Introduction:

This handbook has two functions: To serve as an up-to-date reference of useful information, and to document our professional agreements and regulations for this school year. In the event of a policy revision or addendum, an official memo will be distributed highlighting the key changes and/or revisions made to the specific policy and/or protocol.

This document contains the following sections:

PART I: GENERAL INFORMATION
PART II: PROGRAMS AND ACTIVITIES
PART III: RESOURCES
PART IV: REGULATIONS AND AGREEMENTS
PART V: COMMUNITY SAFETY

Please do not hesitate to email me any suggested changes to ANY PART of this document. Your feedback is what will help make this document relevant and valuable.

In addition, please visit our website regularly to ensure that you are update to date with latest information regarding NYCDOE Policies and Procedures as well as school community news and updates at www.Harlemrenhs.org.
PART I: GENERAL INFORMATION

Using the Harlem Renaissance High School Staff Handbook

A safe, secure, and supportive school environment requires a focused team effort that looks at all facets of the school community. Strong systems and structures must be created and maintained by our school community. The HRHS staff handbook was designed to serve as a comprehensive guide for our school staff as we collaborate to create and sustain a safe and rigorous teaching and learning environment. This living document should be used to guide each member of our staff in policies, practices, and procedures, which governs a wide range of factors critical to the effective functioning of our school.

We intend this collection of guidelines, policies, and procedures to assist each staff member in their roles within our school community and in the management of instructional and administrative procedures as they relate to the operation of our school.

It should be noted that the handbook introduces a summary of school information. Staff members are responsible for its content and policies; however, it is not a complete review of our school, district, and Chancellor’s Regulations that can be found at:


This handbook is subject to revision and update on an ongoing basis. This handbook and other policy/faculty notes, procedures, flyers, or bulletins should be retained for your reference and will be referred to as the HRHS Staff Handbook. Any additions or revisions will be supplied and noted in a memo as the school year progresses.

Read this document so that you know and understand our school wide expectations. Please sign and return the sheet at the end of the handbook to the secretary. Should you have any questions regarding this handbook, we encourage you to contact us.
Welcome to Harlem Renaissance High School

What is a Transfer School?
Transfer Schools are small, academically rigorous high schools designed to re-engage students who have dropped out or are over-age and under-credited for their grade level. These schools are designed to create a personalized learning environment and provide connections to college. Students graduate with a high school diploma from their transfer high school.
http://schools.nyc.gov/ChoicesEnrollment/SpecialPrograms/AlternativesHS/TransferHS/default.htm

What is Youth Development?
The principles of youth development are what make transfer schools and their partnership programs successful with disconnected youth. At a transfer school, youth development is infused in the educational and training programs. Some of the key principles of youth development practices include relationships with caring adults, supportive environments that value youth voice and opportunities for youth to contribute. This approach views youth as assets, rather than deficits and instills a sense of hope in young people who previously have been underserved or overlooked by the traditional system. Using youth development principles as the building blocks of education allows for young people and their needs to drive the organization and structure.

Our Mission:
At HRHS, our mission as a team is to enable students who are over-aged and under-credited, who often lack the confidence and skills to compete in traditional settings. Our goal is to provide students with resources and supports to become successful and collaborative problem solvers, equipping them to address real-world complexities with integrity and accountability to create pathways for their own success.

Our Vision:
Harlem Renaissance High School community shares the passion and vision of successfully addressing the needs of the over-aged, under-credited youth. We aim to reach young people who face personal, educational, and economic challenges which make success in a traditional high school setting difficult. We recognize our students’ potential and challenge ourselves to build a learning community to support their efforts as they reconnect to their educational aspirations. Our school core values will address both the academic, emotional and social needs of transfer school students.
The primary goal of Harlem Renaissance High School is to graduate students who are career and college ready, that is, prepared with the habits of mind and skills to thrive in a dynamic and competitive labor market. As well as developing strong social emotional strategies and techniques to cope with the many challenges, that may arise throughout their lives. This instructional model will be supported through the principles of Youth Development: caring and trusting relationships with adults and other young people, high expectations, youth participation, engaging learning experiences in and outside of the classroom and focusing on the four language acquisition skills (Speaking, Listening, Reading and Writing) to develop the necessary tools to become successful young adults in society.

Our staff uses a wide range of teaching and learning strategies aligned to the common core standards, including active learning, project based learning, and other inquiry-based approaches, as well as literacy and numeracy development across the curriculum. The importance of having one-on-one attention, caring and committed adults, and individualized instruction is reflected throughout our community.
Roles and Responsibilities

**DOE Staff**

**Principal**
- Provides support and supervision to all adults in the building
- Responsible for the instructional vision of the school and all aspects of the educational program.
- Develops professional development and training curriculum
- Provides instructional leadership of teachers
- Reviews data and assesses student needs; uses data to drive instruction
- Collaborates with the CBO program directors to build and maintain a positive school culture

**Assistant Principal**
- Supervises all school support staff
- Manages the operation of DOE systems: GALAXY, FAMIS, ATS, SEIS, STARS, ARIS
- In charge of operational activities—fire drills, electronic equipment, school safety, food and nutrition
- Maintains school records, reports, and budget
- Assists in teacher professional development workshops
- Works with CBOs to support youth development principles
- Provides assistance to school Principal on the following:
• Supervision of DOE staff
• Special Ed. and English Language Learners (ELL) compliance
• Testing coordination
• School leadership team

Guidance Counselor
• Reports to the Assistant Principal and is responsible for:
  • Reviewing transcripts for coordination of student programming
  • Scheduling classes and maintaining student transcripts using STARS
  • Acts as liaison with referring schools and helping expedite transfer of records
  • Developing student programs and school master schedule
• Provides mandated counseling
• Provides guidance regarding credit accumulation
• Works with CBOs to provide guidance regarding credit accumulation and to ensure students’ compliance with NYC, NY State and MDPHS graduation requirements
• Facilitates college and workforce readiness workshops and provides working papers
• Coordinates Regents testing and PSAT/SAT preparation and exams with testing coordinator
• Takes all students through the college application process including the PSAT/SAT
• Participates in crisis response team.
• Participates in Pupil Personnel Team that meets regularly.
• Collaborates with CBO staff in providing counseling services.

Teacher
• Aligns common core standards for development of curriculum and assessment
• Infuses youth development principles into the curriculum
• Conducts authentic performance based assessments every three weeks
• Facilitates students’ goal setting
• Collects, uses, and monitors data for the differentiation of instruction for each student
• Maintains an individualized professional development plan with the principal
• Communicates with CBOs on student academic progress

Inquiry Teams (Tentative/TBD)
• Develops a system to collect necessary data for various parties
• Develops periodic assessments
• Reviews data collection on regular basis and develop improvement strategies
• Develops use of data in departments and in individual classrooms
• Analyzes cohort data and develops strategies to support their school success

Parent Coordinator
• Fields new student interest and coordinates admissions process
• Convenes regular parent meetings and workshops
• Coordinates parent engagement interviews
Attends district meetings/PD with District Family Advocate
Maintains constant communication with parents
Assists in convening monthly PTA and SLT meetings

Secretary
- Manages main office, payroll, procurement (FAMIS), and pupil accounting
- Maintains copier and oversees large copying jobs
- Works independently and collaboratively on various projects to enhance the administrative efficiency of HRHS
- Organizes records and files for students and staff
- Controls the phone system and handles all incoming calls
- Supports colleagues with DOE administrative matters including but not limited to: health insurance, leave, parking permits
- Takes and maintains excellent staff attendance records
- Organizes coverages for absent teachers
- Manages the inventory and ordering of necessary supplies, textbooks, equipment and materials

School Business Manager
- Directs administrative activities of the school, including budgeting, accounting, school transportation, personnel, technology, physical plant issues and other related administrative matters.
- Assists the principal in overseeing the administration of support activities related to the provision of school food services.
- Reviews and expedites all contracts and school purchases by utilizing contract vendors and online purchasing accounts.
- Reviews contracts and bids to ensure compliance with established purchasing procedures.
- Assists the principal in the preparation of grant applications for non-instructional items, such as those for personnel, supplies and equipment.
- Supports instructional staff in grant administration, including the preparation of annual progress reports and demonstration of outcomes.
- Responsible for overseeing business, financial and other administrative matters and implementing recommendations related thereto.
- Interfaces with operations support group staff and other school administrators on administrative matters relating to personnel, business, finance, contracts and school operations. Attends trainings as necessary.
- Serves as a point of contact regarding non-instructional matters for external constituents, including community groups and other city agencies.
- Analyzes student data to support the principal’s instructional and classroom priorities. Prepares reports in response to requests for information.
Computer Specialist
- Primary point of contact for all computer, printer and smartboard issues
- Please contact for any fax and phone line issues as well as internet issues
- Primary contact for poster requests or other media publishing requests
- Primary contact for any website related updates and Google HRHS accounts
- Primary contact for student ID card requests

Dean of Students
- Supports, interprets, and implements school policies and regulations
- Enforces school agreements and supports staff members in upholding ladder of referral
- Maintains discipline throughout student body
- Defines and disseminates information about school disciplinary policies and procedures to parents, students, staff, and community
- Assists faculty with classroom management by providing immediate aid with unruly students and by demonstrating effective techniques to keep students on task
- Facilitates conflict resolution between staff and students
- Meets regularly with teachers and advocate counselors to address ongoing school issues, problems, successes, and activities

Coordinator of Student Activities (COSA)
- Responsible for collaborating with Faculty, administration and students to develop a club and activities schedule to serve our students.
- Organizes community service activities / projects within the school community,
- Organize events to build school spirit, and assists with the development of school assemblies.
- Manage and coordinate club or student activities
- Maintains ongoing communication with the principal, assistant principal, and CBO staff
- Tends to the culture of the school by supervising, planning and organizing monthly community meetings for students (Perfect Attendance, Honor Roll, Honorable Mention) with the SLT team;
- Cultivates the decoration of the school to demonstrate our vision

Attendance Teacher
- Coordinate the collection of daily attendance
- Conduct telephone outreach to homes of absent students
- Document all outreach as assigned, complete all program paperwork as directed, including ATS entries and ILOG
- Work collaboratively with School Counselors and school staff in identifying and addressing the needs of chronically absent and late students
- Assist with Exit Interviews and completion of the PIF Process
- Assist with the Admissions and Recruitment teams
- Conduct Attendance Committee meeting twice a month
• Coordinate student attendance incentives such as, trips, activities, prizes (approved by DOE) and school-wide recognition awards

CBO Staff

Program Director
• Collaborates with DOE to provide comprehensive support services to students and their families
• Administers student recruitment and enrollment process and oversees student admission process
• Hires, trains, and supervises advocate counselors, LTW coordinator, and social worker
• Coordinates and administers youth development training for all staff
• Collaborates with the principal and assistant principal to build and maintain a positive school culture
• Oversees administration of publicly funded contracts and private grants, including compliance and reporting requirements
• Assists in the development of after-school and summer programming

Advocate Counselor
• Establish a rapport with program participants. Assist them in identifying their educational and career goals; help them to formulate future plans
• Maintain a caseload of participants. Complete the individual services strategy with participants
• Provide crisis intervention services
• Advocate for in-school remediation for participants as appropriate. Prepare paperwork i.e. intake forms, evaluations, reports etc. as needed
• Provide individual and group counseling
• Assist in the coordination and implementation of leadership development activities.
• Monitor the academic progress of participants on assigned caseload
• Assist participants in transferring to alternative schools as appropriate
• Advocate for access needed participant services and care
• Conduct employability skills and work readiness activities
• Provide interpersonal and life management skills counseling
• Participate on interdisciplinary participant progress team
• Assist in ensuring that participants are appropriately matched to jobs
• Assist with post-secondary and/or internship preparation
• Attendance outreach via home visits, calls, emails, etc.
• Creating individual and group activities to assist with the overall goals of LTW
• Assist with morning welcoming efforts
• Other duties as assigned
**Social Worker (LTW and LPP)**
- Has a specified caseload/target population of students
- Collaborates with guidance counselor to provide both individual and group counseling services.
- Provides professional development for staff as needed.
- Provides post-secondary and career awareness counseling.
- Collects and analyzes data to evaluate the counseling program and continues to update program activities.
- Leads crisis response team.
- Has knowledge of and a formal process for, referring students to community agencies for additional services.
- Participates in Pupil Personnel Team that meets regularly.
- Provides individual counseling to anyone who is dealing with substance abuse, housing, and emotional development problems
- Supports advocate counselors with counseling their students

**LTW Coordinator**
- Administers the job-readiness program
- Runs workshops to prepare students for internship placements and seminars for students once they have been placed in internships
- Locates and coordinates internships for students with good attendance and in good academic standing.
- Communicates with Advocate Counselors about student progress/internship
- Plans with DOE and CBO staff for in school and after-school work experience opportunities
- Collaborates with guidance counselor, advocate counselors and student life team members in post-secondary planning/exploration/visits
HARLEM RENAISSANCE GRADING POLICY

Grades are based on four categories of both in-class and out-of-class assignments

<table>
<thead>
<tr>
<th>Category</th>
<th>Description</th>
<th>% of Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Warm-Up</td>
<td>10 minute activity for students to complete that does not require teacher explanation; helps students settle into class; ACCOUNTABLE TALK</td>
<td>10%</td>
</tr>
<tr>
<td>Mini-Lesson</td>
<td>In-class activity completed by students; Distributed each day or at the beginning of the week for whole week</td>
<td>30%</td>
</tr>
<tr>
<td>Participation: Speaking and Listening</td>
<td>A measure of student progress and voice in the classroom</td>
<td>35%</td>
</tr>
<tr>
<td>Benchmark Assessment</td>
<td>Summative and/or Formative assessment for academic progress</td>
<td>25%</td>
</tr>
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</table>

Additional Course Grades (See below for additional detail on Incomplete Course Grading Policies)

*NX – Incomplete Coursework due to extenuating circumstances
*NL – New or Recently Admitted Students or missing/incomplete coursework
*NS – No Show

*Please visibly post Grading Policy in your classroom.*
Year Round Admissions

Please be reminded that HRHS will continue with Year round Admissions to ensure that we continuously offer opportunity to re-engage students. With that said, date of admit and instructional time will determine if student is eligible for credit at time of admission.

IMPORTANT:
Teachers, please make available past class work and assignments for newly enrolled students. Please see a detailed description of issuing course credit from the most recent High School Academic Policy Guide—Updated September 2017.

High School Academic Policy Guide—Updated September 2017 pg. 9

B. COURSE CREDITS

‘When students miss class time, they must receive opportunities to make up the classwork, assignments, assessments, and other learning experiences; students are not required to make up the exact amount of instructional time missed due to absence. Students who master the course content and satisfactorily meet the expectations outlined in the syllabus for a course must receive credit for the course; they may not be denied credit based on lack of “seat time” alone. Determinations of passing or failing must be based primarily on how well students master the subject matter, concepts, content, and skills addressed in a class or course. Students cannot pass or fail primarily based on non-mastery measures such as attendance, participation, preparedness, professionalism, respect, and adherence to the school code of conduct. School grading policies and course syllabi must outline the extent to which attendance and participation factor into students’ grades and might therefore impact whether students earn credit. Schools must communicate these academic expectations to students and families at the beginning of the school year; see the Grading Policy Toolkit and the section of this guide on grading policies for more information.’

V. Grading Policies and Procedures

A. Grading Policies – Updated September 2018

The following policies apply to specific course marks:
NX – Incomplete Coursework
NL – New or Recently Admitted Students
NS – No Show

*Incompletes
Schools may award a grade of Incomplete (‘NX’) if a student has a documented, extreme extenuating circumstance that prevents them from completing the course in its established timeframe (for example, surgery or a death in the family). ‘NX’ does not have a pass/fail or a numeric equivalent. A student who receives an incomplete must successfully complete remaining course requirements by the end of the term following the termination of the course in order to receive a final grade and credit, as applicable.

*New or Recently Admitted Students
New or Recently Admitted Students: Students who enroll in a course after it has started may have missed assignments or assessments needed to generate a complete course grade for a given marking period. These students may be given a grade of ‘NL’ in STARS to indicate this circumstance. ‘NL’ does not have a pass/fail or numeric equivalent. Students who receive a grade of ‘NL’ must successfully complete remaining course requirements by the end of the term following the termination of the course in order to receive a final grade and credit, as applicable.

