REPERTORY COMPANY
HIGH SCHOOL FOR THEATRE ARTS

Repertorycompanyhs.org

Michael Fram, Principal

FACULTY / STAFF HANDBOOK

Quick Reference

This page serves as a quick reference page regarding common questions that arise.

1. Where do I get classroom and bathroom keys and classroom supplies from?

You can obtain keys from Ms. Dell in the AP office. You can obtain supplies from Ms. Nevarez in the main office by completing a Supply Request Form.

2. How do I request the use of technological equipment?

All teachers are assigned a school laptop that they must take responsibility for its security and use. Any additional request for equipment is through Ms. Dell using the Equipment Loan Form.

3. How do I know if school has been closed or delayed due to weather conditions?

In the event of stormy weather conditions, the Chancellor will make the decision whether to close or delay the opening of schools. In addition to television and radio broadcasts, the quickest way to find out about delays or closures is by following the @nycschools Twitter feed, or visiting http://www.schools.nyc.gov.

4. How do I get reimbursed for travel expenses?

If you plan to attend a conference where you need to pay for parking, see the Principal prior to attending the conference in order to get approval and proper instructions about getting reimbursed. There is also special paper work for coverages and attendance at meetings.

5. How do I get coverage for a meeting?

All requests to attend meetings will be through the direction or support of the Principal and/or Assistant Principals. There are special payroll forms and inside coverage arrangements that must be made 24 hours in advance of the scheduled meeting.

6. May I take my students on field trips?

All field trips must be educational in nature and approved by administration in advance. The appropriate paperwork must be filed. See administration for details.

Repertory Company High School Table of Organization

STAFF DIRECTORY
2025-2026

Staff Name	Room Assignment	Title	Phone Ext.
Adams, Kimberly	303	English	3031
Bance, Erika	307	Dance	3071
Bell, Malik		Special Education	
Cabinte, Esther	208	Mathematics	2081
Caramanica, Marisa		Special Education	
Connell, Safiya		Special Education/Theatre	
Dell, Kayann	AP Office (220)	Assistant Principal/Math	2212
Kozlowski, Kathleen		Special Education	
Fram, Michael	Principal's Office/219	Principal	2192
Finney, Madison	SPACE	Theatre	3021
Giff, James	207B/208	Mathematics	2081
Hobot, Nicole	219A	Secretary	2191
Huang, Richard	Nurse's Office	School Nurse	4012
Iannacone, Christina	306	Social Studies	3061
Idy, Joan	Guidance Office/ 201	Guidance Counselor – 9th -11th	2012
McIntosh, Robert	206/SPACE	Theatre	2061
Nelson, Charisse	305/LAB	Science – Biology	3051
Nevarez, Deborah	Main Office (218)	Parent Coordinator	2181
Quinn, George	401/LAB	Science – Chemistry	4011
Rosa, Tiffany	207B	Special Education	
Schaefer, Eric	305	Science – Earth Science	3051
Tallon, Tony	304	English	3041
Ureña Santelise, Katherine	301	Spanish	3011
Venable, Melissa	Guidance Office/201	Guidance Counselor – 12th	2011
Weissman, Ian	306	Social Studies	3061
Wong, Stacey	206	Music	2061
Wright, Janice	Guidance Office/201	Social Worker	2082
Ms. Francis & Ms. Harewood	Front desk	SSA	1000

REPERTORY COMPANY
HIGH SCHOOL FOR THEATRE ARTS

OUR MISSION:

To offer post-secondary access and opportunities for all of our students through a robust performing arts and academic program that emphasizes belonging, creativity, higher-order thinking and self-reflection.

OUR VISION:

Our goal is to inspire our students to think for themselves, and to form opinions based on conviction, research, and knowledge. We believe that we are not simply preparing our students for an "outside world" that is beyond their control, and asking them to change in order to fit in. Rather, we are preparing them to positively impact that world as conscientious citizens. We believe that students learn best when they are challenged, listened to, valued and guided towards the discovery of their own truth. We utilize our small size and hands-on approach to get to know students on a personal level and target our teaching to their strengths and needs. We believe it behooves us to capitalize on the cultural, ethnic, racial and socioeconomic diversity within our community, and we push students and staff alike towards the inter-cultural competency that will broaden their experience as learners, citizens and human beings.

CULTURE CONTRACT:

REPERTORY COMPANY HIGH SCHOOL FOR THEATRE ARTS

CULTURE CONTRACT



As a Repertory community we strive to embody the following social and emotional skills

SELF-AWARENESS

Identifying emotions, accurate self-perception, recognizing strengths, self-confidence, and self-efficacy

- *I will name my emotions accurately and specifically in order to better communicate my needs*
- *I will remain aware of my strengths and use them to contribute to my environment*
- *I will acknowledge my limitations and seek appropriate opportunities for growth*

SELF-MANAGEMENT

Impulse control, stress management, self-discipline, self-motivation, goal setting, and organization skills

- *I will find my place within a room, and not expect the room to fit around me*
- *I will work to strengthen my social and emotional areas of growth*
- *I will consciously acknowledge my stressors, control my impulses & seek out help or a quiet space when I can't*

SOCIAL AWARENESS

Perspective-taking, empathy, appreciation diversity, and respect for others

- *I will speak to students and adults in a way that demonstrates an assumption of mutual respect*
- *I will accept the ideas of my colleagues and teachers, saying "yes, and.." to contribute my thoughts*
- *I will invest in others' thinking and learning, ask questions, seek resources and remain curious*

RELATIONSHIP SKILLS

Communication, social engagement, relationship building, and teamwork

- *I will communicate constructively and listen to understand rather than to respond*
- *I will support my classmates in their academic, artistic and social pursuits*
- *I will stay engaged with the Repertory community whether that is in a club, organization or a group of friends*

RESPONSIBLE DECISION-MAKING

Identifying problems, analyzing situations, solving problems, evaluating, reflecting and ethical responsibility

- *I will own the decisions that I make regardless of others' actions or involvement*
- *I will consider all the relevant variables when dealing with a conflict*
- *I will reflect on my prior decisions and use them to inform my future ones*

Instructional Matters



Section 1

CHARACTERISTICS OF GOOD TEACHING

Danielson Framework

The Danielson Framework for Teaching rubric serves as the foundation for the ratings teachers receive in their official observations. It is the foundation of the 60% of a teacher's rating under the ADVANCE teacher evaluation system. The rubric can be found on the Employee Infohub at http://infohub.nyced.org. The following are Danielson-aligned descriptions of effective teaching, quoted from **Teaching for the 21st Century: Guidelines for Annual Performance Review Including School-Based Professional Development for New York City Public School Teachers**.

Demonstrates Classroom Management Skills

Teacher has an organized approach to classroom learning, effective classroom management skills, and is able to pace the curriculum. Teacher sets appropriate behavioral standards and enforces them consistently.

Engages Students in Learning

Teacher motivates students to be continually engaged in learning activities. Teacher has knowledge of child development and corresponding age characteristics and needs. Teacher is responsive to individual student learning styles, knowledgeable about varied instructional strategies and materials, and makes appropriate decisions about how to use them. Teacher relates the curriculum to the appropriate learning context. Teacher strives to meet the needs and abilities of the classroom student population.

Encourages Parent Involvement

Teacher is sensitive to and respects the diversity of parents' native languages and cultures. Teacher is pro-active in reaching out to communicate with parents and involve them in classroom and school-wide activities as well as other forms of parent involvement. Teacher has awareness of and sensitivity to students' family circumstances.

Supports an Atmosphere of Mutual Respect

Teacher sets a good example for students: punctual, courteous, concerned about others, and so on. Teacher respects each student as an individual and encourages mutual respect in the classroom. Teacher listens and pays attention to what students are saying; respects individual learning styles as well as cultural diversity, language differences, and disabling conditions.

Fosters Professional Collegiality

Teacher respects other teachers' styles of teaching and has a collegial approach to working with school staff and community, sharing effective practices, engaging in problem-solving and similar activities.

Maintains an Ongoing Commitment to Learning

Teacher stays current with educational research and trends in subject areas. Teacher is open to learning new approaches and techniques and share information with colleagues. Teacher has enthusiasm for learning and is able to reflect and grow as a professional. Teacher makes use of community and other outside resources both for student growth and own professional growth.

Possesses Knowledge of Subject Matter

Teacher has command of subject matter and uses appropriate instructional materials. Teacher is able to present information in a clear and effective manner.

Promotes Positive Student Learning Outcomes

Teacher has high expectations for all students. Teacher recognizes and develops instructional strategies appropriate for individual student learning styles, language proficiency, cultural background, and disabling conditions. Teacher regularly assess student learning and adjust instruction according to evidence of student growth. Teacher strives to realize educational goals set for students.

Recognizes the Importance of Students' Diverse Cultural Backgrounds

Teacher respects and supports differences among students' languages and cultural backgrounds and encourages mutual respect in the classroom. Teacher integrates curricula, instructional strategies, assessment, and support services with appropriate language and cultural contexts. Teacher acknowledges the importance of students' diverse cultural backgrounds in all aspects of classroom teaching.

Responds to Different Student Learning Behaviors

Teacher shows flexibility and has the ability to adapt to different modes of students learning. Teacher facilitates students' progress in acquiring their own knowledge and developing their own thinking skills. Teacher shows creativity and imagination; challenges and encourages students to explore and build on their knowledge. Teacher is innovative, willing to experiment and take risks.

Supports an Atmosphere of Mutual Respect

Teacher sets a good example for students: punctual, courteous, concerned about others, and so on. Teacher respects each student as an individual and encourages mutual respect in the classroom. Teacher listens and pays attention to what students are saying; respects individual learning styles as well as cultural diversity, language differences, and disabling conditions.

LESSON PLANNING, THE LESSON PLAN, AND THE LESSON

Every lesson should be measured by one primary criterion and that is, whether learning has taken place. All other issues are secondary. As educators, we must have a clear idea of what our goals are for each lesson, and we must have some way of determining whether those goals have been achieved. At the conclusion of a lesson, students should be able to explain what they learned by what they say or what they write, and accordingly, your lesson plan must provide the opportunity for widespread student participation in the lesson.

Measuring teacher success, that is, whether learning has taken place, can be accomplished in many ways. It can be assessed through classroom dialogue, classroom exercises, homework, labs, presentations, projects, quizzes, etc. The teacher must engage students in the learning process to obtain effective results. Often times, class-work leads to the completion of a project or exhibition. It is necessary that the teacher have a clear understanding of the skills students will need in order to accomplish the goals of the project and that the teacher designs the curriculum for students to meet these goals. Lessons should be viewed as part of the curriculum that leads to students completing projects with clearly outlined goals.

Learning is an active process, not a passive one. If one considers what is involved in teaching a child to ride a bicycle, it is obvious that no lengthy discussion of the theory of bicycle riding will enable a youngster to ride a bike. Lengthy talks, slow motion movies, elaborate charts, mathematical models, and a host of other "explanatory" devices cannot substitute for the child mounting the bicycle and attempting to ride. The teacher must be supportive, encouraging, and helpful, but in the end the student must do it themselves. The child must demonstrate the ability to ride. Likewise, each lesson should involve students and they should be active in the process of solving a problem. Fundamentally, the characteristics for a good lesson involve the following:

1. There should be a clear purpose or intention for the lesson. The purpose can be found in the learning intention and the standard instructional objectives. In most instances, the intention should be in the form of a question or a problem and, when appropriate, should be elicited from the students.

2. The lesson should require the active involvement of all students in the solution of the problem or the answering of the question posed in the intention.

3. The lesson must align with the Standards and the Standard(s) being taught should be reflected in the lesson plan. Students should be able to identify the Standard(s) being taught and some type of benchmark to measure their success.
4. A pattern of interaction between the teacher and students and among students themselves must exist. The dialogue or interaction provides a basis for the teacher to judge the effectiveness of the development of the lesson. The absence of any interaction is an indication that little learning is taking place.

5. The main points of the lesson are summarized through a variety of methods. This summary serves to focus the students on the educational outcomes of the lesson.
6. Students should demonstrate understanding. The evaluation can be made in many ways. Students can show that they can solve a particular problem, demonstrate a certain skill or write in an appropriate genre. The teacher should be assessing this progress throughout the lesson. Monitoring and assessing all students' level of understanding is important data for the teacher to gauge their lesson direction.

In the end, the basic characteristic of a good lesson is student involvement. One common criticism of a poor lesson is that it is "teacher dominated." A teacher-dominated lesson is poor because it minimizes the involvement of the students and therefore minimizes the chances that learning will take place.

Instructional Principles

Below are frameworks for lesson/unit design that our teachers utilize in order to plan effective lessons and units.

THE GRADUAL RELEASE OF RESPONSIBILITY MODEL OVERVIEW

From **http://www.teachthought.com/pedagogy/the-gradual-release-of-responsibility-model-in-6-simple-words/**

The gradual release of responsibility model in the classroom is probably something you use all the time without noticing it.

Showing an example of a math theorem or textual analysis on the board or playing a visual example from a short YouTube video, then asking the students to try to do the same on their own. Coaches do it all the time on the field, showing techniques, then verbally guiding techniques, before releasing the players to try it on their own.

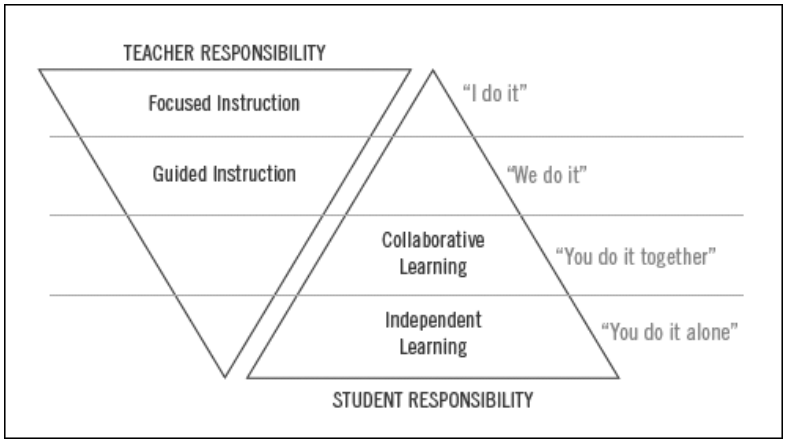
In the classroom, this model can help frame a unit–towards the beginning of the unit, there is a focus on exemplars and modeling, and towards the end a focus on individual performance.

It can work on a daily basis too–a lesson or activity structured in a way that moves from teacher (or expert)-centered to student-centered.

It can also be used for assessment–give an example, remove some of that support in "part B," and in "Part C they're entirely on their own to show you what they understand.

The gradual release of responsibility model is one of the oldest ideas in learning, and sometimes, with all of the hubbub about the latest trends, tools, and world-beating "research-based strategies" swimming around your head, it can help to get back to the basics of teaching and learning in 6 simple words.

Show me, help me, let me



DEPTH OF KNOWLEDGE (DOK)

Depth of Knowledge is the degree of depth or complexity of knowledge standards and assessments require; this criterion is met if the assessment is as demanding cognitively as the expectations standards are set for students.

DOK is **NOT**.....

- about Verbs - Verbs are not always used appropriately.
- about "difficulty" - It is not about the student or level of difficulty for the student - it requires looking at the assessment item not student work in order to determine the level. DOK is about the item/standard - not the student.

