Student & Family Handbook

2017 – 2018
DRAFT

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PRINCIPAL'S MESSAGE

Dear Parents, Families, and Students,

As we prepare for the 2017 - 2018 school year, to "ensure that all of our students will be ready for the next stage of their education and ultimately, for college, a career, and a future as a productive adult." This framework will shape our work together this upcoming year, and help us meet our mission to create a school community where all members accept responsibility for the learning, academic achievement, and social and cultural development of all students.

During the 2016 – 2017 school year, City Polytechnic High School had many successes:

- 7 students completed our program with an Associate's Degree.
- A record number of our students, including our special educations students, met the proficiency score in English Language Arts.
- A record number of students participated in industry-based internships.
- The National Academy Foundation (NAF) named us a "Distinguished Academy" for the third year in a row.
- 48 students completed all high school requirements in 3 years and will transition to full time City Poly-City Tech college students this Fall.
- City Poly was recognized as a "Reward School" in 2015-16 by the NY State Education Department.

In the 2015-16 school year, the New York State Education Department awarded City Polytechnic High School the Pathways in Technology (P-Tech) Grant. This is the second year since we joined the group of NYC P-Tech schools and P-Tech schools nationally and internationally.

"NYC P-TECH schools redefine traditional school experiences by providing a seamless pathway for students to graduate with a high school diploma, an Associate's degree, and workplace qualifications, and helping them leap to a future of career and higher education."

City Polytechnic High School's transition to the P-Tech model will allow us to continue our status as a Career and Technical Education school. Our Early College partnerships with CUNY's College of Technology (City Tech) and the Early College Initiative (ECI) continue to grow, and we will expand our numerous partnerships to include CH2M, the Building Trades Employers' Association of New York (BTEA) and the Metropolitan Transportation Authority (MTA). Now that we have officially transitioned to a 9-14, 6-year school, we will now be able to meet students where they are academically, and offer 6 years to complete high school requirements and college credits leading up to an Associate's Degree at no-financial cost to families.

We have a great opportunity to continue to impact the lives of students and families, and I am excited to work with you to ensure that each City Poly student is college ready, career ready, and prepared to serve their communities.

Respectfully,

Judie Hartmann-Cherenfant
Principal

CITY POLYTECHNIC HIGH SCHOOL
Mission | Vision | Values | Goals

Mission

City Polytechnic High School is committed to a school community where each member accepts responsibility for the learning, academic achievement, and social and cultural development of all students.

Vision

The City Polytechnic High School community will meet its mission by building our capacity to work collaboratively as a professional learning community. We envision a school community in which:
- Each teacher, parent, and student understands the knowledge, skills, and behaviors students are expected to acquire in each course, grade level, and unit of instruction.
- The learning of each student is monitored on a timely basis.
- Strategies for improving student achievement according to individual student needs and identified groupings are implemented on a continuing basis.
- Adults demonstrate a personal commitment to the academic success and the social-emotional and cultural development of each student.
- Each City Poly student has the opportunity to graduate in 6 years with a CTE endorsed high school regents diploma and college credits leading up to an Associate's degree.
- Each City Poly student is college and career ready, and also prepared to serve and improve their communities.

Core Values

Responsibility
Empathy
Struggle
Professionalism
Engagement
Consistency
Trust

Goals

All students will acquire and demonstrate the knowledge, skills, and attitudes needed to:
- Advance through the six-year program and earn college credits leading up to an Associate's Degree from the NYC College of Technology (City Tech) in Architectural Technology, Civil Engineering, and Construction Management.
- Gain hands-on experiences with our industry partners through mentorship, job shadowing, and internships.
- Be a responsible student leader, show strong character, and demonstrate respect and concern for their peers, school, and community.

THE P-TECH MODEL

KEY ELEMENTS OF THE P-TECH 9-14 MODEL

Focus on Careers
A student's experience in a P-TECH 9-14 school is shaped by the goal to prepare them to move into high-potential careers. Informed by current and projected industry standards, students take part in high school and college courses aligned to their career goals. Mentoring, workplace visits, job-shadowing, and internships are integrated into each student's preparation for the identified jobs. Engaged employer partners commit to ensuring that graduates are experienced enough in their chosen field to be considered "first in line" for jobs.

Focus on College Degrees
Recognizing that a college degree is essential for success in the 21st century economy, P-TECH 9-14 schools aim to provide every student with a pathway to an industry-recognized associate degree. Students and teachers are aware of the academic and personal standards needed to succeed in college, and college coursework is thoughtfully integrated throughout the six-year program. In addition, it is free to students and families.

Redesigned High School Experience
While P-TECH 9-14 schools offer a seamless and integrated six-year experience, the redesign of the high school program goes well beyond the length of the program. The model restructures nearly every aspect of schooling, including curriculum, instructional practices, faculty roles, support structures, the daily/weekly schedule, and long-term goals for students.

Diverse Student Body
P-TECH 9-14 schools are purposely open to all students, including young people from low-income families, first-generation college students, English language learners, students with disabilities, and students of color. The school partners recognize that students will arrive with widely varying skill levels and experiences. As such, they work specifically to create support systems that help all students achieve their long-term goals.

Shared Decision-Making
A P-TECH 9-14 school relies on developing and sustaining healthy partnerships with and among the school district, college, and one or more major employers. Successful partnerships are characterized by shared responsibility and decision-making, close collaboration, and honest communication.

OVERVIEW OF PROJECT-BASED LEARNING

Project-based learning (PBL) is instruction that requires students to take part in an extended investigation of a topic or issue in response to an open-ended question or problem. As a P-TECH 9-14 school, the goal is to structure the curriculum so that PBL projects build upon one another as the content knowledge and skills increase in complexity and rigor each year.

Project-based learning is a thoughtful way for students to gain the higher order and 21st century skills that they will need for the workplace. The vast majority of STEM-based professional work is project-based. Students learn how to manage time and outcomes, work in teams, gain a clear understanding of what a deliverable is, and identify problems and propose solutions. By solving a real-world problem, students gain a deeper understanding of both the content and how it is applied within the 'real-world.'

Project-based learning curricula typically follow a three-phase process. The first phase involves an in-depth discussion of a project topic. The teacher should identify topics that are rigorous, engaging, and important for students. This type of project makes the learning more relevant to students' lives, and increases their motivation to complete challenging tasks. At the conclusion of the first phase of a project, teachers and students will develop an inquiry question that will be provocative, open-ended and contain a sense of purpose.

During the second phase of PBL, students gather information from a variety of sources, including fieldwork, sessions with experts, research, reading and writing. In real inquiry, students follow a trail that begins with their own questions, leads to a set of resources and the discovery of answers, and often an additional set of questions. Typically, students work in small groups to develop their responses to the inquiry question, thus honing their collaboration, communication and project management skills. Students work together to create an authentic

product that can help answer their original question. Throughout this phase, students receive important feedback from the teacher and from one another.

The final phase of PBL is the presentation of a product (or a new solution to a problem) to an interested audience. When students present their work to a real audience, they tend to care more about its quality. Audience members can include peers, parents, college faculty, mentors, industry professionals, and/or government experts. Knowing that well informed colleagues, peers and adults will be waiting to hear their presentation is an excellent motivator for young people.

