Grade 8) –Ms. Nadler	124C
Assistant Principal (Grade 6) –Ms. Cacanando-Zimmet	224B
Guidance – Mr. Flaxman	109
Guidance – Ms. Petruskie	224C
Guidance – Ms. Marsalek	202
Deans - Mr. Cuchapin/Mr. Weintraub	224A
Programming Office- Ms. Hall	122
IEP Teacher- Mr. Kerschman	124D
Attendance Office/ Copy Room	106
Nurse's Office	118
Parent Coordinator	143
SAPIS	124A
SBST	236
Peer Collaborative Teacher: Ms. Ituarte	161
Auditorium	Second Floor
Cafeteria: Student	Lower Level
Teacher’s Lounge	227
Gymnasium	Lower Level
Custodian's Office	103
Library	Lower Level
Computer Lab	262
Speech	209
School Safety Agents	143
OT / PT	Library (Office Room)

## **FIRST DAY ROUTINES**

For the first day, please note the following:

**ALL** students will line up inside the schoolyard and meet the teacher. Teachers will meet students in the schoolyard and escort them to class.

### **In the event of rain:**

Grade 6 will report to the student cafeteria to meet their teachers.

Grade 7 will report to the library/outside the library to meet their teachers.

Grade 8 students will report outside the gym to meet their teachers.

### **1. TAKE ATTENDANCE CAREFULLY (Legal Document)**

Please take this very seriously as there have been oversites in the past that have caused emergency situations. Teachers should take period attendance each day.

2. Admit only those students who are on your official roster, or those who have been given an official admit slip from the main office.
3. Distribute individual student programs.
4. Notify the grade assistant principal if there are any students in your room that are not on your roster.

## **FIRST DAY SCHEDULE (STUDENTS)**

Breakfast            7:30-7:55 AM

Student Arrival    7:30-8:00 AM – SCHOOLYARD

Period 1            8:10 – 8:56 AM

Period 2            8:58 – 9:43 AM

Period 3            9:45 – 10:30 AM

Period 4            10:32 – 11:18 AM

Period 5            11:20 – 12:05 PM

Period 6            12:07 – 12:53 PM

Period 7            12:55 – 1:41 PM

Period 8            1:43 – 2:30 PM

# **CIRCULAR # 1**

## **LADDER OF REFERRAL**

Without discipline, there cannot be any learning. We must cooperate to achieve the highest degree of discipline, which will further education. Proper documentation of all incidents is crucial. Teacher referrals must be completed in writing. If required, students' statements must also be obtained in writing.

### **1. THE ROLE OF THE TEACHER:**

- 1.1 Handle minor discipline problems from a student by yourself
- 1.2 Contact parents
- 1.3 Identify problems
- 1.4 Make referrals to the dean
- 1.5 Make referrals to the guidance counselor
- 1.6 Have conference with parent on Tuesday
- 1.7 Develop a positive class spirit
- 1.8 Use behavior modification techniques to elicit desired behavior
- 1.9 Use auxiliary staff members: drug counselor, guidance whenever necessary
- 1.10 Use positive reinforcement

### **2. THE ROLE OF THE DEAN:**

- 2.1 Follow up on teacher referrals
- 2.2 Cutting classes
- 2.3 Theft or extortion
- 2.4 Fighting
- 2.5 Vandalism
- 2.6 Excessive misbehavior in the classroom, lunchroom, halls, etc.
- 2.7 Repeated violations of school rules
- 2.8 Contact appropriate school agencies
- 2.9 Refer students to the assistant principals

### **3. THE ROLE OF THE ASSISTANT PRINCIPAL:**

- 3.1 Take referrals from the Dean
- 3.2 Conduct pre-suspense hearings
- 3.3 Help keep a proper tone for the building
- 3.4 Review all serious problems
- 3.5 Meet with guidance and student
- 3.6 Train new teachers
- 3.7 Make referrals to the Principal
- 3.8 Observe teachers and students in the classroom

### **4. THE ROLE OF THE PRINCIPAL:**

- 4.1 Work with the assistant principals, teachers, deans, guidance personnel, and all other staff members to establish a philosophy of discipline consonant with our educational philosophy
- 4.2 Make key decisions on school wide discipline problems
- 4.3 Formulate a ladder of referral
- 4.4 Give status to the Dean's Office
- 4.5 Conduct suspense hearings with parent
- 4.6 Make referrals to the Superintendent
- 4.7 Effect class changes

## ***THE LADDER OF SUSPENSION***

Teacher- Pupil conferences  
Teacher- Parent conferences  
Teacher- Dean conferences  
Dean- Parent conferences

Pre-suspension hearing by the Dean, Parent, and Assistant Principal

Assistant Principal recommends a Principal's Suspension.

Principal recommends a Superintendent's Suspension.

***All suspensions must be approved by the Principal.***

## ***ALS/SUSPENSION PROGRAM***

The goal of the ALS or in-house suspension program is to provide academic and emotional support to students in a small, temporary, alternative setting to help them develop the skills necessary to interact positively with teachers and peers and to develop the skills necessary to assume an appropriate degree of responsibility for the learning process. The in-house suspension program will isolate the student from the peer group and provide the student with schoolwork in a supervised environment.

The list of participating students will be given to the necessary teachers. You will also receive a form requesting class work and homework assignments if one of your students is placed in ALS. Please make sure that the class assignment is designed to last one full period.

### **PROCEDURES**

1. Students assigned to ALS will report to the Dean in room 224 with all of their materials/books before 8:40AM.
2. The Dean will collect signed ALS parent consent letters and set up a folder containing all of the assignments for the day. Students will immediately begin to work.
3. Each period the teacher assigned will check on student progress in completing the assignments. Any work that is incomplete or unacceptable must be returned to the student for revision. Additional work will be assigned to students who complete all of their work before the end of the day.
4. Students will remain in their assigned seats for the entire day. They may not talk to other students in the room at any time. Teachers are to keep students focused on their assignments and can give assistance as needed.
5. Students will eat lunch period 7 in the ALS room.
6. The period 8 teacher will collect all class work assignments and place into the student folder. The period 8 teacher will also distribute all homework sent to the room. The teacher assigned will dismiss students.
7. Students receiving special support services may be picked up by an appropriate professional and returned by same professional.
8. **Teachers are not to send students out of their classroom to the ALS room. Appropriate documentation and referrals must be followed and approved by the principal prior to admittance to the ALS room.**

### ***A.M. or P.M. DETENTION***

***Detention will be assigned only in consultation with the assistant principal.***

***A letter or phone call notifying a parent of time and date of detention must take place.***

**\*Hours for the ALS room may fluctuate on Principal's discretion.**

## **LUNCH DETENTION**

Lunch detention may be necessary for consistent lateness. Only the DEAN or Assistant Principal can assign lunch detention. **If a teacher has lunch detention with a student, the parents must be notified first.**

## CIRCULAR # 2

### **Social / Emotional Intelligence**

SEL throughout the school year is important. An atmosphere in which all people feel that they are treated equally, fairly, and with respect, produces a positive learning environment.