DOK is....

- about what FOLLOWS the verb. What comes after the verb is more important than the verb itself.
- about the complexity of mental processing that must occur to answer a question.
- Descriptive, not a taxonomy
- Focused on how deeply the student has to know the content in order to respond.

There are four levels of DOK...

DOK 1: (recall) *Recall* - Recall or recognition of a fact, information, concept, or procedure..

Webb's DOK 1 aspects :

- Identify Who , What, When, Where, Why
- Recall facts, terms, concepts, trends, generalizations and theories
- Recall elements and details of story structure such as sequence of events, character, plot and setting
- Use a variety of tools
- Recognize or identify specific information contained in graphics
- Define
- Describe
- Identify purposes
- Label
- Measure
- Illustrate
- Repeat, quote, recite, name, tell, match, state, use

DOK 2: (skill/concept) *Basic application of Skills and Concepts* - Use of information, conceptual knowledge, following or selecting appropriate procedures, two or more steps with decision points along the way, routine problems, organizing/displaying data.

Webb's DOK 2 aspects :

- Graph
- Classify, Organize, Categorize, Construct
- Separate
- Cause/Effect
- Estimate, Compare, Observe, Interpret, Distinguish, Show, Infer
- Relate
- Use Context Clues
- Describe how or why
- Give an example

- Solve multi-step problems (A two step problem is not automatically a DOK 2 if the steps require only rote or mechanical knowledge or skills)

DOK 3: (strategic thinking) *Strategic Thinking* - Requires reasoning, developing a plan or sequence of steps to approach a problem; requires some decision making and justification; abstract and complex; often having more than one possible answer.

Webb's DOK 3 aspects:

- Revise, critique, formulate, draw conclusions
- Investigate, construct
- Hypothesize
- Cite Evidence
- Assess
- Make and support decisions
- Recognize and explain misconceptions

DOK 4: (extended thinking) *Extended Thinking* - An investigation or application to real work; requires time to research, think, and process multiple conditions of the problem or task non-routine manipulations, across disciplines/content areas/multiple sources, requires complex reasoning, planning, developing most usually over an extended period of time.

Webb's DOK 4 aspects:

- Design
- Synthesize
- Critique
- Analyze
- Create
- Prove
- Apply and adapt information to real-world situations
- Complex reasoning with planning, investigating or developing a product that will most likely
- require an extended period of time-must require applying significant conceptual understanding and higher-order thinking

Why is DOK important?

Teachers can no longer rely solely on ***"tell-me-what-I told-you"*** assessments; new assessments must be created requiring students to demonstrate and apply what they have learned.

Should DOK change the way I teach?

Instruction, assignments, and classroom assessment must incorporate the same expectations. DOK levels for a targeted objective must mirror the DOK level for the assessment.

Teachers need to examine if their required student work and activities are keeping students engaged in activity or engaged in learning. Not all activities help students learn.

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. The following is a brief outline of the process:

Step 1: The goals and outcomes are identified first by asking what students know, understand and be able to do as a result of learning. Teachers are expected to utilize the NYS and Commong Core 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.

Step 2: 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 teaks 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.

SYLLABUS AND CURRICULUM MAP SUBMISSION EXPECTATIONS

Syllabi for all courses must be submitted into a shared folder by the opening PD days in September. Syllabi should adhere to the Syllabus Expectations listed on the Rep Staff Google Classroom page.

Curriculum Maps and Unit Plans should be submitted into a shared folder by October 31st of each school year. Curriculum Maps and Unit Plans should adhere to the Curriculum Map Expectations listed on the Rep Staff Google Classroom page.

Types of Assessment

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 examples: Within a social studies unit on the causes of WWI, a sample essay before beginning a section on essay writing about the causes or a survey of fractions within a unit of probability	Gives information about what students know and are able to do before you deliver instruction on a particular subject	• Pretests • Surveys • K-W-L Charts • Exit Card • Journal entry
Formative Assessment	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.	• Informal observations • Conferences • 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 student's 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.	Project Performance Exam

Data Collection Glossary of Terms:

Formative Assessments: see above
Diagnostic Exams: see above
Summative Assessments: see above
Content Mastery: achievement of 80% on a quiz or test regarding a particular subject area
Student Progress Charts: charts that are kept in individual student binders that track their content mastery and progress
Individual Monitoring Plans: the road map designed and kept by the teacher to get students to master their areas of need through remediation, differentiation, etc.

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

Repertory values students on all performance levels and believe that students must work collaboratively towards our goal of High School graduation and college admission. 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: diagram, 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 other 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 person 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 student 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

Students With Special Needs

All teachers will have access to SESIS in order to review the IEP of their students. 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 member. The school has a Pupil Personnel Committee. This committee meets regularly to discuss appropriate academic and social interventions 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 personnel committee for further investigation. Parent's concerns should also be addressed through the committee procedure.

Differentiation

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 the 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 naturally respond 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 experience.

2. Interest: each student enters the classroom with a set of interest that can be used to hook him/her into 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

QUESTIONING/DISCUSSION TECHNIQUES

Questioning is at the heart of successful teaching. This material has been prepared with two purposes in mind:

To help identify stimulating and productive questioning techniques and alert the teacher on how to avoid typical questioning mistakes.
To help experienced teachers improve their questioning and assist new teachers in developing their art.

Questions Should be Planned

The teacher should plan five to seven key or pivotal questions before the lesson. These ready reference questions are used in combination with questions which are framed in response to what the students say and do.

Characteristics of Pivotal Questions

a. They should be simple and direct so as to elicit, with an economy of time, information and ideas required to develop the aim.
b. They should be directed to elicit broad answers, not a mere recital of factual information.
c. They should be asked in an order that coincides with the development of the aim.
d. They should produce discussion (open ended).
e. They should stimulate critical thinking.
f. They should challenge the students and yet not be above the level of the class.
g. They should be adapted to meet the needs of the students in the class.

Examples of Pivotal Questions

a. The temperature was identical on Monday and on Tuesday. How do you account for the fact that we felt warmer on Monday?
b. How does a bookkeeper prove the amount of cash on hand at any time?
c. Explain what determines the effect of geometric design arrangement.
d. How is it possible for all of the groups of organs to fit into the human body?
e. If we know the measure on an angle, how can we find its supplement?

To say, “Arnold, why is President Clinton right or wrong in..?” really rules out the rest of the class from feeling responsible for the answer. The preferred pattern, therefore, is for the teacher to ask the question, pause briefly, and then call on either a volunteer or non-volunteer.

Limit Fact Questions in Favor of Thought Questions

The number of factual questions can be minimized by including the fact into the question and asking for an explanation based upon these facts. This technique eliminates the need for “teeth pulling.” Thus, rather than asking, “What is credit?” “What is an installment cost?” the teacher can get to the main point by asking, “Why are credit cards said to be helpful?” “Why are credit cards said to be harmful?”

Questions Should be Distributed Among Volunteers and Non-Volunteers

Over reliance on a few vocal students allows non-participants to avoid involvement in the discussion. Non-volunteers should not be overlooked. Everyone should be called upon at least once

to answer a question. In addition, the "non-volunteers" aspect of questioning adds suspense to the process.

Questions and Answers Should Not Be Repeated

The routine repeating of a clear question or answer encourages inattention and lessens the value of a student's response. The exceptions to the rule of non-repetition are: asking another student to repeat an answer for emphasis, i.e., "How would you express the same idea, Mary?" or "Will you repeat the last answer so we can all appreciate its meaning?" and "This was an excellent answer," or "Your answer was excellent, Tom." "Would you mind repeating it?"

The Discussion Format Should Involve Pupil Socialization

The teacher should strive for sustained responses. Rather than accepting the first answer, the "arrow of recitation" should move from teacher to pupil to pupil to pupil to teacher. To achieve this pattern or response, the following questioning strategies should be employed:

a. Would those who disagree care to comment now?
b. Why do you think..?
c. What is the definition..?
d. How can we correct this statement?
e. Let's consider Fred's answer.
f. Which answer is most convincing?
g. What additional facts do we have to know?
h. Why do you agree or disagree with…

In addition, the teacher can achieve results by using the following tactics:

a. Acting as the "devil's advocate" to present the views of the other side.
b. Tying up the facts with an emphasis on how it affects the students' personal lives.

Questions should be Specific. Include questions that require thought and extended answers (use the words: why, how, summarize).

Lesson Planning Templates

The lesson plan templates below have been developed in consultation with our teachers, and reflect our instructional vision and focus areas defined above. While no particular lesson planning template can be required, the below templates will assist teachers in planning lessons that meet instructional expectations.

INSTRUCTOR:	**COURSE:**	**UNIT:** **LESSON __ of __**	**DATE:**
Essential Question:			
Standards:			
Criteria For Success: DOK 1 (What I'll know): DOK 2 (What I'll do): DOK 3: (What I'll create):			

• I Do • We Do • You Do Coll. • You Do Ind.					• **TD** • **Metacog.** • **Synthesis** • **C4U** • **SEL**
• I Do • We Do • You Do Coll. • You Do Ind.					• **TD** • **Metacog.** • **Synthesis** • **C4U** • **SEL**
• I Do • We Do • You Do Coll. • You Do Ind.					• **TD** • **Metacog.** • **Synthesis** • **C4U** • **SEL**
• I Do	• We Do	• You Do Coll.	• You Do Coll.	• You Do Ind.	• **TD** • **Metacog.** • **Synthesis** • **C4U** • **SEL**

INSTRUCTOR:	**COURSE:**	**UNIT:** **LESSON __ of __**	**DATE:**
Essential Question:			
Standards:			
Criteria For Success: DOK 1 (What I'll know): DOK 2 (What I'll do): DOK 3: (What I'll create):			
Targeted Differentiation Techniques:	**Metacognitive moment(s):**	**Synthesis moment(s):**	
SEL:	**Formative Assessments/Checks for Understanding:**		

• I Do • We Do • You Do Coll. • You Do Ind.			
• I Do • We Do • You Do Coll. • You Do Ind.			
• I Do • We Do • You Do Coll. • You Do Ind.			
• I Do	• You Do Coll.	• You Do Coll.	• You Do Ind.

INSTRUCTOR:	COURSE:	UNIT: LESSON __ of __	DATE:
Essential Question for Unit:			
Aim Question/Statement:			
Standard:			
Assessment for Standard			

Goal and Activating Prior Knowledge • I Do • We Do • You Do Coll. • You Do Ind.	Agenda for Today/Supplies Needed	Do Now/QOTD and/or WIK/WINK the Aim	• **TD** • **Metacog.** • **Synthesis** • **Relevance** • **Relationships** • **Realness** • **Rigor** • **SEL**
New Information 1* • I Do • We Do • You Do Coll. • You Do Ind.			• **TD** • **Metacog.** • **Synthesis** • **Relevance** • **Relationships** • **Realness** • **Rigor** • **SEL**
Application Task 1 • I Do • We Do • You Do Coll. • You Do Ind.	Process	Criteria for Success (Assessment) Must Haves: Amazings:	• **TD** • **Metacog.** • **Synthesis** • **Relevance** • **Relationships** • **Realness** • **Rigor** • **SEL**
5 Minute Debrief/Brain Break/Check-In			• **TD** • **Metacog.** • **Synthesis** • **Relevance** • **Relationships** • **Realness** • **Rigor** • **SEL**

New Information 2* • I Do • We Do • You Do Coll. • You Do Ind.			• **TD** • **Metacog.** • **Synthesis** • **Relevance** • **Relationships** • **Realness** • **Rigor** • **SEL**
Application Task 2 • I Do • We Do • You Do Coll. • You Do Ind.	Process	Criteria for Success (Assessment) Must Haves: Amazings:	• **TD** • **Metacog.** • **Synthesis** • **Relevance** • **Relationships** • **Realness** • **Rigor** • **SEL**
Generalize (Assessment) • I Do • We Do • You Do Coll. • You Do Ind.			• **TD** • **Metacog.** • **Synthesis** • **Relevance** • **Relationships** • **Realness** • **Rigor** • **SEL**

*New Information could refer to new content/skills being taught or a review of the learning process that will take place during the application of learning.

CLASSROOM MANAGEMENT AND TONE

It should be evident that an orderly and tension free classroom and school are essential to effective teaching and learning. Unless teachers can teach and students can learn in a climate conducive to the educational process, little meaningful learning will be achieved.

Listed below are some strategies for teachers, which if implemented, will result in an improved teaching/learning climate both in the classroom and throughout the school:

1. Teachers must report to school and to their classes on time.

2. Teachers walking to and from class should assist in clearing the corridors and remind students of their responsibility to demonstrate Professionalism through punctuality. Use this as an opportunity to engage with students as you walk-and-talk them towards class.

3. Teachers are to step into the corridor during passing periods to ask their students to enter the room.

4. At the start of the instructional period, teachers are to enter their rooms and close the doors.

5. Lessons are to be started promptly. Students coming early should know it is standard procedure to complete warm-up exercises or other opening routines.

6. To discourage lateness, the teacher should:

    a. Consistently remind students of the importance of punctuality and encourage them to report promptly and ready to work.

    b. Engage in one-on-one conversations with students following the Tiers of Behavioral Support (see below).

7. Teachers must check attendance carefully. Please be reminded that inconsistencies in attendance have to be corrected by the Pupil Personnel Secretary, and may cause parents to be incorrectly alerted that their child is absent.

8. Teachers are to avoid busy work. (Whenever the occasion for seat work arises, the teacher is to use the available time to provide students with individual assistance). Lessons should actively engage students in higher-order thinking with little or no “down time” other than strategic breaks to maintain focus.

9. Teachers must insist upon absolute attention during the lesson, but should not be the focus of the lesson.

10. Teachers must issue hallway passes whenever a student requests to leave the room, and ensure that only one student leaves at a time. Teachers should establish routines that limit the use of hallway passes, such as rewards for unused passes, frequent formative assessments to discourage absence, and one-on-one conversations with students who use the pass frequently, in accordance with the Tiers of Behavioral Support (see below).

HOMEWORK

At Repertory, we believe that meaningful homework assignments are an opportunity for students to apply learning, consolidate understanding and practice skills. We also recognize, however, that homework represents an equity issue, especially for those students whose life outside of school is not conducive to homework completion. For many of our students, finding a quiet place to work with family responsibilities, housing insecurity and limited space can be an insurmountable challenge. Therefore, while the completion of homework should assist students in developing depth and fluency with the subject being studied, lack of homework completion should not be a primary reason for class failure. Demonstrations of student understanding of subject-area concepts or skills should generally take place **in the classroom** (see Assessments below). Students should be provided with feedback on all Homework assignments that aligns to the 4-point scale on which their Assessment will be graded. Poor performance on Assessments should lead to opportunities for students to complete/redo past Homework assignments as practice for a re-assessment.

PROJECTS

We at Repertory Company High School understand and value the concept of research projects. Therefore, we strive to teach students the ethic of responsibly documenting the ideas of others in all formats. To do so, we believe that we must not only teach the ethics and mechanics of documentation, but we must also hold students accountable for the ethical use of the ideas and words of others.

Therefore, all teachers provide the instruction and scaffolding necessary for students to use research ethically, and all students are expected to exercise good faith in the submission of research-based projects and to document accurately regardless of how the information is used (summary, paraphrase, and quotation) or regardless of the format used (written, oral, or visual). Plagiarism, in any form, is unethical and unacceptable.

