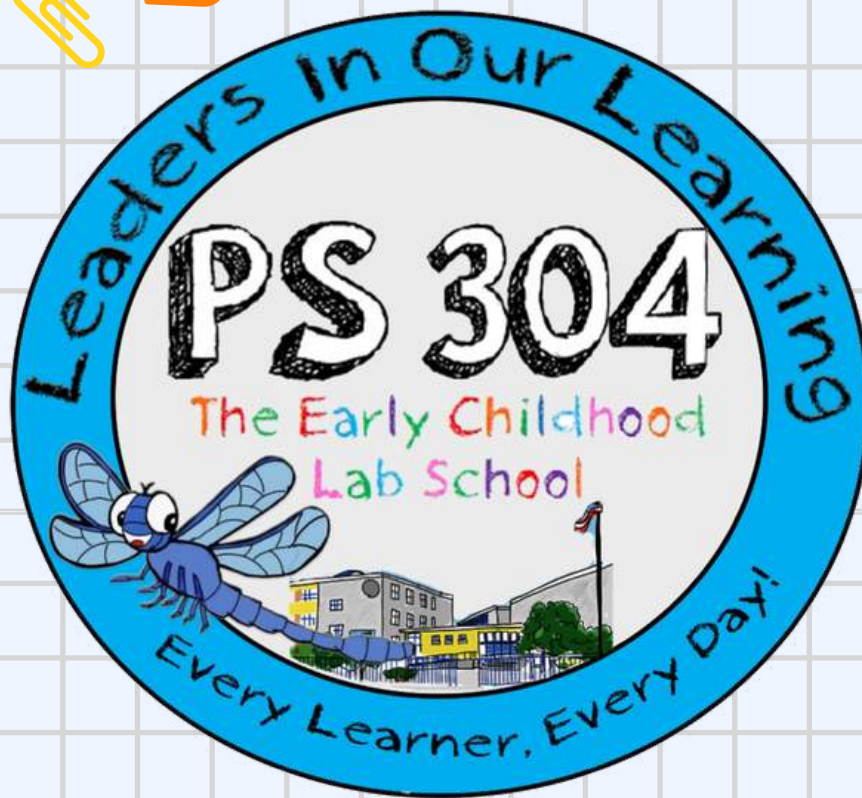




STAFF HANDBOOK 2026-2027

"When educating the minds of our youth, we must not forget to educate their hearts." - Dalai Lama

"Our students are engaged and active thinkers, able to communicate, innovate, collaborate, and problem solve."
- PS 304 Teachers on Best Practices

Version 6/11/2026

PS 304 The Early Childhood Lab School Staff Handbook 2026-2027

This handbook outlines the procedures for the day-to-day operations of school business for the year. It has been closely aligned with the **United Federation of Teacher (UFT) contract**.

Each section should be read thoroughly for a clear understanding of professional expectations. It is important that this document be made readily available as a reference to help you throughout this school year. Please note that this handbook is subject to change and can be updated as the year progresses.

It is our intent to share with you, general guidelines on administrative matters and instructional practices. It is expected that all school memos, agendas, professional development materials, and other important documents be kept in an easily accessible folder.

A hard copy of the staff handbook will be available in the Main Office and with the U.F.T. Chapter Leader. We encourage you to familiarize yourself with the handbook and its format.

We hope you find this handbook useful!



Walter Nino Filippo Galiano Jr,
Principal

WGaliano@schools.nyc.gov

Maryelle Mirvil,

Assistant Principal

mmirvil@schools.nyc.gov

Please ensure that you have an active DOE email address.

For assistance, contact the NYC Department of Education Help desk at
(718) 935-5100.

Table of CONTENTS



Section	Page No.	Section	Page No.
I. Vision & Mission Statement	4	VII. Teacher Evaluations	46
II. School-Wide Procedures and Systems	5-9	VIII. Guidance & Social Work	47
III. Safety Procedures	10-19	IX. Paraprofessional Guidelines	48-50
IV. Administrative Procedures	19-26	X. Classroom Setup for MLL Students	53-55
V. Professional Learning & More	27-32	XI. School Aide Guidelines	56-59
VI. Artificial Intelligence: AI GUIDELINES	31	XII. DOE Calendar & ½ Day Schedule & Assembly Dates	63
		XIII. Classroom Management & Assertive Discipline	64-66
VII. Instructional Practices & Best Practices	33-45	XIII. Chancellor's Regulations & DOE Policies	67-74



Vision & MISSION

Our Belief:

At P.S. 304, The Early Childhood Lab School, we welcome and embrace children from a myriad of cultural, social, and religious backgrounds. Our primary goal is to open and educate young minds and instill a lifelong love of learning. Our school environment nurtures tolerance, acceptance of others, and acceptance of oneself. We work hard to build a well-rounded educational foundation. At the cornerstone are effective, committed, talented driven teachers who inspire students to improve academically and to push their own creative, physical, and intellectual boundaries.

The social and emotional development of every child is as much concern to our school community as academics. All members of the school community (administration, teachers and parents) are single minded in the goal of providing optimal learning for students to ensure that they reach their full potential.

Our Vision: *As a school community, we seek to inspire a passion for learning.*

Mission: *To create, develop and facilitate learning experiences for students, so they will be leaders in their own learning.*



Schoolwide Procedures & SYSTEMS

Staff Expectations are to promote and maintain an environment conducive to and reflective of teaching and learning.

Staff Entrance to the Building:

School staff should enter and exit the building through the main entrance. All doors are alarmed.

Time Cards and Time Keeping

- Each staff member has a monthly timecard. Move it to IN upon arrival and OUT when leaving, every day.
- Hourly staff must clock in/out at the time clock; non-hourly staff move the card only.
- Timecards still on OUT after work hours begin will be collected. Pick yours up from Angela and clock in. Repeated lateness will result in pay deductions.
- For a personal day, email admin and complete form OP-198.
- Sign and submit your timecard to Angela at the end of each month.
- Your CAR is viewable anytime in the payroll portal or your EOY ratings sheet. Contact Angela for any payroll concerns.

Main Office Procedures

- Check and empty your mailbox each morning and afternoon.
- Pick up your classroom key from the office key box daily and return it before leaving.
- Check the main office message board each morning for notices, schedule changes, coverages, and other updates.
- Allow enough time each morning to handle all of the above so you're at your assigned post by 8:10 AM sharp.

Student Procedures

Official School Day for students:

Pre-K/3-K: 8:00-2:20 PM

K: 8:10-2:20 PM

Grades 1-5: 8:10 AM - 2:30 PM

- Pre-K/3K Enters using Exit C/D and proceeds directly to room at 8:00 AM

- K - 5 Enter using Exit A/B and proceeds directly to cafeteria beginning 7:40 AM

Assigned Staff for Morning Entrance

- 3K, Pre-K, K Entrance- Ms. McCauley
- K-5 Mr. Galiano/ Mr. Bello
- Breakfast will be served from 7:40-8:05 AM
- **Teachers of grades K - 5 must pick up classes from the cafeteria promptly at 8:10 AM. This is also expected for all paras and cluster teachers as first period begins at 8:10.**

- Classes using stairwell C/D to go up to their classrooms may need to yield to Pre-K who will also be using the same stairwell to get down to theirs!

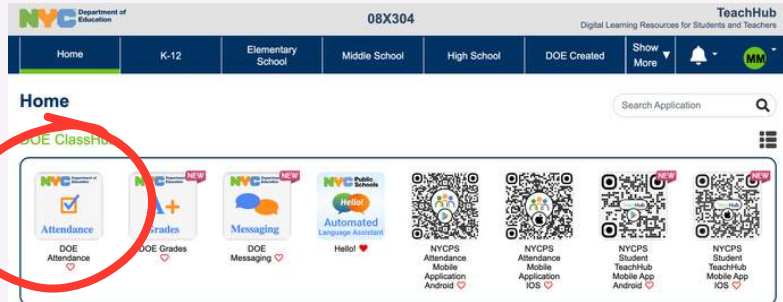
Lunch Times:

- 3K and PK students eat lunch in their classrooms at 11:20am
- Kindergarten will eat lunch in the cafeteria at 12:05-12:55. They will have recess (weather permitting) in the front courtyard.
- Students in grades 1-5 students will eat at 12:55-1:45pm. Grades 1-2 play first, then eat. Grades 3-5 eat first, then play!

Schoolwide Procedures & SYSTEMS

Attendance

- Teachers take attendance online daily via the TeachHub app. Please complete attendance by 9:00 am this morning, so we can run a report.



- Bubble sheets must be filled out carefully and placed in the mailbox outside your classroom by 8:40 AM daily, should the app not work for any reason.
- Students arriving after attendance is taken must be marked late; update the following day's ATS roster from absent to late if needed. Please COMMUNICATE any attendance changes to Ms. Lucy Miscagna ext. 1355
- Forward absence notes to the main office.
- Teachers are responsible for maintaining accurate records and communicating with parents about poor attendance via Dojo, phone, or email, in collaboration with the attendance team (Social Worker, Parent Coordinator, and Administration). If you notice a pattern, please let us know ASAP.

Staff Attendance & Lateness

- Report absences before 7:00 AM by calling the main office (718-822-5307) AND texting/emailing the Principal (917-902-7443), Assistant Principal (516-353-0800), and Secretary (917-520-2077).
- A live phone conversation with office staff is required. Texts or emails alone are not acceptable.
- Early notice is critical to arrange coverage; failure to do so disrupts the entire school day.
- After 5 days of self treated absences within a semester (Sept- Dec/ Jan-June) you must provide a doctor's note.
- Patterns of absence — especially before and after holidays and weekends — will be monitored and may result in a disciplinary conference.
- Lateness must be reported to the office as soon as possible and will be deducted from payroll.
- Requests to leave early must be approved by the Principal or Assistant Principal and will be deducted from your CAR.

Schoolwide Procedures & SYSTEMS

Staff Attendance & Lateness Continued

- Arriving late or leaving early requires clocking in/out and moving your timecard accordingly — time will be deducted from your CAR.
- Personal Days must be arranged with the Principal/AP and payroll secretary at least two weeks in advance. Submit form OP-198 (obtained from Angela) no later than one week before. You cannot call in a personal day the day of — all personal days must be pre-approved and added to the administration's calendar. **Notify the payroll secretary once approved.**
- Leaving the building during the school day requires moving your timecard to **OUT** and back to **IN** upon return (hourly staff must clock out and back in). Except for lunch, always notify an administrator before leaving, even if its to run to your car.

Dismissal Procedures

- Teachers must begin dismissal at 2:30 PM, escorting students outside and releasing them to guardians, or after-school programs at their designated locations.
- Bus students are picked up by our bussines staff and brought to the proper location. Please ensure those students are ready promptly.
- Do not return to your classroom until all students are accounted for.
- Students in grades 3K-2 may not go home alone. Confirm pickup arrangements and notify office staff. Grades 3-5 may walk home with parent consent only.
- Separate your class into walkers, and after-school program students and deliver each group to the correct location. A missing child is an unacceptable outcome, we implore you to take every precaution.
- Communicate all changes to dismissal routines (absences, early sign-outs, guardian requests) with the main office and bussing coordinator promptly.
- Never change a student's dismissal routine based on the student's word alone. All changes must be verified by a guardian.
- Review each student's emergency card for any legal restrictions on who may pick them up. Legal documentation is required for any such restrictions see administration for guidance.

Schoolwide Procedures & SYSTEMS

Kips Bay After School Program

- Kips Bay runs Monday-Friday from 2:30-5:30 PM and follows the DOE calendar with Holiday Camp on select days.
- Do not release students to Kips Bay before 2:30 PM — staff are not present in the cafeteria until then.

Preparation Periods

- Prep time must be used for professional work: lesson planning, grading, data analysis, training, parent/colleague conferences, or demonstration lessons.
- Common preps are scheduled daily to support grade-level collaboration.
- You may not leave the building during a prep without principal approval. If approved, clock out and move timecard to OUT; clock back in upon return.
- Preps are maintained on trip days and half days as scheduled.
- If scheduling an IEP meeting during a prep, notify Ms. Mirvil the same day you set the date with the parent — not after the fact.
- If a prep is missed due to an IEP meeting, email Ms. Mirvil right away or post in the missed prep Teams chat, [linked here](#).

Supplies & Tech Equipment

- Request supplies by filling out the Google form/QR code on the right. Allow time for fulfillment — staff (M. Padula & M.Marciano) will get to it as soon as possible.
- For technology issues, email Mr. Adam Bello at abello@schools.nyc.gov. Please care for your tech carefully we do not have endless funds to replace devices often. This goes for the laptop we loan you and your class tech as well. Implement an organized system for tech distribution. You are responsible.

Scan for supplies form



Timecards

- Only handle your own timecard — moving someone else's card is a disciplinary offense. Sending in students to move your time card is not acceptable.
- Move your card to IN upon arrival and OUT when leaving; use the time clock any time you enter or leave during the school day.
- Do not write on your timecard.
- Per Diem, Paraprofessionals, and F-Status employees must work 6 hours and 50 minutes — hours are 8:10 AM to 3:00 PM.

Schoolwide Procedures & SYSTEMS

Hot Beverages

- Do not carry open hot beverages through hallways, classrooms, or common areas. This is a burn risk, especially around young children.
- Finish your coffee/tea in designated staff areas before heading to your classroom or post.

Electrical Safety & Personal Appliances

- Do not overload outlets with extension cords or power strips — this is a fire hazard.
- Per Chancellor's Regulation A-850, microwaves, mini-refrigerators, and coffee makers are not permitted in classrooms or offices.
- See administration with any questions about permitted appliances or lunch-period access.

Safety Procedures @

P.S 304

Emergency Cards

- Collect and forward completed emergency cards to the main office immediately upon return.
- Notify the office right away if a parent updates their contact information.
- Post all allergy alerts visibly in your classroom. This is critical for substitutes and covering staff.
- Emergency card information is confidential and may never be shared outside the school.
- Use Parent-Teacher Conferences as an opportunity to review and update emergency card info.

Keys

- Keep your key hanging near the door for quick access during lockdowns.
- Return your key to the office key box daily. Never give it to students and never rely on Mary's key (emergencies only).
- Lost keys must be reported to the principal immediately. Replacement costs are the teacher's responsibility and losing a key may result in disciplinary action.

Leaving the Classroom

- Post a note on your classroom door indicating your location whenever you take your class elsewhere in the building.
- Always notify the office of your location.
- Never leave your class unattended. You are fully liable for any incident that occurs.
- Send students to the office in pairs when they need to go down alone.

