

# ***LIGHTHOUSE ELEMENTARY SCHOOL – PS106Q***

## ***STAFF HANDBOOK***

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# **2026 - 2027**

*The lighthouse symbolizes a welcoming structure, a reassuring sign of steady ground ahead, and an optimistic symbol of hope for all looking to move forward safely. It is seen as an emblem of strength that is located at the edge of unpredictable tides. It provides navigational guidance and shines a bright light in the midst of a storm. The lighthouse is resilient and immovable and encourages perseverance even in the darkest times. Alex and Ani*



**Lighting the way and making success an everyday occurrence for all our students!**

**“RESPECT, COURTESY, AND COOPERATION TO ALL!”**

# PS106Q: 2026-2027

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## **"Lighting the way and making success an everyday occurrence for all our students!"**

Welcome to a new school year at Lighthouse Elementary. This is your copy of the PS 106Q Staff Handbook. It will provide you with answers to many of your questions concerning our school rules and/or DOE policies, as well as helpful tips for success throughout the school year.

### **LIGHTHOUSE ELEMENTARY STATEMENT OF PURPOSE**

Lighthouse Elementary is committed to providing children with exemplary instruction designed to educate the whole child so that he/she may become a productive member of the community. We nurture intellectual curiosity, collaborative and critical thinking, and effective communication. Instruction is aimed at supporting each student's ability to achieve at the highest levels. We encourage all members of the community to contribute to the support of student learning and to act as collaborative partners in the education of our children. Students are guided in the exploration of their intellectual, artistic, technological, physical, social, and character development. Our rigorous, standards-based instructional program is geared toward enabling all students to meet the challenges of the future with confidence and compassion.

### **MISSION STATEMENT**

Lighthouse Elementary is committed to providing children with exemplary instruction designed to educate the whole child so that he/she may become a productive member of the global community. By nurturing intellectual curiosity, collaborative responsibility and critical thinking, we strive to provide rigorous instruction coupled with high quality social emotional support that are designed to promote each student's ability to achieve at the highest levels of success. Students are challenged and inspired in the guided exploration of their intellectual, technological, physical, social, and character development. We encourage all members of the school community to contribute to the support of student learning and to act as collaborative partners in the education of our children. Our rigorous, standards-based instructional program is geared toward enabling all students to meet the challenges of the future with confidence and compassion to be leaders and problem solvers of tomorrow.

### **VISION STATEMENT**

The school community is committed to being a beacon of success for all students by promoting high expectations and providing an educational atmosphere that empowers students with access to engaging, research based/student-centered curriculum, rigorous data driven instruction, and high quality social and emotional support. Our efforts are amplified and advanced with the support of all community members who share our commitment to excellence for successful student outcomes.

#### **Core Values**



**Today we are lighting the way for students' future tomorrows**

**L-Lifelong Leaders**

**I-Inclusive Environment**

**G-Growth Mindset**

***"RESPECT, COURTESY, AND COOPERATION TO ALL!"***

### **Aspirations**

- Endeavor in strong teacher practices for collaborative planning, and implementation of instructional strategies and methodologies
- Cognitively engage students through different modalities, with a focus on discussion, differentiated learning, technology, and out of classroom experiences.
- Parents are collaborative partners in the school community
- Build teacher efficacy and capacity

## **Lighthouse Elementary Daily Affirmation**

*I will act in such a way that I will be proud of myself*

*And others will be proud of me too.*

*I came to school to learn, and I will learn.*

*I will have a good day.*

*I must believe to achieve*

*Our school motto is: Respect, courtesy, and cooperation to all!*

*(Attachment)*

### **INSTRUCTIONAL FOCUS**

If teachers implement high-quality instruction using structured discussion protocols and intentional supports that promote knowledge building, then students will engage deeply in discourse and demonstrate improved academic performance across all content areas. Teachers will monitor progress through frequent checks for understanding—such as student responses and written work—to ensure learning is evident and to guide instructional next steps.

## **PROGRAM OVERVIEW**

This vision will include our entire school, general education, SWD, ELL students and parents. This will be achieved through:

- Class size reduction where budget permits;
- Professional Learning Teams focused on the areas of data driven instructional practices in Literacy and Mathematics, Culturally Responsive Sustaining Education, Social Emotional Intelligence and supports using restorative practices, curriculum mapping in the various content areas and Project-Based Learning;
- Horizontal and Vertical Inquiry Teams (Grade/School);
- Professional development and implementation of Charlotte Danielson's "Framework for Teaching" in formal, informal observations through the **ADVANCE** evaluation system;
- Professional development and implementation of cycles of observation with timely feedback and follow up with teachers to improve instructional practices and learning outcome for students grounded in the Danielson rubric agreed upon by DOE and UFT;
- Common planning periods for all grades;
- Implementation of i-Ready Classroom Mathematics - Grades K-5;
- Implementation of NYC Passport to Social Studies curriculum - Grades K - 5; Civics for All as a supplement – Grades K - 5; Black Studies Curriculum as a supplement - Grades 4 -5
- Implementation of NYC Amplify Science Curriculum – Grades K – 5;
- Implementation of HMH Into Reading ELA Program for Grades K-5.
- Implementation of Foundations Phonics Program and Heggerty Phonemic Awareness Program – Grades PK - 2 (Heggerty); Grades PK - 3 (Foundations)
- Implementation of The Creative Curriculum - Pre-K
- Extensive writing grounded in NGLS performance tasks using HMH INTO Reading program;
- Continued implementation of the special education inclusion and self-contained programs;
- Implementation of Multi-Tiered System of Supports (MTSS) employing a variety of models differentiated by individual student needs. The interventions/student data will be tracked using shared tools to collaboratively discuss to continually improve instructional practices based on the needs of each child.
- The use of data and benchmarking to drive all instructional practices including grade, class and group goal setting to meet the needs of all students;
- The use of multiple assessment tools (formative, summative, qualitative and quantitative) to drive differentiated, NGLS grounded instruction;
- Blended learning approach with an integration of technology throughout the curriculum through the use of Smartboards, iPads, and laptops;
- Integration of the Arts in daily experiences in partnership with Community Based Organizations as they become available;
- Integration of school-wide character education programs including MindUp;
- Enhance parental opportunities to become even more involved and active in their child's holistic learning experiences through Fabulous Friday events, instructional workshops, PS 106 Lighthouse Newsletters, Family Movie Nights, Parent University Test Prep Seminars, Student of the Month, school website, etc...

## **COMMUNITY PARTNERSHIPS**

For you to fully understand the scope of PS 106's involvement with outside agencies that bring services to our students and families, please peruse the following:

- NY Edge - provides afterschool programming Monday - Friday 2:30 - 5:30 for students in Kindergarten through 5th grade

## **LIGHTING THE WAY FOR SUCCESS: THINGS TO DO BEFORE FIRST DAY OF SCHOOL**

1. Please acknowledge receipt of the Staff Handbook by responding to email. Please sign Notice of Chancellor's Regulations and submit to Daisy Chasi, payroll secretary - ***see attachment***
2. Set up your system for:
  1. seating plan with ***students in groups***;
  2. room arrangement (as uncluttered as possible); Follow the Classroom Environment Checklist Resource
  3. distributing and collecting books/notices etc.;
  4. bathroom sign out book;
  5. display of student work;
  6. portfolio storage/ease of accessibility for walk-throughs;
  7. grade record keeping
  8. parent contact logs and anecdotal logs
  9. discipline incident forms
  10. data collection; Set up your Data Collection methods using the Data Collection Checklist attachment ***See checklist resource***

Administration will work with teachers in creating and employing class data collection methods to assess, monitor, and track student progress in depth. Data will be reviewed by administration on a regular basis.

## **CLASSROOM ENVIRONMENT**

### **1. Each classroom is to have the following items:**

1. Affirmation statement - ***attachment***
2. Curriculum overview/ "Current Units of Study" updated monthly inside a sheet protector, on left side of wall outside classroom door to be typed. Sheet protectors have been provided. – ***attachment***
3. Student-friendly Next Generation Learning Standards for ELA and math
4. Flow of the day on the right side of the board
5. Fire Drill chart –***to be distributed if you do not have one***
6. General Response Protocol (GRP) **red folder** (contains updated class list, copies of emergency cards, map to offsite shelter, GRP cards (red, green, need help)
7. Program Cards filled in with the master class schedule and displayed in a sheet protector on the left side of the classroom door (above "Current Units of Study"). If any long-term changes to the submitted/displayed schedule should occur, program cards are to be updated by the teacher and submitted to administration.
8. Labeled word walls in the content areas
9. Well organized, library sorted by genre, theme, subject, and/or author.

10. Class Library Book Shopping and Book Checkout System in place and displayed. (*Exemplar attached*).
11. Class rules using **positive statements**. Class rules should be developed collaboratively with students and teacher for classroom community accountability.
12. Blackboard Configuration must be current and include Learning Objective and Next Generation Learning Standard: Never elicit LO from students. Explain it directly. This conveys clear expectations.
17. Physical evidence of curriculum differentiation (e.g. tiered activities etc.)
18. A clothesline for displaying/hanging authentic and current classroom charts displaying the specific strategies to which you want your students to refer. Classroom charts are a powerful reference for our students.
19. **ALL CHAIRS ARE TO BE DOWN FROM DESKS – safety issue**
20. Closet doors are to be closed after early morning routines – *safety issue*
21. **Hazardous cleaning materials and chemicals are not permitted.**
22. **Books, materials, audio-visual equipment and software:** Inventory records must be kept. Discuss proper handling and care of books.
  - Teachers are to hold children responsible for books, curriculum workbooks/textbooks. Assign each child a book by number. Record that number next to the child's name in your marking book.
  - Each child must have his name and class in each textbook or workbook.
  - New texts are **NOT** to go home!

## CLASSROOM BULLETIN BOARDS

The bulletin board is the window of the learning that is taking place in the classroom. The work displayed is celebratory. Bulletin boards will reflect the curriculum and activities of the students. Inside and outside bulletin boards will be updated regularly, by the **first Friday of each month**. All bulletin boards should contain authentic student work - no worksheets. All student work should be *current and dated* with authentic teacher comments annotated with "*glows and grows*" that provide specific areas of strength and next steps using rubric language. All bulletin boards must display the rubric that was used to grade student work, and a completed PS 106 Task Card (*attached*) which includes the class number, Next Generation Learning Standards, and the task, showing our clear expectations for student work.

Hallway bulletin boards **must** include the class number, Next Generation Learning Standards (NGLS), the date, the task and a rubric with language that aligns to the NGLS on the display, showing our clear expectations for student work.

**Outside and inside** bulletin boards will contain the following characteristics:

1. Task Performance Sheet indicating task, circumstances of performance, circumstances for differentiation– *attached*
2. Standards written out in long form on outside board only.
3. **Grading rubric specific to the task.** Rubrics should align with the NGLS and the created task. Rubrics must be posted for all work. Students should be employing the rubrics to self or peer assess.

4. ***Authentic feedback that cites strengths of the piece and suggestions for improvement. The language of this authentic feedback must be taken directly from the rubric.*** Teachers are to include a GLOW (positive statement) and a GROW (specific next steps). Long form (POST IT notes) on outside work and short form (check box) on inside work.
5. Grade will be posted on the **back** of the student's paper.
6. For monthly writing pieces, there is to be a graphic organizer (i.e., compare/contrast), first draft and final draft.
7. A minimum of 80% of students' work represented for **an ICT class**. All students' work products are to be represented **for a self-contained special education class**.
8. If you choose to use page protectors as sleeves to hang your student work, these may be provided to you as long as supplies last.
9. All writing is to be done on loose leaf for grades 3 - 5. Students in lower grades (K-2) should have paper choice and be differentiated based on student need.
10. ***Your bulletin boards should reflect differentiation. Differentiation is by readiness, process, and/or product and will be revisited throughout the year.***
11. Bulletin boards will be checked monthly. A writing component must **ALWAYS** be displayed in ELA and/or math on the outside, hallway board with the following exception: Grades 3-5 are permitted to display math work and/or short response ELA/math pieces during the months of April and May due to test preparation.

## SCHOOL TONE

For us to optimize the learning environment for our students across grades and classrooms, staff must adhere to school-wide rituals and routines. ***Safety is always our first priority.*** Our second priority is to foster a nurturing environment whereby all students are a member of a "community of learners" and intellectual risk taking is the norm rather than the exception. This can only happen when children feel safe, loved, and supported.

## Student Arrival/Dismissal Procedures – First few Days of School

All teachers are to be at the designated pick-up location by 8:00 am with signs designating their class ATS code and number (e.g. 301 3-315). Any staff member who does not have an official class is to assist in directing students to where they need to be. Alpha lists will be provided. Teachers must begin asking and logging how their students are getting home to ensure the safety of all students during dismissal.

**Teachers pick-up students at 8:00 a.m. from the cafeteria.**

Classes will proceed upstairs using designated Entrances/Exits and Stairwells.

| Exit 2, Stairwell A | Exit 4, Stairwell B |
|---------------------|---------------------|
| K-011               | PK-001              |
| K/1 - 102           | 1-101               |
| 2-201               | 4-401               |
| 3-301               | 5-501               |
|                     | 2/3-302             |
|                     | 4/5-502             |

**Student Arrival Procedures: Monday - Friday**

Breakfast Served in the cafeteria from 7:40-8:00am.

**Student Dismissal Procedures MONDAY – FRIDAY**

| <b>Grade</b>                                                                                                                                                                                    | <b>Prep for Dismissal</b> | <b>Dismissal</b> | <b>Location</b>                            | <b>Supervisor:<br/>Administration</b>                          |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------|------------------|--------------------------------------------|----------------------------------------------------------------|
| <b>Pre-K</b>                                                                                                                                                                                    | 2:15 pm                   | 2:20 pm          | Side A back door (leading into schoolyard) | Teacher                                                        |
| <b>All K-5</b>                                                                                                                                                                                  | 2:12 pm                   | 2:20 pm          | Schoolyard                                 | Administration,<br>Teachers, SSA, and<br>Ms.<br>Montanez-Leary |
| <b>Bus Students</b>                                                                                                                                                                             | 2:10 pm                   | 2:20 pm          | Cafeteria                                  | Ms. Singleton<br>Administration                                |
| <i>Students who have not been picked up will stay with school aides and Ms. Leary until 3:30pm and then Administration until parent contact has been made and students have been picked-up.</i> |                           |                  |                                            |                                                                |

**Student Alternate Dismissal Procedures MONDAY – FRIDAY**

| <b>Grade</b>                                                                                                                                                                                     | <b>Prep for Dismissal</b> | <b>Dismissal</b> | <b>Location</b>                | <b>Supervisor:<br/>Administration</b>                                         |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------|------------------|--------------------------------|-------------------------------------------------------------------------------|
| <b>Pre-K</b>                                                                                                                                                                                     | 2:12 pm                   | 2:20 pm          | Side B vestibule (Side B door) | Teacher                                                                       |
| <b>All K-2</b>                                                                                                                                                                                   | 2:12 pm                   | 2:20 pm          | Cafeteria – (Side B door)      | Administration,<br>Teachers, SSA, and<br>Ms.<br>Montanez-Leary,<br>Ms. Romano |
| <b>All 3-5</b>                                                                                                                                                                                   | 2:12 pm                   | 2:20 pm          | Auditorium – (Side A door)     | Ms. Chatterpaul,<br>Ms. Murray,<br>SSA<br>Administration                      |
| <b>Bus Students</b>                                                                                                                                                                              | 2:10 pm                   | 2:20 pm          | Cafeteria                      | Ms. Singleton<br>Administration                                               |
| <i>Students who have not been picked up will stay with school aides and Ms. Leary until 3:30 pm and then Administration until parent contact has been made and students have been picked-up.</i> |                           |                  |                                |                                                                               |

**Walkers**

***“RESPECT, COURTESY, AND COOPERATION TO ALL!”***

- Walkers will use Exit A for dismissal.
- Grades Pre K - 3 - ensure that you transfer a child to an adult or sibling.
- ***Students in grades Pre-K to 3 ARE NOT considered walkers and should be turned over to administration and dismissal staff for late pick-up by parents.***

**Bus Students:** Administration, AP in Charge of Transportation

- All bus students will be picked up by an assigned Bus Support Team member and brought to the cafeteria to wait at their designated spots.  
Grades K-2 students must be tagged with identification name, address, phone number, and bus stop.
- List of private and NYCDOT (yellow) bus children must be updated and accurate

***Immediately notify administration if a student is discovered missing during arrival/dismissal.***

***The principal/designee must immediately notify the police and the student's parents.***

## **SCHOOL-WIDE RITUALS AND ROUTINES**

1. **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-5 their first and last names, parent's names and telephone numbers. Upper grade children (Gr. 3 – 5) must be able to fill in pertinent data: i.e. complete address, guardian, school address and telephone number, teacher's name, etc.
2. **Daily opening exercises** should include:
  - Model neatness, penmanship, correct grammar and punctuation. Keep the blackboard uncluttered.
  - The “flow of the day” must be current and updated daily to support students with transitions.
3. **Class pick up:** All classes will be picked up from the cafeteria at 8:00am. Building traffic pattern does not apply due to no classes coming down the stairs.
4. **Morning Announcements for Students:** Announcements will be made at 8:30 am Monday - Friday.
  - All students are to stand for the Pledge of Allegiance and stay standing to participate in the recitation of our School Affirmation.
  - If a child has a religious objection, please see Administration for guidance.
  - As a teacher, you must teach school-wide respect. This begins with the morning announcements. **No classwork** is to be done during these announcements. Students and teachers are to quietly listen.
5. **Lighthouse Live for staff:** A daily message will be sent every morning via email. New items will be listed at the top of the message. Older items will be moved to the bottom of the announcements.

6. **Silent Hallway Initiative/Safety Issue:** As part of our school-wide improvement plan, we are setting a goal for silent hallways. The Voice Scale (5, 4, 3, 2, 1) should be used to reinforce this initiative with individual and class *Dojo* points. When classes are moving throughout the building, voices should be at a Level 1, which is no talking.
- Remind your class about no talking in the hallways.
  - Select line leaders because the teacher is to *always* guide the class from the back of the line.
  - If there are two teachers, one teacher should guide from the back of the line and one from the front of the line.
  - Practice response to the one-finger signal (voice scale sign) for silence throughout the day.
7. **Building Traffic Pattern/Safety Issue:**
- Traffic will flow up the front staircases and down the back staircases.
  - Stairwell A- 318, 316, 315, 214, 215, 216, 220
  - Stairwell B- 320, 319, 317, 222, 219, 217, 103
  - **USE the correct up/down staircases and doors. This is a non-negotiable safety issue.**
  - ***\*\*\*During emergency evacuation, please follow the designated egresses listed.***
  - ***In the event of an emergency, all staircases are down.***
  - ***During dismissal, all staircases are down.***
  - **TEACHERS:** Please be reminded that this is **NOT** the time to visit with each other. You are expected to keep the flow moving. Failure to follow directives may result in potential student behavior issues and disciplinary action.
8. **Toileting/Safety Issue:** Children must be given a chance to use hand sanitizer before going to lunch. Please ensure that a bottle is kept in your respective classrooms...this could be a student supply list item. Students may use the hand sanitizer station in the classroom.
- Before a prep period, classroom teachers on Grades 3-5 ***must*** ensure that no student needs to use the facilities before going to the cluster teacher.
  - No cluster teacher is allowed to give a pass to a **Grade 3-5** student unless it is an emergency. This will be reiterated time and again in the morning announcements.
  - *All students leaving the classroom **MUST** sign out in the class' "sign-in/out" book, indicating the current date, student name, locations, and time out/in.*
9. **Pass Usage/Safety Issue:** **ALL** students unaccompanied by an adult **MUST** have a pass.
- Grades K-2 students are to be sent in pairs. Grades 3-5 are to be sent individually.
  - **Students** should have individual passes.
  - No student may be denied entrance to your classroom unless that student has been officially removed. If you have a concern, please call the main office and they will contact a supervisor for you.
  - **NEVER** send a student to an office/room without first verifying that the receiving person is there and available to take the student. Verify by phone. If you cannot verify that someone is there, please contact the main office for supervisory assistance.
10. **Supervision of Students/Safety Issue:**
- A teacher must supervise students at all times. Students may not be left in a room or the hallways unsupervised.

- Students may not be sent to the corridor for misbehavior.
- In general, if a student walks out of your class do not follow that student or leave the room to find an administrator. Even if there are multiple teachers in the room, do not leave your post. Call the main office and a supervisor and/or support staff will be dispatched. As with everything, each child must be viewed on a “case by case” lens. If you believe you have a specific issue regarding a wandering child, address this with a supervisor and/or guidance.
- If you are leaving your room to use the bathroom during scheduled class time, please call the main office to inform them which certified teacher is covering your class.
- According to the amendment of Feb.4, 1969 to Public Law #4563 of the State of New York, “teaching assistants” (paraprofessionals) may perform such duties “so long as they perform their services under the general supervision of a licensed teacher”. This is customarily interpreted to mean that the supervising teacher is in the vicinity and readily available, if needed. ***Paraprofessionals are not to be left alone in the classroom with students.***
- Be advised that administration is aware that oftentimes there are those rare, extraordinary circumstances (e.g. fights) that will require you to use your professional judgment to safeguard students.

11. **Sending Students Home Illegally:** No Dept. of Education employee is to advise a student “Stay at home until further notice”, “Stay at home until your parent comes to school.” You cannot call a home and inform them to come and pick up their child without supervisory permission.

#### 10. **Staff Protocol:**

- Model good behavior in front of students.
- *Do not discuss your students within earshot of any other student or family.*
- Do not usurp another teacher’s authority in front of students.
- Cluster teachers should inform the classroom teacher when making phone calls home.
- Utilize and work with your team in using other forms of communication to resolve student and parent concerns.

11. **Taking Attendance/Accountability Issue:** Encourage good attendance and punctuality.

Attendance procedures are as follows:

- Attendance records are legal documents. Teachers are responsible for ensuring that accurate records of attendance are kept.
- Attendance will be taken using the DOE app.
- **Attendance will be recorded once per day, by 9:30 am each day.**
- **When students arrive late to school, immediately update their attendance from “absent” to “late.”** This will prevent parents from receiving communication that their child is absent from school.
- ATS change form is to correct absence, i.e. late student on 11/7 marked absent on 11/7. Use ATS form to change to ‘late’ on 11/7.
- It is the teacher’s responsibility to make home contact the **first day** a child is absent. Inform the attendance team by recording and highlighting communication in the electronic Parent Engagement log that is shared with all teachers.
- After a child is absent two or more days in a row, please notify Ms. Rios via email so that appropriate follow-up can be made.

- **Reinforce** that students are required to bring a note/letter regarding absences and tardiness. Please send ALL absent notes (for dentist, Dr., parent notes etc.) to Room 211.
- Absent letters will be sent out weekly. Please encourage students to bring back the absent notices with attached response. Response should be returned to room 211.
- The Attendance Team is: Ms. Singleton, school aide; Ms. Agosto, school aide; Ms. Montanez-Leary, Parent Coordinator; Mr. Pedro Figueroa, Attendance Teacher; Ms. Rose, Guidance Counselor; Ms. Rios, Social Worker; Ms. Balsdon, AP; and Ms. Johnson, Principal.

## STUDENT LUNCH PROCEDURES

**Lunch Forms:** Our Title I funds are based on lunch forms. Therefore, it is imperative that you exercise due diligence in collecting and submitting these forms to Ms. Agosto. Do **NOT hold onto these forms in your closet**. They are to be submitted on a daily basis. This includes any letters from HRA (Human Resources Administration). Please check off a child's name on the provided list when submitting a lunch form for that child. Every child **MUST** have a lunch form. Please follow up with families who have not submitted one within the first week of school.

Pre-K will eat lunch in the classroom period 4 10:44-11:34

### Lunch Period 5 – All classes in K - 5

11:36am – 12:26pm

(yard/auditorium first): 1-101, K/1-102, 3-301, 5 - 501, 4/5-502

(cafeteria first): K-011, 2-201, 4-401, 2/3-302

Please reinforce proper behavior in the lunchroom/yard/auditorium, emphasizing good manners, respect, safety and cleanliness. Please adhere to the lunch schedule accurately; coming too early or too late impedes the smooth flow of the lunchroom routines.

**Teachers are responsible for their students until they are relieved by the school aides to start the lunch period.**

***Students must be picked up at the end of the lunch period on time, from their assigned tables in the cafeteria and escorted back to their classrooms promptly, in strict order and silence (#1 voices), when passing in the halls.***

Teachers are to directly and explicitly instruct/model for students the expected school behaviors i.e., response to the whistle, signs up, eating with manners, respecting the school aides; walking rules etc.

Pre-K must provide daily attendance to the cafeteria prior to daily meal preparation.

**Please adhere to the traffic flow procedures during lunch arrival and pick up.**

### Lunch Period Arrival:

1. Teachers are to escort their classes inside the lunchroom and seat them at the assigned tables.
2. No class is to be left unsupervised.

3. *If you arrive MORE than two minutes before the lunch period begins, you are TOO early. Therefore, you must stay with your class to ensure students are supervised.*

#### **Lunch Period Pick Up:**

1. Teachers are to pick up their classes on time. *Your lateness could cause a serious safety issue.*
2. **ALL** classes that are being picked up from the cafeteria are to exit out to their assigned traffic flow staircase.
3. Please use the correct staircases when walking your class around the building.

#### **School Aides**

School aides are an integral part of the schools' operations. This section provides a guide as to the duties and responsibilities of school aides.

#### ***School Aides Responsibilities/Duties:***

1. In order to prevent a backlog of copies, school aides should ensure that all copies requested are returned to staff members within 1-2 days.
2. During inclement weather and the winter months, indoor activities should be planned for students during the lunch period.
3. During the student lunch period and outdoor recess, school aides should not use cell phones.
4. If students are hurt during the lunch period/s, the school aides should ensure that students are sent to the medical room using the lunch captains.
5. Lunch captains should be selected and trained starting September of each academic year.
6. A rotation list of student lunch captains should be maintained, and monthly meetings should be conducted with the captains by the school aides.
7. All safety reporting procedures should be adhered to; therefore, school aides must submit written OORs reports to the administration daily. School aides should then notify parents of students involved in incidents.

## **BEHAVIOR AND DISCIPLINE - STRUCTURE PRECEDES LEARNING**

### **DOE STRUCTURE**

District 27Q Community Superintendent is Mr. David Norment and Acting Community Superintendent is Ms. Melissa Compson. The following are the Superintendent's Borough Team that will be supporting P.S. 106.

- Raevan Askew, Deputy Superintendent
- Thomas Fox, Chief of Staff
- Sandra D'Avilar, Executive Director School Support
- Cynthia Jerez, Administrative Assistant
- Dr. Will Cooper, Director of Continuous Improvement
- Deborah Cuadrado, Family Leadership Coordinator

## RESPONSIBILITIES OF ALL STAFF MEMBERS

For learning to optimally occur, a structured, safe environment must be its foundation. Thus, our school's philosophy is to encourage positive behavior with positive consequences. If negative behavior occurs, we look to CHANGE the behavior and provide consequences. Changing behavior does not mean that no consequences exist. Please understand that every child's situation is different and may require a different approach to discipline. However, the consequence must be prescribed in a manner that is in accordance with the Chancellor's Regulations.

*There is no room for the word **PUNISH** in our school. If you think of consequences as "punishing", you are already working in a negative mindset.*

*If you want good behavior from your students, you must **TEACH** what good behavior looks like.*

*Do not assume that children know what "good" looks like.*

*"Good" in one family is vastly different from "good" in another.*

*You must model what you expect.*

*Please also remember that curriculum and instruction go hand in glove with good behavior. The more interesting, well planned and **ENGAGING** your lessons are, the more likely the majority of your class will behave.*

**Personal Characteristics of Staff:**Professional appearance, pleasant voice, sense of humor, genuine interest, and concern for students. At no time should inappropriate socialization or over-familiarity with students occur. We suggest that you do not accept any form of social networking invites to be "friends" with students. We suggest that you "safeguard" yourself by not engaging in social media communication with present and/or former students who are below the age of 21.

