



**CYPRESS HILLS COLLEGIATE PREPARATORY SCHOOL FACULTY/STAFF
HANDBOOK 2025-2026 SCHOOL YEAR**

(this handbook is subject to change and you will receive a notification via DOE email when a change is made)

Anthony Stipanov, Principal
Michelle Capasso, Assistant Principal
Danielle Naughton, Assistant Principal
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Welcome to Cypress Hills:

Cypress Hills Collegiate Preparatory High School's mission is to teach students the academic and social-emotional skills required to be college ready including intellectual curiosity, personal responsibility and the confidence to succeed. An important part of Cypress Hills Collegiate Preparatory High School is to positively impact the extended learning community through a culturally diverse, academically challenging program while empowering each student to achieve self-determination and college success. Cypress Hills is located in the East New York section of Brooklyn, New York surrounded by the Cypress Hills Cemetery. CHCP students live in the surrounding neighborhood and community members wanting a comprehensive high school for their children created the school. Students achieve self-determination through the school's advisory program and youth leadership programs. The school was created on the foundations of Service Learning, Writing, and College Connections. Cypress Hills Local Development Corporation helped found the school and continues to have a partnership with the school. In addition, we have several partnerships (i.e. Counseling in Schools) that support student achievement. Within the school there has been a Student Success Center (SSC) established which supports the students and parents with the college process. CHCP is a community built on high expectations for instruction, well-structured and adaptive to meet the social and emotional needs of students. Student voice, rigorous instruction, and collaboration with all stakeholders will create a safe nurturing environment that fosters students' civic and academic excellence.

To that extent, all the following will be an integral part of the development of our learning community:

- Instructional Focus
- CHRE (Culturally, Historically, Responsible Education)
- SEAL (Social, Emotional, and Academic Learning)
- Community Based Organizations

Vision

CHCP will be a vibrant academic beacon for students and staff where they can learn, grow and continue in the pursuit of their individual interests and passions. Positive energy, enthusiasm and celebration of diversity will transcend beyond the campus. CHCP will be a neighborhood school where students are productive citizens for their community leaving as empowered leaders and bold thinkers that can create innovative solutions to problems locally and globally.

Mission

Cypress Hills Collegiate Preparatory High School's mission is to further develop and strengthen our students' academic and social-emotional skills needed to succeed in the ever-changing world we live in today by promoting intellectual curiosity, respect for diversity, accountability, commitment to collaboration and the confidence to pursue their dreams. Families, staff, students and community members will all be invested in supporting the steps to achieve the school's vision. Through a rigorous, equitable and interculturally relevant curriculum, our students will develop into self-motivated, inquisitive, knowledgeable and empathetic individuals who will contribute to a peaceful, civic-minded world.

IF 26-27 school year: At Cypress Hills Collegiate Prep, we are committed to providing a rigorous, standards-based, and culturally responsive curriculum. Using literacy strategies such as SNAP annotation, the Three Reads Protocol, quickwrites, direct vocabulary instruction, while creating a culture of targeted feedback, we will deepen student learning, accelerate growth, and prepare all students to achieve their individualized college and career pathway goals.

School Motto:

“Motivating, Empowering, Inspiring”

School's Core Values:

G- Growth

R- Responsibility

I- Integrity

T- Thoughtful Communication

School's CEP Goals:(Subject to change)

Category	2026-2027 Goals
NYC Reads	By June 2027, 50% of 9th and 10th grade students, identified as reading far below expectations on the MAP reading assessment will make average to above average growth, BOY to EOY growth.
NYC Solves	By June 2027, the CHCP average ISA Algebra 1 Regents score for all students will increase by 4-8 points from 60 to 64-68 as measured by the NYS Algebra 1 exam results. By June 2027, the percentage of students below the 40th percentile on the Algebra 1 MAP Growth Assessment will decrease from 38% to 30%
Safe & Inclusive Schools	By May, 2027, safety/belonging for all students will improve, as measured by a 5% decrease, of students reporting bullying often or very often from 17% to 12%, per the NYC School Survey,
College & Career Readiness	By May 2027, the average score on the SAT in Spring 2027 for all students will increase by 115 points from 785 to 900 as measured by interim MAP Reading and Math scores and final SAT scores in May. By June, 2027, the percentage of students receiving 1:1 college and career advising for all students will increase by 41% from 44 to 95 as measured by STARS.

Attendance	By June 2027, the percentage of Chronically absent students will decrease by 4%, from 34-30, as measured by Insight Attendance Reports.
High Quality Inclusive and Accessible Learning for SWDs	By June 2027, to strengthen the quality and implementation of IEPs for Students with Disabilities (SWDs), we will improve Progress monitoring and reporting by a 20% increase from 75% to 95% as measured by Power BI.

This helps drive the beliefs of how students learn best. With a very diverse population of learners, 16% Sped, 29% ELL, 17% of students are currently experiencing housing insecurity, and all of our students have specific needs that we support. Our ELLs receive extra language support with a stand-alone ENL class, integrated co-teaching, a literacy class, and additional electives to support language development. We also provide extra math and ELA periods to the students identified as needing extra support from baseline assessments using researched based programs such as Lexia. Furthermore, beside the use of an ICT model, SETSS instruction is created to provide the students targeted help in areas in which they struggle. Electives are created to meet the needs of students, including MTSS in Freshman and Sophomore year which aims to enhance students' literacy and language acquisition. Teachers also use consistent strategies across the classrooms to help support students and reinforce what they learn across disciplines so the students will learn to transfer their skills from one content to another. We hold high expectations for all students and believe students learn best with a personalized educational plan that is scaffolded to meet their needs while still maintaining rigorous instruction and high cognitive demand tasks.

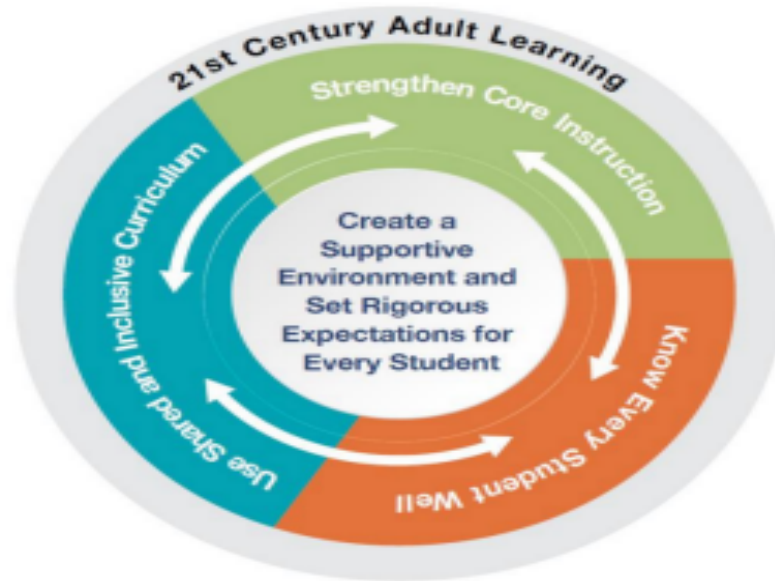
Beliefs in How Students Learn Best:

CHCP believes that providing a safe and supportive environment coupled with the following practices allows students to learn best.

- 1.) Student centered, culturally responsive learning where students are active instead of passive - accountable talk, class wide or group discussions, individual and group work with a focus on advanced literacy strategies.
- 2.) Consistency from class to class- Agendas, EQ, FQ, IOs (format), framing the day, workshop model (5-30-10 model), grading policy, and common practices.
- 3.) Transparency - Clear explicit goal for the lesson and students know the purpose of the lesson. This includes a student facing performance-based objectives and the framing of the day.
- 4.) Student ownership - Students can talk about their strengths and gaps, and know the criteria by which they are being assessed. This is supported with student data folios (paper or digital).

NYC'S Instructional Leadership Framework for great schools: <https://www.weteachnyc.org/approach/instructional-leadership-framework/>

To tackle the first challenge, the Instructional Leadership Framework establishes three priorities, rooted in the research-based practices of Advanced Literacy and Culturally Responsive-Sustaining Education: No single priority can be achieved without creating a supportive environment and setting rigorous expectations for every student. The Instructional Priority Areas are: 1. Strengthen Core Instruction; 2. Know Every Student Well; and 3. Use Shared and Inclusive Curriculum.



CCWB Office Programs, Compliance, Metrics

 Office of Community Schools	 Office of Safety and Youth Development	 Office of School Wellness Programs	 Public Schools Athletic League
Key Programs Attendance Community Schools Foster Care Students in Temp Housing Expanded Learning Time	Key Programs School Climate, Suspensions Restorative Practices LGBTQ, Bullying, Youth Voice Social-Emotional Learning Counseling Supports: Crisis, SAPIS, Child Abuse	Key Programs School Wellness Councils Physical and Health Ed HIV/AIDS Lessons Condom Availability	Key Programs Interscholastic Sports Competitive Athletics Shared Access Model Middle School Basketball
Compliance Areas Attendance Protocols McKinney Vento STH Requirements	Compliance Areas Citywide Behavioral Expectations Consolidated Plan Crisis De-Escalation PD Child Abuse Prevention	Compliance Areas Certified PE and Health Educators NYSED Mandated PE and Health Instruction Minutes	Compliance Areas Medical Standards Sports Safety Compliance Sports Access
Metrics Attendance Chronic Absenteeism STH/Foster Care	Metrics Culture, Climate Survey EMS Transports SEL Screener Data Level 4-5 Incidents Suspensions	Metrics Physical Ed Health Ed	Metrics #/Types of Sports Teams Participating Student Demographics

2026-2027 Classroom Expectations:

Sample

- Evidence of rigorous instruction and high expectations for ALL students
- On the powerpoint/assignments each day:
 - Date
 - EQs
 - FQs
 - Instructional objectives (teacher facing)
 - Next Generation/New York State/IB/AP standards (teacher facing)
 - Framing the Day (student facing)
 - Time-stamped Agenda (broken down into task and time units)
 - Assessment / Homework
- Questioning throughout the lesson using Bloom's Taxonomy; DOK (Depth of Knowledge); Hess's Matrix.
 - Framing of the Day- What are we learning? How are we learning this? Where is it leading? Why are we learning this? (These should be shared with the students.)
- [Suggested Lesson plan template](#): (2 copies: one for use and one available for visitors)
 - EQ
 - FQ
 - Instructional objectives (should follow the school wide common language "Students will

learn ... in order to (IOT)...”)

- Language objective - the ENL teacher will develop the language objective
- Motivation
- Framing the day
- Multiple entry points
- Notation of how the lesson was modified from the original if applicable
- Evidence of different roles of all adults in the room
- Data used to drive the lesson
- Groupings and data to support groupings
- Answer keys
- Differentiation*
- Presentation, including questions with anticipated answers
- Possible misconceptions and plans to address these
- Summary
- Homework or other assessment of student learning
- 5-30-10 Workshop Model (when possible in the classroom):
 - Class begins with a timed do now/opening activity (no more than five minutes to complete).
 - Review of do now/opening activity (should be about five minutes)
 - Mini-lesson
 - Activity
 - Closing activity/final check for understanding

Consider using the Brooklyn North’s 5-30-10 application in Yourwai for ideas and formatting.

[High School Academic Policy Guide](#) (Updated August 2025)

[Grading Policy Toolkit](#) (Updated September 2025)

All NYCPS [Academic Policy tools](#)

School Directory 2026-2027

(rooms are subject to change)

Name	Primary Role	Location	Extension	
Abreu, Jesus	Special Education Teacher	422	4220	JAbreu36@schools.nyc.gov
Allen, Michael	Physical Education Teacher	GYM		MAllen12@schools.nyc.gov
Ayala, Raymond	Computer Teacher	429A	4290	rayala10@schools.nyc.gov
Azad, Zaba	ENL Teacher	406	4060	zazad@schools.nyc.gov
Babin, Dustin	Special Education Teacher	412	4120	DBabin@schools.nyc.gov
Barrett-Tenbus, Casey	Social Studies Teacher	418	4180	CBarretttenbus@schools.nyc.gov
Barre, Leslye	Math Teacher	421	4210	lbarre@schools.nyc.gov
Barre, Darlenyes	Paraprofessional	400A		DBarre10@schools.nyc.gov
Bierd, Jessica	Guidance Counselor	429B	4298	JBierd@schools.nyc.gov
Bobadilla, Dylan	School Aide			dbobadilla@schools.nyc.gov
Bobea, Melissa	ELA Teacher	405	4051	
Boothe-Thompson, Melissa	Paraprofessional	400A		MBoothe3@schools.nyc.gov
Brandy, Vashti	Math Teacher	419	4190	VBrandy@schools.nyc.gov
Gaspard (Brown), Thais	Dean and Librarian	416	4161	TBrown113@schools.nyc.gov
Bruno, Raven	ENL Teacher	431	4310	rbruno5@schools.nyc.gov
Capasso, Michelle	Assistant Principal	430B		MCapasso2@schools.nyc.gov
Cankat, Elva	Guidance Counselor	429B	4293	ECankat@schools.nyc.gov
Canoa-Roman, Veronica	Science Teacher	430	4300	VCanoaroman@schools.nyc.gov

Isaacs-Francis, Olena	SAPIS Counselor	500		oisaacsfrancis@schools.nyc.gov
Castro-Roberts, Kristle	Paraprofessional	400A		KCastroroberts@schools.nyc.gov
Commack, Devonna	Secretary	401	4160	DCommack@schools.nyc.gov
Cornell, Lisa	Special Education Teacher	408	4080	LCornell5@schools.nyc.gov
Diaz, Anna	School Aide	401		ADiaz121@schools.nyc.gov
Drouillard, Franz	Special Education Teacher	404	4040	FDrouillard2@schools.nyc.gov
Elliott, Brian	Physical Education Teacher	GYM	GYM	BElliott2@schools.nyc.gov
TBD	Community Schools Director	500		
Gelabert, Tiffany	SSC Director	500		
Gonzalez, Cindy	Paraprofessional	400A		CGonzalez100@schools.nyc.gov
Gonzalez, Fernando	Spanish Teacher	426	4260	
Guy, Elizabeth	Parent Coordinator	401B	4289	EGuy2@schools.nyc.gov
Hanson, Samani	Community Schools	401		SHanson2@schools.nyc.gov
Henriquez, Lilian	ENL Teacher	430	4300	LHenriquez3@schools.nyc.gov
Kemp, Isaiah	School Aide	400a		IKemp3@schools.nyc.gov
Laurent, Lauraly	SSC Director	500		llaurent@schools.nyc.gov
Lei, Luci	English Teacher	408	4080	ylei2@schools.nyc.gov
Lopez, Debbie	School Aide			DLopez12@schools.nyc.gov
Maguire, Jim	Campus AP			JMaguir2@schools.nyc.gov
Mahoney, Michael	Math Teacher	417	4170	
Naughton, Danielle	Assistant Principal	430C	4291	DPapsid@schools.nyc.gov
Orbon, Emily	ELA Teacher	408	4080	EOrbon2@schools.nyc.gov

Pan, Yexing	Special Education Teacher	417	4170	ypan11@schools.nyc.gov
Parasram, Ashley	Special Education Teacher	420	4200	AParasram3@schools.nyc.gov
Parrilla, Jackeline	Supervising School Aide	401		JParrilla@schools.nyc.gov
Pereyra, Marcelo	Social Studies Teacher	412	4120	MPereyra2@schools.nyc.gov
Petovello, Toni-ann	Social Worker	429B	4297	TPetovello2@schools.nyc.gov
Pio, Keith	Math Teacher	422	4220	KPio2@schools.nyc.gov
Ramjit, Indera	Science Teacher	423/416	4230	IRamjit@schools.nyc.gov
Rivera, Samantha	Art Teacher	400	4000	SRivera61@schools.nyc.gov
Montalvo, Tiffani	ENL Teacher	405		Trivera38@schools.nyc.gov
Rodriguez, Joanna	ELA Teacher	406	4060	jrodriguez317@schools.nyc.gov
Rodriguez, Emely	Paraprofessional	Paraprofessional	400A	erodriguez849@schools.nyc.gov
Rodriguez, Salvatore	School Aide			srodriguez206@schools.nyc.gov
Rojas, Yvette	Student Services Secretary	401	4294	YRojas4@schools.nyc.gov
Stipanov, Anthony	Principal	402		ASTipanov@schools.nyc.gov
Suarez, Liz	Assistant Principal, IA	416		LSuarez6@schools.nyc.gov
Tarantino, Julia	Social Studies Teacher	420	4200	JTarantino4@schools.nyc.gov
Thompson, Elena	Social Studies Teacher	410	4100	ETHompson16@schools.nyc.gov
Torres, Jevin	Special Education Teacher	410	4100	Jtorres176@schools.nyc.gov
Trifoli, Joseph	Science Teacher	424	4240	jtrifoli@schools.nyc.gov
Troncoso, Leanna	Science Teacher Sub	424	4240	LTroncoso3@schools.nyc.gov
Varghese, Phillip	Special Education Teacher/Tech	430B		PVarghese@schools.nyc.gov

Varughese, Denis	Science Teacher	431	4310	dvarughese3@schools.nyc.gov
Ventura, Linny	Spanish Teacher	426	4260	Lventura2@schools.nyc.gov
Whittier, Richard	Math Teacher	421	4210	RWhittier@schools.nyc.gov
Yanez, Sebastian	ELA Teacher	404	4040	SYanez3@schools.nyc.gov

Chancellor's Regulations

It is the responsibility of every Department of Education employee to read all of the Chancellor's Regulations, not just those Regulations listed below and to comport their conduct to such Regulations.

Regulation Topic

A-411 Behavioral Crisis De-Escalation/Intervention and Contacting 911

A-412 Security in the Schools

A-413 Cell Phones and Other Electronic Devices in Schools

A-420 Pupil Behavior and Discipline- Corporal Punishment -Revised

A-421 Pupil Behavior and Discipline- Verbal Abuse- Revised

A-443 Student Discipline Procedures

A-610 Fundraising Activities and Collection of Money from Students

A-640 Filming At School Facilities

A-660 Parent Associations and the Schools

A-670 School Trips

A-750 Child Abuse

A-755 Suicide Prevention/Intervention

A-780 Students in Temporary Housing

A-820 Confidentiality, Access, Disclosure and Retention of Students' Records

A-830 Filing Internal Complaints of Unlawful Discrimination/Harassment

A-831 Peer Sexual Harassment

A-832 Student-To-Student Discrimination, Harassment, Intimidation, and/or Bullying C-105 Background Investigations of Pedagogical and Administrative Applicants and Procedures in the Cases of Arrest of Employees

C-110 Conflicts of Interest, Community School Board Members Employment of Family Members

C-175 Per Session Employment

C-601 Attendance and Service of School Staff

C-603 Absent Employees

C-604 Timekeeping

C-605 Salary, Attendance and Leave of Pedagogical Employees

C-606 Time Off for Religious Observance

C-810 Tobacco and Smoke-Free Air (No Smoking) Policy

D-130 Political Activities in School Buildings

Professional Commitment

Teachers at Cypress Hills Collegiate Prep should be prepared to make the professional commitment described below and do everything possible to make the school excel.

Collegiality

- Treat everyone with respect.
- Effectively establish positive working relationships with all staff and collaborate to ensure student success. Work with other teachers as a department member, grade team member, ICT classes, ENL co-taught classes, Paraprofessionals, and members of the schoolwide community.

Classroom Practices

- Practice “active learning” in any classroom- vary instructional strategies to meet the readiness of students.
- Use inquiry-based and constructivist approaches to teaching and learning by helping students develop deeper understanding, as opposed to telling students the steps.
- Implement effective classroom management routines.
- Engage students in higher-order critical thinking and ongoing assessments to promote learning.
- Create and support accountable talk in the classroom where students work together, teach each other, and take responsibility for their own learning.
- Implement a standards-based writing process in the teachers’ content area (Hochman Writing Method).
- Provide an instructional program and environment that recognizes individual learning styles and multiple intelligences. Create individual student goals and have them accessible to the students, parents and visitors in the classroom (datafolios)

Culture/Commitment

- Commit to the school’s vision, mission, educational approach and goals.
- Contact parents on an ongoing basis about their child’s success and attendance.
- Adhere to all policy and procedures in the faculty handbook.
- Practice self-reflection and commit to ongoing professional development.
- Commit to the philosophy of ongoing assessment as a road to improve teaching and learning

TEACHERS’ SCHEDULE 2026-2027

OPW- Other Professional Work; PE-Parent Engagement

Cypress Hills Collegiate Prep H.S. utilizes a single schedule during the day with an hour of ELT at the end of the day. The school day will be from 8:00 am to 2:20 pm for students Monday through Friday. Cypress Hills Collegiate Prep H.S. utilizes a single schedule during the day. The school day will be from 8:00am to 2:20 pm for students on Monday through Friday: Staff may not enter the building before 7:00am.

For the 2026-2027 school year, teachers will keep a log and conduct their Parent Outreach remotely, throughout the week. Other Professional Work (OPW) will be 40 minutes every Monday from 3:20-4:00.

