



East Williamsburg Scholars Academy

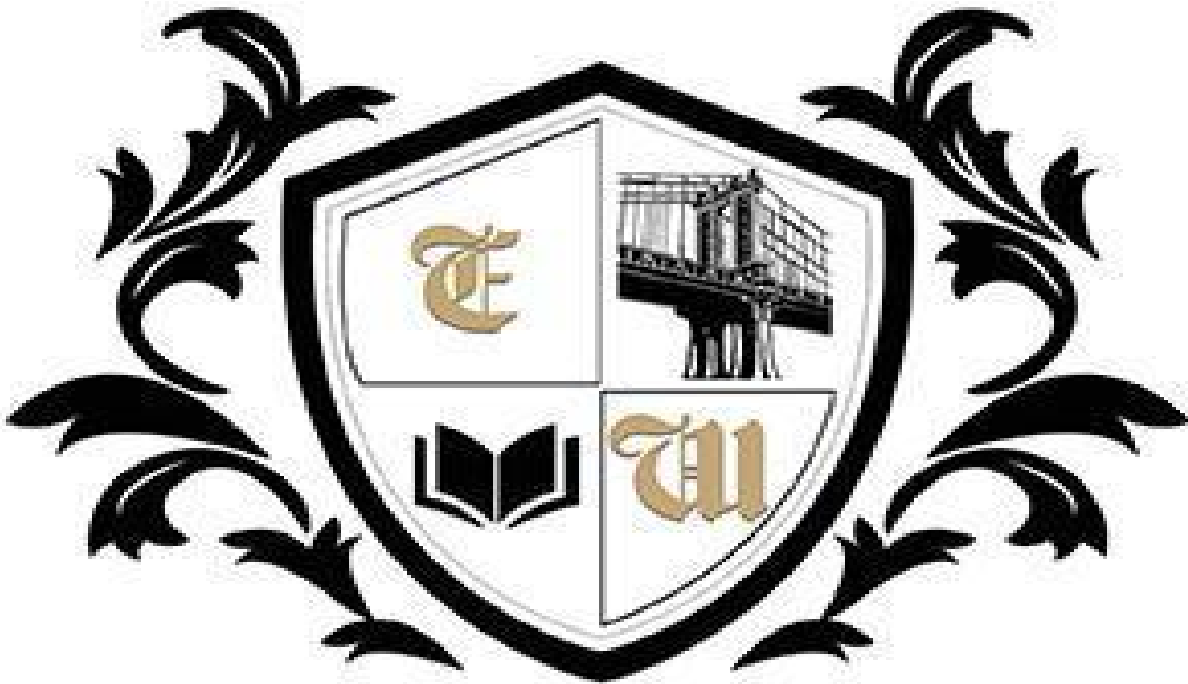
850 Grand Street, Brooklyn NY 11211

Tel: 718-387-2800, Fax: 718-387-3281

Rosemary Vega, Principal



FACULTY AND STAFF HANDBOOK SY 2025-2026



Rosemary Vega

Principal



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EWSA VISION STATEMENT

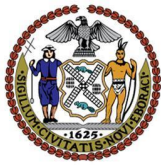
EWSA is committed to providing a safe and supportive environment in which our diverse student body can achieve academic success, be prepared for college and career, and make a positive difference in our communities.

EWSA MISSION STATEMENT

East Williamsburg Scholars Academy's mission is to create a culturally-responsive learning environment whereby all learners develop 21st century leadership and critical thinking skills to solve problems with empathy, and become productive global citizens.

EWSA INSTRUCTIONAL FOCUS

Teachers will support the development of syntax as well as general and domain-specific academic vocabulary across all content areas.



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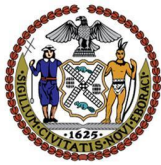
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TABLE OF ORGANIZATION

Department	Last Name	First Name	Title	Rm	Ext	DOE email @schools.nyc.gov
Administration	Vega	Rosemary	Principal	362B	3624	RVega4
	Bernal	Lilibeth	A.P. Pupil Personnel	340	3401	LBernal3
	Schrager	Mitchell	A.P. Instruction	351	3512	MSchrager
GSC Security	TBD		A.P. Campus Security			
Guidance	Ramirez	Ileen	Guidance Counselor	336	3362	IRamirez
	Nunez	Wyoming	Guidance Counselor	336	3367	WNunez2
Teachers	Arnaud	Jesse	Special Education			JArnaud
	Ball	Jeffrey	Music	275	2751	JBall3
	Baranja	Meridith	English	321	3211	MBaranja
	Barrett	Matthew	Social Studies	309	3503	mbarrett2
	Braeutigam	Sondra	Music	275	2751	BSondra
	Bujupi	Uran	Science	305	3051	UBujupi2
	Burrell	Xavier	Special Education			XBurrell
	Carmona	Krystal	Special Education			KCarmona3
	Demeo	Gerald	Physical Education			gdemeo3
	Eusebio	Maria Catalina	Math/Science	312	3121	MEusebio
	Gecewicz	Stephen	Social Studies	335		SGecewi
	Guerrero	Joanna	English			jguerrero13



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Jimenez	Zayra	Spanish	321	3211	ZJimenez3
Latif	Nadine	ENL			nlatif2
Lawhead	John	ENL			JLawhea
Lima	Moacir	ENL			mlima4
Messam-Spike	Monique	English	319	3191	MMessam
Miranda	Patricia	ENL	350C	3503	PMirandaOrtiz
Molloy	Thomas	Math	312	3121	TMolloy5
Morales	Lilia	Spanish	327		LMorales48
Pagan	Silbia	Special Education	305	3051	spagan20
Pavano	Ryan	English	320	3201	rpavano2
Petrosini	Tyler	Social Studies	311		tpetrosini2
Ramdial	Shavan	Science	357		SRamdial
Rivera	Danny	English	318	3181	DRivera47
Shao	Ziying	ENL	350C		ZShao
Sheta	Magy	ENL			MSheta2
Smoller	Jonathan	Social Studies	335		jsmoller2
Wade	Alicia	Computer Forensic	360C	3603	AWade5
Walker	Joseph	Social Studies	314	3141	jwalker54
Wang	Beili	Mathematics/ Programmer	306	3061	BWang3
Wang	Jiaqi	ENL			JWang51
Wildman	Jasmin	Special Education	317		JWildma
Wright	Blair	Science			BMWright
Yang	Yali	Mathematics	310	3101	YYang2
Yusuf	Abu	Mathematics			AYusuf2



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Education Para-professionals	Nieves	Maria	Paraprofessional	340	3401	MNieves20
	Rodriguez	Elijah	Paraprofessional			ERodriguez841
	Valentin	Marilyn	Paraprofessional			MValentin20
Parent Coordinator	TBD					
Secretaries	TBD					
	Ramsey	Roxanne	Secretary			RRamsey2
	Prieto	Zoraida	Pupil Accounting	362	3621	
Support Staff	Quinones	Zenaida	School Aide Attendance Working papers	337	3371	ZQuinones
	Rodriguez	Joel	School Aide CASS	Floor	N/A	JRodriguez61
	Almanzar	Paula	College Advisor Liaison/Community Associate	332	3322	palmanzar
Technology	Lara	Manny	School Technologist	303	3031	MLara2
Instructional Support Services	Otto	Theresa	Speech Teacher	160	1602	TOtto
Support Services	Caballero	Raquel	Social Worker	317	3171	Rcaballero@bcp300.com
	Springer	Imani	Social Worker	337	3372	ISpringer@bcp300.com
			Medical Room	138	1381	
			Gotham Clinic	106	1061	
			Life Program	285	2851	
			Security Desk	Lobby	1000	



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ATTENDANCE AND PUNCTUALITY

Staff member attendance is an extremely important part of classroom success. Please do everything you can to be present and on-time every day for work. The difference from when teachers are present to when they are not present is very noticeable.

- Arrive to school on time daily
- Avoid patterns of absences such as:
 - Taking days prior to, or after weekends
 - Taking days before or after holidays
- In case teachers need to be absent:
 - Teachers and Paraprofessionals are mandated to register with NYC DOE SUBCENTRAL
 - To register, please visit www.subcentral.nycenet.edu
 - Once registered, staff should call (718) 935-6740 in order to inform the school of their need to be absent.
 - Subcentral will assign a substitute teacher to cover the employee's schedule for the period he or she needs to be absent.
 - Subcentral is available 24 hours a day.

Staff Arrival Procedures:

- Plan your morning commute so that you are at your morning post no later than your official time. Our single session official time schedule is as follows:
 - Official Teacher Time: 8:15am-3:35pm (Monday)
8:15am-3:15pm (Tuesday)
8:15am-2:35pm (Wednesday-Friday)

Each staff member is to move his/her timecard to the 'IN' box in room 362.