PBL Project Example: Health Care High School Interdisciplinary Project
In the first semester of their ninth grade year, Health Care High School students conducted an interdisciplinary project. It was a collaboration between the Health Careers course (the Workplace Learning class) and English classes. Students received instruction in their Health Careers class on chronic diseases that are pervasive in their Bronx community, especially diabetes, asthma, heart disease, cancer and arthritis, as well as interventions such as motivational interviewing, public education campaigns, dietary changes, community health work, and yoga and mindfulness. English teachers provided instruction in research, writing, and reading analyses of interventions and program evaluations.

The students did further research on one of the diseases, and created an action plan for prevention of the diseases. For their projects, each student wrote a paper consisting of the following five sections:
1. Identification of a chronic illness, including methods for diagnosis and treatment and prevalence in the Bronx versus other communities,
2. Explanation of how the illness affects the biology of the human body,
3. Explanation of the significance of the illness in his/her community and why it is important to address the problem,
4. A proposal for an intervention to reduce the prevalence of the illness, and
5. A description of how to track and measure success.

The students presented their action plan papers and methods for measuring success of the intervention in a roundtable format to health care industry professionals and professors from their partner college. These guests asked questions of the students, and offered positive and critical feedback on the action plans. They also served as readers for the students' project papers, which included submitting comments and relevant questions. Following this, 5-10 of the highest quality projects were selected to test. Authors of these projects assembled research teams of an additional 3-5 students. Working after school, students adapted their projects for implementation. This included testing their interventions, gathering data about success, analyzing data, evaluating outcomes, and preparing and delivering presentations to an audience of professionals and experts.

FACULTY & STAFF DIRECTORY

ADMINISTRATION & SCHOOL SUPPORT

Principal	Assistant Principal	Assistant Principal
Judie Cherenfant	cherenfant@citypolyhs.org	David Blakes	blakes@citypolyhs.org	TBD

Pupil Payroll Secretary	Business Manager	Parent Coordinator
Maria Peralta	peralta@citypolysh.org	Cathy Mauro	Mauro@citypolyhs.org	David Sanford	Sanford@citypolyhs.org

I/T Coordinator		
Stephen Tripodi	tripodi@citypolyhs.org		

GUIDANCE & STUDENT SERVICES

Grade 9 & 10 Guidance Counselor	Grade 11 & 12 Guidance Counselor	Grade 13 & 14 Guidance Counselor
Denise Lora	lora@citypolyhs.org	Veronica Pichardo	pichardo@citypolyhs.org	Rohan Pessoa	pessoa@citypolyhs.org

Dean of Students	Paraprofessional	Paraprofessional
TBD	Nastassia Clarke	Clarke@citypolyhs.org	Nickole Miller	miller3@citypolyhs.org

ACADEMIC DEPARTMENTS

Career & Technical Education & The Arts	English Language Arts, ENL & LOTE
Steven Coyle, Chair	coyle@citypolyhs.org Sarah Lilly	lilly@citypolyhs.org Jason McIntosh	mcintosh@citypolyhs.org Henry Arias	arias@citypolyhs.org	Anthony Genna, Chair	genna@citypolyhs.org Ann-Marie Nicholson	nicholson2@citypolyhs.org Patrice Pinder	pinder@citypolyhs.org Ian Campo	campo@citypolyhs.org

Mathematics	Physical Education & Health
David Boone	boone@citypolyhs.org Shanita Blades	blades@citypolysh.org Joanna Cruz	cruz@citypolyhs.org Kenloy Henry	henry2@citypolyhs.org Gerard Strommer	strommer@citypolyhs.org	Anthony Del Prete, Chair	delprete@citypolyhs.org Leonard Cohen	cohen@citypolyhs.org Winallan Columbano	columbano@citypolyhs.org

Science	Social Studies
Rachel Chase | Nacadia Facey	facey@citypolyhs.org Sara Walsh	walsh@citypolyhs.org Marcus Watson (Sabbatical)	facey@citypolyhs.org	April Sinckler, Chair	Sinckler@citypolyhs.org Alana Smith	smith3@citypolyhs.org Akua Dove	dove@citypolyhs.org

GENERAL INFORMATION

City Polytechnic High School students are expected to conduct themselves in a manner that is appropriate for college and the professional world. In order to maintain an orderly learning environment, students will be held to the following expectations every day:

OPERATIONS & ROUTINES

School Hours
City Poly operates from period 0 (begins 7:43am) through period 9 (ends 3:37pm); however student programs are individualized and may vary from semester to semester. **The majority of students have a period 1 (begins 8:30am) through period 8 (ends 2:50pm) schedule**. Regardless, students are expected to report to their first period class and each subsequent class on time and ready for instruction. Students will have exactly 2 minutes to transition between classes

Afterschool Hours
Afterschool program hours are 2:50 PM to 6:30 PM (Monday - Friday).

Classroom Expectations
- Arrive on time, prepared to begin *before* the bell rings.
- Enter the room quietly, be seated, and begin the assigned task.
- Be respectful of yourself, your classmates and your teacher.
- Be engaged and on-task throughout the class period.
- All assignments should be completed neatly and on time.
- Exit the classroom quietly and calmly after you are dismissed by the teacher.

If you fail to abide by these norms, the teacher will take action to correct the issue as necessary.

Hallways and Stairwell Expectations
- Move calmly to and from each of your classes.
- Quiet conversation is acceptable; loud, raucous conversation is not.
- Discard trash in containers provided.
- Be aware of traffic flow; do not stand in groups.
- Every adult should be respected and listened to just as we will listen and respect our students.
- Do not engage in inappropriate physical contact of any type in the halls, including both altercations and public displays of affection (PDA).
- Do not engage in horseplay or use obscene or vulgar language.

Hallway Passes
Students traveling between classrooms and other spaces at any time other than transition must carry a pass at all times.

Bathroom Use
- Bathroom use will be limited to after the first 10 minutes of class and before the last 10 minutes of class.
- After respectfully asking your teacher for permission to use the bathroom, you should sign out in your teacher's logbook and quietly leave the classroom with the Hall Pass.
- One scholar at a time may leave class to use the bathroom so please be mindful of your time using the bathroom as other classmates may be waiting patiently for your return.

Lockers
The support staff will issue lockers within the first two weeks of school. We do not have enough lockers for each students, so students will share lockers. We will provide a combination lock for each student. Locker can **only** be used before period 1 and after period 8.

Visiting Policy
To ensure student safety and minimize class disruption, all visitors, including parents, should adhere to our visitors' policy as follows:

- Upon entering the building, visitors should sign in with the School Safety Agent on the first floor and receive a visitor's pass.
- All visitors must go directly to the main office when they enter the City Polytechnic High School floor (room 472).
- Main office staff will assist visitors. If they cannot address their purpose, they will determine which staff member can best do so and arrange for a meeting.
- At the conclusion of the visit, the visitor should exit directly out of the building.
- If a parent seeks to speak to a teacher, the office will make an appointment. If it is urgent, they should see the principal or assistant principal first, and they will determine if disruption of the class is warranted.
- If a child is being picked up early, a staff member should retrieve that child. Parents are not permitted to go to classrooms to pick up their children.
- At no time should visitors go directly without a staff escort to any room except the office. This includes classrooms and support staff offices.

MAIN OFFICE

Contacting Teachers
When a parent has a concern about a child's progress in a specific class or school activity, he or she should first contact the teacher. Teachers will maintain open lines of communication with parents. For concerns of a general nature, educational program or school activity, the main office can be reached directly at 718-875-1473.

