



p.s. 35 Nathaniel Woodhull School



Where children come first, and everybody is somebody

Mark Dempsey
Principal

Andrea A. Belcher
Assistant Principal



Faculty Notes February 2017



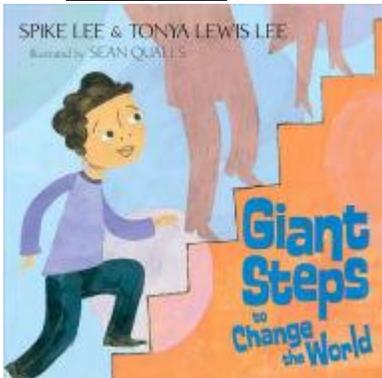
*Love, the intense desire for the well-being
of self and another.*

I. INSTRUCTIONAL EXPECTATIONS

- Please make every effort to update your **Hallway Bulletin Board** by Monday, February 6th. Ideally, a hallway bulletin board will have the teacher's name, the grade and class #, a brief description of the student work being showcased, a snappy title, reference to the standard, a rubric, and six or more publishable pieces. All student work must be dated. For writing pieces, please show the full writing process from draft through publication with teacher comments on a post-it or on the rubric itself.
- Please submit your class's one-page **February Writer-of-the-Month** to **Pearline Loyd** by Monday, February 6th. Please make sure that the selection is one-page only, or photocopied to one page. It needs to have the student's name and class # listed. For February's **Writer-of-the-Month** selection, we ask that you submit a piece from the District 29 History Essay Contest, using the rubric provided.
- **Classroom Bulletin boards** should **not** have work displayed for more than two months. Student work should be dated and have teacher comments. Please be sure to update your bulletin boards accordingly.
- Please conduct **Reading Assessments** for those students designated as Promotion-in Doubt for your March Report Cards.
- We kindly ask **Service Providers** -- SETSS, Occupational Therapist, Speech Teachers, Guidance Counselor, Physical Therapist, Adaptive Physical Education Teacher -- to endeavor to unobtrusively pick up and drop off students without interrupting classroom instruction.
- Visiting other classes to observe instruction during your prep period is highly encouraged, even off your grade.
- Keep good **conference notes** indicating what you have discussed with your individual students, where s/he is struggling, and next steps. Teachers in all grades are expected to confer with students in reading and writing while keeping conference notes. Let **Andrea Belcher** or **Mark Dempsey** know if you need assistance with conference notes.
- Teachers are asked to post the **Essential Question** on the whiteboard during the lesson.

- Teachers are expected to have **Anchor Charts** posted in their classrooms highlighting skills taught from current or recent reading/writing units.
- Wherever possible, **images** should accompany nouns on the Word Wall to assist our English Language Learners.
- Please assure that your **Teaching Points** and **Flow-of-the-Day** mirror the excellent teaching/ learning which is taking place in your classroom.
- Keeping solid **student portfolios** is critical. Friday assessments (5-10 questions) work beautifully in terms of building your student portfolios in Math.
- **Educational Assistants** are not to be used to set up bulletin boards. They can work with individual or small groups of students, confer, assess, and conduct reading assessments. They should be aware of the lesson's teaching point, know the materials being used, be familiar with a student's Behavior Intervention Plan, be able to refer to the lesson plan and have access to teaching materials.
- All classroom teachers are encouraged to post homework and class newsletters to their **e-chalk Class Page**.
- Staff members are encouraged to invite special speakers and visitors to school to celebrate **Black History Month**.
- Please continue to review the **Weekly Updates** which are posted to all staff members via e-mail every Saturday. This helps us all start the week on the right foot.
- Please remember to invite **Mark Dempsey** and **Andrea Belcher** when you are scheduling **Publishing Parties**.

II. LITERACY



The book-of-the-month for February 2017 is Giant Steps to Change the World by Spike Lee & Tonya Lewis Lee.

The composer-of-the-month is **Peter Tchaikovsky**. Please consider playing his music during independent work time, snack time, or when your students are doing artwork.

IV. FROM OUR LIBRARIAN

For **Groundhog Day** ... the following points should be made:

1. It comes from the legend that a groundhog emerging from its burrow returns to hibernate if it sees its shadow.
2. It is traditionally observed on February 2nd.
3. Six more weeks of winter is predicted if it is sunny and the groundhog sees its shadow.
4. An early spring is coming if the weather is cloudy.



