

# P255Q



**STAFF HANDBOOK  
2025-2026**

# GENERAL INFORMATION

## SCHOOL ADMINISTRATION

### PRINCIPAL

Meghan Kozak  
MKozak@schools.nyc.gov

### ASSISTANT PRINCIPALS

Michael DiAngelo  
MDiange@schools.nyc.gov

Erica Hanson  
EHanson@schools.nyc.gov

Diana Carlstedt  
DCarlstedt@schools.nyc.gov

Vanessa Graham  
VGraham2@schools.nyc.gov

Klara Adolphe, IA  
KAdolphe@schools.nyc.gov



## SOCIAL MEDIA



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P255Queens

104  
posts

430  
followers

54  
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Welcome to P255Q for school updates and resources!

[p255q.org](#) and 1 more

# GENERAL INFORMATION

## SITE LOCATIONS



**Main Site/168**  
158-40 76th Rd  
Flushing, NY 11366  
718-380-1247  
718-591-8429 (Unit)

**P255Q@7**  
80-55 Cornish Ave  
Elmhurst, NY 11373  
718-899-6528

**P255Q@307**  
40-20 100th St  
Corona, NY 11368  
718-779-5241

**P255Q@128**  
69-26 65th Drive  
Middle Village, NY  
11379  
718-326-6250

**P255Q@ Townsend  
Harris @Queens College**  
149-11 Melbourne Ave  
Flushing, NY 11367  
718-575-4120, x115

**P255Q@154**  
75-02 162nd St  
Flushing, NY 11366  
718-591-5168

**P255Q@11**  
54-25 Skillman Avenue,  
Woodside, NY 11377  
929-208-4515

**P255Q@908**  
98-07 38th Avenue,  
Corona, NY 11368  
718-489-2282

**P255Q@397Q**  
32-52 37th St. Astoria,  
NY 11103  
718-278-4081

**Renaissance**  
35-59 81st St.  
Jackson Heights, NY  
11372  
718-803-0060 x211

# GENERAL INFORMATION

## SCHOOL HOURS (ALL SITES)

Monday	Tuesday	Wednesday	Thursday	Friday
Students 8:00am - 2:20pm	Students 8:00am - 2:20pm	Students 8:00am - 2:20pm	Students 8:00am - 2:20pm	Students 8:00am - 2:20pm
Teachers 8:00am - 4:00pm Paraprofessionals 8:00am - 3:55pm	Teachers & Paraprofessionals 8:00am - 2:20pm			
Program hours for all other staff (Nurses, OTs, PTs, Guidance Counselors, Social Workers) may vary based on contractual requirements				

## Bell Schedule

Period 1	Period 2	Period 3	Period 4	Period 5	Period 6	Period 7	Period 8
8:00am- 8:47am	8:47am- 9:34am	9:34am- 10:21am	10:21am- 11:08am	11:08am- 11:55am	11:55am- 12:42pm	12:42pm- 1:29pm	1:29pm- 2:20pm

# 2025-2026 SCHOOL CALENDAR

Below is the 2025-2026 school year calendar for all K-12 NYCDOE public schools.

**NYC DOE  
SCHOOL  
CALENDAR**



Parent-teacher conferences will take place during the fall and spring semesters.

Conferences will be remote unless other arrangements are made.  
The dates for Conferences are:

Thursday September 18, 2025 (evening conferences)

Thursday November 13, 2025 (afternoon & evening conferences)

Thursday March 12, 2026 (afternoon & evening conferences)

Thursday May 14, 2026 (evening conferences)

# SUPPORT STAFF

Name	Role	Email
Yocasta Pena Brent	Secretary: Teacher Payroll	YPena6@schools.nyc.gov
Lisa Quagliata	Supervising School Aid	LQuagliata@schools.nyc.gov
Patricia Asaro	Secretary: Paraprofessional	PAsaro2@schools.nyc.gov
Natasha McMillian	Secretary: H-Bank	NMcmillan@schools.nyc.gov
David Diaz	Special Education Coordinator	DDiaz20@schools.nyc.gov
Jennifer Bieniek	School Based Coach	JBieniek@schools.nyc.gov
Alyson Shapiro	School Based Coach	AShapiro16@schools.nyc.gov
Elizabeth Durand	Parent Coordinator	EDurand@schools.nyc.gov
Genevieve Martin	Site Coordinator - J168	GMartin17@schools.nyc.gov
Cristina Caridad	Site Coordinator - P379Q	CCaridad@schools.nyc.gov
Ashley Murray	Site Coordinator - P7Q	AMurray7@schools.nyc.gov
Kaitin Bischoff	Site Coordinator - P154Q	KBischoff@schools.nyc.gov
Melissa Benzel	Site Coordinator - P908Q	MEnbar@schools.nyc.gov
Alison Botti	Site Coordinator - P128Q	ABotti@schools.nyc.gov
Vernice Borleo	Site Coordinator - P11Q	VBorleo@schools.nyc.gov
Denise Paolo	Site Coordinator - P307Q	DPaolo@schools.nyc.gov

# Wi-fi Information: all sites

WiFi Passwords / School	Network/SSID	WEP/Password
P7	ncpsp	007D244001 @ RACKID24Q007
307	ncpsp	307D244001 @ RACKID24Q307
128	ncpsp	247D244001 @ RACKID24Q247
397	ncpsp	397D004001 @ RACKID30Q397
154	ncpsp	154D254001 @ RACKID25Q154
Main Site/ 168	ncpsp	255D754001 @ RACKID75Q255
908	ncpsp	143D244001 @ RACKID24Q143
11	ncpsp	011D304001 @ RACKID30Q011

# P255Q Vision

At P255Q we are an innovative, welcoming, and reflective learning community where every student, family, and staff member feels valued, seen, heard, and safe. We foster sustainable student growth across academics, communication, social-emotional and activities of daily living skills; preparing all learners for independence and meaningful post-secondary outcomes. We believe literacy is a life skill and fundamental right, and we ensure every student has a voice to express their learning, wants and needs. Together, with families as partners and staff as collaborators; we create a culture of shared responsibility and high expectations for all learners.

# P255Q Mission

Our mission at P255Q is to empower students with autism and other developmental disabilities to achieve independence and an improved quality of life through individualized, evidence-based instruction. We follow both NYC Public Schools and District 75 curricular guidance, including NYC Reads and NYC Solves initiatives, while using formative and summative assessments to drive instruction and provide tiered interventions based on individual student needs. Our staff collaborate as a professional learning community by analyzing data, engaging in targeted professional development, and implementing best practices such as Structured Teaching, tenants of Applied Behavior Analysis and positive behavior supports. We aim to enrich the connection between school, home, and community by equipping all families with tools and training to extend student learning and skill development acquired in school across all environments.

# CEP GOALS 2025-2026

## PRIORITY 1

All Students learn to Read Well

By June 2026, all PP255Q students will demonstrate progress in literacy skills through a 6% increase in reading subtest scores as measured by ABLLS Sections: B (Visual Performance), C (Receptive Language), D (Motor Imitation), G (Labeling), & R (Reading) and SANDI Section: Reading.

## PRIORITY 2

All students are physically and emotionally safe

By June 2026, physical and mental wellness for Students with Disabilities (SWD) will improve, as measured by a 3% Increase in SANDI Section: Social Emotional/Behavioral & 3% increase in ABLLS Section N: Follow Classroom Routines.

## PRIORITY 3

All Students have a high-quality academic experience

By June 2026, the increased scores in section 1A Demonstrating Knowledge of Content and Pedagogy will increase by .2% from 3.1 to 3.3, for Students with Disabilities (SWD), as measured by 2024-2025 Advance Ratings section 1A from the 2024-2025 SY.

## PRIORITY 4

All Students graduate college and career ready and have a strong plan and pathway to success

By June 2026, the increase in summative assessment scores for Students with Disabilities (SWD) will increase by 2% in SANDI Math and ABLLS sections B (visual performance) and R (Math).

## PRIORITY 5

All districts and schools are more inclusive and responsive for parents and families, including having more families choose NYC Public Schools:

By June 2026, the percentage of parents/families completing the school survey will increase by 3% from 37% to 40% as measured by NYC School Survey Results.

## SECTION 5

Chronic Absenteeism

By June 2026, the Site's daily student attendance for Students with Disabilities (SWD) will increase by 3%, from 87% to 90%, as measured by the Insight school wide attendance data.