Student Bathroom Usage

- Establish a clear bathroom pass/sign-out system in your classroom.
- Kindergarten teachers are encouraged to take their whole class to the bathroom before heading to cluster — this reduces building travel, minimizes disruption (especially when the cluster is on another floor), and ensures access to height-appropriate fixtures.
- Encourage bathroom use before lunch (especially K and 1st grade) and during last period to reduce disruptions.
- Adults may not accompany students into the bathroom except for 3K/PK, IEP-stipulated cases, or emergencies. If assistance is needed, have another staff member present.
- Children are never permitted in adult bathrooms.

Safety Procedures @ P.S 304

Visitors

- Parents may not walk students to the classroom without an appointment or pass.
- Notify office staff whenever you are expecting a visitor. If you see a visitor in the halls without a pass you can ask them if they need help and redirect them to the main office.
- All visitors must sign in with School Safety, receive a pass from school safety, report to the main office, and wait to be announced before coming to your room.

Sick or Injured Students

- Use judgment before sending students to the nurse — only send for genuine medical needs. We share nursing staff with another school and they are frequently overwhelmed. We have a helpful reference chart on the next page.
- Send sick or injured students to the nurse accompanied by another student or available adult.
- The nurse will notify the guardian, teacher, and office if the student needs to go home.
- No medication (aspirin, cough syrup, inhaler, epi-pen, etc.) may be administered without a 504 form signed by the physician and guardian and on file with the nurse.
- Parents of students requiring an Epi-Pen must provide two — one for the medical room and one for the Principal's office.

Safety Procedures @ P.S 304

Nurse Visit vs. Classroom Care

■ Send to the Nurse	■ Teacher Can Handle
INJURIES	
• Head injury of any kind (concussion protocol)	• Minor scrapes and scratches — rinse and bandage
• Suspected broken bone or serious sprain	• Small, accessible splinter
• Deep cut that may need stitches or won't stop bleeding	• Brief cry after a minor fall with no visible injury
• Eye injury or object embedded in the eye	• Bug bite with only mild itching, no reaction
ILLNESS & SYMPTOMS	
• Fever of 100.4°F or higher	• Mild headache — rest quietly, drink water
• Vomiting (especially more than once)	• Pre-test 'butterflies' with no other symptoms
• Severe or worsening stomachache	• Mild stuffy nose, no fever
• Difficulty breathing or signs of allergic reaction	• Hiccups
• Chest pain	• Brief dizziness after standing that clears in seconds
• Widespread, blistering, or fever-accompanied rash	
MEDICAL & SAFETY CONCERNS	
• Loss of consciousness (even briefly)	
• Seizure	
• Any medication — including over-the-counter	
• Known condition child acting differently (asthma, diabetes)	
• Signs of abuse or unexplained injuries	

Rule of thumb: Pain that disrupts learning → nurse. Child insists something is wrong your gut and send. If something feels off, send them. When in doubt, always send — that's what the nurse is there for.

ClassDojo parent communication: Send a Dojo message to parents any time their child visits the nurse — even for minor visits. A quick note like "Just wanted to let you know [name] stopped by the nurse today. They're back in class and doing fine!" goes a long way. If you find yourself tending to the same child repeatedly, or they're making frequent nurse trips, give parents a heads-up so they can look into what may be going on at home.



Tentative LUNCH COVERAGES

3K, Pre-K , and K Lunch Coverages

11:20-12:05 Lunch (3K and Pre-K Eat)

3K- Mittermeier	4K- Napolitano	4K- Varca
Stella	Campan	Auriemma

12:05-12:55 Lunch (Kindergarten eats in the Cafeteria Recess Front Courtyard (3K 4K/K Teachers Eat)

K-131 Jardine/	K-132 Robinson	K-136	K-111
Maria	Pete	Kadjatou	Hawa/Vac
3K- Faix	4K-Napolitano	4K- Varca	Sub
Stella/Rasha	Campan/Bryan	Auriemma/Bernie	Daisy/Ms.A/Estrella/Mike (1st pd only)

12:55 3K and 4K (3K and 4K Paras Eat Lunch)

3K- Faix	4K- Napolitano	4K- Varca
Rasha	Bryan	Bernie

Grades 1-5 LUNCH 12:55-1:45

Grades 1-2 Lunch/Recess 12:55-1:25		Grades 3-5 Lunch/Recess 1:25-1:45	
Rampersaud	Carmen/Jaylene MD Shaiful/R.Rodriguez	Bello	Johnte/Gabriel Gianluke/Williams
Maria	L.Reyes/Kevin	Pete	Giovanna/ Brianna F.
Mike	Jondel/Morel	John	Charlie/Nick

Reserve- Should anyone be absent, the staff listed below may be called upon for the particular lunch group indicated by color	Elaine	Ms. Lucy	Ms. Garcia
	Campan	Ms. A	Ms. Estrella



Lunchroom Protocols & Procedures

Purpose and Scope:

This section outlines the expectations, staffing structure, and emergency procedures, governing the Grades 1-5 lunch and recess period. All staff, including teachers, paraprofessionals, and aides are expected to be familiar with and adhere to these protocols.

Overall Supervision:

Mr. Jonathan Rampersad serves as the primary supervisor for the Grades 1-5 lunch period. He is the first point of contact for all concerns, incidents, or emergencies that arise during lunch. Mr. Rampersad is responsible for communicating with school administration and coordinating counselor involvement when needed.

Grade Band Assignments:

Staff are divided across the following grade bands during the lunch period:

Grade Band	Area Supervisor(s)	Support Staff
Grades K-2	Mr. Jonathan Rampersad	School Aides & Paras
Grades 3-4	Ms. Maria & Charlie	School Aides & Paras
Grade 5	Mr. Bello	Assigned Paras

Paraprofessionals are assigned to specific grade bands and are expected to remain within their designated area unless directed otherwise by a supervisor.



Staff Responsibilities & Expectations:

All staff in the cafeteria:

- **Actively supervise students at all time. No staff member should be sitting idle on their phone in the cafeteria.**
- **Maintain awareness of students in your immediate area, particular those under the care of assigned paras**
- **Paraprofessionals are expected to maintain close proximity to and line-of sight of their assigned student(s) throughout the lunch period.**
- **Redirect student behavior promptly and positively before escalating to a supervisor.**
- **Report any concerns albeit behavioral, social, or medical to the appropriate supervisor for the grade band.**

Emergency Procedures:

General Incidents and Conflicts

If any incident, conflict, or emergency arises during the lunch period, immediately bring it to the attention of Mr. Jonathan Rampersad. Mr. Rampersad will notify school administration and determine whether counselor involvement is needed for student mediation.

Medical Emergencies

If a student requires medical attention, escort them directly to the school nurse. Any staff members who witnessed the incident should report to school administration so that proper documentation can be completed. Do not leave witnesses unaccounted for.

Quick Reference: Who to Contact

Situation	Action/Contact
Behavioral concern or conflict	Notify Mr. Rampersad → Administration → Counselor (if mediation is needed)
Medical Emergency	Bring the student to the Nurse; witnesses report to administration
General lunchroom question	Contact your grade band supervisor (see table above)
Coverage gap	Notify Mr. Rampersad immediately



Staff Communication: Walkie Talkies

Walkie talkies are the primary communication system for all lunchroom staff. They are used to coordinate between grade band supervisors, aides, paras, and the main office throughout the lunch period.

- Every grade band supervisor should have a walkie talkie on their person at all times during the lunch period.
- Use walkie talkies to communicate with other lunchroom staff and to reach the main office quickly when needed.
- Keep transmissions brief and clear.
- Do not leave your walkie talkie unattended or on a table. It should remain with you throughout the period.
- If your walkie talkie is not functioning, notify the office immediately so an alternative can be arranged.

Early Student Signouts During Lunch:

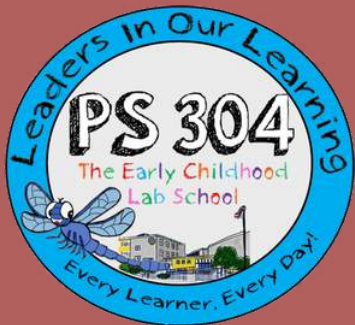
Parents and guardians are advised not to pick up students during transition periods. However, it is common for early sign-outs to occur during the lunch period regardless of this guidance. Staff should be prepared to handle these requests promptly and calmly.

Procedure when an Parent Requests Early Pick up

- The main office will contact lunchroom staff via walkie talkie when a parent arrives for an early pick-up.
- Refer to your copy of the ROCL (Register of Children Listed) or class lists to locate the student in your grade band.
- Once the student is identified, send them upstairs to the main office promptly. Do not delay or hold the student in the cafeteria.
- Ensure the student has their belongings before being sent up, if easily accessible and time permits.
- Note the student's name and approximate time of sign-out and relay this to Mr. Rampersad so attendance records can be updated.

Important Reminder: ROCL & Class Lists

All lunchroom supervisors and paras should have a current copy of the ROCL or class list for their assigned grade band readily available during the lunch period. If you do not have a copy please request one from the main office. This allows for quick location of the student and getting them to them ain office safely.



CAMPUS FIRE DRILL TIPS

& NON-NEGOTIABLES

- **ENSURE THAT YOUR STUDENTS ARE ACCOUNTED FOR AND IN A QUIET LINE AS THEY EXIT THE BUILDING**
- **PLEASE HAVE YOUR RED EMERGENCY FOLDER WITH YOUR UPDATED ROSTER AND COLOR CARDS COUNT YOUR STUDENTS AND ENSURE THAT YOU HAVE THEM ALL.**
- **PLEASE HOLD UP YOUR GREEN CARD IF EVERYTHING IS OK OR RED CARD IF YOU NEED ASSISTANCE**
- **IF YOUR FIRST FIRE DRILL EXIT CONSTANTLY GETS JAMMED, CHOOSE YOUR ALTERNATE EXIT DURING ONE OF THE DRILLS TO SEE WHICH WORKS BETTER!**



Safety Procedures @ P.S 304

Accidents

- Any staff injury must be reported to administration immediately. Seek the nearest person to alert the nurse and main office. A DOE accident report must be filed through the main office.
- Any student injury must also be reported to the main office immediately. The teacher in charge must:
 - Complete and sign an accident report (obtained from the office)
 - Obtain a written statement from the injured person, witnessed and signed
 - Contact the student's parents/guardians
- Accident reports must be submitted to the main office within 24 hours for entry into the OORS system.

OORS Reporting Policy

- All incidents must be logged in the NYCDOE Online Occurrence Reporting System (OORS) within 24 hours — this is mandatory for student removals and principal suspensions.
- Submit a brief description to administration including date, time, and location.
- Example format: "On Tuesday, September 22, at approximately 9:45am, in room 236, male third grade student John Smith tripped, fell and was sent to the nurse."

Child Abuse/Neglect

- All DOE staff are mandated reporters — you are legally required to report any suspicion of child abuse or neglect. Do not ignore the signs.
- Work collaboratively with the school social worker and administration for reporting and follow-through. See the Principal, AP, or social worker for guidance.

Door Alarms

- All exit doors except the main entrance are alarmed at all times. Do not use them for convenience or street access.
- Alarms are only temporarily de-activated during entry/dismissal or for PE, recess, garden, or lawn activities (assigned staff will manage those doors).
- If an alarm sounds near you, report immediately to that door to assess the cause (e.g., students or staff exiting the building).

Safety Procedures @ P.S 304

Lockdown Drills

- During any lockdown drill, check the hallway for wandering students and bring them into your room.
- Lock and darken your classroom — all students and staff remain silent and out of sight.
- Soft Lockdown: BRT members conduct hallway searches for missing students.
- Hard Lockdown: First responders assume full authority — follow their direction.

Code Blue/BRT Drills

- CPR-certified staff are mandated to respond when a Code Blue is announced. Listen for the location and respond immediately.
- Drills are conducted and timed to ensure proper protocol and fast response times.

Missing Student Protocol

- A detailed protocol from the Office of Student Safety will be distributed at the start of the year. Review it and know it.

Administrative Procedures @ P.S 304

Collection of Funds

- You must have prior principal approval before collecting any money from students or parents.
- All cash or checks (payable to PS 304) must be counted, placed in a Ziploc bag with a completed Cash Collection form (see Mary), and brought to the main office — never kept in a classroom or taken home.
- Label the envelope with: amount, trip date, destination, class/grade, and trip coordinator name.
- Request school checks well in advance — processing takes time and delays can jeopardize your reservation.
- Do not use a personal credit card for school purchases — you will not be reimbursed.
- Verify payment policies directly with trip vendors — Mr. Pete handles bus booking and Ms. Mutze, check writing only.
- Should you need support in asking parents for replenishment of perishables (pencils, clorox wipes, here is a suggested message to share a few times throughout the year:

“As we head into cold and flu season, keeping our classroom clean and healthy is a top priority! If you're able to donate any of the following items, we would be so grateful: pencils, paper towels, and Clorox wipes. Even one item helps us maintain a safe and healthy space for everyone. Thank you so much for your continued support!”

Administrative Procedures @

P.S 304

Class Trips

- Trips must be curriculum-connected and treated as a planned lesson — prepare students with background info beforehand and assign a follow-up activity afterward (writing, drawing, display, etc.).
- Discuss safety expectations and behavior before every trip.
- No student may be excluded from a trip without Principal/AP approval and parent notification.
- Written permission slips are required for every student — verbal permission is not acceptable.

How to Book a Trip

1. Grab a trip form from the main office, complete it, and submit to Ms. Lichti and Pete Perez for administrative signature.
 2. Once approved, Pete Perez submits to OPT for bussing. Trip details will be placed in your mailbox. Send consent slips home once received.
 3. Confirm bussing THREE days before the trip. If collecting money, see Ms. Mutze at least 2 weeks prior to count funds and obtain a school check.
 4. If lunches are needed, submit a lunch form to the cafeteria at least two weeks in advance.
- Submit a Nurse Request Form in person to the school nurse at least 2 weeks before any trip (required due to students who need a DOE nurse).

Trip Policy — Chancellor's Regulation A-670

- All trip forms must be submitted at least 6 weeks in advance.
- Retain all signed consent slips until the end of the school year.
- Report any incident during a trip to the Principal immediately, providing the student's name, class, and nature of the incident.
- Arrange coverage for non-attending students and ensure both the covering teacher and students know the day's schedule.
- Inform non-attending students they are expected in school on trip day; confirm with parents that they are aware their child will not be on the trip.
- When calculating trip cost, include tolls and entrance fees. Retain toll costs from collected funds before submitting to Mary.
- No class may go off-site without prior approval — this includes walking trips, which also require a trip form.



2750 Lafayette Avenue, Bronx, NY 10465 www.ps304x.com
P: (718) 822-5307 • F: (718) 904-0956

Walter Nino Filippo Gallano Jr. **Principal**
Maryelle Mirvil **Assistant Principal**

School _____ Date of Trip _____ ATS School Code: 08x304

Destination of Trip: _____

Address: _____ Tel. #: _____

Special Education ____ Yes ____ No

GENERAL INFORMATION

SPECIAL EDUCATION

No. of pupils _____

No. of pupils _____

No. of Adults _____

No. of Adults _____

Estimated Time of Departure _____ Estimated Time of Return _____

Class (es) going on the trip (List each class number):

Teacher in charge: _____ Room/Class: _____

Pre-trip instruction:

Post-trip follow up:

Means of transportation: ____ Walking ____ School Bus

Teacher in Charge

Principal

.....

