
TEACHERS PREPARATORY SCHOOL



FACULTY SCHOOL POLICY HANDBOOK

REVISED – FALL 2022



David C. Banks
NYC School Chancellor

Janice Ross
High Schools Superintendent

Principal
Mr. V. Dye (I.A.)

Assistant Principal
Ms. F. Backer

UFT Chapter Leader
Ms. S. Springer

Parent Coordinator
Tracie Cooper
347.563.4227

PTA Board
2022 - 2023 school year
Cindy Lessey, President
Martina Campo, Vice President
Marvada Barthelmy, Treasurer
Anjanette McAllister, Secretary

SLT Parent Members
2022 - 2023 school year
Cindy Lessey, PTA President
Martina Campo, PTA Vice President
Jennifer Licon
Rhonda Jordan
Anjanette McAllister

| Offices | Room | Extension |
|---|-------------|----------------|
| Ms. V. Dye, <i>Principal, I.A.</i> | 257 | 2141 |
| Ms. F. Backer, <i>AP of Organization</i> | 309 | 2087 |
| Ms. N. Anderson-Green, <i>Programmer</i> | 202A | 2022 |
| Ms. S. Mc Koy, <i>Special Education Coordinator</i> | 301 | 3011 |
| Ms. J. Fearon-Weekes, <i>TFT Coordinator</i> | Remote/208B | Remote/2083 |
| Ms. O. Fundi, <i>ESL Coordinator</i> | 307 | 3071 |
| Mr. J. Coppi, <i>Art</i> | 308 | 3081 |
| Ms. N. Moses, <i>Attendance Teacher</i> | N/A | N/A |
| Ms. T. Cooper, <i>Parent Coordinator</i> | 209 | 2094 |
| Mr. L. Katibi, <i>Speech Therapist</i> | 210 | 2104 |
| <i>School Psychologist (SBST) - TBA</i> | 210 | 2103 |
| <i>Family Worker, (SBST) - TBA</i> | 210 | 2101 |
| Ms. R. Mitchel, <i>Nurses Office</i> | 118 | 1181/1182/1183 |
| Mr. D. Feliciano, <i>Custodial Engineer</i> | 116 | 1161 |
| Level III, <i>Safety</i> | 104 | 1000/1004 |

TABLE OF CONTENTS

| | |
|---|----------------|
| Administrative Documents..... | 6 – 18 |
| A..... | 19 – 21 |
| Absence/Lateness/ Personal Business Absence Absentee Lesson Plans Academic Policy Links Accident/Incident Report-Teacher Accident/Incident Report-Student After-School Activities Annotation Protocol Arrests and Dispositions-Pursuant to Chancellor’s Regulation (C-105): Attendance Taking Attendance Outreach | |
| B..... | 22 |
| Bell Schedule Beverages Blue Contact Cards Bulletin Boards | |
| C..... | 22 – 35 |
| Calendar Cellular Phones Chancellor’s Four Pillars Chancellor PD Days Chancellor’s Regulation A-420: Corporal Punishment Chancellor’s Regulation A-421: Verbal Punishment Chancellor’s Regulation C-105: Background Investigations Chancellor’s Regulation C-110: Conflict of Interest Law Chancellor’s Regulation Basic Reminders Classroom Care and Decor Clubs/Extra Curricular Activities Code Blue Drill Collection of Student Work (Portfolio) Common Core Instructional Shifts Compensation Time Positions Computers/Laptops Conduct Book Confidentiality of Student Information Content Specific Vocabulary Copy Machines Procedures Coverage Assignments and Coverage Requests Curriculum – New Vision Custodial Requests Cutting and Lateness to Class | |
| D..... | 35 – 37 |
| Dean’s Referral Delayed Opening-Storm Day Procedure Detention after Dismissal Discipline, Safety and Welfare Dismissal Disruptive and Violent Students/Removal of Students from Classrooms Dress Code Drop Off/Pick-Up | |
| E..... | 37 – 39 |
| Educationally Related Support Services (ERSS) Electrical Supplies ELL Email Emergency Contact Form – Exhibit A Emergency Crisis Procedures | |
| F..... | 39 – 41 |
| Fire Drills, Classroom Shelter Drills/Intruder Alert, Hostage Drills, Bomb Threats and Block Drills | |

| | |
|---|----------------|
| G..... | 41 – 44 |
| G.P.A. | |
| Google Classroom | |
| Grading Book/Roll books/Jupiter Grade | |
| Grade Changes | |
| Grading Policy (uniform across discipline) | |
| H..... | 44 |
| Hallway Permission/E-Hallway Pass | |
| Homework | |
| Honor Roll | |
| I..... | 44 – 46 |
| Identification Card | |
| IEP Process & Procedures | |
| Indicators of Successful Classroom Organization/Bulletin Boards | |
| Internet Usage Policy | |
| Inventories | |
| J..... | 46 – 47 |
| JupiterEd | |
| Jury Duty | |
| K..... | 47 |
| Keys | |
| L..... | 47 – 53 |
| Ladder of Referral | |
| Late Passes | |
| Lavatories | |
| Learning Styles | |
| Learning/Workplace Discrimination/Harassment | |
| Leaving the Building | |
| Lesson Planning | |
| Locker Policy | |
| Locking Classroom/Office Doors | |
| Lost and Found | |
| Lunch Application | |
| Lunch Period | |
| Lunchroom Procedures | |
| M..... | 53 – 54 |
| Mailboxes and Mails | |
| Maintaining a Professional Demeanor | |
| Mainstreaming | |
| Medication | |
| Metro Cards | |
| Monitors | |
| N..... | 54 – 55 |
| Notifications to Parents | |
| O..... | 55 |
| Observations | |
| Open School Day/Eve | |
| Opening Day Procedures | |
| Out of Room Passes | |
| P..... | 56 – 59 |
| Parental Contacts – Exhibit B | |
| Parent Coordinator | |
| Parent Teacher Association | |
| Parent Teacher Conference | |
| Parking | |
| Parking Permit | |
| Parties in School | |
| Peer Mediation | |
| Per Session | |
| Phone Calls | |
| Phone Logs | |
| Photocopying Guidelines | |
| Preparation Periods-UFT CONTRACT (ART.7B5, P.26) | |

| | |
|---|----------------|
| Professional Appearance/Attire | |
| Professional Development | |
| Professional Menu Activities-Special Circular | |
| Professional Planning/Meeting | |
| Program Cards | |
| Prohibited Items | |
| Promotional Standards-Chancellor's Regulations | |
| Pupil Personnel Committee | |
| R..... | 59 – 61 |
| Recruitment | |
| Recycling | |
| Remote Learning | |
| Removal of Students | |
| Repair Requisition | |
| Report Card | |
| Reporting School Related Crimes Committed by Students and Suspected Child Abuse | |
| Request for Funds and Collection of Money | |
| S..... | 61 – 64 |
| School Leadership Team | |
| School Routines | |
| School Uniform/Dress Code | |
| Security/School Safety Agents | |
| Sexual Misconduct | |
| Smoking | |
| Social Media | |
| State Exams | |
| Student Addresses and Telephone Numbers | |
| Student Pass Procedures | |
| Student' Physical and Emotional Progress | |
| Student Records-Access and Disclosures | |
| Student Request to Leave | |
| Student Support Services | |
| Sub-Central System (see absence section) | |
| Subgroups | |
| Supplies | |
| Suspension | |
| Surveillance Camera | |
| T..... | 64 – 66 |
| TeachHub | |
| Teacher and Class Program Card | |
| Teacher Coverage Volunteers | |
| Teacher Effectiveness Evaluation | |
| Teachers Choice | |
| Team Meetings | |
| Telephone Usage | |
| Testing Policy | |
| Textbooks | |
| Timekeeping Procedures | |
| Trip Procedures | |
| Tutoring (Virtual) | |
| V..... | 66 |
| Viewing of Video Tapes/Movies | |
| Visitor Control Procedure | |
| W..... | 66 – 67 |
| Wearing of Outer Clothing | |
| Website | |
| Windows and Shades | |

Key links for easy access

Additional Administrative Form and **COVID-19** Documents.....**68 – 80**

Additional administrative forms will be provided separately from this handbook for your daily use.

It is the policy of New York City Department of Education not to discriminate on the basis of race, color, sex, religion, national origin, age or disability in any employment practice, educational program or any other program, activity or service.

Faculty Conference

September 6, 2022



Welcome Back! I hope everyone had a wonderful summer vacation.

Which words are the most important to you in the picture above? Write them below:

| | |
|--|--|
| | |
| | |
| | |
| | |

Why?

Parting ways:

TPS faculty would like to wish those who have parted with us a wonderful experience in their new environment.

For those who have joined us this year, welcome to the TPS family! We wish you a great time learning and working with the most hard-working and committed team you'll ever meet.

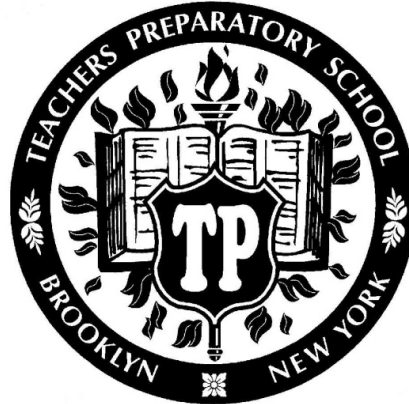
Welcome back to all TPS Staff! Let's make this a year of consistent teaching practices and strategies that will engage all students in meaningful work; a year where all staff will be engaged in productive classroom inter-visitation and professional conversation.

This pamphlet and other policy/faculty notes, procedures, flyers, or bulletins should be retained for your reference and will be referred to as the School Policy Handbook. Policies and procedures not included in the School Policy Handbook will continue as in the past. New policies and changes will be promulgated for inclusion in the School Policy handbook as needed.



Mission Statement

We are dedicated to creating an environment that fosters optimism, creativity, critical thinking, and lifelong learning. Prepare tomorrow's leaders today by modeling superior instruction in our teaching and by developing social efficacy skills through meaningful interactions with positive adult role models. Through curriculum and instruction that are challenging and rigorous, we will maintain high academic standards of higher learning.



We are a school that fosters academic excellence and prepares future community leaders. Within our school community, adults and students communicate with genuine respect, effectively manage conflict, respect judgment, learn and grow together. Teachers maintain high expectations for student achievement and students understand and meet these expectations. By understanding and meeting these expectations, our students prepare for entrance into competitive institutes of higher learning and subsequently into teaching and leadership careers.

Vision Statement

OPENING DAY SIGN-OFF SHEET

I have received a copy of the **Teachers Preparatory School Faculty/Staff Handbook (2022-2023 Edition)**. I understand that while we reviewed the documents in the handbook at our first staff meeting, it is my responsibility to read the documents in the handbook so that I am clear on all school procedures and expectations. Please add to your handbook bulletins, directives and other data that will be disseminated during the school year.

We encourage you to provide feedback about the contents of this book and convey to one of our administrators any item you believe should be modified, deleted or added to our handbook.

Please note that this handbook is also available in the Teachers Preparatory website (www.teachersprep.org) under the “staff” tab, Outlook 365 under files and Google platform in case you have misplaced your hard copy.

It is the responsibility of every Department of Education employee to read all of the Chancellor’s Regulations. I have paid particular attention to the following regulations, which may be found on the Department of Education website at: <https://www.schools.nyc.gov/about-us/policies/chancellors-regulations>

A summary of the Regulations:

Volume A Regulations – The regulations in Volume A address student-related issues, from admissions to promotion.

Volume B Regulations – These regulations address school-based budgeting.

Volume C Regulations – These regulations address employee issues, from hiring to termination

Volume C Regulations – These regulations address parent and community involvement.

| Regulation | Topic |
|------------|--|
| A-101 | Admissions, Readmissions, Transfer and List Notice for All Students |
| A-210 | Minimum Standards for Attendance Programs |
| A-240 | Reasons for Discharging Students |
| A-411 | Behavioral Crisis De-Escalation/Intervention and Contacting 911 |
| A-412 | Security in the Schools |
| A-413 | Cell Phones and other Electronic Devices in School. |
| A-420 | Pupil Behavior and Discipline- Corporal Punishment |
| A-421 | Verbal Abuse |
| A-443 | Student Discipline Procedures |
| A-501 | Promotion Standards |
| A-640 | Filming At School Facilities |
| A-670 | School Trips |
| A-750 | Child Abuse |
| A-755 | Suicide Prevention/Intervention |
| A-830 | Discrimination and Harassment |
| A-831 | Peer Sexual Harassment |
| A-832 | Student-To-Student Discrimination, Harassment, Intimidation, and/or Bullying |
| C-105 | Background Investigations or Pedagogical and Administrative Applicants and Procedures in Cases of Arrest of Employees. |
| C-601 | Attendance and Service of School Staff |
| C-603 | Absent Employees |
| C-604 | Timekeeping |
| C-605 | Salary, Attendance, and Leave of Pedagogical Employees |
| D-130 | Political Activities in School Buildings |
| D-170 | Process for the Nomination and Selection of Members of the Citywide Council on ELLs including Filling Vacancies |

Your signature below acknowledges possession as well as familiarity with the contents of this faculty/staff handbook. Please sign this sheet and return it to me upon receipt of this book today.

Print Name

Signature

Date

ADMINISTRATION

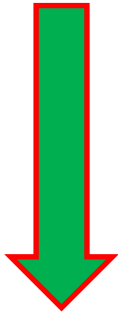
| TITLE | NAME | ROOM | EXT | EMAIL |
|------------------------------|--------------------------|---------|-----------|---|
| PRINCIPAL (I.A.) | Vernon Dye | 257 | 2141 | VDye@schools.nyc.gov |
| ASSISTANT PRINCIPAL | Felina Backer | 309 | 2087 | FBacker2@schools.nyc.gov |
| WELLNESS AND PREVENTIVE TEAM | | | | |
| GUIDANCE COUNSELOR | Calogero Argento | 206 | 2085 | CArgento@schools.nyc.gov |
| GUIDANCE COUNSELOR | Shaquana Montgomery | 310 | 3101 | SMontgomery7@schools.nyc.gov |
| GUIDANCE COUNSELOR | Wayne Glaude | 208 | 2081 | WGlaude@schools.nyc.gov |
| SOCIAL WORKER | Antoinette Campbell | | | acampbell26@schools.nyc.gov |
| SOCIAL WORKER | Eveline Pierre | | | epierre3@schools.nyc.gov |
| ATTENDANCE TEACHER | TBD | N/A | N/A | @schools.nyc.gov |
| NURSE | Rosita Mitchell | 118 | 1181 | RMitchell5@schools.nyc.gov |
| SCHOOL PSYCHOLOGIST | TBD | 210 | | @schools.nyc.gov |
| FAMILY WORKER | TBD | 210 | 2101 | @schools.nyc.gov |
| SPEECH THERAPIST | TBD | 210 | | @schools.nyc.gov |
| PHYSICAL THERAPIST | TBD | 210 | | @schools.nyc.gov |
| RELATED SERVICES | | | | |
| SECRETARY | Adassa Christie-Palmer | 214 | 2571 | AChristiepalmer@schools.nyc.gov |
| PARENT COORDINATOR | Tracie Cooper | 209 | 2094 | Cooperps@gmail.com/ TCooper6@schools.nyc.gov |
| SCHOOL AIDE | Marion Dewberry | 117 | 2091/2092 | MDewberry@schools.nyc.gov |
| SCHOOL AIDE | Robbin Rudder | 115 | 1151 | RRudder@schools.nyc.gov |
| SCHOOL AIDE | Schellena Cook | 208 | 1171 | SCook8@schools.nyc.gov |
| TEACHERS | | | | |
| Art/Co-HS Sr. Adv. | John Coppi | 308 | 3081 | JCoppi2@schools.nyc.gov |
| English | Jasmine Fearon-Weekes | 203 | 2031 | JFearon@schools.nyc.gov |
| English | Cornelius Griffin | 305 | 3051 | CGriffi7@schools.nyc.gov |
| ESL Education | Olivia Fundi | 307 | 3071 | OFundi@schools.nyc.gov |
| Foreign Language | Claire Duncan | 311 | 3111 | CDuncan3@schools.nyc.gov |
| Mathematics/HS Sr. Adv. | Novelette Anderson-Green | 125 | 3121 | NAndersonGreen@schools.nyc.gov |
| Mathematics | Sandra Nelson | 204 | 2041 | SNelson3@schools.nyc.gov |
| Physical Education/Health | Kevin Seidlinger | GYM/105 | 1051/1052 | KSeidlinger@schools.nyc.gov |
| Science | Shereen Springer | 306 | 3061 | SSpring2@schools.nyc.gov |
| Social Studies | Pamela Fuller | 211 | 2111 | PFuller@schools.nyc.gov |
| Special Education | Andre Lissone | 303 | 3031 | alissone@schools.nyc.gov |
| Special Education | Suzette Mc Koy | 205 | 2105/2051 | SMcKoy@schools.nyc.gov |
| Special Education | Gloria Williams Chambers | 305 | 3051 | GChambers@schools.nyc.gov |
| Special Education | Sharon Fearon | 212 | 2121 | SFearon3@schools.nyc.gov |
| Special Education | Jessica Jean Jacques | 404 | 4041 | JJeanjacques2@schools.nyc.gov |
| Special Education | Savory Kyte | 313 | 3131 | AKytesavory@schools.nyc.gov |
| Special Education | Linda Whitfield | 313 | 3131 | LWhitfield@schools.nyc.gov |
| PARAPROFESSIONALS | | | | |
| TITLE | NAME | ROOM | EXT | EMAIL |
| PARAPROFESSIONAL | Edwards Jacqueline – IEP | | | JEdwards27@schools.nyc.gov |
| PARAPROFESSIONAL | Malcolm Harrison – IEP | | | MHarrison@schools.nyc.gov |
| PARAPROFESSIONAL | Damilet Castillo | | | dcastillo31@schools.nyc.gov |
| BUILDING SERVICES | | | | |
| CUSTODIAL ENGINEER | David Feliciano | 116 | 1161 | dfeliciano5@schools.nyc.gov |
| KITCHEN | | KITC | 1111/1121 | KEmanuel2@schools.nyc.gov |
| SCHOOL SECURITY – MAIN | MAIN SECURITY DESK | MAIN | 1000 | schoolsafety@fda7.org |
| SCHOOL SECURITY - OFFICE | SECURITY | 104 | 1041 | |

2022–2023 School Year Calendar

| DATES | WEEKDAYS | NOTES |
|--------------------------------|-------------------------|---|
| September 8 | Thursday | First full day of school |
| September 26 – 27 | Monday – Tuesday | Rosh Hashanah, schools closed |
| September 29 | Thursday | Evening parent teacher conferences for high schools, K–12, and 6–12 schools. Evening (5:00 p.m. to 8:30 p.m.) |
| October 5 | Wednesday | Yom Kippur, schools closed |
| October 10 | Monday | Italian Heritage/Indigenous People’s Day (School closed) |
| November 8 | Tuesday | Election Day, fully remote instructional day for all students |
| November 11 | Friday | Veterans Day, schools closed |
| November 17 | Thursday | Evening parent teacher conferences for high schools, K–12, and 6–12 schools. Evening (5:00 p.m. to 8:30 p.m.) |
| November 18 | Friday | Afternoon parent teacher conferences for high schools, K–12, and 6–12 schools; students in these schools dismissed three hours early. (12:30 p.m. to 2:40 p.m.) |
| November 24 – 25 | Thursday–Friday | Thanksgiving Recess, schools closed |
| December 26 – January 2 | Monday–following Monday | Winter Recess, schools closed |
| January 16 | Monday | Rev. Dr. Martin Luther King Jr. Day, schools closed |
| January 24 – 27 | Tuesday– Friday | Regents Administration |
| January 30 | Monday | Professional Development Day for 9–12 and 6–12 schools in Districts 1–32 only; students in these schools do not attend. |
| January 31 | Tuesday | High School Classes resume – Start of Second Semester |
| February 20 – 24 | Monday–Friday | Midwinter Recess (includes Presidents’ Day and Lincoln’s Birthday), schools closed |
| March 23 | Thursday | Evening parent teacher conferences for high schools, K–12, and 6–12 schools. Evening (5:00 p.m. to 8:30 p.m.) |
| March 24 | Friday | Afternoon parent teacher conferences for high schools, K–12, and 6–12 schools; students in these schools dismissed three hours early. (12:30 p.m. to 2:40 p.m.) |
| April 6 | Thursday | First Day of Passover, schools closed |
| April 7 | Friday | Second Day of Passover – Good Friday, schools closed |
| April 10 – 14 | Monday–Friday | Spring Recess, schools closed |
| April 21 | Friday | Eid Al-Fitr, schools closed |
| May 18 | Thursday | Evening parent teacher conferences for high schools, K–12, and 6–12 schools. Evening (5:00 p.m. to 8:30 p.m.) |
| May 29 | Monday | Memorial Day, schools closed |
| June 8 | Thursday | Anniversary Day. Chancellor’s Conference Day for staff development. Students not in attendance. |
| June 14 – 23 | Wednesday–Friday | Regents Administration |
| June 19 | Monday | Juneteenth (School closed) |
| June 27 | Tuesday | Last day of school for all students. |

Communicating High Expectations Throughout the school year

Teachers



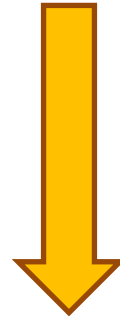
- **Grade Team Meetings**
- **Content/ Department Team**
- **Professional Dev. – Mondays**
- **Teacher Inter-visitiation**
- **Professional conversation**

Students



- **Student Conferences Meetings**
- **Student Council Professional**
- **Jupiter Grade**
- **Town Hall Meetings**
- **Teachers Prep Website**
- **Remind**
- **Projects/ Assessments**

Parents



- **Blackboard Connect**
- **Monthly Newsletter**
- **Parent Outreach**
- **Parent Workshops**
- **SLT/PTA Meetings**
- **Email Blast**
- **Jupiter**
- **Text Alert**
- **Phone Calls**
- **Meet and Greet**
- **Parent Teacher Conferences**

Let's keep the communication line open for the success of your child.

Accountable Talk or DISCUSSION PROTOCOL

Agree

* I agree with..., because... * ____ has a great point. I also think... * In addition to what ____ said...

Build

* To build off of what ____ said... * To take ____'s point further... * Based on the reading, I believe...

Clarify

* What I hear you saying is... * What did you mean when you said...? * I was thinking about what ____ said, and I was wondering about ...

Disagree

* I see your point, but disagree, because... * I'm not sure I agree. Can you give me an example to prove your point? * I disagree, because according to ____...

Students should always face each other and have a speaking object.

Annotating Protocol

READING/ANNOTATION PROTOCOL

*Star the MAIN IDEAS/CLAIMS of the author

? Use a question mark to indicate QUESTIONS or CONFUSION

Underline text, and check "√" if you AGREE with author

Underline text, and use an "X" if you DISAGREE with author

Highlight text that STANDS OUT

After reading, write 1-2 sentences REACTING to the text

WRITING PROTOCOL

Topic Sentence:

What is the main point of the paragraph? What is your claim?

* One important point is... * The text/author/speech discusses the idea that...

Evidence

What evidence proves, supports, and develops your claim?

* According to the author ____, "... " * A recent study shows... * The article, "... " states...

Analysis

What does the evidence mean? Explain it in your own words.

* In other words, ____ is saying ... * In making this comment, ____ is arguing ...

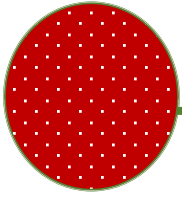
Relate/ Connect

So What? How does this evidence support your claim?

* This reveals... * This demonstrates... * This proves...