- Staff members are **not allowed** to move another staff member's timecard.
- When leaving the building, timecards must be returned to the 'OUT' box.
- Any time spent before or after your official schedule is not deemed for per session unless instructional in nature and must first be approved by administration.
- Any staff member with a pattern of lateness will be asked to clock in and out.
- Timecards must be signed at the end of each month.



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Staff Departure Procedures:

- Before leaving, move your card to the 'OUT' box in the main office.

Staff Absences:

- If you are late or will not be present, it is mandatory that you contact the school's main office by 7:00 AM as well as e-mailing Ms. Ramsey regarding your lateness or absence to RRamsey2@schools.nyc.gov. Please call or leave a message to Ms. Ramsey in the Main Office, (718) 387-2800 ext. 3622.
- Your absence will be charged as "Self-Treated-Sick" if you have days accumulated in your "bank." This "bank" is known as the Cumulative Absence Reserve (CAR). On the 16th day of the month, one day is earned and is deposited into your CAR. If you bring in a doctor's note, your absence will be charged to "Medically Certified-Sick." Notes should be given to the principal and the payroll secretary.
- After two days of consecutive absences you must provide medical documentation.
- If you know ahead of time that you will need time off for personal reasons please **request** permission for a personal day, including religious observances, in writing, at least three days prior. Staff members are allowed three personal days per year. If approved, your absence will be charged to "Personal Business."
- Absences before and after holidays, Mondays and Fridays, are a burden on our school staff. If you are truly sick, this is unavoidable. It is difficult to get substitute teachers and therefore, your colleagues receive additional coverages. Disciplinary action regarding absences will follow the Chancellor's Regulations.
- Should you be absent due to attendance at a professional meeting, funeral, jury duty or graduation, you may be eligible for non-attendance with pay. An OP 201 must be completed and given to the school secretary with **appropriate documentation** of the date of the absence. Please reference the attached general rules and instructions for non-attendance days.
- Excessive absence or lateness could lead to an unsatisfactory rating for attendance or an unsatisfactory rating for overall performance. Please adhere to the Chancellor's Regulations regarding attendance.

Staff Punctuality:

- Plan to move your timecard, read the morning notes, and be at your assigned post by your official time.
- After your official time has passed, staff members are considered late and must sign in. Failure to sign in after arriving late is considered theft of service and will lead to disciplinary action. This also applies to staff members leaving before the conclusion of the workday without the approval from your grade supervisor.
- Call the school as soon as you are aware that you will be late.
- Classroom teachers are to arrive on time for all prep period and lunch hour meetings.



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- Staff members who exhibit a pattern of lateness will receive written warnings, which could lead to disciplinary action.

Reminders:

- The Staff is not to leave the building during the school day at any time (including prep and professional periods) other than their lunch period. Should the need arise you must receive the approval of the principal and sign out in the appropriate place in the main office.
- In the event of an emergency notify the principal that you must leave and follow the staff sign out procedures.
- Smoking is prohibited on all school grounds and other DOE outdoor facilities, including playing fields, school yards, entrances and exits to buildings, parking lots, and the like. Teachers are reminded that they serve as role models for students, and as such should refrain from smoking on the sidewalks in front of school buildings. (See Chancellor's Regulation C-810)
- Abandoning your assigned post at any point during the school day may lead to disciplinary action.

EMERGENCY COVERAGES

1. Coverage assignments will be placed on teacher's timecard. Teachers are expected to report promptly to coverage assignment.
2. Instructions must be left for covering teacher or substitute teacher.
3. Emergency lesson plans will be kept in Assistant Principal's office in the Emergency Lesson Plan Filing Cabinet.
4. If you would like to provide your lesson plan/classwork digitally, please inform your Assistant Principal which platform you will be using to provide this information.
5. Notify Department Assistant Principals immediately should emergency lesson plans not be available.
6. Failure to maintain current emergency lesson plans for each class (5 for each class) may result in disciplinary action.

Professional Development Days



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Staff Conferences

- Chancellor's Conference Days are also integrated in the school calendar
- It is mandatory for ALL staff members to attend.
- Mondays and Tuesdays it is important that all teachers dismiss their classes on time to attend the Professional Development sessions.

Professional Development Days
September 2-3, 2025 - Chancellor's Conference Day Staff Development
November 4, 2025 - Election Day - Professional Development
January 26, 2026 - Professional Development
June 4, 2026 - Professional Development

Bell Schedule

Period	Begins	Ends
1	8:15am	9:00am
2	9:02am	9:47am
3	9:50am	10:35am
4	10:38am	11:23am
5	11:26am	12:11pm
6	12:14pm	12:59pm
7	1:02pm	1:47pm
8	1:50pm	2:35pm
Mondays – Professional Development- 2:40 PM – 3:35 PM		



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Tuesdays - 40 Minute Professional Work - 2:40 PM – 3:15 PM

Parent Engagement: 55 minutes per week (can be done remotely or in school; documentation process to be shared)

School Calendars

Public-facing calendar: The public facing calendar appears on the EWSA web site (<https://www.ew-sa.org>) and linked here: https://calendar.google.com/calendar/embed?src=c_0b4e52d5c927592938ee2b33e6d10f1edea3311f2998fd7b15e6c1ee04c5e261%40group.calendar.google.com&ctz=America%2FNew_York

Internal calendar: The internal calendar is in Outlook Calendar, and will be shared with all staff members.

INSTRUCTIONAL EXPECTATIONS

Listed below are our school-wide and content areas instructional expectations. Please note that the New York City Department of Education has published Citywide Instructional Expectations that will be a focus of our instructional work this year.

Teacher Expectations

PERSONAL & PROFESSIONAL QUALITIES

- Follows all Chancellor's Regulations
- Adheres to school policies and procedures as per Staff Handbook
- Maintains a professional attitude
- Engages in reflective practice
- Open to instructional feedback
- Willing to learn
- Punctual to all meetings & professional development sessions
- Utilizes professional resources available to improve practice
- Follows administrative directives as set by the Principal

TEACHER GUIDANCE AND INSTRUCTION

- Demonstrates ability in analyzing and using student data to shape instruction



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- Develops and implements lesson plans daily that target multiple learning styles
- Plans and uses appropriate instructional and learning strategies, activities, materials and equipment that reflect understanding of the learning styles and needs of students
- Actively develops unit plans in connection to overall curriculum
- Conducts assessment of student learning styles and uses results to plan instructional activities
- Conducts ongoing assessment of student achievement through formal and informal testing
- Maintains accurate records for all students including but not limited to student work portfolios, student notebooks and other relevant materials
- Demonstrates ability to integrate technology into instructional practice
- Maintains and regularly updates through an online gradebook and enter grades through STARS Classroom.
- To alert students and parents of student progress in class
- Use appropriate interventions to support students with special needs

LEARNING ENVIRONMENT MANAGEMENT

- Creates classroom environment conducive to learning and appropriate for the physical, social-emotional development of students
- Cultivates an atmosphere of respect amongst all
- Arranges classroom furniture to best facilitate partner/cooperative work, accountable talk and learning, as well as to engage students in instructional conversation and allow for teacher movement through the room
- Updates the content of bulletin boards
- Maintain a classroom environment aligned to the guidelines as set by the school community
- Takes proper care of all school property to ensure materials can be utilized the next school year
- Implement a library and borrowing system that is utilized daily
- Adhere to deadlines

PARTICIPATION IN SCHOOL & COMMUNITY ACTIVITIES

- Has excellent interpersonal communication skills



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- Works cooperatively with colleagues to modify curricula as needed for ELL students and special education students according to guidelines established in Individual Education Plans (IEP)
- Manages student behavior in accordance with the Student Code of Conduct and student handbook
- Establishes and maintains openness of communication by conducting conferences with parents, students, administrators and teachers
- Attends all mandated Professional Development Sessions
- Performs additional duties and accepts other responsibilities as needed

MATH

- Has a lab area/center for students to work on independent enrichment skills, re-teaching, practice of skills
- Uses manipulatives that are displayed, labeled, and accessible
- Dedicates location for math work and charts
- Uses number line (with equivalent fractions, decimals, percentages)
- Keeps student notebooks and folders organized
- Gives opportunities for students to explain their work and encourages students to propose multiple solutions to the same problem



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LITERACY

- Establishes a library and borrowing system that is utilized daily
- Makes independent reading and writing materials accessible to students: lined paper, pens, post-it notes, etc.
- Routines and procedures are taught so that students learn the appropriate behavior for each segment of the workshop
- Keeps record of evidence of student/teacher conferencing and small group instruction