Metro Cards
Metro cards are available for students who are eligible. If a student lives one and a half miles or more from the school, a free fare card will be provided. If a student lives a half mile to one and a half miles from the school, a half-fare card will be provided. Students entitled to the half-fare Metro Card contribute half of the normal bus fare, and are provided with one free transfer to any other bus. The Metro Card half-fare does not provide a free transfer from the bus to the subway.

Lost or Stolen Metro Cards
Students must report lost or stolen Metro Cards immediately to Mrs. Peralta in the main office. Upon notification, your Metro Card will be deactivated. If there are Metro Cards available in the school, a new card will be issued immediately. If not, a new card will be ordered. It can take up to **three weeks** for the new card to arrive.

Lost Books
Students are responsible for textbooks issued to them. A fee will be charged for lost or damaged books.

Lost and Found
Articles lost or found will be held in the main office until they are claimed. All items not recovered at the end of the month will be donated.

Personal Belongings
Students should limit the personal belongings they bring to school. The responsibility for these items is with the parents/guardians and the students. In the event of loss, theft, or damage of personal property, the school cannot accept responsibility.

Student Records
Parents, guardians, and students are entitled to review school records relating to their children or to themselves. Access to student records will be provided according to applicable Federal and State Laws.

Telephone Use
Students can use the dedicated telephone in the main office to call home before 1st period, during their lunch period and after period 8.

Trips
City Polytechnic High School will offer field trips and overnight trips. Trips are a great time to volunteer with your student's class and chaperone with the teacher. Eligibility for participating on field trips will be based on student's behavior. We will require signed permission slips in order for students to attend trips. Occasionally, students may be asked to pay for admission costs not covered in the school budget. Families will be notified in advance by the teacher of the cost and deadline for submission of money.

Working Papers
Students who are interested in acquiring working papers must submit an Application for Employment Certificate and have it signed by a parent or guardian. This form can be obtained in the main office. Completed applications must also be returned to the main office.

IN CASE OF EMERGENCY

Emergency Blue Cards
Emergency contact information must be kept up to date. In the event of a medical or national emergency or school closing, we must be able to reach you or a family member. Please be sure to notify the school of any changes in address, phone number or emergency contact.

Emergency Readiness
City Polytechnic High School follows the General Response Protocol set forth by the New York City Department of Education pertaining to how drills are conducted. The General Response Protocol outlines the initial actions to be taken if an incident results in an Evacuation, Shelter-In, or a Lockdown. These actions are based on the use of common language to initiate the measures all school communities will take in a variety of incidents.

Medication
All current medical information should be on file with the school nurse. Please be sure that the nurse is aware of any medical condition your child may have including allergies.

Please be aware that students may take medication in school only if there is:
- Written permission from parent or guardian; and
- Written statement from prescribing physician with dosage; and
- Original dated medication bottle which contains a legible label.

Medication will be kept in a safe place and administered, at times directed by the prescribing physician, by the school nurse. The school nurse will monitor careful administration of medication. Detailed records, as they pertain to the administration of oral medication, will be maintained at the school.

Please be sure to keep the school nurse updated on any changes in your child's medication or dosage. If you have any questions or need to call the school about the change in your child's medication, please contact the nurse.

Please make sure that you renew your child's medication before it runs out. If at some time during the school year your child becomes ill, we will notify you immediately. It is your responsibility to come to the school and pick up your child. If you are unavailable, the person designated on the blue emergency card will be contacted. If your child suffers any of the following symptoms, please do not send him/her to school:

General Health & Wellness
Before your child leaves for school each morning, check to see that your child is feeling well. What might only appear to be a little "sniffle" may be the sign of some infectious disease. Keep your child home from school if you notice the following:

-fever of 100 degrees or higher	-upset stomach	-conjunctivitis (pink eye)
-earache	-sore throat	-vomiting or diarrhea
-Infected skin patches	-head lice	-persistent cough
-swollen glands	-unusual spots or rashes	

By keeping him/her home, you are not only helping him/her to recuperate faster, but you are preventing the illness from spreading to other members of the class. Let the teacher know as soon as possible that your child is ill. When your child returns to school, provide a note for the teacher explaining the absence.

Annual Check-ups
Every child should have a check-up annually. Also, every child should have his/her teeth examined by a dentist once a year. After each of these visits, please send in the doctor or dentist's note.

Good hearing and good vision are both essential to a child's comfort and progress in school. The child who cannot see well or hear well becomes restless and bored and will fall behind in the schoolwork. In general, he/she will feel insecure. You will be notified if there is an indication that your child requires further testing. In the meantime, you can help by making sure that there is good lighting at home and by checking with your physician during annual check-ups.

SCHOOL UNIFORM AND DRESS CODE

Research indicates that dress codes have a positive effect on student academic achievement. Dress codes help us recognize our students and promote a safe learning environment. We are also a school focused on college preparation and becoming professionals. Our students will participate in internships, activities with community organizations, and corporations, placing our students in professional settings at any given moment. Therefore, students MUST follow our dress code, no exceptions.

City Poly Short Sleeve and Long Sleeve Polo Shirts can be ordered at www.smoothusa.com/citypolyhs.

Options:	#1 Academic/School Dress	#2 Professional Dress
Male Tops:	• Official City Poly HS polo shirt. Only official City Poly HS polo shirts will be allowed. • T-shirts, hoodies, and hats are not allowed.	• Collared button-down long sleeve or short sleeve dress shirts. Traditional ties or bow ties are encouraged but not mandatory. • T-shirts, hoodies, and hats are not allowed.
Male Bottoms:	• Khaki or black slacks or pants	• Khaki or black slacks or pants.
Female Tops:	• Official City Poly HS polo shirt. Only official City Poly HS polo shirts will be allowed. • T-shirts, hoodies, and hats are not allowed.	• Blouse • Professional tops DO NOT include T-Shirts or low-cut blouses.
Female Bottoms:	• Khaki or black pants or skirts. • Professional skirts are no more than 3 inches above the knees.	• Khaki or black pants or skirts • Professional skirts are no more than 2 fingers above the knees. No jeans.

SCHOOL FOOD SERVICE

Cafeteria Guidelines
Breakfast and lunch are served only at designated times in the cafeteria. Students who use the cafeteria must abide by the guidelines listed below:
- Students must treat all food service staff, cafeteria supervisors, and fellow scholars with courtesy and respect.
- Students are to walk and never run to the cafeteria.
- The line in the cafeteria must be quiet and orderly at all times.
- **Students are not permitted to order food from outside of the cafeteria or leave school without permission at any time.**
- Dining spaces must be clean and neat upon student exit/
- If teachers would like to tutor during lunch, they must go down to the cafeteria and bring students to their classroom in a quiet and organized manner.
- Students must exit the cafeteria in a quiet and orderly manner.

Breakfast
Breakfast will be provided in the cafeteria from 7:30 AM to 8:20 AM, students will be able to eat breakfast in the cafeteria before being sent to our floor at 8:20 AM.

Lunch Application
The NYC Department of Education offers a free and reduced-price lunch program for qualifying families. Applications and notifications will be sent home at the beginning of the year. You can also apply online at www.nyc.applyforlunch.com.

