



Pathways
College
Preparatory
School

2008-
2009

This handbook outlines the expectations for our community. The contents are created by the members of our community. Each year, we update this document to reflect our current best practices in the hopes of improving the quality of our work together.

Staff
Handbook

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Mission and Vision of PCPS

The mission of Pathways College Preparatory School (PCPS) is to prepare every child for entrance and success in college and beyond. We view college success and opportunity as a "pathway" to excellence and equity. Students are challenged academically, socially, emotionally, spiritually and physically. Through a holistic education we set the foundation that will increase our young people's capacity for success.

Core Values

- Academic Excellence
 - All students can and will achieve academic excellence through challenges, rigor and critical thinking.
- Mutual Respect
 - Learning and working together in order for students to make responsible choices for themselves, the community and world at large.
- Equity
 - Equity requires that each individual receives what they need in order to succeed.
- Accountability
 - Each member of the community is accountable for the choices they make.
- Self Actualization
 - Guiding each student on their path to success.
- Holistic Education
 - Educating the mind, body and soul of each student.
- Collaboration
 - Building a Pathways College Preparatory School partnership of students, parents, teachers and community.

Description of the School

Pathways College Preparatory School is a small learning community serving students in grades 6-12. Our mission is to prepare every child for entrance and success in college and beyond. We believe that excellence is achieved through equity. Equity requires that the needs of all members of the Pathways community are acknowledged, valued and met.

The vision of Pathways is to support the academic, social and emotional needs of our students, staff and families through:

- Advisory program: meets weekly; to implement curriculum with a focus on academic excellence, adolescent health, college and career explorations, diversity, tolerance and conflict resolution.
- Personalized Learning Plans: Twice each year, students and families come together with the advisor to create or update the Road Map-which is a personalized plan that sets the academic, social and emotional goals for students.
- Advanced Placement: Each student is expected to take a minimum of two (2) AP courses in the subject area(s) of their choice.
- Block Scheduling: All classes will run for a minimum of 45 minutes and a maximum of two hours per day in order to increase instructional time for literacy within the content areas, cooperative and project based learning.
- Expressive Arts: will be a core focus for developing and enhancing the self-esteem and self-confidence of our students.
- Individual Lifetime Sports: provides students with an opportunity to explore a variety of activities that allows them to see their own mastery over time which can serve to enhance self-esteem and self-confidence.

- **Community Service:** The school will establish grade-wide community service days where advisory groups will provide service in the community.
- **Performance Assessment and Portfolios:** Students will be assessed through activities which provide them with the opportunity to demonstrate mastery and understanding in multiple ways. Student work will be presented annually by the students to the faculty, their peers and family members.

Expectations of Teachers and other Staff Members

The following are the skills, experiences and beliefs required for teachers joining the PCPS learning community:

- Demonstrated knowledge of and ability to teach in the content area in which you are licensed.
- Demonstrated ability to set clear and high expectations for all students based on a belief that all students are able to succeed academically, socially and emotionally.
- Demonstrated ability to use a variety of instructional techniques and strategies which support the needs of all students and provides opportunities to address real-world issues. Sample instructional techniques and strategies include: use of the workshop model, differentiated instruction, project-based learning, cooperative learning, use of manipulatives and primary sources including art, literature and graphics.
- Willingness to communicate with parents on a regular basis in the role of student advisor.
- Willingness to integrate College Board curriculum and diagnostic materials into courses which include Advanced Placement, Springboard, CollegeEd, PSAT and SAT Readiness

All teachers are expected to be in the process of developing

- The ability to develop performance-based assessments and use of portfolios.
- The ability to use technology as a tool and resource for instruction, communication and administrative tasks.
- Classroom management techniques that respond to the needs of all students.
- A deep understanding of the social, emotional and developmental needs of adolescents and ways to address these needs as a member of a student support team.
- The ability to create curriculum as a member of a curriculum planning team.
- A thorough knowledge of the advisory program expectations and curriculum
- The skills needed to be a competent, compassionate advisor

All Pathway teachers are strongly encouraged to participate

- In the design and facilitation of community service experiences.
- The design and teaching of elective courses
- In a variety of professional development experiences with the primary goal of continuous reflection on professional practice. These experiences may include: peer coaching, critical friends groups, action research projects and study groups.
- Policy and decision making for the school community
- College Board professional learning opportunities during the summer and on Saturdays (6) throughout the school year.

Teacher Performance Review Goals (TPR)

Teachers are expected to set professional goals for each academic year. The goals must include a performance outcome for students and a professional area of growth that is aligned with the school-wide professional development focus and practice area. Teachers will be evaluated in part, based on the achievement of the goals. Goals should be created after carefully looking at your students' data from the previous school year and the pre-assessment data generated at the beginning of the school year. Teacher performance Review goals are due by the last school day in September of each year.

Job performance evaluation will conform to the UFT contract. All teachers are expected to set professional goals for the year. These goals should include a performance outcome for students and a professional area of growth that is aligned with the school-wide professional development focus and practice area. These goals should be created using student data from previous school year and data generated at the beginning of the school year. At formal observations, teachers will be required to produce these goals, the supporting data and demonstrate progress towards achieving these goals. Teachers are strongly encouraged to meet with their supervisor before the middle of October to discuss these goals, as well as their instruction and assessment plan for achieving them. At this meeting both tenured and non-tenured teachers may develop a plan of evaluating progress towards meeting these goals as an alternative to one or more formal observation.

Teaching and Learning at Pathways

At Pathways College Preparatory School we believe instruction should be student centered and respond to the unique needs of individual students. Understanding is developed through a series of experiences inside and outside of the classroom. The role of the teacher is to facilitate the process of developing understanding by designing thoughtful curricula, units of study and daily lesson plans that focus on providing students with the opportunity to grapple with and experience big ideas within each discipline of study. Teachers are expected to articulate what all students must know, understand and be able to do as a result of the learning taking place during the course, unit of study and or daily lesson. Although the instructional delivery model should be determined on the basis of the content of each lesson, the great majority of instruction should be presented within the workshop model framework.

Overview of the Workshop Model

The workshop model is a model for teaching adults and young people. The model is based on scientific research about the brain and learning. The research shows that it is essential to activate prior knowledge in order to build upon the current knowledge to develop new meaning. Research on attention and learning reveals that most students can actively consume information for a maximum of 15 minutes at a time before they need an opportunity to process new information to construct meaning. Additional research shows that in order for learning to occur, students need multiple opportunities to practice the new information. The workshop model encompasses these elements. Much has been written about the workshop model and resources are available in the school office. The following is a brief overview. (See grid below)

The Workshop Model has 6 steps:

1. **Connection:** Today's learning is connected to a prior learning experience.
2. **Mini-Lesson:** The teacher, through direct instruction, models for the whole class the skill, strategy or content being used in the current lesson. Teachers are encouraged to use visual representations and real world examples to help students deepen their understanding. It is expected that students will vary in their understanding after the initial modeling of the strategy. You will be able to observe their level of understanding in the next step.

3. **Guided Practice:** The teacher guides the class through the steps that he/she modeled for the class. The students have an opportunity to actively practice or synthesize the new information with support from their peers and the teacher. Teachers are expected to give students an opportunity to reflect on their understanding of the material presented during the mini-lesson. This is typically done by asking each student to think, write or talk to their partner about the concepts. The teacher moves around the room to observe and listen to the conversations students are having.
4. **Independent Practice:** The students practice using the content, skill or strategy while the teacher observes. This practice can be done individually, in pairs, or groups of three to six students. If during the guided practice you notice students who are struggling to construct meaning, use part of this time to differentiate instruction by working with students individually or in small groups. In general, some students may need to observe modeling several times for clarity, while other students may need continued modeling in order to grasp a concept that is particularly difficult for them. The teacher spends this time moving around the room working with individuals or small groups.
5. **Share:** The teacher selects students to share their learning experiences as another opportunity to model the skill or strategy as well as to reinforce learning by demonstrating understanding through presenting orally.
6. **Link:** At the close of the workshop, the teacher links today's skill, strategy or content to the skills, strategies or content in the unit of study.

In order for this model to be effective and successful, teachers must manage time. Below are some examples of ways that teachers choose to manage time in the workshop model.

Architecture of the workshop model	Definition	Example-ELA	Example-Math
Connection 5 minutes	Today's learning is connected to a prior learning experience. Each lesson should be explicitly related to the material taught previously. This is essential for new understandings to develop.	<i>Yesterday we learned how to pay attention to the character's traits when reading a novel - Today we are going to look at how paying attention to those traits helps us understand the character's actions</i>	<i>We have been practicing graphing linear equations, today we are going to look at how graphing linear equations on a coordinate plane helps us solve systems of equations</i>
Mini-Lesson: 4-12 minutes in a 45 minute period 4-15 minutes in a 90 minute period (Consider "gathering" students close to demonstration area)	The teacher, through direct instruction, models for the whole class the skill, strategy or content being used in the current lesson. Teachers are encouraged to use visual representations and real world examples to help students deepen their understanding. It is expected that students will vary in their understanding after the initial modeling of the strategy. You will be able to observe the level of understanding in the next step.	<i>I have a passage from <u>Things Fall Apart</u> on the overhead. Watch as I read aloud, I am going to stop and jot notes. We made a list of Okonkwo's traits yesterday. As I read the passage I am going to think how his character traits effect his actions. I am going to write my notes in my margin, let me show you how...</i>	<i>I have two equations on the chart. I am going to refer to the poster we wrote Wednesday on how to graph an equation. Watch me as I follow those steps and graph both lines. Now when I look at the graph I notice that the lines intersect at (4, 3). Let me substitute those values for x, y in the equations. I notice...</i>
Guided Practice: 5 minutes	The teacher guides the class through the steps that he/she modeled for the class. The	<i>I have a second passage from chapter three. I am going to give you a</i>	<i>I have a set of equations to solve on this chart. Please work with you</i>

