

# Foundation Academy Update

## PRINCIPAL'S MESSAGE

*Happy New Year!*

*Can you believe the first month of 2014 is over and we only have five months of school left? Typically, during this month we all set lofty goals or resolutions around things that we would like to enhance or change for the New Year. Most of them focus on areas of our personal or professional life. I often find it is important to post or share your goals with others as it helps keep yourself accountable and allows others to support you in your cause. I would encourage all of you to take the same approach with your work with our students. There is no better time to sit with your classes and review their progress than now, halfway through the school year. It's an opportune time to set measurable and time bound goals with your classes. These goals could be around class attendance, or even individual student performance on homework or quizzes. Nonetheless, we should be having conversations with our youth about improving their progress and having a plan on how to do so.*

*As has been the case since the start of the school year, we continue to do a lot of positive things at Foundation Academy with additional college visits, Honor Roll celebration, and programs to address some of the challenges our youth exhibit. As we close out January and head into February please be on the look out for various opportunities for many of our students to share and reflect on their cultural backgrounds and community through Black History Month. As always thank you for all you do and continue to do for our students and school. Happy New Year!*

*Go EAST!!!*

*~ Anibal*

## UPCOMING PROFESSIONAL DEVELOPMENT

- ELA\_Designing Coherent Instruction: Grade 8, Module 3
- ELA\_Designing Coherent Instruction: Grade 7, Module 3
- IT\_Classroom Websites: Photo Galleries, Apps, Video and More
- SS\_Social Studies, The Common Core, and Rigorous Instruction
- RTC\_Parent/Teacher and Community Education Forum and Film - Hayti: The Legacy of Black America
- SS\_Classroom Management
- GEN\_Proactive Classroom Systems
- IM&T\_SharePoint Basics
- RTA\_Tools for Teaching Classroom Management
- ARTS\_Percussion Techniques
- ARTS\_Common Core CLSC—Session I
- IM&T SharePoint Lists and Libraries
- EAST\_Trauma & Behavior Part 2—Why the Cookbook Approach Does Not Work for Many Behavior Problems
- SS\_Middle School Social Studies
- EAST\_Intro to Effective Formative Assessment and Data Driven Instruction



Volume 1, Issue 5  
January 2014

The function of education is to teach one to think intensively and to think critically. Intelligence plus character - that is the goal of true education.



Martin Luther King, Jr.  
American activist  
(1929-1968)  
QuoteHD.com

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## FROM THE 7TH GRADE OFFICE

Greetings,

It is hard to believe that the school year is half over. I want to thank, again, the vast majority of our students who are well-behaved and focused on their school work. It is my hope that as we start the Fourth Marking Period we will have more students make the Honor Roll. I am disappointed about our low number at the 7th Grade level for the 3rd marking period. That will be something that I will focus on in the fourth marking period.

I also want to thank, again, our hard-working and dedicated teachers at the 7th grade level. I have had numerous conversations with the teachers and it is evident from these conversations that they are concerned about our students and they want them be successful. They call parents on a regular basis and they attend numerous parent conferences, some of which are planned with very little notice and they attend. Many of them allow students to come to their room during lunch as well.

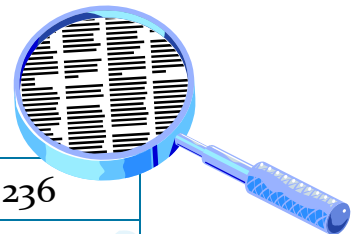
Our 7th Grade teachers are the following:

Shawn Banks, Mike Boehm, Mike Cougler, Brett Crandall, Sarah Dasher, Ivelisse DeJesus, Enrique Diaz, Brianna Duttinger, Mary Flaherty, Richard Garcia, Eric Gertin, Tom Gillett, Pam Grant, Nuriye Gungor, Mark Hill, Richard Holland, Georgette Lee, Roberta Liebhaber, JoEllen Manetta, Laura Mason, Craig McManus, Stephanie Metzler, Colleen Multer, Pegge Northrup, Martina Ocran, Karen Patton-McShane, Arin Resseguie, Mike Russell, Jerrod Single, Aaron Spyra, Liz Vaccaro, Alanna Wilcox, Fayne Winter and Melissa Wood.

We also recently concluded our January Mid-term exam period and, for the most part, it went well. I was impressed with how serious the students took the exams and how professional all of the proctors were. I hope that we get some good data from the test results to inform our practice as we move forward. I also hope that this exam period will help us in April when we take the State tests.

Start thinking about warm weather. I am certainly tired of the cold.