ALL TRIP REQUESTS MUST BE SUBMITTED TO YOUR SCHOOL TRIP COORDINATOR FOUR WEEKS
PRIOR TO THE DESIRED TRIP DATE



2750 Lafayette Avenue, Bronx, NY, 10465

www.PS304x.com

P: (718) 822-5307 • F: (718) 904-0956

Walter Nino Filippo Galiano, Jr., Principal
Maryelle Mirvil, Assistant Principal

PARENT NOTIFICATION/CONSENT FORM DAY TRIP Chancellor's Regulation A-670

Student Name: _____ Teacher / Class: _____

Grade: _____ Date: _____ Coordinator: _____ Destination: _____

Departure/Return Site: PS304 Return Time: _____

Mode of Transportation: Yellow School Bus Purpose of Trip: _____

Specific Clothing/Equipment required for this Trip: This trip will include the following physical and sports activities:

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, he/she 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 from participating in a trip.*

Emergency Contact Information

Name/Relationship: _____

Best Number: (circle one) Cell: _____ Work: _____ Home: _____

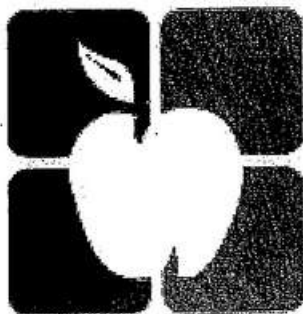
Alternate Contact/Relationship: _____

Best Number: (circle one) Cell: _____ Work: _____ Home: _____

I give my permission for my child to participate in this school trip.

Parent Signature _____ Date _____

Field Trip Meal Request



Please Complete the Following Information and Submit to Kitchen:

This form must be submitted to the Kitchen at least **One Week Prior** to the field trip date.

Today's Date: _____

Date of Trip: _____

Class: _____

Teacher/Supervisor: _____

Trip Destination: _____

Time to Pick-up Meals: _____

Total Students Attending: _____

Total Meals Needed: _____ (If No Meals are Needed, Please enter a "0")

Student Eligibility:

Free: _____ # Reduced: _____ # Paid Full: _____

Please ☒ One of the Following Options:

____ Please hold the meals until we return from the trip. We will return by _____ PM.

____ Please prepare **Non-Perishable /Non-Cooler** trip lunches (e.g. Peanut Butter & Jelly Sandwiches, UHT Milk, Fresh Fruit, and Vegetable Sticks)*

____ Please prepare a **Perishable/Cooler** trip lunches (e.g. Cold Cut Sandwiches, UHT Milk, Fresh Fruit, and Vegetable Sticks)*. Must have cooler and 12 frozen ice packs per cooler.

Approved: _____

Principal

Date

*Note: All requests for off-site service need to be approved by the Principal.
Updated: 10/2/2012

Administrative Procedures @

P.S 304

Auditorium Usage

- The auditorium is shared by all three schools — a reservation is required every time you need the space.
- Email alichti@schools.nyc.gov or dgarcia76@schools.nyc.gov to reserve rehearsal time, and CC administration.
- Include your name, date, and activity in the request — Angela or Daisy will confirm availability.
- Reserve at least one week in advance — last-minute requests may not be accommodated. For your own rehearsals try to plan ahead as the calendar gets filled quickly!
- Be mindful of colleagues: do not overbook, especially during busy performance seasons.
- If you need to cancel, do so immediately to free the space for others.
- Note: Auditorium time for the Holiday Jubilee and Multicultural Day has already been reserved by grade.
- Clusters who require auditorium space- please plan for auditorium time around your teaching schedule by reserving earlier.

Per Session

- To participate in per session activities, you must submit:
 - A letter of intent for each program
 - A current resume
 - Completed OP-175 form (found in the appendix)
- Failure to submit required documents within the pay cycle may result in delayed or missed payment.

2025-2026 APPLICATION FOR PER SESSION EMPLOYMENT AND CLAIM FOR RETENTION RIGHTS (OP-175)

Directions: This form must be completed and submitted to the per session supervisor prior to commencement of employment in a per session activity. A copy of this form must be retained by the per session supervisor. An applicant who wishes to claim retention rights must assert such a claim on this form. Retention rights may be claimed ONLY in one per session activity. No person may work more than 400 hours in one or a combination of per session activities (with a maximum of 400 hours in a school psychologist and/or school social worker position) without prior written approval of the Division of Human Resources in accordance with Chancellor's Regulation C-175.

Last Name: _____ First Name: _____ MI: _____

Home Address: _____ Zip Code: _____

Home Phone: _____ File No.: _____ Email Address: _____

1. Are you a full-time employee of the NYC Public Schools? Yes ☐ No ☐

If yes, indicate current work location: CFN _____ District _____ School/Office _____

License or Title _____ Hours of Employment from _____ to _____

2. Per Session Position for which you are Applying: Program Name: _____

CFN _____ District _____ Approximate Start Date _____ Do you claim retention rights? Yes ☐ No ☐

School/Office _____ Approximate Total No. of Hours in Activity _____

Work Hours Monday – Friday _____ to _____ Saturday – Sunday _____ to _____

3. **Between July 1, 2025 and June 30, 2026, have you worked or do you plan to work in any other per session activity?** Yes ☐ No ☐. If yes, indicate all positions below. Use additional sheets if necessary.

a. Program Name: _____

CFN _____ District _____ Approximate Start Date _____ Do you claim retention rights? Yes ☐ No ☐

School/Office _____ Approximate Total No. of Hours in Activity _____

Work Hours Monday – Friday _____ to _____ Saturday – Sunday _____ to _____

b. Program Name: _____

CFN _____ District _____ Approximate Start Date _____ Do you claim retention rights? Yes ☐ No ☐

School/Office _____ Approximate Total No. of Hours in Activity _____

Work Hours Monday – Friday _____ to _____ Saturday – Sunday _____ to _____

4. Will your total per session hours for this year, including the hours for the position for which you are applying, exceed 400? Yes ☐ No ☐

5. If yes, have you submitted a waiver request to exceed the 400 hour maximum? Yes ☐ No ☐

6. **Declaration:** I have read and understand the requirements in Chancellor's Regulation C-175. I understand that I am bound by this regulation. I affirm that the information given above is, to my knowledge, accurate and complete, and I understand that a willfully false answer to any question contained herein is a Class E felony which shall render this application null and void and may result in loss of retention rights, cancellation of per session employment, loss of pay, recoupment of compensation already paid, and/or disciplinary action.

Signature of Applicant

Date

7. **Approval by Per Session Supervisor:** I certify that this applicant possesses the qualifications established for the position and that the selection was made after following advertising procedures set forth in Chancellor's Regulation C175.

Signature of Per Session Program Supervisor

Date

Summary of Chancellor's Regulation C-175

Chancellor's Regulation C-175 is available for review at <https://www.schools.nyc.gov/about-us/policies/chancellors-regulations>. Each school maintains a copy of the Standard Operating Procedures Manual for Schools (SOPM). Individuals may review a copy of these procedures in order to familiarize themselves with the process by which per session employees are processed and paid.

1. All per session employees must complete an application for per session activity (OP175) prior to commencing service.
2. Individuals who have been approved for waivers in prior years must resubmit new waiver applications each year. For this purpose, the per session year is from July 1st **through** June 30th.
3. Individuals must submit a waiver form for exceeding the limit on the maximum number of hours that can be served in a per session year. The maximum number of hours of per session work that may be performed annually is available in the C-175 regulation.
4. No individual is authorized to work in a per session activity during a normal school workday.
5. Per session employment, whether funded from the same or a different source, may not be used as a means of providing additional compensation for work similar to that which is performed in an individual's primary assignment.
6. Individuals cannot serve in a per session activity for which, in their primary assignment, they are responsible for hiring, rating, or coordinating or which they normally supervise in their primary assignment.
7. No per session compensation may be paid for work performed at home.
8. Employees on sabbatical leaves beginning August 1st must complete per session activities in which they are serving in July. They will not be permitted to commence any new per session assignments until the September following the completion of the sabbatical.
9. Each per session employee is required to use a time clock to record the exact time of arrival and departure. The timecard is to be maintained at the work site and should serve as the basis of entries on the Personnel Time Report. If a time clock is not available, a daily attendance report with exact time of arrival and departure must be provided, maintained and approved by a supervisor. In every case, regardless of the specific manner in which time is reported, supervisors are accountable for verifying the record of attendance. Approval by a co-worker is not acceptable. Failure to maintain satisfactory records will result in the withholding of compensation or recoupment of payment already made.
10. Each per session employee is required to submit a time sheet for service that was performed during the prior per session period within one school day of the per session period immediately following each service.
11. ***Time sheets submitted for per session work which required a waiver that was not previously approved will result in the withholding of per session payment.***
12. If a teacher is entitled to retention rights in a per session activity but fails to claim those rights before or at the time of application for a different per session job in which the teacher has no retention rights, the teacher may then be denied employment in the job for which there is entitlement to retention.

Notes: Requests for waivers must be submitted sufficiently in advance to allow time for review and appropriate action. ***Failure to obtain a valid waiver may result in the withholding of payment for hours worked beyond the maximum hours as outlined in Chancellor's Regulation C-175.***

Professional LEARNING

(Promotes collaboration resulting in development and implementation of best practices and improved outcomes.)

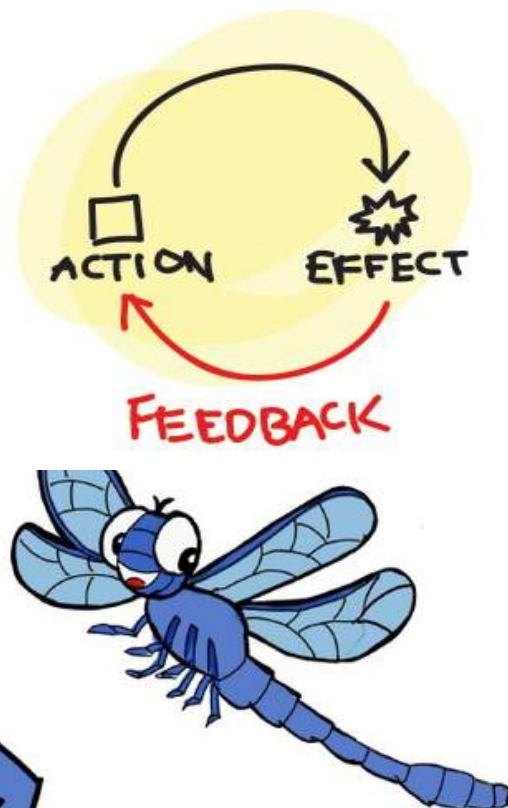
Innovative and groundbreaking findings in education are continuously attempted within a risk-free environment that exists within the school. A tiered approach to support individuals and grade teams; ranging from literacy and mathematics educational partners, instructional leads, teacher teams and administrators, exist with the intent to engage in discourse within a culture of ongoing feedback.

Working with shared core values, teachers as educational leaders present and share pedagogical approaches to education in all areas to support all learners: ELLs, Students with Disabilities, and other various subgroups. This enables the teachers to take ownership of their professional practice.

Noting common trends and patterns, teachers receive Professional Development learning opportunities on grade level bands as well as individually within their classrooms. Follow up happens within classrooms in the forms of modeling, co-teaching, common planning, and “on the spot” coaching. This ensures that Professional Development is not a “one size fits all,” but is differentiated to meet the needs of the diverse adult learner.

Teachers within the school are the most important aspect of this endeavor. We must challenge ourselves each day to improve student learning, based upon academic rigor, newfound flexibility, meaningful assessments, and true accountability. To accomplish this, we must focus on both the depth and breadth of each proposed instructional and operational change. Each is designed to support the children and their teachers, whom we expect to meet these rigorous standards. (UFT).

The most recently ratified UFT collective bargaining agreement designates time for Teacher Professional Development and Parent Engagement. As a result of the School Based Option (SBO) for the 2026-2027 school year, teachers now have time solely dedicated for this work on Mondays from 3:10-4:10pm while 2:30-3:10pm are dedicated to OPW.



Educational Consultants
including (but not limited to):

- Teacher's College
- National Teaching Network (NTN)
- Bronx Borough Office
- Education Through Music

In-House Support
Including (but not limited to):

- Various Staff:
- Cathy Bernard, Instructional Coach
- Cluster Teachers, Instructional Leads
- Nicole Russo, IEP Teacher/Special Ed Support
- Rosalie Miles-Hernandez, English as a New Language/ Instructional Lead Support
- Inter-visitations
- Classroom Lab-sites
- On-the spot coaching

Administration Support
Including (but not limited to):

- Ongoing feedback (coaching days and formal feedback)
- Teacher Teams (including grade level, vertical and special interest teams)

PS 304 The Early Childhood Lab School
Professional Learning Steps to Support

Parent Engagement & Other Professional WORK

This time is designated for parent outreach and engagement that will sustain the home-school connection and encourage parents to support their child academically. Documentation of all parent contact should be maintained by inputting interactions on SOLVED website. [08x304.com](https://www.08x304.com)

Some Examples include (not limited to):

Parent Engagement	Professional Work
• Meet with parents (telephone, text, email, person, SKYPE,) to discuss pertinent student matters (i.e. concerns, and positive reinforcement, etc.) • Written correspondence (including email) with parents or guardians • Create a newsletter for parents outlining curriculum, current homework assignment, ways that parents can help at home, etc. • Develop and maintain a class website with pertinent information (i.e. assignments, photographs, upcoming events, etc.) • Design an integrated project that students need to work with parents at home to complete (i.e. interview, parent's hobby, research about native home, etc.) • Plan and deliver a Parent Workshop based on informing parents about CCLS, information, or new concepts in the classroom. • Create and distribute a Progress Report to parents to show student needs and growth • Develop a Questionnaire for parents to share their talents and skills. This information can help you bring parents in to enrich the learning of students. • Develop a weekly email blast for parents to keep them in touch with what is currently happening in class. • Have student led conferences, where students identify and articulate their next steps/growth. • Design Family Learning Activities that have students bring their parents to class and be involved in their children's learning • Plan for an event in school (i.e. publishing party, parent volunteer, guest speaker, etc.)	• Lesson planning and preparation • Curriculum mapping • Assessment Design • Developing assessments for students (tests, projects) • Scoring exams, simulations, projects, student work, etc. • Setting up classroom libraries, and systems in your classrooms • Inquiry and Review of student work • Data entry (conference notes, spreadsheets, assessment binders, etc.) • Progress Reports/Report Cards • Collaborate with colleagues (horizontally or vertically) to plan • IEP related work • MOSL related work • Grade level planning • Monthly goal setting • Lesson Study • Professional Learning Activity (PD) 

Parent Engagement LOG

The Parent Engagement Log will be available on SOLVED for this school year. Please visit our school website under the Staff Resources tab.



