**Assessments**

State assessments will again take place in April. We will work to ensure that our curriculum and lessons are aligned to the standards to increase achievement on state assessments.

**Interim Assessments**

Interim assessments are used to determine how are students are progressing through the curriculum and determine what changes may need to be made to increase student achievement. Common assessments will include reading (running records), writing (a common prompt across the grade), and math (a common assessment across the grade). Teachers will be expected to score and analyze the assessments for their class and to determine appropriate next steps for the class and individual students. Each grade will be provided time to meet as a team to analyze the results together to determine if/how the curriculum can be strengthened to increase student achievement. Teachers will be expected to be prepared for these meetings with a full analysis of their class data and possible implications for curriculum.

A calendar of interim assessment dates will be provided at the start of the school year.

**Bulletin Boards and Hall Displays**

A calendar for bulletin board update dates will be distributed after consulting with each grade team. You may update your displays more frequently. All boards must contain the rubric, feedback, a description of the activity/project, and a title. Worksheets are never to be displayed on bulletin boards. If you need artistic assistance then please see an administrator and will find someone to assist you.

**Cell phones and electronic devices**

Just as with the students, your cell phone needs to be shut off during the school day with the exception of your lunch. During lunch, please only use cell phones (and other electronic devices) in your classroom or the staff lounge. Please use such items only out of view of students (i.e. in private areas).

**Classroom Environments**

Teachers will maintain a neat, clean, and organized classroom that facilitates student learning. A goal for the 2015-2016 is to maintain a school that is “bright and cheery”; one that is welcoming to students. However, there are students for whom a colorful classroom can be over-stimulating. Please be mindful of this.

Libraries will be leveled and also organized by category. We will not have specific requirement for percentages. Teachers will use professional judgment.

Teachers will engage students in group work. Classrooms should be organized to facilitate easy transition between individual, partner, and group work.

Classrooms should be “print rich”. When a student or visitor enters the room it should be clear what topic is being studied at the current time.

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Student work will be posted in the classroom and be neatly presented. Student work will be updated at least monthly. Posted work may include high achievement, improvement, effort, etc…

**Dress Code**

Although there is no formal dress code in place, it is expected that staff will dress in a professional manner that represents the school as a professional learning environment. However, it is acknowledged and understood that you are working with children and this often includes getting down on the floor, working with paints, markers, etc… There is a balance between dressing for comfort and dressing professionally. We are models for our students. Additionally, one of our ongoing discussions for 2015-2016 will center on how P.S. 111 presents itself to our students and families, the NYCDOE, and the larger community. Professional dress indicates that a certain environment is maintained and fostered. Unprofessional dress will detract from our image and lessen our standing in the community.

Finally – if an item of clothing or type of shoe is not allowed for students, then fairness, as well as adult modeling, would suggest that adults should not wear such clothing or shoes.

**Family Friday**

A calendar of dates will be distributed. All teachers will engage in their normally scheduled lesson and activity for the day. The only exceptions will be to avoid tests and, on occasion, administration will ask you to highlight a particular pedagogical practice (i.e. mni-lesson) or assessment practice (conference or running record).

**Food**

There is a designated staff room on the 1st floor of the school. Food and drink (other than water) should not be consumed during class time, and should not be in the view of students.

**Exception**: Pre-Kindergarten and Kindergarten classes have “snack time”. Teachers and para-professionals, as models, may participate in snack time to model healthy eating habits, as well as to model manners while eating. We will discuss the possibility of a snack time for first grade, but as of the start of the school year there is no snack time for this grade.

**Grade Meetings**

Each grade team will be provided with at least one period per week for “grade meeting”. Activities that should take place include, but are not limited to, data analysis, lesson study, curriculum revision, ensuring that curriculum is aligned with lesson plans and assessments, study group to improve teacher knowledge and delivery of content (i.e. for math content), and creating common assessments.

**Homework**

Homework must be assigned every night and it must always include independent reading. Homework, or lack of it, must never be used as an incentive. Homework, when thoughtful and aligned to your lessons, is an integral part of learning.

**Lesson Plans**

Please ensure that lesson plans are readily available for an administrator or colleague (during a peer visit) to review. This will eliminate a disruption to the lesson.

**Mandated Reporting**

As indicated in Regulation A-750, all NYC DOE personnel are mandated reporters. Please be familiar with these requirements. The pupil secretary and administration **must be informed** if a report of abuse or neglect is being made.

**PBIS**

Positive Behavior Interventions and Supports is an integral part of P.S.111’s effort to create a calm, secure, and nurturing environment for our students. All staff members are expected to support these efforts and follow all protocols related to its successful maintenance. We will begin to move into Tier 2 for the 2015-2016 school year. Please see Katie Leo for information and support.