Specifically, it is the teacher's responsibility to provide:

- an assignment sheet with explicit requirements and directions
- a specific rubric for assessment of the process and the product
- checkpoints to facilitate the research process, to assist students in time management, and to provide opportunities to help students during the process
- availability for students who are having difficulty with note-taking, documenting, or formatting procedures
- clear guidelines for acceptable help from human sources (peers, adults)

It is the student's responsibility to:

- meet checkpoint deadlines
- ask questions and to seek help from teachers
- follow the Research Guide guidelines and MLA or APA format per teacher direction
- submit an Acknowledgments page to credit help given by others (help that has been approved by teacher giving the assignment
- use in-text or in-project documentation accurately and appropriately
- use Works Cited and Works Consulted pages accurately and appropriately
- submit only their own work

Plagiarism includes:

- Direct copying of the work of another submitted as the student's own (from that of another student or other person, from an Internet source, from a print source)
- Lack of in-text or in-project documentation
- Documentation that does not check out or does not match Works Cited/Works Consulted
- Work that suddenly appears on final due date without a clear provenance (does not include checkpoint process requirements.

ASSESSMENTS

Assessments are the primary form of determining student mastery of course content, and may be presented in many forms. In addition to traditional pen-and-paper multiple choice/short answer quizzes and tests, assessments may conducted as oral presentations, performance tasks, skits, songs, etc.

It is the responsibility of the students to be present on assessment days. All assessments are announced in advance.

MAKE-UP PROCEDURES/REASSESSMENTS

Make-ups will be kept to an absolute minimum and will be granted for excused absences only. Assessments will be made up during a mutually agreed-upon time within a reasonable time frame from the original date. It is the responsibility of the student to inform their teacher(s) of any anticipated absences, especially absences on planned assessment days. It is the expectation that teachers will work with any students who communicate their planned absence ahead of time to determine an appropriate way to complete the assessment at a different time.

Students who receive a poor grade on an assessment should be given the opportunity to reassess at a later date, based on additional practice (see Homework above). Please note that this does NOT mean students are not required to submit work by established deadlines. After an assessment, teachers should provide students with supplementary materials (including previous non-graded homework assignments) to help students prepare to reassess. Each teacher's/department's reassessment policy should: (a) allow students to reassess no matter the grade they received; (b) require students to identify the skills/concepts they did poorly on and their plan to remediate their understanding; (c) indicate students' options for reassessing, whether by redoing the entire assessment, redoing a portion of the assessment, submitting an alternative assessment/assignment to demonstrate their understanding, or demonstrating their understanding on a subsequent scheduled assessment; (d) students should NOT be required to reassess on skills and concepts they have clearly mastered.

CLASS PARTICIPATION

In order to create an effective learning environment, we must all respect each other and be open to our different ways of experiencing the world. We need to understand that it is our differences, as much as our similarities, that make our time together valuable. We have much to teach each other, and we will all become active learners. To this end, we must all listen to each other empathetically and supportively, remind ourselves and others not to interrupt when someone is speaking to the class, and always respect one another's opinions. Even when we do not agree with what has been said, we still need to be respectful of others' opinions and differences. Respect also involves our language choices, and no profanity, insults, racial slurs, threats or insensitive jokes will be tolerated.

STUDENT RESPONSIBILITY

Class participation is an integral part of learning at Repertory Company High School. Students are expected to participate in classroom discussions in a way that is authentic to their learning, and need to be prepared for a variety of perspectives and opinions.

In addition to the principles of the Culture Contract, the below principles of Empathetic and Supportive Listening should guide student discussions and help them to be productive, inclusive and meaningful:

- Quiet the Inner Monologue:
  - Notice the voice in your head and actively work to silence it while others are speaking
  - Listen to understand, not just to respond
- Encourage
  - Ask your classmate(s) to go deeper, to say more
  - Respect and encourage their efforts, even and especially when they seem hesitant or unsure
- Paraphrase (don't parrot-phrase)
  - Tell your classmate(s) what you hear them saying in your own words
  - Don't repeat back their words verbatim
- Check for Understanding
  - Ask your classmate(s) if you've heard them correctly
  - Accept feedback if you haven't gotten it quite right

In addition to the above, students are expected to:

- Attend all classes on the first day and carefully note information presented at that time on what they can expect in each class.
- Attend class regularly and arrive on time.
- Submit projects and assignments on time and according to instructions.
- Let your teachers know if you are having problems understanding or working with the material. Teachers are anxious to help students who ask for it.

USING VIDEOS IN THE CLASSROOM

We are all well aware that the use of videos in the classroom presents a superb opportunity to deliver content in an alternative mode and thus address diverse learners.

However, like all educational resources, the video must be used appropriately. Simply stated playing a video for 45-90 minutes is totally ineffective for the majority of our students and is thus prohibited.

Alternatively, use the video, as many of your colleagues do, in short clips to:

- Form listening and response teams
- Develop reaction papers
- Serve as video critics
- Predict the next scene(s)
- Segment learning

THE ROLE OF THE SUBJECT TEACHER IN IMPROVING CLASS ATTENDANCE

We all agree that by attending class every day, a student's opportunity for learning is maximized. Although there are many steps that we take administratively to improve student attendance in class and to follow-up on absentees, the subject teacher must be the first line of defense and is a central player in our overall effort. The following checklist is designed to help you ensure good attendance in each of your classes on a daily basis:

1. Take attendance in class everyday, personally.

2. Remind students of the importance of regular attendance and punctuality. Emphasize the fact that an original lesson cannot really be made up and that students' forfeit valuable instruction when they miss class.

3. Discuss absences privately with the students involved and notify parents of any cutting.

4. Supervise hall traffic during the passing between periods to discourage loitering and encourage promptness to class.

5. Acknowledge and welcome students who arrive late, and set the expectation that they should explain and/or provide a note for their lateness.

6. Begin class promptly at the beginning of the period. Waiting for latecomers sends the signal to students that it is not necessary to come to class on time.

7. Be sure to dismiss your students on time so that they will not be late to their next class.

8. Prepare interesting/engaging lessons to help draw students to class.

9. Make your subject matter relevant to students. Relate the new knowledge to the students' personal experiences.

10. Stress basic skills improvement. Reading and authentic writing experiences should be part of every lesson.

11. Schedule quizzes, projects, portfolio assignments, etc. well in advance and include the schedule on your course syllabus to minimize absences on those days.

12. Provide immediate feedback on student performance. (Grade and return work promptly)

13. Help students gain greater insight about themselves so that they can become effective and responsible citizens. Emphasize values.

14. Take a proactive stance. Refer students for counseling as soon as you see a problem developing.

15. Recognize improvement and achievement in attendance verbally (by praising students) and by offering incentive awards: Certificates, Letters of Congratulation, etc.

16. Praise loudly, blame softly. Find something good to say to each student, even during difficult conversations.

17. Utilize Progress Reports to invite parents to visit during Parent-Teacher Conferences.

18. ENGENDER HOPE. The last thing we want a student to believe is that they are going to fail regardless of future efforts so that there is no use bothering to come to class anymore.

STUDENTS IN THE HALLWAY

Be in the hallway, outside your immediate door during passing. Supervise all students and move your students into class immediately. Your visibility truly makes a difference.

When students are late, ask for a late pass and note the lateness.

Most teachers will be assigned a Hallway Duty as a Circular 6 assignment. During that time, teachers can complete work, check emails, etc. Teachers should say hello to any students in the hallway and ask to see their pass, and encourage students who are engaged in conversation to move to their classes.

DAILY INSTRUCTION IN THE CLASSROOM

Instruction is the priority. You must have a written lesson plan that follows the curriculum daily (see lesson plan templates above). The lesson needs to address the following:

1. A Learning intention or clear objective of the lesson's goal, aligned to relevant Common Core and subject-area standards.

2. A motivation/Do Now/Warm Up should be given during the first 5 minutes of the period.

3. Opportunities for students to discuss/interact with one another in a variety of groupings.

4. Incorporation of text, which may include non-fiction articles, narrative fiction, mathematical problems, scripts, musical scores, video transcripts, charts/graphs/maps, visual art images, etc.

5. Student writing in response to their learning, which may include narrative writing, calculations/explanations of mathematical thinking, Exit Tickets, comments on classmates' work, etc.

6. A summary that consolidates student learning.

GRADING PRACTICES

REPORT CARDS ARE ISSUED four times per semester, aligned to our Quarters: Marking Period 1, Marking Period 2, Marking Period 3 and Marking Period 4 (Final Grade, cumulative of MP1-MP4).

A grade of 'NX' should only be used with administrative approval, based on documented mitigating circumstances (e.g., illness, surgery) for that student.

Comment codes should be used regularly, particularly for any student(s) receiving below an 85 to indicate to parent/guardian the primary reason(s) for low grades.

School-Wide Grading Policy

The Repertory Company High School Grading Policy has been developed based on best practices, text study, teacher-led action research, and student/caregiver feedback. It is an attempt to move our school towards more equitable practices that capture what we have learned before and during the COVID-19 pandemic about how to support student learning in the context of their lives.
At Repertory, we are focused on **Grading What Matters.** Specifically, that means we emphasize Performance over Practice. Our Grading Policy reflects that emphasis, and allows us to issue grades that:

- Accurately reflect students' understanding more than their compliance
- Engender hope, based on multiple opportunities to revise work and demonstrate understanding

Under this policy:

- **80%** of grades are based on PERFORMANCE tasks such as Assessments, Projects, Performances, Essays, etc. that may assess multiple skills. These tasks can be revised or redone later if understanding improves in the learning process.
- **20%** of grades are based on PRACTICE tasks such as Homework, Classwork, etc. that allow students to build fluency with those skills in preparation for the Performance task or a revision.
- Non-academic skills such as Punctuality, Participation and Collaboration will not be explicitly graded, but are an integral part of our SEL-based Culture Contract.

Additionally, all PERFORMANCE tasks will be graded using the below 4-point scale, which includes conversion to traditional 100-point grades used on Report Cards and Transcripts:

Mark	**Description**	**Conversion**
4+	Exceeding Standard	100
4	Exceeding Standard	95
3.5	Meeting Standard	90
3	Meeting Standard	85
2.5	Approaching Standard	80
2	Approaching Standard	75
1.5	Below Standard	70
1	Below Standard	65

Mark	Description	Conversion
1-	Below Standard	60
EX	Excused	N/A
MIS	Missing	50

The following policies apply to these special marks:

Course in Progress ('NX'): if a student has a **documented**, extreme extenuating circumstance that prevents them from completing the course in its established timeframe (for example, surgery or a death in the family). 'NX' does not have a pass/fail or a numeric equivalent. A student who receives a Course in Progress must successfully complete remaining course requirements **by the end of the term following the termination of the course in order to receive a final grade and credit**. Schools must update the previously awarded 'NX' with the final grade via transcript update.

No Show ('NS'): An 'NS' has a numeric equivalent of 45, which is lower than the numeric equivalent of an 'F' (55). If schools choose to use this mark, it should be reserved for the most egregious situations where a student fails to attend a course and does not participate in any of the work from which a grade can be derived.

Credit ('CR') - Student GPA is not affected by mark , credit is awarded to the course assigned

No Credit ('NC') - Student GPA is not affected by mark , no credit is awarded to the course assigned

School-wide 4 point rubric is below. Please include in your syllabus and ensure individual rubrics for all assignments are aligned:

	Emerging (1- / 1 / 1.5)	Developing (2 / 2.5)	Proficient (3 / 3.5)	Advanced (4 / 4+)
Point Value	60 / 65 / 70	75 / 80	85 / 90	95 / 100
Possible Examples	• Struggles to apply concepts even with teacher support. • Inaccurate • Incomplete • Off-topic	• Can apply a concept with teacher support • Inconsistent • Partial • Vague • Limited	• Can apply a concept with minimal teacher support. • No major errors • Clear • Complete • Direct	• Can apply skill in new context • Can apply skill without teacher support • Can teach the concept to others • Original • Specific • Complex

Final Marks for achievement in all subjects are to be expressed through the use of Numerical Grades. Grades are rounded to the nearest whole number, based on student averages calculated by our grading program. Final Grades between 62.5 - 64.9 are rounded up to 65. **Grades between 56 – 64 are not to be used.** Teachers have discretion to leave a grade blank and accept additional work/reassessments up to 20 days after the close of a semester before entering a final grade. Final semester grades are cumulative of all work completed throughout the semester and calculated automatically using our digital grading system; final

grades therefore may or may not be equal to a simple average of marking period grades, since some marking periods will include more graded assignments than others.

Students with mitigating circumstances that prevent them from completing work by the close of a Marking Period or semester will be given an NX until such time as they are able to complete the missing work, prior to the end of the subsequent semester.

Valedicatorian and Salutatorian Policy

Purpose

The titles of Valedictorian and Salutatorian are awarded to recognize the highest academic achievement among graduating seniors. These honors reflect sustained academic excellence, integrity, and commitment to scholarship under Repertory's grading policy.

Eligibility Requirements

To be eligible for Valedictorian or Salutatorian recognition, a student must:

1. **Enrollment Duration**
    - Be continuously enrolled at Repertory for four (4) consecutive academic years immediately preceding graduation.
2. **Grading Record**
    - Have received all grades for four full academic years under Repertory's official grading policy.
    - Have no transferred grades included in the cumulative GPA calculation unless those grades were earned in middle school or before Repertory's academic program.
3. **Academic Standing**
    - Be in good academic and disciplinary standing at the time of selection and graduation.
    - Have completed all graduation requirements as outlined by the NYC Public School

Selection Process

- Valedictorian is awarded to the graduating senior with the highest cumulative grade point average (GPA) calculated at the conclusion of the final grading period of the senior year.
- Salutatorian is awarded to the graduating senior with the second-highest cumulative GPA under the same calculation.

GPAs will be calculated according to Repertory's established grading scale and weighting policies as outlined in the Academic Policies section of this handbook. Approved courses taken outside of the Repertory Course Catalog (e.g., iLearn, Equity Lab or other online courses) will be factored into GPAs in the same manner as courses from the Repertory Course Catalog.

Tie Policy

In the event of a tie in cumulative GPA:

- Co-Valedictorians or Co-Salutatorians may be recognized

Final Determination

Final determination of Valedictorian and Salutatorian status rests with the Principal.
Decisions are final.

COMPUTER CART PROTOCOLS

Each floor has more than one computer cart for use in classrooms. It is imperative that we ensure that all computers are accounted for after use, that they are placed back in the cart in an orderly manner, and that they are ready for use when accessed again by having them charging. The following are some simple protocols to follow:

1) Assign a responsible student to the mobile unit in each classroom, when your class is using the mobile unit.

2) The same student will collect IDs, and make sure students sign for the laptop by number slot.

3) Before giving a unit to the next class make sure you have taken inventory of the unit; make sure all the laptops are in their number matched slots.

4) Inform Mr. Fram of any technical problems.

Regents Proctoring Guidelines

In January and June you will be called upon to administer and grade Regents examinations given by the State. The Testing Coordinator in consultation with the Administration and the UFT Chapter Leader will prepare a special schedule. Teachers are asked to consult the proctoring schedule and report to their assignments in a timely manner. Specific instructions will also be given for the distribution and collection of materials. We ask that all instructions be followed to ensure the integrity of these examinations.