*No Show
No Show: A grade of ‘NS’ is given to a student who fails to attend a course and does not participate in any of the work from which a grade can be derived. ‘NS’ has a pass/fail equivalent of fail and a default numeric equivalent of 45.93 This mark should be used in egregious situations, when students have been given reasonable chances to make up missed work and their absences are so chronic that only a failing mark is appropriate. Neither long-term absentees (LTA) nor students receiving hospital or home instruction should be assigned an ‘NS’ mark. See Home and Hospital Instruction guidance for information on how schools should collaborate with students receiving home or hospital instruction. Schools who have students who are LTAs and have missed more than 20 consecutive school days, must follow the guidance on using ZLTA
codes so that students are not awarded marks.

Retake Course
Retake the course: Students who have missed significant amounts of class time or have not yet mastered a large portion of the subject matter can benefit from retaking the entire course again. These students can make up the course in another term during the school year or in summer school. They might also be offered the course again as an online or blended course.

IMPORTANT:
If you anticipate student(s) to submit make-up assignments toward their final grade at the conclusion of the trimester, please leave the grade entry cell ‘BLANK’. Once, the appropriate student make-up assignments have been submitted, the ‘FINAL GRADE’ must be entered into STARS within 20 days from the end of the trimester. In addition to entering the ‘FINAL GRADE’ in STARS, please advise the School Counselors and Programming Coordinator. Once final grades are entered, even within this 20-day window, they cannot be changed without completing a Transcript Update Form.

Schools may not change a student’s final, failing grade in a previously failed course, even if the student is making up credit by repeating the full course or taking credit recovery. Failing grades may never be removed from a transcript except in cases of entry error.
Assessment and Accountability

Assessment and accountability are built into the life and culture of our school. Data collection is an ongoing process, which begins during intake, and is used to adjust instruction and other school practices to best serve the students.

I. Intake

During the student intake process, information is gathered about prospective students with general goals in mind:

- To help the student focus on past academic patterns and to identify improvement strategies.
- To involve parents/caring adults in the process and to identify ways they can support the student.
- To provide information to DOE teachers and CBO staff to create the most appropriate and individualized educational and youth development program for each student.

1 – During Recruitment Open Houses and individual admission interviews, the Admissions Team interviews each student and family. This engagement interview focuses on challenges the student has faced in the past in connecting with school and reaching academic goals.

2 – HRHS/CBO staff focuses the discussion on attendance history with the purpose of identifying patterns in past behavior, goals for post-high school, and strategies for the future.

3 - Student is introduced to the general expectations of the school, the available support services, and the opportunities for student involvement in school governance. Both the adult and the student communicate their perspectives on the student’s attendance history and academic performance with the goal of identifying shared goals and expectations. The participants agree on short and long-term goals and affirm their commitment to open communication moving forward.

The interview also serves as a mechanism for inviting adults to engage further in the school. In addition, a copy of each student’s permanent record is obtained during the intake process. This document is crucial in that it shows a history of courses taken and past performance. The permanent record is assessed by staff to identify performance patterns, strengths, and weak academic areas. This document also helps to guide staff members about what support services are necessary for the prospective student such as small classes, tutoring, and skill building opportunities.

II. Ongoing

In addition to the data collected on each student during the intake process, the following areas are tracked during each trimester and discussed at the last all-school staff meeting, to make changes in practice to better meet student academic and personal needs.

Daily Student Attendance:

- CBO staff take attendance as students arrive at school in the morning.
- If contact with a student has not been made after five consecutive days, the Attendance Team will begin the Planning Interview Process (PIF) generating the first Student Re-engagement conference letter.
- Teachers record period attendance in Skedula daily. (NEW)

Staff and teachers can document student behavior and progress in Skedula for various categories including Disruptive behavior through Progress Report Notes (see Skedula for a description of all available categories). Student logs are an important contribution to analyzing trends so that we can manage resources to support instruction across the community. These logs are checked daily by the dean, guidance counselors and administration.

Skedula logs generated are beneficial when meeting with students individually, parent conferences and Parent Teacher Conferences held three times throughout the school year.
## 2019-2020 Bell Schedule

<table>
<thead>
<tr>
<th>Period</th>
<th>Period Start</th>
<th>Period End</th>
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<tbody>
<tr>
<td>1&lt;sup&gt;st&lt;/sup&gt;</td>
<td>8:16 AM</td>
<td>9:08 AM</td>
</tr>
<tr>
<td>2&lt;sup&gt;nd&lt;/sup&gt;</td>
<td>9:10 AM</td>
<td>10:03 AM</td>
</tr>
<tr>
<td>3&lt;sup&gt;rd&lt;/sup&gt;</td>
<td>10:05 AM</td>
<td>10:58 AM</td>
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<tr>
<td>4&lt;sup&gt;th&lt;/sup&gt;</td>
<td>11:00 AM</td>
<td>11:53 AM</td>
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<tr>
<td>Student + Staff Common Lunch</td>
<td>11:55 AM</td>
<td>12:45 PM</td>
</tr>
<tr>
<td>6&lt;sup&gt;th&lt;/sup&gt;</td>
<td>12:46 PM</td>
<td>1:39 PM</td>
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<tr>
<td>7&lt;sup&gt;th&lt;/sup&gt;</td>
<td>1:41 PM</td>
<td>2:36 PM</td>
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<tr>
<td>PM School (Wednesday/Thursday)</td>
<td>2:45 PM</td>
<td>5:15 PM</td>
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### Monday

**Professional Gathering**

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### Tuesday

**Parent Engagement**

<table>
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<tr>
<th>Period Start</th>
<th>Period End</th>
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<tbody>
<tr>
<td>2:36 PM</td>
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### Wednesday, Thursday, Friday

**Dismissal 2:36 PM**
# TABLE OF ORGANIZATION

## ADMINISTRATION AND GUIDANCE

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<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Room</th>
<th>Extension</th>
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<tbody>
<tr>
<td>James Caputo</td>
<td>Principal</td>
<td>204C</td>
<td>2048</td>
</tr>
<tr>
<td>Onida Cruz</td>
<td>Assistant Principal</td>
<td>201B</td>
<td>2012</td>
</tr>
<tr>
<td>Deborah Lopez</td>
<td>School Business Manager</td>
<td>Main Office</td>
<td>2089</td>
</tr>
<tr>
<td>Patricia Doulis</td>
<td>Guidance Counselor</td>
<td>205C</td>
<td>2052</td>
</tr>
<tr>
<td>Lori Friedman</td>
<td>School Counselor</td>
<td>205B</td>
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## TEACHING STAFF

<table>
<thead>
<tr>
<th>Name</th>
<th>Subject</th>
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<tbody>
<tr>
<td>Bahar Akyurtlu</td>
<td>Math/Statistics AP</td>
<td>408</td>
<td>4081</td>
</tr>
<tr>
<td>Syeda Bano</td>
<td>Living Environment</td>
<td>405</td>
<td>4051</td>
</tr>
<tr>
<td>Scott Baslaw</td>
<td>IEP Services + Transition Coordinator</td>
<td>501</td>
<td>5017</td>
</tr>
<tr>
<td>Phillip Cordero</td>
<td>Math</td>
<td>202</td>
<td>2021</td>
</tr>
<tr>
<td>Frank DiMaggio</td>
<td>Social Studies</td>
<td>502</td>
<td>5021</td>
</tr>
<tr>
<td>Aisha George</td>
<td>ELA</td>
<td>403</td>
<td>4031</td>
</tr>
<tr>
<td>Dana Holness</td>
<td>English</td>
<td>203C</td>
<td>2035</td>
</tr>
<tr>
<td>Kevin Hyde</td>
<td>Math</td>
<td>401</td>
<td>4011</td>
</tr>
<tr>
<td>Daniel Mason</td>
<td>Social Studies + Programmer</td>
<td>407/205A</td>
<td>4071/2057</td>
</tr>
<tr>
<td>Martiza Osorio</td>
<td>Physical Education</td>
<td>503</td>
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</tr>
<tr>
<td>Catherine Owens</td>
<td>Spanish/ESL Support</td>
<td>402</td>
<td>4021</td>
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<tr>
<td>Indira Tarant</td>
<td>IEP Services</td>
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<td>5014</td>
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<tr>
<td>Frank Telles</td>
<td>Earth Science</td>
<td>406</td>
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<tr>
<td>Elizabeth Torres</td>
<td>Visual Arts + Dean</td>
<td>406</td>
<td>4061</td>
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<tr>
<td>Raqnel Wint</td>
<td>English/PCT</td>
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<tr>
<td>Zena Wouadjou</td>
<td>ESL/ELA AP</td>
<td>308</td>
<td>3081</td>
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<tr>
<td>Joy Yearwood</td>
<td>Social Studies + UFT Chapter Chair</td>
<td>508</td>
<td>5081</td>
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## SCHOOL SUPPORT STAFF

<table>
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<th>Name</th>
<th>Title</th>
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<tbody>
<tr>
<td>Sean Adams</td>
<td>School Aide</td>
<td>103</td>
<td>1031</td>
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<tr>
<td>Shameka Edgehill</td>
<td>Parent Coordinator</td>
<td>Main Office</td>
<td>2088</td>
</tr>
<tr>
<td>Earl Gray</td>
<td>School Culture + Climate Coordinator</td>
<td>502A</td>
<td>5023</td>
</tr>
<tr>
<td>Phyllis Gumbs</td>
<td>Payroll Secretary + Purchasing</td>
<td>208C</td>
<td>2086</td>
</tr>
<tr>
<td>Areatha Lewis</td>
<td>School Aide</td>
<td>203B</td>
<td>2034</td>
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<tr>
<td>Troy Queen</td>
<td>Itinerant Attendance Teacher</td>
<td>203</td>
<td>2037</td>
</tr>
<tr>
<td>Marisol Rivera</td>
<td>Principal/Pupil Accounting Secretary</td>
<td>204B</td>
<td>2044</td>
</tr>
<tr>
<td>Alejandra Sandigo</td>
<td>Attendance Coordinator</td>
<td>208B</td>
<td>2085</td>
</tr>
<tr>
<td>Lawrence Teele</td>
<td>School Aide</td>
<td>Main Office</td>
<td>Radio via x 2089</td>
</tr>
<tr>
<td>Jeremy Young</td>
<td>Technology Specialist</td>
<td>208A</td>
<td>2081</td>
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## LEARNING TO WORK (LTW)

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
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<tbody>
<tr>
<td>Kevin Daniels</td>
<td>Site Supervisor + College Counseling</td>
<td>506</td>
<td>5063</td>
</tr>
<tr>
<td>Mary McKeveitz</td>
<td>Social Worker</td>
<td>507</td>
<td>5077</td>
</tr>
<tr>
<td>Lorraine Mignotte</td>
<td>Sr. Advocate + Employment Specialist</td>
<td>507</td>
<td>5076</td>
</tr>
<tr>
<td>Lloyd Brown</td>
<td>Peer Advocate</td>
<td>507</td>
<td>5072</td>
</tr>
<tr>
<td>Lawrence Munoz</td>
<td>Advocate Counselor</td>
<td>507</td>
<td>5074</td>
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## LIBERTY PARTNERSHIP (LPP)

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<th>Name</th>
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<tbody>
<tr>
<td>Nikki Deshane</td>
<td>Program Coordinator</td>
<td>502A</td>
<td>5022</td>
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## SCHOOL SAFETY

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
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<tbody>
<tr>
<td>Haley DeSouza</td>
<td>School Safety Officer</td>
<td>Main Entrance</td>
<td>Ext. 1000</td>
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</tbody>
</table>

## LYFE STAFF

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Location</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Ahmed Kara</td>
<td>Principal for LYFE</td>
<td>Off Site</td>
<td></td>
</tr>
<tr>
<td>Jeanpharuns Mirva</td>
<td>Assistant Principal for LYFE</td>
<td>Off Site</td>
<td></td>
</tr>
<tr>
<td>Diane Whitaker</td>
<td>Social Worker- LYFE Coordinator</td>
<td>Room 201C</td>
<td>Ext. 2013</td>
</tr>
<tr>
<td>Consuelo Natal</td>
<td>Teacher</td>
<td>Room 301, 303</td>
<td>Ext. 3011, 3032</td>
</tr>
<tr>
<td>Yvonne Felix</td>
<td>Ed Paraprofessional</td>
<td>Room 301, 303</td>
<td>Ext. 3011, 3032</td>
</tr>
<tr>
<td>Luz Gomez</td>
<td>Ed Paraprofessional</td>
<td>Room 301, 303</td>
<td>Ext. 3011, 3032</td>
</tr>
<tr>
<td>Rosa Perez</td>
<td>Ed Paraprofessional</td>
<td>Room 301, 303</td>
<td>Ext. 3011, 3032</td>
</tr>
<tr>
<td>Georgina Vizcaino</td>
<td>Ed Paraprofessional</td>
<td>Room 301, 303</td>
<td>Ext. 3011, 3032</td>
</tr>
<tr>
<td>Michelle Barriere</td>
<td>Ed Paraprofessional</td>
<td>Room 302, 304</td>
<td>Ext. 3022, 3041</td>
</tr>
<tr>
<td>April Caldwell</td>
<td>Ed Paraprofessional</td>
<td>Room 302, 304</td>
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<tr>
<td>Theresa Greene</td>
<td>Ed Paraprofessional</td>
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<tr>
<td>Cassandra Pierce-Sermons</td>
<td>Ed Paraprofessional</td>
<td>Room 302, 304</td>
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</tr>
<tr>
<td>Sonia Sarria</td>
<td>Ed Paraprofessional</td>
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## P2G STAFF

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<th>Name</th>
<th>Position</th>
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<th>Extension</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gisell Morgan</td>
<td>Principal</td>
<td>Off Site</td>
<td></td>
</tr>
<tr>
<td>Perla Castro</td>
<td>Assistant Principal for P2G</td>
<td>Off Site</td>
<td></td>
</tr>
<tr>
<td>Zully Tejada</td>
<td>Counselor</td>
<td>Room 304</td>
<td>Ext. 3091</td>
</tr>
<tr>
<td>Marc Martorana</td>
<td>Teacher</td>
<td>Room 305</td>
<td>Ext. 3051</td>
</tr>
<tr>
<td>Jim McDermott</td>
<td>Teacher</td>
<td>Room 306</td>
<td>Ext. 3061</td>
</tr>
<tr>
<td>Lisandra Ortiz</td>
<td>Teacher</td>
<td>Room 305</td>
<td>Ext. 3051</td>
</tr>
<tr>
<td>Daniel Stein</td>
<td>Teacher</td>
<td>Room 307</td>
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## CUSTODIAL STAFF

<table>
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<tr>
<th>Name</th>
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<tbody>
<tr>
<td>Troy Atkins</td>
<td>Custodian Engineer</td>
<td>Room 204B</td>
<td>Ext. 2043</td>
</tr>
<tr>
<td>Annette Roberto</td>
<td>Secretary for Custodian Engineer</td>
<td>Room 204B</td>
<td>Ext. 2043</td>
</tr>
<tr>
<td>Jose Diaz</td>
<td>Fireman</td>
<td>Room 204B</td>
<td>Ext. 2043</td>
</tr>
<tr>
<td>Raymond Abraham</td>
<td>Custodian</td>
<td>Room 204B</td>
<td>Ext. 2043</td>
</tr>
<tr>
<td>Junior Langomas</td>
<td>Custodian</td>
<td>Room 204B</td>
<td>Ext. 2043</td>
</tr>
</tbody>
</table>

## KITCHEN

<table>
<thead>
<tr>
<th>Name</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Albert</td>
<td>NYC DOE School Foods</td>
<td>School Commons</td>
<td>Ext. 5301</td>
</tr>
</tbody>
</table>
CEP GOALS (Subject to Annual Updates)

Each school in New York City has a School Leadership Team (SLT) composed of parents, staff, and students. The SLT meets monthly and is responsible for completing the Comprehensive Educational Plan for the school year. This plan will be submitted to the city in the first month of school, but will be adjusted as the year progresses. You are invited to participate in this process by joining on the SLT.

Goal 1, Rigorous Instruction: Teachers will work in interdepartmental groups to complete a Lesson Study inquiry Protocol (three per year) with each subject area teacher having the opportunity to serve as lesson study leader for their team for one entire Lesson Study Cycle.

As a result, we will improve our score in the Framework for Great Schools Report -> Rigorous Instruction -> Quality of student discussion by 5 percentage points.

Goal 2, Supportive Environment: Increase overall attendance in school by 8% for the months of April and May as compared to the same months during the previous year.

Goal 3, Collaborative Teachers: Teachers will work in Department Groups during Professional Activity Periods (C6 and "other professional work") time to review culminating assignments and unit plans using Danielson Framework for Teaching Components 3b, and 3c in particular when reviewing unit plans and Webb's Depth of Knowledge Levels when reviewing culminating assignment tasks.

