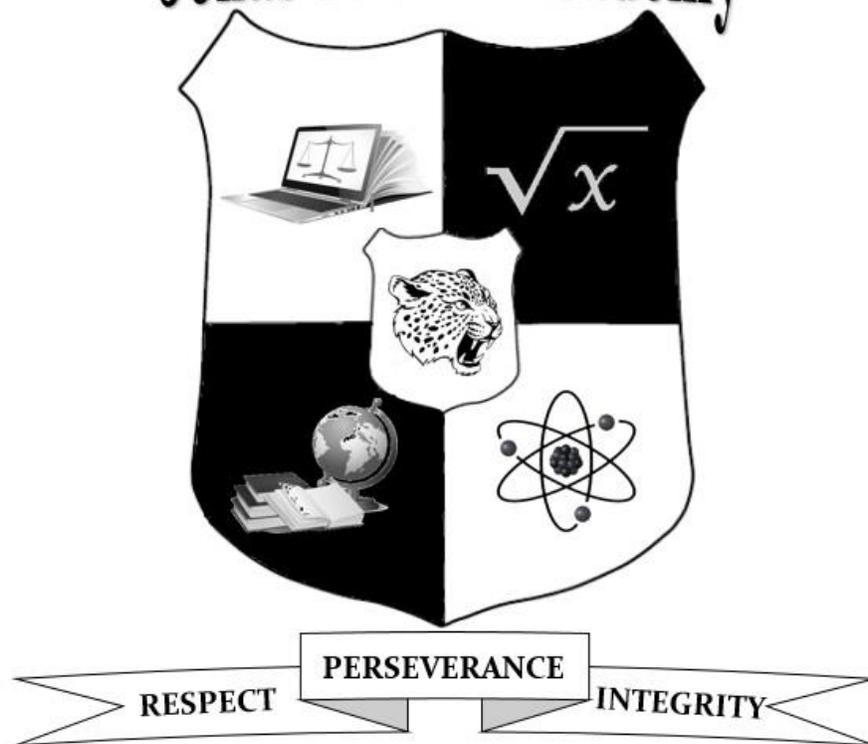


Faculty Handbook 2018-19

Jonas Bronck Academy



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LETTER TO STAFF

Dear Colleagues,

We are embarking on another exciting journey this school year. Together, we will continue on our professional community and work to prepare all our scholars for successful experiences in high school, college and beyond. If I had to sum it up in a nutshell, my ten most basic expectations would be:

1. Ensure that scholars are always safe.
2. Teach the best lessons you possibly can.
3. Teach with love, patience, and understanding.
4. Constantly assess the progress of all scholars and use this data to inform your instruction.
5. Expect respectful behavior from all scholars and understand that adolescents develop along a continuum.
6. Reach out to parents and colleagues as partners.
7. Integrate literacy, discussion and technology into your lessons wherever possible.
8. Celebrate scholars and each other.
9. Prepare scholars to work in a global world, in jobs that may not yet exist.
10. Remember we are all in this together, and unity is our greatest strength.

I know that we won't always be able to discuss expectations as a group, and that many of us come from other schools and experiences where things were done differently. I'd like to think that here at JBA, *we do things differently*. In the interests of transparent communication, this handbook was developed. It is a living document and will change over time. Most of the information contained on these pages is common sense for any educator.

I am always interested to speak with you, our scholars and their families, and to listen to concerns, requests, and feedback. I love talking to you and supporting you so that we can be the most effective educators possible and so that our school grows, thrives and plays a powerful, life-changing role in the lives of our scholars. Please let me know how I can further support your teaching and learning.

I am so proud to be joining you in this important work.

Warm Regards,

Brenda Gonzalez
Principal

SAFETY

The safety of our scholars and staff is our first priority. Learning cannot take place in an unsafe environment.

We have carefully developed contingency plans to address all types of emergencies. We regularly rehearse emergency drills. These include Fire Drills, Bus Drills, Soft Lockdowns and Code Blue (cardiac) emergencies.

Here are some basics that are discussed elsewhere in this handbook.

1. Never leave scholars unattended.
2. Never be alone in a classroom, in a hidden part of the room or with the door closed with a scholar. All staff is advised not to touch any scholar.
3. During emergency drills, immediately follow procedures.
4. Constantly scan your classroom to prevent dangerous scholar behavior before it occurs.
5. We are **all** mandated reporters of suspected child abuse or neglect. Please share that you have reported or need to report your observations/suspicions with Ms. Gonzalez, Mr. Rudd, or (AP) Mrs. Santiago. Ms. Peña, our social worker, and Ms. Sanchez are very experienced with the reporting process and are available to provide assistance. As a school, we will call or you may call 1-800-635-1522 or 311 to report suspicions of child abuse or neglect. Mandated reporters can follow up on safety concerns after reporting a case by calling the ACS Safety First Office: (718)-Kid-Safe (543-7233).
6. The only persons authorized to call the police are Ms. Gonzalez, Mr. Rudd, or AP Santiago. If a life-threatening situation exists, contact the Main Office **immediately**. Assistance will come to you, the situation will be evaluated and the decision to call 911 or our local precinct will be made by Ms. Gonzalez, Mr. Rudd, or AP Santiago.

If your lesson involves a potentially dangerous item (sharp scissors, sharp objects, chemicals, glass, hot items, electricity, allergens, poisons, animals, bacteria, heavy objects, scholars or objects at an unusual height, etc.), you are to obtain permission from an administrator and if approved you are to specifically discuss this with your class before you begin the lesson, and act appropriately.

All faculty must pay constant attention to small details which might cause injury. Upon entering a classroom we immediately take down all chairs from tables. We must ensure that book bags and other belongings are under chairs or tables so that no one can trip. Spilled liquids must be cleaned up and wet areas are closed off so that no one can slip and fall.

EMERGENCY PROCEDURES

- Be sure that you are familiar with fire exits and that you review the procedures with your classes during the first week of each semester.
- Be sure to have your class rosters and emergency folders with you during emergency procedures.
- During a fire drill, escort your class **silently** and *in an orderly manner* to the designated exit and take roll immediately after exiting the building.
- Immediately notify Ms. Gonzalez, Mr. Rudd, or AP Santiago if you are missing a child.
- Scholars are to remain silent for the duration of the drill.

ACCIDENTS AND ASSAULTS

In accordance to General Circular #6 of 1970-1, any teacher who is assaulted, or injured in an accident while in the performance of duty must report the incident to the principal immediately. The principal is required to report all cases of assault and accident suffered by teachers in connection with their employment to the Superintendent. The teacher must provide a written statement describing the incident. A written report of any injury or incident must be submitted to the main office within 24 hours. (Form may be obtained from Ms. Jolly). A school safety report must also be filed in OORS.

MISSION STATEMENT

“At Jonas Bronck Academy we seek to support the growth of our scholars’ overall development by strengthening the foundational skills for being empathetic, empowered, enthusiastic and constructive members of society. We endeavor to facilitate the learning of skills which will enable success throughout our scholars’ *entire* lives: we strive not only to ensure their academic realization in high school and beyond, but to ensure that they can make well informed decisions on their own, and equip them with tools when faced with challenges in their professional, emotional and social lives as well. We work to prepare scholars to live the future of their dreams. JBA is the opportunity of a lifetime.”