There are very specific instructions for each exam that will be distributed to you at the appropriate time. However, the following guidelines should be of assistance to you in preparing for this very important task.

Students have the right to a quiet, tension-free atmosphere in which to complete an examination. All our efforts as proctors, therefore, should be directed toward administering the exam with the same degree of efficiency and order with which we organize our classrooms.

Before the examination, set up the room:

- Have all boards erased and walls covered, then write prominently the name of the exam, date, and time limits. Designate a space in which to write the time as the exam progresses.
- Arrange the seats in rows appropriately to prevent cheating.
- Direct students where to store clothing and books so they will neither interfere nor be accessible.
- Give directions regarding the conduct of the exam.
    - Time limits
    - Equipment to be used
- Distribute and collect exams in an orderly fashion.
    - Distribute the exam faces down after all are seated and order prevails.
    - Give a signal to begin.
- Allow NO FOOD, DRINK, OR electronic devices (phones/Ipods) in the room.

During the exam:

- Walk around the room often.
- When sitting, sit on the desk, not at it. You will thus establish an awareness of surveillance in the students' minds.
- Position yourself often at the back of the room to strengthen that awareness.
- Allow no student to leave his/her seat once the exam has begun. Respond to questions, requests for paper, etc., by going to the student.
- If it is absolutely essential for the student to leave the room, a hall proctor must accompany him or her.
- Allow no visitors when an exam is in progress. Teachers who are free should try not to have to enter a room for clothing or materials while an exam is in progress
- If during the course of proctoring any examination you suspect that a student is cheating, please do the following:
    - Signal the hall proctor to summon the Testing Coordinator (supervisor of the area in which exam is being given), who is responsible for the investigation and follow up of such incidents.
    - Do not leave the room.
    - Do not allow the student to leave the room.

The full attention of the proctor must be directed to the class. Do not read, write, correct papers, or engage in any other activity that would distract from this full attention.

At the end of the exam:

- Collect papers as outlined in the instruction sheets for the exam you are proctoring while the students are still seated.
- Listen for and follow carefully directions concerning dismissal
- If students are to be dismissed individually, have them leave quietly and quickly. Direct students to leave the building. They cannot remain on the floors to wait for other students. If dismissal is to be by class, hold ALL students until the appropriate time.
- Return all materials to the appropriate location according to instructions distributed.

STEPS TO TAKE WHEN STUDENTS ARE IN DANGER OF FAILING

If a student is at risk of failing please ensure that you have done ALL of the by the middle of the marking period: 1) Outreach to parent/guardian 2) A meeting with the student detailing their academic standing 3) Created an action plan for individual students and conveyed this to them and parent/guardian 4) Recorded the outreach 5) Given students multiple opportunities to demonstrate understanding of the content 6) Offered academic support to these students (e.g. tutoring after school, Saturday Academy, etc.)

LEARNING STANDARDS

All assignments should be linked to course standards assessed against a 4-point rubric. Please click here for subject-specific standards.

JUPITER GRADES

As a school community we have agreed to use an online grading system (Jupiter Grades) to improve our communication with parents and students. Jupiter is an online grading tool used by teachers to record assignments, grades and attendance. Parents and students can access updates of all classroom information through a secure, private account. Teachers can communicate with parent and students, and vice versa, using this tool. All teachers are expected to update Jupiter weekly with grades for that week's assignments, and communicate with students and families regarding when those updates will happen. All assignments in Jupiter grades must be linked to standards so that students/caregivers can view progress towards competency in each standard.

WEEKLY ADMINISTRATIVE BULLETINS

Every week all staff will be emailed an Administrative bulletin. There you will find:

- Announcements for the week
- A calendar of weekly events and trips
- Weekly team meeting schedule

The administrative bulletin is emailed every Monday morning. This tool not only allows us to communicate with each other about important and pertinent instructional/administrative things but also enables us to build community. Feel free to contribute to the bulletin by informing the Principal.

ADMINISTRATIVE MATTERS



ABSENCE FOR ILLNESS PROCEDURES

Staff attendance is vital for the continuity of instruction and the maintenance of a positive school tone each day. It is expected that each staff member will report to school each work day on time and ready to perform his/her professional duties. Each staff member is to move his/her time card from the "OUT" to the "IN" rack upon arrival and from the "IN" to the "OUT" rack upon departure. **(Racks are located in the office)** Please do not move any other person's card. All staff working per session must clock in and out for the per session activity.

Absences that exceed ten days in a given academic year are considered excessive. Students must be present to learn, and teachers must be present to teach. You earn a personal or sick day at the end of each month.
Please call in after 3:40 P.M. the day before and before 7:15 A.M. the morning of your absence.
So coverage can arranged for your classes, as soon as you know you will be absent please contact:

- Mike Fram: 617-504-8663
- Kayann Dell: 347-398-3813
- Nicole Hobot: 917-623-0699

Only call SubCentral if you are instructed to. If you will be late, again, contact the above group as soon as possible so that we don't have unsupervised classes.

If you are absent for 3 or more consecutive days you must provide medical documentation explaining your absence.

It is imperative that all teachers register with SubCentral before the end of the first week of school.

An appointed teacher earns (10) days of paid sick leave for a year (one per month). A regular substitute earns five (5) days per term. These days are accrued in the Cumulative Absence Reserve (CAR). In the school year, September-June, the number of self-treated days may not exceed three (3) of the ten (10) self treated days.

If the staff member has excessive absences (more than 10) or lateness (15) the following actions will be taken:

- Recommendation for discontinuance of probationary services or denial of completion of probation for non-professional attitude.
- An adverse end-of-year rating based on violation of the district policy towards absences and lateness.
- Tenured pedagogue will be recommended to the Personnel Office to be brought up on charges for unauthorized absences from duty for excessive lateness, in accordance with section 2590-J-7 (b)(1) of the N.Y.S. Educational Law and Board of Education By-law 5.3.1

School Phone Number: (212) 382-1875

It is your responsibility to directly call any team teaching partner, teaching artists, student teachers, etc. to inform them of your absence. You are to call in every day of your absence. If possible, please provide a phone number where you may be reached if any questions arise.

Registration Instructions for SubCentral

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

To register, follow this procedure:

1. Call the main system number at **(718) 935-6740.**
2. Enter your Access ID followed by the star (*) key (***DO NOT ENTER LEADING ZEROES***).
3. When the system asks you to enter your PIN, you should enter your Access ID again followed by the star (*) key.
4. Record your name followed by the star (*) key.
5. Listen to your work location(s) and job description(s). You are only allowed to create absences for the locations and classifications listed. If they are not accurate, contact the help desk at 718-935-4401.
6. Create your PIN, followed by the star (*) key. PIN numbers must contain numeric information only and must be at least six digits in length and no more than nine digits.

Sub-Central Website (information only):

http://www.nycenet.edu/Offices/DHR/Employees/SubstituteTeachersPerDiem/

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

PLANNED ABSENCES

If you know you will be absent be sure to notify Ms. Hobot, Mr. Fram, Ms. Dell and Mr. Morrow advance. When it is going to be a planned absence, lesson plans with copies should be handed directly to Ms. Hobot. These lessons should not be taken from your emergency lesson plans.

Absentee Lesson Plans

Each teacher is responsible for preparing three sets of emergency lesson plans for students that is self-sustaining. Self-sustaining means assignments should be easily done by students with little direction from substitute who might not be a content specialist. Plans must be submitted to Ms. Hobot. There must be sets with directions for each preparation (type of class) you are assigned on your program. Replenishment of coverage materials must be made by the end of the first day of return from an absence.

Your lesson plans should have a set of clear directions for the substitute for the lesson itself as well as what to do with the materials at the end of the day. You do not need to make copies of the handouts but you must provide the number of copies that would be needed for your classes.
Please turn in three meaningful emergency absentee lesson plans for every class you teach to Ms. Hobot.

Each lesson plan must have the following:

1. Engaging and appropriate lesson plans for an 84-minute instructional period.
2. A class set of materials for each lesson.
3. Appropriate learning activities for the subject with a homework assignment.
4. A copy of your attendance list and seating chart.

Teachers who cover classes MUST use the lesson plans prepared by the teacher who is absent and actively supervise the students at work. Attendance is to be taken by calling the roll and having the students sign their name on an attendance sheet that has the date, period, class, subject, the absent teacher's name and the covering teacher's name. These are to be given to the attendance coordinator by the end of period as they are legal documents. Teachers are to collect all written work from students, and place all collected materials in a folder and place in the teacher's mailbox.

ACADEMIC CALENDAR

A link to our school calendar can be found on the Rep Staff Google Classroom. It includes all Department of Education holidays, number of instructional days and staff conferences, along with grade due dates and report card distribution times.

Additional updates will be issued throughout the term. Anyone who would like to include an event on the semester calendar including special meetings, concert performances, etc. should inform Mr. Morrow immediately.

AP Responsibilities

The below are the responsibilities assigned to each assistant principal. See them with any concerns regarding their respective purview:

Assistant Principal Responsibilities

Dell			
Instructional	Administrative	Instructional	Administrative
• iLearn • Guidance Department • College & Career scope and sequence • Special Education/ SIT Meetings	• FAMIS • Staff absences/ coverage • Keys • Inventory • Programming • Testing • Lunch services • School/Student data • Classrooms/ physical space • Senior “at risk” meetings • Safety Team • Fire/lock down/ Bus drills • Support staff	• Department Team Meetings (Grading, Vertical Alignment, Unit Plan evaluation) • Grade team meetings (Student Work Analysis, Horizontal Alignment) • Advance Observations • PL Planning	• GSF Account • Open House/ Curriculum Night • Bulletin Boards • College Day • Custodial concerns

BELL SCHEDULE 2026-27

	Monday	Tuesday	Wednesday	Thursday	Friday
8:10 - 9:00	Cabinet/Open	PD	Grade Team (alternating)	Parental Engagement	Open/ Subject Team/ Equity Team (per session)
9:00 - 10:25	Block 1	Block 1	Block 1	Block 1	Block 1
10:27 - 11:52	Block 2	Block 2	Block 2	Block 2	Block 2
11:52 - 12:28	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
12:28 - 1:53	Block 3	Block 3	Block 3	Block 3	Block 3
1:55 - 3:20	Block 4	Block 4	Block 4	Block 4	Block 4

CLERICAL TASKS

Please complete all clerical tasks in a timely manner. Your accuracy and prompt response are essential to the smooth operation of the school. Please be sure to follow all instructions when distributing materials to students. The return of materials collected from students to the appropriate places is imperative. CHECK MAILBOXES REGULARLY! And OUTLOOK Emails

BUILDING PERMISSION TO CONDUCT ACTIVITIES AFTER 5 PM

No one is authorized to stay in the building beyond the hours of 4:30 PM without a building permit and provision of school safety agents. The representatives of any activities taking place after 5 PM must file the appropriate paperwork for permission to use the building. Applications for building permits are available from the main office. This application must be filled out in anticipation of the event by the representative of the activity and must be submitted immediately to the Assistant Principal for approval. The A.P. along with the Custodian and the Principal will determine if permission may be granted and will arrange for safety agents as needed.

ALL EVENTS MUST BE PLANNED IN ADVANCE (2 weeks) to arrange for security and permit filling.

***Although the building is often open until late hours, **absolutely no students are allowed to be in the building after 4:30 PM** unless there are student activities that are taking place that day. ***

COPIER MACHINE

The copier machines are to be used to support administrative and instructional tasks only.
Whenever possible, we ask that you please use class sets of materials to avoid unnecessary duplication. Also, it is the responsibility of all staff members to assist in the care and maintenance of this equipment as well as the conservation of supplies.

Please do not send students to the office or teacher's lounge to make copies during class time.

Teacher Preparation periods should be utilized for lesson planning which also includes copying materials for your class.

COVERAGES

Coverages cannot be assigned before the start of your workday or after the workday ends.

1. According to the contract, teachers may be given coverages during the professional and preparation periods.
2. The teacher programs must reflect the preparation, professional and lunch periods.
3. The first coverage for the Fall and Spring term is unpaid.
4. Coverages are temporary assignments; therefore, a teacher may not refuse a coverage.
5. Coverages may be given during a teacher's lunch period under the SBO option if the teacher has indicated an interest.
6. Coverages will be given to:
   a) Volunteers available in license.
   b) Volunteers available regardless of license.

Custodial Request and repairs

In order to expedite any needed custodial services, teachers are requested to refer all custodial requests to the AP in charge of Custodial Concerns (Mr. Morrow)

Employment rules & Conflict of Interest

What is the Conflicts of Interest Board?

The New York City Conflicts of Interest Board is an independent body whose five members are appointed by the Mayor and confirmed by the City Council. The Board was established in 1990 under Chapter 68 of the City Charter, replacing the Board of Ethics.

What is the Purpose?

New York City employees are held to a higher standard of conduct than are many private sector employees. The rules governing such conduct are laid out in the Conflicts of Interest Law. Public service is a public trust, and it is the Board's responsibility to foster that trust. The Board is also responsible for enforcement of the Financial Disclosure Law, as provided for in Section 12-110 of the Administrative Code. Approximately 12,000 City workers, including elected officials, high ranking employees, contracting officers, and candidates for public office are required to file financial disclosure reports with the Board.

What Happens to Violators?

Violators of the Conflicts of Interest law can incur penalties of up to $10,000. In addition, the City officer or employee may face suspension or removal from City office or employment, as well as misdemeanor prosecution.

How Can City Workers Learn If They Have a Conflict of Interest?

Call or write the Conflicts of Interest Board. A staff attorney will review your situation and will advise you accordingly. All inquiries are confidential. You do not even have to give your name.

The Conflicts of Interest Law can be accessed in its entirety at
http://www.ci.nyc.ny.us/html/conflicts and is found in the
Publications section of that website.

You must contact the Department of Education's Ethics Officer at (718) 935-5300 to discuss any conflicts of interest questions you may have or to apply for a waiver.

EQUIPMENT

- Secure keys. Do not give keys to students.
- Never leave school equipment unattended. Return all equipment promptly. Missing equipment must be reported, in writing, to the Assistant Principal of Administration. All details, including location of item and date last seen, should be included.
- Do not remove any school equipment from the building unless you have filled out the Request for Off-Site Utilization Form available from Administration. (See Appendix)
- Before and after each recess or long weekend, you should check the equipment in your care. If you feel your space is not secure enough for the long recesses and summer vacation, ask the administration to store your equipment during these times.

EXPOSURE TO BLOOD AND BODILY FLUIDS

The following is taken from a memo from the New York City Department of Education, Division of Human Resources:

- Please be advised that pursuant to the federally promulgated Blood borne Pathogens Standard (29 CFR 1910, 1030), employees must report occupational exposure incidents to blood and or body fluids within 24 hours to their supervisors and the Medical Division at 65 Court Street, Room 200, (718) 935-2319.
- Occupational exposure incidents are defined as those which involve eye, mouth, other mucous membrane, non-intact skin contact with blood or other potentially infectious materials. These may be sustained through needle sticks, cuts, bites, scratches, abrasions or splashing of blood or body fluids into the mucous membrane. Such contact may lead to the development of blood borne diseases such as Hepatitis B.
- After an evaluation of the incident is made, the Medical Director will determine whether the Hepatitis B vaccine is necessary and appropriate arrangements will be made.
- In the event that you are exposed to blood and/or body fluids, please report this incident to the Principal, within 24 hours.