Goal 4, Effective School Leadership: By August 2017, we will have successfully completed our second year of Advanced Placement (AP) course with a pre-AP science (STEM) curriculum having been delivered which includes mindfulness, cogenerative dialogues, and a culturally responsive curriculum. In particular, at least 50% of the students completing the AP course will score 3 or 4 on the related Advanced Placement Exam.

Goal 5, Strong Family-Community Ties: Parent Association and the School Leadership Team will work to expand parent-teacher conferences resulting in a 20% increase in parent attendance at the evening parent-teacher conference sessions.

Harlem Renaissance High School will continue to focus on strong, living curriculum maps with intentional formative assessment plans resulting in high quality culminating assignments are the key to helping teachers streamline lesson planning, increasing student outcomes, and foster meaningful professional development conversations. Planning lessons within the context of a well thought-out unit, with a culminating assignment that brings together the individual lessons learned is also the key to fulfilling on our mission and vision for our community.
PART II: PROGRAMS AND ACTIVITIES

D79: LYFE
LYFE (Living for the Young Family through Education) Centers provide day care facilities for the non-school age children of teenage parents who are still attending school or wish to resume their education.

NYC MISSION SOCIETY’S LEARNING TO WORK

Learning to Work (LTW) is an in-depth job readiness and career exploration program designed to enhance the academic component of select Young Adult Borough Centers (YABCs), Transfer Schools, and P2G programs. The goal of LTW is to assist students in overcoming obstacles that impede their progress toward a high school diploma and lead them toward rewarding employment and educational experiences after graduation. LTW offers academic and student support, career and educational exploration, work preparation, skills development, and internships.

Program Director

In conjunction with the Sr. Director for School Based Programs and the school principal, the Program Manager works to plan, implement and operate the Learning-to-Work Program as well as other related grants and major initiatives.

Advocate Counselor

The Advocate Counselor provides academic support and career counseling.

Senior Advocate Counselor/Internship Placement Specialist

The Sr. Advocate Counselor/Internship Placement Specialist provide academic and career counseling, who performs counseling duties consistent with the needs of program participants. In addition, SAC partners with businesses, corporations, community based organizations to develop internships and a wide variety of employment opportunities.

LMSW- Social Worker

The social worker assesses the social, emotional and life needs of children, young adults and families and connects them to needed services as well as bringing related community resources into the school.

Sr. Advocate Counselor/College Career Specialist

Sr. Advocate Counselor/ College Career Specialist provide academic, college, and career counseling. The Sr. Advocate Counselor/ College Career Specialist prepare and execute workshops on college and career planning. Also, the staff member arranges college visits and informs students about college/career opportunities.
The Hunter College Liberty Partnership Program (HCLPP or LPP) is a New York State Department of Education funded program that provides comprehensive dropout prevention services to its two partner high schools. The mission of LPP at Harlem Renaissance High School is to provide comprehensive support to students to encourage them to stay in high school, graduate from high school and continue on to post-secondary education or meaningful employment. LPP offers individual and group counseling, college exploration and preparation, career exploration, mentoring and tutoring, and academic and life skill development services.

**LPP PARTNERSHIPS**

LPP has a formal relationship with both Hunter College and Columbia University in order to provide the necessary staffing for the program. Hunter College provides undergraduate and graduate students who serve as mentors and tutors in LPP. These college students are available both during the school day and after school to meet with students individually or in small groups to provide academic support and positive role modeling. There are typically 5-10 college students available each semester.

Columbia University provides graduate student interns from the School of Social Work to serve as counselors to students. The interns and the social-emotional support that LPP provides are truly at the core of LPP. There will be two interns and they are on site at HRHS three days per week and are available to meet individually and in small groups with students in need of social-emotional, academic and/or life skills counseling. The graduate student interns will also be paired with an advisory at HRHS and will be responsible for helping plan and facilitate activities designed to enhance student skills on a weekly basis. Finally, the student interns will be responsible for parent outreach, student advocacy and community referrals for students/families on their caseloads.

LPP currently has HRHS students on its roster that it must continue to provide services to and track through their high school graduation. However, the program is available to any student in need at HRHS and teachers and staff are encouraged to speak with the Program Coordinator regarding students they wish to refer to LPP for any services.

**Director of Programming**

The Program Director will attend periodic meetings, events and staff development trainings at HRHS and is responsible for providing oversight to all LPP programming and staffing. The Director of Programming will work directly with the HRHS Principal to identify any issues and plan necessary programmatic events and scheduling.

**Program Coordinator**

The Program Coordinator is on-site four days per week at HRHS and is responsible for providing psycho-social support to HRHS students, college exploration and preparation services, task supervision to the Hunter and Columbia students, and coordinating with other programs and staff at HRHS. The Program Coordinator is the primary contact person for LPP at HRHS and will coordinate all programming.

**Intern Clinical Supervisor**

The Intern Clinical Supervisor is on-site one day per week at HRHS and is responsible for providing individual and group clinical supervision to the Columbia graduate student interns. She is an advocate for the student interns and is responsible for attending relevant meetings, such as the guidance team meeting, to monitor the caseloads of the student interns and intervene where necessary.

**Garden and Nutrition Specialist**

The Garden and Nutrition Specialist is on-site 4 afternoons per week at HRHS and is responsible for maintaining the Harlem Renaissance community garden, coordinating student service-learning opportunities in the garden, explain the benefits of gardening and coordinating healthy eating and nutrition-related field trips for LPP.
Mentor/Tutor Coordinator

The Mentor/Tutor Coordinator is a current graduate student at Hunter College School of Education. They are responsible for the recruitment, hiring, and coordination of Hunter College undergraduate students serving as mentors and tutors at Harlem Renaissance High School and Hunter College.

Social Work Interns

The social work interns are on-site 3 days a week, typically Mondays, Tuesdays, and Fridays. They assist the Program Coordinator with providing college exploration and psycho-social support to HRHS students.

PROFESSIONAL ACTIVITY ASSIGNMENTS (CIRCULAR 6)

8:16 to 9:08 AM

Below is the menu of options based on the UFT-Contract, Article 7U

1. Small group instruction (not to exceed 10 students)
2. One to one tutoring
3. Advise student activities such as clubs, teams, or publications
4. Perform student assessment activities (including portfolios, performance tests, IEPs, ECLAS, etc.)
5. Professional development/prepare staff development workshops and demonstration lessons
6. Common planning time
7. Conflict resolution for students
8. Cafeteria duty
9. Schoolyard duty
10. Hallway duty
11. AM bus duty
12. PM bus duty
13. Homeroom
14. Provide inter-disciplinary articulation
15. Develop multi-cultural curriculum
16. Develop programs to integrate technology into the daily life of the classroom

Note that any teacher can invent their own professional assignment, subject to the review and approval of the principal. Please feel free to do that!

MONDAY PROFESSIONAL DEVELOPMENT

Note that per the UFT contract, Monday PD MUST BE 80 minutes in length. To that end your PD session OFFICIALLY starts at the very end of 7th period (2:36PM) and runs for 80 minutes until 3:56PM. However, the first nine (9) minutes of PD are provided as transition for teachers to get from their final class to the PD session. PLEASE MAKE EVERY EFFORT TO ARRIVE TO PD ON TIME, BY 2:45PM. If you are running late, please communicate with administration so that an informed decision can be made about starting the PD session. This 70 minute work session is significantly shorter than what we were previously used to in our old schedule (we used to meet on Wednesdays for nearly 90 minutes).

The focus of Monday sessions is “Lesson Study” where the only requirements are that:

1. A specific strategy is chosen to improve classroom practice
2. The study includes an intervisitation component with feedback provided
3. The study includes an examination of student work for a target population.

Additionally, teachers can design the PD to be meaningful for their own practice. Templates will be provided by administration upon request for those teachers who want guidance on this process, but any teacher or group of teachers can define their own Lesson Study procedure and present their plan to administration for approval.
ATTENDANCE COMPLIANCE

Our goal is to meet the Chancellors’ attendance standard which is 75%. The attendance team will work on reaching this goal by conducting weekly attendance meetings to discuss the following:

- Positive reinforcement for students with good attendance.
- Identifying those students that have sporadic absences per week and strategizing on how they can be encouraged to attend school consistently.
- Outreach being done that includes calls, mailing, home visits, and possibility of initiating planning interview process, the official process to discharge a student who tops coming to school.

TRIMESTER PRACTICES
CURRICULUM, SCOPE AND SEQUENCE MODULES

Consider on one hand the detailed curriculum, scope and sequence, modules, units, activities posted on EngageNY along with the corresponding handbooks and guides published by the NYCDOE and the 2014 UFT Contract MOU language: “The Board of Education (DOE) agrees to provide teachers with either a year-long or semester long Curriculum that is aligned with State Standards in all Core Subjects.” This would suggest that if a school does not have a well-documented curriculum of its own, these centrally authored (and very expensive) resources, not linked to any corporate publisher, will be expected starting points, at a minimum. Today more than ever, it is incumbent on teachers who value their individual style to have a well-documented curriculum, aligned to the Common Core Standards.

School Curriculum can be defined as: a) a list of content and topics; b) scope and sequence; and c) a list of what students are expected to know and be able to do after studying each topic. Based on state law governing the awarding of credits, the above must be aligned with NY State (Common Core) Standards for each credit to be awarded.

An HRHS unit plan includes the following key components:
- Uniform appearance to all unit plans across a department (see UFT template)
- Essential Questions
- Standards
- Sequence of key learning objectives or aims
- Sequence of learning activities or formative assessments
- Assessments
- Culminating Assignment Plan or Benchmark Assessment Plan

An HRHS syllabus should provide a detailed trajectory of the course being taught. Key components of a syllabus can include:
- Uniform appearance to all unit plans across a department
- Course title
- An introduction to the course/you/your teaching philosophy
- Sequence of units being taught
- Dates of benchmark assessments and approximate deadlines for culminating assignments
- Course readings
- Materials required
- Grading policy

IMPORTANT NOTE: Below are a few resources available on the NYDOE Curriculum Resources Page:
- An Integrated Scope and Sequence for High School Writing
- 9-12 Scope & Sequence for Social Studies
- 6-12 Scope & Sequence for Science
An Educator's Guide to Disciplinary Literacy (includes writing in Mathematics and other subjects) Note that NY State curriculum development and training resources are found at EngageNY.

PADS – PREDICTIVE PASS FAIL GRADE ENTRY

Toward the end of each trimester, as posted on the staff calendar, teachers submit Pass/Fail grade predictions for their classes. This data allows us to begin programming students for the subsequent term. Note that it is best to err on the side of passing a student for these predictions since it is often easier to correct a student’s schedule from a pass to a fail rather than the inverse. These grades are NOT final, they often do change by the final PADS ENTRY. Please do not discuss this administrative deadline with students as they will only get confused by being informed that any summative grade is being submitted before the end of the term.

PADS – FINAL GRADE ENTRY

At the end of each trimester teachers receive an email from the PADS system (a feature of Skedula that allows grades to be entered into the DOE STARS system in an automated fashion, automatically bringing in Skedula gradebook values). The most important thing to remember in using the PADS system is to make sure the red/yellow/green indicator light next to each grade is GREEN for each grade you enter. That Green light indicates that the Skedula server received and stored your grade and ensures that your information cannot be lost. If your Internet connection goes down you will not get any Green lights. You must make sure that you have all GREEN lights next to all your grades in the PADS system by the deadline/cutoff time indicated in the PADS email.

Another important point is that the averages shown in PADS by default are your “marking period 2” grades – which are just grades from the second week of the term. You want to go to settings and remove “marking period 2” and instead select the final marking period which represents the cumulative average so you see accurate cumulative grades in the system.

The PADS system automatically shuts down at the time indicated in the email and you will be locked out of your grades at that time. Mr. Caputo gets a report at that time showing any incomplete grades and he will work individually with teachers to collect remaining missing grades. Please do not hesitate to contact Mr. Caputo at any time if you have trouble with your PADS grades since the timeline for entering grades is usually tight.

IMPORTANT: It is CRITICAL that all classes continue to engage in meaningful work EVEN AFTER THE FINAL PADS DEADLINE.

FINAL REPORT CARDS

We are on a trimester cycle. That means that there are three terms in each school year. Each term is about 12 weeks long. Students will receive Progress Reports every week (according to the schedule posted in the Secure staff page of myhrhs.org and in Skedula under “Course Categories”). Students receive final official report cards with teacher comments each trimester which are generated through the STARS grading system. Teachers enter their grades into the STARS system by entering grades in PADS (an automated feature of Skedula, which makes it easy for teachers to enter grades into the STARS “egg file”). If this all sounds confusing, not to worry! Once you have received the PADS email one time you will see how easy it is and all these acronyms will lose their import.

CELEBRATIONS AND SPECIAL EVENTS

Each year we organize a number of special events such as the Thanksgiving Feast, end of year senior specific activities, end of year barbeque. See the calendar on HarlemRenHS.org for the events scheduled this year. All events must be completed and submitted using the HRHS Event Form that can be found on the HRHS website. In addition, all events must be pre-approved by Principal.

STUDENT ADMISSIONS

The admissions process is managed by our student admissions committee. All students must be interviewed and complete their orientation prior to admission. Interested students must come with a parent/guardian to the interview with required
documentation. Parents/Guardians attend a second separate parent orientation to establish a partnership with our staff.

**ANNUAL EVENTS**

**GRADUATION**

We graduate students after each trimester and usually hold a **minimum of one** graduation each year (depending on the number of graduates expected).

**REGENTS**

Regents exams are held in January, June and August. During this time we do not hold regular classes. Before each exam we offer Lunch period, PM School and Saturday Regents Prep tutoring sessions to complement original credit programs during these extended times.

**QUALITY REVIEW (SEMI-ANNUAL)**

The Quality Review is the city’s anecdotal report focused primarily on our classroom instruction and teacher collaboration. The reviewer will be looking for high level instruction aligned with the Common Core State Standards and common practices across classrooms.

**INSTRUCTIONAL FOCUS**

**DANIELSON FRAMEWORK FOR TEACHING**

The Danielson Framework for Teaching is available on the NYCDOE/Advance website. This is the rubric that the ADVANCE teacher evaluation system is based on for teachers’ MOTP (Measure of Teacher Practice) or classroom observation rating. The full details of ADVANCE implementation are beyond the scope of this handbook. A handbook explaining ADVANCE in all its glory is available from the UFT or NYCDOE websites.

**Instructional Practice**

High expectations for all students, an orderly, positive and supportive classroom environment, instructional best practices that ensure active student participation and relationship building are key components in creating and sustaining an effective teaching and learning community in which all students receive a high quality, standards-based education.

a. **Expectations for Students**

- There is evidence of academic rigor in the classes in the school.
- It is clear that teachers demonstrate high expectations for all students and provide supports to help all students attain these levels.
- Students are clear on the expectations for success and teachers and students use common core aligned rubrics where necessary as guidelines for improvement, assessment, and grading.

a. **Classroom Environment**

- The classroom environment is nurturing, secure and supportive of teaching and learning.
- Classroom rules are posted in each room. Teachers have reviewed the classroom rules with their students.
- An engaging classroom environment, which clearly exhibits the learning process, and demonstrates a shared sense of ownership by both the teacher and students, is our expectation.
- A room where student work is prominently displayed and continually updated sends a valuable message to our students - - We value your work, we recognize your effort, and we are professionally committed to your continued academic growth.
- The design of your classroom should reflect the quality of your teaching and content of your class. Students and visitors alike should be able to walk into your classroom and get an idea of what’s been happening recently as well as what is happening. As such the classroom must be thoughtfully and specifically engineered to support the learning which takes place there. Please keep the following guidelines in mind throughout the school year.
Anyone walking into your room should immediately recognize:

- Your content area
- Essential Questions for each unit and past units of study
- Evidence of the key ideas of past units.

Use your classroom as a silent partner in communicating to your students and fostering independence:

- Post important formulas, charts of editing marks, conversion tables or maps where students can clearly read them and refer to them often as per content area.
- Maintain a record of homework and class assignments in a single space so that students who are absent can refer to them.
- Ensure bulletin boards are updated with student work, clearly titled, and include a description of the assignment that produced the work.
- Ensure key concepts are posted in your classroom.
- Ensure, that there is a mechanism in place that informs students of the day’s lesson/activity and they are aware what is expected of them at the end of the class.

b. **Instructional Practice**

- Teachers employ differentiated approaches to make teaching style relevant to the students’ learning styles.
- There is evidence that teachers are teaching to the target objective, that there is active participation and student engagement.
- The classroom environment is print-rich and students are engaged in inquiry-based instruction.
- Essential Questions are displayed throughout the room.
- The teacher exhibits a high level of competence in classroom management routines.
- Students are engaged in critical thinking and there is evidence that there is careful planning of essential questions, tasks and activities that enable students to use information to make inferences and to draws conclusions.
- Lessons are standards-based, student-centered, interactive and interdisciplinary making connections across subjects and within subject content.
- Teachers display and use student work as a tool to guide teaching and learning.

