



**MARK  
DAY  
SCHOOL**

# 2019 New Faculty Handbook

**2019 Edition Update: Geneva Conway, Dave Hickman**

**Please send any suggestions for items to include in future editions to Geneva or Dave. Any questions can be directed to the New Faculty Mentor, Division Head or Faculty Mentor.**

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# Purpose of This Handbook








While all new faculty members are responsible for reading the ***Personnel Policy Manual\**** and the ***Student - Parent Handbook\****, this ***New Faculty Handbook*** is designed as a quick reference guide to help you during your first year. In addition to your **Division Head**, all new faculty will have access to two additional mentors during their first year at Mark Day School. The **Mentor teacher** will support and guide you throughout the year; this might be your grade-level partner or a fellow teacher in your division. Remember that this mentor is your most valuable resource and has a working knowledge of your day-to-day challenges. Ask lots of questions and remember that no question is a “stupid” question. You will also have a **New Faculty Mentor** (an admin besides your division head) who is there to advise you on issues such as school culture, traditions, expectations, conflict management, etc. You will meet with that person at regular intervals planned between you and the New Faculty Mentor. All discussions with this mentor will be confidential, and you should feel free to use this mentor as a sounding board, advisor and guide.




Of course, your **Division Head** is also available to support you throughout the year.








*\*The Personnel Policy Manual and the Student-Parent Handbook are posted as links on the opening page of the ADP site.*

# Who's Who?

Use this list to know who to go to for what, and where to find them

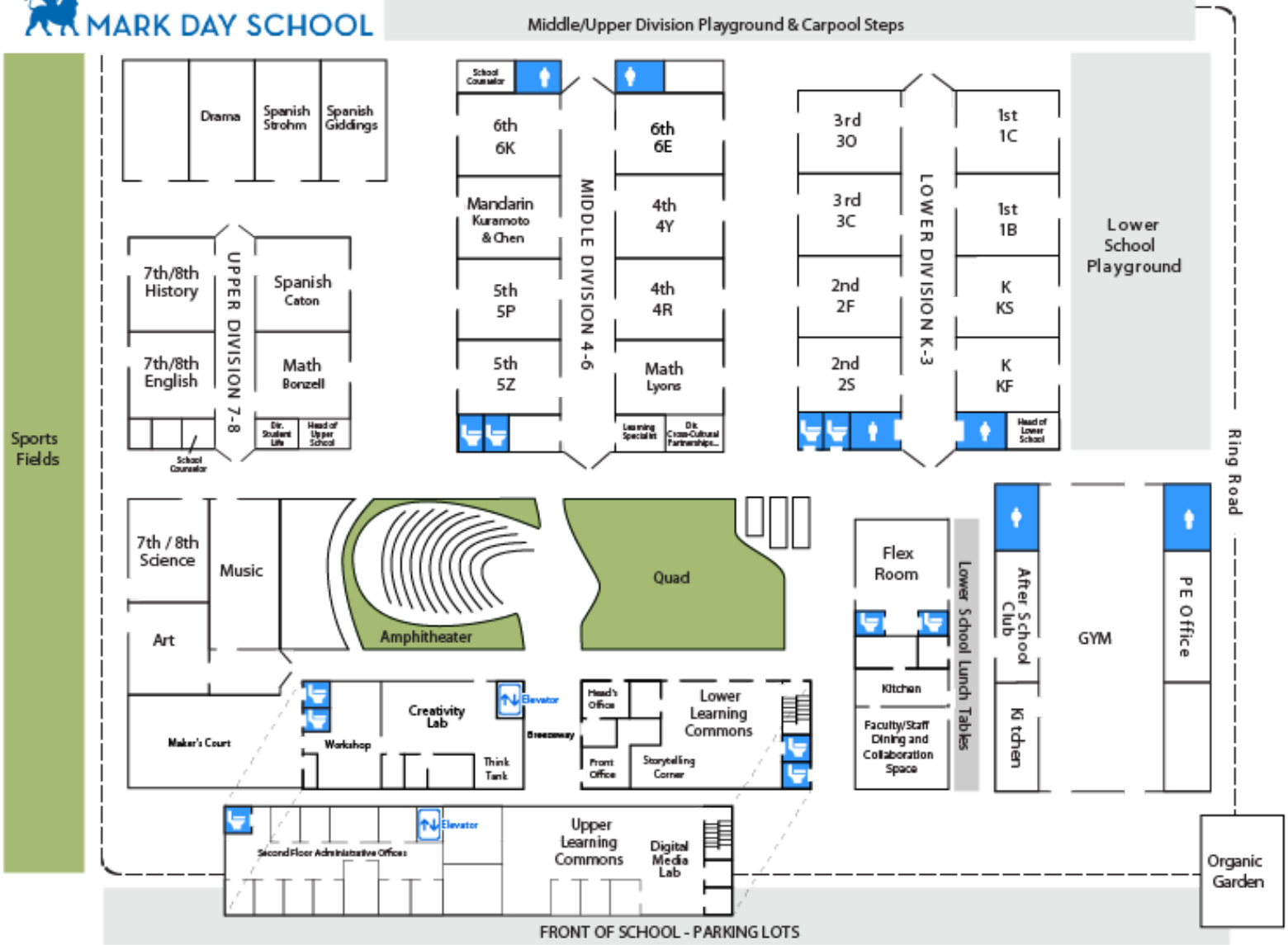
<p><b>Joe Harvey</b> Head of School</p>		<p>Door is always open! Generally, begin with a division head or other relevant administrator.</p>	<p>Next to main office</p>
<p><b>Bonnie Nishihara</b> Asst. Head and Director of Innovation and Educational Design</p>		<p>Strategic curriculum work, integration of the “four literacies,” questions about integration of technology, and questions about the program part of the strategic plan.</p>	<p>Creativity Lab</p>
<p><b>Dave Hickman</b> Head of Upper School (4-8)</p>		<p>Questions about curriculum, program, faculty or student matters in grades 4-8.</p>	<p>Upper Division building corner office</p>
<p><b>Thad Reichley</b> Head of Lower School (K-3)</p>		<p>Questions about curriculum, program, faculty or student matters in grades K-3.</p>	<p>Lower Division building corner office</p>
<p><b>Leslie Garber</b> Assistant to Head of School</p>		<p>Need to find a time with Joe? Ask Leslie!</p>	<p>Next to Main Office</p>
<p><b>Sandy Bohm</b> Division Heads Assistant</p>		<p>Need to find Dave or Thad? Check with Sandy. Let Sandy know anytime you'll be out and who your sub will be.</p>	<p>2nd floor Administration offices</p>
<p><b>Fernanda Pernambuco</b> Director of Cross-Cultural Partnerships and Community Engagement</p>		<p>Questions about the school's diversity and inclusion work, service learning, global and local cross-cultural partnerships, sustainability initiatives and student travel programs. <b>Lisa Hayle</b> works with Fernanda as our Community Engagement Associate.</p>	<p>Middle Division building corner office</p>

<p><b>Gaelle Gordon</b> Upper School Director of Student Life (4-8)</p>		<p>Grades 4-8 student life, upper division mentor program, SEL, behavior, discipline, and student leadership.</p>	<p>Upper Division building near lockers</p>
<p><b>Katie Kelso</b> Director of Admission</p>		<p>Questions about admissions, parent tours and supporting new students in all grades.</p>	<p>2nd floor Administration offices</p>
<p><b>Marsille Reed</b> Admission Associate</p>		<p>Questions about admissions tours and supporting new students.</p>	<p>2nd floor Administration offices</p>
<p><b>Bella Chang</b> Director of Finance and Operations</p>		<p>Questions about personnel policies, benefits, compensation and budgetary needs.</p>	<p>2nd floor Administration offices</p>
<p><b>Wendy Levine</b> Director of Development</p>		<p>Questions about the <i>We Create</i> capital campaign, fundraising (including student fundraisers) and events, True Blue Fund, the auction, alumni, and the Parents' Association.</p>	<p>2nd floor Administration offices</p>
<p><b>Sue Crowther</b> Office Manager</p>		<p>Just about everything! Let Sue know if you have an event that needs to show on the school's master calendar</p>	<p>Main Office</p>
<p><b>Theresa Hall</b> School Counselor &amp; K-8 SEL Coordinator</p>		<p>Questions about student emotional health, behavior, conflict resolution, bullying or integrating SEL.</p>	<p>School Counselor Office back of MD building</p>
<p><b>ReAnna Gailes</b> Director of Learning Commons</p>		<p>Questions about reading, book selection, visiting the library, research project support and after school library space options. <b>Beth McMurphy</b> works with ReAnna as our Learning Commons Specialist.</p>	<p>Lower Learning Commons</p>

<p><b>Tatian Greenleaf</b> Associate Director of Technology</p>		<p>Questions about technology and integration with teaching and learning - your laptop, printer, Smartboard, and project ideas with tech angles (i.e. starting a blog, webpage, etc.).</p>	<p>Creativity Lab</p>
<p><b>Ray Karter</b> 1:1 Laptop and Systems Support Specialist</p>		<p>Questions about student laptops in grades 6-8. Ray also addresses tech support questions with classroom printers, Smart boards, etc.</p>	<p>Creativity Lab</p>
<p><b>Olivia Jimenez</b> Registrar</p>		<p>Student records, including absences &amp; tardies, report cards, interims, transcripts, health records, parents &amp; guardians. She also handles field trip and carpool information.</p>	<p>Main Office</p>
<p><b>Kevin Bower</b> Director of Plant Operations</p>		<p>Questions about physical spaces - carpet, bulletin boards, classroom furniture, cracks in the parking lot, etc. Also: setup requests &amp; room reservations for events/meetings.</p>	<p>2nd floor Administration offices</p>
<p><b>Alfredo Jimenez</b> Director Of Maintenance</p>		<p>Questions about maintenance - fixing desks, doors, windows, paint, etc.</p>	<p>Maintenance Office is between the Faculty Room and the Flex Room.</p>
<p><b>Chad Forrester</b> Media Specialist &amp; Assembly Coordinator</p>		<p>Sign up for making announcements or having students present something at an all-school assembly. Chad also produces school videos of activities.</p>	<p>Digital Media Lab</p>
<p><b>Kim Danforth</b> Director of Extended Day and Summer Programs</p>		<p>Questions about before/after care, after school HW Club, After School Adventures classes, summer camp programs</p>	<p>After School Club room connected to Gym</p>