Try these **activities**:

1. **Shadow Math** - Children work with a partner. They sit across from each other with a visual divider between them. Each child has several attribute blocks. They "shadow" each other's design. The first child makes a design, describing it step by step to his/her partner without letting them see it. For example: "Place a yellow hexagon in front of you. Then place a red trapezoid on the right side of it, touching it. Now place

another red trapezoid directly across from it on the left side of the yellow piece." Continue until the children have a simple design. As they finish, they move the visual divider to see how will they communicated with each other.

2. Shadow Science - 1. Check out the length of shadows at various times during the day.
2. Use an overhead projector to project various objects onto a screen.
3. List other compound words.

Please send **Bonnie Brandstadter** an email message at bbrands@schools.nyc.gov for other ideas.

III. MATH NOTES

1. Students in *Grade 1* continue to apply properties of operations and the relationship between addition and subtraction. They are beginning to work with addition and subtraction equations. We will also begin to compare two digit numbers based on meanings of the tens and ones digits, and record the results of comparisons using greater, less than, and equal to symbols. We play *The Candy Store* to recognize and identify coins, their names, and their values.
2. Students in *Grade 2* are beginning to use *Bar Models* as another strategy to help them solve word problems. We "Build it, Draw it, Solve it". We are beginning to work with equal groups of objects to gain foundation for multiplication. We continue playing *The Candy Store*, where the focus will shift to larger numbers, and finding change.
3. Students in *Grade 3* will begin to develop understanding of fractions as numbers. We continue to multiply and divide within 100, and solve problems involving the four operations using different strategies, including using bar models. We identify and explain patterns in the arithmetic.
4. Students in *Grade 4* continue to use the strategy of *Creating a Table* to help solve word problems. The next strategy for our focus will be *Guess and Check*. We will extend our understanding of fractions in relation to equivalency and ordering. We will continue working on finding mean, median, mode, and range for given sets of numbers. We will also continue working on the probability of different events occurring.

Any questions about math in general, math projects, hands-on activities, and planning math lessons, please reach out to **Amy Dart** at ext. 3171.

IV. SCIENCE

KINDERGARTEN is focusing on the next unit, *Wood and Paper*. They will discover how important trees are to people by: touching, smelling and handling five tree samples. Three of them come directly from trees, and are Pine, Basswood and Redwood. Two of them are man-made, but the "ingredients" come from trees. We will make our own Plywood and Particleboard. We will discuss the need for these woods, due to their strength.

FIRST GRADE: Classroom teachers and Mr. Ruiz will do investigations and conduct read-alouds (non-fiction) to students about standards posted below.

Essential Question: What are some of the changes we notice between seasons?

Major Understandings: Quoted from New York State Performance Indicators

1.1 Describe patterns of daily, monthly, and seasonal changes in the environment

1.1a Natural cycles and patterns include:

- Earth spinning around once every 24 hours (rotation), resulting in day and night.
- Earth moving in a path around the Sun (revolution), resulting in one Earth year.
- the length of daylight and darkness varying with the seasons.
- weather changing from day to day and through the seasons.
- the appearance of the Moon changing as it moves in a path around Earth to complete a single cycle.

1.1b Humans organize time into units based on natural motions of the Earth: second, minute, hour, week, month.

1.1c The Sun and other stars appear to move in a recognizable pattern both daily and seasonally.

2.1 Describe the relationship between air, water and land on Earth.

2.1a Weather is the condition of the outside air at a particular moment.

2.1b Weather can be described and measured by:

- temperature.
- wind speed and direction.
- form and amount of precipitation.
- general sky conditions (cloudy, sunny, partly cloudy).

3.1 Observe and describe properties of materials using appropriate tools.

3.1g Some properties of an object are dependent on the conditions of the present surroundings in which an object exists. For example:

temperature - hot or cold

lighting - shadows, color

moisture - wet or dry

SECOND GRADE: Classroom teachers and Mr. Ruiz will conduct investigations and conduct read (non-fiction) aloud to students about standards posted below.

Unit 2—Forces and Motion (FOSS® Balance and Motion) Physical Science

Essential Question: What causes objects to move?

Major Understandings: Quoted from New York State Performance Indicators

5.1 Describe the effects of common forces (pushes and pulls) of objects, such as those caused by gravity, magnetism, and mechanical forces.

5.1a The position of an object can be described by locating it relative to another object or the background (e.g., on top of, next to, over, under, etc.).

5.1b The position or direction of motion of an object can be changed by pushing or pulling.

5.1c The force of gravity pulls objects toward the center of the Earth.

5.2 Describe how forces can operate across distances.

5.2a The forces of gravity and magnetism can affect objects through gases, liquids, and solids.