TPS Culture & School Environment Expectations

| Routine/Expectation | What does it look like? | Why we do it? | How will we know? |
|--|--|---|---|
| Teacher Standing at the door: Where should the teacher be as students enter the classroom? | Teacher should stand at the door of the classroom to greet or acknowledge all students entering their class | Individual communication with students set a positive tone for the class and can get a feel of how the students are doing | We will see all teachers at their door at the beginning of every class. |
| Do Now/Motivation/Entry Ticket: What will students do at the beginning of the class? | Students facilitate and/or work independently or as a group to complete this activity. This silent activity should take between 5-8 minutes to complete. | The first few minutes of the class set the tone for the rest of the period. It sets classroom expectations and prepare students to be successful. This is also a way for teacher to collect DATA | All students will be completing a silent activity during the first 5-8 minutes of the class. This type of activity is a way for teachers to ASSESS what students are learning and understand. |
| Heads Up: How should students sit while in class? | Students should be sitting up and have their heads up at all times with their book bag off their shoulders. | A student with his/her head is not prepared to learn. Sleep is the next step after a head is put down. | All students will have their heads up during class. |
| Raising Hands: When should students raise their hands and when can students call out answers? | Students raise their hands to answer questions or ask questions to the teacher or to their peers unless the teacher specifically asks students to call out answers. | When students call out, it stops their peers from thinking and allows the vocal students to dominate classroom discussions. In addition, students need to LEARN HOW to listen to one another. | We will see students raising their hands. We will also see teachers addressing students who call out and not accepting answers from students who call out. |
| Bell-to-Bell Teaching: How will students exit the classroom? | The bell lets the teacher know that class is over but does not give students permission to leave – this should be explained to all students. No students should be dismissed prior to the bell ringing. | Every minute of class time is precious. If students are dismissed early, it sends the message that the teacher does not value class time. | All students will be in their seats and focused until the teacher dismisses them. |
| Student Conversation: How will students speak to one another? How will students speak to adults? | Students engage with teacher and peers in a respectable manner (tone and language) that is appropriate for a learning environment. | Student communication should be consistent with our core values (open, clear, honest, polite, listen in a focused and attentive manner, civil, courtesy) and should set the tone for a PRODUCTIVE outcome. | Students will be speaking with appropriate language and tone of voice at all times. |
| Circulating: How will teachers use their proximity to students to ASSESS each individual student and ensure that all students are actively ENGAGED in their learning? | ALL teachers will circulate (keeping watch over, supervising, check systematically, and providing FEEDBACK to students on their progress) their classrooms to engage their students, ASSESS their learning and ensure that they are actively engaged throughout their class. | Circulating the classroom is an essential element of good pedagogy “taught worthy” lesson. The purpose of circulating the classroom is to collect certain DATA for purposes of making INSTRUCTIONAL decisions and providing FEEDBACK to students on their progress. Teachers cannot effectively ASSESS their students and ensure that they are engaged without circulating and taking low inference note. | No teacher will sit at their desk to grade papers or complete task that should be performed outside of their instructional time. All teachers will circulate to ASSESS their students’ work and make certain they are actively engaged in their learning and take inference notes. |



TEACHERS PREPARATORY SCHOOL

Bell Schedule

| | | |
|---|-------|-------|
| 0 | 7:30 | 8:16 |
| 1 | 8:20 | 9:05 |
| 2 | 9:08 | 9:53 |
| 3 | 9:56 | 10:41 |
| 4 | 10:44 | 11:29 |
| 5 | 11:32 | 12:17 |
| 6 | 12:20 | 1:05 |
| 7 | 1:08 | 1:53 |
| 8 | 1:56 | 2:40 |

Mondays
Prof. Dev.

2:41 pm - 4:00 pm

Tuesdays
**Parent Engagement/
Prof. Work**

2:41 pm – 3:55 pm

T.P.S. Reminders

| |
|--|
| Daily lesson plans must be readily available in a folder or on your desk during your instructional periods. This is a non-negotiable. |
| Attendance is a legal document. Teachers must use a BLUE or BLACK PEN to sign the daily attendance or period attendance sheet. NO PENCIL should ever be used to sign attendance sheets. When taking attendance, it is important to know whom you are marking present or absent in your class. Daily period attendance must |
| Yellow SPAT sheets are to be submitted at the end of business day on Friday to the attendance aide. |
| Teachers must update their bulletin boards monthly at the end of the first week of the month with. |
| No student may ever be used to render personal service for a teacher. For example, a child may not be sent to the store or to the coffee or soda machine in the teacher's lounge. |
| A class may not be left uncovered or unsupervised in the course of the school day. Emergencies can be handled by contacting the main office, the administrators, or the teacher next door. |
| Children may not be excluded from school or class without authorization and children may not be placed in the hallway as a disciplinary measure. |
| No children should be sent home in the course of the day without authorization. No parent may pick up children without authorization. |
| No instructional machine or equipment may be removed or borrowed from the school without permission and receipt from the principal. |
| Funds should not be solicited from children without authorization from the principal. |
| A teacher leaving the school building during the school day must get permission from the principal and must sign the "staff sign-out" log book located in the main office. |
| The school is not responsible for personal items left unattended. |
| Windows without window screens may not be opened more than 8 inches from the bottom. |
| Furniture may not be removed from the classroom and left in the hallway. If they are removed during parent-teacher conference, they should be brought back into the classroom at the end of the conference. |
| No personal mail may be posted at school expense. |
| Personal information regarding a child (address, telephone number, home conditions, etc.) is not to be given to any person other than an authorized administrative staff member. |
| No class is to be dismissed before designated time unless authorized by the principal or assistant principal. |
| All teachers should keep a copy and provide an inventory of their resources to the principal or assistant principal. |
| Teachers with special needs students will have access to their IEPs. Teachers must become familiar with the contents of all IEP students and use the information to adequately plan their lessons and assess those students. |
| All members of the school community are mandated reporter as per the state. If you suspect cases of child abuse, you should immediately convey this information to the Principal or Assistant Principal and Guidance Counselor who will guide you through the proper procedures, please follow the chancellor's regulations A-420 & A-421. You may call the Central Register (SCR) 800-635-1522 as well as to your supervisor. |



TPS – School Polices/Procedures

Absence/Absentee Lesson Plans/Lateness/Personal Business Absences

1. **Absence** – Excessive absences or lateness (**over 10**) may result in disciplinary action leading to an unsatisfactory rating.
2. Patterns of unexcused absences or **lateness** may also result in disciplinary action leading to an unsatisfactory rating.

PATTERNS OF LATENESS or ABSENCES THEY WILL BE ADDRESSED.

3. **An alternative to calling Subcentral is to inform the Payroll Secretary, Ms. Palmer, days prior to your absence. If you have an emergency and you will not be able to make it to work that day, the secretary prefers that you send her a text message from 7:00 am on, NOT earlier. She said, you all know her number.**
4. All teachers who are in the classroom without support of another teacher for three or more periods per day must contact sub-central at 718-935-6740 to report their absence and must also contact the school. Teachers who are in the classroom by themselves for three or fewer periods per day should **not** call sub-central. Those teachers **must call the school before 7:30 A.M.** See information below.

Sub-Central Website:

[LogOn | SmartFind Express | PowerSchool \(eschoolsolutions.com\)](#)

Sub-Central Smart Find Express IVR (telephone access): 718-935-6740

Sub-Central Help Desk Email Address: subcentral@schools.nyc.gov

Absence Reporting

Once a full-time school-based employee has created an assignment which needs staffing, SubCentral will generate a record of the job containing all pertinent information.

Depending upon the date of the absence, the system will contact you directly by phone to offer you the job. (Note: The system does not offer assignments via text messages, emails, faxes or voicemail messages nor are you able to reply to offers through these methods. Also, you must respond immediately when the call comes through.)

Callout Times:

Designated times the system will call to offer you an assignment.

- **Morning** - Beginning at 5:30 AM for same day assignments (Monday through Friday)
- **Evening** - From 5:00 PM to 10:30 PM (Sunday through Friday for future assignments. Note: Jobs can be offered up to 30 days in advance.)

Registration Info: In order to use the Sub-Central system, you will need to register with the system using your file number as your Access ID and PIN. You ***must*** change your PIN number as part of completing the registration process. You can register and change your PIN Number by calling 718-935-6740.

Registration Instructions

NOTE: FOR THE FIRST TIME REGISTERING, YOUR FILE or EIS NUMBER IS YOUR ACCESS ID AND PIN

Before any features are available, you must register with the system and create a PIN. The Access ID and PIN are used for all interactions with the system and should never be used by anyone else.

To register, follow this procedure:

1. Call the main system number at **(718) 935-6740**.
2. Enter your Access ID followed by the star (*) key. For access ID number: enter your file # and press the * button.
3. When the system asks you to enter your PIN, you should enter your Access ID again followed by the star (*) key. (Re-enter your file # and press the * button)
4. Record your name followed by the star (*) key. You will hear the telephone number

(callback number) that the system will use to call you. You can modify this number.

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.

Personal Business Absences

- Days off for personal business (two of the three days may be used for the care of an ill family member) are intended to be used only for personal business which cannot be conducted on other than a school day and during other than school hours. A written request is to be submitted to the Principal for consideration prior to the date.
- Excessive absence (**over 10 days**) may result in a “U” rating. Personal business absences are included in this number.
- Religious Absences must be completed and submitted for the Principal’s approval ten business days prior to the date requested. Religious Observance is subject to deduction approximating one day’s pay for each day granted.

Absentee Lesson Plans

This is a “No Tolerance Policy!!! – See more info under Lesson Plans and exhibit

Accident Report-Teacher

1. In the event that you have an accident or injury or become ill, inform the Principal or Assistant Principal immediately. An accident report must be filed within twenty-four (24) hours of an accident occurrence.
Please see the payroll secretary and the dean for the form.
2. The form must be submitted to an administrator along with any witness statements for a teacher-related accident.

Accident/Incident Report-Student

1. If a student has an accident, an administrator/dean must be notified and a D.O.E. Occurrence Report along with the student’s statement and any witness statement must be filled out immediately by an administrator.

After School Activities

Parents must be notified of all after school activities that take place as part of a club, after school or academic activity by sending home a written permission slip for parent’s approval. Activities that take place in the evening require written approval from the Principal. Clubs should be regularly scheduled but for all other after school activities students must be given and submit a permission slip from their parent/guardian, if the activity (ies) will last for more than 30 minutes. After school advisors **MUST** submit a roster of all students who participate in the activity (ies), with the room number, and the days the club meets.

As a general policy, students should be out of the building by 5:30 p.m.

Arrests and Dispositions-Pursuant to Chancellor’s Regulations (C-105): (Included in folder) – What to do in case you get arrested – PROCEDURES IN CASES OF THE ARREST OF EMPLOYEES, PERSONS HOLDING NEW YORK CITY LICENSES OR CERTIFICATES, OR PERSONS PROVIDING SERVICES TO THE DEPARTMENT OF EDUCATION.

1. It is your responsibility for any person who has been arrested and charged with a felony, misdemeanor or violation to immediately notify the Office of Personnel Investigations (OPI) personally and notify the principal in writing and provide a copy of the criminal court complaint. Contact number (212-510-1400).
2. It is mandatory that you comply with request.
3. Failure to disclose an arrest can result in adverse employment consequences. Termination of Employment is possible.

Attendance Taking (This is a “No Tolerance Policy”)

Teachers are required to take attendance within the first 10 minutes of class of every instructional period.

There are two types of attendance sheets that must be submitted:

- **DAILY ATTENDANCE:** is to be taken on the **BLACK** scan (“bubble”) sheets during second period.
 - If you have a second period class, scan sheets will be on the counter each morning.
 - Attendance Aide will pick up these sheets no later than 10:00 AM. Teachers have your attendance roster ready for pick –up.
 - Bubble in the **FIRST** column “Attendance Taken” to indicate attendance was taken for the day.

- Bubble in “A” next to the student’s name if he or she is ABSENT. You do not need to bubble anything for students who are present.
 - If a student comes to your class late, erase the “A” and simply fill in the “L” instead. That will designate the student as late. The scan machine will not read two bubbled circles on one line.
 - Teachers must only use a #2 pencil on the forms and fill them in neatly.
 - The ATS Roster must be **signed in blue or black ink only**. It is a legal document. A **pencil should not** be used to sign this document. The ATS Roster is a legal document and must be completed by the teacher, not by a student.
 - If it is a half-day, the “PM Release” should also be bubbled.
 - There should **absolutely** be **no** additional marks on the ATS form. If a student’s name is not on your roster, write their full name on a separate sheet of paper including the date and place it in the attendance folder.
 - Absence notes are to be submitted to the Attendance Aide.
 - Sign your name where it asks for the teacher’s signature.
- **SECOND PERIOD TEACHERS**
 - Second period attendance should be available at their door no later than 10:00 AM. The main office staff will pick up the attendance and then assist in calling students who are late or absent.
 - **PERIOD ATTENDANCE**: is to be taken on the **YELLOW** scan (“bubble”) sheets.
 - These scan sheets are the attendance for a class section for an entire week (Monday-Friday).
 - These sheets will be in your mailboxes on the first day of each school week.
 - On days you do not meet with that section, the attendance boxes will be filled with an “XX” mark.
 - Please note that if a student comes to your class late please erase the “A” and simply fill in the “L” instead. That will designate the student as late.
 - Teachers **must only use a #2 pencil** on the forms and fill them in neatly.
 - Sign your name where it says teacher signature.
 - These forms must be submitted by the end of your teaching day at the end of the week.
Failure to do so may lead to disciplinary actions.

Be advised, teachers are required to keep their own accurate record of student attendance and lateness.

Improving Pupil Attendance

- Students must bring medical/official business documentation on letterhead signed by a physician or court appointed representative to the main office to receive an excused absence form before 1st period.
- All teachers are to make calls to parents/guardians for students absent two (2) or more days during any given week. Calls should also be made if the teacher notices a pattern of absence such as Fridays, Mondays, etc. Keep a written log of all calls made and outcomes. (*see Log of Parental Contacts and Parent Notifications*)
- Students with excessive (two days within a 14-day period) absences are to be referred to the Guidance Office.
- Daily absentee lists will be in your respective mailboxes in the Main Office. All teachers will review the student absentee lists daily by signing whether or not any of the students were present in any of their classes. Students who are known to have been in school during any part of the day (including guidance conferences, as per State law) must have their absence reversed. Please indicate these students, sign and date the form. Attendance aide will also solicit attendance information on a daily basis to help with the attendance reversals.

Once again, ALL TEACHERS must RECORD and have “BACK-UP” attendance records for all the students they teach!!

NEW PLATFORM – DOE Attendance – Since we are not yet efficient in using this system, we will continue to use JupiterEd. In the meantime, please experiment with it on [Home Page - TeachHub \(schools.nyc\)](https://home.teachhub.schools.nyc)

Attendance Outreach (This is a No Tolerance Policy)

All teachers are expected to contact the parents of students who are absent or who have been absent from class for an extended period of time (ex.: two days in any seven-day period). In the event that no positive outcome results from such contacts, a request for a home visit must be made by informing the Attendance Teacher.

More information about such a visit and a request for home visit form may be obtained from the Guidance. *(Also see: Attendance Taking, Log of Parental Contacts and Parent Notifications)*

Bell Schedule

See page 17

Beverages

1. Staff members are **NOT** to carry beverages of any kind during passing. This is a clear safety issue.

Blue Contact Cards

1. Second period teachers or official class teachers are to give students “2” blue emergency contact cards the first day of school. These cards must be filled out by the parents of the students, submitted to the teacher, and given to Ms. Dewberry in the Main Office. Teachers should keep records of all students submitting blue cards.
2. On-going updates of these cards must be done to ensure the accuracy of information. A blue card for each student is available in the Main Office and the nurse’s office.

Bulletin Boards *(see additional info under Indicators of Successful classroom...)*

Bulletin boards are a positive way of providing both differentiated and individualized feedback to students. It is a powerful way to communicate to each student the level of expectations for the topics being taught. With that said, bulletin boards **MUST** be updated no later than the 6th of the month. Work products should be posted with feedback that will enhance the learner’s academic growth, i.e.: What the students did well, what he/she needs to improve on, and next steps – task, rubric, CCLS, and rubric based comments should also be included.

Calendar

Term and school year calendars are issued to each teacher at the start of the academic year (included in this handbook). This calendar denotes all school holidays, Parent Conferences and other. A Regents exam schedules is distributed in January and June. An electronic copy of the calendar is posted on the Department of Education website. Additionally, **JupiterEd** has been edited to include holidays, Parent Conferences, Regents exams and other.

The parent coordinator distributes monthly calendars. If, per chance, you would like to add an item on the calendar, see Ms. Cooper.

Cellular Phones

1. Cell phones may **NOT** be used to accept incoming calls, make outgoing phone calls or send out text messages during instructional periods or during professional activities.
2. Cell phone conversations may not be carried openly in the hallways during school hours or while on duty.
3. Cell phones may not be visibly worn during school hours.

Chancellor’s Four Pillars for Building Trust in NYC Public School

1. **Reimagining the student experience**
 - Career Pathways Initiative —creating career-connected learning and pathways for all our students to help activate their passion and sense of purpose.
 - Ensuring that all students graduate with a strong plan and head start on a pathway to the middle class, including financial literacy and civics skills.
 - Supporting our children to become strong readers.
 - Making sure every single one of our students is getting strong, phonics-based literacy instruction from the very start.
 - Building on the universal screening tools that identify risk for dyslexia to tailor more effective responses at the earliest possible ages; strengthening early childhood education.
 - Creating an Advisory Council on Literacy.
 - Virtual learning -expanding virtual options for students.
2. **Scaling, sustaining, and restoring what works**
 - Identifying the amazing practices throughout our system and sharing via state-of-the-art knowledge-sharing system so that they become models that other schools can try to emulate.
 - Expanding opportunities for accelerated learning in every school.
3. **Prioritizing wellness and its link to student success**
 - Working with the Mayor’s office to increase the number of School Safety Agents.

- Collaborating with community-based partners to support school safety, mental health, attendance, and enrichment.
- Extending learning beyond the four walls of the classroom to feed the souls of our children with visits to museums, parks, and activities in the great outdoors.
- Increasing our schools' capacity to provide quality mindfulness practices that are scientifically researched, evidence-based, and culturally responsive.

4. Engaging families to be our true partners

Chancellor PD Days

The dates below have been set aside by the Chancellor as professional development days.

| SEPTEMBER | NOVEMBER | JANUARY | JUNE |
|-----------|---------------------|-----------|----------------------------|
| 6 | 8 | 30 | 8 |
| | Election Day | | Brooklyn/Queens Day |

Chancellor's Regulation:

A list of most popular Chancellor's Regs has been provided to all members to sign (**see page 9**). On page 24 of this handbook, you will also find a shortened list of the regulations that are included in this packet. It is the responsibility of each DOE employee to familiarize themselves with the information provided. Please click the link provided for an extensive list of the Chancellor's Regulations:

[Chancellor's Regulations \(nyc.gov\)](http://www.nyc.gov/chancellor-regulations)

Chancellor's Regulation A-420 (see Attachment A)

1. **Corporal punishment** is any act of physical force upon a student for the purpose of punishing that student.
2. Such term shall not mean the use of reasonable force to protect oneself from physical injury, to protect another student or teacher from injury, to protect the property of school or of others; or to restrain or remove a student whose behavior is interfering with the orderly exercise and performance of school functions; or if that student has refused to comply with a request to refrain from further disruptive acts.
3. No corporal punishment shall be inflicted in any of the public schools, nor punishment of any kind tending to cause excessive fear or physical or mental distress. Violation of this by law constitutes grounds for dismissal.
4. All allegations of corporal punishment by Board of Education employees must be reported immediately to the proper authorities.
5. At the time of the communication the supervisor will be advised as to how the investigation is to proceed from those authorities.

Chancellor's Regulation A-421 (see Attachment A)

1. **Verbal punishment** of student is prohibited. Disruptive behavior by students must never be punished by the use of verbal abuse.
2. Verbal abuse is language that tends to cause fear, physical or mental distress; words denoting racial, ethnic, religion, gender, disability or sexual orientation, threatens physical harm, belittles or subjects students to ridicule.
3. All allegations of verbal abuse by Department of Education employees must be reported immediately to the proper authorities.
4. At the time of the communication the supervisor will be advised as how the investigation is to proceed from those authorities.

Chancellor's Regulation C-110 (see Attachment A)

1. **Conflict of Interest Law** - Teachers are prohibited from tutoring students in their own school and siblings of those students for a fee.
2. Second jobs must be done on your own time.
 - a. Waivers are available, depending on circumstances. Call the D.O.E. ethics office for information.
 - b. You may not use your official Department of Education position, confidential information, or DOE personnel or equipment to perform the job.
3. Department of Education employees are restricted from accepting gifts with a value of \$50.00 or more from any person or firm doing business with the City of New York.
4. Student gifts are to be a minimum value (e.g. a "World's Greatest Teacher" mug).
5. Department of Education employees are prohibited from engaging in post-employment business with the

Department of Education for one year.

6. Supervisors and subordinates are prohibited from having any kind of financial relationship.
7. Being a public servant does not diminish your rights to engage in political activity.
 - a. All activities must be performed on your own time.
 - b. You may not use DOE letterhead, equipment or personnel.
 - c. You may not coerce or induce fellow employees to participate or contribute by threat of their jobs or by promise or raise or promotion.

Chancellor's Regulation C-105 (see Attachment A)

Subject: Background investigations of pedagogical and administrative applicants and procedures in cases of the arrest of employees

Chancellor's Regulation Reminders

1. No child may ever be used to render personal service for a teacher or supportive staff member (e.g. a child may not be sent to the store).
2. No business enterprise may be conducted on school property and staff members may make no unauthorized collections.
3. Children may not, as a disciplinary measure, be denied lunch, be placed in the hall, be told to stay home, be sent home without the proper authorization, or have personal property destroyed or thrown away. (Parents must be provided with an opportunity to retrieve such property).
4. No personal mail may be posted at school expense.
5. No drug or medication is to be administered by a teacher or an unauthorized staff member.
6. No instructional machine or piece of equipment may ever be removed or borrowed from the school without permission and receipt from the principal or designee (i.e. computers, musical instruments, video machine, videos, calculators, etc.)
7. Funds may not be solicited from children without authorization from the principal.
8. A staff member leaving the building from other than the main entrance may not provide access to any person from the "outside". Please ensure that the door is secured by slamming it shut.
9. No child may be sent home during the course of the day without administrative authorization and no parent may pick-up a student from class without office authorization.

Key Documents:

[A-411 5-21-2015 final remediated WCAG2.0 \(nyc.gov\)](#)
[A-412 11-8-2006 final remediated WCAG2.0 \(nyc.gov\)](#)
[A-413 2-26-2015 final remediated WCAG2.0 \(nyc.gov\)](#)
[A-414 3-24-2010 final remediated WCAG2.0 \(nyc.gov\)](#)
[A-415 3-24-2010 final remediated WCAG2.0 \(nyc.gov\)](#)
[A-418 8-5-2008 Final combined remediated WCAG2.0 \(nyc.gov\)](#)
[A-420 11-28-2018 Final combined remediated WCAG2.0 \(nyc.gov\)](#)
[A-421 11-28-2018 Final combined remediated WCAG2.0 \(nyc.gov\)](#)
[A-432 9-13-2005 final remediated WCAG2.0 \(nyc.gov\)](#)
[A-443 student discipline procedures \(nyc.gov\)](#)
[A-449 3-9-2011 Final combined remediated WCAG2.0 \(nyc.gov\)](#)
[A-450 1-20-2011 Final combined remediated WCAG2.0 \(nyc.gov\)](#)
[A-750 9-28-2017 final remediated WCAG2.0 \(nyc.gov\)](#)
[A-755 8-18-2011 Final combined remediated WCAG2.0 \(nyc.gov\)](#)
[A-830 2-17-2022 Final \(nyc.gov\)](#)
[A-831 10-7-2021 Final Posted \(nyc.gov\)](#)
[A-832 10-7-2021 Final Posted \(nyc.gov\)](#)

Classroom Care & Decor (This is a Non-Tolerance Policy)

It is expected that all teachers keep the classrooms they use/share clean, neat, and well organized. In addition, an attractive and print rich learning environment positively affects student performance and development. Teachers are expected to use bulletin boards and classroom space for displaying evaluated student work completed with teacher comments that speak to the rubric, and content related materials.

- Although it is impressive to show history of student work, current work should be highlighted and evident.
- All teachers must have a system for maintaining portfolios of student work.
- All teachers should have posted in their classrooms a copy of the classroom rules and regulations and daily agenda, including a time frame and learning objectives.
- **Classroom lights must remain lit.**

If you wish to have any furniture or heavy equipment moved, please submit a request for repairs form to the Main Office in room 209 to facilitate the move.

Clubs/Extra-curricular Activities (C.R. A-601)

Staff members are encouraged to form clubs that will develop students' talents or skills. Clubs should be of a recreational and educational nature. They should be interesting and somewhat challenging. Such activities should help improve students' self-esteem, build character and social skills. Interested in starting a club? See an administrator for more details.

"Code Blue" Drills

Emergency Protocol:

Immediately on determining that there is an unconscious victim, 911 **must** be called. The internal response team must be activated, and the AED must be brought to the victim. The caller will state "We have a defibrillator with the victim". Unless the caller is the person retrieving the AED, the caller **must** stay on the line with the 911 operator until the operator hangs up.

The universal code for AED emergency is "**CODE BLUE**". Any staff member trained on the AED (Defibrillator) machine should report to the designated location upon hearing the "**code blue**" on the loud speaker.

The following announcement must be made ***three times*** over the public address system (PA): "**CODE BLUE,**" and state the location of the emergency. Any staff member responding to the school's internal response protocol will immediately retrieve the ***closest*** AED to bring to the scene.

| Responder | Building Code | Title | Last Training Date | Expiration Date | Class Type |
|---------------------------------|---------------|---------------|--------------------|-----------------|--|
| <u>Kevin Seidlinger</u> | K175 | TEACHER | 02/17/21 | 02/17/23 | AED/CPR (Adult, Child, Infant) - 6 hours |
| <u>Linda Whitfield</u> | K175 | TEACHER SP ED | 10/15/21 | 10/15/23 | AED/CPR (Adult, Child, Infant) - 6 hours |
| <u>Gloria Chambers-Williams</u> | K175 | TEACHER SP ED | 05/28/21 | 05/28/23 | AED/CPR (Adult, Child, Infant) - 6 hours |
| <u>Olivia Fundi</u> | K175 | TEACHER SP ED | 05/28/21 | 05/28/23 | AED/CPR (Adult, Child, Infant) - 6 hours |

At the scene with the victim, trained personnel will provide assistance including but not limited to:

1. scene safety and evaluation
2. body substances isolation precautions (i.e.: gloves and breathing mask)
3. establishment of unresponsiveness
4. opening the victim's airway
5. checking for breathing
6. provision of rescue breathing (if necessary)
7. checking for signs of circulation (breathing, coughing, or movement)
8. application for the AED and usage (if necessary)
9. provision of CPR (if necessary)
10. continuous monitoring of Airway, Breathing, and Circulation
11. update of information to security or identified entry

After an AED response has been made, immediately following the incident contact the AED Program Manager at 212-374-6097 for an evaluation. <http://doe.emergencyskills.com/>

Collection of Student Work (Portfolio)

1. Assessment tool of the New York City Department of Education's Promotion Standards.
 - a. As per the Regulation of the Chancellor A-501, teachers will use all available assessment-standardized test, performance-based assessments, ongoing assessment of student work, teacher observation and professional judgment, and attendance records as mechanisms to improve classroom instruction and to provide parents with detailed information about their child's academic progress.
 - b. Teachers will maintain collection of student work that documents student's progress toward meeting performance standards.
 - c. Assessment of student work is one of the multiple criteria to be used for making decisions on promotion.
2. The student work folder is a purposeful collection of standard-setting student work piece and rubrics,

which reflects each marking period's assessment criteria.