<p><b>Ellen McLaughlin</b> Controller</p>		<p>Questions about \$ - paychecks, reimbursements, classroom budgets, and depositing money from fundraising activities students do with classes (bake sales, dances). <b>Kelly Campagna</b> works with Ellen as our Accounts Payable Specialist.</p>	<p>2nd floor Administration offices</p>
<p><b>Wendy Broderick</b> Director of Indexed Tuition Program</p>		<p>Questions about indexed tuition and being inclusive of families receiving aid while maintaining confidentiality (i.e. sending families free tickets for special events)</p>	<p>2nd floor Administration offices</p>
<p><b>Eileen Varin</b> Learning Specialist Grades 5-8</p>		<p>Questions about learning support for any child in grades 5-8. Eileen case-manages all kids with needs and also delivers services to students 5-8.</p>	<p>UD Learning Center, enter through UD English room</p>
<p><b>Karen Woodall</b> P/T Learning Specialist Grades K-4</p>		<p>Questions about learning support for kids in grades K-4. Along with Cristin Yang, Karen case-manages kids and delivers services to some.</p>	<p>Second door on right as you enter MD building</p>
<p><b>Cristin Yang</b> Learning Specialist Grades K-4</p>		<p>Questions about learning support for kids in grades K-4. Along with Karen Woodall, Cristin case-manages kids and delivers services to some.</p>	<p>Learning Center at front of MD building</p>
<p><b>David St. Martin</b> Tinkerer-In- Residence &amp; Garden Teacher</p>		<p>Anything you want to do to connect your students with the Creativity Lab or the school garden</p>	<p>Creativity Lab or Garden</p>
<p><b>Sophie Shulman</b> Director of Communications</p>		<p>Questions about school community information, the school website, broadcast email messages, the “Hip Pocket” newsletter, the spring edition of “The Marker,” public relations (Share good news about students &amp; teachers and exciting class activities)</p>	<p>2nd floor Administration offices</p>

# School Map 2019-2020





# School Mission and Philosophy

## Mission

Mark Day School discovers and nurtures what is finest in each child in a vibrant, inclusive learning community. Innovative and full of heart, Mark Day School strives to develop well-rounded critical thinkers in a challenging program that fosters academic excellence and responsible world citizenship.

## Philosophical Principles

At Mark Day School we:

- offer a strong, dynamic academic curriculum, enriched by programs in the arts, physical education, service learning, and outdoor education, with an emphasis on social-emotional development.
- honor and are guided by the Seven Pillars of Character: Caring, Courage, Citizenship, Respect, Responsibility, Honesty, and Fairness.
- embrace diversity in preparing students for a global future.
- combine thoughtful innovation with enduring best practices.
- provide a hands-on program that encourages curiosity, develops independence, and addresses different learning styles.
- strive to teach, learn, and live in a sustainable way.
- integrate technology for learning at age-appropriate levels.
- foster a partnership between our school and parents, which is vital to the success of each child.
- understand that each member of our community blossoms in an atmosphere of safety, encouragement, support, and collaboration.
- believe that school should be challenging, fun, engaging, and joyful.

# Strategic Plan Summary (2014-2021)

The full, interactive version of the strategic plan can be found on the school website [linked here](#).

The 2014 Mark Day School Strategic Plan builds on the school's strong tradition of nurturing in each of our students their inherent kindness, curiosity, empathy, and love of learning. Working side by side with caring, talented, growth-oriented teachers, Mark Day School students learn to master the foundational competencies that foster academic excellence and responsible world citizenship. A learning community known for thoughtful innovation, we strive to lead in a pivotal moment in education, and the school's mission has never been more timely.

Why? We live in an increasingly global community in which each of us is called to collaborate and co-create across cultural, language and ideological difference. Change and uncertainty are constants, elevating the importance of flexibility, adaptability, resilience, and creativity. Unprecedented access to information and ubiquitous technology make critical thinking and discernment ever more important, enabling us to move beyond information to knowledge, and further to wisdom. Our understanding of the world we inhabit teaches us that we are part of a living, connected system, and that our education program must reflect and reinforce that connectedness, between society and nature, among people, across human cultures, between ideas and action, between responsibility and joy.

With these goals in mind, we have designed a seven-year vision for our future consisting of four interdependent components:

- **Teaching and Learning for the Current Century:** We will refine and fully implement an educational program that prepares students for the challenges and opportunities of the 21st century. Align the entire MDS learning community to develop in students critical competencies and current century skills, seamlessly weaving traditional disciplines of math, science, humanities, world languages, the arts, and athletics, with four cross-disciplinary literacies: cross-cultural literacy, ecological literacy, media and information literacy, and social, emotional, and ethical literacy.
- **Rethinking Time and Space:** Renovate and renew the campus to enliven the vision for teaching and learning, including adaptable spaces and pedagogical tools that support hands-on, project-based, student-centered inquiry. Refine a schedule that bolsters the faculty's ability to collaborate within and across grade levels and divisions, nourishing innovation and strengthening the coherence of the entire program. Experiment with student schedules to deepen natural curiosity, connection to our local and global community, and habits of innovation and lifelong learning.
- **Broadening and Strengthening our Community:** Deepen the connections that define and sustain our school community—past, present, and future—to create an environment in which our vision for teaching and learning flourishes, each constituent

feels ownership and belonging, and each graduate is prepared to thrive in the diverse and continually changing world we inhabit.

- **Building on Financial Excellence:** Build upon the school's strong foundation of financial excellence, including our culture of philanthropy, to support our vision for teaching and learning, our commitment to accessibility across the socioeconomic spectrum of our local community, and our commitment to sustaining and strengthening an outstanding faculty.

# Monthly Calendar of Information

The following information is a guide. It will probably inspire numerous questions that can best be answered by your grade-level partner, mentor teacher, new faculty mentor or division head. Feel free to ask at any time.

## August

- **Room Preparation:** Most teachers begin preparing their rooms within two weeks prior to the start of school. If you have not yet received your key, see Bella Chang. If you ever need the master key, it is on the rubber chicken keychain in a small blue box in the Office. If you frequently work on the weekends, you may request a “bathroom key” from Bella.
- **Technology Orientation:** Skill and facility with Google apps, including email, calendar and Google Docs, are essential for all faculty and staff. The school’s master calendar is accessible to all and should be consulted often. In addition, new faculty will want to ensure they are comfortable with the use of the Smart Board, school-issued laptop, and our online learning management systems, PCR (school-wide) and Jupiter (7&8 only). Trainings for all tech systems will be offered at the start of the year. Division heads, faculty mentors and the school’s technology department can also assist with questions **at any time**. Faculty are encouraged to email or text tech department staff early and often with questions.
- **Classroom Budget:** Each teacher purchases his/her own class supplies with his/her classroom budget. Check with your division head or mentor regarding what type, quantity, and sources of supplies to buy. New faculty are given some extra funds for their first year. Your budget amount will be communicated to you through your division head or the business office.
- **Bulletin board** paper is supplied by the school. (Storage location is in the Faculty Lounge closet). If a color roll needs to be purchased, check with Sue Crowther. You may also purchase your own using your classroom budget.
- **New Teacher Orientation:** The week prior to the opening of school, there is a new teacher orientation (2 days). The first mandatory faculty/staff meeting (2-day retreat) is on campus the Thursday and Friday of that week.
- **New Student Orientation:** The day before school starts there is a new student orientation for grades 1-8. You are expected to be in your room to greet new students during a designated hour of time. This is *very informal*. You can still be working, wearing shorts, etc.
- **K-8 Buddy Picnic:** The day before school starts, there is a picnic for new Kindergarteners & 8th grade buddies and their families; it is organized by

- the Admission Office and a parent committee. The Kindergarten and 8th grade teachers are required to make an appearance.
- **First Day of School:** The first day of school dismisses at 12:30. There are no specialist classes on this day. Students are required to wear their Mark Day School shirts, and teachers generally wear comfortable professional attire. There is a mandatory faculty/staff meeting after lunch to practice emergency drill procedures.
  - **Upper Division (7&8) Orientation:** On the first three days of school, there is a modified Upper Division (grs. 7 & 8) schedule for orientation emphasizing school culture, community, leadership, and planning activities for the mentor groups.
  - **Kindergarten and 1st Grade:** These classes have a modified schedule during the first weeks of school. You will get a copy of the schedule from Sandy Bohm or Thad Reichley.
  - **“All Hands” Duties during opening weeks:** During the first two weeks of school, *all* teachers are expected to participate in afterschool carpool duty to help students learn dismissal procedures. There is also a modified recess duty schedule during these weeks.