SCHOOL VISION

“At Jonas Bronck Academy, our students become scholars and fall in love with learning. We create an environment where scholars challenge, question and learn how to find answers. We nurture the safe haven where scholars feel safe, supported and understand the importance of community. Ours is a school where we model respect, integrity, dignity and professionalism for the children we serve. Parents are our partners. Their presence in our classrooms and their support at home are essential to each scholar’s success. We work to prepare scholars to live the future of their dreams. We are an exemplary college-preparatory middle school. JBA is the opportunity of a lifetime.”

PROFESSIONAL RESPONSIBILITIES

- Arrive at your assigned post each day by 8:00 AM, unless otherwise assigned.
- Follow your schedule and be on time for classes and duties.
- Model professionalism for scholars in all aspects of attire, speech and behavior.
- Display student work with tasks and rubrics on a regular basis. Work displayed on hallway bulletin boards must always be current.
- Align the Common Core Standards for the grade/subject you’re teaching to your course curriculum. Prepare daily lessons that make explicit, transparent linkages between what you’re teaching, what scholars are expected to master, and how you will assess their mastery.
- Attend and contribute to common planning for your grade-level team, content-area team and co-teaching team (if applicable).
- Support scholars by addressing their needs and concerns.
- Present a united public image to scholars and their families.
- Ensure that adult matters remain within the adult realm. Conversations between faculty members are held privately and with discretion. Conversations about scholars or another colleague must never be held within earshot of any child or any JBA parent.
- Ensure that internal school business remains confidential and is shared only among those who are employed by Jonas Bronck Academy.
- Keep parents informed of their child’s progress often by updating grades at least every 3 weeks on Engrade.

- Keep Engrade and your choice of Standards Based Tracker up to date and provide scholars with monthly print out updates.
- Solicit information from parents to guide your work with individual scholars.
- Take attendance at the start of each period and keep a record of lateness and absences.
- Submit grades by the deadline for each marking period.
- Check your email, both DOE and MS 228 email, your office mailbox and the office staff board daily.
- Check your email every weekend for the Week's Updates emailed by Administration.
- Scholars must be supervised at all times and **never** left alone or placed out in the hallway.
- Teachers are expected to step into the hall to monitor scholars as they move to the next class and receive their next class.
- Review IEPs (Individualized Education Programs) of scholars and ensure that scholars are receiving the modifications to which they are entitled.
- Know which scholars are designated as English Language Learners and which scholars are performing at proficiency levels 1, 2, 3, and 4. Ensure that resources, learning tasks, feedback and supports are differentiated to support their learning.
- Do not communicate with scholars via text. Should you choose to communicate with families via text, you take sole responsibility for such actions and result of such actions.
- Please refrain from being friends with current JBA students on Facebook. Teachers should not post any pictures of scholars on social media.

PROFESSIONALISM

Educators play central roles in educating, inspiring, and guiding scholars to become responsible, literate citizens. Therefore, it is essential that teachers uphold the highest ethical standards of the profession to earn respect, trust and confidence of scholars, parents, administration and colleagues. With this in mind, all Jonas Bronck Academy staff members have the responsibility of conducting themselves as professionals:

- Reflect a positive professional image by being cognizant of the persona portrayed to scholars, parents and school community through speech, attire and actions. Exhibit emotional self-control and polite behavior at all times. Present a united public image to scholars and their families. Ensure that adult matters remain within the adult realm. Conversations between faculty members are held privately and with discretion. Conversations about scholars, another colleague or school matters must never be held within earshot of any child or any JBA parent. Ensure that internal school business remains confidential and is shared only among those who are employed by Jonas Bronck Academy.
- Take ownership and full accountability for the smooth functioning of your class and the academic progress of each scholar in the class. Equip yourself with scholars' item analysis data and other forms of data so that purposeful student groupings and thoughtful differentiation become a hallmark of your practice.
- Promote your own professional learning and growth, recognizing that becoming an effective educator is a process that requires commitment to lifelong learning, collaborative work with other educators and purposeful reflection.
- Become an active leader at Jonas Bronck Academy, advocating quality education and growth for all scholars. Recognize the abilities and strengths of scholars, as well as their unique learning needs. Recognize the strengths of colleagues and work effectively as a team.

ADVISORY

All JBA staff members have the opportunity to develop a close bond with scholars and to help them to successfully grow from children into responsible young adults.

The Advisor is the point person for the scholar, the scholar's family, other teachers and school staff. If a teacher is having difficulty with a scholar, s/he will talk to the Advisor first. If a parent has a concern, s/he will be encouraged by Ms. Sandoz-Torres, our Parent Coordinator, to talk to the Advisor first. If the scholar has a concern, s/he will talk to the Advisor. Advisory is meant to be a helpful, insightful, and supportive school relationship.

Advisory groups will meet on a regularly scheduled basis. In Advisory, very important topics that don't quite fit into other classes are discussed. These include: improved study habits, organization, appropriate student behavior, team and group building, cliques, self-image, smoking, racism, sexism, bullying, adolescence, time management, leadership, and community service.

All Advisors are expected to make a personal telephone call home to the parent of each of their Advisees within the first month. The purpose of the call is to introduce yourself, explain your role as the Advisor, answer any questions, and to give your school email address to the parent for future contact. A log of these calls must be kept by the teacher for their records.

Advisory is not a homeroom class, but there are elements of the homeroom class in Advisory, including announcements and routine procedural tasks. It is not a time for scholars to study, to do homework, or a free time period. The facilitated, purposeful direction of the Advisor must be evident at all times.

All Advisories will be expected to participate in school-wide activities, trips and service events. These assignments help to develop leadership, responsibility, and teamwork skills and reinforce equity within our school community.

ATTENDANCE

Any staff that will be absent or late must contact Ms. Gonzalez by **6:30 a.m.** via email.

Ms. Gonzalez bgonzalez@schools.nyc.gov

Mr. Rudd jrudd@ms228.org

Ms. Santiago msantiago@ms228.org

In order to maintain the structure and continuity of instruction, please submit at least two lessons for each subject you teach at the beginning of each trimester to Ms. Y. Rivera. A file will be kept in the Main Office with these plans in the Substitute Lesson Plan file. Upon your absence, a covering colleague will be provided with a lesson to use from the ones provided. You'll earn the high regard of colleagues by leaving clear, explicit instructions about your routines and procedures. Additionally, a seating assignment and two scholar helpers should be noted for each class.

As lessons are used due to absence, please replace them by the end of the week that you return.

Please see Ms. Y. Rivera immediately upon your return to update your Cumulative Absence Reserve (CAR) balance. It's essential for our record-keeping that you submit documentation supporting your absence such as a doctor's note (if you had a medical appointment), a note from the clerk of the court for Jury Duty, etc. Submitting documentation protects your attendance record and ensures that disciplinary measures for time and attendance do not impact you.

Applications for non-attendance (a personal business day) require 2 weeks in advance notice and the approval of Ms. Gonzalez. Requests to take a personal business day must be submitted in writing to Ms. Gonzalez along with a clear

reason why your personal business cannot be transacted outside regular school hours. A non-attendance day is for religious observance, personal business, jury duty, meetings outside the school, graduations, and official business.

Staff members leaving the building to attend staff/school meetings or workshops, for any length of time, must fill out an OP201 (Pink for meetings within NYC) or OP 221 (Blue for meetings outside New York City) form. Failure to do so will result in a deduction from your Cumulative Absence Reserve. Additionally, you will be asked to turn key, what you've learned at the PDs to your colleagues.