Consult the FOSS® Balance and Motion Teacher Guide:

Overview: Science Background, pp. 3-4. The concepts of balance and linear and rotational motion are explored in this unit. This module is best undertaken with opportunities for free exploration and sharing of ideas. This perspective is addressed in the Overview: Science for Young Children, and Organizing the Classroom sections. Collect the "Materials Supplied by the Teacher" needed to prepare a new kit. Most items will be gathered from your classroom.

Pliers are used once to bend the ends of the aluminum wires to produce round ends.

Cardboard (cereal/cracker/cookie) boxes are used for making balancing shapes.
Pennies are used to add weight to rolling cups.

THIRD GRADE: Classroom teachers and Mr. Ruiz will conduct investigations and conduct read-alouds (non-fiction) to students about standards posted below.

Unit 2—Energy Essential Question: What are some of the ways energy can be changed from one form to another?

Major Understandings:

4.1a Energy exists in various forms: heat, electric, sound, chemical, mechanical, light.

4.1b Energy can be transferred from one place to another.

4.1c Some materials transfer energy better than others (heat and electricity).

4.1d Energy and matter interact: water is evaporated by the Sun's heat; a bulb is lighted by means of electrical current; a musical instrument is played to produce sound; dark colors may absorb light, light colors may reflect light.

4.1f Heat can be released in many ways, for example: by burning, rubbing (friction), or combining one substance with another.

4.1g Interactions with forms of energy can be either helpful or harmful.

4.2a Everyday events involve one form of energy being changed to another.

- animals convert food to heat and motion
- the Sun's energy warms the air and water

4.2b Humans utilize interactions between matter and energy.

- chemical to electrical, light, and heat: battery and bulb
- electrical to sound (e.g., doorbell buzzer)
- mechanical to sound (e.g., musical instruments, clapping)
- light to electrical (e.g., solar-powered calculator)

FOURTH GRADE: Classroom teachers and Mr. Ruiz will conduct investigations and conduct read-alouds (non-fiction) to students about standards posted below.

Unit 2—Electricity and Magnetism. Essential Question: What are the properties of electricity and magnetism?

Major Understandings:

3.1c Objects have properties that can be observed, described, and/or measured: length, width, volume, size, shape, mass or weight, temperature, texture, flexibility, reflectiveness of light.

3.1e The material(s) an object is made up of determine some specific properties of the object (sink/float, conductivity, magnetism). Properties can be observed or measured with tools such as hand lenses, metric rulers, thermometers, balances, magnets, circuit testers, and graduated cylinders.

3.1f Objects and/or materials can be sorted or classified according to their properties.

4.1a Energy exists in various forms: heat, electric, sound, chemical, mechanical, light.

4.1b Energy can be transferred from one place to another.

4.1c Some materials transfer energy better than others (heat and electricity).

4.1d Energy and matter interact: water is evaporated by the Sun's heat; a bulb is lighted by means of electrical current; a musical instrument is played to produce sound; dark colors may absorb light, light colors may reflect light.

4.1e Electricity travels in a closed circuit.

5.1e Magnetism is a force that may attract or repel certain materials.

5.2a The forces of gravity and magnetism can affect objects through gases, liquids, and solids.

5.2b The force of magnetism on objects decreases as distance increases.

FIFTH GRADE: Classroom Teachers and Mr. Ruiz will conduct investigations and conduct read-alouds (non-fiction) to students about standards posted below.

Unit 2 Essential Question: What are the processes that help shape the land?

Major Understandings:

2.1 E Rocks are composed of minerals. Only a few rock-forming minerals make up most of the rocks of Earth. Minerals are identified on the basis of physical properties such as streak, hardness, and reaction to acid.

2.1 G The dynamic processes that wear away Earth's surface include weathering and erosion.

2.1 C The rock at Earth's surface forms a nearly continuous shell around Earth called the lithosphere.

2.1 I Erosion is the transport of sediment. Gravity is the driving force behind erosion. Gravity can act directly or through agents such as moving water, wind, and glaciers.

2.1 H The process of weathering breaks down rocks to form sediment. Soil consists of sediment, organic material, water, and air.

2.2 A The interior of Earth is hot. Heat flow and movement of material within Earth cause sections of Earth's crust to move. This may result in earthquakes, volcanic eruption, and the creation of mountains and ocean basin.

2.2 C Folded, tilted, faulted, and displaced rock layers suggest past crustal movement

2.2 F Plates may collide, move apart, or slide past one another. Most volcanic activity and mountain building occur at the boundaries of these plates, often resulting in earthquakes.