## September

- **Student Support Plan Meetings:** Learning support staff, along with your division head, will schedule a parent meeting that includes you for any student in your class that is receiving learning support services through the school. A **Student Support Plan (SSP)** for the year will be shared at this meeting so you will know the student’s profile, strengths and challenges, and any interventions planned for the year ahead. Parents count on teachers to be informed and proactive about the student support plan for the year; be prepared to initiate these conversations with parents early on.
- **Room Parents (Volunteer Coordinators):** K - 6th grade teachers should schedule a meeting with their room parents to plan/schedule functions for the year. Check with your mentor or grade level teaching partner regarding functions.
- **Student Picture Day:** Individual student photos are always taken in September. Do not plan too tight a schedule that day, as you must be ready for a change in the sign-up schedule if delayed, etc. Allow time for this. New teachers need to get individual photos taken on this day also. (You may schedule this any time during that day or have your photo taken at the same time as your class.) Teachers and staff receive complimentary photos.
- **Jewish Holidays:** Rosh Hashanah and Yom Kippur occur around this time each year. School will be closed when these holidays fall on weekdays. They are observed from sundown through the following evening. Tests may be given the day the holiday starts, but not the two

- following days. Homework may not be given the night the holiday starts or the following day. This applies to all students.
- **Back to School Night:** Teachers give a presentation at Back-to-School Night in their classrooms to the parents of their students (students do not attend). Presentations address approach, philosophy, feedback systems and expectations for school-family partnership and communication. Your division head and faculty mentor/partner can advise you more. Do your best to avoid informal conferences with parents that night. If parents want to speak with you about their child, offer to set a time in the days or weeks ahead. The School offers to provide dinner for faculty beforehand.
  - **Outdoor Education:** Trips in 5<sup>th</sup>, 6<sup>th</sup> and 7<sup>th</sup> grade take place.
  - **Potluck Evenings:** Beginning in September each grade level has an evening potluck dinner social event. Parents and teachers (no students) attend. Parents plan this event, but your attendance is required. (Specialist teachers are asked to attend at least one grade-level potluck. They may choose which one(s) to attend.) Again, avoid informal conferences. (Your mentor can help you rehearse assertive language to use if cornered.) The 7<sup>th</sup> and 8<sup>th</sup> grades are combined for their potluck dinner.
  - **Struggling Students or Families:** Make careful note of how students and families settle in during this first month of school. Any students who are struggling academically, socially or emotionally should become topics of conversation with relevant administrators to gain additional history or insight as well as to plan next steps. Proactive family contact is also important. Families whose approach to partnering with the school appears problematic should also be a topic of conversation with your division head early on.
  - **Documenting Conferences:** Make sure you **create a written record** of any conference or contact you have with a parent in which you discuss a child's progress or issues in depth. You can take electronic notes in a document, or write a summary in an email to your division head. **Please be sure to communicate the summary to your division head - email is fine. You can keep the summary short, covering the key points - A.) Issue, B.) general discussion, C.) outcomes, decisions or next steps.** If the conference did not go well or you sense underlying concerns, please alert your division head for support.

## October

- **Interim Reports:** This report, which sets up the first family conference right after Halloween, are due mid-October.
- **Conferences:** Online sign-ups for Parent-Teacher Conferences occur. Check with your mentor/grade level partner regarding procedures.

Parent-Teacher Conferences are scheduled for the first two school days following Halloween.

- **Halloween** is a half day (12:30 dismissal). Most teachers dress up for Halloween. Often there is a group of teachers who get together to plan a theme and/or make their costumes. Check with your mentor/grade level partner regarding rules for student costumes. There is a special morning assembly that generally runs long on this day due to costume sharing, parading around the courtyard, and taking of a school photo. (After the assembly, many teachers and students change into their regular clothes.) Everyone then participates in an all-school Spirit Day of fun activities and games, and you are encouraged to wear a shirt in the color of your spirit team (blue or gold/yellow). Faculty and staff lead activities or manage student groups.
- **High School Application “Shadow Visits”**: During October and November, 8th graders applying to high schools will visit schools for “shadow days.” There are two weeks set aside on the school calendar during which 8th grade teachers will support the process by keeping HW manageable and avoiding tests or major project due dates. Students are expected to make up work missed and communicate proactively with teachers, and students will schedule some shadows outside of the recommended two weeks. Please help students take responsibility for this process.
- **Documenting Conferences**: Please keep in mind the importance of keeping and sharing a written record of conferences in which significant issues are discussed with parents. **Multiple contacts are key** to laying the groundwork for more difficult conversations later on, such as recommending outside learning evaluations, therapy or counseling, or ultimately a change in school setting.

## November

- **Parent-Teacher(-Student) Conferences** will occur on the two school days following Halloween. Parent sign ups occur electronically online. School is closed on these two days, though After School Club is open for students while their parents are attending conferences. In Middle and Upper Divisions, students often attend and in some cases lead parts of the conference. Document important recommendations and give copies to your Division Head. If you are anticipating a challenging conference, please consult your division head, the school counselor, the director of student life or school learning specialists, as needed.
- **Fall Play**: This usually occurs in November. Students in 4th - 8th grades may participate, and they may be involved in after school rehearsals up to three or four times a week. Students may be requesting modification of

homework due dates during the final week of rehearsal. (Modifications are at the discretion of the teacher.) During the week of the performance, students may be asked to be dismissed up to a half-hour early. Faculty/staff are given a complimentary ticket to the Fall play and spring musical.

- **Admission Tours:** The Admission Office schedules prospective parent observations on select Tuesday and Friday mornings beginning in October and continuing through mid-January. **These dates are on the master Google calendar.** This means prospective parents may observe your class for 5 - 20 minutes on a given day. You will be given notification of the dates. **Please be prepared to address the tour in some way.** Most teachers use one of the following methods: the teacher can stop to briefly explain and contextualize what's happening, a few students can do so, and/or the teacher might invite parents to enter the class and ask students what they are doing (make sure students are prepared ahead of time). **Please plan engaging and interactive lessons for these days. If you will be absent, or your students need to take a test that day, let Admission know.** Check with the Admission Director or your mentor or grade level partner for more information.
- **Prospective Students** (4th-7th grade) will visit the school for one day; they will be assigned to a class by the Admission Department. You will be asked to complete an evaluation for each visiting student in your class.
- **High School Recommendation Letters:** 8th grade English and Math teachers will be asked to write letters of recommendation for 8th graders applying to independent high schools. Most teachers decide to write them gradually over time in November rather than waiting until December or January (when they are due).
- **Thanksgiving Professional Development:** On the Monday before Thanksgiving Break the faculty stays from 3:30 to about 7:00 p.m. for professional development and dinner. (Attendance is required for all teachers and is optional for support teachers). A speaker or workshop will be planned by the administration.
- Note: We do **not** take Veterans' Day off.

## December

- **Upper Division Semester One Concludes:** The first semester ends for Upper Division on the last day before winter break. Homework is not assigned over the break.
- **Winter Holiday "Parties":** Each grade level decides what type of "winter holiday celebration(s)" it wants to have. We keep inclusivity and diversity at the forefront of our minds when planning these kinds of events. Room parents can help organize.



- **Faculty Holiday Party & Traditions:** This is held off campus after school during the last week before Winter Break, and includes an optional white elephant gift exchange and a rehearsal of our comic performance of “The Twelve Days of Christmas” to be performed at Assembly the Friday before Winter Break.
- **Class schedules** may vary a bit due to holiday music performances this month.
- **Winter Concert:** The choir and band classes present a Winter Concert one evening. Faculty is invited to attend.
- **Student/Family Gifts to Faculty:** Typically, many students give gifts to their teachers. Teachers write thank-you notes for each gift received. The school’s postage machine may be used to apply postage.
- **Faculty Gifts to Students:** Some homeroom teachers give small gifts to their students. Check with grade level partner/mentor.

## January

- **Professional Development:** The day we return from Winter Break is a Faculty Development Day. (Attendance is required for all teachers and is optional for support teachers). The agenda is planned by an administration/faculty committee.
- **High School applications** are due mid-January. Depending on the approach taken by the family/student, this can be a very stressful time for some 8th graders. Consult the head of upper school about any questions regarding the high school placement process.
- **First Semester Ends for K-6:** Formal report cards are due for review during January. Each teacher may choose one day off to write report cards within two weeks prior to the due date. There is also a 12:30 dismissal day for teachers to work on report cards. (Drafts of the report cards are submitted to the Division Heads for review and editing suggestions. A timeline of due dates will be distributed early on.)
- **Re-Enrollment Contracts:** Students are generally offered re-enrollment by default. If there is a significant issue that may bring re-enrollment into question, division heads will hold conversations with families. **Please note:** any conversation about re-enrollment is only effective if it is based on well-established concerns that have been brought to the attention of families throughout the fall. Documenting conferences and keeping your **division head aware early on is crucial.** When in doubt, share concerns with your division head to plan the next steps together.
- **Faculty “Donations” to Spring Fundraiser:** Many faculty donate their time for an activity either alone or in conjunction with other faculty. Examples include hosting a special party, hosting an “ultimate frisbee day” in August, playing tennis with students, etc., Check with your mentor, colleagues or the auction Chairs for ideas. This is not required, but it is

greatly appreciated. If you keep it fun and easy for yourself, it's often quite rewarding.

## February

- **Valentine's Day** is sometimes celebrated with a class party or activity.
- **Media Literacy Week:** 8<sup>th</sup> grade participates in an intensive Media Literacy project for a full week close to Presidents' Day Break. This is an example of a "deep dive" integrated project that weaves together many learning goals and cross-disciplinary skills and literacies. 8th grade faculty are expected to participate under the leadership of the media literacy team. This may affect the availability of the Tech Department, the Creativity Lab, and the Upper Learning Commons.
- **Student Exchange Trips:** Upper School students may be participating in travel trips to Costa Rica or Beijing over the President's Week break, and may miss some school just before or after. Consult the Division Head about expectations regarding missed work/class time for participating students.
- **Presidents' Week Break:** School is closed for Presidents' Week.

## March

- **High School Acceptances:** Letters/email notifications are received by 8th grade students in the second week of March. This is an extraordinarily important time for the 8th grade students. They are stressed, excited and nervous.
- **Mark Day School Admissions** decisions are mailed to families applying to Mark Day School in the second or third week of March.
- **Interim Reports** are due in mid-March for Middle/Upper Division students. These precede parent-teacher conferences.
- **Optional Parent-Teacher Spring Conferences:** School will be closed for one day. These conferences are considered "optional" and either the teacher or the parent may request a conference, and teachers should communicate this clearly to families. The teacher sets up the schedule. This is a good time to check in with any family whose child has been working on specific goals set in meetings or conferences early in the year, or who has been recommended to complete (or has undergone) educational testing outside of school. Teachers who do not have conferences should consider this an "at-school workday" in order to be available for drop-in consultations regarding students.
- **The Spring Play** rehearsals begin around this time. Students in grades 4-8 may participate.