## HIGH QUALITY INCLUSIVE & ACCESSIBLE LEARNING FOR STUDENTS WITH DISABILITIES:

By June 2026, Progress Reporting on SESIS updates for annual goals will increase by

5% from 62% to 68%

# PROGRAM PROTOCOLS: STAFF



# PROGRAM PROTOCOLS: STAFF

## BUILDING ACCESS

The workday for all P255Q staff begins at 8:00am. All staff members, must sign in at the designated location upon arrival. Staff must be at their assignments, ready to begin working at 8:00am. Building access varies across sites, as indicated below. Entrances and staff sign in locations are as follows:

Site	Building Hours (for staff only)	Staff Entrance	Staff Sign In Location
Main Site – P255Q @ 168	7:30	Main Entrance: 76 Road	Outside of Main Office Room: 319B
P255Q @ 154	7:30	Main Entrance: 162 Street Door #1	Outside of Main Office Room: 351
P255Q @ Townsend Harris	7:30	Main Entrance: 149 Street	Classroom: 115
P255Q @ 908	7:30	Main Entrance: 38 Avenue	Outside of Main Office Room: 102
P255Q @ 307	7:30	Main Entrance: 100 Street	Outside Unit Office Room 201A
P255Q @ 128	7:30	Main Entrance: 69 Place	Outside of Main Office Room: 206
P255Q @ 11	7:30	Main Entrance: Skillman Ave	Inside Main Office Room: 330
P255Q @ 397	7:30	Main Entrance: 37 Street	Outside of Main Office Room: 145
P255Q @ Renaissance	7:30	Main Entrance: 81 Street	Classroom 305
P255Q @ P7	7:30	Main Entrance: Cornish Ave	2 <sup>nd</sup> Floor our side of Main office

## Staff Arrival & Dismissal

Staff members may not leave the school building prior to the end of the school day (exclusive of their lunch period). Staff members may not leave the school building during preparation or professional activity periods without administrative approval.

Every staff member has the responsibility of signing in and out every day. Failure to sign in or out may result in an absence.

# PROGRAM PROTOCOLS:

## STAFF

### WORK HOURS

- Teachers: Extended day on Monday. Refer to page 10 for daily work hours.
- Guidance Counselors: 6 hours and 30 minutes, excluding lunch
- Psychologists and Social Workers: 6 hours and 50 minutes /day, exclusive of lunch.
- Speech Therapists: Schedule will be approved by speech supervisor
- Secretaries: 7 hours and 20 minutes/day including a lunch period
- Paraprofessionals: Extended day on Monday. Refer to page 10 for daily work hours.
- School Aides: Times vary
- Parent Coordinators: 7 hours and 30 minutes/exclusive of lunch
- Nurses, OTs & PTs: 6 hours and 55 minutes/day including a 30-minute lunch

### PREPARATION & PROFESSIONAL PERIODS

Teachers are provided a preparation period each day. This period may be used only for activities in preparation for class work and related functions. It is not a “free” period. Teachers may also be available for parents during that time.

Teachers are provided a professional period each day. This period is to be used for professional activities (PA’s). Teachers submit three PA choices at the end of the previous school year and are assigned to one of their choices. New hires are assigned to a PA, based on availability.

### PEDAGOGICAL OBSERVATIONS

If you are a **tenured teacher**, the number of observations your principal or other evaluator will conduct depends on your overall rating from previous school years.

If you are a **probationary teacher**, you will receive a minimum of one formal and three informal observations. If you are a **probationary teacher who was rated Ineffective in the previous school year**, you’ll receive a minimum of one formal and four informal observations.

# Program Protocols: Staff

## Per-Session Timesheets

Staff members who apply for per session activities (e.g., Circular 6, after school programs, etc.) and are selected to work, must submit the per session timesheets to the payroll secretary by the requested dates. Failure to submit timesheets in a timely fashion will result in a payment delay.

Timesheets must also be completely filled out in a legible manner so that input into the payroll system is expedited. Make certain that your timesheets are signed each day that you worked and also at the bottom of the form. If you need assistance in filling out the form, please speak to the payroll secretary for clarification.

## Professional Development

It is incumbent upon all professionals to stay abreast of current developments within the field of education. Attendance at these conferences enhances our learning community's knowledge and challenges us to refine our approaches to teaching and learning. All staff will participate in weekly professional development as part of their extended day professional learning & planning time. A schedule of P255Q's professional learning activities is available through the [P255Q Professional Learning Calendar](#). In addition to school-based professional development opportunities, there are many district-based , UFT, regional and DOE professional development opportunities made available to teachers, paraprofessionals, and related-service staff. Staff members attending workshops sponsored by any of these school organizations are expected to turnkey information to their colleagues during school-based professional development opportunities (e.g., Chancellor's Conference Day, Election Day Professional Development, and SBO "Half-Day" Sessions, etc.).

Staff who participate in district professional development may be asked to turnkey information with other members of our school community.

## Personnel Records

All staff records are maintained by the personnel secretaries. It is the responsibility of each member of the staff to verify the total accuracy of their own individual records. Staff who would like to review their records should contact their respective payroll secretary.

# Program Protocols: Staff

## Staff Expectations

- NYC Schools and P255Q are a professional work environment. As such, all staff members are expected to adhere to the highest levels of professionalism, including, but not limited to attire/dress, demeanor, respect and speech,
- Staff members are reminded that their attire has a direct impact on the teaching and learning environment. As educators, our appearance, in part, sets the tone for the classroom and serves as a model for students. All staff are expected to dress appropriately for a work environment. Staff are encouraged to wear attire that does not impair teaching effectiveness and/or distract from the learning process.
- Professional Development and Team Meetings for Teachers will occur each Monday from 3-4pm, Paraprofessionals 3-3:55pm.
- Other Professional Work for Teachers and Paraprofessionals will occur Monday afternoons, following professional development 2:20-3pm for teachers and paraprofessionals.
- Parent Engagement Remote work will occur 55 minutes per week for Teachers and Paraprofessionals. Log format and platform to be provided in early September
- Food deliveries from local restaurants are to be made during lunch times.
- Personal deliveries are not allowed to be sent to the main office.
- Staff may not read online publications or browse their personal social media apps on their cell phone during instructional time.
- The school fax machine cannot be used for personal faxes.
- Staff is not permitted to conduct personal business with the office staff during times when assigned to work with students.
- Classroom keys must be returned to main office at the end of every day.
- Read the emailed Daily news fevery morning for important announcements including program adjustments.
- Check your mailbox daily. Paraprofessional mail is placed in the classroom teacher's box that they are assigned to work with.
- All staff members should check their DOE email regularly during the school day for important procedural announcements.
- All students traveling independently in the building must have identification to show upon request. Independent traveler should be reflected on the IEP.
- Students who are unable to travel independently must be escorted by teachers and/or paraprofessionals.
- All Students must wear P255Q IDs/or have ID on them. Please email school-based coaches: [jbieniek@schools.nyc.gov](mailto:jbieniek@schools.nyc.gov) and [ashapiro16@schools.nyc.gov](mailto:ashapiro16@schools.nyc.gov) for a template.

# Program Protocols: Staff

## Staff Expectations (continued)

- No class may be left unsupervised without a teacher
- When a class is not in their room, the teacher/paras must leave a sign on the door stating where the class is located
- Papers and other items should not cover the glass on classroom door, windows or lights.
- Classroom lights should be on at all times
- Absolutely no eating or drinking is to be done by staff when with the students. This includes classroom and cafeteria duty
- Staff is responsible for the distribution and collection of all communication devices to students.
- Any general letter/flyer being sent home to parents or posters/flyers/signs being posted in the school must be approved by an administrator or Unit Coordinator.
- Personal Electronic devices (non educational) and games are not allowed in school. Please remind students that these will be taken away after the first warning. If you are unable to resolve this type of situation, please notify the Unit Coordinator or an administrator.
- Substitute paraprofessionals are expected to carry out as many of the duties of the paraprofessional for which they are covering as possible, including dismissal. Teachers are responsible for informing paraprofessionals about student alerts, responsibilities, and class routines. Never leave a substitute paraprofessional "in-charge" of a class! At the teacher's discretion, the substitute paraprofessional should become the class para and the regular class para should become the 1:1 para for that day. All substitute paras are evaluated regularly using the [Substitute Paraprofessional Evaluation Form](#).
- Related Service Providers are required to indicate their scheduled times to see students on a posted schedule in each classroom. Providers must inform classroom staff when a student is taken out of the class for a related service session.
- The Administration must be notified of Emergency situations concerning the police or Emergency Medical Services (EMS).
- The superintendent's office has formally stated that staffs' relatives should not accompany staff to school when children are expected to be present. Therefore, staff members are not to bring their children/spouse/other family members/friends to work unless it has been cleared by the administration in advance. The safety of everyone in the building is the responsibility of the administration.
- NYC Public Schools now requires all volunteers and student teachers to be fingerprinted and cleared before being permitted to work in any school building.