**Special Education and 504 Referrals**

**Special Education**

Under no circumstance is a teacher to suggest, or explicitly state to a parent/guardian, that special education services or 504 accommodations may be needed for a student. Teachers are expected to inform parents/guardians of student achievement and behaviors.

We will create guidelines for student referrals. Primary in this guideline will be that students must receive intervention services prior to any referral. Additionally, the “intervention team” and “PPT” will make all recommendations and discuss options with the family of a student.

If you believe that a student is need of additional services then please refer his or her case to the intervention team.

**504**

Some students have medical and/or psychological issues that require the school to make reasonable and appropriate accommodations to allow the student to be successful in school.

Too often, 504 accommodations are provided “for the state test”. We will discuss 504 accommodations throughout the year, but a few notes for the handbook:

* Any 504 request must be made by the parent/guardian and must include a doctor’s analysis of the student’s needs
* The “504 team” and the principal make the final decision on whether or not to provide accommodations
* Any accommodation that is provided via a 504 request MUST be provided at all times. For example, a common occurrence is to provide students additional time or a separate location for “the state exam”. If such an accommodation is provided, then any teacher must provide the same accommodation for any and all assessments
* 504 accommodations must be renewed every year; they do not carry over from one year to another

As with intervention services and special education referrals, no teacher may make a suggestion for 504 accommodations to a parent/guardian. If you believe an accommodation is needed then please refer the student to the 504 team.

<http://schools.nyc.gov/NR/rdonlyres/37A917C0-8F8A-4552-B6C3-DEE71BB29AA8/0/504_FAQ_Families_FINAL.pdf>

**Staff attendance**

All staff members are expected to arrive to school prior to the start of classes, and be ready to engage in instruction at 8:20 a.m.

**The official language:**

**See this link:** [http://schools.nyc.gov/Offices/DHR/TeacherPrincipalSchoolProfessionals/Salary/Teacher+Cumulative+Absence+Reserve+CAR+Procedures.htm](http://schools.nyc.gov/Offices/DHR/TeacherPrincipalSchoolProfessionals/Salary/Teacher%2BCumulative%2BAbsence%2BReserve%2BCAR%2BProcedures.htm)

**Reporting Absence or Late Arrival**
If you will be absent or late, then you must speak to the principal, assistant principal, or secretary at least two hours prior. Voicemail messages, texts, and email will not be recognized as notification.

**Personal Days**

Personal day requests must be made at least two weeks in advance except in cases of emergency. Personal days on Mondays, Fridays, and the days before or after a holiday will not be granted except in the case of an emergency or extreme hardship at the discretion of the principal.

**Attendance Updates**

Please note: attendance will be regularly updated. Excellent attendance will be acknowledged. At the same time, if there is reason to suspect abuse of attendance then the principal will conduct further research.

All staff will receive a memo detailing their attendance three times per year in addition to the final end of year summary in June in order to keep you up to date. Administration will have meetings with teachers whose absences and/or late arrivals are considered excessive.

**Substitute Teachers**

**Please ensure that you create, and regularly update, a folder for substitute teachers to use during your absence. If you know the substitute teacher and are confident that s/he is able to deliver new instruction, then you may leave this as work. However, it is rare that a substitute teacher will be able to do this, so please be judicious in this decision. Projects related to current units of study are one of the best ways for substitute teachers to keep students engaged. Worksheets should be avoided.**

**Student and Staff Lunch**

Teachers will have the same 50 minute block of time for lunch as their students. We request that teachers support the staff who work in the cafeteria by dropping off their students on-time (i.e. not early) and picking them up on-time (i.e. not late).

Students will have outdoor recess as much as possible. They will not go outside on days when it is raining, snowing, icing, etc… but cold weather will not be a deterrent for outdoor recess. Please be prepared to pick-up your students from the outside playground even on cold days in winter.

**The official language:**

**Guidelines for Outdoor Play in Cold Weather**Children benefit from vigorous exercise and should be given the opportunity to play outside whenever possible.  Unless it is snowing or there is ice on the playground, low temperatures should not be a barrier to outside play, as long as children are appropriately dressed.  The Health Department strongly encourages principals to maintain outdoor play periods on the vast majority of winter days.

**Half-day lunch**: teachers will remain in the cafeteria with their students during half-day lunch. Schedules will be posted on every half-day reminding teachers when to take students to the cafeteria.

**Trips**

Trips are an integral part of learning for our students. Teachers should make every effort to take students to locations out of school that will enhance the learning that takes place in the school.

Trip dates/times must be organized thinking about the partners who come into the school. If a conflict of date/time cannot be avoided, then the teacher is expected to inform any and all partners (i.e. Read Ahead, Alvin Ailey, etc…) that the class will not be in attendance.