- **Passover** may occur around this time. (See September discussion of Rosh Hashanah regarding tests and homework.)
- **Spring Auction:** The Parent Association Spring Fundraiser occurs this month. Teachers/staff are invited and encouraged to attend this event and will be given two complimentary tickets (an email with instructions for tickets will be sent ahead of time).
- **Class Photos:** The class group photos are taken sometime this month. You will be scheduled for a time, but keep your schedule flexible on photo day due to possible delays.
- **3rd Grade Outdoor Ed:** The 3<sup>rd</sup> grade classes generally go on an outdoor education trip this month.
- **7<sup>th</sup> Grade Deep Dive project & Expo** takes place prior to Spring Break. This may affect the availability of the Art Studio and the Media Center for the week long period of the project. K-6 Classes will be invited to attend the culminating interactive Expo in the gym to learn about the area of focus for that year's deep dive project.

## April

- **Ramping Up:** This is the time the End-of-Year "stress period" usually begins. Don't worry - this is a normal occurrence!
- **Lower School Spring Parties** are celebrated in some Lower School classes, but not on Passover or Good Friday.
- **4th Grade Outdoor Ed** trip to Coloma Outdoor Discovery School.
- **Grandparents'/Special Friends' Day**, the **Art Show**, and **Spring Play** generally will occur in late April. (Refer to the *Grandparents'/Special Friends' Day* section for more information.) GPSF Day is a noon dismissal-day with hundreds of visitors. Teachers can expect a 45 minute "class visit" where students show/share/interact with visitors, and your class/grade may be asked to make a special presentation at the assembly. A special schedule will be arranged ahead of time.

## May

- **ERB Testing** for 3rd - 7th grade students takes place this month.
- **Faculty Appreciation Luncheon** is given by the Parents' Association. Teachers are strongly encouraged to attend this on-campus luncheon.
- **End of Year Logistics:** Expect emails regarding such things as supply orders, textbook orders, class lists, summer repairs, etc. *Read everything and try to stick to the due dates!*
- **The Spring Concert** (evening event) and the **4th - 8th Grade School Track Meet** (full day event) occur.
- **8th Grade Outdoor Ed:** students will be on a rafting trip for one week.

- **7th grade finals** and the **Bizjack Senior Oral History project** occur at the end of this month.
- **End of Year Conferences:** Schedule any end-of-the-year parent conferences you want to have during this month. ***Any student with an SSP (Student Support Plan) should have an end of year conference with the learning specialist, teacher, parents and other relevant parties to review goals & progress and make plans for the summer and following fall.***
- **End of Year Grade Level Parties:** Confirm your end-of-the-year class party with room parents.
- **Receipts and Reimbursements:** All receipts for reimbursement for the school year are ***due to the Business Office by the end of the school year.*** Larger expenses that occur after that are charged to the following year's budget.

## June

- **Final Report Cards:** Formal report cards are due for review before school gets out. (Drafts of the report cards are submitted to the Division Heads for review and editing suggestions.) Again, you will have a day and a half to work on report cards. The 7<sup>th</sup> and 8<sup>th</sup> grade report cards have alternate due dates.
- **Upper Division (7 & 8) Special Schedule:** The UD follows a customized schedule for the final three weeks of school that is designed by the faculty in May. All UD faculty are expected to pitch in to help out with the wide range of activities and needs that occur at the end of the year for the Upper Division. The 7th Grade schedule is very different this month due to the Bizjack Project. The 8<sup>th</sup> Grade schedule is different because of graduation.
- **Supply Ordering:** Teachers order supplies for the following year. The office has School Specialty catalogs available; prices will be cheaper than listed in the catalog when you order online with the school's account (check with Sue Crowther). You may find better prices/quality items at places like Curry Office Supplies (the school has an account), Staples, Office Depot, and Costco. Save all receipts for reimbursement. (See "Budget".) Check with office supply stores to see if they offer teacher reward cards or discounts. Purchase Order forms are available in the main office, if needed.
- **Summer Maintenance and Room Improvement Requests:** During the summer, maintenance will shampoo your carpet, wax your floor, and clean the windows, desks, shelves, and sink. Any other cleaning is your responsibility. The Maintenance department will send you a request form for any special summer work you'd like done.

## Closing Week:

- **Monday and Tuesday:** 7th & 8th graders have a special schedule. 1st - 6th graders have a regular schedule. Some begin clean up of rooms. Yearbooks are distributed to K-7th graders on Tuesday. (8th graders receive them earlier.) Most teachers allow time for students to sign each other's books.
- **Tuesday:** Kindergarten classes go to Angel Island for the day.
- **Wednesday:** Class parties for grades 1-8 are off campus from 11:00 - 2:00. Students do not come to school at all that day. Room parents plan the party. Teachers are required to attend parties, and the Division Head will assign Specialists to a party. Kindergarten is on campus.
- **Thursday (Closing Day K-8):** Closing Day has a special schedule. Closing Assembly generally begins at 10:15 and ends at about 11:45. School dismissal is at 12:30. Students in grades K-7 are required to wear their blue Mark Day School shirts. An off campus Faculty/Staff luncheon follows.
- **Friday (Graduation Day - 8th grade):** Alumni Breakfast at 8:30. Teachers are encouraged to attend, as many alums come just to say hello and catch up. The Graduation Ceremony is from 10:00-12:00. Attendance for teachers is mandatory. Dress nicely.

# A-Z “Nuts and Bolts” of School

## **ADMISSION:**

**Tours:** The admission office hosts 6 large group tours for prospective parents per year (October-January). You will be notified if they will be spending time in your class (5 - 20 min.); please acknowledge the group and use about 1 minute to orient these parents to what is happening in your classroom and how it fits into the bigger picture. The admission team will also lead individual tours throughout the year on an ad hoc basis so admission personnel might bring prospective parents into various homeroom or specialist classrooms without notice for a brief look at any time.

## **Visit days/assessment mornings:**

**4-8 Teachers:** The admission office gives notice when a prospective student is to visit your class for the day. This student should be assigned a peer buddy who is responsible for keeping him/her company, answering questions, introducing him/her to other teachers, etc. When selecting students to be buddies, please choose kids who will be friendly, welcoming (if you have admission ambassadors in your class, they would be a great first option) and will stay with their buddy all day. If your class is scheduled for World Language that day, please ask him/her which class he/she prefers to attend. If a prospective student would like to attend a World Language class that is different than what his/her buddy is taking, please pair the student with another buddy for World Language. At the end of the visit you will need to complete a form provided by the admission office and write comments about the student’s academics, behavior, and social interactions. Feel free to talk personally to the Admission staff regarding your impressions of the visitor. ***Please make every effort to return this form to the Admission Office within two days. This is a most important piece of an applicant’s file and your only written opportunity to comment on whether the School should or should not accept the applicant. It is particularly important to assess a student’s academic skills through a Mark Day School lens.***

**K-3 Teachers:** should expect to spend 2 (or more) mornings in “assessment mornings” or “screenings” per year. On an individual basis some families who are unable to attend these mornings may need to have a child visit your classroom – in this case, see instructions for 4-8 teachers above.

**ALARMS:** There are a number of rooms that are on the alarm system. Check with the Plant Manager to find out where these are. These cannot be entered without the alarm being turned off. The alarm is turned off by 6:45 in the morning and turned back on at 7:00 at night (generally). If your room is alarmed or you expect to be at school at other times, such as the weekend, talk to your mentor,

co-teacher, or the Plant Manager about what to do. Setting off the alarm unnecessarily is a very expensive mistake.

**ANNUAL GIVING:** In the Fall, you will receive a letter from the faculty representative to the Board inviting you to make a contribution to the School's annual Fund (the school's largest annual fundraiser). Any contribution you make (even \$5) is *greatly* encouraged and appreciated; it shows faculty support when the school requests funding from outside sources including parents, alumni, foundations and more. 100% faculty *participation* is the goal, and it inspires donors to see universal faculty support of the annual fund.

**ASSEMBLIES:** All-school assemblies are held every Tuesday and Friday in either the amphitheater or gym. Classes are expected to be seated by **8:35**. Courteous and respectful behavior is expected, and faculty are expected to intervene as needed to redirect student behavior. Students are expected to remove their hats for indoor assemblies. If you have an announcement to make or a special presentation, contact the Assembly Coordinator (Chad Forrester) to schedule it. One Friday a month (usually the first Friday) will be designated for Division Assemblies, coordinated by Thad Reichley for LS and Dave Hickman for the US.

**ATTENDANCE:** Attendance should be taken *by the teacher* by 8:35 each morning and sent electronically to the office via PCR Teacher Portal. Any student who arrives after the 8:30 bell rings is considered tardy. Tardy students should sign in at the office and bring the teacher a tardy slip. Students who leave school early should sign out at the office. Some teachers also keep a record of attendance in their rooms. *Upper Division (gr. 7 & 8) faculty will also follow the attendance procedures as explained by the Upper School Head.*

**ATTIRE:** As stated in the *Personnel Policy*, "...it is important that we maintain a professional appearance..." and that we wear "...work attire that is consistent with your specific job responsibilities." The attire for various school functions varies. The Potluck dinners are usually slightly dressy, but sometimes the invitation will suggest otherwise. The Spring Fundraiser is a dressy occasion, sometimes with a theme. Events such as Opening Day, Back-to-School Night, Grandparents'/Special Friends' Day, and Closing Day suggest a professional look. Track and Field Day, the End-of-the-Year Class Parties, and Professional Development Days (no school) are casual.

**BACK TO SCHOOL NIGHT:** Back to School Night occurs in September. (See September calendar notes.) This is a parent-oriented information night. Each teacher gives an oral presentation, which may be accompanied by slides; they may give handouts regarding the class routines/structure, grade-level philosophy, and/or curriculum. Some teachers give their presentation together with their grade level partner. You are invited to dinner, courtesy of the school, before this

event. Teachers should touch on learning goals for the year (what students will know, understand and be able to do), classroom community expectations, school-family partnership procedures, communication protocols, and how parents should support homework and help students develop age-appropriate self-advocacy.