**Philosophy of Discipline:** Based on the "**Recognize, Reinforce, Reward**" philosophy, each staff member should work with students in recognizing and reinforcing positive behaviors through a reward system.

1. Set realistic classroom rules collaboratively with your students.
2. Post and reinforce those rules multiple times a day, reminding students they helped to create them.
3. Set up classroom routines especially for transitions (calling the class to attention, moving into groups, moving to the rug area, using the classroom library, asking for teacher's help etc.)
4. If you are looking for a great disciplinary model, read up on Lee Cantor's "Assertive Discipline."

**Home Communication:** Home communication is essential.

1. Build relationships with families by emphasizing positive behaviors. A good note home goes a long way.
2. Methods of communication include letters, flyers, weekly reports, class activities and trips, class parents, telephone calls, newsletters, parent page, school website, and emails.
3. Regular use of progress reports to update parents on their child's areas of strength and challenge.

**Teacher Disciplinary Responsibility:** The teacher bears the primary responsibility of resolving 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 disciplinary referral procedures. Teachers are responsible for reviewing the NYCDOE (New York City Department of Education) Conduct and Discipline Code with students each day and as necessary.

### **Twelve Non-Negotiable Rules: Reinforce Your Students Daily**

1. I will attend school daily in my uniform and come on time.
2. I will leave all my outer clothing in my classroom closet. I will not wear a hat, du-rag, or scarf in the school building.
3. I will move quickly and quietly to class. I will take my assigned seat and begin work immediately. I will keep my desk area clean. I will stay in my assigned area.
4. I will be prepared to work every day and will bring all required supplies to school including pencils and pens.
5. I will do my homework nightly. I will ask for homework help when I need it.
6. I will only eat in the cafeteria. I know that gum chewing, candy, soda, and all glass bottles are prohibited even in the cafeteria.
7. I will not display a radio, PSP, cell phone, handheld games, toys, and electronics while in school.
8. I will be respectful to all adults and students at PS 106Q by speaking in low tones.
9. I will not be physically or verbally violent. This includes hitting, pinching, touching, cursing, screaming etc. If I have a problem, I will talk to an adult to help me solve it.
10. I will respect the school building. I will not graffiti or vandalize the building. I will not litter in the hallways, staircases, or any room in the building.
11. I will show self-control. I will act kindly. I will independently follow directions. I will live respectfully and be responsible.
12. **I WILL HAVE FUN! I WILL ENJOY LEARNING! I WILL DO MY BEST!**

Finally, teachers are expected to keep appropriate guidance records. Anecdotal records should be kept for the class's most severe problem. 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 the child, and notations regarding the remedial measures attempted by the teacher (**see anecdotal attachment**).

### **LADDER OF REFERRAL:**

#### **Step 1: Teacher Level-**

- Examination of child's cumulative records
- Change of child's seat
- Special efforts to praise or encourage children
- Infusion of conflict resolution activities into curriculum areas
- Use of Cooperative Discipline strategies and techniques – example DoJo
- Conferences with children
- Letter to parent of child by backpack
- Special efforts to adapt class work to the child's abilities and needs by determining the child's learning styles, interests, and academic potential
- Conferences with "last year's" teacher of child for suggestions
- Use of **PRIM (Pre-Referral Intervention Manual)** book and/or software to find intervention strategies

#### **Step 2: Teacher Level-**

- In-school disciplinary actions (e.g., exclusion from extracurricular activities, or communal lunch)

***"RESPECT, COURTESY, AND COOPERATION TO ALL!"***

- Continued adaptation of curriculum to motivate
- Granting of, or removal of, classroom monitorial assignment
- Informal consultation w/supervisor, guidance counselor, psychologist, social worker, etc. for suggestions
- Investigate possibility of special remedial help by teachers and/or others in particular areas (reading, math, homework, speech, etc.)
- Sending for parent-more than once, if necessary. Notify office
- Request supervisor's aid in the event of failure of parent to come in when requested
- In collaboration with the parent, set up a notebook system for parent's signature as a daily report home
- Follow-up of physical defects that may be contributing to child's problem. (Confer with child and parent, referral to health aide, nurse, etc.)

**Step 3: Referral to Guidance/Assistant Principal-** Please follow the hierarchy of conflict resolution first teacher, then guidance, then supervisor. Confer with pupil and teacher

- Write to or send for parent
- Remove child from class temporarily
- Refer child to guidance counselor
- Document disciplinary incidents using disciplinary incident form to grade supervisor

**Step 4: Follow-up by Pupil Personnel Team**

Discussion of Alternative Service Request

**Step 5: Additional follow-up by Principal When Necessary-**

The principal will examine the history of the child and steps already taken. After doing so, the principal will take any of the following steps:

- Send for parent-hold a formal pre-suspension guidance conference, if necessary
- Remove child temporarily from class
- Suspend child according to Chancellor's Regulations and Citywide Disciplinary Code
- Transfer child to a new class or grade
- Investigate "voluntary" placement of a child in another school

## **PS 106Q STAFF RESPONSIBILITIES:**

Each member of the PS 106Q staff must be committed to our shared vision of educational excellence. This entails giving 100% to provide appropriate and meaningful learning experiences for our students. This also means communicating with parents effectively to maximize and ensure the educational and creative empowerment of their children. In addition, team collaboration is pivotal in aligning curriculum goals and promoting consistency.

**Meet the Staff:** During this time, you will address the parents, introduce yourself, and share with them your role in the school. You also can give parents a brief overview of the curriculum and school standards.

**Respect:** We expect daily courtesy, respect for the school's reputation and for the well-being of each member of our school community. This means being respectful towards each other, our families, and the children.

**Lesson Planning:** Planning is to be done according to Chancellor's Regulations that include both daily and long-term planning that is appropriate to grade level curriculum, addressing learning styles, aligned with the standards and data driven. Data driven instruction is reflected in planning i.e., flexible groupings, selection of mini lesson topics, tiered assignments, pre-assessments, compacting, contracting etc. If a teacher is deemed ineffective in planning as determined via observations, by contract, the supervisor can request that the teacher submit his weekly lesson plans to the supervisor. Under such circumstances, the supervisor can prescribe the format. This is to assist and support the teacher's professional development.

1. Lesson plans must always be visibly available (not in laptop) and can be requested by supervisors anytime.
2. Legibility, clarity, and good organization are basic requirements in planning.
3. Lesson plans are to be prepared at minimum daily from Monday through Friday.
4. A standard developmental lesson plan contains the Next Generation Learning Standard, an introductory/motivational aspect; a Learning goal grounded in Webb's Depth of Knowledge verbiage; activities included in the body of the lesson; essential question; pivotal higher order questions; summary; assessment; flexible grouping; homework assignment. See Charlotte Danielson's Framework for Teaching for criteria for an "effective" lesson plan.

*Please see the **attached lesson plan elements** that are used as best practice to positively impact student learning outcomes. There are also attached suggested lesson plan formats to use if you would like.*

**Student Homework:** Daily extension and enrichment of classroom lessons and activities that should also foster independent study skills and develop responsibility for the use of materials. Students must additionally read at least 30 minutes a day for homework and keep a reading log.

**Building and Classroom Maintenance:** It is the responsibility of all staff members to help keep our building attractive, safe, and comfortable. We must model good housekeeping practices for our students and empower them to take responsibility for an attractive, clean environment as well. Participate in the PS 106Q Sustainability Program and adopt your classroom hallway to ensure it stays clean.

### Program Cards

1. Each teacher will receive a class program card. Place one (1) Program Cards filled in with class schedule and displayed in a sheet protector on the left side of classroom door (above "Current Units of Study". If any long-term changes to the submitted/displayed schedule should occur, program cards are to be updated by the teacher and submitted to administration.
2. **Targeted, differentiated lesson must be planned for all instructional periods.**

### Telephones

- The use of the school telephone for other than school business is prohibited.
- Staff are permitted to utilize their cell phones/electronic watches during their **duty-free** lunch period in areas not occupied and visible by students and visitors. Cell phone/electronic watch use during preparation periods is only for professional use which includes calling parents/trips etc...in an area not occupied by students, and visitors.
- Staff are permitted to use their cell phone to complete the DOE two-step authentication process. Cell phones/electronic watches are to be turned off at all other times and are not visible during instructional periods.

If you need to have your cell phone/electronic watch on for an emergency reason, please speak with an administrator **prior** to doing so.

- Students **MAY NOT** answer the classroom phones.
- Office staff cannot make telephone calls at the request of teachers. Classroom and cluster teachers should be making all telephone calls to foster and maintain valuable partnerships with parents.

## Main Office Protocol

- Payroll Secretary, Pupil Accounting, FAMIS Purchasing - Daisy Chasi
- **The copier in the main office is not for general use. You must submit your copy requests to the school aides or use the copier in room 223 when the door is open. If the door is closed, that would be an inopportune time to make photocopies.**
- **Main office staff members are not permitted to transfer any outside calls to classrooms or rooms where instruction is taking place. If it is an emergency, the office staff will get the message to you.** For non-emergency situations, a message will be taken and placed in the staff mailboxes. Additionally, parents are not allowed to visit classrooms during instruction. The exception is monthly Fabulous Fridays. You should plan an engaging, rigorous activity during each month's Fabulous Friday.
- All staff are responsible to read Lighthouse Live daily. The Lighthouse Live will be sent every school day morning.
- Principals' Action Items – Action items will be assigned to staff members via email to complete DOE compliance mandates by the established DOE deadlines. It will be the staff's responsibility to read the Action Items within two days of publishing to ensure deadlines are met. Once the task has been completed, notification is required to be sent to Ms. Johnson via email by the assigned staff member.
- Staff should also check their DOE Outlook email at least twice a day to keep abreast of new communications. This should be done during non-instructional times.
- Mailboxes are to be checked at a minimum twice per day. It is suggested in the morning upon arrival and before/after lunch. **NO STUDENTS are to access teacher mailboxes.** Material oftentimes is sensitive.
- Matters of confidentiality are to be always adhered to. ***Be cognizant that the main office is a public domain,*** for i.e., refrain from stating the names of students during a "conversation" which may be overheard by others.
- Send out permission slips for walking trips and photographing/videotaping of students the first week of school. Keep them on file for the entire year. Note there are two Media Consent forms that need to be completed - one for the DOE and one for third party vendors.
- Students in grades 4 and 5 are considered **walkers during dismissal** unless parents inform the school that these students will be picked up and written parent consent is **not** required to dismiss students. Please refer to the information submitted by parents on the Blue Emergency Cards for your students. Students in grades pre-3 are **NOT** to be dismissed as walkers without adult supervision. Written parent consent is required for their child to be dismissed to walk home with another adult. A copy of the signed, written parent consent must be attached to the Blue Emergency Card in the main office and a copy given to the Principal and Assistant Principal. **See a copy of the consent letter attached.**
- **Children may NOT be excused from class to make telephone calls: THIS INCLUDES FORGOTTEN PERMISSION SLIPS.** Please contact the main office as needed.

### Copy/Laminating/Poster Procedures

- Place materials for copying in Ms. Balsdon's mailbox for approval. The school aides will maintain a log.
- **Do not create rexos for students to write on, draw and then color.** Students are only allowed to write on loose-leaf paper or other paper other than rexos. We have paper in the building for **all** grade levels.
- Color copies can be requested using the copy request form. The electronic file should be emailed to administration for approval.

### Staff Timekeeping Policy

- It is of the utmost importance that all personnel strive for excellent attendance and punctuality throughout the school year to assure continuity of instruction for students. ***On time for work is defined as being present at your assignment at 8:00am.*** For example, teachers are to pick up their classes at 8:00am. Therefore, a teacher is late if she is moving her timecard at 8:00am.

### Arrival Procedures

- All Teachers, paraprofessionals, and Out-of-Classroom personnel will report to their assignment in school by 8:00am, unless a different work schedule has been approved by the principal.
- All staff (UFT and non-UFT) must proceed to the Main Office to turn their timecard and arrive at their assignment by 8:00am. ***All non-UFT personnel must "clock in" in addition to flipping their timecard. Timekeeping is necessary, and you are required to turn your timecard over each day*** ***Green side = In position... If you cannot locate your timecard for any reason, please see Ms. Chasi.***
- *Please remember to notify Ms. Johnson, Ms. Balsdon, and Ms. Chasi via email when you will be out-of-building for a scheduled meeting, professional development, or sick. Your absence will be documented on your timecard.*

### Procedures for Leaving Early

- Should a staff member need to leave the building prior to their work schedule departure time, ***he/she is to request approval from the principal and must punch out.*** Additionally, please use the sign out book in the Main Office. ***Please be reminded that once three hours and twenty minutes of fractional absence (arriving late and leaving early) the payroll system automatically deducts a full day from the staff member's CAR (Cumulative Absence Reserve).***
- Should a staff member need to leave the building for any reason except during a lunch period, the staff member must notify administration prior to leaving.
- *All staff must sign out/in when leaving the building for business.*
- *When leaving early for personal reasons, you are also required to sign out and punch your own timecard. Please use the sign out book in the main office.*
- ***No one may punch or move another employee's timecard. This is a NYCPS Regulation.***

### End of the Day Procedures

- At the end of the school day, all staff will turn their timecard to the ***Red = out position... If you cannot locate your timecard for any reason, please see Ms. Chasi.*** This is done as per the NYCDOE Office of Auditor General.

- *All non-UFT personnel will “clock-out” upon leaving school for the day.*

#### **Procedures of Documentation of Lateness and Absences**

- On time for work is defined as being present at your assignment at 8:00am. For example, teachers are to pick up their classes at 8:00am from the designated location. Therefore, a teacher is late if she is moving her timecard at 8:00am.
- Staff members are to follow all arrival procedures and “punch in” any time they arrive **after** the designated work schedule.
- The Payroll Secretary will prepare for the principal a monthly lateness and absence report to identify staff members who have demonstrated chronic lateness and/or absence.

#### **Absences – All teachers/paras must register with the Sub Central registry.**

- If you are *planning* to be absent, you must complete the Google Request for Day Off form.
- If you are sick, you **must call Sub Central on (718) 935-6740**. If you are not yet registered, you are required to do so. Your access number is your file number. Please know that this will be closely monitored throughout the year.
- Additionally, as a courtesy to your colleagues to help secure coverage, you should email Administration and the Payroll secretary by 6:30am. A text message is not sufficient communication of an absence.
- Personal appointments should be scheduled before/after work hours. The contract is specific regarding the number of absences and procedures relating to the use of sick days and personal days.
- **Jury Duty Summons:** You must notify the principal *as soon as you receive notice*.
- Professional staff are allotted one sick day, on the 16<sup>th</sup> day of the month. Teachers may be excused for absences because of personal illness without the certification of the physician for up to ten (10) days during the school year. Upon reasonable notice to the principal (three (3) school days prior to your absence), three of these days may be excused for “personal business” and are charged to cumulative absence reserve under the same conditions as would otherwise apply to self-treated illness. Days off for personal business are intended to be used only for personal business, which cannot be conducted on other than a school day and during school hours. A personal day request must be made using the Google Form and submitted for principal approval.
- Upon your return to school, please see the secretary sometime during the day to sign for your absence. It is advisable that you set up a mutually agreeable time to do this, to ensure that classroom instruction is not disrupted.
- Excessive absence is defined as a pattern and/or of attendance that may result in the staff member trending towards and/or exceeding ten (10) self-treated days. It will also include any observed patterns of absence, such as Mondays, Fridays, and a day(s) before and/or after holidays. It is the staff member’s responsibility to adhere to the Department of Education policies and regulations regarding time and attendance documentation. Excessive absences and/or lateness may lead to disciplinary actions taken by administration.
- All staff are required to prepare a Substitute Teacher folder containing lesson plans for a full day of instruction should an absence occur. In addition, information regarding class routines, a list of how each student gets home (ex. walker, bus), student phone numbers, a list of students with IEPs (Individualized Education Programs) and where their IEPs are located. - ***See attachment***

### **Number of Lateness and/or Excessive Absences That Will Require Personnel to Use the Time Clock.**

A principal protocol has been established that four (4) lateness and/or absence before December will require that a staff member receive a verbal warning from the Principal. Four (4) or more lateness and/or absences may require the staff member to use the time clock to punch in daily. **Lateness is cumulative. Once three hours and twenty minutes has been accrued, a day will be deducted as per NYCPS regulations.** Any lateness beyond four (4) may be considered excessive. Excessive lateness may lead to disciplinary action, including but not limited to an “Unsatisfactory” rating for those that receive final ratings.

**FMLA (Family Medical Leave Act)** Information is posted in the TCU-1, the main office, and has been sent to you electronically as an attachment to this handbook.

**Per Session Activities:** Employees are to maintain separate timecards for per session activities. You are required to punch-in/out at the posted activity time on a separate timecard.

If a teacher is rated “ineffective” for the school year, the teacher will not be eligible for per session work the following school year.

### **Entering and Exiting the Building for All Staff (safety issue)**

You may **only** enter and exit the building through the main entrance.

- You must shut the door behind you and verify that it is locked if you are using the exit before/after school hours.
- Do **not** hold any door open with any object. This gives an entrance to intruders.
- Do **not** use an exit when an alarm door is armed, and blinkers are red.

### **All Paraprofessionals:**

1. Classroom teachers are responsible for all copies; therefore, paraprofessionals are not to make copies during instructional periods.
2. Paraprofessionals must be at their assigned locations on time, and not in transition, for pick-up and dismissal of classes from arrival, lunch, preps.
3. We encourage paraprofessionals to dress professionally with business casual attire.
4. When calling out sick, please contact sub central.
5. All classroom paras are expected to document any disruptive behaviors as part of their regular duties.
6. The school’s cell phone policy must be adhered to fully. Therefore, no paraprofessional should have their cell phones in view of students, and it should be silenced at all instructional times.

### **Crisis Paraprofessionals**

1. Must contact the main office by 9:00 AM for reassignment when the one-to-one student is not present.
2. Must maintain the progress monitoring of Behavior Improvement Plan (BIP) procedures.

### **Kitchen Protocol**

If you want to eat the school lunch, you must **PURCHASE** a ticket in advance from Ms. Chasi, secretary.

- At no time is any staff member other than administration to go behind the serving station.

- No staff member is to touch the student food/salad bar **WITHOUT** having purchased a lunch. This includes salad dressing and toppings.
- Please do not ask the kitchen staff for ketchup, mustard, and other condiments unless you have purchased lunch.
- ***Our kitchen staff is fabulous! If staff continue to violate OSFN and Department of Health regulations by circumventing the above guidelines, OSFN will cite our school and we will lose our kitchen staff to another school. Do not put other people's jobs in jeopardy.***
- Through the Nutrition Collaborative Program, our school has received vouchers for school staff members to receive a free school lunch. As the goal is for staff members to build community with students while also modeling good eating habits, meals received through the program **must be consumed in the cafeteria** with students during the lunch period. We have 75 vouchers for the school year and vouchers can be used on any school day. If you would like a voucher, please see Ms. Balsdon.

### **Custodial Engineer Protocol**

- If you need something fixed in your room, please fill out and submit the “custodial request” Google form.
- If you have an emergency, please call the main office directly. We all have two-way radios tuned to the same frequency. Your concern will be dispatched.
- Do not approach the custodial staff and make requests of them without filling in a request form. The custodial budget is very tight, and the custodial engineer needs to prioritize work that needs to be done in the building.
- Please be reminded that during the day there is only one fireman/cleaner. The fireman's first responsibility is to maintain the boilers in the building. This task is challenging in that the boilers in the basement are the original 1930 boilers and require intensive upkeep.

### **Personal Attire (Staff and Students)**

- Staff personal appearance is important to those you teach and in the community in which you work. Students are very much aware of the way you dress. As role models, please dress as a professional.
- Encourage proper attire of students. Please report an improperly dressed student to the administration, i.e., short shorts.
- The school colors are burgundy and gray. P.S. 106 is a uniform school.
- Spirit Wear Fridays (TBD based on staff input) to promote a “culture of community.”

### **Record Cards**

- Record cards are legal documents. All entries must be accurate and complete.
- A parent/guardian in the presence of an NYCDOE employee may see record cards by Principal approval only.
- Ensure that all grades are appropriate and may be substantiated with documentation such as test scores, student work.

- Staff members must complete “entry log” in record can if a record is removed from the can to document removal/location etc.

### **Record Keeping**

- Welcome Parent Letter.
- Monthly Tally of Student’s Absences and Latenesses. This is helpful for a quick glance at reports and meetings with parents.
- Grade and Homework Record
- Math and Literacy Portfolios.
- Progress Monitoring Folders in reading and math.
- Data folio for monitoring and tracking student progress includes qualitative (student conference logs in reading/math, anecdotal logs, Highlights 106 Student Work) and quantitative data (NYS scores, diagnostic/screener assessments, practice exams, unit exams etc.)
- Review and Upgrade Cumulative Records (see school secretary/school aide or administration for specific information).
- Class Bathroom Log that shows date, student name and time left the room.
- Student anecdotes should be kept. Format is at your discretion.
- Service providers must log each student interaction on the Service Provider Logs.

### **Grading Policy Rubrics**

are:

- Used to evaluate student work efficiently and consistently.
- should include the criteria to judge the student’s work in the focus areas that were taught in the unit or in prior units during the same school year that are aligned to the Next Generation Learning Standards (NGLS).
- “Front loaded” meaning that students must receive the rubric at the same time as the task. For instructional purposes, the teacher may incrementally break down the rubric analysis dependent upon the level of the class.
- Explicitly taught in a shared reading model where the criteria are explained and analyzed as part of the pre-writing phase of the writing process. As you are aware, the pre-writing phase is the MOST important phase in the writing process.
- Employed by students to self-assess and peer-assess and should be part of the writing and math process packet (pre-writing to final draft and displayed on outside bulletin board).
- Not limited to subject content such as writing, science, and math. Rubrics should be used as part of cooperative learning strategies, behavior management strategies, behavior improvement plans, character education, art, physical education, project creation etc.)
- Designed in a rigorously challenging manner.

Because of using rubrics in addition to other forms of assessment, the student grading policy is as follows:

- **Level 4** Student exceeds the learning standards; performance shows superior understanding (100-90%)
- **Level 3** Student meets the learning standards; performance shows thorough understanding (89-70%)
- **Level 2** Students show partial achievement of the learning standard; performance shows partial understanding (69-56%)

- **Level 1** Student does not meet the learning standards; performance shows minimal understanding (55% or below)

***Please be reminded that a student's grades must be an accurate reflection of the student's work. Please do not inflate a child's grade because he does all the homework and classwork. The grade must be reflective of the student's independent performance level.***

#### **Report Cards:**

- All report cards are reviewed by the Administration. They are to be available for administration review as follows:
- **Report Cards - Fall - to supervisor by 10/26 and available to parents on NYCSA account on PTC date 11/5.**
- **Report Cards - Spring - to supervisor by 2/12 and available to parents on NYCSA account on PTC date 3/3**
- Do not rate students above the evidence of student work, assessment levels, and behaviors.
- Record/report cards are to contain the same information.

### **PROFESSIONAL LEARNING (PL)/ DEVELOPMENT (PD)**

At PS 106Q, we aim to provide staff with PL/PD opportunities that meet the needs of the staff and enhance their skills in the teaching/learning process. Please be reminded that each of us is responsible for our own professional growth and learning (Component 4e). The PS 106Q philosophy of PD is that professional development is not “something done to you” but something, in which you partake to improve as a professional.

Professional development can include and is not limited to workshops, inter-visitations, professional literature (books, articles, and websites), lesson studies, peer coaching, co-planning, vertical/horizontal teacher team meetings, etc. When classroom teachers and designated liaisons are sent out of the building for professional learning and trainings, it is for building leadership and the school's capacity to function at a higher level in our practice and service to students. With that comes your professional responsibility of turn-keying/sharing the information with colleagues. All staff members will then be responsible for taking notes and sharing key informational documents that are distributed at the trainings with administration and with colleagues as directed by administration. An overview of the learning must be emailed to administration within 48 hours of the training along with copies of information handouts that will be helpful for colleagues.

In addition to the UFT contract Monday PD time, additional collaborative time has been built into the weekly class schedule in which teachers are scheduled to engage in professional learning and/or curriculum planning aligned to the vision of our school.

#### **Our professional development goals are as follows:**

- By June 2027, 100% of teachers will participate in an Initial Planning Conference (IPC) and a summative end of year conference, including artifact review.
- By June 2027, 100% of teachers will receive written and/or verbal feedback and observation reports based on the teacher's selection of observation method.
- By June 2027, 100% of teachers under *Advance* will participate in three professional learning opportunities that include, but is not limited to workshops, inter-visitations, demonstration lessons,

professional literature, lesson study, professional learning teams, peer coaching, horizontal and vertical inquiry teamwork etc.

### **Collaborative Teacher Team Responsibilities:**

1. All teams must have a rolling agenda and meeting minutes. These will be housed on the shared Google Doc and reviewed regularly.
2. Each team is to assign team roles before each meeting. One person should take minutes, another presents student work, another keeps time etc.

### **Observations and the NYSED (New York State Education Department) Teacher Evaluation System – (updated June 2014)**

Observations are required of all teachers. Within the first few weeks of school, you will meet with either the principal or the AP to discuss your options and choose when necessary. Once you choose this option, it cannot be changed until the following school year. Therefore, please carefully consider your choice.

**Using the Danielson Framework for Teaching, the NYCDOE will place greater emphasis on the components that focus on classroom instruction. Measures of Teacher Practice will account for an overall 60% of the eight components.**

| <b>Domain 1: Planning and Preparation</b>                                                                                                                                                       | <b>Domain 2: Classroom Environment</b>                                                                                                          |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>• 1a: Demonstrating Knowledge of Content and Pedagogy</li> <li>• 1e: Designing Coherent Instruction</li> </ul>                                           | <ul style="list-style-type: none"> <li>• 2a: Creating an Environment of Respect and Rapport</li> <li>• 2d: Managing Student Behavior</li> </ul> |
| <b>Domain 3: Instruction</b>                                                                                                                                                                    | <b>Domain 4: Professional Responsibility</b>                                                                                                    |
| <ul style="list-style-type: none"> <li>• 3b: Using Questioning and Discussion Techniques</li> <li>• 3c: Engaging Students in Learning</li> <li>• 3d: Using Assessment in Instruction</li> </ul> | <ul style="list-style-type: none"> <li>• 4e: Growing and Developing Professionally</li> </ul>                                                   |

- Throughout the course of the year, you will be rated on all eight (8) competencies from the Danielson Rubric.
- The pre-observation conference is a teaching tool to share expectations for the lesson to be observed. The post observation conference will be used as a tool for feedback and development.
- Observations can be informal, formal, announced and scheduled, or unannounced.
- Feedback following observations will be provided within ten (10) school days of the observation.
- Please be advised that when you are given feedback, you are expected to implement that feedback. You are responsible for ensuring that you improve your pedagogy because of the feedback. Failure to do so can negatively affect your rating in Component 4e, which can affect your end of year rating.
- Evaluator forms will be provided no later than thirty (30) school days following the observation.
- Evaluators will provide a score on any of the eight components that is observed from the Danielson Rubric, regardless of the observation option selected by the teacher and regardless of whether it is a formal or informal observation.
- Evaluators may assess a teachers' preparation and professionalism based on observable evidence pertaining to components 1a, 1e, and/or 4a of the Danielson Rubric during an observation or if the

evaluator observes evidence for these components during the fifteen (15) school days immediately preceding a classroom observation.