### A Look at Current Grade 7 Data...



Current Total Enrollment:	236
Males:	121
Females:	115
SWD:	42
ELL:	47 current 18 former
Year To Date Attendance Rate:	88.2%
Disciplinary Referrals to Date:	421

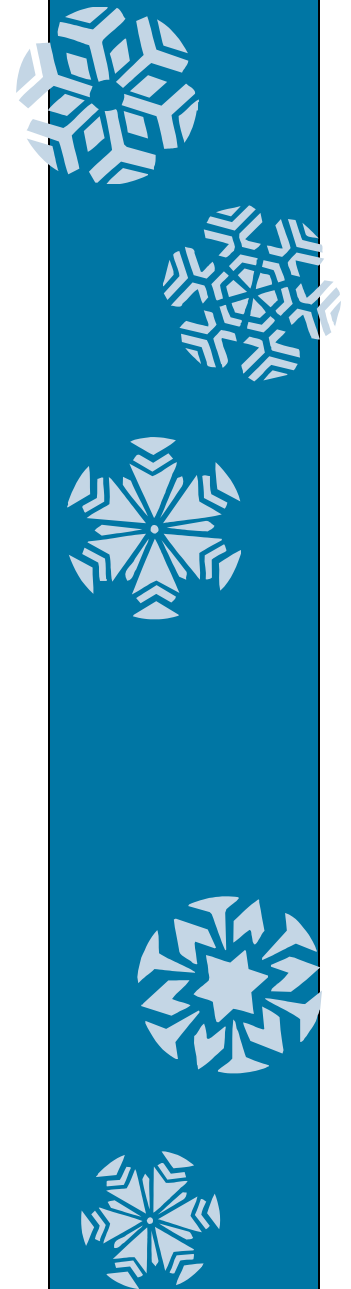
## FROM THE 8TH GRADE OFFICE

Greetings to all,

Here are some updates on what our 8<sup>th</sup> grade Student Government team will be initiating for the month of February. For Valentine’s Day they will be doing theme fundraisers to raise money to buy Student Government shirts. In addition, they will be kicking off the Stop Bullying Purple Ribbon Campaign. More information to follow, shortly.

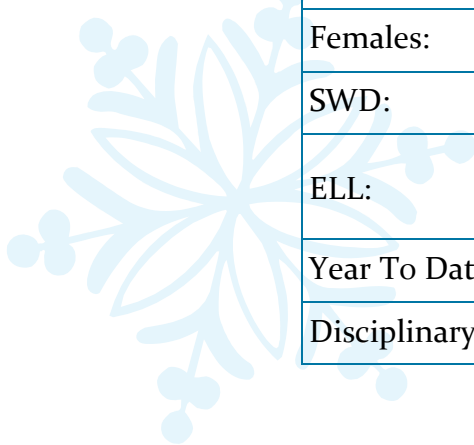
Also, Mrs. Moneith Burney and Ms. Marcella Dixon will be advising the Student Government Team. So, if you can think of any opportunities or ideas you may want the Student Government to initiate please contact them through email.

Thank you all for your continued support as we try to foster a more positive school culture..



### A Look at Current Grade 8 Data...

Current Total Enrollment:	301
Males:	160
Females:	141
SWD:	45
ELL:	56 current 22 former
Year To Date Attendance Rate:	86.7%
Disciplinary Referrals to Date:	933



# JANUARY EVENTS!

## Students Visited St. John Fisher College



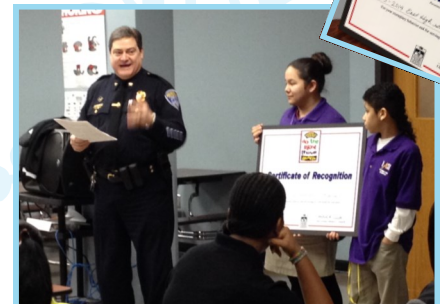
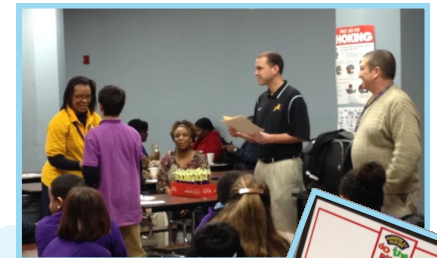
On Thursday, November 16 some of our 8th graders visited St. John Fisher College on another expedition organized to expose our Foundation students as early as possible to the college-bound culture.

The field trip was another success for the students who attended. Our young scholars continue to represent East with good behavior and professionalism.

Again, thank you to Mr. Detres for organizing the trip and to our chaperones!