Parent Engagement Form 2026-2027

Staff Name*

Staff Email*

Class*

Student First Name*

Student Last Name*

Family Member You Interacted With*

Activity*

Date of Interaction*

Duration of Activity (in minutes)*

*- required

Send

Click the image of the form or
Scan the QR code below for
access to the form!



School Wide Professional Learning/ PD MONDAYS

All teachers are required to participate in Professional Development activities selected and planned by the school's Staff Development Committee/Lead Learners Committee (LLC).
It is beneficial for every teacher to be an active member of a Professional Learning Community. PLC teams will meet regularly to discuss authentic student work, challenges, and trends, and devise a plan of action. Minutes for each PLC meeting must be kept within a shared point drive.

Some Monday activities may include (but not limited to):

- & Professional Learning
- & Curriculum planning/grade level outcomes
- & Data Dives
- & Inquiry Work
- & Article Study
- & Teacher-Led Professional Learning
- & Professional Learning Committees

Various teams/committees that will support the work within the school include (but are not limited to):

Instructional Leadership Team (ILT)	A school -based staff development committee, named Instructional Leadership Team ("ILT") will be implemented. This committee will include the Chapter Leader and consist of an equal number of members (selected by the Chapter Leader and the Principal, respectively.) The SDC shall collaboratively review, consider, and develop the school-based professional development that is offered during the Professional Development block to be relevant to all participating staff-members, supportive of pedagogical practices and programs at the school and be reasonable to prepare and complete during the Professional Development block. This team will also tackle equity and how to ensure that the curriculum that is considered is equitable for all stakeholders. The principal shall review the SDC's work and shall have final approval of Professional Development.
Child Study/ Response to Intervention (RTI)	The purpose of the CST/RTI is to discuss and address concerns of students who are exhibiting academic and/or behavioral challenges. The team is comprised of administrators, SBST, AIS, related service providers, teachers, and paraprofessionals (if applicable). The team provides strategies to meet the needs of the students in a General Education setting, thus reducing inappropriate referrals to Special Education. If a student is suspected of having a learning disability, a referral for an evaluation by the School Based Support Team will be initiated. As per legislation, it is important to remember "that a student may not be identified as disabled if the determinant factor is lack of instruction in reading and math or an English Language Learner." Therefore, prior intervention strategies implemented must be demonstrated to the Committee of Special Education (CSE) before they recommend a Special Education setting. The broad responsibility of the SIT is to develop and carry out an appropriate and effective reform implementation plan specific to our school community. This committee is focused on providing services for those students who have exhausted all interventions but are still in need of support. CST/RTI nomination forms and additional documentation are required to have a student presented at meetings. Documentation of all academic and behavioral data is mandatory, as well as evidence in attempted interventions.
Assessment Data Team (ADT)	The team's mission is to grow together as a learning community. With representatives from each grade, this team meets weekly to engage in professional discourse, analyze school wide data, and design a school-wide system of collecting and analyzing data using "data dive" protocols, looking at misconceptions and instructional next steps.
PBIS Team	This team's mission is to spearhead our school wide PBIS system and encourage our dragonflies to RISE. This team meets weekly to engage in discourse about how we can engage teachers and students to improve the overall behavior and support of our students. They will also plan assemblies and events aimed at bringing the school population together.
Grade Teams	The team's mission is to work within grade teams to build teacher leaders and facilitate instructional initiatives. Some of the learning activities that grade teams have participated in are: Inquiry Teams and Action Research - finding a problem of practice, collecting data and analyzing impact on various subgroups within the school; Looking at Student Work and providing next steps for instruction; Case Studies that focus on a dilemma within education; Curriculum building based on key standards, learning targets, and Common Core Learning Standards; Data Analysis - using multiple data sources to determine next steps and instructional decisions; Sharing Research-Based Practices. It is the professional responsibility of every teacher to attend the weekly Grade-level meetings facilitated by the Administration, Coach or Instructional Lead. The meetings will take place during the common prep period for each grade and are essential not only for teachers' professional growth but for collaboration across the grade. The meetings provide time to refine curriculum, design common assessments, analyze student data and share research-based effective practices.

Artificial Intelligence: AI GUIDELINES

NYCPS AI Guidelines Students K-2 (No screen time outside of screeners) 3-5 (No more than 30 minutes)

Student Data & Image

- Student images must never be uploaded or inputted into any AI system without explicit parent consent. This applies to all AI tools, apps, and platforms, regardless of instructional intent.

Student data may never be used to train AI models. Any AI tool that processes student data must be approved through the NYCPS ERMA compliance review — unapproved tools cannot legally be used with any student or staff data.

- Never input student images, names, or any personally identifiable information (PII) into consumer AI tools (such as ChatGPT, Google Gemini, etc.) without explicit parent consent and administrative approval.
- All AI tools must be used with human oversight. AI supports, but never replaces, educator decision-making.
- All AI tools must serve a clearly defined educational purpose.
- Prohibited uses of AI include anything related to student care, counseling, or behavioral matters.
- When in doubt, check with administration before using any AI tool with students or their data. For instance, avoid using Canva's built-in AI features with student work or images, as those features carry the same risks as any other generative AI tool.

While policy is still being updated to clarify terms of AI use, below are the existing consequences:

Existing Consequences Under Current Policy:

- Mishandling student data is a violation of FERPA (federal law) and NY Education Law §2-d. Both of which can trigger disciplinary action up to and including termination.
- Uploading student data to an unapproved AI tool could be treated as an unauthorized data disclosure, which is a serious offense under DOE policy and could result in a disciplinary conference or 3020-a charges (the formal DOE teacher discipline process).
- Risks to staff specifically include unclear accountability for AI-assisted decisions — meaning if something goes wrong with an AI-generated output, the staff member is still fully responsible.

Instructional PRACTICES

Lesson Plans & Planning

- Per the UFT contract, lesson plan format is at the teacher's discretion — submission on a specific day is not mandatory, but plans must be available upon request and may be collected unannounced.
- Curriculum maps and units of study are outlined within our ELA, Math, Phonics, Social Studies, and Science curriculum platforms, and are also accessible via the district landing pages and linked in our OneDrive. These must be used to guide instruction and are available upon request.
- When you are absent, lesson plans must be readily accessible for a substitute — whether the absence is planned or unplanned.

Lesson Plans Should Include:

- Date, aim/objective, and Next Generation Learning Standards (NGLS) addressed
- Evidence of content area integration (Social Studies, Science, Art, Math, etc.)
- Mini lesson, guided/independent practice, and share/reflection
- Essential and guiding questions
- Flexible grouping, small group plans, and differentiated instruction including modifications for ELLs and students with IEPs
- Daily flow covering all curriculum areas (literacy, writing, math, word study, Social Studies, Science, etc.)
- Assessment-formative and summative data to drive instruction and meet the needs of all student subgroups. Assessment data will live on our SOLVED dashboard. See our grading policy for details on teacher grading and inputting.
- Opportunities for student self-reflection and discussion
- Daily homework assignments are not a requirement as our focus is on delivering instruction that is rich and complete within the school day. Nightly reading, however, is strongly encouraged for all students as a key driver of literacy growth and academic success. Previewing a text for a lesson the next day is also recommended!

Media/Video Policy

- Videos and movies must have a clear instructional purpose, be part of a planned lesson with follow-up work, and have prior administration approval.
- Content must be age-appropriate — abusive/obscene language, extreme violence, and sexual content are never acceptable.
- Any film rated PG-13 or higher requires administrative approval before being shown.

Instructional PRACTICES

Anecdotal Records

- All teachers must keep anecdotal records on students who need follow-up. Behaviors must be observable, measurable, and documented objectively.
- Records must be readily available upon request by the guidance counselor, AP, or principal.
- Interventions provided must also be documented and monitored.
- Hold ongoing conferences with students about their performance. Feedback is one of the most powerful drivers of growth.
- Grades should never be a surprise as students and parents should always know where they stand and what is needed to improve.
- Never disclose a student's grade to other students — privacy is a right.

Flow of the Day / Agenda

- Every teacher must post a daily agenda with times to support pacing and help students understand the structure of the day.
- Display the daily objective for each subject or topic — pocket charts with sentence strips are a great way to do this.

NYC Reads ELA & NYC SOLVES

- We follow the Chancellor's NYC Reads and NYC SOLVES these are non-negotiable tenants that must be reflected in all planning and instruction. Refer to the shifts listed on the following pages.
- ELA and Math blocks have been adjusted per District 8's curriculum planning team — refer to the sample 45- and 60-minute blocks provided for days when a full block is not possible.

Grading Policy

- We grade using 1, 2, 3, or 4. No + or - should be utilized. A district wide uniform grading policy will be shared early in the school year.

Data Collection / Data Tracker

- A school-wide Data Tracker is available on our shared Microsoft/Outlook drive and is accessible via your NYCDOE email. We also display all data on our SOLVED platform. Assessment data for Desmos and Into Reading are available on those respective platforms.
- Diagnostic and summative data will be transparent and shared across our school community.
- You may be asked to input additional class data — this drives instructional conversations and helps us refine our core curriculum.

K-3 Literacy Block Guidance



Time	Systematic, Explicit Instruction	Content	High Quality Core Curriculum
30 minutes	Whole Group, Foundational Skills Daily, systematic instruction with active practice	Phonological Awareness Phonics Print Concepts Spelling Handwriting K,1 High-Frequency Words Fluency	Really Great Reading
40 minutes	Whole Group, Engaging with Complex Texts Daily reading and/or listening to authentic, meaningful texts	Vocabulary Comprehension Fluency Building Knowledge	HMH Into Reading
35 minutes	Whole Group Writing Daily, systematic instruction with active practice	Sentence Structure & Conventions Grammar Craft of Writing Writing Process	HMH Into Reading
30 minutes	Small Group, Differentiated Instruction Daily reading and/or listening to authentic, meaningful texts	Phonological Awareness Phonics Print Concepts Spelling Handwriting (K,1) High Frequency Words Fluency Vocabulary Comprehension	Utilize appropriate materials from foundational skills and engage with complex texts/writing curricula (e.g, RGR, HMH, Serravallo strategies, are all accepted)

4-5 Literacy Block Guidance



Time	Systematic, Explicit Instruction	Content	High Quality Core Curriculum
30 minutes	Whole Group, Word Work Daily, systematic instruction with active practice	Advanced Word Study Morphology	HMH Into Reading
40 minutes	Whole Group, Engaging with Complex Texts Daily reading and/or listening to authentic, meaningful texts	Vocabulary Comprehension Fluency Building Knowledge	HMH Into Reading
35 minutes	Whole Group Writing Daily, systematic instruction with active practice	Sentence Structure & Conventions Grammar Craft of Writing Writing Process	HMH Into Reading
30 minutes	Small Group, Differentiated Instruction Daily reading and/or listening to authentic, meaningful texts	Vocabulary Comprehension Fluency	Utilize appropriate materials from foundational skills and engage with complex texts/writing curricula (e.g, RGR, HMH, Serravallo strategies, are all accepted)

60 Minute Math Block Guidance (2025)



Time	Systematic, Explicit Instruction	Amplify Desmos Math
5-8 minutes	Routines Briefs (Warm Up) Designed to: generate discourse, justification, argumentation, enhance vocabulary, see relationships and categories, and build curiosity	• Warm Up (Routine Briefs) Refer to the unit overview and daily lesson for the specific routine brief. • Routines in the curriculum are sequenced by unit.
25 minutes as delineated in Amplify	You Do, We Do, (Launch Activities within Desmos) Launch sense-making task Students explore individually and/or collaboratively using a variety of strategies Monitor student solution paths and offer guide and or differentiated support through monitoring Chart, encourages discourse I do (Synthesis/ Connect) Teacher helps connect student strategies and thinking, to the learning goal.	Mathematical Shifts • Low floor, high ceiling tasks for the whole class • Must be aligned to the specific NGLS of the lesson • Activates prior knowledge to access the task • Teacher monitors student on task time and offers guided and/or differentiated support • Instruction is geared to conceptual understanding • Select purposeful work products to share that connect student strategies to the learning goal • Encourage discourse to help develop understanding and academic language • Teacher conferencing/recording of observations. Teacher selects purposeful work for students to share. • Manipulative readily available for student access
5 minutes	Whole Class Discussion (Lesson Synthesis) Explicit instruction takes place if needed to bridge a gap between student's thinking and the lesson objective.	• Opportunity for selected students or groups to share their thinking and reflections with the class (this is not a simple recitation of the steps taken to solve. Students and groups must be selected deliberately and tied to data. Please be able to speak to your choices.
5 minutes	(K-2 Show What you know, 3-5 Lesson Checkpoints) Lesson Checkpoint for students to complete independently that is aligned to the lesson's objective often referred to as an exit slip.	• This comes directly from the D8 Pacing Calendar

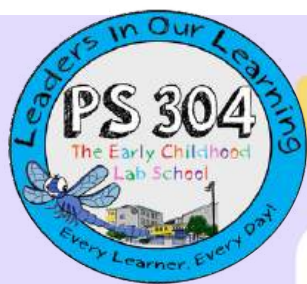
MATH FLUENCY PERIOD

COMPONENT	AMPLIFY DESMOS MATH
Small Groups	Small Group Instruction Teacher pulls small groups based on data from SWYK, lesson checkpoints, or unit assessments. Groups rotate through targeted tasks matched to student readiness — below, on, or above grade level. While the teacher works with a group, other students rotate through independent stations.
Extension Tasks	Extension Tasks Students who have demonstrated mastery engage with rich extension tasks that deepen conceptual understanding and connect to upcoming content. These are not simply more problems — they push thinking and extend the learning goal in meaningful ways.
Sub-Unit Problems	Sub-Unit Practice Problems Targeted problems drawn from within the current Desmos unit. Reinforce specific standards addressed in recent lessons. Used as additional guided practice, partner work, or a station during small group rotations. Keeps fluency practice tightly connected to current instructional content.
Math Adventures	Math Adventures Engaging, story-based or game-based math tasks within the Desmos ecosystem. Build fluency through curiosity and exploration. Students apply skills in a low-stakes, high-engagement format. Can be used as a station during rotations or as a whole-group warm-down activity.
Personalized Learning	Desmos Personalized Learning The digital, adaptive component of Amplify Desmos Math — functions similarly to My Path on iReady but is Desmos-native and tied directly to the curriculum. Students receive a personalized sequence of practice and activities based on their performance data, building fluency while staying connected to the Desmos instructional approach.
Assess & Respond	Assess & Respond Teacher reviews data from Desmos reports, SWYK results, and small group observations to make active instructional decisions — not passive grading. Used to adjust groupings, select tasks for the next fluency period, and identify students for intervention or extension.
SWYK	Show What You Know (SWYK) A short, independent check-for-understanding aligned to the lesson or unit objective. Students complete individually — this is not a collaborative task. SWYK is accessed directly through the Amplify Desmos Math online platform. Lesson Checkpoints will soon be available on Mathkeymatics. Results directly inform the next Assess & Respond cycle and small group composition. K–2 · Show What You Know Completed as indicated by the lesson within the Desmos online platform. 3–5 · Lesson Checkpoints — Daily Grades 3–5 complete a Lesson Checkpoint every day as a non-negotiable close to the fluency period. Found in and assigned through the Desmos online platform.

