Teacher and Staff Handbook

2024-2025 SCHOOL YEAR

BRONX LEADERSHIP ACADEMY
1710 WEBSTER AVENUE BRONX, NY 10457
P: 718-299-4274 | F: 718-299-4707
BRONXLEADERSHIPACADEMY.ORG

COURTNEI DAVIS, PRINCIPAL
KRISTOPHER JOHNSON, ASSISTANT PRINCIPAL
MICHELLE MORALES, ASSISTANT PRINCIPAL
TANISHA SHIELDS, ASSISTANT PRINCIPAL

TABLE OF CONTENTS

Document Page #

BLA Administrative Cabinet Welcome 4

Instructional Focus & BLA Vision Statement 5

Mission Statement & Wolfpack Creed 6

Teacher and Staff Information

Table of Organization 7-8

COVID-19 Guidelines 9

School Bell & Professional Development Schedule 10

Staff Absences, Lateness, Vacation Days, and Timekeeping 11-16

Building Items, Staff Entry & Scholar Cellphone Policy 17 BLA Uniform Vision & Policy 21

Professional Pedagogical Responsibilities

Scholar Attendance Protocol and Procedures 22

Cutting & Lateness Procedure, Change of Telephone/Address & Early Excuse Pass 23

Early Release Medical Excuse Passes 24

Coverage Assignments 25

Emergency Lesson Plans 26

BLA School Wide Grading Policy & Google Classroom Codes 27

Document Copies 28

Mac Lab 29

Chapter 408 Responsibilities 30
Professional Responsibilities Memorandums

BRONX LEADERSHIP ACADEMY
1710 WEBSTER AVENUE BRONX, NY 10457
P: 718-299-4274 | F: 718-299-4707
BRONXLEADERSHIPACADEMY.ORG

COURTNEI DAVIS, PRINCIPAL
KRISTOPHER JOHNSON, ASSISTANT PRINCIPAL
MICHELLE MORALES, ASSISTANT PRINCIPAL
TANISHA SHIELDS, ASSISTANT PRINCIPAL

Behavioral Expectations 31-32	
Syllabus Requirements 33-35	
Marking Period Dates and Bulletin Board Expectations 36-37	
School Culture & Climate Expectations (Social Emotional Learning, Restorative Practices/Justice, Culturally Responsive Practices)	38-39
Chancellor's Regulations	
Chancellor's Regulations: A-420 Corporal Punishment, A-421 Verbal Abuse, A-750 Reports of Suspected Child Abuse, C-150 Procedure in Case Arrest, C-601 Attendance and Service of School Staff	40-44
Miscellaneous	
NYC DOE 2023-2024 School Year Calendar 45-46	
Receipt of BLA Teacher Handbook 47	

BRONX LEADERSHIP ACADEMY
1710 WEBSTER AVENUE BRONX, NY 10457
P: 718-299-4274 | F: 718-299-4707
BRONXLEADERSHIPACADEMY.ORG
COURTNEI DAVIS, PRINCIPAL
KRISTOPHER JOHNSON, ASSISTANT PRINCIPAL
MICHELLE MORALES, ASSISTANT PRINCIPAL
TANISHA SHIELDS, ASSISTANT PRINCIPAL

Welcome to the 2024-2025 School Year!

BLA Family,
Welcome to a new academic year at Bronx Leadership Academy; Home of the Wolves!

As we embark on this exciting journey together, I want to take a moment to express my heartfelt gratitude for your dedication and commitment. Each of you plays a crucial role in shaping the future of our scholars and fostering a positive and inclusive environment in our school community.

Our mission at BLA is to provide an exceptional educational experience for every scholar. We are committed to academic excellence, personal growth, and the development of character. This handbook is designed to be a comprehensive guide to help you navigate the policies, procedures, and expectations that will support us in achieving our goals.

Together, we face both challenges and opportunities. By working collaboratively and maintaining a shared vision, we can create a thriving environment where scholars feel valued and empowered to reach their fullest potential. Your professionalism, creativity, and passion are the cornerstones of our success, and I am confident that we will continue to achieve great things together.

Thank you for your hard work, enthusiasm, and unwavering commitment to our scholars and our mission. Here's to a successful and rewarding year ahead!

Love,
C.

The Return of the WOLFPACK!

It is with great excitement that I welcome the family back to Bronx Leadership Academy. I hope all had a pleasant summer and are ready to get back to growing our community. Over the summer we have been working diligently to prepare for a successful school year full of collaboration, professional learning and growth. As we embark on the new school year I encourage you to think about your own experiences as a learner. Remember those special adults that left a lasting positive impression on you. Ask yourself, "how can I be that person for the BLA community?" Really dig into our Wolfpack Creed! It provides the "why," for our work at Bronx Leadership Academy.

Welcome Back Wolfpack!

I have every confidence that this year will be the best one yet. We have so much to do together this year and I cannot wait to see all of the amazing ways that we will impact scholars' lives.

I am so re-energized by the fact that the work we do day in and day out literally saves lives. We are here to support our scholars with so much more than their academic journeys. The experiences we provide our scholar wolves have the power to

"Who Let the Wolves Out?!"

I am ready for the wolf pack to burst at the seams this year! Oozing out of the wolf den will be creative approaches to academics, high expectations for our scholar wolves, life lessons to sharpen and shape our baby wolves, and us working collaboratively to ensure we continue to make positive changes in the lives of our scholars.

As much as our scholars need guidance and support, it is important for us adult wolves to

	shape who they become and what they do for years after they leave us.	look out and fiercely protect each other. When we are good to ourselves and each other, we are great for our pups!

BRONX LEADERSHIP ACADEMY
1710 WEBSTER AVENUE BRONX, NY 10457
P: 718-299-4274 | F: 718-299-4707
BRONXLEADERSHIPACADEMY.ORG
COURTNEI DAVIS, PRINCIPAL
KRISTOPHER JOHNSON, ASSISTANT PRINCIPAL
MICHELLE MORALES, ASSISTANT PRINCIPAL
TANISHA SHIELDS, ASSISTANT PRINCIPAL

Join me in cultivating the next generation of LEADERS from the Bronx. #WOLFPACKSTRONG Best, AP Johnson	"Coming together is the beginning, staying together is progress, and working together is success" –Henry Ford Con Amor, AP Morales	I am howling with excitement and anticipation for a year full of grace, success and infinite wins! Best, AP Shields

BRONX LEADERSHIP ACADEMY INSTRUCTIONAL FOCUS

INSTRUCTIONAL FOCUS: 2024-2025

If, we as educators, provide opportunities to experience content through problem solving and making thinking visible by following the wolfpack commandments:

1. We have multiple experiences
2. We think them through
3. We develop a theory
4. We test our theory
5. We dig deeper

Then, scholars will transfer their learning to new scenarios to persevere both academically and professionally.

BRONX LEADERSHIP ACADEMY MISSION, VISION, VALUES, GOALS

Mission

Our mission is to achieve high levels of meaningful learning for all through an environment where unity, resilience and personal growth are fostered.

Values

A family of Wolves together a pack.
Each one of them knows to watch the other one's back. When one of them triumphs, it's shared by all.

When one of them fails, they all take the fall. If the enemy strikes one, they are all by his/her side.
They know that holding together is the key to their pride. Should one of them be hurt the rest take up the slack.
For the strength of the pack is each wolf and the strength of each Wolf is the pack.

Vision

Our vision is to establish and maintain an environment where our shared strength is harnessed to improve academic achievement and socioemotional development.

Goals

By the end of the 2024-2025 school year, our school community will improve scholar collaboration as evidenced by 100% of scholars passing their classes based on scholarship data. Each teacher will contribute to this goal by actively participating in weekly progress meetings, supporting colleagues with their tasks, and sharing knowledge and resources.