## Students Were Celebrated for Honor Roll and Doing the Right Thing

Honor roll students for Marking Period 2 were honored with a special breakfast celebration on Friday, January 17th for their outstanding academic efforts. Additionally, the 7th Grade class was presented with the Do The Right Thing Award from the Rochester Police Department after being nominated by Ms. Mason and Mr. Holland for their food drive efforts earlier this school year to support Food Link. They were recognized for their leadership and volunteerism.



## Tracy Williams Works with Our Young Men

Tracy Williams is the founder of Building Stronger Responsible Men (BSRM), an organization whose goal is to teach young men the tools they need to become successful in life. At East Foundation Academy, Tracy is working with a core group of our boys through this unique and innovative program. It focuses on dealing with issues that arise in their everyday lives, mainly understanding the process of life and making the best decision they can in various

situations. Using group discussions and decision making models, this program allows the participants to see how delicately life weaves itself together in a systematic progression. Tracy also teaches our students to challenge a culture that's claiming the lives of our children and making success much more difficult to achieve. Our young men have been very receptive to the information and provided insightful feedback to how they view current situations and how

they feel they fit in a system that often results in unfavorable outcomes. Each of them have identified a problem and showed a burning desire to want to do better. Parents were invited and attended the January 22 session with their children, showing their care and support. It's our duty, as adults and educators to continue to collectively nourish the good in each of these young men.

## EAST FOUNDATION ACADEMY

## SCHOOL-WIDE ACTIVITIES TO CELEBRATE BLACK HISTORY MONTH 2014

**“I am celebrating... because...” Staff Celebrations**

By **Tuesday, February 4**, Each staff member is encouraged to highlight an African American figure and his/her admirable qualities and/or achievements by completing a very brief outline of the person and emailing this to Ms. Rees who will print and have these posted next to classrooms and offices. This activity will allow us to model the process of celebrating others as we lead students into a project of their own.

**Student Choice Projects and Performances**

Consider how you might be able to incorporate an opportunity for students to explore African American scientists, inventors, mathematicians, historians, artists, doctors, athletes, politicians, authors, poets, designers, educators, and other men and women who have contributed to the world we know today. Plan for student assignments and projects to be completed by the end of the month for inclusion in an exhibition and celebration!

Any student, independently of class projects, may select from a menu of projects at the start of the month or choose his/her own project/performance and will have 1 month, including February break, to complete and prepare the project or performance for an exhibition at the end of the month. Staff members are encouraged to mentor students with their chosen projects, particularly if a class project is not offered. *Some suggested ideas/options:*

- **Informational Poster or PowerPoint Presentation:** Students might choose a person, event, place, etc. important to the history of African Americans, research, and create an informational tri-fold poster or PPT presentation.
- **Performance:** Students might choose a poem, speech, music, etc. written/delivered by and/or celebrating African Americans, read and analyze the text to fully understand the author’s message and intended tone OR write their own! AND participate in a poetry/speech reading as part of the exhibition. This is something that might be done by an individual student, a small group, or collectively by a class together.
- **Storytelling:** Students might choose a story or folktale rooted in African American history, read and analyze the text to fully intent the author’s message, and read/tell the story aloud as part of the exhibition.
- **Visual Art:** Students might create artwork that celebrates African Americans for display.
- **Celebrating African American Science:** Students might do a science-fair-ish project where they re-create or demonstrate an experiment or discovery by an African American scientist.
- **Where I’m From - Mapping My Ancestry:** Students could research their ancestry and create a display of his/her family history, information about him/her today, and perhaps dreams for the future.
- **I Have a Dream:** Students could create a poster, song, poem, video, or other representation communicating their own personal dreams for the future and dreams for our school, our community, and/or our world.

**Homeroom Door Decorating Contest****February 3 – February 14**

- All homeroom classes should decorate their classroom door in a fun and creative way to celebrate Black History Month (p.s. if you don’t have a homeroom and would like to have another one of your classes or small group of students decorate your door, please feel free!)
- Various supplies will be available in the 3rd floor office
- Doors will be judged on Friday, February 14
- One 7th Grade and One 8th Grade door will be chosen as winners (prize: TBD)
- Criteria: Message/Theme, Creativity, Quality

**Go Red for Heart Disease**

All are invited to join in wearing red on **Friday, February 14** to celebrate National Wear Red Day to raise awareness in the fight against heart disease in women. Students will be able to purchase a Red Dress pin and get out of uniform for the day. Money raised will go to the American Heart Association.