#### Overall Rating Matrix under §3012-d<sup>2</sup>

Each teacher who is eligible to be rated under *Advance*<sup>3</sup> will receive a single MOSL or student performance rating and a single MOTP or observation category rating of Highly Effective, Effective, Developing, or Ineffective (HEDI). A teacher's MOSL and MOTP ratings are then combined using the below matrix to produce an **Advance Overall Rating** of Highly Effective, Effective, Developing, or Ineffective (HEDI).

| Student Performance (MOSL) | Observations (MOTP) |   |   |   |   |
|----------------------------|---------------------|---|---|---|---|
|                            |                     | H | E | D | I |
|                            | H                   | H | H | E | D |
|                            | E                   | H | E | E | D |
|                            | D                   | E | E | D | I |
|                            | I                   | D | D | I | I |

- Any teacher with an ineffective or developing rating for the 25 - 26 school year must have an assistance plan in place to foster improvement for the 2026-27 school year.

#### Walk Through

- A Walk Through is a catalyst for school analysis and reform. A Walk Through is to assess implementation of the S/CEP school programs.
- A Walk Through is a means to gain a sense of the current state of instruction and learning in a school by moving in and out of classrooms, making notations about what is observed, and talking with students, teachers, and each other about what is happening in the classrooms.
- Expect visitors and walkthroughs on a regular basis.

#### Inter-visitations, Model Lessons, and Lesson Studies

- Inter-visitations help break down the four walls of the classroom. By visiting each other, one learns the distinctive styles that teachers have and new methodologies for implementation.
- There are many expert teachers in our school. By sharing their expertise through serving as models for inter-visitations, other teachers learn. Respect is built from colleague to colleague.
- Building capacity to form a stronger cadre of professionals is essential. A school that has MANY experts is more viable than a school that only has some.
- We are all teachers among teachers and learners among learners.

- As part of our professional development initiative, we may engage in lesson study work. Teachers will work with their grade teams to formulate a common lesson, visit the selected teacher to critique the lesson, provide peer feedback, rewrite the lesson with a second teacher demonstrating and the team will come together to analyze their results. This work can be done during PD time. We will provide coverage to teachers to observe each other.

## **PARENT-TEACHER CONFERENCES**

### **MAXIMIZING POTENTIAL TO IMPROVE STUDENT PROGRESS:**

- To support our students academically in and out of school, administrators, teachers, and families need to have a shared understanding of their children’s learning and work as partners to meet their academic and social-emotional needs. As you plan to implement the instructional expectations, consider how open school nights and parent-teacher conferences can engage families and help you meet your goals for students. Visit the Common Core Library to access these resources.
- **Maximizing Time with Families**
- **Structure your open school nights for maximum success.** Organize parent-teacher conferences around advisory or other groupings of students pertinent to your school. Publicize open school nights through fliers and newsletters to promote parent attendance. Where appropriate, include students.
- **Schedule appointments with each student’s family.** To reduce traffic and ensure you have enough time to meet with families, schedule appointments in advance. Send reminders to families about their appointments one week prior to the meeting. Encourage families to also speak with other school staff, like parent coordinators and guidance counselors.
- **Communicate with families on an ongoing basis.** When you communicate with families throughout the year, remind them of upcoming opportunities to meet with school staff, as well as where to direct their questions and where to go to for help and more information.
- **Provide Translation and Interpretation Services.** Teachers should use the translation and interpretation resources and services as needed to better communicate with a limited- or non-English-speaking parent. School-based personnel should call the DOE Translation and Interpretation unit at 718-935-2013 for over-the-phone interpretation services during afternoon and evening parent-teacher conferences. These services will be available until 8:30 pm on the evening conference dates. Translate any relevant flyers and signs into appropriate languages. In addition, translated versions of many commonly used letters, forms, and applications are available on the Translated Documents Intranet page, including the parent- teacher conference notification letter, student report card templates, “blue emergency cards” used for collecting family contact information, field trip notifications, health forms, and translated signs

### **SCHOOL OPENING**

- **Welcome families to your school.** Invite families to your school to ask questions and learn how they should escalate concerns, how they can access information outside of school hours, and when they can visit your school. Give parents specific recommendations for how they can support your school’s needs and goals this year, through opportunities such as volunteering, fundraising, and parent leadership.
- **Share the goals of the Next Generation Learning Standards with families.** Host workshops where families can learn about the Next Generation standards and the skills students should master by the end of their current grade. Ask families to try a Next Generation task to help them understand changes they will see in the classroom.
- **Provide professional development.** Provide teachers with information about best practices to conduct effective parent–teacher conferences and help staff plan communication with families throughout the school year.

### **FALL PARENT-TEACHER CONFERENCES**

- **Make student data accessible.** Help families access data about their children’s attendance and performance within New York City Schools Account (NYCSA) and any other systems your school uses. Be prepared to talk about student strengths and growth areas. Schools should consider structuring parent-teacher conferences so that parents and teachers can review student work and data together.
- **Provide strategies to families.** Ask teachers to share one strategy with families that they can use at home to help their child meet instructional goals this year.

- **Share your school's plans for their continued implementation of the Common Core Curriculum.** Discuss the Next Generation Curriculum and assessment changes with families. Discuss how their child's classroom and homework may be different as compared to previous years.
- **Spring Parent-Teacher Conferences**
- **Share student performance on the culminating task with families.** Share student work product on the Next Generation-aligned task. Compare that to the student's work used for baseline analysis. Help parents understand their child's strengths and development areas in the work.
- **Share a sample of exemplary student performance.** Show families on-grade-level Next Generation-aligned work to help them understand the expectations for higher-quality student work.
- The Division of Family and Community Engagement will offer training to parent coordinators on best practices for parent-teacher conferences. Principals should work with parent coordinators to establish procedures for parent visits to classrooms and include those procedures in notices that schools send home. Those procedures should also be filed with the local district office. All notices should be translated in the home language of parents to ensure greater participation.

## **PARENT-TEACHER CONFERENCE POLICY**

- The parent-teacher conference dates listed in this communication are not intended to limit other types of meetings that take place between teachers and families throughout the school year. In addition to the dates listed below, the use of grade, class, guidance, and individual conferences, conferences between parents and school personnel, are excellent practices that should take place throughout the school year.
- Schools should not deviate from the citywide dates for afternoon conferences listed below; doing so may create issues with transportation services. If individual parents have date and time conflicts, they should be encouraged to schedule a parent-teacher conference at a mutually agreed-upon time. To ensure maximum use of available instructional time, scheduling additional half days for parent-teacher conferences is not permitted. One afternoon parent-teacher conference date each semester is scheduled per school level. Schools receive conference day credit toward meeting the 180-day State instructional requirement. For purposes of the Period Attendance Report (PAR), all days scheduled for afternoon parent-teacher conferences should be recorded as instructional.

## **2026-27 PARENT-TEACHER CONFERENCE DATES:**

- All parent-teacher conferences shall be conducted remotely for school year 2026 - 2027. Meetings with parents/caregivers, may, upon request, occur in-person on a mutually agreeable date and time during the contractual workday, other than the parent-teacher conference date, and such meeting shall be conducted in a manner consistent with the school safety plan.
- On the dates of afternoon parent-teacher conferences, students are dismissed three hours prior to the regular dismissal time. Schools must provide at least two hours and thirty minutes of instruction on the dates of afternoon parent-teacher conferences. Two hours of the afternoon shall then be devoted to the conferences.
- Evening parent-teacher conferences cannot begin prior to 4:30PM nor end after 8:00PM. The lengths of evening parent-teacher conferences shall be 3 hours.
- Parents should be notified at least four weeks' prior to the conferences. Notices should be translated into languages represented in the school population.
- **\*\*District 75 school programs co-located with non-D75 schools should adhere to their co-located school's afternoon and evening parent-teacher conference dates as indicated above. Self-contained District 75 schools should follow the schedule below for District 75 school programs.**
- **Note:** Schools that include grades with more than one instructional level (i.e., a K-8 or 6-12 school), should choose one of the citywide dates at either of the instructional levels of the student, which it serves.
- For high schools: adult and continuing education activities will be canceled in schools on the evenings conferences are held.

| <b>Fall 2026 Parent Teacher Conference Dates</b>   |                                         |                                                                                                   |
|----------------------------------------------------|-----------------------------------------|---------------------------------------------------------------------------------------------------|
| <b>Grade Level</b>                                 | <b>Afternoon Date</b>                   | <b>Evening Date</b>                                                                               |
| Elementary                                         |                                         | Meet the Staff Night<br>Wednesday, September 30<br>4:30 – 7:30pm<br>(In-Person as per School SBO) |
| Elementary                                         | Thursday, November 5<br>12:20 – 2:20 pm | Thursday, November 5<br>4:30 – 7:30 pm                                                            |
| <b>Spring 2027 Parent Teacher Conference Dates</b> |                                         |                                                                                                   |
| <b>Grade Level</b>                                 | <b>Afternoon Date</b>                   | <b>Evening Date</b>                                                                               |
| Elementary                                         | Wednesday, March 3<br>12:20 – 2:20 pm   | Wednesday, March 3<br>4:30 – 7:30 pm                                                              |
| Elementary                                         |                                         | Wednesday, May 26<br>4:30 - 7:30pm                                                                |

### **PARENT-TEACHER CONFERENCE**

#### **A. Before the Interview**

1. Have on display, on the classroom door, a welcome sign and relevant class identification data.
2. Have the students label their desks so that the parents are able to sit in their child's seat and experience your classroom. NO chairs should be left on the tables.
3. Have a neat and clean classroom with attractive bulletin boards containing up-to-date labeled samples of the best of students' work in the subject areas of Communication Arts, Social Studies, Science and Math.
4. Have available for parent inspection current student work displays as well as work folders and test results.
5. Share with parents all data on their child in all subject areas. Explain what your goals are for the child.
6. Have report cards available.
7. Make careful preparation by studying the class pupil profile, cumulative record, test records, and other pertinent data.

#### **B. During Interview**

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 in red of the number of parents you interviewed for each conference date.
4. Keep the purpose of the interview in mind.
5. Listen, rather than talk.
6. Try to grasp the parents' feelings.
8. **BEGIN THE CONFERENCE WITH TALKING ABOUT A CHILD'S STRENGTHS.**
9. Help the parent understand the problem realizing he/she will be subjective in his/her reactions.

10. Ask parents to help.
11. Try to make a plan with the parent, not for him/her.
12. Encourage and allow parents to only share information with which they feel comfortable.
13. Avoid confrontations and/or topics, which may be unproductive.
14. Try to build on constructive elements in the situation.
15. Be sensitive and know that your own attitude and background may influence the direction the interview is taking.
16. Allow time for questions.
17. End the interview on a constructive note by summarizing plans for continuing cooperation. If necessary, make an appointment with the parent for continued discussion of the problem.
18. Direct the parent to cluster or other teachers, guidance counselor, or supervisor if appropriate.
19. If you feel that you are unable to handle the conference with the parent, call your supervisor.
20. Record the interview briefly and objectively for your own reference and record the interview date on the student's cumulative card.
21. **DO NOT MAKE ANY RECOMMENDATIONS FOR CLASS CHANGES, SPECIAL EDUCATION TESTING ETC. DO NOT DISCUSS OTHER CHILDREN'S BEHAVIOR WITH ANYONE OTHER THAN THE CHILD'S PARENT/GUARDIAN.**

## **ADMINISTRATIVE POLICIES/PROCEDURES**

### **Early Dismissal Days (1/2 Days) – No Preps on ½ Days**

Teachers are to remain with students that have not been picked up through 11:30am. Please assist in calling the students' homes. On half days for staff, students will be dismissed half-day, at 11:20 am. ***Please note that on half-days, teachers stay with their classes and do not receive a prep period.*** Please see the lunch schedule below to be followed on half-day dismissals. Teachers supervise and stay with their classes during lunch on half days. Please have your classes eat, clean up, and leave prior to the other lunch group coming in to the cafeteria.

- Pre-K - Lunch 10:15-11:00 am - in-classroom
- K-5 - Lunch 10:50-11:20 am – in cafeteria
- Dismiss straight from lunch at 11:20 am.

### **Other Early Dismissal**

- When students are picked up early for appointments, etc., parents must first sign children out in the early pick up book located at Side B.
- You will be notified to send the child downstairs with their coat and backpack.
- If a parent sends a note to school informing you of an early pick up, please have the child ready at the designated time. Do not send children to the office until they are called for.
- When a student feels ill and needs to go home, send the child to the nurse or the office with a note explaining the problem. Please write down the name and phone number of the parent. Office personnel will call the parent/guardian to have the child picked up. The student must not wait in the office, but will be returned to the classroom to wait until called down. Should the child's condition worsen, immediately contact the office.

## **New Policy Effective 2015 Door Alarm**

All schools must create a building specific response plan that can be utilized together with the door alarm response protocol to respond when a door alarm has been activated. Listed below are facts to provide information and support ALL staff members with guidelines when responding to an activated door alarm.

### **The Door Alarms in our building:**

- Are located on doors.
- Each door has clear signage that indicates that the door is alarmed and that the door can only be used in an emergency.
- All door alarms remain activated unless there are specific signs posted indicating times of the day when the alarms are temporarily de-activated.
- Each alarm operates on its own battery and key. The alarm has a low battery alert to indicate that a battery should be changed. All alarms operate with a single key.

Alarms may **ONLY** be temporarily de-activated for:

- Use during entry or dismissal.
- Use to access areas for physical education or recess.
- In these cases, staff must be assigned to monitor the use of the identified doors.
- Staff must be identified to de-activate and activate as scheduled.

Alarms **may not** be de-activated for:

- Convenient access to the street instead of using the main entrance/exit. Any other reason not identified above.

### **If you are NOT supervising students when you hear an activated door alarm:**

- Immediately report to the door where the alarm has been activated to observe conditions and to determine the possible cause of the alarm (*i.e. staff or students observed in stairwell, student running from scene in the hallway, door propped open*).
- Immediately call the **Main Office at Ext. 211, 212 or 213 (*Ms. Chasi or Ms. Agosto*)** to report the specific location of the door alarm that was activated. Share any observations.
- If you are in possession of a two-way radio (e.g. administrator, dean, security school aide) or if a School Safety Agent (SSA) is present, immediately use the radio to report the specific location of the door alarm that was activated to other staff with radios so that everyone can respond with accurate information.

### **School Safety**

- The school community is responsible for full implementation of the school safety plan. Safety Plan copy in Main Office.
- Exit Doors are to be closed at all times.
- Main entrance is to be used at all times. The main entrance is the **ONLY** entrance into P.S.106
- A member of the kitchen staff is to be present for all deliveries.
- If a staff member notices an open unattended door, close it immediately and report it to the Main Office.
- All visitors must show identification at the main entrance in order to have access to entry into the school building. No exceptions

- Missing students must be reported IMMEDIATELY to the Main office.
- A School Safety Agent is assigned to cover the main entrance/exit on the first floor. All persons are to show picture identification. The Agent prints the information in the logbook from the I.D. shown and distributes a visitor's pass that must be returned to the security desk.
- All visitors are asked why they are here, whom they want to see, etc. They must also sign out when they leave.
- 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. If you see an adult walking through the building unescorted or arriving at your classroom door, please notify School Safety immediately.** Teachers who request to see parents should meet the parent at School Safety Security Desk.
- Anyone failing to comply with these regulations will be asked to leave and help (police, if necessary) will be summoned should they refuse.

## GENERAL RESPONSE PROTOCOL

- **In case of emergencies, we have a General Response Protocol (GRP) that is adhered to by all city and federal agencies. The AED unit and BRT bag will be removed from the building for evacuations. Administration- the BRT leader will assign who will be responsible for maintaining the BRT bag, as well as who retrieves the AED and who keeps teachers' **red** evacuation folders, located behind the classroom door, up to date for use during all safety drills and emergencies. (Each folder should contain Emergency Preparedness protocols (Shelter-In, Evacuation, Soft/Hard Lockdowns), updated with current class list, Fire Drill/Emergency Evacuation- Egress Plan, The Fire Drill Procedures, current addresses/phone numbers, google maps to evacuation sites etc.)**

**The GRP protocols are as follows:**

### EVACUATE (FIRE ALARM OR DIRECTIONS)

**Students:** Leave your items behind.

**Students:** Form a line, remain quiet and listen to directions from your teacher.

**Teacher:** Lead students to evacuation location with your evacuation in hand. Take attendance.

**Teacher:** Notify BRT/SSA staff if there are missing, extra or injured students.

**Teacher:** Remind students that the use of electronic devices is prohibited.

**\*\*\*NOTE: The command post in case of an evacuation will be on Beach 35th Street at the corner of Edgemere Blvd.**

### LOCKDOWN

**LOCKDOWN** - Students MUST remain silent and quickly move out of sight and away from the door. Teachers MUST quickly retrieve any students in the hallway and lock the classroom door.

- **Hard Lockdown- "Locks, Lights, Out of Sight!"** typically defined as students locked in their classrooms seated out of sight of windows and doors. Lights are turned off and everyone is hiding until the threat passes. This is the response if an intruder or other serious, immediate threats are inside the building.

- **Soft Lockdown-** is employed when there is a threat inside the building, but the intruder does not possess a weapon. A soft lockdown can also be implemented as a drill for a hard lockdown. During a soft lockdown, students are locked in their classrooms seated out of sight of windows and doors. Lights are turned off and everyone is hiding until the threat passes.
- When the lockdown is over, wait for responders to open the door, you will hear ALL CLEAR over the intercom or through the hallways (if the intercom does not work) and “The Lockdown has been lifted.”

### **SHELTER-IN (The threat is outside of the building)**

Students: Remain inside the building and follow directions of staff.

Teacher: Increase situational awareness.

Teacher: Conduct business as usual.

Teacher: Follow all announced directions.

Remember: No one will be permitted to enter or leave the building during a Shelter – In.

During a Shelter-in, the building perimeter is secured, and staff are stationed at the doors to be sure nobody goes in or out of the building. A Shelter-In might be appropriate if the police are looking for a felon in the area, during a toxic spill event near the school, or other threats where students are safer and better managed inside.

**\*\*\*NOTE:** Room 211 is the command center for any lockdown or shelter in.

### **HOLD (The issue is inside the building and it is safer to wait inside each room or office until the HOLD is lifted.)**

Students: Remain where they are when they hear the HOLD announcement, and follow directions of staff.

Teacher: Lock the door.

Teacher: Hold in the current location.

Teacher: Continue work or lessons and follow all announced directions.

### **AUTOMATED EXTERNAL DEFIBRILLATOR (AED)/CPR:**

As per New York State Law, the AED is mounted at the main entrance by the school safety desk. Another AED is mounted outside of Room 317. In an announced emergency, the trained responders can run directly to the emergency. The person closest to an AED can take hold of the unit and run straight to the site, so that equipment and responders arrive simultaneously and quickly. Be advised that in an event of a medical emergency related to the need for AED/CPR and the medical response team the following should occur:

- Public Address System announcement “Code Blue in Room \_\_\_\_”
- Medical response team to respond to designated room
- Assessment of scenario including call to 911 and AED/CPR procedures
- The Medical Response Plan should be posted near the Fire Drill Card.

## FIRE DRILL PROCEDURES

- 12 emergency drills each year, eight (8) of which shall be held before December 31; four (4) drills which shall be held between January and June. Four (4) lockdown drills during the year, one (1) prior to October 31 and one between February and March 14.
- Bell signals- Fire drill is self-explanatory.
- Review routes outlined below.
- Teachers' role: model silence; shut off classroom lights, carry GRP folder, shut classroom door
- Student behavior: no horseplay will be tolerated; walk in silence, listen for instructions, stay in line, understand fire/lockdown drill is complete upon re-entry to classroom and teacher signal
- Floor Captains for Fire drills: 1<sup>st</sup> Floor – Ms. Rios; 2<sup>nd</sup> Floor – Ms. Chasi; 3<sup>rd</sup> Floor – Ms. Adhin
- Street Assignments:
  - ❖ Exit 3 (Facing left of outside building): Ms. Johnson, Ms. Balsdon, Ms. Gillespie, Security Agent,
  - ❖ Corner of Beach 34th Street and Edgemere Blvd: Ms. Agosto/Ms. Nieves
  - ❖ Corner of Beach 35th Street and Edgemere Blvd.: Ms. Leary, Ms. Singleton

8. Adhere to assigned traffic flow direction, but all staircases flow down during emergency drills and evacuations.

| Exit Down Staircase A                                                                                                                                                                                                                                                                                                                    | Exit Down Staircase B                                                                                                                                                                                                                                                               | Exit Down Staircase B                                                                                                                                                                                                                                                                                                                    |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Up side stairs - 214, 316<br>Down Side Stairs - 215, 315                                                                                                                                                                                                                                                                                 | Up side stairs - 220, 222<br>Down side stairs - 217, 317, 320                                                                                                                                                                                                                       | Up side stairs - 318<br>Down side stairs -<br>Auditorium, cafeteria                                                                                                                                                                                                                                                                      |
| <b>OUT EXIT 2</b><br><b>(Back door leading to the schoolyard)</b> <ul style="list-style-type: none"> <li>• Walk out Exit 2</li> <li>• Walk across the schoolyard and out of the fence</li> <li>• Turn left onto Beach 34th Street</li> <li>• Turn left onto Edgemere Blvd.</li> <li>• Stand on the sidewalk on Edgemere Blvd.</li> </ul> | <b>OUT EXIT 3</b><br><b>(Front door leading to Beach 35th Street)</b> <ul style="list-style-type: none"> <li>• Walk out Exit 3</li> <li>• Turn right onto Beach 35th Street</li> <li>• Turn right onto Edgemere Blvd.</li> <li>• Stand on the sidewalk on Edgemere Blvd.</li> </ul> | <b>OUT EXIT 4</b><br><b>(Back door leading to the schoolyard)</b> <ul style="list-style-type: none"> <li>• Walk out Exit 4</li> <li>• Walk across the schoolyard and out of the fence</li> <li>• Turn left onto Beach 34th Street</li> <li>• Turn left onto Edgemere Blvd.</li> <li>• Stand on the sidewalk on Edgemere Blvd.</li> </ul> |

## HEALTH ISSUES/ACCIDENTS (School Nurse Miriam Desbarida)

- All accidents and injuries occurring in and on school grounds must be reported and comprehensive injury reports filed online within 24 hours by Ms. Romano (student occurrence online) or Ms. Chasi (staff occurrence online). You are to submit a hard copy of an incident to facilitate the online report completion within 24 hours of said occurrence.
- Only an adult may telephone the parent. Do not allow the student to call his/her parent.
- If the parent cannot be reached by telephone, it is mandatory that a letter be sent home immediately with the injured party.
- For sick/injured students in grades K-2 please phone the nurse's office. An adult must escort the student to the Nurse's office. Nurse's extension is 225 and room number is 323.
- Sick/injured students in Grades 3-5 must have a pass to go to the Nurse's office signed by the teacher.
- Sick/injured students K-5 during the lunch period must have a pass and partner to walk to the Nurse's office.
- Depending on the severity of the illness/injury, students may be sent back to the classroom with a Nurse's note, Department of Health.
- If an ill/injured student is being picked up early, the teacher will be notified when the guardian arrives.
- In cases of illness/injury, No student is permitted to sit and/or wait outside of the Main Office while waiting for pickup (early dismissal). This is an unsupervised area.
- **ONLY the school nurse is permitted to dispense medication.**
- No staff member may dispense medication to a student. **Report any student who has medication in their possession immediately to the administration/nurse.**
- Ill/injured staff members must inform the office/administration as soon as possible.

## OCCURRENCE REPORTING

Report everything to the administration. **Do not investigate** re: school related crimes, sexual harassment, and sexual abuse. Designated staff will follow procedures.

## SEXUAL ABUSE

Is defined as any physical contact of a sexual nature between student(s), regardless of grade (PreK-5) or gender, i.e., touching, grabbing, placing/forcing body parts on others of a sexual nature, kissing, etc. Chan. Reg. A-831

## SEXUAL HARASSMENT

Is defined as sexual actions of a non-physical nature (no physical contact) between student(s), regardless of grade (PreK-5) or gender, i.e., sexual comments (name-calling), sexual gestures, etc. Chan. Reg. A831

## CHILD ABUSE

Please be reminded that the Chancellor's Regulation No. **A-750** mandates school personnel to report all cases of suspected child abuse and maltreatment immediately. An abused child is one who is under 18

years of age, whose parent (guardian) inflicts or allows to be inflicted upon the child a physical injury or a substantial risk thereof. An abused child also is one who is physical, mental, or emotional condition has been impaired or is in danger of becoming so because of the failure of the parent/guardian responsible for his/her care to exercise a minimum degree of care:

- In supplying the child with food, clothing, shelter, or compulsory education, or medical, and dental care.
- In providing the child proper supervision, including the use of excessive corporal punishment, or by misusing drugs or alcohol to the extent that he/she loses control of his/her actions, or by abandoning the child.
- Any person making a report has immunity from any liability.

***It is YOUR responsibility to place the call. However, the guidance counselor or social worker will place the call WITH you to give you support in this area. Therefore, all suspected instances of child abuse or neglect is to be reported immediately to the guidance counselor, grade supervisor or any member of the SBST team.***

## **CORPORAL PUNISHMENT**

Chancellor's Regulation **A-420** states that physical corporal punishment by an employee of the Board of Education is prohibited. Chancellor's Regulation **A-421** states that verbal corporal punishment by an employee of the Board of Education is prohibited as well.

## **OTHER POLICIES**

### **BIRTHDAY CELEBRATIONS**

To ensure that recognizing the momentous day of a child's birth is accommodated based on the child's grade level, we have developed the following guidelines for these celebrations. Parents/guardians are required to let the classroom teacher know a week in advance of a request for a celebration. Birthday celebrations for all grades can take place on the day of the birthday starting at 1:45pm. Parents/guardians may participate in the celebration.

## **TRIP PROCEDURES:**

- 1. Applying for a Trip** (Trip Coordinator): Teachers will be the trip coordinators.
  1. You must acquire permission from the office and apply for buses in a timely manner. The PS 106Q Trip Form must be completed.
  2. The forms are to be completed accurately electronically.
  3. All trips must be entered on the Field Trip Log (Google document).
  4. 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 concept must be one you are currently teaching.
    - Cluster teachers wishing to take a class that you teach on a trip must acquire prior approval from the principal.
- 2. Preparation for the Trip.**

1. Prepare a lesson with support materials for the trip.

2. Lunch Issues:

- 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 lunch period, one must acquire prior approval from the supervisor.
- If the students are to have their lunch away from the school, you may request a bag lunch from the School Dietician at least four weeks prior to the trip. (See Forms in the Main Office.)
- Teachers should review the list of students with medical conditions prepared by the school nurse. Some students are nurse dependent and require that a nurse attend trips in order for students to go on school trips. Please submit a request for medical accompaniment for those students at the time you submit the trip request. Some students are listed as medically supervised students and only require a responsible adult to accompany them on trips. Teachers should request that parents of these students indicate the name of the supervising adult. Some students are listed as independent and do not require additional adult supervision for medical purposes.
- 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.
- At least three days prior to the trip, notify the kitchen of the number of students who will 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 or prep period, neither will be made up.***

### 3. Consent Slips

1. 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 student will need money for a ticket or for spending, and what lunch provisions have been made.
2. There should be a space for student name and class, date of trip, a check-off box giving the parent the option of saying yes or no, and section for parent's signature.
3. Collect all consent forms prior to the trip. **Remember, no permission slip-no trip!**  
**NO CHILD WILL BE ALLOWED TO CALL FROM THE MAIN OFFICE THE MORNING OF A TRIP FOR A PERMISSION SLIP.** Remind students that siblings are not allowed on any trip.