ACADEMIC POLICY

Meeting NYC and NY State minimum requirements for graduation does not necessarily mean that a student is prepared to enter our Early College program. Our students must go beyond the minimum academic requirements. In order for City Poly students to enter our Early College program, they must meet NY State proficiency standards in the English Language Arts (75+) and Common Core Math (70+) examinations. Our students must also pass our Algebra 2/Trigonometry course.

ROADMAP TO GRADUATION

Promotion Criteria for Each Grade
    Grade 9:   Earn a minimum of 8 credits
    Grade 10: Have a minimum of 20 credits
    Grade 11: Have a minimum of 30 credits

For more information about promotion policies, see Chancellor's Regulation A-501, available at: http://schools.nyc.gov/NR/rdonlyres/05F5B0BC-4B78-401B-AFF8-13C0520C557D/0/A501.pdf.

High School Graduation Requirements

Subject		Graduation Requirements		Terms Completed							
		TERMS	CREDITS	1	2	3	4	5	6	7	8
Credit Requirements	English Language Arts	8 terms	8								
	Social Studies	8 terms:									
		Global History – 4	4								
		U.S. History – 2	2								
		Part in Gov't – 1	1								
		Economics - 1	1								
	Mathematics	6 terms	6								
	Science	6 terms	6								
	Foreign Language (LOTE)	2 terms	2								
	The Arts	2 terms	2								
	Health Education	1 term	1								
	Physical Education	8 terms @ .50	4								
	CTE/Electives	7 terms	7								
Exam Requirements	English Language Arts	65 + on ____ English Language Arts									
	Math	65+ on ____ Algebra I or ____ Geometry or ____ Algebra II									
	Social Studies	65+ on ____ US History or ____ Global History & Geography									
	Science	65+ on ____ LE or ____ Earth Science or ____ Chemistry or ____ Physics									
	+ 1 Option	65+ on ____ (additional) Regents:_____; or _____ SAT II exams; or _____ Advanced Placement (AP) exams; or _____ International Baccalaureate (IB) exams; or _____ State-approved CTE exams; or _____ CDOS Credential									

9-14 SCOPE AND SEQUENCE

	Fall Semester, TERM 1	Spring Semester, TERM 2	*Additional Classes*
1st Year (City Poly)	1. CC Algebra (Yr1) or CC Geometry 1	1. CC Algebra (Yr2) or CC Geometry 2	*ELA 9 Support Class*
	2. English 1	2. English 2	*Math 9 Support Class*
	3. US History 1	3. US History 2	*WBL 9 Advisory*
	4. Physical Education 1	4. Physical Education 2	
	5. Intro to Engineering Design 1	5. Intro to Engineering Design 2	
	6. Living Environment & Lab 1	6. Living Environment & Lab 2	
	6 High School Credits Earned	*6 High School Credits Earned*	

	Fall Semester, TERM 1	Spring Semester, TERM 2	*Additional Classes*
2nd Year (City Poly)	1. CC Algebra (Yr2), CC Geometry 1 or CC Algebra II	1. CC Algebra (Yr2), CC Geometry 1 or CC Algebra II	*ELA 10 Support Class*
	2. English 3	2. English 4	*Math 10 Support Class*
	3. Global History & Geography 1	3. Global History & Geography 1	*WBL 10 Advisory*
	4. Physical Education 3	4. Physical Education 4	
	5. Civil Engineering & Design 1	5. Civil Engineering & Design 2	
	6. Earth Science & Lab 1	6. Earth Science & Lab 1	
	6 High School Credits Earned	*6 High School Credits Earned*	

	Fall Semester, TERM 1	Spring Semester, TERM 2	*Additional Classes*
3rd Year (City Poly)	1. CC Geometry or CC Algebra II	1. CC Geometry or CC Algebra II	*ELA 11 Support Class*
	2. English 5	2. English 6	*Math 11 Support Class*
	3. Global History & Geography 3	3. Global History & Geography 4	*WBL 11 Advisory*
	4. Physical Education 5	4. Physical Education 6	
	5. Engineering Design 1	5. Engineering Design 2	
	6. Chemistry & Lab 1	6. Chemistry & Lab 2	
	6 High School Credits Earned	*6 High School Credits Earned*	

	Fall Semester, TERM 1	Spring Semester, TERM 2	*Additional Classes*
4th Year (City Poly)	1. CC Algebra II or Precalculus 1	1. CC Algebra II or Precalculus 2	*ELA 12 Support Class*
	2. English 7	2. English 8	*Math 12 Support Class*
	3. Participation in Government	3. Economics	*WBL 12 Advisory*
	4. Physical Education 7	4. Physical Education 8	
	5. Civil Engineering & Design 1	5. Civil Engineering & Design 2	
	6. Physics & Lab 1	6. Physics & Lab 2	
	6 High School Credits Earned	*6 High School Credits Earned*	

	Fall Semester, TERM 1	Spring Semester, TERM 2	*Additional Classes*
5th Year (City Tech)	1. Varies based on declared major	1. Varies based on declared major	*EC ELA Support Class*
	2. Varies based on declared major	2. Varies based on declared major	*EC Math Support Class*
	3. Varies based on declared major	3. Varies based on declared major	*WBL 13 Advisory*
	4. Varies based on declared major	4. Varies based on declared major	
	5. Varies based on declared major	5. Varies based on declared major	
	6. Varies based on declared major	6. Varies based on declared major	
	College Credit Varies	*College Credit Varies*	

	Fall Semester, TERM 1	Spring Semester, TERM 2	*Additional Classes*
6th Year (City Tech)	1. Varies based on declared major	1. Varies based on declared major	*EC ELA Support Class*
	2. Varies based on declared major	2. Varies based on declared major	*EC Math Support Class*
	3. Varies based on declared major	3. Varies based on declared major	*WBL 14 Advisory*
	4. Varies based on declared major	4. Varies based on declared major	
	5. Varies based on declared major	5. Varies based on declared major	
	6. Varies based on declared major	6. Varies based on declared major	
	College Credit Varies	*College Credit Varies*	

FALL 2017				

Student Coursework

Freshman – Class of 2021
— ELA: English Year 1
— SS: U.S. History
— MATH: CC Algebra
— SCI: Living Environment
— PE: PE Year 1
— CTE: Art & Architecture
— ADV: Work-based Learning Advisory

Sophomore – Class of 2020
— ELA: English Year 2
— SS: Global Hist. Year 1
— MATH: CC Geometry
— SCI: Chemistry
— PE: PE Year 2
— CTE: Civil Engineering & Architecture
— ADV: WBL Advisory
— Elective

Junior – Class of 2019
— ELA: English Year 3
— SS: Global Year 2
— MATH: Algebra II or Pre-Calculus
— SCI: Earth Science
— PE: PE Year 3
— CTE: Eng. Des & Dev't
— Elective

Senior – Class of 2018
— ELA: English Year 3
— ELA: Senior English
— SS: Eco or Part. in Gov't
— MATH: Algebra II or Pre-Calculus
— SCI: Physics
— LOTE: Spanish 1
— PE: Health
— PE: Elective
— CTE: Art & Architecture

January 2018 Regents Examinations

January 22	January 23	January 24	January 25
9:15am	**9:15am**	**9:15am**	**9:15am**
TBD	TBD	TBD	TBD
1:15pm	**1:15pm**	**1:15pm**	
TBD	TBD	TBD	