**Celebration and Student Exhibition**

On **Friday, February 28**, students will showcase their findings from their choice projects in an interactive exhibition of projects, presentations, and performances for their peers, teachers, and families along with guest speakers and other celebratory highlights of Black History! More details to come!

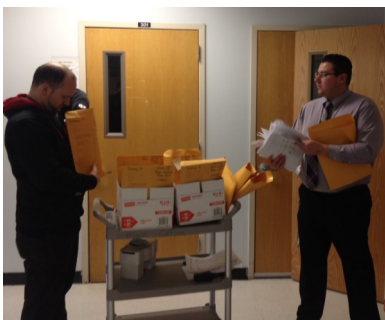
Mr. Crandall has always been a pillar of the entire East High Community and January was no different! He worked tirelessly behind the scenes as our school's NCAA clearinghouse expert collaborating with (aka jumping through the hoops being held by) a variety of stakeholders to ensure Justin Noye's January graduation status and NCAA eligibility, making it possible for Justin to join the Old Dominion Monarchs. And all that while still supporting of our 7th Graders :) and Foundation Academy.

## Brett Crandall



Congratulations and THANK YOU to Chris Slifka! Mr. Slifka was recently offered a contract to become a probationary teacher after several years of loyal service as a building and long-term Social Studies substitute at East High School! He has been a jack of all trades throughout the years and has been a priceless member of the East High community. He will begin teaching Global I at Big East on February 3. We wish him the best of luck and will miss him greatly! Mr. Mundorff will be taking Mr. Slifka's place at the Foundation Academy. THANK YOU to both for their unexpected coordination of the exam room this past week!

## Chris Slifka and Eric Mundorff



## Karyn Bartnick

Karyn Bartnick continues to foster East Foundation Academy's culture of literacy and ensure that all teachers and students have the core texts needed for instruction. She has, literally, built us a library from scratch, offered an academic haven for students during lunch, assisted with the winter ROC Read efforts, and most recently jumped in to assist with mid-term make-up testing and taken the lead on organizing students to participate in the upcoming Rochester School Library System's Storytelling Festival!



Home visits build a bridge between a student's family life and the school. Families have stories, experiences, and forms of resourcefulness that teachers can use to make school and curriculum more relevant and engaging. Strengths and stories uncovered during dynamic home visits have incredible potential to provide a foundation for curriculum and instruction that taps into students' intrinsic motivation.

Kudos to Ms. Liebhaber, Ms. Donlon, Ms. Lee, Ms. Drumgoole, Ms. DeFranco, our counseling team, and many others for the work that you have already done and continue to do through home visits.

It's been said that the character of a nurse is as important as the knowledge she possesses. Ms. Dimick has been a wonderful addition to the East community, exhibiting both incredible character and extensive knowledge in her practice. She demonstrates a true focus on students, from her attention to those who visit her office, to her expeditious response to field trip forms, supporting our students' opportunities for positive experiences in the community.

## Linda Dimick



Ms. Seroski and Ms. MacPherson have in a designated space on the wall in their classroom posted a great visual reinforcement for students of what they are currently studying, including: the time period, major topic/concept, and overarching Essential Questions. Silent teachers and visual aids like this become something that kids see everyday, further emphasizing important information and supporting deeper understanding and longer-term retention for our students. Consider what artifacts you might add to your classroom environment during the

## Diana Seroski and Deb MacPherson

While we appreciate the efforts of all of our proctors, we want to recognize the following people who went above and beyond the call of duty during the exam period. From running around organizing things and addressing issues to taking on new assignments on a minute's notice and for generally supporting the exam week. THANK YOU to the following people:

**Karen Bartnick, Tauna Bigelow, Emily Cotto, Enrique Diaz, Sarah Dasher, Margaret Donlon, Mary Flaherty, Matt Kehoe, Erick Mundorff, Josiveth Perez, Priscilla Rodriguez, Randy Rudolph, Chris Slifka and Rosemary Wilson.**



**Melissa Wood**

Ms. Wood typically begins class with a Mood Check - a half sheet of paper on which students rate their current mood and are able to write down something that they'd like her to know about why they are feeling that way. This 30-second exercise has become part of the fabric of her entry routine and is a great example of one of the many ways that she builds the respect and rapport that she does with her students. This activity provides her with instantaneous information about her students, allowing her the opportunity to

- immediately adjust her approach
- address social-emotional needs proactively
- celebrate successes, achievements, & happy moments with her students
- gather incredible information about her students over time

Ms. Beasley is an unofficial member of the East Foundation Academy family, but an important member just the same!