SCIENCE

Engages student in work that incorporates data tables, charts, graphs, diagrams and/or narrative descriptions

- Organizes the room, materials and instructional equipment to support small group and hands-on investigations
- Makes adequate materials for hands on instruction easily accessible
- Ensures that science resources, related to current topics such as non-fiction trade books, magazines and newspapers are readily available in many different reading levels
- Creates a classroom environment that contains changing elements which may include: current events related to science, ongoing projects or experiments, a lab activity that reflects instruction from the scope and sequence
- Provides students with opportunities to explain observations and make predictions using the concepts taught
- Allows students to represent and share their experiences, findings, conclusions and conceptual understandings in multiple ways

SOCIAL STUDIES

- Has a timeline posted
- Displays appropriate maps
- Ensures that Social Studies resources, related to current topics such as non-fiction trade books, magazines and newspapers are readily available in many different reading levels
- Engages students in work that incorporates data tables, charts, graphs, diagrams, primary/secondary sources, and narrative descriptions
- Has a library that consists of relevant historical texts on various reading levels
- Utilizes literacy (reading & writing) strategies and posts strategies for students to reference
- Uses and displays rubrics for presentations and communicates criteria for grading
- Utilizes instructional charts that reflect current teaching/learning



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DIAGNOSTIC EXAMS

In order to analyze the extent of student learning diagnostic assessments are necessary and required as part of our classroom instruction.

- Diagnostics are used at the beginning of each classroom unit of study with questions linked to unit assessments (ex. quizzes, tests, final, etc.).
- Diagnostics can take many forms and should be designed and implemented by teachers in a fashion that obtains information on what students know on a given topic at that point in time.
- Diagnostic results should be used to help differentiate classroom instruction and tailor it to fit student needs (we don't want students to use their time learning something they already know).
- Use diagnostics as the benchmark to begin the unit and assessments to measure student learning throughout the unit of study (ideally, teachers invest students in this process and have students track their own progress).
- Teachers should set goals with their students at the start of a unit and have students work towards accomplishing those goals (also encourage students to create their own goals in addition to teacher goals and have students track those goals, too).



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TEACHER LESSON PLANNING EXPECTATIONS

Teacher Daily Lesson Planning

As per the UFT contract and Special Circular #28*, each teacher is expected to have a lesson plan for each day.

*"The development of lesson plans by and for the use of the teacher is a professional responsibility vital to effective teaching."

Recommended lesson plan format is here:

- [Lesson Plan Template linked from manual](#)

Important reading for writing your own lesson plans:

- [Writing standards-based objectives.pptx](#)
- [Checklist for lesson planning](#)
- [lesson planning expectations April 2024.pptx](#)

Our students deserve quality instruction, which begins with a teacher who is prepared and ready to execute an engaging lesson.

During your class period your lesson plan should be open and accessible. It is up to you as the teacher to decide whether you type or hand write your lesson plans, but a hard copy of the lesson must be available every day. It is suggested that the uniform template be used for your lesson plans. Storing your lesson plans in a binder for each unit of study will help you reflect on your practice and organize yourself for future success.

If you would like support in your planning please reach out to your colleagues, department leader and administrators. There are many faculty members that can assist you in your planning for the classroom.

Substitute Teacher Folder

To support our staff, when a teacher is absent they must assign Lesson content along with Tasks through our LMS (Google Classroom). In the event of an emergency and a teacher is not able to post assignments, there should be an end of Term Project that students can be directed to work on. Teachers will ensure that students are made aware of these Tasks ahead of time.



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CLASSROOM ENVIRONMENT

Your classroom is a reflection of your teaching. It is important to maintain your environment, keeping it clean and neat. Students should receive classroom jobs in order to help maintain the class environment. This is a list of guidelines for you to follow...

- Label working areas.
- Post your classroom rules and expectations.
- Classroom libraries are to be organized neatly and in a user friendly manner.
- Clean the boards each day.
- Use bins, filing cabinets or cartons for organizing student work.
- **Food is not permitted inside of the classroom**- however, if food is incorporated as part of a lesson plan, it must be approved by an administrator.
- Pick up large items from the floor such as paperback books, markers, etc. at the end of the day. Anything left on the floor is automatically considered garbage by the custodial staff.
- Lockers and closet doors should be closed at all times. Personal closets should be kept locked to eliminate the opportunity for theft. Do not leave handbags, backpacks, electronic devices, or any other personal items including your wallet out on your desk.
- All doors and windows should be closed and/ or locked at the end of the day. In addition, lock your door when leaving your room, even if it's only for a short time.
- Classroom and hallway bulletin boards should be kept up-to-date. Show student work and change the boards when you change units.
- Create word walls and classroom charts to assist and reinforce student work.
- Learning centers, project areas, reference and general library areas should be designated.
- We have to maintain the furniture and equipment that we have. Take particular care of your computers, overheads, TVs and VCRs. If you notice that something is malfunctioning or broken, notify an administrator in writing.
- Use a "Custodial Request Form" from the main office for classroom and furniture problems that are not an immediate safety hazard. If you have a custodial problem that is dangerous, notify the main office immediately to call a custodian.



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LEARNING ENVIRONMENT FEEDBACK

Classroom environments are pivotal to cultivating a learning community. We will be giving you feedback with regard to each of your learning environments. Let's continue to make adjustments and improvements to our classroom environments based on the checklist below. Thanks to everyone who has made changes based on this list last time. Let's continue to cultivate a rich learning environment for all of our students.

- Classroom has a word wall. Word wall should be current, relevant to task and content. There should be definitions and the word should be both in English/Spanish.
- Label as much of your classroom as possible in English/Spanish. For example, if you have a classroom library or lockers, you would label them accordingly.
- Content posters and other print rich materials such as graphic organizers, writing guides/outlines and other relevant materials.
- Furniture should be arranged in such a way to best facilitate collaborative group work and the ability for you to walk around the classroom.
- Classroom expectations are clearly visible and limited to 3-5 rules.
- Bell Schedule should be visible.
- Current student work should be posted to demonstrate exemplary work. Please make sure that students are not plagiarizing. Please follow bulletin board guidelines as stated in Staff Handbook.
- Classrooms should be clean and organized.
- Learning Objectives and Language Objectives, Do Now, Criteria for Success, Standards and Homework should be posted on the chalkboard/whiteboard or on chart paper everyday so that students know exactly what to expect for the day.
- Make sure that classroom furniture is not blocking EITHER entrances/exits to classroom.
- There are clear procedures in place for the collection/distribution of textbooks and materials.
- Routines should be in place to address uniform, lateness and use of bathroom, i.e. sign out book.



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BEGINNING OF CLASS PROCEDURES

To ensure that all students know what is expected of them and to get right to work upon entering the classroom, all classrooms must have established procedures specifically focusing on the beginning of class. These procedures should address the following issues and lead to the start of the mini lesson.

The following checklist should be used to create procedures for the beginning of class for what students and teachers should do.

- _____ Directions for how students enter the classroom
- _____ Directions for what students do once they sit down (the materials they take out, what they begin writing- includes student heading)
- _____ Directions for what students write in (notebook, handout)
- _____ Directions for what students write (Objective, do now, homework- do students have to copy the question or just answer it?)
- _____ Directions for turning in and copying homework (how collected, by whom, where on the board it's written)
- _____ Directions for how long this process takes (using a timer, assigning a person to monitor the timer)
- _____ The agenda for the day should be posted on the board or in google classroom, which should include the date and aim/objective for the day's lesson and the do-now.
- _____ Information should be organized for students in the form of a chart, overhead, SMART BOARD page or written neatly directly onto the white board.
- _____ The homework for the day must be posted before students arrive.
- _____ Any handouts for students should be organized in an easily accessible location (Google Classroom) along with any materials students will use in class that day.

The implementation of strong routines and procedures at the start of a class period on a daily basis will allow students to know what is expected of them and will help them be successful.



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DISMISSAL AND TRANSITION

Dismissing Students

When dismissing students from your classroom, teachers must be mindful of the end time of their class and the start time of the next class period. It is very important that students are dismissed on time to avoid lateness to class and the interruption of instructional time.

Additionally, students should be dismissed in an orderly fashion and not be allowed to leave class without meeting your dismissal expectations. Time must be built into class to allow for smooth dismissals and transitions between classes to take place.

Please refer to the school-wide bell schedule for a comprehensive list of times for classroom dismissal.

HOMEWORK

Homework is extremely important in preparing our students for their future success at the college level. As a result, homework is to be assigned nightly in all subject areas.

Teachers must build in time to each period in a structured and consistent way for students to record their homework. Students should be given time at the beginning of class to record their homework. That way, it becomes a routine school-wide and ensures that all students record their homework before leaving the class should you run out of time at the end of the period.