SPRING 2018				

Student Coursework

Freshman – Class of 2021
— ELA: English Year 1
— SS: U.S. History
— MATH: CC Algebra
— SCI: Living Environment
— PE: PE Year 1
— CTE: Intro to Eng. & Architecture
— ADV: Work-based Learning Advisory

Sophomore – Class of 2020
— ELA: English Year 2
— SS: Global Hist. Year 1
— MATH: CC Geometry
— SCI: Chemistry
— PE: PE Year 2
— CTE: Civil Eng. & Arch
— ADV: WBL Advisory
— Elective

Junior – Class of 2019
— ELA: English Year 3
— SS: Global Year 2
— MATH: Algebra II or Pre-Calculus
— SCI: Earth Science
— PE: PE Year 3
— CTE: Eng. Des. & Dev't
— Elective

Senior – Class of 2018
— ELA: English Year 3
— SS: Eco or Part. in Gov't
— MATH: Algebra 2 or Pre-Calculus
— SCI: Physics
— LOTE: Spanish 1
— PE: Health
— PE: Elective
— CTE: Eng. Des. & Dev't

June 2018 Regents Examinations

June 5	June 12	June 13	June 14
9:15am	**9:15am**	**9:15am**	**9:15am**
Global History – Grade 10	TBD	TBD	TBD
1:15pm	**1:15pm**	**1:15pm**	**1:15pm**
TBD	TBD	TBD	TBD

June 18	June 19	June 20	June 21
9:15am	**9:15am**	**9:15am**	**9:15am**
TBD	TBD	TBD	TBD
1:15pm	**1:15pm**	**1:15pm**	**1:15pm**
TBD	TBD	TBD	TBD

Our students will be programmed based on their academic needs. If a student enters our school with high school credits and passing Regents scores, they will move to the next course in our scope and sequence. Students who need extra support will have mandated after school and Saturday academic support.

We will operate on a Two-Term (Fall and Spring) schedule and each term will have 2 marking periods. Students will receive Midterm Report Card Grades after marking period 1 and Final Report Card Grades after marking period 2. Final grades will appear on student transcripts. Please see below:

FALL TERM 1		SPRING TERM 2	
1st Marking Period	TBD	1st Marking Period	TBD
Midterm Exams	TBD	Midterm Exams	TBD
2nd Marking Period	TBD	2nd Marking Period	TBD
Final Exams	TBD	Final Exams	TBD

GRADING POLICIES

Grading Scale

Grades	Letter	4.0 Scale	Description
100	A+	4.0	Scholars receiving an **A** show deep mastery of the knowledge and skills that have been taught; they demonstrate an ability to go beyond the basic requirements of assignments to produce creative and thorough work.
93-99	A	3.76	
90-92	A-	3.60	
87-89	B+	3.32	Although students receiving a **B** may still have some areas to work on, they demonstrate a solid mastery of the knowledge and skills that have been taught.
83-86	B	3.00	
80-82	B-	2.68	
77-79	C+	2.32	Students receiving a **C** are meeting course requirements, and but may need to develop significant skills, work, and study habits.
73-76	C	2.00	
70-72	C-	1.64	
67-69	D+	1.32	Students receiving a **D** are meeting minimum requirements, and will need to develop significant skills, work, and study habits.
65-66	D	1.00	
Below 65	F	0.00	Students receiving an **F** produced work of unacceptable quality. They have major skill deficits that require additional instructional resources and student effort.

Grading Policy
Grades are evaluative instruments which measure students' achievements, efforts, and extent of progress in their classes. The components of a grade should be academically oriented and reflect each student's competency in the course content. Grades are not tools of discipline, nor shall they be based on the students' attitudes or personalities. It is important for teachers to provide meaningful feedback to students regarding their personality development, behavioral characteristics, level of maturity, and commitment to responsibility; however, only academic performance and level of progress should be used in determining course grades. Classroom teachers will determine each student's grade using the following breakdown:

Summative Assessments – 60%   Exams, Quizzes, Projects, Literacy tasks, Presentations, Portfolios, Labs

Formative Assessments – 40%   Class participation, Problem Sets, Homework

Both summative and formative assessments both must be a component of the students' grade. The specific weight given to each of the above components which contribute to determining students' course grades shall be established by the department in an objective and uniform manner. Students who have been absent from class for verified, legitimate reasons (such as illness, court appearances, family emergencies, attendance at funerals, etc.) shall be given a reasonable opportunity to make up missed work, including examinations. It is the responsibility of the teacher in consultation with the department supervisor to develop and appropriate vehicle and procedure for "make-up" work.

Teacher Gradebooks and Pupil Path
All department members must maintain accurate written records containing the grades on examinations, quizzes, homework assignments, projects, presentations activities, etc. which contribute to the determination of each students' final grade for the cycle. Gradebooks which document the basis for grades must be submitted after each semester.

City Poly faculty utilizes the online grade book, PupilPath. With the PupilPath app parents and students are instantly notified of grades, attendance, behavior logs, calendar events, assignments, report cards and more. New families will be provided log in information for PupilPath during the first week of school.

POLICY FOR ACADEMIC INTEGRITY

All students at City Polytechnic High School are expected to adhere to the highest academic and personal integrity. Violation of these standards includes cheating, falsifying data and plagiarism.

Cheating is defined as deliberate dishonesty. Cheating includes, but is not limited to:
- copying from another student, or making information available to other students knowing that it is to be submitted as the borrower's own work, and use of unauthorized material.

Falsifying data is defined as misrepresenting or changing data such as grades, transcripts, and so on.

Plagiarism is defined as presenting someone else's work (in whole or in part) as your own. Plagiarism should be distinguished from cooperation and collaboration. Often, students may be permitted or expected to work on assignments collectively, and to present the result collectively or separately. This is not a problem so long as it is clearly understood whose work is being presented, for example, by way of formal acknowledgement or by footnoting.

In the event it is established that a student has engaged in academic dishonesty, discipline will result according to the Chancellor's Citywide Discipline Code.

EARLY COLLEGE SCHOLARSHIP PROGRAM

The Early College Initiative at City Poly is a program that starts with the promotion of a college-going culture from the very first year of attendance. Students are gradually introduced to credit bearing college courses taught at City Poly and/or on the City Tech campus as part-time students as soon as they meet academic and personal behavior requirements.

Provided students continue to meet eligibility criteria, upon completing their senior-year of high school, students may enroll full-time in credit bearing college courses at City Tech during Years 5 and 6. At the end of Year 6, students who have completed their courses successfully will graduate with a high school diploma and up to (or more than) 60 tuition-free college credits.

Areas of Study
Students will have an opportunity to choose from one of the following three majors: Architectural Technology, Construction Management Technology or Civil Engineering Technology. *Students who express interest in other majors are encouraged to seek college counseling through the early college liaison and guidance team, and if necessary, pursue an associate degree and/or bachelor's degree in the major of their choice outside of the Early College Scholarship Program.*

Eligibility & Requirements

Each year, more than 100 City Poly high school scholars attend CUNY City College of Technology as part-time and full-time college students on full tuition and grants. To take full advantage of this scholarship program, students must meet the following requirements:

- **Demonstrated interest:** Applicants must clearly establish their interest and commitment to pursue the academic pathways in Architectural Technology, Civil Engineering or Construction Management.