She is often the first face that staff, parents, and other visitors see when they enter the Martin Street building and she contributes greatly to the school-visit experience for these folks with her warm and welcoming greetings. She also keeps a watchful eye on the building's cameras, giving us a heads up when students are lingering in stairwells or getting into other mischief. She has been the first to respond on more than one occasion to safety issues involving our students and handles herself with great poise and professionalism.

**Ms. Beasley**



**Matt Kehoe**

As announced at the start of the month, Mr. Kehoe is now East Foundation's Math Coach. He is ready and willing to offer his support with resources, data analysis, lesson planning, co-teaching classes with teachers, offering PD, and generally supporting instruction!

Thank you, again, to **Nina Machuca-Dall** and **Sarah Snyder** for their support at the start of the year.

Welcome to **Melissa Morale**, a 2007 graduate of East High, and our new 8th Grade Math teacher!

**Judy Keysa**

Ms. Judy Keysa continues to provide Mr. Baldino with invaluable support and does a lot of work to support our students. She supports the building as a whole, supporting in many other ways from the 3rd floor office and also looks out for the well-being of the staff by organizing luncheons and after school activities.



**Pegge Northrup**

Ms. Northrup led the Boys' Varsity Swim team to go undefeated in the city this year and they took home medals in all events at the Championship meet at the end of the month! The team has been commended for their teamwork and sportsmanship as well. Great job, Coach Northrup!

**Troy Clancy, Jamahl King, and Greg Walker**

We would like to recognize our **School Safety Officers at East High Foundation Academy**. All continue to work hard assisting teachers, administrators, counselors and other staff in keeping our school safe. Their efforts are tireless and greatly appreciated. There are three SSO's in particular who have demonstrated outstanding individual qualities that intertwine into the duties they preform daily.

Mr. Clancy possesses a gentle but firm spirit in the way in which he interacts with the students. His ability to de-escalate students in a heightened situation is exceptional. He has a caring demeanor that makes the students stop and listen as he guides them in the right direction. In addition to his compassion and concern for the students, his sense of humor is an asset that sets him apart. Dealing with the everyday, sometimes stressful, situations and still being able to keep a smile on your face throughout the day speaks volumes.

Mr. King knows everybody in the community! It is surprising how he can get phone numbers of parents at times quicker than you can imagine just because he knows someone who knows someone. He works diligently controlling situations at any given time. He often gives up his lunch or break times when situations arise. He is always answering calls and willingly goes to assist anyone whether it is a situation from the 5<sup>th</sup> floor down to the 1<sup>st</sup> floor. His persistence does not go unnoticed. He is a dedicated worker in the true essence of the word.

Last but certainly not least, Mr. Walker is very serious about his job. Within his years of experience he has developed strategies that work well for him when addressing anxious parents. He is very detail-oriented and thorough in managing building operations. His stern, no nonsense personality is one of the things we appreciate most.

At heart he is our gentle giant.....

aka "10-4!"

## INSTRUCTIONAL INSIGHTS

### January's Instructional Focus... 1E: Designing Coherent Instruction

Designing coherent instruction is the heart of planning, reflecting the teacher's knowledge of content and the students in the class, the intended outcomes of instruction, and the available resources. Such planning requires that educators have a clear understanding of the state, district, and school expectations for student learning, and the skill to translate these into a coherent plan. It also requires that teachers understand the characteristics of the students they teach and the active nature of student learning. Educators must determine how best to sequence instruction in a way that will advance student learning through the required content. It requires the thoughtful construction of lessons that contain cognitively engaging learning activities, the incorporation of appropriate resources and materials, and the intentional grouping of students. Effective practice in this component recognizes that a well-designed instruction plan addresses the learning needs of various groups of students; one size does not fit all. At the highly effective level the teacher plans instruction that takes into account the specific learning needs of each student and solicits ideas from students on how best to structure the learning. This plan is then implemented in Domain 3.

#### Elements of Component 1e are:

- **Learning activities:** *Instruction is designed to engage students and advance them through the content.*
- **Instructional materials and resources:** *Materials and resources are appropriate to the learning needs of the students.*
- **Instructional groups:** *Groups are intentionally organized to support student learning.*
- **Lesson and unit structure:** *Plans are clear and sequenced to advance students' learning.*

**Indicators include:** *Lessons that support instructional outcomes and reflect important concepts, instructional maps that indicate relationships to prior learning, activities that represent high-level thinking, opportunities for student choice, the use of varied resources, thoughtfully planned learning groups, and a structured lesson plan.*

### A Snapshot of East Foundation Academy

Learning outcomes were evident in **24/32** lesson plans.