## Relationships with Fellow Staff Members

The staff are expected to practice the highest standards of professional and ethical conduct in all dealings with fellow staff members. We will maintain a reputation of providing a positive, inclusive and friendly climate that students, staff, and new staff members will recognize immediately.

# Program Protocols: Staff

## Teacher Responsibilities

All classrooms must be inviting and reflect a positive learning environment for students which highlights the learning that takes place. It should be an environment that exudes positive social interactions, creativity, critical thinking, and an excitement and celebration of learning. It should be an environment that is reflective of the standards, but also addresses different learning modalities and individual student needs. The classroom should be a place that is interesting and exciting, while maintaining up to date health and safety protocols. The following elements are considered in determining whether a classroom is “inviting” or “reflects a positive learning environment” for purposes of administration walkthroughs and feedback:

- The classroom is orderly and arranged in a functional manner. Classrooms should be organized, clutter free, and aligned to our instructional practices.
- There are clearly defined learning/activity centers. Materials are stored in designated areas.
- Computers are well-maintained with “student-friendly” directions for use posted.
- Student work includes meaningful feedback from the teacher; Authentic student work is displayed.
- Class rules are clearly posted.
- Student accessible rubrics/expectations are posted, shared with students, and used appropriately to assess.
- There is a definable classroom library area which is comfortable, inviting, and organized by genres or authors. Decodable texts are not a part of classroom libraries; they will be referenced during ELA activities and literacy centers. All students have access to a range of culturally responsive literature in the form of Read Alouds, shared reading, independent reading, and guided reading opportunities.
- Bulletin boards outside of classrooms display current student work with meaningful teacher feedback, and are labeled with a rubric and a task card that explains the instructional goals.
- Desks/tables are arranged in small groups, and is there evidence of small group instruction.
- There should be evidence of differentiated and data driven instruction.
- There is evidence of academic rigor, clear expectations, and accountable talk.
- There is evidence of planning and preparation for all classroom activities; Lesson plans are up to date
- Paraprofessionals, teachers and related service providers plan and execute instruction and behavior methodology collaboratively.
- The following documents are to be posted or kept in an accessible location:
  - [P255Q Safety Wall](#)
  - Related Service Provider Schedules and Related services sign out sheet
  - Class Schedule - Inside and outside classroom door
  - Bus Routes for each student
  - Teacher Schedules
  - Special Alerts Folders
  - FBA/BIP, Behavior Support Plan or Social Skill Plan

# Program Protocols: Staff

## Paraprofessionals

The **Paraprofessional** is an integral part of the educational team, that supports students' in meeting their academic; social and vocational goals. Paraprofessionals work under the direct supervision of the teacher. All paraprofessionals are assigned to para-cohorts with a Lead Paraprofessional. The role of the Lead Para is to provide professional support to paras seeking collegial support.

### INSTRUCTIONAL PARAPROFESSIONAL

It is the responsibility of the para, to help the teacher implement the individual educational programs (IEP), and maintain quality instructional activities for students with special needs.

### ONE TO ONE PARAPROFESSIONAL

- Behavior Support Paraprofessional/Crisis - A para assigned to a specific student who is in need closer supervision and behavioral support than the staffing ratio of his/her present setting allows.
- Health Paraprofessional - A para assigned to a child with health needs

## Special Transportation Paraprofessionals (STP)

STPs provide behavioral support to students while riding the bus to and from school. STP positions are based on District 75 seniority. STPs ride the school bus with their assigned students five days a week. STPs must be able to effectively address their students' needs, diffuse possible volatile situations, develop a plan of action that is consistent with the classroom (refer to IEP), complete anecdotes daily, and maintain attendance cards.

### DUTIES & RESPONSIBILITIES OF A STP

- Student must be met in the a.m. at the designated time and place given by the bus driver.
- You are responsible for the student(s) when he/she steps onto the bus and during the ride to and from school. The parent/guardian is responsible for the child in the morning while waiting for the bus and in the afternoon when the child exits the vehicle. In the event there is an unusual circumstance, the child's health and safety is your primary concern. Do not get off the bus until the student's parent/family member picks him/her up.
- Assist the student(s) (if you are assigned to more than one child), with appropriate behaviors in entering the bus, while riding and exiting the bus.
- Update the teacher regarding the child's behavior and maintain a log. Record absences in either, the morning and/or afternoon as well as any progress observed.
- In the event that you are absent you must call the STP Substitute and inform site coordinator the day before and as early as possible in the morning of the day of your absence so that he/she may meet the bus on time.
- Inform the parent of any changes regarding service. Provide parent with the name of the substitute in your absence.

# Program Protocols: Staff

## Special Transportation Paraprofessionals (continued)

(continued from previous page)

- Bus paras are not allowed to bring a student alone via public transportation or cab to school. They may do so if the parent is riding with the student bus para.
- Upon arriving at work, you must sign in the time you were directed to meet the bus at the student's home. Under no circumstances are you to transport a child in your own car or any other vehicle.
- Inform the Site Coordinator or Classroom Teacher, when you have gone to the student's home and the parent informs you that the child will not be attending school that day. You will only be paid for the morning. You may not continue to go to the student's house until you are informed by the AP or Site Coordinator the day/date the student will return to school.
- Fill out anecdotal reports/STP data sheets
- File appropriate incident reports when necessary
- Meet with the Site Coordinator or Classroom Teacher when necessary to discuss ongoing behavior.
- Responsible for data collection, as it relates to IEP goals and functional behavior assessment.
- Accurately reporting on the per-session time sheet their time supervising a child on the bus.
- Special Transportation Para/1:1 bus para must indicate the exact time you exit the bus. STPs are paid for their time on the bus only.

## Related Service Providers

Our students require additional supports within their classroom and the school environment to assist them in meeting goals and objectives for learning. These services are outlined in the recommended special education program/services section of the student's IEP. The role of the related-service provider is to provide individual and/or group services to students in areas predetermined on their IEP. Related-service mandates must be strictly followed. Students are scheduled by their providers and should work with assigned students during scheduled time slots unless otherwise noted or discussed. Related-service providers must complete goals for each of their students in the measurable annual goals section of the students' IEP. Whenever possible, related-service providers must attend IEP, CSE and triennial reviews for their students. Progress reports and attendance cards must be submitted accordingly. Providers must supply each teacher with a schedule of days and times students will be serviced. Related services are mandated services and teachers must make certain services are rendered.

# Program Protocols: Staff

## Related Service Providers (continued)

Related service provider responsibilities include:

- Related Service Providers are responsible for completing IEP goal updates in SESIS.
- Related Service Providers must compile their schedules according to IEP mandates.
- All schedules must be updated as students are added or deleted due to mandate changes, new admissions and/or discharges. Copies of updated schedules must be submitted to the Unit Coordinator and to the classroom teachers.
- Related Service Providers can make up any sessions missed due to any variety of reasons with the exception of student absence.
- Attendance is to be recorded in SESIS on a daily basis.
- The guidance team is expected to assist crisis/emergency situations involving students.
- Counselors must be informed of and participate in any meeting that involves a student on his/her caseload.
- When taking a student for a session or returning a student to class all providers must fill in the classroom Student Logbook.
- The administration should be notified when a parent requests a reevaluation for any reason.
- The School Psychologist will keep the administration informed regarding the status of all reviews, triennials and any other changes so that proper follow-up can be done and updated documents obtained and filed.

The goal of all related services is to promote student independence or mastery of specific skills (i.e., Speech, OT, and PT) within the environment of the classroom. All teachers and related-service providers are strongly encouraged to collaborate and promote “push-in” sessions to facilitate student’s master of skills within the classroom environment where appropriate.

## Related Service Providers & Paraprofessionals: Documenting Student Attendance

All related-service attendance must be documented in SESIS Encounter Attendance. This computer-based program is part of the SESIS system and requires that all related-service providers, 1:1 paraprofessionals, and SETSS teachers build their own caseloads, enter attendance, and document service online. It is the responsibility of the 1:1 paraprofessional to accurately document all encounters with their students. Paraprofessionals should collaborate with their classroom teachers to create a schedule to ensure that all encounters do not adversely impact the instructional program.

ALL 1 to 1 Paraprofessionals must input SESIS session logs daily for the students that they are serving.