BRONX LEADERSHIP ACADEMY
1710 WEBSTER AVENUE BRONX, NY 10457
P: 718-299-4274 | F: 718-299-4707
BRONXLEADERSHIPACADEMY.ORG
COURTNEI DAVIS, PRINCIPAL
KRISTOPHER JOHNSON, ASSISTANT PRINCIPAL
MICHELLE MORALES, ASSISTANT PRINCIPAL
TANISHA SHIELDS, ASSISTANT PRINCIPAL

TABLE OF ORGANIZATION

Staff Member Role
Courtnei Davis Principal
Kristopher Johnson Assistant Principal
Michelle Morales Assistant Principal
Tanisha Shields Assistant Principal
Yomayra Infante Payroll/ Pupil Accounting Secretary
Principal's Secretary
Sade Carter Parent Coordinator
Yaritza Rodriguez Instructional Lead
Alex Duffee ELA Teacher

Akoya McBean ELA Teacher
Josue Rivera ELA Teacher
Ghada Salim ELA Teacher
Jackson Sutton Spanish Teacher
Douglas Clarke Mathematics Teacher
Brian Mora Mathematics Teacher
Jenee Ramsay Mathematics Teacher
Jose Vergez Mathematics Teacher
Robert Corcoran Music Teacher
TBD Work-Based Learning Teacher
Latoya Duncan Business Marketing Teacher
Richelle Calderon Physical Education/Health Teacher
Daikenia Nuñez Physical Education Teacher
Robbie Yuen Physical Education Teacher
Emmanuel Anzules ENL Teacher
Liza Figueroa-Robles ENL Teacher
Rahel Hailu Science Teacher
Thand Myat Saw Maung Science Teacher
Nely Sanchez Science Teacher
Allison DiSanto History Teacher
Geoffrey Moore History Teacher

BRONX LEADERSHIP ACADEMY
1710 WEBSTER AVENUE BRONX, NY 10457
P: 718-299-4274 | F: 718-299-4707
BRONXLEADERSHIPACADEMY.ORG
COURTNEI DAVIS, PRINCIPAL
KRISTOPHER JOHNSON, ASSISTANT PRINCIPAL
MICHELLE MORALES, ASSISTANT PRINCIPAL
TANISHA SHIELDS, ASSISTANT PRINCIPAL

Eric Mueller History Teacher
Anika Greene-Blake Special EducationTeacher
Ruth Canela Special Education Teacher

Norticia Graham Special Education Teacher
Mamadou Diallo Special Education Teacher
Julia Hollins Special Education Teacher
Bryony Housen Special Education Teacher
Eliezer Martinez Special Education Teacher
Shenika Thorney Special Education Teacher
Keisha Lawrence College and Career Counselor
Amanda Maisonet Career Pathways Advisor
Ernest McDuffie Mandated Counselor
Melinda Polanco 9th & 10th grade Guidance Counselor
Kirsten Scaccio 11th & 12th grade Guidance Counselor
Sharon Huffman School Social Worker La'asia Humphrey School Social Worker
Cindy Minaya School Social Worker Stephanie Blanco Community School Director
Shennita Jeter Clerical Associate
Wilette Pacheco School Psychologist Veronica Benton Paraprofessional
Eduardo Cartagena Paraprofessional Annette Irving Paraprofessional
Jessica Soto Paraprofessional
Sharon White Paraprofessional Corey Christopher School Aide
Elroy Heyliger School Aide
Arelys Alequin School Aide
Brenda Watson School Aide
Washington Leon Technology
Manuel Maysonet Restorative Justice Officer
Cassi Wilkins Restorative Justice Officer
Joshua Cancel Custodian Engineer
Doodnauth Mangroo Custodian

NYC DOE COVID-19 GUIDELINES

We are pleased to announce that, face coverings will be optional on school grounds for students in

kindergarten through grade 12 beginning Monday, March 7.

To maintain the safety of our staff and students, we will continue to practice strict COVID-19

protocols, including increased ventilation, a daily health screening, and test kit distribution. Mask-wearing will become optional indoors, outside, and on school buses. Anyone who chooses to wear a mask may continue to do so, and your child may request a mask from their school if they need one.

Masks are strongly recommended for any staff member or student who knows they have been exposed to COVID-19 within the previous 10 days. Mask wearing is still required in medical rooms and nurses' offices, as well as in School Based Health Centers. Nurses will have masks on hand for anyone entering who may need one.

In accordance with the City's Covid-19 Vaccination Requirement, all DOE employees are required to submit proof of vaccination using the DOE Vaccination Portal. Staff who have only submitted proof of receipt of one dose of a two dose vaccine (e.g., Moderna of Pfizer) were required to submit proof of receipt of the second dose within 45 days of receipt of the first dose.

Those who have not done so are considered partially vaccinated and must immediately upload proof of receipt of their second dose, by no later than close of business on **Friday, March 11, 2022**. Compliance with this requirement is a condition of continued employment within the City.

Those who are partially vaccinated and are not on a leave, or do not have an accommodation or exemption (or pending request), who do not provide proof by close of business on **Friday, March 11, 2022**, will have their employment with the City of New York terminated.

In the chance that you receive a positive test result, please send a picture of the positive test with the information below to administration as soon as reasonable:

- Case EID/OSIS:
- Employee/Scholar:
- First Name:
- Last Name:
- Case Date of Birth:
- Last day case was in the school building:
- Date of COVID test:
- List of possible close contacts:

If you require additional guidance, please go to: COVID Information (nyc.gov)

2024-2025 SCHOOL BELL & PROFESSIONAL DEVELOPMENT SCHEDULE

Period	Time
Entry	
1	08:20-9:05 AM
2	09:07 - 09:52 AM
3	09:55 - 10:40 AM
4	10:43 - 11:28 AM
5	11:31 - 12:16 PM (9th Grade Lunch)
6	12:19 - 01:04 PM
7	01:07 - 01:52 PM
8	01:55 - 02:40 PM (10-12 Grade Lunch)

Professional Development

Day of the Week Time
Monday 2:40 pm - 3:40 pm (PD)/3:40 pm-4:20 pm (OPW)-(Teachers)
Monday 2:40 pm- 3:40 pm (PD)/3:40 pm-4:15 pm (OPW)-Paraprofessionals

STAFF ABSENCE, LATENESS, VACATION DAYS, TIMEKEEPING PROCEDURES

As soon as you are aware that you will be absent, attending a Professional Development workshop, or taking a personal day, you must call sub-central at on the particular day, and immediately notify Principal Davis and Ms. Polanco via text message **and** email the entire administrative cabinet. Be sure to save the receipt from sub central. All notifications should be sent no later than **6:00 AM**. ● **Principal Davis: (347) 451-9333**

- **Ms. Polanco: (917) 553-1860**

School personnel who report to work after their start time are considered late. Any school personnel who leave before their scheduled end time are considered early departure and must notify and receive approval from administration. Lateness, fractional absence and early departure will be entered into the staff member's C.A.R. After time accumulated equals 6 hours, one day will be deducted, there will be a deduction made from pay.

Arriving to School late

- If you are not in the building at your official start time, please clock in upon arrival and sign in the main office.
- Transportation delays will be taken into consideration (i.e., inclement weather, road closings, etc.) after completing an OP 201 form.

Leaving School Early for Professional/Personal Reasons

In order to leave the building to attend a professional conference or meeting, you must do the following:

- **Notify your supervising AP**
    - Obtain approval from your supervising Assistant Principal before conference/meeting date, provide information of the professional conference and fill out the necessary form.
    - Sign-out in the Sign-Out book with Ms. Polanco.
    - In case of an emergency and you need to leave the building, please confer with your supervising Assistant Principal who will check to make sure all procedures have been followed.
    - There is no such thing as a flexible time schedule.

Absence from School

- Excessive absence (over 5 days per term of 10 days per year) may result in a disciplinary conference and disciplinary action.
- Absence in excess of 10 self-treated days must be accompanied with a medical note. ● A teacher who calls out sick may not travel to another country for any reason without written

consent of the Superintendent.

- Teachers should not make vacation plans that require the Friday before a break or the Monday after as a day off. These will not be approved.
-

Emergency Lesson Plans should be uploaded to the digital folder shared by AP Cedeno. ● Lesson Plans are not to be given over the telephone or via e-mails.

Vacation Days(Rollover from Spring Break 2020)

An arbitrator issued a decision regarding the grievance filed by the UFT for staff who were directed to work during Spring Break 2020. The arbitrator awarded “Vacation Days” for employees who worked during Spring Break 2020, and otherwise would have been off. The decision outlined several rules that will impact implementation; the highlights are below

- Eligibility: Only employees who worked during Spring Break 2020 are eligible for vacation days. Anyone who did not work during Spring Break 2020 is not covered by the award.
- Advance Notice: Employees shall provide notice as soon as possible, but no later than 10 school

days in advance of requested days.

- Usage: In general, employees may be permitted to use the vacation days on any workday, individually or consecutively. A supervisor may deny a request to use a vacation day(s) provided that there is a compelling reason—and must notify the employee, in writing, of the compelling reason within 48-hours of receipt of the request.
- Vacation Bank: All vacation days will be held in a separate dedicated bank. These days do not expire and will be paid out on a 1:1 basis upon separation from employment.

If you have not already used the (7) vacation days allotted see below for instructions on how to submit for vacation days:

- Send a calendar invitation to all administrators via Outlook
- Title the invitation "requested vacation day(s) - (teacher name)"
- Send an invitation for all requested days separately UNLESS the days being requested are consecutive
- You will know your days are approved when all administrators accept your invitation ● Ms. Williams will provide you a receipt for each day you take to keep for your and our records ● If your day is denied you will be provided the reason and asked to resubmit

Lateness and Fractional Absence

For the 2024-2025 school year, teacher start time is at **8:20 a.m**. Scholars will report to class at 8:20 a.m. and by then the classroom and teacher should be ready for bell to bell instruction. If the teacher is not on duty by the time students are present in the classroom, he or she is considered absent. If the teacher then arrives, the resulting fractional absence (that is, absence for part of a school day) is counted from the teacher's scheduled arrival time to the time the teacher is available for duty in the classroom.