- They are evidence of the students' knowledge, skills, and attitudes in their subject area and serves as the basis to examine effort, improvement, process, and achievement.
 - They are valuable tools in student assessment, which provides students with the opportunity to see their academic progress and which tells the story of their learning.
3. Teachers are to initiate a Collection of Student Work for each student as early as the second week of school.
 4. Teachers are to explain the importance and purpose of the "Collection of Student Work" for the work folder to their subject classes and are to incorporate the collection into the fabric of the classroom experience.
 5. **CURRENT** student work folders **MUST BE VISIBLE** and are to be available to Parents, Guidance, SBST and Administration.
 6. Middle School teachers must keep a portfolio of their students' best work. If a student is transferred to another class, the portfolio must also follow.
 7. **Teachers are to keep accurate records of student work, attendance, and grades, for example: tests, quizzes, projects, reports, homework, extra credit, etc.**

Common Core Instructional Shifts – you can find the Common Core Learning Standards at <http://www.corstandards.org>

ELA/Literacy

- W** Writing from sources - Writing needs to emphasize use of evidence to inform or make an argument rather than the personal narrative and other forms of decontextualized prompts. While the narrative still has an important role, students develop skills through written arguments that respond to the ideas, events, facts, and arguments presented in the texts they read.
- B** Balancing Informational & Text Literacy - Students read a true balance of informational and literary texts. Elementary school classrooms are, therefore, places where students access the world – science, social studies, the arts and literature – through text. At least 50% of what students read is informational.
- S** Staircase of Complexity - In order to prepare students for the complexity of college and career ready texts, each grade level requires a "step" of growth on the "staircase". Students read the central, grade appropriate text around which instruction is centered. Teachers are patient, create more time and space in the curriculum for this close and careful reading, and provide appropriate and necessary scaffolding and supports so that it is possible for students reading below grade level.
- T** Text-Based Answers - Students have rich and rigorous conversations, which are dependent on a common text. Teachers insist that classroom experiences stay deeply connected to the text on the page and that students develop habits for making evidentiary arguments both in conversation, as well as in writing to assess comprehension of a text.
- A** Academic Vocabulary - Students constantly build the vocabulary they need to access grade level complex texts. By focusing strategically on comprehension of pivotal and commonly found words (such as "discourse," "generation," "theory," and "principled") and less on esoteric literary terms (such as "onomatopoeia" or "homonym"), teachers constantly build students' ability to access more complex texts across the content areas.
- K** Knowledge in the Discipline - Content area teachers outside of the ELA classroom emphasize literacy experiences in their planning and instruction. Students learn through domain specific texts in science and social studies classrooms – rather than referring to the text, they are expected to learn from what they read.

Mathematics Shifts

- F** Focus - Teachers use the power of the eraser and significantly narrow and deepen the scope of how time and energy is spent in the math classroom. They do so in order to focus deeply on only the concepts that are prioritized in the standards so that students reach strong foundational knowledge and deep conceptual understanding and are able to transfer mathematical skills and understanding across concepts and grades.
- F** Fluency - Students are expected to have speed and accuracy with simple calculations; teachers structure class time and/or homework time for students to memorize, through repetition, core functions (found in the attached list of fluencies) such as multiplication tables so that they are more able to understand and manipulate more complex concepts.
- C** Coherence - Principals and teachers carefully connect the learning within and across grades so that, for example, fractions or multiplication spiral across grade levels and students can build new understanding onto foundations built in previous years. Teachers can begin to count on deep conceptual understanding of core content and build on it. Each standard is not a new event, but an extension of previous learning.

- D** Deep Understanding - Teachers teach more than “how to get the answer” and instead support students’ ability to access concepts from a number of perspectives so that students are able to see math as more than a set of mnemonics or discrete procedures. Students demonstrate deep conceptual understanding of core math concepts by applying them to new situations. as well as writing and speaking about their understanding.
- A** Application - Students are expected to use math and choose the appropriate concept for application even when they are not prompted to do so. Teachers provide opportunities at all grade levels for students to apply math concepts in “real world” situations. Teachers in content areas outside of math, particularly science, ensure that students are using math – at all grade levels – to make meaning of and access content.
- D** Dual Intensity - Students are practicing and understanding. There is more than a balance between these two things in the classroom – both are occurring with intensity. Teachers create opportunities for students to participate in “drills” and make use of those skills through extended application of math concepts. The amount of time and energy spent practicing and understanding-learning environments are driven by the specific mathematical concept and therefore, vary throughout the given school year.

Compensatory Time Positions

Some important school functions are handled by teachers who have a shortened instructional program. Staff seeking comp. time roles work in these positions during their professional periods, some prep periods, and during the reduced instructional time as per the UFT contract. These positions and qualifications are posted in the Main Office throughout the school year.

SPECIAL NOTE: Attendance and lateness figures are checked when considering a person for compensatory time assignment, special teaching program, per session or any additional school postings.

Computers/Laptops:

Most laptops have been etched for security purposes. If a laptop is missing, it will be reported stolen to the 73rd precinct. PD will be able to track the stolen property.

Teachers who use the laptop cart must return the cart to its original spot. The cart must be intact with all laptops plugged and in designated slots. Teachers who mishandle the laptop cart may not get permission to use it in the future. Laptop cart keys must be returned to an administrator. Students may not have access to the cart without supervision.

Teachers who teach a technology class have priority to use the cart. All teachers must complete the sign out sheet prior to using the cart.

Conduct Book

1. Maintain an anecdotal record for professional reference. Subject teachers **must** maintain a journal of student disciplinary infractions and the actions taken. This will be valuable reference when parent meetings, suspensions or guidance conferences are held. **JupiterEd** is the platform that the school uses to keep logs.
2. Teachers who wish to remove students from their class as stated in the SAVE Legislature must attach a copy of the conduct log, parent contact logs, anecdotal, copies of guidance referral interventions, etc. as evidence of the consistent infraction, outreach efforts and implementation of consequences prior to requesting removal. This info can also be logged on **JupiterEd** and make reference to when such action is requested.

Confidentiality of Student Information

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

Content Specific Vocabulary (Tiers 2 & 3)

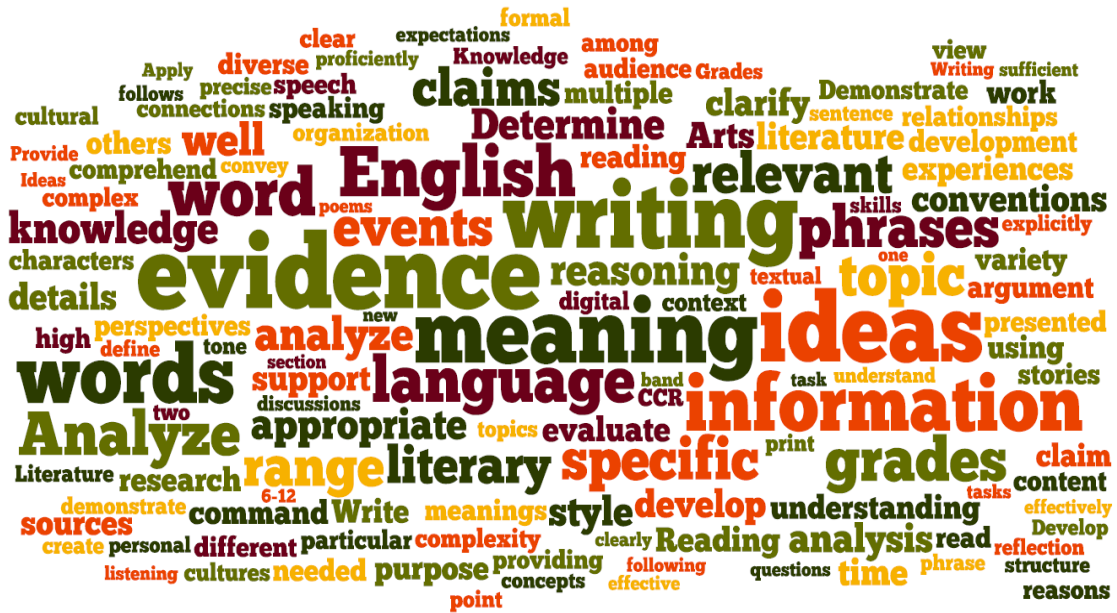
Go to www.Wordle.net to capture the most frequent learning/common core standards e.g., Tier 2 & 3 words (content specific) students need to master in order to be successful.

Difference between the two:

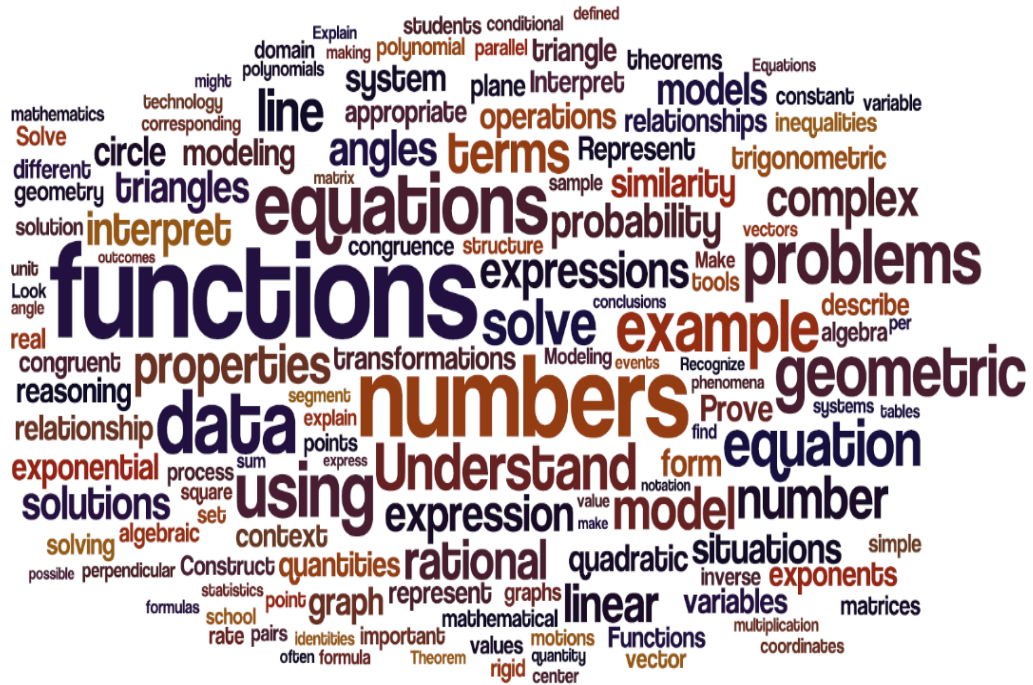
Content Specific Vocabulary: Focus (CCLS shift 1) and Deep understanding (CCLS shift 4) – (Tier III- Words specific to the text or field of study.)*

Academic Vocabulary: Focus (CCLS shift 1) and Deep understanding (CCLS shift 4) – (Tier II – Words applicable to multiple content areas.)*

Cloud Vocabulary for ELA

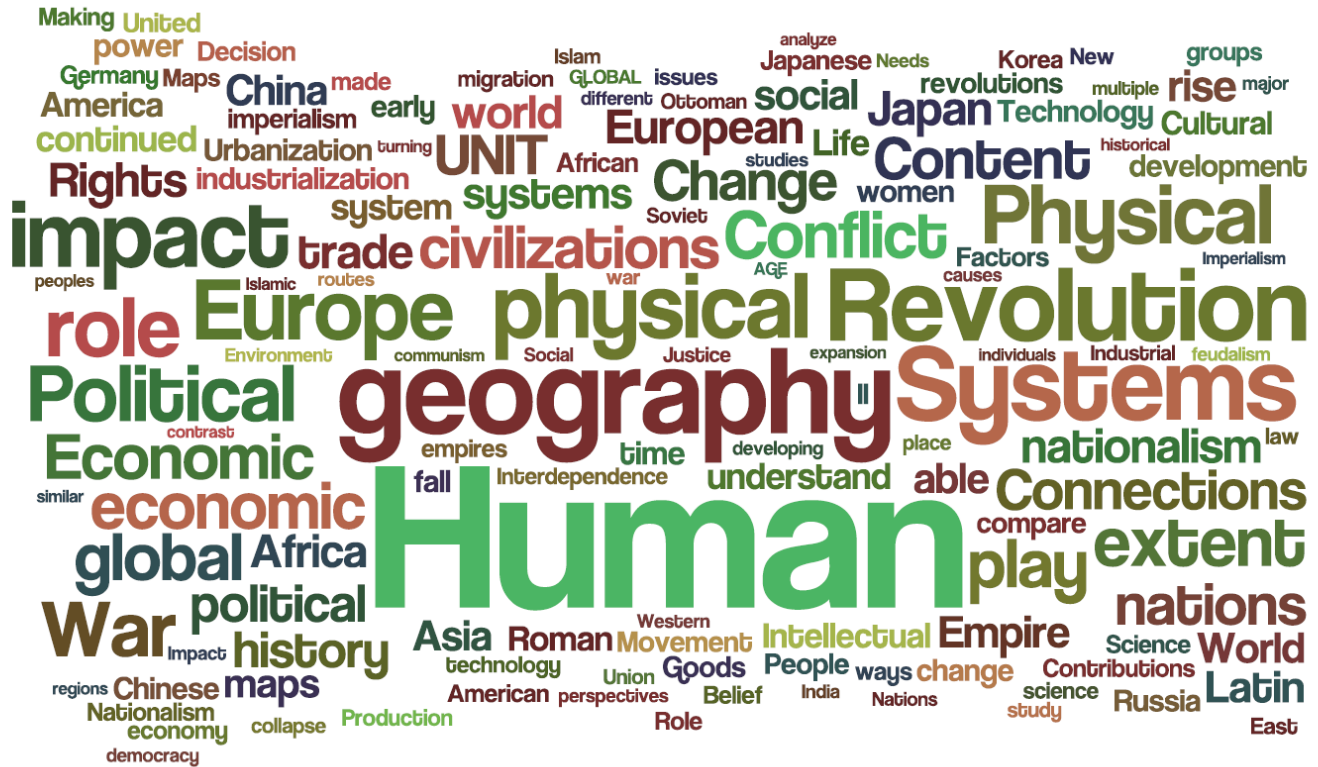


Cloud Vocabulary for Algebra

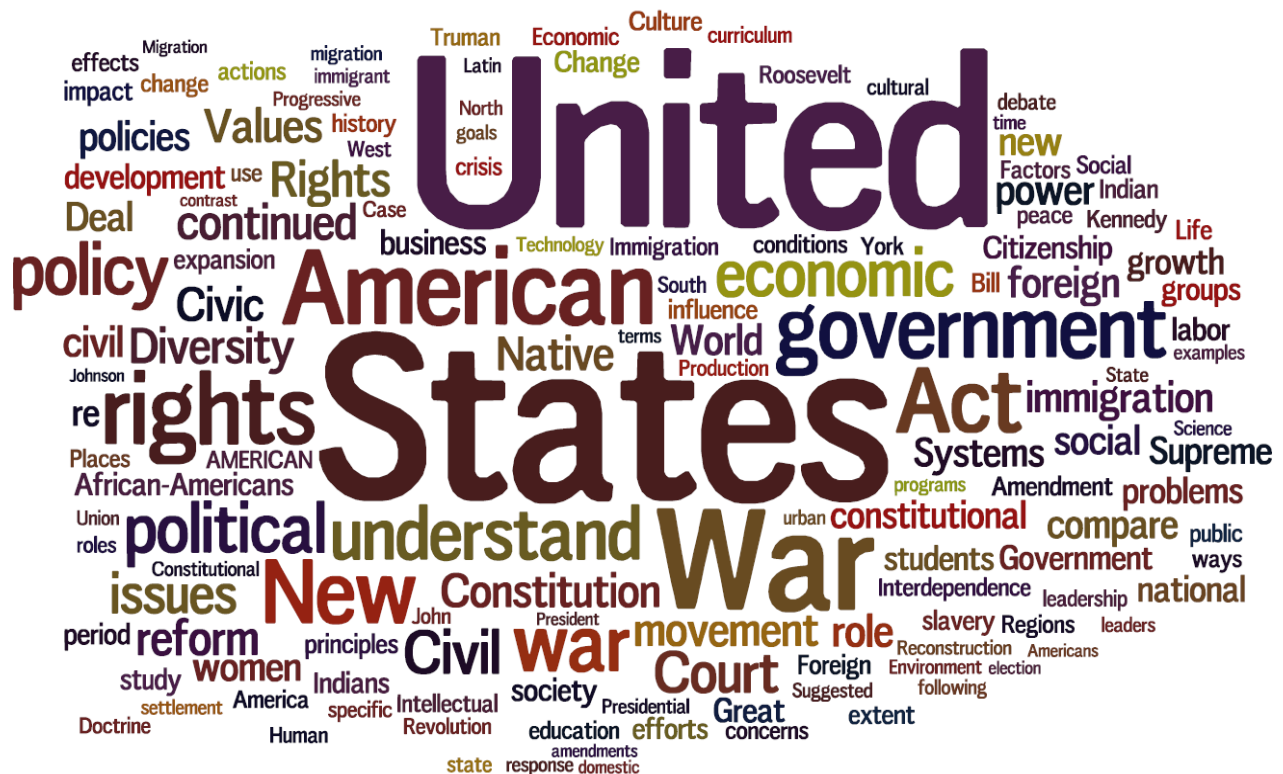


[illegible][illegible]

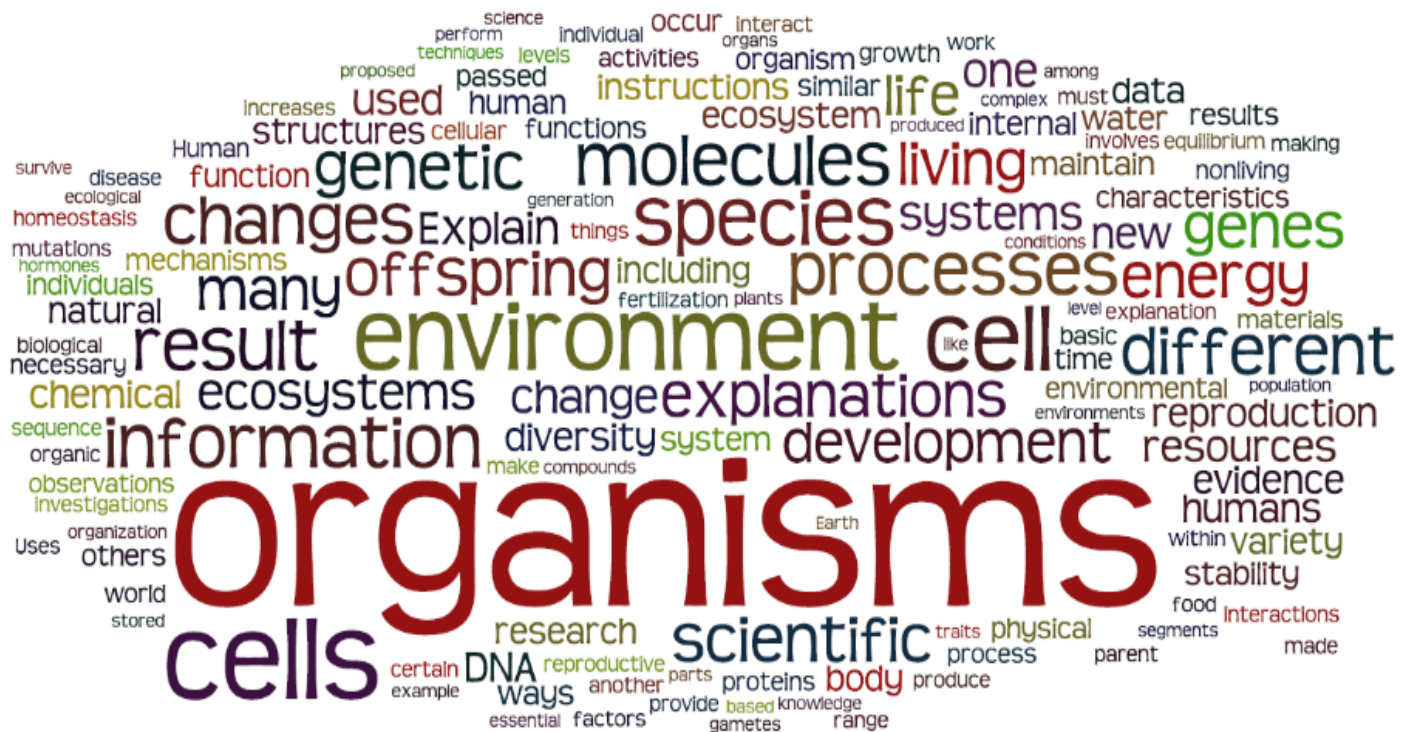
Cloud Vocabulary for Global History



Cloud Vocabulary for U.S. History



Cloud Vocabulary for Living Environment



Cloud Vocabulary for Earth Science



[illegible]

A word cloud visualization where the central and largest word is "Software". Surrounding it are various other terms related to software development, management, and specific tools. The words are arranged in a circular pattern, with some overlapping. The colors of the words vary, including shades of blue, green, yellow, orange, red, purple, and brown.

| Word | Approximate Size Rank (1-20) | Color |
|------------------|------------------------------|---------------|
| Software | 1 | Blue |
| Data | 2 | Dark Blue |
| Object | 3 | Green |
| Scan | 4 | Purple |
| Interpreter | 5 | Red |
| Compiler | 6 | Brown |
| Mapping | 7 | Yellow |
| Access | 8 | Orange |
| Debugger | 9 | Light Green |
| Command | 10 | Dark Purple |
| Cubase | 11 | Dark Purple |
| Graphics | 12 | Red/Pink |
| FTP | 13 | Yellow/Gold |
| Game | 14 | Purple |
| Management | 15 | Light Blue |
| Client | 16 | Medium Blue |
| Database | 17 | Gold/Yellow |
| Animation | 18 | Red |
| CosmicOS | 19 | Pink/Lavender |
| Model | 20 | Light Green |
| Constraint | 21 | Light Blue |
| Autocad | 22 | Dark Blue |
| Demoware | 23 | Dark Purple |
| Microsoft | 24 | Dark Purple |
| Backup | 25 | Brown |
| Server | 26 | Grey/Brown |
| MASN | 27 | Grey/Brown |
| Certified | 28 | Grey/Brown |
| Machine | 29 | Orange |
| MicroBSD | 30 | Purple |
| Port | 31 | Purple |
| Base | 32 | Purple |
| Assembler | 33 | Purple |
| Standard | 34 | Purple |
| Multidimensional | 35 | Purple |
| Development | 36 | Purple |
| Environment | 37 | Purple |
| POE | 38 | Purple |
| Framework | 39 | Purple |
| Developer | 40 | Purple |
| Loop | 41 | Purple |
| Interface | 42 | Purple |
| Process | 43 | Purple |
| Instruction | 44 | Purple |
| OpenTracker | 45 | Green |
| Assembler | 46 | Purple |
| Microinstruction | 47 | Purple |

Cloud Vocabulary for the Arts



Cloud Vocabulary for PE and Health



Cloud Vocabulary for Spanish



Copy Machines Procedures

Copy machines are located in the main office (209) and room 117. They require a code to use. Consult with the Main Office to select a code. Please beware that supplies are limited, so please make double-sided copies where appropriate.

You can make large copy request to Ms. Cook. To ensure that there are no problems getting necessary copies for students, teachers are expected to make copies requests **3 days in advance**. Students are expected to keep materials distributed to them in their class notebooks, binders and/or folders not on their desk or floating on the floor.

DO NOT ATTEMPT TO REPAIR COPY MACHINES!!! Report all problems with copy machines to the Payroll Secretary (Room 209).

Coverage Assignments & Coverage Requests

If a teacher has received authorization to attend a workshop or must be out of school for personal business, a request for coverage via email must be provided to the Payroll Secretary **at least three (3) days** in advance.

Requests require **Principal's written approval** and a lesson plan with current work for all of the day(s) the teacher would miss.

Whenever a substitute teacher (per-diem sub or regular staff “coverage”) is assigned to teach the class of an absent pedagogue, a full period of learning experience is to be presented to the entire class.