Below are the tentative dates for Remote OPW 2025-2026:

- September 15
- September 22
- November 3
- November 17
- December 8
- December 15
- January 5
- February 2
- February 9
- March 9
- March 16
- March 30
- April 13
- April 27
- May 11
- May 18
- June 1
- June 15

1. Teachers must keep a log of all flexible Parent Engagement each week.
2. Logs can be collected by administration.
3. Other Professional Work must be done on school premises.

Day	Student School Day/Clubs (based on Per Session Availability)	Teacher Work Day
MON	8:00-2:20	8:00-4:00 2:20-3:20 (PD) 3:20-4:00 (OPW)
TUES- FRI	8:00-2:20	8:00-2:20

For parent engagement you must keep a log of your interactions with parents and place it in your teacher folder. Alternatively, you may log parent engagement in the NYC PS GAM system.

2026-2027 Teacher and Counselor Direct Supervision

Below, teachers and counselors can find their direct supervisors for the 2026-2028 school year. Please note that while you will go to your direct supervisor to submit your required documentations and for any questions or support, ANY administrator (Stipanov, Capasso, Maguire, Naughton) can conduct your observations and/or visit your classroom at any time.

Name	Primary Role	Direct Supervisor
Abreu, Jesus	Special Education Teacher	Capasso

Ahsan, Tareen	Paraprofessional	Naughton
Allen, Michael	Physical Education Teacher	Stipanov
Ayala, Ramond	Computer Teacher	Capasso
Azad, Zaba	ENL Teacher	Suarez
Babin, Dustin	Special Education Teacher	Naughton
Barre, Darlenyes	Paraprofessional	Naughton
Barre, Leslye	Math Teacher	Capasso
Barrett-Tenbus, Casey	Social Studies Teacher	Naughton
Bierd, Jessica	Guidance Counselor	Stipanov
Bobadilla, Dylan	School Aide	Stipanov
Bobea, Melissa	ELA Teacher	Naughton
Boothe-Thompson, Melissa	Paraprofessional	Naughton
Brandy, Vashti	Math Teacher	Capasso
Brown, Thais	Dean	Stipanov
Capasso, Michelle	Assistant Principal	Stipanov
Cankat, Elva	Guidance Counselor	Stipanov
Canoa-Roman, Veronica	Science Teacher	Capasso
Isaacs-Francis, Olena	SAPIS Counselor	Stipanov
Castro-Roberts, Kristle	Paraprofessional	Naughton
Commack, Devonna	Secretary	Stipanov
Cornell, Lisa	Special Education Teacher	Capasso
Diaz, Anna	School Aide	Stipanov
Drouillard, Franz	Special Education Teacher	Naughton
Elliott, Brian	Physical Education Teacher	Stipanov
Fuller, Falyne	Community Schools Director	Stipanov
Gonzalez, Cindy	Paraprofessional	Naughton

Gonzalez, Fernando	Spanish Teacher	Suarez
Guy, Elizabeth	Parent Coordinator	Stipanov
Hanson, Samani	Community Schools	Stipanov
Henriquez, Lilian	ENL Teacher	Capasso
Kemp, Isaiah	School Aide	Stipanov
Laurent, Lauraly	SSC Director	Stipanov
Lei, Luci	English Teacher	Naughton
Lopez, Debbie	School Aide	Stipanov
Mahoney, Michael	Math Teacher	Capasso
Maguire, Jim	Campus AP	Stipanov
Naughton, Danielle	Assistant Principal	Stipanov
Orbon, Emily	ELA Teacher	Naughton
Pan, Yexing	Special Education Teacher	Naughton
Parasram, Ashley	Special Education Teacher	Suarez
Parrilla, Jackeline	School Aide	Stipanov
Pereyra, Marcelo	Social Studies Teacher	Naughton
Petovello, Toni-ann	Social Worker	Stipanov
Pio, Keith	Math Teacher	Capasso
Ramjit, Indera	Science Teacher	Stipanov
Rivera, Samantha	Art Teacher	Suarez
Rivera, Tiffani	ELA/ENL Teacher	Suarez
Rodriguez, Joanna	ELA Teacher	Naughton
Rojas, Yvette	Student Services Secretary	Stipanov
Stipanov, Anthony	Principal	Superintendent
Suarez, Liz	Spanish Teacher	Naughton
Sukhoo, Peter	Special Education Teacher	Naughton
Tarantino, Julia	Social Studies Teacher	Naughton

Thompson, Elena	Social Studies Teacher	Naughton
Torres, Jevin	Special Education Teacher	Naughton
Trifoli, Joseph	Science Teacher	Capasso
Varghese, Phillip	Special Education Teacher/Tech	Naughton
Varughese, Denis	Science Teacher	Capasso
Ventura, Linny	Spanish Teacher	Naughton
Whittier, Richard	Math Teacher	Capasso
Yanez, Sebastian	ELA Teacher	Naughton

Paraprofessionals will report to AP Danielle Naughton for the 2026-2027 school year. School aides will report to Principal Anthony Stipanov.

C-6 Schedule-Common Planning

C-6 Schedule

Professional activity periods are periods during which teachers perform various instructional, professional development, and/or administrative duties. In high schools and middle schools, teachers receive five professional periods per week. Make sure to be on time for these meetings, as it is an observable period.

Monday Team	Tuesday Team	Wednesday Team	Thursday	Friday
<u>Special Ed Team:</u> Varghese, Cornell, Pan, Abreu, Drouillard, Babin, Parasram, Torres	Common Planning and New and Newish Teacher Meeting	Content Team (3x per month) Grade Team (1x per month)	Content Team (3x per month) Grade Team (1x per month) Special Education Meeting	Common Planning:

<u>Common Planning Time (IB Team/AP/New/Newish Teachers):</u>	IB Meeting (Capasso Lead): Rivera Varghese Orbon Yanez Gates Rodriguez Ventura Mahoney Pio Ramjit Troncoso Thompson Pereyra Barrett-Tenbus Special Ed Meeting (work time) Common Planning (everyone else)	Math (RM 417): Mahoney Whittier Brandy Pio Abreu Pan Barre SS (RM 418): Pereyra Barrett-Tenbus Tarantino Thompson Parasram ELA(RM 404): Bobeia Orbon Yanez Gates Rodriguez Torres Lei TRivera Language/ENL (Room 426): Azad Gonzalez Ventura Henriquez Bruno Science (RM 423): Ayala Ramjit Trifoli Varughese Canoa-Roman Special Ed (RM: 430b) Varghese, Cornell, Pan, Abreu, Parasram Drouillard, Babin	Math (RM 417): Mahoney Whittier Brandy Pio Abreu Pan SS (RM 418): Pereyra Barrett-Tenbus Tarantino Thompson Sukhoo Parasram ELA(RM 404): Bobeia Orbon Yanez Gates Rodriguez Torres TRivera Language (Room 426): Azad Romero Ventura Henriquez Gonzalez Science (RM 423): Ayala Ramjit Trifoli Varughese Canoa-Roman Special Ed (RM: 430b) Varghese, Cornell, Pan, Abreu, Parasram Drouillard, Babin	New and Newish Teacher Meeting: Ramjit (Lead) Varghese (Lead) Mahoney Lei Bruno Barre Bobeia Drouillard Babin Gonzalez Tarantino? Common Planning
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<u>SEAD (Social, Emotional, Academic Development) Team:</u> Toni Ann, Rivera <u>Department Planning:</u> TBD <u>Grade Team Planning</u> (OPW-Once a month)	<u>SEAD (Social, Emotional, Academic Development) Team:</u> Toni Ann, Rivera	<u>Common Planning</u> Rivera	<u>Common Planning</u> Rivera	
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Grade Teams 2027-2027 (Wednesdays and Thursdays Once a Month)

9th	10th	11th	12th
S. Rivera Lei Azad Gonzalez Whittier (Lead) Trifoli Parasram Barre Bruno	Rodriguez Pio (Lead) Allen Canoa-Roman Tarantino Abreu Thompson Bobeia T. Rivera Torres	Yanez Suarez Mahoney Ramjit Varughese (Lead) Barrett-Tenbus Henriquez Ventura Babin	Orbon(Lead) Cornell Brandy Elliott Pereyra Varghese Ayala Pan

School Procedures/Policy

A1. Absentee Lesson Plans

All teachers are encouraged to submit **three** substitute lesson plans to be kept on google drive in [your folder](#) by September 13, 2026 and another three by February 10, 2027. These plans will be kept in google drive in your personal teacher folder. We are asking this year that teachers make copies of one of those three lesson plans and be given to the main office. This will ensure that students have work to complete when you are out. Be sure that your plan will accommodate enough instruction for the class time and as a common courtesy include an answer key. Label your plans clearly. Your lesson materials should be such that any teacher will be able to conduct them regardless of their own content expertise. No later than 5 school days after each absence, a new replacement lesson plan should be submitted with the necessary materials into the folder. Of course, if you anticipate a personal business day or excused absence, it is always best to provide current material related to the topic you are covering.

A2. Accident/Injuries/Illness

In the event of an accident, illness or injury to a student, **inform the Dean, Thais Brown, immediately.** In addition, an accident/injury/illness report must be filed. The form is available in room 416 and room 401. You

must contact the parent/guardian and make him/her aware of the incident. This form must be submitted within 24 hours to the dean.

In the event that you have an accident, are injured, or become ill, inform the principal or assistant principal immediately. In addition, an accident/injury/illness report must be filed. The form is available in room 401. This form must be submitted within 24 hours to **Yvette Rojas**.

A3. After School Activities (Subject to change)

Parents must be notified of all after school activities that take place as part of a club, after school or academic activity. All activities after 3:28 pm are considered after school and require a permit. Activities that take place in the evening require special approval from the Principal. Clubs should be regularly scheduled. For all other after school activities, students must be reminded to call/inform parents if the activity(ies) will last more than 30 minutes. Students should have permission slips to participate in any clubs.

A4. Attendance Taking

Teachers are required to take attendance within the first 10 minutes of class of every period they are teaching. Attendance must be submitted via [GAM](#) or on a bubble sheet for each period. 2nd period will be the official attendance for the day. PCATS will be printed and completed on paper. Make sure to respect your students and colleagues schedules by letting your students out of class on time and not before the bell.

Improving Pupil Attendance:

- Students must bring absence notes signed by parent/guardian to room 401. The student must also show a copy to his/her teachers.
- Phone calls are made daily to the homes of absent students. Office hours should be used to do this. In addition, teachers are to make calls to parents for students absent two (2) or more days during the week. A call should also be made if the teacher notices a pattern of absences such as Fridays, Mondays, etc. Keep a written or digital log of all calls made and outcomes.
- Students with excessive absences are to be referred to the Guidance Office, room 429B. They may be placed on a LTA list. An LTA, Long Term Absence, is a student who has been absent from 10 consecutive school days.

A5. Attendance Outreach

Teachers are expected to contact the parents of those students who are excessively absent or who have been absent from a class for an extended period of time (2 or more days in any given week). In the event that no positive outcome results from such contacts, a request for a home visit must be made. Please email Mrs. Cankat for 11th-12th grade students and Ms. Bierd regarding 9th and 10th grade students (Guidance Counselors) in room 429B. Make sure to document all outreach.

B1. Bomb Threats- See “Emergencies/ Crisis Procedures”

B2. Book and Supplies Distribution & Return

When issuing books or supplies such as calculators, teachers must have students fill out book receipts for each book/supply item they receive. Students are to write their names on the inside cover of the book. Check

each individual book to confirm that students have put their full names in the book.

The teacher must keep an accurate record of the number of books/supplies they are giving and the number they return at the end of the school year. In addition, teachers must also keep a list of the book number(s) assigned to each student both on a book form and on the individual book receipts. This will help account for missing and unreturned books/supplies at the end of the year. The book receipts must be kept in a secure place until the end of the year. At the end of the school year, teachers are expected to have students return books/supplies. Teachers should do everything possible, including a book return campaign, to get every book back. In the majority of classes, students are not allowed to write in their books.

B3. Bulletin Boards

A How To Guide for Bulletin Boards

1. The bulletin board has a title, teacher's name and unit name displayed.
2. There is a task card.
 - What was the assignment? (Written or typed by the teacher)
 - What were students asked to do?
 - What standards were covered?
 - What was the EQ and FQ?
3. There is a process chart.
 - What were the steps students took to complete the task? (4-5 steps)
 - How did this come together?
 - What inspired this project?
4. There is a rubric or checklist.
 - Did students meet the expectations/standard set forth?
 - How are the students held accountable?
 - Based on the rubric or checklist, what is the student's rating? Provide PLUS/DELTA feedback aligned to the rubric. What did the student do well (PLUS)? If a student did not obtain full credit, be specific regarding what he/she needs to do to improve his/her work/score (DELTA)?
5. The bulletin board showcases all students.
 - Are all students represented? (15 students minimum)
 - Is there a distinction between work that meets the standards and work in progression?
 - Are only high-scoring students represented or is there a range of quality in student work?
6. The level of student work should be at or above their grade level.
 - Is the material age appropriate?
 - Were students asked to complete a task equal to their grade level?
 - Have you included writing in your display?
 - Is there intercurricular evidence? (For example, math and literacy combined)
7. The Next Generation Standards taught to the students are present.
 - What standards did students work towards mastering?
8. Above and beyond- the bulletin board is visually stimulating.
 - Are there photographs of students working on their assignment or presenting to the

class? ● Are there images or pictures that relate to the task?

9. Use materials and curricula that reflect the students' backgrounds and their needs and interests

- Display images that might be familiar to students.
- Provide equal opportunities for all students to fulfill their potential regardless of race, religion, ethnicity, gender, class and abilities.
- Helps students identify how they are different and alike in terms of their past and present experiences and identities.
- Evidence of
 - Identity
 - Skill
 - Criticality
 - Intellect
 - Joy

Please refer to [this link](#) for a guide on the bulletin board checklist that will be used for walkthroughs.

C1. Calendar

A school year calendar is created at the start of the academic year and updated as circumstances change and events are added. This calendar denotes all holidays, meetings, special events, in house assessments, end of the marking periods and progress reports. Teachers should make sure they regularly update their calendars. Use [this link to access the calendars](#). It is updated frequently and is your responsibility to know what is occurring on any given day. Each Monday, Principal Stipanov will also email all staff a snapshot of the events for the coming week.

C2. Chancellor's Regulations

Copies of the most pertinent regulations are given at the beginning of the year to all teachers. In addition, copies of all the Chancellor's Regulations are kept in the main office. The Chancellor's Regulations can be reviewed online at: <https://www.schools.nyc.gov/about-us/policies/chancellors-regulations>

C3. Child Abuse/Corporal Punishment

All teachers in New York State are mandated reporters of child abuse and/or suspected abuse. In the event that you are aware of or suspect abuse you should call the State Registrar immediately- **1-800-635-1522**. The guidance counselor can assist you with making the phone call and guide you through the proper procedures. After you call you must fill out the form (2221A) immediately and give it to Anthony Stipanov in room 402. Note that if a staff member becomes aware that a student has intentions of running away or committing suicide, this must also be reported immediately. At no point should this student be left unsupervised by an adult. Emailing an administrator is not considered notification. You must have confirmation of receipt of the message by speaking directly to a supervisor.

C4. Classroom Care & Decoration

It is expected that all teachers keep their classrooms that they use clean, neat and well-organized. Custodial will make available either disinfectant wipes or spray bottles with disinfectant for all classrooms. Cleaning supplies

should be stored in a safe space within the classroom so that younger children do not have access.

Note that office equipment such as telephones, desktops, and computers/peripherals will be cleaned by their users. Program equipment (toys, items used for teaching, athletic equipment, etc.) will also be cleaned by the users. If you wish to have any furniture or heavy equipment moved, please make a request to the principal's secretary.

In addition, an attractive and print rich learning environment positively affects student performance and development. Teachers are expected to use bulletin boards and classroom space for displaying student work, including grading rubrics and content related materials.

- Although it is impressive to show history of student work, current work should be highlighted and evident.
- All teachers must have a system for maintaining a data tracking folder of students' work and progress.
- All teachers should have posted in their classrooms a copy of classroom rules, class syllabus or syllabi if teaching multiple classes, pacing calendars, word wall, and regulations.
- All teachers should have an essential question, a focus question and a daily agenda, including a time frame, posted every day.
- All teachers should include a framing of the day section in their lesson.
- All teachers should have the GRIT rubric posted in the classroom and refer to it during class.
- All teachers should have evidence of tier 2 and 3 vocabulary, visible through word walls.
- All teachers should reference Dr. Dickey's prefix posters and glossaries which are provided in their seat sacks.

C5. Collaborating Partners & Affiliations

During the 2026-2026 school year, CHCP will be collaborating with the following organizations: Linc, Mosaic, CHLDC, Elevate and LIJ NorthWell Plus Health Clinic.. We also will be working with the following programs: Edia, Lexia, Deltamath, Kognity, Gizmos, Academic Search Premier, Formative, Managebac, and Turn It In. This list is subject to change. We will be a part of Superintendent Dr. Rushell White's Superintendency. We will be supported by the Brooklyn North Borough Office.

C6. Compensatory Positions

Teachers who have a shortened instructional program handle some important school functions. Staff in comp time roles work at these positions during the reduced instructional time.

C7. Confidentiality of Student Information

Personal information such as a student's address, telephone number, name of parent/guardian, test scores, academic progress, etc, should not be released to any persons except that student's parent(s)/guardian(s) or related school personnel. Teachers should always be wary of giving such information over the telephone.

C8. Copy Machine Procedures

Copy machines are located in room 400B. Supplies are limited, so please make double sided copies when appropriate. Students are expected to keep materials distributed to them in their class notebooks, binders and/or folders. Reports all problems with copy machines to the principal's secretary via email.

C9. Computers & Cell Phones

All computers are the property of the Department of Education and are to be used for official school business. Teachers are expected to monitor student use of computers in their classrooms and computer labs. Please see the student cell phone policy for more details on student cell phone use in the classroom. Computers may not be used for games and downloading non-educational relation programs. **New 2025-2026:** As per NY State law and NYC Public Schools policy, students may not bring any personal devices into the building that are able to connect to the internet. Please see the InfoHub for additional information [HERE](#). This change supports the State's intent to create distraction-free schools ([see NYS Guidance](#)), and aims to ensure safe and focused learning environments across all NYCPS schools.

- Cell phones will be collected every morning and distributed at the end of the day.

C10. Next Generation Learning Standards

<http://www.nysed.gov/next-generation-learning-standards>

C11. Coverages & Coverage Requests

If a teacher has received authorization to attend a workshop or must be out of school for personal business, a request for coverage must be submitted to the main office to Yvette Rojas. Ms. Rojas will put this on the calendar. It is your responsibility to remind Ms. Rojas the day beforehand that you will be at a meeting and provide work to Ms. Rojas for the following day. Requests require the principal's approval through the OP201 form and a lesson plan with current work for all the day(s) the teacher would miss. It is the teacher's responsibility to check that the request has been approved. All teachers are required to do one (1) coverage before they can be paid for others. Upon being assigned a coverage, the covering teacher must report to the main office to pick up the coverage material.

C13. Covid Policies Please see this link for the updated [NYC PS covid policies](#).

As updated in March 2024, based on updated health guidance, instead of a minimum isolation period, people with COVID-19 should stay home and away from others based on their symptoms, similar to how they would for other respiratory infections, like flu and RSV.

C12. Custodial Staff

All requests for repairs, cleanups and the moving of furniture should be directed to the principal's secretary. Do not call the custodian's office directly. Other than in the event of an emergency, teachers should submit a request for repairs.

D1. Dean's Weekly Memo

The dean and safety staff will distribute via email a weekly memo when incidents and/or suspensions occur. Please check your emails frequently for updates on occurrences.

D2. Dean's Referral

Infractions involving fighting, bullying, walking out of the classroom, and destruction of school or personal property, threatening physical or verbal abuse, theft, weapons possession or other serious offenses should be referred to the dean's office immediately. All staff members are responsible for enforcing school tone and

culture in all places. If you believe there is danger to the health and safety of any student, adult or yourself, send a student to the nearest office or contact the deans, or call a school safety agent. Other behavior and disciplinary matters should be handled by the classroom teacher through the ladder of referral. A personal log should be kept documenting all interventions with the students. This log may be used to support a future suspension or detention. You should also use the Google referral doc form.

D3. Physical Altercations

Physical altercations between students, require all staff members to take appropriate action. Make sure to keep your students in the room and close the doors. The more students move towards a situation, the more it can put others in danger. Clearing the halls is essential to ensure that the students are separated in a timely manner. Make sure to notify the Dean or an Administrator the moment you see a situation escalate.

D4. Detention at CHCP (Currently being updated)

Detention at CHCP will serve a restorative function as part of our restorative justice practices. Personal reflections, meditation, and yoga among other activities will serve as a place for students to reflect on their choices and learn to moderate feelings. Detention will happen on Wednesdays during 4th period. If you would like to refer a student for detention, please fill out the referral Google form.

D5. Discipline Policy

The school's discipline policy is provided by the Chancellor in the document entitled "[City Behavioral Expectations to Support Student Learning](#)" (The Discipline Code). We will be using Positive Behavior Intervention and Support (PBIS) systems that follow the discipline code along with restorative practices. For all restorative justice practices specifically at CHCP, please refer to the updated [2025-2026 ladder of referral](#).