	<p>students have an opportunity to actively practice or synthesize the new information with support from their peers and the teacher. Teachers are expected to give students an opportunity to verbalize their understanding of the material presented during the mini-lesson. This is typically done by asking each student to think, write or talk to their partner about the concepts. The teacher moves around the room to observe and listen to the conversations students are having.</p>	<p><i>few minutes to read it and think about it. At my signal I would like you to turn to your partner and discuss which parts of the passage show how a trait of Okonkwo effects his actions</i></p>	<p><i>group to graph both lines and find the point of intersection. Would one partner group please lead us through the process by graphing the lines on the chart in front?</i></p>
<p>Independent Practice: 15 minutes</p>	<p>The students practice the using the content, skill or strategy while the teacher observes. This practice can be done individually, in pairs, or groups of three to six students. If during the guided practice you notice students who are struggling to construct meaning, use part of this time to differentiate instruction by working with students individually or in small groups. In general some students may need to observe modeling several times for clarity, while other students may need continued modeling in order to grasp a concept that is particularly difficult for them. The teacher spends this time moving around the room working with individuals or small groups.</p>	<p><i>Please read in your individual novels. I want you to practice the strategy of noticing how the character's traits effect his or her actions. I will expect you to be able to speak with me about parts in your novel where you notice this happening as I come around and conference with your group.</i></p>	<p><i>Please take out your text and do examples AR37-a though e I have assigned each table one letter to put on a chart paper. Please be prepared to explain how you solved the examples and graphed the lines on your chart. I will be coming around to each table to discuss the process.</i></p>
<p>Share: 5- 10 minutes</p>	<p>The teacher selects students to share their learning experiences as another opportunity to model the skill or strategy as well as to reinforce learning by demonstrating understanding through presenting orally</p>	<p><i>Taylor, would you share with the class what you noticed about Harry's trait of acting without thinking about something and how it affected his actions in Chapter 5 of your book. Does anyone else want to share?</i></p>	<p><i>Please post your chart on the wall. Let's have a gallery walk around the room. One member of the group should remain with the chart to explain the results</i></p>
<p>Link: 1 minute</p>	<p>At the close of the workshop the teacher links today's skill, strategy or content to the skills, strategies or content in the unit of study.</p>	<p><i>So today we learned that paying close attention to character's traits helps us understand how and why they act in certain ways, as you continue reading novels about social issues I want you to</i></p>	<p><i>So today we learned that graphing two linear equations can help us find the solution to a set of equations. I want you to keep in mind the various steps we practiced and how we can use these steps</i></p>

		<i>always keep in mind this strategy as one way to help you have deeper comprehension of your text.</i>	<i>when we graph all different kinds of equations.</i>
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Understanding by Design approach to planning

Understanding by Design is a best practice curriculum planning model. To become proficient in planning curriculum using Understanding by Design requires a commitment to learning the steps and strategies as well as developing an understanding of the philosophy that forms its basis. There are several good books available in the office and much of the professional development within school will be devoted to UbD. The following is a brief outline of the process.

- Step 1: The goals and outcomes are identified first by asking what must students know, understand and be able to do as a result of learning. Teachers are expected to utilize the NYS Standards to derive what students must know (facts, vocabulary) and be able to do (skills). The understandings are derived by the teacher asking what you hope students will remember and understand. What concept or lens will you use to tie the content and skills to something important enough for students to remember? For example, perspective, conflict, power, patterns, inquiry, voice.
- Step2: the evidence students will produce to demonstrate they have met the goals and objectives: Key questions to ask include: How will students demonstrate that they know basic facts, vocabulary and content; understand the concepts and big ideas of the unit; and can perform the critical thinking skills of the subject area / discipline. Using UbD teachers actually plan the summative and formative assessment tasks before teaching.
- Finally the daily lesson plans are created based on the goals and objectives (Knowledge, Understandings and Do's (skills), and the assessment tasks you've designed.

Units of Study

A unit of study is an organized collection of learning experiences that focus on a central idea, theme or concept. Students look at a theme over a period of time within the unit of study. Most units of study are designed to last between four and six weeks in length.

Sample Units of Study

ELA- genre studies, i.e. reading memoirs, writing memoirs, understanding poetry, reading historical novels in book groups

Math- Geometry translations, fractions-decimals and percents, geometric solids (often a chapter in the CPM text)

Spanish – a unit in the text i.e. Vacation and leisure activity

Social Studies – either a concept- Imperialism, Civilization, or a time period Ancient Egypt, The Civil War Years, or a strategy, Using Primary Sources, Writing responses to DBQs

Science- The scientific method, Evolution, Organ Systems, Weather and Erosion, (generally a chapter in a text book.)

Throughout the unit of study, the teacher designs a series of mini-lessons that teach and model the content, skills, thinking, reading and writing strategies necessary to understand the key concepts. These mini lessons are geared towards the summative assessment (see assessment section below) which is based on the

standards and big ideas of the unit (K. U. D.). Each unit of study has an overarching essential question that is used to engage students in the ideas of the unit. Essential questions are used to hook and engage students in higher order thinking throughout the individual lesson and unit of study. It is introduced at the beginning of each unit of study as a way to activate thinking. Essential questions are open-ended questions that ask students to grapple with authentic ideas. The goal is to have students come up with a realm of possible answers.

Stage 1: Goals and Outcomes as Learning Objectives (K. U. D.)

The goals and outcomes are called Learning Objectives. It describes what students will know and be able to do at the end of the year, unit of study or lesson. Each unit of study must have clearly defined learning objectives to describe the goals and outcomes for the unit. These goals and outcomes must be based on the New York State Standards for Learning and the College Board Standards for College Success. These goals represent the big ideas embedded in the content and concepts of the unit. These big ideas represent what we want students to hold onto beyond the limitations of the unit of study.

The learning objective must include a clear and measurable outcome.

Examples of K.U.D.s

Know: Students will know when Columbus discovered the Americas.

Understandings: Exploration can lead to the advancement and destruction of civilizations.

While the unit of study encompasses the overall goals and objectives for the unit, each daily lesson must have a specific learning objective (KUD). The learning objective (KUD) is expected to be posted daily and accurately reflect the learning taking place in the classroom. This provides a framework for students and sets clear and explicit expectations for the lesson. While teachers may allow students to write the learning objective, it is more important that students know what is expected and be able to assess whether the objective has been met.

Do's: Students will identify the route used by Columbus on a map.

Stage 2: Evidence and Assessment

After the big ideas, standards, goals and outcomes have been identified, the next step in the process is to design the forms of evidence that will be accepted as evidence that students met the objectives.

There are 3 types of assessment:

- Diagnostic Assessment gives you information about what students know and are able to do before you deliver instruction on a particular subject. These pre-assessments help you to fine tune the unit or lesson plan before you begin teaching so you can differentiate instruction based on the readiness, interests and learning preference of the students.
- Formative Assessment or assessment for learning as we refer to it: An assessment that allows the teacher to check on students' progress throughout the unit. This is the daily evidence and information the teacher uses to drive the instructional plan for the next day. This can take the form of informal observations, conferences (1:1 discussion with the student), a quiz, homework, journal entry, exit card. Formative assessments can also take the form of a self assessment by the student which provides an opportunity for students to describe what their level of understanding, knowledge and skill in a particular area is.
- Summative Assessment or assessment of learning as we refer to it: A culminating assessment in the form of a project, performance task or exam that ties together and assesses the students' level of understanding, knowledge and skills at the end of a unit of study. These assessments are challenging and engage students in real world tasks or problems. Summative assessments may be differentiated based on the level of readiness, interest and learning preference of individual students.

	Frequency	Definition	Examples
Diagnostic or Pre-assessment	At the beginning of a unit and before any new concept or skill is introduced. Possibly within a unit if a strategy is being used: for example Within a Social Studies Unit on the causes of World War I- a sample essay before beginning a section on essay writing about the causes Or a survey of fractions within a unit on probability	gives information about what students know and are able to do before you deliver instruction on a particular subject	<ul style="list-style-type: none"> • Pretests • Surveys • K-W-L Chart • Exit card • Journal entry
Formative	Daily assessment that helps you understand whether the students are grasping the knowledge, skills and understandings being taught.	An assessment that allows the teacher to check on students' progress throughout the unit. The questions or tasks assess the KUD(s) of the lesson or unit.	<ul style="list-style-type: none"> • informal observations, conferences (1:1 discussion with the student), • quiz • homework • journal entry • exit card
Summative Assessment	At the end of the unit Possibly several times within a large unit- especially when a great deal of memorization is required- for example: frequent vocabulary quizzes in a Foreign Language class	A culminating assessment that ties together and assesses the students' level of understanding, knowledge and skills at the end of a unit of study. These assessments are challenging and engage students in real world tasks or problems. Summative assessments may be differentiated to meet the needs of individual students	<ul style="list-style-type: none"> • project, • performance • exam

Within each unit of study, teachers are expected to utilize all three types of assessments. Each lesson should contain a formative assessment of the degree to which students have met or mastered the objectives that are set for the lesson. This can be done informally, by asking questions of students, asking students to assess their own level of understanding, by using independent work, having students share their thinking and

learning, homework or a quiz. These daily assessments serve as data for the class and are to be used to inform decisions about the next steps in the unit of study.

I. Projects and Performance Tasks as summative assessments:

An essential part of assessing the level of understanding attained by students is through tasks and projects that require the application of knowledge that simulates the real-world. When students are able to apply what they learned to real situations and problems, they are utilizing the highest level of Bloom's Taxonomy. (See appendix) Each unit of study should have a project or performance task.

When designing a performance task it is essential that the teacher clearly define the expectations. For each project or performance task, the teacher is expected to create the following:

1. A description of the task with each step clearly defined.
2. An example of the performance task or product.
3. A rubric which describes each component that is being assessed and what each level of mastery must contain.
4. Clearly defined benchmarks for each component of the task with deadlines.
5. A description of the format and guidelines.
6. The opportunity for students to make choices about the task or product with various levels of difficulty.