1. Absent teachers must submit, in advance to an administrator, three (3) lessons to be taught in the event that teachers might be absent. (*See additional details under absentee lesson plans.*)
 - a. These lessons must be kept on file in the main office and should be updated from time to time.
2. If the absent teacher's lesson plans are not available, the covering teacher is to present a lesson in his/her own area of specialty which would benefit the children in any class or grade. For example: a viable current event lesson, a lesson on energy conservation, proper nutrition, basic computation skills, or a lesson on punctuation, grammar, etc. would be appropriate.
3. A class is not to be told "do your homework", "play games", or engage in any activity which is non-teacher directed or has no practical education application.
4. Students are not to be excused to serve as monitor for other staff members during such periods, unless

- prior arrangement has been made between the two teachers.
- Teachers assigned to cover a class are expected to meet the class at the room designated on the coverage slip. Classes may not be taken to another area of the building **unless approved by an administrator**, and then the covering teacher must leave a note on the door indicating where the class has been taken.
 - No class being covered is to be taken to the gym **without prior approval from an administrator**.

All teachers are required to do one coverage before they can be paid for others. Upon being assigned a coverage, the covering teacher will receive the coverage material first thing in the morning in the main office. In addition, teachers with compensatory time positions may be assigned to cover classes as part of his or her comp time position. (See Teacher Attendance, Lateness & Absence and Absentee Lesson Plans)

Curriculum – New Visions

New Visions creates an extensive Open Educational Resource collection of curriculum materials, arranged by courses across a wide range of content areas that help teachers plan more effectively and improve student learning. Here is the link to access the materials: <https://curriculum.newvisions.org/>

Custodial Requests

- Requests for repair, cleanups, replacement of a lost key, an additional student chair, moving of furniture, etc. may only be submitted on the “Request for Repair” form available in the main office.
- The form is to be submitted to the Principal’s secretary for approval by the Principal.

Cutting and Lateness to Class

- Lateness and cutting are closely related and in violation of the Chancellor’s Disciplinary Code.
- If it is necessary to detain a student, please return the student to class with a dated, signed, designated, time-indicated pass. Otherwise, please encourage and ensure that all students leave your room and direct themselves to their destination promptly at the sound of the first bell.
- Cutting involves missing the majority or all of an instructional period without the necessary permission and notification.
- When students arrive late to class, teachers are to admit the child, record lateness, and find an appropriate time to speak to the student and or the parent. Do not send the student out of the classroom to obtain a pass or keep students standing in front of the classroom.***

Appropriate Disciplinary Action

- Teachers are to record in their roll book cutting or lateness dates and inform the dean in a timely fashion.
 - Teachers are to contact the student’s parent/guardian the day of the occurrence and confer with the dean. Teachers must keep accurate documentation of all parental contacts.
- A student continued defiance of these rules may result in further disciplinary action. The dean must be informed of such defiance.

Dean’s Referral

Infractions involving fighting, bullying, walking out of the classroom, destruction of school or personal property, threatening physical or verbal abuse, theft, weapons possession, or other serious offence should be referred to one of the administrators. Hallway incidents: infractions that occur in hallways should be documented and depending on their seriousness, reported to the Assistant Principal or Principal.

All staff members are responsible for enforcing school tone and culture in all places. If you believe there is danger to the health and safety of any student, adult, or yourself, send a monitor to the nearest office, contact school administrators or call a school safety agent at extension **1000**. Other behavioral and disciplinary matters should be handled by the classroom teacher through the ladder of referral. ***(See ladder of referral section.)***

Delayed Opening-storm Day Procedure

- The Chancellor will announce the citywide decision to close or delay the opening of schools during citywide emergency conditions or major storm days. Listen to your local T.V. or radio station for information: (i.e.).

WINS (1010AM)
WABC (770AM)
WBLS (107.5FM)
WLDM (1380AM)
WSKO (97.9FM)
WNBC (Channel 4)
WABC (Channel 3)

WCBS (880AM)
WLIB (1190AM)
WADO (1280AM)
WNYE (91.5FM)
WXLX (620AM)
WNYW (Fox Channel 5)
WNYW (Channel 25)

UNIVISION (Channel 41)
WYNE-TV (Channel 25 on TV)

NY1 (Channel 1 on cable TV)

Call 311

Check the DOE website – <http://schools.nyc.gov/calendar>

Etc.

2. In case of an authorized delayed school opening, the Chancellor will announce a **two-hour** delay citywide, and will cancel all extra sessions, whether they are scheduled at the start of the day or at the end. Example:
 - An 8:00 a.m. to 2:25.5 p.m. session becomes 10:00 a.m. to 2:20 p.m.
 - An 8:10 a.m. to 3:07.5 p.m. session becomes 10:10 a.m. to 2:30 p.m.
 - An 8:30 a.m. to 3:27.5 p.m. session becomes 10:30 a.m. to 2:50 p.m.

Detention after Dismissal

1. Students may not be detained for more than ten minutes after dismissal without prior parental notification.
2. Students using the yellow bus may not be detained, as well as students who ride the special buses.
3. Please confer with your supervisor if corrective detention procedures are necessary. If a class or a student is being detained, the AP **must** be notified beforehand to approve this action.
4. If a teacher wishes to detain a student for a special activity, the student and the parent are to be notified in writing at least a day in advance. A copy of the parent's approval must be retained.

Discipline, Safety and Welfare

Discipline Code (nyc.gov)

The school's discipline policy is provided by the Chancellor in the document entitled *Citywide Standards of Disciplinary and Intervention Measures (The Discipline Code)*. **The Discipline Code can be viewed on the NYC DOE website.** The student handbook outlines the discipline code for students and families.

1. First impression is important – be structured and clear on the first day of school. Be consistent in all classroom rules. Positive reinforcement is the key to increasing good behavior.
2. Consequences must be fair and consistently meted out every time a rule is broken.
3. Maintain an anecdotal record for professional reference (*one is provided for your use*).
4. Model punctuality, preparedness, and respectful demeanor. The staff is to be at their scheduled assignment, have the classroom door open and be ready to admit students at **8:20 A.M.**
5. Professional conversations are not to be held during instructional periods. Teacher-to-teacher classroom visits and teacher-to-telephone calls are to be professional in nature.
6. Students are to be dismissed promptly, at the bell, to avoid congestion during passing. Students must walk on the right side of the hallway.
7. Teachers should avoid keeping pupils after the late bell.
8. Students are to be encouraged by teachers and staff to move quickly through the hallway and to go directly to their next assigned class.
9. We encourage teachers to stand in the doorway of the classroom during passing and actively supervise traffic to ensure the safe and orderly movement of students.
10. All passing, including dismissal, commences at the sound of the first bell.
11. Official class teachers are to dismiss their students at **2:40 P.M.**
12. Students and teachers **may only** use the Blake Street exit at dismissal.
13. All closets and files are to be locked. **All handbags and valuables are to be kept under lock and key. DON'T BECOME A VICTIM! LOCK YOUR VALUABLES.**
14. In case of an emergency dial the following extensions: 2091, 2092, 2093, 2571, 2084, 2085, 1181, 1000 or 2087
15. Classroom door windows and offices are to be **unobstructed*** to allow for an unimpeded view of the room.
16. Students in classrooms must be under teacher's supervision at **all times**.
17. Students who have been diagnosed with a severe asthmatic condition are authorized to carry and use a prescribed inhaler during the day. Parents may obtain an "Authorization for Students with Asthma to Carry and Use an Inhaler" form from the nurse.

Dismissal

Teachers, we are asking that you make certain that all of your students leave your classroom and proceed to their next destination promptly. Students may not loiter in and around your classroom after you have dismissed them.

Disruptive & Violent Students/Removal from Classrooms

- Disruptive students are those who are substantially disruptive to the educational process or who substantially interfere with a teacher's authority in a classroom.
- Violent students are defined as those who commit acts of violence against any school employee; who commit acts of violence on school property against any student or other person lawfully on school grounds; possess on school property a gun, knife, incendiary bomb, or other dangerous instrument capable of causing physical injury or death; threaten, on school property, to use any instrument capable of causing physical injury or death; threaten, on school property, to use any instrument that appears capable of causing physical injury or death; knowingly and intentionally damage or destroy district property.

A **substantially disruptive or violent student** may be removed from the classroom by the dean, security agent, or administration.

- If student's removal was requested by the teacher, he or she must provide an explanation or documentation of the basis for the removal of the student, and allow the student to present his/her version of the events.
- The student's teachers must provide class work and homework during the removal period.
- Students must be permitted to take or make up any examinations administered during the removal period.

Please refer to the Discipline Code for further intervention measures.

Dress Code

See maintaining a professional attire section

Drop Off/Pick-Up

Students will have an opportunity to drop off their belongings, outer wear, during the first five (5) minutes during first period and pick up them up during the last four (4) minutes of the last period. Teachers need to make that time available for that purpose only.

Educationally Related Support Services (ERSS)

1. Provides short-term, non-career counseling service to students and consultant services to families and school personnel.
2. ERSS is an overall initiative to provide students who are at-risk of referral to special education. The at-risk student is one who, without these supplementary services, would be referred to special education.
3. Various types of supplementary services (e.g.: individual and/or group counseling) are available.
4. ERSS counseling can support students through a difficult period (e.g.: divorce, death, illness, etc.)

Electrical Supplies

NO staff members should have in their room electrical supplies such as fridge, microwave, toaster, etc. in their classrooms! You will be asked to remove them immediately. Use the teachers lounge for the services you need.

Electronic Devices/Prohibited Items

Students are prohibited from displaying or using the items below on school property, especially during class and hallway. A student in violation of this policy is subject to having the device confiscated. If such equipment becomes visible and/or audible, it is subject to confiscation. A refusal to hand over equipment/item will result in parent contact to confiscation. Any staff member may confiscate the equipment. All confiscated devices will **only** be released to the student's parent/guardian **if** there is a pattern of violation. It is the student's responsibility to inform their parent/guardian of the confiscated device/item and arrange for an appointment to have the device picked up at a specified time. While such equipment will be stored in a locked facility, Teachers Preparatory School **cannot and will not be responsible** for missing or lost equipment that should not have come to school in the first place. Exception will be made **ONLY** by the classroom teachers **IF and ONLY IF** that technology is needed for academic support.

The steps that will be as follows:

First offense: Warning (*depending on response*)

Second offense: Parent contact

Third offense: Confiscation (could be daily) and attend Restorative Justice

Please not that, next semester, we will have another the "pouch" system for all students to use! You will be notified of such as the year progresses.

Prohibited Items

Cellular phones, MP3 players, iPods, PSP (PlayStation Portable), TVs, radios, handheld devices such as portable CD or DVD players, tape recorders, *cameras, glass bottles, other types of sound/video equipment, and laser pointers are not permitted in the school building. Items will be confiscated!!!

Please refer to the NYC Discipline Code for additional prohibited items.

ELL – English Language Learners

Strategies listed below can be utilized to support the ELL's students in your class.

Preparing the English Language Learner: Before Reading

- I. Activate Prior Knowledge
 - a. What do the students already know about the topic
 - b. Use pictures to stimulate, motivate discussion, and further support student understanding (“a picture is worth a thousand words”)
 - c. Use graphic organizers to clarify, record and order information gathered from students, text, other.
- II. Talk about / Preview the topic before reading text related to the topic
 - a. Introduce vocabulary words related to the topic of study
 - b. Review vocabulary in context to further understanding
 - c. Model language structures that may support ELL participation in the discussion, buddy talk group work
- III. Brainstorm words/ vocabulary that support the topic
 - a. Together with students create a word bank of vocabulary words related to the topic that students can use with knowledge, understanding and confidence in their discussions, readings, writing and presentations.
- IV. Display pictures to support word knowledge in relation to the topic of study
- V. Give students focus questions prior to reading text to guide their thinking and provide direction for the work

Supporting the English Language Learner: During and After Reading

- I. Use titles, and headings to set content focus
- II. Text Re-Presentation - Facilitate student activities that allow students to represent content, ideas and opinions in diverse forms. Students may create charts, colloques, drawings, PowerPoint, organizers, etc.
- III. Facilitate buddy work on activities in relation to text and content
- IV. Provide “true or false” statements to facilitate check for understanding, opportunity for discussion, review of key ideas and validation/verification of facts (children must support their answer by checking the text).
- V. Use anticipatory guides to check for understanding at different intervals as well as review key ideas/understandings.

Other Strategies

Key strategies teachers may use in their work with English Language Learners:

- Kid-watching
- Amplify the linguistic context - many classroom activities on same topic
- Modeling
- Activate Prior Knowledge
- Contextualization- using manipulatives, pictures, films
- Thematic / interdisciplinary instruction – helping students to make connections and build language
- Text Re-Presentation- students recreate content in different genres - posters, cartoons, drawings, projects, skits, computer assisted, etc.
- Buddy Pairs, Buddy Read, Working with a partner
- Graphic Organizers - Semantic Map, Venn Diagram, Four Square Writing
- Scaffolding – modeling, contextualization, role playing, Venn Diagram, gallery walk

- Role Playing/Dramatization
- Reading with a Focus/ Purpose
- Team Learning /Small Group Activities
- Technology-Assisted Learning - video, tape recorder, computer, DVD, leap pads, Smart Board, I pod, ELLIS Program, READ 180, LEAP FROG
- Hands-On Activities / Experiential Learning
- Choral Reading
- Shadow Reading
- Using Games in the ESL Classroom
- Total Physical Response
- Music, singing, rapping, movement

E-Mail

All staff members have an e-mail account with the NYCDOE. If you need to know how to access your e-mail, please see the School Secretary. All staff members are required to have an active DOE e-mail account. All staff members are required to check their emails **DAILY**, as important memos and notices will be delivered through the NYCDOE Outlook system.

Emergency Contact Form

1. The Confidential Emergency Contact Form must be completed and returned to the principal's secretary by the first *official* week of school. (*See exhibit A*)

Emergency/Crisis Procedures

Schools and public institutions may be subject to bomb threats. Should such an emergency occur, specific procedures are in place to ensure the safety of students and staff. These procedures are reviewed at the beginning of the school year. Should you need more information, consult the Assistant Principals or Principal. Teachers **MUST** have a copy of student rosters with them during emergencies.

Teachers should also consult the school safety plan (available in Main Office) for information about what to do in the event of an emergency/crisis. (*See also Fire Drills & Shelter Drills*)

Fire Drills, Rapid Dismissal, Classroom Shelter/Hostage Drills, Intruder Alert, Bomb Threats, and Blocked Drills - please see General Response Protocol for specific information related to this section (Pg. 32).

To ensure that our drills are authentic, they will not be announced in advance. Signals will be sent.

SILENCE PREVAILS AT ALL TIMES.

Evacuation Drill – Fire Alarm

Soft-Lock Down Drill

Rapid Dismissal – Usually towards the end of the school day.

Shelter-In/Hostage Drills/Intruder Alert

Bomb Threat

Block Drill– Blocked Exit

Fire Drill (Evacuate) – requires the speedy evacuation of the building both as a matter of law and of safety. It is, therefore, imperative that each staff member instructs students on procedures and sees that immediate compliance takes place.

- Evacuation alert will begin with the ringing of the FIRE ALARM then the following announcements will be repeated twice: ***ATTENTION, EVACUATE THE BUILDING. ATTENTION, EVACUATE THE BUILDING***
- **ALL** staff/students are to leave the school building during a fire drill regardless of whether or not they have a class.
- In the event of a fire/block drill, shelter drill, or bomb threat evacuation, teachers are directed to have, in their possession, a record of class attendance (**GRADE EVACUATION FOLDER, i.e. ATS section sheet or roll book or Delaney book or technology to access JupiterEd attendance**) with them when exiting the building. The Attendance Aide is directed to have in her possession the day's ATS Roster or the day's ATS absent report, as is available; and the Pupil Personnel Secretary is to have the ATS Biographical Roster in her possession.

False Alarm

In case of a false alarm, an administrator will announce on the loud speaker: **Please disregard the fire bells and continue with instruction. This was a false alarm.**

Rapid Dismissal generally take place at the end of the day. The signal given and announcement will be made over the PA (public address) system. These drill procedures are to be followed to ensure the safety of all:

- Students, teachers, and staff should prepare to leave the building with coats, and personal items.
- Classes line up in rooms and wait for the evacuation signal.
- Classroom doors are to be closed and the classroom lights are to be shut off when exiting.
- Classes are to leave the building following the standard fire drill
- All are to remain in place outside the school building until the all-clear signal is given.
- Students are dismissed from the outdoor fire drill position.
- The teacher may leave the school property once the class is dispersed.

Shelter-In – The threat is outside of the building (will be used either in environmental or police activity. The following announcement will be made twice: **“ATTENTION: THIS IS A SHELTER-IN. SECURE ALL EXIT DOORS”**.

BRT members, floor wardens, and Shelter- In staff will secure all exits and report to specific post assignments.

- Students: remain inside the building and follow directions of staff.
- Teacher: increase situational awareness.
- Teacher: conduct business as usual
- Teacher: follow all announced directions
- Students must remain with their classes at all times.
- Each floor has an assigned floor warden, dean, safety officer and Assistant Principal. They will facilitate any directions given to the students
- Unassigned teachers (if you do not have a class the period in which the Shelter Drill is scheduled) – report to the nearest Assistant Principal to assist.

The all clear message **“ATTENTION: THE SHELTER-IN HAS BEEN LIFTED”** will be made over the P.A. system

COVID-19 Drill Procedures ONLY

All students will **REMAIN** in their seat. Again, all students will **REMAIN** in their seats. The teacher will ensure that all **clear glass on doors are COVERED with lights turned off.**

LOCKDOWNS

If an intruder is discovered in the building a coded P.A. ALERT will notify the staff. The message will be: **“ATTENTION: WE ARE NOW IN SOFT/HARD LOCKDOWN. Take proper action”** In response to this announcement the following steps will be taken immediately:

1. Students remain silent and quickly move out of sight and away from the door.
2. Teacher/School personnel quickly retrieve any student in the hallway and lock their classroom doors and will not issue any passes.
3. Teachers await for responders to open the door or await the “all clear announcement (see below).

If the intruder is found and the situation is again stable or no intruder is found in the building, a **“ATTENTION: THE LOCKDOWN HAS BEEN LIFTED”** will be made over the P.A. system.

Soft Lockdown: No Imminent Danger

Administrative teams, Building Response Teams, and School Safety Agents will meet at the designated command post for further direction.

Hard Lockdown: Imminent Danger

No one should sweep the school in a hard lockdown. All individuals, including School Safety Agents will take appropriate lockdown action and await the arrival of first responders.

In the event that the PA system is inoperative the following procedure will be in effect:

The Principal with the aid of the Assistant Principals, School Safety agents, and Deans/Designees will move through the floors notifying the teachers, clearing the hallway of students, while conducting a search. When all is clear, they will alert everyone using the above stated message.

Bomb Threat – When a determination is made to evacuate the school building due to a bomb threat, the Principal or designee will make the announcement on the loud speaker, if operable.

- Staff is reminded that walkie-talkies and the public address system cannot be used during a bomb threat; therefore, information will be circulating by word-of-mouth. All are to remain alert and work in concert to assure the safety, security and welfare of all
- In the event that large numbers of parents arrive to pick up children, the following procedures will be instituted: School safety Agents will direct them to the designated pick-up area. Secretaries, School Aides, Parent Coordinator, and assigned staff will assist in locating and signing out students from the main office.
- Staff members are cautioned that in the event a strange or suspicious package/article is discovered, they should not touch the package/article and should immediately notify the Principal/AP/designee. Do not shake or tamper with it; it is to be left where it was originally found and the room is to be evacuated

In case of a school “lockdown”, passing will be suspended in the building. Classroom doors are to be locked. Unassigned staff and School Aides are to report to the main office for direction. If the “lockdown” occurs during periods 3b-5b, assigned School Aides are to keep the students seated and contained in the cafeteria. All cafeteria and kitchen outside entry doors are to be closed and locked. No deliveries are to be accepted.

Hostage Drills

- In case of a hostage situation, staff is to follow intruder procedures. In the case of a decision to evacuate the premises, staff is to follow fire drill procedures. The number, extent and location of injured are to be identified.
- If the building’s structure is compromised and found to be unsound, fire drill procedures are to be followed. After the building is cleared, a signal will be sounded.

Bomb Threat – evacuation alert will be made.

- Staff is reminded that walkie-talkies and the public address system cannot be used during a bomb threat; therefore, information will be circulating by word-of-mouth. All are to remain alert and work in concert to assure the safety, security and welfare of all
- In the event that large numbers of parents arrive to pick up children, the following procedures will be instituted: School safety Agents will direct them to the designated pick-up area. Secretaries, School Aides, Parent Coordinator, and assigned staff will assist in locating and signing out students from the main office.
- Staff members are cautioned that in the event a strange or suspicious package/article is discovered, they should not touch the package/article and should immediately notify the Principal/AP/designee. Do not shake or tamper with it; it is to be left where it was originally found and the room is to be evacuated.

Floor Patrol Staff:

Fourth: FDAVII’s staff members and School Safety Agents

Third: Ms. Backer/Ms. Montgomery/Mr. Argento

Second: Ms. Dewberry/Mr. Argento/Mr. Dye

First: Ms. Rudder/Ms. Cook

Basement: Designated School Safety Agents

Sweep of TPS floors: Ms. Backer and Designated School Safety Agents

Google Classroom for Staff

A classroom entitled SY 2022-2023 – Curriculum/Syllabus/Unit Plan/Class Contracts/Parent Outreach Logs has been created so that teachers and counselors can upload such documents. This class is created simply to have all teachers' class materials and counselors' materials in one centered location.

This classroom is organized by departments then teachers.

At the end of every semester, teachers will need to send their grade book to be uploaded here.

Teachers will also need to submit monthly parent outreach logs. You can create their own spreadsheet or one will be provided. All outreach efforts need to be entered on Jupiter.

For the counselors, you can send a calendar of events you are planning for the school year; list of mandated students you are servicing with accommodations including a schedule of when they are receiving these services; etc.

Grading on a Grade Point Average

All students at Teachers Prep are encouraged to familiarize themselves with the Grade Point Average system, which is used in colleges. It is based on a 4-point system, with an A-4 points. Since we expect many of our students to submit perfect work, we have added the grade of A+, which will be worth 4.3. In order to compute your grade point average, you must assign the grade point value to the letters, and then average it out.

| Letter Grade | Number Value | Grade Point Value | Standard-based Grade Level |
|--------------|--------------|-------------------|----------------------------|
| A+ | 100 | 4.3 | |
| A | 93-99 | 4.0 | |
| A- | 90-92 | 3.75 | 4 |
| B+ | 87-89 | 3.5 | |
| B | 83-86 | 3.0 | |
| B- | 80-82 | 2.75 | 3 |
| C+ | 77-79 | 2.5 | |
| C | 73-76 | 2.0 | |
| C- | 70-72 | 1.75 | |
| D+ | 67-69 | 1.5 | |
| D | 65-66 | 1.0 | 2 |
| F | Below 65 | 0 | 1 |

How do you compute your grade point average?

Please refer to this example to see a sample GPA. You assign the numerical value to the letter grade, add up the numbers, and then find the average by dividing by the number of subjects.

| | | |
|----------------|----|-------|
| English | A- | 3.75 |
| Global Studies | B | 3.0 |
| Earth Science | C | 2.5 |
| Mathematics | A | 4.0 |
| Spanish | B- | 2.75 |
| | | 16.00 |

This number is divided by the number of subjects (5) and your GPA 3.2, which is slightly higher than a B.

GRADUATION REQUIREMENTS and EXAMINATION MANDATES

| Credit Requirements | |
|-------------------------------------|---------------------------|
| 8 English credits | 4 Years of English |
| 8 Social Studies credits | 4 Years of Social Studies |
| 6* Math credits | 4 Years of Math |
| 6 Science credits | 3 Years of Science |
| 2* Foreign Language credits | 1 Year of Spanish |
| 1 Health credit | 1 Semester |
| 4 Physical Education credits | 4 Years of PE |
| 1 Advisory Credit Taken over | 4 years PASS/FAIL GRADE |

Regents Exam Requirements for Regents Diploma

- Common Core English Regents
- Global History Regents
- U.S. History Regents
- Common Core Math Regents
- Science Regents

Advanced Regents Diploma Requirements

All of the above plus: 2nd Science Regents, Foreign Language Regents, Additional Math Regents

Grade Books/Roll Books

Teachers must record and keep accurate records of student's academic progress for each marking period. All grade books/roll books **WILL BE COLLECTED** from ALL teachers the last day of the school year. Teachers must also use JupiterEd to keep academic records of all their students.

Grade Changes

In order for any teacher to make a grade change, after the supervisor has approved the grades submitted, the teacher must conference with their direct supervisor in regard to the reasons for the grade change. Teachers cannot and may not make any changes without their supervisor's approval.

Grading Policy (uniform across discipline)

Marking period grades and final course grades **must** be composed of a variety of factors including teacher made exams, homework, class work, and class participation. It may also include special projects as deemed appropriate by the teacher as long as grades conform to the school and department grading policies. These policies will be reviewed at the beginning of the school year.

Grades may **not** directly include attendance, lateness or behavior. However, such items as attendance, lateness and behavior can have an adverse effect upon class work and class participation, and therefore can indirectly have a negative impact upon a student's grade.