D6. De-escalation

It is important to understand that how we approach our students can affect if we escalate or de-escalate a situation. Here are some ideas on how to deescalate situations with students while in the classroom:

1.) Be Empathic and Nonjudgmental

Do not judge or be dismissive of the feelings of the person in distress. Remember that the person's feelings are real, whether or not you think those feelings are justified. Respect those feelings, keeping in mind that whatever the person is going through could be the most important event in their life at the moment.

2.) Respect Personal Space

Be aware of your position, posture, and proximity when interacting with a person in distress. Allowing personal space shows respect, keeps you safer, and tends to decrease a person's anxiety. If you must enter someone's personal space to provide care, explain what you're doing so the person feels less confused and frightened.

3.) Use Nonthreatening Nonverbals

The more a person is in distress, the less they hear your words—and the more they react to your nonverbal communication. Be mindful of your gestures, facial expressions, movements, and tone of voice. Keeping your tone and body language neutral will go a long way toward defusing a situation.

4.) Keep Your Emotional Brain in Check

Remain calm, rational, and professional. While you can't control the person's behavior, how you respond to their behavior will have a direct effect on whether the situation escalates or defuses. Positive thoughts like "I can handle this" and "I know what to do" will help you maintain your own rationality and calm the person down.

5.) Focus on Feelings

Facts are important, but how a person feels is the heart of the matter. Yet some people have trouble identifying how they feel about what's happening to them. Watch and listen carefully for the person's real message. Try saying something like "That must be scary." Supportive words like these will let the person know that you understand what's happening—and you may get a positive response.

6.) Ignore Challenging Questions

Engaging with people who ask challenging questions is rarely productive. When a person challenges your authority, redirect their attention to the issue at hand. Ignore the challenge, but not the person. Bring their focus back to how you can work together to solve the problem.

7.) Set Limits

As a person progresses through a crisis, give them respectful, simple, and reasonable limits. Offer concise and respectful choices and consequences. A person who's upset may not be able to focus on everything you say. Be clear, speak simply, and offer the positive choice first.

8.) Choose Wisely What You Insist Upon

It's important to be thoughtful in deciding which rules are negotiable and which are not. For example, if a person doesn't want to shower in the morning, can you allow them to choose the time of day that feels best for them? If you can offer a person options and flexibility, you may be able to avoid unnecessary altercations.

9.) Allow Silence for Reflection

We've all experienced awkward silences. While it may seem counterintuitive to let moments of silence occur, sometimes it's the best choice. It can give a person a chance to reflect on what's happening, and how they need to proceed. Silence can be a powerful communication tool.

10.) Allow Time for Decisions

When a person is upset, they may not be able to think clearly. Give them a few moments to think through what you've said. A person's stress rises when they feel rushed. Allowing time brings calm.

E1. Email

All staff members have an email account with the NYCPS. All staff members are required to have an active email account. Important memos and notices will be delivered through the NYCPS system. You must check your email at the beginning and end of every day. DO NOT send emails while you are teaching.

You may use the following DOE group email for all staff members:

chcp2025-2026@NYCDOE.onmicrosoft.com. Do not reply to all group emails, as much information is lost when this happens repeatedly. Emailing does not count as notifying the Principal.

You will also receive documents through google drive; you must use your NYC Schools account to access and send files. Do not delete any files in your google drive as many of them were worked on during the year with your colleagues. All files in your drive will be shared with you once the account is removed.

All students should use their NYC Student accounts to access Google Classroom and Zoom. Do not allow students to use their personal accounts.

All students should use their NYC Student account for everything they do related to school. Students will use their NYC student account to access ZOOM. Do not allow them to use personal accounts.

E2. Elevator Keys

Teachers will receive an elevator key from the principal's secretary. Students should only be permitted on the elevator with a medical pass.

E3. Emergencies

A variety of emergencies are possible and teachers should be prepared to execute the procedures for each. Examples of such emergencies are fire drills, shelter drills, and weather emergencies. Procedures for dealing with such emergencies are given at the beginning of the term. Teachers should have their rosters/attendance books with them during emergencies, along with their color coded emergency placard. Store all materials in the color coded clipboard you receive and bring this with you during all emergencies.

E4. Emergencies/Crisis Procedures

Schools and public institutions may be subject to bomb threats. Should an emergency occur, specific procedures are in place to ensure the safety of students and staff. Teachers should also consult the school safety plan (available from the principal) for information about what to do in the event of an emergency/crisis.

- a. Full Safety Preparedness video: [Vimeo.com/nycschools/safetypreparedness](https://vimeo.com/nycschools/safetypreparedness)
- b. Assembly Card video: [Vimeo.com/nycschools/assemblycard](https://vimeo.com/nycschools/assemblycard)
- c. Lock Down video: [Vimeo.com/nycschools/lockdown](https://vimeo.com/nycschools/lockdown)
- d. Evacuate video: [Vimeo.com/nycschools/evacuate](https://vimeo.com/nycschools/evacuate)
- e. Shelter In video: [Vimeo.com/nycschools/shelterin](https://vimeo.com/nycschools/shelterin)

E5. Emergency Contact Information

Teachers who have not already done so should fill out an [emergency contact information](#) sheet with the principal's secretary in room 401.

E6. End-of-the-Year Procedures

While more specific information (including schedules) about the end of the term/year duties will be circulated at the appropriate time, teachers are generally responsible for submitting final grades, collecting the books, distributing report cards, returning report cards not handed out to students to the guidance counselors, securing the classroom, proctoring and grading exams, and returning keys & passes.

E7. Equipment Responsibility

All school equipment is the property of the Department of Education. Teachers must secure all calculators, LCDs, overhead projectors, CD players, remotes, IPADs, portable computers, etc in locked closets/file cabinets and their designated carts. Printers are the property of the DOE and may be used by all employees. Be mindful of classes going on in rooms so that you do not disturb the class.

F1. Faculty Lounge and Work Area (6th Floor)

Although the school custodial staff cleans all rooms daily, it is the responsibility of the school staff to dispose of unwanted materials, label their food, and keep the room orderly. Unlabeled perishable foods left in the refrigerator will be discarded at the discretion of the office staff. Cell phone use for personal calls during your lunch break should be kept to a minimum when in the staff room.

F2. SLC Meeting (Content & Grade)

Teachers attend these meetings during their C-6 periods. Because all staff are responsible for information and materials distributed at the meetings, in case of absences you should read through the rolling agenda on google docs that has been shared with you.

F3. Failure Policy

See “Grading Policy”

F5. Fire Drills & Shelter Drills

By law, a specific number of fire drills and shelter drills must be held during the year. Fire drill assignments are issued at the beginning of the term. Emergency folders have been created and provided to you. Each folder contains an assembly card, different types of drills, missing student and door alarm protocols. Make a copy of your roster to place in your folder. This should be updated throughout the school year, as rosters change. Teachers will be notified by email of the dates and times. During a fire drill, teachers should escort their students out of their classroom via the prescribed exit noted on the Emergency Drill Chart posted in each of the classrooms and be sure their classroom is locked. During the fire drill, teachers should actively supervise their students. Teachers should be sure to take their roll book when they leave the classroom. Teachers who are not teaching and have a fire drill post should adhere to the directions given for that post. All unassigned personnel must leave the building until the signal to return to the building is given.

G1. Google Classroom

We will be using google classroom as our learning platform this year. Google classrooms will be automatically created for you using the LMS system and linked to your STARS rosters. Students will automatically be enrolled using their NYC Student Accounts. Please see [this document](#) for details on google classroom organization and materials that need to be posted.

G2. Grade Books

All teachers must keep a grade book. As a school, we will all be using [GAM](#) (Grades, Attendance, Messaging Administration) as a grade book. The gradebook must be updated weekly. Your supervisor will check it to make sure the grading policy is being adhered to every other week. You should download your gradebook every two weeks so you always have a hardcopy of the gradebook. Teachers must save their grade books for a

period of two years. You will be able to transfer your grades from google classroom to [GAM](#) as long as your Google Classroom is created with your DOE account. Your classes will automatically sync from STARS rosters when using the DOE system.

[GAM Tutorial](#)

Setting up your gradebook in google classroom

- Step 1: Sign into infohub
- Step 2: Click “DOE Created”
- Step 3: Gradebooks and Attendance

Habit

Habit 1: Student Ownership -

Habit 2: Critical and Creative Thinking -

Habit 3: Communication -

Habit 4: Subject Area Knowledge-

G3. Grading Policy: GRADING POLICY-SUBJECT TO CHANGE

Grades are the common language through which students, teachers, families, school leaders, field staff, and other institutions communicate about students’ learning throughout the school year. Grades provide feedback to students and families about academic progress, influence students’ motivation and engagement in their learning, inform instructional and programmatic decisions, and shape postsecondary outcomes.

Considerations for accuracy, equity, and social-emotional well-being:

- Grading student work for understanding of concepts and mastery of skills is different from grading based on completion of assignments alone. When student work is graded based on how well students understand the content and perform in the subject, both the students and teachers are receiving valuable information about how well the students are doing.
- In deciding whether to grade homework, keep in mind that completion of and performance on homework reflects students’ work habits, home environment, and access to other people who may assist them. Students have unequal access to out-of-school time and resources to support homework completion. Consider giving feedback on homework, rather than grading it.
- Each piece of graded work should correspond to a course learning goal. If an assignment does not correspond to a stated learning goal, it measures students’ compliance rather than their learning. Graded work that is not associated with learning goals inflates or deflates students’ grades. Students are better served by extra time to further explore the content and to engage in active practice of core skills.
- While academic behaviors are important supports for learning, grades that reflect student behavior are prone to bias. Teachers may choose to give ungraded feedback on these behaviors to maintain the accuracy of students' grades as markers of academic progress on course goals.
- Ensure that grades for standards-aligned work are not impacted by non-mastery factors, such as marking off

for lateness. In addition to making grades less accurate, adding these factors directly into student work makes planning for instruction more difficult, because students may have higher achievement than what is evidenced in the grade book.

- Classwork, active practice, or formative feedback represent what students know during the learning journey; they are not strong indicators of what students will know and be able to do at the end of the learning journey. Summative assessment tasks should make up the final grade rather than formative assignments.

Considerations for accuracy, equity, and social-emotional well-being:

- Not all assignments must be incorporated into the overall grade. If an assignment is purely formative, consider a low weight or no weight so that students focus on the feedback provided rather than the impact on final grades. Students are more likely to take risks when the stakes are low. Incorporating grades that are not summative also makes overall grades less accurate as they weigh the student's journey and not just their eventual proficiency.

- Consider grouping grades by standards or objectives, rather than by type of work product (e.g., quiz, midterm, and final project). Providing students and families with sub-grades by objective allows them to better understand areas in which students are performing better or may need more support and in which areas. Weighting standards also communicate which standards are the most essential to success in a subject. Feedback and grades over time on specific learning goals maximize transparency and provide more directed support.

- When possible, teachers should offer assessments in multiple modalities to ensure that the method of expression does not interfere with a student's demonstration of their proficiency.

- To honor the learning process of building proficiency over time, consider weighting more recent work more heavily. Weighting more recent work better reflects a student's end-of-term mastery of course concepts and skills. Otherwise, a student who starts off with lower skills will end with a lower grade than a student who starts off with higher skills even if the students reach the same proficiency by the end of the course.

- Final course grades should reflect the student's ultimate level of proficiency at the end of the course. Final grades that are an average of marking period grades penalize students who do not demonstrate proficiency from the beginning of the course.

A School Wide Grading Rubric is based on these 4 habits of mind (the complete Rubric is in the back of the Handbook). The lowest grade will be dropped from each habit automatically. You must have at least three grades in for each habit prior to report card distribution.

School Wide grading policy:

Habit Weight
Habit 1: Student Ownership 20%

Habit 2: Critical and Creative Thinking 25%
Habit 3: Communication 25%
Habit 4: Subject Area Knowledge 30%

TESTING AND GRADING POLICY – 2026-2027

Report Card Grades will be based on the following for all classes: *These are a few examples of items that fall under each Habit*

1. 20% Habit 1: Student Ownership:

- ★ Homework
- ★ Self-reflection
- ★ Group Work
- ★ Do Now's
- ★ Exit Tickets
- ★ Daily Grade
- ★ Class Participation
- ★ Datafolio

2. 25% Habit 2: Critical and Creative Thinking

- ★ Guided Reflections
- ★ Argumentative/Analytical Writing
- ★ Peer Editing/Feedback
- ★ Research/Inquiry Process

3. 25% Habit 3: Communication

- ★ Group discussion (Add, Agree, Argue)
- ★ Think, Pair, Share
- ★ Accountable Talk
- ★ Socratic Seminar, Reading Circles
- ★ Gallery Walks
- ★ Journal Entries

4. 30% Habit 4: Content/Subject Area Knowledge

- ★ Writing Assessments
- ★ Tests/Quizzes
- ★ Projects
- ★ Culminating, Graded discussion (Socratic Seminar or Other)
- ★ Lab reports/experiments
- ★ Portfolios

A highly effective/effective grade-book, should include the following:

- A daily grade for every class per marking period. Daily grades should include the

following:

- Timeliness (handing in work on time)
- Participation points
- Organization of materials
- Professionalism (preparedness, inquiry, creativity, respect for content, work ethic)
- You must have **AT LEAST 4 grades** in each of the four Habit by the end of the marking period. It is unacceptable to assign 30% of a student's grade to one project, essay, test, etc.

PLEASE NOTE: It is part of your professional responsibility as a teacher to call and provide evidence of direct contact with parents/guardians when students are failing or at risk for failure. We expect to see 3 points of **successful** contact with parents/guardians for students who are at risk for failure and will hold you accountable to this expectation. There also must be at least 3 points of successful contact to inform the parent/guardian that his/her child is in danger of not completing the required 1200 minutes for the lab requirement to sit for the Regents. It is the teacher's responsibility to inform the parent/guardian if this requirement has not been met and his/her child will therefore not be eligible for the regents. Students should complete 600 minutes of labs by the end of January. Students must also complete all of the NEW NY State investigations and evidence of successfully completing these investigations must be kept on file for at least six months. It is the teacher's responsibility to document all labs completed in a google docs shared with AP Capasso and keep a binder of all labs/investigations completed in the class. These will be submitted at the end of the year. Labs should be entered in the gradebook as a P or F in the lab section of the class, and as a regular numeric grade in the class section of the gradebook.

Grades Performance Level on Regents Examinations, Midterms and Finals

Level 4	Exceeding Grade Level 85 - 100
Level 3	Meeting Grade Level 65 - 84
Level 2	Approaching Grade Level 55 - 64
Level 1	Below Standard/ In need of intervention Below 55

Baselines, Midterms, Mock Regents and Finals:

All major subject area classes are expected to give baselines, midterms, mock regents and finals. Periodic Assessments have been ordered and can be used as a BOY and EOY assessment. You may choose to create your BOY and EOY, but it must be submitted to your supervisor for approval. Content should be completed at least two weeks prior to midterms and finals to allow for review and allow for modified schedules for the students so review time can be maximized. Also during this time students should be allowed to complete work. Data should be used throughout the year to track the students' growth from the beginning of the year to the midterm and final. A best practice is to create the assessments at the beginning of the year to ensure the curriculum is teaching towards the desired outcome. Students will also be tracking their growth through a datafolio system that will be used in every class. This will be digitally. Standards should be tracked in the classes for growth and mastery.

Grade Book Policies:

- Grade books must be kept current; the most recent marks must not be more than a week old.
- No grade lower than a 50 should be entered in the gradebook. A 50 is only entered if the student was not present and did not make up the work. If any work was completed, the student has a minimum of a 55 for incomplete work.

Grades reflect students' understanding and command of content, their progression through a course or subject, and their mastery of skills at a given point in time. As such, assignment grades, marking period grades, and final grades should reflect what students know and are able to do at those times. As a reminder, the minimum passing grade a student can receive must have a numeric equivalent of 65. The minimum failing mark a student can receive is often based upon the selected grading scale. However, principals may set a grade minimum that is higher than the lowest mark in the grading scale. For example, the principal at a school using the 100-point scale may set a school-wide assignment minimum of 55 instead of 0. Doing so conveys to teachers and families that the student is not yet able to demonstrate proficiency in the content/skill, but also prevents a failing mark from disrupting the student's ability to eventually earn a passing mark once they can demonstrate proficiency.

Considerations for accuracy, equity, and social-emotional well-being:

- Assigning a zero for an assignment implies that a student is not at all proficient. It is unusual for students to have no knowledge or skill whatsoever. Assigning a higher minimum failing grade or an alternate incomplete mark for individual assignments does not automatically allow a student to pass and ensures that the student's final grade is more reflective of their final proficiency.
- Research shows that using zeros or low grades as punitive measures (e.g., to "send a message") does not motivate students. In addition to not accurately reflecting a student's actual proficiency, it also may not have the intended impact on student performance.
- The 0-100 scale includes 65 failing marks (0-64) and 36 passing marks (65-100). One zero on a missing assignment may mean a student must make up 64 points in their average to get back to a passing grade. Consider correcting for the traditional grading scale's bias toward failing marks by using a grading scale of 55-100, which includes 10 failing marks (55-64) and 36 passing marks (65-100). This would also mean that to move from an 'F' (failing) to a 'D'

Entering Labs in the grade book:

- All grades for labs will be entered in the class section of the gradebook
- In the lab section of the gradebook all labs should be entered under habit 1 using the following:
 - P- indicates the student passed the lab
 - F- student failed the lab and needs to redo it
 - INC- student started the lab and needs to complete it or student never started the lab.

Report Card Grade/Codes:

Description	Code
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Student who has never reported (NS)	Schools have discretion in using this mark. An ‘NS’ has a numeric equivalent of 45, which is lower than the numeric equivalent of an ‘F’ (55). If schools choose to use this mark, it should be reserved for the most egregious situations where a student fails to attend a course and does not participate in any of the work from which a grade can be derived. Neither long term absentees (LTA) nor students receiving hospital or home instruction should be assigned an ‘NS’ mark.
New admit (student) late (NL)	Schools must award this mark when a student enrolls in a course after it starts and may have missed assignments needed to generate a complete course grade for the given marking period. In this case, an ‘NL’ may be awarded since the student did not have the opportunity to demonstrate their mastery of the course content. Students have until the end of the following term (not including summer) to complete the course. The school should create a detailed plan for the student that specifies the timeline and work necessary to earn a final grade and credits. The school will award a final grade and credit using a transcript update.
No Credit or Incomplete-NX	Schools must award this mark when a student has a documented, extreme extenuating circumstance that prevents them from completing the course in its established timeframe (for example, surgery or death in the family). The student’s family should provide the school with a brief letter explaining the circumstances that prevented the student from completing course requirements during that term. Students have until the end of the following term (not including summer) to complete the course. The school should create a detailed plan for the student that specifies the timeline and work necessary to earn a final grade and credits. The school will award a final grade and credit using a transcript update.
Grades	55, 65, 70, 75, 80, 85, 88-100
Advisory / Career Exploration	Pass (P) or Fail (F)
Lab (Sciences)	Pass (P) or Fail (F) In the comments you will list any labs students are missing and how many hours they have completed to date.

Students should receive 2 comments per marking period, and 7 comments if they fail in the final marking period.	Final grades will be submitted via STARS Classroom. You must be able to put comments in about the students' progress towards the standards and content in your class. If a student fails the class at least for the semester, at least 7 comments regarding progress towards the standards need to be entered.
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Teachers must enter final grades into STARS no later than four weeks (or 20 days) after the end of the term. Within this window, students can submit work up to four weeks after final grades are entered. If the final grade is already entered on the transcript, a transcript update form must be submitted.

Marking Period Weight:

Semester 1, Marking Period 1	The student's 1st mp average; progress report
Semester 1, Marking Period 2	The student's 1st and 2 nd marking period average; report card
Semester 1, Marking Period 3	The student's 3rd marking period average; progress report
Semester 1, Marking Period 4	The student's 3rd and 4th marking period average; report card
Semester one Marking Period 5=Final Grade	Average marking period 2 and 4 together, FINAL and goes on transcript!
Semester 2, Marking period 1	The student's 1st mp average; progress report
Semester 2, Marking period 2	The student's 1st and 2 nd marking period average; report card
Semester 2, Marking period 3	The student's 3rd marking period average; progress report
Semester 2, Marking period 4	The student's 3rd and 4th marking period average; report card
Semester two Marking Period 5=Final Grade	Average marking period 2 and 4 together, FINAL and goes on transcript!