#### 1. **STUDENT-TEACHER RELATIONS**

- 1.1 Be positive in your contacts with students. Teacher respect is contingent upon student respect.
- 1.2 Look for each child's strength and bring it to his/her attention.
- 1.3 Be fair. Listen to what the child has to say. Before you respond, think about his/her points.
- 1.4 Treat misbehavior privately whenever possible. For inappropriate behavior during a lesson, deal with it quietly in the hallway or after class. **A student should never be left in the hall unattended.**
- 1.5 Hold class meetings where children are permitted to make decisions on various things such as class rules, projects, trips, problems, etc.
- 1.6 Teacher Tips:
  - 1.6.1 Learn all you can about your students.
  - 1.6.2 Adapt your teaching content and methods to the needs of your students.
  - 1.6.3 The disciplinary action taken should be appropriate to the offense.
  - 1.6.4 All referrals should be objective and complete.
  - 1.6.5 If a fight occurs, send for the Dean and security to remove the students. Instruct the rest of the class to write clear and accurate statements describing events leading up to and including the fight. Collect the statements. Together with your statement, submit them to the dean.

#### 2. **PARENT-TEACHER RELATIONS- Communication is key!**

- 2.1 Begin your contact with parents on a positive note. Work for cooperation all year long.
- 2.2 If the office notifies you that a parent, who does not have an appointment, wishes to see you, TRY to accommodate the parent. Arrange a convenient and mutual time, preferably Tuesdays, to meet. Return parent phone calls in a timely manner.

#### 3. **PARENT-COMMUNITY RELATIONS**

This school is dedicated to having parents and the community as partners with the professional staff in our concern for and involvement in the program of the school. Our parents are especially active and have a right to expect high standards. They are interested in everything we do here, from instruction to discipline. Staff members should expect and welcome parent and community participation through such policies as:

- 3.1 Open communication on all levels - visits to the school, notices, individual and group parent-staff conferences.
- 3.2 Student-Community-Parent activities such as: displays, publications, performances, and regular Leadership Team meetings
- 3.3 Parent-Teacher Association - all staff members should consider it an obligation to belong to and further the objectives of this school's PTA.
- 3.4 Our Parent Coordinator will provide additional support and information to parents and relay concerns, as appropriate, to supervisors.



## CIRCULAR # 3

### **Creating an Environment of Respect and Rapport**

1. **Teacher interaction with students:** Teacher interactions with students reflect genuine respect and caring for individuals as well as groups of students. Students appear to trust the teacher with sensitive information.
2. **Student interactions with other students:** Students demonstrate genuine caring for one another and monitor one another's treatment of peers, correcting classmates respectfully when needed.
3. **Management of instructional groups:** Small-group work is well-organized and students are productively engaged at all times, with students assuming responsibility for productivity.
4. **Management of transitions:** Transitions are seamless, with students assuming responsibility in ensuring their efficient operation.
5. **Management of materials and supplies:** Routines for handling materials and supplies are seamless, with students assuming responsibility with their own individual supplies.
6. **Performance of non-instructional duties:** Systems for performing non-instructional duties are well established with students assuming considerable responsibility for efficient operation.
7. **Supervision of paraprofessionals:** Paraprofessionals make a substantive contribution to the classroom environment and should have teacher guidance or expectations in supporting students.
8. **Expectations:** Standards of conduct are clear to all students and have been developed in coordination with student participation.
9. **Monitoring of student behavior:** Monitoring by teacher is subtle and preventive. Students monitor their own and their peers' behavior, correcting one another respectfully.
10. **Response to student misbehavior:** Teacher response to misbehavior is highly effective and sensitive to students' individual needs, or student behavior is entirely appropriate.
11. **Safety and accessibility:** The classroom is safe, and students themselves ensure that all learning is equally accessible to all students.

## **CIRCULAR # 4**

### **PASSES OUT OF THE ROOM**

1. Establish the rule that before anyone is allowed to leave the room, all students must be seated and in order. Only one student is permitted out of the room at a time.
2. All students must carry the special classroom pass when out of the room.  
***Chalkboard erasers, homemade wooden passes, etc., are NOT permissible.***
3. A student **MUST** have a written pass from any staff member requesting him/her. **DO NOT ACCEPT THE STUDENT'S WORD THAT HE/SHE IS TO SEE SOMEONE AT THAT TIME.** The written pass must contain the child's name, current date, proper time, and full signature of the adult sender.  
**No one is to go to guidance without a pass.**
4. When a child is ill, send him/her to the nurse with a written pass. If a child feels faint or is seriously injured, do not send him/her out of the room. Notify the nurse and supervisor. If you feel that someone should accompany the sick student, please give that person a pass.

## **CIRCULAR # 5**

### **SAFETY AND SECURITY**

School Safety Agents are responsible for the overall building security such as doors, stairwells, corridors, and lavatories. SSAs are not part of the Ladder of Referral. **Do NOT use them for discipline.** They may assist in breaking up a fight or restraining a student who presents a danger to the safety of himself or the safety of the other students. **Call the Dean or nearest Assistant Principal or Main Office if assistance is needed.**

### **EVACUATION DRILLS**

Evacuation drills and shelter drills are conducted according to state regulations and several drills will be held each term.

- All teachers must familiarize themselves with the fire drill posting in each room in which they teach.
- Teachers escort students to the exit posted on the FIRE DRILL poster located in each classroom.
- **TAKE ATTENDANCE ROSTERS and ASSEMBLY CARD located in your emergency folder.**
- Instruct the last student out of the room to close the classroom door.
- Move quickly and safely to the street. Escort students away from the building.
- Teachers must inform a Building Response Team (BRT) member if a student is missing from their class. (Hold up Assembly Card sign)
- Teachers must remain with students at all times and monitor their behavior.
- Once the signal is given to re-enter the building, teachers will escort students back into the building quickly and quietly.
- Students must remain silent throughout the drill, which includes exiting and re-entering the building.
- Emergency (BRT) cards must be checked and remain with teacher during all drills.

**Any evacuation of the school building will begin with the Fire Alarm signal.**

#### **Teachers will:**

Use Assembly Cards to indicate conditions in their area.

Physical Education Teachers must alert BRT staff to conditions where students may be in gym attire during a cold/rainy weather evacuation.

In the event that we must vacate the immediate area, members of the Building Response Team will provide instructions on which evacuation site staff and students will proceed to as per the school safety plan.

Upon the arrival at the evacuation site, all teachers will take attendance and provide members of the BRT information on any missing or injured students.