KEY DESMOS Tier 1

Instruction Non-negotiables

Components of Lessons and Units	Expectations
Pre-Unit assessments are not being utilized please refrain from administering extra testing that is not required.	• Daily lesson checkpoints 3-5/ show what you know for K-2 should be utilized every day. • End of unit assessments are okay to be administered • iReady is still our screener (BOY, MOY, EOY) • There will be no standards mastery moving forward and for 2025-2026
Spiral Activities	• Spiral activities are not being used for Tier 1 instruction however they can be used for tier 2 or tier 3 small groups for students who are a year or more behind in mathematical understanding. This data can be found based on the BOY, MOY, EOY iReady screeners.
Centers 3-5	• We will not be utilizing the centers in grades 3-5, however teachers in K-2 can use them within the math block.



NYC READS: LITERACY SHIFTS K-5



- **Shift 1-** Systematic, and explicit phonics instruction
- **Shift 2-** Use of decodable texts in K-2
- **Shift 3-** Small group differentiated instruction based on need (DATA)
- **Shift 4-** Explicit instruction and practice in fluency
- **Shift 5-** Using universal screeners and secondary diagnostics to identify reading strengths and areas for growth.
- **Shift 6-** Adoption of research-based, high quality curricula
- **Shift 7-** Direct, explicit instruction in service of comprehension
- **Shift 8-** Explicit, systematic and cumulative writing instruction, integrated with reading!



NYC SOLVES: Math Shifts

- Shift 1 - Beginning with sensemaking
- Shift 2 - Shared, Low Floor, High-Ceiling Tasks
- Shift 3 - Discourse to Develop Understanding
- Shift 4 - Asset-Based Support
- Shift 5 - Shared High-Quality Instructional Materials



Instructional PRACTICES

Data Clinics

- Come prepared to discuss how you are using data to differentiate instruction for all learners — struggling and high-achieving.
- Be ready to speak to:
 - What data you used and what instructional strategies it informed
 - What's working and what isn't
 - Progress students have made as a result of your interventions
 - Your goals and your students' goals — can students articulate them?
- Bring evidence such as pre/post assessments, running records, chapter tests, NYSED simulations, student work samples, conference notes, and formative assessments.

Focused Learning Walks

- Learning walks are collaborative classroom visits focused on instructional practice and student learning.
- They are not evaluative — they are opportunities to gather data, share observations, and engage in professional conversation about what we see and don't see in classrooms.
- The goal is to deepen our collective practice and maintain momentum around our school's learning goals and PD needs.

Discipline & Positive Guidance

- Our goal is self-discipline — punishment is a last resort. Guidance and good teaching are the foundation.
- Students are never to be sent to security or seated in hallways. If a student is struggling, notify the main office and the guidance department immediately.

Teachers contribute by:

- Maintaining consistent routines and strong classroom management.
- Differentiating instruction to meet all students' needs and interests.
- Review progress monitoring data and pivot to meet student's needs
- Actively involving students in learning with balanced, full-day instruction.
- Ensure proper and equitable testing environment for students (Quiet space to concentrate, adequate time to complete task)
- Adhere to clear testing modifications in a student's IEP (i.e Give modifications to students whose IEP indicates that modification, not whole class)
- Being consistent and fair in all interactions with students, avoiding triggering students
- Developing cultural sensitivity and using varied instructional materials.

Instructional PRACTICES

Classroom Environment

Your classroom should reflect active, joyful, rigorous learning. Use the following as a self-check:

- Is the room tidy, organized, and clutter-free with clear spaces for materials?
- Are class and individual student goals visible?
- Are there bulletin boards for ELA, Math, Social Studies, Science, and Writing?
- Is there a live word wall current across all subject areas?
- Are anchor charts current, skill-based, and teacher/student generated?
- Is student work current, displayed across all subjects, and free of grades and feedback on bulletin boards?
- Is student work graded with one positive comment and clear next steps in folders?
- Do students have a math notebook showing problem-solving steps?
- Are rubrics in students' content folders and task-specific?
- Is there evidence of celebration of all students' efforts and achievements?
- Is the daily schedule displayed on or near the classroom door?
- Are classroom procedures and guidelines visible (how to choose a Just Right book, small group norms, classroom rules, etc.)?
- Are desks/tables arranged in small groups with evidence of small group instruction?
- Is there a defined, neat, and inviting classroom library organized by genre, text type, and interest?
- Is there a designated small group instruction area?
- Is there evidence of academic rigor, high expectations, and accountable talk?
- Is every student valued as an individual and is the teacher-student relationship caring, affirming, and encouraging?

Report Cards & Parent Communication

- Progress monitoring should occur every 6–8 weeks. Do not wait until report card time to inform parents of concerns.
- Report cards are due in STARS: Marking Period 1 (11/5/26), MP2 (3/3/27), MP3 (6/15/27).
- Share progress report letters with parents throughout the year — especially when promotion is in doubt.
- Per Chancellor's Regulations, if holding a student back, parents must be notified in writing in January of that year. Discussions about possible promotion in doubt should have already been had with students.
- Maintain a log of all parent communications kept securely in your classroom. You can utilize our parent engagement form on SOLVED as well as your own notes.
- Parent Engagement day is Mondays.

Instructional PRACTICES

Documentation of Student Work

- All students must have a digital portfolio on Google Classroom, updated regularly to show growth and value-added progress.
- Portfolios must include clear rubrics, standards-aligned teacher comments, and reflect curriculum goals.
- Teacher feedback on student work must be aligned to the standard being assessed — not general observations.
- Portfolios will be reviewed by administration and made available to parents at Parent/Teacher Conferences.

Bulletin Boards

- Boards are assigned by proximity and relevance — display student-made work only (no commercial displays).
- Every board must include a title, task explanation, and direct link to NGLS standards.
- Update boards every 4–6 weeks — boards should never be empty or blank.
- Rubrics and individual teacher feedback should be kept in folders attached to work, not displayed publicly.
- Work should be open-ended, showing a variety of student approaches.
- Displays should correspond to current curriculum and be colorful, neat, and reflective of your teaching.
- Do not remove a board unless you are ready to replace it immediately.

Google Classroom & Class Dojo

- Every teacher must set up a Google Classroom using their NYCDOE email only.
- Your Google Classroom must include:
 - A posted schedule with times, subjects, and preps (helps parents know when to sign out without disrupting learning)
 - Resources for students across all content areas
- Add the following as co-teachers: Principal, Assistant Principal, both Instructional Leads, and the Parent Coordinator.
- Set up Class Dojo for parent communication.
- Everything posted online is a public reflection of our school — always post with high standards and good judgment.
- Before posting any student photos, check the emergency card to confirm parents signed the photo and media release.

School Phone Messenger

- Used to send quick messages to the whole school or specific parent groups.
- See the Parent Coordinator for access and more information.

Instructional PRACTICES

Response to Intervention (RTI)

- RTI is a 3-tier framework for identifying and supporting students with academic, social, or behavioral needs through data-driven, proactive intervention.
- Tier 1: High-quality core classroom instruction for all students.
- Tier 2: Targeted small group instruction.
- Tier 3: Intensive individual intervention.

RTI Process at PS 304:

- All students are universally screened using iReady, Acadience, and Really Great Reading.
- When a need is identified, the classroom teacher provides evidence-based support for a minimum of 6 weeks, documenting the intervention and monitoring progress throughout.
- If additional support is needed after the intervention period, the teacher completes a referral form (see Ms. Russo, IEP Teacher) with documentation and evidence for Child Study Team review.
- Notify parents that the referral is under review and that a follow-up meeting will be scheduled to discuss progress.
- During the RTI meeting, the team will:
 - Review areas of concern and the student's strengths, talents, and motivators
 - Review baseline/universal screening data and school history
 - Identify 1-2 measurable, observable target concerns (behavioral or academic)
 - Set SMART goals with a clear target level
 - Design an intervention plan including: schedule, location, provider, resources, progress monitoring method, and weekly update responsibilities
 - Determine who will communicate with the parent about the intervention and progress
- A follow-up meeting is scheduled 6-8 weeks after the initial meeting.
- All minutes, RTI plans, and forms must be placed in the RTI binder/file.

Intervention Implementation:

- The intervention is carried out with weekly updates, progress reports, and intervention notes.
- At the follow-up meeting, the team decides to: continue the intervention, revise the plan, or refer for special education or 504 eligibility.



Instructional PRACTICES

Special Education & IEPs

- Every teacher must be familiar with the IEPs of all assigned students — read and know each plan.
- Both general and special education teachers share joint responsibility for meeting student needs and determining grades for classwork, assignments, assessments, and report cards.
- All IEP information is strictly confidential — always speak privately with students and parents about services, accommodations, or medical needs.
- Special subject teachers must access IEPs via SESIS (<https://sisis.nycenet.edu>) using your DOE login — evidence of IEP goal progress must be entered on time per DOE regulations.
- No Special Education/IEP information is ever to be filed in the cumulative records file.
- See Ms. Nicole Russo for SESIS assistance or any IEP questions — contact the SBST for additional support.

IEP Language & Quality:

- All IEPs must contain clear, specific, and measurable language — vague goals are not acceptable.
- Testing modifications must be clear and concise so they can be implemented consistently.
- Before finalizing or presenting an IEP to a parent, consult Ms. Nicole Russo to review language and ensure appropriate IEP terminology is used.

Monthly Special Education Meetings:

- In-school special education meetings are held once a month, Period 1, in Room 128 or 237 (TBD), led by Ms. Nicole Russo.
- These meetings serve as dedicated time to work on IEPs and receive updates on district initiatives and special education guidance.

Related Service Expectations

- Related service providers must log first attendance dates and enter all service dates into SESIS weekly.
- Schedules must be submitted to administration within 10 days of the start of school — any revisions must be submitted before services begin.
- All related services must commence immediately at the start of the year.
- If a student is not receiving their mandated related services, the general or special education teacher must notify administration immediately.
- Evidence that IEP goals and mandates are being met must be entered into SESIS on time.

Instructional PRACTICES

ICT MODELS AND EXPECTATIONS

Integrated Co-Teaching (ICT) Expectations

- Co-teaching means joint accountability — two certified professionals sharing full instructional responsibility for all students, all content, all the time.
- NYC ADVANCE holds both teachers equally responsible for every subject taught in the classroom. Dividing subjects between partners does not divide your accountability.
- If your co-teacher is absent, all subjects must still be taught — students should never lose access to content because of a staffing gap. You are both responsible for knowing everything.
- One Teach/One Assist should not be your default model — it is the least impactful when overused and does not reflect the full potential of a co-teaching partnership.
- **Our preferred model is Parallel Teaching — aligned with NYC Reads and NYC Solves, splitting the class into two simultaneous instructional groups has consistently shown increased engagement and stronger student growth.**
- ICT partnerships must be built on shared ownership, mutual respect, and flexibility — not divided territory or specialized roles.
- All approved ICT models are listed below. Any model not listed must be approved by administration before implementation.

Model	Description	Note
Parallel Teaching	Both teachers deliver same content to two smaller groups simultaneously	Preferred model
Station Teaching	Content divided into stations; teachers rotate between groups	Third independent station optional
Alternative Teaching	One teacher with large group; one with small targeted group	Use when students need specialized attention
Team Teaching	Both teachers deliver instruction together at the same time	Most complex; works best with compatible styles
One Teach, One Observe	One teaches; one collects observational data	No more than 10% of any day
One Teach, One Assist	One leads; one circulates and supports	Use sparingly — not the default

Teacher Evaluation

SUMMARY

How Teachers Are Rated:

- Teachers are evaluated using the HEDI system: Highly Effective, Effective, Developing, or Ineffective — assessed through the Danielson Rubric across 4 areas:

Domain	What It Means
Planning and Preparation	Well-designed lessons, clear goals, aligned to curriculum, uses assessments to guide teaching
Classroom Environment	Safe, respectful, well-managed classroom where students take ownership of their learning
Instruction	Students are actively engaged, teacher gives clear feedback tied to specific goals
Professional Responsibilities	Teacher reflects on practice and adjusts to ensure every student succeeds

How many observations are required?

- Highly Effective- at least 2 minimum
- Effective/Satisfactory + previously Highly Effective/Effective/Satisfactory- at least 2 informal
- Effective/Satisfactory + previously Developing/Ineffective/Unsatisfactory- at least 3 informal
- Developing-1 formal + 3 informal
- Ineffective-1 formal + 4 informal

Guidance and Social Work

CONTACTS



Ms. A – School Social Worker

- Focuses on student wellbeing, crisis support, and connecting families to resources.
- She can help with
- 1:1 student check-ins on home/school life
- Safety concerns & child wellbeing
- IEP students with mandated counseling
- Classroom lessons on feelings, coping, friendships
- Not for basic classroom management, H.W. refusal, minor listening issues – these stay with you.



Ms. Estrella- Guidance Counselor

- Supports students' academic development, social-emotional growth, and college/career readiness.
- She can help with
- Goal setting & stress management
- Conflict resolution & social skills
- Communication & coping skill building
- Identifying each student's strengths
- Not for routine discipline or classroom control – calling in support for minor issues gives away your authority.

Contact Them (+ admin) when you see:

-Suspected abuse or neglect
Concerning or escalating behaviors
Safety concerns at school or home
A student in crisis or emotional distress

Keep parents in the loop!

If you reach out to Ms. A or Ms. Estrella frequently about the same child, you should also contact the parent directly – so they understand the support their child is receiving and can be part of the plan.

Neither role replaces your classroom management. Calling them for minor issues (a student not listening, homework refusal, general off-task behavior) actually works against you – it signals to students that you'll outsource discipline, which weakens your own authority in the room. Hold those situations yourself.

The threshold for contact is concerning or crisis-level behavior – things that suggest a child's safety, mental health, or home situation needs professional attention beyond what a teacher can address.

Mandated reporter reminder: All staff are mandated reporters. If abuse or neglect is suspected, ACS must be called at (800) 635-1522 and Ms. A and admin must be informed.