Each occurrence of lateness, and any related fractional absence, must be reviewed by the Principal and recorded on the teacher's Cumulative Record of Attendance (C.A.R.). If the teacher's lateness and/or fractional absence were due to illness, the time will be accumulated for deduction from the sick time. If the lateness and/or fractional absence is not due to illness, or the teacher has no sick time available in the C.A.R., the time will be recorded for deduction of the corresponding amount of money from salary. Fractional absences totaling 3 hours and 20 minutes within a school year will then cascade to a one-day deduction from the C.A.R.

Absence/Sick Leave

****Please communicate with your ICT partner to inform them of your absence****

Only 10 days are allowed per school year for self-treated illness (one day accrued on the 16th of each month), 3 of which may be used for personal business with prior Principal approval. In the case that you need to request a personal day throughout the school year, two week notice must be given to allow for coverage planning, etc.

Absence of 1 to 10 days – No form is required unless determined by the Principal. If additional days are taken even if there are accumulated days in the CAR, a doctor's note must be submitted for each day after the 10 days are used. The absence can be approved by the Principal and recorded directly on the

CAR. However, at the discretion of the Principal, a form can be required and forwarded to the Medical Bureau at any time for review. If an absence is longer than 20 consecutive days, the application for authorized absence (OP 198), including doctor's certification, must be approved by the Medical Bureau.

If it becomes evident that a teacher will be absent for more than a few days, the application should be filed promptly, even while the teacher is absent from school. In this case it may be necessary for the secretary to forward a form to the teacher at home. The teacher is then required to return the completed form to the school for review and signature by the Principal before it is forwarded to the

Medical Bureau.

Please see the Payroll Secretary the day you return from an absence.

Any time a regularly appointed pedagogue borrows sick days, form OP 198, with accompanying Application for Borrowed Sick Leave Days, and must be filled out for each day borrowed.

At the end of the school year, each teacher's absence and lateness are totaled. A full day will be deducted for fractional absences totaling 3 hours and 20 minutes or more.

PERSONAL DAY FORM

Today's Date:_____

Requester's Name:_____ EIS #:_____ Date being

requested:_____

Reason for request

(Please ensure your Personal Day Request conforms with the 2 weeks advance notice) 12

☐ Request Approved

☐ Request Denied

Reason:_____

TIME AND ATTENDANCE SYSTEM

1. Time cards will be used to record the working time of school staff. A staff member will only handle his/her own Timecard.

2. All teachers must move their own time cards **in the morning and afternoon.** Staff will move their timecards to the **IN** or **OUT side** of the receptacle, respectively, at the beginning and the end of the school day.

3. Remember to SIGN your timecards.

Staff Lateness

1. Teachers are expected to be on time to work. Early arrival is recommended.
2. If you are going to be late, please notify the school as early as possible by emailing me at YInfante4@schools.nyc.gov or calling the main office at 718-299-4274.
3. Any staff member arriving after **8:20 AM MUST clock-in.**

Staff Absences

1. To ensure that your absence has been recorded at the school, you must email Principal Davis, all Assistants Principals and myself. Please **also** call the main office at (718) 299-4274 to ensure that appropriate coverage can be made for your classes.
2. Documentation for non-attendance days such as jury duty, court subpoena, conferences or conventions, religious observations etc. please submit the Form OP198.
3. Other non-attendance as graduation and funeral please provide documentation of support.

PERSONAL DAYS

To request a personal day, you will fill out a form 2 WEEKS IN ADVANCE, pending approval from the school Principal with the reason indicated on the request form. Please be sure to provide materials and lesson plans for substitute teachers.

SUBSTITUTE LESSON PLANS

Teachers who are absent must provide *ahead of time* electronic copies of their lesson plan(s) and student materials to the substitute teacher. If this is not possible, please explain in your email what your students should work for the day.

COVERAGES SLIPS

Teachers who agree to cover any class, you will receive a coverage slip with your name, class and teacher you are covering for. At the end of the day please give back your

coverage slip signed to Ms. Infante to ensure your coverage is applied accordingly. This method will help us to have your payroll updated.

Circumstances in which You Must Leave Early

Any staff member who needs to leave early must obtain administrative approval. Staff members must clock-out and pass by the payroll secretary to SIGN OUT the BOOK after approval has been obtained.

Lunch

All staff members who leave the building during their lunch period must punch out and punch in on their timecard. This is a safety measure and liability precaution (e.g., if a staff member leaves the building to go to the corner store and gets hurt, we need to know in order to locate staff, if by chance he or she does not return to work).

Wishing everyone a wonderful school year!

Ms. Infante

BUILDING ITEMS

Building Permits

No one is authorized to stay in the building beyond 4:00PM without a building permit and provision of School Safety Agents. The representatives of any activities taking place after 4:00PM must file the appropriate paperwork for permission to use the building. Applications for building permits are available from Assistant Principal Morales. AP Morales, along with the Custodian will determine if permission may be granted and will provide Safety Agents as needed.

Custodial Repairs

Forms may be obtained from AP Morales when repairs are needed. Please notify AP Morales immediately if a hazardous condition presents itself. If AP Morales is unavailable, please notify

STAFF ENTRY

All
staff

entering and exiting must enter through designated staff entrances. Staff entrances are located at the main entrance to the building (Webster Avenue).

SAFETY AND SECURITY ITEMS

Cell Phone Guidelines are as follows for the 2024-2025 school year:

July 22, 2024

Dear BLA Families:

We are excited to share that Bronx Leadership Academy will begin our partnership with YONDR. Our partnership will elevate personal electronic devices to create an optimal learning environment. The YONDR pouch provides scholars with a tool to keep their personal electronics safe and in their own possession throughout the school day as identified in the diagram below.

See more on the YONDR pouch here: https://www.overyondr.com/howitworks or scan the QR code

Our YONDR program employs a simple, easy-to-use case that stores cell phones and other small electronics into a locked soft case. When scholars arrive at the school building, they will turn off their phones, small electronics, and place them into their YONDR case which is then locked in the presence of a staff member. Scholars maintain possession of their personal electronics but will not have access to them until their pouch is unlocked at the end of the day at dismissal.

We believe this is the best course of action for our school community and will allow our scholars to be:

- ★ Engaged and focused on classroom activities and assignments
- ★ Less distracted by electronics and able to complete their classwork
- ★ Less likely to engage in conversations around bullying
- ★ Secure scholars safety before, during, and after school

To best serve your child, we will need your full support in the enforcement of our YONDR program. We have included a visual to show you how the YONDR pouch works above. **We want to reassure our families that you can reach your child by calling the main office in the event of an emergency at 718-299-4274. Please save this number for easy access.**

Thank you for your continued support in ensuring a safe and healthy learning environment for all scholars. If you have any questions, please do not hesitate to contact the school directly and ask for Mr. Maysonet or Ms. Wilkins.

Best,

SCHOOL BASED DEVICE POLICY AT BRONX LEADERSHIP ACADEMY HIGH SCHOOL (09x525) FOR USE OF CELL PHONES, COMPUTING DEVICES, AND PORTABLE MUSIC AND ENTERTAINMENT

SYSTEMS ON SCHOOL PROPERTY EFFECTIVE JULY 1ST, 2023.

The following policy covers electronic items brought to school, which include, but are not limited to:

1) Cell Phones

2) Tablets, iPads, non-GPS smart watches and other similar computing devices

3) Portable music, media, and entertainment systems

4) Headphones, speakers, and wireless listening devices

5) Gaming devices/systems

★ All scholars must have an ID to reclaim their confiscated devices; the cost of a replacement ID is $1.00.

During the school day:

- At no point are scholars allowed to have their cell phones and/or **any electronic devices** outside of a closed YONDR pouch during the instructional school day.
- During entry, scholars ***will power of*** and place all personal electronic devices listed above in their designated YONDR pouch. scholars will be responsible for their YONDR pouch and its contents for the entire school day. At no point should a scholar have an opened YONDR pouch without the permission of a staff member. **Note: Scholars are only allowed to come to school with devices that fit in the YONDR pouch. The size of the pouch is approximately 6 ½ inches. The pouches comfortably hold a phone, watch, and earpods.**
- Bronx Leadership Academy is not responsible for the safe-keeping, loss, and/or damage, in accordance with this policy.
- No audio / video accessories should be visible at any point during the school day or for after school activities.

For school trips and during after school activities:

- Scholars will not have access to their personal electronic devices during school trips or afterschool activities unless otherwise stated on the permission slip.
- Scholars will be able to unlock their pouches at the end of the trip or afterschool activity at the direction of a staff member.