**Circular #5, (Continued)**  
**Evacuations:**

**Shelter In Protocol:**

A “Shelter-In” announcement will be used in different conditions. In the event of the use of a “Shelter-In” Condition, the following P.A. announcement will be made:

***“Attention, this is a Shelter-In. Secure the exit doors”***

- No one can enter or exit the building
- Business as usual
- Examples:
  - Dangerous Weather Conditions
  - Police activity in the immediate vicinity of the school
  - Other hazardous/ dangerous conditions outside of the building

## CIRCULAR # 6

### **Intruder Procedures**

**\*CONFIDENTIAL – This information is classified and should not be shared outside the school building.\***

- In the event that an intruder is found to be in the school, the following P.A. announcement will be made TWO times:

**“We are now in a hard/soft lockdown. Take proper action.”**

At this time, a follow-up P.A. announcement will be made instructing the Building Response Team and staff will conduct one of two types of lockdowns:

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

**“Attention: We are now in a soft/ hard lockdown. Take proper action”  
(Repeated twice over the PA system).**

In both types of lockdowns, the teachers and students **DO THE SAME THING**. Teachers quickly look outside their classroom and pull any students in the hall into their classroom, lock the classroom doors, turn off the lights, cover classroom door windows, (perimeter windows remain uncovered) and **HIDE**.

***\*During a Hard/Soft Lockdown Drill, students will remain seated quietly at their desks.\****

- Once the situation is resolved, an all clear P.A. announcement will be made:

**“The lockdown has been lifted.”**

### **Bomb Threat Procedures**

- **In the event of a bomb threat, all communication devices (i.e. cell phones, P. A. systems, walkie-talkies, iPads, etc.) must not be used by staff and students.**

At this time:

1. Once informed of a potential bomb threat, make sure all students are in your room and lock the door. Only use the landline phones to communicate any missing students or if students are pulled out of the hallway. Report any suspicious articles to the main office. Such articles **ARE NOT TO BE DISTURBED**.
2. During this threat, the Principal will announce which procedures to follow.

# **CIRCULAR # 7- Time Keeping Procedures and Teacher Absences**

School hours for students are Monday through Friday – 8:10 A.M.-2:30 PM

On Mondays, an 80-minute block of time immediately following the school day will be used for training. If less than the entire 80 minutes is used for training on a given day, the remaining time will be used for Other Professional Work. Monday Dismissal: 3:50 PM

On Tuesdays, there will be a 75-minute block of time immediately following the school day. Paraprofessionals' dismissal is 3:40. Tuesday Dismissal for teachers: 3:45 PM

On Tuesdays, teachers will use 40 minutes to engage in one or more of the following parent engagement activities: face-to-face meetings, phone calls, written correspondence including email, creating newsletters, creating content for a school or class website or school answering machine, and preparing report cards or progress reports. Parent Engagement time can be used to prepare any of the above mentioned activities. If less than the entire 40 minutes is spent on Parent Engagement on a given Tuesday, the remaining time will also be used for Other Professional Work, as detailed below.

Teachers will use 35 minutes for Other Professional Work specifically: collaborative planning, Lesson Study, inquiry and review of student work, IEP-related work (excluding IEP meetings), data entry or other work related to computer systems, preparing or grading student assessments, mentoring and/or responsibilities related to the new teacher leadership positions.

\*The above activities are given as suggestions from the contract.

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Teachers are expected to be in their classrooms ready to receive students at 8:10 am.

Teachers will continue to have a duty free lunch that is separate and apart from any student lunch. Teacher support will be needed during lunch periods, either as a C6 or as an instructional period.

## **Timekeeping/Keys**

Upon arrival, teachers must scan the QR code to sign in for attendance in the morning using their time card number. This method is the official procedure by which staff members are required to report their attendance each day and assists administrators in determining “at a glance” what staff members have already arrived, thus affording us the opportunity to provide coverage, as needed, to insure the safety of all students and staff. Coverages will be distributed by the Programming Office.

After dismissal, teachers must scan the QR code

In the event that keys are lost, the teacher must notify the office immediately. Keys are not to be given to students for any purpose at any time. If keys are lost, everyone's sense of security is weakened. Staff members are not authorized to make any copies of keys.

## **Lateness**

You are considered late if you have not arrived to school and scanned in by 8:10AM. In accordance with Standard Operating Procedures relating to teacher attendance, upon arrival, teachers must see the secretary and scan in. Lateness is recorded in the teacher payroll system and an automatic deduction of pay is generated in accordance with Department of Education Regulations.

As role models to children, it is imperative that we set the example of good attendance and punctuality. This not only sets the tone for our building, but also insures the safety and welfare of our school community.

## **Absences**

All teachers are to call or email either Ms. Hall (phone number will be given on request) or the school programming office to report an absence **by 6:30 AM**. The phone number is (718) 961-3480 Ext. 1090. In order to facilitate the assignment of per diem teachers, if you know you are going to be absent please convey this to Ms. Hall and leave lesson assignments that are relevant and provide continuity of instruction until you return.

# **CIRCULAR # 8**

## **PHONE BOX**

This is for the teacher's use only. Tape a copy of all extensions inside the box. The box should be locked when a teacher is not in the room.

### **IMPORTANT EXTENSIONS**

Main Office	1192, 1193, 1194	Security	1111/1430
Ms. DePoalo	1900	Ms. Hall/Ms. Chow	1090/1220
Ms. Cacanando-Zimmet	2242	Mr. Cuchapin/Mr. Weintraub	2240
Ms. Nadler	1256	Mr. Flaxman	1091
Mr. Fitzgerald	2210	Ms. Petruskie	2241
		Ms. Marsalek	2030
		Nurse	1180

## **TEACHER ACCIDENTS**

In the case of an accident or illness at any time during the day, and to insure your safety and the safety of your students, please contact the main office or a supervisor. In consultation with you, a supervisor will make a determination about the nature of your accident or illness and appropriate procedures will follow to obtain medical treatment as needed. In the event of an accident, an accident report must be completed within 24 hours of the incident and be submitted to Mrs. Divanna. In the event that EMS needs to assist you, an occurrence report will be filed within 24 hours as well.

## **STUDENT ACCIDENTS**

In the case of a serious accident, call the nurse and send for one of the supervisory staff at once.

The teacher in charge of the activity in which the accident occurred is responsible for accurately completing the accident forms.

The following procedures are to be followed in completing these forms:

Accident forms are to be obtained from the General office.

A signed statement must be obtained from the INJURED.

A signed statement must be obtained from two or more WITNESSES.

A signed statement must be obtained from the TEACHER IN CHARGE of the activity.

A signed accident report, accurately filled out, must accompany the statements. The teacher statement must contain (see sample):

- ◆ Cause and nature of injury.
- ◆ Statement of first aid administered to injured.
- ◆ Statement of contributory negligence by the injured.
- ◆ Physical defects, if any, at the scene of the accident.
- ◆ Time and place of the accident.
- ◆ All reports and statements must be sent to the General office.

All reports must be filed ***within 24 hours*** of the accident.

## **CIRCULAR #9**

### **HALL AND STAIRCASE SAFETY**

During the instructional day, the following staircases will be used as listed below:

**Staircase 1/2**

**Staircase 9/10**

**Staircase 5/6**

**Staircase 7/8**

Every teacher should assume an active post in the hall outside his or her classroom during the change of periods. Plan your instruction so that you can be out in the hallway at the end of one and the beginning of the next period. If your classroom is near a staircase, please make a habit of monitoring the students and traffic on the stairs. The administrative staff will also monitor the hallways during the change of periods. We must all encourage students to "**WALK TO THE RIGHT.**" Together we can establish and maintain a positive and safe environment. Teachers will be servicing Hall Duty during their C6.



