

Scheduling & Planning



- **BULLETIN BOARDS/HALLWAYS**

Teachers are encouraged to decorate their classrooms and hallways, to make school inviting. Student work samples should be proudly displayed. Please make sure that all student work is in its final or “published” form, to show off our student’s best work.

- **DAILY SCHEDULE**

A copy of your schedule is due by September 25th. Please include your duties.

Special Education Teachers must submit a schedule for **each student** showing all subjects and services provided. Please indicate location (self-contained, mainstream etc.) and submit to Jaclyn DiCapua.

- **DUTIES**

Every person must report to his or her assigned duty every day and ON TIME. The children and other staff members depend on you.

- **EARLY DISMISSAL**

No early dismissals during COVID

- **FACILITIES USE**

Suspended during COVID

- **FACULTY MEETINGS**

Faculty Meetings will be held from 2:25pm to 3:25pm in the library on:

October 26, 2020	February 22, 2021
November 3, 2020	March 29, 2021
November 30, 2020	April 26, 2021
January 25, 2021	May 24, 2021

Attendance is expected and required of all certified staff. Please schedule appointments for another time. These dates are provided well in advance to assist you with scheduling.

- **COMMITTEE MEETINGS**

Meetings will be scheduled as needed.

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- **FIELD TRIPS**

Suspended during COVID

- **HOMEWORK GUIDELINES**

Homework is an important component in the development of study skills. It provides the reinforcement needed to help student's master essential skills. The work assigned will reinforce the student's learning experience encountered during the school day. This will provide a reinforcement and enrichment of material already taught.

No homework will be assigned on the night of **any** school function.

Please advise parents:

- To schedule a homework period and a special place for their child to study each evening and make certain that the work is completed neatly and legibly.
- Avoid interruptions by the phone, friends, family members, television, and radio.
- Not do their child's homework, but parents should supervise homework. Advice and direction are sometimes needed, but the child develops self-confidence and a sense of responsibility when working independently.
- **Homework is not graded.** The purpose is to provide the teacher with insight as to whether the child has mastered the presented skill.

- **HOURS**

Teachers 7:25am – 2:25pm

Students 7:30am – 1:00pm

Classroom teachers: Supervise the hallway when students are arriving and departing for the day. **Please be at the door to greet students each day.**

- **BELL SCHEDULE**

7:30 a.m. – Start of school day

1:00 p.m. – Bus dismissal

1:05 p.m. – Single Dismissal

1:15 p.m. – Sibling Dismissal

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- **INDIVIDUAL EDUCATION PLANS (IEPs)**

Any teacher who works with a classified student in any capacity must read through the child's IEP. Modifications and alternative forms of learning, testing and behavior modification must be implemented according to the IEP in all classes, not just special education. This information is confidential.

IEPs can be accessed on OnCourse

- **INTERVENTION & REFERRAL SERVICE (I&RS)**

Students who are experiencing academic and/or behavioral difficulties may require I&RS intervention. I&RS Requests forms are located under Staff References, I&RS, Request Assist on the website. I&RS referrals are to be submitted at the end of each marking period.

- **PROTOCOL FOR SCREENING FOR STUDENTS WITH POTENTIAL DYSLEXIA**

Our Basic Skills Instruction (BSI) Reading Teacher will screen all Preschool through 2nd grade students using the SRI (Scholastic Reading Inventory) and schedule eligible students for iRead. The BSI teacher, in collaboration with the classroom teacher, will complete the Dyslexia Warning Sign Checklist for each student below grade level. If a child qualifies, the child will be scheduled for BSI as an initial intervention.

Students in Kindergarten through 3rd grade identified as having characteristics of Dyslexia will receive intervention through our Scholastic Reading Programs as well as Orton Gillingham. If a lexile score meets exit criteria, a student will discontinue Dyslexia intervention support. If an exiting 3rd grade student continues to need support in 4th grade, he/she will participate in the Read 180 intervention program.

- **LAMINATING**

Please place items that need to be laminated in the staff copy room with teacher name and instructions.

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- **LESSON PLANS/GRADE BOOKS**

Planning is a necessary component of every successful endeavor. It describes for us what our expectations are, what we have to do to reach them, what materials we need, and how we will know when we have reached our expectations.