If you receive a notice for Jury Duty and are seeking a postponement, please see Ms. Gonzalez. Bring the summons with you. Should you have to serve, be sure to inform Ms. Gonzalez and notify the school every night of your status.

Emergency situations, which require you to leave school early or to be out of the building, must be approved by Ms. Gonzalez. Staff may leave the building during their lunch hour. Personnel who want to leave the building during a prep period or a professional period must have a supervisor's approval and must sign out in the main office.

Pedagogues scheduled to attend any staff development, new teacher workshop or professional meetings are to submit lesson plans for their subject classes three days prior to the conference. Proof of conference must be submitted to Ms. Y. Rivera, in the main office.

As soon as you know that you may be late, call Ms. Gonzalez, Mr. Rudd, or AP Santiago. If you are late, come to the office to punch your time card immediately upon arrival.

Unacceptable attendance and excessive lateness may result in letters for the personnel file. Excessive absence is defined as one or more absences per calendar month. Excessive lateness is defined as two instances of lateness in one calendar month.

Violations of any of the aforementioned are subject to disciplinary action which may result on charges being preferred against the staff member which may lead to termination.

AFTER-SCHOOL ACTIVITIES

- Teachers interested in teaching in after-school programs or working on projects for per-session compensation must submit an after school proposal to Ms. Gonzalez. Once your proposal is approved Ms. Y. Rivera will email you a confirmation of approval with start/end date and time.
- You are responsible for notifying parents/guardians of all after-school activities and a permission slip to participate in the activity must be on file in the main office with Ms. A. Jolly. Scholars will **NOT** be allowed to participate in an after school program without a signed permission slip. Additionally, each program must have a minimum of 15 students who attend regularly to receive per session.
- If teachers plan an after-school activity and are not able to teach, they must find someone to cover the after-school class for them. If a teacher must cancel an after-school class, they must have first obtain permission from an administrator to cancel and then call each students' home and receive verbal confirmation to release the child. If you cannot reach a parent, you must arrange for that child to be supervised by another colleague.
- If you're interested in attending some form of professional development after school, during a break or on the weekend, please contact Ms. Gonzalez. It's possible that we may have funding available to cover your registration costs.

AUDIO-VISUAL AIDS, VIDEOTAPES AND MOVIES

Audio-visual aids must support and be related to instruction. Use video segments judiciously to support instruction.

Any teacher wishing to show a video clip that is not Department of Education approved (the DOE specifies G-rated films only) must request and receive written administrative permission for that specific tape or movie. Teachers should be sensitive to the family values of the scholars whom they teach. Videotapes are to be educationally appropriate to your subject matter and the day's lesson plan. Videotape presentations are to augment, not supplant, classroom instruction. The title and subject of the videotape is to be noted in the day's lesson plan and be relevant to the lesson's instructional objective.

CALENDARS, NOTICES, EMAILS AND MEMOS

Faculty members are expected to read and follow all calendars, notices, memos and weekly updates carefully. Check the message board in the Main Office daily for any special notices. Information about changes to the flow of the day, professional development opportunities, per session postings, meetings, etc. will be displayed there.

Updates (called the *Weekly Updates*) will be sent to each staff member's ms228.org email between Friday night and early Monday morning.

All faculty members are expected to check their @schools.nyc.gov and ms228.org emails at least once a day. All staff members are held accountable for any memos and information distributed, whether by DOE email, school email or through faculty mailboxes.

CLASSROOM DECORATIONS/ BULLETIN BOARDS

Classrooms should be decorated as soon as possible with current scholars' work and materials appropriate to your subject area. Classroom bulletin boards should be changed six times a year. Teachers will have the flexibility of choosing the times they would like to change their bulletin board. We celebrate our love of new, authentic learning – and our scholars – by posting their work.

Please reserve an area of your classroom for advisories to showcase their work. It is essential that we not only celebrate academic achievements but also personal and social achievements also.

Posted student work should be instructive to those reading it. All work must contain a date and the name of the student, and should be spell-checked. Teacher comments should be detailed, constructive, and based upon the evaluative rubric assigned to the work. Please also display the rubric.

Assignments will be made for decorating various bulletin boards in the school corridors. You may invite scholars to assist you in this task.

CLASSROOM SUPPLIES

Basic classroom supplies are available to all teachers based on the school budget. The supply requisition form can be found in the Main Office and should be completed for all requests. To procure supplies, fill out the form and return to the main office. Once approved, supplies will be delivered to your classroom.

Should you need a resource that is not a part of our current inventory, please write an email to Ms. Gonzalez. Include a link to the resource that you wish to purchase and the price of the item in the email message. Ms. Gonzalez will approve the procurement of the item(s) if funding is available.

CELL PHONES & ELECTRONICS

SCHOLARS AND ELECTRONICS

Cell phones and other electronic equipment are collected in each advisory's phone box at the start of every first-period class. Beyond this collection time, Jonas Bronck Academy has a Zero Tolerance Policy for cell phones, iPods and other electronic equipment once cell phones have been collected in first-period classes. Scholars who carry this equipment on our school premises and do not turn it in run the risk of having it confiscated as required in the Chancellor's Regulations.

Electronics that are confiscated will only be returned to scholars according the following schedule:

First offense: Scholars must pick up their device at the end of the school day in the main office and parent is contacted

Second offense: A parent must visit the school to retrieve the device.

Third offense: A parent may visit the school to retrieve the device during the last week of the school year.

Teachers are not to confiscate cell phones or other electronics from scholars. Please notify Ms. Gonzalez, Mr. Rudd, or AP Santiago and they will handle the situation with care, as quickly as possible.

FACULTY CELL PHONES, ELECTRONICS, ETC.

Faculty must ensure that once inside the school building, their cellular phones and mobile devices are set on vibrate. Ringing and ringtones are distracting, appear unprofessional, and are generally disruptive to the learning process of scholars and the focused work of colleagues.

Faculty members should not use private cell phones during class to call scholars' families or for any other reason, including text messaging.

During either non-supervised or non-teaching time faculty members may use their electronic devices for emergency issues. Personal phone calls and text messaging should be minimized and conducted privately, out of the view of scholars, as scholars are not permitted to carry electronic devices in the building and we serve as role models. Excessive use of cell phones is not acceptable. Teachers may use the school's phones for emergent or important phone calls. This is preferred over cell phone use.

COLLEGE AND CAREER READING

We expect all our scholars to graduate Jonas Bronck Academy with the academic and social skills necessary to matriculate to and be successful at their high school of choice and ultimately, their college or career of choice. We begin taking the steps to place our scholars on this path now. There will be numerous advisory sessions and academic enrichment courses in which all scholars will become proficient in high school/college culture and expectations. We want scholars and their families to understand that everything they do in our school puts them one step closer to college. Teachers are encouraged to discuss their college/graduate experiences with scholars as often as possible, and to seek out opportunities to visit colleges and universities with their classes.

COMMUNICATION

All staff members have an official DOE-provided email account that should be checked at least once per day. The @schools.nyc.gov is used by the Department of Education to communicate official matters directly. This email account should also be used to communicate between administrators, teachers, staff, and with scholars, parents, and partner organizations as it keeps business official and professional. As a courtesy, emails may also be sent to private accounts of faculty members.

Administrators are generally available during the day for brief conversations. Please speak with someone in the Main Office if you wish to discuss ongoing concerns or needs. By doing so, you ensure that time is set aside to have a conversation about your specific concerns privately, without interruption.