FIRE DRILLS

Fire drills will be conducted at varying hours and unannounced to simulate actual emergency conditions. Eight fire drills are required prior to December and four are required in the Spring Term.

The following procedure is in place at Repertory during a Fire Drill:

a. Follow the directions on the fire drill sign in the room you are occupying at the moment you hear the fire bells. EVERYONE M UST VACATE THE BUILDING DURING A FIRE DRILL. NO EXCEPTIONS
b. At the sound of the school's fire bells or signals, take all students under your supervision directly to the street. Instruct the last student out to close the classroom doors. The teacher (and only the teacher) is to lead the class as far away from the school as possible (to the most distant corner and around, if necessary).
c. The example of the teacher is most important. They should maintain a calm and quiet attitude. Give as few directions as possible. Speak as little as possible. Work quickly and effectively to carry out details necessary to the drill.
d. In case of fire, the teacher should notify the Principal immediately.
e. Never ring a fire alarm until you have located the fire.
f. The Fire Department will be notified by the Principal's Office when necessary. This will be done by direction of the Principal or Assistant Principal. Remember anyone can call 911 in case of an emergency, but we want to maintain the chain of command and not cause any undue panic wherever possible.
g. It is the responsibility of all teachers to check to see that the room they occupy has fire drill instructions posted in a prominent place. If not, the teacher should notify the A.P. Immediately.
h. It is the responsibility of the Assistant Principal and Fire wardens to make sure floors are cleared of students before they exit the building.
i. All personnel are required to leave the building and assist in maintaining order.
j. Students are not allowed in the street. They are to remain on the sidewalk. Fire engines cannot drive down the block with students milling around in the street. In addition, cars continue to come down the street even though we are on a fire drill. It is unsafe to have students in a thoroughfare.
k. Students are not to cross the street.
l. Classes should exit the building, stay on the school side of the street, walk to the corner and turn the corner.
m. Teachers are to use their assigned color coded cards to signal whether there is anything that is wrong; green=all okay, red=there is something wrong, and the red cross=there is a need for medical assistance.
n. All teachers must carry with them their attendance rosters during an evacuation. Attendance must be taken at the designated location where students are to be stationed.

GIFTS ACCEPTANCE REGULATION

"No…officer or employee of the city of any city agency:

> (3) Shall accept any valuable gift, whether in the form or service, loan, thing or promise, or in any other form, from any person, firm, corporation or other entity which to his knowledge is interested directly or indirectly in any manner whatsoever in any such business dealings;*

*The Chancellor has determined that exchanging gifts at Christmas and Chanukah is part of the holiday tradition. However, discretion must be used to ensure that gifts of value (above $5) are not accepted by staff. Gifts from children that are principally sentimental in nature and of insignificant financial value may be accepted in the spirit in which they are given. Such gifts, when given freely, are often more meaningful to the giver than to the recipient.

This ruling applies to gifts between students and teachers or administrators and gifts between teachers and administrators.

HOUSEKEEPING

Teachers are responsible for keeping a clean and orderly classroom for the next teacher. This includes erasing chalkboards and ensuring that the furniture is appropriately placed.
Bulletin boards reflecting students' work should be maintained and current in each classroom and in corridors. Teachers are also asked to adopt a bulletin board in the corridors to display additional student work and celebrate successes.

JURY DUTY

Although jury duty is a civic duty, an employee is required to notify and present the jury duty notification to the Principal Secretary. The AP along with the principal will determine whether the employee's absence for jury duty service will disrupt essential services. If so, the Principal may request by letter that the court defer the service. The employee reports to court with this request. The Department of Education grants, without loss of pay, sufficient time (up to a maximum of three hours) to request a jury duty service deferment. An OP201 must be submitted to the Payroll Secretary for approval for such excuse.

The Department of Education' Standard Operating Procedures on Jury Duty clearly states:

> Personnel who refuse the Principal's/Administrator's efforts to obtain a deferment where there is a demonstrable disruption of essential services may not be eligible for Department of Education compensation.
>
> The Principal/Administrator should advise the employee in writing that his/her refusal to see a Principal/Administrator-sponsored deferment may result in his/her loss of pay for the time served on jury duty.
>
> The written determination of the court as to whether the juror must service is final.

Please be advised that in New York City, applications for deferment will not be heard on the due date of the summons. This is why you must show your notification to the Payroll Secretary as soon as you receive it in the mail.

MONEY COLLECTION REGULATIONS

In accordance with Special Circular #16, dated October 11, 1963 and in effect at this date, the following regulations will apply:

1. No teacher shall make any collections of money from students unless authorized by the Principal to do so.

2. Under the direction of the Principal, a statement shall be prepared and kept on file in the S.O. or school treasurer's office, for inspection by authorized persons, giving the nature of the activity,the unit price to be collected, the name of the teacher in charge of the collection and the Principal's approval.

3. Cash received from the sale of authorized items or from payments by students for lost books, lost ID cards, transcripts, etc. should be deposited in the school treasury as soon as practicable, i.e., that same day, if possible, or the next day. Such funds are not to be accumulated over a period of several days, and expenditures of such funds are to be made only for approved student activities.

4. Monies collected by a particular group, or from a specific function, must be deposited in the school treasury. A group running an affair or function is not entitled to keep all or part of the proceeds collected. Expenses for such affairs or functions should be paid by the school treasury and not by the particular group sponsoring the event.

5. Upon completion of a specific money collection activity, or at the end of the term, whichever is earlier, each teacher in charge of a specific activity should submit a signed report to the school treasurer (Mr. Morrow), of the total funds collected and expended during the period of activity.

6. No expenditures shall be made by teachers or administrators out of monies collected from students or student functions. Such expenditures must be made by the school treasurer, by check or from petty cash, upon submission of approved bill or voucher.

7. Materials supplied by the Department of Education for use in shops or laboratories shall not, under any circumstances, be sold nor shall any charge for them be made to the students. This shall not be construed to prevent the sale to students and or the public of finished products or projects manufactured in the laboratories or shops, in the routine conduct of such laboratories or shops as part of the regular instructional program. Neither shall this paragraph be construed to prevent the assessment of charges for loss, breakage or damage of shop and laboratory supplies and equipment.

Occurrence Reporting

In the event that a student has an accident/ incident during the course of the school day, it is the responsibility of the staff member in charge of the student at the time, to complete an Occurrence Report. Occurrence forms may be obtained from the Secretary.

The staff member must complete the report immediately after the person in charge has attended to the student. Statements of witnesses must be attached to the report. The supervisor must be notified. Additionally the parent or guardian of the student must be notified about the accident/incident by the end of the school day. A copy of the forms can be obtained in the general office. Occurrence Reports must also be filed in the event of a staff incident/accident.

PAYROLL MATTERS

The staff is requested to adhere to the following directions:

1. If you have a line-of-duty accident:

   Any staff member who reports an alleged accident/injury is hereby notified that under Special Circular #21 (1977-78), you are required to have a medical examination by the Medical Bureau of the Department of Education and must request verification of line of duty accident from the Superintendent if you intend to claim line of duty status.

2. Attendance

   a. If an unusual situation requires your leaving the building early on any day (except in extreme emergency or illness), please file your request to leave the building early with your Assistant Principal – at least two days before expected absence. The form is available in the Secretary's outer office. The Assistant Principal, and the Principal, must sign his/her approval in the order indicated. Your completion of this form does not guarantee that permission will be given or that a salary deduction will not occur.
   b. All teachers leaving the building before the end of the day must punch out at the time clock in the main office

3. Questions about payroll matters, etc., that are not of an urgent matter should be directed to the Principal or Assistant Principal and placed in his or her mailbox. The Principal will make every effort to answer promptly.

4. Please note that requests for information needed for payroll purposes must be supplied promptly so that your payroll records will be kept accurate.

5. Each teacher is required to keep his/her personal records of Cumulative Absence Reserve (CAR).

6. One day per month, credited on the sixteenth of each month, September to June, is added to your bank.

7. A regularly appointed teacher may borrow up to twenty days. See the Principal's Secretary for the required forms and directions.

8. Requests for absence for personal business must be submitted in writing to the Principal at least two days in advance of the planned absence.

9. Teacher Lateness – If an emergency occurs, call the school immediately to inform the Coverage Facilitator or your Assistant Principal –that you will be late.

10. Paraprofessionals, aides, secretaries, and other staff are to call in for absence to the Principal prior to 7:15 a.m. on the date of the absence. If you are going to be late, call the school immediately.

11. Special rules apply to persons serving on jury duty and receiving checks for same. These checks are not to be cashed.

12. Attendance at Conferences: Requests to attend professional conferences, with or without pay, must be submitted to the Principal for approval and then to our Superintendent at least two weeks in advance. Once approval has been granted, please notify the Payroll Secretary of the dates of your anticipated absence.

13. Lateness (Fractional Absence): Personnel are fractionally absent when they report to school after their schedule arrival time and class is in session.

    Example: Mr. Smith is scheduled for 8:35 a.m. to 3:15 p.m. Period 2 begins at 8:49. Mr. Smith arrives at 8:51. On that day, Mr. Smith is fractionally absent 16 minutes.

    Subject to the discretion of the Principal, fractional absence aggregating 30 minutes or less during a school year will not result in an actual deduction from salary, but, when the aggregate is greater than 30 minutes within a school year, a salary deduction will result.

14. SPECIAL NOTE: Attendance and lateness figures are checked when considering a person for tenure, compensatory time assignment, special teaching program, etc.

PER SESSION RULES

Please follow the procedures listed below for per session employment at Repertory:

1. It is each staff member's responsibility to get a time card and a blank Personnel Time Report from the Assistant Principal. Completed forms are due back to the Assistant Principal on the 1st and 16th of each month. A separate time card and time sheet must be used for each pay period per month. Also, activities performed in the morning may not be listed with activities done in the afternoon. This also must be recorded on separate personnel time reports.

2. You must use a time card for all per session work. This card is to be attached to the Time Report. Be sure that you fill out the top part of the time card and sign it at the bottom. Also, clearly indicate on top of the time card the name of the program.

3. You also must complete the time sheet. On top of the form, clearly indicate your social security, file number, license, position, and official work hours. The school district is 02 and the school number is M531. The budget and quick codes are to be left blank.

4. If you are submitting for more than one activity, you must use a separate sheet for each activity. Even though your time in and time out must be written exactly as they appear on your time card, your subtotal next to each entry must indicate the actual hours allowed. For example, you are assigned tutoring on Monday thru Friday, from 3:00 to 4:30 P.M. On Monday, you clocked in at 2:51 P.M. and clocked out at 4:40 P.M. Although you must reflect the time in and time out on your time sheet as it is on your time clock, your subtotal entry for the day is 1 ½ hours and should be clearly indicated as such. You must also make sure you indicate your grand total at the end of the form.

5. Time reported for per session payment may not be in less than 15-minute denominations.

6. At no time may a teacher work more than 7 hours per session in a single day without prior approval.

7. Time cards are to be kept in the time card rack outside the main office.

8. When time sheets are prepared, the time card must be attached to the time sheet and both given to the person who signs off on your per session activity. Per session time sheets will not be accepted without appropriate time cards.

9. If you work over five hours at a time, you must take a minimum of a half hour break for either lunch or dinner.No one can authorize his or her own time sheet. All supervisors' time sheets are to be signed by the Principal.

9. The Payroll Secretary will check each time sheet against her database which lists staff members authorized per session activities, hours allocated and budget source. She will then prepare the required payroll entries.

10. The Assistant Principal will review the per session time sheets.

11. At no time can you put in for payment for two activities in the same hours.

12. It is your responsibility to monitor the per session hours you have been allocated for the year or term. If you choose to exceed your allocation without authorization from the Principal or the Assistant Principal, you run the risk of not getting paid.

13. Tutoring time sheets must be accompanied with a sign in/out sheet; students must sign in and out and indicate the time for each. The form can be found in the appendix.

Do not forget to punch out after all per session activities

School Keys

The security of our school is of paramount importance.

Staff members are, therefore, requested to adhere to the following guidelines with respect to school keys:

1. Staff members are not permitted to reproduce school keys.

2. Any staff member requiring a key should complete the key request form available in the General Office. Requests will be honored in a timely fashion.

3. Keys no longer needed by staff members should be immediately returned to the Assistant Principal.

4. Report cases of lost keys or turn in found keys to the Assistant Principal.

5. Please remember that students are not to be left in a classroom unattended. All rooms must be locked when they are unoccupied and should be locked by the last period teacher daily.

School Telephone usage

School telephone use is for school related business only. Students should not be sent to the general office, or elsewhere to make phone calls. Unless there is an extreme emergency, and only when approved by a supervisor, the student will report to Assistant Principal's office to make the call.

All staff personal phone calls must be made on your cellular phone or outside on a public telephone.
Cellular phones should **never be visible or used** during instructional time.

TIME CLOCK PROCEDURES FOR PEDAGOGICAL STAFF and ENTERING THE BUILDING

All UFT personnel shall follow a six hour and 20 minute day, or other length of day, as per contract, in accordance with individual job titles, and all members of the UFT bargaining unit will no longer be required to "punch" in or out on a time clock. Therefore, we have established the following time keeping procedures at Repertory:

1. All UFT teacher personnel shall report to school by 8:05 or 9:00 A.M. as per their official programs. Everyone covered by the UFT bargaining unit will be in a place designated on their program, a copy of which is on file with the administration.

2. In the event of an absence, all personnel are instructed to call an administrator no later than 7:15 A.M.

3. If a staff member can't report a delay in arrival by telephone, it is agreed that every reasonable effort shall be made to do so.

4. In order to avoid confusion on those rare occasions when a staff member may be late to school due to an unavoidable transportation delay or difficulty, it is agreed that the following steps shall be taken.

    a. The administration shall "spot-check" at the beginning of period 1 in order to ascertain if there are any unsupervised classes.

5. Personnel arriving after their scheduled reporting time shall report to main office time clock immediately upon arrival to punch in for their lateness.

6. Staff members who are punching in and out and receiving per session money shall record their exact times of arrival and departure on the appropriate hand-written sheets.

7. Please be reminded that as per Chancellor's Regulation "Employees must be aware that, in the rare case of individual abuse, an individual could be returned to the time clock if there is evidence of abuse of the new system." Individual abuse at Repertory translates into three times in a semester. The first infraction will receive a warning letter and the second infraction will require a conference. Upon the third infraction, staff may be returned to the time clock for a month.

8. All staff MUST enter the school through the front desk. Staff members are not allowed to enter the building earlier than 7:00 am (The exception are support staff who are needed to prepare the school for the school day); a safety agent must be present at the front desk. This includes non-school days (e.g. Saturday Academic Academies).

TIME CLOCK PROCEDURES FOR NON-PEDAGOGICAL STAFF

The following are the timekeeping procedures for non-pedagogues: You are responsible for contacting the school to report absence or lateness in a timely fashion (1 hour before your reporting time).

1. If you must leave the building for an emergency or other problem, you must file a "Request for Permission to Leave Building" form available in the Principal's Office. The Assistant Principal will disapprove/approve such leave depending upon the circumstance.