The following list provides more detail on our school-wide homework expectations:

- Homework is to be meaningful and connected to the current work in the classroom or for test preparation.
- Students should read at home for the school's designated time of at least 60 minutes. Teachers should encourage this practice through the homework they assign and ensuring access to classroom libraries on a consistent basis.
- Teachers should adapt homework to meet the individual needs of a student or a group of students.
- Time must be allotted for the review of homework and for students to copy homework into their planners.
- Homework needs to be validated by constant daily monitoring by the teacher.



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- The checking of homework is to be documented both on the student's homework and in a separate grade book kept by the teacher or in Google Classroom
- Although you may give long term assignments, most of our students need these broken down into smaller, more manageable units with definite due dates. Some of our students believe long-term assignments mean no homework until the project is due. Therefore, it is a good idea to give small daily assignments as well, while checking all students along the way.
- Homework that is repetitive, such as answering all the questions at the end of a chapter or looking up definitions should be assigned minimally.

BATHROOM PASSES/PASSES

Passes are required at all times for students to go to the bathroom and/or other locations. The colors of these passes are changed periodically. Please ensure that you are issuing the current pass to ONE student only.

To help our students with their restroom needs, all students will be encouraged to use the bathroom before school begins, during lunch and after school. Any time other than the above mentioned, a pass must accompany student after having signed the classroom log book.

When granting a student permission to use the bathroom, the teacher must write the following information:

- ✓ Student's name
- ✓ Date
- ✓ Time leaving the classroom
- ✓ Time returning to the classroom



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Rosemary Vega, Principal



CHANCELLOR'S REGULATIONS

It is imperative that each staff member read and understand regulations regarding appropriate/inappropriate teacher – student interaction.

School personnel should take steps to identify the problem(s) and, working closely with parents, help the student receive maximum benefit from the educational program offered at the school.

See Chancellor's Memorandum A-420 and 421 on corporal and verbal punishment. If an allegation of corporal/verbal punishment is made by a student, parent, or staff member, the Office of Special Investigations is called to discuss the allegation and to determine who will investigate. Frequently, the principal becomes the chief investigator. After all interviews are done, a report is filled out and sent to OSI. They send the final determination back to the school.

CORPORAL PUNISHMENT PHYSICAL FORCE

- Corporal punishment is prohibited.
- Disruptive behavior by a student must never be punished by use of physical force. Such behavior usually reflects underlying problems that require guidance intervention.

Pupil Behavior and Discipline: Corporal Punishment

A-420

<http://schools.nyc.gov/NR/ronlyres/EDE42781-64EC-4875-A277-88038EB08277/0/A420.pdf>



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CORPORAL PUNISHMENT VERBAL ABUSE

- Verbal Abuse is prohibited verbal abuse.
 - Prohibited Verbal abuse includes, but not limited to:
 - language that tends to cause fear or physical or mental distress.
 - language that includes words denoting racial, ethnic, religious, gender, disability, or sexual orientation which tends to cause fear or physical or mental distress.
 - language that tends to threaten physical harm.
 - language that tends to belittle or subject students to ridicule.

Pupil Behavior and Discipline: Verbal Abuse
A-421

<http://schools.nyc.gov/NR/rdonlyres/5A530213-F044-4F0A-ACE9-D27112BBFC47/0/A421.pdf>

Nothing in this Regulation, however, prevents a supervisor from counseling or disciplining an employee for inappropriate speech or conduct that is not otherwise in violation of this regulation.

DEALING WITH INAPPROPRIATE STUDENT BEHAVIOR



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- **In-School Disciplinary Responses**

- Parent / Teacher / Student Conference
- Removal from a classroom by a Coach or administrator.
- Principal's Suspension / Alternate Education Center (AEC)

REGIONAL SUPERINTENDENT'S DISCIPLINARY RESPONSES

- Regional Superintendent's Suspension that results in reinstatement
- Regional Superintendent's Suspension that results in extended suspensions for one year with the opportunity to petition for early reinstatement
- Regional Superintendent's Suspension that results in a one year suspension and assignment to a second opportunity school for students in Grades 6 – 12
- Expulsion by the Superintendent
- For detailed explanations of each of the levels of disciplinary responses, see pages 26-32 of the Citywide Behavioral Expectations
- Copies are available in the Coaches' Office in Room 337 and in the Guidance Suite Room 336



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ELECTRONIC DEVICES/CELL PHONES

EWSA cell phone policy is here: [EWSA Cell-Phone & Electronic Device Policy 2025](#)

DOE POLICY A-413

- A. Students may not use personal internet-enabled electronic devices during the school day.
- B. Students may be permitted to use internet-enabled electronic devices that are school-provided during the school day except as set forth in II D – II F below.
- C. Students may be permitted to use non-internet enabled electronic devices during the school day except as set forth in II D – II F below.
- D. Electronic devices may not be used during the administration of any school quiz, test or examination unless such use has been explicitly authorized by the school or is contained in an Individualized Education Program (“IEP”) or Section 504 Accommodation Plan (“504 Plan”).
- E. Electronic devices may not be turned on or used during school fire drills or other emergency preparedness exercises.

Students who use cell phones, computing devices and/or portable music and entertainment systems in violation of the DOE’s Discipline Code, the school’s policy, Chancellor’s Regulation A-413, and/or the DOE’s Internet Acceptable Use and Safety Policy (“IAUSP”) will be subject to discipline in accordance with the guidance interventions and disciplinary responses set forth in the Discipline Code.

All responses to intervention for Uncooperative/ Noncompliant Behavior, Disorderly Behavior, Disruptive Behavior, Aggressive or Injurious/ Harmful Behavior, and/or Seriously Dangerous or Violent Behavior will be dealt with in accordance with the Citywide Behavioral Expectations.

- Discipline Codes-

<http://schools.nyc.gov/NR/rdonlyres/CD69C859-524C-43E1-AF25-C49543974BBF/0/DiscCodebookletApril2015 FINAL.pdf>

- See pages 26-32 for grades 6 to 12

JURY DUTY PROCEDURES



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- Notification to Assistant Principal of Organization (APO) and Payroll Secretary immediately upon receipt of jury summons
- Full salary will be received by teachers serving jury duty
- See Payroll Secretary to complete required paperwork for excused absences during the serving of jury duty

INJURIES IN THE LINE OF DUTY

- Employee must report an accident or injury within 24 hours of its occurrence.
- A comprehensive Accident Report Form must be completed including statements by witnesses.
- Injured employee must submit an Application for Sick Leave Form OP 198 (See Payroll Secretary).
- The Principal or a Principal's designee is required to investigate the circumstances of the accident before the Regional superintendent approves or disapproves the employee's claim.

FAMILY AND MEDICAL LEAVE ACT (FMLA)

The federal law provides up to 12 weeks of unpaid leave to any employee who has worked at least one year and has served a minimum of 1,250 actual work hours within the immediately preceding 12-month period.

FMLA can be taken for the following reasons:

- Maternity and child care
- Adoption and the start of foster care
- Caring for an ill family member
- Employee's own serious personal illness
- Forms:
 - ☐ OP 198 - For Paid Sick Leave
 - ☐ OP 407 - For a confidential medical report
 - ☐ OP 160 - An FMLA Leave Form



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SPECIAL LEAVE OF ABSENCE COVERAGE (SLOAC)

Members who are on an approved leave of absence without pay for restoration of health are eligible for four (4) months of SLOAC benefits.

- Requirements to receive SLOAC
 - ☐ be enrolled in the city health insurance program.
 - ☐ be on pay status for a full payroll period prior to leave.
 - ☐ has exhausted all sick leave balances prior to the effective date of any child care leave.
 - ☐ Complete form OP 407 – Confidential Medical Report and Medical Evaluation
 - ☐ Fill out ERB 1054 (Payroll Secretary Fills Out)
 - ☐ The leave must be approved by the NYC DOE medical division

PARENT/GUARDIAN COMMUNICATION

Parent contact documentation form: <https://forms.gle/uUrgebEuXDzfgAf6A>

View documentation spreadsheet (permission required):

[EWSA Parental Contact documentation 2025-26 \(Responses\)](#)

Throughout the school year you will need to reach out to parents for various reasons. It is very important that you build relationships with your parents. They are



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allies in accomplishing our educational goals for the school year. **Please log your conversations.** Listed below is a list of strategies to use to communicate with parents:

Beginning of the year

- Reach out to parents at the beginning of the year and start with a positive tone.
- You can do this by sending out a letter on the first day of school and/ or giving parents a call to introduce yourself.
- Let parents know what you will be focusing on in your classroom.
- Parents want and need positive calls- when calling make a positive comment about their child and inform them of something specific you will be working on with their child.
- Keep parents well informed throughout the school year.