II. Tests as a form of Formative and Summative Assessment

- Exams can be used as a form of formative or summative assessment. Tests allow teachers to assess students' ability to identify and explain concepts, solve problems and synthesize knowledge. Teachers are encouraged to use short quizzes to assess the level of understanding. A quiz can take the form of an exit card with 1-2 questions based on the K.U.D. s, a warm-up quiz, a weekly or bi-weekly quiz or a mid-unit test or quiz.
- **All major exams should follow the structure and format of the major state exam for that subject in order to provide students with the opportunity to familiarize themselves with the structure and format. Research on test taking strategies recommends that student have prior knowledge of the structure which increases their ability to demonstrate their understanding in a more accurate way.**
 - Each subject area is assigned a specific day of the week for exams to minimize the stress for students. Each vertical team is asked to select a common day to administer exams throughout the year.
- Students who receive special education support services are entitled to testing accommodations on ALL tests. Please be aware of which students require these accommodations and check with the special education support team to ensure that the modifications stated on an Individual Education Plan are met at all times.

Homework as a form of Formative Assessment

Homework should be a meaningful learning experience that is assessed by the teacher regularly to provide data and insight into the level of understanding students have attained. Homework is an extension of the learning that is taking place in the classroom. It provides students with additional opportunities to practice and master the content, skills and strategies learned during the school day. The administration encourages you to set high standards while allowing for flexibility on a case by case basis. The following are the school-wide expectations for homework:

- **Homework is not graded.** Teachers are expected to indicate if the homework assignment was complete or incomplete; handed in or missing. Homework attempts are worth 5% of the grade.

- Students are to receive homework daily. If the class meets three times per week, it is recommended to assign homework for each night of the class.
 - The task should not exceed 30 minutes
 - All homework is due on the next class session unless the task is a part of a long-term project
- Independent Reading: New York State ELA standards require all students to read a minimum of 25 books throughout the course of the school year. In order for students to meet this standard, we have a school-wide independent reading program at home. All students are expected to read a book of their choice for a minimum of 30 minutes every night. Students are expected to keep a log and a reading response journal as evidence that they met the standard. While ELA teachers are expected to include independent reading as a part of the 20% for homework science and social science teachers are encouraged to assign independent reading as a part of the expectations for homework.

Tips to Motivate students to complete homework:

- In order to increase engagement and motivation to complete assignments at home, it is recommended that teachers vary the types of homework assignments in accordance to the unit of study.
 - Define, create, draw, label, explain, compare & contrast...
 - Regents type questions
- Some teachers offer students a homework pass when then score a 90% or above on a test. Other teachers offer a homework pass when students are prepared for class for a set period of time or when they haven't missed any assignments in a marking period.
- One way to hold students accountable for completing homework assignments is to require students who fail to attempt the task to sign in the HW log book documenting the assignment they missed, explaining why they missed it and a commitment to make up the missing assignment by a certain date. This strategy is very helpful during family conferences and meetings with the advisor because it provides tangible evidence of the students work, or the lack thereof.
 - tip: assign students numbers
- All teachers are encouraged to require students to record homework assignments in their Pathways agenda. In order to increase accountability, some teachers include a grade for the student planners as part of their homework grade.

Tips for using homework as formative assessment

Remember that the research on feedback states that it should be specific and timely in order for it to have an impact on student achievement. Here are a few tips for managing homework.

- Create an answer key and distribute it to students each day so that they can assess their own level of understanding. One way to do this is to place the answer key on an overhead transparency. Students should be responsible for checking and correcting their assignments upon entering the classroom.
- Select one problem from the homework to check during the class warm-up activity. This gives the teacher some data on the level of understanding.
- Randomly collect homework on a different day each week to closely scrutinize the level of understanding. Using the Homework Log Book holds students accountable to whether or not they attempted the homework on the days you do not collect it.
- Collect homework based on the first letter of the last name on any given day.

A note on feedback: In order for the multiple forms of assessment data to be helpful in improving students' achievement, students need knowledge of their results in a timely manner. Providing meaningful feedback on what the student is doing well (constructive feedback) and what the student can do to improve (instructive

feedback) is essential. This feedback is critical for the students as well as their parents. While specific timelines for returning student work are not dictated, teachers are encouraged to provide feedback daily which is ideal or within one week on class work, homework, tests, quizzes and projects.

Stage 3: Daily Instruction

The final stage of planning is the day to day mini lessons and activities that build the core knowledge of the unit of study leading to the successful completion of the performance task. Daily instruction should also be planned using the Understanding by Design model, which may be thought of as backward planning. Each lesson should begin with a measurable learning objective. After the specific learning objective is defined then the assessment or task for the class is described. Finally, the mini lesson is created to support students to be able meet the objective. Each lesson plan should consist of the following:

- Learning Objective with clearly defined K.U.D. and a method of measuring each student's success
- Essential Question to guide the learning
- Warm up activity to activate prior knowledge (optional)
- Connection the sentence that tells students how what they learned yesterday is connected to what they will learn today. This Connection is important if any deep understanding is going to occur.
- Mini Lesson
 - In general some students may need to observe modeling several times for clarity, while other students may need continued modeling in order to grasp a concept that is particularly difficult for them. This additional modeling should take place during independent practice via small group instruction.
 - **Active Engagement**
 - Within each lesson, the teacher is required to plan time for students to be actively engaged in the act of learning. Active engagement allows students the opportunity to explore a concept for depth of understanding. Active engagement may be done individually or in small groups. It is an opportunity for each student to interact with the skill or content material you have presented. At least 60% of each period should be dedicated to active engagement daily.
- Independent Practice or hands on activity
- Share
- Link or summary
- Homework assignment to extend the classroom learning
- Plan for differentiating instruction for specific students (see page 10 for more information on differentiating instruction)

Teachers are expected to have a written lesson plan for each class, for each day. Teachers are required to have lesson plans available for occasional review. In order to facilitate this process smoothly, teachers are asked to identify a location in the classroom labeled "lesson plans" so that observers may see them if need be during an informal observation or walk-thru. Please have daily plans available at all times, unit planning should be available for review throughout the duration of a Unit. (See appendix for optional lesson plan template)

The Role of Performance Data to Drive Instruction and Planning

The second stage of the planning process involves assessment of understanding. These assessments serve as information to help the teacher to make decisions about where to focus the attention in the upcoming lesson. At Pathways, teachers are encouraged to generate data and information based on the learning experiences that take place in the classroom as well as utilize the data provided by interim assessments and state mandated assessments.

Student Work as Data: Portfolios

All tasks produced by students serve as sources of data. The following list outlines the typical sources of data available to teachers:

- Observations of students working independently or in groups
- Conferences with individual students
- Homework tasks
- Warm-up tasks
- Exit cards
- Journal entries
- Student-centered self assessments
- Quiz
- Test with an item skill analysis
- Performance tasks or projects with rubrics
- Interim standardized assessments administered 3-5 times each year

Each teacher is expected to collect, organize and review data to identify the level of mastery students have attained in each area of the state standards. Portfolios are a method of collecting, organizing and analyzing student work as data. Each portfolio must include a coversheet with the standards listed and indicate which piece of work meets each standard.

Each student must have a portfolio in each subject class. The portfolio contains all major class work assignments, group work assignments, test and quizzes, published writing, projects and performance task. These items are kept in school and are used to provide evidence that students have met the standards. They are also used for professional development with a protocol for looking at student work. Each teacher must designate a location for the class' portfolio folders. Each teacher is provided with a storage crate for each of their classes and folders. Teachers are encouraged to give students a copy of their major assignments to take home with the rubric explaining the grade and feedback on how to improve.

- In June, students put together a comprehensive portfolio with selected pieces from each subject area. Teachers will assist students in selecting pieces for their final portfolio. Students are expected to write a cover letter for each subject area which reflects on the learning experiences and growth throughout the school year.
- Presentations
 - Each subject is presented on a separate day
 - Students sit in groups of four and present their cover letter and one assignment per subject to three peers and a faculty member
 - Parents, the College Board, and others are invited to attend

Providing Feedback

Current educational research states that the most powerful single modification that enhances students' achievement is feedback. The feedback that teachers give students must meet four standards:

1. The feedback must be immediate and frequent. Providing feedback on a daily or weekly basis has the greatest impact on student learning.
2. The feedback must be instructive which means to give students specific instructions on how to correct mistakes or improve their practice.
3. The feedback must be constructive which means to give students specific feedback on what they are doing well and encourage them to continue using particular skills and strategies.
4. The feedback must reference one specific knowledge and or skill based on the objectives for the unit of study, lesson or performance task.

Feedback on a daily or weekly basis has the greatest impact on student learning.

	Details	Example
Constructive Feedback	The feedback must be constructive which means to give students specific feedback on what they are doing well and encourage them to continue using particular skills and strategies.	<p><i>I see that you are writing a lot about your character's actions, that is really great, continue to think about what your character is doing when you are reading and responding</i></p> <p><i>I like the way you lined up the equation steps in a neat ordered way- that really makes solving the equation so much clearer - keep writing your steps in this clear, organized fashion</i></p>
Research	The feedback must reference one specific knowledge and or skills based on the objectives for the unit of study, lesson or performance task	<p><i>How can you make this response better using today's mini-lesson strategy?</i></p> <p><i>What parts of today's mini-lesson would help you answer this question about mitosis?</i></p> <p><i>Where on the chart we wrote today can you find the next step needed to solve this equation?</i></p> <p><i>What do you think would make your response better?</i></p> <p><i>Which part of the process do you find confusing?</i></p> <p><i>Which example(s) would you like me to explain again?</i></p>
Instructive feedback	The feedback must be instructive which means to give students specific instructions on how to correct mistakes or improve their practice.	<p><i>I want you to write a few sentences telling me what your character did next and why one specific character trait influenced his actions</i></p> <p><i>Please put a circle around like terms with exponents, a triangle around like terms with a coefficient and a variable and a square around like terms which are</i></p>

		<p><i>integers. That way you won't make the mistake of $4x-5=9x$</i></p> <p><i>Fold your paper in half- write the steps of mitosis on the left and make a quick illustration on the right side.</i></p> <p><i>Now look at your paper and correct the mistakes in the multiple choice section.</i></p> <p><i>Underline the root of the verb, watch for stem-changes, and circle the conjugated endings. Go back and make sure the conjugated verb matches the pronoun in your answers.</i></p>
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Rubrics as a form of Feedback

When students are engaged in a long-term project or performance task it is essential to provide a rubric which describes each component of the project and the levels of mastery on each component. The rubric must be aligned with the goals and objectives (K.U.D.s) Designing rubrics may seem overwhelming at first. The school provides professional development opportunities for teachers who are new to designing and using rubrics. Students should get in the habit of evaluating their own work based upon the rubric before they hand it in for the final teacher evaluation. See template

Student Reflection and self-assessment as Feedback

Students are encouraged to reflect on their level of mastery and or understanding regularly. In addition, students can be taught how to provide their peers with feedback about their progress and achievement.