Scholar grades are communicated to the general school community via our Engrade site which must be updated on a weekly basis.

COMPUTERS/SMARTBOARDS

All scholars and their parents must sign an AUP (Authorized Usage Policy) and have it on file before engaging in Internet activities. These will be distributed and collected from Advisories in the first week of school. Please be sure to distribute AUPs to any scholar admitted later in the term. Read and familiarize yourself with the Department of Education's "Student Rules and Responsibilities for On-line Safety" and "Internet Usage Policy". Teachers must be alert to websites that their scholars are accessing in their classrooms.

Proper usage and maintenance of computer equipment is vital. Every teacher MUST assign a number to each scholar to be used for the entire year in their specific classrooms/courses. This way, we can be aware of any issues or vandalism to a computer. It is each teacher's responsibility to ensure that scholars return laptops to their appropriate place in the computer cart so that the laptops are ready for use when the next class group accesses them. At least five minutes before the end of the period, scholars must shut down and return their laptops to the cart and plug them in to charge. No scholar may leave a classroom until the monitor gives the okay that all the laptops are accounted for inside the cart. It is each teacher's responsibility to ensure that all laptops are returned to the cart. If one goes missing, immediately report it to the office. If one is broken, communicate that information to Mr. Acosta. Always be alert to any vandalism or misuse of equipment

Laptop carts must remain locked at all times when computers are not in use. Store the laptop cart key in a location inside the classroom. Inform all teachers who teach in that classroom where the key is stored.

Mr. Acosta, our Technology Coordinator, is available to support your software and hardware concerns. He is available to be contacted at extension 4131 and will gladly arrange a convenient time to support you with computer repairs, software installation, tutorials or any other technology-related need you may have.

Please report any incidents to administration immediately.

COUNSELING REFERRALS

Should any student need to speak with Ms. Peña, our Social Worker, or Ms. Sanchez our Guidance Counselor, for academic, social, or personal reasons, teachers are to email either Ms. Sanchez or Ms. Peña directly to make arrangements.

COVERAGES

All coverages must be approved by an administrator.

If teachers need to have classes covered because of Department of Education business (medicals, conferences, meetings), they must show proper documentation and must receive prior administrative approval.

In the event of illness or other emergencies, please notify an administrator.

Coverages for previously approved trips, professional development days or other absences are handled by Ms. Gonzalez and assigned using a rotating assignment system.

EMERGENCY COVERAGES

When an emergency coverage must be issued for a teacher who is absent or on school business, a school aide or monitor will deliver the coverage assignment to you.

A schedule will be in the Main Office of known emergency coverages at the start of the school day. When a teacher has a full teaching load (25 teaching periods), all such coverages are paid coverages, except for the first one of each trimester which is unpaid as per the UFT contract. Emergencies occurring during the day will be handled on an as-needed basis. Check with Ms. Y. Rivera for substitute lesson plans.

In order to be paid for coverages, your signed coverage slip must be submitted to Ms. Y. Rivera in the main office.

DELAYED OPENING – STORM DAY PROCEDURES

The Chancellor will make the citywide decision to close or delay the opening of schools during stormy weather or other emergencies. Listen to your local radio station for information. Teachers can listen to information broadcast by any of the following radio stations:

WINS 1010AM	WCBS 880AM	WLIB 1190	NY1 cable channel
WBLS 107.5FM	WADO 1280AM	WLDM 1389AM	WNYE TV channel 25
WNYE 91.5FM	WSKQ 79.9FM	WXLX 620AM	

Please make every effort to stay abreast of the weather conditions, particularly if you live far from school. If you definitely plan *not* to report to work, please notify Ms. Gonzalez, Mr. Rudd, or Ms. Santiago as soon as you make that decision so that appropriate substitute coverage may be arranged. You may take one day per school year as a personal day for weather-related absences. Any subsequent weather-related absences must be taken as unauthorized leave days, which will impact your pay.

DETENTION FOR SCHOLARS

Scholars will break rules, which often results in a teacher requesting a detention. As the teacher, you must inform parents of this detention either with a letter or email message prior to holding the student for more than 15 minutes. A student may not be held after school for more than 15 minutes without the parent's prior knowledge. It is suggested that you give scholars options as to when to serve the detention, as many scholars have younger siblings and other obligations after school.

DOCUMENT IT

What we do at Jonas Bronck Academy is groundbreaking work. Got a great lesson? Document it with photos or video. Post selections of student work onto your webpage for others to share or email to Administration to share with faculty. Do the same with copies of your great lesson plans. Let's celebrate our scholars *and* our teachers.

ENTERING THE BUILDING

Faculty members are not permitted to enter the building before 7:00 a.m. This is for your own safety.

Scholars are not permitted to enter the building prior to 7:00 a.m. They must be supervised at all times by an adult while in the building. Scholars are not authorized to be in classrooms or in any other area of the building unsupervised.

Faculty and staff are reminded that as per Department of Education policy, you are not permitted to bring your own children into the school during regular working hours.

MEETINGS

- Each grade team will use the assigned common planning time/weekly meeting to discuss scholars' academic progress/ student work and to plan and align curricula, classroom routines, and group expectations, or to meet with scholar's parents to discuss individual scholar concerns.
- If you are absent for any reason, it is your responsibility to obtain the minutes and any information disseminated by administrators or your colleagues.
- Various other meetings will be scheduled throughout the school year. Check e-mails, school calendars and bulletin boards for notices with dates, times, and rooms.
- Administrators may set individual meeting times with staff members over the course of the school year. Written notice will be provided to staff members of meeting dates and times. It is incumbent upon every employee of Jonas Bronck Academy to accept communication from the office and to honor set meeting times with administrators.
- All staff is expected to read all Weekly Bulletins, memos and calendars as well as to check their DOE e-mail account daily.
- Opportunities are available for staff to attend professional conferences throughout the academic year. Attendance must be approved ahead of time. Please follow guidelines for absences and talk to Ms. Gonzalez.
- All out-of-the-building meetings connected to school business must be approved by Ms. Gonzalez.

FUNDRAISING

No fundraising or money collection activity may be conducted without prior approval from the administrative team. Please do not collect money. Monies will be collected by the main office.

FLYERS

No flyers for club activities, fundraising events, or any other notice may be posted in the school without prior approval of administration. Submit your proposed flyer to Ms. Gonzalez via email. Please allow for a 24-hour turnaround. In most cases, photocopies are available; just specify the color of paper you prefer.

HALL PASSES/ MEDICAL PASSES

Do not permit more than **one** male student and **one** female student out of your classroom at a time, regardless of gender or age. Only official school passes are to be given to scholars, no hand written passes. No passes are allowed during the first and last ten minutes of class. It is strongly encouraged to have all scholars sign in and out by utilizing a pass book.

Scholars who need passes for a medical issue must be issued a pass to the main office by their teacher. No student will be admitted to the Main Office without a pass signed by the classroom teacher.

HOMEWORK

Homework serves as a fundamental reinforcement for the new knowledge and skills that scholars have been introduced to during school time. For all content-areas: English Language Arts/Humanities, Mathematics, Science and Social Studies, each teacher must assign homework at the conclusion of each instructional class period with scholars. All homework must be checked, graded or otherwise evaluated to ensure effort, completion and academic progress. Grade-level and content-area teams may devise their own homework policies for scholars.