Parent/Teacher Communication

Some helpful tips when communicating with parents are:

- Always try to begin in a positive manner (ex. highlight positives in student performance and/ or behavior).
- Let's choose our words carefully. We must be specific and objective in stating the problem. Talk about positive behaviors too.
- Let's listen and observe parents' reactions to the problem. Seek their advice. Give their suggestions, views, etc. the respect and dignity we want our suggestions to receive. Help them express their thoughts, feelings and apprehensions in a supportive manner.
- Emphasis is to be placed on what the child should be doing and how we can help him/her, rather than on what the child is doing wrong.
- Arrange to meet or talk with the parent periodically at mutually convenient times to discuss progress.
- As a child improves, seize several opportunities to inform the child and parent. We all like to hear nice things. It makes us more receptive to suggestions in the future.
- For further assistance with children/parents, see the Principal, Assistant Principal, or grade team leader for additional support and follow the ladder of discipline.

PARENT-TEACHER



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CONFERENCE SCHEDULE

As per the UFT contract, parent teacher conferences are to be held on the dates indicated below, with **all teachers in attendance**. All conferences are held virtually, and teachers may attend from home, provided that they are able to reach home by time conference starts.

Fall Parent-Teacher Conferences

Thursday September 26, 2024 (evening)

Thursday Nov 21, 2024 (evening)

Friday November 22, 2024 (afternoon)

Spring Parent-Teacher Conferences

Thursday Mar 20, 2024 (evening)

Friday Mar 21, 2024 (afternoon)

Thursday May 15, 2024 (evening)

SCHOOL LEADERSHIP TEAM (SLT) PARENT-TEACHER ASSOCIATION (PTA) MEETINGS

The school leadership team will meet by video conference, TBA. This team is instrumental in providing valuable input to our school community. It is also where constituents have an opportunity to contribute to the CEP (Comprehensive Educational Plan).

*School Leadership Team calendar to be announced pending Parent Teacher Association nomination.



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REPORT CARDS AND PROGRESS REPORT PROCEDURES

In order to provide our students and their families with the most up to date and current feedback, we developed our yearlong calendar for Progress Reports (four (4) total) and Report Cards (six (6) total). Report card grades will be entered on Stars Classroom.

It is extremely important for purposes of school-wide consistency and timeliness that the following directions be followed completely for each progress report and report card.

- **Mark**

- ☐ The mark refers to the percentage your student earns.
- ☐ Marks **MUST** be entered as a whole number- a grade, in multiples of 5 (greater than or equal to 55), except 90 or above.
- ☐ Example: “70.2” cannot be entered- you must round to the nearest whole number (“70”).

- **Comment**

- ☐ The comment section refers to the academic and behavioral feedback you give each student.
- ☐ Each student should receive three comments per class from that classroom teacher.

Grade Changes

All grade changes must be submitted on the Grade Change form to the guidance counselor. All grading errors are to be reported as soon as possible to the guidance counselor. One or more of the following must be included with the change request form.

- Gradebook printout/copy
- Evidence of student work
- Project Student work as proof of grade change

NOTE: *It is the expectation that all Report Cards are completed in alignment with the guidelines set forth in this Faculty and Staff Handbook. It is the responsibility of the teacher to seek out assistance in advance of a Report Card deadline, where necessary, to make sure submitted excel sheets are free from error. Report Cards are very time sensitive and must be treated as such.*



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STATE EXAMINATIONS

A mandatory part of every school year is State testing. This takes place for all students at different times over the course of the school year.

Whenever there is a State exam, the following procedures must be followed to ensure that students are able to do their best work and that we meet state testing conditions.

- Before leaving school the day before an examination, all desks and chairs must be organized into rows.
- All classroom walls must be covered so that no charts, posters, calendars, timelines, student work or other materials are visible to students when they are testing.
- All writing on the white board should be erased completely.

The Testing Coordinator will supervise classroom preparations the day before exams and provide staff with a checklist of requirements to ensure that the above procedures are met. Month

LAW REFRESHER MEMO

1. No child may ever be used to render personal service to a teacher. For example, a student may not be sent to a store, the coffee/soda machine, mailbox or refrigerator in the teacher's lounge.
2. Children must never be placed in the hallway as a disciplinary measure. This is considered corporal punishment and a report will be filed.
3. In accordance with Chancellor's Regulations A-412, A-420, A-421, A-443, and A-750 it is against Chancellor's Regulations to use physical force/corporal punishment against children. Corporal punishment is defined as any actions, behaviors (physical and verbal) that cause a child to feel intimidated. This includes, and is not limited to, placing children in the hallway, making a child stand for long periods of time, calling students by hurtful names (such as stupid, dummy), excluding children from lunch, etc.
4. A class may not be left uncovered and/or unsupervised in the course of a school day.



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5. All visitors to the building must show a proper pass from the Main Office prior to entering any classrooms.
6. No student may be sent home in the course of the school day without written office authorization. A parent, relative or guardian must be listed on the blue emergency card in order to sign a student out of school.
7. No child may be denied lunch. Occasionally special arrangements can be made to have a child eat lunch in a different setting.
8. No child should ever be kept in school beyond school hours without prior notification to a parent and permission from your supervisor.
9. Personal information regarding a student (address, telephone #, home conditions, etc.) is not to be given to any person other than an authorized staff member.
10. Personal property may not be taken permanently from a student without providing an opportunity for retrieval by a parent/guardian. Do not dispose of or destroy an object belonging to a student.
11. Official pupil records and documents should never be removed from the Main Office. (Blue Cards, Cumulative Record Cards, etc.)
12. If any student in your class has an IEP, the teacher is responsible for reading it for any special medical alerts, which might exist. Inform the supervisor and guidance counselor immediately. (See Chancellor's Regulations 700 series)
13. Teachers may not administer **drugs or medication**. The school nurse is responsible for the administration of medication. No child is to consume drugs/medication without the presence of a medical professional (See Chancellor's Regulation A-715).
14. Suspected cases of child abuse **MUST** be immediately reported in accordance with the Chancellor's Regulations (See Chancellor's Regulation A-750).
15. Student injuries must be reported to the parent and an official accident report must be completed (forms are in the main office).
16. Teacher injuries must be reported on an official accident report form within 24 hours of the accident (forms are in the main office).
17. Untoward occurrences (fire, theft, purposefully injury, and weapon possession) must be reported immediately to your grade supervisor/principal.
18. No teacher may engage in paid tutoring for any student attending the school in which the teacher is employed.
19. Do not leave your personal items (handbag, wallet, keys, etc.) unattended. It will be considered "contributory negligence" if your property is stolen.
20. Monies that have been collected from students should not be left in classrooms overnight. Monies should be properly labeled and given to the principal/designee to place in the school safe. It will be considered "contributory negligence" if your money is stolen.



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21. No personal business enterprises may be conducted on school property and no unauthorized collections may be made. Funds may not be solicited from students without prior authorization of a supervisor. (See Chancellor's Regulations A-812, A-610)
22. The use of school telephones and technology is reserved for school business only.
23. No instructional machine or equipment may be removed and/or borrowed from school without permission and receipt from the principal.
24. No class is to be dismissed before authorized dismissal time at 2:50PM or 3:40PM and 5:00PM/5:30PM on days where the After School Academy is in session.
25. Parent-teacher conferences must not be held on class time. Make arrangements to see parents during preparation periods or after school. Teachers are never to conduct "hallway" meetings when directly supervising students.
26. Windows are not to be opened more than six inches. All classroom windows and vision panels must remain **unobstructed** for both students and adult safety.
27. No personal mail may be posted at school expense.
28. The pass system and sign-out procedures outlined must be adhered to.
29. Staff members are not to touch or eat a student's breakfast or lunch. This is a **federal offense** and you may be terminated. You also place our nutrition program in jeopardy of being shut down. Do not ask students to get a lunch that is meant for another student. This is a **federal crime**.
30. Trips with students are to be educational in nature. There must be a permission slip on file for every student for every trip. Appropriate staff to student ration must be adhered to. Adhere to Administrative Bulletin regarding field trip procedures. (See Chancellor's Regulation A-670)
31. No movies may be shown to students in lieu of instruction unless it is directly approved and connected to the theme being studied. If you want to reward your class by showing a movie, ensure that you have prior approval from administration.
32. Unsafe physical conditions, broken desks, protruding panels, etc. should be reported to the office in writing. If that furniture poses a safety liability please report immediately to your grade supervisor and do not allow students to use that furniture. There are custodial request forms in the main office. Do not place any furniture in corridors without prior consent. (See Chancellor's Regulations A-412, A-414)
33. All staff is **REQUIRED to move their time cards in and out** on a daily basis-upon morning arrival and afternoon departure. No person may ever move another person's time card in or out. You will be contributing to fraud and theft of service. Please see applicable Administrative Bulletin on Staff Attendance procedures. (See Chancellor's Regulation C-604)
34. No unregistered student (child) may spend the day with you or any time in our building without Department of Education approval.