Varied outcomes were evident in planning documents or observed in lessons for students at different levels in **2/32** classrooms.

Evidence of the Common Core was observed in **23/32** classrooms.

Plans for student engagement were evident in **3/32** classrooms and cognitive engagement was consistently observed during delivery in **15/32** classrooms.

Content planned was appropriate for the course in **30/32** classrooms.

Material planned was appropriately challenging for middle school students in **12/32** classrooms.



# SUGGESTIONS FOR DESIGNING COHERENT INSTRUCTION

## Learning Outcomes and Differentiation

**Well-defined learning outcomes should drive all lessons**, indicating what students will know, understand, or be able to do as a result of the day’s learning. **Outcomes & activities are differentiated** to take into account specific learning needs of groups of and individual students.

*Some options for differentiation:*

**Content:** You can differentiate content by

- \* Pre-assessing students’ skills/knowledge, then matching learners with appropriate activities based on readiness.
- \* Giving students choice about topics to explore in depth.
- \* Providing students with basic and advanced resources that match their current levels of understanding.

**Process:** You can differentiate process by

- \* Incorporating options for learning that reflect the learning styles and preferences of your students.
- \* Varying the level of complexity or abstractness of tasks.
- \* Varying the level of support provided during the task.

**Product:** You can differentiate product by

- \* Providing greater variety, challenge, and choice in how students demonstrate or represent what they’ve learned.

## Common Core Instructional Shifts

**Literacy:**

- Regularly incorporate the reading of complex, **informational texts**.
- Plan for students to **read for information, analyze** the text, and answer **text-based questions** that require the **citation of evidence** from the text to support their answers.
- Focus, consistently, on **academic vocabulary**: Vocabulary that is used to explain a curriculum concept but is not content-specific and may apply to a variety of curricula (e.g. compare, contrast, evidence, interpretation).

**Math:**

- Build in opportunities for students to **practice core functions** and **increase** their **speed and accuracy** with these functions.
- Plan for **student understanding of concepts** more than memorization of tricks and rules to get the right answer.
- Incorporate **opportunities for students to choose and apply appropriate concepts** to solve higher-level math problems.

## Engagement, Rigor & Relevance

**Incorporate more Quad D Moments**, even during introductory lessons about a concept and when building knowledge and comprehension. Quad D Moments are brief points within a daily lesson planned strategically to increase student thinking and application into Quadrant D of the Rigor/Relevance Framework. Quad D moments will help engage students and accelerate learning.

In addition to Quad D moments and levels of questioning, **check out these strategies** from Doug Lemov’s book Teach Like a Champion to assist with planning for engagement:

- Technique 1: No Opt Out
- Technique 3: Stretch It
- Technique 10: Double Plan
- Technique 12: The Hook
- Technique 21: Take a Stand
- Technique 22: Cold Call
- Technique 25: Wait time
- Technique 26: Everybody Writes
- Technique 27: Vegas

Evaluation	<b>C</b>	<b>D*</b>		
Synthesis				
Analysis				
Application	<b>A</b>	<b>B</b>		
Comprehension				
Knowledge / Awareness				
Assimilation	Adaptation			
Acquisition	Application			
1 Knowledge In the Discipline	2 Apply in the Discipline	3 Apply across Disciplines	4 Apply to real-world predictable situations	5 Apply to real-world unpredictable situations

# RETHINKING HOMEWORK

From: Rethinking Homework: Best Practices That Support Diverse Needs

by Cathy Vatterott

Check out some of Cathy Vatterott’s ideas below!

If you’re interested in learning more, Mr. DeFazio will be leading a collegial group in delving deeper into effective homework practices!

“To reach our long-term goals as well as to meet short-term academic purposes, **it’s necessary to create a new homework paradigm** that focuses on academic success for all students. Creating such a paradigm requires a comprehensive set of practices that can improve academic success when implemented as a package. Those practices are the following:

- Designing quality homework tasks
- Differentiating homework tasks
- Moving from grading to checking
- Decriminalizing the grading of homework
- Using completion strategies
- Establishing homework support programs”



***Designing Quality Homework Tasks***

Designing quality homework tasks requires attention to four aspects, each of which affects students’ motivation to approach the task and their perseverance in completing it: academic purpose, competence, ownership and aesthetics.

***Decriminalizing the Grading of Homework***

“The goal is to have grades reflect learning, not behavior or personal responsibility. The general philosophy is this: First, do no harm - don’t kill motivation or course grades by being too punitive.”