- **Strong character:** Applicants must be outstanding in character, integrity and leadership, and be nominated by a teacher. Students must take part in Work Based Learning experience and/or Academic & Personal Behavior Support Class at the end of every semester.

- **Strong math and literacy record:** In addition to meeting English Regents proficiency (75+) and math Regents proficiency (70+), students must meet and maintain the City Poly academic benchmarks outlined in the Class of 2014 City Poly Roadmap to City Tech in order to be eligible to register for credit bearing college courses.

- **Thriving academics:** Applicants must have completed their junior year of high school with above a 75 cumulative GPA (equivalent to a 2.0 GPA or a letter grade of C) in their academic courses and have taken the P/SAT.

Continued Eligibility

Continuing students (students who have completed 12 college credits or higher) must also maintain a minimum GPA of 2.0 (A letter grade of C) in all college and high school courses in order to remain eligible. Participation in this program will be reviewed each semester to ensure that students continue to meet benchmarks. Failure to maintain eligibility may interrupt participation for at least one semester.

Costs & Benefits

All City Poly students have the opportunity to begin college earlier than their peers in other NYC public schools. All courses are tuition-free with no use of financial aid. City Poly students have access to participate in four semesters of full-time eligibility, after completing their fourth year of high school successfully. In the four semesters at City Tech*, students can earn up to 60 (or more) college credits toward their associate's and/or bachelor's degree.

By remaining eligible for this opportunity, students save their Financial Aid eligibility, which will allow them more flexibility for their bachelor's degree [New York State residents attending college in New York, who are eligible for financial aid, normally receive 12 semesters of federal PELL Grant and 8 semesters of TAP].

***Students who chose to leave City Poly after their senior year consequently opt out of the Early College Scholarship program, and are not eligible for the free tuition and books through our program. Similarly, for students who are discharged from the program at any point before the 4 full time semesters are completed, either by choice or by academic dismissal, they are no longer eligible for our scholarship program.

ATTENDANCE & BEHAVIOR EXPECTATIONS

ATTENDANCE POLICY

Arrival Procedures
City Poly operates from period 0 (begins 7:43am) through period 9 (ends 3:37pm); however student programs are individualized and may vary from semester to semester. The majority of students have a period 1 (begins 8:30am) through period 8 (ends 2:50pm) schedule. Regardless, students are expected to report to their first period class and each subsequent class on time and ready for instruction. Students will have exactly 2 minutes to transition between classes.

If a student does not arrive by the second transition bell, he or she is considered late to school. Late students are required to sign their classroom teacher's late book when they enter the class. Being late to school robs students of precious classroom time. It is also very disruptive to the rest of the class and impacts students learning as well. Therefore, lateness should not happen unless absolutely unavoidable.

Lateness will only be excused for the following reasons – all other lateness will be considered unexcused, including those related to transportation or taking siblings to school:
- Medical appointment (with a doctor's note)
- Another situation that, in the judgment of the school administration, is serious enough to merit excuse.

Snow Days, Delayed Starting, And Early Dismissal
Weather and other emergency conditions may require a delay in the opening of school or an early dismissal. Normally, the decision to close school or to delay opening will be made by 6:15 a.m. on the day in question. When weather is questionable, parents should monitor radio stations carefully and the NYC DOE web site (www.schools.nycdoe.gov). We will also use our "Robo" call technology to call all homes if the school will be closed due a snow day.

Leaving School During the School Day
Students should bring a signed note, indicating the time and reason for early dismissal. The note should be handed to our Payroll Secretary, Mrs. Peralta, before the start of 1st period. Parents should go to the main office when picking up their students.

*Only parents/guardians listed on the students' Blue Card can pick up students for early dismissal.
*Students will not be allowed to leave the school on their own accord.

Dismissal
Students will be dismissed from their last period class, which will vary from student to student. Students will be allowed to use their lockers before they exit the floor and building. Students staying for after school academic support or student clubs/activities must go directly to the designated rooms. **All students should go directly home after dismissal if they are not participating in after school activities. Hanging out in the Metro Tech and Tillary Street park area after school is highly discouraged due to safety concerns.**

EXCUSED AND UNEXCUSED ABSENCE POLICY

Learning can only happen in school if students are present. Absences should not happen unless absolutely unavoidable. Absences that will be excused include:
- Student illness (with a doctor's note)
- Medical appointment (with a doctor's note)
- Religious holiday (with parent/guardian note)
- Another situation that, in the judgment of the school administration, is serious enough to merit excused status.

In order for a student to be excused, our main office must receive written verification of the reason for the absence from a parent/guardian or doctor within two days of the absence. Suspensions will be considered excused absences. Students must also remember to get assignments from all their teachers during excused absences.

Cutting
Cutting is an unauthorized absence from a subject class during the day in which the student was officially in school. The unauthorized absence from the class will be reported by the student's teacher through the computerized attendance reporting system. Cutting will affect the student's participation in class which may affect the overall grade awarded. When a parent receives a report card, he or she should check the subject class attendance with the official attendance listed on the top of the report card. If the subject class absence is greater than the absence recorded on the top of the card, the student may have cut class one or more times. Mistakes can be made, so it is best to contact the student's teachers and the main office to verify the information. Please be advised that leaving school early is considered cutting. Students with patterns of cutting may be excluded from student activities.

Consequences for unexcused absences
Three unexcused absences are considered excessive. After the third unexcused absence, the parent/guardian will need to come to school to meet with the Principal. The parent has the responsibility to meet with the school staff within 5 days of being contacted about the need for a meeting. At the meeting, a written attendance plan will be developed among the three parties. The plan will document the avoidable obstacles to the student's attendance and the concrete strategies that will be implemented in order to overcome these obstacles. All three parties will sign the plan, pledging to make it a reality. If the parent/guardian or student fails to attend the meeting, the student may be denied other privileges until the meeting takes place.

CELL PHONE POLICY

In accordance with the New York City Department of Education's new policy on cell phones, computing devices and portable music entertainment systems on school property (Chancellor's Regulations A-413), the George Westinghouse Campus Building Council convened to adopt the campus policy.

Cell phones, computing devices and portable music entertainment systems, are permissible on the George Westinghouse Campus. **All students are to adhere to the following**:

- All cell phones, computing devices and portable music entertainment systems must be stored in book bags and turned off.
- Cell phones, computing devices and portable music entertainment systems cannot be used in any space on the George Westinghouse Campus before, during, or after the school day, including weekends.
- Cell phones, computing devices and portable music entertainment systems will not be stored for students on the George Westinghouse Campus.
- Use of cell phones in locker rooms or bathrooms is a suspendable act, and will result in a permanent loss of cell phone privileges.

School personnel will confiscate cell phones, computing devices and portable music entertainment system devices, if they are used:

- during classroom instruction
- in locker rooms, hallways, bathrooms, and any space on the George Westinghouse Campus
- to take pictures
- to record faculty, staff, classmates, or any school personnel
- for cyber-bully, e.g. posting negative comments on Facebook or any social media outlets

School administrators, faculty, and staff will not be held responsible for missing, stolen, or damaged devices.

Infractions
The following infractions will take place if students violate the new policy on cell phones, computing devices and portable music entertainment systems:

- 1st Infraction: device will be returned to student at the end of the day.
- 2nd Infraction: parent(s) or guardian(s) must make an appointment to retrieve the device.
- 3rd Infraction: student will not be permitted to bring the device to school.