# Program Protocols: Staff

## Individualized Educational Plans (IEP's)

It is the responsibility of all staff who work with the student to have access to and knowledge of the IEPs of the students they work with. Pedagogues and service providers have access to IEPs through the Special Education Student Information System (SEIS). Support staff (paraprofessionals) can attain access through the teacher/related service providers.

### IEP Compliance

It is the responsibility of the teacher to: identify the compliance dates of the IEPs of their students utilizing the **IEP tracking form**, schedule their IEP meetings and open up the DRAFT IEPs in compliance and invite all necessary members of the IEP team, including the student when applicable. IEPs are to be opened 6-8 weeks in advance to prevent going out of compliance and give the team time to work on completing the IEP so it is ready at the time of the meeting. Parents must be given the notice 5 days before the meeting as per special education protocols. In addition, you must inform your coordinator before finalizing the IEP. If you need assistance in please reach out to either your Site Coordinator, Special Education Coordinator, or Assistant Principal. Please plan early and accordingly and utilize your **IEP tracking form** to ensure necessary compliance dates are followed.

Some things to remember:

- Parents are entitled to copies of all evaluations used to develop the content of IEP 72 hours before the meeting. This can include: SANDI raw data, student work samples, provider session notes and classwork aligned to the previous IEP goals.
- Parents are entitled to a copy of the Recommended Services Page at the end of the IEP meeting.
- Translation/Interpretation services are provided for those parents who have a Home Language other than English and if requested, unless the parent gives consent to not have the service provided. Consent should be written and documented in SEIS events.
- IEPs can be translated for families and this service should be offered at the meeting.
- Students turning 14 and up- a separate invite must be provided to the student as well as a the "Permission to Contact Agency/Care Manager" form. If a student has an agency and the parent gives permission, the agency representative needs to be invited to the meeting.
- IEPs should ideally be finalized within 1 school day if not earlier, except under extenuating circumstances. If there is extenuating circumstances, make sure to log an event onto SEIS immediately.

# Program Protocols: Staff

## Report Cards

Student progress is collected and monitored weekly, and should be shared with parents/guardians regularly.

To provide students and families with information about academic progress, report card grades are entered in STARS and IEP goals/objectives are updated 4 times per year (November, March, June, August).

- Grades on the report card are to align with student's progress on their IEP goals.
- Report cards are electronically produced for all students and are available to caregivers on NYCSA.
- Information will be distributed providing directions for accessing and entering report card grades, due dates, and the number of days in the marking period.
- Refer to the P255Q Grading Policy for more information

## Custodial Requests / Repairs

Requests for custodial repairs must be submitted directly to the Site Coordinator. Please report all property damage to the Site Coordinator or an Assistant Principal immediately.

## Classroom Keys

The keys issued to you are the property of the NYC Department of Education and you are responsible for their safe keeping. If you require keys for your classroom (or for the staff and/or student bathrooms), you must fill out the key request form and submit to an administrator for approval.

All keys will be collected from staff members at the end of the school year and at the end of Chapter 683.

## Technology Requests / Repairs

Call the help desk for all repairs (718) 935-5100 or fill out a ticket online @ <https://supporthub.schools.nyc/>

All device requests must be made via your site technology representative and site coordinator via email.

# Program Protocols: Staff

## Smoking / Vaping

Smoking and/or Vaping of any kind is not permitted on school grounds or near the school building.

## Technology / Social Media Policy

Personal use of school property is strictly prohibited. This includes, but is not limited to, the use of iPads, iPhones, computers, printers, and the internet.

All teachers, paraprofessionals, and related service providers are prohibited from conducting any school business, or otherwise sharing information related to students, colleagues, or co-workers using social media. This prohibition includes posting photographs or video of students and/or staff which has not otherwise been authorized in writing by administration.

## Supplies & Purchasing

All supplies equipment and materials purchased with school/DOE funds are for the use of the students and personnel on the school premises. Each staff member is responsible and accountable for all supplies, equipment and materials distributed to them. Absolutely none of these materials are to be removed from the premises unless authorized by the administration.

Classroom supplies can be requested using a supply request form or via email to site coordinator. Supplies will be delivered by the school aide. Please allow several school days for supply delivery .

## Safety Protocols

- Staff and students will follow all recent DOE health and safety protocols as indicated on the DOE's website.
- Students will eat breakfast and lunch in the cafeteria while maintaining all health and safety guidelines.

## Securing Valuables

Every member of the staff is responsible for the security of their personal belongings and should keep them in a safe and secure location. It is not safe to leave cell phones, pocketbooks, money etc. unattended in the classroom.

# Program Protocols: Staff

## Security

All visitors must sign in at the security desk and wear a school issued ID. Any staff member seeing a stranger without proper ID is to report this to a Coordinator, Administrator or a School Safety Agent immediately. Contact the main office at your respective Site if none of the above individuals are available. In the event of unauthorized persons on the premises, instructions will be relayed to all staff over the loudspeaker. The staff will account for all students and remain in their classrooms, no one should leave their room until instructed by the administration that all is clear.

## Visitor Policy

All visitors to the school must have an appointment and be approved by the administration prior to their arrival. The designation “visitor” includes, but is not limited to, friends and family of staff members.

### **When a visitor comes to the school for any reason, this procedure will be followed:**

- The visitor will show photo ID at the security desk, sign the visitor's log and be given a pass.
  - This policy is in effect for ALL visitors, including those from other School organizations and District-based staff.
- The visitor must then proceed to the main office.
- Office then calls the staff member and the staff comes to office to get visitor.
- After the visit is concluded, staff should walk the visitor to the main entrance/exit.
- When parents are scheduled to meet multiple staff members, they must be escorted back to the main office to meet the next staff member.

Consult with a School Safety Agent or an Administrator if you are concerned about the presence of someone unfamiliar in the school building.

### **Guest Policy:**

- If a guest would like to visit the cafeteria, an administrator must give permission and then notify security.
- If a parent takes a student home, they must sign out in the main office.
- Parents must give consent that an agency can visit and speak with their child.
- Any person not in compliance with these policies and procedures may be deemed an unauthorized person and subject to immediate security actions.
- In the event of an unauthorized person is found in the building, all staff are directed to continue to follow procedures as outlined in the school safety and the BRT - DOE Preparedness Guide.
- Work-based learning sites follow the visitor procedures of the community partner.
- Bus Drivers/Matrons must be signed in; ONLY to use the bathroom. They are not allowed to loiter in the school.

# Program Protocols: Staff

## Staff Identification Cards

- All staff are required to have visible staff identification on them at all times.
- Requests for photos and ID cards can be made to the Unit Office and Site Coordinator
- Substitute teachers and paraprofessionals should wear a “guest ID card” while in the school building.  
Guest ID cards are available in the main office.

## Staff Attendance

- The attendance of our staff is vital to the advancement of our students. Without your presence, our students will struggle in their efforts to reach their full potential.
- All staff members are expected to be at their assigned duties by 8:00am. Staff expecting to be late must call/contact the main site/off site by 7:00am or respective Site Coordinator. This notification would be a courtesy for programming coverage and maintaining student safety. A call does not constitute an excused lateness. Excessive lateness is considered to be 2 or more times late within the month. Excessively absent is 2 or more days per month. Staff who are excessively late or absent may be brought in for a disciplinary conference and run the risk of receiving a disciplinary letter for their file, suspension or termination.
- Pedagogy staff receive 7 self-treated days and 3 personal days per year. Nursing/Therapy/DC 37 staff please see your contract for additional information.
- All Personal Days must be requested by email 48 hours in advance to Principal Kozak.
- All UFT COVID-19 Vacation Days must be requested 10 school days prior
- Staff members who cannot attend work because of illness or other reason must email their site’s Unit Coordinator before 7:00 AM on the date of the absence and fill out Staff Absence Form.
- In returning to work, please see the payroll secretary with any necessary documentation that substantiates the reason for the absence and to complete the necessary paperwork.
- Certain days are excused by the DOE. These days must be properly documented by filling out an OP201 form. They include:
  - Death in the Family (1-4 days depending on relationship)
  - Attendance at a funeral (1 day)
  - Graduation of Spouse, Parent or Child (must be receiving a diploma, nursery/kindergarten is excluded))
  - Appearance for Jury Duty
  - Extraordinary transportation delay
  - Religious observance (salary deduction)

# Program Protocols: Staff

## Jury Duty

Advise administration and the payroll secretary as soon as you receive notification for jury duty. This will help the organization make contingency plans for those days you will be reporting for jury duty. Court documentation must be submitted to the payroll secretary upon your return to school from jury duty.