**BATHROOM:** Students should be encouraged to use the bathroom during their breaks. Teachers form their own policies about use of the bathroom during class time. Teachers of grades 5-8 need to be aware that girls sometimes need to use the bathroom to attend to feminine needs. Therefore, girls should not be publicly questioned about their needs. Teachers/staff should not use the student restrooms during the school day.

**BOOKBINDER:** A bookbinder (one is stored in Lower School classroom #17 and one is in the Work Room) is available for your use, but you need to provide your own plastic bindings.

**BUDGET:** Each teacher has a classroom budget for the year. From this budget you purchase supplies for the class and pay for field trips, excluding Outdoor Ed trips. An allocation of \$5 per student for up to five parties a year has been included in your budget for class parties. (Room parents may wait to request this allocation to pay for the end-of-the-year Class Party.) You may buy supplies directly and pay for them yourself. In this case you get reimbursed by filling out and turning in a Check Request form to the Accounts Payable Specialist (Kelly Campagna) in the Business Office (these forms are located in a rack in the Work Room and online on Google Drive “Check Request”). You must submit the original receipts with the request form. You may also buy things using purchase orders (found in the front desk in the Office). We also have accounts with Fishman Supply Company, Oriental Trading Company (catalog), and School Specialty (catalog); just ask that your purchases be billed to Mark Day School account, sign the receipt, and return it to the Accounts Payable Specialist. If making substantial purchases, you may ask the Business Office to use the school’s American Express credit card. When you receive your merchandise after ordering from a catalog or using a purchase order, save your packing slip and/or invoice. Check it over, **sign it, date it, and mark it “okay to pay,”** then give it to the Accounts Payable Specialist. You will receive budget “statements” periodically that let you know how much money you have remaining in your budget. *Teachers in their first year at Mark Day School are given an additional \$500 in their budgets to cover purchases that may be necessary to set up their classrooms.* At the end of the year, the Business Office will send an email letting you know the last day you may charge supplies to your current year’s budget and the final day for requesting reimbursement (mid-June).



**BUS:** Some students take the yellow school bus to and from school. A list will be distributed to you at the beginning of each year. **Students who take the bus MUST be at the bus stop by 3:12!**

**CARPPOOL:** It is very important that your class is **ON TIME and supervised** during dismissal. **(Try for 3:12; no later than 3:15!)** Carpools load behind the school. (Students may not go to the front of the school for pick up unless they have a parental note or take the bus.) Students are asked to remain seated in their assigned area (on the first three steps), to listen for their names, and to pay attention to the cars. Students are required to refrain from playing games, eating, etc. The cars need to move in and out expeditiously! Your class **must** be supervised during carpool at all times by one of the on-duty carpool supervisors, or you if the supervisor is not yet present. There is a carpool duty schedule for teachers that must be followed. Teachers loading students into cars should refrain from conferencing with parents who are in the carpool line. During the first two weeks of school, **everyone** is on carpool duty. After school on rainy days, students wait inside for their carpools. The Upper Division students sit on the floor against the walls in the Middle Division hallway and wait to be called. Middle Division and Lower Division students remain in their classrooms. Students are expected to remain seated and quiet as they listen for their names to be called. You must leave clear instructions for substitutes who may have to cover your duty. Parents supervise morning carpool. **Students are not allowed on the Upper School blacktop before school due to the traffic.**

**CHICKENS:** We have 4 chickens in the Mark Day School Organic Garden. Teachers are encouraged to sign up for one or more weeks of chicken caretaking duty with their class each semester. This is a 15-20 minute duty each day. A tutorial and handout of the duties will be given. A Support Teacher or parent volunteer can help by taking a small group of students to the garden each day. A sign-up sheet will be posted on Google Drive. (Teachers and staff members may sign up personally, as well.)

**COMMUNICATION:** You cannot over-communicate! Google Apps is our school wide email and communication system. Use this to send email, check the calendars, check on room reservations, make requests, etc. Consult the Technology Department for further details. You should check your email and voicemail **at least** every morning and afternoon. Each teacher has his/her own computer and telephone; support staff has access to email and voicemail on a designated computer or telephone. **All phone calls and emails should receive a response within 24 hours (excluding the weekend).**

**COMMUNITY ENGAGEMENT:** Our Community Engagement program is built on firm philosophical and curricular principles and is thoughtfully integrated into every grade level at the school. Service activities are based on the belief that

partnering with other organizations establishes authentic relationships grounded in mutual respect. Classroom teachers ensure that service activities are fully supported by reflection, evaluation, and learning in and beyond the classroom.

**COUNSELORS:** The school counselors are available for consultation, observation, and advice by appointment. They also work with individual classes or students by arrangement, and teach or co-lead some of the SEL classes. They can also serve as a consultant or coach for teachers developing SEL programming.

**COPY MACHINES:** Please use the following rules of etiquette when using these machines: always reset the machine after your job, always remove colored paper, add white paper when needed, notify office staff of jams and toner refills, remove your originals, and **allow people with quick jobs to interrupt you if you have a long job.** Only 8-1/2" x 11" paper (including construction paper and tag board) may be used in the copy machines. The photocopy machines allow you to scan and email yourself a PDF document. Color copies are available on a limited basis; check with the Office staff for directions. In cases of large quantities, your classroom budget may be charged a fee per color-copy page.

**CREATIVITY LAB & MAKER'S COURT:**

The Creativity Lab is the school's design and tinkering lab. It includes three distinct spaces that can be reserved independent of one another: (1) the outdoor Maker's Court, (2) the Workshop, which houses loud and messy tools such as the laser cutter, chop saw, band saw, and drill press, and (3) the Creativity Classroom + Think Tank. The Creativity Lab is open to students at lunch for Open Lab; hosts a small number of regularly scheduled, weekly classes; and can be reserved by teachers for lessons or projects. Tatian Greenleaf and David St. Martin run the Creativity Lab and can be engaged to co-teach a lesson or project or to teach and supervise tool use. Tatian and David also oversee the scheduling of the Creativity Lab. (See the Room Reservations section for more details.)

**DIGITAL MEDIA LAB:**

The Digital Media Lab is attached to the Upper Learning Commons. It is a classroom space that hosts a number of regularly scheduled, weekly classes and can be reserved by teachers for lessons or projects. The Digital Media Lab is also available for drop-in use when the Media Specialist (Chad Forrester) or Learning Commons Specialist (Beth McMurphy) is available to supervise. The Digital Media Lab includes two sound booths for audio recording and will soon feature digitally controlled studio lights and a green/white/black screen. The Digital Media Lab is also home to the school's collection of digital cameras and camcorder kits that can be checked out. The Media Specialist (Chad Forrester) oversees scheduling of the Digital Media Lab and the sound booths.

**DISCIPLINE POLICY:** Fundamentally, the school’s philosophy is that children are intrinsically good, all children can learn positive behavior, and that mistakes are a natural part of the learning experience. The school’s approach to discipline is outlined in the *Student-Parent Handbook* under “Behavioral Philosophy and Expectations.” It is reviewed each year by the Division Heads and the Upper School Director of Student Life. These administrators will also provide protocols for responding to and logging/documenting various issues. Faculty are expected to teach, post and review behavioral expectations and rules at the outset of the year and to consistently hold students accountable. Written documentation of behavioral issues is very important. (See *Documentation.*)

**DIVISIONS/SCHOOLS:** The school is divided into three divisions (Lower, Middle, and Upper). The Middle Division and the Upper Division together make up the Upper School. The Lower Division makes up the Lower School. That is why you will hear references to both “Schools” and “Divisions.”

**DOCUMENTATION:** For legal purposes, it is necessary to document in some way all informal and formal *conferences* about a student. Documentation can be made on computer or handwritten. Copies of all significant documentation should be given to your Division Head as well as placed in a classroom or computer file and kept. In the Upper School, logging conferences may occur using an online format.

**DONATIONS:** If a parent donates an item or cash to your classroom notify the Development Office. Examples of such donations include sofas, computers, boxes of books, etc.

**EARTHQUAKE, FIRE, AND LOCKDOWN (Shelter-in-Place) DRILLS:** The procedures are described in the Earthquake/Fire/Lockdown paperwork kept on the emergency clipboard that is given to each classroom teacher at the beginning of the year. The clipboard, along with the colored index cards, should be hung near the outside door of your room and you *must* take them out to each drill. Students are expected to be silent from the moment the drill begins and to meet at the designated spot. Teachers should refrain from any unnecessary talking. The Office usually gives us a list of the dates (and sometimes the times) of the drills beforehand. **A fire drill is a series of short alarm blasts and a programmed voice asking for evacuation of the building, and the earthquake drill is a continuous school bell for one minute. The lockdown drill will be a broadcast message over your phone system.** Disaster emergency kits are stored in a shed so emergency supplies will be available in the event of an emergency. Some teachers put together a “comfort kit” (a zipped bag containing books, paper, activity books, pencils, travel games, etc.) that the students can use to entertain themselves while waiting during disaster drills or should we have a real disaster. These are also stored in the shed.

*Note: Prior to an earthquake drill, some students may be selected to participate in the drill as “injured persons”.*

**ELECTIVE CLASSES:** Upper Division students select Art (visual, music, drama, dance, electronic) elective classes from a list of offerings. Electives last for one-third of the year, and some are only offered once while others may run all year. Electives are taught by faculty who have a talent or interest to share and by outside experts. Some electives have included stand-up comedy, art, slam poetry, line dancing, garage band, photography, video production and more. If you would like to offer an elective, speak to your Division Head.

**END-OF-YEAR TASKS:** In May or June you will get emails about things that need to be completed within the final month of school. These include things such as: making class lists for the following school year, ordering supplies, summer maintenance work order, textbook orders, and lists of missing textbooks and tools. See “May” and “June” sections. Read all of them and respect the deadlines.