Marking Periods days and grade due dates 2026-2027 (subject to change)

Term	Marking Period	Type	Marking Period Start	Marking Period Ends	Grade Due In STARS
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1	1	Progress Report	9/10/26	10/13/26	10/16/26
	2	Report Card	10/14/26	11/16/26	11/18/26
	3	Progress Report	11/17/26	12/16/26	12/18/26
	4	Report Card	12/17/26	1/20/26	1/22/26
	5	Average of marking period 2 and 4; goes on transcript	1/22/26	1/29/26	1/29/26
2	1	Progress Report	2/2/27	3/5/27	3/16/27
	2	Report Card	3/8/27	4/7/27	4/9/27
	3	Progress Report	4/8/27	5/13/27	5/14/27
	4	Report Card	5/14/27	6/9/27	6/11/27
	5	Average of marking period 2 and 4; goes on transcript	6/15/27	6/28/27	6/18/27

G4. Guests and Visitors

Visitors must sign in at the Security Desk on the 1st floor with valid identification. Visitors will be given a visitor's pass. Guests must also sign the guest sign-in book in room 401. Staff wishing to bring visitors or guest speakers must have prior permission from the principal. All guests must sign out in room 401 and be escorted out of the building. Guests can never be left unattended.

H1. Homework Policy

It is expected that teachers give their students homework. Always make sure the homework assigned is something the students can do without assistance and should never be just busy work. The Regulations of the Chancellor states that "homework is to be assigned on a daily basis in all subjects." Therefore, written and study homework must be given on a daily basis. The written assignment may be an ongoing assignment but should be posted on a daily basis.

Homework should include some opportunities for writing. Bear in mind the purpose of homework:

- To reinforce, supplement, and extend subject learning
- To reinforce specific skills

- To help prepare students for examinations
- To relate current material to material previously taught
- To provide review for previous work
- To prepare for future lessons
- To provide for enrichment or remediation
- To serve as a link between school and home.

Students must be accountable for assigned work. Therefore, homework is to be collected or reviewed consistently and in accordance with given deadlines. Each teacher is expected to develop appropriate means of reviewing, checking (grading), and returning assignments. Teachers are responsible for recording homework grades and it is expected that some flexibility be maintained to allow students to make up missed homework. Teachers are expected to distribute a list of homework assignments at the beginning of each unit.

Homework can be assigned over school holidays and vacations. Realize, however, that families frequently have travel or other commitments during these times. Provide sufficient time for students to work on the assignment(s) outside of the vacation periods. In addition, avoid having the due date be upon the return to school.

I1. Identification Cards

All staff will receive a school identification card along with a lanyard to allow it to be worn around your neck. Your ID should be visible on your body every day. Teachers desiring a Department of Education identification card should see the principal's secretary in room 401 for the appropriate procedures for obtaining one. All students and staff should carry school identification at all times.

I2. Immunization

All students are required to provide documentation of all immunization requirements to the secretary in room 401. State and court mandates require the exclusion from school of any student who does not produce this documentation at the outset of the year.

I3. Inclement Weather

The Chancellor will make the citywide decision to close or delay the opening of schools during stormy weather or other emergency situations. The decision will be made as early as possible prior to 6:00 AM on the affected day. Radio and TV stations will be notified as soon as possible prior to 6:00 AM. Staff and parents should listen to information broadcast by news radio stations as WINS (1010 AM) and WCBS (880 AM) or the DOE website <http://schools.nyc.gov/>. Inclement weather days will result in remote instruction for the day. All staff are expected to have their technology with them at home and have zoom links created for students during inclement weather. Remote instruction will follow the regular bell schedule and we will use ZOOM to deliver instruction.

I4. Interim (In House) Assessments

Assessments for learning will be given throughout the year. Teachers are required to grade assessments for learning and use the results to improve student performance. Staff will receive more information about the assessment process and item analysis throughout the year.

15. Internet Acceptable Use & Safety Policy (IAUSP) and Social Media

[Implementing Department Resolution of February 14, 2001](#)

Revised as of July 1, 2012

The Policy

The NYC Department of Education (“Department”) provides access to the Department’s Internet Systems for its employees, agents, students, and volunteers, collectively referred to as “users” for educational and business purposes, in conformance with applicable law. This Internet Acceptable Use and Safety Policy (“policy”) governs all electronic activity of users using and accessing the Department’s Internet systems, including Department e-mail and Department-provided access to the Internet, and applies to the use of the Department Internet Systems both on and off Department property.

“The Department’s Internet Systems” means Department-provided devices, Internet connections (including wireless connections) provided by the Department, Department-provided e-mail accounts, intranet and any remote connection to Department systems. A user is deemed to access and use the Department’s Internet Systems through any electronic activity conducted on the Department’s Internet Systems using any device (whether or not such device is a Department-provided device) regardless of the user’s physical location. “Department-provided devices” means any electronic device provided by the Department, including, but not limited to, desktop computers, laptops, and hand-held devices, such as personal digital assistants (PDAs), smartphones, iPads, tablets and e-readers.

Student use of the Department’s Internet Systems is governed by this policy, Department regulations, policies and guidelines, the Citywide Standards of Conduct and Uniform Disciplinary Measures (the “Discipline Code”) and applicable law. Employee use is governed by this policy, Department regulations, policies and guidelines, the Department’s employment policies, applicable collective bargaining agreements and applicable law.

By using the Department’s Internet Systems, a user agrees to follow this policy and all applicable Department regulations, policies and guidelines. All users must report any misuse of the network or Internet or receipt of any communication that violates this policy to a teacher, supervisor or other appropriate Department personnel.

Principles of Acceptable and Safe Internet Use

General Internet access and e-mail provided by the Department are intended for educational use, instruction, research and the facilitation of communication, collaboration, and other Department related purposes. Users are subject to the same standards expected in a classroom and/or professional workplace.

Monitoring and Privacy. Users have no right to privacy while using the Department’s Internet Systems. The Department monitors users’ online activities and reserves the right to access, review, copy, store, or delete any electronic communications or files. This includes any items stored on Department-provided devices, such as files, e-mails, cookies, and Internet history.

The Department reserves the right to disclose any electronic activity, including electronic communications, to law enforcement officials or third parties, as appropriate and consistent with applicable law. The Department will fully cooperate with local, state, or federal officials in any lawful investigation concerning or relating to any illegal activities conducted through the Department’s Internet Systems.

Prohibited Uses of the Department's Internet Systems

Users may not engage in any of the activities prohibited by this policy when using or accessing the Department's Internet Systems. If a user is uncertain whether behavior is prohibited, he or she should contact a teacher, supervisor or other appropriate Department personnel. The Department reserves the right to take immediate action regarding activities that (1) create security and/or safety issues for the Department, students, employees, schools, network or computer resources, or (2) expend Department resources on content the Department determines lacks legitimate educational or Department content or purpose, or (3) the Department determines are inappropriate.

Below is a non-exhaustive list of examples of prohibited behavior:

1. Causing harm to others, damage to their property or Department property, such as:
 - Using, posting or distributing profane, lewd, vulgar, threatening, or abusive language in e-mail messages, material posted on Department web pages, or professional social media sites;
 - Accessing, using, posting, or distributing information or materials that are pornographic or otherwise obscene, advocate illegal or dangerous acts, or advocate violence or discrimination. If users inadvertently access such information, they should immediately disclose the inadvertent access in a manner specified by their school or central division office;
 - Accessing, posting or distributing harassing, discriminatory, inflammatory, or hateful material, or making damaging or false statements about others;
 - Sending, posting, or otherwise distributing chain letters or engaging in spamming;
 - Damaging computer equipment, files, data or the Department's Internet System in any way, including spreading computer viruses, vandalizing data, software or equipment, damaging or disabling others' electronic property, or engaging in conduct that could interfere or cause a danger of disruption to the Department's educational or business environment;
 - Using the Department's Internet System in a manner that interferes with the education of the user or others or the job duties of the user or others;
 - Downloading, posting, reproducing or distributing music, photographs, video or other works in violation of applicable copyright laws. Any music, photographs and/or video should only be downloaded for Department, and not personal purposes. If a work specifies how that work may be used, the user should follow the expressed requirements. If users are unsure whether or not they can use a work, they should request permission from the copyright or trademark owner; or
 - Engaging in plagiarism. Plagiarism is taking the ideas or writings of others and presenting them as if they were original to the user.
2. Gaining or attempting to gain unauthorized access to the Department's Internet Systems, or to any third party's computer system, such as:
 - Malicious tampering, phishing or hacking activities;
 - Intentionally seeking information about passwords belonging to other users;
 - Disclosing a user's password to the Department's Internet Systems to other individuals. However, students may share their Department password with their parents.
 - Modifying passwords belonging to other users;
 - Attempting to log in through another person's account;
 - Attempting to gain access to material that is blocked or filtered by the Department;
 - Accessing, copying, or modifying another user's files without authorization;
 - Disguising a user's identity;
 - Using the password or identifier of an account that does not belong to the user; or
 - Engaging in uses that jeopardize access into others' accounts or other computer networks.

- . Using the Department's Internet Systems for commercial purposes, such as:
 - Using the Department's Internet Systems for personal financial gain;
 - Conducting for-profit business activities, personal advertising, or other non-Department business communications;
 - Engaging in fundraising (except as set forth in the Chancellor's Regulation A-610); or
 - Using the Department's Internet Systems on behalf of any elected official, candidate, candidates, slate of candidates or a political organization or committee.
4. Engaging in criminal or other unlawful activities.

Recordings of Meetings

NYS Penal Law 250.00 states the following:

New York is a one-party consent state. This means that only one party must consent to the recording of an in-person or telephone conversation. It is an E felony under New York's wiretapping law to record a conversation without at least one party's knowledge. In other words, if you are a party to the conversation, you may record without the other person's consent. But unless you obtain permission in advance, you are prohibited from recording a conversation in which you do not take part.

However, as per Ms. Karen Solimando, Director of the Office of Labor Relations,, employers have the discretion to create a policy that precludes recording -- even if one person consents. Therefore, effective June 14, 2024, no meetings, both virtual and in person, may be recorded without the specific consent of all parties present

Recording the IEP Meeting:

A parent may request permission to make an audio recording of an IEP meeting, by writing to the principal or chairperson at least 1 business day before the IEP meeting. If the parent will make an audio recording of the IEP meeting, the school/CSE will also make an audio recording of the meeting. Staff who do not wish to be recorded on a virtual meeting, may turn their cameras off.

Any staff member who records a meeting at Cypress Hills Collegiate Prep (19K659) without the specific consent of all parties present, is subject to disciplinary action.

Filtering

In accordance to the Children's Internet Protection Act ("CIPA"), the Department blocks or filters content over the Internet that the Department considers inappropriate for minors. This includes pornography, obscene material, and other material that may be harmful to minors. The Department may also block or filter other content deemed to be inappropriate, lacking educational or work-related content or that pose a threat to the network. The Department may, in its discretion, disable such filtering for certain users for bona-fide research or other lawful educational or business purposes.

Users shall not use any website, application, or methods to bypass filtering of the network or perform any other unlawful activities. See additional information regarding CIPA.

Protection of Personally Identifiable & Confidential Information

The Family Educational Rights and Privacy Act ("FERPA") prohibits Department school officials from disclosing personally identifiable information ("PII") from education records of Department students and

families to third parties without parental consent. However, several exceptions to this general rule may apply. All users of the Department's Internet Systems must comply with FERPA and Chancellor's Regulation A-820, Confidentiality and Release of Student Records; Records Retention. If you are unsure about whether the activity will comply with FERPA or Chancellor's Regulation A-820, please contact the Department's Chief Information Security Officer.

Internal communications with a Department attorney may also be confidential. Accordingly, users should not forward or distribute such communications without first checking with the attorney. Users should ensure that e-mails that include or attach confidential information are only sent to the intended recipients.

Student Internet Safety

1. Department Responsibilities:

- The Department will provide curriculum about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms, and cyberbullying awareness and response.
- The Department will work to protect the safety and security of minors when using electronic mail, chat rooms, and other forms of direct electronic communications.
- As appropriate, the Department will provide students, staff and parents with guidelines and instructions for student safety while using the Internet.

2. Students Using the Department's Internet Systems

- Students must not reveal personal information about themselves or other persons on social networking sites, in chat rooms, in emails or other direct electronic communications, or any other forum over the Internet. For example, students must not reveal their home address, or telephone or cell phone number. Students must not display photographs of themselves, or the images of others.
- Students should not meet in person anyone they have met only on the Internet.

Students must promptly disclose to their teacher or other school employee any message or other activity they receive that is inappropriate or makes them feel uncomfortable.

- Students should not allow Department computers to save their passwords.
- Teachers using the Department Internet Systems, including Social Media for class activities
- Teachers should educate students about appropriate and safe online behavior, including interacting with individuals on social networking websites and in chat rooms and cyberbullying awareness and response. Teachers should refer to the Department's Citizenship in the Digital Age guide, and other free educational Internet safety resources available on the Internet.

· Social Media

"Social media" means any form of online publication or presence that allows interactive communication, including, but not limited to, social networks, blogs, Internet websites, internet forums, and wikis. Examples of social media include, but are not limited to, Facebook, Twitter, YouTube, Google+, and Flickr. Schools use a variety of online web-based interactive communication technologies to enhance students' education and learning. Social media sites must be used only for educational and school related purposes, in connection with lessons and assignments and to facilitate communication with teachers and other students. The Department limits access to these sites to individuals within the Department and Department school officials. If access to a social media site will extend beyond individuals within the Department or Department school officials, then

parent consent is required. Teachers must refer to the Department's Social Media Guidelines, which are incorporated into this policy, if Internet activities will involve social media.

Parents:

· Although students generally will be supervised when using the Department's Internet System on school property, it is not practicable for the Department to monitor and enforce a wide range of social values in student use of the Internet. Parents are primarily responsible for transmitting their particular set of family values to their children, and discussing with their children what material is and is not acceptable for their children to access through the Department's Internet Systems. · Parents are exclusively responsible for monitoring their children's use of the Internet when the Department's Internet Systems are accessed from home or a non-school location. The Department may or may not employ its filtering systems to screen home access to the Department's Internet Systems. Parents should inquire with the school or Department.

Violations of this Policy

The Department, including central offices and schools, reserves the right to terminate any user's access to Department Internet Systems - including access to Department e-mail - at any time.

If a student violates this policy, appropriate disciplinary action will be taken consistent with the Discipline Code and applicable Chancellor's Regulations. If a student's access to the Department's Internet System is revoked, the student may not be penalized academically, and the Department will ensure that the student continues to have a meaningful opportunity to participate in the educational program.

Employee violations of this policy will be handled by appropriate discipline.

All users must promptly disclose to their teacher, supervisor, principal or manager any information they receive that is inappropriate or makes them feel uncomfortable.

Limitation of Liability

The Department makes no guarantees about the quality of the services provided and is not responsible for any claims, losses, damages, costs, or other obligations arising from use of the network or accounts. Any additional charges a user accrues due to the use of the Department's network are to be borne by the user. The Department also denies any responsibility for the accuracy or quality of the information obtained through user access. Any statement, accessible on the computer network or the Internet, is understood to be the author's individual point of view and not that of the Department, its affiliates, or employees.

Copies of this Policy and Inquiries

The Department reserves the right to amend and/or revise this policy at any time as the need arises.

This policy is available upon request and in soft copy. Inquiries pertaining to this regulation should be addressed to:

NYC Department of Education
Office of Communications & Media Relations
52 Chambers Street, Room 314
New York, NY 10007
Phone: 212-374-5141
Fax: 212-374-5584

J1. Jury Duty

Serving on a jury is a right and a privilege. Unfortunately, to do so during the school year is often disruptive to your students' education. You can usually apply for a postponement of jury duty or re-schedule the duty for a less disruptive time. If you would like to do this, see the principal's secretary in room 401 for an official letter requesting a postponement.

K1. Keys

Teachers should request keys from the principal's secretary in room 401. Teachers should safeguard their keys at all times and avoid losing them. Under no circumstances should students be given keys. If you lose your keys or find keys, please report this information to room 401. Use only official channels to obtain keys. Do not authorize anyone else to make a duplicate. Keys will be returned to Ms. Rojas on the last day of school.

K2. Kid Talk

Kid talks can be arranged for any student by speaking with the guidance counselors in room 429B. These can be conducted remotely or in person. If you are concerned about the performance of any of your students, please arrange for a kid talk. The parents/guardian will be invited to meet with the student's teachers and advisor at the same time. It is very important to not only express the concerns to the parents and the student but to also provide possible solutions to alleviate the problems.

L1. Labs

Students in Science courses culminating in a Regents exam must complete 1200 minutes of hands-on laboratory experience with satisfactory laboratory reports that prepares students for the corresponding Regents examination in science. Before conducting any Investigation that requires equipment and materials, please refer to the [NYC DOE Science Safety Manual](#). Become familiar with the safety precautions that must be in place before conducting any activity, and include the discussion of these safety precautions with your students while delivering instruction. Starting in 2024-2025, students must also complete the three multi-day mandatory [NY State investigations](#) in Biology and Earth and Space Science. Starting in 2025-2026, students must also complete the new required investigations for Chemistry and Physics. **The student answer documents for the mandatory state labs must be completed without alteration and the answer documents must NEVER be shared with students. These labs must NEVER be posted on any public website as per NY State policy.** While the labs must not be altered, teachers may make support documents to assist students in their completion. Labs can be a combination of hands-on and virtual labs but all labs must result in documented completion that must be accessible by the AP of Science. All labs must be kept on file for the student and an update spreadsheet of students' lab hours must be shared with the AP of Science. Students should have at least 600 minutes of labs completed by the end of the first semester. Letters need to be sent home each semester, one the first week of December, and one the last week of April, informing the parent/guardian if the student is in danger of not meeting the lab requirement. The labs must be listed in the letter with the corresponding minutes. All lab minutes must be recorded and shared via google doc with AP Capasso. The lab title and total number of minutes for each lab need to be included on the sheet along with a link to the actual lab. Students who do not complete labs that semester must make up the hours during lab make-up days after school or on Saturday arranged by AP Capasso. You must keep all students' labs on file and accessible for administration. There must be a "P" on the transcript for both semesters of lab to indicate successful completion of 1200 minutes. If a student transfers into the school we can request their labs from their prior school. Otherwise, without proof of labs, the student would

need to complete those 1200 minutes. If a student has not completed the labs in that year, they can continue to work on completing the minutes at a later time. If the student fails the associated Regents with the labs, the student does not need to complete the minutes again, however it is a best practice to do so. The 1200 minutes of labs can only be used towards one Science Regents exam. Therefore if the student is going to take a second science Regents they must complete another 1200 minutes of lab. We will be using lab 354 to perform laboratories. The lab will be shared with AOIT. You are expected to clean up and lab and not leave materials around. We will have the lab for our use on Wednesdays and Thursdays.

Students in IB science classes must complete 40 hours of labs over the two years in the subject, including no more than 10 of which must be used for the internal assessment. IB lab hours must also be tracked by the Science teacher and shared with AP Capasso. Students should complete at least 20 of these hours in Year 1. IB labs can be a combination of hands-on and virtual labs and records must be maintained in the PSOW.

L2. Late Passes

Students entering the school late are sent to class. The student should be marked late in the daily GAMA system and the student should sign into your classroom late log. All classrooms should have a bathroom log and late log to document students that go in and out of your classroom with the times. If any staff member detains a student from his/her class, a late pass should be written for the student to enter his/her next class and should include the student's name, date and time of the lateness. No staff member should provide a pass to any student that they have not actually detained. However, students should not be denied admission into their classes if they do not have a pass; instead they should be marked late on the attendance form and his/her home needs to be called by the teacher.

L3. Learning Standards

Copies of available New York City and/or New York State Learning and Performance Standards can be viewed at the New York City Department of Education website <https://www.schools.nyc.gov/> and the [Next Generation Learning Standards](#).

L4. Leaving the Building

If a teacher must leave the building during the school day, he or she must sign out in the log-book located in room 401 and sign back in when returning.

L5. Lesson Plans & Plan Books

The importance of proper planning cannot be emphasized enough. Teachers are required to have a written or printed lesson plan for **each** class they teach. In addition, teachers are expected to keep available planning units and lesson plans for all classes that they teach. All unit plans for IB classes must be posted in your teacher folder. They do not need to be on ManageBac.

[Teach hub](#)

L6. Log of Parent Contacts

Teachers are expected to maintain a log of parental contacts. Teacher may use GAM to log family contact.

L7. Lost & Found

The lost and found is in room 416. Bring found jewelry, keys, glasses, etc. to this office. Regularly advise students to secure all their valuables, including metro cards and money.

L8. Lunch Forms

Lunch forms are distributed to the students at the start of the term. Because of their importance, teachers distributing lunch forms should be vigilant in collecting them. All forms must be returned by the teachers directly to Yvette Rojas in room 401. Do not leave loose forms on office desks or in mailboxes. Always maintain a record of returned forms.

M1. Mail

See Teachers' Mailboxes & Mail

M2. Make Up Assignments

Teachers should allow make-up work and exams for valid absences by students. Students demonstrating serious and improved commitment to their work should not be unduly penalized for lapses earlier in the term.

M3. Medication/Over the Counter Medication

It is against the law for teachers/staff to administer medication of any kind (aspirin, cough drops, etc.) to a student. Students needing to take required medication must have the necessary medical documentation on file in the medical room in the building.

M4. Omni Cards (formerly Metro Cards)

Omni Cards (formerly Metro Cards) are distributed to students at the start of the term. Metro Cards are only valid for one term (Sept. through January or February through June). In the event that a card is lost, students may request a replacement during AFTER SCHOOL ONLY in Room 401. Students should not be sent out of class to request a new or replacement Metro Card. Transportation forms for school trips are available in room 401.