## **CIRCULAR # 10**

Nothing is more pleasing to the eye or reflects the learning taking place in your classroom more than a school's Hallway Bulletin Boards. The Hallway Bulletin Boards serve as a window into your classroom. Each teacher has an assigned bulletin board. Check the location of your assigned bulletin board on the following page (**Will be made available w/o September 12<sup>th</sup>**)

**CONTENT:** Bulletin Boards should reflect Standards based student work. *Artwork should be limited.*

- **All student work must be current.**

**Displays should be prepared by the dates indicated below:**

- **October 7<sup>th</sup>, 2022**
- **December 9<sup>th</sup>, 2022**
- **February 10<sup>th</sup>, 2023**
- **April 5<sup>th</sup>, 2023**
- **May 12<sup>th</sup>, 2023 – Arts Department**

**\*PLEASE MAKE SURE YOU GIVE YOUR COLLEAGUES AMPLE TIME TO SET UP  
AND/OR TAKE DOWN THEIR BULLETIN BOARD MATERIALS.\***

- **NO Bulletin Board may display students' names on the front of their work.** This is due to the Family Educational Rights and Privacy Act (FERPA), US Department of Education.
- Please include the standard that is the focus of the assignment.
- Teacher comments must be displayed on all work and address skills covered by the task (Stars and Steps).
- Teacher must include next steps for students.
- Student work should be neat, legible.
- Every bulletin board needs task, rubric, teacher name, and class.

# CIRCULAR # 11

## **BULLETIN BOARD ASSIGNMENT**

### **First Floor:**

<u>Room:</u>	<u>Bulletin Board:</u>	<u>Teacher:</u>
162	1-01	
160	1-02A	
160	1-02 B	
156	1-03A	
156	1-03 B	
154	1-04	
152	1-05	
Security	1-06	
134	1-07 Case	
134	1-08	
134	1-09	
134	1-10 Case	
130	1-11	
130	1-12	
126A	1-13A	
126 A	1-13B	
114	1-14	
108	1-15	
116	1-17	

### **Second Floor:**

<u>Room:</u>	<u>Bulletin Board:</u>	<u>Teacher:</u>
260	2-01A	
260	2-01B	
256	2-02A	
256	2-02B	
234	2-05 Case	
230	2-06	
230	2-07	
226B	2-08A	
226B	2-08B	
224	2-09	
208	2-10	
231	2-04	

### **Basement**

<u>Room:</u>	<u>Bulletin Board:</u>	<u>Teacher:</u>
Showcase	Library B-01	
B60	B-02	
Cafeteria	B-03	
Gym	B-04/B-05	

**For teachers who share a board: one teacher will do the whole board one month and switch off with the other teacher.**

# CIRCULAR # 12

## **CLASSROOM PROCEDURES**

### **CLASSROOMS**

The subject classrooms should reflect the agenda, class activities, learning targets, learning activities and other centers of interest. These centers include: Word Walls, Libraries, Tech. Center. Storage area for student notebooks and portfolios should be clearly marked. Evacuation and Shelter Drill Procedures must be posted. In classrooms, bulletin boards should be changed *monthly* to stimulate interest and pride of each of your classes.

### **CARE OF BOOKS**

Remind students frequently about their responsibility in taking care of their books. From time to time, conduct a book check. **KEEP A CAREFUL RECORD OF THE BOOKS THAT YOU DISTRIBUTE TO THE STUDENTS.**

### **ROOM CLEANLINESS**

Each student is responsible for his/her own area, including desk and chair. Remind students to use the recycling basket for paper. Inspect insides of the desks frequently to avoid unnecessary litter. The teacher's desk should serve as an example. All outer clothing, including hats, must be placed in lockers during the A.M. passing period.

## **EVERYONE MUST RECYCLE! 2022-2023**

### **FURNITURE**

No furniture should be pushed against the wall (Fire Law). All chairs are to be placed on top of the desks at dismissal time. **All chairs** are to be taken down during the a.m. instructional period. All desks are to be arranged neatly by the students before they line up. The teacher should check to see that students refrain from writing on the furniture or defacing it in any way. Periodic cleanup of classroom furniture is important. Forms for repairs are located in the main office and must be approved by the principal.

### **WINDOWS**

To enhance ventilation, all classroom windows must remain open when the room is occupied. For the safety of everyone, **open only from the top** (unless the bottom is screened). At no time are the children to sit on the window ledge or cabinets. **Please close windows at end of the day.**

### **ENTRANCE AND DISMISSAL**

Teachers should be in the classroom supervising as students enter. Students must learn the routine of getting seated at their assigned seats, opening their notebooks, and beginning to work. Dismissal should always be through the rear door, with the students walking to their right. Check to see that all books and supplies are taken. The teacher should supervise the students leaving the room. **For safety, and smooth transition between periods, please assist the direction of class movement between periods in the corridors.**

**NOTE: In cases of double periods, please do not stop instruction or open your door.**

## **CIRCULAR # 13**

### **COMPUTER EQUIPMENT**

Please contact Mr. Fitzgerald or Tech Team\* (C6 Period) for computer related issues or if you would like to borrow a laptop cart. All equipment is in room 204.

**\*Tech Team schedule coming soon.**

All equipment must be returned at the end of each day to be recharged.

### **COMPUTER ROOM**

The computer lab has some periods available for classroom instruction. Teachers are encouraged to sign their classes up for time in the computer lab. You may sign up to use the lab in Programming.

The Computer Lab is located on the Second Floor in Room 262.

# CIRCULAR # 14

## **STUDENT ATTENDANCE/BUS PASSES**

Official attendance will be taken during Period 2 or 3.

Special attention must be given to the accuracy of attendance information. The attendance **is a legal document. Be diligent when marking attendance.**

All attendance must be taken by **10:15 AM**. Failure to do so causes delay of attendance reporting.

*More information on the DOE's Grades, Messaging and Attendance will be forthcoming.*

Call out the names and visually verify the students in class each morning and afternoon to check accuracy.

If your attendance folder is not in your mailbox in the morning: Listen to the announcements to send a monitor to the main office to get it.

Please adhere to the following when completing the attendance:

\*Use #2 pencil to bubble attendance.

Mark the attendance under the column with the letters ATTD at the top. Make no marks in the other column.

Darken the bubble marked **A** for an absent student and **L** for anyone who is late.

Above the letters ATTD, darken the bubble next to ATTENDANCE TAKEN.

**SIGN THE FORM** in the space designated for the teacher's signature in INK.

Review the data printed in the right hand column. The data should reflect the previous day's attendance

If it is incorrect, fill out a change form and hand it in with the scan sheet. (All Z's indicate that the attendance was not scanned the previous day.)

The attendance form should be sent to the attendance office (Room 106) as soon as completed.

Use only **#2 pencils**. Do Not use whiteout or staples on the sheet.

If there is no scan sheet available in the morning, use the working class list instead. This must also be signed.