When teachers recognize that students are struggling/failing in the class, teachers are expected to develop a plan to help the struggling students. This/these plan(s) should be shared with the student(s) and school administration.

This is an example of a uniform grading policy for TPS:

1. A uniform grading policy, across discipline, has been established at Teachers Preparatory School. Teachers are to make certain that they meet with their team members to determine the types of assessments and percentages for each. Teachers are to inform students and parents of their grading policy by the second day of each semester. It is imperative that students and parents are aware of the types of assessments that are being used and the percentage of each assessment should be clearly stated. The following can be used as a guide for all teachers:

| | | | |
|------------------------------------|-----------------------------|-----------|-----------|
| Formal Assessments (Exams/Quizzes) | 50% | Homework* | 10% - 20% |
| Classwork/Participation* | 10% - 20% | Projects* | 15% - 20% |
| Lab | 15% (<i>Science only</i>) | | |

For the areas with the asterisk, teacher teams should determine the exact percentage for the subject area.

ELA grading policy:

| | |
|---|-----|
| Writing/Essays | 40% |
| Classwork/Independent Reading/Participation | 25% |
| Exams/Quizzes/Projects | 20% |
| Homework | 15% |

2. The grading policy should also be posted in each classroom and regularly referred to during the course of the semester.

Students with IEPs: When testing and grading students with IEPs who are in your classes, teachers must use the parameters written in the IEP – accommodations that are stated in the IEPs.

TWO COMMON QUESTIONS ABOUT GRADING:

Why is 55 the lowest grade a student can receive during a marking period?

There are only 6 marking periods in a school year. Final grades are, for the most part, an average of the 3 marking period grades per term: Term 1 (Sept – Jan) & Term 2 (Feb – June). This means, a student needs at least 390 points out of a possible 195 (65 x 3) to pass for each marking period with a final grade of 65. One poor marking period (for example a 35) would put a huge burden on a student to pass for the year. This is the rationale why a 55 is the lowest report card grade.

Should we assign a grade of zero when students do not complete work?

This practice unfairly penalizes students. Although it is a great teacher line (“I’m giving you a zero”) the truth is that it distorts grades. Here is the explanation, which is found in the work of **Dr. Doug Reeves**, in his book, 101 More Questions and Answers About Standards, Assessment, and Accountability:

“I do believe that teachers should emphasize timeliness and responsibility. However, there are better ways to do this than awarding a “zero” for late or absent work.

First, the “zero” is mathematically inaccurate. Accuracy demands that the interval between each grade – A, B, C, D and F – is equal. When an A is 90, and B, C, and D are 80, 70, and 60 respectively, then the next lower grade – the F – should be 50, not zero. To make an F a zero is to state that failing to hand work is SIX TIMES WORSE than handing in work that is of D quality. I have never heard a teacher make the argument that an F is six times worse than a D.

Second, students have frequently performed part of the tasks associated with the assignment but have not completed or handed it in. Teachers are expected to student monitor in an ongoing way; therefore, students should receive credit for the work they have completed.

Third, and more importantly, the purpose of grading and assessment is to improve student work – not merely to render an evaluation. Therefore, the “best punishment” for late or absent work is not a low grade, but additional work.

In general, we need to use grades for the development of better student work habits and higher quality work.”

Growth – Progressive Growth - Example

By November, 2022, 35% students in each class will meet mastery on standard based daily objectives.

By January 2023, 50% of students in each class will meet mastery on standard based daily objectives.

By March 2023, 65% of students in each class will meet mastery on standard based daily objectives.

By June 7, 2023, 70% of students in each class will meet mastery on standard based daily objectives.

Mastery is equivalent to level 3 and level 4 achievement. Level 2 is equivalent to a grade of 65%.

Hallway Permission

1. Permission should be granted to students once requested. The date, time out, designation, and time return must be stated on the back of the hall pass.
2. **ONLY ONE** student may use the hallway pass at a time.
3. **Passes are not to be issued during Period 1 and after 2:20 PM and may not be issued for the first 10 minutes and last 10 minutes of a period.**
4. Bathroom passes are not to be issued the period before or the period after the class lunch period.
5. Teachers are to be alert in determining and be sensitive to the granting of emergency requests.

This may change depending on CDC updates

E-hallway Pass – COVID-19 Change

In thinking about how to reduce the spread of **COVID-19** and minimize exchanging of hallway passes, we are going to start using JupiterEd to grant students hallway passes. **A section was added under Guidance/Log to support this process.** This is how it will work, when a student asks to use the restroom or need to see a counselor, etc., all a teacher will need to do is to go to the **Log/Guidance tab**, check off restroom or the appropriate destination, enter the time, check off who you want to notify and click save. Simple as that. Teachers have also been given hallway passes that students can use. If you need one, please let admin know.

Homework

1. Homework reinforces learning, develops the habit of independent study, enriches the curriculum, and helps student to budget their leisure time
2. Twenty to thirty minutes of written homework, per subject, is to be assigned daily.
3. Students will conscientiously complete their homework if assignments are reviewed, corrected, and returned to them the next day. Post homework progress charts in the classroom to encourage the completion of homework assignments. Additionally, if the students are aware that their homework is evaluated, assessed, and weighted into their report card grade, they will be more apt to be proactive in finishing all assignments.
4. Though class time should be allocated to the explanation and modeling of homework assignments, homework assignments are to be completed at home.
5. Engage parents in discussion about the frequency of homework, assignments and the timeline for major projects. Parental involvement increases the probability of receiving assignment on time.
6. **Subject teachers must maintain a homework log.** All teachers should use the website to upload homework assignments and projects. Students who are absent may retrieve assignments from **Google classroom** or **JupiterEd**.
7. It is in the student's best interest to make up all missed homework!
8. Christmas/Winter/Spring recess assignments (e.g.: educational projects, a research paper, the reading of a literary title, etc.) are to be distributed 3-5 school days before the break. This consideration will afford student with travel plans ample opportunity to gather the needed instructional materials in advance of their departure.

Honor Roll

Students receiving an 85 or better in a class are said to be on the honor roll for that class. List of students who made it to the Honor roll should be given to Ms. Cooper at for bulletin board presentation.

Identification Cards

If staff members need ID cards, you can obtain one from Ms. Rudder or an Admin.

IEP Process & Procedures

IEP due dates

We **MUST** abide by the due dates set by the SESIS system. Failing to submit all IEP related documents in a timely fashion will result in compliance issues. To avoid this, teachers should adhere to the due dates' guidelines.

Finalization deadline

IEPs should be finalized by this date, with all required related documents uploaded to SESIS. IEPs should not be finalized unless clearance has been given by the ISS Coordinator and/or Principal.

Notice of IEP meeting deadline

Notice of upcoming annual reviews should be sent to the parent or guardian by mail before this date. Continue to contact parent or guardian through other means of communication (phone, email, etc.)

Related Services deadline

Related services providers must fill in the appropriate sections of the IEP by this date. If the student receives related services (counseling, speech therapy, etc.) the IEP teacher is responsible for keeping the related service provider abreast of deadlines.

IEP Related documents

Before a student's annual review, you may receive a Level I Vocational Assessment (Staff Questionnaire). This questionnaire will enable you to address a student's progress in mastering curriculum standards as well as skills, work behaviors, self-advocacy, etc. In addition, it is required that you write one SMART goal for the student. In the event that you receive a questionnaire, please have it completed and returned by the close of the business day.

Attending an IEP meeting

Throughout the school year, you may be invited to attend an annual review meeting. You will be given sufficient advance time. If you are invited to attend an IEP meeting, you must attend. The general education is an important member of the IEP team. Both general and special education teachers are instrumental in developing, reviewing, and implementing a meaningful IEP.

Indicators of Successful Classroom Organization/Bulletin Boards

1. Bulletin boards are to be decorated with student's work and are to display ***current standards based student work, with rubrics-based comments.***

Posted work serves the following purposes:

- a. It celebrates student achievements.
 - b. It highlights exemplary student work.
 - c. It provides evidence of the quality of assignments given by the teacher.
- **Bulletin Boards** are to be kept current. Please adhere to the following schedules for updating the bulletin boards:

Bulletin boards ***inside*** the classrooms are to be updated ***bi-weekly***.

Bulletin boards ***outside*** the classrooms are to be updated by the ***close of business on the fifth school day of each month.***

A reminder: ***display boards should be supported by task rubric standard and supported with rubric-based comments***

2. Student's behavior, student involvement, accountable talk and time on task.
3. Evidence of a variety of assessment methods.
4. A positive and inviting classroom atmosphere.
5. Varied and appropriate selections of educational materials.
6. In the rooms where the teacher teaches the majority of their classes, the teacher's schedule is to be posted on the right side of the class window. Official teachers are to also have the student schedule posted.
7. Teachers are to ensure an expedient and safe class dismissal of all students at the bell by providing direct supervision.
8. Teachers are to direct students to pick up papers from the floor and straighten the desks and chairs before exiting the room.
9. Classroom/office doors and windows must remain **unobstructed** at all times.
10. Classroom doors are to be unlocked when instruction is taken place, except otherwise instructed.

Internet Usage Policy

1. The purpose of access to or use of the Internet through department connections or equipment is solely educational; therefore, anyone who utilizes the department's connection must use Internet only for

- educational purposes and in an appropriate and legal manner.
2. All persons accessing or using the Internet through department connections or equipment, whether from a board location or from a remote location using department hardware, software, and/or accounts are prohibited from using such connections or equipment for other than educational purposes.
 3. All classroom computers have filtered Internet access. If students do access sexually explicit or other objectionable material, the teacher is responsible to give the offending URL [web address] to their supervisor so the site may be filtered.
 4. Project Smart computers may only be used for academic, professional purposes.
 5. Classroom websites must be hosted through the Department of Education's websites.
 6. The IAUP governs all electronic activity, including e-mail and access to the Internet.
 7. Parental consent is required to disclose any student information on the Internet.
 8. Filters have been installed in any attempt to block user access to inappropriate and/or harmful material on the Internet.
 9. Use of web pages for commercial, religious or political purposes is prohibited.
 10. Every employee of the Department of Education is responsible for following all regulations contained in the IAUP.

Inventories

1. Every teacher is responsible for the equipment, materials, and textbooks used and distributed in his/her classroom.
2. Teachers will be provided with a form noting the number of textbooks/equipment given in the beginning of the school year, which they must sign for upon receiving their materials. This information will be filed until the end of the school year. Ms. Backer will have the forms available.
3. Students are to be instructed in the proper use and care of all equipment.
4. Teachers are to examine their classroom equipment [e.g.: television, computer, VCR, cable box, microscope, etc.] to ensure that all equipment inventories are engraved.
5. Immediately notify the AP of any lost or stolen equipment.
6. Lost textbooks [i.e.: title, author, ISBN #, and inventory #] are to be reported to an administrator.

Jupiter Grade

Teachers Prep has invested in a school-wide management system for over five years now. We really need **all** faculty members to utilize this tool as it is an empowerment tool to teachers. Jupiter instantly provides snapshots to parents and students to better drive instruction and learning. Teachers **must** update their students' records **daily** by taking attendance and communicating with parents about students' progress in the classroom and also about students' behavior patterns. The site will be monitored by school administrators to see the frequency usage by faculty members. This is a great way to communicate with parents and students about what your expectations are. With that said, the following will be required from all faculty members:

1. **ATTENDANCE MUST BE TAKEN USING THIS TOOL – DAILY**
2. **ATTENDANCE MUST BE ENTERED THE FIRST 10 MINUTES OF EACH CLASS.**

Please note that, parents do get instant notification via text and/or email once attendance is entered. Why not take advantage of this wonderful tool?

JupiterEd website is: <https://login.jupitered.com/login/>.

If you have a student in your class but his or her name is not listed on Jupiter, do inform Ms. Backer by sending an email.

Again, THIS WILL BE MONITORED.

To avoid students' complaining about grades missing, all TPS teachers **must** update their grades on JupiterEd **every two weeks** (see TPS school calendar). Log behavioral issues on JupiterEd and alert the appropriate staff members.

Failure to adhere to updating grades bi-weekly may lead to disciplinary action.

Please note that ALL FACULTY members MUST have a form of keeping attendance records and grades for ALL students. Those records must be submitted at the end of the academic year to the principal. If you choose to have a hard copy of those records, the hard copy must be handed in. If your records (attendance, grades and even parent outreach efforts are on Jupiter/Google Classroom), there will be no need to submit a hard copy.

Jury Duty

Serving on a jury is a right and a privilege. Unfortunately, to do so during the school year is often disruptive to your students' education. You can usually apply for a postponement of jury duty or re-schedule the duty for a less disruptive time. If you would like to do this, see the Principal's Secretary in Room 209 for an official letter requesting a postponement.

Keys

1. Key sets are collected by administration on the last day of school.
2. Request for keys must be given to the principal's secretary. A requisition form must be completed and approved by the Principal or the AP of Administration.
3. Lost keys must be reported immediately to the Principal/Assistant Principals.
4. Teachers are requested to keep their keys with them at all times during the school day to avoid losing them.
5. No staff is to have a master key except those approved by the Principal.

Ladder of Referral

Please reach out to the guidance counselors for advice on how to deal with a situation prior to sending student to a dean. For infractions, the following procedural hierarchy is to be followed in the event a teacher must initiate disciplinary/guidance:

- I. Intervention for Discipline/Dean:
 - Teacher – Student Conference
 - Parent contact by teacher
 - Teacher – Parent Conference with student. ***A log is to be maintained of all parental contacts.*** Please use <https://login.jupitered.com/login/> to log-in all disciplinary issues.
 - II. Guidance Intervention
 - Teacher – Counselor conference
 - Parent Contact
 - Teacher – Student – Counselor conference
 - Parent Contact
 - Teacher – Parent – Student – Counselor Conference
 - III. Dean
 - Teacher refers student to Dean. Dean Intervention.
 - Teacher – Parent –Dean Conference
 - Teacher refers student to Assistant Principal. Assistant Principal intervention
 - Parent – Teacher – Dean – A.P. Conference
1. Teacher may refer student to support services provider – Guidance, and Pupil Personnel Committee.
 2. Guidance Counselors will use professional training and judgment regarding the parental contact.
 3. Pre-suspension hearings are held with the dean, guidance counselor, parent and student.
 4. Suspension conferences are held with the Principal, Assistant Principal or Dean, Guidance Counselor, Parent and Student.

Guidance Counselors

Please refer to the Discipline Code for further intervention measures.

Late Passes

Students entering the school late are given late passes. These passes are to be given to and signed by their teacher for the class they are late to.

If any staff member detains a student from his/her next class, a late pass should be written for that student to enter his or her next class and should include the student's name, date and time of the lateness. No staff member should provide a pass to any student that they have not actually detained. However, students should not be denied admission into their classes if they do not have a pass, instead they should be marked late on the attendance form and sign a late log. Parent should be informed of their child's consistent attendance issues.

Lavatories

1. Permission should be granted to students once requested. The date, time out, designation, and time return must be stated on the back of the hall pass.
2. **ONLY ONE** student may use the hallway pass at a time.
3. **Passes are not to be issued during Period 1 and after 2:00 PM and may not be issued for the first 10 minutes and last 10 minutes of a period.**
4. Bathroom passes are not to be issued the period before or the period after the class lunch period.

Learning Styles

LEARNING STYLES



- D1 Be sure to acknowledge competing views. (Use with Argumentation tasks.)
- D2 Give ____ examples from past or current ____ (events; issues) to illustrate and clarify your position.
- D3 What ____ (lesson/s, conclusion/s, implication/s) can you draw about ____ (content)?
- D4 In your discussion, address the credibility and origin of sources.
- D5 Identify any gaps or unanswered questions.
- D6 Include ____ (bibliography, citations, references, endnotes).
- D7 Include ____ (charts, tables, illustrations, and/or stylistic devices) to help convey your message to your readers.
- D8 Explain how ____ (key detail/s, historical events, scientific ideas or concepts, or steps in a technical procedure) and ____ (key detail/s, historical events, scientific ideas or concepts, or steps in a technical procedure) are ____ (connected or related).

EIGHT STYLES OF LEARNING

| TYPE | CHARACTERISTICS | LIKES TO | IS GOOD AT | LEARNS BEST BY |
|---|---|--|--|--|
| LINGUISTIC LEARNER “The Word Player” | Learns through the manipulation of words. Loves to read and write in order to explain themselves. They also tend to enjoy talking | Read Write Tell stories | Memorizing names, places, dates and trivia | Saying, hearing and seeing words |
| LOGICAL/ Mathematical Learner “The Questioner” | Looks for patterns when solving problems. Creates a set of standards and follows them when researching in a sequential manner. | Do experiments Figure things out Work with numbers Ask questions Explore patterns and relationships | Math Reasoning Logic Problem solving | Categorizing Classifying Working with abstract patterns/relationships |
| SPATIAL LEARNER “The Visualizer” | Learns through pictures, charts, graphs, diagrams, and art. | Draw, build, design and create things Daydream Look at pictures/slides Watch movies Play with machines | Imagining things Sensing changes Mazes/puzzles Reading maps, charts | Visualizing Dreaming Using the mind’s eye Working with colors/pictures |
| TYPE | CHARACTERISTICS | LIKES TO | IS GOOD AT | LEARNS BEST BY |
| MUSICAL LEARNER “The Music Lover” | Learning is often easier for these students when set to music or rhythm | Sing, hum tunes Listen to music Play an instrument Respond to music | Picking up sounds Remembering melodies Noticing pitches/ rhythms Keeping time | Rhythm Melody Music |
| BODILY/ Kinesthetic Learner “The Mover” | Eager to solve problems physically. Often doesn’t read directions but just starts on a project | Move around Touch and talk Use body language | Physical activities (Sports/dance/ acting) crafts | Touching Moving Interacting with space Processing knowledge through bodily sensations |
| Interpersonal Learner “The Socializer” | Likes group work and working cooperatively to solve problems. Has an interest in their community. | Have lots of friends Talk to people Join groups | Understanding people Leading others Organizing Communicating Manipulating Mediating conflicts | Sharing Comparing Relating Cooperating Interviewing |
| TYPE | CHARACTERISTICS | LIKES TO | IS GOOD AT | LEARNS BEST BY |
| Intrapersonal Learner “The Individual” | Enjoys the opportunity to reflect and work independently. Often quiet and would rather work on his/her own than in a group. | Work alone Pursue own interests | Understanding self Focusing inward on feelings/dreams Pursuing interests/ goals Being original | Working alone Individualized projects Self-paced instruction Having own space |
| NATURALIST “The Nature Lover” | Enjoys relating things to their environment. Have a strong connection to nature. | Physically experience nature Do observations Responds to patterning nature | Exploring natural phenomenon Seeing connections Seeing patterns Reflective Thinking | Doing observations Recording events in Nature Working in pairs Doing long term projects |

LDC Task Templates for Grades 6–12

| Cognitive Demand | ARGUMENTATION | INFORMATIONAL/EXPLANATORY |
|--|--|--|
| 1 Definition | | Task IE1: [Insert optional question] After (reading/researching) ____ (literary text/s and/or informational text/s on ____ content), write ____ (product) in which you define ____ (concept or term) and explain ____ (content). Support your discussion with evidence from the text/s. |
| 2 Description | | Task IE2: [Insert optional question] After (reading/researching) ____ (literary text/s and/or informational text/s on ____ content), write ____ (product) in which you describe ____ (content). Support your discussion with evidence from the text/s. |
| 3 Explanation | | Task IE3: [Insert optional question] After (reading/researching) ____ (literary text/s and/or informational text/s on ____ content), write ____ (product) in which you explain ____ (content). Support your discussion with evidence from the texts. |
| 4 Analysis | Task A4: [Insert optional question] After (reading/researching) ____ (literary text/s and/or informational text/s on ____ content), write ____ (product) in which you argue ____ (content). Support your position with evidence from the text/s. | Task IE4: [Insert optional question] After (reading/researching) ____ (literary text/s and/or informational text/s on ____ content), write ____ (product) in which you analyze ____ (content). Support your discussion with evidence from the text/s. |
| 5 Comparison | Task A5: [Insert optional question] After (reading/researching) ____ (literary and/or informational text/s on ____ content), write ____ (product) in which you compare ____ (content) and argue ____ (content). Support your position with evidence from the text/s. | Task IE5: [Insert optional question] After (reading/researching) ____ (literary text/s and/or informational text/s on ____ content), write ____ (product) in which you compare ____ (content). Support your discussion with evidence from the text/s. |
| 6 Cause-Effect | Task A6: [Insert optional question] After (reading/researching) ____ (literary text/s and/or informational text/s on ____ content), write ____ (product) in which you argue the cause/s of ____ (content) and explain the effect/s ____ (content). Support your position with evidence from the text/s. | Task IE6: [Insert optional question] After (reading/researching) ____ (literary text/s and/or informational text/s on ____ content), write ____ (product) in which you examine cause/s of ____ (content) and explain the effect/s ____ (content). Support your discussion with evidence from the text/s. |
| 7 Procedural-Sequential | | Task IE7: [Insert optional question] After (reading/researching) ____ (literary text/s and/or informational text/s on ____ content), write ____ (product) in which you relate how ____ (content). Support your discussion with evidence from the text/s. |
| 8 Hypothesis-Experiment | | Task IE8: [Insert optional question] After (reading/researching) ____ (informational text/s on ____ content), developing a hypothesis, and conducting an experiment examining ____ (content), write a laboratory report in which you explain your procedures and results and confirm or reject your hypothesis. |
| 9 Evaluation | Task A9: [Insert optional question] After (reading/researching) ____ (literary text/s and/or informational text/s on ____ content), write ____ (product) in which you discuss ____ (content) and evaluate ____ (content). Support your position with evidence from the text/s. | |
| 10 Problem-Solution | Task A10: [Insert optional question] After (reading/researching) ____ (literary text/s and/or informational text/s on ____ content), write ____ (product) in which you identify a problem ____ (content) and propose a solution. Support your position with evidence from the text/s. | |

Learning/Workplace Discrimination/Harassment

1. It is unlawful to discriminate on the basis of race, color creed, religion, national origin, alienate, citizenship status, gender, age, marital status, disability, prior record, arrest, conviction and sexual orientation.
2. Department of Education employees and students are to enjoy a working/learning environment free of discrimination, harassment, retaliation and/or intimidation. Employees are encouraged to read Chancellor's Regulation A-830 for more information.

Leaving the Building

1. Staff members must sign **"the sign-out"** log binder located in the main office when leaving the building. By law, once your card has been moved to the "in" slot, you are legally bound to remain in the school building.
2. Students must be signed out by an adult that is indicated on the emergency contact card.

Lesson Planning

(A sample has been provided for you – page 71)

1. Planning by teachers is a critical element in the education of our students. Planning provides a blueprint for such educational priorities as the implementation of curriculum, the development of long and short term expectations for student learning the integration of subject areas, monitoring of pupil progress and modification of strategies and objective based upon student performance and need.
2. Effective classroom instruction requires a well-developed, carefully prepared lesson plan for every class period. Proper planning is a key element in the successful completion of any important task. This is especially true in the education of students.
3. The development of these plans by and for the use of the teacher is a professional responsibility vital to teaching. Lesson plans are road maps for professional effectiveness and academic success. Lesson planning is recognized to be a vehicle for furthering professional outcomes and a way of enhancing professional development.
4. Supervisors may suggest but not require a particular format with respect to lesson plans where a teacher has demonstrated satisfactory teaching. However, where there is evidence that a teacher needs assistance or as part of a program to improve deficiencies a supervisor, on an individual basis, may require a certain format or organization until those deficiencies are corrected.
5. Each teacher has a professional responsibility to prepare a written lesson plan. Teachers are to plan in ways that will help them help their students. These plans are to be evident in the classroom, placed on desk, and be made available to a supervisor upon request.
6. Lesson plans are to reflect the state and city's requirements and satisfy the common core and the Danielson Framework.
7. Each teacher shall have on file in the main office **three (3)** lesson plans, **PER TERM**, in the event of the teacher's absence or attendance at a conference or trip. **There is a "No Exception"!!!** Each teacher has a responsibility to update this file, as needed. All lesson plans must accommodate bell-to-bell instruction. This also includes having enough copies (instructional materials) available for each of the students in all of your classes. Label your lesson plans and handouts clearly (i.e., Period 1, Period 3; etc.). Your lessons/material should be such that any teacher will be able to conduct them regardless of their own content expertise. No later than 5 school days after each absence, submit a new replacement lesson plan with the necessary material for the file. Of course, if you anticipate a personal business day or excused absence, it is always best to provide current material related to the topic you are covering.

Components of a Good Lesson

OBJECTIVE: clearly stated, understood by class, written on board, elicited from students, developed from motivation, appropriate, can be accomplished within one period.

CLASSROOM MANAGEMENT: students enter and settle quickly, lesson begins promptly, notebooks open, atmosphere conducive to learning, room is neat and clean, routines established, good ventilation, issues of attendance, cutting and lateness addressed. Mini quiz related to learning objective from previous day.

DO-NOW/MOTIVATION: on level of students, brief, usually 3 to 5 minutes appropriate and challenging, uses life experience where possible, relates directly to lesson, sets the proper intellectual and emotional tone of lesson.