*All confiscated phones will be locked in the Principal's office; if parents/guardians come to the campus without making an appointment, they may not be able to retrieve their child's phone.

*Parents or guardians must call the school directly to report any family emergency, as students will not be able to answer their cell phones.

Kindly review this policy with your child. If you have any questions, please feel to visit
http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations and click Chancellor's Regulation A-41

BEHAVIORAL LADDER OF REFERRAL

A main goal of City Polytechnic High School is to prepare our students to succeed in college and assist our students in developing positive self-discipline and responsibility for their actions. Another goal is to create and maintain a safe, orderly, and responsible school and classroom environment that promotes individual and group achievement and physical and emotional well-being.

The teachers, staff, and administration look forward to working in partnership with parents and guardians to foster the social and academic development of children. Please do not hesitate to contact your student's teacher if you have a concern related to your student's academic, social, emotional, or behavioral areas. If a problem or concern can not be resolved at that stage, please feel free to contact your student's guidance counselor, our social worker, or administration who will work together with all concerned to solve the problem.

The school will also keep parents informed of student progress and potential problems. Teacher notes, phone calls, progress reports, report cards, and conferences are some of these methods. When dealing with behavior issues, we follow the City Poly Ladder of Referral.

Level One Behavior: **Addressed by the Teacher**	Level Two Behaviors: **Addressed by the Deans**	Level Three Behaviors: **Addressed by Administrators**
When Students: • Are involved in an interpersonal conflict with another student • Are upset and experiencing emotional distress • Engage in unwanted, off-task, uncooperative behaviors like • Continuous talking, interrupting, and side bar conversations • Excessive noise or movement • Non-participation, non-cooperative, non-compliance • Rude, uncivil, aggressive, or negative speech • Distracting behaviors that interfere with the learning of others • Use vulgar, obscene, or harassing language continuously • Leave classroom without permission • Eye rolling, sucking teeth, talking back (under breath or out loud), poor eye contact, negative talk about others, foul language, bullying (verbal or physical) *Staff Will*:	*When Students Make A Choice To Persist In Unwanted Behaviors After Level One Accountable Consequences Have Been Carried Out Or:* • Bully, harass, or threaten other students • Engage in "out of control", defiant, or oppositional behavior • Steal, cheat or engage in forgery • Misuse or destroy school, student, or adult property or possessions *Staff Will*: • Implement guided discipline protocol • Call 4721 or 4722 (Main Office) for support if necessary • Document the incident by completing • Document the incident with as much detail as possible. • **Do not** share anecdotal with all staff. Share with the administration and deans.	*Level Three Behaviors Are Very Serious Offenses That Include The Following*: Chronic Level Two behaviors that don't improve after Level Two accountable consequences OR • Physical fighting or assault • Push, shove, threaten an adult • Sexual harassment or hazing • Possession, sale, or distribution of any tobacco, alcohol or drugs • Possession of any firearm, knife, or other dangerous object *Staff Will*: • Call 4721 or 4722 (Main Office) for support if necessary • Send a responsible student to the main office if necessary • Document the incident by completing the NYC DOE Incident Report • Conference with parent, teacher, and administrators

Level One Behavior: **Addressed by the Teacher**	Level Two Behaviors: **Addressed by the Deans**	Level Three Behaviors: **Addressed by Administrators**
• Treat students with respect • Notice the behavior and invite students to cooperate, self-correct, refocus, and get back on track using physical, verbal and visual prompts • Offer students a choice or remind students of the consequences if the behavior continues • Apply accountable consequence if the behavior is • Repetitive (continues happening during the same period) • Chronic (persists over many class periods) • Egregious (severely disrupts the learning environment) *Level One Accountable Consequences May Include*: • Conference with the teacher • Communication with parents by phone • After school detention with teacher • Behavior plan or learning contract/ practice and rehearsal of desired behaviors • Conference with student, teacher, and Parent • Written or verbal apology • Corrective or restorative action or restitution that matches the infraction *Examples Of Issues Not To Be Referred To School Leaders Or Sent To The Dean's Office*: • Unprepared for school (e.g. no pen, no pencil, no books, no paper) • No homework • Late to class/No pass • Talking out or talking without permission • Placing chewing gum on furniture • Sitting in the wrong seat • Throwing a piece of paper • Changing seat without permission • Fooling around (horseplay) • Wearing a coat, hat, headphones • Sagging	*Level Two Accountable Consequences May Include*: • Conference with parent, teacher, youth development team, and/or advisor • Phone call home, parent notification, entry in discipline file • Behavior plan • Support Team meeting and recommendation • Removal from class • Lunch detention or afterschool detention • Corrective or restorative action or personal or community restitution that matches the infraction	*Level Three accountable consequences may include*: • Immediate removal from class or public space and immediate intervention with an administrator • Immediate parent notification and conference • Required student support intervention and/or services within school or within the community for student and/or family • Corrective or restorative action or personal or community restitution that matches the infraction • Official hearing and in-school Principal suspension • Superintendent suspension • Re-entry conference with student, parent, dean, and administrator *The Following Must Be Referred Directly & Immediately To School Administration*: • Any incident occurring between students from different schools • Weapons possession • Physical Fighting and Verbal Aggression including threats of violence outside of or after school • Bullying • Graffiti • Stealing • Drug and alcohol related issues • Disclosure or suspicion of sexual or physical abuse* • Disclosure of intent to harm self or others* • Reports of Sexual Misconduct by DOE employees or others* • Reports of Corporal Punishment by DOE employees or others* *A mandatory report must be filed in these cases. Please notify the principal immediately. Do not leave for the day without notifying an administrator and filling out a written statement.

Bullying

Bullying is a widespread and serious problem that can happen anywhere. It is not a phase children have to go through, it is not "just messing around", and it is not something to grow out of. Bullying can cause serious and lasting harm. Some instances have led to serious emotional damage and even death.

Although definitions of bullying vary, most agree that bullying involves one or all of the following:
- **Imbalance of Power**: people who bully, use their power to control or harm and the people being bullied may have a hard time defending themselves
- **Intent to Cause Harm**: the person bullying has a goal to cause harm and actions are not done by accident.
- **Repetition**: incidents of bullying happen to the same person repeatedly by the same person or group of people.

Bullying can take many forms. Examples include:
- **Verbal**: name-calling, teasing
- **Social**: spreading rumors, leaving people out on purpose, breaking up friendships
- **Physical**: hitting, punching, shoving;
- **Cyberbullying**: using the Internet, mobile phones or other digital technologies to harm others

Bullying is a very serious problem in our country and it will not be tolerated or taken lightly at City Polytechnic High School. If a student is caught bullying another student, they are putting themselves in a position to potentially be suspended. If a student is being bullied, it is vital that they seek out the help of a Dean or a Counselor to make sure that the issue is being taken care of accordingly. The emotional safety of our students is very important and we plan to keep our students in a safe environment.

Gangs/Drugs

One of the realties that our students deal with is that there are gangs with bad intentions and drugs in some of the neighborhoods that we work and live in. Many of our students travel daily dealing with this reality. We suggest that you have serious conversations with your children about gangs and drugs and the consequences that can come from involving themselves with these factors and also how to protect themselves from an external factor.