1.2B Propose a model of a natural phenomenon

V. TECHNOLOGY



The Computer Lab is available to all teachers and their classes. Please coordinate with Mr. Mizuanti. Wireless mobile carts of laptops are also available for classroom use. We presently have one cart of iPads that is shared throughout the building on the second floor.



SkillsTutor is no longer available.



Common Sense Media: All classes have been educated in appropriate online behavior, including responsible use of social networking websites and cyber-bullying awareness. Common Sense Media is dedicated to helping kids thrive in a world of media and technology. Click on the link to visit: <https://www.commonsensemedia.org/>

C O **D E** Code.org: All classes are learning how to code. Students will learn to code through Hour of Code, a series of one-hour tutorials that teach the basics of coding and computer science.

Here's why learning to code is so important for children:

- **Coding drives innovation.** From self-driving cars to robot-assisted surgery to social media, computer science is revolutionizing every aspect of our lives. Coding is a fundamental skill that children need to learn so they can lead this movement.
- **Coding allows kids to be creative.** They can create projects that do really amazing things.
- **Coding builds confidence.** It is incredibly empowering for children to be able to create projects and show them off to family and friends.
- **Coding is best learned early.** Learning to code is similar to learning a second language. The earlier that children are exposed to fundamental topics like sequencing, loops, and conditionals, the more deeply they absorb these concepts.
- **Coding translates to success in other areas.** Learning to program supports learning in other areas, like math, reading, and science.



Kodable: All classes were issued a Kodable account for school and home usage. Students will learn the basics of computer programming in as little as 20 minutes a week. Kodable is great for teaching kids to think logically and learn to sequence or work through problems step by step. This sort of procedural literacy builds an appetite and background for later computer-programming learning. Kodable introduces kids to some of the logical steps and concepts needed in computer programming, with a game-like environment that is designed to grow with them from grades K through 5. The games are set in outer space, and students advance through the game learning programming concepts as they play. Skills start with sequencing and advance to loops, conditions, functions, and variables and into object-oriented programming concepts like properties and classes.

Grades 4 and 5 are using two new FREE Websites called Tagxedo and Wordle.

Tagxedo

What are Tagxedo and Wordle? Grades 4 and 5 will be using Tagxedo and Wordle to create President Word clouds.

Tagxedo Website: <http://www.tagxedo.com/>

Wordle Website: <http://www.wordle.net/>

Wordle™

Digital Footprints: All classes are being introduced to Digital Footprints. A digital footprint is the trail of information that people leave online or using other communication devices. Students will create their own digital footprint and then they will be displayed outside the Technology Lab on the bulletin board.

What can I do to protect my digital footprint (online reputation)?

1. Guard your privacy
2. Protect your reputation
3. Know that nothing is private online
4. Assume everyone is watching
5. Apply the "Golden Rule"



6. Watch the clock - In other words, don't live your whole life online, get out and do something!
7. Choose wisely - not everything online is good for you
8. Don't hide behind your screen name
9. Think about what you see - don't believe everything you see online
10. Be smart and safe!

ABC Mouse for Second Grade; ABC Mouse has now included a Second Grade Curriculum. All second graders have been issued an account for school and home use. Go to <https://www.abcmouse.com/> to check it out.



Historical Factbook Project: Students in Grade 4 will be working on a Historical Figure-Factbook Page". Students will choose a historical figure of their choice and used the computer lab to research and print. Stay tuned for March's bulletin board.

In grades 4-5 the students use wireless laptops in their classrooms for word processing, Internet research, PowerPoint presentations, math practice, and other technology applications.

Mathletics: All classes are using the new and exciting program Mathletics in the computer lab.



Pixie 4: All classes are using Pixie 4 to share ideas; use their imagination through a combination of text, original artwork, voice narration, and images. Creating with technology appeals to diverse learners, and encourages thinking, creativity, and communication skills. Classes will use Pixie 4 to create Valentine's Day Cards and

President Projects. If it is your preference that your students work on a skill, please let me know. Please encourage them to memorize their passwords to make the logging on process less arduous. If you would like to schedule a technology lab visit with your class, please coordinate with Mr. Mizutani. The technology lab is open and available period 1 (Mrs. Longardino's prep) and period 5 (my lunch hour). As a gentle reminder please supervise your students to make sure that they are respectful of the equipment and have them sit in the same seat. I am very careful making sure the technology lab stays new and fresh for our students. The equipment is very expensive and needs to be taken care of. All students are accountable and responsible for any broken equipment. Teachers and students are asked **not to print** in the computer lab since toner is scarce and must be saved for my classes.