O1. Observations and Walkthroughs

Teachers will select the observation format they would like at the beginning of the year during the Initial Planning Conference. Other than for formal observations, observations and walkthroughs can always be unannounced. All observations will be subject to the collective bargaining agreements as per the UFT and CSA. Additional information can be found here on [Measures of Teacher Performance](#). Teachers should consult the principal or assistant principal for more information about observations.

O2. Open Door Policy

CHCP is committed to an open-door policy. Classroom doors should always remain unlocked allowing colleagues, visitors and administration to walk into a lesson without disruptions. In CHCP, we encourage visiting each other's classrooms in learning walks. This year we will look into completing lesson studies with intervisitation.

O3. Open School Day/Evening

Open School Day and Evening are scheduled by the Department of Education and listed on the term calendar. All teachers are required to attend. Additional information is disseminated prior to these events.

O4. Out-of-Room Passes

Official school passes for classroom use will be issued to teachers at the beginning of the term. Students should never be given passes to go to the student cafeteria, staff room, or the gym. Teachers should keep a log of when students leave and return to the classroom. Only one student should be allowed to use the pass at a time. Students are not permitted to use the pass during the first and last five minutes of any class. The classroom pass can only be used to go to the bathroom/get water. All other outings must have a written pass explaining the reason for leaving the classroom. At no point should the student ever leave the classroom without a pass. Teachers must report lost passes to the Dean in room 416. Students are expected to take care of issues (Metro Cards problems, immunization, lost ID, etc.) before or after school, not during class times. Meetings with the guidance counselor are by prior appointment unless it is an emergency. Students must have passes to go to the guidance office, nurse, SSC, etc. Bathroom will be closed for the first ten and last ten minutes of class.

P1. Parent Association Meetings

Parent Teacher Association meetings are held once per month. Teacher attendance is voluntary. It is suggested that each teacher try to attend at least one meeting during the year to show faculty support for parents.

P2. Parent Notification & Conferences

Teachers are encouraged to establish contact with parents throughout the term both directly and through the advisors. The purpose of such contact should be to notify parents of their child's accomplishments and learning gaps along with the curriculum being taught in the class. Teachers are expected to keep a record of any parental contact by telephone, mail or e-mail. In the event that a conference needs to be scheduled, teachers should schedule such conferences at a time when it will not interrupt their teaching schedule and when a sufficient amount of time can be devoted to the matter at hand (See also Kid Talk). The principal, assistant principal, guidance department, deans and secretaries should be notified of any parents who will be visiting the school.

P3. Parent Teacher Conferences

See Open School Day/Evening

P4. Passes

See Out Of Room Passes

P5. Payroll

Payroll information may be obtained in room 401. The office is responsible for health insurance forms and applications, teacher records of absence and lateness (Cumulative Absence Reserve), paychecks and stubs, per session time forms, sabbatical applications, payment for coverages, time cards, end of year evaluations, Teachers' Choice and other related matters.

NOTE: Paychecks/stubs are issued twice a month on approximately the 1st and 16th of each month.

P6. Per Session Activities

Per session activities are advertised by the principal at various times throughout the year. Those teachers performing per session activities must remember to punch in at the start of the activity and punch out at the conclusion of the activity for each day that the activity is performed. In addition, a time sheet (available in room 401) must be filled out and signed by the teacher and supervisor in charge of the per session activity. You must also make sure to fill out an OP175 form. Completed forms should be submitted to the Secretary in room 401. Student attendance at all per session activities must be kept by the teacher. Approved per session activities have a set number of hours budgeted for them. The school will not be able to honor requests for per session pay that exceed scheduled hours. If it is a remote per-session activity, the remote pre-session form must be submitted with the time sheet.

P7. Personal Appearance/Attire

Teachers are expected to dress in a professional manner.

P8. Phone Calls

Staff may use school phones for official school business. Students may make calls in the Main Office, Guidance, or Parent Coordinator Office at the discretion of the staff. Use discretion when calling homes in front of students and you should never leave your class to call home. All phones must be wiped down after use by the user.

P8a. Staff cell phone culture / staff use of cellphones in school:

Cell Phone use should be limited to your lunch period (except in the case when you have an emergency) During classes your cell phone should be out of sight (*unless you are (a) using it to keep school time in order to pace your lesson (b) using an app for instructional purposes). You must refrain from using your cell phone during meetings (*save you are awaiting an emergency phone call or text)

P9. Photocopying Procedures & Guidelines

Please be courteous of your colleagues when using the photocopying machine and follow appropriate procedures. It is expected that all teachers familiarize themselves with copyright law as it applies to teachers. It is assumed that all items copied by teachers are acceptable for copying and that the permission to do so has been obtained by the teacher. Teachers should: use double sided when appropriate, not leave machines unattended when copying, report all jams and problems, hold students accountable for their copies, and have students use loose leaf instead of copied forms when appropriate.

P10. Professional Development

Professional/staff development is held throughout the year, at various times of the day. In addition, various workshops are held throughout the year sponsored by the district and outside agencies. Teachers wishing to attend these workshops must receive approval from the principal and submit a request for coverage form; request to attend any workshops should be sent to the principal at least two weeks in advance. All staff are expected to actively pursue professional development to enhance their knowledge and skill base.

P11. Program Cards

Students are given their program cards at the start of each term. Students will access their program through their

NYCstudent accounts. If students need additional copies of their program they can see Ms. Rojas in room 401.

P12. Progress Reports

Progress reports are distributed six times per year to inform parents and students of their progress towards meeting their goals up to that point. This is an opportunity to give parents/students possible solutions to help them meet their goals. The dates for progress report are in the school calendar.

R1. Recruitment

All staff are expected to support the school's effort to recruit appropriate students and staff to our school. High school recruitment fairs take place in the fall and it is expected that all staff will participate by attending at least one day of the fairs.

R2. Recycling

Teachers should be aware of the various trash and recycling receptacles in the building and deposit the proper contents into each.

R3. Referrals

Teachers should complete a [student discipline referral](#) for any student who persistently disrupts the lesson. These forms can be found on Google Docs.

R4. Removal of Substantially Disruptive Students from the Classroom

The Chancellor's *Safe and Orderly Initiative* and the requirements of the *Safe Schools Against Violence in Education Act (SAVE)* have created measures that allow for teachers to request that a substantially disruptive student be removed from the classroom. As stated in the guidelines: "Teachers have the authority to remove 'disruptive' students from their classrooms, consistent with the *Discipline Code*, when the teacher determines that the behavior of the student substantially disrupts the educational process or substantially interferes with the teacher's classroom authority." Only infractions that carry a severity level of 3 or 4 warrant a student's removal and then only when the behavior is substantially disruptive or substantially interferes with the teacher's authority over the classroom." Teachers may not remove students without principal approval. A teacher must submit a student removal form that documents procedures they have followed (call home, student/advisor conference, etc.) no later than the end of the day. The form must be approved by the principal before a student is removed from the classroom.

When a student is a threat or danger to others, call the dean (4161) immediately.

R5. Report Cards

Report cards are issued four times a semester approximately a week and a half after the marking period ends. Report cards are mailed home and distributed during parent teacher conferences if the dates are close enough or distributed during 3rd period or 8th period. More information on grading will be discussed in grade/content SLCs.

R6. Resource List

Resources: (Infohub)

[Yourwai](#) - AI for lesson planning and differentiation

[Diffit for Teachers](#) - Differentiation tool

[Dashboard | Padlet](#) - Useful classroom collaboration and flipped classroom tool
[Flip is a video discussion and sharing app, free from Microsoft.](#)
[ManageBac | Login](#) - IB management system
[Log in to Kognity | Kognity](#) - IB class resource
[Empower Students to Do Their Best, Original Work | Turnitin](#) - Plagiarism and AI detection tool
[JSTOR Home](#) - Research hub
[www.goformative.com](#)- Online assessment tool
[www.edpuzzle.com](#)- Allows the teacher to insert questions within a video
[www.plickers.com](#)- Allows the teacher to collect answers to questions in a fast manner
[www.kahoot.com](#)- Online quiz game
[www.quizlet.com](#)- Online vocabulary review
[http://www.sharemylesson.com](#)-Various lessons and curricula on all different subjects
[http://exchange.smarttech.com/-](#)Lesson made for the smart board
[http://www.engageny.org/-](#)Common core resources and shifts
[http://www.jmap.org](#) -Regents based questions organized by topic
[http://www.literacydesigncollaborative.org/](#) -Literacy strategies
[https://www.edmodo.com/-](#)Online website for teacher and students to post and submit assignments
[http://www.teachertube.com/](#) - Teacher videos
[http://ed.ted.com/](#)
[http://www.pbslearningmedia.org/](#)
[http://learning.blogs.nytimes.com/category/lesson-plans/](#)
[www.teachingchannel.org](#)
[http://www.scholastic.com/teachers/teaching-resources](#)
[http://www.discoveryeducation.com/teachers/](#)
[http://lesson-plans.theteacherscorner.net/science/](#)
[http://www.loc.gov/teachers/](#)
[http://regentsprep.org](#)
[http://www.nysedregents.org/](#)
[http://www.regentsreviewlive.net/new/](#)
[https://onlinepd.teq.com/](#)
[Exchange.smarttech.com](#)
[https://newsela.com/](#)

S1. Security/School Safety Agents

School Safety Agents are assigned to the school and are currently under the auspices of the New York City Police Department. They are transitioning to the Department of Education. Agents are trained as peace officers and have certain powers of arrest. SSA's are assigned to specific areas throughout the building and are under the supervision of the current sergeant who works closely with the principal. Any staff member who has concerns or questions about the safety agents should bring these concerns to the principal.

S2. Shared Space

As a school housed in a campus we are sharing certain spaces in the building, such as the Library, Cafeteria,

Gyms, Labs, Fields, Pool, and Auditorium. Staff lounge is available for you to work during your prep time. We have been assigned to the east side of Gym H for the school year, and the south east corner of the field (softball field). The auditorium will be used for students who report to school on the wrong day.

S3. Staff Lounge

Staff lounge is available to you to work during your preps and when you have lunch. Students are not allowed to use any of the appliances in the lounge or offices. Staff may not use any of the appliances in the lounge or offices for students. This includes microwaves, refrigerator, and/or coffee/tea kettle. Staff may not heat up any food or beverages for students, as this is a safety hazard. Staff are asked to keep the appliances and areas clean, as it is a shared space for all.

S4. Shelter Drill

See “Fire Drills/Shelter Drills”

S5. Smoking

Smoking is not permitted anywhere in the building or on school grounds.

S6. Staff Development Days see Calendar

S7. State Exams (Subject to change)

Regent exams are given in January, June and August. A calendar of dates and times for these exams is distributed in advance. In addition, a proctoring and grading schedule is distributed prior to these exams that list the duties of teachers for the exam period. Some students may be required to take other exams such as the NYSELAT, IB, and AP exams during the course of the year. Names of students involved and the dates will be distributed to staff in advance.

S8. Student Addresses and Telephone Numbers

Each teacher can request an alphabetical listing of student addresses and telephone numbers from Guidance. In addition, that information can be found in the Student360 section of OASIS/GAM applications. In the event that you discover that a student’s address or phone number is incorrect, please report that information to Ms. Rojas in room 401 so that the DOE records are accurate. *(see also Confidentiality of Student Information)*

S9. Student Attendance & Lateness

If a student is absent, s/he must bring in a note signed by a parent/guardian explaining the absence to the main office before first period. A copy of the note should be signed by each of the student’s teachers and the student should present the signed note to the attendance office. In the case of a medical excuse, the student must provide a legitimate doctor’s note as well. The following are considered excused absences: illness of student, death in the student’s immediate family, certain days for religious observance and court appearances. Students are expected to arrive at school and to each subject class on time. Students, however, cannot be denied entrance into a class if they are late.

S10. Student Dress/Behavior Code

Students are expected to dress according to our school policy. Shirts should have appropriate language and

images. In order to maintain a positive, safe, and inclusive learning environment, DOE policy prohibits students from wearing clothing in school, on school buses, or during any DOE- or school-sponsored programs or activities that take place on or off school property, which contains language (including slurs), images, or references:

- which discriminate on the basis of race, color, creed, religion, religious practices, ethnicity, national origin, citizenship/immigration status, gender, gender identity, gender expression, sexual orientation, disability, or weight;
- to profanity, obscenity, nudity, or sexual acts;
- to threats of violence, injury or harm, or gang affiliation.

Students not dressed accordingly should be escorted to the dean in room 416.

It is the policy of the Department of Education and Cypress Hills Collegiate Prep that:

Students are NOT permitted to wear hats in the building. Students MUST remove all hats prior to entering the school building (exceptions include religious attire.)

All games of chance are entirely prohibited (including cards, magic cards, dominoes, dice, etc.). Cards, dominoes, dice, etc. will be confiscated. Confiscated cards, dominoes and dice, etc. will not be returned.

Electronic Devices may not be used in school (including MP3, Cell Phones, airpods, tablets, smartwatches, Laser Pointers and Video Games) or while attending any function sponsored or authorized by the school. These policies are in effect for all areas of the building including the cafeteria, corridors, stairwells, offices, classrooms and in the immediate vicinity of the building. All visible electronic devices will be confiscated. The Department of Education is not responsible for any personal devices that enter the building.

To make these policies effective, every teacher must enforce these rules in every class. (*see “Student Use of Electronic Devices”*)

S11. Student Identification Cards

All students are given an identification card during their freshman year within the first weeks of the term. When asked, any student asked must show their identification card to authorized adults including teachers, school safety agents and staff of other schools in the building. In addition, students must show ID to receive Metro Cards. Students needing a replacement identification card should see Jackie Parrilla in room 430B, but not during class time.

S12. Student Requests to Leave Early

Students whose parents request that they be allowed to leave early must bring such documentation to guidance before the beginning of the school day and a person on the student blue card must be physically present to sign them out. Under no circumstances will a student be permitted to leave the school building without an accompanying adult on the blue card.

S13. Student Use of Electronic Devices

Personal music players, laser pointers, voice recorders, video games and other electronic devices are not permitted in the building. Cell phones will be stored in the student’s locker at the beginning of the day

S14. Supplies

Teachers should request supplies such as erasers, paper, dry erase markers, and books from the supply request form located room 402 and place in Jackie's Mailbox.

S15. Suspension Procedures

When a student is suspended, teachers are responsible for providing the deans with the student's work before 12:00 pm. If a student is placed on a suspension longer than one day, the teacher must continue to provide work. Check the Dean's Weekly Memo for updates on any suspensions; if the student suspended is in one of your classes, submit the work to the dean.

Suspension Protocol:

1. Incident occurs
2. Administration makes decision about consequence based on DOE Chancellor's Guidelines
3. Ms. Brown meets with student
 - ☐ Purpose of the meeting:
 - ☐ Identify problem behavior
 - ☐ Discuss expectations of the consequence
4. Student attends school from 2:00-4:00 PM
5. Student attends a re-entry session with guidance on the first day back from suspension
6. Parent is called and asked to pick the student up by Ms. Brown
 - ☐ Parent comes to pick up student; Ms. Brown communicate the behavior and expectations of the consequence to Parent
 - OR
 - ☐ Parent does not pick up the student; Ms. Brown calls home and invites the Parent to accompany the student back to school to join their guidance re-entry session
7. Suspension email is sent out to all teachers and staff by Ms. Brown by 6pm
8. Guidance is given a description of the problem behavior that led to the consequence AND the date of the students' anticipated return ON THE DAY THE SUSPENSION IS GIVEN
9. Teachers are responsible for turning in student work to 416 by 10:00 AM on the day of the suspension to Ms. Brown
10. Student attends school from 2:00-4:00 PM on the days of their suspension
 - ☐ If a student does not attend suspension, Ms. Brown makes a call home
 - ☐ Attendance is taken each day during 2:00-4:00. Attendance is submitted to Cathy.
11. Alert is set-up for re-entry by Ms. Brown; Guidance is notified when students return from suspension. ☐
First, Guidance Counselors meet with the student and parents. Then the guidance counselor will escort the student and parents to the next adult. Re-entry is held prior to student beginning his/her academic schedule
12. Student is not allowed back to school without a meeting with the parent
13. Guidance holds a re-entry session with the student
 - ☐ Guidance staff discusses problem behavior with student
 - ☐ Guidance staff identify new coping strategies with the student and parent (if present)

- ☐ Guidance staff make referrals, as necessary
- ☐ Guidance staff shares newly discussed strategies with CHCP staff, parents, etc...
- ☐ Guidance conducts a follow up session 7 days later to show student continued support and then another 14 days after that. All plans for the student should be recorded for reference and placed in the student's Dean's file.

S15. Syllabi

All syllabi must be approved by your direct supervisor prior to distribution to students and should be on school letterhead. Every class you teach, including electives, must be accompanied by a syllabus. Below is an article to help guide you in preparing a syllabus. All syllabi should contain the following:

- Ø Course name and course code
- Ø Semester
- Ø Standards and topics covered
- Ø Grading Policy
- Ø State if the class terminates in a Regents
- Ø Explanations pertaining to remote, blended, synchronous and asynchronous expectations

How to Prepare a Course Syllabus for New School Year

By: [Thadra Petkus](#)

All high school teachers should consider composing a course syllabus to share with students at the beginning of the school year. Use this format.

A course syllabus serves many functions in the classroom. It sets the tone of the class, articulates teacher expectations, and outlines the learning objectives of the class. Students will benefit by knowing exactly what to expect from each class they attend. Therefore, careful attention must be made when devising one for the first time.

Create a Heading in Standard Syllabus Format

Once a standard template is created, teachers can use the same syllabus format year after year. While the content and materials will change, the format should be general enough to withstand time. A syllabus should have an appropriate heading that informs students of the following:

- school name and school year
- course title and number (Ex. HUS41)
- teacher's name, classroom and contact information (voicemail, DOE email, website)
- identified quarter or trimester

In addition to the above information, the syllabus should list specific texts and standards that will be used throughout the quarter. Some teachers prefer to list specific works that will be studied. For example, a language arts teacher may choose to list the title of all novels, short stories, poems, and non-fiction articles that students will read. This is both informative and practical; in many schools, students are responsible for obtaining their own novels and downloading pertinent articles used in class. A sample heading for a language arts syllabus would look like this:

- Rivertown Middle School
- Department: English
- 2023-2024 Course Syllabus
- Course Title: Language Arts EES81
- First Quarter: September 9 – October 31
- Instructor: T. Petkus

- Voice Mail: 212-555-1234 321-555-1234 ext. 222; teachername@schools.nyc.gov

Create a Course Syllabus

After completing the heading, teachers can elect to provide a detailed list of student expectations. While some teachers prefer to list both academic and behavior expectations in this section, this particular syllabus focuses only on academics. Behavior expectations and consequences can be provided on a separate [policies and procedures document](#). Academic expectations inform students how to be prepared for class each day. Here are some expectations that may be addressed:

1. materials and texts students are required to bring to class each day
2. make-up requirements
3. student participation during discussion
4. academic honesty and effort.

Some teachers choose to add a statement about what they can expect from their teacher and the general atmosphere in that classroom. This is a good place to do so.

After a brief section on [student expectations](#), teachers should then list a calendar of activities in which students can expect to participate throughout the quarter. While some teachers prefer to list the activities planned for each day, it is important to allow some flexibility in this calendar. After all, teachers don't always know in advance when state testing, presentations, or field trips may occur. To avoid conflicts, many teachers choose to list the topic being studied on any given week as well as academic highlights, such as collaborative projects, class presentations, and test days. This approach provides direction and allows for flexibility.

Some schools require that teachers specifically identify which state standards are addressed during each week of instruction. To accomplish this, teachers should refer to their state's benchmark requirements and those which are best addressed each week. In one week, a teacher may address five to twenty state standards. While not all of them need to be listed for each week, those which best encapsulate the week's activities should be identified. Preparing a course syllabus need not be a difficult process. It is important to consider a variety of factors and allow sufficient planning time to write an accurate and accessible syllabus. Teachers should strive to use headings, short paragraphs, and easily understood language for students. This syllabus is often the first written communication between teacher and students at the beginning of the school year, so the heading, student expectations and course activities should be clear and concise.

T1. Teacher Attendance, Lateness & Absence

SCHOOL LEVEL (School Open: 7:00am-4:00pm)

Teacher Start Time: 8:00am.

Make sure to leave yourself enough time in the morning. When you arrive, move your card in room 401, and be at your assignment by 8:00 a.m. There will be no grace period. If you are late, retrieve your card from Yvette Rojas as cards will be pulled after 8:00 a.m. If you are running late, you must contact Ms. Naughton and Ms. Rojas to let them know that you are running late, even if you have a prep first period. **All employees must be at their work assignments at the beginning of their workday.**

Upon arriving at school, please move your time card in the main office from the "out" to the "in" position. (*See Time Cards*). At the end of the day you must move your card to the out position. Anytime you leave the building you must move your card out, and then move it in upon your return. Also sign out when you leave the building on your lunch break; sign back in upon your return. The staff sign-in book is in room 401.