2. If you are late, you are allowed a grace period of five minutes. Lateness beyond five minutes will automatically be deducted from your paycheck. For example:

   A. George's time schedule is 8:00 to 3:00 P.M. George arrived on November 19, 2005 at 8:05 A.M. George will not be deducted for his lateness.

   B. George arrived on November 20, 2005 at 8:06 A.M. George will be automatically deducted six minutes for the day due to his lateness. This time will automatically be deducted from his paycheck, not his accrued sick time.

   C. George is late for the payroll period as follows: 30 minutes, 5 minutes, 6 minutes, etc. George will be deducted for a total of 36 minutes for this payroll period.

3. If you leave the building early without permission, you will be deducted for leaving early.

   For example, Vincent's time schedule is 8:00 to 3:00 P.M. On November 20 Vincent clocked out at 2:58 P.M. Vincent will be automatically deducted for two minutes for leaving early. You are not entitled to a grace period for leaving before your assigned time schedule.

Supply/Textbook Requests

Teachers are invited and encouraged to request any equipment, supplies and/or textbooks that will support their instruction. Every effort will be made to support these requests using this school budget.

Please use www.shopdoe.com to search for supplies available for purchase through the DOE budget. Once you have added all requested items to your Shopping Cart, you can email a PDF of the cart to Mr. Fram. Small requests (under $250) will be accommodated the most quickly; the larger the request, the more time may be needed to determine budgetary contraints.

Textbook Distribution to Students

Please use the standard book receipt system. Book receipts can be obtained from the main office.

Trips

A great part of a young person's education revolves around their classroom experience. However, in New York City we are fortunate that there is a wealth of outside school activities that can also enhance a young person's education. A field trip to a museum or concert can be a valuable educational tool and a meaningful part of a student's overall academic instruction. As all field trips are educationally related, teachers should plan pre and post activities. These activities should allow the student to demonstrate knowledge acquired from the trip and help them connect their trip experience to what they have been learning.

Trip Planning Procedures:

Please check the school calendar on the Rep Staff Google Classroom to avoid conflicts in scheduling. Teachers must submit a written request for trips to the Assistant Principal (Mr. Morrow).

Also, please note that as part of the new Department of Education Regulations for trip approval, a lesson plan detailing the educational connection to classroom instruction must be included with Trip Request Form. Once approved, teachers must complete all related trip forms and submit them to the Assistant Principal.

- Trips may be planned for any days except testing dates.
- Trips are to be related to the curriculum and reflected in your plans.
- Trips may not be confirmed in the trip book until the Supervisor has signed all paper work. This includes walking trips. See trip coordinator to check available dates, and to have trips entered into trip book.
- There must be one adult for every 15 students going on the trip. Please note you must list the names of the adults going with your class. This means you must make these arrangements prior to seeking approval.
- You must submit with your Request for Trip Approval, the names of each student going, and a copy of the permission slip properly filled in.
- Please make sure you collect admissions, tolls and parking fees well in advance.
- Please inform the cafeteria personnel two weeks before the trip so they can adjust the lunch count.
- All students in your class should participate in the trip
- If you need to cancel a trip for any reason you need to inform the Trip Coordinator.
- Prior to leaving the school building teachers must submit the completed ATS attendance sheet. Teachers should submit a trip class list to the general office.
- If an emergency arises while on the trip please contact the school immediately.

All information requested from you must be sent to the district office so please submit all forms within the time frame required. Do not forget to have a permission slip for every student attending the trip. It is advisable to take all permission slips with you. There will be no phone permission request calls. Taking student out of school is a very big responsibility. Therefore your cooperation in following these procedures is critical.

School Website and Google Classroom

Our school website is: repertorycompanyhs.org. It is updated regularly and contains information regarding our school, school news, parent newsletters, calendars, etc. All teachers should join the Rep Staff Google Classroom. This is a secure site where you can find all administrative forms, calendars, student outreach files, professional development material, weekly administrative bulletins, etc. To obtain access please see the Assistant Principal/Principal.

Character Safety and Discipline

Child abuse, maltreatment and neglect

New York Social service Law (SS411 et.seg.) mandates that all school personnel immediately report all cases of suspected child abuse and maltreatment. Staff members who have reasonable cause to suspect that a child is abused, maltreated or neglected must notify the Principal or Assistant Principal immediately.

Pursuant to Chancellor's Regulation A-750, the principal or his designee is responsible for reporting cases of abuse or maltreatment immediately to the New York Register of Child Abuse and Maltreatment in Albany. Additionally, staff members who suspect possible child abuse become mandated reporters and are responsible for reporting cases of abuse. School personnel must complete a written report (Form DSS-2221-A).

Corporal Punishment

The Chancellor's Regulation on Pupil Behavior and Discipline Corporal Punishment are A-420 and A-421

Disruptive behavior by a student must never be punished by use of physical force. Such behavior usually reflects underlying problems that require guidance intervention. School personnel should take steps to identify the problem(s) and, working closely with parents, help the student receive maximum benefit from the educational program offered at the school.

Regulations of the Commissioner of Education, 100.5 (a) defines corporal punishment as any act of physical force upon a pupil for the purpose of punishing that pupil.

Corporal punishment shall not mean the use of reasonable physical force for any of the following purposes:

1. to protect oneself from physical injury;
2. to protect another pupil or teacher or any other person from physical injury;
3. to protect the property of the school or of others; or
4. to restrain or remove a pupil whose behavior is interfering with the orderly exercise and performance of school district functions, powers or duties, if that pupil has refused to comply with a request to refrain from

further disruptive acts, provided that alternative procedures and methods not involving the use of physical force cannot be reasonably employed to achieve the purposes set forth in 1 – 3 above.

Report of Incident of Alleged Corporal Punishment:

All allegations of physical and verbal abuse of students by Department of Education employees, custodial employees or others must be reported by the Principal to the Office of Appeals and Reviews by telephone and in writing (A-420 and A-420A forms). The telephone communication must occur before a preliminary investigation or review commences, when a student has sustained serious physical injury not necessarily limited to that requiring hospitalization.

Chancellor's Regulation A-420 deals with Verbal Abuse as Corporal Punishment.

Chancellor's Regulation A-421 deals with Physical Abuse as Corporal Punishment.

Student Lateness

Anytime a student is late to class during the school day, the teacher is to admit the student to class and change the absence (A) on the ATS bubble sheet to late (L). Students are not admitted after 10:30AM unless accompanied by a doctor's note.

When a student is chronically late to school or class, the parent should be contacted in accordance with our Tiers of Behavioral Support.

Referrals can also be made to the Pupil Personnel Committee: see Guidance Counselor.

BATHROOM PASSES

Students must use the bathroom passes in each teacher's classroom. Only one student should be out of the classroom at a time with the pass. If you see a student in the hallway during your prep, please say hello and ask to see their pass. If for any reason you find your pass is missing, please send students with a handwritten pass until your pass is replaced.

DISCIPLINE GUIDANCE AND REFERRALS

Any behavior at Repertory HS which interrupts the orderly process of a class lesson will not be tolerated. However, it is vital that proper procedures be followed so that these incidents and problems can be dealt with most expeditiously and with the least amount of disruption to the total school climate. Therefore, you are requested to follow the suggested procedures that accompany the following incidents.

In case of an emergency, send another student to get help, and prepare the written statement at the first opportunity. Do not send the problem student out of class. Describe the incident in writing, detailing all the facts as soon as possible. In an emergency situation, all members of the staff are expected to lend assistance.

The administrator responding the incident will interview the student, contact the parent when necessary, refer the student to the Guidance Counselor for follow-up, and consult with the Principal if a suspension is to be considered.

NOTE: Students must not be excluded from class or sent out of the room in these instances.

Safety Agents should be summoned when the teacher feels that there is an immediate danger to either themselves or to the other students in the room.

Students will use their school issued passes. Teacher must sign and date indicating permission to leave the classroom. These passes may not be used during the first or last 10 minutes of each class.

Teachers are not to deny students entrance to class because of lateness. The student is to be admitted and the issue dealt with on an individual basis.

It is important to respond in a timely fashion to screen requests made by the Guidance Counselor or Administration. These screens are used to obtain student information related to disciplinary issues. The form will state whether the request is urgent (return immediately) or routine (return within a day). Please be specific when writing your comments.

Students who are being closely monitored by Guidance may be asked to carry a "Guidance Follow-Up Sheet." Teachers are asked to comment on the student's work, attendance and behavior daily during the specified time.

Students who have been placed on probation will be required to carry a "Progress Report" form.

All students who are being suspended must be given class work and homework for the entire suspension period. Teachers are asked to submit all work to the Parent Coordinator.

REPERTORY COMPANY
HIGH SCHOOL FOR THEATRE ARTS

Tiers of Behavioral Support

We have designed the below Tiers of Behavioral Support to address behaviors such as consistent lateness to class, violations of Responsible Electronics Policy, disrespectful language/comments, and misuse of equipment.

TIER 1	<u>1-on-1 Conversation</u> In class correction/conversation with student at the time of the offense, or a one on one conversation with student outside of class. Can be brief, but should outline next steps and explicitly give student the opportunity to make behavioral correction. Interaction is logged on Jupiter by the end of the day.	
TIER 2	<u>Advisor Outreach</u> Teacher may choose to contact student's Advisor for follow-up conversation regarding the behavior and what supports the student may need to correct it moving forward. Advisor will follow up with 1-on-1 conversation.	
TIER 3	<u>Parent/Caregiver/Guardian Outreach</u> Parent/caregiver outreach. Contact* parent/caregiver and make them aware of the ongoing situation, measures that have already been taken as well as outlining next steps if the problem persists. Record interaction after speaking with parent/caregiver. *It is important that teachers are able to speak with the parent/caregiver, not just leave voicemail.	
TIER 4	<u>Guidance Support</u> Student is referred to Guidance, who may recommend outside counseling services or other forms of behavioral support based on conversations with parent/caregiver/Guardian and/or school staff.	<u>Admin Outreach</u> Teacher informs student that referral will be written, logs behavior and tags Administrators in anecdotal. Once reviewed by Admin, meeting will be arranged with parent/caregiver/guardian and student and/or other disciplinary action will be taken.

Some behaviors will trigger an Automatic Admin referral: verbal altercation between students that prevents instruction from happening, physical altercations, threatening language, bullying, cutting class.

Example:	**Student uses a cellphone or other electronic device for non-instructional purposes**	**Student leaves class without a pass or lingers in hallways for extended periods of time during class**	**Student cuts a class (never reports on a day they are marked Present)**
First Infraction	Teacher speaks 1:1 with student to remind them of the Responsible Electronics Policy	Teacher speaks 1:1 with student to remind them of the importance of being in class consistently	Student referred to Admin, serves a Lunchtime Detention to make up work missed during class
Second Infraction	Teacher speaks to parent/caregiver to let them know the behavior is continuing	Teacher speaks to parent/caregiver to let them know the behavior is continuing	
Third Infraction	Student referred to Admin, electronic device is checked in at entry for 3 days	Student referred to Admin, serves a Lunchtime Detention to make up work missed during class	

Incident Forms:

Situations arise that warrant direct referral to the Principal. Such situations clearly are disciplinary in nature and require immediate action in order to protect the health and safety of students and/or staff. These include:

- threats or verbal abuse against a staff member
- smoking in any part of the building
- theft
- extortion or alleged extortion
- damage or destruction to school property, including graffiti
- suspicion of organized group antagonism/acts of hostility or the suspicion of being under the influence of controlled substances

Emergency Situations:

- physical confrontations involving students or staff
- fighting or assault on another student
- possession of a dangerous or deadly weapon intoxication
- any major disruption of classroom activity

If an emergency situation should arise which calls for immediate assistance, the teacher is to send a reliable student to alert the nearest available supervisor or safety agent. ***Do not send the problem student out of the classroom.*** Emergency situations require a written statement following the initial notification. Incident reports should be completed on the appropriate form (either an Occurrence Report, for notification to the Region for possible Suspension, or Incident Report, for internal use and possible Suspension).

DUTIES OF CHARACTER, DISCIPLINE SAFETY COORDINATOR AND SCHOOL SAFETY AGENTS

We are all concerned with school safety issues and want to provide you with information about what the responsibilities of deans and school safety agents are:

Character, Discipline, Safety Coordinator

1. Handle discipline problems and properly counsel students.
2. Patrol halls, staircase, cafeteria and lavatories.
3. Schedule and attend guidance and suspension conferences giving detailed accounts of situations in question.
4. Collect detailed records for all scheduled hearings and conferences.
5. Attend Superintendent's suspensions at Department of Education offices.
6. Assist in breaking up student altercations as necessary.
7. Provide security at assemblies, graduation and other school functions.
8. Inform Assistant Principal/School Safety about untoward incidents.
9. Prepare Occurrence Reports, as needed.
10. Keep detail records regarding dispositions of all disruptive behaviors
11. Mediate conflicts

School Safety Agents Duties:

1. Screen all visitors to the building, directing legitimate visitors to the appropriate offices with colored coded passes.
2. Bar entrance to all people not having legitimate business in school.
3. Patrol the building as assigned by the Principal or Assistant Principal – Security, SSA Sergeant and the School Safety Agents' patrol schedule.
4. Check peripheral exits.
5. Assist in emergencies, i.e., fights or uncommon disturbances.
6. Check lavatories on a regular basis.
7. Escort intruders to the appropriate personnel for appropriate action.
8. Keep vestibules clear of all people except students with legitimate business.
9. Check to see the building is secure at the end of the school day.
10. Cooperate with school officials and assist in lawful searches of students as requested by the Principal and Assistant Principal – Security.
11. Immediately notify CDS Coordinator or Assistant Principal – Security of any untoward incident or condition.

STUDENTS IN THE HALL

Students are not to be allowed to leave the classroom without a pass. The Classroom pass which you received early in the school term should be utilized.
You are to follow these rules:

1. Only one student is to be out of a room at a time.
2. The student is to have a pass.
3. Do not send several students out on one pass.
4. No passes are to be issued during the first 10 minutes or the last 10 minutes of the period.

Students will be stopped in the hallway and if they do not have a legitimate pass, they will be sent back to class. Hallway monitors should be circulating to greet students, check passes and ensure they get where they need to be.

Students may have legitimate reasons to visit, i.e., to see the guidance counselor, to get a copy of their transcript, etc. However, they are not to be allowed to hang out here all day. In addition, graduates are visitors and, as such, have to enter through the main entrance and obtain an appropriate pass. They are not to be brought in by staff.

We are all concerned about maintaining orderly hallways, but we cannot do so unless we all work together.

STUDENT REMOVAL PROCEDURE: CHANCELLOR'S REGULATION A-443

CRITERIA FOR REMOVAL
Behavior that is substantially disruptive or interferes with the teacher's authority within the classroom.
Examples:

Excessively talking
Excessively calling out
Verbal abuse
Distraction of other students

STEPS PRIOR TO ASKING FOR REMOVAL: TEACHER'S RESPONSIBILITIES

1. Request for appropriate student behavior.
2. Conference with the student.
3. Classroom measures.
4. Parental contact.
5. Referral to Assistant Principal
6. Guidance/Dean referral.