Document everything. Any time you loop in support staff, write it down – what you observed, when you reached out, and how it was handled. This protects you and creates a paper trail if things escalate.

Parent communication is your responsibility too. If you're reaching out to these ladies regularly about the same student, the parent should be hearing from you – not just finding out through a school referral. That partnership matters.

Paraprofessional GUIDELINES

Our paraprofessionals — our Powerprofessionals — are essential partners in supporting the growth of our Dragonflies every single day. The role carries great responsibility and great influence. Please read and internalize these guidelines carefully.



1. Roles & Responsibilities

NYCDOE paraprofessionals carry a range of responsibilities depending on their daily assignment. Your primary role is to support students — not to replace teacher instruction, but to actively assist, monitor, and redirect.

Types of Para Assignments

Depending on student need, paraprofessionals may serve in a variety of capacities, including:

- 1:1 Student Para — assigned to support a specific child throughout the school day
- Classroom Para — supporting the entire classroom environment
- Behavior Para — trained to manage and de-escalate behavioral challenges
- Toileting Para — providing personal care support to students as needed
- Crisis Para — responding to acute student crises in collaboration with staff

When your assigned child is absent, you may be redirected to a classroom that has a need for the day. This means you may be asked to step into a different type of para role. Flexibility and professionalism in these moments are expected. Please report directly to our Payroll Secretary to coordinate your reassignment.



When Your Child Is Absent:

Please come down to our Payroll Secretary, Angela Lichti, and inform her that your child is out. She will assess the next class that requires your support for the day.

2. Knowing Your Student — Using SESIS

When you are assigned to a 1:1 student, your first responsibility is to familiarize yourself with that student's needs through SESIS (Special Education Student Information System). SESIS contains your student's IEP and relevant support documentation.

- The special education teacher will log onto SESIS to go over your assigned student's plan and required supports with you. Mrs. Russo our IEP teacher will require you to confirm via email that this review of the IEP with the teacher took place, as you will not have direct access to the IEP on your own.
- Identify the student's goals, accommodations, modifications, and any behavioral protocols
- Discuss with the classroom teacher how best to implement these supports within the instructional setting

Communication with the classroom teacher is paramount. Understanding a student's triggers, learning style, and individual needs will help you provide effective, targeted support.

PARAPROFESSIONAL GUIDELINES CONTINUED



Important Mindset Shift:

Just because you are assigned to a child does not mean you must hover or helicopter over them. You are there to offer support and redirection — not to create dependency. Be mindful not to push a student into crisis through over-proximity or over-involvement. A paraprofessional should never feel like a hindrance to teaching and learning.

3. Daily Attendance & Data Logging

Accurate, timely data entry is a critical part of your role. The district tracks this data, and incomplete submissions reflect on our school. [The link for SESIS is here.](#)

Your Daily Data Responsibilities

- Enter attendance for your assigned student each day
- Log relevant daily information and observations for your 1:1 student in the system
- Submit all information on a timely basis — do not allow entries to become overdue

Nicole Russo, our IEP Teacher and Adam Bello, our District Para Ambassador, send regular reminders and reports highlighting any incomplete first attends in the system. If you receive a notification, **address it immediately**. Consistent and accurate data entry is a non-negotiable professional expectation, and lowers the school's reputation for completing tasks in a timely manner!

4. Cell Phone Policy

Your job requires you to be active, alert, and monitoring at all times. Whether you are monitoring your assigned student alone or supporting a broader group within the classroom, your full attention is required.



Cell Phone Use Is Restricted:

Personal telephone use is permitted only during your designated lunch break or in the case of a dire emergency. At all other times, your phone should be put away. **Being present and attentive is not optional. It is the core of your role.**

5. Lunch Scheduling & Punctuality

Paraprofessionals are assigned specific lunch times. These schedules are deliberately designed to ensure student coverage during key parts of the day — including lunch periods and transition times when crises are most likely to occur.

- Know your assigned lunch time and adhere to it
- Return to your post on time when your lunch period ends
- Do not leave students unsupported during critical transition periods

Punctuality in your schedule is not just a courtesy — it is a safety matter. Please be vigilant with your timing every day.

PARAPROFESSIONAL GUIDELINES CONTINUED

6. Union Representation

Charlie Lupo serves as the paraprofessional union representative for our school. If you have questions, concerns, or need guidance regarding your rights and responsibilities as a para, Charlie is your point of contact.

7. Professional Expectations & Accountability

As “Powerprofessionals”, you are held to the same standards of professionalism as all members of our school community. Failure to meet the expectations outlined in this section may result in:

- A letter placed in your personnel file
- Disciplinary action as determined by administration

We do not raise these consequences to intimidate — we raise them because our students deserve the very best from every adult in this building. Our Dragonflies depend on you!

8. Support & Resources

If you need any support or have clarifying questions about your role, please do not hesitate to reach out. You are not alone in this work, and we want every paraprofessional to feel informed, confident, and supported.

Your points of contact for guidance and support are:

- The Admin Team — available for questions, concerns, and day-to-day guidance
- Charles Lupo, Para Union Representative — your advocate for workplace rights, union-related questions, and professional concerns
- Adam Bello, District Paraprofessional Ambassador — your district-level resource for role-specific support, training, and professional development

Additionally, we have written resources available in our school’s OneDrive that detail specific requirements and provide practical tips for executing varied paraprofessional roles. These documents are a valuable reference — especially when you find yourself stepping into an unfamiliar assignment. Please take advantage of these materials and refer to them as needed.



We are in the business of helping students grow and become leaders in their own learning. Our Powerprofessionals are paramount in that success. Please take your role seriously — your influence matters more than you know.

Thank you for all you do! We thank you for being a part of our family!



2750 Lafayette Avenue, Bronx, NY, 10465 www.PS304x.com
P: (718) 822-5307 • F: (718) 904-0956

Dr. Walter Nino Filippo Galiano Jr, **Principal**
Maryelle Mirvil, **Assistant Principal**

Paraprofessional Support

Paraprofessional Name:		Class:
Element	Examples	Next Steps
Collaboration with Teachers Description: <i>Building strong communication and collaborative relationships with teachers to understand instructional goals and classroom needs.</i>	Effective Practices: ☐ Attend planning meetings when possible to align on goals. ☐ Clarify tasks and responsibilities with the teacher at the start of each day. ☐ • Share observations about students to inform teaching strategies.	
Understanding Student Needs Description: <i>Demonstrating knowledge of individual students' academic, behavioral, and social-emotional needs to provide targeted support.</i>	Effective Practices: ☐ Familiarize yourself with students' IEPs or 504 Plans if applicable. ☐ Observe students to understand their learning styles and challenges. ☐ • Regularly ask teachers for guidance on specific student needs.	
Active Support During Instruction Description: <i>Providing meaningful assistance during lessons to enhance student engagement and learning outcomes.</i>	Effective Practices: ☐ Circulate the room to monitor and assist students during independent work. ☐ Redirect off-task students to help maintain focus. ☐ • Provide one-on-one or small group support as directed by the teacher.	
Positive Reinforcement and Behavior Management Description: <i>Using strategies to reinforce positive behavior and manage disruptions in alignment with classroom expectations.</i>	Effective Practices: ☐ Praise specific positive behaviors (e.g., "Great job raising your hand to ask a question!"). ☐ Use non-verbal cues like proximity or gestures to redirect students. ☐ Consistently follow classroom behavior plans or guidelines.	
Professional Communication Description: <i>Maintaining clear, respectful, and professional communication with teachers, students, and families.</i>	Effective Practices: ☐ Use clear and respectful language when addressing students. ☐ Keep sensitive student information confidential. ☐ • Ask clarifying questions when uncertain about instructions.	
Initiative and Problem-Solving Description: <i>Proactively identifying ways to support teachers and students while addressing challenges effectively.</i>	Effective Practices: ☐ Organize materials or set up learning centers without being asked. ☐ Step in to assist with transitions or routines when needed. ☐ Suggest ideas or solutions for recurring challenges, e.g., smoother group transitions.	



2750 Lafayette Avenue, Bronx, NY, 10465 www.PS304x.com
P: (718) 822-5307 • F: (718) 904-0956

Dr. Walter Nino Filippo Galiano Jr, **Principal**
Maryelle Mirvil, **Assistant Principal**

Flexibility and Adaptability Description: <i>Responding effectively to changing needs and circumstances in the classroom.</i>	Effective Practices: ☐ Adapt support based on real-time observations (e.g., shifting focus to a struggling student). ☐ Be prepared for schedule changes, like covering for an absent colleague. ☐ • Assist with unexpected tasks while maintaining a positive attitude.	
Knowledge of Curriculum and Resources Description: <i>Familiarize oneself with the curriculum, tools, and resources used in the classroom to support instruction.</i>	Effective Practices: ☐ Review lesson plans or instructional materials in advance. ☐ Learn how to use classroom technology like Smart Boards or tablets. ☐ Access and utilize supplemental materials to support struggling students.	
Supporting Student Independence Description: <i>Encouraging students to take ownership of their learning while providing appropriate levels of support.</i>	Effective Practices: ☐ Use prompting strategies to guide students rather than providing answers. ☐ Gradually reduce support as students demonstrate proficiency. ☐ Encourage students to independently use classroom tools (e.g., dictionaries, charts).	
Commitment to Professional Growth Description: <i>Continuously seeking opportunities to improve skills and knowledge relevant to supporting teachers and students.</i>	Effective Practices: ☐ Participate in professional development workshops or trainings. ☐ Reflect on feedback from teachers or supervisors and implement suggestions. ☐ Collaborate with other paraprofessionals to share best practices.	
Additional Notes/Follow-Up:		
Dr. Walter Nino Filippo Galiano Jr, Principal	Ms. Maryelle Mirvil, Assistant Principal	

Setting up your classroom with MLL students in mind!



Setting up a classroom to effectively support Multilingual Learners (MLL) involves creating an inclusive, engaging, and supportive environment that addresses their unique linguistic and cultural needs.

Here are some key considerations:

Cultural Inclusivity:

- Cultural Representation: Ensure that the classroom decor, books, and materials reflect the diverse cultures and languages of your students. This helps MLL students feel valued and represented!
- Culturally Relevant Teaching: Incorporate examples and content that are relevant to the students' cultural backgrounds to make learning more relatable and engaging. This helps students to build connections!

Language Support:

- Visual Aids: Use labels, charts, pictures, and other visual aids to support vocabulary development and comprehension.
- Bilingual Resources: Provide access to bilingual dictionaries, books, and other resources that can help students understand content in both their native language and the target language.
- Scaffolding: Use scaffolding techniques to support language development, such as sentence starters, graphic organizers, and word walls.

Classroom Arrangement:

- Collaborative Seating: Arrange desks to facilitate group work and peer interaction, which can help MLL students practice language skills in a supportive setting.
- Learning Centers: Set up different learning centers that focus on various skills (e.g., reading, writing, listening, speaking) to provide diverse learning opportunities. Both our ELA and Math curriculums have engaging centers!

Instructional Strategies:

- Differentiated Instruction: Tailor your teaching methods to address the varying language proficiency levels and learning styles of MLL students. Speak to your MLL specialist to give you these details (M. McCaukey & R. Miles)
- Interactive Activities: Incorporate activities that encourage speaking and listening, such as role-plays, discussions, and presentations.
- Explicit Language Instruction: Teach language structures and vocabulary explicitly, and provide opportunities for students to practice these in context.

Supportive Environment:

- Safe and Welcoming Atmosphere: Foster a classroom environment where students feel safe to take risks and make mistakes, which is crucial for language learning.
- Positive Reinforcement: Use positive reinforcement to encourage participation and effort, helping to build students' confidence in their language abilities.

Technology Integration:

- Language Learning Software: Utilize technology tools and software designed to support language learning, such as language apps, online dictionaries, and translation tools.
- Multimedia Resources: Incorporate videos, audio recordings, and interactive websites to provide varied and engaging content. There are many free apps and add-ons that help in this regard.

Many of the strategies listed above actually benefit all kids! Take them into consideration!

ACADEMIC SCREENER POLICY FOR MLL STUDENTS

Academic Screener Policy for ML/ELLs

All ML/ELLs in grades K-10 should be administered a reading and math screener in English, with the following exemptions:

- ❑ Newly admitted ELLs who have scored at the Entering and Emerging proficiency level on the NYSITELL are exempt from any formal screener in English until they have received at least 5 months of instruction.
- ❑ Newly admitted ELLs with a home language of Spanish should be administered reading and math screeners in Spanish to gain an initial baseline understanding of where they are.
- ❑ ML/ELLs in a bilingual program should be screened in both languages of instruction, when assessments are available. Assessments in both languages should not be administered on the same day.
- ❑ Math screeners should be administered only in the language that a student is most proficient in and/or receives instruction in.

CONTRASTING BEHAVIORS ASSOCIATED WITH ACQUIRING A SECOND LANGUAGE

Comparing and Contrasting Behaviors Associated with a Learning Disability and Acquiring a Second Language

- ✓ It is **important** to understand how certain elements of the second language development compare to learner characteristics associated with a learning disability.
- ✓ While components of language development can seem to **mirror** a learning disability, they do not necessarily indicate a learning disability.
- ✓ It is vital to distinguish this so that schools are appropriately **meeting the needs** of their students—**referring** them for special education services only when an actual disability is suspected.
- ✓ Care must be taken to ensure that issues of language differences are not misidentified with a language disability and that a student's educational background or lack of formal education (meaning, **SIFE** status) is not mistaken for signs of a disability.
- ✓ Students that have a pending IEP or in discussion to develop one do not require an LPT meeting

Behaviors Associated with Learning Disability

- Difficulty following directions
- Difficulty with phonological awareness
- Slow to learn sound-symbol correspondence
- Difficulty remembering sight words
- Difficulty retelling a story in sequence
- Confused by figurative language
- Slow to process challenging language
- May have poor auditory memory
- May have difficulty concentrating
- May seem easily frustrated

Behaviors Related to Acquiring a Second Language

- Difficulty following directions
- Difficulty distinguishing between sounds not in the home language
- Confusion with sound-symbol correspondence when different than in home language; difficulty pronouncing sounds not in the home language
- Difficulty remembering sight words when word meanings not understood
- May understand more than able to convey in English
- Confused by figurative language in English
- Slow to process challenging English
- May have poor auditory memory in English
- May have difficulty concentrating
- May seem easily frustrated

MLL PROMOTION INFORMATION



Students in Kindergarten–Grade 2 (LGR)

Schools review each student's performance over the course of the school year to determine if the student is making progress toward meeting the grade-level learning standards in literacy and math. Schools must notify a student's family in the Spring if promotion is considered not to be in the child's best interest and actively involve the family in reaching a decision to retain the student. For students with an IEP, the decision shall consider the student's grade-level progress, mastery of IEP goals, and current supports and services. For ELL students, the decision shall consider the student's language development however limited English proficiency alone may not be the sole basis for retaining a student.