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**ADVANCE**

*Advance*, New York City's system of teacher development and evaluation, supports the New York City Department of Education's larger Framework for Great Schools. It is one of the tools the NYCDOE is using to ensure that everything we do as educators drives student achievement.

*Advance* was designed to improve the school-based factors that most directly impact student achievement: Collaborative Teachers, Rigorous Instruction, and Supportive Environment. By providing teachers with accurate, timely feedback on their performance, and the targeted support necessary to improve their practice, *Advance* brings us closer to our goal of ensuring all students learn to think for themselves and graduate prepared for college, career, and a meaningful life.

Students learn to think for themselves when teachers continuously learn and develop their classroom practices. *Advance* engages teachers in reflecting on both student learning data and meaningful feedback from school leaders, so they can learn, grow, and thrive as professionals.

These activities and resources are designed to support educators in reflecting on and developing their teaching practice, and in deepening connections to the Danielson Framework for Teaching.

*WeTeachNYC* (Open external link) is an online space for educator resources, developed by the NYC Department of Education. It may be used in the same way as other search engines, where you type key words or phrases into the search bar to search instructional resources across content areas. Then, you may log in with your NYCDOE user name and password to explore online learning opportunities and connect with other NYC educators.
INITIAL PLANNING INTERVIEW CONFERENCE

Review of Prior Year MOTP or artifacts available for upcoming term
Did you review your observations from last year?
What trends do you see?
Which components stand out as some of your strengths?
What would be helpful to discuss in our conversation today?
Did you prepare any professional goal to share at this meeting?
Do you want help forming one?
Any practices other teachers can come and learn from or which you believe could be taken school wide.
If you received DEVELOPING or INEFFECTIVE in prior year ADVANCE rating we will develop a TIP at this meeting. Being Strategic with Danielson (15% [Domains 1,4] 85% [Domains 2,3], ergo, 3b, 3c, 3d)
Are you open to choosing one of these for to focus on together this year?
Review one Danielson component in detail (3d as default) using template
Discussion of unit planning template and syllabi Discussion of Lesson Study plans
Discussion of out of room pass logging strategy Discussion of CA vs BA
Complete IPC Form
Assignment Menu plans and Family Engagement goals
Other Committee Interest
Orientation Sunlight club
Assemblies And Celebrations (monthly/seasonal) Staff Social
School Leadership Team Events
Lunchtime Activities

WHAT TO BRING TO YOUR INITIAL PLANNING CONFERENCE

- Take time to reflect, ideally in written form, using previous observations, future goals, areas for growth (weTeachNYC.org has a reflection form available)
- Reflect on what format you will be using for unit plans and syllabi
- Bring your MOTP selections form and know which options you would like to select
- Any units, plans, goals, or other work you would like to share to educate your principal on your work

END OF YEAR CONFERENCE

- Review notes from IPC
- Review observation data
- Review Curriculum Binder (Unit Plans and Syllabi)
- Review Lesson Study Binder (Culminating Assignments, Benchmark Assessments, Student work samples)
- Discuss summer institute
- Discuss summer committees / Summer school

PRE-OBSERVATION CONFERENCE

DOMAIN 1: Planning and Preparation
1. What materials are being used to present the curriculum? (instructional resources including classroom, community, and supplemental student resources)
2. What do you expect the students to know upon completion of the lesson? (expected outcomes)
3. What will the students do to demonstrate comprehension of the curriculum? (Explain the learning activities within the lesson.)
4. What is the grouping strategy of the activities? (whole group, partners, teams...)

DOMAIN 2: The Classroom Environment
5. Transitions in the classroom:
6. Distribution and collection of materials and supplies:
7. Non-instructional duties (attendance, restroom, permission forms, etc.):
8. Behavior Expectations:
   - Are they clearly communicated to everyone?
   - Are the expectations posted in your classroom?
   - What are the results of student misbehavior in your classroom?
9. What are your learning outcomes for this lesson? What do you want the students to understand?
10. How does this lesson relate to your unit plan and Common Core Standards?

DOMAIN 3: Instruction
1. What teaching/learning activities will be observed? What teaching methods?
2. What questions will you ask in order for students to explore the content and engage in discussion of the curriculum?
3. How will you ensure that all students are engaged, responsive, and “drawn in” to the conversation?
4. Will the structure of the lesson be explained to students so they know what is expected of them as learners?

POST OBSERVATION CONFERENCE
1. In general, how successful was the lesson? Did the students learn what you intended for them to learn? How do you know? (4a – Standard 3)
2. What evidence do you have of student learning? What do those samples reveal about those students’ levels of engagement and understanding and learning? (3c – Standard 2)
3. How did your classroom procedures (routines, transitions, student movement and configuration) enhance or detract from the lesson? What, if anything, would you do different? (2c – Standard 6)
4. Did you depart from your plan? If so, how and why? (1c – Standard 4)
5. Comment on different aspects of your instructional delivery (e.g., activities, grouping of students, materials and resources). To what extent were they effective? (Standard 4)
6. If you had an opportunity to teach this lesson again to the same group of students, what would you do differently? (Standards 2 and 3)
7. How did your instructional delivery (directions and procedures, explanation of content, modeling, examples) impact students’ cognitive engagement? (Standard 6)
8. What did you learn from informal assessment during the lesson? How did the results impact your instruction and/or student learning? (3d – Standard 5)
9. What impact did student behavior have on cognitive engagement and learning? (2d – Standard 6)
PART III: RESOURCES
<table>
<thead>
<tr>
<th>Log</th>
<th>Location of Log</th>
<th>Data Maintained By...</th>
<th>Data Update frequency</th>
<th>Intentions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Current Student Credit Tracker</td>
<td>TBD</td>
<td>School Counselor</td>
<td>After each trimester when students are graduated or admitted or whenever an error is reported.</td>
<td>Keep track of students’ transcript, graduation date, support programming of students.</td>
</tr>
<tr>
<td>Admissions Flow</td>
<td><a href="https://goo.gl/forms/McBNFm4SFJ2eO1fs2">https://goo.gl/forms/McBNFm4SFJ2eO1fs2</a></td>
<td>Admissions Team</td>
<td>From Interview to the time that students are on our Register or any change to their register status happens.</td>
<td>Track incoming and outgoing students to ensure that we complete all necessary steps such as creating their Google accounts, checking IEPs/ELL status, evaluating their ELA/Math levels, etc.</td>
</tr>
<tr>
<td>Marking Period Credit Tracker</td>
<td>Student Data at the start of each new trimester.</td>
<td>Principal/School Counselor</td>
<td>Once per marking period</td>
<td>Analysis of semester grades to inform us of which students are improving, which students are facing challenges, and which students are on track to meeting their projected graduation date.</td>
</tr>
<tr>
<td>Graduate Sorter</td>
<td>TBD</td>
<td>School Counselor</td>
<td>Upon Student Graduation</td>
<td>List of our graduates with any updates on their whereabouts.</td>
</tr>
<tr>
<td>Senior College Application Tracking Spreadsheet</td>
<td>TBD</td>
<td>LTW Sr. Advocate College Specialist</td>
<td>Ongoing as seniors make progress toward college application.</td>
<td>Track each students’ college application progress to help them see their progress and allow advocates to support them in this process.</td>
</tr>
<tr>
<td>Special Education Student List</td>
<td>TBD</td>
<td>IEP Team</td>
<td>Ongoing, especially when new students are admitted or IEPs change</td>
<td>To share IEP students as well as their specific services with all staff. Please do not print this out. You can also find copies of IEPs posted on Skedula.</td>
</tr>
<tr>
<td>ELL Sorter</td>
<td>TBD</td>
<td>ELL Coordinator</td>
<td>Ongoing</td>
<td>To share ELL students as well as their specific services with all staff. Please do not print this out.</td>
</tr>
<tr>
<td>Anecdotal Logs</td>
<td>Skedula</td>
<td>All Staff</td>
<td>Daily</td>
<td>Keep a record of interventions and behaviors related to a specific student.</td>
</tr>
</tbody>
</table>
NYCDOE EMAIL

Web site: https://outlook.office.com/owa/schools.nyc.gov
Username: DOE Outlook username @schools.nyc.gov
Technical assistance, password reset, or other questions: Contact DOE Helpdesk 718-935-5100

PAYROLL PORTAL

If you would like to review anything to do your salary (pay stub, W2, salary history, change your direct deposit etc...) use this website
Web site: https://payrollportal.nycboe.net/payrollportalweb/main.aspx
Username: DOE Outlook username (before the @ sign, do not put “central")
Password: DOE Outlook Password (you will also need your “reference number” which is the number on your pay stub, not the same as your file number)
Technical assistance or other questions: Call the Help Desk at 718-935-5100

SCHOOL HUB

This is where you go to check the school calendar, schedule a field trip, download forms, upload meeting minutes, create class pages, post assignments for students to download, create a ‘drop box’ for students to submit assignments, check suspension/independent student and other lists, and find links to all other systems.
Web site: www.harlemrenhs.org

TEACHING RESOURCES

COMMON CORE STANDARDS

The Common Core State Standards is a state-led effort coordinated by the National Governor’s Association and the Council of Chief State School Officers. The goals are to provide a clear and consistent framework to prepare all students for college and the workforce and to provide teachers and parent with a common understanding of what all students across the country are expected to learn. The Common Core State Standards have been written in the Subjects: Mathematics; English Language Arts and Literacy in History/Social Studies, Science and Technical Subjects. The CCSS will lead to new, more rigorous assessments that will drive changes in curriculum and teacher practice. New York State has already begun to adopt the CCS. 2013 is the target year for state assessments to align to CCSS.

The link to the CCSS website is http://www.p12.nysed.gov/ciai/common_core_standards/toolkit.html
EQUIPMENT

ELECTRONIC RESOURCES

Our school has a significant number of electronic resources for both student and faculty usage. These include laptop carts, IPad carts, LCD projectors, and SMART Boards. Individual laptops must be plugged neatly back into their cart at the end of an instructional period and the cart should be plugged into the wall outlet to ensure proper recharging. At the end of each instructional period where students are using laptops, the supervising teacher must ensure that ALL laptops are returned and properly stored before returning the cart to their storage location. Each laptop cart must be locked. As these items are expensive and easily damaged, it is important to not only use them carefully, but also to teach our students responsible usage. **If you notice that any electronic equipment is malfunctioning or broken, notify Computer Technician, Jeremy Young immediately.**

COPY MACHINE

The Teacher Copy machine is on the fourth floor. It is available for you to use on your time. It is to be used during your prep, lunch and/or before or after school – NOT during professional periods or Circular-6 time. **If a problem arises, you must notify our computer support staff** and if he cannot resolve the problem, the Computer Specialist, Mr. Young in Room 203B will schedule a service/maintenance technician visit.

ORDERING SUPPLIES

Submit all ordering requests to Phyllis Gumbs. You are encouraged to have a “wish list” ready since we may need to spend certain funds by specific dates and we will ask for a “wish list” and divide the funds among the requests we receive.

**It is the responsibility of the teacher to make sure that all items are retrieved from the office within 24 hours of arrival.**

POSTERS AND LAMINATOR MACHINE

Please see Jeremy Young our Computer Specialist for assistance.

SCHOOL CALENDAR

Please be advised that a Public and Faculty Calendar will be available on the Harlem Renaissance High School at [www.HarlemRenHS.org](http://www.HarlemRenHS.org) website.

**Google Calendar** – All faculty and staff have a harlemrenhs.org Google address. This address provides faculty and staff with access to our internal calendar, as well as the LTW and LPP calendars. The LTW calendar is managed by Lorraine Mignotte and the LPP calendar is managed by Molly Brown. Jeremy will manage both of the HRHS public and internal calendars. If you have events or activities pertaining to HRHS please email Mr. Jeremy Young at jyoung23@schools.nyc.gov. Faculty may view these calendars to support planning events / activities for your classes. If you’re a new school member, our tech specialist, Jeremy Young will assist you in creating your harlemrenhs.org Google account. Jeremy may also assist if you’re having difficulty accessing your account.
**GRADEBOOK**

Skedula is our gradebook. The student and parent partner site is referred to as Pupil Path. All Faculty are recommended to keep an electronic gradebook in this platform. For a quick guide to using the Skedula Gradebook see below. Some of the powerful features of the Skedula Gradebook are listed below:

- Enables data filtering for easy analysis of student progress
- Has an email feature that enables teachers to email student groups such as class sections or individual students. Parents can be added or removed to any email with the click of a button.
- Enables photo class lists and seating charts
- Enables creation of anecdotal for any student
- Gradebook is linked to the DOE Data System STARS which enables teachers to easily create report cards
- Gradebook features Google integration so Google Documents such as homework or readings may be posted for student viewing at home.
- Student portfolios may be uploaded to student bio pages

Web site:  
[www.skedula.com](http://www.skedula.com)  
Username: DOE Outlook Email Address  
If you are a new teacher, you must see Jeremy Young for account creation. Additionally, if you need help with login or password resets, please see Jeremy as well.

<table>
<thead>
<tr>
<th>What to Do</th>
<th>Where is it?</th>
<th>Quick Guide Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Setup Classes</strong></td>
<td><strong>Settings Menu</strong></td>
<td>Select a course, Check if you want weighted categories (if not checked, all categories will have equal weighting), Grading categories &amp; their weighting percentages. Add marking periods to copy the same settings to each marking period. Save to the classes that will use these categories.</td>
</tr>
<tr>
<td>Setup grading categories &amp; marking periods</td>
<td><strong>Course Categories</strong></td>
<td>Choose a course. To allow any number grade (0-100), check the box: Allow All Undefined Numerical Grades. To define additional valid grades in a template (ABS, INC, etc.); choose one of the existing templates from the Grading Template menu. Using the buttons below the template, you can create your own or edit this template. Add Mark to add a new line. Apply Changes to save the new template.</td>
</tr>
<tr>
<td>Define valid grades</td>
<td><strong>Valid Grades</strong></td>
<td>Choose a class &amp; complete the grading icon table with Mark, Comment (optional) &amp; Standard Mark (optional). Save the changes. Repeat for all classes.</td>
</tr>
<tr>
<td>Define grading icons</td>
<td><strong>Grading Icons</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Add Assignments</strong></td>
<td><strong>Assignments Menu</strong></td>
<td>Define Title, Category, Viewable Date, Due Date, Marking period, Is Graded, Attach Standards (if standards based grading), upload files to attach as supplemental or required materials, Type a description, Change category in individual courses. Save the assignment to specific classes.</td>
</tr>
<tr>
<td>Shortcut on Dashboard</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grade Assignments</td>
<td>Grade Menu</td>
<td>Grade Assignment</td>
</tr>
<tr>
<td>-------------------</td>
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<td>------------------</td>
</tr>
<tr>
<td>➢ Shortcut on Dashboard</td>
<td>➢ Grade Assignment</td>
<td>➢ Grade Assignment: Single assignment view. Enter the grade (&amp; optionally, a comment) in the boxes or use the grading icons. When you hit enter, it will take you to the next student’s grade (not the comment box). You can also click on a letter on the alphabet on the left to find students quickly. Grades are automatically saved (circle turns green).</td>
</tr>
<tr>
<td>Take attendance</td>
<td>➢ Grade Menu</td>
<td>Take Attendance</td>
</tr>
<tr>
<td>➢ Shortcut on Dashboard</td>
<td>➢ Grade Assignment</td>
<td>➢ Attendance Book</td>
</tr>
<tr>
<td>Write an Anecdotal Log</td>
<td>Students Menu</td>
<td>Students Menu</td>
</tr>
<tr>
<td>➢ Shortcut on Top</td>
<td>➢ Anecdotal Log</td>
<td>➢ Click New Anecdotal and select Anecdotal Type, add students by Group and/or individual by typing in their name. Choose the date, location, and write a description. Choose the access level by checking Confidential (only you), Share All Staff (all staff with access to the student), Share Parent (through PupilPath), Share Student (through PupilPath), and choose staff members to notify. To restrict access to only some staff members, uncheck share all staff and type in names who should have access. Click Save.</td>
</tr>
<tr>
<td>Making a Seating Chart</td>
<td>Attendance Menu</td>
<td>Attendance Menu</td>
</tr>
<tr>
<td>➢ Shortcut on Dashboard</td>
<td>➢ Take Attendance</td>
<td>Choose a class &amp; close the attendance not taken message. Choose Move Seats from the Management Mode menu. Students begin in alphabetical order. Drag &amp; drop the student picture to the correct seat position. Add rows &amp; columns to the chart by clicking the Add Row or Add Column button.</td>
</tr>
<tr>
<td>View Student Information</td>
<td>Student Menu</td>
<td>Student Menu</td>
</tr>
<tr>
<td>➢ Shortcut on Dashboard</td>
<td>➢ Portfolio</td>
<td>Bio Tab – Contact Info, Services, PupilPath, Anecdotals</td>
</tr>
<tr>
<td></td>
<td>Choose a student</td>
<td>Schedule Tab - Schedule, HS Exam Schedule, Schedule Changes</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Grades Tab - Progress, Student Work, Report Card, Transcript</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Exams Tab – Performance Levels, Exam History, Exam Schedule</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Attendance Tab – Calendar View, Daily Totals, Course Totals, Period Totals</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Tracking Tab - Graduation or Middle School Tracking</td>
</tr>
</tbody>
</table>
PART IV: REGULATIONS AND PROCEDURES
CONFLICT OF INTEREST – CHANCELLOR’S REGULATION

Officials and employees shall not solicit, negotiate for, or engage in any private business, transaction or professional or political activity during the hours they are scheduled to work for the New York City Department of Education or on Department or Education property. This includes lunch periods, preparation periods, breaks or any other time that the official employee is deemed officially performing Department of Education duties.