**EXTENDED DAY CARE:** This is referred to as **Before School Care** and **After School Club**, It is held in a room attached to the Gym. See the *Student - Parent Handbook* for details.

**FACULTY AND SUPPORT TEACHER EVALUATIONS:** All faculty are evaluated by their Division Head on a regular basis. At the end of the school year, all support teachers are evaluated by the teacher(s) with whom they work. Details of these evaluations may be obtained from your Division Head.

**FACULTY GATHERINGS:** Once a month, except for December and June, the school will provide a luncheon for all faculty, staff, and administration. The Office Manager will organize these. Once each month, bagels and fruit will be provided during morning recess to celebrate employee birthdays. There may also be informal “Happy Hour” gatherings off campus, arranged by a faculty/staff member. There is a Holiday Party in December and an End-of-Year Luncheon following Closing Day dismissal.

**FACULTY LOUNGE/KITCHEN:** This room is available for relaxation, phone calls, working, collecting mail, eating, etc. Students and parents are discouraged from using this room. Be aware of who is present both in this room and in the adjoining kitchen and work room before discussing school/student matters. Once or twice a year, you will be assigned to clean up the faculty lounge at the end of the day for a week. **Follow rules of courtesy when using this room: refill coffee if you finish a pot, wash your own dishes, return flatware/plates/mugs if you take them to your room, wipe out the microwave if your food spills, etc.** You are asked to label all personal food

items that you store in the refrigerator or else they may be discarded at the end of each week.

**FACULTY MEETINGS:** Faculty Meetings occur on Tuesdays between 3:35-5:00. Do not plan other activities on Tuesday afternoons. Meetings occur in different formats depending on the work (full faculty, divisional, etc.) and a schedule will be shared at the beginning of the year. These meetings are focused on community issues or strategic work being undertaken by the faculty. The Upper Division teachers also meet at lunch on Thursdays to stay on top of ongoing student and community details. Individual teachers meet on a regular basis with their Division Heads as scheduled. Kindergarten through 6th grade teachers are expected to meet with their grade-level partner regularly each week for planning and support.

**FACULTY and STAFF vs. EIGHTH GRADE SPORTING EVENTS:** There are three faculty and staff vs. 8th grade sporting events each year: soccer in September, basketball in January, and volleyball in May. All faculty are invited to play. Students in grades 4-8 are required to attend and sit with their classes. Teachers of those grades are required to supervise if they are not playing. Teachers in grades K-3 may choose whether or not to have their classes watch the games.

**“FAMILIES”:** The Lower School meets once a month on Wednesday afternoons in small cross-grade groups (10-12 students and 1-2 teachers) to further develop a sense of community.

**FAX MACHINE:** The fax number is 415-472-0722.

**FIELD TRIP POLICIES:** The parents have already signed a blanket field trip permission slip, so additional ones are not necessary. However, you must notify the parents with the details of the trip in advance. When planning a trip, first check the online master calendar to avoid conflicts with Admissions events, other events, or religious observances. Next, the trip must be approved by the Division Head by filling out and submitting the *Field Trip Request Form* at least two weeks in advance. After getting approval, you give copies of the form to both the Division Head and Office Manager (so she can update the master calendar). If you need a bus, you are responsible to arrange your own or you may sign up for our Mark Day School bus, depending on the hours. If you are using parent drivers, make sure that all drivers have the necessary insurance. **You must verify the proper insurance coverage of drivers with the Office Assistant at least one week before your trip.** Students under age 13 (or particularly small students) may *not* sit in the front passenger seat if there is an airbag. Students who are normally required to use booster seats in cars are required to use them on field trips. Carpool lists must be left in the Office (Sue’s “In box”) before leaving on your trip. Be sure you give advance notice to all relevant specialists as

soon as you book the trip, and send an email message to the “All” list a day or two before the trip as a reminder that your students will be off campus. Take the following items with you on a field trip: a first aid kit (located in the Nurse’s Room or in your classroom), the Homeroom Emergency Form folder, and the disaster-preparedness backpack (both located in the Office). Also, take any medications for “medical alert” students. Coaches of sports teams must take the Emergency Form folder to sporting events. For consistency in communication with parents and the Office, when Specialists or World Language teachers arrange for a field trip or event, they should first consult with the homeroom teacher. Occasionally, classes and mentor groups take informal field trips to locations in the immediate neighborhood. The front Office and Division Head must be notified before leaving campus. All other field trips require prior notification to parents.

Special Note: If you need to drive students on a field trip, see the Business Manager regarding insurance coverage requirements.

**FIRST AID:** The “Nurse’s Room” is located in the Main Office. First aid supplies are kept there, as well as extra first aid kits. If a student has special medication to use, it is stored in the Nurse’s Office, in your classroom, and/or in the refrigerator in the Faculty Lounge, labeled with the student’s name. The office staff members are the “nurses”. Lower School students should be given a green First Aid form from the teacher in charge before going to the office for assistance. Each classroom has also been given a basic first aid kit to use for minor treatments and to take on field trips. Appropriate faculty with advanced training are notified by walkie-talkie in the event of a major injury. Send a student to the office to notify them (you stay with the injured student). You **must** fill out an accident report form for major injuries and *any* head injuries and notify your Division Head immediately. All classrooms that store Epi-Pens are marked with green “Epi-Pen inside” signs posted on the outside of the doors.

**GARDEN:** The school maintains an organic garden. The Garden teacher (David St. Martin) will be available to lead garden lessons or to assist with planning for garden use a couple of days a week. He can be reached by email. You may sign up for garden lessons on the online Garden Calendar (see “[Rooms and Resources](#)” in the [For Faculty](#) section of the Mark Day School website). Teachers may request a garden bed for use by their students. “Green Thumbs” is an opportunity for K-4 students (3-4 per homeroom) to spend time in the garden during the lunch period on the assigned day each week.

**GLOBAL PARTNERSHIPS:** Our local and global partnerships are founded on the belief that in any relationship we should always consider what we have to learn, what we have to give, and what we hope to receive. Each of our partnerships contributes to the broadening of our perspective. Our long-term partnerships with Kiptown Youth Program and eSibonisweni Primary School

(South Africa), Beijing Experimental School No. 2 (China), and the Pan-American School (Costa Rica) are all an integral part of our curriculum and our community.

**GRADING SCALE:** Grades 5-6 homeroom and specialists teachers have grading scales that vary. The 7<sup>th</sup> and 8<sup>th</sup> Grades have a standard grading scale. Check with your grade-level or subject partner(s) for details.

**GRANDPARENTS' & SPECIAL FRIENDS' DAY:** This is a “special schedule” day where students invite guests to visit the school. Nearly 400 guests spend the morning attending a special assembly, a brunch, a visit to the homeroom, and a tour of the campus. Each teacher/grade level decides how to use the time while the guests are in the homeroom. Some 8<sup>th</sup> graders act as Special Friends for younger students who do not have guests. The students are required to wear their blue Mark Day School shirts and faculty/staff dress up a bit. It is important to remind the students in advance about courteous behavior, responsibility for their guests, how to make formal introductions, and not to eat any of the food set out for the guests (even if their guest or a parent helper invites them to do so). School is dismissed at **noon**. Students are picked up at their classroom doors or at carpool at the **front** of the school.

**GYMNASIUM:** If you need to reserve the gym for an activity, you can sign up by making an email request to Kevin Bower and the PE department. A gym calendar can be found at the [Rooms and Resources link](#) in the [For Faculty](#) section of the Mark Day School website or in Google Calendars. The PE department does not post its classes on the gym calendar, so check with the PE teachers, especially if rain is in the forecast.

**HIP POCKET NEWS:** This weekly newsletter is posted on the school's Web site and sent electronically every Wednesday. If you have any sort of announcement, public thank-you, or calendar item that you want published, submit it via email to Sophie Shulman, communications director, at [sshulman@markdayschool.org](mailto:sshulman@markdayschool.org) by **4:00 p.m. on the Monday** of the week in which you want the item to appear.

**HOT LUNCH:** Hot lunch is served by Good Earth. (A parent volunteer organizes this program.) Students who have paid for lunch line up at the appropriate table to get their lunch. Only in an emergency may a student purchase an individual lunch. Teachers may purchase lunch on a daily basis by signing up with Good Earth online at the start of each sign-up period. Teachers on duty help monitor the students in line. Students are required to bring reusable plates, cups, utensils, etc. An emergency supply of plates, utensils, cups, etc. is available if needed. Good Earth **will not provide a bag lunch for field trips**, so all students must bring their own lunch.

**ILLNESS:** The general rule most teachers follow when assessing student illness is to covertly observe the student during recess, work time, etc., and see how the

student acts. Ill students are sent to the office where they may lie down, call home, have their temperature taken, get ice packs, etc. If a student brings a note that excuses him/her from PE, he/she may not participate in recess or lunch activities either.

**INTERIM REPORTS:** These progress reports are available online for students in the 4-8th grades. The dates are on the school calendar.

**JUPITER:** Jupiter is the Upper Division online assignment posting system and grading program. 7th and 8th grade teachers must use Jupiter to post assignments, homework, and due dates. Teachers must post homework by 4:00 (the end of the day) at the latest on the day it is assigned, and teachers should review the homework at the end of class on that same day.

**LAMINATING MACHINE:** The 2 laminators are located in a room at the back of the Middle Division building. You may use the roll of laminating film provided on the roll laminator. If you use the smaller pouch-fed laminator, you must provide the laminating pouches. (Please speak to your division head if you need training or if there are any mechanical issues or if the roll of laminate is low so a replacement can be ordered.)

**LAPTOPS:** Loaner laptops are available for teachers to check out from the Tech Department (in the Creativity Lab). You may need this if you take your laptop home on a day you have a guest teacher (substitute).