In the event that a student is found to be involved with either gangs or drugs, the student will be required to meet with a counselor to discuss next steps. The meeting will assist them with trying to manage this problem so that it does not have an impact on their schooling. It is likely that the student will be required to attend outside counseling as well. If a student participates in activities, involving either drugs or gangs, during school hours they are putting themselves in a position where they could face consequences such as being suspended. City Polytechnic High School is an institution of higher learning and we expect that these kinds of factors will be kept away from our community.

STUDENT SUPPORT & SERVICES

GUIDANCE & ACADEMIC ADVISING

Academic Coaching & Enrichment
Guidance Department provides targeted academic counseling to students by cohort and closely monitors progress to high school graduation and postsecondary readiness.

Counseling Services
City Polytechnic High School understands that students may experience personal, social, or family issues that can affect their academic performance. We have made a strong commitment to meet any needs that students and their families may encounter. Each student at City Polytechnic High School will have one full-time social worker and 2 guidance counselors that will help students and families overcome any obstacles that can affect a student's learning. The counseling team will provide 1:1 counseling sessions as well as running small support groups with students. If a challenge cannot be solved within our counseling team, external partnerships and referrals with other social service agencies and organizations will be made to help find solutions.

Work-based Learning
P-TECH students at City Polytechnic High School are provided a range of opportunities across the continuum through partnerships with employers and community or governmental organizations. This chart lists all of the activities across the continuum, whether they happen in the classroom, community or the workplace.

WBL Continuum	CAREER AWARENESS	CAREER EXPLORATION	CAREER PREPARATION	Grand Total
	Years 1 & 2	Years 3 & 4	Years 5 & 6	
Classroom Learning	Career Awareness Lessons Career Research Guest Speakers Professional Skills Development	Career Exploration Lessons Career Guidance Career-Related Projects Industry Research	Career Coaching Occupational Training Technical Skills Training Work Readiness Activities	Minimum 324 hours
CTE Coursework	Intro to Eng. Design Civil Eng. & Design	*Declare Major* Eng. Design & Development CTE Elective	Civil Engineering A.A.S. Architectural Technology, A.A.A. Construction Management, A.A.S.	216 hours (NYS CDOS)
Community Activities	Career Fairs College Visits Community Resource Awareness	Community Service Mock Interview College Visits Out-of-School-Time Activities Industry Certification	Volunteering Competitions Industry Certification	100 hours (DOE Seal of Recognition for Service)
Workplace Learning	Career Mentor Workplace Tour	Informational Interview Job Shadow Internship	Workplace Challenge Internship Work Experience/Co-Op Apprenticeship	54 hours (NYS CDOS)
Subtotal Hours	231 hours	231 hours	232 hours	> 694 hours

INTERVENTIONS AND SUPPORTS

Academic Intervention Services (AIS)
Your student may receive AIS tutoring services throughout the school year after school and on Saturdays. AIS are provided to students who are not meeting performance standards. You will receive notification in the Fall if your student will need Academic Intervention Services.

Afterschool & Saturday Enrichment
Dates and times TBD.

P/SAT Prep
Class Dates and times TBD.

City Poly / City Tech Peer Tutor Corps
More to follow.

SPECIAL EDUCATION SERVICES

For students who have Individual Education Plans (IEPs) or 504 Accommodations, the City Polytechnic High School's faculty and staff will provide the necessary support to meet every student's needs.

Direct services provided by the City Polytechnic High School faculty and staff include:

- A schedule designed uniquely for each student in order to meet his or her individual needs.
- In-class support from special educators (collaborative team-teaching) for English and Math courses.
- Smaller class sizes in certain content areas.
- Special education teacher support services (SETSS).
- Testing accommodations such as extended time, separate location, and/or questions read aloud.
- Counseling, Speech, Hearing.
- Occupational therapy and Physical therapy and/or accommodations.

Any other related special education services mandated by an IEP or 504 Accommodations In the event that City Polytechnic High School cannot provide the necessary support for a student, external agencies and resources will be referred for a student either on-site or at another facility. The City Polytechnic High School staff will follow up and monitor any off-site services that are provided for scholars in need of special services.

STUDENT ACTIVITIES & ATHLETICS

Student Government Association (SGA)
Our SGA aims to promote and practice good citizenship, provide for student participation in school government, develop the quality of leadership, promote better communication between faculty and students, increase communication with the community of the city of New York, coordinate and promote worthwhile student activities, stimulate and develop a healthy school spirit, and promote the general welfare of the school, do hereby establish this constitution.

2016-17 clubs and activities included:

- Anime
- Chess Club
- Script Ed Coding
- Step Team

- Holiday Potluck
- Spirit Week
- Frost Valley Retreat
- Heritage Month Celebrations

- National Honor Society
- City Girls Rock
- Brother's United

Athletics
We believe that competitive high school athletics teach vital life lessons including sportsmanship, teamwork, and leadership and instills the motivation to perform at a high standard both inside and outside the classroom. The George Westinghouse Campus offers a variety of athletic team offerings, including:

- Basketball
- Baseball
- Soccer

- Track & Field
- Volleyball
- Jump Rope

Eligibility
Scholar-athletes competing on one of our *Public School Athletic League (PSAL)* teams must return a PSAL Parental Consent Form and a PSAL Medical Form to their coach **prior** to the first day of practice.
Student-athletes will receive permission slips for any off- campus athletic events. They will not be permitted to travel with their team if they do not return the necessary paperwork.

PARENT INVOLVEMENT

Parents should keep the communication between the school and home open. Please be sure to inform the school of any changes in the home that may affect your child's performance at school.

1. Parents are encouraged to be involved in all areas of their child's education. Several opportunities to meet our faculty and staff will take place in the 2017 – 2018 year:

   - November 15, 2017 (Parent Teacher Evening Conference - 5 PM to 8 PM)
   - November 16, 2017 (Parent Teacher Afternoon Conference - 12 PM to 3 PM)
   - March 8, 2018 (Parent Teacher Evening Conference - 5 PM to 8 PM)
   - March 9, 2018 (Parent Teacher Afternoon Conference - 12 PM to 3 PM)

2. Due to new NYC DOE regulations, teachers are required to communicate with parents during weekly Parent Engagement time. Our Parent Engagement schedule will take place …TBD.

3. Homework is a continuation of schoolwork. Parents should be actively involved in their child's homework. Please check to see that it is brought home, is completed and as accurate as possible. If there are any questions about your child's homework, feel free to email your student's teacher.

4. Parents can encourage appropriate behavior in school. If your child is continually acting inappropriately in school, you can work with a team of professionals to develop a behavior management plan that will be consistent between the home and school.

5. You are welcome to see your student in school to observe his or her progress. This visit must be arranged through the main office.

Remember, education should never be limited to just school hours. The valuable time spent time at home working with your child will help them meet his/her potential. Your child's progress will depend upon the quality of the partnership between the home and school.

Parent Teacher Association
Parent involvement plays an important role in your child's education All parents and/or guardians are members of the PTA. The PTA meets every month. Please check out web site calendar at www.citypolyhs.org for dates. Parents are strongly encouraged to join the PTA and participate in as many events as possible.

The 2016 - 2017 PTA Executive Board consists of the following:
- President
- Vice President
- Treasurer
- Secretary

Translation & Interpretation Services
Our school, consistent with the Chancellor's regulations, provides translation and interpretation services to limited English speaking parents to effectively communicate with school staff. Language support includes over the phone interpreters if bilingual staff members are not available.