HOUSEKEEPING

- Teachers are responsible for keeping a clean, orderly, student-centered classroom.
- When more than one teacher utilizes rooms, be sure to erase the blackboards/dry erase boards for the next class. You may wish to assign a classroom monitor to do this.
- Due to our active classroom-sharing schedule, please do not lock your classroom during the course of the school day.
- No food, gum, sunflower seeds, or drinks in classrooms, with the exception of water in plastic bottles which are to be kept in book bags.
- Please encourage scholars to use designated recycling bins for paper.
- The teacher who instructs scholars in any classroom during P.M. advisory is responsible to ensure that all chairs are stacked or placed on top of tables so that the custodial crew may have access to clean the room in a thorough fashion.

INTERNATIONAL/MULTICULTURAL CONTENT

Jonas Bronck Academy is a diverse community of learners. Part of our core mission is to celebrate our individual identities and the richness of our unique cultural and ethnic heritage. We aim to develop culturally competent youth and to teach scholars about the world beyond the borders of the United States. Each teacher should look to integrate a purposeful array of multicultural resources into their lesson planning to build scholars' familiarity with diverse cultures and to enhance acceptance and unity in our school community.

KEYS

Keys are distributed by the secretary during the first few days of the school term. If you need additional keys please submit a written request. Please report lost keys immediately. On the last day of school, all keys will be collected and stored in a locked cabinet over the summer. Please do not give your keys to scholars. Please do not make copies of keys.

LESSON PLANS

Each day, all teachers are required to have a written lesson plan for each class that is taught. Plans should include the following: Date, Class, Learning Objective, Learning Activity, Assessment, Summary and Homework. Plans will be collected periodically for review by Mr. Rudd, AP Santiago, and Ms. Gonzalez. Please note that per the current contract, lesson plans must be visible while teaching and available for review immediately upon request. Should a teacher fail to immediately produce a lesson plan upon request, disciplinary action may ensue.

Teachers must have in school the current week's worth of lesson plans available for teaching, reviewing, and conferences with administrators and team-members. Separate plans must be included for each preparation. It is expected that plans may change during the week in response to ongoing needs assessment. When a pre-lesson observation conference is scheduled, the teacher must bring the lesson plans for all preparations for that week to the conference. Past lesson plans should be maintained in a binder in school for reflection, planning, and conferences with administrators.

LITERACY

We are all literacy teachers. We push our scholars to improve their reading skills by incorporating level-appropriate reading and vocabulary activities into our classroom lessons each week. Word study is a crucial part of every JBA teacher's instructional toolkit. We work patiently with striving readers. We are always learning how to teach literacy in more effective, engaging, meaningful ways.

NEIGHBORHOOD RESOURCES

We are in a neighborhood rich in resources. Teachers are encouraged to enrich their lessons by taking scholars on short excursions to visit neighborhood resources, or to bring speakers or materials in from our community resources to enliven lessons.

PARENT ASSOCIATION

Parents are our partners in the growth and education of their children. The monthly PA meetings will be announced in the *Weekly Updates* and on the Main Office announcement board. They are a regular time for parents and teachers to meet as partners. Teachers are strongly encouraged to support and become involved with the PA.

PERSONAL SECURITY

To ensure security:

1. Except for emergency situations, do not lock the classroom door while teaching.
2. Do not place paper over hallway windows.
3. Only official Jonas Bronck Academy passes are to be given to scholars.
4. Notify support staff if you see people in the building who are not JBA community members.
5. Keep your personal belongings in a safe place at all times and keep your closet/drawer locked. The school is not responsible for loss of personal belongings.
6. Notify the Main Office if you intend to stay in the building beyond normal working hours. When you leave, notify an administrator that you are leaving.
7. Secure your keys. Do not give keys to scholars.
8. If an item is missing, report it to the school administrator and file an incident report.

PER-SESSION

- All Per-Session employees are required to punch a time card to reflect their hours.
- When submitting per session time sheets to Ms. Rivera, a copy of your Per-Session time card must be attached documenting your hours
- Any employee applying for a Per-Session activity must obtain an approved waiver (OP 175W). A waiver must also be filed for any activity that will exceed 400 hours for the school year.
- Please do not assume per session will be paid. It must be approved first.
- Per-Session time cards and attendance sheets are to be placed in the tray on Ms. Y. Rivera's desk by the 1st and 16th of the month in order for timely payment.
- Only Ms. Gonzalez may sign Per-Session time sheets.
- An afterschool program must have at least 15 attending scholars to qualify for per session. Signatures are required for all attended and scholars cannot sign for two different programs running at the same time.
- Per-Session rates are paid for time spent with scholars and/or parents, or time devoted to pressing instruction/program-related projects. Training rate is paid for all other activities.
- If you have been recently "Ineffective" you will not be eligible to participate in per session activities.

PROTOCOLS IN PROFESSIONAL DEVELOPMENT

In professional development, we try to use protocols to guide our discussions. Protocols are inquiry-oriented learning tools that keep us accountable to each other. We will be using protocols found in the book, *The Power of Protocols* or on National School Reform Faculty's website: <http://www.nsrffharmony.org>

Protocols may also be used in class with scholars to ensure equity in participation, to structure discussion and to ensure adequate thinking time.

REPAIR REQUESTS

Written requests for repairs must be submitted in an orderly manner. Therefore, requests for repairs, the replacement of lost keys, a focused cleanup, etc., are to be made on the **CUSTODIAL REPAIR FORM**, found in the Main Office. All requests are to be submitted to Ms. Gonzalez for signature before being submitted.

SATURDAY ENRICHMENT

We offer academic intervention/enrichment classes on Saturdays to give extra assistance to scholars based on available funding. The specific dates will be generated 3 months before Saturday Enrichment classes commence.

SCHEDULES

All teachers should post their class schedule at the left side of the door (in the hallway) of each room where they teach. Schedules must be accurate and list times when teachers are available for common planning, lunch, preparation periods, mentoring or other collaborative endeavors.

SCHOOL UNIFORM

Scholars must wear our official school uniform at all times. The uniform consists of a navy blue polo-style shirt with the school logo and khaki trousers and black closed toe shoes. During extreme weather conditions, scholars are permitted to wear sweaters over their uniform shirts.

If a scholar comes to school inappropriately dressed, send that scholar to the main office immediately. We must all work together to ensure that our uniform policy is honored and that compliance is at 100% at all times. School uniforms engender school pride and enhance scholars' sense of belonging, academic focus and personal dignity.

SPECIAL ACTIVITIES

If you would like to request a space for a special activity, such as a meeting, guest speaker, or club activity, please submit a request to Ms. Gonzalez. In certain cases, security may also be needed. Allow a week for requests to be processed. To ensure that we secure the space you desire, give us as much advance notice as possible.

STUDENT ATTENDANCE / LATENESS

Student attendance must be recorded for each class. During the first week of school, teacher must take attendance until all scholars have received their school identification cards. Please be sure your attendance documents are marked correctly and that all computer forms are free of stray marks, in the case you must complete ATS attendance. If a scholar arrives late to your class, please ensure that the scholar presents a late pass to you. If the scholar does not have a late pass, please send the scholar to the main office immediately upon arrival to check-in and to receive a late pass.