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35. Any arrests of employees must be reported to the Principal within 24 hours.
36. Personnel may not leave the building during preparation periods without specific authorization from the principal. Upon approval, you must sign out in the main office. This is for your protection as well as for the schools. Staff members may leave the building for lunch, but should sign out in our main office.
37. An assignment to a paid coverage means that an instructional lesson will be provided. No movies, games or free time is permitted.
38. All teachers are to have their lesson plans/books on their desks, accessible and opened to the lesson they are providing. All teachers are to keep marking books updated and accessible.
39. Every teacher is to place an objective, a “do-now” and a homework assignment on the board at the beginning of each period. Written homework in every grade is given every single day, including weekends and holidays.
40. All classroom doors should be locked when leaving the classroom and unlocked during instruction of any kind.
41. Classroom attendance must be taken each day for each class.

COMPUTER AND TECHNOLOGY

Computer Use

Computers are strictly for instructional use only. Please adhere to the Chancellor’s “Electronic Data Processing Security Statement of Policy.” Each staff member is required to sign and submit the form indicating that they have read and acknowledge receipt of the directive.

Shared Technology Equipment

Instructional equipment such as portable SMART Boards, LCD Projectors, Laptop Carts, DVD players, and TV/IPads can be reserved for classroom use through the technology coordinator once it has been approved with the Department’s AP. Allow sufficient time in your planning to secure need equipment for instruction; at minimum, reserve needed equipment two to three days in advance. There will be training on the use of various instructional technologies.



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Return all items as soon as you are finished using them, as to allow for all reservations to be met in a timely manner. The keys to the laptop cart must be returned to the technology coordinator or main office designee when the cart has been stored in its proper location.

Except for school-related use, you may not borrow equipment owned by the school. Equipment must be kept in working order. Discuss equipment problems with the technology coordinator. Keep equipment in an orderly fashion.

Staff members are responsible to account for all equipment when receiving and returning any technology. Furthermore, staff members may incur the cost of damaged, lost, or stolen equipment resulting from improper care.

Email Accounts

It is mandated that all teachers access their NYCDOE email daily. Staff members without an active DOE Email account should call the DOE Helpdesk at (718) 935-5100 to get an account set up. This is your professional email account that has been set up for you by the city. Vital communication will be delivered through your NYCDOE email, therefore check your email daily. This is the most effective way to communicate with entire staff. Staff members who have changed locations should change their profiles using the information above.

PLEASE READ THE [NYCDOE SOCIAL MEDIA POLICY](#)



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LAPTOP CART POLICY

1. Each staff member is responsible for their assigned laptop cart and may not share their cart key with anyone else. Sharing the cart key is strictly prohibited.
2. Devices are not to be shared between teachers or classrooms. If additional devices are required, teachers must notify IT and their supervisor of the need for extra devices.
3. Staff members must count the devices in the cart at the beginning and end of each school day, ensuring that all laptops are accounted for. Any discrepancies must be reported immediately to IT or designated supervisor.
4. At the end of each school day, staff members are required to lock the laptop cart securely.
5. All missing or lost devices must be reported within 24 hours of discovery to IT or designated supervisor.
6. In cases where missing devices are discovered during maintenance by a technician and have not been reported by the assigned staff member within 24 hours, it will be escalated to a supervisor and principal for proper action as per school policy.

Adhering to this policy is crucial in maintaining accountability, security, and efficient use of our laptop carts for educational purposes. Failure to comply may result in disciplinary action as outlined by school guidelines.

STUDENT HALL PASS

To promote order in the hallways, the following points must be followed to support student travelling in the hallways. When traveling during a class period, students must either be accompanied by a staff member or have a valid hall pass. In addition, all classrooms must have a bathroom sign out log to monitor the students are out of the classroom. In the event that an issue arises, the bathroom log will be consulted to help determine the students outside of the classroom at the time of an incident. That log will also help track the time each student is outside of the classroom.

Pass System:

- No student is to be sent out of the classroom without a pass.



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- Students need to sign out before leaving the classroom for any reason. Signing out must include their name, the date, the time they left the room and the time they returned.
- No more than two students should be out of the classroom at one time. Students should not be allowed to leave the classroom the first ten minutes and last ten minutes of class.
- Impress upon the students the fact that the pass is a privilege and that this privilege will be withdrawn if they stay out of the class too long, go out too often, are disruptive in the hall, wander about, or display inappropriate behavior.
- If you see students in the hallway or bathrooms acting inappropriately, it is your responsibility to remind students of school rules and inform the official class teacher in case of a serious infraction. Remember, we are all responsible for ALL OF OUR CHILDREN.

STUDENT LATENESS

To avoid the loss of further instructional time, students that are late to class are to be admitted into class with or without a pass. Students are not to be sent out of the class in situations where they are late. Classroom doors are to remain unlocked during all periods where instruction is taking place.

However, student lateness is not to be tolerated and must be addressed.

Consequences should be built into each classroom teacher's classroom rules and consequences. If lunch detention is required, teachers are to complete the "Detention Referral Form" and request that a detention be assigned.

Student Attendance Procedures

All teachers will record attendance daily using the NYC DOE attendance application.

Teachers who have period 3 classes must complete the "daily" attendance by the end of period 3.

Teachers should complete "period" attendance for all classes by the end of the school day.

Please note, period 3 teachers must complete both "daily" and "period" attendance screens for their period 3 classes.

For more information on the attendance application process, visit [WeLearnNYC](https://www3.nyc.gov/site/welearn/attendance) page.



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STUDENT DISCIPLINE PROCEDURES

E.W.S.A adheres to the New York Citywide Standards of Discipline and Intervention Measures:

- Level 1 Infractions Insubordinate Behavior
- Level 2 Infractions Disorderly or Disruptive Behavior
- Level 3 Infractions Seriously Disruptive or Dangerous Behavior
- Level 4 Infractions Dangerous or Violent Behavior
- Level 5 Infractions Seriously Dangerous or Violent Behavior

Please refer to the Citywide Standards of Discipline and Intervention Measures Manual for further elaboration.

CLASSROOM DISCIPLINE POLICIES

- All teachers must develop and communicate a clear behavior management plan for their classroom, using progressive discipline to administer consequences.
- Please do not call the office or respond to any classroom management challenge as an emergency unless the student in your class is
 - A danger to themselves;
 - A danger to someone else; or
 - SERIOUSLY impeding instruction and your attempts to manage the behavior have been unproductive.
- All serious behavior must be referred to the Coach's office and/or the administrative team before disciplinary action takes place. Referrals must include specific details. Include time and location, what actually occurred, and action taken on your part. This includes the time you spoke to a parent or left a message. Please understand that a referral is for the purpose of documentation. It is not a conversation between you and the administration. Please only include details pertaining to the actual incident that has taken place.

LADDER OF REFERRAL

The following protocol is to be followed when implementing discipline and intervention measures.

1. Warning
2. Instructional Modification
3. Student/Teacher Conference
4. Teacher/Parent Conference (phone)
5. Teacher/Student/Parent Conference (school)



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6. Referral to Guidance counselor and/or Coach (written by teacher)
7. Referral to Student Intervention Team (written by teacher)
8. Referral to Assistant Principal with appropriate documentation
9. Referral to Principal with appropriate documentation

If you refer a student to the office, Coach or Supervisor, attach your lesson plan to the referral form so that we can collaboratively reflect on the antecedents to student behavior problems.

DOCUMENTATION OF BEHAVIOR

- It is crucial that teachers document the strategies they're using in their classrooms to help students improve behaviorally and academically.
- Develop a system to document behavior incidents and keep the information on file. A Student Behavior Log is a good means of recording this information on a regular basis.
- Use the section sheets to document daily behavior.
- Use Anecdotes to record significant student behaviors (positive/negative).
- Use incident reports (found in the Main Office) to document behavior for the Coach.

REMOVAL OF STUDENTS FROM THE CLASSROOM

- **Students are NOT to be sent out of the classroom! If there is a major problem, send a responsible student to find the Coach or other adult who will come by your classroom to intervene.**
- Please refer to the job description of the Coach and the accompanying removal checklist to determine when a student should be removed from the classroom.