Students in Grades 3–8 Held to Standard Promotion Criteria (STD)

Most students in grades 3–8, including a majority of students with IEPs and ELLs, are held to standard promotion criteria. Students held to standard promotion criteria work toward the same grade-level promotion benchmarks in ELA and math (as defined by the school) and go through the following process.

Teachers determine if students are ready for the next grade level after reviewing [multiple measures of performance](#) from throughout the school year. While promotion benchmarks must be the same across a grade, teachers may use different measures of progress for their class or on a student-by-student basis. It is important for teachers to know their students well and use multiple measures that accurately assess each student's progress.

Schools that need more evidence to determine the student's readiness for the next grade level should compile a collection of student work and administer a [promotion portfolio](#) in ELA and/or math. Guidance on promotion portfolios is included on the [Promotion Portfolios Infohub page](#) each year. Students with IEPs, students with Section 504 Plans, ELLs and former ELLs must be provided with the testing accommodations, supports, and services they are entitled to when completing the promotion portfolios, unless the testing accommodations alter the construct of the test.

Principals make promotion recommendations based on the ELA and math skills demonstrated in each student's portfolio. For students in grade 8 with standard promotion criteria, promotion decisions are also based on passing all four-core courses (English, Math, Science, and Social Studies)¹.

If a student meets the grade-level promotion benchmarks or if a student's promotion portfolio demonstrates they have met promotion benchmarks, then they are promoted to the next grade level. If a student's promotion portfolio demonstrates they have not yet attained promotion benchmarks, then they are not promoted in June and are mandated to attend summer school.

School Aide GUIDELINES

Our School Aides are the backbone of our building's daily operations. From the moment the first Dragonfly walks through our doors to the final bell, our Aides are the eyes, ears, and steady presence that keep our school safe, orderly, and running smoothly. Your role is essential — and it is valued.



1. Core Role & Responsibilities

NYC DOE School Aides provide essential support across multiple areas of school life. The scope of your work is broad and requires flexibility, attentiveness, and professionalism at all times.

Supervision

A primary responsibility of the School Aide is active student supervision. This includes:

- Supervising student lunch and recess periods for all grade levels, from 3K through 5th grade
- Supervising hallways during passing periods and class transitions
- Maintaining a calm, orderly presence at school entrances and exits during arrival and dismissal
- Redirecting students who are out of place or behaving in ways that disrupt the environment
- Supervising a classroom in the absence of a teacher — for example, when a prep teacher is unavailable and a class needs coverage

Classroom Coverage:

When assigned to cover a classroom in a teacher's absence, your role is to maintain a safe, calm, and orderly environment. You are not expected to deliver instruction, but you are expected to keep students on task, manage behavior, and ensure the class runs smoothly until a teacher is present. If any situation arises that you cannot manage independently, notify an administrator immediately.

Key Mindset:

Supervision is not passive. You are expected to be active, alert, and visible at all times during your assigned posts. Your presence alone is a deterrent — and your attentiveness can prevent incidents before they start.

Safety & Security

School Aides play an important role in maintaining a safe and secure school environment:

- Assist staff with emergency drills, including fire drills, lockdowns, and shelter-in-place exercises
- Ensure that students remain calm and follow protocols during drills and actual emergencies

SCHOOL AIDE GUIDELINES CONTINUED

Administrative Support

School Aides may be called upon to assist with clerical and administrative tasks, including:

- Copying materials and distributing resources to classrooms
- Answering phones and relaying messages in a professional manner
- Maintaining records, filing documents, or supporting front office functions as directed

When performing administrative tasks, strong communication skills and attention to detail are essential. Any information you handle about students or staff must remain strictly confidential.

Logistics & Maintenance

School Aides support the physical operations of the building:

- Assist with the distribution of supplies and materials to classrooms and common areas
- Help manage inventory and track materials as directed by administration
- Maintain cleanliness and order in areas such as the cafeteria, hallways, and common spaces
- Report maintenance issues or hazards to the appropriate staff promptly

Student Support

In some cases, School Aides may provide direct support to students:

- Assist students with daily routines, especially during transitions, lunch, and arrival/dismissal
- Provide one-on-one supervision or assistance for students with special education needs when assigned
- Approach all student interactions with patience, consistency, and professionalism



Important Note:

If you are assigned to support a class with students with special education needs, please speak with the classroom teacher. Understanding the student's needs before stepping in is critical to providing effective support.

2. Professionalism & Conduct

As a School Aide, you are a visible and trusted member of our school community. Students, families, and colleagues look to you as a model of the standards we uphold as a school.

- Arrive on time and ready to report to your assigned post — punctuality is non-negotiable
- Dress professionally and in accordance with school dress expectations for staff
- Communicate respectfully with students, staff, families, and visitors at all times
- Bring any concerns or conflicts to an administrator rather than addressing them independently

SCHOOL AIDE GUIDELINES CONTINUED

3. Cell Phone Policy

Just as with all support staff in our building, School Aides are expected to be fully present during working hours.

Cell Phone Use Is Restricted:

Personal cell phone use is permitted only during your designated lunch break or in the case of a dire emergency. At all other times — especially during supervision posts — your phone must be put away. Being distracted during student supervision is a safety risk and will not be tolerated.

4. Lunch & Scheduling

School Aides are assigned specific lunch times to ensure continuous student coverage throughout the day. Lunch periods are scheduled strategically — please adhere to your assigned time and return to your post promptly when your break ends.

- Know your assigned lunch time and follow it consistently
- Return to your post on time — do not extend your break without authorization
- If you are unsure of your schedule or your assignment for the day, check with Angela Lichti, our Payroll Secretary

Extended Day & Break Requirement

There are occasions when we may ask School Aides to come in early to support special events, school programs, or other building needs. On any day when a School Aide works more than 5.5 hours, a mandatory 30-minute break is required. Please be aware of this and plan accordingly. If you have questions about your break on an extended day, speak with Angela Lichti or a member of the admin team.

5. When Assignments Change

There may be days when your regular assignment is adjusted due to staff coverage needs. Flexibility is a key part of the School Aide role. You may be asked to cover a different post, assist in a different area of the building, or take on a task outside your typical routine.

When this happens, please report to Angela Lichti so she can coordinate your updated assignment for the day. Communication is key — do not simply remain at your post or leave without checking in if circumstances change.

SCHOOL AIDE GUIDELINES CONTINUED

6. Support & Resources

If you have questions about your assignment, responsibilities, or any aspect of your role, please reach out to any of the following:

- The Admin Team — available for day-to-day questions and guidance
- Your DC37 Union Representative — for workplace rights and union-related concerns. School Aides fall under DC37, not the para union. Please reach out to your DC37 rep directly with any union questions.

If any issues arise during lunch, recess, or any other supervised period, please bring them directly to the supervising teacher in the cafeteria and the administration team. You do not need to handle concerns alone — we are here to support you.

7. Accountability

School Aides are held to the same professional standards as all members of our school community. Difficulty adhering to the expectations outlined in this section. This includes attendance at assigned posts, professional conduct, and punctuality, may result in:

- A letter placed in your personnel file
- Disciplinary action as determined by administration

We share these expectations to inform you as our Dragonflies deserve consistent, present, and dedicated adults in their corner every single day.



The work you do every day, in the hallways, in the cafeteria, at the door matters more than you may realize. You are often the first face a child sees in the morning and the last one they pass on the way out. We thank you for your contributions and for being a part of our family!

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
September 10	Thursday	First day of school
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
June 28	Monday	Last day of school for students



P.S 304 THE EARLY CHILDHOOD LAB SCHOOL

HALF-DAY LUNCH/DISMISSAL SCHEDULE

LUNCH

GRADES 3K& PRE-K 10:20 IN YOUR ROOMS

GRADES K-2 10:00-10:20

GRADES 3-5 10:20-10:40



PROMPT DISMISSAL



3K, PRE-K, K @ 11:20 AM

GRADES 1-5 11:30 AM

TENTATIVE Assembly Dates 2026-2027

Though specific details will follow, here are the leaders in learning and other assembly dates for this school year!

September 10th	Cafeteria Norms Assembly	Times to be determined
October 16th	Introduction to PBIS Rewards System Assembly	3-5 9:05-9:50am K-2 10:35-11:20am
December 18th	Holiday Jubilee 2026! Rehearsal by grade in Auditorium 12/16 Dress rehearsal 12/17	3-5 9:05-9:50am K-2 10:35-11:20am
January 8th	Winter Concert with ETM	3-5 9:05-9:50am K-2 10:35-11:20am
January 22nd	Winter Wonderland	3:30--7:00
February 5th*	Race Across America**(Tentative)	3:30-7:00pm *
February 26th	Leaders in Learning Assembly Awards and Performances Dec-Feb	3-5 9:05-9:50am K-2 10:35-11:20am
March 4th	304 Day IN SCHOOL EVENT Teachers and STUDENTS ONLY	TIME TBD
May 14th	Spring Concert with ETM	3-5 9:05-9:50am K-2 10:35-11:20am
May 21st	Multiculchella FESTIVAL!	3-5 9:05-9:50am K-2 10:35-11:20am
May 28th	Field Day 2026 * Tentative	9:30-12:30 at MARITIME
June 2nd and June 3rd	P.S 304 SCHOOL PLAY	6:00 pm
June 4th	Leaders in Learning Ceremony Awards and Performances Feb through June	3-5 9:05-9:50am K-2 10:35-11:20am
June	Senior WEEK May 25 th - May 28 th Senior Trip Tentative May 27th * Tentative Fifth Grade Graduation June 11th Tentative 3K & Pre-K Celebration June 14th (9:30am)* Tentative Kindergarten Celebration June 14th (10:10 am)* *- Means Date and times are tentative	

Classroom Management & Assertive Discipline

Assertive discipline techniques are proactive strategies that emphasize clear expectations, consistency, and respectful communication to manage student behavior effectively. Here are some assertive discipline techniques you can utilize:

Clear Rules and Expectations: Establish and communicate clear rules and expectations for behavior in your classroom. Ensure that students understand what is expected of them and the consequences for not meeting those expectations.	Positive Language and Nonverbal Cues: Use positive and assertive language when addressing students' behavior. Be firm but respectful in your tone and body language. Maintain eye contact and use appropriate gestures to convey your expectations.	Active Listening and Empathy: Practice active listening when addressing behavior issues. Give students the opportunity to explain themselves and share their perspective. Show empathy and understanding while still holding them accountable for their actions.
"I" Statements: Use "I" statements to express how a student's behavior affects you or the classroom environment. For example, instead of saying, "You're always disrupting the class," say, "I find it challenging to teach effectively when there are interruptions."	Behavior Narration: Narrate the behavior you want to see rather than focusing solely on what you don't want. For example, say, "I appreciate when students raise their hands to speak" instead of saying, "Stop shouting out answers."	Proximity and Redirection: Use proximity to manage behavior. Move closer to a student who is off-task or disruptive, which can often serve as a subtle reminder to refocus. Additionally, redirect students' attention by providing alternative activities or tasks when you notice they are becoming distracted or engaged in off-task behavior.
Choice and Consequence: Give students choices when appropriate, allowing them to take ownership of their behavior. Make sure the consequences are logical and related to the misbehavior. Emphasize the cause-and-effect relationship between behavior and consequences.	Behavior Contracts: Use behavior contracts as a written agreement between you and the student. Clearly outline the expectations, consequences, and rewards. Behavior contracts help students understand the specific behaviors they need to work on and provide a structure for monitoring progress.	Restorative Practices: Implement restorative practices that focus on repairing harm and restoring relationships. Encourage students to reflect on their behavior, take responsibility, and make amends when necessary. Restorative practices promote empathy, accountability, and problem-solving skills.
Consistency and Follow-through: Consistency is key to assertive discipline. Ensure that you follow through with consequences consistently and fairly. Students need to understand that you mean what you say and that expectations and consequences apply to everyone equally.		

Remember, assertive discipline techniques aim to establish a respectful and supportive learning environment while teaching students responsibility and accountability for their actions. By using these techniques consistently, you can effectively manage behavior and promote a positive classroom atmosphere.

Assertive Discipline and Consequences

When using assertive discipline, consequences are implemented to hold students accountable for their behavior and provide a clear understanding of the expected outcomes when those expectations are not met. Here are some consequences you can consider when utilizing assertive discipline techniques:

Verbal Reminder: A simple verbal reminder can be an initial consequence for minor misbehaviors. It involves calmly and assertively reminding the student of the expected behavior or redirecting their attention.	Loss of Privileges: Temporarily taking away privileges or preferred activities is an effective consequence for more significant or repeated misbehavior. For example, a student may lose the opportunity to participate in a preferred class activity or use a special classroom item.	Time-out or Reflection Space: Designate a specific area in the classroom where students can take a short break to reflect on their actions. This consequence helps them regain self-control and think about making better choices.
Restitution: Restitution involves having the student correct or make amends for their behavior. For instance, if a student damages classroom materials, they may be responsible for repairing or replacing them with guidance and support.	Logical Consequences: Logical consequences are directly related to the misbehavior and help students understand the impact of their actions. For example, if a student consistently fails to complete homework, a logical consequence could involve missing out on a preferred activity to catch up.	Parent Involvement: Communicating with parents or guardians about their child's behavior and involving them in the consequence process can be effective. This may involve phone calls, meetings, or written reports. Collaboration with parents reinforces consistent expectations and provides support in addressing behavioral challenges.
Behavior Contracts: A behavior contract is a written agreement between the teacher, student, and sometimes the parent/guardian. It outlines specific behavior expectations and the consequences if those expectations are not met. It can be helpful for addressing ongoing behavior issues and tracking progress.	Academic Consequences: Academic consequences can be implemented if behavior significantly interferes with learning. For example, if a student repeatedly disrupts the class, they may be assigned additional work or temporarily removed from group activities until the behavior improves.	

It's important to note that consequences should always be age-appropriate, fair, and related to the misbehavior. They should also be applied consistently and accompanied by clear communication about why the consequence is being given and how the student can make better choices in the future. The ultimate goal of assertive discipline is to teach students responsibility and self-discipline while maintaining a positive and respectful classroom environment.

Technology Management Systems

Consider implementing some systems in your class for next year in regards to technology.

This should be a part of your classroom management system and expectations in your classes. This year we had broken ipads, cracked laptop screens, and laptops with food in the screens. Please remember that we are privileged to receive new technology when our budget allows for it and must work collaboratively to keep it intact. **We will NOT be replacing devices once they are destroyed.**

How will you teach your students to care for their technology? What systems can you put in place to hold them accountable? Remember how they treat the technology is a reflection of how your classroom is run.

Implement a device contract. Go over the dos and don'ts with your students on how to care for their devices. Provide them with a system for accessing log ins and passwords that can encourage independence. Here is a sample below!