Scholars

Collection of electronics itemized in, but not limited to our Electronics policy will occur at morning entry as scholars enter the building by designated staff. Each scholar will have an individually labeled YONDR pouch to place items. Pouches will be unlocked at the end of the scholar's day, unless enrolled in an afterschool program.

High School Implementation Procedures

- ★ **Beginning of Day:** Scholars enter through the Webster Avenue main entrance. School personnel will supervise scholars locking their electronic devices in their individual YONDR pouches. School personnel will be at the main entrance from 07:50 AM until 09:00 AM.
- ★ **End of Day:** Scholars will exit through the Webster Avenue main entrance. School personnel will be stationed with unlocking devices in various locations throughout the school building.
    - ○ **Station 1:** Room 217
    - ○ **Station 2:** Room 216
    - ○ **Station 3:** Room 207
    - ○ **Station 4:** Gymnasium **(scholars who have gym will have access to this magnet)**
    - ○ **Station 5:** Stairwell C also an Exit
    - ○ **Station 6:** Room 114

    - ○ **Station 7 - 9:** Main Exit Door
    - ○ **Station 10:** Room 127

Scholars will unlock their pouches and take their electronic devices out upon exiting the building.

- ★ **Scholars Staying Late**: Scholars in after-school clubs or sports may not have their electronic devices out of their pouch during this time. An unlocking device will be available outside of room 128 3:00 PM to 5:00

PM each day.

★ Scholars Leaving Early: Scholars leaving early will be able to unlock their pouches within the main office after a parent or guardian has signed the scholar out using our sign out policy.

If a YONDR pouch is damaged:

● Confiscation of the cell phone. Only a parent can pick-up confiscated electronic items and participate in an intervention conference with the scholar, Dean of School Culture, or staff designee. Scholars may also be subject to disciplinary action in accordance with Chancellor Regulations, DOE's Discipline Code, and/or school's ladder of referral

● All replacement pouches will cost $25.00. (Cash or Money Order)

Any electronic devices found outside of a YONDR pouch in the school building will result in the following chain of consequences:

- **1st offense**: Confiscation of the electronic device. Phone will be returned either Friday of the same week or Monday the following week if confiscated on a Friday. A parent or any adult listed on a scholar's Blue Card may pick-up a phone on Wednesday between the hours of 3:00-4:00 pm. Following a verbal warning, a scholar must enter into a behavioral contract before any device is returned. Parent contact will be made via phone or NYSCA message. Copy of the signed contract will be shared with the parent.
- **2nd offense**: Confiscation of the electronic device. Only a parent or any adult listed on a scholar's Blue Card for the current academic year can pick-up confiscated electronic items. A record will be entered on the NYCPS Online Occurrence Reporting System.
- **3rd offense**: Confiscation of the electronic device. Only a parent can pick-up confiscated electronic items. Scholars will be subject to disciplinary action in accordance with Chancellor Regulations, NYCPS Discipline Code, and/or school's ladder of referral.

★ Confiscation and return of electronic items – PLEASE NOTE: Confiscated items will ONLY be available for pick-up on every Wednesday between the hours of 3:00-4:00 pm at the Office of the

Dean of School Culture.

SCHOOL UNIFORM VISION & POLICY

The Bronx

Leadership Academy Uniform Vision: At Bronx Leadership Academy we have a deep sense of pride for who we are and what we stand for as a school community. A school uniform is a representation of our school mission, vision and creed. Our scholars will wear a Bronx Leadership Academy branded top in the style of their choice along with any bottom and shoe. This flexibility celebrates our scholar's individuality and brings the school community together to ultimately form our unique wolfpack.

The uniform policy will be as follows:

- Any scholar who arrives at school out of uniform (not dressed appropriately) will be given a loaner uniform upon entry.
- A phone call will be made informing the parent of their needed and continuous support of our uniform policy.
- The restorative justice officer will address the scholar in the manner that they deem appropriate to prevent recurrence.
- Any scholar who is seen or is reported to be out of uniform throughout the course of the day should be addressed and a restorative justice officer informed.

- The following articles of clothing will **not** permitted:
    - Tops that expose midriff
    - Undershirts
    - Durags and Bonnets
    - Ski Masks
    - Tank Tops

ATTENDANCE PROTOCOL & PROCEDURE

Note: Office attendance procedures are subject to change in alignment with DOE guidelines

1. Official school attendance will be taken in the 2nd period subject class.
2. The attendance folder will be placed in the teacher's mailbox in room 128.
3. The 2nd period teacher must continue to complete a cut scan sheet for the subject class (Period Attendance Roster).

a. Attendance taken must be bubbled
b. Released from class do not bubble
c. Subject teachers are allowed to erase on the Period Attendance Roster
d. Substitute teachers are to initial on the day of the coverage
e. Daily attendance sheets must be left in the box in room 128 at the end of the day.; please do not take these home
f. Attendance taken must be bubbled daily for each period. Do not bubble in release from school

4. If a student is absent, bubble in the "A".
5. A teacher must bubble attendance for each student every day.

6. If a student arrives after the attendance has been taken, bubble in "L". Both the "A" and "L" will be bubbled in. DO NOT ERASE THE "A".

7. The attendance sheet must be free of dirt, not torn or creased, and in condition to be scanned. 8. Teachers must sign the attendance sheet daily.

9. Teacher (not scholar) is responsible to deliver attendance folders to room 128 by the end of the day.

10. Students arriving after the folders have been picked up must be instructed to report to the Main Office immediately following the subject class.

11. If a subject class is moved to another room, a note should be placed on the classroom door. 21

****Changes to this attendance protocol may be made in accordance with the updates made/provided by the New York City Department of Education.****

Doctor's Notes

Scholars must bring all absent notes to Room 128. Notes will be collected, recorded and filed AFTER it has been signed by each period teacher. Scholars should report to their regular classes and only visit room 128, before the start of their school day, at the end of the day, or during the lunch period.

CUTTING AND LATENESS PROCEDURES

Subject Classes

1. Weekly pre-printed cut scan sheets, for each subject class, will be placed in your mailbox, and must be completed with a #2 pencil.
2. The scanner is extremely sensitive and it will not accept stapled, folded or stained sheets.
3. Principal/Supervisors will receive cutting reports weekly for the department. The scanner will exclude those scholars who were excused from your class as long as you do not mark them absent on the cut scan sheet. If the student presents an excuse pass from the attendance office for the previous day,

you must adjust the cut scan sheet. Teachers must still maintain a record of attendance (absence, cutting, lateness).

4. There will be no late passes issued by the Main Office. It is essential for subject class teachers to keep an accurate record of student lateness. The teacher must make it clear that repeated lateness results in loss of instruction and increases the possibility for lower grades.
5. Each teacher must maintain a late log and have students sign the "Late Log" and e-mail the attendance team. Scholars who continue to come late should be referred to the RJ Officer.

CHANGE OF ADDRESS/TELEPHONE

Scholars are to report to Room 126 with information regarding a change of address or telephone number. Scholars must show documentation with the new address or telephone number (Lease, Verizon or Con Edison).

EARLY EXCUSE PASSES

It is important for all Bronx Leadership Academy High School staff and scholars to follow our Early Excuse Policy.

I. Illness and Injury

1. A scholar who becomes ill in school or is injured should be issued a pass by the Restorative Justice Officers.
2. The Campus nurse will determine whether or not the student should remain in school or be sent home.
3. In the case of a scholar too ill to remain in school, arrangements will be made to call the home and arrange for the parent to pick the student up.

- A scholar 16 years old and younger must be picked up as a parent or guardian.
- A scholar 17 or older may leave school by himself only after the parent or guardian has provided the school with the necessary documentation i.e.,

medical appointment.

II. <u>Court Appearance</u>

1. Scholars are excused for court appearance if:
    - ○

Subpoena is presented in Room 126 on the date of the appearance.

- ○ Parent has verified and approved the release of the student regardless of age.

III. **<u>Other</u>**

1. Scholar cannot be excused for the following:
    - ○ Driver's License
    - ○ Road Test
    - ○ Written Test
    - ○ Banking Business
    - ○ Other Personal Business

Note: If a scholar requests release for any of these reasons, please see AP Morales .

<u>EARLY EXCUSE PASS: MEDICAL</u>

Please alert all your scholars to the procedures listed below when they wish to be excused for a medical appointment: The Parent Coordinator will be the attendance contact in the main office.

I. Appointments Late in the School Day

- Scholars report to school as usual.
- Scholar presents the Attendance Office with a clinic card or appointment card.
- The Attendance Office contacts parent/guardian for verification and approval of excuse. Scholar is issued an Early Excuse Pass and goes to Main Office, room 128.
- Scholar presents his copy of Excuse Pass to subject class teachers on the day after the excuse.

Note: Scholars under the age of 18 must be picked up by a parent or guardian.

