



# WEEKLY BRIEF

## Program Highlight

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### Administrative Team

Joan M. Indart-Etienne  
Principal

Kate Ames  
Yelena Geller  
Christina McLeod  
Susan Salkin  
Assistant Principals

### District 79 Team

Glenda Esperance  
Superintendent

Jerry Brito  
Deputy Superintendent



### Congratulations to all of the ReStart students and staff who were honored at the annual District 79 Superintendent's Recognition Awards Ceremony!

- \* Rookie Staff of the Year: *Lois Ramirez, Teacher at Eagle Academy*
- \* Excellence: *Rida Tanvir, August Martin*
- \* Workforce Achievement: *James Hernandez, LESP*
- \* Leadership: *Nova Vidals, Dynamite Brooklyn*
- \* Spirit: *Laila Johnson, Eagle Academy*
- \* Advancement: *Henry Rosas Castro, SBVL/Outreach House*
- \* Student Leadership Council Honorees: *Albimar Perez Rincon, Brianna Dircio Benitez, Prospect Heights*



## ANNOUNCEMENTS

### 1. National Immigrant Heritage Month (June)

June marks the start of National Immigrant Heritage Month. More than 40 percent of U.S. citizens can trace their ancestry back to immigrants who arrived in the United States through Ellis Island. Since 2014, the United States has commemorated June as Immigrant Heritage Month to celebrate the shared diversity that forms the unique story of America. In celebration of Immigrant Heritage Month this June, explore The New York Public Library's exciting selection of multicultural programming and multilingual resources reflecting the diversity of New York City [found here](#).

### 2. NYCPS June Family Update Letter

Please share the June 2026 NYCPS Family Update backpack letter (available in all NYCPS languages) with your school community as soon as possible. This month's letter features important information about the end of the 2025-26 school year, Summer Meals, Summer Rising, summer school, admissions updates for fall 2026, PSAL High School Summer Program, and summer reading.

### 3. Summer Archiving for Google Classrooms

Starting July 1, all Google Classrooms older than 18 months will be archived. If an archived classroom is still needed for the coming school year, any staff who is listed as "teacher" for that classroom, can either restore an archived Google Classroom (for school/grade-wide communication) or make a copy of the Google Classroom (to use with new students next year). To access an archived course, select "Archived Classes" on the left side of your Google Classroom at the bottom of the screen. Please note that:

- Archiving the classroom will not remove submissions or students from the classroom.
- All data will remain in the Google Classroom; however, it will not be editable.

## REMINDERS

### 1. Resources for Pride Month (June)

June is Pride Month, a time to appreciate and celebrate the contributions and achievements of the LGBTQ+ community. The DOE offers a wide variety of curriculum materials to raise awareness about LGBTQ+ issues, improve school climate and encourage ally behavior, which can be accessed [here](#). DOE policies and guidelines on gender inclusion and supporting transgender and gender expansive students can be found [here](#).

### 2. Student Attendance

Between now and then end of the school year on Friday, June 26, it is critically important for students to continue to attend school regularly. If a family is facing challenges getting their child to school, staff should provide support and make the appropriate referrals. Staff should continue conducting daily outreach to all students and ensure that all interactions are documented in D79 SIS, as well as in iLog when appropriate.

## Connection to Danielson Framework

### 2a Creating an Environment of Respect and Rapport

*An essential skill of teaching is that of managing relationships with students and ensuring that relationships among students are positive and supportive. Teachers create an environment of respect and rapport in their classrooms by the ways they interact with students and by the interactions they encourage and cultivate among students. An important aspect of respect and rapport relates to how the teacher responds to students and how students are permitted to treat one another.*

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## PROFESSIONAL GROWTH

### Helping Students Feel Safe in an Uncertain World

Teachers can't be expected to fix the things that make the world unsafe, but it is in our influence to create small moments of safety. These moments of safety are like the water stations along a marathon route: They don't take away the difficulty of running the marathon, but they give runners fuel to keep going.

#### Four Ways Teachers Can Create Safety

**1. Safety through relationships.** Genuine and caring relationships with adults are among the biggest sources of safety for young people going through hard times. Micro-moments of relational safety should help students feel seen, valued, and known. These moments should also affirm to students that you are on their side in the face of injustice and send the message, "I got you." Here are some ways you might create micro-moments of relational safety:

- Making a point to slow down and connect with students, whether in little moments throughout the day or in a structure like a start-of-class check-in.
- Simply acknowledging that it's OK to be struggling right now.
- Reminding students of all the people and places who are there to support them. For example, reintroducing the school counselor to the whole class, inviting parent and caregiver volunteers into the classroom, or hosting a staff person from a youth drop-in center to tell students about community resources.

**2. Safety through routines.** When the world feels unpredictable, small experiences of predictability matter. This doesn't mean ignoring reality—sometimes an ongoing crisis requires that we change our routines, such as pausing to acknowledge a loss in the community or to help students plan when a disaster has impacted expected plans.

- But we can help create safety by finding small moments where students can feel settled by knowing that, at least for a small part of their day, they know what to expect and can feel a sense of normalcy. These routines might look like the following:
- Building consistent breaks into the school day so students know they will have chances to pause and take care of their minds and bodies.
- Using and reviewing visual schedules to help compensate for the diminished executive functioning we may experience because of trauma.

**3. Safety through meaning-making.** When we can construct meaning out of our stressful experiences, we can find a sense of control during uncontrollable times. Teachers already help students make meaning in the world, so this is a natural role we can take on during an ongoing crisis. Here are some ways you can help students make meaning:

- Helping students access accurate, age-appropriate information about crises impacting them. For example, after public acts of violence, mis- and dis-information floods the internet; you can help by finding reliable, non-sensationalized reports. Pro tip: Work with your school librarian.
- Giving students opportunities to craft narratives about their own experiences, whether in class journals or through creative projects. Telling our stories can help us reclaim agency during hard times.

**4. Safety through hope and joy.** When we experience overwhelming stress, it can be hard to feel like the future is worth looking forward to. For young people, this is especially true when the source of the stress is something like climate change, political instability, or war and conflict. Students' worries about the future are real and justified, and we shouldn't use empty words like "It's all going to be OK."

*"Helping Students Feel Safe in an Unsafe World" by Alex Shevrin Venet in Edutopia June 2, 2026 found here.*

## IMPORTANT DATES

Regents Exam Administration .....	June 9-June 25
No School - Juneteenth .....	June 19
All Grades Due for T3/MP2 & MP3 .....	June 22
Last Day for Students .....	June 26
Last Day of T3/MP2 .....	June 26
Report Cards Distribution .....	June 26
Last Day for Support Staff .....	June 30