Report cards as a form of Feedback

Students receive a report card charting their progress every 9 weeks. Students are expected to have a general idea of their prospective grade based on the other forms of feedback they have received over the course of the marking period as well as the information from Teacherease. The report card grade serves as the benchmark indicator of the students' academic progress. The report card includes a numerical grade ranging from 55 to 100 which represents the students' level of mastery. **A grade of 55 is the lowest grade that can be entered on the report card..** Teachers are expected to include constructive and instructive feedback about the students' progress. In addition, the feedback must include concrete and specific actions the student must take in order to improve. Teachers may also be expected to create a sheet explaining how the grade was calculated as needed.

All feedback (provided by the teacher or by students) must be written on a post-it note or on a separate sheet of paper in order to avoid defacing the student's work.

Grading Policy

In order for students to take ownership of their learning and achievement, they must have clearly defined expectations at the beginning of the school year. Pathways operates on an annual grading system. Each

course is worth 2 credits and spans the entire school year. Each content area has features that are unique to the discipline. The department with administrative approval establishes a standardized grading policy which is articulated to students and their parents in the curriculum letter and syllabus. The follow list outlines the minimum standard components included in the grading policy:

	<u>Value</u>
• Class work (the assignments and tasks that occur during class time)	30%
• Homework attempts	5%
• Individual and Group Projects and Performance Tasks (written and oral presentations)	20%
• Tests and Quizzes	20%
• Journal entries or other learning reflections and self assessments	15%
• Content specific tasks or processes (i.e. Lab Reports or Independent Reading)	10%

A note on learning reflections: Reflection on the process of learning is equally if not more important than the learning itself. When a student is able to step back and take a meta-cognitive look at his/her learning and identify the gaps in understanding, it increases the rate and degree of learning.

Hints and Tips for successful grading:

- All projects/papers getting a grade of B or better should be typed if that is a requirement of the task.
- References must be cited APA style
- Teachers are responsible for communicating with the advisors of students who are not meeting the standards in any of the above grading areas.
- Teachers are encouraged to engage students in a self assessment to predict their numerical grade each marking period in order to facilitate ownership and a sense of control over their progress.
- Students will have the opportunity to complete an independent study project, due one week after report card distribution, worth 10 points toward their semester grade
- Students who are passing the course may complete an independent study project (different from the makeup packet-research based)

Grading Schedule

- **At Pathways we utilize two systems to provide students and parents with information on progress. The first system is called Teacherease which is an online planning and grade-book system that provides teachers, administrators, students and parents with regular information. This system must be updated regularly in order to provide accurate information to students and parents. All teachers are expected to post the assignments for the upcoming week on Teacherease by the close of business every Monday. Teachers are asked to post the dates of upcoming exams and due dates for projects on Teacherease one (1) week in advance.**

The schedule for updating Teacherease:

**September 26
 October 17
 November 7th
 December 5
 January 9
 February 13
 March 20**

May 1

May 22

June 5

- The second System of grading is called High School scheduling and Transcripts (HSST). HSST is used quarterly to formally record how students are performing based on the standards. Teachers are expected to transfer information from Teacherease into HSST at the end of each marking period. Teachers will have approximately 1 week after the marking period ends to enter grades on the grading spreadsheet.

October 31

January 16

March 27

- June 15th Final grade for the year is an average of all terms

* Grades are recorded on a excel spreadsheet generated by the DOE grading system. The spreadsheets are normally available one week before the end of the marking period and are due to the assistant principal 3 days prior to the date of distribution. Technical support is available for those who are unfamiliar with Excel. Reports cards are typically distributed one week after the end of the marking period.

A note on meeting deadlines for grading and other administrative requests. Failure to adhere to and comply with the deadlines set by administration in consultation with the UFT and teachers, impacts the schools' ability to fulfill commitments to the Department of Education, students and parents. In the event you will not be able to meet a deadline, you are required to request an extension from the principal immediately. The ability to meet deadlines is one of the criterion by which teachers are evaluated at the end of the year.

Learning Styles and the Response to Students' Needs-Differentiated Instruction

Pathways values students on all performance levels and believe that students must work collaboratively towards our goal of entrance and success in college. To that end, our students are heterogeneously grouped in most subject areas. We believe that the ultimate measure of mastery is through sharing our learning with others. When students are heterogeneously grouped, teachers must take into consideration the different types of learning styles and preferences that students bring into the classroom. Learning styles and preferences are simply different approaches or ways of learning. There are three primary learning styles and three primary learning preferences.

Learning Styles

Visual Learners: *learn through seeing...*

These learners need to see the teacher's body language and facial expression to fully understand the content of a lesson. They tend to prefer sitting at the front of the classroom to avoid visual obstructions (e.g. people's heads). They may think in pictures and learn best from visual displays including: diagrams, illustrated text books, overhead transparencies, videos, flipcharts and hand-outs. During a lecture or classroom discussion, visual learners often prefer to take detailed notes to absorb the information.

Auditory Learners: *learn through listening...*

They learn best through verbal lectures, discussions, talking things through and listening to what others have to say. Auditory learners interpret the underlying meanings of speech through listening to tone of voice,

pitch, speed and other nuances. Written information may have little meaning until it is heard. These learners often benefit from reading text aloud and using a tape recorder.

Tactile/Kinesthetic Learners: *learn through, moving, doing and touching...*

Tactile/Kinesthetic persons learn best through a hands-on approach, actively exploring the physical world around them. They may find it hard to sit still for long periods and may become distracted by their need for activity and exploration.

Learning Preferences

Analytical preference: some students are more comfortable working in a very logical way looking at the big picture.

Creative Preference: some students enjoy open-ended tasks that require them to use their creativity in order to fulfill the task.

Practical Preference: some students enjoy planning, organizing and taking a practical approach to their work.

Differentiating Instruction creates multiple paths for students with varying abilities and learning styles to absorb and learn concepts. There are basically four ways to differentiate instruction.

1.) Differentiating Content

Content can be described as knowledge, skills and attitudes that students should learn. Students who already know the content can possibly skip direct instruction and begin to apply concepts to the task of solving a problem. If reading is required to learn the content, teachers can provide leveled reading that addresses the needs of individual students and addresses the foundational content required for learning, acquisition and transfer.

2.) Differentiating the Process/Activities

Differentiating the process means varying learning activities or strategies to provide appropriate methods for students to explore concepts. For example, students can use a graphic organizer to explore a concept; these graphic organizers can vary in difficulty depending on the needs of individual students.

3.) Differentiating the Product

Differentiating the product means varying the complexity of student work that they are asked to produce. All work should demonstrate student knowledge of the concepts while accounting for variations in learning styles and levels.

4.) Differentiating By Manipulating the Environment or Through Accommodating Individual Learning Styles.

It is important for teachers to recognize that students may perform better in different environments. Some students work better in groups or pairs while other students require a space with limited distractions to maximize productivity. It is necessary that the teacher be flexible in providing these spaces for students in order to maximize their learning experience.

Responding to Students Needs

When students enter the classroom, we are naturally responding to the traits students bring with them. At any given time, we are trying to respond to the individual needs of each student.

There are four traits students bring into the classroom.

1. Readiness refers to the student's knowledge, understanding and skill related to learning he/she has for a particular sequence of learning experience-this readiness is directly connected to his/her prior learning experiences.
2. Interest: each student enters the classroom with a set of interests that can be used to hook him/her into the learning.
3. Learning style preference: each of us has a preferred way to approach our work-analytical, creative or practical.
4. Affect: students enter your classroom with a range of emotions about themselves, their ability and their strengths and weaknesses.

Special Need's Students

All teachers will be given a copy of a current Individual Education Plan for any student who receives mandated special education services. The teacher is responsible for reading the IEP, conforming to the mandates, such as time extension on tests, and keeping all IEPs in a secure place. Please respect confidentiality. Do not discuss any student's academic weaknesses with anyone other than school staff and designated family members.

The school has a Pupil Personnel Committee. This committee meets regularly to discuss appropriate academic and social intervention for students. The PPT welcomes input from any member of the school community and all concerns should be brought directly to a member of the pupil personal committee for further investigation. Parent concerns should also be addressed through the committee procedure.

School-Wide Positive Behavior Intervention and Support Program (PBIS)

At Pathways we strive to support all students in order to facilitate achievement both academically and socially. In order to achieve this goal we are launching a School-Wide Positive Behavior Support program. The academic goal of the program is to increase student achievement by creating a supportive learning environment with clear and explicit expectations for all students. The social/emotional goal of the program is to ensure that students receive the necessary support to assist them to make positive choices and decisions in their lives at school, home and in the community.