Here is a list of classes who are scheduled to use the technology lab during 5th period (my lunch) Monday and Tuesday's are Open Periods

Class 331 Mrs. Eckert/Ms. Brown Wednesday's

Class 201 Mrs. Hyland Thursday's

Class 301 Mrs. Tolmie Friday's

For technical support, please call the DOE Help Desk at (718) 935-5100. Hours are Monday - Friday: 6 a.m. - 5 p.m. Visit: <http://www.iste.org/standards/iste-standards> for Technology Standards. Call **Kelly Longardino** at 2411 for any computer related questions or assistance.

VI. SOCIAL STUDIES

Units of Study in Social Studies- February 2017:

Classroom teachers, please continue on with unit 2 in your classroom instruction. Mr. Licata will have moved on to unit 3 by the beginning of February. After you have completed unit 2 in the classroom, Mr. Licata suggests moving on to unit 4. Classroom teachers should start unit 4 by the beginning of March.



Units of study for classroom teachers in February:

- Kindergarten: Unit 2 - Self and Others: Individual Development and Cultural Identity
- 1st Grade: Unit 2 - Families, Now and Long Ago
- 2nd Grade: Unit 2 - New York City Over Time
- 3rd Grade: Unit 2 - People's Republic of China; Case Study

Units of Study for the Social Studies Lab in February:

- Kindergarten: Unit 3 - Geography, People, and the Environment
- 1st Grade: Unit 3 - The Community
- 2nd Grade: Unit 3 - Urban, Suburban, and Rural Communities
- 3rd Grade: Egypt; Case Study

VII. NEWS FROM THE ESL LAB

Teaching Strategies for Classroom Teachers of ELLs by Judie Haynes

Learn key strategies classroom teachers must know to provide an effective learning environment for ELLs. These strategies are designed to help teachers meet the needs of all the students in their classes and to help make the mainstream classroom more inclusive for ELLs.

1. Provide comprehensible input for ELLs. Language is not "soaked up." The learner must understand the message that is conveyed. Comprehensible input is a hypothesis first proposed by Stephen Krashen. (Krashen, 1981). He proposes that ELLs acquire language by hearing and understanding messages that are slightly above their current English language level. When newcomers are assigned to a mainstream classroom and spend most of their day in this environment it is especially critical for them to receive comprehensible input from their teachers and classmates. If that teacher provides information by lecturing in the front of a classroom, the English language learner will not be receiving this input. Teachers need to speak more slowly, use gestures and body language to get across the meaning to ELLs.
2. Make lessons visual. Use visual representations of new vocabulary and use graphs, maps, photographs, drawings and charts to introduce new vocabulary and concepts. Tell a story about information in the textbook using visuals. Create semantic and story maps, graphic organizers to teach students how to organize information.
3. Link new information to prior knowledge. Teachers need to consider what schema ELL students bring to the classroom and to link instruction to the students' personal, cultural and world experiences. Teachers also need to know what their students do not know. They must understand how culture impacts learning in their classroom.

4. Determine key concepts for the unit and define language and content objects for each lesson. Teachers write the key concept for a unit of study in student-friendly language and post it in the room. New learning should be tied to this concept. Additionally, teachers should begin each lesson by writing a content objective on the board. At the end of the lesson, students should be asked if the objective was met. Classroom teachers also need to set language objectives for the ELLs in their class. A language objective might be to learn new vocabulary, find the nouns in a lesson, or apply a grammar rule.

Learn key strategies classroom teachers must know to provide an effective learning environment for ELLs. These strategies are designed to help teachers meet the needs of all the students in their classes and to help make the mainstream classroom more inclusive for ELLs.

5. Modify vocabulary instruction for ELLs. English language learners require direct instruction of new vocabulary. Teachers should also provide practice in pronouncing new words. ELLs need much more exposure to new terms, words, idioms, and phrases than do English fluent peers. Teachers need to tie new vocabulary words that occur in the text as well as those related to the subject matter. Word wall should be used at all grade levels.

6. Use cooperative learning strategies. Lecture style teaching excludes ELLs from the learning in a classroom. We don't want to relegate ELLs to the fringes of the classroom doing a separate lesson with a classroom aide or ESL teacher. Working in small groups is especially beneficial to ELLs who have an authentic reason to use academic vocabulary and real reasons to discuss key concepts. ELLs benefit from cooperative learning structures. Give students a job in a group. Monitor that they are participating.