II. Appointments Early in the School Day

- Scholars go to appointments before coming to school.
- Scholar reports directly to the Main Office, room 128 , after appointment REGARDLESS OF TIME OF DAY.
- In room 128 scholars must present proof of appointment in order to get an early excuse pass. Scholar's attendance will be reversed in the Main Office, room 128 . Subject teachers must erase absence on the cut scan sheet.
- Scholars will receive a validated Early Excuse Pass to show to the teachers of missed classes.
- To get an Early Excuse Pass, the students must appear in school sometime during the day of the appointment. We cannot excuse a scholar unless he/she has physically appeared in the building.

****Even if a scholar is absent from school they should be encouraged to bring a doctor's note or parent letter in order to code their absence as "excused."**

COVERAGE OF CLASSES

Infrequently, due to certain emergency situations, it may be necessary to call upon the members of the staff to cover subject classes of their colleagues. Generally, coverages of classes are necessitated by the following:

- Transportation delays in the morning due to storms, car breakdowns, etc.
- Emergency illness of a teacher during the day.
- Teachers leaving the building for a variety of reasons: field trips, emergency situations at home, official business at the Department of Education, etc.
- Special activities in school such as:
    - Meeting of Grade Advisors or the Program Committee at the end of term.
    - Special meetings during the school day.

Please familiarize yourself with the following information regarding coverages:

1. According to the UFT contract, teachers may be given coverage during the preparation periods.
2. The department programs must reflect the preparation and lunch periods.
3. The first coverage for the Fall and Spring term is **unpaid**.
4. Coverages are temporary assignments, therefore, a teacher may **notrefuse coverage**.
5. All coverages must be documented.
6. Coverages may not be given during a teacher's lunch period.
7. Combined classes are not considered coverage.
8. Staff members with comp time positions will get paid for a coverage only if it is on the day and period of their preparation. For example, if a staff member with a comp time position is given

coverage during a non-prep period, he/she will not be paid. Only emergency coverage would be given in this type of situation.

9. Coverages cannot be given to a person, creating a situation where they teach four classes in a row unless it is an emergency.
10. Coverages will be given to:
    a. Volunteers available in license.
    b. Volunteers available regardless of license.

    c. Non-volunteers in an emergency (an emergency is when there is no one available in Category A or B)
11. Teachers interested in volunteering should sign up with AP Cedeno or Ms. Polanco.
12. Please be advised that there may be a need for coverages during one period more than another. Therefore, Ms. Doe received five coverages during the month, and Mr. Doe received two, it may

be due to a greater need during Ms. Doe's prep period.

SUBSTITUTE TEACHER PROVISIONS/ EMERGENCY LESSON PLANS

****Emergency lesson plan activity must be completed digitally****

It is the responsibility of the individual teacher to leave detailed instruction for the substitute teacher. Plan books, seating charts, and attendance records should be in order, current, and available for the substitute. Class Roster recorded should be attached to the lesson plan.

When creating these lesson plans, please consider:

1. Document Based Activities (DBA) are always the simplest to execute and are strongly recommended.
2. Include an answer sheet for all questions and problems you assign.
3. The teacher might not be familiar with the subject they are covering.
4. Rules of behavior particular to your classroom.
5. The time, location and description of any duties.
6. Any other information that will assist the substitute/covering teacher in providing the students with a meaningful experience during your absence.
7. To maximize instructional time-on-task, the classroom teacher must mark the work and return it. Full period activities must be submitted.

MAINTAINING EMERGENCY LESSON PLANS

Please review the following protocol for maintaining emergency lesson plans in the event of your absence from the classroom. Each teacher must have no less than five days of emergency lessons plans that can be completed remotely at any given time.

FOLDERS: Copies of emergency lessons assigned via MUST be uploaded in the digital folder via Google Drive shared by AP Cedeno.

- E.g. EMERGENCY LP DAY #1 (Day # 1 = 5 folders for each class section)

- Period 1
- Period 2
- Period 3, etc

● Co-Teachers will be expected to conduct classes with scholars in the event that the collaborating teacher is absent.

● If you teach more than one content area, clearly identify each content area in separate folders. ● When you use your lesson plans please replenish

IMMEDIATELY! There should be no less than five emergency lesson plans at any given time.

- Establish clear expectations and student accountability with your students for periods when you will be absent. Students should not see this as free time.
- Emergency Lesson plans are not to be submitted over the telephone or via e-mail!
- Emergency Lesson plans must be shared in the folder shared by AP Shields via Google Drive and are due **Thursday, September 26, 2024, close of business**.

SCHOOL WIDE GRADING POLICY

In order to provide our scholars the opportunity to demonstrate their learning, the following school wide grading policy will be implemented for the 2024-2025 school year. As we know, we serve a diverse group of learners with varying skill sets. This grading scale will allow for consistency and an equitable academic experience at Bronx Leadership Academy. Teachers are expected to adhere to BLA's school-wide grading policy. Please set up your DOE Grades account to align with the following:

(Non-Mastery Measured)
Leadership Skills

Classroom Work Products

(Mastery Measured)
Assessments
(Mastery Measured)

Homework & Growth
(Non-Mastery Measured)

25% 25% 25% 25%			
★ Professional Attitude & Personal Mindset ★ Timeline, Attendance & Dependability ★ Awareness & Collaboration ★ Problem Solving & Technology ★ On demand writing, problem sets, or other collected classwork assignments that are	graded using a rubric or checklist (A minimum of once a week grade entry into GAMA - minimum 4 grades a month) ★ Science Labs ★ Tests ★ Quizzes (10-15 minutes) ★ Assessments that allow students to adapt and modify based on ongoing feedback	(e.g., projects, research papers, performance/cornerst o ne tasks, etc.) ★ Minimum # of tests = 1 ★ Minimum # of quizzes (minimum 3 quizzes) ★ Checked for completion, **not** mastery ★ Minimum # of homeworks assigned =	2/week ★ Data Driven Instruction: results of growth after tracking a CCSS aligned skills across pre- and post- assessment ○ Pre-assessment ○ Item Analysis

	○ Reflection ○ Goals/ Next Steps ○ Test corrections and/ or writing revisions

Wolfpack Creed:

A family of Wolves together a pack. Each one of them knows to watch the other one's back. When one of them triumphs, it's shared by all. When one of them fails, they all take the fall. If the enemy strikes one, they are all by his/her side. They know that holding together is the key to their pride. Should one of them be hurt the rest take up the slack. For the strength of the pack is each wolf and the strength of each Wolf is the pack.

GOOGLE CLASSROOM CODES:

If the past two school years have taught us anything, it is always to expect and prepare for the unknown. In order to keep our wolfpack up to date with announcements, assignments, support and information that is important to their respective cohorts, grade specific google classrooms have been created. In the case of a remote instruction day, scholars will use their cohort specific google classroom to complete a google form capturing their attendance.

Grade 9	Grade 10 Grade 11 Grade 12

DOCUMENT COPIES

REQUESTING COPIES

For the 2024-25 school year, the teaching staff will be able to submit copy requests for materials needed for an upcoming lesson. Copy requests will be completed in the order in which they are received and should be requested via the requesting copies form located in room 128 . Copies will be

initiated once the physical submission is made in the designated bin in room 128. We hope that this will alleviate some stress and pressure of making copies before, during and after the school day.

****Copy requests must be submitted one day in advance. Failure to submit copies 24 hours in advance will result in your copies being delayed.****

REQUESTING COPIES PROTOCOL:

- Complete a copy request form found in room 128
- Drop a hard copy of the material requested along with your copy request form in the bin located in room 128
- Pick up copies at the end of the day in room 128

EMERGENCY COPIES & COPY MACHINE

We know that not all things are perfect in the world of teaching. We understand the importance of flexibility and providing teachers with the resources they need to carry out the instructional expectations at Bronx Leadership Academy. Therefore, in addition to the copy request protocol outlined above, an additional copy machine will be available to the teaching staff that may be used in emergencies to reproduce materials for your classes. As always, please be mindful of your

colleagues and most importantly the copy machine.

****If the copy machine breaks or runs out of ink/staples while you are using it, please call the number on the front of the copy machine to schedule maintenance.****

MAC LAB

This school year the Mac Lab in Room 212 will be available for use by the entire school community. Please note that you must use the link below to request a date, period and time that you would like to use the Mac Lab. The link will be checked at the end of every week.

Link Request: https://forms.gle/HXpE7kw2zizzYEBW8

Schools must ensure that:

- All teachers and related service providers responsible for implementing IEPs, including DOE contracted and independent providers, have access to SESIS to view their students' IEPs. - All staff, including paraprofessionals, who are responsible for implementing students' IEPs (for all students with IEPs in grades 3K-12) must have an opportunity to review the contents of the IEP with the principal's designee(s) or IEP case manager, and can request a meeting to review the IEP on an ongoing basis.
- Substitute teachers must be given the opportunity to review students' IEPs with the principal's designee or case manager.