### 4. Day of the Trip

1. Take attendance and ensure that every student has turned in a permission slip, preferably the day before. Take attendance on the bus when leaving the school and again on the bus before departing the trip site.
2. Any student not attending the trip should be sent to the pre-arranged placement. It is the responsibility of the teacher to find a class 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 (preferably in writing with a signed and returned acknowledgement). The parent must be given the opportunity to attend the trip and take care of

his/her own child. *If there are more than 10 children not attending the trip for a grade, a classroom teacher must stay back with those children.*

3. On the morning of the trip, a list of the students attending the trip must be made. In addition, a list of students not attending the trip and their placement must be given to the office in conjunction with all the permission slips. Submit to main office.

4. **THERE ARE TO BE NO HANDHELD GAMES, CD PLAYERS, AND ELECTRONIC DEVICES ETC. ON THE TRIP!**

**5. An Emergency on the Trip**

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

**6. After the Trip**

- a Evaluate the student learning that resulted from the trip.
- b Integrate these learning's into the unit being taught.
- c Provide appropriate classroom activities related to the trip experience

7. **Neighborhood Trips** are not permitted without approval of the supervisor, in advance. Please note that even neighborhood trips require a blanket permission (Walking Trip Permission Slip) to be signed by the child's guardian. It is the Trip Coordinator's responsibility to keep these slips on file.

## FAQs Regarding School Trips

### 1. What Regulation governs school trips?

Chancellor's Regulation A-670 sets forth the rules and procedures governing school trips for students in the school system. The regulation provides guidance for planning and executing field trips for students, and outlines the responsibilities of Superintendents, principals and staff. It also clearly establishes defined supervisory ratios and rules for handling emergencies. Please refer to the website attached for the full text of Chancellor's Regulation A-670:

<http://schools.nyc.gov/NR/ronlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/109108/A67081811FINAL.pdf> 2.

### What is the purpose of a School Trip?

School trips should have an educational purpose or support learning outcomes. A trip that is celebratory in nature (e.g., senior class trip) should only be approved if the students plan on fundraising to participate in the trip. Trips should not be cost prohibitive and should aim to include as many students as possible. Trips should not be approved if there are not a sufficient number of students interested in the school trip since the purpose of a school trip is for students to engage in an educational trip with their peers. (E.g., A school trip to Europe in which only 3 or 4 students are scheduled to participate generally is not acceptable.)

### 3. What is considered a DOE Sponsored School Trip?

School trips organized by special programs within the school (e.g., clubs) or trips that are planned by the school are DOE sponsored school trips and therefore must comply with Chancellor's Regulation A-670. When a trip is sponsored by a parent association or an outside group such as a community-based organization that has a relationship to the school, the principal should consult with his or her Senior Field Counsel to determine whether the trip is a DOE trip or whether it is an independently run trip. For example, if a community based organization that works with the school during the day/after school is organizing a trip, to determine whether that trip constitutes a DOE sponsored school trip, the principal should look to the

following factors: (a) what is the purpose of the trip, does it support the curriculum/purpose of the school or is it simply a travel opportunity, (b) what involvement does the DOE have in planning the school trip, and (c) are there any DOE staff members chaperoning the trip?

2 If the trip is an independently run trip, parents must be advised in writing that the DOE is not sponsoring the trip and therefore is not responsible and will not be providing supervision.

#### **4. What are the Requirements for Trips Sponsored by Non-DOE Organizations?**

All DOE personnel involved in a DOE trip sponsored by a non-governmental entity, such as a community-based organization or other organization that is offering to pay for his/her travel and/or lodging, must complete the "Travel Related Expenses Paid for by Non-Government Entities" form. Principals must sign the form for school staff and Superintendents must sign the form for Principals. An agenda must be attached to the form and then the form must be sent to the DOE Ethics Officer for review. The form should be filled out as much in advance as possible, but at minimum, at least 3 weeks before the trip. Accepting travel and lodging in these circumstances is considered a gift to the City. Please be advised that this form must be filled out in addition to any other forms that are required for travel and all DOE personnel must receive approval from the DOE Ethics Officer before attending the trip. See the form at

<http://schools.nyc.gov/NR/rdonlyres/8670218B-20FF-49E2-BDFFCE0B8F9D3A94/0/TravelRelatedExp.pdf>

For non-DOE or independently sponsored trips through community-based organizations, offers to pay for travel and/or lodging, or any offers of stipends, are considered either compensation and/or a gift to the employee, and therefore cannot be accepted. The DOE may be able to apply for a conflict of interest waiver in very limited circumstances. Please contact the DOE Ethics Officer for further guidance

#### **5. How many Chaperones do you need on a School Trip and who may serve as a Chaperone?**

All school trips require appropriate supervision as set forth in Chancellor's Regulation A-670. Principals should designate a licensed teacher, assistant principal, or other supervisor participating in the trip as the individual with overall responsibility for the trip. There must be supervision of students at every stage of a school trip.

Principals must ensure that the ratio of staff and adults to students on a school trip is appropriate given the type of trip, the age of students, and type of activities. Type of Trip Elementary School Middle School High School

Routine Day Trips within NYC1 1 staff member + 2 additional adults for up to 30 students. For each additional 10 students, an additional adult is required. 1 staff member + 2 additional adults for up to 30 students. For each additional 15 students, an additional adult is required. 1 staff member + 1 additional adult for up to 30 students

For each additional 15 students, an additional adult is required. One day out-of-the- 2 staff members+ 1 2 staff members+ 1 2 staff members+ 1

**If a trip involves swimming, please see question number 13 for more information on the number of chaperones needed.**

3 city or overnight trips adult for up to 30 students. For each additional 10 students, an additional adult is required and 2 additional adults for up to 30 students is required.

**International Trips** 2 staff members + 1 other adult are required for up to 15 students. For each additional 10 students participating, an additional adult is required. 2 staff members + 1 other adult are required for up to 15 students. For each additional 10 students participating, an additional adult is required.

All school trips must have one teacher or supervisor present on the trip. If a trip requires a second staff member, that staff member may be a member of the instructional staff, a paraprofessional, a school aide, a guidance counselor, or a parent coordinator. The other chaperones on the trip must be parents of students attending the trip. The term "parent" means the student's parent(s) or guardian(s), or any person(s) in a parental or custodial relationship to the student, or the student, if he/she is an emancipated minor or has reached 18 years of age.

The term parent does not include adults who are not in a custodial relationship with the student.

For example, a parent's friend or boyfriend, or a parent's adult child, or a parent of a student on another school trip may not serve as chaperones on a school trip.

#### **6. Who may come on a School Trip?**

As described above, parents may attend a school trip as a chaperone. It is a violation of

Chancellor's Reg A-670 for relatives of DOE personnel to be involved in or otherwise affiliated with school trips. Thus, a parent may not bring other siblings or family members along on the trip, even if the sibling is an adult. A staff member may not bring his or her spouse or boyfriend/girlfriend, other family members, or child on the school trip. School trips are for students only and staff members/parents who are acting as chaperones. Additionally, involving relatives may also violate the New York City Conflicts of Interest Law and Chancellor's Regulation C-110 on Conflicts of Interest. City employees cannot use their city position to benefit themselves or family members. Therefore, as these school trips are often offered at a discounted rate for adults and/or are not otherwise available to the general public, it is a potential conflict for a DOE employee to include a family member on the trip. Violators may be reported to the Special Commission on Investigations for possible conflicts of interest violations.<sup>4</sup>

#### **7. When can Payment be made or Tickets Purchased?**

All school trips must be approved in advance by the principal before payment may be made or tickets are purchased.

International trips must be approved by the Superintendent. There will be no exceptions to this rule. Trip organizers may not purchase tickets or move ahead with scheduling the trip until they have received explicit approval from the principal or in the case of international trips approval from the Superintendent to move forward. No school should enter into an agreement with a tour company or make any payments for travel until the trip has received approval.

All trip proposals must be submitted well in advance of the anticipated date of the trip. For domestic trips, it is recommended that required information be submitted to the principal 6 weeks in advance of the trip. In cases involving international trips, it is recommended that first round approval information be submitted to the Superintendent 12 weeks in advance and then all required information in round 2 of approval should be submitted at least 6 weeks in advance. Trips will not be approved by the Principal or Superintendent unless the trip has the correct number of chaperones as described above.

#### **8. What information must a Trip Organizer Submit to a Principal when proposing a DOE School Trip?**

First, the trip organizer must describe in detail the purpose of the trip, which must be educational in nature, and the reason for the trip (i.e., is it a celebratory trip, or is it a trip that is sponsored by a club or group within the school) in a document to the principal. The trip organizer must project how many students he or she anticipates will participate in the trip and the number of chaperones who will attend the trip. Principals must determine whether the trip as proposed meets the guidelines for a DOE sponsored school trip (i.e., will the trip include the correct number of chaperones to students and is the trip educational?).

Principals should check to see whether the trip will be organized by an outside entity and whether that entity is reputable.

Principals should determine whether the trip will be cost prohibitive and therefore will not involve a large number of students.

If after reviewing all the information, the principal determines that the trip should be approved, then the trip organizer should submit a Trip Plan in accordance with Chancellor's Regulation A-670. See Attachment 1 to Chancellor's Regulation A-670.

That information should be reviewed by the Principal to determine whether there will be adequate supervision on the trip and whether proper transportation will be used to and from the trip. The trip organizer and Principal must also ensure that all parents sign the parent consent form as attached to Chancellor's Regulation A-670. Furthermore, the trip organizer and Principal must ensure that all students sign the student declaration form as attached to the regulation. <sup>5</sup>

#### **9. What information must a Trip Organizer Submit to the Principal and Superintendent when proposing an International Trip?**

There are two steps that trip organizers must be aware of when proposing an international trip.

##### **I. Approval from Principal**

a. Similar to domestic trips, international trip organizers must describe in detail the purpose of the international trip, which must be educational in nature, and the reason for the trip (i.e., is it a celebratory trip, or is it a trip that is sponsored by a club or group within the school). Trip organizers must project how many students they anticipate will participate in the trip.

b. Principals must determine whether the trip as proposed meets the guidelines for a DOE sponsored school trip.

Principals should check to see whether the trip will be organized by an outside entity and whether that entity is reputable.

Principals should determine whether the trip will be cost prohibitive and therefore will not involve a large number of students.

c. Principals should check to see whether there are any travel advisories in place regarding the destination country.

- d. If, after reviewing all the information, the principal determines the international trip should take place, the principal must submit the proposal to the Superintendent for approval well in advance of the trip.
- e. Trip organizers may not move ahead with planning the trip until the trip receives final approval from the Superintendent. Therefore, no tickets may be purchased at this point, nor may the school enter into a contract with any outside entity for the purpose of going on this trip until the Superintendent's approval is received.

## II. First Round Approval from the Superintendent

- a. Principals must submit a detailed trip itinerary to the Superintendent, along with a statement explaining the educational purpose of the trip, the number of students who are likely to participate in the trip, and the cost of the trip and any fundraising ideas associated with the trip.
- b. Superintendents should review the proposal to determine whether the international trip meets the guidelines of Chancellor's Regulation A-670. Among the questions that should be asked when considering the proposal:
  - i. Why are students traveling to the destination country? Is it educational or celebratory in nature?
  - ii. Is the trip cost-prohibitive and therefore will only a small number of students participate in the trip?
  - iii. Will the students fundraise in order to participate in the trip?
  - iv. How many students are likely to attend the trip?
  - v. Who will be organizing the trip? Outside entity? Is it reputable?
- c. The Senior Field Counsel is available to consult with the Superintendent about the proposal. 6

## III. Second Round Approval from the Superintendent

- a. Once a school receives first round approval from the Superintendent, the school may begin to plan the international trip and distribute information regarding the trip to students.
  - b. The trip organizer should complete the Trip Plan which is attached to Chancellor's Regulation A-670. Principals should review the Trip Plan to ensure it is complete and that the trip meets the regulation's guidelines. c. Principals must check the following information:
    - i. Check to see whether an appropriate number of students are anticipated to participate in the trip. If not, the trip should be cancelled.
    - ii. Check to see whether there are an appropriate number of chaperones. Refer to section above on chaperones to determine whether the criteria have been met. If there are not enough chaperones, immediate steps must be taken to find additional chaperones.<sup>2</sup>  
The principal must ensure that at least one of the staff members accompanying the students on an international trip carries a phone with international service.
    - iii. Check all passports for students attending the trip to ensure that students' passport do not expire before the trip or during the trip. Check whether students need visas to enter the country, including whether non-US citizen students need visas. If a student does not have the appropriate visa, the student cannot participate.<sup>3</sup>
    - iv. Check for trip advisories on the U.S. State Department's website and Center for Disease Control's website prior to submitting a proposal. If there is an advisory and you choose to go forward with the proposal, please advise parents that there is an advisory in place. Parents must sign a consent form agreeing to allow their child to participate in the trip despite the travel advisory.
    - v. Check if any immunizations are required in the country where students will be traveling. If immunizations are required, students must sign a consent form indicating that they have received the required immunizations. Senior Field Counsel will help with revising the consent form.
  - d. The following information must be submitted to the Superintendent:
    - i. Information about each student participating in the trip and signed permission forms.
    - ii. Trip itinerary including all transportation detail.
- 2 As explained in Question 16, waivers will only be granted in exigent circumstances.

- 3 Some countries have more stringent rules that require that a passport not expire within 3 months of the time of travel. Check each country's website for further information.
- 7 iii. An explanation of who each chaperone is. (i.e. a teacher, parent, staff).
- iv. Copy of each travelers' passport and any necessary visas.
- v. Insurance information including health insurance for each participant per Chancellor's Regulation A-670 (this must be international insurance valid in the countries students are visiting).
- vi. International phone numbers of chaperones (in case of emergency).
- vii. Emergency contact sheet for all students and chaperones.
- viii. Letter to parents indicating whether or not travel advisories are in effect. If an advisory is in effect, each parent must sign the letter sent by the principal indicating they are aware of the advisory and that they are permitting their child to travel despite the advisory warning. Each student's signed letter must be included in the binder submitted.
- ix. Signed declarations from all adult chaperones indicating that they have read and are familiar with A-670 and that they will follow all school rules and Chancellor's Regulations while on the trip including no alcohol consumption; this includes parent participants.
- x. Letters to families explaining the purpose of the trip as well as information from parent meetings including sign in sheets, agendas, and other materials/information distributed to parents.
- xi. Signed consent forms per regulation.

#### **10. What steps must be taken when School Requests Approval for an International Homestay?**

Although Chancellor's Regulation A-670 does not specifically include reference to homestay programs, more and more schools are participating in homestay programs. A superintendent may permit a homestay program, but the principal of the school participating in the homestay must advise parents that given the nature of a homestay program, supervision of the students will be limited. Principals/Superintendents should speak to their Senior Field Counsel about the homestay because the permission slips for such a trip must be adjusted to reflect the trip and homestay. As described above, homestay programs require the same number of chaperones as other DOE school trips. All chaperones must stay in the same city as the students who are participating in the homestay and chaperones should not travel outside of the local city or town where the students are located for the homestay, unless it is a group trip with all students involved. Chaperones must be present and available for all students who participate in the homestay program. The principal must ensure that at least one of staff members accompanying students on an international trip carries a phone with international service. That staff member should distribute contact information to students prior to leaving for the homestay so that students will be able to easily contact him or her should there be a problem. Principals should advise chaperones on a homestay trip to check in frequently with all students.

Each principal must send the superintendent a detailed letter about how the relationship with the host school has been established, as well as how the host families have been vetted. The information submitted to the Superintendent must also include a list of host families, contact information for each host family, and names of students staying with the host family. The school should also submit all of the information that is described above in the international school trips section.

#### **11. What if a School Trip involves more than One School?**

Schools may organize a trip that involves more than one school and may combine chaperones from both schools to meet the ratios of appropriate chaperones to students per Chancellor's Regulation A-670, but in such cases parents must be notified and there must be adequate supervision provided at all times.

#### **12. What types of Activities are permitted on School Trips?**

If a school trip involves activities that require protective gear, students must wear it. For example, students who go horseback riding, skiing, biking, or kayaking must wear helmets. Students who participate in water activities must wear a life jacket. Where a trip involves activities with inherent risks (e.g., swimming, horseback riding, skiing, ice skating, use of physical fitness equipment) the principal/designee must ensure that there is appropriate adult supervision while the student engages in the activity. Consent forms must identify activities with inherent risks (e.g., swimming, horseback riding, ice skating, use of physical fitness equipment) that students will engage in on the trip and must contain specific requests for parent permission to engage in those activities. If medical pre-clearance is required for a student to take part in the trip and/or participate in certain activities, it must be obtained in advance of the trip.

#### **13. What if a School Trip Involves Swimming?**

Prior to approving a trip in which swimming will be involved, the principal/designee must ensure that a lifeguard will be on duty at all times students are permitted to swim. No swimming may be permitted unless there is a lifeguard on duty.

#### Additional Requirements for Swimming and Water Based Activities

a. Ratio of Staff to Students for Swimming and Water Based Activities If students will be swimming or will participate in water-based activities (e.g. rowing, kayaking) the following ratios must be used:

1. For elementary and middle school students, at least two (2) staff members and two (2) adults are required for up to thirty (30) students.
  2. For high school students, at least two (2) staff members and two (2) adults are required for up to thirty (30) students.
  3. With respect to the staff member(s) noted above, one must be a teacher or supervisor. The other staff member may be a member of the instructional staff (e.g., teacher, dean, guidance counselor, social worker) or a paraprofessional or school aide.
  4. The other two (2) adults noted above may be parent volunteers or members of the instructional staff (e.g., teacher, dean, guidance counselor, social worker) or paraprofessionals or school aides.
  5. At the elementary level, for each additional ten (10) students, two adults are required. At the middle and high school levels, for each additional fifteen (15) students, two additional adults are required.
- b. Students may only be permitted to swim when a lifeguard is on duty. The lifeguard must be on duty the entire time that students are swimming.
- c. Students who participate in water-based activities other than swimming such as kayaking, tubing or rowing must wear a lifejacket at all times.
- d. For international trips, the principal/designee must ensure that there is adult supervision appropriate to the activities in which the students engage.

#### **14. What types of transportation may a School use?**

Schools may use any of the following means of transportation:

1. Public transit systems (e.g., subways, buses);
  2. Registered commercial airlines;
  3. Intercity buses or transit systems (e.g., Amtrak, Greyhound); and/or 4. Private authorized buses, including school buses, as set forth below:
- a. Any vehicle utilized to transport students must comply with all federal, state, city, and Department of Education rules and regulations for the transport of students. This shall include, but is not limited to, standards established for vehicles, drivers, insurance, and companies. The Office of Pupil Transportation must be contacted to obtain a list of companies which provide service in compliance with these standards.
- b. To request a bus for a school trip from the Office of Pupil Transportation, please contact the Field Trip Unit at 718-7843313. This unit sends information to all schools prior to the start of each school year about the procedures for obtaining buses for trips. Please refer to these procedures when requesting bus service from the Office of Pupil Transportation.
- c. Students may not be transported to or from the trip site on an unauthorized or private vehicle.

#### **15. When are yellow school buses mandated for DOE school Trips?**

The use of yellow school buses is absolutely mandated only when a particular leg of the trip begins and/or ends within New York City. If a particular leg of a school trip begins and/or ends in a remote location, then a yellow school bus is preferred, but not mandatory, especially if a yellow school bus is not readily available or would add substantially and unnecessarily to the cost of the trip.

For instance, if a school organizes a trip that involves flying to another city and the trip will include lodging at a national chain hotel that provides courtesy van/bus service to and from airports as part of the room rate package, then it is acceptable to use the courtesy van/bus for 10 pupil transportation from the airport. But, the school must obtain information about the qualifications and licensing requirements that the hotel has for its drivers (and must ask to see the vehicle operator's driver's license when reaching the vehicle) and the automobile liability insurance that the hotel maintains for its vehicles. If the information provided is unacceptable, the school must arrange for a local school bus company in the region of the airport to

provide transportation to and from the hotel and to other destinations. Schools should use yellow school buses to travel to and from NYC airports.

**16. When will the DOE issue a Waiver in regard to Chancellor's Regulation A-670 All schools must follow protocol in Chancellor's Regulation A-670 when organizing a trip. Waivers will be issued only if there are extenuating circumstances.**

**17. Who to Contact When You Have Questions?**

Questions about domestic trips should be directed to the Network. It is recommended that schools submit their trip plans to their Network for review when trips involve air travel, hotel stays or higher risk activities such as swimming, zip lining etc. Questions about international trips should be directed to the Superintendent and require advance approval from the Superintendent.

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### **Field Trip Coordinator**

Teachers will serve as the Field Trip Coordinators for P.S. 106 Lighthouse Elementary School. The Field Trip Coordinator will need to complete the following checklist when arranging for field trips.

#### **Field Trip Checklist:**

1. Submit a count of students who are attending/not attending as well as the chaperones (1-10 ratio)
2. Name the staff member remaining with the students who are not attending the trip.
3. Organize for lunches, nursing.
4. Complete a lead teacher slip with contact information/cell number for the lead person responsible on the trip.
5. Meet and update with Administration three (3) days ahead of the trips.

## **PHOTOGRAPH POLICY**

For the protection of our staff, and to prevent misunderstandings, which could lead to legal liability, staff members may not photograph children for any other purpose than for an organized school activity. Please note that each parent must sign a consent form to have their child photographed or videotaped.

## **SCHOOL YARD**

During warm weather, many teachers desire to take their classes to the yard and play. It is expected that quality instruction take place during school hours. No class may be taken to the yard for any reason without the approval of administration. If your use of the yard is needed to substantiate a lesson that will be given, lesson plans should be available to support your aim.

## **BLOODBORNE PATHOGENS**

NYS Occupational Safety and Health Administration (OSHA) mandated training TBA.

## **ACTIVITIES CONDUCTED WITH STUDENTS BEFORE AND AFTER SCHOOL**

- All activities involving students from PS 106Q conducted outside of the regularly 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 give Ms. Chasi and Ms. Singleton a current list of students participating in regularly scheduled activities such as after school programs or regular after school 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.
- Any school related activity scheduled for the weekend that involves students and a staff member must have the prior approval of the principal.

## **COMPREHENSIVE POLICY ON ALCOHOL AND OTHER SUBSTANCES**

Employees are prohibited from manufacturing, distributing, dispensing, possessing or using a controlled substance in the workplace or from using alcohol on school premises or as part of school activities. Employees are advised that they must comply with the requirements of this policy.

## **CONFLICT OF INTEREST IN PRIVATE PRACTICES (*see Chancellor's Regulations – email attachment*)**

## **BEVERAGES**

- Do not carry beverages (cold or hot) or thermos bottles in the halls or classrooms.
- Keep foodstuffs/beverages in designated areas i.e. cafeteria.
- Please advise the Principal if you have any health concerns which interfere with your ability to adhere to this policy.

## **MEDIA**

Notify the office immediately if a media representative is on school premises. Procedures are to be followed at all times, no exceptions. No one should communicate with the media representative without approval. Media events/activities require the Principal/Superintendent approval.

**RELEASED TIME (students)** Chancellor's Regulation A-830, Religious Instruction.

**RELEASED TIME (staff)** see Ms. Chasi with appropriate documentation to be submitted for Principal approval

**REFERRAL FOR PREGNANT STUDENTS** Chancellor's Regulation A-740, Guidance Counselor

## **SMOKING**

There is no smoking in or on school grounds according to Public Health Law 1399. Please remember to not litter the neighborhood with cigarette butts. Please smoke around the corner and not in front of houses across the street from school.

## **APPROVAL OF WRITTEN NOTICES**

All letters, notices, memos, calendars etc. to parent(s) and the school community must be approved in writing by the Principal

## **ARREST OF EMPLOYEES**

Chancellor's Regulation C-105. It is the responsibility of the staff member to inform the Principal in writing. *Attachment*

## **PARENT/COMMUNITY OUTREACH**

Develop parent, guardian and/or caregiver involvement programs that assure an equal voice in the educational process for all constituents and results in meaningful parent, guardian and/or caregiver involvement.

**Parental involvement is the key to success. Encourage parents to work with their children by:**

- Assisting their child with homework.
- Serving as a school volunteer
- Taking an active part in school governance processes. Model of discipline and work ethic

- Informing parents of the child's good qualities and achievements. Send positive letters home. Make a positive phone call FIRST before making a negative phone call.

## **CHILDREN FIRST NYCDOE REFORM PARENT COORDINATOR**

The Parent Coordinator is part of the administrative team working under the supervision of the Principal. The PC will engage with and involve parents in the school community by working with the principal, school leadership team, parent associations, community groups, parent advisory councils and teachers.

## **COMMUNITY EDUCATION COUNCIL**

Meetings/Information posted on Main Entrance Bulletin Board

## **PARENT ASSOCIATION**

Daytime/evening meetings. Schedule TBD. Please become involved!

## **SCHOOL LEADERSHIP TEAM**

School Leadership Team (SLT) meetings will occur monthly on Tuesdays. Agendas and Minutes will be posted in the Main Office. Please email Ms. Johnson or the chapter leader if you have an item for the agenda.

**Core Members:** Althea Johnson, Principal; Jennifer Woerter, UFT Chapter Leader; and Kecia Duncan PA Presidents.

### **Staff Members:**

Delmi Velasquez  
Shannen Jackson  
Abigail Chatterpaul  
Leticia Thompson

### **Parent Members:**

Kecia Duncan  
Treveoni Rhudd  
Shaun Thompson

## **LAW REFRESHER**

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 main office or a supervisor by issuance of the "pass" system or via telephone.
2. No child may be sent home without authorization. A parent, relative or legal guardian must be listed on the blue emergency card in order to sign out a child.
3. No child should be kept beyond dismissal time.
4. Personal information regarding a child (address, phone number, home conditions etc.) is not to be given to any person other than an authorized staff member.
5. Official pupil records and documents should never be removed from the school premises.

6. Physical and psychological punishment of children is not allowed. Please see Chancellor's Regulations A-420 and A-421.
7. The teacher must become familiar with a pupil's physical disabilities where they exist (see health card).
8. No drugs or medication may be administered by a teacher. The school nurse is responsible for administration of medication.
9. Suspected cases of child abuse must be reported to administration immediately.
10. Cases involving student to student or staff member to student sexual harassment/abuse is to be reported to administration immediately.
11. Pupil or teacher injuries and untoward incidents (fire, theft etc.) must be reported to administration immediately.
12. Unsafe physical conditions (broken desks, protruding panels etc.) must be reported to the principal using the Custodial Request Google form.
13. No unregistered child may spend the day in your room without specific written direction from the principal.
14. No child is to be denied lunch as a disciplinary measure.
15. Personal property of pupils may not be taken without providing parents an opportunity to retrieve the item. If the item is valuable, please give it to the principal to be locked up. Do not destroy or throw in the garbage an object belonging to a child.

## **CHANCELLOR'S REGULATIONS**

Please be aware that each of you is responsible for adhering to the Chancellor's Regulations at all times. You will receive via email electronic copies of the Chancellor's Regulations.