## Internal Bereavement Policy: Non-Relatives

The below is the internal timekeeping procedures for Bereavement of a non-relative or close family.

Each Employee must give one day notice, in writing, to the Unit Coordinator or AP of the site that they wish to attend a bereavement service:

- UC or AP will determine the number of people that can attend on a certain date, based on current coverage needs. First come first serve.
- No classroom can be left unsupervised without a teacher and/or paraprofessionals.
- All RS must make up all missed sessions.
- All Employees must clock out when leaving and clock in once returning.
- Teachers will not be deducted during scheduled Lunch or Prep periods. No switching of scheduled Lunch or Prep periods.
- Paras and RS Providers will not be deducted during Lunch periods. No switching of scheduled Lunch periods.
- If the event occurs at the start of the day, employees will be marked late when reporting to work.
- If the event occurs at the end of the day, employees will be marked leaving early.
- Employees cannot defer or not take lunch to leave early.

For additional information, including DOE / HR Bereavement Policy, refer to the [HR Connect Portal](#).

# Program Protocols: Staff

## SubCentral System Registration

All staff are responsible for reporting absences to P255Q. In addition to contacting the Site Coordinator directly, teachers and paraprofessionals must call into SubCentral when they are absent.

All users must have a valid EIS (Access ID) and PIN to access the SubCentral System. Registration is done by telephone using your File/EIS number as your Access ID and PIN (Password). You must change your PIN number as part of completing the registration process.

Note: If you have already registered you do not need to do so again.

Registration Instructions:

1. Call the main system number at **(718) 935-6740** or log on here [SubCentral](#)
2. Enter your Access ID followed by the star (\*) key (DO NOT ENTER LEADING ZEROS).
3. When the system asks you to enter your PIN, you should enter your Access ID again followed by the star (\*) key.
4. Record your name followed by the star (\*) key. Note: You will hear your work location.
5. Create your PIN, followed by the star (\*) key. PIN numbers must contain numeric information only and must be at least six digits in length and no more than nine digits.

## Line of Duty Injury (LODI)

If you are claiming a line of duty injury you must notify school administration and file an injury report within 24 hours. You must also notify the payroll secretary within 24 hours of the occurrence to fill out the necessary LODI forms. Submit all paperwork to the Site Coordinator or assistant principal for their review. Medical documentation must also be submitted upon return. Failure to do so may result in deductions from your payroll. In the event a coordinator is not on-site, please contact the second command, who will then contact the main office to report your injury.

# Program Protocols: Staff

## Staff Emergency Contact Information

All staff members are required to provide their payroll secretary with their contact and emergency information at the start of each school year via the following link: [Staff Emergency Contact Form](#) It is the responsibility of each staff member to keep their contact information up to date and to notify their payroll secretary of any changes.

## Cell Phone Policy (For Staff)

Within the main office, a telephone line is available for staff members to make school-related calls. This telephone line is not for personal use.

The use of cell phones in the classroom, gymnasium, cafeteria, or hallway is strictly prohibited during instructional periods. Turn cell phones to silent while in the classroom or when supervising students, or both. Telephones should not ring or vibrate during instruction. Violation of this policy will result in disciplinary action.

The office will notify you if you have an emergency call. Emergencies do not relate to day-to-day routines/needs. An emergency is a sudden illness, hospitalization, accident or fire.

## Copying & Printing Procedures

A copier/printer is available for use in the following locations:

**Main Site:** Copies and printing services are located in staff room, room 329 as well as the hallway outside of the nurses office, Room 314

**255 @ 154:** Copies and printing services are located in room 352

**255 @ 397:** Copies and printing services are located in room 138

**255 @ 11:** Copies and printing services are located in room 328

**255 @ 307:** Copies and printing services are located in room 201A

**255 @ 908:** Copies and printing services are located in the Main Office, room 102

**255 @ 7:** Copies and printing services are located in room 165

**255 @ 128:** Copies and printing services are located in room 206

**255 @ Ren:** Copies and printing services are located in room 305

**255 @ Townsend Harris:** Copies and printing services are located in 115

# Program Protocols: Staff

## Staff Email & Mailboxes

Important announcements and information are shared with all staff via email. All staff are responsible for checking their email at least once a day. [Office 365](#) email is an important tool used to disseminate critical information to all staff members. Teachers are encouraged to check your DOE emails on your preparation periods while all other staff can check DOE email during their lunch period. Mass EMails using a school based distribution list must also be approved by your supervising administrator prior to sending.

There is a mailbox for each teacher in the main office. The teacher's name is above the mailbox. Notices from the principal, memos to go home to parents and other pertinent information will be placed in your assigned mailbox. Please be sure to check your mailbox upon arrival at work and at least one additional time during the day. Memos placed in staff mailboxes must first be approved by the principal.

## Teacher & Related Services Schedules

Schedules must be posted outside the classroom door. A daily class schedule should be posted in an accessible location within the classroom for students to refer to. Cluster teachers and related service providers must post their schedule outside their classroom door.

Students' related Service schedules (e.g. speech, OT, PT, counseling, vision and hearing) must be posted within the classrooms. Should related service providers amend their schedules, a copy of the updated schedule should be emailed to the special education coordinator and unit coordinator.

# Program Protocols: Staff

## Parent Outreach

- Daily communication with parents is required. Suggested forms of communication include use of: Parent Home-Note template, a communication notebook, point sheets or on-line platforms.
- Parents are required to have a New York City Student Account (NYCSA), in order to access important information about their child (IEP's, Report Cards and bussing information). Please see the Parent Coordinator, Liz Durand for further guidance.
- All parent phone outreach contacts must be documented on the telephone contact log form. The parent coordinator is to be immediately informed of any parent issues/concerns.
- Paraprofessionals may not contact parents/guardians without notifying the teacher. Special transportation paras should continue to call parents if they are unable to escort their assigned student.
- A typed letter of introduction with the students' schedules must be written by the teacher and related service providers and sent home the first day the student attends.
- Parent Teacher Conferences will take place during the fall and spring semesters. Additionally, parents are welcomed to visit at any time during the school year. However, appointments are highly recommended. Parents must sign in at the front desk and the main office. A secretary will call the classroom for a team member to escort the parent to the classroom.
- Parent involvement makes a difference. Parents can provide valuable information regarding your student. The most effective educational team is when the parent, teacher related service providers and support staff work together towards the same goal. Suggested topics to guide team meetings with parents are listed in the bullet points below:
  - Start by explaining class procedures and routines, teacher/student roles and expectations.
  - Explain behavior management techniques used in school. Use terms parents can understand.
  - Be honest, encouraging and informative.
  - Stress the positive, do not overemphasize the negative.
  - Encourage parents to talk and LISTEN to what they have to say.
  - Stick to the facts, not opinions and have evidence to back up what you say (examples of schoolwork, anecdotal reports, data sheets, charts, etc.)
  - Be prepared to offer suggestions but make them simple and easy to follow. Offer your cooperation.
  - Show respect for the parent and the needs of the student.
  - Try to end the conference on a positive note.
  - Be honest but use diplomacy.
  - Do not be argumentative, aggressive, intimidating, or overly repetitive. Do not talk down to parents or interrupt them.

# Program Protocols: Staff

## Parent Outreach: Student Removals

The State Education Department mandates that schools contact parents or guardians if a student was removed from class; This contact must be made on the same day as the removal. When contact with the parent or guardian is made, the following information must be communicated and documented in your Outreach Logs:

- Date and time of removal
- Reason for removal
- Duration of the removal
- Intervention(s) used

## Collection of Money

Money is not to be collected from students without the authorization. Reimbursement for any items bought for students must be first authorized by administration.

## Confidentiality

All student information is confidential, including attendance records. You may not give anyone information regarding the students without written authorization or a current release signed by a parent or guardian. Some students have outside interventions and require educational updates by the agencies from which they are receiving these services. Providing updates of information without proper authorization is unlawful. Releases must remain on file and current in order to give out confidential student information. Student records must not leave the school building for any reason(s).

Student cases should not be discussed in front of other students or outside the school building.

# Program Protocols: Staff

## Homework Policy

Homework is a DOE policy and should be assigned on a daily basis with the goal of strengthening and reinforcing reading, writing, computation and skills that we introduced and practiced in the classroom. Homework is assigned consistent with students' cognitive/functional levels, with IEP goals, and in alignment with the learning standards for all grades. Our objectives in assigning homework are multifold and include the following: Reinforce classwork and improve student outcomes,

- Reinforce classwork and raise student outcomes
- Promote student responsibility for completion of tasks
- Foster parent involvement in the educational process
- Raise expectations and raise standards of literacy for all students.