MINI LESSON: Teacher models or demonstrates the use of skills and knowledge to help deepen student understanding and prepare students to handle independent work. It may involve demonstrating reading

and reflection on a passage on the overhead or solving a math problem

DEVELOPMENT: evidence of planning, logically developed meets needs, interests and abilities of students, utilized text when appropriate.

SUMMARIES: Medial, final, related to aim on board, in notebooks, pupil participation, main ideas clinched, prompts.

HOMEWORK: In keeping with school policy, reasonable in length, incorporates reading and writing where possible, checked and returned, questions on various levels, strengthens knowledge learned in lesson.

TEACHER: Atmosphere of mutual respect with students, pleasant atmosphere, encouragement, control of class, audible, provides for individual differences, shows a degree of scholarship and knowledge of the subject matter, moves around room, varies methods of presentation where appropriate, so as to provide a student-centered learning environment.

PROVISIONS FOR INDIVIDUAL DIFFERENCES: Provides portfolio assessment, inspects and comments on written work, the non-participant, provides enrichment material, encourages tutoring.

PUPIL PARTICIPATION: Full response engaged in cooperative learning experience where appropriate, work in notebooks and at board, wide distribution of questions, use own experience, audible, encourage listening speaking, reading and writing.

ACCOUNTABLE TALK: Students share and explain their understanding and insights about the lesson/activity with a partner.

QUESTION: Volunteers and non-volunteers called upon, address class rather than individuals, clearly stated, on various levels, thought provoking, as well as fact related questions, follow-up questions employed, lead to student-student exchange, student questions encouraged, time allowed to develop responses.

PLANNING AND TIMING: Evidence of lesson plan, connection among the aim, instructional objectives, motivation, development, summaries and homework, bell to bell teaching.

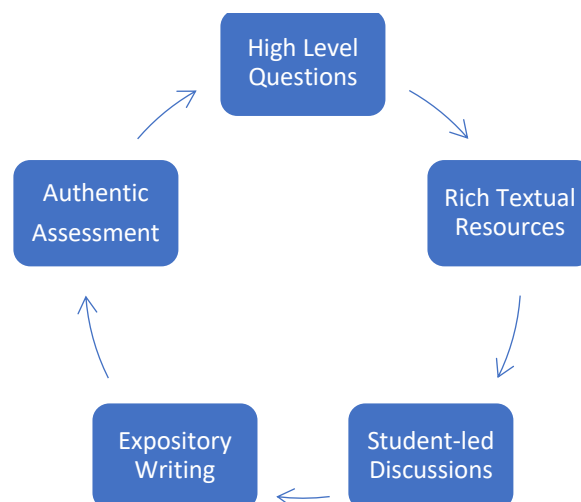
VISUAL AIDS: Board work is neat, well-organized and legible, effective use of text, charts, graphic organizers, appropriate, guided viewing of appropriate videos with adequate questions, pauses and follow-up.

RESULTS AND CLASS REACTIONS: Was the aim realized? Was knowledge acquired by the student? Was the class interested and involved? Were pupils eager to participate? Was the class atmosphere conducive to teaching and learning?

FEEDBACK: should be prompt and explain how to improve

ASSESSMENT: method for knowing the extent of student understanding, could be collected ending problem, index card, chart of student understanding, mini-quiz.

5:30:10 Framework of Lesson Planning



Locker Policy

1. Locks may be purchased from the school store, upon availability, for \$4.00 (plain), \$6.00 (colored), or brought by the student.
2. Students may use their lockers in the morning during period one and in the afternoon at the end of period eight. Middle school students will have an opportunity to use lockers during their homeroom class.
3. Students who arrive to school late will not be permitted to use the lockers.

Locking Classroom/Office Doors

1. All personnel are responsible for locking doors upon leaving a classroom or office.
2. Teachers who instruct in multiple rooms must ensure that NO child is left unaccompanied in a room.
3. ALL rooms must be locked upon exiting.
4. Teachers are responsible for locking doors at dismissal.

Lost and Found

Though TPS does not have a lost and found location, we encourage students and staff to bring found articles to the main office.

Lunch Application

Lunch forms are distributed to students at the start of the term. First period teachers must ensure that students return their completed/signed applications immediately. Because of their importance, teachers distributing lunch forms should be vigilant in collecting them. All forms must be returned by the teachers directly to Ms. Cook.

As with all returned forms, include a list of student names, your name, identification of the item, and the date. Do not leave loose forms on office desks or in mailboxes. Always maintain a record of returned forms. All students have been assigned a PIN number as per School Food. Students are to use this number in order to have a daily meal.

Lunch Periods – 4 & 5

Lunchroom Procedures

1. School aides are to report to the cafeteria and be on duty 5 minutes before the lunch period starts. Schools aides that are supervising the boys'/girls' locker rooms a period before or after lunch should follow the time noted on their schedule.
2. The dean is to report to the cafeteria and be on duty 5 minutes before the lunch period starts.
3. All students will remain in the cafeteria to eat lunch. ***Students will not be allowed to carry hot food out of the cafeteria.*** Students must obtain permission from the administrator, dean, or supervising staff to carry snack or soft drinks out of the cafeteria.
4. The classroom teacher must give students serving detention a dated written pass.
5. Student monitors will be allowed to leave the cafeteria only after they have eaten and have presented a dated signed monitor pass to the AP, dean, or supervising staff.
6. Teachers wishing to purchase lunch are to do so in person.
7. Lunch bags will be provided to students on lunch detention.

Mailboxes & Mail

Teacher mailboxes are located in the Main Office. Teachers should **routinely** check their mailboxes when they enter in the morning and leave in the afternoon. Outside mail for school related purposes is collected in room 209.

Maintaining a Professional Demeanor

1. Teachers should establish a classroom environment conducive to learning.
2. Teachers should organize the approach to classroom learning, use effective classroom management skills, and pace the Curriculum according to the common core and the Danielson Framework.
3. Motivate students to be continually engaged in learning activities.
4. **Staff members should always look professional.** Be a role model, dress to impress and speak courteously to any speaker. We ask students to not work wear certain attire, such as jeggings, leggings, spandex, strapless, spaghetti straps, ripped jeans, shorts/skirts that are near the tights, etc. We ask that you do the same.
5. Consider students' feelings and their right to privacy when you provide counsel; however, disclosure of important facts (i.e.: abuse, criminal activities, fights, etc.) that are detrimental to student/others must be

- reported to the appropriate school personnel.
6. Help students thrive for achievements by showing appreciation and giving recognition. Take advantage of the student vouchers that are available to all teachers. These vouchers are printed and distributed by an administrator to all teachers at the beginning of each semester.
 7. Refrain from making public statements regarding the students' academic standing, test results, personal or family history, etc.
 8. Demonstrate authority with a positive philosophy and a professional approach, while maintaining a genuine regard and concern for students.
 9. Refrain from using corporal or verbal punishment at all times. Refer to Chancellor's Regulation A-420 and A-421.

Mainstreaming

What Is Mainstreaming?

Public Law 94-142 mandates that students in special education be educated in the least restrictive environment. Mainstreaming stems from the concept of the least restrictive environment. It is a term describing the social and instructional integration of students with special needs into a general education class for at least a portion of the school day. Mainstreaming should enhance and enrich the educational program for special education students in both academic and non-academic areas.

Non-Academic Mainstreaming

Non-Academic mainstreaming is required by Chancellors' Regulation B-450 for all special education students. Specifically, all special education students **must** participate with general education students for the following activities: lunch, physical education, assembly, trips and all other school-wide activities unless otherwise indicated on the student's IEP. This exclusion must be accompanied by documentation.

Academic Mainstreaming

Academic mainstreaming requires that, to the extent possible, special education students participate with general education students in academic areas (e.g.: reading, math, art, computer skills, home and career skills, industrial arts, etc.) The specific subject areas of participation **must** be indicated on the student's IEP as mandated by Federal Law and Commissioner's Regulations. Special Circular No.1, 1987-88 specifies the procedures for the development of a school plan for mainstreaming in the community districts.

Medication/Over the Counter Medication

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

MetroCards

MetroCards are distributed to students at the start of the term. MetroCards are only valid for one term (Sept. through January or February through June). In the event that a card is lost, students may request a replacement during **LUNCH PERIODS OR AFTER SCHOOL ONLY** to the person in charge. Students should not be sent out of class to request a new or replacement MetroCard.

Transportation forms for school trips are available in the Main Office. (*See also Trip Procedures*)

Monitors

1. Teachers must give students serving as morning monitors a pass, which is to be presented at the security desk. Student monitors may not be allowed in the building early without a pass, unless the host teacher notifies the security desk (i.e.: visit or call) of their desired presence into the building.
2. Student monitors are to remain under the direct supervision of the teacher. For security reason, the teacher must actively always supervise students.
3. Lunchtime monitors must have a written pass from the teacher.

Notification to Parents

1. Any notice or letter sent to entire classes of students, cannot be distributed to any parent without prior approval by an administrator
2. It is the responsibility of subject teachers to consistently notify parents early during each marking and throughout the marking period when the student:

- a. Fails to complete homework assignments
 - b. Fails to show satisfactory behavior and/or attitude in class.
 - c. Fails to attend class on a regular basis.
 - d. Achieves failing scores on class tests, quizzes, projects, etc.
3. Parents should be contacted by telephone, letter, or midpoint progress report and advised of any situation that may result in their child's receiving a failing grade for the quarter. Such notification must be made early, approximately three weeks prior to the end of each marking period and should be continued during the school year. Notification should be done by telephone or in writing. The teacher should maintain a record of when notification was made, including the date, time, name of the person reached, and the reason (s) for the communiqué. **Use JupiterEd to log all communications.**
4. It is also very effective to call parents with positive comments – the child has shown improvement, the child has done something very positive, etc.

Observations

Teachers should expect regular classroom visits and given immediate feedback about their teaching practices. Teachers should consult the Principal or Assistant Principal for more information about observations. At the end of the school year, teachers will be rated using the HEDI (MOTP and the MOSL), where H is for Highly effective, E for Effective, D for Developing and I for ineffective. Any questions, please direct them to administration.

All observations will be conducted utilizing the Danielson Rubric as both a guide for instructional coaching and as an evaluative tool.

1. 1a Demonstrating Knowledge of Content and Pedagogy
2. 1e Designing Coherent Instruction
3. 2a Creating an Environment of Respect and Rapport
4. 2d Managing Student Behavior
5. 3b Using Questioning and Discussion Techniques
6. 3c Engaging Students in Learning
7. 3d Using Assessment in Instruction
8. 4e Growing and Developing Professionally

Open School Day/Evening

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

Opening Day Procedures

1. Upon arrival, all high school students will be directed to the gymnasium to receive their program cards.
2. Designated staff members will be stationed at tables and be provided with an alphabetized list of high school students' programs. Students must line up in front of the table that starts with the letter of their last names. After students have received their program cards, they must exit the gymnasium and head directly to their class.
3. Ms. Anderson-Green will be in her office, room 202A, to receive students without program cards.
4. Middle school teachers will assemble their students in the back of the gymnasium and escort them to class.

Out of Room Passes

Official school passes (**Hall Pass Breakaway Lanyards**) for classroom use will be issued to teachers at the beginning of the term. Students should never be given passes to go to the student cafeteria, staff room or the gym. Teachers should keep a log of when students leave and return to the classroom and only one student should be allowed to use either pass at a time. Students are not permitted to use the pass during **the first and last ten minutes** of any class.

Teachers must report lost passes to the Assistant Principal.

Students are expected to take care of Main Office issues (MetroCards problems, immunization, etc.) before or after school, during lunch period, not during class time.

Meetings with the guidance counselor are by prior appointment unless it is an emergency.

NOTE: Teachers can also use JupiterEd to log students out and in of their classroom.

Parental Contacts

Teachers are expected to maintain a log of parental contacts (*see Sample Administrative Forms page*). Teachers should not wait 'till the end of each marking period to inform parents of their children's progress. Teachers should establish contact with parents throughout the term. The purpose of such contact should be to notify parents of their child's accomplishments and deficiencies. Again, teachers are expected keep a record of any parental contact by telephone, mail or e-mail. In the event that a conference needs to be scheduled, teachers should schedule such conferences at a time when it will not interrupt their teaching schedule and when a sufficient amount of time can be devoted to the matter at hand. The Principal, Assistant Principal, Guidance Department, Deans and Secretaries should be notified of any parents who will be visiting the school. (See also Log of Parental Contacts). **JupiterEd** is a great source to log parental interactions. We highly recommend teachers and support staff members to use this platform.

Parent Coordinator

Our parent coordinator, Ms. Tracie Cooper, is here on a daily basis to offer her support. She has a wide range of resources that can be beneficial to you. If you need help in planning special activities for your students and parents, she will make herself available to ensure the success of that event. She is in room 209 and her extension is 2094. She can also be reached at 347.563.4227.

Parent-Teacher Association

The PTA's office is located on the first floor in room 115. The members are here to help you with parental issues. You can contact them in case you are having difficulties in reaching out to a parent.

Parent-Teacher Conferences

1. Parent-Teacher Conferences – afternoon hours (12:40 pm to 2:40 pm) and evening hours (5:30-8:00pm). See the School Calendar for dates.
2. Staff is mandated to be present at the Parent-Teacher Conferences. In the event that a staff member definitely cannot be present, a schedule appointment for parents must be made in a timely fashion.
3. Parent-Teacher Conference discussions are to be constructive and are to be based on students' performance histories, anecdotal records, interventions, and collection of student work.
4. Portfolios/work folders, journals, projects, etc. are to be available for parent review.
5. Classrooms/offices are to be arranged to accommodate the parents (a desk and chair placed near your desk for privacy, and other desks and chair are neatly arranged further to the back).
6. Respect and sensitivity of parents' diversity and an awareness of students' family circumstances will improve communication and home/school relationships.

Parking

Parking is scarce. We ask that all staff members arrive to work early enough to get a parking space.

Parking Permit Request

To apply for a NYC DOE parking permit, use the link provided to apply. The application portal will be open for submission on September 12th. Please note, applying early is advised.

https://www.opt-osfns.org/DSF/Resources/DSF_ParkingPermit/Eligibility/Verify

Parties in School

1. Teachers must refrain from hosting parties with students. Those who wish to must obtain approval from the Principal/Assistant Principal.
2. Student parties are to enhance the instructional program (e.g.: presentation of French cuisine in a foreign language class) or celebrate an educational achievement (e.g.: winning a debate team competition).

Peer Mediation

1. Peer mediators are students who are trained to mediate conflict using a nonjudgmental, confidential negotiation technique.
3. Students who engage in verbal altercations or other conflict, i.e.: gossip, should be referred to their designated counselor.
3. At the Principal's discretion, students who have engaged in a physical altercation may be referred for mediation.

Per Session

Per session activities are advertised by the Principal at various times throughout the year. Those teachers performing per session activities must remember to **punch IN** at the start of the activity and punch **OUT** at the conclusion of the activity for each day that the activity is performed. If a staff fails to punch their per session time card, their timesheet will not be approved and may result in withholding of compensation or the recoupment of payment already made. In addition, a time sheet (available in room 205) must be filled out and signed by the teacher and supervisor in charge of the per session activity. Completed forms should be submitted to the Secretary in room 209. Student attendance at all per session activities must be attached to per session sheets. No employee may work more than five hours without an unpaid lunch break of at least one-half hour.

Approved per session activities have a set number of hours budgeted for them. The school will not be able to honor requests for per session pay that exceed scheduled hours.

Per session timesheet link: <http://www.uft.org/files/attachments/per-session-time-sheet.pdf>

Phone Calls

Staff may use school phones for official school business only. Students may make calls in the Main Office, Guidance, or Parent Coordinator Office at the discretion of the staff.

Use **ILOG** (if you have access) and **JupiterEd** to log all outreach include date, time, number and person contacted and outcome of outreach.

Phone Logs

Parents should be informed of their child's progress or regress, absences, lateness, etc. Teachers should keep a log of all contacts made to students' homes; again, use **JupiterEd** and **ILOG**.

Photocopying Guidelines

Please be courteous of your colleagues when using the photocopying machine and follow appropriate procedures. It is expected that all teachers familiarize themselves with copyright law as it applies to teachers. It is assumed that all items copied by teachers is acceptable for copying and that the permission to do so has been obtained by the teacher.

Teachers should: use double sided when appropriate, not leave machines unattended when copying, report all jams and problems, hold students accountable for their copies, and have students use loose leaf instead of copied forms when appropriate.

Preparation Periods-UFT Contract (ART.7B5, P.26)

1. Preparation periods shall be used for professional work.
2. Teachers receive one (1) prep period for every five (5- 45 min) periods they teach which equals to 3hrs and 45mins.
3. This time shall be used for professional, job-related work. Teachers are expected to utilize their professional preparation time in such a manner as to enable them to further their professional work for the purpose of their greater classroom effectiveness, be available for parents, professional staff development, etc.

Professional Appearance/Attire

Staff members are expected to dress in a professional manner. Our students are paying attention to our attire. We should model what professional attire looks like. We are asking students not to wear certain attire; therefore, we should also refrain from wearing such attire that may be inappropriate and not professional.

BEWARE: Ripped pans, jeggings, leggings, stretched pants, skirts or pants above the knees, hood covering your head, showing cleavage, see-through clothing and anything that is exposing parts of bodies that will mentally impact others - **ARE NOT PERMITTED**.

Professional Development

Teachers should consult the term calendar professional development. Because all staff members are responsible for information and materials distributed at meetings, in case of absence you should obtain copies of agenda/handouts from your colleagues.

Prompt attendance is a professional responsibility. If you have a compelling reason to be late or absent, consult with the Assistant Principal or Principal prior to the meeting.

Professional Menu Activities – Special Circular 6

1. The goal of this contractual provision is to relieve teachers of administrative duties enabling them to choose selected professional activities that will raise academic standards and promote student achievement, as well as address the educational needs of the school.
2. All teachers are required to select a menu item and fulfill the professional obligations of the menu item.
3. Failure to fulfill the professional obligation of the menu item may lead to disciplinary actions.

Professional Planning Meetings

Please be reminded of your UFT contractual obligation to attend these professional assignments.

- Your prompt arrival is necessary for all meetings.
 - You must stay for the duration of each meeting.
 - Common planning and professional development days have been arranged in advance; please mark your calendar.
1. Pedagogues scheduled to attend out of school building staff development, professional meetings, or school trips are to submit lesson plans for their subject classes two days prior to the conference (any additional instructions or pertinent materials may be attached) to an administrator.
 2. Teachers must see the principal's secretary prior to the date of event to complete the appropriate form. A copy of the conference or meeting notice must be attached.
 4. Staff is reminded not to register for any course on Mondays and Tuesdays as attendance at faculty conferences is a professional and contractual obligation responsibility.

Program Cards

Students are given their program cards at the start of each term. Students are required to have their program card and ID card every day and show it when asked. Students needing replacement programs should go to their designated counselor and Ms. Rudder for ID cards.

Prohibited Items

If a prohibited item, such as cell phone or iPod, is visibly seen on a student, you need to ask the student, without causing confrontation, to surrender the item. If the prohibited item is of dangerous nature, report it immediately to an administration or a safety agent in order for the student to be removed from class. Student must not be aware of the contact and the student in question must be under strict supervision. Please refer to the list provided and the discipline code for prohibited items.

Promotion Standards – Chancellor's Regulation A-501

1. The Multiple Promotion Criteria to be used are as follows:
 - a. achievement of designated performance standards as evidenced by student work, teacher observation and assessment grades
 - b. student portfolios of their best work
 - c. attendance
 - e. attaining passing grades in academic subject areas designated in Chancellor's Regulation A-501
2. Promotion or retention will consider all the stated criteria for each grade. The decision to promote or retain will not be based on consideration of a sole criterion.
3. Teachers are to provide effective instruction linked explicitly to the performance standards.
4. Teachers are to use all available assessments standardized tests performance-based assessments, on going assessment of student work, teacher observation and professional judgment, and attendance records to make their grading decisions.
5. Teachers are to maintain collections of student work (portfolio) that document student progress toward meeting performance standards for every student.
6. Parents have the right to appeal the retention of their child.
7. Teachers' records will be needed to document and support the school's decision to retain.
8. Teachers are to maintain records of ongoing parental communications and involvement (e.g.: phone calls family conferences, letters of notice, parent-teachers conferences) and instructional interventions.
9. Students' progress reports and warning reports to parents are to be sent home in a timely manner.

Teachers must become familiar with the criteria for their subject area and graduation requirements. You can request additional information from Ms. Wilson or Chancellor's Regulation A-501.

TO EARN A HIGH SCHOOL DIPLOMA YOU NEED TO HAVE 44 CREDITS plus 5 REGENTS EXAMS - PASSED

Students must pass at least five (5) regents with a grade of 65 or above

9th Grade Regents

Living Environment, Algebra I (a grade of 80 or above,)

10th Grade Regents

Algebra II, Global History, English Language Arts* (a grade of 75 or above) Earth Science

11th Grade Regents

Foreign Language, U.S. History & Government, Geometry

12th Grade Regents

Advanced Placement Exams

Pupil Personnel Committee

1. The Pupil Personnel Committee (PPC) uses a non-judgmental, collaborative and confidential approach to review and evaluate the needs of specific students who are not demonstrating success in their current educational program.
2. The PPC uses a multi-disciplinary approach to examine why an individual student is demonstrating significant academic, social or physical needs and then develops supportive strategies and interventions. Teachers are strongly encouraged to submit referrals to PPC members.
3. PPC Referral Process:
 - a. The teacher identifies a significant problem.
 - b. The teacher submits a 1-page referral to a PPC member.
 - c. A PPC member presents the case to the committee
 - d. Appropriate interventions are initiated.
 - e. A PPC member provided feedback to the referring teacher.
4. The Least Restrictive Environment Committee (LRE) is a subcommittee of the Pupil Personnel Committee. The first and foremost function of the LRE committee is to ensure that special education services are made available in the least restrictive setting in which services can be useful in allowing a disabled student to succeed.

Recruitment

All staff members are expected to support the school's effort to recruit appropriate students to our school. High school recruitment fairs take place in the fall and it is expected that staff will participate by attending at least one day of the fairs. Staff should also reach out to feeder schools to seek for new students.

Recycling

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

Remote Learning Platforms

Platforms such as Google Classroom, Google Meet, Zoom, etc. are some of the platforms that teachers can use to provide instructions to students.

Removal of Substantially Disruptive Students from the Classroom

The Chancellor's *Safe and Orderly Initiative* and the requirements of the *Safe Schools Against Violence in Education Act (SAVE)* has created measures that allow for teachers to request that a substantially disruptive student be removed from the classroom. As stated in the guidelines: "Teachers have the authority to remove 'disruptive' students from their classrooms, consistent with the *Discipline Code*, when the teacher determines that the behavior of the student substantially disrupts the educational process or substantially interferes with the teacher's classroom authority"

Only infractions that carry a severity level of 3 or 4 warrant a student's removal and then only when the behavior is substantially disruptive or substantially interferes with the teacher's authority over the classroom." Teachers may not remove students without Principal's approval. A teacher must submit a student removal form that documents procedures they have followed (call home, student/advisor conference, etc.) no later than the end of the day. The form must be approved by the principal or designee before a student is removed from the classroom.

When a student is a threat or danger to others, call and administrator and the main office (2091, 2092, 2093, 1000, 2084, 2084, 2571) immediately. (*See also Discipline Policy, Referrals, Suspension Procedures*)

Repair Requisition

1. Requests for repairs, replacement of a lost key, an additional student chair, etc. is to be made on the "Repair Request" form found in the main office.
2. All requests for repairs are to be submitted to the principal's secretary for approval.

Report Card

Report cards are issued three times a term approximately a week and a half after the marking period ends. Each marking period is approximately six weeks long. Report cards are mailed home and distributed during Parent-Teacher conferences. Teachers should note that the 1st, 2nd, and 3rd marking period grades are listed on the report card. The student's final grade for the course is listed in the column marked "4." Under no circumstances does this mean or should it be conveyed to students that the only marking period that counts is the 3rd marking period. It is expected that teachers determine the 3rd marking period grade and enter it in their grade book before computing the student's final grade. Final grades for a subject should be based on the average of all three marking period grades in that subject.

1. The Principal/Assistant Principal or designees are responsible for entering all marking data into the HSST system and for printing the report cards.
2. It is incumbent on all staff to carefully enter the information correctly in a timely fashion.
3. The calendars of dates published in the quarterly marking notices are to be closely adhered to so that all DOE directives and chancellor mandates can be met.

NOTES FOR COMPLETING GRADES:

- Performance grades are given in increments of 5 up to 90; thereafter, in counting numbers: 91, 92, 93, etc. A failing mark of 55 is the lowest grade that a student can get. The next grade, which is considered passing, is 65.
- Performance comments should be aligned with the levels given. For example: if the performance comment selected starts with "Far below standards in ...", the level should be 1. If it starts with "Approaching standards in ...", the level should be 2. "Meeting standards in ...", the level should be 3 and "Exceeding standards in ...", level 4 should be bubbled.

- Meaning of alphabetical grades:

ALPHABETICAL GRADES:

E = Excellent

S = Satisfactory

N = Needs Improvement

U = Unsatisfactory

P = Passed/Proficient

F = Failure

NL = New Admit. Students who receive a grade of 'NL' must successfully complete remaining course requirements by the end of the semester following the termination of the course in order to receive a final grade and credit, as applicable.