A teacher who arrives in school on time should be in the classroom ready to teach at the beginning of his/her first assigned teaching period.. It is important to make sure classes end on time so you can get to your next class

as quickly as possible. School lateness procedures are based on the Chancellor's Regulation C-601 and Chancellor's Memorandum #13 (10/20/87). They are as follows:

- (1) Pedagogical staff sign in (punch in) in the office (room 401).
- (2) Severe weather conditions and major transit problems could cause delays and this will be considered when reviewing staff lateness; the principal or his/her designee will make a notation on the late sheet for severe weather conditions or major transit delays.
- (3) Staff members who are late three or more times during a month (not including severe weather conditions) will be considered excessively late and summoned to a disciplinary meeting. If the pattern continues, salary may be docked in accordance with the Chancellor's Regulations. Also, as per Chancellor's Memorandum #13.
- (4) A teacher with a special situation, which leads to lateness, should speak with the principal to see if a mutually determined course of action can be decided upon.

Teacher Absences:

If you are going to be absent, please text Danielle Naughton (917) 208-0130 and Yvette Rojas (917) 470-2148 between 6:30 a.m. and 7:00 a.m. **Do not text before 6:30 a.m.** You can call the school much earlier and leave a voicemail on the principal's secretary extension- the voicemail is active at all times. You still must text Danielle and Yvette to inform them. Do not email them to let them know you will be out. Early notification allows us to arrange coverages. There is someone in the office beginning at 7:00am. **It is a professional responsibility to contact your co-teacher if you are going to be out so that they are prepared for class.** If you are aware that you will be absent in advance, please notify the principal, your assistant principal, and Ms. Rojas so appropriate arrangements for substitute coverage can be made in advance. Copies of your work must be left if you know that you will be out and given to Yvette and/or Devonna in advance for your classes. Do not assign computer work as substitute lessons.

- **If you know you will be absent,** we are asking that you make your copies in advance and hand to Yvette/Devonna and have them labeled by class/period.
- Your emergency lessons that are in your folder should not be more than one page front and back. Copying anything more in the morning has been extremely difficult for the office staff, especially since their machine is not intended for high numbers of copies.
- If you have an emergency lesson, that is more than one page, please make copies and give it to Yvette in advance.

If you are going to miss all or part of the school day because of required attendance at a school system meeting or workshop or because you are going on an approved school trip with your class, you must inform the secretary in Room 401 in advance for approval and confirm a day in advance. Please confirm your scheduled absence the day immediately preceding the absence. Whenever you are absent due to illness, on your first day back in school, please report to the secretary in room 401 to sign for your absences. If you know you are going to be absent (for jury duty, personal business, scheduled medical procedures, etc.), it is suggested that you leave current lesson plans and materials for your substitute. Filed absentee lesson plans are for unscheduled absences. Any student work collected by your substitute and left for you should be graded as a homework assignment and returned to the students so that they realize that the work done even when you are absent will be counted.

Official Policy of the School System: *When a teacher is absent for any reason, there is a presumption that students are missing instruction even though other arrangements are made for class coverage. Sick days and*

personal days are not to be viewed as an accrued property right to be used at the discretion of the teacher. Excessive absence patterns may be used as the sole criteria for an unsatisfactory rating or a letter to file.

The school year has numerous holidays and recesses. There are only between 182 and 186 actual school days a year, many of them given over to testing. Your students need the instruction you and only you can provide. Keep in mind unused absences accrue for the duration of your career.

2025-2026 COVID Absence Policy: TBD

Absences(Non-Covid Related)

- Sick days can be self-treated and/or medically treated.
- Personal business is officially defined as something that cannot be done at any time other than a school day, during school hours, such as closing on a house.

If you are a teacher or other pedagogue and are absent from school because of illness, you will be paid for up to 10 days in any school year without needing to submit a doctor's note. These are known as "self-treated days". You must submit a doctor's note if you are absent for more than three days in a row or apply for a leave of absence. If you take more than 10 self-treated days in any school year, you will not be paid for those additional absences unless you submit a doctor's note – even if you have accumulated days in your Cumulative Absence Reserve (CAR). Whenever possible, you should submit medical certification for each day you are absent to preserve as many of your self-treated days as possible.

You can use three of those 10 days for personal business, provided that you give reasonable notice to your principal. Personal business is officially defined as something that cannot be done at any time other than a school day during school hours. Two of three personal business days may be used to care for family members who are ill. Your 10 self-treated days may only be taken for illness, disability or approved personal business. If you have exhausted all the days in your CAR "sick bank" and you are regularly appointed, you may borrow up to 20 additional sick leave days. You must put your request to borrow additional days in writing to your principal to ensure their use. Regardless of the nature of your absences, it is imperative that you call your school each day that you will be absent and notify your principal. If your supervisor suspects that you are abusing the sick leave provisions in the contract, s/he may investigate to determine whether you were ill. For example, if the principal sees a pattern to your absences such as Fridays or Mondays or before a holiday, the principal can investigate your absences. Staff members that are absent more than 10 times will have a disciplinary meeting with the principal. You are entitled to take one school day each school year to take either an annual physical or laboratory tests. The absence will be deducted from your CAR. To take the day, you must submit appropriate medical documentation in advance. You can request up to 4 hours of paid time off annually for the purpose of getting a breast cancer or prostate cancer screening, and up to 3 hours of unpaid time off annually to donate blood. The request should be made in advance and in writing to your principal, and if it is determined that there is not a major disruption to the school, the time will be granted. Absences due to childhood diseases that are listed in our contract – measles, mumps and chickenpox – are not deducted from your sick time (German measles is not listed in the contract), but you must complete an OP 198 and submit it to your principal. Absences for the death of a member of your immediate family or to appear in court as a juror or witness are considered "non-attendance" days and are not deducted from your CAR. Your chapter leader can advise you about the forms you must file for these days.

Excessive Absences/Lateness:

There is no specific number of absences that is automatically considered excessive; the individual facts and circumstances of each case must be considered. According to an arbitration award, facts which must be considered include, but are not limited to, whether the absences were due to unusual circumstances, whether the absences are likely to recur, whether there is a pattern of absences, the employee's attendance and work history including the number of CAR days and the number of years of service, whether a serious illness is involved and the adverse impact of the absences on the school and its students. If you are tenured and you are excessively absent or late, the DOE has the right, with sufficient notice, to file disciplinary charges against you under section 3020-a of the State Education Law. There is a special, expedited procedure when the DOE seeks to discipline a tenured teacher because of time and attendance issues, but in these cases, the hearing officer cannot terminate you, but rather levy penalties less than termination. It is critical that you contact your UFT borough office as soon as you are charged so that you can receive proper assistance and representation. You will be assisted in filing the necessary forms and arrange, if you choose, to have a NYSUT attorney represent you at the hearing. If you are not tenured and you are excessively absent or late, you may receive a letter for your official file. You also may be subject to an unsatisfactory ("U") rating and/or discontinuance of your probationary service (in other words, termination). You should contact your chapter leader immediately so that you can be provided with the proper advice and representation.

Vacation Days:

What is a Vacation Day?

The arbitrator awarded any UFT member who worked during spring break 2020 a vacation day for every day they worked. This is a new kind of day that UFT members have never had before. It allows UFT members to take paid vacation days during regularly scheduled school days.

How can I use vacation days?

Any way you want; you could go to the beach and post the pictures on Facebook if you want to.

How do I schedule the use of these vacation days?

We recommend you schedule the days as early as possible, but the arbitration says that in no case should the days be scheduled later than 10 school days before the requested date. Be sure to hand your request directly to Yvette- do not just leave in a mailbox.

Do I have to use all vacation days at once?

No. You have the choice to use the days consecutively or to spread days out over time. You also have the option to hold onto the days and collect pay for them at the time you separate from service.

Are there any dates when I can't use a vacation day?

There are no dates that automatically cannot be used, though there may be some on which the principal determines there is a “compelling reason” not to allow a vacation day to be scheduled. If there is a dispute about this, we have access to the expedited arbitration process.

Can my principal or supervisor deny these days? If so, what happens next?

“If the Supervisor determines there is a compelling reason to deny the Vacation Day(s), the Supervisor shall notify the employee in writing, the Union and central Department no later than forty eight (48) hours after the employee request describing the compelling reason for the denial. Central DOE then shall consult with a Union designee within forty eight (48) hours of the compelling reason denial. If the Union does not agree a compelling reason exists, either the Vacation Day(s) shall be scheduled or the Union may submit the dispute to Scheinman Arbitration and Mediation Services (SAMS) for expedited resolution.”

What happens if a lot of people apply for the same vacation time? What if a lot of people in my grade or license schedule the same vacation time?

Certain days are sure to be popular for use as vacation days, including days just before or after a regularly scheduled break. The arbitration ruling says that proximity of a vacation day to a holiday or break is not reason alone to deny a request, but the principal has the right to deny requests if more than a reasonable number of people have applied for the same time. Staff will be approved on a first-come, first-served basis until the principal believes that the school cannot make do with any fewer staff. The principal will use seniority to determine which requests to approve only if multiple staffers put in for the same vacation days on the same day. Otherwise, it is first-come, first-served.

To put that all together, let’s say a large number of people schedule vacation days for the week preceding spring break 2024. The principal cannot deny all of those days, but may have the ability to deny a reasonable number of less senior UFT-represented employees. This applies whether the UFT-represented employees who schedule vacation days have the same title, teach the same grade or teach in the same license area.

Can a teacher take time off for religious observance for important holidays in his or her faith?: Yes. You may use your three personal business days for religious observance. These will be deducted from your CAR (sick bank) or you may take a pay deduction for each day that you do not report to work. The deducted amount will equal the amount that it would cost for a per diem teacher. You must fill out an [OP 201 form](#).

If a close family member dies, can I take time off to attend the funeral?:

You may take off the day of death and up to three calendar days immediately following the death of an immediate family or household member and up to one day for the death of a relative outside the immediate family or household. [Form OP 201](#) is required.

Are there any illnesses for which time off will not be deducted from my sick bank?:

Yes. Measles, mumps and chickenpox are childhood diseases that are not deductible from your sick time. Ask your school secretary or UFT chapter leader for an [OP 198 application](#) to submit to your principal. Your principal may also excuse additional non-attendance days other than for illness. You must submit an [OP 201](#)

[application](#). Most of the permissible non-attendance days are listed on the back of that form.

How can personal days be used?:

Personal days are to be used for business that can be conducted only during the school day on school time. Two of your three personal business days may be used to care for a sick family member. Reasonable notice must be given for personal business that is scheduled in advance, such as the closing on a house. However, if you are out to take care of a suddenly ill child, advance notice is not ordinarily required.

How many sick days do teachers have each year? How many personal days?:

Teachers have up to 10 self-treated days per school year without a doctor's note for absences due to illness. Three out of the 10 may be used for personal business.

Paraprofessional Duties and Responsibilities:

A paraprofessional's primary duties are to provide services to students as recommended on their IEPs and assist with the instructional program.

Responsibilities may include, but are not limited to:

- One-on-one or small group instruction, as outlined by the teacher
- Reinforcing behavior through the use of positive behavior support
- Teaching daily living skills such as independent feeding, dressing, toileting
- Aiding occupational therapists, physical therapists, speech therapists and adaptive physical education providers during instruction
- Guiding and assisting students in small group instruction settings with class routines and in transitioning from one activity to the next
- Teaching students, under the direction of a teacher, in:
 - Recreation
 - Motor
 - Vocational
 - Socialization
 - Communication
- Assisting students with ambulation:
 - within the school premises
 - on class trips
- Lifting, feeding, toileting and diapering after receiving appropriate training
- Collecting data documenting student behavior for instructional purposes
- Writing anecdotal reports concerning student behavior
- Providing language assistance for bilingual students

On-site paraprofessionals, during their contractual workday, when they are not working directly with a specific student or class, may be directed to, but not limited to:

- assist with arrival and/or dismissal including busing
- assist with health screening upon entry
- provide student and parent outreach
- provide other administrative duties including but not limited to hall duty, cafeteria duty, attendance processing

Who is a paraprofessional?

- Regular Paraprofessionals are assigned by the principal of the school.
- Paraprofessionals will be assigned to a student and/or class classroom teacher.

- Paraprofessionals will follow the classroom teacher's directive.
- Paraprofessionals are under the direction of the classroom teacher.
- Teachers can assign paraprofessionals in the classroom.
 - Small group, large group or individual.
- Paraprofessionals are required for parent outreach throughout the week.
- Paraprofessional hours are 8:00 a.m. to 2:20 p.m. Tuesday-Friday; 8:00 a.m.-4:00 p.m. Monday (you should be in your classroom from the start to the end of the day)
- Paraprofessionals (both full-time and substitutes) work seven periods a day with a duty-free lunch. (this will be whichever period students are at lunch)
- Paraprofessionals' schedules can be changed at a moment's notice or daily; paraprofessionals do not make their own schedules.

****Once assigned, Paraprofessionals should read their student's IEP and discuss the student's needs with the classroom teacher.***

- Health Para- Make sure student's medical needs are taken care of by a School Nurse.
 - Health Para will work with their student individually and work with other students in the classroom as needed priority is the student you are assigned to.
 - If your student is ill, you must attend to his/her needs.
- Alt Para- Translate classroom lessons and work with other students in the class as needed.
- Crisis Para: Diffuse their students' negative behavior and reinforce behavior using positive behavior support.
- Assigned Student absent or cuts class.
 - Call parents
 - Ask someone with access to Ilog the intervention into ATS.
- Assignment if your assigned student is absent or leaves school early.
 - Remain with the class and assist the teacher with all the students in the class.
 - Please remember the classroom teacher leads the academic lesson and controls the classroom management in their classroom-you are there to support and assist and reinforce what the teacher is doing in the class.
 - Assist students in the classroom-please do not do the work for the student.
 - prompt them by guiding.
 - ask them to copy notes.
 - reinforce the lesson rules.
 - assist the classroom teacher.

BEST PRACTICE:

Classroom:

- Be on time for the assigned class; you should be in the classroom at 8:00 a.m. if the student is present or not.
- Do not leave class early or before class ends (that means 2:20 pm.). Do not leave class early to retrieve your personal belongings in anticipation of leaving for the day. (During your lunch period, you can move your belongings to your 8th period classroom to leave at 2:20 pm.)
- Return to class on time after lunch. It is distracting and interferes with the lesson when you are late.
- Let the classroom teacher know if there was an issue with your lunchtime, or if you have an emergency.
- Remember you are included in the classroom teacher(s)' observations.
- Do not use cell phones, read newspapers, eat, or do any personal work in the classroom.
- The teacher/supervisor must know your whereabouts if you leave the classroom.
- If your student is left unattended and he/she gets ill or has an emergency, you are

responsible.

- Circulate in the classroom; do not stay sitting the whole period.
- Never speak negatively about other staff members or students in front of students or staff.
- Conduct yourself professionally, especially in the hallway and in the classroom.
- Supervisor (aside from the school's administrative team).
 - Classroom teachers are your supervisor; they may assign you to a group.
- You should never interrupt instruction or contradict what the teacher is teaching during class.
- You should never be playing games in the classroom with students unless directed by the teacher.
- If you have any concerns ask AP of SPED, Danielle Naughton
- It is important to pay attention to the teacher's instructions so that you can explain them to your student or students if there is confusion.
- You are the adult.
 - Feel free to ask clarifying questions.
 - Refrain from giving your personal opinions on sensitive topics (this includes all areas of the campus).
 - Like any staff member, you are a role model for students and should act accordingly.
 - Never involve a student in your personal life.

DOE

- All DOE staff must ensure all the students in the school are safe, if a fight breaks out, the safety of all students is first.
- Students should be informed to stay away from the fight, and safety agents, APs and the Principal must be informed.
- DOE Email- Check your email daily.
- School Meetings
 - Attend school meetings on Monday at 2:20pm
- As an employee of the DOE, any violation of your obligations may be subject to disciplinary action.
- Your representation is the UFT union representative, Liz Suarez.

IEP

- Read your assigned student's IEP and ask the general education teacher, special education teacher or school counselor if you don't understand or are concerned. [08]
- The first page of the IEP has the best information about the students' needs (Present Level of Performance and Individual Needs). If you need clarification, ask any special education teacher, they will help you.
- Teacher- If possible, meet with teachers and discuss lessons and expectations.
- Since you don't have common prep time, ask the teacher what their expectations for the day are, or how you can assist them.
- Listen for instructions given by the special ed. teacher and gen ed. teacher so you can help "spread the word" to students in other areas.
- Log-Keep a book or log of all the interventions you have made with your student (This helps the Special Ed. Teachers too and is greatly appreciated). Your log can be requested at any time.
- Anytime you explain something, and it works (document what was different about how you explained) Chances are that there are other students who will benefit from knowing the information.

Absences and leaves for paraprofessionals:

If you are a paraprofessional, have you ever wondered what your rights are in terms of leave time and absence from work? You earn one sick leave day for every month in which you are in service for at least 16 calendar days. The maximum number of sick leave days earnable in a school year is 10 for September through June.

Those who complete a summer per-session activity earn one session for working July and one for working August. The unused per-session time will be transferred to the paraprofessional's regular Cumulative Absence Reserve (CAR, commonly known as your "sick bank"). Paraprofessionals can use earned sick leave and be paid if they meet the following rules:

1. Self-treated absences. You cannot use more than three consecutive self-treated sick days. The fourth consecutive day will result in an absence without pay. No more than five self-treated days can be used in a five-month period or 10 self-treated days in a 10-month period.
2. Personal business days. Annual employees are entitled to up to three of their 10 self-treated days for personal business during a given school year provided that reasonable notice is given to the principal. Two of the three days may be used to care for a sick family member. The number of personal business days you use reduces the number of self-treated days you have.
3. Medically certified absences. Medically certified absences are without limit as long as the balance in your CAR permits. Absences exceeding the reserve will result in absences without pay.

Be aware that days off for both self-treated absences and personal business are intended to be used only for those express purposes. If a supervisor suspects that is not the case, he or she may investigate and attempt to deny payment if it is discovered that you were not really ill or did not have personal business to conduct that could be accomplished only during school hours.

'Nonattendance' days

Absences due to childhood illnesses that are listed in the contract (measles, mumps and chicken pox), for the death of a member of your immediate family or to appear in court as a juror or witness are considered "nonattendance" days and are not deducted from your CAR. Your chapter leader can advise you about the forms that you must submit to the principal for these types of absences.

Leaves without pay

Paraprofessionals are eligible for leaves without pay under certain conditions and with the proper application filled out. These include leaves for personal illness, including pregnancy-related disability, which can be granted with the approval of the Department of Education's Medical Division.

You are entitled to return to work within one year on the basis of seniority, and retain the seniority and other rights you had before leaving.

The federal Family Medical Leave Act provides up to 12 weeks of unpaid leave for the birth and care of a newborn child, new adoption, start of foster care, care for an immediate family member with a serious health condition or when you yourself have a serious health condition.

You are eligible if you have worked for a total of at least 12 months as of the date that the leave commences or 1,250 hours (the 12 months need not be consecutive). The leave can be intermittent or involve reducing your work schedule. Your health benefits will continue during a Family Medical Leave Act leave. A child care leave without pay begins six weeks after the birth of the baby and can last for a period of up to four years. If you have

worked for two or more years and taken a child care leave, you regain your seniority and will be credited with any prior sick leave that was left in your CAR upon your return. Teach/serve as a school secretary:
Paraprofessionals with three or more years of seniority may be granted a maximum of a one-year leave without pay to teach or to serve as a secretary in a New York City public school. If you return within one year, you regain your seniority and any days left in your CAR when you return to work as a paraprofessional. Leave with pay

Paraprofessionals who are on military leave will receive their DOE salary for a period of up to 22 working days or 30 calendar days per year; all benefits will continue.

The city also extended military benefits. For more information, read the [Department of Education memo](#) that outlines the city's Extended Military Benefits Package

T2. Teacher Mailboxes & Mail

Teacher mailboxes are located in 401. Teachers should routinely check their mailboxes when they enter in the morning and leave in the afternoon. Students should never be sent to distribute and or retrieve mail.

T3. Teacher Time Schedule/Program

As per UFT contract and agreement for the 2025-2026 school year

T4. Teacher's Choice Funds (Subject to availability)

Teacher's Choice funds paperwork is distributed by the principal's secretary. A manual detailing the procedures for spending and accounting for your purchases is distributed as well. Teachers should follow the guidelines and deadlines set forth in the manual.

T5.b Technology Policy

You will connect your DOE issued laptop to the Smartboards in every classroom. Everyone will be given their own set of pens for the smartboard. If you need a dongle to connect your laptop, please let Cathy know. Smartboards must be turned off when they are not in use. You are responsible for ensuring all equipment associated with the Smartboard is maintained. Herein is the binder that all CHCP staff are responsible for upholding. All computers, iPads and printers are the sole property of the NYCDOE. All school personnel are entitled to use printers in all DOE spaces. It is the responsibility of all staff members to help maintain the care and order of all such property.

Keys And Codes:

Keys will be distributed by Ms. Rojas and be signed for by each staff member. Staff members will be held accountable for the keys that they sign for. It is prohibited to share them with any student In CHCP or on campus. All doors must be locked when there is not an adult present.