## Class Trips

The following is our protocol for bus field trip and Worksites: ■

- Trips will leave the school after 9:30 A.M. (worksites may leave earlier) and must return by 12:30pm
- On-going and necessary work-study trips will be scheduled before all other trips.
- All trips must have a valid educational reason, be aligned to curricula, have a plan of the day. Activities taught on the trip must support the educational needs of students.
- There will be no trips to Bronx, Manhattan, and Staten Island. (Tolls will not be reimbursed.)
- No trips to bodies of water, around bodies of water, to pools, lakes, beaches, etc.
- All trips must accompany permission slips for each child.
- Integrated Learning Experience (ILE) must be filled out and given to the AP and UC at least 2 weeks in advance.
- All classes going out on a trip must sign out in the Main Office. **An AP or UC must initial on the sign-out sheet** before the class leaves school grounds. Good practice is to take a picture of your class before leaving to know what each student is wearing in case of an emergency. **STAFF MUST LEAVE 2 CELL NUMBERS.**
- Students and staff must have their school IDs on them at all times. Additionally, every student must have their site's contact information (site name, address, phone number) on them. If you need a template for student id email Jen Bieniek or Alyson Shaprio.
- If any student **requires a trip nurse, notify your UC** in advance when submitting ILE's. Students **may not** be excluded from trips due to a lack of nursing staff.
- Any emergencies during a trip should immediately be reported to 911, the school/site, Assistant Principal and Principal. All staff must stay on site until the situation is resolved.
- Trips may be cancelled at any time under administrative discretion. Cancellation factors include, but are not limited to, weather conditions, staffing issues, and student behavior.

# Program Protocols: Staff

## Instruction & Curriculum: Lesson Planning

Planning styles may vary from teacher to teacher. A student-oriented, comprehensive approach to learning is the most effective means of planning. Although format is optional, good instruction dictates certain basic elements and should be an integral part of your planning process.

Plan books (paper or digital) are the property of the teacher and will not be collected on a regular basis. Lesson plans should be conspicuously displayed on the teacher's desk so administrators don't have to interrupt your lesson to ask for a lesson plan. If your lesson is online, the computer must be on and the lesson must be displayed. Lesson plans must include the current date of instruction.

### **ELEMENTS OF A LESSON PLAN (Not Intended as a Comprehensive List)**

- Clear and explicit teaching point or "I Can" Statement... that frames the lesson and is aligned to the learning standards.
- The date the teacher will conduct the lesson
- Instructional materials required
- Varied levels of Questions (DOK)
- Group designations, where appropriate
- Learning center, group, or individual activities
- Extension of homework assignments
- Strategy-based instruction or direct teaching
- Developmentally appropriate lesson plans with scaffolding
- Indicate how paraprofessionals will support the instructional target for the lesson
- Ongoing Assessments throughout the lesson (beginning, middle, end, and throughout the lesson)
- Technology and utilization of adaptive devices
- Follow up activities
- Behavior management
- Cooperative endeavors with related service providers, colleagues, parents and guests
- Worksheets are to be used only for reinforcement as homework. Worksheets are not teaching tools.

A well prepared lesson avoids confusion on the part of your students, para and yourself. It provides direction for all those involved and gives all a common goal. At the end of the day you are able to easily evaluate your performance and the performance of your classes, giving you the tools to make necessary adjustments for future lessons. Routine self-monitoring is a viable method of stimulating professional growth and development.

Student performance assessments must be conducted on an ongoing basis.

# Program Protocols: Staff

## Unit & Lesson Planning

As a dedicated teacher you spend valuable time preparing instruction. A well prepared lesson will give you the support needed to be an effective teacher. Your evidence of planning is an indicator of your preparation and therefore are valuable teaching tools. You may reference our P255Q OneDrive for sample lesson plans and formats. Please speak to your respective AP or our instructional coaches for additional information. plan format.

# Program Protocols: Staff

## Substitute Teachers

It is the responsibility of every teacher to prepare a “Substitute Folder” as a precaution in the event the classroom or cluster teacher has an unplanned absence. Paras should be aware of the location of the folder. This folder contains an updated class roster, all health concerns/alerts for those students, an updated schedule, student bus numbers, related-service schedules for all the students in the class, and at least two (2) days of generic lesson plans. The purpose of the “Substitute Folder” is to ensure that the substitute teacher received important student information for safety and instructional coherence. It is the teacher’s responsibility to update this folder as you accumulate absences, as student learning progresses, and as new content and skills are mastered across the school year.

## Curriculum

The P255Q Curriculum Team has created the [P255Q Curriculum Guide](#) which consists of pacing calendars aligned to academic and functional curriculum. The Curriculum Guide includes all core content areas: English Language Arts (reading & writing), math, science, and social studies.

The elementary curriculum is aligned to grades kindergarten through 5 and includes NYC Core Curriculum and Alternate Assessment programs, depending on students’ instructional needs. The Middle School, High School, and Transition curricula are aligned by grade bands. Curricular programs include the following:

# Program Protocols: Staff

## Chancellor's Regulations

If any of the following Chancellor's Regulations are violated, you must report it to the assistant principal or principal:

- Chancellor's Regulations C-105, Procedures in Cases of the Arrest of Employees
- Chancellor's Regulations A-420, Corporal Punishment
- Chancellor's Regulations A-421, Verbal Abuse
- Chancellor's Regulations A-831/2, Student to Student Sexual Harassment and Bullying

If any of the following Chancellor's Regulations are violated, you must report it to the Unit Liaison, counselor, assistant principal or principal:

- Chancellor's Regulations A-755 Suicide Prevention/Intervention
- Chancellor's Regulations A-750, Child Abuse and Neglect

You should be familiar with the following policies and regulations. They are available on the DOE website or if you wish copies, please submit your request in writing to your site's assistant principal.

### [Allegations of Corporal Punishment \(A-420 and A-421\)](#)

Corporal punishment and verbal abuse of students is strictly prohibited. Disruptive behavior by a student must never be punished by the use of physical force or verbal abuse. All allegations of suspected corporal punishment and verbal abuse must be reported to the Office of Special Investigations (see Chancellor's Regulation A420 and A421 in Appendix).

**Chancellor's Regulations A-420 and A-421:** Corporal punishment is not allowed. Corporal punishment includes anything that you say or do that causes a child to be fearful or feel threatened (negative name-calling such as "stupid, good-for-nothing, imbecile" etc.); causing bodily harm such as hitting or pushing a child out of anger or frustration; excessive yelling or screaming at children. If you are unsure of what is acceptable, please speak with a supervisor immediately to clear up any concerns you may have. Chancellor's Regulations A-420 and A-421 can provide further clarification on corporal punishment.

All staff must sign that they have received a copy of the Chancellor's Regulations, Missing Student Protocol, Staff Handbook, and Responding to Door Alarms memo through this QR code on the first day agenda. |

# Program Protocols: Staff

## Arrest of a Staff Member

All staff are required to follow the NYCDOE Employment Arrest Procedures as indicated below regardless of whether they were held overnight.

1. Notify OPI (Office of Personnel Investigations) immediately. All notifications must be in writing using: OPI FAX 718-935-4366 or EMAIL [OPIArrestNotivication@schools.nyc.gov](mailto:OPIArrestNotivication@schools.nyc.gov) (Walk-in follow up reporting is encouraged)
  - a. You are the only person who can call/fax OPI. No one may do so on your behalf.
2. Notify School/Worksite Administration ASAP
3. Notify Union Affiliations ASAP
4. Reference Chancellor's Regulation C-105 for further Information: [Link](#)

Office of Personnel Investigation  
New York City Department of Education  
65 Court Street – Room 223  
Brooklyn, N.Y. 11201  
Phone 718 935-2666/2668  
Fax 718 935-4366

# Program Protocols: Student Operations & Site-Specific



# Program Protocols: Student Operations

## New Students: Intake Procedures

A new student entering P255Q must be accompanied by his/her parent for an intake conference. This can be done on the first day of attendance or prior to the student's first day of attendance. The intake conference is done by a designated staff member or Facilities Coordinator. The school nurse **MUST** be involved in the intake process. Student guidelines and expectations are discussed, the program is reviewed and shown to the parent/guardian and the following paperwork should be completed:

- Emergency Contact Card
- Home Language Survey
- 12 Month School Year Consent Form (JA 1Letter)
- Special Alerts/Medical Conditions
- Permission forms: Photo, Trips
- Medication Authorization
- Meal Forms

# Program Protocols: Student Operations

## Recording Student Attendance

Student attendance records are official school documents. Recording accurate student attendance is a daily routine that must be adhered to because they may be used in legal proceedings as accounts of student whereabouts. In the morning, record the daily attendance for each student. It is the teacher's responsibility to communicate student attendance to the MAIN OFFICE by no later than 9:00 AM. If a student arrives to school late, the teacher must inform the main office and the coordinator (or their designee). We must record student lateness on the attendance sheets that same day. All documentation regarding student absences must be given to the pupil accounting secretary and recorded in the students' cumulative records.