In teaching, planning provides a number of special purposes:

- It provides the teacher with notes, references and guidelines from which to teach daily.
- It provides both the teacher and administrator with a record of instruction and materials, which have been presented throughout the course of the year.
- It provides continuity for the substitute when the teacher is absent.
- When properly written, plans provide the teacher with a means for self-evaluation, curriculum improvement and review, and most importantly, answers the question, “What am I doing and why am I doing it?”

The following items should be considered in planning lessons:

- **What am I going to teach?**

The question might concern overall planning such as occurs during a marking period, or more often, for unit or smaller period of time. Each lesson, in your plan book should have a specific goal and objective.

- **How am I going to teach?**

The steps to be taken in the development of the lesson or the procedures to be followed should be indicated.

- **What materials am I going to use?**

The choice of materials is based on the teacher’s immediate knowledge of the students, on the relationship of previous teaching and future teaching to what is being taught, and on the appropriateness of material for the grade level of the students.

- **What activities are going to take place?**

The choice of activities is also based on the teacher’s knowledge of the students, what has been done previously and those activities students will be exposed to in the future.

Please note that plan books are legal documents.

Should your credibility as a teacher ever be in question, your plan book will be reviewed. Therefore, the above mentioned standards, objectives, activities, page numbers and materials need to be documented. Plan books must be written in ink, or typed.

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Lessons and grade books will be checked monthly. Lesson plans for each subject should include the standards, objective, activity, assessment, page number(s), and materials.

Physical Education is an activity that contributes to the overall development of the child. Students are required to receive 150 minutes of instruction per week in health, safety, and physical education (18A:35-8). Please make sure this is reflected on your schedule and weekly in your plan book.

Plans should indicate differentiated instruction for enrichment in addition to remediation on other levels of learning.

A time schedule must be placed in the front of your plan book as well as a seating chart.

Make sure your goals are “S-M-A-R-T”.

S-M-A-R-T

S – Specific

Goals that are specific make the desired outcome better. Avoid generalities and broad, sweeping statements.

M – Measurable

How will you, the teacher, prove the objective was achieved? Numbers are good proof of results, so go ahead and add quantitative information to your goals.

A – Attainable

Be sure you can really do what you set out to do. Are you trying to save the world? Or just a little piece at a time?

R – Relevant

Does the goal match your overall school goals? Setting goals for the sake of goal-setting is a big mistake!

T – Time Oriented

When will this goal be achieved? Set deadlines. For example, “I’ll accomplish this project in the near future,” isn’t as explicit as, “it will be done by March 14th”.

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- **MARKING PERIOD DATES**

It is important that communication with parents concerning progress, or lack of, be ongoing. Teachers should contact parents often. It is to your advantage to notify parents of children who are performing well as well as those showing deficiencies. Be sure to include in your weekly report behavior and effort in addition to academics.

<u>Marking Period Ends</u>	<u>Grades To Be Recorded In OnCourse By</u>	<u>Report Cards Issued</u>
November 12, 2020	November 23, 2020	November 25, 2020
January 28, 2021	February 5, 2021	February 8, 2021
April 13, 2021	April 23, 2021	April 27, 2021
June 16, 2021	June 14, 2021	June 16, 2021

Parent-Teacher Conferences will be February 9th, 10th & 11th.

NOTE: Report Cards are processed through OnCourse. Any questions should be directed to the Main Office. A copy will be placed in each student's file at the end of the year.

- **MOVIE GUIDELINES**

The use of films and videos can have a positive impact on the curriculum and instructional program. There are, however, some guidelines to be aware of in choosing the appropriate materials to view with your students. Films and videos must relate to the curriculum and subject being taught. It is imperative that teachers view the films prior to presenting it to the students. **In some cases, an entire film does not have to be shown in order to demonstrate a concept.** Whenever possible, present scenes that show the concept being taught or reinforced.

Consider the rating system when choosing a film. Curriculum related films with a rating of "G" might be shown when appropriate. "PG" (Parental Guidance) films that are related to the curriculum should only be seen if the parents have given written permission. The teacher is responsible for making arrangements for children who are not allowed to see the film.

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- **PARENT DAILY COMMUNICATION**

The PTA has provided each student with a folder for daily parent/teacher communication. Please be sure to use them.

Provide parents with your school email address and phone extension. It is critical to keep open lines of communication and encourage parents to be your partner in their child's education.

- **PARENT PARTICIPATION**

Teachers are encouraged to involve parents in their classroom activities; such as parties, organized crafts, read a book, etc.