THE ROLE OF THE CLIMATE AND CULTURE COACHES (DEANS)

The Coaches are professionals whose mission is to:

- Serve and support students and their families. The Coaches are not a classroom management system, but rather a teacher's last recourse of action. The Coaches are the people teachers turn to when they have exhausted all other pedagogical strategies and/or when teachers need advice on what else they can do to support students who are losing focus or acting in an inappropriate manner, or students who have encountered a situation that is impacting on their ability to be part of their class in a healthy and productive manner.
- Support teachers in their implementation of teacher driven classroom management systems.
- Develop and implement supplementary programs that will help students develop their socio-emotional skills, abilities and talents.



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- Develop and support implementation of programs that help students develop strategies for dealing with conflict, self-esteem, planning for their future and being good team members of their class.
- They get to know families, siblings, neighborhood information, make home visits, attend suspension hearings, meet with groups of students, advise students and work closely with the guidance counselors and other staff members to ensure that all our students stay “connected” and participate fully in their education.

How to Access the Services of the Coaches:

- The classroom teacher is the FIRST and the most important line of defense in ensuring that ALL students are participating fully in the educational process. This means that the best defense is always an effective classroom management system, a clear line of communication with parents, a great relationship with students and a curriculum and pedagogy that keeps students engaged. All of our resources are focused on ensuring that teachers have these four elements in place. We do this through professional development, team meetings, staff developers and ensuring that you have all the resources at your disposal. This requires that we each work on planning, implementing, reviewing, adjusting and evaluating our actions, behaviors and attitude at all times.
- Please let the Coaches know that you need to meet with them to explore why the strategies haven’t worked out. The Coaches will then be able to provide you with feedback and implement some further strategies to support your work with the student. At no time should a student be sent to the Coach’s Office without the proper documentation completed. Students that are found wandering around, because they have been placed out of the room or told to leave class, will be placed in the classroom again and further action will be taken to ensure that all teachers are following the established protocol.
- If you have a serious emergency (a fight, an ‘out of control’ student who is a threat to him/herself or other students) please send a student to get the Coach(es) or an administrator.

QUICK CHECKLIST FOR REMOVING STUDENT(S) FROM THE ROOM

- I have used several strategies and have documentation of them.
- I have documentation of the incident and all collected the names of witnesses.
- I have completed a witness statement.
- I have scheduled a time to see the Coach(s) to review classroom management strategies.

Note: If these steps have not been completed, the student will be sent back to the classroom.

SAVE Room



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The SAVE Room is only for level three (3), four (4) and five (5) infractions. Please refer to the referral form that is located in the appendix along with the instructional modifications.

Student Detention

In the event that a student is not meeting the expectations of their classroom teacher, a detention may be assigned. To assign a student detention, the following steps must be taken.

- Detention must be built into the classroom rules/ expectations
- Other forms of discipline must be used before reaching the detention level
- If a student has moved up the ladder of consequences and has received a detention, the teacher must fill out the “Detention Referral Form” and send that to the Coach
- The Coach will then put that student’s name on the detention list and have that student in detention during lunch
- After a student has served their detention the Coach will complete the “outcome” section of the Detention Referral Form and provide the classroom teacher with a copy of the referral by placing it into their mailbox

Note: The Detention Referral Form is for recommending students for detentions only- for other requests please speak with the Coach and complete the appropriate paperwork



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STUDENT INTERVENTION TEAM (SIT) PUPIL PERSONNEL TEAM (PPT)

The Student Intervention Team (SIT) or Pupil Personnel Team (PPT) functions to meet the needs of students who are having difficulty socially and/or academically in school. The SIT/PPT members are as follows:

- | | |
|---------------------------|-----------------------------|
| ■ Principal (or designee) | ■ Parent Coordinator |
| ■ Assistant Principals | ■ School Based Support Team |
| ■ Coach | members (as needed) |
| ■ Guidance Counselors | ■ Teachers- As needed |

The SIT/PPT meets on a weekly basis. The team will confer with resource room staff, speech teachers, classroom teachers and support staff that work with individual students. During these meetings, the team discusses how the interventions are working and what additional steps need to be taken. It is also a time for the team to discuss the students who are continually having difficulties. At this time, there is the discussion and creation of action plans to further help the child. All options are further discussed and when necessary, parents are called in for a team conference.

IT IS EXTREMELY IMPORTANT THAT TEACHERS KEEP DETAILED, PROFESSIONAL, ANECDOTAL RECORDS ON STUDENTS. (See the attached sample)

Attendance Team

The attendance team functions to meet the needs of students who are having difficulty attending school. This team will meet weekly. Please contact the attendance coordinator with any concerns that you may have. If you are interested in participating please contact your principal.



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PER SESSION ACTIVITIES

Many staff members will participate in per session activities. These are activities that are scheduled beyond the school day and pay staff members in addition to their salary. All per session must be pre-approved by the Principal.

Per Session Postings

Opportunities for per session activities will be posted in the Main Office. Follow the directions on the posting to apply for per session work.

Timecards

You are to punch in and out every day for per session activity using the timecards located in the main office. Timecards will be listed according to the various activities and filed alphabetically. If you are working several activities, do not clock in and out on one timecard, use the appropriate card labeled for the activity; i.e. After School Academy, Clubs, etc. Occasionally staff members will forget to punch in or out. In the event that this occurs see the assigned supervisor for the event so that they may initial your timecard. It is your responsibility to clock in and out; therefore, please do not develop a habit of asking supervisors to sign your timecard.

Please note that you will only be paid for the approved time, for example. If After School Tutoring has been approved for 3:30-5:00 pm, you will only be paid for those hours regardless of your early participation or time spent after the program has been completed.

Time Sheets

Per session time sheets are to be completed twice a month (1st -15th) and (16th -30th) by staff members who are working various programs. The times on your sheet must be written using **military time** and MUST match the times on your timecard exactly. ***Any error or lack of submission will not be entered until the next pay period.***

To complete your time sheet:

1. Complete the header information. You may leave out the budget and quick code. Write your license area and the symbol for teacher "TR" in the appropriate areas.
2. Write the times you worked next to the appropriate dates and sign your name on each line.
3. Sign and date the bottom of the form.
4. Return the form to the office secretary.



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Time Sheets MUST be completed in blue or black ink, similar to all professional forms. Do not use marker, crayon, etc. Also, you are only being paid for the allotted time for the program. Only write the scheduled time allotted for the program on your time sheet when listing "total hours," even though you are matching "minutes" with your timecard.

FOOD POLICY

Students are allowed to eat within the classroom. Do not make the student eat outside of the classroom prohibiting them from receiving their appropriate instruction at the time.

In the event of a school-wide event or special classroom celebration, having food and drinks may be permitted with administrative approval. In the situation where food and drinks are being consumed it is the responsibility of all involved parties to help clean up the mess, under the direct supervision of the person directly supervising students at that time. Heavy-duty trash bags may be requested and used for classroom clean up.

REPORTING OF ACCIDENTS

- All serious accidents/incidents must be reported to the Main Office immediately. There are no exceptions!



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- ☐ An accident report must be completed in the event of injury to any student or staff member within 24 hours of the accident. Witness statements are to be attached in original handwritten form and must be signed and dated. The staff member in charge of the activity is responsible for filling out and signing the accident report. Accident report forms are available in the Main Office.
- ☐ Any serious incident (i.e. fighting) should be addressed immediately.
- ☐ A school safety agent is available through the main office for assistance.
- ☐ A school administrator must be notified.
- ☐ The school nurse must see all students who have an accident. The nurse will determine the severity of the accident and the course of action to be taken.
- ☐ **Parents must be informed of all accidents; no matter how insignificant you may deem them to be. This includes fighting.**
- ☐ If an accident occurs during lunch, the lunch duty staff member responsible for the class or activity is responsible for filling out the accident report, notifying the classroom teacher and for sending the injured student to the nurse and have to the parent contacted.

***Document all reports filed, your actions and parental communication.**

TELEPHONE POLICY

- ☐ ***School telephones may be used for school business only.***
- ☐ Outgoing calls for school related business only to local area codes may be made from the phone in the main office.



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- ☐ Phone messages will be placed in your mailbox. Calls that are not emergencies in nature will not be routed to classrooms under any circumstance. Personal calls should be made during lunch hours.
- ☐ Cell phones are not to be visible, or used during instruction, when students are around, or while attending meetings representing the school.
- ☐ Students are not to use staff cell phones. If students need to use the phone for an important reason they may use the phone in the office, during non-instructional time.
- ☐ Do NOT send students to use the phone at dismissal, unless it is an **EMERGENCY**. Office staff members are busy with dismissal procedures at this time. Inform students that they should try to use the phone early in the day.