NS = "No Show"

NX+ Incompletes: Schools may award a grade of Incomplete ('NX') if a student has a documented, extreme extenuating circumstance that prevents him/her from completing the course in its established timeframe (e.g.: surgery, death in the family). 'NX' does not have a pass/fail or a numeric equivalent. A student who receives an incomplete must successfully complete remaining course requirements by the end of the semester following the termination of the course in order to receive a final grade and credit, as applicable.

NUMERICAL VALUE (%):

95

75

65

55

75

55

Reporting School Related Crimes Committed by Students & Suspected Child Abuse

1. In all cases where school staff has been provided with information or an allegation that a school related crime which poses a danger to students, staff, or the school community has been committed by a student, they shall immediately notify the principal or designee. The principal/designee shall notify the police, the ranking division of School Safety representative in the building, the superintendent, and parent.
2. In all cases where a school staff has a reasonable suspicion that a student is a victim of child abuse, maltreatment, or neglect by a parent, a person responsible for the child's care, or a person regularly or continually found in the child's household, school staff must immediately report the suspicion to the Principal or designee. Subsequently, further actions will take place. The knowing failure to comply with these procedures may result in disciplinary action including dismissal from employment.
3. If a child's abuse is by a person other than an individual specified above, the Principal/Designee shall contact the student's parent, Office of Investigations, Police, CFN and an EIC report will be generated.

Compliance with the procedures set forth is mandatory.

4. All Board of Education employees are **MANDATED REPORTERS**.

Request for Funds and Collection of Money

1. Prior administrative approval must be received from the Principal/Designee before completing a Request for funds form.
2. If you wish to be reimbursed for material that cannot be purchased with our district allotment, please see an administrator. Staff cannot be reimbursed for taxes.
3. A paid receipt must be submitted with the form (tax excluded).
4. Collection of monies from students as provided in the Chancellor's regulations (A-610) and the Standard Operating Procedures manual, state that no member of the staff is permitted to collect any monies from students without prior authorization/approval from the Principal/Assistant Principal.

Respect for All

[Respect for All Handouts \(nyc.gov\)](http://nyc.gov)

Teachers at a school may pass out a print-only brochure defining Respect for All. Each student and staff member brings to our public-school community the richness of our city's cultural diversity and the desire for respect. It is the policy of the Department to maintain a safe and supportive learning environment that is free from harassment, intimidation and/or bullying and from discrimination on account of actual or perceived race, color, citizenship/immigration status, religion, creed, national origin, disability, ethnicity, gender, gender identity, gender expression, sexual orientation or weight. The policy prohibits such behavior by students against other students and by staff against students.

Respect: esteem for or sense of worth or excellence of a person; proper acceptance or courtesy; regard for the dignity of another's character; acknowledgment; the condition of being esteemed or honored; to show regard or consideration for another. Read more on the link above.

School-wide Academic Goals for our Students

By June 2018, 70% of students will be able to master (level 3 or level 4) standard-based objectives specifically but not exclusively, writing arguments focused on discipline-specific content and create equations that describe numbers or relationships in mathematics.

School Leadership Team

1. The Chancellor's Plan for School Leadership Teams provides for teams of parents, teachers, other school staff, and often student to work constructively together in developing an effective education vision for the school.
2. The fundamental responsibility of the Leadership Team is to create the School's Comprehensive Education Plan (CEP), and the development of a school-based budget and staffing plan aligned with the CEP.
3. To ensure that all members of the school community have the opportunity to participate, all team members are to be elected by their own constituency group in a way that is public, broadly advertised, and do whatever it takes to ensure that all planning and budgetary deadlines are met.
4. Annual School Leadership Team pedagogue elections will take place each year.
5. The role of a team member is significant. Every member must be a leader, take on the responsibility of attending all scheduled meetings, exercise good judgment in all decision-making, and do whatever it takes to ensure that all planning and budgetary deadlines are met.
6. Teams must have a minimum of ten and a maximum of 17 members. Fifty percent of the members must be parents.

School Routines

The various tasks below are necessary to the functioning of the school and should be followed daily:

1. Students hang their outerwear in lockers.
2. Daily attendance will be taken during **period 2**. The ATS roster has to be placed in the envelope posted, on the wall, outside of the classroom for pick up. Teachers are required to use **JupiterEd** to take attendance as well as it is a way to instantly communicate with parents.
3. Announcements will take place during **period four (4)**.
4. Teachers are to be in the hall during the beginning of each period to greet students entering their classrooms and ensure a safe, direct flow of students to their classes.
5. Teachers are to prepare and deliver lesson to all students using the common core and the Danielson Framework.
6. Teachers are to assign relevant homework for each class, every day.

7. Other staff members who are meeting with students (counselors, etc.) must be organized for effort and have a working plan for each session.

Staff must leave the building by 6:00 pm. No staff is to return to school after 6:00 pm. No staff is to enter the building on weekends and holidays. Principal's approval is needed to amend this rule.

School Uniform /Dress Code

Teachers Preparatory School uniform policy has been modified. See dress code flyer/poster.

***ALL skirts, dresses, shorts MUST come down to the knees;
pants MUST be pulled up and worn with a belt. NO Sagging!
Pants MUST be pulled up and worn with a belt!!!***

Security/School Safety Agents

School Safety Agents are assigned to the school by and are under the auspices of the New York City Police Department. Agents are trained as peace officers and have certain powers of arrest. SSA's are assigned to specific areas throughout the building and are under the supervision of the current Sergeant who works closely with the Principal. Any staff member who has concerns or questions about the safety agents should bring these concerns to the Principal and Assistant Principal of Security. Extension is 1000 or 1041.

Sexual Misconduct – Chancellor's Memorandum (see Chancellor's Regulation A-412 #3)

1. Every employee and officer of the Department of Education has an affirmative obligation to immediately report to the Special Commissioner of Investigation for the New York City School District (212-510-1400), any information concerning sexual misconduct involving students by Department of Education Officers, employee or others connected with school programs or services such as volunteers. This obligation extends to sexual misconduct on and off school premises; moreover, employees and officers are required to make this report regardless of the source of the information whether it comes from a student, parent or staff member.
2. The knowing failure of an employee or officer to report sexual misconduct may result in disciplinary action including removal from employment or office. Any employee or officer who knowingly and intentionally makes a false report of sexual misconduct may be subject to disciplinary action including removal from office or employment.

Smoking

1. Teachers Preparatory School is a smoke free environment and smoking is ***prohibited*** on school grounds in accordance with New York State and New York City law. Staff members ***ARE NOT*** to smoke in and around the perimeter of the school. There are NO EXCEPTIONS!!! Smoking is prohibited within 100 feet of the school entrances, exits, or outdoor areas of DOE building or structure. See Chancellor's Regulation C-810.

Social Media

We are on Social Media. Check us out on Instagram @teachersprephs

State Exams

Regents exams and RCT exams are given in January and June. A calendar of dates and times for these exams is distributed in advance. In addition, a proctoring and grading schedule is distributed prior to these exams, which list the duties of teachers for the exam period.

Some students may be required to take other state exams such as the NYSELAT during the course of the year. Names of students involved and the dates will be distributed to staff in advance.

NYS Middle school exams are administered during the spring term in the month of April. Refer to calendar for specific dates.

Student Addresses and Telephone Numbers

Each teacher is furnished with an alphabetical listing of student addresses and telephone numbers. In the event that you discover that a student's address or phone number is incorrect, please report that information to Ms. Cooper in room 209 so that the DOE records can be updated and accurate. (See also Confidentiality of Student Information)

Student Pass Procedures

1. Students may leave the classroom only with an official hallway pass provided by administration.
2. Only one student may be out on a pass at a time.
3. Limit the use of the pass. School tone is maintained by our collaborative efforts.

4. If you detain a student, please give the student a LATE PASS to their next class.
5. No passes are to be issued Periods one (1) and six (6) after 2:20 PM. Exceptions are made only for a medical emergency or the delivery of the attendance folder, period 1.
6. Passes are not to be issued the period before or the period after the class lunch period.

Students' Physical and Emotional Progress

1. Take note of students' lateness and absence and verify or confirm with parent or guardian.
2. Alert Guidance Counselor of a family death and other crisis.
3. Check the children's physical and emotional condition each day.
4. Notify the Assistant Principal, Guidance Counselor, SBST, or Pupil Personnel Committee of any academic, social or behavioral concerns.

Student Records-Access and Disclosures

1. Personal information – student's name, name of the student's parent or other family members, address of the student or student's family, the student's social security number or student identification number and personal characteristics of the student or the student's family is confidential information.
2. The student's current teacher must have a specific, educationally legitimate reason to access student records. No other staff member may do so without written permission from the Principal.
3. No personal identifiable student information may be released to non-school agencies or individuals, e.g. School Safety Agents, another student's parent, the NYPD, etc. except by the School Principal or designee.

For further information, please refer to Chancellor's Regulation A-820.

Student Requests to Leave Early

Students whose parents request that they be allowed to leave early must bring such documentation to the Main Office in room 205 before the beginning of the school day. Under no circumstances will a student be permitted to leave the school building without an authorized accompanying adult.

Student Support Services

1. All students who received a level 1 or 2 will receive academic intervention services.
2. All students who need counseling will be schedule to receive counseling.
3. All students who need related services will receive these services.

Sub-Central System (See Absence section)

Subgroups

What do we mean by "subgroups"?

Subgroup simply refers to a subset of all students.

Looking at data disaggregated by subgroup helps us detect patterns that might otherwise go unnoticed, account for differences between groups of students, set differentiated goals, and work to accelerate the learning of students in lower performing subgroups so that ALL students can achieve at higher levels.

*Subgroup can refer to the NCLB categories established in 2001 or identified in the NYC Progress Report or other groups of particular interest to the school.

Subgroups under NCLB/NYS Accountability reported in NYS Report Card

SWD – Students with Disabilities

ELL – English Language Learners

ED – Economically Disadvantaged (free and reduced lunch)

Ethnicity – the 5 major Ethnicities – American Indian/Pacific Islander, Asian, Hispanic, Black, and White. Migrants are not considered by NYS.

NYS reports gender, but scores disaggregated by gender are not considered for accountability purposes.

Subgroups under NYC accountability reported in the Progress Report:

Students in the school's Lowest Third in ELA and Mathematics- the progress of students in the school's lowest third counts for 30% of the Progress Report score.

The Progress Report also rewards with additional credit the following subgroups:

- SWD (Self Contained, CTT, SETSS): % of students at proficiency and % of students in the 75th growth percentile
- ELLs: % of students in the 75th growth percentile

- Students in the City's Lowest Third: % in the 75th growth percentile
- Black/Hispanic Males in the City's Lowest Third: % in the 75th growth percentile.

*NYC has identified Black/Hispanic Males as a particularly high-risk group because they are over-represented amongst dropouts and special education referrals and is now gathering resources to aid schools in addressing their needs.

School-specific Subgroups

Schools may have other subgroups of interest based on acquired characteristics, such as:

- over age
- holdovers
- formerly incarcerated students
- students with particular behavioral issues
- new arrivals

Supplies

1. All requests for supplies must be done on a "Requisition Form" found in the main office and should be forwarded to the supply secretary, at least three days in advance.

Suspension Procedures

When a student is suspended, teachers are responsible for providing the student with work prior to the beginning of the suspension. If a student is placed on a suspension longer than one day, the teacher must continue to provide work. *(See also Discipline Policy)*

Surveillance Camera

Surveillance cameras have been installed. School staff members need to be mindful of the locations of those cameras.

TeachHub

This is a portal to support students and teachers. The portal provides quick links to essential applications for remote learning, including:

- iLearnNYC, the NYCDOE Learning Management System
- Student report cards (available in the Student Documents icon)
- Multiple educational applications
- G Suite, Microsoft O365, and Zoom (using secure central accounts)
- And more!

NEW – DOE Attendance – Since we are not yet efficient in using this system, we will continue to use JupiterEd. In the meantime, please experiment with it on [Home Page - TeachHub \(schools.nyc\)](https://schools.nyc.gov/home/teachhub)

Teacher and Class Program Card

Program cards are to be posted on the classroom door. Staff with traveling programs, should post his/her program on the door of the room he/she is more frequently in.

Teacher Coverage Volunteers

If you wish to volunteer for coverage, inform an administrator or the payroll secretary as soon as possible.

Teacher Effectiveness and Evaluation

Advance is used to evaluate the effectiveness of teachers. Teachers are rated on the components of the Danielson Framework. To support teachers, ongoing training and workshops will be provided throughout the school year.

Teacher's Choice

Teacher's Choice funds are distributed through the Main Office (room 209) by the secretary. A manual detailing the procedures for spending and accounting for your purchases is distributed as well. Teachers should follow the guidelines and deadlines set forth in the manual.

Team Meetings

Meetings are held weekly as per schedule Mondays during administrative period.

Telephone Usage

1. School telephones are for official business only.
2. A telephone is available in the staff lounge, and in the Main Office for the staff's use.
3. In case of an emergency dial the Main Office (2091/2093) or security (1000/1041).
4. Intercom phones should only be used when absolutely necessary and never by students.
5. Each teacher will receive a staff directory at the beginning of the school year with all phone extensions listed. A copy of the directory is also available in the Main Office.
6. Students must receive permission from Administration/Dean/Designee to use the telephone and should do so in designated offices.

Testing Policy

1. Testing is integrated into the uniform Marking System.
2. Parents should be informed of the results of student's test or quizzes as often as possible.
3. All tests should be reviewed and approved by an administrator.
4. Test should be graded in a timely manner, returned to the students and discussed as part of subsequent lessons.
5. Grade teams must establish a testing policy so that students are not burdened with an excessive amount of test on a given day.
6. A parent signature on a test is an effective way of keeping the parent informed of the student's progress, and lets you know that the student is communicating with the parent about his/her schoolwork.

Textbooks

1. Textbooks are to be distributed within one week of the first day of school.
2. If you need additional textbooks, please refer your request to your immediate supervisor.
3. The approved book receipts form should be used by all staff members.
4. Teachers **must** keep accurate records of textbooks given to students.
5. **Students must pay for lost textbooks before a new book is issued.** See an administrator for the cost of book. Money transactions should only be made by an administrator.
6. Students are required to cover all textbooks and maintain them in proper condition. Students are to write their name and OSIS number on the inside front cover of the book. Check each book to confirm that students wrote their full name and OSIS number in the book.
7. Teachers must keep an accurate record of the number of books they are given, and the number they return at the end of the marking periods. In addition, teachers must keep a list of the book number(s) assigned to each student both on a book form and on individual book receipts. This will help account for missing and unreturned books at the end of the term.
8. It is the student's responsibility to inform their parents of lost textbooks/items.
9. All book accounts must be cleared before a final report card is issued at the end of the school year.
Teachers must submit the names of the students who have not returned their textbooks to the designated person at least five (5) days before school ends. Teachers must make every effort to collect all textbooks issued.

Timekeeping Procedures

1. The department of Education mandates that Payroll/Timekeeping Controls be in effect. The plan must include a method for recording actual time served by staff members, certification by either the Principal or her designee of time served, and a method for determining who is absent or late so to arrange for coverages, emergency communication, etc. Teachers who arrive late must punch in and then sign in with the secretary in room 209.
 - a. All regularly assigned personnel are to move their timecard in the main office before 8:20 A.M. from OUT to IN and from IN to OUT (2:40PM/4:00PM/3:55PM) prior to leaving the building.
 - b. If a staff member leaves before 2:40PM/4:00PM/3:55PM because of illness or a personal emergency, he/she must notify the administration and get an approval to leave, and then sign out the staff book located on the counter in the main office before departing.
 - c. Staff members who are continually late or do not move their timecards may face disciplinary action.

NOTE: Teachers performing per session activities must punch in at the beginning of the activity and punch out at the end of the activity. (See also *Per Session Activities, Teacher Absence and Lateness*)

Trip Procedures

If you are planning a trip, please see the designated person for the “Request for Trips” approval forms. The form should be submitted **no less than four weeks prior to the trip date.**

1. A subway transportation form should be submitted two weeks prior to the trip.
2. Trip form must be approved by administration.
3. No trips will be approved a month prior to or during the week of standardized tests or regents.
4. Permission slips must be on file for all students on the trip. **Consent forms must identify all activities with inherent risks (e.g., swimming, horseback riding, ice skating, use of physical fitness equipment, etc.) that students will be engaged in and must contain specific requests for parent’s permission to engage in these activities.**
5. For every trip, there must be one adult and one parent for every ten (10) students.
6. The teacher-in-charge must leave the appropriate contact information in the main office and with the designated AP and must provide a detailed schedule of the activities planned.
7. For public transportation trips, the students must be escorted back to and dismissed from the school building.
8. Any unusual occurrences on the trip must be reported immediately to the principal. Such notification is to be made from the trip (i.e.: lost or injured child, dangerous or illegal activity, problem with reservations, quality of presentation, etc.) or upon return to the school.
9. Teachers on the trip are responsible for leaving work for the covering teachers.
10. It is the responsibility of the teacher to work out any coverage assignments and provide this information to the administrator in charge before going on a trip.
11. Check with the administrator in charge one week before the trip to ensure that all forms have been filed and approved, and there is a record of the trip in the daily coverage book.
12. Teachers should make every effort to get parents to chaperone for a trip.

Tutoring (Virtual)

New at TPS – This school year, we have partnered with Upchieve to provide virtual tutoring for our scholars. This is a great opportunity for our students to receive additional academic support. Please the link to watch a video that will explain how to create an account and log in and connecting with a tutor.

<https://youtu.be/r86QzemZn7M>

Watch this testimonial from a student who have benefitted from Upchieve: <https://youtu.be/zlxwGBg4fqU>

Sign up here: [UPchieve: Free Online Tutoring and College Counseling](#)

Viewing of Movies

2. Teachers must not show “R” or “X” rated videos at any time.
3. Any teacher wishing to show a video or movie that is not Department of Educational approved must receive permission from the Assistant Principal.
4. The Assistant Principal must view lesson plans.
5. Videos and others are to be educationally appropriate to the subject matter being taught and the lesson for the day.
6. No videos may be shown in its entirety, but may only be used in 10 minutes blocks during the lesson (pause for the class discussion, literary response, etc.

Visitor Control Procedures

1. Visitor control procedures must adhere to the DOE guidelines.
2. After a visitor sign-in with security the main office will be called, and a pass will be issued to the visitor.
3. Someone will then escort the visitor or call the appropriate office/room to notify staff member.
4. Upon leaving the building, the visitor will return their pass to the security desk.
5. NO VISITOR WILL BE PERMITTED IN THE BUILDING UNESCORTED or UNANNOUNCED!
6. Please inform the administration and the security desk if you are expecting a guest, visitor or parent. Visitations must be educationally related (except for an emergency), and during preparatory period only.
7. NO CHILDREN/FAMILY MEMBERS/FRIENDS, etc. are to stay in the building.
8. Former Teachers Preparatory School students (graduates) may not enter the building to visit staff members. If a former student enters the building the staff member will be called, and the student will have to wait until the staff member has a preparatory period to be sent in the lobby.
9. School Safety Agents will make periodic checks of the building to ensure that visitors have left after conducting their appropriate business.

Wearing of Outer Clothing (see also Drop Off and Pick Up section)

1. No outer clothing (coat or jackets) shall be worn by students during the school day. First period teachers are responsible for students putting their outer clothing (e.g.: coat, jacket, etc.) in their lockers.

Website

www.teachersprep.org. Teachers are to use the school's website to view monthly calendars and important information. You are also encouraged to upload pertinent information for your students (e.g., homework, projects, online assignments, dates of upcoming quizzes or exams, etc.).

Windows and Shades

Windows and shades should only be opened by teachers and should be closed by the last teacher in a room. Students should not be allowed to loiter by classroom windows before, during or after class. Throwing anything out of an open window is an extremely dangerous and serious offense and should be reported. Students who are responsible will be prosecuted and teachers supervising these students may also be charged.

Door windows cannot be covered and there must be a clear view into each room from the hallway.

Repeated:

1. Windows must not be opened more than three inches.
2. Classroom door windows must be clear of items that may obstruct the view from inside or outside
3. **No student is permitted to open or close windows.**

Additional Documents

Suggestion for the first two (2) days of school

Day one:

1. Introduction of self:
 - tell who you are...
 - what you are teaching...
 - why you have chosen to be a member of TPS
 - hand out course syllabus
 - present TPS exit projects for grade levels, if you will assign any
 - set tone; be firm but friendly
2. Take Attendance using a **PENCIL** to bubble in the circle and a **BLUE** or **BLACK** pen to sign your name
 - make sure everyone is in the right place
3. Establish classroom expectations and procedures. Be sure that you are familiar with school-wide norms and school grading policy.
 - **classwork, group work, notes, worksheets, do now, exit slips**
 - **Exams, Quizzes, Projects, Essays, Labs)**
 - **Participation, HW, Saturday school attendance, pm school attendance)**
 - know what you want (have a list prepared)
 - allow for student voice – let them participate in this – ask them what they expect of you
 - the goal is to establish clear expectations for you and them – a short list of what you can both live with
 - keep classroom expectations consistent with school rules; state them in the positive; avoid using don't and not; instead phrase expectations show they reflect the desired outcome (Students will come to class, sit in their assigned seat, open books and get started by the sound of the second bell)
4. **Time for students to introduce themselves in this section** - conduct a student-centered ice-breaker or name game activity. This should be content-based. Try to hook the kids - first impressions are everything! You should take steps to know student names before they leave the class.
5. Begin to prepare classroom contract with class so that you can have buy-in

Day Two:

1. Distribute and review classroom contract; the contract should include:
 - the school rules
 - the school wide grading policy
 - your signature and a place for the student's signature and date
 - a place for the parent or guardians to sign and date
2. Put classroom systems & structures in place.
 - get your attendance procedure in place. Daily attendance **MUST** be taken. This is a binding legal document and it **MUST** be accurate!
 - devise a way to track absences, lateness, cuts and outreach attempts
3. Distribute textbooks/class materials (for classrooms teachers who are distributing textbooks)
 - make sure students fill out necessary book receipt(s).
 - hold onto the book receipts until the end of the cycle
4. Execute a **HIGH INTEREST** lesson to hook students.

Expectations for the Classroom Environment

An engaging classroom environment, which clearly exhibits the learning process, and demonstrates a shared sense of ownership by both the teacher and students, is our expectation. A room where student work is prominently displayed and continually updated sends a valuable message to our students -- We value your work, we recognize your effort, and we are professionally committed to your continued academic growth.

The design of your classroom should reflect the quality of your teaching and content of your class. Students and visitors alike should be able to walk into your classroom and get a good idea of what's been happening recently and the kind of work students are producing. As such, the classroom must be thoughtfully and specifically engineered to support the learning which takes place there. Please keep the following guidelines in mind throughout the school year.

- ⊙ **Classrooms should be decorated as soon as possible with materials appropriate to your subject area.** Current student work should also be displayed whenever and wherever possible. Hallway and classroom bulletin boards must contain current work.
- ⊙ Each Department is expected to have at least 1 current bulletin board up at all times. Departments should coordinate with the admin as to which board they want to adopt, but teaching staff is responsible for designing and maintaining the various bulletin boards in the school corridors as a celebration of teaching and learning within our school.
- ⊙ All bulletin boards – hallway and classroom – as well as any other public areas where student work is posted should be updated regularly to reflect the progress of your teaching and your students' learning
- ⊙ Classroom libraries are to be maintained and organized to allow students easy access to texts at all times. Teachers should create a system which permits students to take out and return books.
- ⊙ Books should be stored neatly away at the end of each day.
- ⊙ Desk wells are to be free of litter. (Do NOT allow students to eat in the classroom. Drinks in plastic bottles are OK)
- ⊙ **Windows on classroom doors must remain uncovered at all times.**
- ⊙ **Classroom doors are to remain UNLOCKED when classes are in session. Under no circumstances should teachers lock their doors when they are teaching a class.**
- ⊙ **Conversely, teachers should pull classroom doors shut and ensure that they are locked when they leave their empty classrooms**
- ⊙ **Lock all personal items in locker or locked closet.**
- ⊙ Rooms are to remain litter and graffiti free.
- ⊙ **STUDENTS SHOULD NEVER BE LEFT UNATTENDED.**
- ⊙ **Fill your room with visual clues of the content:**
 - Anyone walking into your room should immediately recognize:
 - a. Your content area.
 - b. The specific unit of study the students are currently pursuing.
 - c. Evidence of the key ideas of immediate past units.

Use your classroom as a silent partner in communicating to your students and fostering independence

Bulletin Boards & Student Work

You may want to ask yourself the following questions as you work on bulletin boards:

- ☐ Whose work is posted?
- ☐ Which class?
- ☐ Why are you posting this work?
- ☐ Is the work current and up to date?
- ☐ How is student work posted?
- ☐ How do you know the work has been edited and graded (emphasizing next steps)?
- ☐ Is the assignment posted?

- ❑ Is the rubric posted?
- ❑ Is the Common Core Standard posted?
- ❑ Will observers know where this is going? What are the next steps?
- ❑ How does the board reflect subject specific content?
- ❑ What evidence is there that student work is being used as model work?
- ❑ What did you like best about the board?
- ❑ What is the balance of student print to teacher print?
- ❑ What are teachers teaching?
- ❑ Why are they teaching it?
- ❑ How do we know all students are getting it?