There are three (3) tiers in our school-wide positive behavior support system:

1. Primary Prevention which addresses school-wide proactive strategies for defining, teaching and supporting appropriate student behaviors in the classroom and non-classroom areas. The primary level of prevention begins with clear expectations and rewards for meeting those expectations.
2. Secondary Prevention focuses on a specialized group of students who have been identified with "At-Risk" behaviors. "At-Risk" behavior is a term to describe behavior that may inhibit a student's academic, social and emotional achievement. Examples of "at-risk" behaviors are: chronic absence or lateness, cutting, course failing. Sudden change in performance or achievement, instigating, fighting, gang activity, disruptive behavior in the classroom, etc. The secondary level of prevention begins with identifying students who have not been rewarded or have received consequences for not meeting the expectations and implementing the intervention support plan.
3. Tertiary Prevention which focuses on individualized supports for students with "High-Risk" behaviors. "High-Risk" behaviors include suspected drug and alcohol usage, gang involvement; history of physical or sexual abuse, long-term absences, etc. The tertiary level begins with an individualized behavior planning session which is discussed at the PBS meeting with the advisor, parent and student.

We begin our plan by having clear expectations of every community member; clear rewards for students who are successfully navigating our school community and intervention plans for students who are struggling to meet the expectations of our community.

Expectations of Students at Pathways

Pathways College Preparatory School has high expectations and standards for each member of the community. Our school-wide behavior support system is based on **respect**. Each person (students, teachers, parents and school leaders) must take responsibility for their own learning and the learning of their peers. Expectations are set for academic achievement as well as for social / emotional development. Students know what is expected of them both inside and outside of the classroom. Students will receive regular feedback describing how well they are meeting these expectations.

Goal: Community members will demonstrate understanding of the concept of respect and its importance in a community.

➤ **Respect for yourself**

- All members of the community will demonstrate respect for themselves by coming to school regularly and on time, prepared for class and ready to learn. All members of the community will communicate their ideas, beliefs and feelings in a way that respects the listener(s) and work to resolve conflicts non-violently.
- **Students will wear the school uniform daily.** The school uniform consists of khaki or navy blue bottoms with a school shirt with logo. Female students may choose between pants or skirts. Skirts may not rest more than 3 inches above the knee. Extremely baggy pants will not be accepted. The Chancellor's Regulations prohibit the following: Hats, bandanas, and head rags.

➤ **Respect for all members of the community**

- All members of the community will demonstrate respect in their interactions with other members of the community. This respect extends to but is not limited to the ideas, beliefs, feelings, personal space and property of community members.

➤ **Respect for the school community**

- All members of the community will demonstrate respect for the school community by following the rules and routines of the school - in and outside of the building.
- We understand that many students carry cellular telephones to school. When cell phones ring, it interrupts teaching and learning. If your phone rings in class, it will be taken and returned to you at the end of the day. If this happens more than once, it will be returned to the students' parent.
- In order to maintain a clean and safe learning environment all food and beverages (except water) will be restricted to the cafeteria.
 - For the health and safety of our learning space, students may only eat food in the cafeteria. Teachers reserve the right to offer treats in their classrooms as long as the room is cleared of food products.
 - All water bottles must be plastic. Glass bottles are a safety hazard and may not be brought onto school premises. This water policy may be regulated by classroom teachers on an individual basis.

Teaching the Expectations

Each September, all teachers and advisors are expected to explicitly teach students the core values and expectations of our community. Each House team will develop a set of age appropriate lesson plans for the students in their learning community. Teachers are free to design lesson plans individually as long as they meet the objective. Students are expected to be able to recite the core values by the end of September. These values will also be taught and reviewed in our Morning Meetings regularly.

Teaching the Routines, Rituals and Procedures

At the beginning of each school year, explicit instruction in the classroom and non-classroom routines, rituals and procedures are taught in each classroom, advisory and morning meeting. The rubric of routines, rituals and procedures for the non-classroom areas is in the appendix. Each teacher is expected to create a rubric of routines, rituals and procedures for their classroom that are aligned to the school-wide expectations for behavior.

Positive Behavior and Support (PBIS)

When students are living up to the expectations we are committed to acknowledging and rewarding their efforts. We want to catch our students demonstrating progress in achieving the expectation of respect. When teachers, advisors, and administrators witness students practicing our core values we need to provide immediate and specific feedback. The reward system is based on a ticket economy. Students will receive a ticket when they are "caught" meeting the expectations. Tickets can be redeemed each marking period for points, privileges or items. The following list outlines ways to acknowledge positive behavior:

- **Issue a PBIS Ticket**
 - **Tickets can be redeemed for: lunch privileges, dress down day, movie passes, gift cards, community service points,**
- **Write a PBIS commendation**
- **Issue a PBIS invitation to the Monthly Principal's Luncheon**
- **Recommend a student for a PBIS award**

Secondary Level of Prevention:

Secondary prevention is designed to provide intensive or targeted intervention to students who are not responding to the primary prevention efforts. Once a student has had two or more referrals to the Student Support Office they will be the subject of a case conference to decide whether an individualized behavior support plan is necessary. The case is presented to the **PBIS** Team along with the advisor, parent and students as needed. This plan is collaborative in nature and ultimately requires the buy-in of all people supporting the student.

Ladder of Intervention and Support

Levels of Infraction:

The first line of support begins in the classroom, cafeteria or hallway where the behavior has been witnessed. Every adult is responsible for supporting the behavior of every student in our school. Do not walk away from a situation. If you feel uncomfortable, seek the assistance of another staff member.

According to the Chancellor's Regulations there are 5 levels of infractions that violate the norms and values of our school community. Levels 1-3 usually refer to classroom and non-classroom incidents that prevent the students from improving academic and social performance. These infractions are handled at the classroom teacher and advisory level. Infractions at level 4 and 5 are more serious infractions that endanger the safety within the larger learning community. (See Chancellor's Code of Discipline for a detailed explanation of each infraction and level demarcation.)

Intervention Levels 1-2: The following ladder of intervention is expected:

- **Step 1:** Student receives a verbal warning
- **Step 2:** The adult in question engages the student in a conversation describing how their behavior/attitude is not meeting the expectations.

- Step 3: If the behavior/attitude continues (Levels 1-2), the adult completes a **PBIS** occurrence form, which is forwarded to the advisor. The student writes their version of the incident. The student and advisor meet to discuss the incident and plan intervention to modify the behavior. If necessary, the teacher will be present for all or part of this meeting. The incident is recorded in the advisory journal. The advisor is responsible for communicating the outcome of the intervention with the classroom teacher within 2 days of the occurrence.
- Step 4: The student is sent (with a hall pass) to the advisor for intervention support. Students are required to contact parents/guardians, in the presence of a PCPS staff member, to report the incident/occurrence.
- Step 5: If the behavior continues, a member of the student support office will meet with the advisor, teacher, student and parents as needed and implement formal consequence, which may include after school community service, detention or principal's suspension. The incident is recorded in the DOE occurrence system as well as in the advisory journal. All suspensions are recorded on students' official school record.
 - Consequences may take place during lunch, after school and or before school in accordance with the chancellor's regulations.
 - They may range from:
 - community service
 - Detention
 - Save Room for removal from class
 - Save Room for In-School suspension
 - Off-site suspension for 1-5 days of a principal's suspension
 - Parents/guardians will be informed of consequences within 24hrs or completion of investigation.
 - Students will receive suspensions in accordance with the Chancellor's Regulations A-820

Ladder of Referral

Levels 3-5

- After the initial intervention please follow these steps for referral:
- Contact the Dean for intervention support.
- Written referral to the students' advisor and the dean using descriptive language of the incident.
- The dean in consultation with the advisor and administrator is responsible for investigating the incident, communicating the facts and sequence of events to the advisor, administration and parents within 24 hours in writing.
- The Dean, in consultation with the cabinet will determine the appropriate consequences in adherence to the Chancellor's Regulations A-820 Code of Discipline.
- In the event an incident may lead to a principal's or superintendent's suspension, the student is entitled to attend school with a modified program pending the outcome of the investigation.

The following offenses should be brought directly to the dean's attention:

- **using profane language towards another student, staff member, community member or parent**
- **fighting**
- **gang activity**
- **racial slurs**
- **homophobic language**
- **Sexual Activity**
- **Weapons**
- **Illegal Drugs or Alcohol**

Consequences may range from:

- community service
- Detention
- Save Room for removal from class
- Save Room for In-School suspension
- Off-site suspension for 1-5 days of a principal's suspension
- Off-site suspension pending a superintendent's suspension.

Confiscation of electronic devices:

In the event a student has his/her electronic device out in the school building, all staff members are expected to request that the student turn over the device. All confiscated devices must be turned into the Dean's office immediately. We suggest that teachers call the Dean's office, extension 430 and ask for the school aide to come and retrieve the device for security purposes. This protects the teacher, the school and the parent from theft.

The S.A.V.E. Room

The SAVE Room is a classroom within the building that provides intervention and support for students who are struggling to function within the primary prevention and support program. In order to send a student to the SAVE room during a class period, the teacher must have documented evidence that he/she has exhausted the Ladder of Referral and needs SAVE Room Intervention. The teacher must call the SAVE Room prior to sending the student out of the classroom. The student must have his/her personal belongings and any relevant work for that period.

Removal from Class

There are times when a student's behavior is disruptive in one particular class and although there is a need for a more severe consequence, the behavior does not warrant a principal's suspension. In this event, teachers may request a Removal from Class. In order to initiate a Removal from Class, the teacher must complete a behavior communication form documenting the use of the ladder of Referral as well as a written statement and turn copies in to the Student Support Office and the student's advisor requesting a removal from class. The Dean will investigate the allegation and approve the removal. The Dean in consultation with the administration is responsible for providing feedback to the teacher, advisor and parent regarding the outcome and length of the removal. Teachers are expected to provide meaningful and relevant tasks for students in the SAVE room.

Positive Behavior Intervention and Support in the Classroom

The first step in the PBIS system is setting clear expectations around the routines, rituals and procedures for your classroom.