**LEARNING COMMONS:**

The Learning Commons is divided into two areas: Lower Learning Commons and Upper Learning Commons. The Lower Learning Commons houses the majority of the school's circulating fiction collection while the Upper Learning Commons primarily houses circulating non-fiction books and Young Adult fiction. The Learning Commons is open for student use at lunch as well as for drop-in use when the Learning Commons Specialist (Lea Smith) or the Director of Learning Commons (ReAnna Gailes) is available to supervise. Classes in many grade levels visit the Lower Learning Commons for weekly instruction. The Lower Learning Commons, Upper Learning Commons, and the meeting rooms in the Upper Learning Commons can be reserved by teachers.

Director of Learning Commons ReAnna Gailes runs the Learning Commons and can be engaged to provide classes with just-in-time media and information literacy lessons or to co-develop and co-teach lessons or projects. ReAnna also oversees the scheduling of the Learning Commons and related spaces. (See the Room Reservations section for more details.)

**LICE CHECK:** In order to keep the school free from lice epidemics, there are lice checks scheduled at the beginning of the school year and upon returning from



any extended holiday break. The school's Lice Committee (parents) works with Sue Crowther to perform the checks during class time. A sign-up schedule for lice checks will be posted on Google Docs after a check is announced. A copy of the school's lice policy is sent home with all of the students in the class if someone has lice or nits or it may be sent to the families electronically. If a student has lice, the parent or guardian will be notified; if they are unable to pick up the child immediately, he/she should return to class, as recommended by the CDC. The student must be treated either at home or from a professional service, and then the child is clear to return to school. In some cases, this can be within the same day. The child does not need to be rechecked in order to return to school. If you have pillows or stuffed animals in your classroom, they need to be bagged for a period of about 2 weeks to prevent lice from spreading. Ask Sue for a copy of "Lice Guidelines for Teachers" for more details.

**LOST & FOUND:** Unclaimed items are put in the lost-and-found barrels (located in the shed at the back of the Lower School Building.) There is also a lost-and-found rack in the LS hall. Small items such as jewelry and glasses are kept in a desk drawer in the Office. Lost and found items are displayed periodically on the campus.

**LUNCH CLEAN UP AND DISMISSAL:** Procedures vary by division. Check with your mentor, co-teacher, or Division Head regarding procedures. Students are expected to clean up after themselves and wait to be dismissed for play (US) or to return to class (LS) by lunch supervisors.

**LUNCH OPPORTUNITY:** Students in grades 4-6 may be assigned Lunch Opportunity to complete incomplete/missing homework. They may also attend to finish tests. Teachers of these students rotate the supervision of this "class" according to a published schedule. Teachers who send students to Lunch Op should provide them with the appropriate form. Get copies of the forms from your mentor teacher. Students who are frequently in lunch op may need additional interventions; consult your division head if a student is a chronic attendee.

**MAINTENANCE:** Report any maintenance needs to the Maintenance Director (Alfredo Jimenez) and/or Plant Manager (Kevin Bower) via email. Avoid verbal requests. On a daily basis you can expect your room to be swept or vacuumed and the trash will be dumped. On a weekly basis, the sink is cleaned and the floor is mopped. If you have other cleaning jobs that you would like done on a weekly basis, make requests of the Maintenance Director to see if they are possible. Plan to do your own dusting.

**MATH SPECIALIST:** Teachers in grades 4-5 arrange with the Math Specialist to work with their students and help create differentiated curriculum in various ways.

**MASTER CALENDAR:** The Master Calendar is available as a shared Google calendar and is accessible and viewable by all faculty and staff. Any event you would like marked on the calendar must be given to the Office Manager via email. Before scheduling any events or field trips, please check the Master Calendar for potential conflicts. **Note: All Faculty and staff should use the school's Master Calendar through Google Calendar, accessible through their school gmail account, to check for special events and when scheduling dates, rather than the public facing school calendar found on the school's website. The website calendar is intended for use by parents and will not reflect all events.**

**MEDIA AND TECHNOLOGY:** If you need media and technology support, contact the Technology Department (located in the Creativity Lab).

**MENTORS:** 7th and 8th grade students meet each morning and twice a week during the day in faculty led "mentor groups" of approximately nine students each. Ten UD faculty members serves as "mentors." They are the primary academic, social and emotional advocates for their small group students. Mentor groups discuss student life issues, engage with SEL topics, play games, build community and organize school events such as trivia night, holiday movie night and student dances. The mentor also tracks the academic and social progress of her students, and is the primary parent partner and contact person for all issues. The mentor runs the parent/teacher/student conferences in the fall and spring. The mentor system is overseen by the Upper School Director of Student Life and Learning.

**NUT-FREE CAMPUS:** Mark Day School is a nut-free (peanuts and tree nuts) and sesame seed-free school. All members of the community are asked to refrain from eating any foods with these ingredients while on campus and on field trips. When food is being served in the classroom (parties, birthday treats, etc.), you must be certain that these ingredients are not included, and that the food was not processed on machinery that is shared with nuts. (Read all labels carefully and remind parents, too!)

**OUTDOOR EDUCATION:** Each class in 3rd through 8th grade goes on an extended outdoor education trip. All students are expected to go, but arrangements may be made for students who are unable to go. The students are billed as a portion of their tuition, so you will not be soliciting funds from the parents. Discuss with your co-teacher the particulars of your trip. The Division Head is in charge of assigning chaperones to each of the trips in grades 5-8. Teachers are given a small stipend for each night they are away from school.

**PARENT-TEACHER CONFERENCES:** A required conference for all families will be scheduled at the end of the first quarter just after Halloween. Time for an optional parent-teacher conference is scheduled at the end of the third quarter.

Either the teacher or the parents may request this conference. Additional conferences occur on an “as needed” basis. All conferences in person or on the phone should be documented. Conferences are an opportunity to share a student’s successes and opportunities for growth, and are an excellent time for setting goals.

**PHOTOS/VIDEOS OF STUDENTS:** Each year, a few families request that their children’s images not be used online or in printed materials for the school. Sophie Shulman maintains a list and will inform faculty at the beginning of the school year as to which children are on this list as well as keep faculty apprised of any changes. Please contact her with any questions. **In general for all students, a student’s name should not appear associated with their image if used online, so be sure to blur out names when posting photos on blogs, etc.**

**PROFESSIONAL GROWTH:** The school’s budget includes money allotted for professional growth. Discuss professional growth opportunities with your Division Head. You must fill out a *Professional Development Request Form* for each workshop, conference, convention, or class you plan to attend, and submit it to your Division Head for approval. (These forms are located in the Work Room.)

**RECYCLING:** Everyone is expected to recycle, compost, and reuse as much as possible. Bins for paper, plastic, glass, and composting are located throughout the school and in most classrooms.

**REPORT CARDS:** Full reports are written by teachers and distributed online to parents at the end of the second and fourth quarters. Report card due dates will be announced. The reports must be read by the Division Head and then corrections made before the cards can be posted. Check with your co-teacher, mentor, and/or Division Head about report card writing specifics. The school schedules one half-day as a faculty workday prior to the due date of the report cards, and you may also take one whole report card writing day within two weeks prior to the report card due date. (The date should be approved by the Division Head).

**ROOM PARENTS:** Parents volunteer to be room parents at the beginning of the school year. This is organized by the Parents’ Association. Usually there are one-two room parents per homeroom, but sometimes there are more. (One is then designated as the head room parent). The job of the room parents is basically to organize class parties, recruit volunteers for special events, recruit volunteers for Chicken Care, and organize the Children’s Art Bazaar projects for the Parents’ Association’s Spring Auction. Room parents will recruit volunteers via an online sign-up website or at the Class Potluck. Some room parents may help with organizing carpools for field trips, at your request. They also help with other duties depending on the grade level and the needs of the teacher. You should

meet with the room parents within the first weeks of school to plan the activities for the school year. Be sure to review the plans for parties prior to each event so that you can give your input; you have the final say! Whenever possible, the parties for both homerooms at each grade level should be combined or have similar activities. Check with your co-teacher regarding which parties are usually given.

**ROOM RESERVATIONS:** A number of spaces, rooms, and resources on campus can be reserved in advance. Spaces can be reserved by adding the space to a Google calendar event using the Rooms tab when creating a calendar event. Visit the [Rooms and Resources link](#) leading to the For Faculty section of the Mark Day School website for more information, including a list of who is in charge of which spaces. You may also reserve a space by emailing the person in charge of the space (old method). Generally, Kevin Bower and Leslie Garber can answer room request questions.

**ROOTS AND WINGS:** K – 6<sup>th</sup> grades. Roots and Wings is a speaker/performance series that supports and enhances our Cross-Cultural Literacy work. The presentations occur in a rotating schedule. They might take place at an all-school assembly, a special assembly for specific grades or in classrooms for an individual grade level. If you have any questions and/or would like to bring a speaker to your classroom, please see Fernanda Pernambuco.

**SCHOOL DAY:** The daily time schedule is described in the *Student-Parent Handbook*. Remember to close and lock your windows and doors, put up the chairs, and close the blinds at the end of the day. Students are expected to walk while on campus and to pass classrooms/offices quietly. All teachers are responsible for the behavior of all students while on campus. (Give reminders as needed.)

**SCHOOL NAME:** The school's name changed from Saint Mark's School to Mark Day School on July 1, 2014. We are asked **not** to refer to it as MDS, but the shortened "Mark Day" is okay.

**SEVEN PILLARS OF CHARACTER:** The focus of the school is to encourage and further develop the "seven pillars of character": CARING, CITIZENSHIP, COURAGE, FAIRNESS, HONESTY, RESPECT, AND RESPONSIBILITY. Teachers are asked to emphasize these character qualities whenever the opportunity arises (in literature, history, current events, conflict resolution, etc.). The words should be on display in each classroom (teacher or student designed). All members of the school community are expected to model these qualities.

**SOCIAL MEDIA:** In general, you should not "friend" or follow parents, students, former parents and alumni. Check the policy statement in the appendix for

specifics. The school does have a Facebook Page and a Lower School Group, which you are welcome to follow or be a part of.