Officials and employees shall not advertise their business, political or professional activities on Department of Education property.

Officials and employees shall not engage in any business, transaction, political or professional activity that interferes with the proper discharge of their duties by causing them to be absent during the hours they are scheduled to work for the Department of Education, provided, however, that personal business days may be taken in accordance with the regulations, collective bargaining or other employment agreements.

Department of Education officials and employees may NOT tutor a student for a fee or enter into any type of business relationship with a student or siblings of a student who attend the school to which the staff member is assigned.

VERBAL ABUSE – CHANCELLOR’S REGULATION

Disruptive behavior by a student must never be punished by use of verbal abuse. Such behavior usually reflects underlying problems that require guidance intervention. School personnel should take steps to identify the problem(s) and, working closely with parents, help the student receive maximum benefit from the educational program offered at the school. Essentially, verbal abuse is any language used by a school staff member which tends to belittle or subjects students to ridicule, is based on race, color, national origin, alienage/citizenship status, ethnicity, religion, gender, disability, or sexual orientation which tends to cause distress, or language that tends to threaten physical harm.

NYCDOE SOCIAL MEDIA GUIDELINES

In the spring of 2012 the Department of Education released new social media guidelines for staff. Please review those guidelines (http://schools.nyc.gov/RulesPolicies/SocialMedia/default.htm) and periodically check the FAQ to review updates to these guidelines.

CORPORAL PUNISHMENT OR ABUSIVE LANGUAGE

Corporal Punishment is any act of physical force upon a pupil for purposes of punishing that pupil. Verbal abuse includes language that: (1) causes fear or physical or mental distress; (2) tends to threaten physical harm; or (3) tends to belittle or subject students to ridicule. If corporal punishment/verbal abuse is alleged, or if such conduct is witnessed:

1. Notify principal. Principal must immediately report allegations to Office of Special Investigations (OSI) by entering information into OORS.
3. Notify parent. Parental consent is not needed before school or OSI/OEO may interview student witnesses or alleged victims.
4. Follow OSI/OEO instructions regarding whether school or OSI/OEO is to investigate.
5. If school is directed to conduct investigation, complete and file A-420/A-421 form within 5 days, and submit to OSI/OEO and take appropriate disciplinary action.
6. If OSI/OEO conducts investigation, take appropriate disciplinary action upon receipt of report.
CHANCELLOR’S REGULATIONS

You are responsible to be aware of these Regulations and you are responsible for adhering to the Chancellor’s Regulations. All of the most updated Chancellor’s Regulations are also available on the Department of Education website at http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations/default.htm. At the start of each year teachers sign a document acknowledging that you have reviewed the Chancellors Regulations. The intention of this practice is to make abundantly clear that if you follow the regulations, you will be protected by the legal power of the NYCDOE and likewise, if you choose to deviate from these regulations you are putting yourself at risk of being legally responsible for any claim against you. Some of the most important regulations are referenced below. These are being provided with the hyperlinks below and above. Anyone who requests a printed version of these regulations will be provided them within 48 hours of the request.

A-412 Security in the Schools
A-420 Corporal Punishment
A-421 Verbal Abuse
A-443 Student Discipline Procedures
A-640 Filming At School Facilities
A-670 School Trips
A-750 Child Abuse
A-755 Suicide Prevention/Intervention
A-780 Students in Temporary Housing
A-820 Confidentiality, Access, Disclosure and Retention of Students’ Records

A-830 Discrimination and Harassment
A-831 Peer Sexual Harassment
A-832 Student to Student Bias-Based Harassment, Intimidation, and/or bullying

C-105 Background Investigations or Pedagogical and Administrative Applicants and Procedures in Cases of Arrest of Employees.

C-110 Conflicts of Interest, Community School Board Members Employment of Family Members

C-601 Attendance and Service of School Staff
C-603 Absent Employees
C-604 Timekeeping
C-605 Salary, Attendance and Leave of Pedagogical Employees

C-810 Tobacco and Smoke-Free Air (No Smoking) Policy

D-130 Political Activities in School Buildings

It is the responsibility of every Department of Education employee to read all of the Chancellor’s Regulations, not just those Regulations listed above and to comport their conduct to such Regulations.
PROFESSIONAL DEVELOPMENT (MONDAY)

It is critical that we arrive on time to professional gatherings or communicate with Mr. Caputo if there is an issue. That way he will know whether to keep the community waiting or if he should proceed to start our work together. The intention of this time is to collaborate across departments in the evaluation of specific pedagogical strategies based on an analysis of student work products relative to relevant standards and measures of rigor such as Webb’s “Depth of Knowledge” (“DOK”) levels.

PREPARATION PERIOD

Effective use of preparation periods is critical to prevent teacher burnout by reducing the amount of work you have to do after school hours and allowing balance in our lives. “Teachers are expected to utilize their professional preparation time in such a manner as to enable them to further their professional work for the purpose of their greater classroom effectiveness.” Note that preparation periods are also a time that administration will ask to meet with teachers to review lessons, units, provide feedback or support.

FAMILY ENGAGEMENT (TUESDAY)

In addition to phone calls, the Tuesday Family Engagement can include implementing collaborative efforts such as newsletters, annotated progress report mailings, parent workshops, or department-level parent information. Our Parent Coordinator is your partner and she has great ideas for how to use this time. In addition, the Chancellor offers some ideas; some ideas are offered using the following link here.

LESSON AND UNIT PLANNING

It is essential that lesson plans are immediately available upon request by administration. Plans must be specific for each day of the week and every subject area.

Unit planning is also a basic part of classroom practice and is the primary way our school curriculum is defined. Without unit plans on file we have no curriculum to speak of and Syllabi are easily created if course unit plans are available.

Teachers can always choose the “common planning” menu option for Circular-6 to create time to work on unit plans with colleagues in their department.

DISMISSAL

It is imperative that you NEVER dismiss students early from any period, especially the last period of the day. The school bells are the official time in our building. If you suspect there is a problem with the bells, call x2089 and confirm that you can release students. In the event, a student has to leave early due to an emergency or other appointment. That student must be directed to meet with their counselor and/or administrator to ensure parent is contacted.

LOW ATTENDANCE DAYS

Historically there have been certain days that are low attendance days (such as the day before a vacation, final days of a trimester). It is of utmost importance that we prepare meaningful lesson plans for these days and take advantage of any small class sizes to work with individual students on their core academic skills.

OUT OF ROOM PROCEDURES

NO STUDENT IS TO LEAVE THEIR ASSIGNED ROOM WITHOUT A PASS. HALLWAY PASSES SHOULD NOT BE GIVEN OUT DURING THE FIRST AND LAST TEN MINUTES OF EACH PERIOD.

All teachers receive a laminated bathroom pass with their name on it at the start of the year. No more than 1 student per pass, please! Bathroom passes are meant for emergency situations! Make sure to report any missing pass immediately to Ms. Torres, Dean.

STUDENT BATHROOM AVAILABILITY

Please be advised that the cafeteria bathrooms will only be OPEN daily during our LUNCH period and after 7th period. IMPORTANT: The cafeteria will be open during student and/or school events. The 4th and 5th floor bathrooms will be open daily throughout the week.
This change is an attempt to limit the amount of student traffic from the upper floors down through the stairways to the cafeteria. It will also limit the amount of time students are out of the classroom.

We are making every attempt to have support staff present on the 4th and 5th floors to monitor the hallways and bathrooms.

Once again, I thank you for your support and look forward to your thoughts and suggestions as we move forward throughout the school year.

SCHOOL FOOD

Students can either bring in their own food, or eat the food provided by the NYCDOE School Food.

CELEBRATIONS

With prior approval you may celebrate accomplishments or offer a reward to select students by ordering food.

IMPORTANT (Confidential Information): If you notice a student who needs to eat (may be they arrived late and missed breakfast) please do not hesitate to call X2089 and ask the student’s counselor to assist with providing food.

Explanation of Basic NYCDOE Regulations

1. Accident/Incident Report- Student
   a. If a student has an accident, the staff member who witnessed the accident must complete a D.O.E. Occurrence Report - along with a statement of the student injured and any witness statements - be accompanied.
   b. The Principal or Assistant Principal and/or School Safety must be notified.

2. Accident Report- D.O.E. employee
   a. An Accident Report must be filed within twenty-four hours of an accident. Please see the school secretary for the form.
   b. The form must be submitted to the Principal along with any witness statements for a teacher-related accident.

3. Attendance – Staff
   a. The workday begins at promptly at 8:16 AM for all teachers.
   b. If you are absent, please call the school at 212-996-3795 ext. 2086 (Phyllis Gumbs) by 7:30 am.
   c. If you are late, you must call by 7:30 AM and speak to Marisol at 212-996-3795 ext. 2089 or an administrator.
   d. Only the school secretary or an administrator may record current or future absences, or missed preps in the school staff calendar.
   e. No personal business days will be approved the day before or after a school vacation day.
   f. All personal business days must be approved by the Principal one week prior to the day of absence. Efforts should be made to schedule all personal/medical/business appointments after the work day.
   g. Absences and lateness will be reviewed on a case by case basis but excessive absences and lateness may lead to disciplinary action.
   h. Jury Duty is a vital civic responsibility. Please notify your supervisor immediately if you are summoned to Jury Duty. Be sure to get a receipt from the courts documenting days served for jury duty. Please submit this receipt along with an OP201 to the payroll secretary upon your return.
   i. If you anticipate being absent from work prior to the day of absence, in addition to the secretary, please contact your supervisor and any individuals who may be affected by your absence.
   j. Absences that extend weekends, holidays, recesses, are considered suspicious absences and may lead to disciplinary actions. Do not ask for extensions through use of sick days or personal days. You get a yearly calendar in advance, so please plan your personal travel and trips early.
   m. Emergency situations which require you to leave school early or have a prolonged absence must be discussed with the Principal.
• Please be reminded that the Department of Education SOPM Regulations regarding absences requires the filing of an OP198. It is the responsibility of the employee to obtain and file this form. This applies to self-treated or medically certified absences. Please make sure that you file an OP198 with the secretary when you are absent. Failure to complete and file an OP198 may result in a loss of pay.

4. Arrests of Staff and Dispositions- Pursuant to Chancellor’s Regulation C-105 (See attachment):
   a. It is your responsibility as a Department of Education employee to immediately notify the Principal and notify the Office of Personnel Investigations in writing and by phone (718-935-2666/2668) if you have been arrested.
   b. It is mandatory that you comply with this directive.
   c. Failure to disclose an arrest can result in adverse employment consequences. Termination of employment is possible.

5. Bell Schedule (see attachment)
   a. Classes will change according to the bell schedule.
   b. The bell schedule must be posted in every classroom.

6. Student Attendance, Daily
   Chancellor’s Regulations state that all teachers must employ an alternate system to record attendance, such as your own attendance book. All teachers are expected to record and keep accurate records of attendance and lateness in every class.

   a. Student attendance must be taken in the first five minutes of each period.
   b. Keep a paper record of attendance to record into Skedula.
   c. Upon arrival, teachers with a 2nd period class are to pick-up the attendance folders in their mailboxes in the main office. The ATS Roster is a legal document and must be completed by the 2nd period teacher with precision.
   d. The ATS Roster must be bubbled in with a #2 pencil and signed in blue or black ink, only.
   e. A 2nd period teacher’s signature certifies the correctness of the ATS Roster.
   f. By failing to mark a student absent, the teacher is legally certifying that the student is present for the day.
   g. Absence notes are to be placed in the ATS Roster folder by the 2nd period teacher.
   h. Any discrepancies must be investigated immediately (e.g. student who is not listed on class roster).

7. Student Cumulative Records- Access and Disclosures
   a. Personal information – student’s name, name of the student’s parent or other family members, address of the student or student’s family, the student’s social security number of student identification number, and personal characteristics of the student or the student’s family, is confidential information.
   b. Staff must have a specific, educationally legitimate reason to access student records. No other staff member may do so without written permission from the principal or assistant principal.
   c. No personally identifiable student information may be released to non-school agencies or individuals, e.g. School Safety Agents, another student’s parent, the NYPD, etc. except by the school principal.

8. Cellular Phones (see Attachment)
   a. Staff Cell phones may not be used to accept incoming phone calls or to make outgoing phone calls during instructional periods or professional activities periods.
   b. Please see the Cell Phone Policy (SEE BELOW). Please seek support staff to discuss cell phone issues with students.

9. Chancellor’s Regulation A-420 - Summary
   a. Corporal punishment is any act of physical force upon a student for the purpose of punishing that student.
   b. Such term shall not mean the use of reasonable force to protect oneself from physical injury, to protect another student or staff member from injury, to protect the property of school or of others; or to restrain or remove a student whose behavior if interfering with the orderly exercise and performance of school functions; or if that student has refused to comply with a request to refrain from further disruptive acts.
   c. No corporal punishment shall be inflicted in any of the public schools, nor punishment of any kind tending to cause excessive fear or physical or mental distress. Violation of this by law constitutes grounds for dismissal.
   d. All allegations of corporal punishment by Department of Education employees must be reported immediately to the proper authorities.
   e. At the time of the communication, the supervisor will be advised as to how the investigation is to proceed from those authorities.
   f. Please read the attached copy of this regulation.
10. **Chancellor’s Regulation A421 - Summary**

a. **Verbal punishment of students is prohibited.** Disruptive behavior by students must never be punished by the use of verbal abuse.

b. Verbal abuse is language that tends to cause fear or physical or mental distress; words denoting racial, ethnic, religious, gender, disability, or sexual orientation; threatens physical harm; or belittles or subjects students to ridicule.

c. All allegations of verbal abuse by Department of Education employees must be reported immediately to the proper authorities.

d. At the time of the communication, the supervisor will be advised as to how the investigation is to proceed from those authorities.

e. Please read the attached copy of this regulation.

11. **Confidential Emergency Contact Sheet**

Please complete the Staff Confidential Emergency Contact Sheet and return it to the secretary by the first week of school. This is to contact staff family in an emergency. This must contain your cell phone numbers and email addresses. If you do not know your DOE ID and password, contact the help desk at 718-935-5100 for it to be activated. You need to check it daily. Computers are available for your use. Please notify the secretary immediately should you have a change of address or telephone number.

12. **Conflict of Interest Law (Chancellors Regulation C-110) - Summary**

a. Teachers are prohibited from tutoring students in their own school and siblings of those students for a fee.

b. Second jobs must be done on your own time.
   1) Waivers are available, depending on circumstances. Call the D.O.E ethics office for information.
   2) You may not use your official Department of Education position, confidential information, or Department of Education personnel or equipment to perform the job.

c. Department of Education employees are restricted from accepting gifts with a value of $50.00 or more from any person or firm doing business with the City of New York.

d. Student gifts are to be of a minimum value (e.g. a “World’s Greatest Teacher” mug).

e. Department of Education employees are prohibited from engaging in post-employment business with the Department of Education for one year.

f. Supervisors and subordinates are prohibited from having any kind of financial relationship.

g. Being a public servant does not diminish your rights to engage in political activity. **BUT,**
   1) All activities must be performed on your own time.
   2) You may not use Department of Education letterhead, equipment, or personnel.
   3) You may not coerce or induce fellow employees to participate or contribute by threat of their jobs or by promise or raise or promotion.