Each classroom teacher must establish a clear set of norms and values for the classroom. This translates into concrete and specific routines, rituals and procedures for the day to day operations of your classroom. The following is a list of routines, rituals and procedures that must be in place in all classrooms:

- Routines and Rituals (norms) for the classroom are expected to be posted
- How and where to enter the classroom
- How and where to exit the classroom
- What task or behavior is expected upon entrance, i.e.?
 - Enter the class, sit down, take out independent reading book and journal and begin IR.
 - Enter the class quietly. Be in your assigned seat within 2 minutes. Take out your homework. Copy the EQ and LO followed by the Warm-Up activity.
- What to do if you need the teachers attention or help
- What to do if you need to leave go to the bathroom

- What are the rewards for meeting the expectations
- What to do if you are absent
- What to do if you are late
- What to do if you are sick
- What to do if you need to see the counselor or dean
- The Ladder of Referral
- Norms and roles for working in groups must be taught and reviewed regularly

Each teacher must also designate a location for the following logs or materials:

- Late log
 - Print name, date, time, reason
- Missed Homework Log
- Bathroom log
 - Bathrooms are closed periods. 1, 6 & 8 and the first & last ten minutes of all classes
 - Students must sign out and in

The Physical Environment: Setting up the classroom to support learning

Classrooms must support learning by being:

- Neat and organized
- Filled with bright and colorful print materials and visual aids that support learning
- Tables or desks should be arranged for group work (groups can be as small as 2 and as large as 6 students)
- All areas should be organized & clearly labeled including: Library, Resources, manipulatives, equipment, Bulletin Boards etc.

Each room should have a space designated for the following:

- Advisory information and experiences
- Student work (each class should have a designated space where their work will be displayed)
Teachers are encouraged to establish a space to celebrate the achievement and progress made by students. One option is to establish a Scholars Area
 - Principals Honor Roll: 95 +
 - Honor Roll: 90 - 94
 - Aspiring Honors: 85 - 89
 - Effort Roll: 80 - 84
- Current vocabulary for the unit of study
- Teacher artifacts (learning charts made for students' future reference)
- NYS learning standards for the content area must be posted

Other Signage options:

- Each, Everyone & All active participation prompts
- Higher Order Thinking (HOT) skills
- Habits of Mind
- Reading Strategies
- Writing Strategies
- Research Strategies
- Note taking Strategies
- Study Strategies

Reminders about the physical environment:

- This is your home base. Teach your students and advisory to take care of it. Recruit students to help you keep the classroom neat and organized. We have visitors very often. More importantly, the environment reflects the experiences taking place in the classroom. A chaotic environment produces chaos.
- Personalize your space
- Put chairs up daily and take them down in the morning,
- Close windows at the end of the day
- NO food in classrooms
- Keep boards clean
- Use masking tape on all painted surfaces (other types damage the walls),
- Lock up equipment
- Keep doors locked when you're not in the room

Chalkboard Configuration: At Pathways we adhere to a standardized configuration for chalkboards in order to create a sense of consistency for students as they move from classroom to classroom. The front of each classroom is covered by a large chalkboard divided into three sections. All boards are expected to follow the format below:

Reminders	Essential Question	Date
	Learning Objective	Agenda
	<div style="border: 1px solid black; padding: 10px; width: fit-content; margin: 0 auto;"> Mini Lesson Notes, Charts and Vocabulary </div>	
Homework and Projects		Homework and Projects

Display of Student's Learning

Bulletin Boards (inside and outside of the classroom) are a way to celebrate the learning, progress and achievement of your students. Teachers are encouraged to create interesting and creative displays that honor the effort and time your students put into their work. The work on display does not have to be perfect or complete in order to be displayed; works in progress may be displayed. 85% of the bulletin boards must exhibit authentic work created by the students or teachers.

- All boards (inside and out) must be updated every 5 weeks. The schedule is disseminated each September
- All boards need to be:

- Neat & creative (have fun)
- Keep boarders and back paper fresh
- Void of loose-leaf edges
- Mount loose-leaf on construction paper first
- All work posted should represent exemplary student work/should be labeled draft, corrected, and the corrected work posted soon after

Bulletin boards inside the classroom are to be utilized to display routines and rituals, expectations, standards and current student work with comments from the teacher and their peers where applicable.

Inside boards include (8):

- Advisory & community service
- Key terminology and vocabulary for the discipline
- Expectations and consequences
- School wide rules
- Rituals and routines
- Exemplary work
- School news & curriculum maps
- Wall of honor
- Your subject in the news/college news/summer programs/extra credit work

The hall board must include:

- Authentic student work with feedback from the teacher (see the section above on feedback)
- Centered
 - Title
- down the right side
 - The unit/theme
 - The task/assignment
 - The standards
 - Your rubric
 - Classes/subject
 - Teachers name

Use of Technology in the classroom

At Pathways one of our goals is to ensure that our teachers and students are knowledgeable, competent and comfortable with a variety of technology. There are mobile computer labs that are available for use by teachers and students in the classroom. **Each teacher has a laptop for use in the classroom and at home** to plan instruction, record academic performances and to research activities and resources for learning. The school also owns 2 projectors, TV/DVD player and one interactive white board which are available for use in the classroom. Teachers are encouraged to work collaboratively with the technology teacher and tech support personnel to arrange for the use of all instructional technology in the classroom. Teachers must sign up for laptop use a week in advance to ensure availability. Laptop form must include: Date, teachers name, periods/time slots, and cart number. Students must sign laptops in and out; the laptop form must include: teacher's name, class, student's name, laptop #, students sign out and in area, comments

- Laptop usage
 - must be supervised at all times
 - Laptops must be placed in the correct carts and on the correct shelves
 - Laptops must be plugged during and after use.
 - Students may not leave your presence to work on a laptop - the teacher who signed it out is responsible
 - Laptop cart must remain charging at all times
 - Students are not allowed to listen to music on laptops

- Laptops must not be stacked, carried upside down, or gripped
- *All work must be saved to jump drives/flash drives*

Field Trips as an Extension of Learning

Teachers, advisors and house teams are expected to plan trips and excursions that further enhance the learning experiences taking place in the classroom and school. Each September, parents will be asked to sign a general permission slip granting their child permission to attend local trips in the community which includes: Community Service Days, neighborhood walks, trips to the library and the park. In addition to community based trips, the school organizes several overnight trips to focus on early college readiness and community building throughout the school year.

In addition, for each trip not covered on the above list, the teacher must complete the Trip Request form 4-6 weeks prior to the proposed date of the excursion. After approval by the assistant principal, students and parents must receive notification of the excursion with a detailed description of the activities. The trip description must include the parents' consent for their child to attend and how they want their child to be dismissed if the trip ends at or after the end of the school day.

On the day before the trip-please complete the trip information from which includes:

- List of students who are attending the trip
- List of students who plan to attend school but not attending the trip
- List of students who are not planning to be in attendance on the day of the trip

On the morning of the trip, please confirm the following information:

- List of students who are attending the trip
- List of students who plan to attend school but not attending the trip
- List of students who are absent from school or expected to be late
- Time of departure
- Time of return
- Mode of transportation
- Emergency contact information (cell phone numbers of the teachers on the trip)
- Copy of the emergency contact sheet for students
- Completed permission slips

The above information must be turned in to the school business manager by 9:00 am or before departure if you are leaving before 9:30.

Advisory

The advisory program at Pathways is an essential element of the school's mission and is one of the primary mechanisms for fulfilling the vision of personalized education. The purpose of advisory is to recreate the elementary school sense of ownership and responsibility for our students. The advisor serves as the surrogate parent figure within the building.

Advisory Roles and Responsibilities

The advisor's job is to take care of students while they are in school. The advisor will:

- Advise students about academic decisions and monitor academic achievement
- Monitor attendance and punctuality
- Communicate to the family important information about the students' academic progress
- Teach an advisory curriculum
- Meet individually with each student monthly to develop and update the student's Road Map

- Prepare students for life transitions including career development and postsecondary opportunities.
- Promote character development and explore moral dilemmas.
- Explore the social issues that are developmentally appropriate for each grade including health education.

The advisory curriculum will consist of:

- Family life and adolescent health which explores issues of body image, social roles, family roles and all other aspects of adolescent health and sexuality.
- College exploration which includes planning for college, how to choose the right college, financial aid etc.
- Career exploration which includes internships, budgeting, opening a bank account, entrepreneurship, and resume writing, etc.
- Diversity and tolerance of differences based on race, class, gender, sexual orientation, and ability level.
- Conflict resolution curriculum that focuses on peaceful resolution as precursors to conflicts by understanding the feelings that lead to conflict and the strategies necessary to avoid violence.

You will be provided with a scope and sequence of topics to be covered in Advisory. Advisory is considered instructional time. Each week at least 40 minutes of the hour should be devoted to instruction. Please use the remaining time to conference with your advisees, assist with organizational items, support students with projects, and plan community service activities.

Advisory Attendance Responsibility

- Attendance is to be taken by the advisor during morning advisory between periods 1 and 2.
- Bubble sheets must be signed by the advisor every day.
- Take manual attendance on form in advisory folder
- Lateness to school will be monitored on a late log during 1st and 2nd periods. Late logs will include the student's name, time of arrival, advisor name and reason for lateness.
- There will be PCPS staff on the first floor during morning entry from 7:45am - 8:30am.
- Truancy will be reported through ATS and to parents via the advisor.
- Advisors may report repetitive lateness/absence to the social worker, parent coordinator and principal in conjunction with the regional attendance officer.
- Attendance will be celebrated using bulletin boards, during town hall meetings, in advisory and other acknowledgement celebrations
- The consequences for lateness and poor attendance include academic failure, parental contact, and Contact with the Administration for Children's Services for students who demonstrate patterns of three or more per month. Students are required to submit doctor's notes and or letters from parents or guardians for lateness and or absence.