7. Modify testing and homework for ELLs. Content area homework and assessments needs to be differentiated for ELLs. Teachers should allow alternative types of assessment: oral, drawings, physical response (e.g., act-it-out), and manipulatives as well as modification to the test. Homework and assessment should be directly linked to classroom instruction and students should be provided with study guides so that they know what to study. Remember that the ELLs in your class may not be able to take notes.

VIII. FROM THE ART STUDIO:

February Units of Study in Art:

Pre-K & Kindergarten: Students will explore the illustrations of A Snowy Day by Ezra Jack Keats, and create a winter-landscape drawing that demonstrates attention to shape, detail, color and composition. Coloring will be modeled and students will use visual rubrics to self-evaluate their coloring skills.



Grade 1: Students will explore the illustrations of A Snowy Day, by Ezra Jack Keats, and create a winter-landscape drawing that demonstrates attention to shape, detail, color, overlapping, and composition. Coloring will be modeled and students will use visual rubrics to

self-evaluate their coloring skills.

Grade 2: Read Me and Uncle Romie, by Claire Hartfield. Introduce the collage/photo-montage technique, which is seen in the work of Romare Bearden. View and discuss The Block, by Romare Bearden. Explore city landmarks, and details typical for New York City. Create a large group collage of New York City that focuses on attention to detail, observation skill and color theory. rubrics will be used for self-evaluation.

Grade 3: Read Me and Uncle Romie by Claire Hartfield. Introduce the collage/photo-montage technique, which is seen in the work of Romare Bearden. View and discuss The Block, by Romare Bearden. Explore city landmarks, and details typical for New York City. Create a large group collage of New York City that focuses on attention to detail, observation skill and color theory. Rubrics will be used for self-evaluation.

Grade 4: View and discuss various prints from the history of Abstract Expressionism. Discuss how the Elements of Art and Design can be applied to communicate emotion. Create an abstract expressionistic painting that demonstrates attention to unity, overlapping, composition, and expression. Small group critiques will be held at a regular basis.

Grade 5: View and discuss various prints from the history of Abstract Expressionism. Discuss how the Elements of Art and Design can be applied to communicate emotion. Create an abstract expressionistic painting that demonstrates attention to unity, overlapping, composition, and expression. Small group critiques will be held at a regular basis. Individual and class critiques as well as self-evaluation will be implemented on a regular basis. Introduce new art vocabulary. For extra credit students may research one abstract expressionist.

IX. PHYSICAL EDUCATION

Kindergarten - 2nd Grade Introduction to Warm-ups and Instant Activity Movements; Locomotor Movement Review and Practice reinforcing skills; introduce new moves (sprints, rolls, balance, leaps, etc.); Fitnessgram height and weight assessments; Introduction to dribble with Feet. Foot Dribbling games using partners and teamwork.



3rd Grade Review Fitness Warm-ups and Instant Activity Movements; Review all movement skills; Fitness Fun: Practice Basic fitness components through station games and activities MID-YEAR EXERCISE ASSESSMENTS; Catching and Throwing Skills Practice.

4th-5th Grades Reviewing Fitness Warm-ups and Instant Activity Movements; Practice and Review Catching and Throwing skills (Flag Football); Fitnessgram height and weight assessments; Fitnessgram Assessments: PACER (Progressive Aerobic Cardio Endurance Run), Push-ups, and Curl-ups).

X. FROM YOUR UFT CHAPTER CHAIR

Please deliver any concerns you have for the UFT Consultation Committee to either **Jonathan Licata, JoAnn Rush, Rachel Holt, or Linda Tolmie**. All concerns must be brought to the Consultation Committee's attention before the agenda is finalized, 24 hours before the meeting, or else the concern(s) have to be put aside for the following month's meeting.

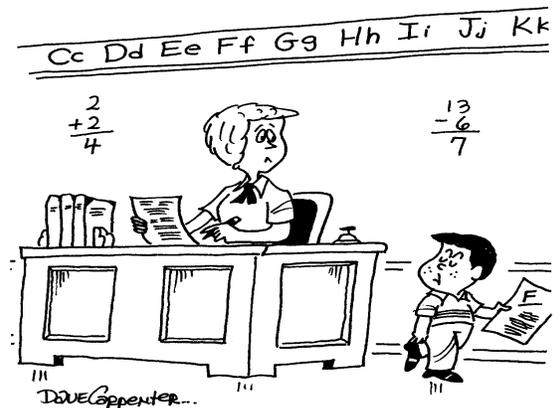
XI. FROM THE NURSE'S OFFICE

Please make it a regular practice to inform Nurse **Tanya Maycock** one week in advance of all school trips. She will arrange for a nurse to accompany the students who are not self-directed with their medication.