13. **Coverage Assignments**

a. Whenever a substitute teacher (per-diem sub or regular staff “coverage”) is assigned to teach the class of an absent teacher, **a full period of learning experience is to be presented to the entire class.**

b. All teachers are to submit in advance three (3) lessons to be taught for all their classes in the event that they might be absent. These lessons are to be kept on file in the main office. Suggestions include, a current event topic in your content area, an assignment that reviews the topic taught such as, if a Regent’s class is being taught, the assignment should provide practice with Regents related content and skills.

14. **Delayed Opening- Storm Day Procedure**

The Chancellor will make the citywide decision to close or delay the opening of schools during stormy weather. Listen to your local T.V. or radio station for information:

- WINS (1010AM)
- WCBS (880AM)
- NY1 (Channel 1 on cable TV)
15. **Discipline, Safety and Welfare**
   
a. Model punctuality, preparedness, and respectful demeanor. The staff is to be at their scheduled assignment, have the classroom/office door open, and be ready to admit students for each teaching period.

b. Teachers waiting for classes are to stand in the doorway to the classroom during passing and actively supervise traffic to ensure the safe and orderly movement of students.

c. All passing, including dismissal, commences at the sound of the bell.

d. **All closets and files are to be locked. All DOE laptops, handbags and valuables are to be kept under lock and key. Do not leave keys, cell phones, cash, etc. on your desk.**

e. In case of an emergency dial the main office (x2089), administration (x2048 or x2012) or School Safety (x1000).

f. Classroom door windows are to be unobstructed to allow for an unimpeded view of the room.

g. Students in classrooms must be under the teacher’s supervision at all times. If you must leave, call someone to watch your students. **Teachers should NEVER leave students unattended in a classroom.**

16. **Disruptive & Violent Students/Removal of Students from Classrooms**
   
a. If a student becomes a problem in your classroom, you should take the following steps in this order:
   
1) Move over to the student. Often a physical presence is all it takes.
2) Speak quietly to the student in the classroom.
3) Speak to the student after the class. Perhaps something in or out of the classroom is bothering the child.
4) Log the behavior into Skedula so that Ms. Torres and the School Counselors will be informed and can address the occurrence.

b. A substantially disruptive or violent student may be removed from the classroom by the Student Life Team, school safety agent, or administration when the student engages in behavior that is severely disruptive to the educational process or significantly interferes with a teacher's authority over the classroom.

1) Disruptive students are defined as those who are substantially disruptive to the educational process or who substantially interfere with a teacher's authority in a classroom.

2) Violent students are defined as those who commit acts of violence against any school employee; who commit acts of violence on school property against any student or other person lawfully on school grounds: possess on school property a gun, knife, incendiary bomb, or other dangerous weapon (see the Chancellors Regulations for a list of instruments deemed weapons) capable of causing physical injury or death; threaten, on school property, to use any instrument that appears capable of causing physical injury or death; knowingly and intentionally destroy district property.

c. Responsibilities of teachers when requesting a student’s removal:

a. If a teacher requests the removal of a student, the teacher must provide the students with that day’s class work.

b. At the teacher’s earliest convenience, an explanation of the basis for the removal of the student must be submitted to the Student Life Coordinator.

c. The parent will be contacted by the Student Life Coordinator or a member of the team.

d. The student’s teachers must provide class work and homework during the removal period (if longer than day in question).

e. Students must be permitted to take or make up any examinations administered during the removal period.

d. Student Removal Procedures will be communicated to the staff by the Student Life Team.

17. **General Response Protocol**

Refer to the **GRP Resources (SEE BELOW)** including the Summary Sheet for Teachers and Students

18. **Homework**

a. Homework reinforces learning, develops the habit of independent study, and enriches the curriculum.

19. **Indicators of Successful Classroom Organization**

a. Learning displays and bulletin boards are to be decorated with students’ work and should display current standards based student work, with rubric-generated comments.

b. Posted work serves to:

   - Decorate the room
   - Build self-esteem and personal pride in the students and overall educational environment.
   - Highlight exemplary student work.
   - Give students incentive to do well and have their work published.
c. Student behavior/student involvement/accountable talk/time on task
d. Daily lesson planning
e. Evidence of assessment methods using the three selected Student Engagement Instructional Strategies
f. A positive and inviting classroom atmosphere
g. Varied and appropriate selections of educational materials
h. Classroom door windows must remain unobstructed at all times.
i. Classroom doors are to be unlocked when instruction is taking place (Suggested).

20. Internet Usage Policy
The following link [http://www.nycenet.edu/opm/opm/nysslanswers2.html](http://www.nycenet.edu/opm/opm/nysslanswers2.html) is the Department of Education’s policy regarding computer software, computers and internet. Please read it, be aware of its content and follow all directives. Be sure you are not in violation of the Department of Education’s policy on these issues. Also be aware that access to internet items that are deemed inappropriate for children in schools violates Chancellor’s Regulations. (An example of such an internet site is “My Space”) You are ultimately responsible for supervising yourself and your students while using DOE equipment and internet access. Violations regarding these policies may result in disciplinary action.

a. The purpose of access to or use of the Internet through Department connections or equipment is solely educational therefore; anyone who utilizes the Department’s connection must foster that purpose by using Internet resource only for educational purposes and in an appropriate and legal manner.
b. All persons accessing or using the Internet through Department connections or equipment, whether from a board location or form a remote location using Department hardware, software, and/or accounts, are prohibited from using such connections or equipment for other than educational purposes.
c. All classroom computers have filtered Internet access. Teachers are responsible to inform the administration if students access sexually explicit or other objectionable material and give the offending URL [web address] to the supervisor so the site may be filtered.
d. Classroom websites must be hosted through the Department of Education’s websites.
e. Parental consents required to disclose any student information on the Internet.
f. Filters are being installed in any attempt to block user access to inappropriate and/or harmful material on the Internet. They do not always work.
g. Use of web pages for commercial, religious or political purposes is prohibited.
h. Every employee of the Department of Education is responsible for following all regulations contained in the IAUP.

21. Keys

a. Classroom keys are to be secured at all times and not left unattended in any location.
b. Key sets are collected by Administration on the last day of school.
c. Room Keys will be available in the Main Office.
d. Lost keys must be reported immediately to the Principal or Assistant Principal.
e. Staff members are requested to keep their keys with them at all times during the school day to avoid losing them.
f. No staff is to have a master key except those approved by the Principal.
g. At no time is a student to have possession of a school key.

22. Ladder of Referral will be implemented and communicated by the School Counselors and Dean.

23. Learning or Workplace Discrimination/Harassment

a. It is unlawful to discriminate on the basis of race, color, creed, religion, national origin, citizenship status, gender, age, marital status, disability, prior record, arrest, conviction and sexual orientation.
b. All Department of Education employees and students are to enjoy a working/learning environment free of discrimination, harassment, retaliation and/or intimidation.

24. Curriculum Mapping / Unit and Lesson Planning

a. Teachers are expected to have a lesson plan prepared for every lesson and be provided when asked by administration.
b. Chancellor’s Special Circular # 28, 1990-91 states “Planning by teachers is a critical element in the education of our students. This planning provides a blueprint for such educational priorities as the implementation of curriculum, the development of long and short term expectations for student learning the integration of subject areas, monitoring of pupil progress and modifications of strategies and objective based upon student performance and need.”
c. Effective classroom instruction requires a well-developed, carefully planned unit with prepared lesson plan for every class period. Proper planning is a key element in the successful completion of any important task. This is especially true in the education of students.
d. The development of these plans by and for the use of the teacher is a professional responsibility vital to teaching.
e. Each teacher has a professional responsibility to prepare a written plan. Teachers are to plan in ways that will help them, help their students, these plans are to be evident in the classroom and be made available to a supervisor, if asked.
f. Lesson plans are to reflect the state standards in their respective content area.
g. **Each teacher shall have on file with the Secretary three (3) lesson plans in the event of the teacher’s absence.**
h. **Each teacher has a responsibility to update this file, as needed.**

25. **Lost and Found**
a. The lost and found is located in the Main Office. Students and staff are requested to bring found articles to this area.
b. Keys, eyeglasses, and valuables should be taken to the Main Office where they will be placed in a secure location.

26. **Lunchroom Procedures**
   All students will remain in the cafeteria to eat lunch. Students will not be allowed to carry food, snack or drinks from the cafeteria.

27. **Maintaining a Professional Demeanor**
   a. Determine and establish the tone of the classroom.
b. Organize the approach to classroom learning, use effective classroom management skills, and pace the curriculum.
c. Motivate students to be continually engaged in learning activities.
d. Be a role model – speak courteously to any speaker.
e. Consider students’ feelings and their right to privacy when you provide counsel. However, disclosure of important facts that are detrimental to student/others must be reported to the administration (i.e., abuse, criminal activities, fights, etc.).
f. Help students thrive for achievement by showing appreciation and giving recognition.
g. Refrain from making public statements regarding the students’ academic standing, test results, personal or family history, etc.
h. Demonstrate authority with a positive philosophy and a professional approach, while maintaining a genuine regard and concern for students.
i. Refrain from using corporal or verbal punishment at all times. Refer to Chancellor’s Regulation A-420 and A-421 to guide you when speaking to children.

28. **Classroom Management is a Key to Success:**

1. **REMEMBER: Be consistent, CALM BUT FIRM**
2. **DON’T LOSE CONTROL OF YOURSELF**
3. Establish and enforce routines from the start, such as:
   I. Entering the room
   II. Attendance
   III. Seating
   IV. Speaking: Hands must be raised in order to speak.
   V. Bathroom: All students must have a bathroom pass when given permission to use the bathroom.

28. **Notification to Parents**
a. Any notice or letter sent to an entire class of students cannot be distributed to any parent without prior approval by the Principal.
b. It is the responsibility of the teachers to log in Skedula so the Dean and/or School counselors can notify parents early and often during each trimester when the student:
   1) Fails to complete assignments, fails to show satisfactory behavior and/or attitude in class, fails to attend class on a regular basis, when student performs well and deserves to have the parent aware of their excellence.
c. Parents should be contacted by telephone, letter, or email and advised of any situation that may result in their child’s receiving a failing grade for the trimester. Such notification must be made by the progress report during each trimester. Notification, where at all possible, should be done by telephone and CALL LOGS should be kept in Skedula. CBO staff can make home visits when contact with Parents cannot be made through telephone or letters sent.
home. CBO staff and teacher should maintain a record of parent communication in Skedula, including the date and the
name of the person reached.
d. It is also very effective to call parents with positive comments – the student has shown improvement, the student has
done something very positive, etc.

29. Parties in School
a. Student parties are to enhance the instructional program (e.g. presentation of Spanish cuisine in a foreign language
class) or celebrate an educational achievement (e.g. participating in a Model UN conference). See the Principal or
Assistant Principal for prior approval of all parties.
b. Staff members having parties in their room must fully clean up after the party and obtain plastic garbage bags from
the custodian for garbage disposal.

30. Personal Business Absences
a. Days off for personal business (two of the three days may be used for the care of an ill family member) are intended
to be used only for personal business which cannot be conducted on other than a school day and during other than
school hours. A written request is to be submitted to the principal for consideration prior to the date. Absences and
lateness will be reviewed on a case by case basis but excessive absences and lateness may lead to disciplinary action.
Personal business absences are included in this number.
b. Religious Absences must be completed and submitted for the principal’s approval ten school days prior to the date
requested. Religious Observance is subject to deduction approximating one day’s pay for each day granted.

31. Please provide Ms. Gumbs with three substitute lesson plans by the COB Friday, September 20, 2019.
Covering a class is difficult enough when the regular teacher is absent. Substitute lesson plans provide a means to continue
sound instruction. If a substitute teacher should use one of your plans, you MUST replace the plan with a new one by the
end of the day in which you return to work. Furthermore, substitute lessons that require class copies of materials should be
prepared prior to submission to the secretary.

32. Teacher Coverage Volunteers
If you wish to volunteer for coverage, inform secretary as soon as possible.

33. Teacher-Parent-Student Interviews
a. Teacher-Parent-Student Interviews will be held on the DOE scheduled Parent-Teacher Conference dates. Specific
dates will be provided on the school calendar.
b. Staff is required to be present at the Parent-Teacher Conferences. If a staff member cannot be present for the Parent-
Teacher Conferences, the Principal or Assistant Principal must approve the reason a week before the date of the
conference. In the event that a staff member definitely cannot be present, an additional scheduled appointment for
parents must be made in a timely fashion.
c. Teacher-Parent-Student interview discussions are to be constructive and are to be based on students’ performance
histories, anecdotal records, interventions and student work.
d. Student work is to be available for parent review.
e. Classrooms/offices are to be arranged to accommodate the parents (a desk and chair placed near your desk for
privacy, and the other desks and chairs are neatly arranged further to the back).
f. Respect and sensitivity of parents’ diversity and an awareness of students’ family circumstances will improve
communication and home/school relationships.

34. Repair Requests
a. Requests for repairs, the replacement of a lost key, an additional student chair, etc. is to be made in writing through
the secretary.
b. All repair requests are to be submitted by the secretary to the principal or assistant principal for signature before being
submitted to the custodian.

35. Progress Reports and Report Cards
a. HRHS will operate on a schedule of 3 trimesters and summer school.
b. Progress reports will be distributed 2x through each trimester.
c. Report cards will be distributed at the close of each trimester. During each trimester, students will receive 4 progress report grades and a final report card grade that is entered onto their transcript.
d. CBO staff will distribute each progress report and report card during one-on-one conferencing sessions that will be scheduled the week following the end of a unit.
e. The marking period calendar is as follows:
   **Trimester 1 = TBD**
   **Trimester 2 = TBD**
   **Trimester 3 = TBD**
   1) **Summer School: TBA**
f. It is incumbent on all staff to take care in entering the information on the online data entry form in Skedula carefully, correctly and in a timely fashion.
g. The calendars of dates published with benchmark and progress report/report card grade dates are to closely adhered to so that all HRHS policies and the Chancellor’s mandates can be met.

h. **Please inform Ms. Lewis IMMEDIATELY of any error on the ATS 3rd period attendance.**

36. Reporting School Related Crimes Committed by Students & Suspected Child Abuse
   a. In all cases where school staff has been provided with information or an allegation of a school related crime, which poses a danger to students, staff, or the school community and has been committed by a student, they shall immediately notify the Principal or Assistant Principal. The Principal or Assistant Principal shall notify the police, the ranking division of School Safety representative in the building, the Superintendent, and parent.
   b. Chancellor’s Regulation A-750 addresses all matters of child abuse, neglect.
      
      http://docs.nycenet.edu/dscgi/admin.py/Get/File-466/A-750.pdf
      
      In all cases where school staff have a reasonable suspicion that a student is a victim of child abuse, maltreatment, or neglect by a parent, a person responsible for the student’s care, or a person regularly or continually found in the student’s household, school staff must immediately report the suspicion to the principal or designee. All Department of Education employees are MANDATED REPORTERS. Subsequently, further actions will take place. The knowing failure to comply with these procedures may result in disciplinary action including dismissal from employment. Compliance with the procedures set forth is mandatory.

37. Request for Funds and Collection of Money
   a. Prior administrative approval must be received from the Principal/Assistant Principal before completing a Request for Funds form.
   b. If you wish to be reimbursed for material that cannot be purchased with our district allotment, please see the School Ms. Gumbs, Secretary, for a “Request for Funds” form. Staff **cannot** be reimbursed for taxes. Tax Exempt forms are also available on the DOE website.
   c. A paid receipt must be submitted with the form (tax excluded).
   d. **Collection of Monies from students**
      1) As provided in the Chancellor’s regulations and the Standard Operating procedures manual, no member of staff is permitted to collect any monies from students without prior authorization / approval from the principal.
      2) All monies collected must be immediately deposited with our school treasurer, and / or the Assistant Principal. A receipt for funds will be provided by the Assistant Principal.
      3) Staff members are not to “make change” for students. Any needed change will be returned with the receipt.
      4) Monies are not to be held for more than one day, and never overnight, and are to be placed in the vault for safekeeping.
      5) No staff member may retain monies collected from students for activities, trips, etc.

38. School Leadership Team
   a. The Chancellor’s Plan for School Leadership Teams provides for teams of parents, teachers, other school staff, and often students, to work constructively together in developing an effective educational vision for the school.
   b. The fundamental responsibility of the MDPHS Leadership Team is to create the school’s Comprehensive Educational Plan (CEP), and the development of a school-based budget and staffing plan aligned with the CEP.
   c. To ensure that all members of the school community have the opportunity to participate, all team members are to be elected by their own constituency group in a way that is public, broadly advertised, and do whatever it takes to ensure that all planning and budgetary deadlines are met.
Annual School Leadership Team pedagogue elections will take place each year.