Advisory Paper Work

- Emergency Blue Cards (2)
- Lunch Forms
- General Trip Permission slips
- Student Expectation Contracts
- Dress Code Contracts
- Transportation requests

Advisory Overview, Hints and Tips

- Make first contact prior to 1st day of school

- Maintain an advisory journal
 - Contact information
 - Notes from conversations, observations, parent/student meetings
- Advisee folders
 - Letters from parents, advisory communication forms
- Contact advisees bi-weekly
- Invite parents to come in
- Make your classroom home for your advisees
 - Decorate together
 - Advisee room jobs
 - Put up pictures of your advisees
 - Celebrate birthdays
 - Celebrate accomplishments
- Use advisory time to
 - Have group discussions
 - Age/grade appropriate
 - Group games
 - Plan community service day activities
 - Have study halls
 - Hold conferences
 - Prepare portfolios
 - Enter essay contests
 - Write poetry, make cards or write letters for holidays

Parent Communication

- **Early Communication**

Effective communication with parents is essential in order for students to achieve academic success and function at their optimum capacity. Effective communication must start early on in the year by meeting with parents or sending packets home about class expectations, curriculum objectives and non negotiable rules. It is essential that advisors have parent contact information and be accessible to parents. Advisors are required to provide parents with a way to contact them via telephone or email.

- **Positive and Negative Feedback**

No parent will be receptive or open to a litany of negative information or complaints about their child. Parents need to be informed of their child's strengths and weaknesses and be given both positive and negative feedback about their child's academic performance. Presenting both sides of the students performance will enable the parent and the advisor to brainstorm possible ways of helping the student to work on the areas where they struggle. Whenever possible, always begin any communication with parents with positive feedback.

- **Regular Communication**

Don't wait for things to go wrong when communicating with parents. Advisors are encouraged to call parents to inform them when students are doing well or just to check in about student progress. Parents appreciate these types of phone calls and tend to be more approachable when and if calls about behavior do occur.

- **Be Specific when communicating with Parents/Guardians**

When communicating with parents, be as specific as possible particularly when asking parents to help their children academically. For example: If a student is having a test, ask parents to review the

material with their child. If a student is a struggling reader, ask a parent to read material with their child and discuss the contents.

- **Invite Parents/Guardians into the Classroom**

Teachers can invite parent or guardians into the classroom if they are having special events or even as classroom volunteers. Parents will feel needed and appreciated by teachers who want them to be active supporters in their child's learning.

Curriculum Night

During the first week of school each year we will host Curriculum Night. On Curriculum Night we create an opportunity for families to meet with teachers about the curriculum menu being offered for the new school year. Teachers must be prepared to share their vision for the course, the expectations, grading policy, required materials and supplies, and contact information. Advisors will have an opportunity to get to know the parents and children they are responsible for during the school year. The administration strongly encourages all teachers to be present at this event. In exchange for attendance, there is no professional development after school during the month of September.

Family-School Conferences

Family-School Conferences are a tool for communicating with students and their families regarding academic, social, emotional and physical development and progress. Families are invited in 2 times per year to confer with advisors about their children. Each family is invited to participate in the Road Map Conference. The Road Map Conference identifies students' areas of strength and areas for growth. In November, families are invited in to review report cards. Report cards are distributed to parents during the conference. Advisors are encouraged to communicate with parents via flyer or telephone to schedule a 30 minute conference. Please give parents a minimum of 1-week notice. Students **MUST** attend and participate in all conferences. Students who are in danger of not meeting the promotional criteria are encouraged to attend a planning conference with the advisor and his/her family in February. These conferences are scheduled during the school day.

Professional Development for Life Long Learners

The staff of Pathways will engage in regular, meaningful professional development that is driven by student learning. Our primary activity is to look at student work through a variety of lenses in order to gather information and data about our students, how they learn, and the level of rigor and effectiveness of our teaching practices. The staff will meet on the first Monday of the month for eighty (80) minutes. (See Calendar for dates)

In addition to monthly professional development sessions, the school offers a series of professional development sessions as needed during the common planning period each week. Occasionally the principal or assistant principal will host a Lunch & Learn session of a topic of interest. Participation is voluntary.

Observations

Since our focus is teaching and learning, we must observe one another engaged in teaching and learning on a daily basis.

Teachers and students should expect to have visiting observers daily. The visiting observers may be the principal, teacher leaders, Pathways teachers, guest teachers, parents, community members, Local

Instructional Superintendent, Instructional Specialists, consultants, staff developers and College Board Representatives.

During observations, teaching and learning should continue at the normal rigorous pace.

Formal Observations

Each teacher will be observed according to the mandates of the UFT contract. As a new teacher, the contract requires that you are observed a minimum of 2 times per term in your first year, and for the next two years until you are tenured. All appointed pedagogues are required to have a minimum of 1 formal observation or the equivalent each year. Prior to all formal observations, the administrator and the teacher will meet to discuss the focus of the lesson and the area of focus for the observations. After the observation, the teacher and administrator will meet to debrief about the lesson to identify areas of strength and continued growth.

Alternatives to Observations

Tenured teachers with a satisfactory rating in the prior year of service at Pathways may select an alternative method of supervision in consultation with the principal and the union representative. We offer this option to promote peer support and collaboration for teachers who see themselves as life-long learners and are interested in a peer coaching and support structure. Tenured teachers have 3 options:

1. Establish a Critical Friends Group: A CFG is a group of teachers (vertical team or interdisciplinary) who meet together at a time of their choosing (a minimum of once per month) to discuss current issues in their teaching practice. The members of the CFG bring unit plans, lesson plans, project plans, tests and student work to the group for supportive feedback. The goal is for teachers to support teachers in an effort to improve student performance and achievement.
2. Establish a Study Group: A study group is made up of teachers who are interested in studying a particular issue or area of teaching. The group identifies an article or book and meets over a series of sessions to discuss the text and its relevance and application in their classrooms.
3. Peer Observation Program (POP) is a program for teachers who are interested in observing each other's classrooms to provide an additional lens for reflection of your teaching practice. Each pair must agree to visit each other at least once each month and provide oral and written feedback to their partner.
4. Inter-visitations as observations: During 2007-2008 we implemented a peer visitation protocol that can be used as a formal observation. Each month we scheduled a learning walk so teachers could observe each other teaching. After the observation, teachers met to share and provide feedback. After meeting each teacher (both the observer and the observed) wrote a reflection and submitted it as an observation. This option was offered to all teachers in order to promote peer feedback.

Teachers who choose this option agree to compile a portfolio consisting of teaching and learning artifacts from their classroom and or learning group to present to the faculty and administration as a part of their evaluation process at the end of the year. Teachers in the alternative program will continue to be observed informally and receive regular feedback from the instructional leaders and peers throughout the year.

Safety and Health

Building Nurse

Students will be issued a pass to visit the building nurse. The local hospital in the event of an emergency is LIJ. Students must remain in class or in an available room until they can be picked up or are escorted by a school aid or parent coordinator to the hospital.

Fire Drills and other emergencies The I.S. 192 Campus will follow the mandates to perform fire drills each year. In the event of a fire and/or emergency PS 134 will be the safe house. Each class will receive a poster identifying the exit stairwell and alternate stairwell to be used during a drill or an emergency.

When the fire bell rings, all teachers are required to open the classroom door to observe the hallway for suspicious activity or an emergency. Listen closely for information on the overhead speaker. If the bells ring 3 consecutive times, proceed with your class to your assigned stairwell. Teachers must carry their attendance log with them to ensure the safety of all students. In an emergency the secretary will bring the folder with the master list and advisors will bring journals and attendance logs/record books. The master list will be located in the main office.

Students must move quickly and quietly during a drill or actual emergency. You are responsible for the students who are in your classroom at the time of the drill or emergency. School rules apply and there is to be no talking or moving without instruction to do so. The School social worker and parent will be the school's fire marshals in addition to any teachers not teaching during that period.

Instructional Teams

School Leadership Team

The School Leadership Team of PCPS will meet on a monthly basis on the 3rd Thursday of the Month at 6:30 pm in the Principal's conference Room. . Dinner will be served at all meetings. Meetings will last for 90 minutes. An agenda will be established by the SLT chairperson and distributed to the team members prior to the meeting. The role of the SLT is to ensure that PCPS set and meets instructional goals each year. The SLT is responsible for overseeing the budget and the development of the Comprehensive Educational Plan. The team will consist of an equal number of PCPS staff members and parents. The team will consist of the principal, staff members (2), the UFT Chairperson, a representative from DC 37, the Parents' Association President and 4 additional parent representatives and a representative from one of our community-based partner organizations. . The meetings are open to the public, unless otherwise noted. All staff members are invited to attend although only official team members have voting rights.

Vertical Team

Each group of teachers within a content area are expected to meet regularly (2x monthly) to evaluate the curriculum development and alignment within the department. The purpose of the vertical team is to ensure that students at each grade level receive high quality curriculum with clearly defined learning targets (KUDs) which meet and or exceed the NYS and College Board Standards. Teachers on the vertical team are expected to work collaboratively to create and share the curriculum maps, syllabi, units of study, daily lesson plans and student work/outcomes to achieve our goal of preparing all students for entrance and success in college. All teachers are expected to present units of study plans to the vertical team prior to teaching the unit.

Thru vertical teams, teachers will work together to develop their ability to differentiate instruction within the content area in order to respond to the needs of all students.

House Teams and Membership

The school is sub-divided into 3 Houses of Learning. Each House is made up of the students, teachers and administrators committed to the growth and development of their house community and the school community at large.

- 6-8th grade make up Promise House
- 9-10th grade make up College Bound

- 11th and 12th grade make up University Row

We make every attempt to have teachers be members on only one house. Unfortunately some teachers will be a part of more than one house. Your primary membership will in the house that is responsible for the grade level of your advisory group. If you are an 8th grade advisor, you are a member of Promise House. If you are a 12th grade advisor and teach the 9th grades your primary membership is in University Row although you will also participate in College Bound. Each House is expected to meet once each week to discuss administrative issues specific to the grade, plan advisory curriculum and discuss students' progress. Teachers who are associated with more than one house are asked to focus on your primary house (advisory). The other house may invite you to participate and or forward performance data for discussion.

Grade Representatives team

In 2007-2008 we implemented a weekly meeting with the principal and one representative from each grade/house team to discuss issues or concerns and to brainstorm possible solutions with the goal of improving Communication and to increase the level of teachers' involvement in the decision-making structure of the school.