For the full DOE Attendance Policy, [click here](#).

The Attendance Team meets weekly to analyze students' attendance data trends. The Attendance Team utilize a variety of creative methods to reach out to students who are chronically absent and their families. Excused and unexcused absences are tracked in ATS on a regular basis. Reward incentives to minimize student absences may be given throughout the school year (e.g. pizza parties for classes with the highest attendance)

## Students Going Home Early

Any student who is leaving the school building early must be signed out in the main office by the parent or guardian. The name of the person signing the child out, the name of the student, date, time, and reason for the student leaving early must be indicated on the sign-out sheet. No student can be released to any adult whose name does not appear on that child's blue card. In some instances, students are wards of the City of New York or the State of New York and can be released to a case manager/case worker provided there is proper documentation which has been reviewed and approved by an administrator.

# Program Protocols: Student Cafeteria Operations Procedures

All students at P255Q are entitled to breakfast and lunch. It is the responsibility of the staff to ensure that every child receives their meals.

**Cafeteria:** will follow the rules and regulations of their school's cafeteria. Staff are responsible for maintaining the supervision of students as described above. The staff on duty will directly supervise and assist students, as needed, in obtaining their food and in the proper disposal of garbage/recycling. Health and safety protocols must be followed at all times.

**Breakfast:** Students who eat breakfast in the cafeteria will report there at their scheduled times. After breakfast, students will proceed to their classrooms under the supervision of their teacher and paraprofessionals. Staff will pick up breakfast for any classes/students who eat in the classroom.

**Lunch** – Each class will be escorted to the cafeteria by their classroom staff at their assigned time. Upon finishing lunch, students will recycle their garbage and assist with cleaning their area. Each class will be accompanied by at least one paraprofessional during the entire meal session. For students with 1:1 paraprofessional, IEP mandates must be followed.

## **Additional Considerations:**

- All teachers and paraprofessionals having lunch at the same time as their students and lunch coverage paraprofessionals are required to escort their classes to the lunchroom.
- Classes are not to be dismissed for lunch before the end of the period bell is sounded.
- No students should be in the lunchroom until the beginning of the lunch period. Please do not leave students unattended in the corridor, lunchroom or at any other location in the building until the designated teacher is present. Teachers and paraprofessionals are expected to pick up their classes on time in the lunchroom. There is a transition leeway built into the schedule to facilitate smooth transition between lunch periods. The second lunchroom seating should line up outside the cafeteria and await direction from the Lunchroom Coordinator before entering.
- Students must throw away their own trash. If a student does not, a staff member must show them how to properly dispose of their garbage.
- Staff members covering for lunch duty must be on time and assume the following responsibilities:
  - Orderly distribution of student lunches.
  - Teaching / reinforcing appropriate social / dining skills.
  - Behavior management of students.
  - Orderly dismissal procedures at the conclusion of the lunch period.
  - Close monitoring of any and all egress areas.

# All Sites: Program Protocols

## Student Dismissal

Classroom teachers will begin to prepare their students for dismissal at approximately 2pm. Please wait for the buses to clear the exits. Do not cut in front of busses leaving the area and maintain the safety of students and staff at all times. One staff member from each classroom must stay with students until the all clear is given.

Independent travelers are to sign out in the main office before leaving the school.

During afternoon dismissal, teachers and paraprofessionals assigned to each class will be responsible for bringing students safely to their busses for dismissal.

### Late Bus Procedures

Teachers and paraprofessionals assigned to Circular 6 will be required to assist in transportation matters 15 minutes after the official school day ends. Some students may require extra supervision. All students must be hand delivered to those responsible for late busing. If there are no students requiring late busing, circular six staff is not needed to work.

Administrators, Circular 6 and any volunteers will supervise late bus students. A school nurse must remain on site until every student has left school.

## Bell Schedule

<b>Period 1</b>	<b>Period 2</b>	<b>Period 3</b>	<b>Period 4</b>	<b>Period 5</b>	<b>Period 6</b>	<b>Period 7</b>	<b>Period 8</b>
8:00am- 8:47am	8:47am- 9:34am	9:34am- 10:21am	10:21am- 11:08am	11:08am- 11:55am	11:55am- 12:42pm	12:42pm- 1:29pm	1:29pm- 2:20pm

# Safety Protocols, Building Response Team (BRT) &



# Safety, BRT & Behavior

## Blue Emergency Cards

Blue Emergency Cards are distributed at the beginning of each school year. These cards are to be filled in as soon as you can obtain the required information. All cards must be returned to the office upon completion. Current telephone numbers and apartment numbers are important. New emergency cards must be completed by all students in the school. Teachers must make sure that an emergency card is on file in the Main Office for each student. Teachers are also responsible for updating these cards with changes of telephone numbers, addresses etc. throughout the year. There must be two (2) local contacts numbers.

All students are required to have a completed Blue Emergency card on file in the main office. Classroom teachers will, no later than the second Friday of the school year, verify that up to date cards are on file for all the students in the class.

## Building Response Team (BRT)

The BRT is are emergency information and acting management teams that exist within each school building. The BRT Members form the school core emergency response group and are selected by the Principal to handle all school or student-related emergency incidents and conditions. BRT members for each site are listed in the unit office.

In the event of an emergency, off sites will follow the BRT directions of their respective buildings.

## Evacuation

### All Sites:

- Instructions will be given over the loudspeaker by an administrator or Unit Coordinator.
- Each class must take their Alerts folders and emergency contact information with them
- In the event of a relocation, BRT .

# Safety, BRT & Behavior

## Fire Drills

Fire drills must be conducted on a regular basis throughout the school year. Make certain that evacuation and emergency egress information is posted close to the door in your classroom. Follow the evacuation instructions posted for a safe and swift exit from the school building. Practice fire drill safety with the students in your classroom.

All staff must exit the building during a fire drill. Office staff will be required to complete online reporting procedures for fire drills.

Teachers will leave the building with Emergency Folders and Emergency contact numbers. Upon reaching the designated meeting point, staff will hold up their “green card” to indicate that all student/staff are safe and accounted for. If assistance is needed, a “red card” will be held up.

## Lockdown Drills

A Total of four Soft Lockdown Drills will take place during the School Year. **All Staff Members, Students, Parents/Guardians and all other stakeholders must be given a minimum of one week's notice before the commencement of all Drills.**

- There will be an announcement over the loudspeaker informing everyone in the building when a drill is being initiated, and then when the drill is lifted.
- All staff must follow the instructions of our BRT Team Members, Administrators or School Safety Agents during Soft Lockdown Drills.
- All students and staff should move away from the doors and out of sight to the greatest extent possible.
- Classroom door windows **should not be covered** during the drills.

Please see your site coordinator, AP or BRT liaison for any additional information or clarification

# Safety, BRT & Behavior

## Hallway Norms / Student Bathrooms

Students are expected to walk in the hallways at all times escorted by school personnel. Students are not permitted to walk from class to class without adult supervision. Students must be escorted to the bathrooms. Staff members are required to check the bathrooms prior to students entering, and check the bathrooms after the students have finished. This is to ensure that the bathrooms are kept in a neat and orderly fashion. Staff are not permitted to utilize student bathrooms.

## Anecdotal Forms

Anecdotal forms are completed to document any behavioral issues or incidents that occur. Anecdotal forms are maintained for your records to report behavioral problems, incidents, or situations that may emerge. Anecdotes should be written in objective form and must include the student's full name, class, date and time of the occurrence, description of the occurrence and de-escalation strategies that were tried.

## Behavior Management

As per the Individual with Disabilities Education Act (IDEA) in 1997 and the current version of the law as amended in 2004: Positive Behavior Intervention Supports (PBIS) is a proactive approach to for supporting appropriate students' behaviors. The P255Q school community is committed to supporting students behavioral, social and emotional learning skills (SEL).