Note: The IEP case manager is usually a student's special education teacher (or, for a student whose only special education service is a related service, the related service provider).

This IEP distribution and/or review process must be completed and repeated throughout the year at any time an IEP is developed or amended, and/or whenever a new teacher, related service provider, or paraprofessional is assigned to the student.

Instructional Focus: Wolfpack Creed:	
If we, as educators, provide opportunities to experience content through problem solving and making thinking visible by following the wolfpack commandments: 1. We have multiple experiences 2. We think them through 3. We develop a theory 4. We test our theory 5. We dig deeper Then, scholars will transfer their learning to new scenarios to persevere both academically and professionally.	A family of Wolves together a pack. Each one of them knows to watch the other one's back. When one of them triumphs, it's shared by all. When one of them fails, they all take the fall. If the enemy strikes one, they are all by his/her side. They know that holding together is the key to their pride. Should one of them be hurt the rest take up the slack. For the strength of the pack is each wolf and the strength of each Wolf is the pack.

Date: August 1, 2024
To: Bronx Leadership Academy Teachers and Staff
From: C. Davis, Principal

Cc: K. Johnson, Assistant Principal, M. Morales, Assistant Principal, T. Shields, Assistant Principal **Subject:** Behavioral Expectations Memo

As a reminder please adhere to the following bullets below for ensure the safety and security of scholars and staff, as outlined by the Department of Education's Covid-19 health and safety policy: - Scholars and teachers must use the provided hand sanitizer when entering each classroom and before

leaving.

- Scholars are not to share pens, books, or any other items with other classmates.
- Scholars and teachers are expected to notify a Restorative Justice Officer and School administrator if any CDC symptomology of COVID-19 are experienced or witnessed.

Additionally, scholar movement through the halls must be strictly limited. Please support the school in this effort by ensuring the following protocols are adhered to:

- Scholars should not be allowed to leave the classroom in the first and last 10 minutes of the periods
- Scholars should **NOT** be given a pass to:
    - Go to the main office
    - See an adult in the building (RJ Officer, administration, PWC, guidance, etc.)
- Scholars who have services will be picked up from their classroom by the adult they are meeting with
- Any scholar who wishes to see the nurse must be sent to the Restorative Justice room to attain a pass from Mr. Maysonet and Ms. Cassi

- All teachers should be at their threshold at the beginning of class supporting:
    - Scholar movement to their next class
    - Welcoming scholars as they enter class
- All classes are to run bell to bell with no exception
    - Scholars who arrive late to class are to be allowed entry into the classroom. An email should be sent to the dean team regarding the lateness and they will follow up with the scholar.
- All teachers will be given **one** pass labeled bathroom pass – no other passes should be used. - If you have a behavioral concern in your classroom, please email the restorative justice team a detailed narrative. Please send the email to Mr. Maysonet and Cc the admin team. Your email will receive a response within 24 hours.

While conflicts will arise in your classroom please remember the following regarding interactions: - Respectful and positive scholar to teacher and teacher to scholar relationships.

- Student to student respect evidenced by the conversation and collaboration displayed by scholars
- Scholars who are comfortable sharing ideas, questions, concerns, or needs.
- If you have an emergency in your classroom, please call the main office and they will contact a member of the restorative justice team to assist.

Additionally, there is an expectation that you maintain your classroom culture and behavior and that you are always the first de-escalator of possible conflicts. This includes but is not limited to: - Threshold routine as a way to set the tone for your class session.

- Listening into possible conflicts before the start and defusing these conflicts with a reaffirming of

classroom expectations.
- Making positive and restorative phone calls home to reaffirm your classroom expectation.

When there is a conflict in a classroom that you cannot de-escalate and you feel it needs additional support you should:
- Make note of the issue and be sure to make parent contact. Initial parent contact should always come from you.
- Alert the restorative justice team of the concern via email. Your email should include the incident that occurred and your response to the incident including your attempts at resolution and the results of these attempts:
  - Counseling referrals can be made in cases where you deem this necessary for the scholar. If you are unsure feel free to refer scholars and a counselor will make the final determination.
- If there is an issue that needs immediate attention you may send a scholar out of the room to alert a restorative justice team member or a member of the administrative team.

Scholars **should never be**:
- Refused entry to class
- Told to leave class and “go to an RJ Officer” (RJ Officers are not always in their office and available please refer to protocol above)
- Sent back to a location for a pass (if you have a scholar who will arrive late you must provide them with a pass to their next class)

The following school rules apply and **should be followed in each classroom**:

- No bathroom in the **first** and **last** 10 minutes of the period
- No hallway projects without adult supervision (i.e. hanging posters, delivering supplies, etc.)

As a reminder, we are not a community that believes in punitive measures as our first or last plan of action. We want all of our scholars to thrive and be a part of a welcoming supportive community of teachers and learners. In support of this work we need you to make your classrooms safe and comfortable spaces for scholars so they are able to learn and grow.

Memorandum

Instructional Focus: Wolfpack Creed:	
If we, as educators, provide opportunities to experience content through problem solving and making thinking visible by following the wolfpack commandments: We have multiple experiences We think them through	A family of Wolves together a pack. Each one of them knows to watch the other one's back. When one of them triumphs, it's shared by all. When one of them fails, they all take the fall. If the enemy strikes one, they are all by his/her side. They know that holding together is the key to their pride. Should one of them be hurt the rest take up the slack. For

We develop a theory We test our theory We dig deeper Then, scholars will transfer their learning to new scenarios to persevere both academically and professionally.	the strength of the pack is each wolf and the strength of each Wolf is the pack.

Date: August 01, 2024
To: Bronx Leadership Academy Instructional Staff
From: C. Davis, Principal

CC: K. Johnson, Assistant Principal, M. Morales, Assistant Principal, T. Shields, Assistant Principal **Re:** Syllabus Expectations Memo

Providing students with a syllabus at the onset of the school year is an important way to communicate high expectations and hold scholars accountable for their learning. It allows scholars to see what they will learn and how they will apply the skills and content taught in your course. Additionally, a syllabus is a great way to show your enthusiasm and passion for the subject you teach. A well-written syllabus shows your scholars and their families your vision of instruction and learning in your classroom.

As you create the syllabus for the courses you will teach this year, please include the following components:

1. **The title of your course, room number, Google Classroom code and contact information** - Providing contact information, like your school email address, fosters a positive working relationship with scholars and their families. It allows scholars to see that you are available to them outside of the classroom.
2. **Goals for the Course**
   - Use this section to explain what scholars can expect to learn, describe your teaching style and

your vision of the classroom. If your course culminates in a Regents exam, AP exam or Performance Assessment, use this portion of the syllabus to reflect on how your class will help scholars achieve success.

3. Course Grading Policy

- Please be sure to include our school-wide grading policy in this section. Feel free to further delineate any projects or assignments specific to your course.

4. Outline of topics and major assignments, major exam dates, and presentation dates. - Use this section to outline major projects, key learning objectives, texts used, major exam dates. **5. Expectations, supplies, class policies**

- Finally, leave scholars and their families with a clear understanding of any texts or supplies that you would like them to purchase for your class. In addition, it's a good idea to end the syllabus with a positive note about what scholars can expect from you. You may also use this section to communicate your expectations regarding things like homework, what a scholar should do if they miss an assignment or are absent, your routines for providing extra help, etc.

Our vision and expectation at Bronx Leadership Academy is that every teacher provides a syllabus aligned with our school's Instructional Focus that reflects the vision, goals, assignments and expectations of each course you teach. Please review the course syllabus with our scholars during the

first instructional days of school. On the first in-class instructional day of the school year, **September 7, 2023,** the administrative cabinet will conduct a walkthrough and provide feedback that highlights our instructional practices as a school community. The goal of these walkthroughs is to carefully gauge teaching to provide instructional support based on teacher need and is non-evaluative. Please

have four copies of your lesson plan and syllabus readily accessible and available.

Welcome toUnited StatesHistory& Government

Semester 1: [redacted] *13th 2021 =* [redacted] *31st, 2022*

[redacted] [redacted] **/ Room #**

Contact Info: Insert Teacher DOE email address/ GOOGLECLASSROOM CODE:

Marking Period 1

September 13 -October 22, 2021

Unit 1: Colonial America

European colonists in North America faced a number of challenges when establishing permanent settlements. From conflicts with Native Americans to developing a sustainable economy to creating structures of governance, the original 13 British colonies developed varying solutions, which at times, led to vast regional differences and eventually the American Revolution.

Unit 2: Constitution & Early Government

Following independence from England, the new nation faced many challenges while trying to build a stable system of democratic governance for the newly established federal republic.

Marking Period 2

October 25 -December 10, 2021

Unit 3: Westward Expansion

As the nation expanded from sea to shining sea and exerted itself further on the global stage, growing sectional tensions—especially over slavery, the balance between states rights and federal power, and economic governance—resulted in political and constitutional crises.