***Using Completion Strategies***

“The first step in improving homework completion is to diagnose why the homework is not getting done. There are usually 5 types of reasons: academic, organizational, motivational, situational, and personal.”



***Moving From Grading to Checking***

“As a teacher who was also a coach once said about homework, ‘We don’t keep score during practice.’ The goal of feedback on homework is to improve learning, to improve performance..., to promote student ownership of learning, and to encourage self-assessment.”

***Differentiating Homework Tasks***

“Differentiating homework tasks is critical to ensuring that students can be academically successful. Educators have long understood that when students feel competent as learners, they are more motivated to approach learning tasks.”



***Establishing Homework Support Programs***

“Instead of trying to *teach* kids responsibility with late policies and failing grades, what if we forced them to practice responsibility?”

Available for you FREE via Gale Virtual Learning Library!  
[http://galesites.com/ascd/menu/index.php?loc=nysl\\_ro\\_rochcsdi](http://galesites.com/ascd/menu/index.php?loc=nysl_ro_rochcsdi)  
 password: empirelink

# PETS IN THE CLASSROOM



**Grant Funder:** Pet Care Trust, in partnership with industry retailers and pet product suppliers  
**Focus:** Socio-emotional skill development, PreK-8  
**Due Date:** Rolling  
**Award:** Discounts, In-Kind Donations, and Cash  
**Description:** To provide cash and supplies to have small classroom pets or aquariums for the purposes of teaching children to bond with and care for their pets responsibly.  
**Link:** <http://www.petsintheclassroom.org/grant-app/>

## Benefits of Classroom Animals

Classroom Pets Stimulate Learning Classroom animals are wonderful resources for teachers to make learning fun in all subjects!

### Pets Bring so Many New Ways to Learn

Whether it's Math ("how much does a hamster weigh?") or Science, ("what does a snake eat?") Geography ("what part of the world do ferrets come from?") or Grammar ("what words would we use to describe a goldfish?") students will approach learning all these subjects with a new enthusiasm and interest. Other classes can even come visit your classroom pets and your students can create special presentations about the animals.

### Pets Enrich the Classroom Experience

- Even kids with no exposure to animals or nature in their home can see, feel, touch and make connections to the world of animals.
- Observing and caring for an animal instills a sense of responsibility and respect for life.
- A pet brings increased sensitivity and awareness of the feelings and needs of others—both animals and humans.
- Kids learn that all living things need more than just food and water for survival.
- Students will see directly how their behavior and actions affect others.
- Studies show that the presence of animals tends to lessen tension in the classroom.

### Health & Education

It's official. Studies show that children from families with pets are better equipped to fight off infection than kids from non-pet households, showing significantly higher levels of immune system performance. When school attendance records were compared side by side, researchers discovered that kids with pets averaged more days at school every year than their pet-free counterparts.

### Welfare

The study also showed that kids turn to their pets for emotional well-being, with 40% of children choosing pet companionship when feeling down. Kids were also found to seek out their pets when feeling tired, upset, scared or lonely, and 53% of respondents said they enjoy doing homework with pets nearby. "Being around animals is extremely good for children", says Dr. Harvey Markovitch, pediatrician and editor of *The Archives of Disease in Childhood*. "They're good for morale, and teach children about relationships and about the needs of another living being – learning to care for a pet helps them to learn how to care for people". Studies show caring for pets aids in improving school attendance and teaching children about [responsibility](http://discoveryhealth.com). ([discoveryhealth.com](http://discoveryhealth.com))

**Studies show caring for pets aids in improving school attendance and teaching children about responsibility.**

### Pets Encourage Nurturing

Nobody enjoys being treated roughly. Kids soon learn that if they want to be liked and trusted by the family cat, they'll need to treat her carefully and kindly. This sort of training benefits all kids, but is especially important to small boys who don't often get the chance in our society to practice nurturing skills as girls do.

### Pets Build Self Esteem

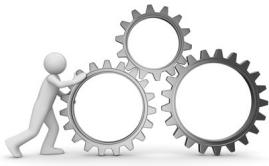
Helping to take care of a pet gives a child a sense of pride and accomplishment, especially if the animal is able to return the affection. Shari Young Kuchenbecker, Ph.D., research psychologist at Loyola Marymount University in Los Angeles, says, "The child who cares for a pet knows that what he does matters, and so he'll want to do more of it. The more successfully he feeds, walks, or emotionally bonds with the pet, the more confident he'll feel." In fact, studies conducted by the Waltham Centre have shown that children with pets have higher levels of self-esteem than those without pets.