EMAIL POLICY

In order to ensure effective email communication for E.W.S.A staff members, the follow expectations are to be met:

- ☐ All EWSA staff members should have an active email account through the Department of Education that is checked and used regularly
- ☐ All work-related emails should be sent using your DOE email account and not your personal email account
- ☐ All sent emails should include a subject title relevant to the email
- ☐ All staff members should have a signature saved for their email accounts
- ☐ To save a signature follow these steps-
 - Open your email account and click the “options” tab on the left
 - In the box provided under “Messaging Options” type in your signature and click “Save and Close” at the top left side of the page
- ☐ A sample signature is...



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With appreciation,

YOUR NAME

YOUR TITLE

East Williamsburg Scholars Academy (14K477)

850 Grand Street Brooklyn, NY 11211

Telephone: (718) 387 2800

Fax: (718) 387 3281

FIRE DRILL PROCEDURES

Procedures for Fire Drills

- ☐ Evacuation routes must be posted in the classroom by the door.
- ☐ The building is to be evacuated.
- ☐ Everyone must leave the building. Classes leave in two lines.
- ☐ All out of class personnel as well as teacher on preps/lunch are expected to assist in fire drill procedures.
- ☐ TEACHERS **MUST** TAKE THEIR ATTENDANCE SHEETS WITH THEM.
- ☐ Elevators are not used. Limited mobility students remain in holding rooms.
- ☐ During evacuations, it is imperative that there is **complete silence** so that important directions and announcements may be heard.
- ☐ Classroom teachers must review fire drill procedures with students the first week of school.

Procedures for Lockdown/Shelter Drills

In the event of an emergency outside of our building that requires us to remain in the building, the following procedures are to be followed:

- ☐ An announcement will be made alerting students and staff to a lock down.
- ☐ Students will sit outside of their classrooms away from glass and windows.



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TEXTBOOK, EQUIPMENT, AND STAFF KEYS INVENTORY

Text Book Inventory

- ☐ Students will be issued books for many of their classes.
- ☐ Teachers will be given textbooks and will be responsible for the number of books assigned to their classrooms.
- ☐ When books are assigned, students should write their names in the inside cover, write the year used and the condition in which the book was issued.
- ☐ All books should be assigned a number.
- ☐ All teachers should maintain Textbook Inventory for all books assigned to students. Be sure to have students initial by their name and book number, indicating their acceptance of the book and understanding of the policies. One copy should be turned in to the Assistant Principal.
- ☐ At the end of the school year, teachers are responsible for collecting books, calling parents to retrieve missing books and turning in a list of missing books and the students who owe money for those books.
- ☐ Please review the book policies with students. Book costs add up quickly and students will not receive their final report card if they owe money for books.
- ☐ Students should NOT share or lend books when possible.
- ☐ Students are not to write in textbooks.
- ☐ Teachers are to periodically inspect classroom books to ensure they are kept in quality condition.

Equipment Inventory

- ☐ An annual equipment inventory will occur in September.
- ☐ Teachers will be responsible for the equipment in their classrooms.
- ☐ At the end of the year, equipment will be collected and stored.



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Classroom Keys

- ☐ All teachers will be given a classroom and bathroom key.
- ☐ Keys will be collected at the end of the school year.
- ☐ In the event that your keys are missing or damaged, notify your supervisor immediately.

CONSENT TO PHOTOGRAPH, FILM, OR VIDEOTAPE STUDENTS

- ☐ All photographing and video taping of students require parental consent as per Department of Education regulations.
- ☐ To verify parental consent staff members can consult the main office.
- ☐ Parental consent can be located on student blue cards.
- ☐ In the event that photography, filming and videotaping are to be used for reasons other than school business, administrative approval is mandatory

PROFESSIONAL DEVELOPMENT/ LEARNING OPPORTUNITIES

Team Meetings

All faculty members are scheduled to attend team meetings. These meetings are an opportunity to work with colleagues of your subject area or grade level. When you have “team meeting” in your schedule these meetings are mandatory and are intended to guide your professional growth. You are expected to arrive on time and to play an active role for your own professional learning as well as the rest of the team. Students should not be present at these meetings. These meetings are scheduled daily throughout the week.

Team Leaders/Grade Advisors/Model Teachers



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There will be a 9th/10th and 11th/12th grade team leaders. These individuals will be the coordinator of special events, like field trips and awards ceremonies. They will also be the facilitator of meetings, instructional work and the overall coordinator of the team. Responsibilities include, but are not limited to:

- ☐ Coordinating events
- ☐ Looking at student work
- ☐ Student case studies
- ☐ Organizing Parent meetings
- ☐ Meeting with Students
- ☐ Looking at scholarship data

Informal/Formal Observations and Learning Walks

There will be several opportunities to engage in professional instructional conversations with supervisory staff through informal and formal observations. As well, faculty members will conduct monthly 'learning walks' that will facilitate ongoing dialogue and feedback for school members.

Inquiry Teams/Model Team Meetings

Inquiry Team members will be involved in year-long case studies that focus on the components of 'Action Research' to support the school in its mission to provide all students with rich learning experiences. Inquiry foci may derive from, but are not limited to, the school Progress Report, Learning Environment Surveys, School Quality Review, student and staff questionnaires. These pockets of inquiry play fundamental roles in the development of the school.

We have an extremely talented staff and know that each member brings special abilities to our school community. If there is a workshop, study group, etc. that you would like to facilitate, please let a supervisor know.

Administrative Approval for Memorandums and Postings

School memoranda and postings of any kind must have administrative approval before being disseminated to any staff members or posted in the hallways of the school. The purpose of this is to assure quality, all distributed materials before



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communicating to the larger public and to ensure that administration is knowledgeable of such events. Please place drafts in the principal's mailbox to request approval- approved forms will be returned to your mailbox in a timely manner.

For all forms seeking approval, please be sure to type on the bottom of the document:

Approved By: _____
Principal

CLASSROOM SUPPLIES AND COPY REQUEST PROCEDURES

Classroom Supplies

- ☐ If supplies are needed for your classroom, please turn in the **Supply Request Form**. Whenever possible, we will try to accommodate your needs.
- ☐ If approved, please be patient for your order to be processed and delivered.
- ☐ If approved, the supervisor will give your form to one of our school aides who will deliver your order.
- ☐ We will try to provide the usual array of paper clips, paper, staples, chart tablets, etc.
- ☐ If your request is not filled, know that budgetary restrictions have an impact on our ability to provide you with everything you need.

Photocopying



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- ☐ Please be judicious with copying, avoiding skill and drill worksheets.
- ☐ You will receive an individual code for use of the photocopier at the beginning of the year. If you reach your copy limit, inform your supervisor.
- ☐ Recycle the back of paper whenever possible.

CUSTODIAL REQUEST POLICY

In the event that there is an item inside of your classroom and/ or office that is not working properly and requires repair, it is your responsibility to notify the administration. It is necessary that this occurs quickly to ensure that school conditions are safe for all people.

This request is done in writing through the “Custodial Request Form.” Once your request has been completed please drop it off to Ms. Lucy Girgenti in Room 362, who will notify the custodial staff.

In the event that the conditions in your classroom and/ or office are unsafe, please notify an administrator immediately.

STAFF DISCIPLINARY MEASURES

Failing to meet the expectations set forth in this handbook may result in administrative action inclusive but not limited to a counseling memo, letter to file, and possible termination of employment.

It is important to reinforce the point that we are all on the same team and are all here to work towards the achievement of our mission statement. In the event that disciplinary measures do need to be taken, it is expected that all parties conduct themselves as professionals.



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SEXUAL HARASSMENT

It is the policy of the New York City Department of Education to provide educational and employment opportunities without regard to **Race, Color, Religion, Creed, Ethnicity, National Origin, Alienage, Citizenship Status, Age, Marital Status, Partnership Status, Disability, Sexual Orientation, Gender (Sex), Military Status, Prior Record of Arrest or Conviction (Except as Permitted by Law), Predisposing Genetic Characteristics, or Status as a Victim of Domestic Violence, Sexual Offenses and Stalking, and to Maintain an Environment Free of Harassment on any of the above-noted grounds, including Sexual Harassment or Retaliation.**

This policy is in accordance with federal, state and city laws. Any employee or applicant for employment who believes he or she has been discriminated against should contact the Office of Equal Opportunity and Diversity Management. Please refer to the brochure in the appendix.

At no time should a faculty member try to discuss the allegation with any individuals whatsoever. It compromises the case.

All New York City DOE STAFF must be familiar with the Chancellor's Regulations, at the following link:

<https://www.schools.nyc.gov/about-us/policies/chancellors-regulations/volume-a-regulations/1>