Regular student attendance is important. The main office will make attendance phone calls each morning for scholars who are absent. Advisors should track the attendance of their advisees and make referrals as needed. If a student misses two or more consecutive days, the Advisor will be notified and is responsible for contacting the child's home to determine the reason for the absences and notify the secretary of the result of the conversation in writing.

STUDENT BEHAVIORAL EXPECTATIONS

Scholars are expected to comport themselves in a way that allows the smooth operation of the school and learning to occur. Scholars who choose to break our rules and policies will face consequences. All consequences will be determined based upon the Citywide Standards of Discipline and Intervention Measures.

Please consult this manual to guide you when you issue consequences for scholars as we are required to abide by these standards.

STUDENT RECORDS-ACCESS AND DISCLOSURE

Personal information – student’s name, name of the student’s parent or other family members, address of student or student’s family, the student’s social security number or student identification number and personal characteristics of the student or the student’s family – is confidential information.

Only family members or guardians listed as contacts on student blue cards may have access to student information regarding grades, attendance and progress. Any forms to be disposed of that contain scholars’ personal information should be brought to the office for shredding.

SUPPLIES

We will do our best to get teachers the supplies that they need to best deliver their lessons. Teachers are strongly encouraged to post a “Supply List” onto their webpage of basic supplies that scholars will need throughout the year (pens, pencils, glue, tissues, notebooks, paper, post-its, etc.) There will always be basics like tape, staples, and whiteboard markers available from the supply closet. Please see Ms. Y. Rivera for this. Limited quantities of more expensive supplies such as printer toner for classroom printers and special paper, will be available until they run out. The supply closet is a limited resource. Teachers are encouraged to use Teacher’s Choice funds for larger quantities of basic supplies or to purchase non-traditional supplies. Teachers are also encouraged to suggest the purchase of items from the regular school budget that they feel would help them to deliver their lessons more effectively.

TELEPHONES

School telephones are to be used for school business. Staff may use the phone in the Main Office.

The fax machine may only be used for school business. All faxes sent must include a Jonas Bronck Academy cover sheet.

Teachers should not use personal cell phones while in classrooms with scholars.

XEROXING

Xeroxing services are made by school aides in the copy room and should be submitted 48 hours prior. Please put your request for copies either on your preparation period or before or after school. It is not appropriate to send scholars to the office requesting large-scale photocopy jobs. Thank you for your cooperation and patience, especially when our copier is not functioning optimally.

TIMEKEEPING PROCEDURES

Unless notified otherwise, all staff members are to follow their assigned schedule. It is the responsibility of every staff member who is uncertain about schedule changes or alterations to their teaching program or teaching responsibilities to approach Mr. Rudd, AP Santiago or Ms. Gonzalez *immediately* to seek clarification and direction.

UFT members must move their timecards from the out to in slot every morning and vice versa at the end of each workday. In the event that a UFT member arrives late or leaves early, they **MUST** clock. All other staff members, including itinerary staff must clock in and clock out, and when arriving late or leaving early.

Tampering with timecards, making notes on them or moving them for any other person, taking possession of it, making photocopies of it or using it in other way but to initial in and out is considered professional misconduct and will result in immediate disciplinary action including a letter to file, reassignment to administrative duties and potential dismissal from employment.

If you are late to work, clock-in immediately upon arrival. If you must depart early, you must seek approval from Ms. Gonzalez. You must use the time clock to clock-out when departing from work early to document your early departure. Fractional absences are accumulated from September to June. In June the EIS system will deduct 1 sick day from your CAR if your fractional absences total more than 3 hours and 20 minutes.

**If it is determined that you have a problem with lateness, you will be asked to clock-in daily upon arrival as a supportive measure.*

TRIPS

Trip Policy and Procedures:

- Field trips can help teachers broaden and enrich the curriculum. Teachers are strongly encouraged to plan appropriate curriculum related trips. A well-planned trip can leave a lasting impression on our scholars while deepening their understanding and appreciation of a subject. This provides an excellent opportunity to enhance student experiences and build background knowledge of a subject or theme. Introductory and follow-up activities related to the trip are to appear in your lesson plans and evident in classroom activities.
- Trip form(s) must be completed and submitted for approval to the Ms. Gonzalez at least 3 weeks prior to the scheduled trip(s). If transportation is needed, request form(s) must be submitted at least 4 weeks before the scheduled trip. Site, location and date of authorized trip may not be changed without the knowledge and consent of Mr. Rudd, AP Santiago and Ms. Gonzalez.
- A signed consent slip (no verbal consent accepted) must be on record for each child going on the trip. Consent slips should be collected at least three (3) days prior the trip date.

VISITORS

- Safety is our #1 concern at Jonas Bronck Academy. Controlling the flow of visitors is an intrinsic part of our safety policy.
- Parents should be encouraged to make appointments to visit staff when they are not teaching or working with children.
- All visitors to the school must sign the registry book in the main lobby upon entering the building.

VISITING PROCEDURE:

- All visitors are to use the Main Entrance
- Visitors will need to present a photo ID at the front table and sign in

- The Main Office should be notified immediately if an unauthorized person is present in the building.
- Staff members should not bring visitors (including their own children) to school during work hours without prior permission from the principal. If you are expecting a visitor, please leave his/her name with the Main Office, along with the time of arrival and the location where you may be reached.
- The schedule, and classroom instruction, should not be interrupted for extended conferences with parents. Please make arrangements to confer during team meetings, planning periods or after school hours.

INSTRUCTIONAL EXPECTATIONS

Copies of teacher course outlines and curriculum maps are to be kept on file in the Main Office and in class rooms at all times. Curriculum maps for the following year will also be collected by administration at the end of each school year.

COURSE OUTLINES/SYLLABI

On the first day of class, teachers will provide scholars with a course outline or syllabus containing the following information:

- Course description, objectives, and essential questions
- Grading criteria
- Major assessments
- Books, supply list, and other materials needed/required
- Classroom rules and expectations
- Contact information

All course outlines or syllabi must be submitted to the principal for review and approval prior to distribution to scholars and their families.

PLANNING

The Jonas Bronck Academy instructional philosophy is one that promotes a deep understanding of concepts and connections between content areas via daily lessons, unit projects, and year-long inquiries. Therefore, teacher planning should focus on year-long essential questions that will guide class investigations of relevant issues in the subject area. Scholars learn best when daily lessons are connected and lead to more meaningful study. We integrate frequent reading, writing, and accountable talk into our lessons as vehicles for student learning.

These are important steps to take when planning for the year:

1. Determine the area of study/topic (subject area).
2. How does your curriculum incorporate relevant issues/themes connected to real-world applications?
3. What large questions will interest your scholars and provide focus for a year-long inquiry? In other words, ask “why teach this?”
4. What are the learning goals? What skills and concepts should scholars learn and how are they related to the standards? What do you want scholars to understand and to be able to do by the end of the year? What

specific skills need to be taught? In what sequence will you teach those skills? How can you spread them out so that standards are met throughout the year at appropriate times? (Divide these goals into 4-8 units to be taught over the course of the year.)

5. What projects and activities will help scholars to achieve the learning goals?
 - What practices will you use to ensure that each student reaches those goals?
 - How will you incorporate reading and writing to reach those goals?
 - How will your classroom discourse incorporate accountable talk to reach those goals?
 - How will you assess scholars' progress toward those learning goals throughout the year?
 - How will you assess and reflect on your ability to meet scholars' needs?
6. What will your final assessment be? How will you and your scholars know that you have met the learning goals? How will you define success and quality work?