*The scan sheets, the working class list, and the change form become official records. The teacher taking attendance is legally responsible for the accuracy of all attendance documents. They must all be signed when handed in.*

**CUTTING/TRUANCY** - Check the daily ATS attendance printout. Notify the dean immediately if you think a student has cut your class.

### METROCARDS

Metrocards will be issued to students according to their ATS address; they will be given out by Ms. Herlihy.

## **CIRCULAR # 15**

### **CLASS TRIPS**

**\*\* MS. DEPOALO MUST GIVE THE FINAL APPROVAL FOR A TRIP BEFORE ARRANGEMENTS ARE MADE.**

Within our city, there are a variety of resources that can and should be used to complement and support classroom instruction. Trips provide an excellent opportunity for students to build an experience base, open new horizons and apply problem solving and critical thinking skills taught in the classroom.

Trips must be planned for sound educational reasons. Staff members must obtain the special 'TRIP REQUEST INFORMATION FORM' from the secretary in the main office. This completed form is to be submitted to the subject and grade supervisor for trip approval. Chancellor's Regulations require criteria for chaperones. Include the name(s) of all chaperones. Attach a class list to the trip request form. **ALL TRIPS MUST BE REQUESTED AT LEAST 4 WEEKS IN ADVANCE OF THE TRIP.**

No trip will be allowed unless the subject Assistant Principal has approved the activity and the date is cleared. We must be sure that there are no test conflicts or other conflicts on the day you wish to go.

Upon obtaining school consent, a secretary may order the buses. We are required to reserve buses at least three (3) weeks in advance. Bus service is NOT available in June. You must enter the trip on the master calendar in the main office after approval by Ms. DePoalo. In addition, you must provide a class list to the nurse upon approval of the trip.

No class trip is to be conducted unless 95% of the class participates. We cannot justify the cost of the trip or provide the additional coverage for that class's students who do not go on the trip. No students from other classes are to be used to 'fill in'.

Each student must complete and return a **signed parent's consent form** before he or she is allowed to attend any trip. **Standard consent forms may be obtained in the main office.** VERBAL PERMISSION OVER THE PHONE OR FAXED IS NOT PERMITTED.

The subject teacher is responsible for submitting a list of all students going on a class trip together with the corresponding signed parent consent forms to the subject supervisor at least two (2) days in advance of the trip date. Please list those students NOT going on the trip. Teachers going on the class trip are to provide lesson plans for their classes that will be covered.

All students must be escorted back to the school building. If a trip is to end after 2:30 PM., parents must notify the teacher in writing on the consent form, what alternate arrangements have been made for the child to get home.

Please review the new Chancellor's Regulation regarding trips in this handbook and direct any questions you may have to your grade supervisor.

## **CIRCULAR # 16**

### ***Lesson Planning***

**All teachers are responsible to have a lesson plan prepared each and every day. When planning your lessons, please be conscious of Domain 1, Planning and Preparation.**

**Components 1A and 1E from the Danielson Framework are the components that must be evident in planning your lessons. Please read through its effective and highly effective levels of performances when preparing your lessons.**

**Component 1A: Demonstrating Knowledge of Content and Pedagogy**

**Component 1E: Designing Coherent Instruction**

# **CIRCULAR # 17**

## **NOTEBOOKS**

It is the policy of this school to require every student to maintain adequate notebooks.

### **Purpose:**

To act as a public relations arm of the school to parents

To provide material for students for continuous further study

To summarize the daily learning for students

To organize, systemize and structure the class program of activities and instruction

To provide a formal and concrete daily activity so that students can be more responsible for their work

Notebooks should be inspected from time to time by the subject teacher for neatness, use and completeness

Notebooks should be marked independently for each quarter, and that mark incorporated in the report card grade

**IMPERATIVE:** Each student must have a notebook with him/her in school at all times; even if he/she is excused from carrying any textbooks.

## **HOMEWORK**

Homework serves many purposes. It can further the academic growth of children and reinforce learning. Parents become aware of what children are learning. It is a time away from school when children can rethink and reorganize materials.

Parents view homework as a measure of the learning that is taking place in class. It is helpful to both parents and students to clarify homework procedures early in the school year.

Homework should not be a last minute thought. Homework must be planned by the teacher; along with a clear process for checking and correcting the completed assignments. It can serve as valuable feedback for both the teacher and the student. Students should be active participants in the evaluation process. Homework should reinforce, extend, and enrich skills and knowledge learned in school. It is used to develop independent study skills, which foster initiative, responsibility, and self-direction. It should not be used punitively.

### **POLICY AND PRACTICE:**

1. Homework, properly assigned and supervised, is still a vital part of the instruction program and should be stressed as important by the teacher.
2. Homework may include: written assignments, research reports, drill work, problem solving, map-chart construction work, special investigations, reading, oral presentations, etc.
3. Homework should be:
  - 3.1 Motivated during the lesson.
  - 3.2 Individualized to fit the needs of various levels of students - simple to more difficult.
  - 3.3 Written on the chalkboard under the Homework Heading.
  - 3.4 Clear in intent and form.
  - 3.5 Copied by pupils into their assignment book upon entering or at the close of class.
4. Homework should be reviewed by the teacher, marked or checked with feedback included, and then returned so that there is some extrinsic value to students.



# CIRCULAR # 18

## PARENT-TEACHER CONFERENCES

The purpose of these conferences is to promote communication between the parent and teacher so that they can better meet the needs of the student. Try to limit each interaction to a maximum of five (5) minutes to accommodate all the parents that attend both the fall and Spring Conferences.

### **BE PREPARED:**

- Make the parent feel welcome.
- Start the conference with a positive comment.
- Present not only the problem, but also suggestions for improvement.
- Have all documentation of student progress readily available.
- Listen to what the parent has to say.
- Avoid discussion of other children.
- Give parents some hope that improvement is possible.
- Refer the parent to the Assistant Principal, Dean, Guidance Counselor, etc. if necessary.
- Have parents' leave their name and phone number if the conference requires more time than the allotted five minutes.

### Intermediate and Junior High Schools

<b>Parent-Teacher Conference Schedule</b>			
<b>Fall 2022</b>		<b>Spring 2023</b>	
<b>Meet the Teacher Night</b>	Thursday, September 22		
<b>Evening</b>	<b>Afternoon</b>	<b>Evening</b>	<b>Afternoon</b>
Wednesday, November 9	Thursday, November 10	Wednesday, March 15	Thursday, March 16
			Thursday, May 11, 2023

### ***Photo-Copying***

The copy machine is one of the teacher's best and most overworked friends, so to facilitate the duplication all teachers' material:

- ◆ Copy only valid educational materials (test exercises, reports, drills, charts, etc.) with **the approval of the assistant principal.**
- ◆ The school aides have limited time for copying, so enough time should be allotted for the running off of materials (2 days). This should be honored!
- ◆ Use the appropriate photocopy form and send approved copy to Room 106.
- ◆ All copies requests must be signed by your supervisor.

# **CIRCULAR # 19**

## **GRADING POLICY**

Passing grades in all subject areas range from 65 - 100%.  
Less than 85% must be in multiples of 5. (65, 70, 75, 80, 85)  
Lowest failing grade is 55.