The role of a team member is significant. Every member must be a leader, take on the responsibility of attending all scheduled meetings, exercise good judgment in all decision-making, and do whatever it takes to ensure that all planning and budgetary deadlines are met.

In 2018 – 2019 school year, the HRHS Team needs 10 members and fifty percent or 5 of the members must be parents. The school staff team of 5 members includes the Principal, UFT Chapter Chair and 3 additional staff members.

39. School Routines
The various tasks necessary to the proper functioning of the school throughout the day will be as follows:

a. Morning Arrival:
   - Students enter the building through front side entrance on East 128th Street.
   - School Safety and HRHS support staff will be present at the entrance for morning arrival.

b. Dismissal at the End of Period 7
   - Students are dismissed at the sound of the bell.
   - Teachers and staff members are to ensure that all windows are closed, lights and air conditioners are off and chairs are on top of desks.
   - Teachers are to ensure that all students leave the school building upon dismissal.
   - Safety for everyone involves everyone. All students are to exit the building, and leave the premises immediately, except those involved in PM School classes or after-school internships.

40. Sexual Misconduct – Chancellor’s Memorandum
a. Every employee and officer of the Department of Education has an affirmative obligation to immediately report to the Special commissioner of Investigation for the New York City school district (212-510-1400), any information concerning sexual misconduct involving students by Board of Education Officers, employee or others connected with school programs or services, such as volunteers. This obligation extends to sexual misconduct on and off school premises; moreover, employees and officers are required to make this report regardless of the source of the information whether it comes from a student, parent, or staff member.

b. The knowing failure of an employee or officer to report sexual misconduct may result in disciplinary action including removal from employment or office. Any employee or officer who knowingly and intentionally makes a false report of sexual misconduct may be subject to disciplinary action including removal from office or employment.

41. Smoking
   1) HRHS is a smoke free environment and smoking is prohibited on school grounds in accordance with New York State and New York City law.
   2) Staff is not permitted to smoke within 100 feet of the building nor near the front doors of the school. Please use the back of the building.

42. Offsite Professional Meetings
a. Pedagogues scheduled to attend any staff development, professional meetings, or school trips are to submit lesson plans for their subject classes two days prior to the conference (any additional instructions or pertinent materials may be attached) to Assistant Principal.

b. Form OP 201 must be completed prior to the date of event, with a copy of the conference or meeting notice attached.

43. Teacher’s Choice
a. Funds are provided to each teacher to purchase materials for classroom use, as outlined in the program’s catalogue. The amount for this year is as yet unannounced.

b. Your UFT Chapter Leader or other senior teachers can assist each staff member with forms and answers to any questions.

c. Teachers MUST retain their receipts, which are to be submitted to the school secretary in order to receive their reimbursement check.

d. “Teacher’s Choice” materials belong to the school and must be used for school related activities.

e. Non-consumable materials must remain in the school should the teacher leave the school.
44. Telephone Usage
a. School telephones are for official business only.
b. Telephones are available in the main office for the staff’s use. Intercom phone boxes should be kept secured in all classrooms.
c. In case of an emergency dial “2089” main office or “1000” for security.
d. Intercom phones should only be used when absolutely necessary and NEVER by students (unless given permission i.e. Student Counsel)
e. Each teacher will receive a staff directory at the beginning of the school year with all phones extensions listed. A copy of the directory is also available in the Main Office.
f. Students must receive permission from Student Life Coordinator or Assistant Principal to use the telephone.

45. Timekeeping Procedures
a. The Department of Education mandates that Payroll/Timekeeping Controls must be in effect. The plan must include a method for recording actual time served by staff members, certification by either the Principal or the Assistant Principal of time served, and a method for determining who is absent or late so to arrange for coverage’s, emergency communications, etc.
b. Upon arrival at start of the workday, each staff member (Administration, Teachers, Secretaries) are to sign the attendance book in the main office. Paraprofessionals and school aides will utilize the time card procedure to record their time.
c. Employees who come in after the start of the school day will report to the timekeeper to have their time recorded in a timekeeping book maintained by the timekeeper.
d. If a staff member leaves before their official end of the day because of illnesses or a personal emergency, he/she must notify the administration and get approval to leave. This time will be recorded by the secretary.
e. Staff members who are continually late or sign-in may face disciplinary action.
f. For any Per Session activities, staff members are to punch in prior to the commencement of the activity, and then punch out at its conclusion. A separate time card needs to be used for per session activities. Failure to do so will result in loss of time.
g. No staff member is permitted to leave the building during school hours without first notifying the principal or assistant principal. Employees must sign out and sign in upon reentering the building. A staff sign out book will be located in the secretary’s office (room 211.)
h. Procedure for leaving School for Staff Lunch Period:
   • Notify the main office.
   • All staff must return to the building prior to the start of their next scheduled assignment.
   • All staff members must sign in and out for themselves in the log book in the main office.

46. Trip Procedures
If you are planning a trip, please see the attachments for the “Request for Trips” approval forms. The form should be submitted no less than four weeks prior to the date of the trip for a bus trip and be approved by the Principal.

a. A subway transportation form should be requested if necessary two weeks prior to the trip.
b. If requesting a yellow school bus, please notify the Student Life Coordinator 3 weeks prior to the trip.
c. No trips will be approved during the weeks of standardized tests and the weeks immediately before the standardized tests.
d. Permission slips must be on file for all students on the trip. See attachments.
e. Appropriate Student: Adult Ratios:
   1) For every school bus or train trip, there must be one teacher and one additional staff member for every twenty (20) students, or a 10:1 ratio
   2) For every out of town trip, there must be one teacher for every eight (8) students, and one parent for every twenty (20) students. Twenty (20) students on a trip would need two teachers and a parent or adult.
f. The teacher-in-charge must leave the appropriate contact information with the main office and the Assistant Principal.
g. For public transportation trips, the students must be escorted back to and dismissed from the school building.
h. Any unusual occurrences on the trip must be reported immediately to the Principal or Assistant Principal.
i. Teachers on the trip are responsible for leaving work for the covering teachers.
j. It is the responsibility of the teacher and Secretary to work out any coverage assignments and provide this information to the Assistant Principal before going on a trip.
k. Check with School Secretary one week before the trip to make sure that all forms have been filed and approved, and there is a record of the trip in the daily coverage book.
47. United Federation of Teachers
a. Procedures for requesting Principal approval to attend Professional Development opportunities outside the HRHS building.

48. Viewing of Video Tapes
a. No “R” or “X” rated Films are to be shown at any time.
b. Use of media in the classroom: Movies, Facebook memes, YouTube clips, documentaries, blogs, etc. can serve to enhance and deepen students’ understanding of a topic/lesson. When you decide to incorporate any form of media in your instruction, please be aware of the following:
   a. The content should be age appropriate and pertinent to lesson topic.
   b. Make sure all equipment is in optimal working condition.
   c. Where appropriate, provide students with 3–4 guiding questions.

49. Visitor Control Procedure
b. After a visitor signs-in with security, the main office will be called, and a pass will be issued to the visitor in the main office. All visitors must have photo-id.
   a. Exceptions include appointments with CBO staff or Parent Coordinator.
c. Parent Safety Check:
   a. No student can be picked up from your class by an adult outside of school staff.
   b. If someone shows you a badge or official ID, send him or her to the main office and call security.
d. NO VISITOR WILL BE PERMITTED IN THE BUILDING UNESCORTED.
e. Please inform the administration, and the security desk, if you are expecting a guest, visitor or parent. Visitations must be educationally related (except for an emergency), and during preparatory periods only.
f. Former HRHS students or graduates may not enter the building to visit staff members without an appointment.
g. If you see an unidentified Adult or High School student in HRHS, call Security x1000 immediately.

50. MAIL / EMAIL / OUTLOOK and GRADE REPORTING
Every teacher, administrator and staff member has been provided with a school mailbox located in the main office, as well as a DOE / Outlook Email Account. You are expected to check your mailbox and read your memos and email, and check daily bulletins in Skedula. You are responsible for its content daily. Should you have a problem with your email account notify the help desk.

These accounts are vital to our operation in that all class grades will be reported using Skedula. This will be forwarded to your email account.

Please note that the information contained in your email is subject to public and departmental scrutiny. Misuse of this service and or equipment violates Departmental Regulations and may result in disciplinary action.

51. POSTING NOTICES / DISTRIBUTING MAIL
Note: posting of any material in the school building must be approved by the principal.
Additionally, distributing any material other than school, DOE, UFT or CSA items in school mailboxes is prohibited.

52. SPEAKING WITH THE PRESS:
You are reminded, as per NYCDOE Standard Operating Procedure Manual, all press related questions or contact MUST be referred to the NYC Department of Education’s Office of Press and Public Relations.

53. STUDENT(s) CONFERENCES / CALLING HOMES / BATHROOMS
Do NOT use student bathrooms, as it makes you vulnerable to accusations. Similarly, if individual teacher – student conferences should be conducted in your classroom, be sure to leave your classroom door OPEN.
Some Additional Advice on the Subject:
1. Never transport a student or have a student in your personal car.
2. When contacting a home after school hours it is always recommended that you call from school, identify yourself, and ask first to speak with the parent or guardian.
3. Maintain a call log.
4. Do not have students call you at your home.
5. Limit your relationship with students to an educationally professional one at the school.
6. **IF THEY ARE ON OUR REGISTER OR IN OUR BUILDING AS STUDENTS, THEY ARE CHILDREN.**

54. SYSTEM ACCESS
Please be aware that the NYCDOE has two separate computer systems. (One for student use and the other for administrative use). Students are **NEVER** permitted to use administrative computer systems. Failure to comply with this may result in disciplinary action. Information contained within these computers is the teacher’s responsibility and should be properly monitored. **DO NOT GIVE STUDENTS YOUR PASSWORD TO ACCESS YOUR SYSTEM UNDER ANY CIRCUMSTANCES.**

GENERAL POLICIES

SCHOOL-BASED POLICY OF HARLEM RENAISSANCE HIGH SCHOOL, FOR USE OF CELL PHONES, COMPUTING DEVICES, AND PORTABLE MUSIC AND ENTERTAINMENT SYSTEMS ON SCHOOL PROPERTY

A. Though students will be permitted to bring cell phones to school, cell phones may not be turned on or used while on school property, during the school day or during afterschool or school sponsored weekend programs.

B. Computing systems (laptops, iPads) and Nooks and/or Kindles may not be turned on or used during instructional time, except with the explicit approval of the teacher. Requests for use must be submitted in writing by a parent or guardian and decisions will be made on a case-by-case basis, in consultation with the principal.

C. Portable music devices and entertainment systems such as iPods, MP3 players, PSP, and Nintendo DS may not be turned on or used while on school property, during the school day or during afterschool or school sponsored weekend programs. Students are encouraged to leave these devices at home.

D. **Confiscation and return of electronic items (if appropriate).**

If the guidelines above are not met, that is, a student turns on and uses their cell phone or electronic device without explicit written approval during the times listed above, the following measures may be instituted in a progressive fashion.

- Confiscation of item and return at end of school day.
- Confiscation of item and return following parent conference.
- Revocation of privilege to bring item to school.

Please forward non-compliance cell phone concerns to the Dean and/or Assistant Principal to ensure that appropriate steps are followed.

E. **Discipline**

Students who use cell phones, computing devices, and/or portable music and entertainment system in violation of any provision of the DOE’s Discipline Code, the school’s policy, Chancellor Regulation A-413, and/or the DOE’s Internet
Acceptable Use and Safety Policy ("ISUSP") will be subject to discipline in accordance with the guidance interventions and disciplinary responses set forth in the Discipline Code.

**STAFF CELL PHONE POLICY**

Cell phone (including texting) usage during the school day should be avoided during instructional time. Please make every effort to use your phone during Prep, C-6, or Lunch periods.

IMPORTANT: If you have a situation that you feel requires you to respond to your phone during working hours, you must discuss the situation with Mr. Caputo and be willing to find a way to compromise if necessary. We will support each other in maintaining immediate contact for urgent family affairs while also requiring you to keep cell phones off during teaching and meeting periods.

**IPAD POLICY**

All teaching staff can request an IPad to facilitate grading and attendance while circulating.

THIS IPAD IS TO BE AT SCHOOL AND FULLY CHARGED EVERY DAY. THIS IS NOT FOR PERSONAL USE AND YOU ARE RESPONSIBLE FOR KEEPING IT CHARGED AND USING IT DAILY.

IPads are to be kept in the school building at all times unless prior authorization to remove from the building is granted.

**EMAIL POLICY**

All staff are expected to check their NYCDOE email DAILY. It is easy to set up any smart phone to show harlemrenhs.org email.

**DRESS**

Contracts do not permit administrators to mandate attire for staff and faculty. We do respectfully request that our staff and faculty model respectful and professional dress while at school. We believe that modeling professionalism for our students helps build an atmosphere of respect.

**HOLIDAY DISPLAYS**

The following guidelines should be followed with respect to the display of cultural/holiday symbols:

- The display of secular holiday symbol decorations is permitted. Such symbols include, but are not limited to, Christmas trees, Menorahs, and the Star and Crescent.
- Holiday displays shall not appear to promote or celebrate any single religion or holiday. Therefore, any symbol or decoration which may be used must be displayed simultaneously with other symbols or decorations reflecting different beliefs or customs.
- All holiday displays should be temporary in nature.
- The primary source of all displays shall be to promote the goal of fostering understanding and respect for the rights of all individuals regarding their beliefs, values and customs.

**BULLETIN BOARDS**

Academic bulletin boards should have culminating activities displayed along with revisions that led to the final work with comments, the rubric used for revision and assessment and a brief description of the assignment.
ENVIRONMENTAL/SUSTAINABILITY AWARENESS

1. We have many “Bulletin Boards” throughout the building. Use them but please refrain from leaving “Staples” in the walls (especially in the corridors).

2. Please do not place “Any Liquids” into the “trash cans” or any other “Waste Receptacle” unless you first empty the container of all liquids. This will promote a clean environment conductive to learning.

3. Unwanted items such as furniture, books, etc. should not be pushed into the corridors on a whim. Communicate with the Custodian Engineer for a timely removal.

4. Garbage bags are available for trash that you may be generating while organizing your space. Garbage bags are available upon request.

STATE EXAM PROCTORING GUIDELINES

Please be an active monitor and help make the students feel well taken care of.

Students who need to use the bathroom should raise their hand and wait for you to walk over to speak to them quietly. Ask them to wait in their seat and continue the exam while you ensure that a hall monitor is available. THERE SHOULD NEVER BE MORE THAN ONE STUDENT OUT OF THE ROOM AT ONE TIME

We must have ZERO tolerance for talking or passing anything between students during an exam. Students should raise their hand and wait for you to come speak to them quietly if they need anything at all

If you have any behavior issues, such as a student who talks in any way during an exam and does not stop after you speak to them quietly please call Emmy’s desk at x2089 and she will radio for support

If you are starting the exam:

☐ Arrive to the room early enough to set up, make sure you have what you need to write the time and remaining time on a board, space out the desks.
☐ As students arrive
☐ Have them sign the sign-in sheet as you check their name off of the roster
☐ Assign them to seats as they arrive to ensure that they cannot cheat
☐ Add any walk-ins who are assigned to your room to both the sign-in sheet and the roster
☐ Student ID numbers are available on the CAASS picture printout (you will need these for the ELA exam)
☐ Have students sign their answer sheet in #2 PENCIL (except for ELA which is signed in pen)
☐ Distribute pens only after the students have signed the answer sheet in pencil
☐ Distribute materials as required by the exam
☐ Remind students that there is no talking or passing anything between students during an exam
☐ Remind students to raise their hand and wait for you to come to them if they need anything
☐ Ensure that extended response booklets are signed in pen
☐ No student can leave an exam until at least one hour has elapsed from the start of the exam

If you are closing an exam:

☐ Please do not arrive late to your assignment
☐ Confirm the number of calculators that you should have with the exiting proctor (for exams with calculators)
☐ Check all parts of the exam
☐ all essays and multiple choice completed – students should complete all parts as best they can
☐ Ensure that both the answer sheet and the extended response book signed
☐ Collect pens/pencils/calculators distributed
☐ When the exam is complete return all materials to Mr. Caputo’s office
Remember to have fun.

**STAFF ATTENDANCE PROCEDURES**

**ARRIVAL SIGN-IN LEDGER**

Upon arriving to the building please sign in using the arrival log in the main office. You only need to document the time you arrive if you are late. You are welcome to write the time of arrival as a habit. If you do not write your arrival time after Ms. Gumbs records on time staff Ms. Gumbs will mark the time for you based on the time she checks the log.