**SPECIALISTS:** Teachers who are not homeroom teachers generally are considered specialists: art, music, computer, drama, World Language, PE, etc. (However, the *core subjects* include World Language and PE in Upper School.) It is very important that your class is on time to specialists. Establish with the specialist teachers which of you will supervise the students while they are going to and from the specialists' classrooms, if appropriate. Keep good communication systems with these teachers. Let these teachers know about the special needs of particular students, special arrangements you have regarding behavior, etc. In general, do not schedule class parties during specialist times or immediately prior to specialist classes. If a special event occurs during a specialist's regularly scheduled time with your class, the specialist is responsible for supervising the class. Advise specialists and the Learning Specialist well in advance if your class will be missing a specialist class due to a field trip or other event. See *Tips for Keeping your Specialist Teacher Happy and Sane* in appendix.

**STEERING COMMITTEE:** The Steering Committee consists of several elected members of the faculty and staff. The role of the committee is to bring problems or issues to the attention of the Head of School or appropriate person. If you have an issue, talk to the committee member who represents you.

**STUDENT ABSENCES:** See the *Student-Parent Handbook* for details about parents' requests for homework when their child is absent. Requests usually come via your voicemail or email. Arrangements for pick up of the homework vary by class and grade level. In Upper Division, the mentor is notified about absences and students can use Jupiter to access assignments.

**STUDENT CONTRACTS:** The contracts for the following year are mailed out early in February. In December or early January, the Division Head will ask you for a list of possible students at risk. *There must be at least three documented communications with the parents before mid-January if recommendations will be placed on the contract or if the contract will be withheld or not renewed.* The November conference counts as one communication.

**STUDENT FILES:** The students' permanent files are kept in the Main Office. Do not remove them from the office! Non-permanent files are kept by the Division Heads. These contain cumulative records of conferences, behavior notices, testing results, etc. Some teachers also keep (and pass on) a file on each student.

**STUDENT MEETINGS:** For your protection, it is advisable to keep one door open when meeting alone in your classroom with a student.

**STUDENT SUPPORT:** Teachers should consult the Division Head when recommending students for evaluation or tutoring. The Division Heads monitor the progress of all the students in their division. Students who are struggling academically, behaviorally, or socially are carefully watched. Students with learning difficulties may be screened by one of our Learning Specialists (K-4). Students who qualify (K-4) receive support from a Learning Specialist during the school day. Times are coordinated with classroom teachers to minimize disruption. In the 5th - 8th grades, students may be placed in Classroom Support. This class is limited in size, and students are required to be evaluated before placement. It is against school policy for teachers to tutor their own students for a fee. Many teachers offer help to students at various times during the day, including lunch, before school, or during study hall in the Upper Division.

**SUBSTITUTE (Guest Teacher) PLANS:** Except in the case of an emergency, you must provide your guest teacher with written plans for their day. ***Be sure to let your guest teacher know of any recess, lunch, or carpool duties you have.*** A list of substitutes and their contact information is made available on a Google Doc and can be accessed in Google Drive. Teachers are advised to create at least one day's worth of generic substitute plans and activities, kept in their room, so that a division head can arrange for coverage in a last-minute emergency.

**SUPERVISION:** ***Students are never allowed inside a classroom without an adult actively supervising them.*** Exceptions to this rule cannot be made - i.e. students cannot be "given permission" to enter a room without a teacher. Students in Lower and Middle Division should not be in the hallways until 8:20 a.m. Students in grades K-5 should be at Before-School Care if they arrive before 8:20. Students in 6th grade are also expected to go to Before-School Care, but they often hang out in 6th grade teacher Dana Kirk's classroom when she is available. Students in 7th & 8th grade may be in Beth Bonzell's classroom before 8:20, and are expected to be in morning mentor groups between 8:20-8:35.

**SUPPORT TEACHERS:** All homeroom or core teachers and most specialists have support teachers. Each teacher is assigned a certain number of hours per week. The school pays the hourly salary. Perspective support teachers are interviewed by the teacher and Division Head, and they meet with the Director of Finance and Operations. The teacher chooses how to best use her or his support person. They may work with individuals/small groups in the classroom, do lunch/recess duty, make copies, file papers, correct papers, etc. Support teachers are often used as the guest teacher (sub) if they are available. They receive regular sub pay for those hours.

**TEACHER ABSENCES:** If you are sick, you must find a sub/guest teacher. A substitute list is created in the office and is available in Google Docs. It is

periodically updated. Ask your mentor for recommendations. If you are unable to find a sub yourself, call your Division Head (who can take over for you to arrange coverage) or call the substitute placement service “Teachers on Reserve” at 1-800-457-1899. When you are absent, you *must* notify the Office (leave a voicemail message and let them know who your guest teacher is, too) *and* phone or email your Division Head at home. *Whenever you know in advance that you will be absent, in addition to finding a guest teacher you must enter the dates on “Sandy’s Calendar” in Google Calendars.* Teachers receive ten sick days per year plus two personal days. Professional Days for workshops or conferences are not included in this total. If you leave campus during the day, you must notify the Office when you leave and return.

**TELEPHONES:** Each teacher has a phone and voicemail. Additional telephones for teacher use are located in the faculty workroom and the Nurse’s Room. Long distance calls should be noted and submitted to the Bookkeeper. (Long distance calls cannot be made from the classroom phones.) Please refrain from using the phones in the Main Office during office hours, unless it is an emergency. In general, students do not use the teachers’ phones.

**THE MARKER:** This printed publication is mailed to parents, faculty, alumni, and other interested parties. It contains articles about school programs and events, faculty news and interviews, student work, alumni news, and a message from the head of school—anything that highlights the great work we do here. Faculty and students are encouraged to contribute. Please contact communications director Sophie Shulman at [sshulman@markdayschool.org](mailto:sshulman@markdayschool.org) with your ideas for submissions.

**TIME CARD:** We use electronic time cards through our TriNet payroll system. A brief training is required prior to your first payroll check. You are asked to enter your hours and approve your support teacher’s hours twice a month during the school year, generally due on the 10<sup>th</sup> and the 25<sup>th</sup> of each month. This may vary if a pay period needs to be moved to a different date. Faculty are exempt employees and are not required to clock in and out, but time cards must still be completed for legal reasons to indicate any time off or indicate “No personal time off” (No PTO).

**WEBSITE:** The Mark Day School website can be found at [www.markdayschool.org](http://www.markdayschool.org).

**YARD/CARPOOL DUTIES:** Active, consistent supervision of students during recess, lunch and carpool dismissal is vital. A full time faculty member is expected to do 80-90 minutes of supervision duty per week. Faculty self-select duties at the start of each year on the duty Google Doc in order to choose duties that work with their individual schedules. **It is MANDATORY that you are on time, in the appropriate place, and that you move about and pay attention**

**to the students.** This is not a time to sit down, meet with students, chat with other faculty or use your cell phone. If you must miss a duty for any reason (sick, outdoor ed, professional development) you can proactively email "all" with a request and someone will usually cover for you. With mutual agreement, your support teacher may do your duties for you. It is your responsibility to know the recess rules (see Behavioral Expectations in the Student-Parent Handbook), to *enforce them consistently*, and to communicate them clearly to anyone who takes your duty. If you arrange for someone else to take your duty, you should notify the Division Head.



# Recess and Lunch Supervision

## **Guidelines for Faculty Supervision:**

1. Be scrupulously punctual.
2. Keep your eyes and your legs moving.
3. Be aware of your role as an adult. Don't play games with children while on duty.
4. Don't socialize with other teachers.
5. Be an active supervisor. (No grading of papers, reading, cell phone use, etc.)
6. Communicate to the homeroom teacher and Division Head about a child having difficulty.
7. Be familiar with rules and boundaries.
8. When absent, make sure to tell the substitute teacher about duties.
9. Have students pick up litter.
10. Make an effort to learn children's names.

## **Recess Rules (From the Parent-Student Handbook)**

1. Everyone must be safe. Fighting and rough physical contact or intimidating behavior or language is unacceptable.
2. Fair, respectful behavior and a spirit of inclusion and friendliness in all games is expected.
3. Students must stay within the specific school boundaries and remain within the view of supervisors at all times.
4. Students should run and play in designated school areas. Off-limits for running are the deck in front of the portable buildings and all breezeways.
5. Students may not climb trees, poles, tables or sheds, nor should they sit or stand on the handrails on the stairs to the athletic field or the handrails on the steps to the gym.
6. Students may not enter any classroom (including corridors) or the gym unless a member of the faculty or staff member is present.
7. Students who have written permission to be excused from physical education should not participate in physical activities at recess and lunch recess.

# Social Networking Policies & Guidelines

The prevalence of social media creates a myriad of communication opportunities for people around the globe. Social media poses unique risks and challenges to school communities. The following policies and guidelines have been established to raise awareness among Mark Day School faculty and staff of potential liabilities associated with the use of social media and to offer guidance that will help faculty and staff protect both themselves and the school online.

## **Policies**

1. **FRIENDING OR FOLLOWING STUDENTS & ALUMNI UNDER 18:** Mark Day School faculty and staff may not friend or follow current students or alumni under the age of 18 on non-school sponsored social media sites.
2. **COURSE USE OF SOCIAL MEDIA:** In order to provide equal, age-appropriate access for students to course materials, faculty will limit class activities to school-sanctioned online tools.

## **Guidelines**

1. **FRIENDING OR FOLLOWING CURRENT PARENTS & ALUMNI OVER 18:** Mark Day School faculty and staff should use caution when friending or following current parents and alumni over the age of 18. The School expects faculty and staff members to maintain professional relationships with parents and alumni. Faculty members can better maintain professionalism and control access to personal information by avoiding parents and alumni as friends on social media.
2. **PRIVACY:** Mark Day School faculty and staff should recognize that there is no such thing as complete privacy on any social media platform. Take care in anything you post online, and monitor what others post about you. Keep your privacy settings at appropriate levels to protect yourself and, by association, the School.

**Information made public on a social media site, no matter the source, that reflects negatively on the school or its employees may result in disciplinary action.**