Each of the 4 quarters is graded separately. The FINAL GRADE is an **average** of all 4 marking periods. FINAL GRADES may not be lower than the average of the 4 quarters. Third quarter marks are very important since they are used for promotion or retention estimates. Use the following criteria for the third quarter:

- a) If a pupil is certain to pass, give a passing grade.
- b) If a pupil is certain to fail, give a failing grade (60%).
- c) If a pupil is presently failing but will probably pass, you must calculate the marks the child will need in order to pass.

### **PARENT COMMUNICATION**

Parents must be notified, well in advance of the end of a marking period, if a problem exists so that they have the opportunity to bring about a change on the part of their youngster. Communicating student progress is of the utmost importance.

### **GRADING SYSTEM**

Evaluation is an inevitable part of the instructional process. It is a major responsibility for each member of the teaching staff. The principles of evaluation MUST BE EXPLAINED to your students. The evaluation technique must be non-arbitrary and non-discriminatory.

### **STANDARDS SHOULD:**

- Be suitable, well defined, and applicable to the activities in the lesson
- Enable a teacher to evaluate performance objectively and demonstrate how differences in achievement can be recorded and evaluated properly.
- Be applicable to the group and grade level that is being taught.
- Include sufficient and various evaluative information, properly recorded, so that reasonable justification to the parent and student is possible.

The grade must be based on objective and measurable standards.

For example: Class work and Participation  
Regular Tests and Quizzes  
Homework  
Special Reports and Projects  
Notebook Work

- Discipline may not be part of the academic grade. (Chancellor's Regulation) Students should not be penalized or threatened with a reduction in grade for inappropriate behavior. Use the ladder of referral and communicate with parents.
- Cutting, lateness, homework, and excessive absences are factors in determining grades.
- However, no one can fail based solely on these factors. The teacher must have documentary evidence consisting of (1) marks for sufficient number of tests recorded in an official grading book; (2) test papers, reports, and other pupil work; (3) homework record; (4) cutting and lateness record.

## **CIRCULAR # 20**

### **AWARDS/HONORS**

At I.S. 25, we take pride in the accomplishments of our students. The following activities and programs have been organized to recognize, praise and reward student achievements.

#### **ARISTA NATIONAL HONOR SOCIETY**

In order to qualify for ARISTA in eighth grade, a student must meet requirements in three areas: scholarship, service, and character.

1. **SCHOLARSHIP** - student must have a grade average in major academic subjects of 90% or higher. In elective subjects, the minimum grade must be no lower than 80%. These grades will be based on the third quarter report cards in the appropriate grade.

ARISTA is determined by: 7<sup>th</sup> grade final grade  
8<sup>th</sup> grade marking periods (1, 2, 3) grade

2. **SERVICE** - Students must document 25 hours of school or community service during the school year.
3. **CHARACTER** - Student must have a satisfactory or better rating in character (courtesy, responsibility, and self-control), and may not have any unsatisfactory rating on the report card.

**CITIZENSHIP** - Candidates must be approved by their teachers.

#### **HONOR ROLL**

##### **PRINCIPAL'S LIST**

Students must have an average of 95 - 100% in all major subjects, maintain satisfactory conduct and character in all classes, and have passing grades (80% or better) in all subjects.

##### **FIRST HONORS**

Students must have a 90 – 94.9% in all major subjects, maintain satisfactory conduct and character in all classes, and have passing grades (80% or better) in all other subjects.

##### **SECOND HONORS**

Students must have an 85 – 89.9% in all major subjects, maintain satisfactory conduct and character in all classes, have passing grades (80% or better) in all other subjects.

## **CIRCULAR # 21**

### **GUIDANCE**

The Guidance Program at this school is especially geared to reaching the student as an individual. The purpose of our Guidance service is to assist each student to make educational, vocational, personal and social adjustments that are appropriate to his/her needs and interests, consistent with his/her capacities and capabilities, and conducive to a satisfying and useful life.

#### **THE SUBJECT TEACHER IN GUIDANCE**

1. The subject class teacher can give every child the opportunity to experience success by providing a diversity of ways to succeed. A successful learning experience is the most certain way we know to raise a person's self-image and his aspiration level.
2. The subject class teacher has an opportunity to identify special talents, and recognizes special interests in both his/her own subject field and that of other subjects. These interests can be stimulated, encouraged, and directed toward proper goals.
3. The subject class teacher is expected to develop in his/her students good study habits, the ability to study independently, and to carry assignments through to completion.
4. The opportunities and responsibilities for reinforcing the guidance work of the counselor include:
  - To know the students individually in order to meet special needs
  - To identify academic weaknesses and recommend remedial services
  - To identify personality problems as evidenced by lack of success in a group situation

#### **GUIDANCE COUNSELOR**

1. Conducts student orientation interview and works collaboratively with AP in class placement.
2. Conducts student guidance interviews.
3. Conducts parent consultations.
4. Conducts staff consultations and training.
5. Has guidance department and case conferences.
6. Makes agency and other referrals.
7. Responsible for high school articulation or elementary feeder articulation and orientation.
8. Provides sample lessons and demonstrations in classrooms for "hot" topics, such as bullying.
9. Works with emergency cases of student maladjustment.
10. Counsels and works with students in need.
11. Responsible for maintaining documentation and guidance files.
12. Remain in close liaison with AP in all guidance functions.

## CIRCULAR # 22

### GUIDANCE REFERRALS

#### Types of Problems

- Overt disciplinary behavior
- Bizarre or destructive behavior
- Timidity
- Withdrawal
- Health problems
- Educational problems - grades, study habits, apathy, underachievement, boredom
- Home problems and adjustment
- Physical or emotional adjustment
- Persistent Attendance/Lateness related issues

**Note:** The Guidance Office is *NOT* a disciplinary, punitive or authority arm of the school administration. Do not refer students for discipline to the Guidance office for punishment, but rather do so for investigation of basic causes of maladjustment and treatment or referral.

#### To refer a student to be seen by a guidance counselor:

- ◆ Complete a referral with specific documentary material.
- ◆ The student will be notified to see the counselor via pass from the teacher. **Students will be returned to class if they have not been notified to report to the guidance counselor.**
- ◆ The use of the Guidance office for open-ended referrals, especially by pupils who come to see the Guidance office without appointments, is to be discouraged by all staff members.
- ◆ Guidance action should be reported back to subject teachers as to disposition of cases.