XII. ADMINISTRATIVE

- **Religious observances** - Wherever possible, teachers are asked to *consider* taking partial day absences to attend religious services in the morning or evening.
- **Field Trips** - In order to take part in field trips, teachers are required to submit lesson plans ahead of time indicating how they plan to integrate the learning from the trip into their lessons. Field Trips are excellent learning opportunities which need to be planned strategically.
- **Sub Plans** - All teachers need to update their sub plans (including materials and activities) for scheduled and unscheduled absences. These plans enable the substitute teacher to work effectively with your students and are critical to sustaining continuity of instruction. Please see **Mrs. Belcher** about your sub plans.
- **Discipline Policy** - Be sure to use the language that is used in the Discipline Policy when talking with parents/guardians. When a child is violating a rule, please refer to the Discipline Policy. Also, please familiarize yourself with the Chancellor's Regulations. Additional copies are in the Main Office.
- **Lunch Detentions** - For students whom you would like to give a consequence for certain misbehaviors by isolating them from their classmates during lunchtime, please seek approval in writing ahead of time from either **Mark Dempsey** or **Andrea Belcher**. Typically though, lunch detentions are reserved for those students who do not manage themselves well in a less structured lunchtime environment. There are no permanent lunch detentions.
- **Building Security** - Every member of the staff is vitally involved in the task of assuring the safety and welfare of our children. Please be vigilant about not letting any parents enter the building during dismissal through any entrance/exit besides door #1, our Main Entrance. Let the parents know that they should enter through the Main Entrance for their child's safety.
- **Child in Crisis** - If you encounter a child in crisis, i.e., a child who may be at risk of injuring themselves, another student, or an adult, please contact either the Main Office at ext. 0 or the Safety Agent at ext. 1000 immediately. Help is on the way!



"I think you should know I no longer have a crush on you."

- **Discipline Procedures** - Classroom management is the primary role of the classroom teacher with support from administration. In order to deal effectively with those students who are not following classroom rules and procedures, the following measures should be adhered to in the order listed:
 1. Keep an anecdotal record of the student's behavior.
 2. Speak privately to the student about behavior.
 3. Develop a Behavior Modification Plan with the student.
 4. Inform the principal or assistant principal via a written note or email message.
 5. Make a Behavior Contract with the student's parent by phone or note.
 6. Schedule a formal Parent Conference, particularly during Parent Engagement Time.
 7. Request that the principal and assistant principal make a home visit.
 8. Fill out the Pre-Referral form for the School Assessment Team.
 Remember that in completing any form, the more specific, impartial, and detailed your information is, the more effective the results will be.

DATES TO REMEMBER:

Jan 28, Saturday Lunar New Year! (Year of the Rooster)
Jan 30, Monday Marvelous Monday PD #15 2:20-3:30pm
Jan 31, Tuesday Mighty Milers @ 7:15am
 Field Trip: 2nd Grade to 92nd Street Y

FEBRUARY 2017:

Feb 1, Wednesday School Band Rehearsal @ 2:20pm
Feb 2, Thursday Ground Hog Day
 Mighty Milers @ 7:15am
 School Band Rehearsal @ 2:20pm
Feb 3, Friday Submission deadline for the D-29 History Fair essays
 Pre-K ECERS Review
 Senior Cap & Gown Measurements
 District Meeting in School Library 9:30-11am
Feb 6, Monday Updated Bulletin Boards
 One-page Writer-of-the-Month selections due
 Target Date for submitting D-29 History Fair essays to Administration
 Pupil Personnel Team Meeting
 Marvelous Monday PD #15
Feb 7, Tuesday Mighty Milers @ 7:15am
 School Leadership Team Meeting @ 3:20pm
Feb 8, Wednesday Safety Meeting @ 8:15am
 Class 491 Field Trip to Al Oerter Recreation Ctr (Volleyball Tourney)
 School Band Rehearsal @ 2:20pm
Feb 9, Thursday (SNOW DAY - SCHOOL CLOSED)
 Mighty Milers @ 7:15am
 School Band Rehearsal @ 2:20pm
 PTA Meeting @ 6pm
Feb 11, Saturday D-29 History Fair @ P.S. 360Q

Feb 13, Monday Marvelous Monday PD #16
MoSL Committee Meeting

Feb 14, Tuesday Happy Valentine's Day!
Mighty Milers @ 7:15am
Target Date for submitting Winter Recess Work Packets
for review and photocopying