Electronic copies of the Chancellor's Regulations can also be found at <https://www.schools.nyc.gov/about-us/policies/chancellors-regulations>

### **Chancellor's Regulations:**

- A125 Non-Resident Enrollment
- A240 Reasons for Discharging Students
- A412 Security in the Schools (Exemption to Cell Phone Ban)
- A415 Emergency Notification System
- A420 Corporal Punishment
- A421 Verbal Abuse
- A443 Student Discipline Procedures
- A449 Safety transfers
- A450 Involuntary Transfer Procedures
- A601 Activities, Clubs and Organization Regulation (Religious Issues)
- A610 Fundraising Activities and Collection of Money from Students
- A650 Flea Markets
- A665 School Uniforms
- A750 Child Abuse
- A755 Suicide Prevention
- A820 Confidentiality and Release of Student Records

- A830 Filing Complaints of Unlawful Discrimination/Harassment
  - A831 Peer Sexual Harassment
  - A832 Student to Student Peer Based Harassment Intimidation and/or Bullying
  - C105 Background Investigation of Pedagogues and Administrators
  - C110 Conflicts of Interest
  - C601 Absent Employees
  - C604 Time Keeping
  - C770 Assignment of Suspended Employees
  - D130 Political Activities in School Buildings
  - D180 Extended Use of School Building (UFT Wine and Cheese; Religious use of a School Building)
-



## Lighthouse Elementary School PS 106

### *Affirmation*

*I will act in such a way  
That I will be proud of myself  
And others will be proud of me too  
I came to school to learn  
And I will learn  
I will have a good day  
I must believe to achieve*

*Our Motto is: Respect, Courtesy, and  
cooperation to all!*

# Lighthouse Elementary School

## PS 106

180 Beach 35<sup>th</sup> Street  
Far Rockaway, NY 11691  
Phone (718) 327-5828 / Fax (718) 327-5956

*Lighting the way and making success an everyday occurrence for all our students!*

**Althea Johnson, Principal**

**Althea Balsdon, Assistant Principal**

---

### AIS Intervention Request Form / MTSS Tiers 2 and 3

Student \_\_\_\_\_

Teacher \_\_\_\_\_

Class \_\_\_\_\_

Has the student participated in small group instruction/WIN period for at least 6 weeks?

\_\_\_\_\_

Have you filled out the Learning Support Team (LST) Referral Form? \_\_\_\_\_

Reason for AIS request

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Please attach a copy of the student's most recent diagnostic assessments to this form. Please put the completed form in Ms. Balsdon's mailbox and maintain a photocopy for your records.  
Thank you!

# Lighthouse Elementary School

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**Althea Balsdon, Assistant Principal**

---

## PPT Referral Form

**Student's Name:** \_\_\_\_\_

**Student's Date of Birth** \_\_\_\_\_

**Gender:** M    F

**Class:** \* \_\_\_\_\_

**Parent/Guardian's Name:** \_\_\_\_\_

**Parent/Guardian's Phone Number:** \_\_\_\_\_

**Today's Date:** \_\_/\_\_/\_\_

**Home Language:** \_\_\_\_\_

**Ethnicity: (circle all that apply)**

- Caucasian
- African American
- Hispanic
- Asian
- Pacific Islander
- Native American
- Other

**Economic Status \*Does the child receive free lunch?**

- Free
- Reduced
- Full price

**Days Absent:** \_\_\_\_\_

**Does the child receive ENL services?**

- Yes
- No

**Has the student ever been held over? \***

- Yes, once
- Yes, more than once
- No

**Have the parent(s)/guardian(s) been contacted? \***

- Yes
- No

**If yes, when?** \_\_\_\_\_

**Has the parent requested an evaluation or expressed concerns about the student?**

- Yes
- No

**If yes, explain.**

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**Prior PPT referral? \***

- Yes
- No

**If yes, when?** \_\_\_\_\_

**What are the student's interests?**

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**What are the student's strengths?**

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**Has the student demonstrated any behavioral concerns? (i.e crying, withdrawn, poor anger control, impulsive, disruptive, etc.)**

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**PRIMARY reason for PPT referral:** \*Please check primary concerns. You will have the opportunity to explain your concerns in the next step of the form. (Circle all that apply.)

- Reading
- Writing
- Mathematics
- Attendance/lateness
- Family related issues
- Physical Health
- Behavior/Social Skills
- Communication (speech)

**Describe the student's present performance in each academic area that was circled.**

**Reading**

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**Indicate the student's current reading level** (circle one)

- 4-Exceeding Grade Level Standards
- 3-Meeting Grade Level Standards
- 2-Developing Grade Level Standards
- 1-Below Grade Level Standards

**If reading is a concern what do you think is the primary difficulty holding the student from moving to the next reading level?**

- Decoding/Word Work
- High Frequency Words
- Fluency
- Literal Comprehension
- Inferential Comprehension

**Writing**

---

**Math**

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**Indicate the student's current math level** (circle one)

- 4-Exceeding Grade Level Standards
- 3-Meeting Grade Level Standards
- 2-Developing Grade Level Standards

1-Below Grade Level Standards

**If the student's primary difficulty is in math, please select the issue:**

- Computing/Operations
- Concepts
- Word Problems

**If not academic related, describe the concern in each of the other areas.\***

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**If the concern is behavioral, what possible triggers do you notice in the classroom?**

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**What interventions has the student received to address this concern?**

**What is the duration of the interventions received?**

**What was the impact of each intervention?**

**Be specific.**

**Classroom interventions that you have tried:**

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**Other services that students are receiving: At-Risk Counseling, Speech, AIS Intervention\***

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**Please add any additional information that you feel would be useful to the PPT Team to know about the student.**

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**Please provide the following documents with this referral.**

- **HMH-IntoReading Module Assessments**
- **iReady Classroom Math Unit Assessments**
- **Acadience report (K - 2)**
- **IReady report ELA (3 - 5)**
- **iReady report Math (K - 5)**
- **Documents to support interventions tried and outcomes**

## AUTHORIZATION TO COLLECT GENERAL SCHOOL FUNDS

SCHOOL \_\_\_\_\_ DISTRICT \_\_\_\_\_

NAME OF ACTIVITY \_\_\_\_\_

I have designated \_\_\_\_\_ to take charge and have the responsibility for the above named activity and to collect from the students all monies related to this activity in accordance with the following schedule: (Exception: The following schedule is **not** needed if the activity is a G.O. Store engaged in the sale of general merchandise).

### A. CALCULATION OF ANTICIPATED GROSS INCOME:

| Item/Description | Unit Selling Price | Anticipated Sales |
|------------------|--------------------|-------------------|
| @<br>\$          | = \$               |                   |
| @<br>\$          | = \$               |                   |
| @<br>\$          | = \$               |                   |
| @<br>\$          | = \$               |                   |
| @<br>\$          | = \$               |                   |
| @<br>\$          | = \$               |                   |
| @<br>\$          | = \$               |                   |

### B. ANTICIPATED GROSS SALES:

The person designated will perform the following:

- ♦ Turn over this form and all money collected to the school treasurer for deposit. No deduction for expenses should be made from this amount.
- ♦ Keep all necessary records.
- ♦ Render a full accounting of funds to the school treasurer at the end of the specific activity or at the end of the term/period, whichever is applicable.
- ♦ Compare the Anticipated Gross Sales and Raised amounts. An explanation should be provided if the discrepancy is greater than zero.

I accept the terms and conditions as outlined above.

\_\_\_\_\_  
SIGNATURE OF DESIGNEE/ADVISOR DATE

Approved by:

\_\_\_\_\_  
PRINCIPAL DATE

Revised: September 2024

***“RESPECT, COURTESY, AND COOPERATION TO ALL!”***

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## 2026 – 2027 Bell Schedule: Monday – Friday

| Period                   | Time                                                                                                                                                    | Duration/minutes<br>50-minute blocks with 2 minutes<br>transitions built-in |
|--------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------|
| Morning<br>Transition    | 8:00am - 8:05am                                                                                                                                         | 5                                                                           |
| 1                        | 8:05am – 8:55am                                                                                                                                         | 50                                                                          |
| 2                        | 8:57am – 9:47am                                                                                                                                         | 50                                                                          |
| 3                        | 9:49am – 10:42am                                                                                                                                        | 53                                                                          |
| 4                        | 10:44am – 11:34am                                                                                                                                       | 50                                                                          |
| 5                        | 11:36am – 12:26pm<br>( <u>Yard/Aud. First</u> ): 1-101, K/1/2-102, 3-301,<br>5 - 501, 5-502<br>( <u>Cafeteria First</u> ): K-011, 2-201, 4-401, 3/4-302 | 50                                                                          |
| Lunch<br>Transition      | 12:26 - 12:29                                                                                                                                           | 3                                                                           |
| 6                        | 12:30pm – 1:20pm                                                                                                                                        | 50                                                                          |
| 7                        | 1:22pm – 2:12pm                                                                                                                                         | 50                                                                          |
| Dismissal<br>Preparation | 2:12 - 2:17pm                                                                                                                                           | 5                                                                           |
| DISMISSAL                | 2:20 pm                                                                                                                                                 | Schoolyard                                                                  |

# Lighthouse Elementary School

## Hallway Bulletin Board Schedule – 2026-27

### SOME REMINDERS FOR STANDARDS BASED WORK

- Boards should contain authentic student work in literacy and/or extended math performance tasks. *No worksheets.*
- Please adhere to the schedule below. All student work should be **current and dated** with authentic teacher comments annotated.
- Be sure to include the class number, NGL Standards, the task, and a rubric on the display, showing our clear expectations for student work. Thank you for highlighting your rigorous work with the children, which, in turn, has students producing high quality materials for display.
- **Bulletin Boards should be updated by the first Friday of each month.**

| <u>Bulletin Board #</u>      | <u>Location</u>                                    | <u>Assignment</u>                  |
|------------------------------|----------------------------------------------------|------------------------------------|
| <b>1st Floor</b>             |                                                    |                                    |
| <u>Exit 1 - Lobby</u>        | <u>Main entrance Vestibule (next to staircase)</u> | <u>School Information</u>          |
| <u>Main Entrance</u>         | <u>OPP Security desk</u>                           | <u>Welcome Board</u>               |
| <u>B1 Cafeteria</u>          | <u>Cafeteria</u>                                   | <u>Guidance/ Character Ed.</u>     |
| <u>B2 EXIT 3 LOBBY BOARD</u> | <u>ADJ/OPP 1 big</u>                               | <u>Parent Engagement Board</u>     |
| <u>B3 EXIT 3 LOBBY BOARD</u> | <u>ADJ/OP 1 big</u>                                | <u>CR-SE Literacy</u>              |
| <u>B4 - Exit 3 LOBBY</u>     | <u>OPP BOYS BATHROOM</u>                           | <u>PE/Health and Wellness Tips</u> |
| <b>2nd Floor</b>             | <u>Location</u>                                    | <u>Assignment</u>                  |
| <u>B8 small</u>              | <u>ADJ 222</u>                                     | <u>K - 2 Attendance</u>            |
| <u>B9 big</u>                | <u>ADJ 222</u>                                     | <u>Pre-K</u>                       |
| <u>B10 big</u>               | <u>ADJ 219</u>                                     | <u>ENL</u>                         |
| <u>B11 small</u>             | <u>ADJ 219</u>                                     | <u>Speech</u>                      |
| <u>B13 big</u>               | <u>OPP 217</u>                                     | <u>220</u>                         |

|                                    |                        |                                                |
|------------------------------------|------------------------|------------------------------------------------|
| <b><u>B14 big</u></b>              | <b><u>ADJ 217</u></b>  | <b><u>217</u></b>                              |
| <b><u>B15 small</u></b>            | <b><u>ADJ 216</u></b>  | <b><u>Reading Rope</u></b>                     |
| <b><u>B16 big</u></b>              | <b><u>ADJ 214</u></b>  | <b><u>214</u></b>                              |
| <b><u>B17 big</u></b>              | <b><u>ADJ 215</u></b>  | <b><u>215</u></b>                              |
| <b><u>B18 big</u></b>              | <b><u>ADJ 211</u></b>  | <b><u>K-2 Science</u></b>                      |
| <b><u>B19 big</u></b>              | <b><u>ADJ 211</u></b>  | <b><u>K-2 Social Studies</u></b>               |
| <b><u>B20 big</u></b>              | <b><u>OPP 211</u></b>  | <b><u>216</u></b>                              |
| <b><u>B21 small</u></b>            | <b><u>OPP 211</u></b>  | <b><u>UFT</u></b>                              |
| <b><u>B22 small</u></b>            | <b><u>ADJ 211</u></b>  | <b><u>Staff Communication</u></b>              |
| <b><u>3<sup>rd</sup> Floor</u></b> | <b><u>Location</u></b> | <b><u>Assignment</u></b>                       |
| <b><u>B23 small</u></b>            | <b><u>OPP 311</u></b>  | <b><u>3 - 5 Attendance</u></b>                 |
| <b><u>B23A</u></b>                 | <b><u>ADJ 311</u></b>  | <b><u>Core Values</u></b>                      |
| <b><u>B23B</u></b>                 | <b><u>ADJ 311</u></b>  | <b><u>College Highlight</u></b>                |
| <b><u>B24 small</u></b>            | <b><u>ADJ 316</u></b>  | <b><u>Career Highlight</u></b>                 |
| <b><u>B25 big</u></b>              | <b><u>ADJ 315</u></b>  | <b><u>315</u></b>                              |
| <b><u>B26 big</u></b>              | <b><u>OPP 315</u></b>  | <b><u>3-5 Science</u></b>                      |
| <b><u>B26A big</u></b>             | <b><u>ADJ 318</u></b>  | <b><u>318</u></b>                              |
| <b><u>B27 big</u></b>              | <b><u>ADJ 317</u></b>  | <b><u>317</u></b>                              |
| <b><u>B27A big</u></b>             | <b><u>OPP 317</u></b>  | <b><u>3-5 Social Studies</u></b>               |
| <b><u>B28 big</u></b>              | <b><u>OPP 320</u></b>  | <b><u>Math - Neurodevelopmental Lenses</u></b> |
| <b><u>B29 big</u></b>              | <b><u>ADJ 320</u></b>  | <b><u>320</u></b>                              |
| <b><u>B30 small</u></b>            | <b><u>ADJ 319</u></b>  | <b><u>Mind Up</u></b>                          |
| <b><u>B31 big</u></b>              | <b><u>OPP 319</u></b>  | <b><u>SBST</u></b>                             |

## Behavior Tracker

Student: \_\_\_\_\_

Teacher/Paraprofessional \_\_\_\_\_

Date \_\_\_\_\_

| Date | Time | Activity: What activity was going on when the behavior occurred? | Antecedent: What happened before the behavior? | Behavior: What did the student say or do? | Outcome/Consequence |
|------|------|------------------------------------------------------------------|------------------------------------------------|-------------------------------------------|---------------------|
|      |      |                                                                  |                                                |                                           |                     |
|      |      |                                                                  |                                                |                                           |                     |
|      |      |                                                                  |                                                |                                           |                     |
|      |      |                                                                  |                                                |                                           |                     |

***“RESPECT, COURTESY, AND COOPERATION TO ALL!”***

# Behavior (ABC chart)

\_\_\_\_\_Independently      \_\_\_\_\_In Class      \_\_\_\_\_With Teacher Feedback

\_\_\_\_\_In a Group      \_\_\_\_\_As Homework      \_\_\_\_\_With Peer Feedback

STUDENT:

| <i>DATE / TIME</i> | <i>PERSON INVOLVED</i> | <i>LOCATION</i>                                                                                                                                                                                                          | <i>During what ACTIVITY (subject, individual, small or whole group)</i> | <i>Antecedent events What happened before?</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <i>BEHAVIOR</i>                                                                                                                                                                                                                                                              | <i>CONSEQUENCES What happened directly after?</i>                                                                                                                                                                                                                                                                                |
|--------------------|------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                    |                        | <input type="checkbox"/> Classroom<br><input type="checkbox"/> Hallway<br><input type="checkbox"/> Stairway<br><input type="checkbox"/> Cafeteria<br><input type="checkbox"/> Bathroom<br><input type="checkbox"/> OTHER |                                                                         | <input type="checkbox"/> Given direction or task<br><input type="checkbox"/> Asked to wait<br><input type="checkbox"/> Preferred activity interrupted<br><input type="checkbox"/> Desired activity denied<br><input type="checkbox"/> Teased by peers<br><input type="checkbox"/> Loud environment<br><input type="checkbox"/> Given correction<br><input type="checkbox"/> Transition – activity / location<br><input type="checkbox"/> Attention given to others<br><input type="checkbox"/> Nothing “out of the blue”<br><input type="checkbox"/> Attention given to child<br><input type="checkbox"/> OTHER | <input type="checkbox"/> Shout<br><input type="checkbox"/> Curse<br><input type="checkbox"/> Cry<br><input type="checkbox"/> Hit<br><input type="checkbox"/> Throw<br><input type="checkbox"/> Destroy<br><input type="checkbox"/> Ran Away<br><input type="checkbox"/> Bite | <input type="checkbox"/> Verbal redirection<br><input type="checkbox"/> Spoken to by staff<br><input type="checkbox"/> Given another task<br><input type="checkbox"/> Removed from situation<br><input type="checkbox"/> Ignored problem<br><input type="checkbox"/> Physical prompt<br><input type="checkbox"/> OTHER: describe |
| <b>NOTES:</b>      |                        |                                                                                                                                                                                                                          |                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                  |
| <i>DATE / TIME</i> | <i>PERSON INVOLVED</i> | <i>LOCATION</i>                                                                                                                                                                                                          | <i>During what ACTIVITY (subject, individual, small or whole group)</i> | <i>Antecedent Events What happened before?</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <i>BEHAVIOR</i>                                                                                                                                                                                                                                                              | <i>CONSEQUENCES What happened directly after?</i>                                                                                                                                                                                                                                                                                |

|        |  |                                                                                                                                                                                                                          |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                  |
|--------|--|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|        |  | <input type="checkbox"/> Classroom<br><input type="checkbox"/> Hallway<br><input type="checkbox"/> Stairway<br><input type="checkbox"/> Cafeteria<br><input type="checkbox"/> Bathroom<br><input type="checkbox"/> OTHER |  | <input type="checkbox"/> Given direction or task<br><input type="checkbox"/> Asked to wait<br><input type="checkbox"/> Preferred activity interrupted<br><input type="checkbox"/> Desired activity denied<br><input type="checkbox"/> Teased by peers<br><input type="checkbox"/> Loud environment<br><input type="checkbox"/> Given correction<br><input type="checkbox"/> Transition – activity / location<br><input type="checkbox"/> Attention given to others<br><input type="checkbox"/> Nothing “out of the blue”<br><input type="checkbox"/> Attention given to child<br><input type="checkbox"/> OTHER | <input type="checkbox"/> Shout<br><input type="checkbox"/> Curse<br><input type="checkbox"/> Cry<br><input type="checkbox"/> Hit<br><input type="checkbox"/> Throw<br><input type="checkbox"/> Destroy<br><input type="checkbox"/> Ran Away<br><input type="checkbox"/> Bite | <input type="checkbox"/> Verbal redirection<br><input type="checkbox"/> Spoken to by staff<br><input type="checkbox"/> Given another task<br><input type="checkbox"/> Removed from situation<br><input type="checkbox"/> Ignored problem<br><input type="checkbox"/> Physical prompt<br><input type="checkbox"/> OTHER: describe |
| NOTES: |  |                                                                                                                                                                                                                          |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                  |

# Lighthouse Elementary School

## PS 106



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### CLASSROOM ENVIRONMENT BEST PRACTICES CHECKLIST

#### Environment:

- My classroom is child-friendly and motivating for children to learn
- Upon entering the room, it is apparent what curricular topics are being emphasized and/or studied. This will be evident on the displayed “Units of Study” bulletin posted outside my classroom, as well as aligned to the authentic charts hanging in the classroom.
- My classroom is clutter-free.
- Coat closets are closed and contain all children’s clothes, making the classroom accessible, safe and easy to walk around.
- Well organized, library sorted by genre, theme, author and/or subject.
- Class Library Book Shopping and Book Checkout System in place and displayed. (Exemplar attached).
- The meeting area provides enough space for all students.
- Signs, charts, posters, student name cards, bulletin boards are neat, clean and current.
  1. All bulletin boards should contain authentic student work - no worksheets, all student work should be **current and dated** with authentic teacher comments annotated with “glows and grows” that provide specific areas of strength and next steps. All bulletin boards must display the rubric that was used to display

student work, and a completed PS 106 Task Card (attached) which includes the class number, Next Generation Learning Standards, and the task, showing our clear expectations for student work.

- Current student goals that are specific, time-based, and measurable, which keep the students aware of next steps should be posted and/or accessible to the student. Students must be aware of the goals they are currently working towards in each subject area.
- Chalkboards and whiteboards are clean and neat. Configuration must be current to include: Motivation/Do Now, Learning Objective, Homework, and Common Core Learning Standard: Never elicit LO from students. Explain it directly. This conveys clear expectations.
- A clothesline for displaying/hanging authentic and current classroom charts displaying the specific strategies that you want your students to refer back to. Classroom charts are a powerful reference for our students.
- ALL CHAIRS ARE TO BE DOWN FROM DESKS – safety issue
- Books, materials, audio-visual equipment, and software: Inventory records must be kept.
- Teachers are to hold children responsible for books, curriculum workbooks/textbooks. Assign each child a book by number. Record that number next to the child's name in your marking book.
- Each child must have his name and class in each textbook or workbook.
- The Writing Center is labeled, uncluttered and has appropriate (and enough) tools and genre/Unit appropriate paper/notebooks/writing materials for my grade.
- Official PS 106 Laminated Room Pass –to be distributed
- Flow of the day on the right side of the board
- Fire Drill chart –to be distributed if you do not have one
- General Response Protocol (GRP) **red folder** (contains updated class list, map to offsite shelter, GRP cards (red, green, need help)
- Program Cards filled in with master class schedule and displayed in a sheet protector on the left side of classroom door (above "Current Units of Study". - attached Oak-tag program card duplicates are to be filled out and submitted to administration prior to September 8, 2014. If any long-term changes to the submitted/displayed schedule should occur, program cards are to be updated by the teacher and submitted to administration.
- Math manipulatives are organized, labeled and easily accessible.
- Students are aware of routines and are in evident practice of these routines.

#### Displays:

- Posted Class Expectations are written within a positive framework (ex. Students will keep hands and feet to themselves...as opposed to "Students will not hit"

- Displayed student work is current and reflects the “Units of Study” in all content areas.
- Authentic, teacher-made charts that reflect the current units of study should be visible for students to refer to. No commercial charts.
- Daily Flow of the Day is clearly visible and has teaching points and timeframes. (Self-contained and ICT classrooms should include visuals on their flow of the day to support students with transition.)
- Labeled focus walls in the content areas
- Curricular area materials and reference charts are placed within the same area.
- Alphabet chart should be posted, but not limited to grades K-2.
- The Math number line is complete and neatly displayed.
- The Word/Vocabulary Walls in all content areas are current, easy to read and contain visuals.
- Hallway bulletin boards must include the class number, Next Generation Learning Standards (CCLS), the date, the task and a rubric with language that aligns to the CCLS on the display, showing our clear expectations for student work.
- Affirmation statement posted- attachment
- Curriculum overview/ “Current Units of Study” updated monthly inside a sheet protector, on left side of wall outside classroom door to be typed. Sheet protectors have been provided. – attachment
- Student-friendly Next Generation Learning Standards for ELA and math

#### Administrative Items:

- Daily Lesson Plans are available for review and reflect the current date.
- Active collection of evidence of student learning and conference notes - can be paper or electronic.
- The class-specific Program Card is displayed to the left of the door.
- The class Sign-Out Book is easily accessible and is an active collection of children’s entries for leaving and re-entering the room.
- Service providers must log each student interaction on the Service Provider Logs.
- Laminated PS106 Class passes are located by the door.
- The Fire Drill Exit sign is posted by the door.
- The Red Emergency Folder is available behind the classroom door and ready to go during all safety drills. (Each should contain Emergency Preparedness protocols (Shelter-In, Evacuation, Soft/Hard Lockdowns), an updated class list with telephone numbers, Fire Drill/Emergency Evacuation- Egress Plan)
- All staff is required to prepare a Substitute Teacher folder containing lesson plans for a full day of instruction should an absence occur. In addition, information regarding class routines, a list of how each student gets home (ex. walker, bus), student phone numbers, a list of students with IEPs and where their IEPs are located.
- Student Blue Emergency Cards are completed and regularly updated.

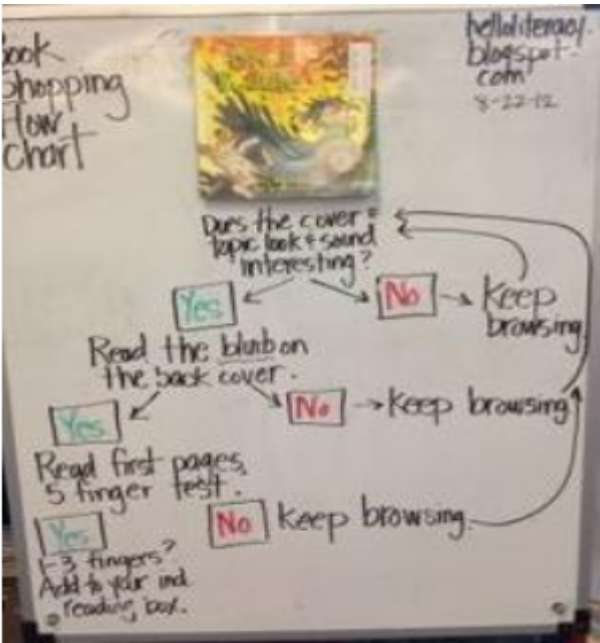
- Student Portfolios contain records of individual student progress (individual running records and summary sheet, Published Writing Pieces, Math Unit Assessments, Reading Logs).
- Money is not left in the classroom during the day or overnight. All student money that is collected is given to Ms. Chasi, secretary, by the teacher or another responsible adult (never students) in an envelope labeled with the class number and the reason for the collection.
- No medication (prescription or over-the-counter) is left on or near the teacher's desk or in any open or unlocked area within the classroom.
- Instruction begins no later than 8:10 am and ends no earlier than 2:15pm.
- Hazardous cleaning materials and chemicals are not permitted.

*Sample Comment Post-it notes on displayed student work*

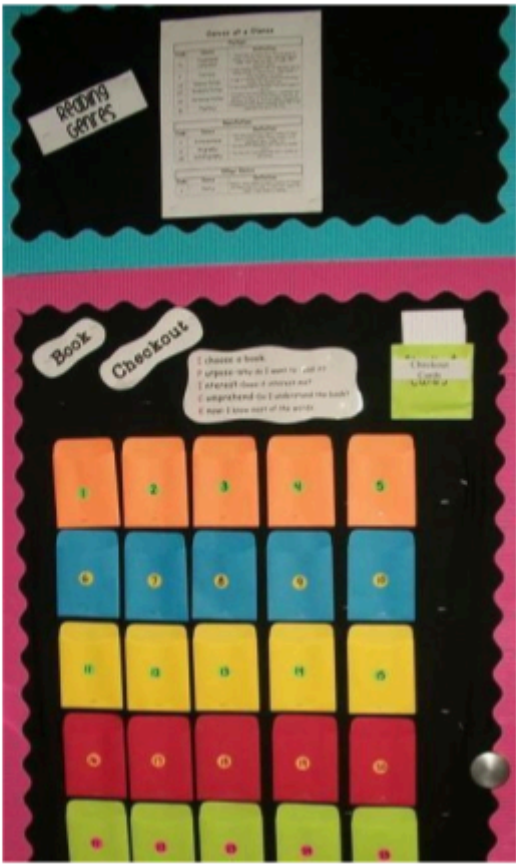
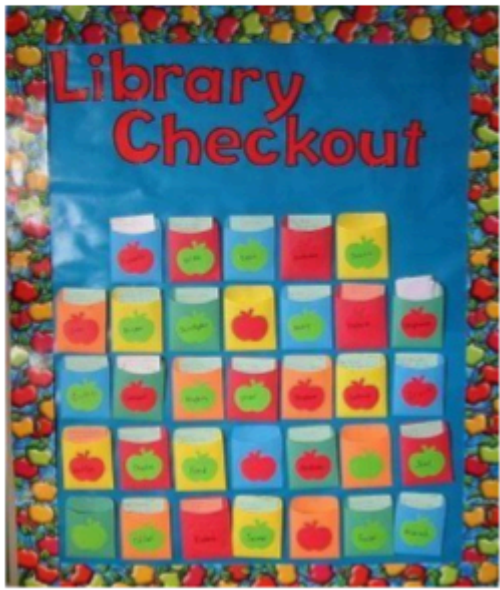
|              |                    |
|--------------|--------------------|
| <b>Glows</b> | <b>Grows</b>       |
|              | <i>Next Steps:</i> |
|              |                    |

# Classroom Library Checkout System Resource

| <u>Days of the week</u> | <u>Shopping Groups</u>                                       |
|-------------------------|--------------------------------------------------------------|
| Mondays and Thursdays   | <u>Child A, Child B, Child C,</u><br><u>Child D, Child E</u> |
| Tuesdays and Fridays    | <u>Child A, Child B, Child C,</u><br><u>Child D, Child E</u> |



- Please use this exemplar as a resource for ideas to keep track of the classroom library books your students read.
- Also, the “BookShopping” rotational chart example allows all students to have a turn pick out and return books without taking away from instructional time.