# **CIRCULAR # 23**

## ***PUPIL RECORDS***

**NO ADDITIONS, SUBTRACTIONS, OR CHANGES IN CLASS REGISTER MAY BE MADE WITHOUT EITHER AN ATS NOTICE OF ADMISSION/DISCHARGE/TRANSFER OR THE POSSESSION OF AN AUTHORIZATION FOR CHANGE OF REGISTER FORM.**

### **ADMISSIONS:**

1. A Notice/Discharge/Transfer form is prepared for every new change in your register. The teacher receives a copy either with the student or in his/her mailbox. You will keep it in the attendance folder for the school year.
2. The record envelope of each student is maintained in the main office and must contain:
  - 2.1 Cumulative elementary record card from the 1<sup>st</sup> grade through the 6<sup>th</sup> grade. (If a student comes from another country, we do not receive these records.
  - 2.2 Test Data Elementary School Cumulative Record.
  - 2.3 Health Record.
  - 2.4 Intermediate/Junior High School Student Cumulative Record.
  - 2.5 White triple fold NYC Bd. Of Ed. Cumulative Record Test Data.
  - 2.6 Guidance Review Card.
  - 2.7 IMMUNIZATION HISTORY.
3. An admission from Home Instruction is treated the same as above.

### **DISCHARGES:**

1. A NOTICE OF ADMISSION/DISCHARGE/TRANSFER is prepared for every discharge. The Official teacher receives a copy in his/her letterbox. You will keep it in the attendance folder for the school year.
2. This discharge notice is an automatic request for records. Please send the records to the main office.
3. Before submitting records, make sure they are complete. Attendance data must be entered on the Junior High School Student Cumulative Record Card in the lower left hand corner, headed: Admission-Transfers-Discharges Attendance. Attendance data must account for every school day from the date the student enters that class to the date of discharge.
4. For students discharged after the 1<sup>st</sup> marking period, you must enter the grades on the cumulative record.
5. **Students are NOT permitted to handle records**, whether their own or someone else's.
6. A discharge to home instruction is treated the same as a regular discharge.

SUBJECT TEACHERS SHOULD CHECK THEIR E-MAIL DAILY FOR UPDATED ADMISSIONS, DISCHARGES, AND INTER-GRADE AND INTER CLASS CHANGES.

**IF YOU HAVE ANY QUESTIONS OR PROBLEMS WITH THE ABOVE, PLEASE CONSULT THE PUPIL ACCOUNTING SECRETARY.**

## **CIRCULAR # 24**

### **2022-2023 PROGRAMMING OFFICE** **Room 122, extension 1090 & extension 1220**

#### **Part I: Emergency Lesson Plans**

- Please submit five (5) emergency lesson plans for each class to your subject supervisor by Wednesday, 9/28/22.
- Although many of you email or call in the lesson plan on the day of your absence, the emergency plans are still required.
- If you intend to provide a hand-out as part of the lesson, please provide sufficient copies for your classes.
- Copies *will not be made* in the programming office.

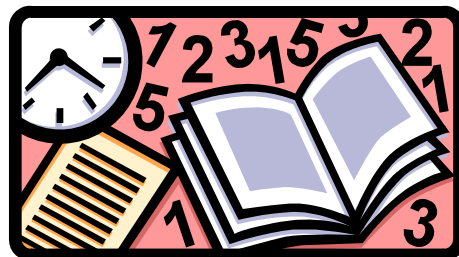
#### **Part II: Procedures for notification of your absence.**

- Please call the programming office by 6:30 a.m. on the morning of your absence. This allows sufficient time to contact a substitute teacher to cover your program for the day.
- The programming office can be reached by calling 1-718-961-3480 and then entering extension 1090 or extension 1220 at the prompt.
- If Ms. Hall or Ms. Chow are not available, please leave a detailed message.
- If you would like to submit a lesson plan in lieu of your emergency lesson plan it can be emailed to Ms. Hall at [KHall25@schools.nyc.gov](mailto:KHall25@schools.nyc.gov) or [jchow@schools.nyc.gov](mailto:jchow@schools.nyc.gov).

**ADRIEN BLOCK INTERMEDIATE SCHOOL 25Q**  
**34-65 192<sup>nd</sup> Street**  
**FLUSHING, NY 11358**  
**(718) 961-3480 • FAX (718) 358-1563**

**BELL SCHEDULE (2022 - 2023)**

<b>Student Arrival</b>	<b>8:00 a.m. – 8:10 a.m.</b>
<b>Period 1</b>	<b>8:10 a.m. – 8:56 a.m.</b>
<b>Period 2</b>	<b>8:58 a.m. – 9:43 a.m.</b>
<b>Period 3</b>	<b>9:45 a.m. – 10:30 a.m.</b>
<b>Period 4</b>	<b>10:32 a.m. – 11:18 a.m.</b>
<b>Period 5</b>	<b>11:20 a.m. – 12:05 p.m.</b>
<b>Period 6</b>	<b>12:07 p.m. – 12:53 p.m.</b>
<b>Period 7</b>	<b>12:55 p.m. – 1:41 p.m.</b>
<b>Period 8</b>	<b>1:43 p.m. – 2:30 p.m.</b>



**CIRCULAR #25**



## Schedule for the Professional Development, Parent Engagement and Other Professional Work time

On Monday our student work day ends at 2:30 pm. Therefore, all teachers are expected to stay in school until 3:50 pm for professional learning. On Tuesday, all teachers stay until 3:45 pm.

**Monday:** There is an 80 minute block of time immediately following the school day that will be used for Professional Learning. If less than the entire 80 minutes is used for Professional Learning on a given day, the remaining time will be used for other Professional work. This period of time ends exactly 80 minutes after the end of the school day 2:30 – 3:50 pm.

**Tuesday:** There is a 75 minute block of time immediately following the school day, 40 minutes of which is for parent engagement and 35 minutes for other professional work. This period of time ends 75 minutes after the end of the school day. Paraprofessionals are only required to work the first 70 of the 75 minutes of this block 2:30 – 3:45 pm.

All Guidance Counselors, School Psychologists, Social Workers: The work day ends each day at 3:00 pm.

School Nurse, Occupational Therapist, Physical Therapist: The work day ends at 2:55 pm each day.

Thank you for your cooperation.

## **CIRCULAR #26 : Programming Procedures**

Please review the procedures listed below and save this for your records.

- (1) Personal days must be approved by the Principal. Please see Ms. DiVanna for the form that needs to be completed. Ms. DiVanna will then inform Ms. Chow and Ms. Hall so they will cover your schedule.
- (2) If you are going to call out, please call the Programming Office at 718 961-3480 x1220 or x 1090 by 6:30 a.m. so they may have sufficient time to call a substitute.
- (3) All staff must scan in each morning by 8:10 a.m. because you may have been given a coverage assignment. If you arrive after 8:10 a.m. you must punch your timecard in.
- (4) All staff must scan out each afternoon so that we know whether or not a staff member has left the building. It gets confusing in the morning when we think a teacher/staff member is here and is not.
- (5) Late arrivals after 9:40 a.m. (end of period 2) will require you to take a personal day, unless arrangements are made with Ms. DePoalo.
- (6) If you need to leave before the end of the regular school day, you must obtain approval from the principal by noon that day and punch your timecard out when you leave.
- (7) Please stop by the Programming Office at your convenience if you wish to review the emergency lesson plans they have on file for you.

## **CIRCULAR #27: CELL PHONES/ELECTRONIC DEVICES**

Staff members are permitted to have cell phones in school. All phones should be turned off while teaching is in session. They may be used during prep periods in a location where there are no children. Please do not use the phone in any of the corridors or stairwells.