ALL DOCUMENTATION MUST BE DATED

PROCEDURES THAT MUST BE FOLLOWED

1. You must submit a *Student Removal Request Form* with all the proper documentation to the Assistant Principal. The form must be accompanied with the appropriate class work and homework for the student. (Student may be removed from 1 to 4 days.) You may not impose an academic penalty for student removal.

2. Participate in a parent conference, if needed.

3. A CDS Coordinator or the Assistant Principal will remove the student from your class the next school day.

4. You will then be notified, in writing, when the student will be returning to your class.

VISITORS CONTROL PROCEDURES

The NYPD School Safety Division in collaboration with the Principal will assign a School Safety Agent (SSA) to the main entrance. This person will follow the same visitor control procedures that the SSA must perform. The main entrance must be covered by an SSA or other appropriate staff person until the end of the school day.

1. A visitor entering the building will be required to provide at least one (1) item of valid photo identification (e.g. Driver's License). The SSA or the staff member on duty at the main entrance will record the date, time, name and destination of the visitor in the Log Book. All visitors are required to sign their name next to the entry made by the SSA or staff person on duty. Log books must be maintained for a period of three years. Signs are posted at the main entrance informing visitors that they must stop at the desk to sign in and show photo identification. The signs also inform visitors that failing to follow these guidelines may result in their removal from the building.

2. All visitors must be escorted to the office they have an appointment with.

*****If you plan to have a visitor in the building (mentor, guest speaker, friend, etc.) please inform Principal or Assistant Principal the day before the visitor is coming. *****

The door alarms in our building:

- Are located on the exit doors of exit A 2nd floor of school, exit B 1st floor exit door, exits in English wing, science lab, and dance room.
- Each door has clear signage that indicates that the door is alarmed and that the door can only be used in an emergency.

Example



- All door alarms remain activated unless there are specific signs posted indicating times of the day when the alarms are temporarily de-activated.
- Each alarm operates on its own battery and key. The alarm has a low battery alert to indicate that a battery should be changed. All alarms operate with a single key.

- Alarms may ***ONLY*** be temporarily de-activated for:
  - Use during entry or dismissal.
  - Use to access areas for physical education or recess.
  - In these cases, staff must be assigned to monitor the use of the identified doors.
  - Staff must be identified to de-activate and activate as scheduled.
- Alarms ***may not*** be de-activated for:
  - Convenient access to the street instead of using the main entrance/exit.
  - Any other reason not identified above.



If you are NOT supervising students when you hear an activated door alarm:

- Immediately report to the door where the alarm has been activated to observe conditions and to determine the possible cause of the alarm (*i.e. staff or students observed in stairwell, student running from scene in the hallway, door propped open).*
- Immediately call ***an assistant principal, safety agent, the dean, or the principal*** to report the specific location of the door alarm that was activated. Share any observations.
- If you are in possession of a two-way radio (e.g. administrator, dean, security school aide) or if a School Safety Agent (SSA) is present, immediately use the radio to report the specific location of the door alarm that was activated to other staff with radios so that everyone can respond with accurate information.

If you ARE supervising students/with your class and you hear an activated door alarm:

- Immediately call ***an assistant principal, safety agent, the dean, or the principal*** and report the specific location of the door alarm that was activated. If your room does not have a phone send a student for an SSA.
- Immediately look outside the classroom window and/or look outside the classroom door in an effort to observe anything that may provide additional information such as a staff member/ student(s) walking away from the door .
- Provide the responding staff member/SSA with a description of the student(s) and the direction the student(s) was traveling.
- If possible, include the following information in the description:
  - Height and approximate weight
  - Ethnicity
  - Complexion and hair color
  - Attire and any distinguishing features

Staff/SSAs who respond to an activated alarm:

- Immediately report to the location and assess the immediate area.
- This includes opening the door and observing the surrounding location.
- Immediately speak to the staff member who reported the activated door alarm and transmit all critical information that has been obtained over the two- way radio to other staff with radios who are responding to the activated door alarm.
- If IPDVS(video cameras) is operational at the building, immediately begin monitoring live video feeds in an effort to determine if an individual has left the building. In addition, another staff member trained in the use of IPDVS must use the archive system to review video footage to help identify the student believed to have left the building.

General Response Protocols and Missing Student Protocols

- If the door alarm was activated ***and the cause for the alarm is believed to be the result of an intruder or a missing student***, the Principal/ BRT Leader will activate the appropriate General Response Protocols and/or Missing Student Protocols based on the specific information in each incident
- This will include calling 911.
- Activate the BRT and other building support staff as appropriate.
- Activate the Command Post and follow the directions on both sides of the Command Post Card.
- Contact EIC (718.935.3210) and be sure to communicate with your Superintendent and Borough Safety Director.

During each incident:

- .Information should be communicated to responding staff:
  - Via two- way radios, provide all responding staff/agents with updates and final results of building searches, observations at the scene, on the video cameras (if applicable) or when patrolling the perimeter/ immediate area around the school building.
  - Use the PA system to make appropriate GRP announcements.
- If a student is missing and it is unconfirmed that s/he has left the building, frequent announcements should be made to remind staff of the description of the individual who is missing. Remind staff of the phone extension to call if they have any information.

Department of Education
Carmen Fariña, Chancellor

At the close of each incident:

- Remember to make the announcement to lift the GRP action (if used).
- Remember to make the same announcement on the two-way radio.
- Ensure that the recorder has accurate documentation and compare notes with the school safety agent in the command post (if the incident required an activation)
- Follow the necessary reporting/update requirements which include such as completing an OORS/ calling EIC, contacting your Superintendent, and your Borough Safety Director.

Department of Education
Carmen Fariña, Chancellor

Student Services

ATTENDANCE PROCEDURES

Mission

Education is the key to opportunities for a meaningful and fulfilling life. Repertory Company High School for Theater Arts is committed to the philosophy that regular attendance is necessary for academic achievement and growth in artistic competencies; that a student body that attends regularly enhances the life of the school and of the individual classes; and that the habit of regular attendance prepares students for the demands of the world of work. Students in both general education and special education programs are served with this philosophy in mind.

Student Bio-File Information (BLUE CARDS)

During the first few days of the school year, students are in their Advisory; teachers are given printouts of student biographical information (contact cards) and asked to verify information individually with each student. Corrections are given to the Pupil Accounting Secretary for updates. During the course of the year, when new information comes to the attention of any staff member that information is given to the Pupil Accounting Secretary. Additionally, any returned mail is an indicator of a wrong address and is forwarded to the Attendance Coordinator and Pupil accounting Secretary for follow-up and corrections.

Daily Attendance Recording Procedures:

The daily scan sheets are placed in the teacher's third period folder. The Attendance Coordinator checks with the coverage assignor to make sure that all classes are covered. Attendance is taken by teachers for the third period classes through the use of scan sheets. The "A" bubble will be blackened in on the blue attendance scan sheet if a student is absent.

Scan sheets are picked up from all classrooms ten minutes after the period starts. Teachers

are responsible for returning the sheets, if a school aide does not pick up the folder. Sheets are removed from the teacher's folder and scanned. The attendance coordinator enters the lateness into the computer.

Class Attendance sheets (RED SCAN SHEETS) are printed for each class for and must be submitted at the end of the day and pick up each morning.

Follow-Up Program for Absentee Students

Every attempt will be made to make student/parent contact according to the following guidelines:

a) any absence – ATS post card and phone call (School Messenger).
b) Three consecutive absences – Parent Coordinator makes personal phone call to parent and sends letter.
c) Five cumulative absences within a marking period – parent summoned to school for conference with Administrative Team and teachers.
d) Five consecutive absences – Metro card cancelled.
e) More than 10 cumulative absences within the first marking periods – a second parent conference held with the Assistant Principal.
f) Sixteen or more absences in a term – letter sent to parents regarding possible filing of educational neglect.
g) 407's will be generated by ATS and follow-up by the Attendance Teacher or Attendance Coordinator.

Student Re-Entry Program

Students who have been excessively absent the previous term and have failed most of their classes as a result are identified by their Guidance Counselor. Their programs are pulled and replaced by a note indicating that the students' parents must meet with the Guidance Counselor to discuss his/her attendance and strategies for improvement prior to release of the program.

During the course of the term, the Parent Coordinator, Guidance Counselor and Attendance Coordinator will monitor the progress of these students to determine the extent of their improvement and discuss other strategies that may be applied.

Programs and Incentives to Encourage Attendance Improvement

The Attendance Coordinator monitors attendance for the students. Students exhibiting excellent attendance are rewarded with certificates of recognition and Rep dollars.

SPECIAL EDUCATION

Special Education is very challenging in many small schools. Repertory HS offers some push into classroom resource services. Special Education students also receive counseling, hearing services, speech and language therapy as indicated in the students IEP.

Special Education/SETTS students are placed in Mainstream classes as their IEP dictates. Students are mainstreamed in performing arts classes. Each Special Education/SETTS student's Individual Education Plan is reviewed yearly on an Annual Review Conference.

The IEP team or the School-Based Support Team consists of a school psychologist, the social worker, Related Service Provider, and a Special Education teacher. This team investigates initial referrals to special education and completes re-evaluations for students currently enrolled in special education.

All of the special education students at Repertory are enrolled in a diploma-bound course of study.

ENGLISH LANGUAGE LERNERS

Students at Repertory HS who have special needs are offered programs designed to provide the support they need to be successful. Students are identified as ELL upon entry into the secondary school. According to the Part 154 Amendment to the Regulations of the Commissioner of Education Section 154.2(a), LEP students are identified as follows:

> "Pupils with limited English proficiency shall mean pupils, who by reason of foreign birth or ancestry speak a language other than English, and:
> 1. either understand or speak little or no English; or
>
> 2. score below statewide reference point or its equivalent on an English language assessment instrument approved by the commissioner."

ELL students are placed in an ESL (English as a Second Language) support class. These groupings are flexible. When evaluation of a student's progress indicates that a change in group will be beneficial, that change is made. The three instructional levels of ESL are intermediate, advanced and transitional. A minimum of one period of ESL and one period of English is given to the students. The four major linguistic skills of the ESL curriculum are listening, speaking, reading and writing.

The primary objective of the ESL program is to enable students to achieve communicative and linguistic competence in English

METRO-CARDS

Students are entitled to receive free school transportation either by bus or train when they live more than 1 ½ miles from school. Students who live between ½ and 1 ½ miles may receive a half fare bus Metro-card. We do not make the determination as to the distance; this determination is made by the Office of Pupil Transportation. Students receive Metro-cards only on the basis of distance; students do not receive card on the basis of economic need.

If a Metro-card is lost or stolen, the student must report it immediately to the Alma Llanos Attendance Coordinator the Main Office. The Coordinator will cancel the Metro-card. There is a wait of 15 school business days for a replacement; therefore, it is important that when passes are distributed teachers emphasize to students that they must safeguard their Metro-cards. A number of students lose their Metro-cards because they leave them with their books or clothes and then leave the classroom or cafeteria and find their Metro-cards missing when they return. All Metro-cards will be distributed after school from the main office.

STUDENT USE OF INHALERS

Students who use inhalers are protected under the Americans with Disabilities Act, Section 504. Section 504 establishes that disabled students, whose impairments do not directly limit their ability to learn, have a right to a free, appropriate public education. However, parents/guardians of these youngsters must fill out a form so that we have the correct medical information on file for each student.

In this light, please assist in the identification of youngsters in our school who use inhalers. Please send this information in writing to the Pupil Accounting Secretary.

SUICIDE PREVENTION

The following abstract appears in the Chancellor's Regulation:

> The numbers of suicides and attempted suicides among school aged youth have increased by alarming rates in the past few years. It is the responsibility of every staff member to report knowledge of any potential suicide victim to the designated school authority whether or not the student has requested that the information be kept confidential. The person designated by the Principal, i.e., the assistant principal, Guidance Counselor and SAPIS Worker, must report such activity to the parent or guardian.

Incidences of attempted suicide are most frequent around holiday time. Students often give clues to peers, teachers and other personnel of their intent to commit suicide. It is important, therefore, that all school personnel (pedagogical and non-pedagogical) be sensitized to behavioral manifestations which may suggest suicidal tendencies. Among the indicators are:

- Signs of depression and undue stress
- Use of drugs and/or alcohol
- Isolation/withdrawal
- Low achievement
- Lack of aspiration
- Truancy
- Low self-esteem

- Self-destructive behavior
- Recklessness
- Giving away personal belongings

Teachers and other staff members who see or hear attempts of suicide or discussion or contemplation of suicide should immediately report the details to the Guidance Counselor or the Assistant Principal. The Principal should be notified immediately. The student will be interviewed, the parent notified, and the required report will be sent to the Superintendent's Office. Where necessary, the student will be hospitalized for further observation.

Your cooperation is vital and necessary for the effective handling of potential suicides.

CHANCELLOR'S REGULATIONS:

Please review all Chancellors' regulations in the NYC Department of Education Web site.

http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations/default.htm

Reporting Guidelines for Student Incidents

Examples of low-level infractions that should be addressed via the Tiers of Behavioral Support and logged in Jupiter:

- Disrespectful language/defiance
- Off-task behavior
- Frequent lateness/absence
- Missing work/refusal to do work

Examples of infractions that should be reported immediately to Administration to be addressed via the Citywide Behavioral Expectations, and subsequently logged in Jupiter:

- Academic dishonesty (cheating, plagiarism)
- Vandalism
- Threatening language/verbal altercation
- Physical altercation (including play fighting)
- Unwanted sexual touching/language or Bullying/Harassment under Respect for All
- Unauthorized recording
- Possession/use of smoking/vaping paraphernalia and/or drugs/alcohol
- Use of racist language/slurs (see Protocol for Addressing Incidents of Racially Abusive Language)

Other:

Student use/possession of smartphones should be documented using the form set up by Mr. Giff.

Students with ongoing conflict with one another that does not need to be addressed via the Citywide Behavioral Expectations may be referred to Ms. Leddy for Peer Mediation.

Student language that falls under Mandated Reporting guidelines (suicide or self-harm ideation, evidence of abuse/neglect) should be reported IMMEDIATELY to Ms. Wright or an available Guidance Counselor, who can assist in reporting to the appropriate organizations.

Repertory Company High School for Theatre Arts

123 West 43rd Street New York, NY 10036

Michael Fram, Principal

AUTHORIZATION TO COLLECT STUDENT FUNDS

SCHOOL: Repertory Company High School for Theatre Arts

I have designated _____ to take charge of the

_____, and to collect all money from students

related to the activity above in accordance with the schedule below: (where the activity is an SO Store

engaged in the sale of general merchandise, the following schedule need not be filled in.)

ITEM	Unit Selling Price
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

_____
Principal's Signature

It is understood that I, as advisor for _____ will turn over all money collected to the school treasurer for deposit, without making any deductions for expenses. I will keep the necessary records and render a full accounting of funds to the school treasurer at the culmination of the specific activity or at the end of the term, whichever is applicable.

_____
Advisor's Signature

Repertory Company High School for Theatre Arts

123 West 43rd Street New York, NY 10036

Michael Fram, Principal

Date: _____

Dear _____:

I _____,
plan to (Name)

as a personal business day. Thank you.

take _____

(Date)

_____

Teacher's Signature

Note: Contract requires that notification for absence for personal business be given in writing three (3) days in advance.

