



WEEKLY BRIEF

Principal's Message

Administrative Team

Joan M. Indart-Etienne
Principal

Kate Ames
Christina McLeod
Susan Salkin
Assistant Principals

District Team

Glenda Esperance
Superintendent
District 79

Jerry Brito
Deputy Superintendent
District 79



EVERYTHING IS POSSIBLE

"The size of your dreams
must always exceed
your current capacity
to achieve them."

ELLEN JOHNSON SIRLEAF

The 7 Mindsets create a
common language for all
students, educators, staff,
and families.



Dear ReStart Academy Team,

Welcome to School Year 2025-2026, our **19th** school year! As we begin another year, we're honored to work alongside you, our extraordinary team, to provide the best possible education for some of our city's most vulnerable students.

Your commitment to **excellence, growth, flexibility, and creativity** has always been the foundation of our success. Last year was filled with triumphs, highlighted in end of year program highlights (right) and the graduation collage attached.

This year, we will continue to find and provide new and innovative ways to support our students. We'll be focusing on **social-emotional wellness, academic interventions, and college and career readiness** for our middle school, high school, and high school equivalency students.

The Assistant Principals and I look forward to supporting each of you throughout the year. We'll continue our frequent coaching sessions and professional development opportunities focused on our program goals. We strongly encourage all of you to be active participants in these opportunities, as we believe these resources are crucial for your professional growth that will ultimately enhance our entire school community.

On behalf of the ReStart Administration, thank you in advance for your hard work and dedication. We can't wait to visit your classrooms very soon to see the incredible relationships you're building with our students.

We wish you all a wonderful and successful school year!

Sincerely,

Joan M. Indart-Etienne
Principal

ANNOUNCEMENTS

1. ReStart Standard Operation Procedures Manual (SOPM)

The ReStart SOPM was created to facilitate efficiency and effectiveness at the ReStart sites and main office. It outlines key policies and procedures within our program. As a ReStart staff member it is your obligation to become familiar with all procedures and protocols in the SOPM. The updated SOPM is posted on the Weekly Brief website. Staff are expected to submit the [SOPM Receipt Form](#) by Wednesday, September 3.

2. ReStart Intake Documents

All [intake documents](#) must be completed and sent to the main office immediately upon admission of a new student- see attached for a full checklist of requirements. In addition, be sure to provide the parent/guardian with a copy of the updated [ReStart Student/Family Handbook](#) (specific to academic track) along with a copy of the Planning Interview Packet and ReStart Admission Letter.

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.

SEPTEMBER 2025						
S	M	T	W	TH	F	S
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7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				
OCTOBER 2025						
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	
NOVEMBER 2025						
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

Access the full NYCDOE Calendar [here](#)



PROFESSIONAL GROWTH

Building a Classroom Community That Lasts

It's that time again—time to set up the foundation of a strong school year. As a high school theater teacher, I know that building a classroom community is especially vital. Students need to feel comfortable enough to take risks in front of each other, and for high school students in particular, this can be a huge ask.

Instead of having a list of rules for my students to follow, we build a set of class values. Building a set of class values with my students at the beginning of the year and using (and possibly revising) them throughout the year helps my students feel heard and safe enough to come out of their shells.

Values as a Foundation for Community - Within the first few days of school, I ask the students to quietly brainstorm their responses to this question: "What do I need to be able to do my best work?" Give them time to really think about this. You may even want students to reflect on it overnight, so assigning the question the day before can help them let it seep in. You can also present this as a do-now. I have done this in two different ways.

One way is on Padlet. Students can choose to post anonymously or attach their names to their responses. I typically have their responses be anonymous so they feel comfortable asking for what they need. Padlet works like a bulletin board with sticky notes that can be moved around. Another way is to have students write their responses on sticky notes. When they finish, they can post their responses on the board.

Next, as a group, we put similar answers together. Once there are a few piles or collections of sticky notes, I give each pile to a different small group of students. Each group needs to work together to gather all of the ideas to finish this statement: "As a class, we value..." You can also do this part as a whole class.

We try to incorporate all of the feelings and ideas from each sticky note into one statement per group. For example, one class grouped the following sticky notes together: asking for consent, honesty, trust, no bullying, a judgment-free zone, and constructive criticism. They combined these to say, "As a class, we value safety," and then we listed each specific sticky note under that title. Our other titles that year included friendship; a yes, and... attitude; respect and support; and having fun.

Once they finish, each group shares the notes back to the class, and we put them on the board. Together, we determine if we all agree with the statements. If not, we need to continue to edit the statements and/or add anything we feel is missing.

Once the values have taken shape, I like to create a poster to hang in the room. You can also assign this to the students to do. We all sign the poster agreeing to uphold the values. I try my best to make sure that everyone's voice is included. Be careful with how these are edited—students can be very specific about their chosen wording.

A final example of a set of class values includes support, respect, boldness, togetherness, enthusiasm, razzle-dazzle, effort, cooperation, acceptance, and promptness. The inclusion of razzle-dazzle seems silly, but it did fit this group. They did value an extra effort or pizzazz in their work.

"Building a Classroom Community That Lasts" by Megan Cooke in Edutopia, August 2024. For full article [click here](#).

IMPORTANT DATES

Staff Report for Chancellor's Conference Days.....	September 2-3
First Day of School for Students.....	September 4
MAP Test - MS and HS Students.....	September 8-October 17
TABE Test - HSE Students.....	September 22-October 10
No School - Rosh Hashanah.....	September 23-24
No School - Yom Kippur.....	October 2
No School - Italian Heritage/Indigenous Peoples' Day.....	October 13
TABE Data Collection Report Due.....	October 14
Last Day of T1/MP1.....	October 17