Inquiry Team and PAN Grant

During 2007-2008, the Chancellor required each school to develop and implement a school-based inquiry team whose mission is to engage in action research of instructional practices that are successfully closing the achievement gap in our school. Pathways is a member of a network of schools that won the PAN (Practice Area Network) grant worth \$300,000 This year our goal is to increase the number of teachers involved in the action research project. The team will meet 2x per month after school. A per-session posting will be generated to select teachers for the project. The ideal team will consist of at least 1 teacher from each content area from across the grade levels. The practice area for the network is assessment for learning with an emphasis on students as primary assessors of their own learning.

Although each teacher may not be a member of the inquiry team, each teacher is required to identify 5 students as "focal students" for the inquiry project.

Staff Meetings

The administration will attempt to minimize the amount of time utilized for full staff meetings to discuss administrative business. Most administrative business will be communicated via the Weekly Bulletin.

The Weekly Bulletin

Each Monday by 8:00 am the Weekly Bulletin will be sent to all staff members electronically. Critical information regarding the week ahead, deadlines, visitors and professional development will be discussed in the bulletin. All staff members are expected to read the Weekly Bulletin before the day begins. One copy will be posted outside the office for review. If you would like to add information to the Weekly Bulletin, please email your entry to the principal by 3:00 pm on Friday. All members of the community are held accountable for the expectations and deadlines set forth in the Weekly Bulletin. The contents of the Weekly Bulletin will also be available on our school Blog: <http://thepathwaysway.blogspot.com>. The blog allows teachers to respond to the bulletin and ask clarifying questions that will benefit the entire community.

Administrative Information

Chain of Command

At PCPS we are all responsible for our students' learning and safety. However, it is essential to have an official chain of command in the event that the principal is out of the building or there is an emergency:
Principal

Assistant Principal
School Business Manager
School Social Worker

Time and Record Keeping

Upon arrival each morning, teachers are expected to turn their time cards to the green side to indicate that you are present for the day. Time cards that have not been turned to the green side will be removed at 8:15 and brought to the personnel secretary. If your time card has been pulled, report to room 431 to enter your time of arrival and retrieve your time card. All staff members are expected to check their mailboxes daily. Timecards and mailboxes are located in the teacher's lounge (room 431).

Call the school immediately if you are going to be late to school due to an emergency or traffic issue. Notify the principal immediately of all pre-arranged events that may cause tardiness in order to provide the school an opportunity to secure coverage. If you are leaving the building during a prep period you must sign out in the office prior to leaving the building in the event of a fire or other building evacuation.

Start Time

Morning meeting begins at 8:10 each morning. Teachers are expected to be in their classrooms ready to receive students at 8:10 am. The building is open at 7:30 am for teachers who want to arrive early.

End Time

The school day ends at 2:25 pm. Please do not dismiss your class prior to the dismissal time.

Extended Day

In accordance to the contract between the Department of Education and the United Federation of Teachers, each teacher shall work an additional 150 minutes per week to provide students with additional enrichment and intervention. The faculty at Pathways utilized a school-based option to facilitate these sessions in three 50 minute sessions each week (Tuesday, Wednesday and Thursday from 2:30-3:25). All students who are identified by the administration and advisors are expected to attend the extended day program. Teachers are required to take attendance.

After School Program and other Per Session Employment Opportunities

Pathways College Preparatory School offers teachers the opportunity to work with students before and after school and get compensated according the per session mandates in the UFT contract. All teachers are encouraged to take advantage of this opportunity to work closely with small groups of students. Teachers are encouraged to work after school at least one afternoon per week. All teachers must apply for the posting per session vacancies each year.

Per Session Payroll

Payroll documents for per session activities are processed twice each month. Please complete a timesheet and attach your time card for each per session payroll period. Student sign in sheets must accompany per-session time sheets. Please remember to sign and date both the time card and time sheet. The hours listed on your time card, must match the hours listed on the time sheet. Please remember to include your file number, current mailing address, and regular work hours.

Per Session Guidelines

All signed per session time sheets are due the 15th and 30th of each month for the hours worked within that month. There is a one month grace period as timesheets will not be accepted 30 days beyond the hours

worked. All late, unprocessed timesheets will be held until the end of the fiscal year and if funding is available there will be compensation. As a reminder all per session hours must be approved by administration in advance.

Guidelines for compensation for participation in conferences and other trips at Pathways

- All PD sessions that are outside of the UFT contract are paid at training per session rate
- All College Board PD sessions are paid at training per session rate
- All College Board conferences that are out of town -all expenses paid
- Out of town Conferences in general -all expenses paid
 - In the event that your attendance at a conference is at the request of the school administration and will result in a loss of pay (summer school) you will receive your regular pay for the days of work missed due to the conference
- Weekend conferences at request of the school administration will be paid training rate for conference hours only.
- Late Return from school trips on a school day-Per Session rate
- Overnight trips with students (college tours) -All expenses paid and 4 hours of per session per evening if the trip takes place on Monday-Friday. If the trip crosses into the weekend, you will receive 7 hours of per session, per weekend day.

Evening events: If you have been asked to work an evening event at the request of administration you will be paid per session rate

Absences

According to the UFT contract, teachers have 10 sick days per calendar year. Three of the 10 days may be used for personal business. Teachers are required to request the use of personal time in writing one week prior to the day of leave for approval. Teachers are required to notify the principal of any and all absences from work as soon as possible to minimize any disruption to teaching and learning. The NYC Dept of Education requires that all teachers register on the Sub Central system. Each teacher is required to contact sub central via telephone or email as soon as they become aware of a pending absence. This includes sick and personal leave time.

See appendix.

At Pathways we believe that it is essential that we balance the demands of our work and our personal well-being. To that end, all members of the community are encouraged to take a proactive approach to illness. If you are sick or feeling sick in the evening, (vomiting, fever, etc) we ask teachers to call or email an administrator to determine the need for a substitute teacher **the night before a potential absence**. The administrator will determine if a sub will be needed and direct you to call sub-central. If you wake up in the morning feeling sick and unable to work call an administrator immediately followed by a call to sub-central. The earlier you call sub-central, the more likely the system will be able to identify an appropriate substitute teacher.

Coverage

Every effort will be made to secure a qualified substitute teacher, to provide for the continuation of instruction, in the event a teacher is absent. If we are unable to secure a qualified substitute teacher, we will utilize our resources to provide coverages by creating a rotation schedule for staff members to cover classes. Staff members will be compensated the coverage rate. Teachers have the right to refuse to cover classes according to the contract. If necessary, students may be distributed to other blocks for all or part of the day - this strategy will be used as a last resort.

Substitute Folders

All teachers are required to create a sub-folder and leave it with the school secretary, by the first day of classes. Updated sub-folders are due the last Friday of every month. The school secretary will be responsible for keeping and organizing the sub folders.

When teachers will be absent due to the use of personal time, you are expected to create a lesson plan for the substitute teacher and make the necessary number of copies for use throughout the entire day.

When teachers are absent due to an emergency and would like students to engage in a specific task that is not outlined in the substitute folder, teachers may enter this information on Sub Central under the notes section.

Use of Cell Phones

Teachers may not make or receive calls on their cellular telephones during instructional time. Teachers may make and receive calls during their lunch periods. We are asking teachers to turn off all cellular devices during planning, grade meetings and professional development.

No Smoking Policy

This regulation replaces and supersedes C-810 dated 9/5/00. The New York City Smoke-Free Air Act of 2002, effective March 30, 2003, prohibits smoking in all city offices, on city property (including school grounds), and in city vehicles.

Changes:

- Use of any tobacco product, including chewing tobacco, is always prohibited in all school buildings, office buildings, structures, grounds and facilities under the jurisdiction of the Department of Education in which children are provided instruction, and employees work, including the provision of related services.
- Smoking is also prohibited in any motor vehicle owned, operated or leased by the Department of Education which is used to transport students or Department of Education personnel.
- Smoking is prohibited in areas of any building for educational use to which employees, students and the public are allowed, including but not limited to restrooms, stairwell, etc.
- Smoking is prohibited in employee cafeterias, lunchrooms and lounges.
- Smoking is prohibited in employee work areas of any building used for administrative use only.
- Smoking is prohibited on all school grounds and other DOE outdoor facilities, including playing fields, school yards, entrances and exits to buildings, parking lots, and the like.
- Teachers are reminded that they serve as role models for students, and as such should refrain from smoking on the sidewalks in front of school buildings.

Supplies

Teachers will be provided with the basic supplies needed to plan and implement effective instruction. These supplies may include: paper, writing utensils, markers, folders, journals, post it notes, bulletin board paper and border, stapler and staples, push pins, paper clips, chart paper, etc. Teachers may request additional supplies. The administration will make every attempt to provide what you need for instruction.

Teacher's Choice

Each year, the Department of Education provides teachers with a stipend to purchase educational supplies and materials in order to enhance instructional practice. Please follow the guidelines for Teachers Choice distributed by the school secretary. Keep all receipts. Purchases made without receipts will not be honored in your Teachers Choice allocation.

Handling Money for Trips or other fundraising activities:

All money collected by advisors or teachers for the purpose of fundraising or in preparation for a trip must be turned into the House Administrator at the end of each day. The advisor must keep track of which students turned in money. No money is allowed to be stored in a teacher's classroom. Choosing to store funds in your classroom will make you responsible for any loss due to theft. In the event that the House Administrator is unavailable, the funds may be turned into the school business manager's office.

Obtaining a Department of Education Email Account

At Pathways our primary mode of communication is via email. All staff members have access to an email account through the DOE. All staff members are asked to have an account set up by September 30th.

All new employees must fill out an Outlook request form to obtain an email account through the DOE. This form will be provided to you by the school's Data Specialist (Ms. Shub). Once completed this form should be submitted to Teresa Wagner (twagner@schools.nyc.gov). You will be notified once your account has been set up.