Please keep in mind that TPS administrators will be using the above as both coaching and evaluative guidelines during our in-house walk through.

Key Links:

[Chancellor's Regulations \(nyc.gov\)](#)

[A-411 5-21-2015 final remediated WCAG2.0 \(nyc.gov\)](#)

[A-412 11-8-2006 final remediated WCAG2.0 \(nyc.gov\)](#)

[A-413 2-26-2015 final remediated WCAG2.0 \(nyc.gov\)](#)

[A-414 3-24-2010 final remediated WCAG2.0 \(nyc.gov\)](#)

[A-415 3-24-2010 final remediated WCAG2.0 \(nyc.gov\)](#)

[A-418 8-5-2008 Final combined remediated WCAG2.0 \(nyc.gov\)](#)

[A-420 11-28-2018 Final combined remediated WCAG2.0 \(nyc.gov\)](#)

[A-421 11-28-2018 Final combined remediated WCAG2.0 \(nyc.gov\)](#)

[A-432 9-13-2005 final remediated WCAG2.0 \(nyc.gov\)](#)

[A-443 student discipline procedures \(nyc.gov\)](#)

[A-449 3-9-2011 Final combined remediated WCAG2.0 \(nyc.gov\)](#)

[A-450 1-20-2011 Final combined remediated WCAG2.0 \(nyc.gov\)](#)

[A-750 9-28-2017 final remediated WCAG2.0 \(nyc.gov\)](#)

[A-755 8-18-2011 Final combined remediated WCAG2.0 \(nyc.gov\)](#)

[A-830 2-17-2022 Final \(nyc.gov\)](#)

[A-831 10-7-2021 Final Posted \(nyc.gov\)](#)

[A-832 10-7-2021 Final Posted \(nyc.gov\)](#)

[Citywide Behavioral Expectations \(nyc.gov\)](#)

[Parents' Bill of Rights \(nyc.gov\)](#)

[Parent Guide to School Safety and Emergency Preparedness \(nyc.gov\)](#)

[Respect for All Handouts \(nyc.gov\)](#)

Per session timesheet link: <http://www.uft.org/files/attachments/per-session-time-sheet.pdf>

Parking Permit: https://www.opt-osfns.org/DSF/Resources/DSF_ParkingPermit/Eligibility/Verify

JupiterEd: <https://login.jupitered.com/login>

Sub-Central Website: [LogOn | SmartFind Express | PowerSchool \(eschoolsolutions.com\)](#)

Curriculum – New Vision: <https://curriculum.newvisions.org/>

Upchieve (Virtual Tutoring)

Sign up here: [UPchieve: Free Online Tutoring and College Counseling](#)

How it works: <https://youtu.be/r86QzemZn7M>

Watch this testimonial from a student who have benefitted from Upchieve: <https://youtu.be/zlxwGBg4fqU>

Sample Lesson Plan

Teacher:

Course/Unit:

Date:

Essential Question (S):

Don't forget to add time allocation in your plan.

| | | |
|--|--|---|
| <p>Learning Objectives – Focus (CCLS shift 1)</p> <p>Standards for lesson:</p> <p>Aim:</p> <p>Objective (s):</p> | <p>HW#: HMH website HW will be differentiated to address students' needs</p> <p>Advance:</p> <p>ELL's: assign work in Spanish</p> <p>Struggling:</p> <p>Do Now/Opener/Motivation/Admit Ticket –</p> <p>Content Specific Vocabulary:</p> <p>Academic Vocabulary:</p> | |
| <p>Teacher Reflection: This is for your own reflection of what you want to accomplish Rationale/Relevance (real world relevance and career readiness: (The following are process questions to help you decide the appropriate lesson type.) a) I want students to be able to use what they have learned, thinking strategies, processes) to solve real world problems.</p> | | |
| <p>Pre-requisite/prior knowledge = Coherence (CCLS shift 2)</p> | <p>Misconceptions:</p> | |
| <p>Interdisciplinary/Cross-curricular Link – ELA Standards</p> | | |
| <p>CCLS College and Career Readiness (CCR) READING Standards: — R1(read closely, cite specific textual evidence, support conclusions w/text) — R2(determine central ideas/themes & analyze, summarize key details/ideas) — R3(analyze how & why individuals, events, ideas develop/interact over text) — R4(interpret words/phrases, determine meanings, analyze word choice, tone) — R5(analyze structure-how sentences, paragraphs, larger portions relate) — R6(assess how point of view or purpose shapes content and style) — R7(integrate and evaluate content presented in diverse media and formats) — R8(delineate/evaluate argument & claims: validity, relevance, sufficiency) — R9 (analyze 2+texts on same theme/topic to build knowledge or compare) — R10(read/comprehend complex lit & info texts independently/proficiently)</p> | <p>CCLS SHIFTS addressed: — 1) Balance of Info & Literary Texts — 2) Building Interdisciplinary Knowledge — 3) Addressing the Staircase of Complexity with Readers/Texts — 4) Text-based Answers/Evidence Based — 5) Writing from Sources — 6) Academic Vocabulary</p> | <p>CCLS CCR WRITING Standards: — W1(arguments to support claims) — W2(info/explanatory to convey ideas) — W3(narratives- develop experiences) — W4(coherent: task, purpose, audience) — W5(process: plan, revise, edit, rewrite) — W6(use tech incl. internet to write) — W7(research based on questions) — W8(gather info from multi sources) — W9(draw evidence, support analysis) — W10(write routinely over timeframe)</p> |
| <p>CCLS CCR for LANGUAGE: — L1(conventions of standard English) — L2(caps, punc., spelling) — L3(apply knowledge of language for style/meaning) — L4(analyze multi-meaning, use clues) — L5(fig lang., nuance) — L6(acq Vocab)</p> | <p>CCLS CCR for SPEAKING/LISTENING: — SL1(participate effectively) — SL2(integrate/evaluate info) — SL3(evaluate speaker pt of v) — SL4(present info) — SL5(use media) — SL6(adapt to context/task)</p> | |
| <p>MATH Standards: Focus (CCLS shift 1) – check off CCSS that will be addressed (add the specific one on the checked standard)</p> | | |
| <p>GR 6 & 7 — Ratios and Proportional relationships: _____ — Number System: _____ — Expressions and Equations: _____ — Geometry: _____ — Statistics and Probability: _____</p> | <p>GR 8 — Number System: _____ — Expressions and Equations: _____ — Functions: _____ — Geometry: _____ — Statistics and Probability: _____</p> | <p>HS — Number & Quantity: _____ — Algebra: _____ — Functions: _____ — Modeling: _____ — Statistics and Probability: _____</p> |
| <p>CCLS Instructional SHIFTS addressed: — 1) Focus — 2) Coherence — 3) Fluency — 4) Deep understanding — 5) Applications — 6) Dual intensity</p> | <p>CCLS Mathematical Practices: — MP1: (Make sense of problems) — MP2: (Reason abstractly & quantitatively) — MP3: (Construct viable arguments and use ratios concepts) — MP4: (Model with mathematics) — MP5: (Use appropriate tools strategically) — MP6: (Attend to precision) — MP7: (Look for and make use of structures) — MP8: (Look for and express regularity in repeated reasoning)</p> | |
| <p>Activities for this period:</p> <p>1. Mini Lesson</p> <p>Motivation Question:</p> <p>Pay attention to the strategies that students are using</p> | | |
| <p>2. Guided Instructions –</p> <p>3. Medial Summary – <i>What have you taught and what have the students learned and able to do? Do you need to clear out any misconceptions? What ideas that we have learned before? Explain.</i></p> <p>4. Activities/Tasks –</p> | | |

| | | | |
|--|--|---|----------------------------|
| Tools of Instruction: Resources/Materials | | Accountable Talk Strategies (giving an account/ details/ explanations/ for what was/is said): <input type="checkbox"/> Think – Pair – Share <input type="checkbox"/> Turn and Talk <input type="checkbox"/> Peer Assessment & Self-Assessment <input type="checkbox"/> Rope to connect the next Speaker (this encourages all to speak) <input type="checkbox"/> Small group (student led discussions – How will include this in your lesson?) <input type="checkbox"/> Full Class (student led discussions – How will include this in your lesson?) <input type="checkbox"/> Fishbowl <input type="checkbox"/> Pairs <input type="checkbox"/> Anchor Charts/Using Sentence starters/talking Stem Other: _____ | |
| Differentiation: How will you ensure that all students have access to and are able to engage appropriately in this lesson? Consider all aspects of student diversity. Access for all: ELL Learners (will be assigned work in Spanish...) Special Needs (support from teacher) Low performing (support from teacher) Advance – Student choice in selecting what they want to work on to expand on the topic. | | Summary/closure: Can they answer the Aim/demonstrate their understanding of the lesson's objective? Knowledge gain exit/Quiz: | |
| Grouping: <input type="checkbox"/> Similar needs <input type="checkbox"/> Mix skill levels <input type="checkbox"/> By levels <input type="checkbox"/> Choice of assignment <input type="checkbox"/> According to responses on assessment Other: _____ | | Formative Assessment – What type of formative assessments will you use and at which points in your lesson will you check for understanding? <i>What does success on this lesson's outcome look like? How will you & your students know if they have successfully met the objective? What specific criteria will be met in a successful product/process?</i> Assessments/checks for understanding: <input type="checkbox"/> Over the shoulder <input type="checkbox"/> Note-taking <input type="checkbox"/> Conferencing <input type="checkbox"/> Anchor activities <input type="checkbox"/> Questioning <input type="checkbox"/> Regrouping <input type="checkbox"/> Quiz <input type="checkbox"/> Thumbs up/down <input type="checkbox"/> Exit ticket <input type="checkbox"/> Other: _____ | |
| Questioning & Discussion: Deep understanding DOK1 (recall, recognize, define, locate, describe): DOK2 (generate, specify, explain, summarize, discuss): DOK3 (connect, apply, analyze, support, cite, critique): DOK4 (analyze, evaluate, apply, synthesize, illustrate): How else might you have approached this problem? | | Attendance Notes (patterns): | |
| Teacher Reflection: This is for your own reflection: (The following are process questions to help with reflect and re-teach/corrective instruction) <ul style="list-style-type: none"> • How did the student perform on tasks? • What evidence did you collect? (... and what are you going to do with it?) • Were students participating and engaged? Do you need to do corrective instruction? If so, what parts and how? | | Behavior Notes | Participation Notes |

What students need to know & have:

- Class contract/Expectations
- Syllabus
- Grading Policy
- How you will communicate (platform that will be used)
- Co-Teaching/Co-presenting of lessons Method
- Platforms you will use to post homework/projects, etc.



STAFF EMERGENCY CONTACT FORM

Please submit form to principal's secretary.

NAME: _____
Last Middle First

ADDRESS: _____

_____ City State Zip

TELEPHONE: (Home) (_____) _____
Area

(Cell) (_____) _____
Area

(Other) (_____) _____
Area

E-MAIL ADDRESS: _____

BIRTHDAY MONTH: _____

IN CASE OF EMERGENCY:

CONTACT #1

Name: _____

Address: _____

Telephone (1): _____

Telephone (2): _____

Relationship: _____

Additional Contact (if necessary): _____

CONTACT #2

Name: _____

Address: _____

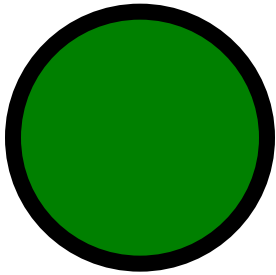
Telephone (1): _____

Telephone (2): _____

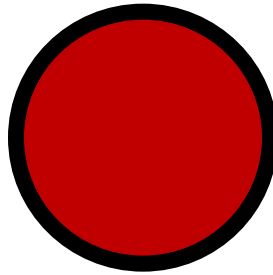
Relationship: _____

In an Emergency

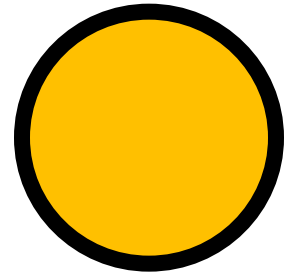
When you hear it, Do it.



Evacuate! (Green)



Lockdown (Soft/Hard) (Red)



Shelter! (Yellow)

MAKE ANNOUNCEMENT TWICE

Evacuate: (Fire Alarm or Directions)

“ATTENTION: EVACUATE THE BUILDING. ATTENTION: EVACUATE THE BUILDING”

Students

Leave your stuff behind
Form a line and remain
quiet and listen to
directions from teacher

Teachers

Lead students to evacuation
location and take attendance
Notify BRT/SSA staff if missing,
extra or injured students

Types of Emergency

Bomb
Fire Inside
Tornado

Lockdown: (Soft or Hard Lockdown)

“ATTENTION: WE ARE NOW IN SOFT/HARD LOCKDOWN. Take proper action”

Students

Remain silent and quickly
move out of sight and away
from door

Teachers

Quickly retrieve students in
hallway and lock the classroom
door
Turn out the lights
Move away from sight
Maintain silence
Wait for responder to open door
Or await the “all clear” announcement
“The lockdown has been lifted”

Types of Emergency

Intruder Inside
Kidnapping
Weapon

Shelter-In: (The threat is outside of the building)

“ATTENTION: THIS IS A SHELTER-IN. SECURE ALL EXIT DOORS”.

Students

Remain inside the building
and follow directions of staff

Teachers

Increase situational awareness
Conduct business as usual
Follow all announced directions
Take attendance

Types of Emergency

Hazmat
Fire Outside
Tornado
Bomb
Earthquake

COVID-19 Drill Procedures

All students will **REMAIN** in their seat. Again, all students will **REMAIN** in their seats. The teacher will ensure that all **clear glass on doors are COVERED with lights turned off.**



LOCKDOWN - "Attention: We are now in Soft/ Hard Lockdown. Take Proper Action."

Students must:

1. Move out of sight and maintain silence.

Teachers must:

1. Check the hallway outside of their classrooms for students, lock classroom doors, and turn the lights off.
2. Move out of sight and maintain silence.
3. Wait for First Responders to open door, or until hearing the "All Clear" message: "The Lockdown has been lifted", followed by specific directions.
4. Take attendance and account for missing students by contacting main office.



SHELTER-IN - "Attention: This is a Shelter-In. Secure all exit doors."

Students must:

1. Remain inside of building.
2. Conduct business as usual.
3. Respond to specific staff directions.

Teachers must:

1. Increase situational awareness.
2. Conduct business as usual.
3. The Shelter- In directive will remain in effect until hearing the "All Clear" message: "The Shelter-In has been lifted", followed by specific directions.

BRT members, floor wardens, and Shelter-In staff will secure all exits and report to specific post assignments.



EVACUATE: The fire alarm system is the initial alert for staff and students to initiate an evacuation due to fire. Any necessary PA alerts made must offer specific instructions.

Students must:

1. Leave belongings behind and form a single file line.

Teachers must:

1. Secure evacuation folder (with attendance sheet and Assembly Cards).
2. Lead students to evacuation location as identified on Fire Drill Posters.

ALWAYS LISTEN FOR ADDITIONAL DIRECTIONS.

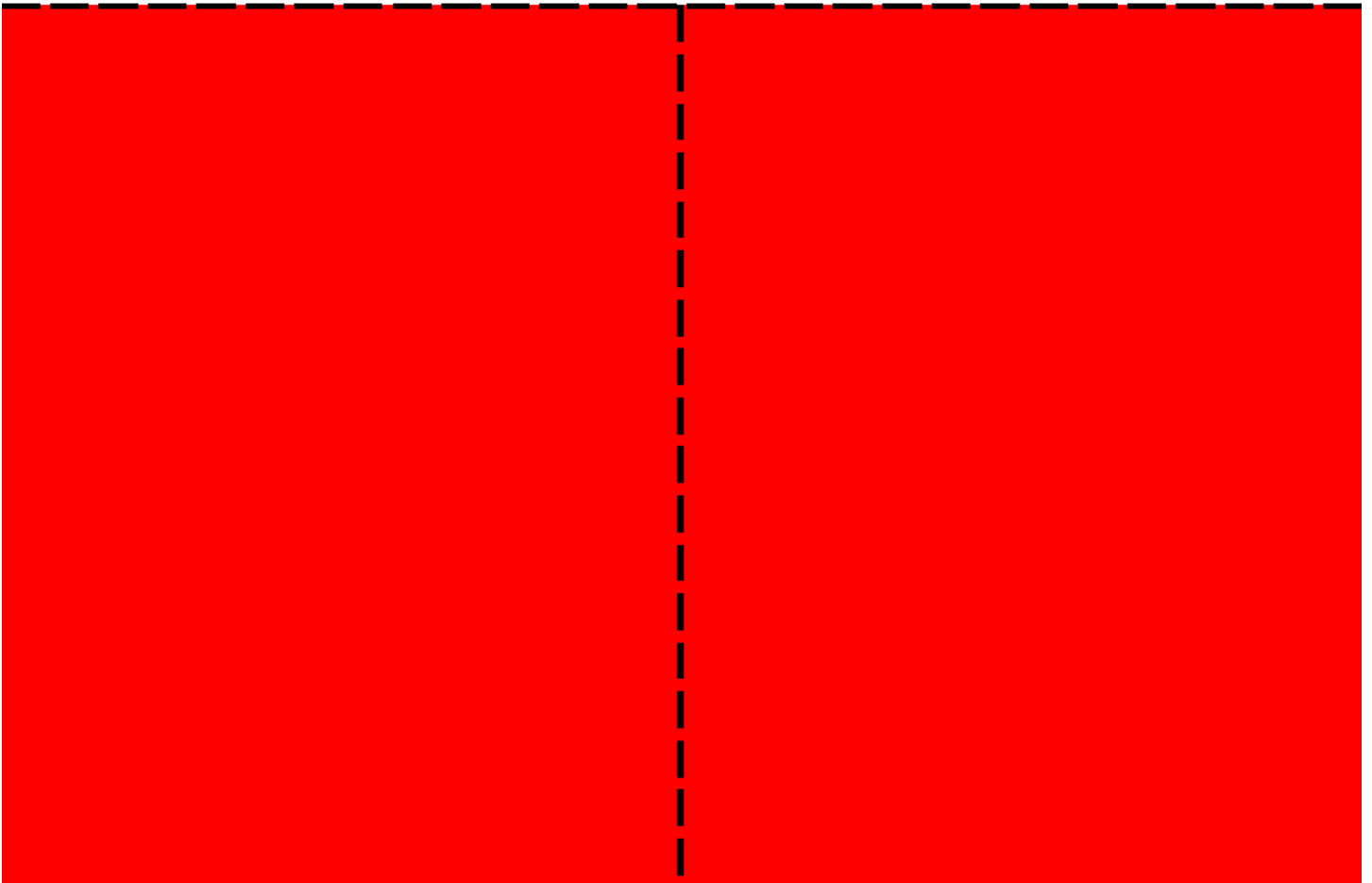
3. Take attendance and account for students.
4. Report injuries, problems, or missing students to school staff and first responders using Assembly Cards.

When evacuating because of a bomb threat or suspected explosive device, the use of electronic devices is prohibited.

REMEMBER TO USE THIS CARD EVERY TIME YOU HEAR ONE OF THESE ALERTS.

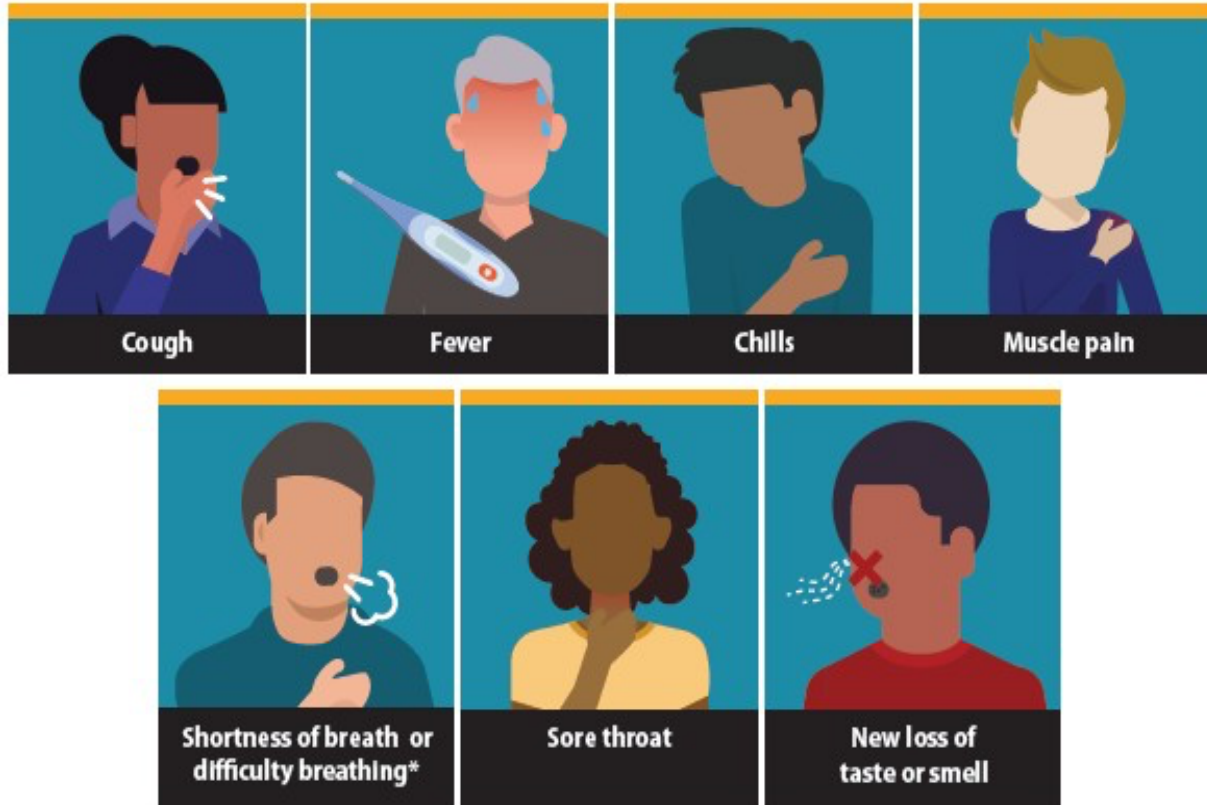
OK

OK



Symptoms of Coronavirus (COVID-19)

Know the symptoms of COVID-19, which can include the following:



Symptoms can range from mild to severe illness, and appear 2-14 days after you are exposed to the virus that causes COVID-19.

***Seek medical care immediately if someone has emergency warning signs of COVID-19.**

- Trouble breathing
- Persistent pain or pressure in the chest
- New confusion
- Inability to wake or stay awake
- Bluish lips or face

This list is not all possible symptoms. Please call your medical provider for any other symptoms that are severe or concerning to you.



cdc.gov/coronavirus

3/17/20-A May 20, 2020 10:44 AM

Stop the spread of germs that make you and others sick!

Cover Your Cough



Put your used tissue
in a waste basket.

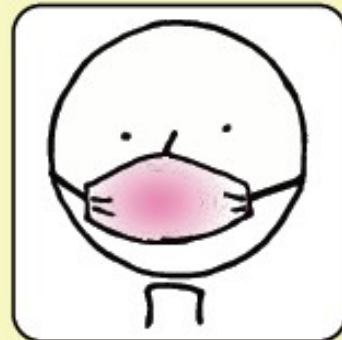


Cover your mouth
and nose with a
tissue when you
cough or sneeze.

or

Cough or sneeze into
your upper sleeve,
not your hands.

You may be asked by
a health care provider
to wear a face mask
in public. Don't worry
if you see others
wearing masks.
**They are preventing
the spread of germs.**



Special thanks to the Minnesota Department of Health and the Minnesota Antitubercular Resistance Collaborative

Wash Your Hands

after coughing or sneezing.



Wash with
soap and
water.

or

Clean with
alcohol-based
hand sanitizer.



REDUCED CAPACITY



SOCIAL DISTANCING

To ensure social distancing, we are limiting the number of persons in offices.

MAXIMUM OCCUPANCY



Responding to COVID-19 Incidents During the School Day

Student or staff exhibits COVID-19 symptoms while in school building during the school day

- Notify School Nurse and School Principal.
- Principal will activate BRT which includes School Nurse.

Special Needs Coordinator and Incident Assessor respond to location of potential case

- BRT member to escort student to the isolation room where nurse will conduct a health assessment.
- If determined by the nurse that student has COVID-19 like symptoms, BRT Leader to notify other BRT members.
- Student remains supervised in Isolation Room until picked up.

Emergency Officer and Recorder Activated

- Emergency Officer will:
- Ensure parent/guardian has been contacted.
- Await arrival of parent / guardian at main lobby where student will be brought to the parent/guardian.
- Along with School Safety, check credentials of parent/guardian and upon confirmation, release student to parent/guardian.
- Recorder will ensure that all pertinent information is documented and make necessary notifications, ensuring that case is reported to EIC and updated in OORS in a timely fashion.

ELEVATOR PASSENGER OCCUPANCY



**MAXIMUM
PASSENGERS**



Please wear a face covering and stand in a corner of the elevator.

Building Access Requirements

1

**Face
Coverings**



2

**Health
Screening**



Created by Ms. F. Backer