Safety and Security:

Students will be held accountable for damage to any equipment in their possession while it is signed out. Students who leave equipment without supervision or take property from school grounds will be banned from use of equipment. Students are restricted from using websites that do not pertain to the curriculum at hand.

Apps, Add ons and Classroom Needs:

Teachers may request specific apps they use frequently in their class by emailing the tech liaison, Phil Varghese.

Any google add-on should be requested by emailing Anthony Stipanov. Apps that are requested must be reviewed by the principal before being installed onto the equipment. As well, websites that will be utilized in classes may be requested to be put on a whitelist for access during class.

Problems and Issues:

Any issues with connectivity or malfunctioning of equipment must be reported immediately to the tech liaison. If you need a replacement bulb or materials for the Smartboard, please report this to Ms. Rojas.

Backups:

Teachers should backup their work off of the computers in the school.

T5. Time Cards

Time cards are located in room 401. All staff are reminded to move their time cards to the “In” time card rack in the morning and to the “out” when they are leaving in the afternoon. Failure to do so may be seen as an indication of your absence. Teachers who arrive late must punch in and then sign in with the secretary in room 401. NOTE: Teachers performing per session activities must punch in at the beginning of the activity and punch out at the end of the activity. *(see also “Per Session Activities, Teacher Absence and Lateness)*

T6. Trips

Permission slips are required for all student trips, even those after school or on Saturday. Chancellor’s Regulation A-670 must be followed during all field trips. A trip plan, as well as a Parent/Notification Consent Form must be submitted at least two weeks in advance and approved by the principal. All trips must have at least one pedagogue chaperoning. If taking the subway, you must have one chaperone for every 10 students, if taking a bus, it is one chaperone for every 15 students. Several school-wide trips are scheduled during the year and it is the responsibility of the sponsoring teacher to collect, record and follow up on permission slips. It is therefore expected that every teacher will keep an accurate record of the number of permission slips and the amount of money collected for each trip. Incomplete records will not be accepted and will be returned to the teacher to correct. Copies of the permission slips must be submitted to the principal’s secretary prior to the trip. Verbal consent will not be accepted for any field trips. All consent must be signed and in writing. The sponsoring teacher must bring permission slips on the trip. Attendance for the field trip must be provided to Yvette Rojas prior to departing. School trips are mandatory for students and are integral to the educational program at Collegiate Prep.

When planning a trip, a trip plan must be attached to the trip, with an agenda of events. If the trip says dismiss from the trip, at least one DOE chaperone must accompany students back to the school.

V1. Visitors

See “Guests/ Visitors”

W1. Windows and Shades

Windows and shades should only be opened by teachers and should be closed by the last teacher in a room. Windows should be opened by the first teacher in the room for that day. Windows must be open for the entirety of the day. The last teacher in the room should close the windows when leaving the room for the day. Students should not be allowed to loiter by classroom windows before, during or after class. Throwing anything out of an

open window is an extremely dangerous and serious offense and should be reported. Students who are responsible will be prosecuted and teachers supervising these students may also be charged. Door windows cannot be covered and there must be a clear view into each room from the hallway.

W2. Workshops

See “Professional Development”

Z. ZOOM

When using ZOOM with students you must log in using your DOE email address. In order to do this, select sign in with SSO. When asked for your domain, you will enter NYCDOE. You will then log in with your DOE credentials. When creating meetings make sure to provision it by going to meeting settings, security, and authenticated users.

Advanced Placement Classes:

Students who are enrolled in AP classes are all expected to take the associated AP exam at the end of the year. Students are not allowed to drop their AP classes from their programs unless they have been placed in the class by mistake. This needs to be taken care of during the first two weeks of school. We want to encourage all students to push themselves and take AP classes. Students’ grades for AP classes are weighted on the transcript.

Lunch forms must be collected in September to ensure the students’ eligibility for fee reduction on AP exams. Students must be informed in the class syllabus that they are required to pay for the exam if they are not eligible for a fee reduction. The parent must sign this syllabus. If the student is not eligible for the fee waiver for the AP exam it is the AP teacher’s responsibility to inform the parent and collect the fee for the exam. It is also the teacher’s responsibility to collect the fee if the student misses the exam. It is the teacher’s responsibility to inform the student about the cost of the exam and if they will need to pay for the exam by January 1st to allow the student sufficient time to acquire sufficient funds. All AP syllabi must be submitted to the College Board by the first week of October. This way if an adjustment must be made it will allow ample time for that adjustment to occur before the final deadline. Students will not be able to register for the class with the new platform unless the syllabus has been approved by the AP board. The exam schedule can be found on the college board website.

International Baccalaureate

The International Baccalaureate (IB) is a global leader in international education—developing inquiring, knowledgeable, confident, and caring young people. Our programmes empower school-aged students to take ownership in their own learning and help them develop future-ready skills to make a difference and thrive in a world that changes fast.

The IB develops inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through education that builds intercultural understanding and respect.

The IB approaches to learning skills (ATL) are grounded in the belief that learning how to learn is fundamental to a student’s life in and out of a school context. In broad terms, IB programmes support learners in developing:

- Thinking skills
- Communication skills
- Research skills
- Self-management skills

- Social skills

The approaches to learning and associated sub-skills support students of all ages in being agentic and self-regulated learners. Through a variety of strategies, DP teachers collaboratively plan for implicit and explicit opportunities to develop ATL both inside and outside the programme of inquiry.

Each of the IB's [programmes](#) is committed to the development of students according to the IB learner profile. The profile aims to develop learners who are:

- Inquirers
- Knowledgeable
- Thinkers
- Communicators
- Principled
- Open-minded
- Caring
- Risk-takers
- Balanced

Danielson 1e and 3c outline what consists of rigorous instruction

1e: Designing Coherent Instruction

Designing coherent instruction is the heart of planning, reflecting the teacher's knowledge of content and of the students in the class, the intended outcomes of instruction, and the available resources. Such planning requires that educators have a clear understanding of the state, district, and school expectations for student learning and the skill to translate these into a coherent plan. It also requires that teachers understand the characteristics of the students they teach and the active nature of student learning. Educators must determine how best to sequence instruction in a way that will advance student learning through the required content. Furthermore, such planning requires the thoughtful construction of lessons that contain cognitively engaging learning activities, the incorporation of appropriate resources and materials, and the intentional grouping of students. Effective practice in this component recognizes that a well-designed instruction plan addresses the learning needs of various groups of students; one size does not fit all.

At the highly effective level, the teacher plans instruction that takes into account the specific learning needs of each student and solicits ideas from students on how best to structure the learning. This plan is then implemented in domain 3. The elements of component 1e are:

- Learning activities- Instruction is designed to engage students and advance them through the content.
- Instructional materials and resources- Aids to instruction are appropriate to the learning needs of the students.
- Instructional groups -Teachers intentionally organize instructional groups to support student learning.
- Lesson and unit structure- Teachers produce clear and sequenced lesson and unit structures to advance student learning.

Indicators include:

- Lessons that support instructional outcomes and reflect important concepts
- Instructional maps that indicate relationships to prior learning
- Activities that represent high-level thinking

- Opportunities for student choice
- Use of varied resources
- Thoughtfully planned learning groups
- Structured lesson plans

3c: Engaging Students in Learning

Student engagement in learning is the centerpiece of the Framework for Teaching; all other components contribute to it. When students are engaged in learning, they are not merely “busy,” nor are they only “on task.” Rather, they are intellectually active in learning important and challenging content. The critical distinction between a classroom in which students are compliant and busy and one in which they are engaged is that in the latter, students are developing their understanding through what they do. That is, they are engaged in discussion, debate, and answering “what if?” questions, discovering patterns, and the like. They may be selecting their work from a range of (teacher-arranged) choices, and making important contributions to the intellectual life of the class. Such activities don’t typically consume an entire lesson, but they are essential components of engagement.

A lesson in which students are engaged usually has a discernible structure: a beginning, a middle, and an end, with scaffolding provided by the teacher or by the activities themselves. Student tasks are organized to provide cognitive challenges, and then students are encouraged to reflect on what they have done and what they have learned. That is, the lesson has closure, in which teachers encourage students to derive the important learning from the learning tasks, from the discussion, or from what they have read. Critical questions for an observer in determining the degree of student engagement are “What are the students being asked to do? Does the learning task involve thinking? Are students challenged to discern patterns or make predictions?” If the answer to these questions is that students are, for example, filling in blanks on a worksheet or performing a rote procedure, they are unlikely to be cognitively engaged.

In observing a lesson, it is essential not only to watch the teacher but also to pay close attention to the students and what they are doing. The best evidence for student engagement is what students are saying and doing as a consequence of what the teacher does, or has done, or has planned. And while students may be physically active (e.g., using manipulative materials in mathematics or making a map in social studies), it is not essential that they be involved in a hands-on manner; it is, however, essential that they be challenged to be “minds-on.”

The elements of component 3c are:

- Activities and assignments- The activities and assignments are the centerpiece of student engagement, since they determine what it is that students are asked to do. Activities and assignments that promote learning require student thinking that emphasizes depth over breadth and encourage students to explain their thinking.
- Grouping of students- How students are grouped for instruction (whole class, small groups, pairs, individuals) is one of the many decisions teachers make every day. There are many options; students of similar background and skill may be clustered together, or the more-advanced students may be spread around into the different groups. Alternatively, a teacher might permit students to select their own groups, or they could be formed randomly.
- Instructional materials and resources- The instructional materials a teacher selects to use in the classroom can have an enormous impact on students’ experience. Though some teachers are obliged to use a school’s or district’s officially sanctioned materials, many teachers use these selectively or supplement them with others of

their choosing that are better suited to engaging students in deep learning—for example, the use of primary source materials in social studies.

- **Structure and pacing-** No one, whether an adult or a student, likes to be either bored or rushed in completing a task. Keeping things moving, within a well-defined structure, is one of the marks of an experienced teacher. And since much of student learning results from their reflection on what they have done, a well-designed lesson includes time for reflection and closure.

Engaging Students in Learning Indicators include:

- Student enthusiasm, interest, thinking, problem solving, etc.
- Learning tasks that require high-level student thinking and invite students to explain their thinking
- Students highly motivated to work on all tasks and persistent even when the tasks are challenging
- Students actively “working,” rather than watching while their teacher “works”
- Suitable pacing of the lesson: neither dragged out nor rushed, with time for closure and student reflection

A PHILOSOPHY FOR PLANNING

Planning for instruction is like planning for a trip: generally we know where we want to end up and how much time we have to get there. How we get there depends on our resources, needs, interests, and degree of flexibility.

Effective Planning. . .

- Ø Is initially time consuming but frees up time in the long run.
- Ø Leads to clear assessments and greater control over outcomes.
- Ø Allows for daily reflection and instructional modifications.
- Ø Enables monitoring of student *and* teacher growth and development.

Where do we need to end up?

Develop broad, long range curricular goals based on:

- Ø Standards – State Content & Next Generation
- Ø Student needs
- Ø Teacher expectations

What are the pieces? What are the purposes?

There are many types of lessons, such as the socialized recitation, cooperative, developmental, core and inductive-deductive. While all differ in some respects, they use the same principles of lesson planning. Actually, a good lesson can combine the better features of all types of lessons.

Essentially a lesson plan is a prepared course of action you plan to use in class to achieve general and specific goals that you have set for the lesson.

You must write a plan for each lesson in order to provide for:

1. Effective and meaningful learning on the part of the pupils

2. Worthwhile use of every available minute during the recitation period
3. An orderly and logical development of the knowledge and skills to be taught
4. Effective achievement of the objectives of the unit of which this lesson is a part.

Crafting Instructional Objectives:

Danielson's Elements for Setting Instructional Outcomes

- Value, sequence, and alignment– students must be able to build their understanding of important ideas from concept to concept
 - Clarity– outcomes must refer to what students will learn, not what they will do, and must permit variable methods of assessment
- Balance– outcomes should reflect different types of learning: such as knowledge, conceptual understanding, and thinking skills Suitability for diverse students– outcomes must be appropriate for students in the class

Format for Instructional Objective: Students will learn (concept/skill) by (task/viable assessment) **Components of a Good Lesson**

- **FOCUS QUESTION:** clearly stated, understood by class, written on board, elicited from students, developed from motivation, appropriate, can be accomplished within one period.
- **CLASSROOM MANAGEMENT:** students enter and settle quickly, lessons begin promptly, notebooks open, atmosphere conducive to learning, room is neat and clean, routines established, good ventilation, issues of attendance, cutting and lateness addressed.
- **DO-NOW/MOTIVATION:** on level of students, brief, usually 3 to 5 minutes appropriate and challenging, uses life experience where possible, relates directly to lesson, and sets the proper intellectual and emotional tone of lesson.
- **MINI LESSON:** Models, learning activity for the student. Demonstrates the teacher's thought process.
- **DEVELOPMENT:** evidence of planning, logically developed meets needs, interests and abilities of students, utilized text when appropriate.
- **SUMMARIES:** medial, final, related to E.Q. and F.Q. on board, in notebooks, pupil participation, main ideas clinched, prompts.
- **HOMEWORK:** in keeping with school policy, reasonable in length, incorporates reading and writing where possible, checked and returned questions on various levels, strengthens knowledge learned in lessons.
- **TEACHER:** atmosphere of mutual respect with students, pleasant atmosphere, encouragement, control of class, audible, provides for individual differences, shows a degree of scholarship and knowledge of the subject matter, moves around the room, various methods of presentation where appropriate, so as to provide a student-centered learning environment.
- **PROVISIONS FOR INDIVIDUAL DIFFERENCES:** provides portfolio assessment, inspection and comments on written work, the non-participant, provides enrichment material, encourages tutoring.
- **PUPIL PARTICIPATION:** full response engaged in cooperative learning experience where appropriate, work in notebooks and at board, wide distribution of questions, use of your own experience, audible, encourage listening, speaking, reading and writing.
- **ACCOUNTABLE TALK:** students share and explain their understanding and insights about the

lesson/activity with a partner.

- **QUESTION:** volunteers and non-volunteers called upon, address class rather than individuals, clearly stated, on various levels, thought provoking, as well as fact related questions, follow-up questions employed, lead to student-student exchange, student questions encouraged, time allowed to develop responses.
- **PLANNING AND TIMING:** evidence of lesson plan, connection among the E.Q. and F.Q., instructional objectives, motivation, development, summaries and homework, beginning of period to end of period instruction.
- **VISUAL AIDS:** board work is neat, well-organized and legible, effective use of text, charts, graphic organizers, appropriate, guided viewing of appropriate videos with adequate questions, pauses and follow-up.
- **RESULTS AND CLASS REACTIONS:** Was the objective realized? Was knowledge acquired by the student? Was the class interested and involved? Were pupils eager to participate? Was the class atmosphere conducive to teaching and learning?
- **FEEDBACK:** should be prompt and explain how to improve
- **ASSESSMENT:** method for knowing the extent of student understanding, could be collected ending problems, index card, chart of student understanding, and mini-quiz.
- **INTERIM ASSESSMENTS:** In order to measure student progress throughout the year, we are going to conduct interim assessments. These assessments are designed to measure how far students progressed during the year and to help us make instructional corrections when a student is not progressing.

Danielson 3b and 3d are major observable components of a good lesson:

3b: Using questioning and discussion techniques

Questioning and discussion are the only instructional strategies specifically referred to in the Framework for Teaching, a decision that reflects their central importance to teachers' practice. In the Framework, it is important that questioning and discussion be used as techniques to deepen student understanding rather than serve as recitation, or a verbal "quiz." Good teachers use divergent as well as convergent questions, framed in such a way that they invite students to formulate hypotheses, make connections, or challenge previously held views. Students' responses to questions are valued; effective teachers are especially adept at responding to and building on student responses and making use of their ideas. High-quality questions encourage students to make connections among concepts or events previously believed to be unrelated and to arrive at new understandings of complex material. Effective teachers also pose questions for which they do not know the answers. Even when a question has a limited number of correct responses, the question, being non formulaic, is likely to promote student thinking.

Class discussions are animated, engaging all students in important issues and promoting the use of precise language to deepen and extend their understanding. These discussions may be based around questions formulated by the students themselves. Furthermore, when a teacher is building on student responses to questions (whether posed by the teacher or by other students), students are challenged to explain their thinking and to cite specific text or other evidence (for example, from a scientific experiment) to back up a position. This focus on argumentation forms the foundation of logical reasoning, a critical skill in all disciplines.

Not all questions must be at a high cognitive level in order for a teacher's performance to be rated at a high level; that is, when exploring a topic, a teacher might begin with a series of questions of low cognitive challenge to provide a review, or to ensure that everyone in the class is "on board." Furthermore, if questions are at a high level but only a few students participate in the discussion, the teacher's performance on the component cannot be judged to be at a high level. In addition, during lessons involving students in small-group

work, the quality of the students' questions and discussion in their small groups may be considered as part of this component. In order for students to formulate high-level questions, they must have learned how to do so. Therefore, high-level questions from students, either in the full class or in small-group discussions, provide evidence that these skills have been taught.

The elements of component 3b are:

- Quality of questions/prompts

Questions of high quality cause students to think and reflect, to deepen their understanding, and to test their ideas against those of their classmates. When teachers ask questions of high quality, they ask only a few of them and provide students with sufficient time to think about their responses, to reflect on the comments of their classmates, and to deepen their understanding. Occasionally, for the purposes of review, teachers ask students a series of (usually low-level) questions in a type of verbal quiz. This technique may be helpful for the purpose of establishing the facts of a historical event, for example, but should not be confused with the use of questioning to deepen students' understanding.

- Discussion techniques

Effective teachers promote learning through discussion. A foundational skill that students learn through engaging in discussion is that of explaining and justifying their reasoning and conclusions, based on specific evidence. Teachers skilled in the use of questioning and discussion techniques challenge students to examine their premises, to build a logical argument, and to critique the arguments of others. Some teachers report, "We discussed x," when what they mean is "I said x." That is, some teachers confuse discussion with explanation of content; as important as that is, it's not discussion. Rather, in a true discussion a teacher poses a question and invites all students' views to be heard, enabling students to engage in discussion directly with one another, not always mediated by the teacher. Furthermore, in conducting discussions, skilled teachers build further questions on student responses and insist that students examine their premises, build a logical argument, and critique the arguments of others.

- Student participation

In some classes a few students tend to dominate the discussion; other students, recognizing this pattern, hold back their contributions. The skilled teacher uses a range of techniques to encourage all students to contribute to the discussion and enlists the assistance of students to ensure this outcome

Indicators include:

- Questions of high cognitive challenge, formulated by both students and teacher
- Questions with multiple correct answers or multiple approaches, even when there is a single correct response
- Effective use of student responses and ideas
- Discussion, with the teacher stepping out of the central, mediating role
- Focus on the reasoning exhibited by students in discussion, both in give-and-take with the teacher and with their classmates
- High levels of student participation in discussion

3d: Using Assessment in instruction

Assessment of student learning plays an important new role in teaching: no longer signaling the end of instruction, it is now recognized to be an integral part of instruction. While assessment of learning has always been and will continue to be an important aspect of teaching (it's important for teachers to know whether students have learned what teachers intend), assessment for learning has increasingly come to play an important role in classroom practice. And in order to assess student learning for the purposes of instruction, teachers must have a "finger on the pulse" of a lesson, monitoring student understanding and, where feedback is appropriate, offering it to students.

A teacher's actions in monitoring student learning, while they may superficially look the same as those used in monitoring student behavior, have a fundamentally different purpose. When monitoring behavior, teachers are alert to students who may be passing notes or bothering their neighbors; when monitoring student learning, teachers look carefully at what students are writing, or listen carefully to the questions students ask, in order to gauge whether they require additional activity or explanation to grasp the content. In each case, the teacher may be circulating in the room, but his or her purpose in doing so is quite different in the two situations.

Similarly, on the surface, questions asked of students for the purpose of monitoring learning are fundamentally different from those used to build understanding; in the former, the questions seek to reveal students' misconceptions, whereas in the latter the questions are designed to explore relationships or deepen understanding. Indeed, for the purpose of monitoring, many teachers create questions specifically to elicit the extent of student understanding and use additional techniques (such as exit tickets) to determine the degree of understanding of every student in the class. Teachers at high levels of performance in this component, then, demonstrate the ability to encourage students and actually teach them the necessary skills of monitoring their own learning against clear standards.

But as important as monitoring student learning and providing feedback to students are, however, they are greatly strengthened by a teacher's skill in making mid-course corrections when needed, seizing on a "teachable moment," or enlisting students' particular interests to enrich an explanation.

The elements of component 3d are:

- **Assessment criteria**

It is essential that students know the criteria for assessment. At its highest level, students themselves have had a hand in articulating the criteria (for example, of a clear oral presentation).

- **Monitoring of student learning**

A teacher's skill in eliciting evidence of student understanding is one of the true marks of expertise. This is not a hit-or-miss effort, but is planned carefully in advance. Even after planning carefully, however, a teacher must weave monitoring of student learning seamlessly into the lesson, using a variety of techniques.