**Cell phones should not be used during class.**

Students are permitted to bring the following electronics to school: cell phones, laptops, tablets, iPads, or any other computing device.

## **CIRCULAR #28**

### **Expectations for Classroom Observations-Aligned to the Danielson Framework and Quality Review Rubric**

- 1. A lesson plan which clearly outlines all elements of the workshop model: (Domain 1 & 4) (QR 1,3)**
  - **The mini-lesson/learning targets should promote the attainment of the purpose for the period and should be very focused. (Domain 1& 3) (QR 1.1, 1.2)**
  - **The teacher is to model the task expected of the students during the work time. (Domain 1& 3) (QR 1.1,1.2) \*\***
  - **Varied activities during the work time to meet the needs of individual students. (Access for All/Small Group Instruction/Conferencing etc.) (Domain 1, 2, 3, 4) (QR1.1,1.2) \*\***
  - **Activities which promote student engagement and accountable talk. (Domain 1, 2, 3) (QR 1.1,1.2)**
  - **The provision of an adequate closing activity allowing for teacher assessment. (Domain 1& 3) (QR 1.1,1.2,2.2)**
  - **Alignment between the Purpose, Work Time and Closing. (Domain 1 & 3) (QR 1.1,1.2)**
- 2. Posted DAILY AGENDA clearly listing the Standard(s), Learning Target, Warm-up activity/Do Now, Opening, Mini Lesson, Detailed Work Time Activity (ies), Closing, and Homework. (Domain 1,2, 3, 4) (QR 1.1,1.2)**
- 3. Evidence that Rituals and Routines have been established which promote collaborative and independent learning as well as positive student behavior. (Domain 2) (QR 1.4)**
- 4. Students grouped for collaborative learning. Evidence that students know how to work in groups. (Domain 1, 2, 3, 4) (QR 1.1,1.2)**
- 5. Evidence of discussion techniques that increase Accountable/Purposeful Talk among students and student participation. (Domain 3) (QR 1.1,1.2)**
- 6. Evidence of student Sourcebooks/Notebooks that memorialize daily learning. (Domain 2 & 4)**
- 7. Portfolios containing student work and writing samples in various stages of development including pieces that have been formerly assessed with actionable feedback that targets areas in which students need to improve to further develop their work products. (Domain 1, 2, 3, 4) (QR 2.2)**
- 8. Evidence of student goal setting and student goal sheets. (Domain 1, 2, 3, 4) (QR 1.1,1.2)**
- 9. Evidence of ongoing teacher assessment and the use of data to drive instruction. (Domain 1, 2, 3, 4) (QR 2.2)**
- 10. A clean, uncluttered, print rich classroom atmosphere which promotes/celebrates student work through displays that contain the task, rubric**

and commentary and both teacher and student artifacts. All displays should be timely. (Every 4-6 weeks) (Domain 2 & 4)(QR 1.1,1.2)\*\*

11. The arrangement of the physical environment must be conducive to student collaboration, small group teaching, conferencing and workstations. Classroom libraries, reference materials, supplies, sourcebooks and folders should be arranged in a student friendly manner. (Domain 1 & 2)\*\*
12. Evidence of the Principles of Learning; Clear Expectations, Accountable Talk, Socializing Intelligence, Academic Rigor. (Domain 1, 2, 3, 4)(QR 1.1,1.2,2.2)
13. Evidence of Bloom's Taxonomy and questioning which promotes critical thinking among all students in the classroom. (Domain 3)(QR1.1,1.2)
14. Correct pacing of the required curriculum. (Domain 1, 3, 4)(QR 1.1,1.2)

*Domains 1,2,3,4 are references to the Charlotte Danielson Framework for Teaching. QR Annotations are references to The 2013-2014 Quality Review Rubric. 2021-2022 Rubric*

*\*\*Expectations that link directly to UDL – Universal Design for Learning/Access for ALL.*

*UDL is a set of principles that provides each individual an opportunity to learn via planned and purposeful multiple entry points.\*\**

## **CIRCULAR #29**

**All custodial repair request forms must be approved by the Principal** before anything can be repaired or moved from a classroom. This will prevent items taken from rooms that belong in rooms, as well as prompt attention to repairs.

Please do not ask custodial staff to move furniture, fix items, etc. without filling out a custodial repair request form.

Please do not take items from one room to another without prior permission.

## **CIRCULAR # 30**

### **Avonte's Law/Door Alarms**

Introductory 131-A, also known as 'Avonte's Law,' requires the Department of Education to evaluate the need for door alarms on exterior doors at elementary schools and District 75 schools serving students with special needs. Based on this evaluation, all doors at I.S. 25 were alarmed during the summer of 2015. Beginning September 2015, all teachers are to use ONLY the doors at the Main Entrance to enter or exit the building (including before and after school and during lunch breaks). Only during Fire Drills and/or emergency procedures can the other exit doors be utilized.

## Chancellor's Regulations

The New York City Department of Education's Chancellor's Regulations cover a wide range of policies. All of the regulations are [available online](#). Frequently used documents can be found [here](#). The regulations are divided into four sections:

- Volume A Regulations: The regulations in Volume A address student-related issues, from admissions to promotion.
- Volume B Regulations: These regulations address school-based budgeting.
- Volume C Regulations: These regulations address employee issues, from hiring to termination
- Volume D Regulations: These regulations address parent and community involvement.

For your convenience, this folder contains the regulations listed below.

### Chancellor's Regulations

- [A-412 Security in the Schools](#)
- [A-420 Corporal Punishment](#)
- [A-421 Verbal Abuse](#)
- [A-443 Student Discipline Procedures](#)
- [A-750 Child Abuse](#)
- [A-830 Discrimination & Harassment](#)
- [A-831 Peer Sexual Harassment](#)
- [A-832 Bias-Based Harassment, Intimidation and/or Bullying](#)
- [C-105 Background Investigations of Pedagogical and Administrative Applicants and Procedures in cases of the Arrest of Employees](#)
- [C-110 Conflicts of Interest, Community Education Council Members, Employment of Family Members](#)
- [C-601 Attendance and Service of School Staff](#)
- [C-603 Absent Employees](#)
- [C-604 Timekeeping](#)
- [C-605 Salary, Attendance and Leave of Pedagogical Employees](#)
- [C-810 Tobacco Product and Smoke-Free Air \(No Smoking\) Policy](#)
- [D-130 Political Activities in School Buildings](#)





## ADRIEN BLOCK INTERMEDIATE SCHOOL 25

34-65 192<sup>nd</sup> Street ■ Flushing, New York 11358  
Tel: 718.961.3480 ■ Fax: 718.358.1563 ■ [www.adrienblockis25.com](http://www.adrienblockis25.com)

I have received a copy of the Teacher's Handbook for the school year 2022-2023. I have reviewed the Chancellor's Regulations on Page 47 and provided in the Google drive folder provided to me.

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Staff Member's Name (Printed)

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Staff Member's Name (Signed)

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Date

**\*This sheet is due on or before Wednesday, September 28, 2022 to Ms. Divanna in room 108.**