## November

### 4<sup>th</sup> Grade Units of Study

Reading Focus- Reading High Interest Informational  
Literary Nonfiction Closely

Writing Focus- Boxes and Bullets" the Personal and  
Persuasive Essay

Math Focus-Chapter 4: Divide by 1-Digit Numbers /  
Chapter: 5 Factors, Multiples, and Patterns

Social Studies Focus-Three Worlds Meet

Science Focus-Animals and Plants in Their Environment





# Lighthouse Elementary School

**P.S. 106Q**

180 Beach 35<sup>th</sup> Street

Far Rockaway, NY 11691

Phone (718) 327-5828 / Fax (718) 327-5956

*Lighting the way and making success an everyday occurrence for all our students!*

**Althea Johnson, Principal**

**Althea Balsdon, Assistant Principal**

## K-2 Monitoring & Tracking Student Progress Checklist 2026-2027

### **Lighthouse Elementary Grading Policy**

|                                                                                                                                                       |                                                                                                                                                                                                                                                             |
|-------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <i>Homework – 15%</i><br><i>Classwork – 30%</i><br><i>Assessments/Quizzes/Tests – 40%</i><br><i>Class Participation – 10%</i><br><i>Projects – 5%</i> | <i>55% or below = Level 1 (significantly below grade level standards)</i><br><i>56% - 69% = Level 2 (below grade level standards)</i><br><i>70% - 89% = Level 3 (on grade level standards)</i><br><i>90% - 100% = Level 4 (above grade level standards)</i> |
|-------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

### **Reading**

- \_\_\_\_\_ **I-Ready Assessment Results-** Baseline, Benchmark Assessments, Analysis of class/student performance
- \_\_\_\_\_ **Acadience Reading Screener Results** - Baseline, Benchmark Assessments, Analysis of class/student performance
- \_\_\_\_\_ **FUNDations Progress Monitoring** - Analysis of class/student performance
- \_\_\_\_\_ **Small Group/WIN Progress** – *include interventions tried for each individual student and conference notes with next steps*
- \_\_\_\_\_ **HMH Modules/Data** – Pre/Post Assessment Data
- \_\_\_\_\_ **Daily Formative Assessment Checklist Data** – Tracking Progress by standards, skills, and noting patterns and trend amongst subgroups and skill-based groups.
- \_\_\_\_\_ **Letter-Sound Inventory/High-Frequency Words** – Data review, supports, and next steps
- \_\_\_\_\_ **SWD Progress Monitoring** – alignment with IEP Goals
- \_\_\_\_\_ **ELL Progress Monitoring** – alignment with goals based on NYSELAT performance

### **Writing**

- \_\_\_\_\_ **HMH Written Responses (2 per module)** - Sample of task, rubric used for analysis, and class tracking. Using writing checklist items-or- item analysis.
- \_\_\_\_\_ **HMH Module Checklists** – Tracking Progress by NGLS and/or Skills and noting patterns and trends amongst subgroups and skill-based groups.
- \_\_\_\_\_ **Student Conferencing** – Aligned with formative assessment data writing goals
- \_\_\_\_\_ **Interventions-** lists of interventions tried and next steps for each individual student.
- \_\_\_\_\_ **SWD Progress Monitoring** – alignment with IEP goals
- \_\_\_\_\_ **ELL Progress Monitoring** – alignment with goals based on NYSELAT performance

## **Math**

- \_\_\_\_\_ **I-Ready Assessment Results** - Baseline, Benchmark Assessments, Analysis of class/student performance
- \_\_\_\_\_ **I-Ready Classroom Math Unit Pre and Post Assessment Results-**  
(pre), middle (sub-unit checks), and end (summative assessment) results and item analysis
- \_\_\_\_\_ **Daily Formative Assessment Checklists Data** – Tracking Progress by standards, skills, and noting patterns and trend amongst subgroups and skill-based groups.
- \_\_\_\_\_ **Small Group/Strategy Group Evidence-** This includes but is not limited to any small strategy group notes and tracking of group goals
- \_\_\_\_\_ **SWD Progress Monitoring** – alignment with IEP Goals
- \_\_\_\_\_ **ELL Progress Monitoring**
- \_\_\_\_\_ **Student Conferencing-** to include list of interventions prescribed to each student based on summative assessment analysis
- \_\_\_\_\_ **Trends/Noticing** - *add any trends that you notice (i.e. girls appear to score lower with multiplying, ELL students are struggling with word problems; whole class is struggling with multi-step word problems)*

## **Science (Cluster Teacher) – Classroom Teacher Should be Informed of Progress**

- \_\_\_\_\_ **Amplify Science Unit Pre/Post Assessment Results** – summative unit assessments as well as mid-chapter checkpoint, and end (summative assessment) results and item analysis
- \_\_\_\_\_ **Daily Formative Assessment Checklists Data by Class** – Tracking Progress by standards, skills, and noting patterns and trend amongst subgroups and skill-based groups.
- \_\_\_\_\_ **Student Conferencing Notes-** to include list of interventions prescribed to each student based on summative assessment analysis
- \_\_\_\_\_ **SWD Progress Monitoring** – alignment with IEP Goals
- \_\_\_\_\_ **ELL Progress Monitoring**

## **Social Studies (Cluster Teacher) – Classroom Teacher Should be Informed of Progress**

- \_\_\_\_\_ **Passport Unit Pre/Post Assessment Results** – summative unit assessments as well as mid-chapter checkpoint, and end (summative assessment) results and item analysis
- \_\_\_\_\_ **Daily Formative Assessment Checklists Data by Class** – Tracking Progress by standards, skills, and noting patterns and trend amongst subgroups and skill-based groups.
- \_\_\_\_\_ **Student Conferencing Notes-** to include list of interventions prescribed to each student based on summative assessment analysis
- \_\_\_\_\_ **SWD Progress Monitoring** – alignment with IEP Goals
- \_\_\_\_\_ **ELL Progress Monitoring**

## **IN ADDITION....**

- \_\_\_\_\_ **Attendance records – Parent outreach/monthly logs**
- \_\_\_\_\_ Lists of students receiving any types of related services (*ELL's, SETTS, OT, PT, Speech, AIS, MTSS Tier 3*)
- \_\_\_\_\_ SDI/IEP Cheat Sheets

## **\*Tracking SUBGROUPS :**

**(Ethnicity + Other Groups + Male/Female = Subgroup; Ethnicity + M/F = Subgroup; Other Groups + M/F = Subgroup; and Ethnicity + Other Groups = Subgroup)**  
**Ethnicity (Male/Female)**

- *American Indian or Alaska Native*
- *Black or African American*
- *Hispanic or Latino*
- *Asian or Native Hawaiian/Other Pacific Islander*
- *White*
- *Multiracial*

Other Groups (Male/Female)

- *Students with Disabilities*
- *Limited English Proficient*
- *Economically Disadvantaged*

**Pacing of Unit Progress**

| <b>Content Area</b>                                 | <b>Not on Pacing Track/Out of Alignment</b> | <b>Approaching Pacing Track/Partial Alignment</b> | <b>On Pacing Track/Full Alignment</b> |
|-----------------------------------------------------|---------------------------------------------|---------------------------------------------------|---------------------------------------|
| <b>Reading</b>                                      |                                             |                                                   |                                       |
| <b>Writing</b>                                      |                                             |                                                   |                                       |
| <b>Math</b>                                         |                                             |                                                   |                                       |
| <b>Science</b>                                      |                                             |                                                   |                                       |
| <b>Social Studies/Cross-Curricular-Unit Infused</b> |                                             |                                                   |                                       |

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**Althea Balsdon, Assistant Principal**

## Grades 3 – 5 Monitoring & Tracking Student Progress Checklist 2026-2027

| <u><b>Lighthouse Elementary Grading Policy</b></u>                                                                 |                                                                                                                                                                                                                                 |
|--------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Homework – 15%<br>Classwork – 30%<br>Assessments/Quizzes/Tests – 40%<br>Class Participation – 10%<br>Projects – 5% | 55% or below = Level 1 (significantly below grade level standards)<br>56% - 69% = Level 2 (below grade level standards)<br>70% - 89% = Level 3 (on grade level standards)<br>90% - 100% = Level 4 (above grade level standards) |

### Reading

- \_\_\_\_\_ **State Exam Results** – Grades 4 and 5
- \_\_\_\_\_ **Mock Exam Data**
- \_\_\_\_\_ **I-Ready Assessment Results**- Baseline, Benchmark Assessments, Analysis of class/student performance
- \_\_\_\_\_ **Small Group/WIN Progress** – *include interventions tried for each individual student and conference notes with next steps*
- \_\_\_\_\_ **HMH Modules/Data** – Pre/Post Assessment Data
- \_\_\_\_\_ **Daily Formative Assessment Checklist Data** – Tracking Progress by standards, skills, and noting patterns and trend amongst subgroups and skill-based groups.
- \_\_\_\_\_ **SWD Progress Monitoring** – alignment with IEP Goals
- \_\_\_\_\_ **ELL Progress Monitoring** – alignment with goals based on NYSELAT performance

### Writing

- \_\_\_\_\_ **HMH Written Responses (2 per module)**- Sample of task, rubric used for analysis, and class tracking. Using writing checklist items-or- item analysis.
- \_\_\_\_\_ **HMH Module Checklists** – Tracking Progress by NGLS and/or Skills and noting patterns and trends amongst subgroups and skill-based groups.
- \_\_\_\_\_ **Student Conferencing** – Aligned with formative assessment data writing goals
- \_\_\_\_\_ **Interventions**- lists of interventions tried and next steps for each individual student.
- \_\_\_\_\_ **SWD Progress Monitoring** – alignment with IEP goals
- \_\_\_\_\_ **ELL Progress Monitoring** – alignment with goals based on NYSELAT performance

### Math

- \_\_\_\_\_ **State Exam test results**- Grades 4 and 5

\_\_\_\_\_ **Mock Exam Data**

\_\_\_\_\_ **I-Ready Assessment Results** - Baseline, Benchmark Assessments, Analysis of class/student performance

\_\_\_\_\_ **iReady Classroom Math Unit Pre and Post Assessment Results**- summative unit assessments as well as Beginning (pre), middle (mid-chapter checkpoint), and end (summative assessment) results and item analysis

\_\_\_\_\_ **Daily Formative Assessment Checklists Data** – Tracking Progress by standards, skills, and noting patterns and trend amongst subgroups and skill-based groups.

\_\_\_\_\_ **Small Group/Strategy Group Evidence**- This includes but is not limited to any small strategy group notes and Tracking of group goals

\_\_\_\_\_ **SWD Progress Monitoring** – alignment with IEP Goals

\_\_\_\_\_ **ELL Progress Monitoring**

\_\_\_\_\_ **Student Conferencing**- to include list of interventions prescribed to each student based on summative assessment analysis

\_\_\_\_\_ **Trends/Noticing** - *add any trends that you notice (i.e. girls appear to score lower with multiplying, ELL students are struggling with word problems; whole class is struggling with multi-step word problems)*

**Science (Cluster Teacher) – Classroom Teacher Should be Informed of Progress**

\_\_\_\_\_ **Amplify Science Unit Pre/Post Assessment Results** – summative unit assessments as well as mid-chapter checkpoint, and end (summative assessment) results and item analysis

\_\_\_\_\_ **Daily Formative Assessment Checklists Data by Class** – Tracking Progress by standards, skills, and noting patterns and trend amongst subgroups and skill-based groups.

\_\_\_\_\_ **Student Conferencing Notes**- to include list of interventions prescribed to each student based on summative assessment analysis

\_\_\_\_\_ **Science Mock Exam Data** - Grade 5

\_\_\_\_\_ **SWD Progress Monitoring** – alignment with IEP Goals

\_\_\_\_\_ **ELL Progress Monitoring**

**Social Studies (Cluster Teacher) – Classroom Teacher Should be Informed of Progress**

\_\_\_\_\_ **Passport Unit Pre/Post Assessment Results** – summative unit assessments as well as mid-chapter checkpoint, and end (summative assessment) results and item analysis

\_\_\_\_\_ **Daily Formative Assessment Checklists Data by Class** – Tracking Progress by standards, skills, and noting patterns and trend amongst subgroups and skill-based groups.

\_\_\_\_\_ **Student Conferencing Notes**- to include list of interventions prescribed to each student based on summative assessment analysis

\_\_\_\_\_ **SWD Progress Monitoring** – alignment with IEP Goals

\_\_\_\_\_ **ELL Progress Monitoring**

**IN ADDITION....**

\_\_\_\_\_ **Attendance records – Parent outreach/monthly logs**

\_\_\_\_\_ Lists of students receiving any types of related services (*ELL's, SETTS, OT, PT, Speech, AIS, RTI Tier 3*)

\_\_\_\_\_ SDI/IEP Cheat Sheets (accessible to teachers in OneDrive and/or school files)

**\*Tracking SUBGROUPS :**

**(Ethnicity + Other Groups + Male/Female = Subgroup; Ethnicity + M/F = Subgroup; Other Groups + M/F = Subgroup; and Ethnicity + Other Groups = Subgroup)**

**Ethnicity (Male/Female)**

- *American Indian or Alaska Native*
- *Black or African American*
- *Hispanic or Latino*
- *Asian or Native Hawaiian/Other Pacific*
- *Islander*
- *White*
- *Multiracial*

**Other Groups (Male/Female)**

- *Students with Disabilities*
- *Limited English Proficient*
- *Economically Disadvantaged*

**Pacing of Unit Progress**

| <b>Content Area</b>                                         | <b>Not on Pacing<br/>Track/Out of<br/>Alignment</b> | <b>Approaching<br/>Pacing<br/>Track/Partial<br/>Alignment</b> | <b>On Pacing<br/>Track/Full<br/>Alignment</b> |
|-------------------------------------------------------------|-----------------------------------------------------|---------------------------------------------------------------|-----------------------------------------------|
| <b>Reading</b>                                              |                                                     |                                                               |                                               |
| <b>Writing</b>                                              |                                                     |                                                               |                                               |
| <b>Math</b>                                                 |                                                     |                                                               |                                               |
| <b>Science</b>                                              |                                                     |                                                               |                                               |
| <b>Social<br/>Studies/Cross-Curricular-Unit<br/>Infused</b> |                                                     |                                                               |                                               |



# Lighthouse Elementary School

## PS 106

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**Althea Johnson, Principal**

**Althea Balsdon, Assistant Principal**

### Monitoring & Tracking Student Progress Checklist 2026 -27

#### **Clusters/ ENL /Speech Teachers**

| <b><u>PS106 Grading Policy</u></b>                                                                                 |                                                                                                                                                                                                                                 |
|--------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Homework – 15%<br>Classwork – 30%<br>Assessments/Quizzes/Tests – 40%<br>Class Participation – 10%<br>Projects – 5% | 55% or below = Level 1 (significantly below grade level standards)<br>56% - 69% = Level 2 (below grade level standards)<br>70% - 89% = Level 3 (on grade level standards)<br>90% - 100% = Level 4 (above grade level standards) |

#### **ENL Service Provider**

##### **Reading**

- \_\_\_ State ELA and NYSELAT Exams Results
- \_\_\_ I-Ready Assessment Results- Baseline, Benchmark Assessments, Analysis of class/student performance
- \_\_\_ Acadience Reading Screener Results/Acadience Survey Results - Baseline, Benchmark Assessments, Analysis of class/student performance
- \_\_\_ Letter-Sound Inventory or other diagnostic assessment (LETRS Survey)
- \_\_\_ Phonics for Reading Unit Checks (Grades 3 - 5)
- \_\_\_ Intervention Strategies – (SPIRE, Sound Sensible, etc...)
- \_\_\_ HMH Modules/Data – Pre/Post Assessment Data
- \_\_\_ Daily Formative Assessment Checklist Data – Tracking Progress by standards, skills, and noting patterns and trend amongst subgroups and skill-based groups.
- \_\_\_ SWD Progress Monitoring – alignment with IEP Goals

\_\_\_ **ELL Progress Monitoring** –alignment with goals based on NYSELAT and NYS ELA performance

## **Writing**

\_\_\_ **On Demand ENL Pre/Post- Writing Assessment-** Sample of task, rubric used for analysis, and Class tracking. Using writing checklist items-or- item analysis.

\_\_\_ **Unit Checklists** – Tracking Progress by CCLS/NGLS and/or Skills and noting patterns and trends amongst subgroups and skill-based groups.

\_\_\_ **Student Conferencing** – Aligned with formative assessment data writing goals

### **\*Tracking SUBGROUPS :**

**(Ethnicity + Other Groups + Male/Female = Subgroup; Ethnicity + M/F = Subgroup; Other Groups + M/F = Subgroup; and Ethnicity + Other Groups = Subgroup)**

#### **Ethnicity (Male/Female)**

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- *Black or African American*
- *Hispanic or Latino*
- *Asian or Native Hawaiian/Other Pacific*
- *Islander*
- *White*
- *Multiracial*

#### **Other Groups (Male/Female)**

- *Students with Disabilities*
- *Limited English Proficient*
- *Economically Disadvantaged*

## **Physical / Health Education**

\_\_\_ **Elementary PE Assessment - Gr- 5** - Analysis of class/student Performance

\_\_\_ **Pre/Post Unit Assessment Results** – summative unit assessments

\_\_\_ **HealthSmart K-5** – formative and summative unit assessments as well as mid-chapter checkpoint, and end (summative assessment) results and item analysis

\_\_\_ **NYC Fitness Gram** (height and Weight)

\_\_\_ **Daily Formative Assessment Checklists Data by Class** formative and summative data sets for PE and HealthSmart based on the units covered to use for tracking progress by standards and skills

\_\_\_ **SWD Progress Monitoring** – alignment with IEP Goals...adaptive PE if applicable

\_\_\_ **ELL Progress Monitoring**

\_\_\_ **Differentiated/SDI Student Support** – evidence of daily supports provided (visuals, vocabulary word bank, etc...

\_\_\_ **HIV Compliance**

### **\*Tracking SUBGROUPS :**

**(Ethnicity + Other Groups + Male/Female = Subgroup; Ethnicity + M/F = Subgroup; Other Groups + M/F = Subgroup; and Ethnicity + Other Groups = Subgroup)**

#### **Ethnicity (Male/Female)**

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- *White*
- *Multiracial*

Other Groups (Male/Female)

- *Students with Disabilities*
- *Limited English Proficient*
- *Economically Disadvantaged*

**Pacing of Unit Progress**

| <b>Content Area</b>       | <b>Not on Pacing Track</b> | <b>Approaching Pacing Track</b> | <b>On Pacing Track</b> |
|---------------------------|----------------------------|---------------------------------|------------------------|
| <b>Physical Education</b> |                            |                                 |                        |
| <b>HealthSmart</b>        |                            |                                 |                        |

**Science (Cluster Teacher) – Classroom Teacher Should be Informed of Progress**

\_\_\_\_ **Amplify Science Unit Pre/Post Assessment Results** – summative unit assessments as well as mid-chapter checkpoint, and end (summative assessment) results and item analysis

\_\_\_\_ **Daily Formative Assessment Checklists Data by Class** – Tracking Progress by standards, skills, And noting patterns and trend amongst subgroups and skill-based groups.

\_\_\_\_ **Student Conferencing Notes-** to include list of interventions prescribed to each student based on summative assessment analysis

\_\_\_\_ **Science Mock Exam Data** - Grade 5

\_\_\_\_ **SWD Progress Monitoring** – alignment with IEP Goals

\_\_\_\_ **ELL Progress Monitoring**

\_\_\_\_ **Differentiated/SDI Student Support** – evidence of daily supports provided (visuals, vocabulary word bank, etc...

**\*Tracking SUBGROUPS :**

**(Ethnicity + Other Groups + Male/Female = Subgroup; Ethnicity + M/F = Subgroup; Other Groups + M/F = Subgroup; and Ethnicity + Other Groups = Subgroup)**

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- *Islander*
- *White*
- *Multiracial*

Other Groups (Male/Female)

- *Students with Disabilities*
- *Limited English Proficient*
- *Economically Disadvantaged*

| Content Area | Not on Pacing Track | Approaching Pacing Track | On Pacing Track |
|--------------|---------------------|--------------------------|-----------------|
| Science      |                     |                          |                 |

#### **IN ADDITION....**

- \_\_\_ Attendance records – Parent outreach/monthly logs
- \_\_\_ Lists of students receiving any types of related services (*ELL's, SETTS, OT, PT, Speech, AIS, RTI Tier 3*)
- \_\_\_ SDI/IEP Cheat Sheets (accessible to teachers in OneDrive and/or school files)

#### **Social Studies (Cluster Teacher) – Classroom Teacher Should be Informed of Progress**

- \_\_\_ **Passport Unit Pre/Post Assessment Results** – summative unit assessments as well as mid-chapter checkpoint, and end (summative assessment) results and item analysis
- \_\_\_ **Daily Formative Assessment Checklists Data by Class** – Tracking Progress by standards, skills, and noting patterns and trend amongst subgroups and skill-based groups.
- \_\_\_ **Student Conferencing Notes-** to include list of interventions prescribed to each student based on summative assessment analysis
- \_\_\_ **SWD Progress Monitoring** – alignment with IEP Goals
- \_\_\_ **ELL Progress Monitoring**

#### **\*Tracking SUBGROUPS :**

**(Ethnicity + Other Groups + Male/Female = Subgroup; Ethnicity + M/F = Subgroup; Other Groups + M/F = Subgroup; and Ethnicity + Other Groups = Subgroup)**

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- *Asian or Native Hawaiian/Other Pacific*
- *Islander*
- *White*
- *Multiracial*

#### **Other Groups (Male/Female)**

- *Students with Disabilities*
- *Limited English Proficient*
- *Economically Disadvantaged*

| Content Area   | Not on Pacing Track | Approaching Pacing Track | On Pacing Track |
|----------------|---------------------|--------------------------|-----------------|
| Social Studies |                     |                          |                 |

## Plan for Student Success

Prior to the end of the marking period, we want to plan together to promote success and help our students achieve their goals. (Please complete prior to your SLDC conference)

**Class:** \_\_\_\_\_

**Marking Period:**

**Teacher:** \_\_\_\_\_

|                                                                                                                                                    |                                                                                                                                                                                                           |
|----------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b><u>Students in danger if failing for the marking period:</u></b> (include specific subjects and/or information aligned with our grading policy) | <b><u>The performance indicators or standards on item analysis and conference notes where the students are struggling:</u></b>                                                                            |
| <b><u>Who have you successfully contacted about the student's academic difficulties? Please include dates and the outcome of the contacts:</u></b> | <b><u><i>The plan for success:</i></u></b><br><b><u>How will the conditions of learning change so that the student can be successful in the upcoming marking period and on the final report card?</u></b> |

## **DISCIPLINE INCIDENT FORM**

\*\*\* Teacher Steps can **ONLY** include those steps taken for **THIS** particular incident

Student's Name: \_\_\_\_\_ Class: \_\_\_\_\_

Teacher's Name: \_\_\_\_\_ Date: \_\_\_\_\_ Time: \_\_\_\_\_

Description of Incident: \_\_\_\_\_

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### **Teacher Action**

- Conference with child. Date: \_\_\_\_\_
- Telephone conference with parent. Date called: \_\_\_\_\_
- Conference with student and parent. Dates met and result of conference:  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- Conduct Sheet Dates: \_\_\_\_\_
- Behavior Modification Plan on file in room. Last Updated: \_\_\_\_\_
- Referral to Pupil Personnel Team - Date: \_\_\_\_\_
- Anecdotal Records attached.

### **Teacher Next Steps**

1) \_\_\_\_\_

2) \_\_\_\_\_

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Far Rockaway, NY 11691

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*Lighting the way and making success an everyday occurrence for all our students!*

Althea Johnson, Principal IA

Althea Balsdon, Assistant Principal

## **Leaving With Parent/Guardian Directly From Field Trip**

STUDENT NAME: \_\_\_\_\_

CLASS: \_\_\_\_\_

TEACHER: \_\_\_\_\_

PARENT NAME: \_\_\_\_\_

I am the parent/guardian of the child named above. I will personally be taking my child home directly from the trip site identified below. I have requested that PS106Q-Lighthouse Elementary release the student into my custody and control at the conclusion of this field trip. I will be responsible for transporting my child and me from this location. I hereby release PS106Q-Lighthouse Elementary and the NYC Department of Education of any liability upon the student's release into my care.

LOCATION OF FIELD TRIP: \_\_\_\_\_

DATE OF FIELD TRIP: \_\_\_\_\_

Parent Signature: \_\_\_\_\_

Date: \_\_\_\_\_



NOTE: Additional trip information may be attached to this form based upon the unique circumstances of a particular trip. All other modifications require approval of the Office of Legal Services.

**PARENT NOTIFICATION/CONSENT FORM**  
**New York City Department of Education (DOE)-Sponsored DAY TRIP**

Name: \_\_\_\_\_ Class: \_\_\_\_\_

School (list additional trip sponsors when applicable): \_\_\_\_\_ Trip Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

Trip Coordinator: \_\_\_\_\_

Destination: \_\_\_\_\_

Departure Site: \_\_\_\_\_ Departure Time: \_\_\_\_\_

Return Site: \_\_\_\_\_ Return Time: \_\_\_\_\_

Mode of Transportation: \_\_\_\_\_

Purpose of Trip: \_\_\_\_\_

Specific Clothing/ Equipment Required for this Trip: \_\_\_\_\_

This trip will include the following physical and sports activities (e.g. swimming, horseback riding, ice skating, skiing, boating): \_\_\_\_\_

- a) I understand that there are risks of injury associated with the above-listed physical and sports activities and I consent to my child's participation in all these activities except for the following:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

- b) Please indicate below any permanent or temporary medical or other condition, including special dietary and medication needs, or the need for visual or auditory aids, which should be known about your child:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

- c) I agree that in the event of an emergency injury or illness, the staff member(s) in charge of the trip may act on my behalf and at my expense in obtaining medical treatment for my child.

- d) I understand that my child is expected to behave responsibly and to follow the school's discipline code and policies.

- e) I agree and understand that I am responsible for the actions of my child. I release the school from all claims and liability that arise in connection with the trip, except if due to the negligence of school officials.
- f) I understand that I am responsible for getting my child to and from the departure and return sites identified above. I understand that my child shall be accompanied by staff member(s) during the trip, including while traveling from the departure site to the destination site, and from the destination site to the return site.
- g) I understand that alcoholic beverages and/or illegal drugs are prohibited and have discussed this prohibition with my child. I understand that if my child is found in possession of these substances, they will be subject to school disciplinary procedures and possible criminal prosecution.
- h) I understand that students who violate the school's discipline code may be excluded in the future by the school from participating in a trip.
- i) In an emergency I can be reached at: Day: ( ) Evening: ( )  
Additional Contact: Name: Day: ( ) Evening: ( )
- j) I give my permission for my child to participate in this school trip.