Feb 15, Wednesday Go Noodle Dance Off Competition (PK & K, 2nd)
School Band Rehearsal @ 2:20pm (canceled)
Principal Support Network Meeting 3-6pm @ P.S. 95

Feb 16, Thursday Mighty Milers @ 7:15am
Go Noodle Dance Off Competition (4th, 3rd)
Birthday-with-the-Principal @ 1:30pm in the MPR
School Band Rehearsal @ 2:20pm
D-29 Mentor Meeting in Gymnasium 4-6pm
PTA Meeting (re-scheduled) @ 6pm in Gymnasium
CDEC District 29 Meeting @ 6:45pm at 95Q

Feb 20-24 Winter Recess

Feb 27, Monday School Implementation Team Meeting @ 8:15am
Marvelous Monday PD #17

Feb 28, Tuesday Mighty Milers @ 7:15am
4TH Grade Assessment (50 students) - NAEP (National Assessment of
Educational Progress) in Room 410
President's Council District 29 Meeting at I.S 59Q @ 7:00pm

MARCH 2017:

Mar 1, Wednesday School Band Rehearsal @ 2:20pm
Teacher Leadership Meeting 4-7pm

Mar 2, Thursday Dr. Seuss' Birthday (Read Across America Day)
School Band Rehearsal @ 2:20pm
District 29 Mentor Leaders Meeting 4-7pm

Mar 3, Friday District Office Meeting in the School Library 9:30-11am

Mar 4, Saturday Saturday Academy launches! 8:30-11am

Mar 6, Monday Pupil Personnel Team Meeting @ 8:15am
Marvelous Monday #18

Mar 7, Tuesday Mighty Milers @ 7:15am
Parent Engagement

Mar 8, Wednesday Dancing Classrooms visit @ 9:20am + Teacher Orientation @ 10am
School Band Rehearsal @ 2:20pm

Mar 9, Thursday Mighty Milers @ 7:15am
School Band Rehearsal (CANCELED)
Parent-Teacher Conferences 12:30-2:30pm & 4:30-7:30pm

Mar 10, Friday

Mar 11, Saturday Saturday Academy-Session #2 8:30-11am

Mar 13, Monday School Implementation Team Meeting @ 8:15am
Marvelous Monday #19

Mar 14, Tuesday Mighty Milers @ 7:15am

Dancing Classrooms - Session #1
 School Leadership Team Meeting @ 3:20pm
Mar 15, Wednesday Safety Meeting @ 8:15am
 Picture Day (Kindergarten Graduates)
Mar 16, Thursday School Band Rehearsal @ 2:20pm
 Mighty Milers @ 7:15am Leadership Meeting
 CPR Training (Code Blue Team) 8am-2pm
 District Leadership Meeting
 School Band Rehearsal @ 2:20pm
 March PTA Meeting @ 6pm
March 17, Friday St. Patrick's Day
 Dancing Classrooms - Session #2
 Breakfast-with-the-Principal 8:30-9:15am
 Parent-Teacher Conference Tabulating Forms due
Mar 18, Saturday Saturday Academy-Session #3 8:30-11am
Mar 20, Monday Pupil Personnel Team Meeting @ 8:15am
 Mr. Rogers' Birthday "Won't you be my neighbor?"
 Marvelous Monday #20
Mar 21, Tuesday Mighty Milers @ 7:15am
 Dancing Classrooms - Session #3
Mar 22, Wednesday School Band Rehearsal @ 2:20pm
Mar 23, Thursday Mighty Milers @ 7:15am
 Principal Conference Meeting @ I.S. 59 8:30am-1pm
 School Band Rehearsal @ 2:20pm
 CDEC Meeting @ P.S. 52 @ 6:45pm
Mar 24, Friday Dancing Classrooms - Session #4
Mar 25, Saturday Saturday Academy-Session #4 8:30-11am
Mar 27, Monday School Implementation Team Meeting @ 8:15am
 Marvelous Monday #21
Mar 28, Tuesday Mighty Milers @ 7:15am
 ELA Exam (Day 1)
Mar 29, Wednesday ELA Exam (Day 2)
 School Band Rehearsal @ 2:20pm
Mar 30, Thursday Mighty Milers @ 7:15am
 ELA Exam (Day 3)
 Birthday-with-the-Principal @ 1:30pm in the MPR
 School Band Rehearsal @ 2:20pm
Mar 31, Friday Dancing Classrooms - Session #5
 Friday Clubs-Cycle I-launches!