PLANNING TOOLS

“To begin with the end in mind means to start with an understanding of your destination. It means to know where you’re going so that you better understand where you are now so that the steps you take are always in the right direction.”

- Stephen R. Covey, *The 7 Habits of Highly Effective People*, 1989, p. 98

The instructional philosophy of our school is based on the process of *Understanding By Design* and ideas of *Essential Elements of Instruction*. The following lists and forms outline the planning process of UbD and elements of quality instruction. They can be copied and used in the planning of your curriculum.

- Use the Common Core Standards to inform your planning. Once you have determined your year-long essential questions, identify desired results, determine acceptable evidence, and articulate what you will need to teach the scholars so that they will arrive at the desired outcomes. Then, set to the work of planning your daily instruction. Be congruent! Use the **Curriculum Map Template** on Rubicon Atlas to support your process.
- Once you have finished your curriculum map, it is time to flesh out the units of study. Use a **Unit Plan Template** to map out the specific lessons you will teach and the assessments you will use to measure student achievement. Think carefully about timing and whether your lessons are connected to the unit and build logically.
- Use a **Daily Lesson Plan Template** to get even more specific and to divide the learning goals into daily activities, lessons and assessments. Be mindful to schedule trip, project, and assessment dates.

INITIAL PLANNING CONFERENCES

All teachers will be asked to reflect on their growth and goals for the new school year. Staff will meet individually with administration to set goals and create a plan of action in order to achieve them. To prepare for the individual goal setting meeting, teachers should reflect about their teaching practice, instructional methodologies and personal beliefs that are used in the classroom. The following prompts may serve as a guide to aid you in this reflection:

1. In terms of classroom instruction, by the end of the year, I want to be able to say that I have... and my scholars have...
2. Personally, I want to have opportunities to grow in the following...
3. Some of the things I need from my colleagues and supervisors for a successful year are...

Further prompts and provocations:

- How do I perceive my skills as a teacher? Do I have the knowledge and skills needed on the following topics:
 - Common Core Learning Standards
 - Literacy
 - Integration of International Content
 - Integration of technology
 - Cooperative Learning
 - Collecting data on student strengths/weaknesses
 - Differentiated Instruction
 - Accountable Talk
 - Student performance assessment
 - Classroom management, including student discipline
 - Other: _____
- What knowledge and skills would I like to further develop?
- What professional development opportunities do I believe would assist me in developing my knowledge and skills?
- Are there new roles and relationships I would like to develop as a teacher (e.g. peer Advisor, mentor teacher, coach, grade leader, department leader?)
- How can I help in establishing a culture to support professional development in my school (e.g. start a study group or book club, share relevant articles I have read, run a professional development session?)
- What resources are available through other teachers, in my school or region, to help me strengthen my role as teacher?
- What resources might be available in the community?
- What action steps would I like to initiate?

TECHNOLOGY

Let's save some trees by not printing everything that our scholars produce. Instead, let's encourage scholars to submit work digitally via email or drop box. Comments should be added and emailed back to the scholars, all without printing. Scholars learn to improve their writing by revising their work.

All our computers have Microsoft Word, Excel, PowerPoint, Access, Explorer and other software pre-installed. Teachers are strongly encouraged to use technology in their lessons for writing, research, language and culture learning, and communication. We also have laptops, camcorders, and digital cameras for teachers and scholars to use for teaching and learning opportunities.

FORMAL OBSERVATIONS

Teachers will choose between several options depending on a series of items.

The Danielson's Framework Four Domains (8 components) should be addressed as best as possible during all observations. A rating for each component must be given by the end of the school year for a final rating.

WALKTHROUGHS AND OBSERVATIONS

Administrators visit classes on daily walkthroughs and conduct formal and informal observations throughout the year. These class visits provide opportunities for administrators get a firsthand view of the work you are doing in your classroom. These are an opportunity for teachers and supervisors to develop a shared sense of the teacher's classroom and help the supervisors to develop more relevant and useful professional development opportunities for teachers.

In the observations, evidence of clear expectations should be apparent in the following areas:

Evidence of clear instruction:

- a) What are the expectations in your classroom around student learning and where are these evident?
- b) What are examples of student behavior or work products when:
 - a. you are clear with your expectations;
 - b. you are not clear with your expectations
- c) What corrective actions do you take when you recognize that you are not clear?
- d) Is it a teacher-dominated lesson or are scholars given many opportunities for accountable talk?
- e) Is there evidence of all levels of Bloom's Taxonomy/Understanding by Design's Six Facets of Understanding being used in the teacher's questioning?

Evidence of student learning:

- a) When visiting, I will ask scholars these questions to assess their learning and engagement in the class: What are you doing? Why are you doing it? And, what does it have to do with what you have learned and what you will learn in this class?
- b) What are examples of scholars' work? Where are scholars in their academic progress in meeting your learning expectations? Is there evidence of movement and or progression in scholars' work from where they were at the beginning of the year to where they are today?

Evidence of planning that ties teaching to learning:

- a) Does the lesson objective contain the correct level of difficulty to match scholars' need?
- b) Are the needs of scholars in Level 1, Level 2, and ESL being addressed during the lesson?

In addition to looking for evidence of effective instructional practices and clear expectation of teaching and learning, all teachers should ensure the following instructional components are in place on a daily basis:

- Evidence of accountable talk
- Evidence of differentiated instructional planning
- Preparation (supplies, content knowledge, etc.)
- Student-centered activities
- Clear policies, procedures, and safe routine for scholars
- Positive behavior management
- Neatness and organization of setting
- Scholars are engaged
- Active teaching
- Evidence of literacy instruction

WORD WALLS

We constantly encourage our scholars to upgrade their vocabulary by consciously calling their attention to new words that we read or speak in each class and by recording these on Word Walls. We note parts of speech, word roots, and related words. We push our scholars to learn these new words. We write the date that all words are posted on the Word Walls and remove the words regularly as scholars learn them. We cover them over or remove them during mandated tests.

BEHAVIORAL EXPECTATIONS

DISCIPLINARY REFERRALS

The following infractions are to be referred immediately and directly to the principal.

- Weapons possession
- Fighting
- Graffiti
- Drug and alcohol related issues
- Any incident occurring outside the classroom (i.e. cafeteria, halls, etc.)
- Forgery of an adult's signature
- Disclosure or suspicion of sexual or physical abuse
- Cell phone or mp3s visible

CASES NOT TO BE SENT TO THE PRINCIPAL'S OFFICE on the first, second or third infraction:

- Unprepared for school work
- No homework
- Late to class/no pass
- No pen, no pencil, no book, and no paper
- Talking out
- Chewing gum
- Sitting in the wrong seat
- Talking without permission
- Changing seat without permission
- Whispering
- Fooling around (horseplay)
- Wearing a coat, hat, or headphones

The handling of discipline is primarily the teacher's responsibility. Every time an administrator intervenes in your classroom (unless it is an emergency), it lessens your effectiveness.

- Teachers should attempt to handle all discipline problems. This includes referral to Advisors, contacting families, or to the guidance counselor.
- All discipline referrals should go to the Advisor first. The teacher should not contact a student's family before consulting the appropriate Advisor.
- NEVER put yourself in physical danger by stepping into a student fight. Send for help in the office and secure other scholars safely in the area.
- No student may be put in the hall for any reason.