### Pets Teach Responsibility

Even a small child can begin to learn to care for the needs of another living being. Whether helping to empty a cup of dry kibble into the rabbit's bowl, or filling the hamster's water bottle, it's never too early to start teaching kids proper animal care. Of course, parents or teachers must monitor all pet care that the child carries out. Kids should be expected to fulfill their responsibilities, but when the inevitable slip-ups occur, we shouldn't make too much of a fuss; we should just point out that the pet was counting on him.

### Pets Become Friends

Lots of animals such as cats, dogs and guinea pigs love human contact and can become a child's best buddy. Kids can even develop strong human animal bonds with non-responsive animals such as fish or turtles. These relationships help to strengthen a child's social skills, giving them the potential to do better in a school setting. ([sesameworkshop.org](http://sesameworkshop.org))



# Operational Updates / Reminders

## Uniform Policy

All students are required to wear the Foundation uniform:

**Grade 7:** Purple polo with khakis

**Grade 8:** Black polo with khakis

Students may NOT wear bandanas.

Winter accommodations to the uniform policy:

- All students must place coats in their lockers during breakfast.
- Students may wear a long-sleeved shirt of any color UNDER their grade-level colored polo.
- Students may wear a solid-colored purple (7th) or black (8th) top (fleece, sweatshirt, sweater, etc.) OVER their grade-level colored polo. Small logos are acceptable (e.g. the North Face logo).

Students out of uniform should be sent to their grade level office, where the issue will be documented and student will be issued a pass for the day. Progressive disciplinary measures will be taken for repeated insubordination.

## Hall Passes & Bathroom

- Students must have a hall pass when in the hallway during any instructional period of the day.
- Standard hall passes should be used with clear indications of the date, time, student's name, where going to/coming from, and staff member's signature.
- No passes should be issued in the first or last 10 minutes of class.
- Restrict (meaning LIMIT, NOT eliminate) bathroom breaks at the beginning and end of the day and during lunch periods as much as possible, as students have ample opportunity to use the bathroom before they enter their homeroom, during lunch, and after school.
- Use your judgment and limit passes to those who really do need to use the restroom. Do not refuse to allow a student to use the restroom if they insist.

## Breakfast Routines

All staff should be at their morning assignment ready to receive students by 7:05.

*Staff serving breakfast in classroom:*

- encourage students to enter the classroom and do NOT ALLOW students to leave once they have entered.
- ensure that students place their coats in their lockers.
- clearly mark the roster that comes with breakfast to indicate which students ate breakfast.
- be sure students have eaten, garbage is cleared, and instruction begins promptly at 7:30.

*Staff in hallways/stairwells:*

- Do not allow students to use stairwells other than Exit 3/4.
- Encourage all students to report directly to their homeroom.
- Report chronic wanderers to the grade level office.

## Lunch Procedures

Students are expected to report to the cafeteria during their scheduled lunch period by the time the bell rings.

Students leaving the cafeteria during the lunch period should be escorted to their destination or should have a pass to their destination and SSOs should communicate with each other regarding student movement to and from the cafeteria.

Teachers are encouraged to have students complete their lunch detention at the start of the period.

If keeping a student in the classroom at the start of the lunch period, teachers should issue the student a pass when sending him/her to the cafeteria.

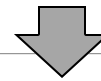
## Teacher v. Office Mgmt

Teacher-managed behaviors should be addressed through progressive discipline within the classroom as part of a teacher's classroom management plan.

Office-managed behaviors warrant a disciplinary referral.

### *Teacher v. Office Managed*

Language	Weapons
Lateness	Fighting
Out of seat	Cell Phone
Touching Others	Vandalism
Poor attendance	Assault
Verbal altercation	Smoking/Drugs
Throwing materials	Gambling
Refusing to work	Harassment
Failing class	Major dishonesty
Put downs	Aggressive
Tone/Attitude	physical contact
Food or drink	Major threats to
Minor dishonesty	cause harm
Minor threats	Major destruction
of bodily harm	of property
	Chronic minor
	infractions



## Sending Students Out

Students should not be sent into the hallway for disciplinary reasons or to "cool off" for extended periods of time (no more than 2-3 min).

ANY TIME a student is sent out of class for a disciplinary reason, an online referral MUST FOLLOW within 24 hours via SharePoint.

If a referral is not submitted in real time when the student is sent out, the reason for the student being sent out MUST BE COMMUNICATED with the house office via pass, phone, or verbally through an SSO. If this occurs, the student should not be sent back to class that period unless the teacher agrees to it.

Progressive discipline should be used and tracked at the administrative level.

Referrals must be addressed and closed out by the administrative office with action taken in 5 days.