- **Feedback to students**

Feedback on learning is an essential element of a rich instructional environment; without it, students are constantly guessing at how they are doing and at how their work can be improved. Valuable feedback must be timely, constructive, and substantive and must provide students the guidance they need to improve their

performance.

- Student self-assessment and monitoring of progress

The culmination of students' assumption of responsibility for their learning is when they monitor their own learning and take appropriate action. Of course, they can do these things only if the criteria for learning are clear and if they have been taught the skills of checking their work against clear criteria

Indicators include:

- The teacher paying close attention to evidence of student understanding
- The teacher posing specifically created questions to elicit evidence of student understanding
- The teacher circulating to monitor student learning and to offer feedback
- Students assessing their own work against established criteria

DO-NOW/WARM UP

Like the opening scenes of a good play or movie, the motivation draws the students' interest to what is to follow.

- 1 The motivation begins the lesson.
- 2 It should lead to the statement of the lesson E.Q./F.Q.
- 3 It should be referred to during the lesson.
- 4 The motivation should be on the level of students' interest, experience and background.
- 5 After no more than five minutes, you should move on to the statement of the E.Q./F.Q. and the development of the content or activity.

Motivations should vary from day to day. They can take many forms, such as:

- 1 A picture that relates to the subject or activity that the students are asked to interpret.
- 2 A short story or anecdote
- 3 A question that is posed: Is color important? Would the world be better off if everything were either black or white? Should a person, you, stop a fight involving two strangers? Friends? What is good taste when it comes to a person's clothes? Suppose the sewing machine were never invented. How would it affect your lives?
- 4 Use of maps, charts and statistics for reading, comprehension, interpretation, etc.
- 5 The use of a cartoon for reading, interpretation and expression of agreement or disagreement with the view the cartoonist is expressing.
- 6 An interesting read.

7 An exciting demonstration of “How to....”

8 Asking students to role-play.

9 Calling on students to review the previous lesson and to tell the direction the new lesson is going to take.

10 Having students ask questions that they feel need to be answered relating to an object, fact, project, condition of life, etc.

11 And additional types of motivations that you have found effective.

Once the motivation has been dealt with, students should be asked: “What problems does this pose?” The response should be in question form and, if accepted by the students, should be the lesson focus. Otherwise, you might state the F.Q. Periodically, during the lesson, you should refer back to the motivation and FQ: Does this relate to what we were discussing earlier?

Mini Lesson: Teacher models or demonstrates the use of skills and knowledge to help deepen student understanding and prepare students to handle independent work. It may involve demonstrating reading and reflection on a passage on the overhead or solving a math problem.

THOUGHT PROVOKING QUESTIONS

The development is generally planned by a series of “pivotal” questions from which results and other information will follow. The “pivotal” questions should be the “pivots” around which your lesson will be developed. They will not be the only questions you will ask during the course of the development. As good as they are, they might produce incorrect or partial answers or perhaps, no answer at all. You should be prepared to deliver follow-up questions.

You should be prepared to ask four or five broad pivotal questions. Good pivotal questions:

- 1.) are simple, clear and direct
 - 2.) stimulate discussion of key points of the lesson
 - 3.) stimulate the interests or challenge the imagination of the class
 - 4.) follow a logical sequence that will produce the results sought
 - 5.) are adapted to the level of the class
 - 6.) place the burden of thinking on the pupil
- > How does Macbeth react to the prophecy of the witches?
 - > What events motivated.... ?
 - > If you were alive at that time... ?
 - > What advice would you give... ?

MEDIAL SUMMARY / “CLINCHERS”

At certain points in the development of the aim after a number of answers have been given in response to a series of questions, you should present a summary question that will weld into a whole the ideas and the

information that have been presented thus far. A medial summary may be defined as a device (usually a question) which makes the student use the material just learned in a different situation to test whether or not he/she has actually grasped what has just been taught. > In light of what we have discussed, ... ?

- > Which one is the most important? Why?
- > Which of these causes... ?
- > If you were Romeo...?

FINAL SUMMARY

A final summary is asked to determine whether or not the objective has been achieved. A good final summary requires the ability to use the material learned during the lesson. It should also arouse a sustained discussion. You should also use exit tickets to assess the students' learning for the day. Use the data from these exit tickets and the closing discussion to inform your future instruction.

- > Could _____ have been avoided?
- > Did _____ help or harm _____?

APPLICATION

An application asks students to take the new information learned and apply it to a different situation or a current problem.

- > On the basis of what we have learned today, what advice would you give to...?
- > In what ways would _____ life be different...?

HOMEWORK

Homework assignments are a critical component of any daily lesson. They can be used to reinforce the day's lesson or to prepare your students for the next day's lesson. The type of homework assignment should be determined by the: > cognitive level of the students

- > difficulty of the material covered

It should be of at least twenty minutes duration and should ask students to think critically and write clearly.

WORKSHOP MODEL

The structure of the mini lesson in the workshop model includes 6 components. The first part is the **connection**; the teacher starts by connecting the current lesson to something previously done. Next comes the **teaching point**; the teacher states explicitly and repeatedly what s/he is teaching in this lesson. Next the teacher **models or demonstrates** what s/he wants the students to do. Next is the **active engagement** – all the students try out or discuss what it is they are supposed to do. The last part of the mini lesson is the **link**; this is where the teacher tells the students what they will do during the independent period; the students work independently while the teacher walks around and confers with individual students. After the teacher briefly **shares** using the students' work as examples.

COOPERATIVE LEARNING

Cooperative learning is an integral part of the constructivist model of teaching and learning and is a priority at Collegiate Prep.

- Cooperative learning is a successful teaching strategy in which pairs of students or small teams of students, each with different levels of ability, use a variety of learning activities to improve their understanding of a subject.

- Each student in a cooperative learning pair or group must be individually accountable for completing a specific part of the learning activity and sharing the results with the rest of the group.
- Cooperative learning promotes positive interdependence among students and subsequently helps in the creation of learning communities. Students learn to depend on each other as they ask for and receive help for one another.
- Research shows cooperative learning promotes improved academic achievement, improved student attendance and behavior, increased self-confidence and motivation, and increased liking of school and classmates.
- Some examples of cooperative learning structures:
 - ü Group investigations
 - ü Peer editing
 - ü Jigsaw activities
 - ü Peer conferencing
 - ü Book clubs
 - ü Think/pair/share
 - ü Reading Partnerships

***rubrics, data trackers, annotation will all be added after we discuss them

Growth Mindset

At Cypress Hills, we believe all students can learn and we want to help them, as well as staff, develop a growth mindset.

The below, taken from the “Mindset Works” welcome page explains what a growth mindset is and why we should foster it in our students.

"The Science: The Growth Mindset." Mindsets Work, Inc., n.d. Web. 26 Aug. 2015.

Why the Growth Mindset?

When students and educators have a growth mindset, they understand that intelligence can be developed. Students focus on improvement instead of worrying about how smart they are. They work hard to learn more and get smarter. Based on years of research by Stanford University’s Dr. Dweck, Lisa Blackwell Ph.D., and their colleagues, we know that students who learn this mindset show greater [motivation in school, better grades, and higher test scores](#).

What does a Growth Mindset School look like?

Administrators support teachers’ learning. They are responsive to honest feedback, rather than defensive. They seek to build their skills, and are willing to learn from their teachers.

Teachers collaborate with their colleagues and instructional leaders, rather than shut their classroom doors and fly solo. They strive to strengthen their own practice, rather than blame others. They truly believe that all students can learn and succeed—and show it.

Parents support their children’s learning both inside and outside the classroom. They partner with teachers, and respond to outreach. They worry less about advocating for their children to get good grades and focus on making sure kids are being challenged and put in the effort needed to grow.

Students are enthusiastic, hard-working, persistent learners. They take charge over their own success.

What is the impact of Mindset?

Mindsets Predict Motivation and Achievement

In one study, Blackwell and her colleagues followed hundreds of students making the transition to 7th grade. They found that students with a growth mindset were more motivated to learn and exert effort, and outperformed those with a fixed mindset in math—a gap that continued to increase over the two-year period. Those with the two mindsets had entered 7th grade with similar past achievement, but because of their mindsets their math grades pulled apart during this challenging time. (Blackwell, L.S., Trześniewski, K.H., & Dweck, C.S. (2007). Implicit theories of intelligence predict achievement across an adolescent transition: A longitudinal study and an intervention. *Child Development*, 78, 246-263, Study 1.) ***Growth Mindset Training Boosts Motivation and Achievement***

In another study, also with adolescents, Blackwell and her colleagues divided students into two groups for a workshop on the brain and study skills. Half of them, the control group, were taught about the stages of memory; the other half received training in the growth mindset (how the brain grows with learning to make you smarter) and how to apply this idea to their schoolwork. Three times as many students in the growth mindset group showed an increase in effort and engagement compared with the control group. After the training, the control group continued to show declining grades, but the growth-mindset group showed a clear rebound in their grades. (Blackwell, L., Trześniewski, K., & Dweck, C.S. (2007). Implicit theories of intelligence predict achievement across an adolescent transition: A longitudinal study and an intervention. *Child Development*, 78, 246-263, Study 2).

Growth Mindset Training Narrows the Gender Gap in Math

In a third study with adolescents, students who received growth mindset training (compared to matched controls who received other instruction) showed significant increases in both their math and verbal achievement test scores. It was interesting to note that girls who received the growth mindset training narrowed the gender gap in math. (Good, C., Aronson, J., & Inzlicht, M. (2003). Improving adolescents' standardized test performance: An intervention to reduce the effects of stereotype threat. *Applied Developmental Psychology*, 24, 645-662.)

Growth Mindset Training Narrows the Racial Achievement Gap

Aronson and colleagues taught college students a growth mindset and taught the control group about multiple intelligence (don't feel bad if you don't do well in one area, you may still be smart in other areas). There was also a no-training control group. The growth mindset group showed significantly higher grades than the control groups. This was particularly true for African American students, who also showed a sharp increase in their valuing of school and their enjoyment of their academic work. (Aronson, J., Fried, C. B., & Good, C. (2002). Reducing the effects of stereotype threat on African American college students by shaping theories of intelligence. *Journal of Experimental Social Psychology*, 38, 113-125.) You can read more about mindset and narrowing the achievement gap by downloading this [free report from UNC Greensboro](#).

Brainology® Improves Resilience, Behavior, and Achievement

Direct studies of the Brainology program demonstrate the efficacy of this program. In a large study in Scotland, classrooms were randomly assigned to receive Brainology. These classrooms, compared to matched controls, showed significant increases in their reading achievement test scores, as well as greater resilience in the face of setbacks and increased life satisfaction.

In a recent study of California middle schoolers, Brainology led to an increased grade point average among Latino students (compared to a matched control group), as well as improved conduct scores for students who had prior conduct problems.

See [handout summarizing results from recent studies on Brainology® and the Mindset Works® EducatorKit](#).

Research shows that Intelligence is Malleable

It's also important to know that the growth mindset has been receiving scientific confirmation from cognitive psychology and from neuroscience. For example, neuroscientists tracked students during their teenage years. For many students, they found substantial changes in performance on verbal and non-verbal IQ tests. Using neuroimaging, they found corresponding changes in the density of neurons in the relevant brain areas for these students. In other words, an increase in neuronal connections in the brain accompanied an increase in IQ-test performance, while a decrease in neuronal connections in the brain accompanied a decrease in IQ-test performance. This is just what Brainology teaches. (Ramsden, S., Richardson, F.M., Josse, G., Thomas, M., Ellis, C., Shakeshaft, C., Seguiet, M., & Price, C. (2011). Verbal and non-verbal intelligence changes in the teenage brain. *Nature* **479**, 113–116.

Resources to help foster a growth mindset in your classroom can be accessed through the following:

<http://www.mindsetworks.com/free-resources/enjoy.aspx>

https://www.mindsetkit.org/static/files/YCLA_LessonPlan_v10.pdf

<http://schools.nyc.gov/Academics/CommonCoreLibrary/About/CCR/AcademicPersonalBehaviors.htm>

We encourage you to use the growth mindset effort rubric to help grade the process students undergo when doing their work along with the growth mindset feedback stems.

Core Values and GRIT

The school worked together to create the core values that we believe in and use to support the academic, emotional and social growth of the students. The students are rewarded for exemplifying the core values with CHCP bucks that they can use to purchase various items. More details to follow on the distribution and redemption of CHCP bucks. Below is the chart developed by the CHCP staff (5/3/2014) on G.R.I.T.

LADDER OF REFERRAL - Updated 2025

“I’ve come to the frightening conclusion that I am the decisive element in the classroom. It’s my daily mood that makes the weather. As a teacher, I possess a tremendous power to make a child’s life miserable or joyous. I can be a tool for torture or an instrument of inspiration. I can humiliate or humor, hurt or heal. In all situations, it is my response that decided whether a crisis will be escalated or de-escalated and a child humanized or de-humanized.” Haim Ginott

As school staff members, we share the responsibility of encouraging proper student behavior, and adhering to the standardized set of enforcement methods. Below is an outline of the specific steps teachers, counselors, and support staff members are expected to take, designed to eliminate the negative impact that disruptive behavior has on classroom management and school tone.

Lessening opportunity for disruptive behavior occurs with effective lesson planning and classroom management. The first step is to create a classroom management plan that is realistic, enforceable and makes sense to students and teachers. Your plan should include 4 overarching ideas: Listen and follow directions, 1 mic, etc... Your plan should involve the use of G.R.I.T. The plan should be progressive: 1st time a rule is broken, student receives a warning; 2nd time a rule is broken, conference with the teacher, etc. Your plan should also include Kid Talks, use of support staff such as Guidance Counselors, the Deans and Assistant Principals.

Teachers' Responsibilities:

In accordance with Positive Behavior Interventions and Supports, the teachers will use lessons to teach students the appropriate behaviors for schoolwide settings, classroom settings, non-classroom settings and individual settings during Advisory. Lessons will be provided for teachers to choose from. Teacher expectations for student behaviors should be included in the teachers syllabus.

What to do when a student engages in inappropriate behavior:

Begin the school year teaching the students the appropriate behaviors within the classroom behaviors and identify your class expectations (first weeks of school in all classes). Include the expectations in your syllabus. Be sure that your lessons follow GRIT and PBIS.

Students exhibit non-desirable behavior. Respond by reminding students of the G.R.I.T. (Growth, Responsibility, Integrity, Thoughtful Communication).

Walk over to the student, in a low voice ask the student to return to his/her work, lower their voice, etc. Do not ask students to leave the room. (Raymond, right now you are not completing the task/ assignment the class is working on. We only have 7 minutes to complete the problems. Remember when we talked about being responsible in our class. What does it look like?)

If the behaviors continue, give a second reminder (even a third).

Ask the student to meet with you after class/school to discuss the behavior.

You can also enlist the assistance of the advisor, counselor, dean or assistant principal. You can also use point deductions (PBIS- Class Dojo, etc.) if the student is not cooperative

After class, access the referral form on Google Docs. When you meet with the student or even decide to make parent contact/conference, enter the plan and outcomes on the [referral](#) form.

What not do to:

- Refuse classroom admittance to students
- Threaten action that will not be taken (for example to call home and fail to make a phone call)
- Threaten action that requires administrative approval (suspension, banning from trips, etc.)
- Engage in extended verbal disputes with students during class time
- Hold classes past scheduled time
- Send students during class time to the dean or Guidance for any of the above

infractions.

Referral forms allow information to go to Administration and view the follow up and other directions.

Below is a list of infractions that teachers are likely to encounter within the classroom. These can be addressed in the following ways and should be handled by the teacher rather than the dean:

- Gum chewing, eating, drinking
- Disruptive talking
- Note passing
- Refusal to sit; walking around the room

- Refusal to move when asked
- Head down; lack of attention
- Lateness
- Non-threatening physical contact with other students
- Mild profanity not directed at the teacher
- Poor/nonexistent note taking
- Poor/nonexistent homework

Situations such as fighting, excessive arguing, threatening behavior, contact a school- aide in the hallway or Dean Brown for immediate assistance.

Hall Sweeps

To help ensure students are receiving maximized educational time, hall sweeps will be conducted in between periods. In order to ensure these are successful everyone needs to participate. Below outlines the procedures that should take place while students are changing classes to ensure a smooth transition.

- Teachers are standing at the door greeting students and inviting them into the class
- Teachers have a system to collect late passes from students in place, along with a late log/bathroom log. Remember students need passes anytime they leave the classroom. Ensure the appropriate pass is being used at all times.
- School aides are at the appropriate posts helping move students along in the hallway
- Deans are reminding the students in 30 second intervals of the time they have to get to class
- Students are not allowed to leave the class in the first 10 minutes or last 10 minutes of class

Procedure:

- Students will have the regular passing time to get to class, plus an additional two minute grace period. Teachers can still mark the student late if they are not there at the beginning of class.
- Once the grace period is up, all teachers will close the door. Do not slam it on a student's face however.
- Students caught in the hallway will be swept down to the Dean's office, 416.
- Students will sign their name along with their parent/guardian's phone number and then receive a pass to go back to class
- Students will immediately receive a phone call home informing the parent/guardian the student was late to class
- After the 3rd time the student is caught in a hall sweep the student will receive detention
- If a student comes to class without a late pass and refuses to get one, do not argue with the student. Report this to the DEAN with the google doc and have a discussion with the student after class.

Common Practices

Consistency is key. When students are exposed to the same practices and routines from classroom to classroom it makes the learning process smoother and more successful. Some common practices we use at CHCP are the following:

- Language of the Instructional Objectives
- Annotation steps
- Accountable Talk stems
- Word walls in classrooms
- Displaying student work both in and out of the classroom

- The Workshop model
- Agenda on the board
- Use of Essential and Focus/Provocative Questions (and referring to this three times throughout the day)
- A Do Now/Warm up that is quick and accessible to all to start the class
- Standing at the door to greet the students by name
- Classroom sign out book/late log
- Exit tickets/end of class summary
- Use of Pacing calendars
- Use of data trackers

Mentoring

As a first year teacher with no prior teaching experience, you are assigned a mentor. The mentor tracks and logs your hours on the online mentoring system. Mentors must log the hours at the end of each month. Planning lessons together, intervistations, and meeting during C-6 time are all examples of activities that count as mentoring. The mentoring website is accessed via this link <https://www.nycenet.edu/offices/dhr/ntims> Your username and password are the same as your DOE login.

Vertical and Horizontal Alignment

Horizontal Alignment- If more than one teacher is teaching the same course, for example Global One, you should be teaching the same topic at the same time. This is where the pacing calendar is essential. At the beginning of the year during your department meetings, you should look at the curriculum and outline a pacing calendar together. During future department meetings, you should check in with each other to ensure that you are following the pacing calendar and adjusting accordingly. Also, various subjects should look at each other's pacing calendars and align where possible. For example, if the 11th graders are doing US history, ELA should try and teach topics that support themes found throughout US history.

Vertical Alignment- As departments you should also ensure that the skills and content necessary to be successful in each grade are being implemented. You will see evidence of vertical alignment in WITsi where the 9th grade skills will help support the 10th grade skills, etc. The use of the Common Core Learning standards, ENGAGENY and the New Visions curriculum allow for vertical alignment to take place. As content teams you should be looking at your pacing calendars for any gaps from grade to grade and make sure these areas are addressed.

Looking at Student and Teacher work

You should utilize common planning time to look at both student and teacher work. It allows you to see what is successful in other classrooms and also receive critical feedback from peers on how to improve student outcomes. Protocols, modified according to the groups needs, should be used when looking at student and teacher work. All protocols listed below are from the National School Reform Website and should be used during common planning time <http://www.nsrharmony.org/free-resources/protocols/a-z>

ATLAS-Learning from student work protocol

ATLAS- Looking at data

Collaborative Assessment Conference- Studying an individual student's work

Constructivist Tuning Protocol- There are two versions. One can be used to look at teacher work and one can be used to look at student work. Consultancy Protocol- This is used to solve a problem or dilemma. A dilemma is a puzzle, an issue that raises questions, an idea that seems to have conceptual gaps, something about process or product that you just can't figure out. Sometimes it will include samples of student or adult work that illustrate the dilemma, but often it is a dilemma that crosses over many parts of the educational process.

Success Analysis Protocol- This is a process that allows people to share their best practices and figure out what made that practice successful.

You can also review your gradebooks together to look for patterns and trends in the data. Sometimes you might find a student is successful in one class and struggling in another. Looking at the assignments the student is receiving high grades on can help you understand how to increase student learning in all classrooms.

Intervisitations

As departments, teachers will participate in cycles of intervisitations. Intervisitations allow teachers to identify areas they would like to receive support and constructive feedback from their peers. It also is an opportunity for teachers to observe each other's best practices. A protocol will be followed for intervisitations. After the intervisitation occurs feedback and next steps will occur during the content team meeting. The next steps will be implemented and evidence of implementation will be brought to the following week's content team meeting. Intervisits will be conducted virtually.

Covering Classes

It is essential that when you cover class for a colleague you follow the lesson plan left. The students' education should not be interrupted. Make sure to take attendance for the class and collect all work. Place all of the work, along with the attendance, in the teacher's mailbox. Also, make sure the classroom is left in an orderly manner. For further details on covering classes, please refer to this in the policies and procedures section.