All students have a behavior support plan to decrease a targeted challenging behavior or a social skills plan to increase a targeted desired behavior in our organization. Students with 1:1 behavior paraprofessionals have an IEP driven FBA and BIP that will be implemented and progress will be monitored in 10 week increments in SESIS.

Every site has a behavior team with identified staff members for support and consultation. If a crisis intervention plan is deemed necessary, the site's crisis team protocols will be initiated.

# Safety, BRT & Behavior

## Behavior Management (continued)

- Mindfulness practices promote self-care, mental health and wellness.
- Students who do not respond to any of the Tier 1-proactive strategies- may require more specialized and individualized Tier 2 Interventions for supporting their behaviors. For example, 1:1 meetings with a counselor or dean, behavior contracts and or disciplinary parent support meetings maybe necessary.
- Students who are not responding to Tier 1 or Tier 2 Interventions may need a Behavior Support Plan (BSP). Teachers work closely with the student, school counselors and parents to design, implement and monitor the most appropriate Behavior Support Plan.
- Tier 3 interventions include the initiation of a formal Functional Behavior Assessment, which includes a multidisciplinary meeting that is facilitated by the school psychologist. Students with Behavior Intervention Plans are assigned Behavior Support Paras (BSP). The classroom teacher and BSP Lead work closely with the behavior support para to design, implement and monitor the behavior intervention plan. Progress monitoring meetings with the student (where appropriate), the team and parent to discuss progress is conducted every 8-10 weeks.
- Always be prepared to modify your program/plan to meet the needs of the student.
- Teachers and paraprofessionals must work as a team and not as separate individuals with different expectations or different contingencies.
- All staff is required to adhere to the Behavior Support Plans/Behavior Intervention Plans or Social Skills Plans with no exceptions.
- Obtain input from the student's family members, other staff and students to determine meaningful rewards/reinforcers.
- Be sure that the rewards/reinforcers are realistic and attainable.
- Design a program that is age appropriate and challenges the student to think about:
  - his/her behavior, that encourages higher performance standards and that helps to build positive self-esteem.
- Strive to make reinforcers intermittent with steadily decreasing frequency.
- Always try to substitute a higher order reinforcer as the student makes progress (i.e. primary - food, secondary - stars/points, tertiary - a personal request).
- Students who appear to be non-responsive to individualized management plans and continue to display unmanageable behaviors should be referred to site based Crisis Team

## Suicide Action Team

If a student indicates that they want to commit suicide or are having suicidal thoughts/making suicidal statements, please seek a Counselor immediately. The counselor will do a Suicide Risk Assessment and proper action can be taken.

# Safety, BRT & Behavior

## Student In Crisis

- Data Collection: Please include date and time for all students engaging in crisis. Parents will be contacted and informed.
- A form must be completed that explicitly states the reason for referral. In addition, anecdotal notes should be kept in the classroom. In the case of a student with a Behavior Intervention Plan/1:1 para, their progress monitoring daily data form must record the incident.
- If problem behavior is ongoing, the crisis team meeting will include the teacher, nurse, paraprofessionals, an administrator, related service providers, family members, parent coordinator, agency, etc. should be arranged to discuss next steps.

## Responding to Behavioral Crisis

The Multi-Tiered System of Supports (MTSS) is a tiered intervention approach that is matched to students' needs. Tier 3 interventions are intensive individualized supports for students who are not responding to Tier 1 and Tier 2 supports. Students in crisis are supported with behavior support paras, behavioral intervention plans, and progress monitoring is used to track students behavioral progress. Parents must be updated regularly (8-10 weeks) on students behavioral progress.

- When students experience behavioral crises and engage in behavior that poses a substantial risk of serious injury to themselves or others, schools must determine the appropriate way to manage the behavior and whether the behavior can be safely de-escalated.
- Every effort must be made by responding school staff to safely de-escalate the behavior where possible using strategies and interventions for addressing behavioral crises and in-school and community resources, including engaging staff trained in crisis de-escalation, members of the Building Response Team, Crisis Intervention Team members, guidance staff and staff from School-Based Health and Mental Health Clinics. Parents must be notified when students are removed for de-escalation
- However, where a student's behavior poses an imminent and substantial risk of serious injury to himself or others and the situation cannot be safely addressed by school staff or the support services available to the school, 911 may be contacted by an administrator or administrator's designee.

# Safety, BRT & Behavior

## Chain of Assistance

Refer to the below chain of assistance when responding to student behavioral issues

- Classroom staff implementation of behavior management plan
- Administration's Involvement and counselors.
- School Safety for occurrences of an illegal nature.
- Pupil Planning Team (PPT) Meeting to develop action plans and recommendations for next steps.

## Student Identification Cards & Bus Tags

- Students are required to have identification on them at all times. For most students, this will mean wearing ID's throughout the school day, including work sites, community excursions and school trips. Students have an option of choosing a lanyard or wallet, depending on student need and preference.
- At the end of the day, make sure ID cards are secured in your classrooms.
- Students must have an identification tag with their full name, class, and bus number on their bookbag.
- Requests for photos and ID cards can be emailed to site coordinators or school based coaches

## Student Supervision

Students are not to be left unattended for any reason. Staff is responsible for students at all times. This includes the safe and orderly movement of students in the classroom, to and from the bathroom, to and from lunch, to and from recess, to and from the buses, to and from special class and any school activities.

## Injury Reports / Occurrence Reporting

Injuries/occurrences must be reported to the Principal or Assistant Principal immediately after the occurrence of a serious incident and/or injury and must include a written statement from the victim and anyone who witnessed the incident/accident on the required form. Statements must state the victim/witness' name, the date, time and where the occurrence took place and a description of the incident. Forms may be obtained from the designated secretary in the main office. Completed documents and witness statements must be submitted to an administrator within 24 hours of the occurrence.

Bloodborne Pathogen incidents must be documented and reported immediately. Specified medical forms must be obtained and taken to your doctor before leaving the school on the day of the injury.

# Safety, BRT & Behavior

## Missing Student Protocol

This procedure must immediately be followed when a student has been reported missing, the student's whereabouts cannot be confirmed and there is concern for the student's safety or well-being. Schools must be prepared to initiate a soft-lockdown AND assign staff to secure the exit doors in an effort to prevent the student from leaving the building. Please reference the NYC Public Schools [Missing Student Protocol](#)

### Procedure for Staff at all sites

1. If a student runs away from you or you notice that a child is missing contact the main office or school safety of your site **immediately**.
2. If you are at an off-site, call the main site at **(718) 380-1247, right after notifying your respective site's security officers and main office. You must immediately report the missing student to P255Q administration.**
3. When reporting a missing student to your respective site, **and** to the main site, you should state the child's name, time, and place of the child's last known location. You will also be asked to provide a description of the student (approximate height and weight, age, clothing worn, ethnicity, communicative ability, complexion, hair color)
4. In the event of a missing student you will hear the following announcement:
  1. "This is a missing child protocol, the student we are looking for is \_\_\_\_\_, please call (main office extension) if you have \_\_\_\_\_"
  2. Check the hall, pull in any stragglers
  3. Count your students
  4. If you have the missing student, call (main office extension)
  5. If you have all of your students or you know that they are with a Related Service Provider indicate on your door's student locator

### If it confirmed that the student has exited the building:

Immediately notify the Principal/Designee. They will contact the Emergency Information Center (EIC) and the Borough Safety Director (BSD). Provide a clear description of the student including where the child was last observed.

- Include the following information in the description:
  - Height and approximate weight
  - Attire and any distinguishing features
  - Ethnicity
  - Verbal or nonverbal
  - Complexion and hair color
  - Languages spoken
- (continued on next page)

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# Safety, BRT & Behavior

## Missing Student Protocol (continued)

- Notify the School Safety Agent (SSA) in the building so that the Borough Command and School Safety Division can activate their protocols.
- Administration will immediately monitor the video surveillance system (if applicable) including perimeter cameras
- Notify the parent.
- Review the Blue Card to identify any relatives listed who may live near the school. This information may be relevant in locating the missing student.
- Administration will activate the Building Response Team (BRT) and open the Command Post and gather all relevant information necessary to work with first responders and law enforcement (description of the student, blue card information, photograph, if available). If applicable, review the student's Individual Education Plan (IEP) to determine what additional supports are required.

When the parent arrives at the school, escort the parent to the command post so that the parent may discuss the incident with school officials and law enforcement. Where applicable, have the parent coordinator accompany the parent in order to provide additional support for the family. A representative of the school crisis team should also report to the Command Post to provide support for the family.