Unit 4: Civil War & Reconstruction

As the nation expanded from sea to shining sea and exerted itself further on the global stage, growing sectional tensions—especially over slavery, the balance between states rights and federal power, and economic governance—resulted in political and constitutional crises. These ultimately culminated in the United States Civil War.

Marking Period 3

December 13 - January 31, 2022

Unit 5: Industrialization & Progressive Era

The United States was transformed from an agrarian to an increasingly industrial and urbanized society. Although this transformation created new economic opportunities, it also created societal problems that were addressed by a variety of reform efforts.

Unit 6: Imperialism & World War I

Numerous factors contributed to the rise of the United States as a world power. Debates over the United States' role in world affairs increased in response to overseas expansion and involvement in World War I. United States participation in the war had important effects on American society.

School Wide Grading Policy Materials

★ Leadership Skills: 25 %

★ Classroom Work Products: 25% ★ Assessments: 25%

★ Homework & Growth: 25% ***Class***

Expectations:

★ Spiral notebook: College ruled & perforated ★ Marble Notebook for vocabulary ★ Writing Utensil

★ US History specific folder

You are about to embark upon an amazing learning journey! We cannot promise you this journey will be easy, but we can promise you that we will work as hard, if not harder than you to make this the best class we can. In this class, you will receive knowledge and that is something that you cannot purchase, you can take with you and it is something we hope you will remember for years to come. Below are some tips to make you very successful in this

course:

1.

Don't be afraid to make mistakes. We are all human and make mistakes on the regular. Don't be so hard on yourself. BELIEVE IN YOURSELF!

2. **Be an active scholar.** One of the signs of a successful scholar is if he/she comes into class and is ready to learn. Taking notes, actively listening and asking questions are critical components to your academic success. Additionally, missing school can be devastating. Missing even just a couple of days can put you very behind. It is your responsibility to find out what you missed. Lastly, stay organized! An organized scholar is one that is on a smoother track to success.
3. **Be willing.** Come into class with the attitude that YOU ARE READY TO LEARN and willing to do whatever it takes to be successful.
4. **Learn to write, and write well.** Many scholars shudder at the thought of writing, but writing is an essential skill you need to master before you make your way into the doors of your future university. Take the time now to perfect your writing. The more you write, the better you will become.
5. **Plagiarism.** Cheating during a quiz or exam, copying answers, turning in identical, and having substantially similar work of others scholars is considered plagiarism-this will result in a zero.

Memorandum

Instructional Focus: Wolfpack Creed:

If we, as educators, provide opportunities to experience content through problem solving and making thinking visible by following the wolfpack commandments:

We have multiple experiences

We think them through

We develop a theory

We test our theory

We dig deeper

Then, scholars will transfer their learning to new scenarios to persevere both academically and professionally.

A family of Wolves together a pack. Each one of them knows to watch the other one's back. When one of them triumphs, it's shared by all. When one of them fails, they all take the fall. If the enemy strikes one, they are all by his/her side. They know that holding together is the key to their pride. Should one of them be hurt the rest take up the slack. For the strength of the pack is each wolf and the strength of each Wolf is the pack.

Date: August 01, 2024
To: Bronx Leadership Academy Instructional Staff
From: C. Davis, Principal

CC: K. Johnson, Assistant Principal, M. Morales, Assistant Principal, T. Shields, Assistant Principal **Re:** Marking Period Dates and Bulletin Board Expectations Memo

We have created bulletin board deadlines that align to our marking period dates. Marking period dates are as follows:

Term 1: Fall 2024 Term 2: Spring 2025				
Marking Period 1 09/07- 10/20 Total Instructional Days: 30	**Marking Period 2** 10/23- 12/01 Total Instructional Days: 27	**Marking Period 3** 12/04- 01/22	**Marking Period 1** 01/30- 03/15	**Marking Period 2** 03/18- 05/03	**Marking Period 3** 05/06- 06/13 Total Instructional Days: 26

		Total Instructional Days: 29 Total Instructional Days: 29 Total Instructional Days: 25	

Your bulletin board reflects your expectations of scholar thinking, learning, and work. Therefore, it is imperative that your bulletin board is created and maintained with the highest standards. Each teacher must complete their respective scholar display boards both inside the classroom and their designated board outside the classroom by **Friday, September 22nd**.

Bulletin boards are to be changed by the dates below**:**

Fall Term Bulletin Board Updates	Spring Term Bulletin Board Updates
★ Bulletin Board (1): September 22nd ★ Bulletin Board (2): October 27th ★ Bulletin Board (3): December 8th ★ Bulletin Board (4): February 2nd ★ Bulletin Board (5): March 22nd	★ Bulletin Board (6): May 10th

Below are some essentials for development and maintenance of your student display boards! ➔ Clearly state and post the task (with a title of the display board) given to students for the assignment/project. The task should develop students' higher order thinking skills and yield a final product/deliverable. Post the criteria for the

performance task.

- ➔ Student work should reflect published quality. Work should be neatly written or typed on clean paper, free from torn edges. Student samples should demonstrate a process of reflection and revision.
- ➔ Create and post the rubric for each project/assignment that clearly outlines the degrees of quality of the task (Rubrics help students better understand what makes quality work and how they will be assessed and graded). Rubrics must be aligned with school-wide learning outcomes.
- ➔ Give students specific feedback. For instance, in addition to words of praise such as “Good” or “Job Well Done,” provide students with some specific examples and/or aspects of their work that was completed well. If the comment is “confusing”, provide students with clear examples of the “confusing” aspects or components (what is...and why it is confusing) **and** provide 1-2 strategies of how they can improve their work (next steps). In addition, regularly check the quality of your display board (look for and replace work that is torn, borders missing, etc.) and update it with current authentic student work.

If there are any questions regarding these procedures, please see Principal Davis, AP Cedeno, AP Morales, AP Shields.

****Most important: Have fun! Your bulletin boards should have a personality and reflect not only your class work but also your energy in the classroom – be creative.****

Memorandum

Instructional Focus: Wolfpack Creed:

If we, as educators, provide opportunities to experience content through problem solving and making thinking visible by following the wolfpack commandments:

We have multiple experiences

We think them through

We develop a theory

A family of Wolves together a pack. Each one of them knows to watch the other one's back. When one of them triumphs, it's shared by all. When one of them fails, they all take the fall. If the enemy strikes one, they are all by his/her side. They know that holding together is the key to their pride. Should one of them be hurt the rest take up the slack. For

the strength of the pack is each wolf and the strength of each Wolf is the pack.

We test our theory

We dig deeper

Then, scholars will transfer their learning to new scenarios to persevere both academically and professionally.

Date: August 01, 2024
To: Bronx Leadership Academy Instructional Staff
From: C. Davis, Principal
CC: K. Johnson, Assistant Principal, M. Morales, Assistant Principal, T. Shields, Assistant Principal **Re:** School Culture and Climate Memo

It is important that scholars, teachers and staff are provided with a safe educational environment. This is developed through an intentional response towards the needs of all stakeholders as it pertains to their identity, culture, diversity, and individuality within our community. We uphold a school culture and climate of acceptance, inclusion, and empowerment in and out of the classroom.

In addition to being culturally responsive and supporting any social-emotional needs, teachers are expected to tailor their lessons with a restorative approach. Teachers, staff, and scholars will also participate in professional development opportunities that support incorporating restorative strategies into their practice, including Crisis Intervention protocols.

Restorative Practice: Restorative Practices is a social science that studies how to build a social capital and achieve social discipline through participatory learning and decision making. The use of restorative practices helps to: reduce crime, violence, bullying and improve human behavior.

Restorative Justice: Restorative Justice is a theory of justice that focuses on mediation and agreement rather than punishment.

Restorative Practice/Justice within a classroom may look like but is not limited to the following:

● Scholars sitting in a circle with a circle keeper, talking piece, and other objects of value ● Scholars collectively creating community agreements and action steps to address anything that may disrupt the community and overcome obstacles

● Scholars engaging in activities to build rapport with each other, develop a community of trust and empowerment

Social Emotional Learning (SEL): SEL is the process through which all young people and adults acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions.

Social-Emotional Learning within a classroom may look like but is not limited to the following:

- Scholars are given the opportunity to engage in self awareness, self management, responsible decision-making, relationship skills, and social awareness.
- Scholars engage in activities that explore and express their own thoughts and feelings around the topic/lesson.
- Support with smart goal setting and monitoring.

**Members of the Restorative Justice Team can provide support with SEL Restorative Practices, and Restorative Justice.

Equity & Self Awareness Team: Equity and Self Awareness teaching is a rich, intentional pedagogy approach that focuses on culture and assets that students bring to the classroom which makes learning relevant for all.