**Staff Attendance Procedures Arrival Sign-In Ledger**

Upon arriving to the building please sign in using the arrival log in the main office. You only need to document the time you arrive if you are late. You are welcome to write the time of arrival as a habit. If you do not write your arrival time after Ms. Gumbs records on time staff, Ms. Gumbs will mark the time for you based on the time she checks the log.

**Leaving the Building and Early Departure from Work**

Teachers are required to sign out and indicate the time of departure on the sign in /sign out ledger whenever they leave the school building before the end of the school day with the exception of their lunch and prep periods. In addition, permission from the Principal and notifying the Payroll Secretary is required prior to departure. If the Principal is not available, please notify the Administrator in the building.

**Staff lateness (Revised)**

In the event that you are running late, please text or call Ms. Gumbs at 347-220-2158 so that arrangements can be made. If you do not receive a reply from Ms. Gumbs, please call 212-996-3795 Ext: 2086 and leave a message. Upon late arrival you must put the time of your arrival in the sign-in book at the main office.

**Reporting Absence (Calling in Sick) (Revised)**

A teacher who will be absent from school must notify the school before 6:45AM so that coverage by substitute can be arranged. Please notify Ms. Gumbs as soon as possible at 347-220-2158 or 917-996-3795 ext: 2086. You can use text or email but you must receive a confirmation from Ms. Gumbs that the communication was received. If you do not receive such confirmation you must call before 6:45AM of the day you will be absent. You are expected to prepare detailed lesson plans for the substitute teacher and to review and grade the material completed by students in your absence diligently so that students know to get work done in your absence.

**Coverage Lessons (Revised)**

It is the teacher’s responsibility to have lesson plans for the substitute. To ensure that unforeseen circumstances do not cause you to fail to provide such plans, please leave generic plans with Ms. Gumbs in the main office at the start of the school year. It helps to inform students repeatedly that the work they complete with a substitute teacher will count as extra points toward an exam or project, for example. If you do this and students have an incentive to arrive on time and do work with a substitute teacher your absence will not have a significant impact on student learning and the school climate that day. Substitute teachers are instructed to put all student work in your mailbox. If you do not get student work after an absence you should speak to Ms. Gumbs and work to ensure that this does not happen again. This might mean that we do not invite that substitute back again or that you adjust your procedure, etc. One final tip – if on the substitute assignment packet you indicate to the substitute that they should make note for you which students were particularly cooperative and which students were disruptive, students make note of such communication between you and the substitute they will respond accordingly.
Period Attendance roster is a legal document and must be treated as such. Teachers must have a secondary attendance record to the paper bubble sheets – at HRHS that record is Skedula. Bubble sheets may NEVER leave the building, other than in the event of an evacuation.

Period attendance will be distributed and collected daily by Ms. Areatha.

Third period is our official DAILY attendance register. Third period attendance roster will be handed at the beginning of third period. They will be collected at the end of 3\textsuperscript{rd} period.

PER-SESSION PAY PROTOCOL

An official posting must be created for per session pay. Once your per session activity assignment has been posted and you have been selected for the position:

- Punch in at the start and end of your per session activity
- Record your activity on a per session sheet (record as you earn)
- Make sure that the hours on the per session time sheet match your time card
- Make sure that your per session activity total matches the allotted activity time
- Sign the per session form and submit the per session sheet to Phyllis
- All per session sheets are due on the 1st and the 16th of the month
- Failure to submit your time sheet in a timely manner will impact processing
- Be your own best advocate. Submit your per session sheets in a timely fashion. Fill the forms out succinctly for expeditious results. You may obtain the per session calendar here.
- Per session time sheets are available for download from the secure teacher portal on myHRHS.org.
- CRITICAL: make sure that any deliverables relating to the per session activity are completed as indicated on the per session posting.

PARENT VISIT POLICY

This is a critical protocol to ensure effective partnership with our key resource for student success! All parents/guardians who come to school for whatever reason will sign-in at the Security desk and then be directed to the Parent Coordinator’s (Iris Fields) office first (208B). This will give parents additional opportunities to be informed about what is going on in the school and help to ensure collection of necessary forms. No parent can be allowed to visit any part of the school unaccompanied.
PART V: COMMUNITY SAFETY

BUILDING RESPONSE TEAM

BRT Leader: The BRT Leader is responsible for providing direction, leadership and guidance to the BRT members during an emergency. At the onset of an incident, s/he activates the necessary BRT Roles. The BRT Leader also acts as the communications liaison between the BRT and Principal during an emergency.

Emergency (EO) Officer: The Emergency Officer (EO) provides support bases on the specific circumstances of each incident. The EO may relay information between BRT members if communication devices are unavailable. In some incidents, the EO may be required to report to the hospital with staff or students. The EO may be assigned to a relocation site prior to staff and student arrival to review the relocation plan with the host school. The EO may also coordinate parent staging areas if required. Based on building size, the BRT Leader may assign more than one Emergency Officer and activate them as needed during an incident.

Recorder: The Recorder is responsible for collecting detailed information from the beginning to the end (recovery phase) of an incident. Multiple recorders can be assigned to a building and activated in an incident. One recorder may work with the Principal and another may work with the BRT Leader.

Incident Assessor (IA): The Incident Assessor (IA) conducts an on-scene initial assessment of the incident or emergency to assess the severity of the situation. S/he fulfills a secondary role by collecting all essential elements of information (EEI) from the scene, relays the information to the BRT Leader, and compares this information to other information gathered by the BRT recorder for the purpose of completing official reports. [EEI includes incident specific information that is documented during an incident, such as names of 911 responders, DOE, and external agency responders.]

Assembly Point Coordinator (APC): The Assembly Point Coordinator (APC) monitors and assists with the relocation of staff, teachers, and students to either an internal or immediately external assembly point(s) during an emergency. S/he fulfills a secondary role by collecting information from teachers and other staff on missing students and unaccounted for individuals (including contractors, vendors, substitute staff, or persons who were signed into the building as visitors) for emergency responders.

Special Needs Coordinator (SNC): The Special Needs Coordinator (SNC) serves as the primary contact when issues with special needs students and staff arise during an emergency. S/he tracks all special needs student and staff during emergencies, collects information on unaccounted Limited Mobility individuals, and ensures that all special needs students and staff have what they need during incidents that involve an evacuation or sheltering-in. S/he works with the school’s Coordinator for Limited Mobility students and staff to ensure that staff members assigned to limited-mobility students are present (daily) and that they keep track of necessary personal equipment and supplies.

LYFE Center Coordinator (LCC): The LCC is the primary point of contact when issues with LYFE Center students and staff arise during an emergency. The LCC will track all students and staff during emergencies, collect information on missing individuals, and ensure that all participants and staff have what they need during incidents that involve an evacuation, lock-down, or shelter-in. Additionally, at the beginning of each day, the LCC ensures that either the primary of secondary designee for each participant is present. The LCC works with the Special Needs Coordinator (SNC) to ensure that students and staff keep track of necessary personal equipment and/or supplies.
CHILD ABUSE/SEXUAL ABUSE

ANY SCHOOL EMPLOYEE who has REASONABLE SUSPICION that a child is the victim of abuse or neglect:
1. MUST call the State Central Register (800-635-1522) and obtain a call ID number; provide SCR with the name, title and contact information for every staff person who is believed to have direct knowledge of the allegation (to the extent possible) and,
2. MUST ALSO notify the principal that the report has been made.

SUICIDAL INTERVENTION PROTOCOL

If you have a student that expresses any form of suicidal ideation (“I want to die” or “I wish I was dead”), report this to a social worker immediately. If you are not sure whether a student is suicidal (student was speaking humorously, or stated they were “just kidding” or “not serious”), still report the incident to a social worker. Very few adolescents attempt suicide without making suicidal statements beforehand. Students who make any indication they might be considering suicide should be immediately evaluated.

STUDENT MEDICAL EMERGENIES

1. If there is a medical emergency, call 911.
2. Immediately notify principal/designee.
3. Principal/designee and appropriate staff must go to scene of emergency.
4. Notify parent(s).* Staff member must report potential suicide to principal/designee, even if student requests confidentiality.
6. Staff member must accompany student(s) to hospital.
7. Enter information into OORS.

Note that in the Secure staff page under the “Advisory AND Guidance Rsrcs” there are up-to-date resources and hotline numbers for student victims. These resources are helpful but must not supplant our charge as mandated reporters.

SCHOOL SAFETY

School staff are trained to respond to emergencies in order to keep all people within the school building safe. At various points during the year, students and staff will be required to practice drills and evacuations in order to ensure that we respond in ways that maximize our safety and protect the integrity of the school. These procedures are important and can save lives if an emergency arises.

- “Shelter in” – when a threat is outside the building; we secure all exits (someone stands at each exit) and the school continues to run. People are not allowed to enter or exit the building until the threat is neutralized and a return to normal has been announced.
- “Soft lockdown” – this means that a dangerous intruder is in the building without a weapon; all classrooms are locked, students held out of sight from the classroom door (door glass is covered); administration and SSA sweep the building until the intruder is located.
- “Hard lockdown” – this means an intruder is in the building with a weapon; the procedure for staff and students is the same as a soft lockdown in classrooms, except that in this case admin and SSAs stay out of hallways in locked rooms and await police to clear the building with armed sweeps
- Any of these three, once invoked, can only be lifted by first responders
- “Fire drills” are being reworded as “evacuation drills” since most often this procedure is used to evacuate a building for reasons other than fire (structural concerns, gas leaks, etc.)
The General Response Protocol (GRP) has been designed (in collaboration with the “i love U guys” Foundation) to provide all schools with the direction they will take when an emergency incident occurs. At its core is the use of common language to identify the initial measures all school communities will take until first responders arrive. In every incident, school administrators will need to assess the unique circumstances that will affect how the GRP is implemented.

Each protocol has specific staff and student actions that are unique to each response. In the event that a student or staff member identifies the initial threat, calling 911 and administration is required.

**Lockdown (Soft/Hard)**

**Soft lockdown** implies that there is no identified imminent danger to the sweep teams. Administrative teams, Building Response Teams, and School Safety Agents will mobilize at the designated command post for further direction. **Hard lockdown** implies that imminent danger is known and NO ONE will engage in any building sweep activity. All individuals, including School Safety Agents will take appropriate lockdown action and await the arrival of first responders.

“Attention: We are now in soft/hard lockdown. Take proper action”

(Repeated twice over the PA system)

**Students** are trained to:

1. Move out of sight and maintain silence

**Teachers** are trained to:

1. Check the hallway outside of their classrooms for students, lock classroom doors, and turn the lights off
2. Move away from sight and maintain silence
3. Wait for First Responders to open door or the “All Clear” message
4. Take attendance and account for missing students by contacting main office

**Evacuate**

The fire alarm system is the initial alert for staff and students to initiate an evacuation. However, there may be times when the PA system and specific directions will serve as the alert initiating an evacuation. Announcements will begin with “Attention” and be followed with specific directions. (Repeated twice over the PA system).

**Students** are trained to:

1. Leave belongings behind and form a single file line. In cold weather, students should be reminded to take their coats when leaving the classroom. **Students in physical education attire WILL NOT return to the locker room.** Students without proper outdoor attire will be secured in a warm location as immediately as possible.

**Teachers** are trained to:

1. Grab evacuation folder (with attendance sheet and Assembly cards).
2. Lead students to evacuation location as identified on Fire Drill Posters. **ALWAYS**
LISTEN FOR ADDITIONAL DIRECTIONS

3. Take attendance and account for students.
4. Report injuries, problems, or missing students to school staff and first responders using Assembly Card method.

Shelter-In – “Attention. This is a shelter-in. Secure the exit doors.” (Repeated twice over the PA system).

Students are trained to:
1. Remain inside of the building
2. Conduct business as usual
3. Respond to specific staff directions

Teachers are trained to:
1. Increase situational awareness
2. Conduct business as usual
3. The Shelter- In directive will remain in effect until hearing the “All Clear” message “The Shelter- In has been lifted” followed by specific directions.

BRT members, floor wardens, and Shelter- In staff will secure all exits and report to specific post assignments

EVACUATION DRILLS

Every evacuation drill must be taken seriously. **You are to take the daily attendance or the working class list on each drill.** In the event of a drill all staff must leave building. Be sure you are familiar with the appropriate exit to use during the fire drill. We are mandated to have 8 evacuation drills before December 1st. If you are on a prep during the drill and you can pass the LYFE center on your way out of the building please do so to help evacuate the babies and toddlers. (See memo for procedures)

DISMISSAL

We are all responsible for the safe dismissal of our students and need to insure that a staff member is aware of how every child was dismissed at the end of every school day. Upon dismissal those students re-entering into building must check in with School Safety Agent.

CODE BLUE

A code blue indicates that someone is in need of Cardio-Pulmonary Resuscitation. Upon hearing a code blue call, any staff member that has been trained in AED/CPR is to report to the location that was announced, grabbing any AED device located on their route to the location. If a code blue occurs while a trained staff member is teaching a class they should immediately collaborate with teachers nearby to cover their class.

Every second can make the difference between life and death in some situations.
In an Emergency
When You Hear It, Do It

**Evacuate:** *(Fire Alarm or Directions)*

- **Students:** Leave your items behind.
- **Students:** Form a line, remain quiet and listen to directions from your teacher.
- **Teacher:** Lead students to evacuation location and take attendance.
- **Teacher:** Notify BRT/SSA staff if there are missing, extra, or injured students.
- **Teacher:** Remind students that the use of electronic devices is prohibited.

**Lockdown:** *(Soft or Hard Lockdown)*

- **Students:** Remain silent and quickly move out of sight and away from the door.
- **Teacher:** Quickly retrieve any students in hallway and lock the classroom door.
- **Teacher:** Wait for responders to open the door (or) await the “all clear” announcement:

  “The lockdown has been lifted.”

**Shelter- In:** *(The threat is outside of the building)*

- **Students:** Remain inside the building and follow directions of staff.
- **Teacher:** Increase situational awareness.
- **Teacher:** Conduct business as usual.
- **Teacher:** Follow all announced directions.
- **Remember:** No one will be permitted to enter or leave the building during a Shelter- In.
GRP ASSEMBLY CARDS

Each teacher is provided with a folder for emergency response. In this folder are student rosters as well as a GRP Assembly Card, pictured below. These are used to communicate with emergency responders in case of an emergency where we may have to relocate and responders are assessing the risk and status of our community.

OTHER SAFETY PROTOCOL PROCEDURES

- Keep classrooms secured at all times
- All parents or visitors are to be escorted out of the building at the conclusion of your meeting
- Safety/Crisis Team meetings will be held monthly
- Every member of the staff is vitally involved in the task of assuring the safety and welfare of our children.
- Be sure to keep purses and valuables in a locked drawer or cabinet.

SHELTER – IN DRILL

The signal for a shelter drill will be the alarms with an announcement informing you that it is a “shelter in drill”. Students are to get their coats in an orderly fashion, line up, and move into the hallway away from any windows. Students should line up and sit down against the wall and face the opposite wall. There will be an announcement at the conclusion of the shelter drill. Classes may return to their rooms.
EVACUATION DRILL PROCEDURES

1) TEACHER BEHAVIOR

a) Class Periods – After designating a trusted student to secure the classroom door and bring up the rear, teachers should lead their class down the appropriate stairway, check that all their students are with them, and stay with students until all are returned to class or dismissed.

b) Admin and Prep Periods – The presence of the LYFE program requires that HRHS staff assist in evacuating the babies. To do this it is necessary that ALL STAFF without a specific assignment (or class) go immediately to the nursery to offer assistance to the LYFE staff.

2) STUDENT BEHAVIOR

Students must follow instructions from all staff during emergencies. Students should file out of class quietly and proceed down the stairs without talking so that any necessary instructions can be heard. The last student out of the class should close the classroom door.

3) STAIR ASSIGNMENTS

*If possible, use the stairway indicated for your class.*

- **West Stair** - Rooms #501, 502, 503, 401, 402, 403, 301, 302, 303, 304, 202
- **Front Stair** - All Second Floor Offices

Any staff who are not teaching at the time of a fire drill should go directly to rooms #301-4 and assist in the evacuation of the LYFE Program babies.

EVACUATION

In the event of an emergency and the BRT has been activated an evacuation may be deemed necessary. Staff should be aware of designated Evacuation locations (Primary/Secondary) in the event of an evacuation drill. An announcement will be made informing that you that we will be evacuating the building.
The map below shows our primary, secondary and out-of-area evacuation sites:

These locations are:

**Primary:** Arthur Schomburg HS (IS 201), **2005 Madison Ave**, 10035, 212-289-6227

**Secondary:** PS. 133, **2121 5th Ave**, 10037, 212-690-5936

**Out-of-Area:** Thurgood Marshall HS, **200 West 135th Street**, 10030, 212-283-8055