\_\_\_\_\_  
(Signature of Parent/Guardian)

\_\_\_\_\_  
(Date)

#### STUDENT DECLARATION

(to be signed by Middle School and High School students)

I have read this form and I understand that I am to act on this trip in the same responsible manner in which I am expected to conduct myself in school.

\_\_\_\_\_  
(Signature of Student)

\_\_\_\_\_  
(Date)

## Inquiry Team Protocol

It is important that your team develops a procedure of how an inquiry session will be conducted so that each week the team members feel comfortable sharing ideas and working together.

### **Team Roles**

Team roles such as **facilitator** (someone to keep the group focused on the task and make sure the structure and guidelines of the process are followed) and **scribe** (someone to document what is discussed and organize any additional papers to support your team's work) should rotate with each session so that each team member takes part in the process and there is shared responsibility.

### **Session Topic/Task**

Each time your team meets there should be a topic or task that is established by the team at your previous session. All members should come promptly prepared with the previously determined materials so that the session can be as productive as possible. As your discussions deepen throughout the inquiry steps, try to maintain a risk-free, nonjudgmental environment where everyone participates.

### **It's All About the Process ...**

- Improving student outcomes
- Holding onto what work so others can learn from you
- Sharing your findings
- Celebrating successes



**It's No Longer "Mile Wide, Inch Deep"**

**It's "Mile Deep, Inch Wide"**

## **P.S. 106 Inquiry Team Reference Guide**

### The Inquiry Cycle

The inquiry cycle is a process through which a school team improves outcomes for a specific group of students with whom the school has not previously been successful, and learns from this experience to make a system-level change so that the school as a system continues to improve.

There are **three Phases** within a cycle of the inquiry process.

In **Phase I**, the team uses data to narrow its focus, selects students, and identifies something small and essential that the students do not know. Once the identified skill gap is sufficiently granular it is called a "learning target." To be sufficiently granular means to be of a small enough "grain size" that a teacher can recognize what to teach next. Note that this doesn't mean a teacher will know the **best** way to teach it. But rather the teacher will know what to teach next, and what **specifically** he or she may need to find out/learn how to do so.

**Phase II** is entirely focused on moving target population students. In this phase, the team closely analyzes what these students were taught in relation to the identified skill and/or how they were taught it—highlighting where existing practices have left gaps in students' understanding. Based on what is discovered, team members make a strategic change, monitor improvement, and demonstrate clearly that target population students can learn.

In **Phase III**, the team uses what was learned in moving target population students into a school-wide/grade-wide "change strategy" that will benefit more students.

In response to questions that have been raised about Inquiry time, below you can find “guiding questions” for each inquiry step to help you work through your Inquiry Team sessions. In order to keep the inquiry process moving please plan to address one of the different steps listed within a session with the exception of “Reviewing and/or Adjusting Plans During/ After Plan Implementation,” which should take more than a week to gather sufficient data.



### ❖ Looking at Student Work/Data

- What work did you look at? High level? Mid-Level? Low level?
- What did you notice about the work?
- What is strong? What is missing?
- Was it taught yet?



### ❖ Examining Curriculum

- Which curriculum map did you analyze?
- Which topic did you look at? Why?
- Is the curriculum map missing the needed topic?

### ❖ Examining Teacher Practice

- Describe the lesson plan that was shared.
- Explain the strengths & weaknesses of the lesson.
  - Examples: procedures, modeling, differentiation, student directed, teacher directed, etc.
- Evaluate the effectiveness of the lesson.
  - Example: Does it support target students, ELLs, bottom third students, high 3's & 4's



### ❖ Diagnosing What Changes & Supports are Needed to Improve Student Performance



- Describe what needs to be done based on evidence from your previous weeks of inquiry work
- Brainstorm your options for improving student performance.
- List the supports needed to help put your ideas into practice.
  - Example: Interventions, reorganization and sharing of materials, etc.

### ❖ Developing an Action Plan for Improvement of Student Performance - S.M.A.R.T. GOALS

- Write out your procedure for what will happen to implement your diagnosed changes.
- Create a timeline and task responsibilities for the plan.



### ❖ Reviewing and/or Adjusting Plans During/After Plan Implementation

- Now that your plan is in action, describe how it is going.
- What is working well?
- What needs to be adjusted?
- Evaluate what you have done as a team?
- How has this action affected the target population?



**“RESPECT, COURTESY, AND COOPERATION TO ALL!”**

| K-12 INSTRUCTIONAL TIME     |                |                                                                                                                                                                                                                                                 |                                                               |
|-----------------------------|----------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------|
| Level                       | Content Area   | NYC Recommendation<br>Periods/Minutes per Week                                                                                                                                                                                                  | SED Minimum<br>Requirement<br>Minutes per Week                |
| Elementary<br>Grades K-2    | ELA            | 5 60-minute periods/300 minutes                                                                                                                                                                                                                 | NOT SPECIFIED                                                 |
|                             | Math           | 5 60 minute periods/300 minutes                                                                                                                                                                                                                 |                                                               |
|                             | Science        | 3 periods/135 minutes                                                                                                                                                                                                                           |                                                               |
|                             | Social Studies | 3 periods/135 minutes                                                                                                                                                                                                                           |                                                               |
| Elementary<br>Grades 3-5    | ELA            | 5 75-minute periods/375 minutes                                                                                                                                                                                                                 |                                                               |
|                             | Math           | 5 75-minute periods/375 minutes                                                                                                                                                                                                                 |                                                               |
|                             | Science        | 4 periods/180 minutes                                                                                                                                                                                                                           |                                                               |
|                             | Social Studies | 4 periods/180 minutes                                                                                                                                                                                                                           |                                                               |
| Middle School<br>Grade 6    | ELA            | 5 75-minute periods/375 minutes                                                                                                                                                                                                                 |                                                               |
|                             | Math           | 5 75-minute periods/375 minutes                                                                                                                                                                                                                 |                                                               |
|                             | Science        | 5 periods/225 minutes                                                                                                                                                                                                                           |                                                               |
|                             | Social Studies | 5 periods/225 minutes                                                                                                                                                                                                                           |                                                               |
| Middle School<br>Grades 7-8 | ELA            | 5 75-minute periods/375 minutes                                                                                                                                                                                                                 | 180 minutes/week                                              |
|                             | Math           | 5 75-minute periods/375 minutes                                                                                                                                                                                                                 | 180 minutes/week                                              |
|                             | Science        | 5 periods/225 minutes                                                                                                                                                                                                                           | 180 minutes/week                                              |
|                             | Social Studies | 5 periods/225 minutes                                                                                                                                                                                                                           | 180 minutes/week                                              |
| High School                 | ELA            | 10 periods/week for level 1 and 2 students<br>180 minutes/week for level 3 and 4 students                                                                                                                                                       | 180 minutes/week                                              |
|                             | Math           | Three years instruction required: for level 1 and 2 students, 10 periods/week in ninth grade or two years instruction in Integrated Algebra, and a third year of math instruction at 5 periods/week; for level 3 and 4 students, 5 periods/week | 180 minutes/week for three years                              |
|                             | Science        | 180 minutes/week plus one lab period each week for three years                                                                                                                                                                                  | 180 minutes/week plus one lab period per week for three years |
|                             | Social Studies | 180 minutes/week                                                                                                                                                                                                                                | 180 minutes/week                                              |

NOTES:

- Periods are 45 minutes long unless noted.
- 21<sup>st</sup> Century **Technology** skills should be integrated into classroom instruction in all grades.
- New York State guidelines for provision of **Academic Intervention Services** for students achieving below grade level are available at <http://www.emsc.nysed.gov/top/AISQAweb.pdf>.
- For Academic Intervention resources developed by the NYC DOE, access our website at <http://schools.nyc.gov/StudentSupport/AcademicInterventionServices/default.htm>.
- For more information on SED requirements, see SED website Part 100 Commissioner's Regulations relating to General Ed. and Diploma Requirements: <http://www.emsc.nysed.gov/part100/pages/pt100index.html>.

## ESSENTIAL ELEMENTS OF A LESSON PLAN TO SUPPORT HIGHLY EFFECTIVE PRACTICE FOR SHORT AND LONG-TERM PLANNING FOR IMPROVED STUDENT OUTCOMES

1. Next Generation Learning Standards
2. Learning Goal/Objective
3. Essential Question
4. Materials/Technology
5. Vocabulary
6. Questioning (include high-order thinking)
7. Motivation – How will you hook the students, draw them into your lesson.
8. Teacher models concept – teacher directed
9. Guided Practice – informal assessment
10. Differentiation (UDL) by content, process, product, and/or data
11. Independent Practice (while teacher has small group)
12. Summarize – return to Essential Question
13. Teacher Reflection
14. Homework/Extension/Enrichment

### **Danielson Rubric – Teacher Practice Rubric – UFT Contract Agreement 2015**

Component 1a: Demonstrating Knowledge of Content and Pedagogy- “The teacher demonstrates understanding of prerequisite relationships among topics and concepts and understands the link to necessary cognitive structures that ensure student understanding. *The teacher’s plans and practice* reflect familiarity with a wide range of effective pedagogical approaches in the discipline and the ability to anticipate student misconceptions.”

#### Component 1e: Designing Coherent Instruction

Highly Effective: “The sequence of learning activities follows a coherent sequence, is aligned to instructional goals, and is designed to engage students in high-level cognitive activity. These are appropriately differentiated for individual learners. Instructional groups are varied appropriately, with some opportunity for student choice.”

Components 1a and 1e are directly linked to 2a, 2d, 3b, 3c, 3d, and 4e.

# P106Q *SUGGESTED*

## Explicit Instruction Lesson Plan Template

[Blank Explicit Instruction Lesson Plan Template](#)

Teacher:  
Subject:

Module:

Grade:  
Lesson:

| BACKGROUND INFORMATION                  |                                                                         |
|-----------------------------------------|-------------------------------------------------------------------------|
| Unit Title                              |                                                                         |
| Essential Question                      |                                                                         |
| Lesson Title<br><i>(1 of X Lessons)</i> |                                                                         |
| NGLS ELA<br><i>(Standard)</i>           |                                                                         |
| Learning Target                         |                                                                         |
| Language Objective                      |                                                                         |
| OPENING                                 |                                                                         |
| ___ min                                 |                                                                         |
| Review                                  |                                                                         |
| ___ min                                 | <b>Critical Content/Background Knowledge:</b><br><br><b>Vocabulary:</b> |
| Pre Teach                               |                                                                         |
| Preview                                 | <b>Learning Target:</b><br><br><b>Relevance:</b><br>Why?                |
| Success Criteria:                       |                                                                         |

| BODY                                                                                                               |                                                                                                                                                                                                     |                                   |
|--------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------|
| ___ min                                                                                                            | <b>MY TURN</b><br><b>Explicit Teach:</b><br><br><i>Gain Responses:</i><br><br><i>Show (Demonstrate the strategy):</i><br><br><i>Tell (Think Aloud using the strategy):</i><br><br><b>C.F.U.</b>     |                                   |
| <b>Model (I Do)</b><br><br><i>NOTE: Several demonstrations may be necessary. Adjust lesson timing accordingly.</i> |                                                                                                                                                                                                     |                                   |
| ___ min                                                                                                            | <b>OUR TURN</b><br><u>Directives:</u><br><br><u>Strategy:</u><br><br><u>Discussion Questions:</u><br><br><u>Reminders:</u><br><br><b>C.F.U.</b><br><br><b>Scaffolds:</b><br><b>Differentiation:</b> |                                   |
| <b>Guided Practice (We do)</b>                                                                                     |                                                                                                                                                                                                     |                                   |
| ___ min                                                                                                            | <b>YOUR TURN</b><br><u>Directives:</u><br><br><u>Strategy:</u>                                                                                                                                      |                                   |
| <b>Independent Practice (You Do)</b>                                                                               |                                                                                                                                                                                                     |                                   |
| <b>Small Groups</b>                                                                                                | <b>Students:</b><br><b>Focus:</b>                                                                                                                                                                   | <b>Students:</b><br><b>Focus:</b> |

|                                   |  |  |
|-----------------------------------|--|--|
| Extension/<br>Enrichment          |  |  |
| CLOSING                           |  |  |
| ___ min                           |  |  |
| Review                            |  |  |
| Preview                           |  |  |
| Independent<br>Work<br>(Homework) |  |  |

# Sample Completed Lesson Plan using Template

## [Copy of HMH Gr3\\_Unit5\\_13\\_Lesson Plan](#)

| BACKGROUND INFORMATION           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|----------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Unit Title                       | 3rd Grade- Unit 5-Teamwork                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| Essential Question               | What can sports teach us about working together?                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| Lesson Title<br>(1 of X Lessons) | <b>Lesson 13- Brothers at Bat (3 of 4)</b><br>Students have read Brothers at Bat 2 times already and applied the skills of making predictions and analyzing figurative language.                                                                                                                                                                                                                                                                                                                   |
| NGLS ELA<br>(Standard)           | <b>3R5:</b> In informational texts, identify and use text features to build comprehension. (RI)                                                                                                                                                                                                                                                                                                                                                                                                    |
| Learning Objective               | Students will learn how to identify text structure using transition words.                                                                                                                                                                                                                                                                                                                                                                                                                         |
| OPENING                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| Attention                        | <b>Say:</b> Learners, get ready. Thinking caps on, full attention, eyes on me.                                                                                                                                                                                                                                                                                                                                                                                                                     |
| 5 min.                           | (3 min.) <b>Generative Vocabulary:</b> Suffix <i>-ment</i> , use display and engage slide to teach and model with the word agree <i>ment</i> .                                                                                                                                                                                                                                                                                                                                                     |
| Preteach/<br>Review              | (2 min.) <b>Do Now:</b> Review your Text Structure- Sequence Transition words matching homework assignment with your elbow partner and come to an agree <i>ment</i> on your final answers. Review the correct sort with class.                                                                                                                                                                                                                                                                     |
| 2 min.                           | <b>Learning Target:</b> I can identify the text structure of a text by analyzing the author's transition words.                                                                                                                                                                                                                                                                                                                                                                                    |
| Preview                          | <b>Relevance:</b><br><i>Why? (Knowing the way a text is organized helps me understand what is happening in the text)</i><br><i>When? Where?- Tell your partner when it would be important to understand the structure of a text.</i>                                                                                                                                                                                                                                                               |
| BODY                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| 7 min.                           | <div>(PreCorrect) Text Structure Types, Text vs. Paragraph Structure</div> <b>MY TURN</b><br><i>Teacher reminds students that this week we are focusing on Reading Rate and we will practice reading not too fast and not too slow. Teacher and students reread pg 409 chorally.</i><br><b>Explicit Teach (Explain):</b><br><i>-Remind students that authors use a text structure that supports their purpose for writing and clarifies the information they want to share. ... Notes on T240.</i> |

|                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |
|--------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <p><b>Model<br/>(I Do)</b></p> <p><i><u>NOTE:</u> Several demonstrations may be necessary. Adjust lesson timing accordingly.</i></p> | <p><b>Show (Demonstrate):</b></p> <p><b>Text Structure Strategy</b></p> <p><b>Step 1-</b> Annotate transition words<br/> <b>Step 2-</b> Answer: "What is the structure of the text?"<br/> <b>Step 3-</b> Answer: "How do I know?"</p> <p><b>Tell (Think Aloud):</b> [pg. 409 of <i>Brothers at Bat</i> to demonstrate strategy]</p> <p><b>Text Structure Strategy</b></p> <p><b>Step 1-</b> Annotate transition words (The first transition word I will annotate is <i>when</i>. This word signals time. Let's see if there are any other words that talk about time. I see and will annotate <i>winter's chill melts into spring</i> and <i>in the 1920's and 30's</i>)<br/> <b>Step 2-</b> Answer: "What is the structure of the text?" (<i>If I look at my text structure chart, I can see that transition words that signify time mean the author is writing in Sequence or chronological order as the text structure</i>)<br/> <b>Step 3-</b> Answer: "How do I know?" (<i>I know the structure of the text is Sequence because the author uses transition words that indicate time such as when, spring and 1920's.</i>)</p> <p><b>Gain Responses:</b> Turn and Talk then share a few responses whole group</p> <p><b>C.F.U. Ask:</b> Provide an example of a transition word that indicates Sequence. Come to an agreement on why an author would choose Sequence as a text structure.</p> |  |
| <p><b>10 min.</b></p>                                                                                                                | <p>(PreCorrect) Text Structure Types, Text vs. Paragraph Structure</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |  |
| <p><b>Guided Practice<br/>(We do)</b></p>                                                                                            | <p><b>OUR TURN</b></p> <p>Students silently re-read pgs 418-419. Students determined by current fluency data will whisper read when prompted by teacher. Teacher provides feedback on Fluency: Reading Rate (Lesson 11).</p> <p><b>Directives:</b> Re-read pgs. 418-419 of <i>Brothers at Bat</i> and use the Text Structure Strategy to identify the way the text is organized.</p> <p><b>Text Structure Strategy:</b> Have the class Turn and Talk after each step and then whole group share.<br/> <b>Step 1-</b> Annotate transition words<br/> <b>Step 2-</b> Answer: "What is the structure of the text?"<br/> <b>Step 3-</b> Answer: "How do I know?"</p> <p><b>Reminders:</b> Annotate transition words that justify your response for the structure of the text.</p> <p><b>C.F.U.</b> Share your text structure with your elbow partner and come to an agreement :<br/> -How does knowing the text structure help you understand what is happening?<br/> <i>(The author uses dates, such as 1939 and 1940s, and phrases, such as "for the next few months," to signal chronological order which helps the reader understand what happened to the brothers in the correct order)</i></p>                                                                                                                                                                                                  |  |
| <p><b>Independent Practice<br/>(You Do)</b></p>                                                                                      | <p><b>Just in Time Scaffolds</b></p> <p>1) Anchor Chart of Text Structures    2) Step-by-Step Text Structure Strategy    3) "Disbanded" Vocabulary Card    4) Step 2/3 Sentence scaffolds    5) Background Knowledge (Baseball, World Fair, World War II)</p> <p><b>Additional Guided Practice:</b> Read and Respond Journal: The Race of 1903</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |  |
|                                                                                                                                      | <p><b>Extended Thinking:</b></p> <p><b>Directives:</b> Consider the author choosing to write <i>Brothers at Bat</i> in reverse chronological order starting from the events of 1997.</p> <p><b>Success Criteria</b><br/> Write a short answer response explaining the impact the change in sequence would have on a reader's comprehension?</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |

|                         |                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                      |
|-------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                         | <p>Answer the following questions:<br/>What is the structure of this part of the text? How do you know?</p>                                                                                                                                                                                                                        | <p><b>Vocabulary Enrichment:</b><br/>1) Know It, Show It pg. 117<br/>2) Re-write par. 36 on pg. 420 to be grammatically correct if you change the word "excited" to "excitement"</p> |
| <b>CLOSING</b>          |                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                      |
| <b>3 min.</b>           | <p><b>Retrieval Practice</b> for critical content:</p> <p>1) In a chronology text structure, an author presents events in _____ or order that they happen.<br/>2) Sequence transition words include _____, _____, and _____.<br/>3) By describing events in the order that they happen, authors help readers understand _____.</p> |                                                                                                                                                                                      |
| <b>Review</b>           |                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                      |
| <b>Preview</b>          |                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                      |
| <b>Independent Work</b> |                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                      |

## HMH Module Study Protocol (Grades K-5)

### HMH K-5 Teacher Facing- Module Study Protocol-Final

The following protocol is designed to support grade-level teams to internalize the module's focus, organization and elements before teaching. This process supports teams to understand ***what students are expected to learn, how students will be assessed, and the arc of learning over the course of a module.***

**Before you begin, gather the following materials or ensure digital access:**

- Teacher's Guide & Student myBook
- Copies of the NYSED Next Generation Learning Standards -ELA
- Copies of each of the module's texts
- Copies of assessments/answer keys and rubrics
  - module assessments
  - response to reading task
  - writing task
- Computer/notepad/pen for taking notes/post-its

Select a **facilitator, timekeeper and recorder** for your team.

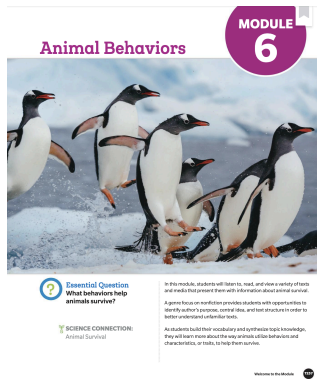
Table Number: \_\_\_\_\_

Names:

**Step 1: Explore the Module Opener (5 minutes)**

***“RESPECT, COURTESY, AND COOPERATION TO ALL!”***

## Module Opener



## Read the following:

- Module title
- Essential Question
- Module Summary
- Content Connections

## Discuss:

- What knowledge will students build in this module?
- What genres will students be exposed to?
- What **key ideas and skills** are prioritized?

## Notes

| Knowledge Students Will Build | Genre(s) they will study | Key ideas and Skills |
|-------------------------------|--------------------------|----------------------|
|                               |                          |                      |

**Step 2 : Examine the Module's Assessments (30 minutes)**

|                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b><u>District 27 Required Module Assessment</u></b> <ul style="list-style-type: none"> <li>End of module assessment</li> </ul>                                              | <ul style="list-style-type: none"> <li>Read and review the <b>module assessment</b></li> <li>Tip: Have the tasks, answer keys and rubrics available for review</li> <li>Discuss:             <ol style="list-style-type: none"> <li>What skills are assessed by the end of this module ?</li> <li>What questions come up for your team about this assessment?</li> </ol> </li> </ul>                                                                                                                                                                                                                                                                                                                                     |
| <b><u>District 27 Required Module Assessments</u></b> <ul style="list-style-type: none"> <li>At least <a href="#">2 short response/module(NYS ED 2 pt rubric)</a></li> </ul> | <ul style="list-style-type: none"> <li>Go to the student MyBook's table of contents.</li> <li>Select a week one module text</li> <li>Find the response task</li> <li>Read the task and discuss:             <ul style="list-style-type: none"> <li>What reading standard/writing standard is being assessed?</li> <li>What key ideas are students being asked to write about?</li> <li>What claim/conclusions are students being asked to make?</li> <li>What details or text evidence will they need to support their conclusions/claim?</li> </ul> </li> </ul> <p><b>Think about:</b> How will you model/ demonstrate how to craft a strong response? When in the week will you include this learning opportunity?</p> |

| Module Assessment                                                                                             | Writing About Reading Tasks                                                                                                                                                                                                     |
|---------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>What skills/standards are prioritized in module assessment?</li> </ul> | <ul style="list-style-type: none"> <li>How does looking at this task help you prioritize your lessons for the week?</li> <li>Which two short response tasks best support students to explore the module's big ideas?</li> </ul> |

### Step 3 : Explore the Module at a Glance (10 minutes)

***“RESPECT, COURTESY, AND COOPERATION TO ALL!”***

## Module At a Glance

| Unit   | Week   | Essential Questions            | Vocabulary               | Reading                  | Writing                  | Speaking                 | Listening                |
|--------|--------|--------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Unit 1 | Week 1 | What is the purpose of a text? | ... (text continues) ... | ... (text continues) ... | ... (text continues) ... | ... (text continues) ... | ... (text continues) ... |
|        | Week 2 | ... (text continues) ...       | ... (text continues) ... | ... (text continues) ... | ... (text continues) ... | ... (text continues) ... | ... (text continues) ... |
|        | Week 3 | ... (text continues) ...       | ... (text continues) ... | ... (text continues) ... | ... (text continues) ... | ... (text continues) ... | ... (text continues) ... |
| Unit 2 | Week 1 | ... (text continues) ...       | ... (text continues) ... | ... (text continues) ... | ... (text continues) ... | ... (text continues) ... | ... (text continues) ... |
|        | Week 2 | ... (text continues) ...       | ... (text continues) ... | ... (text continues) ... | ... (text continues) ... | ... (text continues) ... | ... (text continues) ... |
|        | Week 3 | ... (text continues) ...       | ... (text continues) ... | ... (text continues) ... | ... (text continues) ... | ... (text continues) ... | ... (text continues) ... |
| Unit 3 | Week 1 | ... (text continues) ...       | ... (text continues) ... | ... (text continues) ... | ... (text continues) ... | ... (text continues) ... | ... (text continues) ... |
|        | Week 2 | ... (text continues) ...       | ... (text continues) ... | ... (text continues) ... | ... (text continues) ... | ... (text continues) ... | ... (text continues) ... |
|        | Week 3 | ... (text continues) ...       | ... (text continues) ... | ... (text continues) ... | ... (text continues) ... | ... (text continues) ... | ... (text continues) ... |

## A. Examine the Module at a Glance AND discuss the following.

### Build Knowledge and Language:

- What is the important knowledge being built?

### Reading

- What texts will student's read each week?
- What skills and strategies are suggested?
- What skills are repeated?
- See where the standards are addressed in each module: Has this been taught before?
- How is knowledge around the topic being built?

### Vocabulary

- What do you notice about the vocabulary instruction by week?

### Writing Workshop

- What type of writing will students produce in this module?
- What do you notice about the progression of writing instruction across the weeks?

What skills are a priority for your students based on your data/knowledge of your students?

What might you include on your focal wall so that students see where the learning is headed?

Step 4 : Essential Skills by Week (25 minutes)

## Essential Skills



## Review the skills for Weeks 1- 3 in order

- Review the essential vocabulary and focal skills.
- Read the [NGLS](#) for your grade to be clear on what students are expected to know and do.
- What skills are pre-requisite?
- Look back at prior grades' standards? [At a Glance](#)
- How will you support and challenge at/above level students?
- Look forward to the next grade's standards? [At a Glance](#)
- ENL Teachers support by reviewing the NYSESLAT Performance Level Descriptors- How might you support MLL learners?

## Notes:

| Module Name |              |                  |                                   |                                                                                                                 |
|-------------|--------------|------------------|-----------------------------------|-----------------------------------------------------------------------------------------------------------------|
|             | Focal Skills | Grade Level NGLS | Prior Grade Level NGLS (Pre-req.) | <a href="#">NYSESLAT Performance Level Descriptions</a> - How might you support MLL learners with these skills? |
| Week        |              |                  |                                   |                                                                                                                 |

## Step 5 : Preview the Text Set (30 minutes)

**Preview Lesson Texts**

Build understanding of this week's texts so that you can best support students in making connections, understanding key ideas, and becoming lifelong readers.

**Zach Jumps In!**

**GENRE** Realistic Fiction

**WHY THIS TEXT?**

In this personal narrative about a very unique and determined boy, students will learn to identify the narrator and distinguish between first- and third-person points of view.

**KEY LEARNING OBJECTIVES**

- Identify the narrator
- Distinguish between first- and third-person points of view



**A.) Preview the texts being read in a week and discuss: 10 mins**

- How does the text connect to the essential question?
- What knowledge is being built?
- What are the “key learning objectives” for each text?
- How does the “Text-X Ray” help you to anticipate possible areas of challenge for your readers?
- How does this section help you plan [before, during and after](#) reading activities?
- What [scaffolds](#) might support students to access these grade-level texts?

→ Here's a [list](#) of HMH instructional routines to help students read, write and discuss!

→ Decide which routines will best support reading and discussion of these texts.

| Text | What are important ideas students will learn from these texts?<br><br>How does this knowledge build across the weeks?<br><br>What skills will they develop? | What aspects of this text may challenge readers? | What scaffolds/support will help students access this text? |
|------|-------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------|-------------------------------------------------------------|
|      |                                                                                                                                                             |                                                  |                                                             |

Step 6: Revise/Finalize lesson pacing (20 minutes)

Now that you are clear on the module's goals, texts and assessments you are ready to make informed decisions about your lesson sequence and pacing.

- Review each week's plan, focusing on skills tested/prioritized on Module/Weekly Assessments.
- Based on your class schedule and student needs, decide which elements of the lesson you will use during your whole-class instruction.