Equity and Self Awareness teaching within a class may look like but is not limited to the following:

- Lessons that address relevant social concerns for scholars within the community
- Visual artifacts that represents scholar's culture and backgrounds
- Awareness of microaggressions used by all members in the community
- Intentional dismantling of racist language and oppressive social constructs within the classroom

**Members of the Equity & Self Awareness Team can provide support with Equity, Inclusion and Diversity.

A-420

I. POLICY

A. It is the policy of the Department of Education ("DOE") to prohibit corporal punishment of students by DOE staff members, custodial workers, vendors, consultants, Community Based Organization ("CBO") staff and similar individuals on school property, on school trips, and at other school-related functions off school property.

B. Disruptive behavior by a student must never be punished by the use of corporal punishment. Schools should address a student's disruptive behavior through offering guidance interventions, working with parents, and addressing behavior in accordance with Chancellor's Regulation A-443 and the DOE's Citywide Behavioral Expectations to Support Student Learning ("Discipline Code").

C. Employees who violate this Regulation will be subject to appropriate disciplinary action.

II. DEFINITION: Corporal punishment is defined as any act of physical force upon a pupil for the purpose of punishing that pupil. Corporal punishment does not include the use of reasonable physical force for any of the following purposes:

- to protect oneself from physical injury;
- to protect another pupil or teacher or any other person from physical injury (e.g., breaking up a physical altercation without using excessive force);
- to protect the property of the school or of others;
- to restrain or remove a pupil whose behavior is interfering with the orderly exercise and performance of school district functions, powers, or duties if the pupil refuses to comply with a

request to refrain from further disruptive acts, and alternative procedures and methods that do not involve the use of physical force cannot be reasonably employed to achieve the purposes set forth above.

I. POLICY

A. It is the policy of the Department of Education ("DOE") to prohibit verbal abuse of students by DOE staff members, custodial workers, vendors, consultants, Community Based Organization ("CBO") staff and similar individuals on school property, on school trips, and at other school-related functions off school property.

B. Disruptive behavior by a student must never be punished by verbal abuse. Schools should address a student's disruptive behavior through offering guidance interventions, working with parents, and addressing behavior in accordance with Chancellor's Regulation A-443 and the DOE's Citywide Behavioral Expectations to Support Student Learning ("Discipline Code"). C. Employees who violate this Regulation will be subject to appropriate disciplinary action.

II. DEFINITION: Verbal abuse is defined as language (written or oral) about or directed toward students that:

- belittles, embarrasses or subjects students to ridicule;
- has or would have the effect of unreasonably and substantially interfering with a student's

educational performance or ability to participate in or benefit from an educational program, school-sponsored activity or any other aspect of a student's education;

- has or would have the effect of unreasonably and substantially interfering with a student's mental, emotional, or physical well-being;
- reasonably causes or would reasonably be expected to cause a student to fear for his/her physical safety;
- reasonably causes or would reasonably be expected to cause physical injury or emotional harm to a student.
- Verbal statements by DOE staff members, custodial employees, vendors, consultants, CBO staff and others directed to or about students that are discriminatory

based on race, color, national origin, alienage/citizenship status, age, ethnicity, religion, creed,

gender, disability, sexual orientation, or weight will be investigated under the procedures of Chancellor's Regulation A 830. Schools should refer any such complaints to the DOE's Office of Equal Opportunity and Diversity Management.

A-750

A child is considered abused or maltreated if the child is less than 18 years old (21 years old or less if in a residential placement) and a parent or other person legally responsible for the child's care harms the child, creates substantial risk of harm, or fails to exercise a minimum degree of care to protect the child.

The subject of the report is the person against whom an allegation of child abuse or maltreatment is made to SCR. I. PROCEDURES FOR REPORTING TO THE NEW YORK STATE CENTRAL REGISTER FOR CHILD ABUSE AND MALTREATMENT.

A. Making a Report:

1. All pedagogical and non-pedagogical school personnel are mandated reporters of child abuse and maltreatment.
2. When making an oral report, the mandated reporter must ask SCR for the "Call I.D." number. The "Call I.D." number must be retained and used by the mandated reporter and school officials to complete the OCFS LDSS-2221A written report and the DOE Online Occurrence (OORS) Report.

3. After making the report to SCR, the mandated reporter must immediately (and no later than the end of the school day), notify the principal/designee and provide him or her with the "Call I.D." number.
4. If the mandated reporter has reasonable cause to suspect child abuse or maltreatment and has direct knowledge that a report has already been made to SCR by another mandated reporter in the school based on the same facts, conditions or circumstances, he or she shall immediately

either: 1) report the suspicion to SCR directly as set forth above; or 2) consult with the principal/designee.
5. The mandated reporter must also prepare a written report using the LDSS-2221A form within 48 hours after making the oral report to SCR. This written report must include: a) the name, title and contact information for every staff person who is believed to have direct knowledge of the allegation(s) in the report; b) where the report of abuse or maltreatment concerns a child with a disability, a description of the child's disability and the medical or related services being provided by the school; and c) the "Call I.D." number provided by SCR. The mandated reporter must also request a copy of the finding after investigation by checking the "Yes" box on the form where it says "the Mandated Reporter Requests Finding of Investigation." Copies of the form may be obtained on the DOE Child Abuse Prevention website at: http://ocfs.ny.gov/main/Forms/cps/LDSS-2221A.dot The LDSS-2221A written report must be emailed or mailed to the local CPS field office in the borough where the alleged subject of the report lives.

Bronx Field Office
Applications Unit
2501 Grand Concourse

5th Floor

Bronx, NY, 10468

Physical Abuse

Where the parent or person legally responsible for a child's care inflicts or allows to be inflicted upon such child non-accidental physical injury or where a parent or person legally responsible for a child's care creates or allows to be created a substantial risk of non-accidental physical injury to such child. The term injury includes but is not limited to superficial bruises, welts, broken bones and other serious injuries, injuries which cause or would be likely to cause protracted impairment of physical or emotional health, and injuries which create a substantial risk of or cause death.

Neglect

The withholding of or failure to provide a child with adequate food, shelter, clothing, hygiene, medical care, and/or supervision needed for growth and development. SEXUAL ABUSE The sexual exploitation of a child by a parent, guardian, relative, caretaker, or other person which may range from non-touching

offenses, such as exhibitionism, to fondling, intercourse, or use of a child in the production of pornographic materials.

Emotional Abuse

Acts or omissions that cause or could cause serious intellectual, behavioral or psychological dysfunction as a result of such parent's or caretaker's behavior. Emotional neglect – the withholding of physical and emotional contact to the detriment of the child's normal emotional development. Must be attributed to unwillingness or inability of the parent or custodian to exercise a minimum degree of care toward the child.

Educational Neglect

Educational neglect is considered to be the failure of a parent, or person legally responsible for a child, to ensure their child's prompt and regular attendance in school or the keeping of a child out of school for impermissible reasons resulting in an adverse effect on the child's educational progress or imminent danger of such an adverse effect.

Procedure in Case of Arrest

If the police should arrest you in school for any reason, work-related or not, you or your chapter leader should immediately contact your district representative, who will contact the UFT's central

office for assistance. You should give the UFT representative the name, phone number and precinct of the arresting officer along with any other details you have regarding the arrest.

If you are arrested at school or for something work-related and you notify the UFT, the union will provide a criminal attorney to represent you up to and through any arraignment. If you are arrested (regardless of whether it is work-related), you must immediately notify your principal and the Office of Personnel Investigations in writing (Chancellor's Regulation C-105). If you are arrested for any actions arising out of the disciplining of a student, you should immediately seek legal representation from the city Corporation Counsel.

The Office of Personnel Investigations is part of the DOE's Division of Human Resources, which can be reached at 718-935-4000. It is located at 65 Court Street, Room 409, Brooklyn, New York 11201.

Attendance and Service of School Staff

Under the UFT-DOE contract, teachers and other members have varying rights to absences, leaves and sabbaticals. In this section, you'll find summaries of these rights as well as helpful links to more detailed information and related forms and guidelines.

Absences

If you are a teacher or other pedagogue and are absent from school because of illness, you will be paid for up to 10 days in any school year without needing to submit a doctor's note.

Any regularly appointed teacher or pedagogue may apply for a leave of absence. Leaves of absence with partial pay include military leaves and sabbatical leaves for study and for restoration of health.

Sabbaticals

Sabbaticals are available to teachers to enhance their teaching skills, restore their health, or achieve state certification in a shortage area. Other pedagogues may be eligible for health sabbaticals.

Please initial next to each statement and sign below.

_____I have read and understand all contents in this document including but not limited to the

section specific to the chancellor's regulations.

_____ I understand that some items might change due to COVID-19 updates and guidelines

_____ I am responsible for referring to the changes that are made to the electronic version of this handbook that has been shared with me via Google Docs.

_____

Teacher/Staff Name

_____

Teacher/Staff Signature

_____

Date