Approved: _____
Michael Fram, Principal

Repertory Company High School for Theatre Arts

123 West 43rd Street New York, NY 10036

Michael Fram, Principal

Please Submit to Ms. Fulham

REPRODUCTION REQUEST FORM

Submitted by: _____

Date: _____ Number of Copies: _____

Needed by: _____ Time: _____ a.m. _____ p.m.

NOTE: Leave at least a 1- inch margin all around.

Paper size:

___ **8½ x 11 (Letter size)**

___ **8½ x 14 (Legal size)**

Copies are to be:

___ **Single-sided**

___ **Double-sided**

Special Instructions:

_____

_____

_____

_____

_____

Repertory Company High School for Theatre Arts

123 West 43rd Street New York, NY 10036

Michael Fram, Principal

REQUEST FOR COVERAGE

TEACHER NAME _____

DATE OF TRIP/MEETING _____

DESTINATION _____

*** NO COVERAGE IS NEEDED [ ]**

COVERAGE WILL BE NEEDED FOR MY CLASS(ES) DURING:

PERIOD _____ CLASS _____

PERIOD _____ CLASS _____

PERIOD _____ CLASS _____

PERIOD _____ CLASS _____

PERIOD _____ CLASS_____

PERIOD _____ CLASS _____

Repertory Company High School for Theatre Arts

123 West 43rd Street New York, NY 10036

Michael Fram, Principal

Guidance Counselor REFERRAL FORM

Teacher _____ **Date** _____

Student _____
Basic Reason for Referral:

Dates of in person/phone conference with parent: _____

Shy/Withdrawn _____

Excessive Absence (dates) _____

Excessive Lateness (dates) _____

Problems in relationships with others_____
_____
_____

Health Problems (explain) _____
_____
_____

Learning Difficulties (short attention span, low frustration level, poor reader, writes with difficulty, etc.
_____

_____
_____

Other: (explain)_____ _____
_____

Please describe the steps of intervention you have already taken:

_____

_____

_____

What is the student's current grade? _____

Follow-up:

This student has been counseled by _____.

He/She was seen on _____(date).

If you notice any further problems please contact me.

Repertory Company High School for Theatre Arts

123 West 43rd Street
New York, NY 10036

Michael Fram, Principal

STUDENT REFERRAL FOLLOW-UP SHEET

Date: _____

To All Teachers:
Re: _____

This student has been seen by _____. Please notify me if there is any further problem.

PERIOD	SUBJECT CLASS GROUP	TEACHER	WORK/BEHAVIOR
1			
2			
3			
4			
5			
6			
7			
8			

Parent/Guardian's Signature: _____

NYC DEPARTMENT OF EDUCATION

REQUEST FOR OFF-SITE UTILIZATION
BY NYCDOE PERSONNEL

Item Description
_____
_____
_____

School/Office Responsible for Equipment
Repertory Company High School
123 West 43rd Street
New York, NY 10036

Serial Number _____ Location _____

Condition of Equipment: _____ _____

Reason for Request to use Equipment at Off-Site Location:

_____
_____

Address of Proposed Off-Site Location: _____

Expected Date of Transfer _____ Expected Date of Return _____

"I agree to be responsible for the designated equipment item while it is in my possession and to return it by the above indicated date. If the item is lost, stolen, destroyed or otherwise rendered inoperable while in my possession, I agree to reimburse the Department of Education for the item at replacement value. If the item is damaged, I agree to pay for its repair."

_____
Signature of Individual Requesting Off-Site use

APPROVAL SIGNATURES

_____ _____
_ _____
Local Instructional
Principal/Assistant Principal Superintendent

CERTIFICATION OF EQUIPMENT ITEM'S RETURN

Date that equipment was returned: _____

"I have inspected the returned equipment and have verified it to be the same equipment as described above and have found it to be in the same condition as indicated above."

_____

Principal/ Assistant Principal

If equipment was not returned in the same condition as when it left the site, please explain:

Repertory Company High School for Theatre Arts

123 West 43rd Street
New York, NY 10036

Michael Fram, Principal

OUT OF ROOM PASS LOG

***Directions*: Please have all students who request an out-of-room pass in each of your subject classes fill in the information below. Keep logs on file for the entire semester.**

NAME OF TEACHER_____

WEEK OF _____

DATE	PERIOD	Student's Name (Please Print)	Destination	Time Out	Time Returned

Repertory Company High School for Theatre Arts

123 West 43rd Street
New York, NY 10036

Michael Fram, Principal

AUTHORIZATION TO PURCHASE FROM SCHOOL FUNDS

Instructions:

Fill out form completely and obtain approval from Principal or Assistant Principal

- **If there is money available, the form will be returned to you with authorization to purchase.**

Ms. Dell will prepare purchase documents and place the order (if OTPS funds).

If there is no money currently available and the purchase has been approved, the approval form will be held until money is available and the purchase may be made.

You will be notified whether the purchase is being made or held.

<table>
<tr><td colspan="2">Person Requesting Purchase:</td><td>Date of Request</td><td>Funds Available:
[ ] Yes[ ] No</td></tr>
<tr><td colspan="2">Purpose of Purchase:</td><td colspan="2" rowspan="2">Items To Be Purchased:
(Attach Catalog Sheet if Available)

1.
2.
3.
4.
5.</td></tr>
<tr><td colspan="2">Approx. Total Cost:
$</td></tr>
<tr><td colspan="4">Vendor Name, Address, Telephone Number, Fax Number:</td></tr>
</table>

Requestor's Signature:						
Principal	**Approve [ ]** **Disapprove [ ]**	**Initial**	**Assistant Principal**	**Approve [ ]** **Disapprove [ ]**	**OTPS [ ]** **Treas [ ]**	**Held [ ]** **Purch [ ]**

For Treasury Use Only: **Date** _____ **Check #** ____ _____

TRIP PLAN

A DETAILED ITINERARY MUST BE GIVEN TO THE PRINCIPAL AND ATTACHED TO THIS FORM

1. School: _____ Class(es) _____
2. Destination: No change permitted without new consent form and authorization
_____

3. Purpose of Trip: _____
4. Date(s) of Trip: _____ ___
5. Time of Departure: _____ **6.** Time of Return _____

7. No. of Pupils to be Taken: _____ **8.** No. of Teachers: _____ No. of Other Adults: _____
9. Transportation Required:

Public _____ Name of Charter Bus Co. _____ Other _____
10. Departure Information (location and carrier): _____
11. Return Trip Information (location and carrier): _____

12. Free Transportation Passes Requested Yes _____ No _____

13. _____ Approved: _____

14. Name & Contact Information for Person/Company Who Arranged Travel Plans:
_____

15. Food and Lodging will be Provided by: _____
16. Address & Phone No. of Lodging _____
17. Has the school determined that the facility has adequate insurance consistent with the level of risk

involved (e.g., sedentary trip as opposed to outdoor, physically active trip)?
Yes _____ No _____ If yes, attach a copy of the policy.

18. If swimming is involved, the school has determined that a lifeguard will be on duty at all times when students are in the water. Yes _____

OUT-OF-COUNTRY TRIPS

A. Are there any current travel warnings or advisories issued by the State Department?

(www.cdc.gov; www.travel.state.gov) YES _____ NO _____
If yes, please explain: _____

B. Have you purchased Medical Insurance for each day of an out-of-country trip?

YES _____ NO _____ (attach copy of policy.)

C. Is medical preclearance required? YES _____ NO _____

If YES, attach a copy of the medical form for each student.

D. Does each student and staff member have the appropriate documentation necessary for travel to the country/countries being visited and for return to the United States? YES _____ NO _____

E. Copies of all students' passports shall be maintained by the Trip Coordinator.

F. At least one staff member accompanying the students must have a phone with international service.

I CERTIFY THAT ALL REQUIREMENTS OF CHANCELLOR'S REGULATION A-670 THAT RELATE TO THIS TRIP HAVE BEEN FULFILLED.

Name of staff member: _____
Telephone number: _____

19. APPROVED _____ DATE _____

19. APPROVED _____ DATE _____

Principal

20. APPROVED* _____ DATE _____

Superintendent

* The appropriate Superintendent must approve international trips. If there are travel advisories for the country/countries t he students will be visiting, the Superintendent must consult with the Deputy Senior Supervising Superintendent prior to making a determination whether to approve the trip.

PARENT NOTIFICATION/CONSENT FORM
DAY TRIP

Name: _____ Class: _____
School (list additional trip sponsors when applicable): _____ Trip Date: _____/_____/_____
Trip Coordinator: _____

Destination: _____
Departure Site: _____ Departure Time: _____
Return Site: _____ Return Time: _____ _____

Mode of Transportation: _____ Purpose of Trip: _____
_____ _____

Specific Clothing/Equipment Required for this Trip: _____ This trip will include the following physical and sports activities (e.g., swimming, horseback riding, ice skating, skiing, boating, etc.):
_____
_____
_____
a) I understand that there are risks of injury associated with the above-listed physical and sports activities and

I consent to my child's participation in all these activities except for the following:
_____
_____

_____

b) Please indicate below any permanent or temporary medical or other condition, including special dietary and medication needs, or the need for visual or auditory aids, which should be known about your child:

_____ _____
_____
_____

c) I agree that in the event of an emergency injury or illness, the staff member(s) in charge of the trip may act on my behalf and at my expense in obtaining medical treatment for my child.
d) I understand that my child is expected to behave responsibly and to follow the school's discipline code and policies.

e) I agree and understand that I am responsible for the actions of my child. I release the school from all claims and liability that arise in connection with the trip, except if due to the negligence of school officials.

f) I understand that I am responsible for getting my child to and from the departure and return sites identified above. I understand that my child shall be accompanied by staff member(s) during the trip, including while traveling from the departure site to the destination site, and from the destination site t o the return site.

g) I understand that alcoholic beverages and/or illegal drugs are prohibited and have discussed this prohibition with my child. I understand that if my child is found in possession of these substances, he/she will be subject to school disciplinary procedures and possible criminal prosecution.

h) I understand that students who violate the school's discipline code may be excluded in the future by the school from participating in a trip.

i) In an emergency I can be reached at: Day: (___) _____ Evening: (___) _____

Additional Contact: Name: _____ Day: (___) _____ Evening: (___) _____
j) I give my permission for my child to participate in this school trip.

_____ _____
(Signature of Parent/Guardian) (Date)

STUDENT DECLARATION

(to be signed by Middle School and High School students)

I have read this form and I understand that I am to act on this trip in the same responsible manner in which I am expected to conduct myself in school.

_____ _____
(Signature of Student) (Date)

PARENT NOTIFICATION/CONSENT FORM
OVERNIGHT/EXTENDED DAY TRIP

Name: _____ Class: _____

School (list additional trip sponsors when applicable): _____ Trip Date: _____/_____/_____
Trip Coordinator: _____
Destination: _____

Departure Site: _____ Departure Time: _____
Return Site: _____ Return Time: _____
Mode of Transportation: _____

Name of Hotel and Telephone No. (If Overnight Trip): _____
Purpose of Trip: _____ _____
_____

Specific Clothing/Equipment Required for this Trip: _____ This trip will include the following physical and sports activities (e.g., swimming, horseback riding, ice skating, skiing, boating, etc.)
_____
_____ _____
_____
a) I understand that there are risks of injury associated with the above-listed physical and sports activities and

I consent to my child's participation in all these activities except for the following:
_____
_____

_____

b) Please indicate below any permanent or temporary medical or other condition, including special dietary and medication needs, or the need for visual or auditory aids, which should be known about your child:

_____
_____
_____ _____

c) I agree that in the event of an emergency injury or illness, the staff member(s) in charge of the trip may act on my behalf and at my expense in obtaining medical treatment for my child.
d) I am responsible for getting my child to and from the departure and return sites identified above.

I understand that my child shall be accompanied by staff member(s) while traveling from the departure site to the destination site, and from the destination site to the return site.
e) I understand that it is within the school's discretion to change travel, accommodations and other

arrangements as it deems necessary. I will be informed of such changes as soon as practicable.

f) I understand that the school in arranging for my child's travel and accommodation selected commercial

airlines, trains, restaurants, hotels and other services whose performance and service cannot be controlled by the school. Consequently the school is not responsible for the actions of these commercial entities, including but not limited to, lost luggage, unsatisfactory quarters, and refunds.

g) I understand that my child is expected to behave responsibly and to follow the school's discipline code and policies.

h) I agree and understand that I am responsible for the actions of my child. I release the school from all claims and liabilities that arise in connection with the trip, except if due to the negligence of school officials.

i) I understand that students who violate the school's discipline code may be excluded by the school from participating in a trip. Additionally, I understand that if a serious or reported violation occurs while on the trip, it is within the school's discretion to send my child home from the program, of which I will be informed.

I understand that if my child is sent home early, I am responsible for all costs associated with such early departure and forfeit any monies paid that are not refunded to the school.

j) I understand that students who violate the school's discipline code may be excluded by the school from participating in a trip.

k) In an emergency I can be reached at: Day: (___) _____ Evening: (___) _____

Additional Contact: Name: _____ Day: (___) _____ Evening: (___) _____

l) I give my permission for my child to participate in this school trip.

_____ _____

(Signature of Parent/Guardian) (Date)

STUDENT DECLARATION

(to be signed by Middle School and High School students)

I have read this form and I understand that I am to act on this trip in the same responsible manner in which I am expected to conduct myself in school.

_____ _____

BULLETIN BOARD RUBRIC

Area of Review	Meets Standard	Does Not Meet Standard
Title	There are two or more sentences that deeply explain the instructional importance of the board work displayed positioned at or near the topic of the board	There is no title on the board
Class Code and Section	The class code and section are to be displayed so those viewing the board are able to determine the grade level as a point of reference.	There is no class code and section on the board.
Teacher name	The Teacher name should be prominently displayed as the material displayed is a reflection of the hard work accomplished as a result of the teacher's direction	The teacher name is missing
Assessed Student Work	The work adorning the bulletin boards includes meaningful comments directly and evidently related to the content, product and class process.	Student work is posted, but there are few meaningful comments, or there is only a grade without an explanation to guide the student to attain greater knowledge or skill.
Rubric	A detailed grading or project rubric is attached to the board indicating the process used to determine fluency, proficiency and/or performance level.	There is a rubric that does not address process, proficiency and/or performance. Or, there is no rubric attached.
Circumstance of Performance	The Circumstance of Performance is attached to the board detailing the importance of the work and how it has enriched the learning experience, specifically aligned and in coherence with product, content and process.	The COP is either not attached to the board, or the document is devoid of coherence and/or alignment.
Theory of Action	The Theory of Action, if-then statement, is attached to the board either as part of the Circumstance of Performance (COP) or separately. The COP allows the reader to understand how the actions of the work displayed will lead to desired outcomes.	The Theory of Action is not attached, incorporated into the COP, or is not written as an if-then statement.

Comments:

REPERTORY COMPANY
HIGH SCHOOL FOR THEATRE ARTS
123 West 43rd Street
New York, New York 10036
Tel:
212-382-1875 Fax: 212-382-2306
School Website: *repertorycompanyhs.org*

Kayan Dell, Assistant Principal

Michael Fram
Principal

Keeshon Morrow , Assistant Principal

Student Tutoring Log

Date:_____

Teacher: _____

Subject: _____

Student Name (Print)	Signature (In)	Time In	Signature (Out)	Time Out