Student Device Contract for Chromebook Use

P.S 304 The Early Childhood Lab School is pleased to provide a Chromebook for your use during the school year. This device is intended to enhance your learning experience by providing access to digital resources, facilitating research, and supporting the completion of assignments and assessments. It is important to understand that this Chromebook is the property of **P.S 304 The Early Childhood Lab School** and must be treated with care.

Terms of Use

1. Ownership and Responsibility:

- The Chromebook is the property of **P.S 304 The Early Childhood Lab School** and is on loan to the student for **educational purposes**.
- Students and parents/guardians are responsible for the care and security of the device.

2. Care and Maintenance:

- **Students must handle the Chromebook with care, avoiding any actions that may cause damage.**
- The Chromebook should be kept in a protective case when not in use.
- **Food and drinks should be kept away from the device to prevent damage.**

3. Usage Guidelines:

- The Chromebook is to be used primarily for school-related activities, including homework, research, and assessments.
- Students must adhere to the school's acceptable use policy for technology, including appropriate online behavior and content access, and ensure proper digital citizenship. Any inappropriate use of school tech equipment will lead to immediate confiscation.

4. Damage or Loss:

- In the event of damage or loss, students and parents/guardians are responsible for reporting it to the school immediately.
- If the Chromebook is damaged due to negligence or misuse, it will not be replaced for the remainder of the school year and the following year.
- Parents/guardians are responsible for ensuring that students take proper care of the device.

5. Return of Device:

- **The Chromebook must be returned to the school at the end of the school year or upon withdrawal from the school.**
- The device should be returned in good working condition, with all accessories and components. This includes chargers, protective cases, etc.

Student Agreement

As a student, I understand and agree to the following:

- I will use the Chromebook responsibly and follow all school rules and guidelines related to its use.
- I will take good care of the device and report any issues or damage to my teacher or school administration immediately.
- I will use the Chromebook primarily for educational purposes and will not engage in any inappropriate or unauthorized activities.
- I understand that if I damage the Chromebook due to negligence or misuse, it will not be replaced, and I may face additional consequences as outlined in the school's policy.

Student Name: _____

Student Signature: _____

Date: _____

Parent/Guardian Agreement

As a parent/guardian, I understand and agree to the following:

- I will ensure that my child uses the Chromebook responsibly and follows all school rules and guidelines.
- I will support my child in taking good care of the device and will report any issues or damage to the school immediately.
- I understand that if the Chromebook is damaged due to negligence or misuse, it will not be replaced for the remainder of the school year and the following year.
- I will ensure that my child uses the Chromebook primarily for educational purposes and adheres to the school's acceptable use policy.

Parent/Guardian Name: _____

Parent/Guardian Signature: _____

Date: _____

Administration Agreement

As the principal of The Early Childhood Lab School I acknowledge and support the terms outlined in this Student Device Contract for Chromebook Use. I endorse the responsible use of technology for educational purposes and the guidelines set forth to ensure the proper care and maintenance of school-provided devices.

Principal Name: _____

Principal Signature: _____

Date: _____



2750 Lafayette Avenue, Bronx, NY, 10465 www.PS304x.com
P: (718) 822-5307 • F: (718) 904-0956

Dr. Walter Nino Filippo Galiano Jr, Principal
Maryelle Mirvil, Assistant Principal

School Cell Phone & Electronic Device Policy

2025 – 2026 - REVISED

Purpose

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

Policy statement

Students will not be permitted to use or access their personal internet-enabled electronic devices upon arrival at school until the end of the school day. The school day is defined as the period from the moment students enter the school building until the last class of the day ends, including during lunch. The school day starts at 8:10 AM and ends at 2:30 PM. Students will be able to use school/NYCPS-issued devices during the school day.

COLLECTION/STORAGE

- Elementary students are not permitted to bring cell phones or other personal electronic devices to school. In the rare case that a device is needed for travel to or from school, it must remain **powered off**, stored in a **secure location** (such as a backpack), and **unused for the entire school day**. At no time should students use personal devices to make calls, send messages, or access the internet while on school grounds. In the event of an emergency, students will follow the **school's established communication protocol**, which ensures that parents or guardians are contacted promptly and appropriately through school channels.
- Personal-enabled internet devices that are seen will be confiscated will have to be picked up from the Main Office of PS 304 Early Childhood Lab School.

EMERGENCY COMMUNICATIONS

- In case of emergency or exigent circumstances, parents or guardians can call PS 304 Early Childhood Lab School Main Office at (718) 822 – 5307, extension 0 to reach their child.
- In case of emergency or exigent circumstances, the school will use Class Dojo and email to communicate information to parents or guardians.
- Parents will receive a link to join class Dojo on the first day of school from their classroom teacher. To receive alert emails, please indicate your email address on the emergency card on the first day. Ensure that parent/guardian cell phone numbers and email addresses are up to date to receive updated and emergency information.

EXCEPTIONS

- Students are allowed to use their device if they have an individualized education program (IEP) or 504 Plan that includes use of an internet-enabled device and do not have a DOE-issued device for such purpose.
- Parents/guardians must contact AP Mirvil 718 822 5307 if a student requires an exception for reasons such as: medical reasons (for example to monitor blood sugar or other similar circumstances), if student is a caregiver, for approved language purposes (such as translation or interpretation services if no other means are available), or where otherwise required by law.



2750 Lafayette Avenue, Bronx, NY, 10465

www.PS304x.com

P: (718) 822-5307 • F: (718) 904-0956

Dr. Walter Nino Filippo Galiano Jr, **Principal**

Maryelle Mirvil, **Assistant Principal**

- Exceptions will be processed and approved within 30 days

DISCIPLINE

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

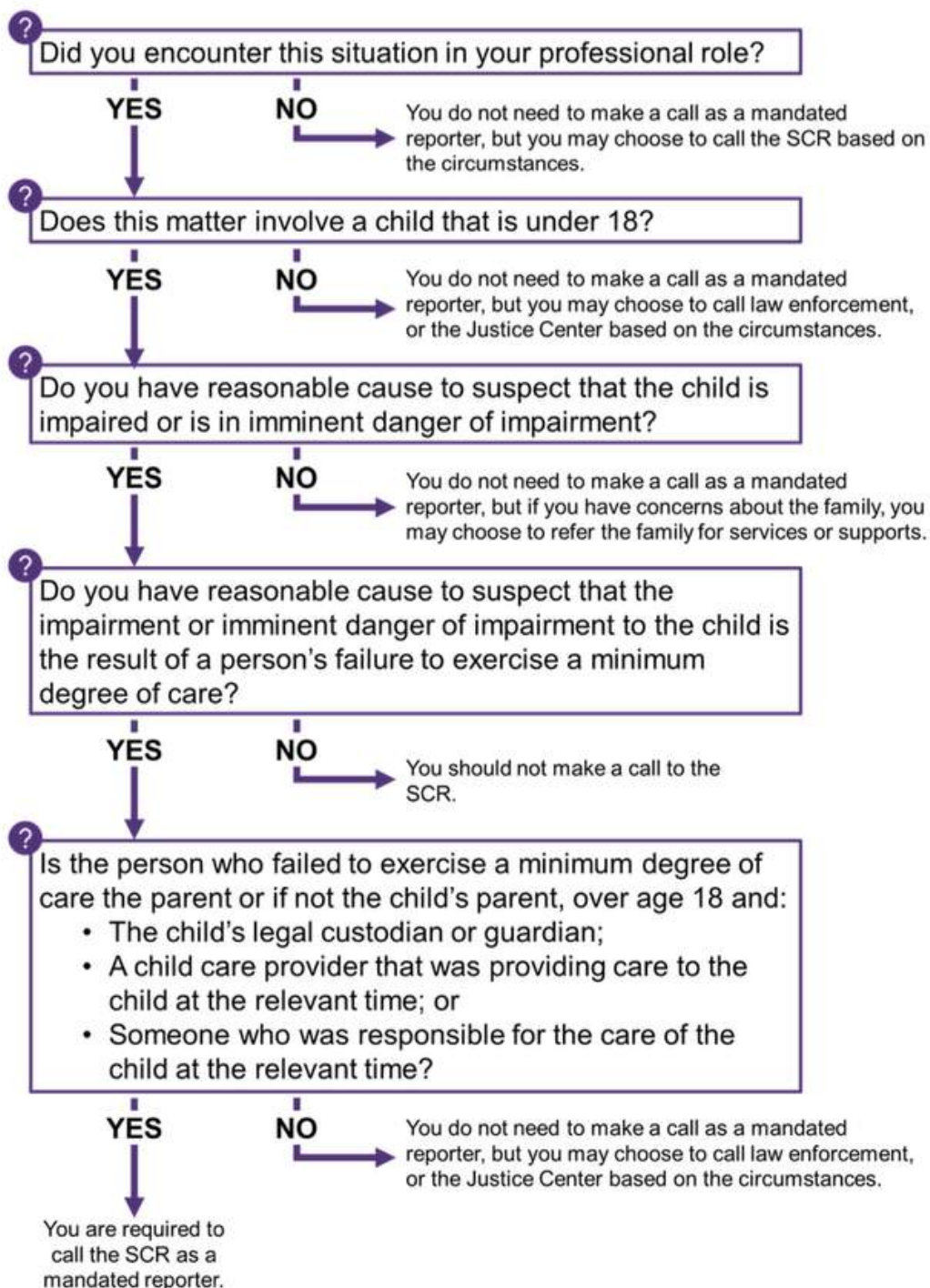
We appreciate your cooperation in helping us maintain a focused and productive learning environment. If you have any questions or need further clarification regarding these policies, please do not hesitate to contact Dr. Walter Nino Filippo Galiano Jr, Principal at (718) 822 - 5307

Sincerely,

Dr. Walter Nino Filippo Galiano Jr
Principal

Mandated Reporter Decision Tree

Use the below to determine if you should make a call to the SCR. Remember that as a mandated reporter you should answer the questions in the decision tree based on objective facts and information. Please assess whether your own biases may be impacting your answers by reviewing the reflection question on the other side of this page.



Assessing for Bias in Decision-Making

Each assessment made by a mandated reporter regarding whether to call the SCR can change the course of the life of a child and the members of a family. It is important to be aware of the propensity for implicit or explicit bias and to be intentional about making decisions based on the objective facts of a situation.

One proven strategy to mitigate bias is to examine whether the facts of the situation would lead you to the same decision to call the SCR if the demographic information for the child or family were different.

For example, would you make the same decision to call if any of the following were different? The child or family's:

- Race?
- Ethnicity?
- Gender?
- Gender identity?
- Sexual orientation or expression?
- Religion?
- Immigration status?
- Primary spoken language?
- Culture?
- Age?
- Neighborhood where they reside?
- Presence of a disability?
- Occupation?
- Socio-economic status?

If you answered no to any of those questions, bias may be impacting your decision to make the call.

If you are interested in learning more about what feeds into implicit bias, Harvard University has developed the Implicit Association Test (IAT). You can access a variety of IAT tests here:

<https://implicit.harvard.edu/implicit/takeatest.html>



Resources

Resources

- OCFS H.E.A.R.S. Family Line: 1-888-554-3277 (Mon – Fri, 8:30a – 4:30p)
- NYS OCFS Website: <https://ocfs.ny.gov/>
- NYS OPDV Website: <https://opdv.ny.gov/>
- Prevent Child Abuse New York Helpline:
 - 1-800-CHILDREN (Mon – Fri, 9a – 4p)
- United Way:
 - 2-1-1 (24 hours, 7 days)



<http://nysmandatedreporter.org>



Office of Children
and Family Services

Summary Guide for Mandated Reporters in New York State

This material provides mandated reporters with an overview of their obligations and some basic information about the New York State Child Protective Services system.

Who Are Mandated Reporters?

New York State recognizes that certain professionals are specially equipped to perform the important role of mandated reporter of child abuse or maltreatment. Those professionals include:

* Physician	* Resident	* Social services worker	* Employees of a health home, or health home care management agency contracting with a health home, who are expected to have regular and substantial contact with children
* Registered physician's assistant	* Intern	* Employee of a publicly funded emergency shelter for families with children	
* Surgeon	* Psychologist		
* Medical examiner	* Registered nurse	* Director of a	* Employees who provide home and community-based services under a Social Security Act §1115 demonstration project, who are expected to have regular and substantial contact with children
* Coroner	* Social worker	- children's overnight camp,	
* Dentist	* Emergency medical technician	- summer day camp or	
	* Christian science practitioner	- traveling summer day camp	
* Dental hygienist	* School official, including (but not limited to):	* Day care center worker	
* Osteopath	- teacher	* School-age child care worker	
* Optometrist	- guidance counselor	* Provider of family or group family day care	* Peace officer
* Chiropractor	- psychologist		* Police officer
* Podiatrist	- social worker	* Employee or volunteer in a residential care facility for children	* District attorney or assistant district attorney
* Licensed creative arts therapist	- nurse	* Any other child care or foster care worker	* Investigator employed in the office of the district attorney
* Licensed marriage and family therapist	- administrator or other school personnel required to hold a teaching or administrative license or certificate	* Mental health professional	* Athletic trainer (effective 12/2025)
* Licensed mental health counselor	- full- or part-time compensated school employee required to hold a temporary coaching license or professional coaching certificate	* Licensed behavior analysts	* Any other law enforcement official
* Licensed psychoanalyst		* Alcoholism counselor	
* Certified behavior analyst assistants		* All persons credentialed by the NYS Office of Alcoholism and Substance Abuse Services	

Link to Mandated
reporter training.
The certificate can
be sent to the state
to ensure your
license stays
current. This is for
all DOE employees.



Ps 304 Staff Acknowledgement

I have read and understood PS 304 Early Childhood Lab School's Staff Handbook (REVISED 7/1/2026) and the Chancellor's Regulations A420 - pages 1 to 3, A421 pages 1 and 2, A750 – Reports of Suspected Child Abuse (Appendix H) pages 1 and 2, A831 – Student to Student Sexual Harassment (Attachment A), C601 – Attendance and Service of school Staff pages 2 to 8, C105 – Procedures in Cases of the Arrest of Employees – page 7, A830 – Procedures for Filing Complaints of Alleged Discrimination/Harassment pages 1 to 4, Student to Student A832 Bias Based Harassment, Intimidation, and/or Bullying IEP Regulations, Suicide Intervention Plan Suicide Reference Guide Chancellor's Regulation A.755 Discipline Code and understand that I am responsible for the contents thereof.

I, _____, do hereby acknowledge that I have read and understand the contents of this handbook in its entirety. I will adhere to the policies and procedures set forth in this book in accordance to the Chancellor's Regulations and contractual rights.

Date: _____

Signature: _____

Please sign and return this form on the SOLVED site under STAFF RESOURCES no later than MONDAY, October 5th , 2026.