ENL Resources for co-planning

- [HMH Into Reading Planning Guide for ENL Programs](#)
- DML Resource: [Example Scaffolded Core Curriculum Units](#)
- [HMH Into Reading Grade 4 Module 2 Example Scaffolded Unit](#)
- Based on your class schedule and student needs, decide which elements of the lesson you will use during your small group instruction.

**Notes:**

## Lighthouse Elementary School Reading Log

Name: \_\_\_\_\_

Week of \_\_\_\_\_

Please complete 1 response each night and return on \_\_\_\_\_.

|                                                                                                                                      |                                                                               |                                                                                                                 |
|--------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------|
| <p><b>Date</b></p> <p>_____</p><br><br><p>_____ <b>Minutes Read</b></p><br><br><p><b>Title of Book</b></p> <p>_____</p> <p>_____</p> | <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> | <p><b>M</b></p> <p><b>O</b></p> <p><b>N</b></p> <p><b>D</b></p> <p><b>A</b></p> <p><b>Y</b></p>                 |
| <p><b>Date</b></p> <p>_____</p><br><br><p>_____ <b>Minutes Read</b></p><br><br><p><b>Title of Book</b></p> <p>_____</p> <p>_____</p> | <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> | <p><b>T</b></p> <p><b>U</b></p> <p><b>E</b></p> <p><b>S</b></p> <p><b>D</b></p> <p><b>A</b></p> <p><b>Y</b></p> |

|                                                                 |                                                 |                                           |
|-----------------------------------------------------------------|-------------------------------------------------|-------------------------------------------|
| <div>Date</div> <div></div> <div></div> <div>Minutes Read</div> | <div></div> <div></div> <div></div> <div></div> | W<br>E<br>D<br>N<br>E<br>S<br>D<br>A<br>Y |
|-----------------------------------------------------------------|-------------------------------------------------|-------------------------------------------|

|                                                                                                                  |                                                                                     |                                      |
|------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|--------------------------------------|
| <div>Title of Book</div> <div></div> <div></div>                                                                 | <div></div> <div></div> <div></div>                                                 |                                      |
| <div>Date</div> <div></div> <div></div> <div>Minutes Read</div> <div>Title of Book</div> <div></div> <div></div> | <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> | T<br>H<br>U<br>R<br>S<br>D<br>A<br>Y |

|                                                                                                 |                                     |                            |
|-------------------------------------------------------------------------------------------------|-------------------------------------|----------------------------|
| <b>Date</b><br><hr/><br><br><b>Minutes Read</b><br><hr/><br><b>Title of Book</b><br><hr/> <hr/> | <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> | F<br>R<br>I<br>D<br>A<br>Y |
|-------------------------------------------------------------------------------------------------|-------------------------------------|----------------------------|

| Non- fiction                                                                                                                                                                                                                                                                  | Fiction                                                                                                                                                                                                                                                                    |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. What does the writer's purpose for writing the text?<br>2. Do you think the title fits the book? Why or why not?<br>3. Choose one section. Write the name of the section. What is the main idea?<br>4. How would you use what you learned from the book in your real life? | 1. While reading today what did you picture in your mind. Write what you visualized.<br>2. Which character do you like the most? Why do you like them?<br>3. I wish the author had included...<br>4. As I read, I felt...<br>5. What do you wonder while reading the book? |
| 5. Choose 1 text feature. Why was that text features important in the book.                                                                                                                                                                                                   | 6. Write two questions you have.                                                                                                                                                                                                                                           |

Total Minutes Read: \_\_\_\_\_ Parent Signature: \_\_\_\_\_



# Lighthouse Elementary School

## PS 106

180 Beach 35<sup>th</sup> Street  
Far Rockaway, NY 11691

Phone (718) 327-5828 / Fax (718) 327-5956

*Lighting the way and making success an everyday occurrence for all our students!*

**Althea Johnson, Principal**

**Althea Balsdon, Assistant Principal**

---

### Maintaining your professional certificate

#### **All you need to know about the 175-hour professional development requirement**

More than 600 teachers who have to provide proof of completion of 175 hours of professional development by the end of June received notification and a tracking form from the city Department of Education. These teachers received their state professional certificates on Sept. 1, 2005, or Feb. 1, 2006, and will reach the first five-year Professional Development Cycle of 175 hours on June 30. These teachers should follow the directions in the letter and submit the tracking form by June 17.

This will be an ongoing requirement for all teachers certified under the requirements that went into effect on Sept. 1, 2004 and have their professional certificates from New York State. The following questions and answers will provide information and advice about this requirement.

#### ***What is the professional development requirement?***

Holders of a professional teaching certificate currently teaching are required to complete 175 professional development hours every five years to maintain the validity of their certificates. Decisions regarding content, delivery and providers of such professional development are within the purview of the employing public-school district and should be made within the context of the district's professional development plan.

Professional development activities may be school-based as well as outside conferences, seminars, workshops or college or in-service courses.

Go to [www.highered.nysed.gov/tcert/reteachers/175.html](http://www.highered.nysed.gov/tcert/reteachers/175.html) for suggested activities.

#### ***When does the first professional development period for an individual certificate holder begin?***

The professional development period for the certificate holder begins July 1 following the effective date of the certificate [see the Professional Development Cycle Chart below].

***Can I report professional development activities that were completed before this July 1 date?*** No, hours completed before the beginning date of the professional development period are not applicable toward meeting the requirement and should not be reported.

***Can I complete the 175 hours at any time during the first five years, or much I complete 35 hours each year?***

Regulations do not specify that any portion of the required hours be completed annually. However, it is recommended that certificate holders maintain a steady progression of professional development activities over the five-year period and not take on an overwhelming number of activities in any one year.

***What if I hold two professional certificates in different areas? Do I have to do double the hours?***

No, you need to only complete a total of 175 hours for each five-year professional development period. The cycle begins on July 1 following the issuance of your first professional certificate and continues on that five-year cycle, regardless of the date any additional professional certificates may be issued.

***In New York City, who is responsible for providing professional development for certificate holders subject to the professional development requirement?***

Provision of professional development for all city teachers is a responsibility of the New York City Department of Education.

***In New York City, is record keeping and reporting of completed professional development considered a responsibility of the DOE or the individual teacher?***

It is expected that the DOE will report to the Office of Teaching Initiatives on behalf of all teachers in its employ who fall within the provisions of this requirement.

***What is my record-keeping responsibility?***

Professional development activities should be logged each year.

- Attach documentation of outside activities. (A tracking form can be downloaded at [www.uft.org/new-teachers/maintaining-your-certification](http://www.uft.org/new-teachers/maintaining-your-certification).)
- Have the principal sign off on your log.
- Keep a file of your yearly logs and documentation throughout your career.
- Complete and submit the five-year tracking form sent to you by the DOE at the time it is requested. Keep the original for your personal records. Give your school a copy for your file.

The DOE will electronically notify the New York State Education Department that you have met the professional development requirement so that your professional certificate stays valid. This notification will have to be done every five years.

If you have questions or need additional information, please visit the New York State Education Department website at <http://bit.ly/eAeut6> or call your UFT borough office and speak to an educational liaison.

---

## **175 Professional Development Tracking Form**

**Directions:** This form is provided for use by individuals holding a Professional Certificate. It should be used to track your progress in completing the 175 hours of professional development in accordance with certification requirements.

1. Record your completed Professional Development activities in the table below.
2. Upon completion of your activities, submit this tracking form and back-up to your principal for approval (principal must sign below).

3. After receiving principal's approval, forward **only this completed and signed tracking form**, via fax to 718-9352720, if you do not want to fax your form please mail a copy of the completed and signed tracking form to the New York City Department of Education, Office of Certification and Licensing, Attention: 175 Hours of Professional Development, 65 Court Street, Room 801, Brooklyn, New York 11201.

**Print Name:**

**File #**

|                           |                                  |                                              |                                              |
|---------------------------|----------------------------------|----------------------------------------------|----------------------------------------------|
| <b>Certificate Title:</b> | <b>District/Borough/School :</b> |                                              |                                              |
| <b>Activity</b>           | <b>Provider</b>                  | <b>Date(s) of Activity (Start to Finish)</b> | <b>Number of Hours Obtained for Activity</b> |
|                           |                                  |                                              |                                              |
|                           |                                  |                                              |                                              |
|                           |                                  |                                              |                                              |
|                           |                                  |                                              |                                              |
|                           |                                  |                                              |                                              |
|                           |                                  |                                              |                                              |
|                           |                                  |                                              |                                              |
|                           |                                  |                                              |                                              |
|                           |                                  |                                              |                                              |
|                           |                                  |                                              |                                              |
|                           |                                  |                                              |                                              |
|                           |                                  |                                              |                                              |
|                           |                                  |                                              |                                              |
|                           |                                  | <b>TOTAL NUMBER OF HOURS</b>                 |                                              |

I have reviewed the completed professional development activities and I am in agreement with/and approve the activities listed above.

\_\_\_\_\_ Date: \_\_\_\_\_

\_\_\_\_\_ Date: \_\_\_\_\_

Signature of Certificate Holder

Signature of Principal



# Lighthouse Elementary School

## PS 106

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**Althea Johnson, Principal**

**Althea Balsdon, Assistant Principal**

### Promotion in Doubt Intervention Plan

Name of child  
Teacher:

\_\_\_\_\_  
\_\_\_\_\_

Class:

School Year:

\_\_\_\_\_  
\_\_\_\_\_

ESL?

☐ yes

☐ no

Has the child been held over before?

☐ yes

☐ no

Current IEP? ☐ yes

☐ no

If yes, modified promotional criteria?

☐ no ☐ yes ELA

% Math

%

\_\_\_\_\_

\_\_\_\_\_

**Reasons for Promotion in Doubt:**

**Tier I Interventions** (interventions you provide in your classroom):

**Reading:**

|  |
|--|
|  |
|--|

***Writing:***

|  |
|--|
|  |
|--|

***Mathematics:***

|  |
|--|
|  |
|--|

**Tier II Interventions (interventions provided by a related service provider or intervention teacher)**

**Homework / Family Involvement**

**Other Interventions** *(i.e. behavior, social/emotional etc...)*

Please complete electronic Promotion in Doubt Form by January 9, 2026.

# School Year Calendar 2026–2027



This is the 2026–27 school year calendar for NYCPS schools from 3-K through grade 12. If your child attends a private, parochial, charter school, NYC Early Education Center (NYCEEC), or Family Childcare Program, please contact your child’s school for information about their calendar. Please note the following:

- On days when school buildings are closed due to inclement weather or other emergencies, NYCPS may be in session remotely.
- Individual schools’ Parent-Teacher Conference dates might be different from the dates below. Your child’s teacher will work with you to schedule your conference.
- On this schedule, **elementary schools** are defined as programs that serve kindergarten (K) through grade 8, including schools with 3-K and Pre-K programs, as well as those that end in grade 5 or grade 6. **Middle schools** are defined as programs that serve grades 6–8, and **high schools** are defined as programs that serve grades 9–12. **6–12 schools** are defined as programs that serve just grades 6–12 in a single school.

| Date                  | Weekday         | Event                                                                                                                                            |
|-----------------------|-----------------|--------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>September 10</b>   | <b>Thursday</b> | <b>First day of school</b>                                                                                                                       |
| September 21          | Monday          | Yom Kippur, schools closed                                                                                                                       |
| September 23          | Wednesday       | Evening Parent-Teacher Conferences for middle schools and D75 schools                                                                            |
| September 24          | Thursday        | Evening Parent-Teacher Conferences for high schools, K–12, and 6–12 schools                                                                      |
| September 30          | Wednesday       | Evening Parent-Teacher Conferences for elementary schools and Pre-K Centers                                                                      |
| October 12            | Monday          | Italian Heritage/Indigenous Peoples’ Day, schools closed                                                                                         |
| November 3            | Tuesday         | Election Day, school will be in session remotely for all students                                                                                |
| November 5            | Thursday        | Afternoon and Evening Parent-Teacher Conferences for elementary schools and Pre-K Centers; students in these schools dismissed three hours early |
| November 11           | Wednesday       | Veterans Day, schools closed                                                                                                                     |
| November 12           | Thursday        | Afternoon and Evening Parent-Teacher Conferences for middle schools and D75; students in these schools dismissed three hours early               |
| November 19           | Thursday        | Evening Parent-Teacher Conferences for high schools, K–12, and 6–12 schools                                                                      |
| November 20           | Friday          | Afternoon Parent-Teacher Conferences for high schools, K–12, and 6–12 schools; students in these schools dismissed three hours early             |
| November 26–27        | Thursday–Friday | Thanksgiving Recess, schools closed                                                                                                              |
| December 24–January 1 | Thursday–Friday | Winter Recess, schools closed                                                                                                                    |

|                   |                               |                                                                                                                                                                  |
|-------------------|-------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| January 18        | Monday                        | Rev. Dr. Martin Luther King Jr. Day, schools closed                                                                                                              |
| January 26-29     | Tuesday–Friday                | Regents Administration                                                                                                                                           |
| February 1        | Monday                        | Professional Development Day; students that attend high schools and schools that serve only grades 6-12 are not in attendance. All other students attend school. |
| February 2        | Tuesday                       | Spring Semester begins                                                                                                                                           |
| February 15–19    | Monday–Friday                 | Midwinter Recess, schools closed                                                                                                                                 |
| March 3           | Wednesday                     | Afternoon and Evening Parent-Teacher Conferences for elementary schools and Pre-K Centers; students in these schools dismissed three hours early                 |
| March 4           | Thursday                      | Afternoon and Evening Parent-Teacher Conferences for middle schools and D75 schools; students in these schools dismissed three hours early                       |
| March 9           | Tuesday                       | Eid al-Fitr, schools closed                                                                                                                                      |
| 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 are dismissed three hours early                         |
| March 26          | Friday                        | Good Friday, schools closed                                                                                                                                      |
| April 22-30       | Thursday–Friday               | Spring Recess, schools closed                                                                                                                                    |
| May 12            | Wednesday                     | Evening Parent-Teacher Conferences for high schools, K-12, and 6–12 schools                                                                                      |
| May 13            | Thursday                      | Evening Parent-Teacher Conferences for middle schools and D75 schools                                                                                            |
| May 17            | Monday                        | Eid al-Adha, schools closed                                                                                                                                      |
| May 26            | Wednesday                     | Evening Parent-Teacher Conferences for elementary schools and Pre-K Centers                                                                                      |
| May 31            | Monday                        | Memorial Day, schools closed                                                                                                                                     |
| June 8            | Tuesday                       | Clerical Day; no classes for students attending 3-K, Pre-K, elementary schools, middle schools, K-12 schools, and standalone D75 programs                        |
| June 10           | Thursday                      | Anniversary Day/Chancellor's Conference Day for staff development; students do not attend school                                                                 |
| June 15–18; 21–25 | Tuesday–Friday; Monday–Friday | Regents Administration                                                                                                                                           |
| <b>June 28</b>    | <b>Monday</b>                 | <b>Last day of school for students</b>                                                                                                                           |

## Media Consent Form for Third-Party, Non-profit Use

Note to school: For this form to be effective, you **must** include:

1. The name of the entity,
2. Contact information for the entity's point person, and
3. The purpose/project description.

Student Name: \_\_\_\_\_

School: \_\_\_\_\_

Solely in relation to the non-profit project/purpose described below, I consent to the use and disclosure of the image, quotes, name, the participation in interviews, and the taking of photographs, recordings, and videos of the Student named above by:

\_\_\_\_\_  
(Indicate name of entity)

Project's point person

Name \_\_\_\_\_

Email \_\_\_\_\_

Phone \_\_\_\_\_

Project/purpose and Date(s) \_\_\_\_\_

\_\_\_\_\_  
(Indicate project purpose and description and dates of recording)

I grant this entity the right to edit, use, disclose, reuse and redisclose the Student's image, quotes, name, interviews, and photographs, recordings, and videos of the Student ("recordings") for its nonprofit purposes related to the project/purpose stated above. This includes use in print, online spaces, apps, and all other forms of media. The entity will share the recordings in the places listed below:

\_\_\_\_\_  
(Name of outlet, channel, station, website, app, show etc. If applicable, include the URL.)

Limitations of this release

The recordings named above shall not be used in connection with any advertising, marketing, promotion or sale of products, or other commercial use.

I release the New York City Department of Education, its agents, or its employees from all claims, demands, and liabilities in connection with the rights granted above.

If Student is Under 18

☐ I agree

☐ I do not agree

Name of Parent / Guardian: \_\_\_\_\_

Signature of Parent / Guardian: \_\_\_\_\_

Date: \_\_\_\_\_

If Student is 18 or Older

(If student is 18 or older, this form must be signed by the student, and **not** the parent or guardian.)

☐ I agree

☐ I do not agree

Signature of Student: \_\_\_\_\_

Date: \_\_\_\_\_



Office of Communications and Media Relations  
52 Chambers Street, New York, NY 10007  
Tel: 212.374.5141 Fax: 212.374.5584

**CONSENT TO PHOTOGRAPH, FILM, OR VIDEOTAPE A STUDENT FOR NON-PROFIT USE**  
(e.g. educational, public service, or health awareness purposes)

Student Name: \_\_\_\_\_ School: \_\_\_\_\_

I hereby consent to the participation in interviews, the use of quotes, and the taking of photographs, movies or video tapes of the Student named above by \_\_\_\_\_.

I also grant to \_\_\_\_\_ the right to edit, use, and reuse said products for non-profit purposes including use in print, on the internet, and all other forms of media. I also hereby release the New York City Department of Education and its agents and employees from all claims, demands, and liabilities whatsoever in connection with the above.

Signature of Parent/Guardian (if Student is under 18): \_\_\_\_\_ Date: \_\_\_\_\_

Address of Parent/Guardian: \_\_\_\_\_

**OR**

Signature of Student (if 18 or over): \_\_\_\_\_ Date: \_\_\_\_\_

Address of Student: \_\_\_\_\_



# Lighthouse Elementary School

## PS 106

180 Beach 35<sup>th</sup> Street  
Far Rockaway, NY 11691  
Phone (718) 327-5828 / Fax (718) 327-5956

*Lighting the way and making success an everyday occurrence for all our students!*

**Althea Johnson, Principal**

**Althea Balsdon, Assistant Principal**

Dear Parents:

Please complete this form and return it to your child's teacher as soon as possible. It is important that the school has a record if your child is to walk home alone or with a sibling, is to be picked-up, or takes a school or private bus. Please indicate below. If this form is not filled out in its entirety your child will be held here at PS 106 until picked up by an adult identified below. Please note that the school day ends at 2:20pm each day and late pick-ups are documented. If any of this information changes, notify the school immediately. We appreciate your cooperation in this matter.

Sincerely,  
Althea Johnson, Principal

Child's Name: \_\_\_\_\_  
Date of Birth: \_\_\_\_\_  
Parent's Name: \_\_\_\_\_  
Address: \_\_\_\_\_  
Telephone Numbers: \_\_\_\_\_  
Home: \_\_\_\_\_  
Cell: \_\_\_\_\_  
Work: \_\_\_\_\_

### People who are allowed to pick up your child:

\*Walks with sibling in the school (brother/sister) Name: \_\_\_\_\_ Class \_\_\_\_\_  
Name: \_\_\_\_\_ Phone \_\_\_\_\_  
Name: \_\_\_\_\_ Phone \_\_\_\_\_  
Name: \_\_\_\_\_ Phone \_\_\_\_\_

### TRANSPORTATION: CHECK ONE

Pick Up \_\_\_\_\_ School Bus \_\_\_\_\_ Private Bus \_\_\_\_\_ Walker \_\_\_\_\_

\*Name of Bus: \_\_\_\_\_ Phone \_\_\_\_\_

Parents Signature \_\_\_\_\_

Date \_\_\_\_\_



**District 27 Superintendent David Norment**

| Borough Field Support |                                    |                                                                            |                           |
|-----------------------|------------------------------------|----------------------------------------------------------------------------|---------------------------|
| <i><b>NAME</b></i>    | <i><b>TITLE</b></i>                | <i><b>Email Address</b></i>                                                | <i><b>Work Number</b></i> |
| Dr. William Cooper    | Director of Continuous Improvement | <a href="mailto:WCooper@schools.nyc.gov">WCooper@schools.nyc.gov</a>       | 718-642-5709              |
| Cynthia Jerez         | Administrative Assistant (AA)      | <a href="mailto:Cjerez2@schools.nyc.gov">Cjerez2@schools.nyc.gov</a>       | 718-642-5770              |
| Thomas Fox            | Chief of Staff                     | <a href="mailto:Tfox@schools.nyc.gov">Tfox@schools.nyc.gov</a>             | 718-348-2919              |
| Melissa Compson       | Deputy Superintendent              | <a href="mailto:mcompso@schools.nyc.gov">mcompso@schools.nyc.gov</a>       |                           |
| Raeven Askew          | Deputy Superintendent              | <a href="mailto:raskew@schools.nyc.gov">raskew@schools.nyc.gov</a>         |                           |
| Deborah Cuadrado      | Family Leadership Coordinator      | <a href="mailto:dcuadrado4@schools.nyc.gov">dcuadrado4@schools.nyc.gov</a> | (718)-642-5822            |

<https://www.schools.nyc.gov/about-us/policies/chancellors-regulations>



Date: September 8, 2026  
To: All Staff  
From: Principal

The Chancellor's Regulations can be obtained via the Department of Education website at <https://www.schools.nyc.gov/school-life/policies-for-all/chancellors-regulations>. The following list highlights specific Chancellor's Regulations that are essential to your employment with the New York City Department of Education ("Department of Education").

**Volume A Regulations**

|       |                                                                                            |
|-------|--------------------------------------------------------------------------------------------|
| A-411 | Behavioral Crisis De-Escalation Intervention and Contacting 911                            |
| A-412 | Security in Schools                                                                        |
| A-420 | Corporal Punishment                                                                        |
| A-421 | Verbal Abuse                                                                               |
| A-432 | Search & Seizure                                                                           |
| A-443 | Student Discipline Procedures                                                              |
| A-610 | Fundraising Activities and Collection of Money from Students                               |
| A-640 | Filming at School Facilities                                                               |
| A-670 | School Trips                                                                               |
| A-750 | Child Abuse and Maltreatment Prevention                                                    |
| A-755 | Suicide Prevention/Intervention                                                            |
| A-820 | Confidentiality and Release of Student Records; Records Retention                          |
| A-830 | Anti-Discrimination Policy and Procedures for Filing Internal Complaints of Discrimination |
| A-831 | Student-to-Student Sexual Harassment                                                       |
| A-832 | Student-To-Student Discrimination, Harassment, Intimidation, and/or Bullying               |

**Volume C Regulations**

|       |                                                                                          |
|-------|------------------------------------------------------------------------------------------|
| C-105 | Procedures in Case of Arrest of Employees                                                |
| C-110 | Conflicts of Interest, Community Education Council Members, Employment of Family Members |
| C-175 | Per Session Employment                                                                   |
| C-601 | Attendance and Service of Schools                                                        |
| C-603 | Absent Employees                                                                         |
| C-604 | Timekeeping                                                                              |

**Volume D Regulations**

|       |                                                                                            |
|-------|--------------------------------------------------------------------------------------------|
| D-130 | Conduct of School Employees and Officers with Respect to Political Campaigns and Elections |
|-------|--------------------------------------------------------------------------------------------|

**Additional Policies & Guidelines**

- Internet Acceptable Use and Safety Policy (IAUSP) - <https://www.schools.nyc.gov/school-life/policies-for-all/internet-acceptable-use-policy>
- NYC Department of Education Social Media Guidelines - <https://infohub.nyced.org/reports-and-policies/policies/social-media-guidelines-for-doe-staff>
- Guidelines to Support Transgender and Gender Expansive Students - <https://www.schools.nyc.gov/school-life/school-environment/guidelines-on-gender/guidelines-to-support-transgender-and-gender-expansive-students>

**It is the responsibility of every Department of Education employee to read the Chancellor's Regulations, IAUSP, Social Media Guidelines, and Guidelines to Support Transgender and Gender Expansive Students posted publicly on the websites/hyperlinks referenced above. Employees are expected to comply with these regulations, policies and guidelines. Please direct any questions regarding these rules, regulations, guidelines and policies to school administration.**

Please complete and return this form to the payroll secretary by the close of business on Sept. 10, 2026 to acknowledge receipt.

\_\_\_\_\_  
PRINT NAME

\_\_\_\_\_  
SIGNATURE

\_\_\_\_\_  
DATE



# Lighthouse Elementary School PS 106

180 Beach 35<sup>th</sup> Street  
Far Rockaway, NY 11691  
Phone (718) 327-5828 / Fax (718) 327-5956

## Receipt Acknowledgement of 2026-27 Staff Handbook

*I have received an electronic copy of the PS 106Q Staff Handbook via email from the principal or designee.  
I have also received electronic copies of the following Chancellor's Regulations:*

|                                                                                                  |                                                                                                |                                                                                    |
|--------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------|
| A-411 Behavioral Crisis De-Escalation Intervention and Contacting 911                            | A-412 Security in Schools                                                                      | A-420 Corporal Punishment                                                          |
| A-421 Verbal Abuse                                                                               | A-432 Search & Seizure                                                                         | A-443 Student Discipline Procedures                                                |
| A-610 Fundraising Activities & Collection of Money from Students                                 | A-640 Filming at School Facilities                                                             | A-670 School Trips                                                                 |
| A-750 Child Abuse and Maltreatment Prevention                                                    | A-755 Suicide Prevention/Intervention                                                          | A-820 Confidentiality and Release of Student Records; Records Retention            |
| A-830 Anti-Discrimination Policy and Procedures for Filing Internal Complaints of Discrimination | A-831 Student-to-Student Sexual Harassment                                                     | A-832 Student-To-Student Discrimination, Harassment, Intimidation, and/or Bullying |
| C-105 Procedures in Case of Arrest of Employees                                                  | C-110 Conflicts of Interest, Community Education Council Members, Employment of Family Members | C-175 Per Session Employment                                                       |
| C-601 Attendance and Service of Schools                                                          | C-603 Absent Employees                                                                         | C-604 Timekeeping                                                                  |
| D-130 Conduct of School Employees and Officers with Respect to Political Campaigns and Elections |                                                                                                |                                                                                    |

I strongly recommend that all employees read and familiarize themselves with the above cited Regulations.

I am aware that I can obtain information regarding the **Family Medical Leave Act** at:

<http://schools.nyc.gov/Offices/DHR/HealthBenefitsLeavesAbsence/FMLA/default.htm>

I have also received the following:

|                                                    |                                                                      |                                       |
|----------------------------------------------------|----------------------------------------------------------------------|---------------------------------------|
| Affirmation                                        | Current "Units of Study" Card                                        | Promotion in Doubt Intervention Forms |
| AIS Intervention Request Form<br>PPT Referral Form | Data Collection: Monitoring & Tracking<br>Student Progress Checklist | School Year Calendar                  |
| Authorization to Collect School Funds              | Discipline Incident Form                                             | Media Consent Forms                   |
| Bell Schedule/Hallway Bulletin<br>Board Schedule   | Field Trip Permission Slip                                           | Dismissal Procedure Consent Form      |
| Behavior Tracker                                   | Inquiry Team Reference Guide                                         | District 27 Team Information          |

|                                               |                                    |                           |
|-----------------------------------------------|------------------------------------|---------------------------|
| Circumstances of Performance<br>(ABC Chart)   | Instructional Time Recommendations | Chancellor's Regulations  |
| Classroom Environment Checklist               | Lesson Plan/Reading Log            | Receipt of Staff Handbook |
| Classroom Library Checkout System<br>Resource | Professional Certificate Info      |                           |

Print Name \_\_\_\_\_

Signature: \_\_\_\_\_

Date \_\_\_\_\_