- The Principal, Assistant Principal, or Guidance Counselor will intervene in the case of serious incidents.
- A teacher may not send a student home during the school day.
-

It is the responsibility of the faculty member to keep student anecdotes to document inappropriate behavior, action taken, response by student, parent/guardian, support personnel, etc. It is also the faculty member's responsibility to follow-up on all action to be taken.

In the event of a serious disruption, send for assistance immediately by sending a reliable student to the Main Office, Principal's office, or Assistant Principal's office.

Become familiar with the Citywide Discipline Standards, levels of severity, and consequences, as well as the NYC Department of Education booklet on Students' Rights and Responsibilities.

LADDER OF REFERRAL

1. Teacher conference with student
2. Teacher contact with Advisor to determine call/letter/email home or other action
3. Teacher/ Student Conference with Advisor
4. Referral to Guidance Counselor, and Telephone/Letter/email contact with parent/guardian (copy to supervisor)
5. Advisor/Student Conference with Guidance Counselor
6. Referral to Mr. Rudd, or Ms. Santiago and telephone/letter/email contact with parent/guardian (copy to scholar's file)
7. Advisor/Student Conference with Mr. Rudd or Ms. Santiago
8. Advisor/Student Conference with Principal
9. Principal /Student conference with parent/guardian

Cutting or frequent lateness should be handled between the classroom teacher, student and/or family. When additional support is needed, referrals should be directed to the Advisor, Mr. Rudd, AP Santiago, Ms. Gonzalez and Ms. Peña or Ms. Sanchez.

SENDING SCHOLARS FOR DISCIPLINARY REFERRAL

- TEACHERS MAY NOT SUSPEND, OR EVICT A STUDENT FROM THEIR CLASS. Scholars are not to be put into the hallway as punishment or time-out at anytime. An adult must always supervise scholars.
- If an uncontrollable situation occurs please contact Mr. Rudd, AP Santiago or Ms. Pena, explain the situation and they will contact the appropriate individual(s) to assist you. Scholars are NOT to be placed in the hallway, in another classroom or sent elsewhere without a pass and prior permission by an administrator.

INCIDENT/ACCIDENT REPORTS

- A written report must be filed within 24 hours of incidents and completed on the official forms, which must be secured from Ms. Gonzalez in the Main Office. Completed forms must be returned to Ms. Gonzalez. All incidents/accidents will be investigated.
- Statements of witnesses must be attached to the forms-written in scholars or staff's own handwriting.
- Specific information, (Name/Class/Date/Time/Location), must be included.
- Signatures of everyone involved are required.

STUDENT MOVEMENT/PASSING

IN BETWEEN CLASSES

- Scholars are not permitted to use the restrooms during change of periods.
- Teachers are responsible for dismissing scholars on time and in an orderly fashion from the doorway.
- All teachers should dismiss and receive classes at the doorway.

DURING CLASS

- Direct scholars to obtain a pass after giving permission.
- Bathrooms are only available in the middle of the periods. Scholars may not leave the room during the first 10 minutes of class or the last 10 minutes of class.
- Only one student may be sent out of the room at a time regardless of gender. Please keep movement in and out of the classroom to a minimum during instruction.
- No student should be detained from his/her next class without the consent of the receiving teacher.

All teachers and staff are to assist with the changing of classes in the hallway.

Preparation periods begin after the halls are clear.

DISMISSAL AT THE END OF THE SCHOOL DAY

- Official teachers are to escort their classes in an orderly fashion using the front exit.
- Teachers must be with scholars in the elevators or the stairs.
- Scholars must take all belongings home at the end of the day.
- Scholars cannot be detained after 4 p.m. without parental contact.
- Scholars must have parental consent slips to participate in any after-school activities. (Consent given by phone is not acceptable under any circumstances.)

CLOSET PROCEDURES

- Closets are for storing scholars' coats, bags, umbrellas, etc.
- Scholars may access closet space at the start of the day and at the end of the day. Scholars may not access the closet space at any time during the school day.
- Scholars arriving late will give coats and umbrellas to the main office.
- No student should be allowed permission into the closet without adult supervision.

FIRE DRILL PROCEDURE

Please familiarize yourself with these instructions and review them with your scholars.

1. During fire drills, the entire staff will actively assist in maintaining order and quiet. We have a mandatory, zero-tolerance, NO TALKING policy from beginning to end of the drill. Any student found talking is to be reported to the Mr. Rudd or AP Santiago and to have a required Advisor conference.
2. The objective is to quickly and efficiently move scholars out of the building.
3. Teachers and staff members who are not assigned to classes will report to assist in evacuating the building.
4. Teachers are responsible for knowing where their scholars are during a fire drill.

The designated personnel will inspect the floor and will notify Ms. Gonzalez, that all rooms and lavatories are clear.

COMMUNICATION WITH PARENTS/GUARDIANS

WELCOME LETTER

Communication between parent and teacher is critical for the success of the student. Teachers will work together as a grade team to develop a letter outlining:

1. grade level materials/supply lists
2. grading criteria (if there is consensus)
3. grade level behavior, homework, and make-up work policies
4. upcoming grade-level activities and events
5. grade level requirements, policies, etc.

The letter should be sent out to all parents **by the end of the first week of school**. IT MUST CONTAIN A TEAR-OFF IN WHICH THE PARENT SIGNS ACKNOWLEDGING ITS RECEIPT. PLEASE COLLECT AND RETAIN THE TEAR-OFFS FOR THE DURATION OF THE SEMESTER.

NOTIFICATION TO FAMILIES

Any duplicated notice or letter sent to an entire class of scholars cannot be distributed to any parent or family member without translation into Spanish and prior administrative approval.

It is the responsibility of content-area teachers to notify an adult family member early during each marking period when a student:

1. Fails to complete more than three homework assignments
2. Fails to show satisfactory behavior and/or attitude in class
3. Fails to attend class regularly
4. Achieves failing scores on tests, projects, etc.

An adult family member should be contacted by telephone, or letter and advised of any situation that may result in their child's receiving a failing grade for the marking period.

Written notification must be made by the halfway point of each marking period if the child is in danger of failing. The parent should have an opportunity to meet with the teacher to discuss all necessary remediation necessary to help the student pass. The teacher should maintain a copy of the letter or email to the parent. Notices of academic concern should also be copied to the student's Advisor.

Failing marking period grades cannot be a surprise to teachers, scholars, or family members. Notification of failure should be done in a timely way to give the student an opportunity to pass. If a student fails tests early in the marking period and then re-takes the test and shows mastery of the material, the grade should be based on the mastery of the material, not on the earlier failure.

Be very diligent in keeping records of student work and records of correspondence with the family. All grades should be constantly updated in Engrade.

It is very effective to call parents with positive comments – the child has shown improvement, the child has done something very positive, etc.

DOCUMENTATION

- Teachers are to create a Parent Contact Log to keep a record of contact (written or verbal) made with parents throughout the year. All calls are to be logged on this form.
- This documentation is important in providing support should problems arise with grades, behavior, IEPs, etc.
- Teachers may also create a Parent Conference Summary document to record content and issues discussed at any conferences held with parents.

PROGRESS REPORTS

- Teachers should keep Advisors and parents updated on scholars' academic progress by submitting progress reports (printouts of each scholar's summary page in Engrade) to the Main Office every three weeks throughout the year. Deadlines for progress report submission will be publicized well in advance.
- Report cards will be sent at the end of each marking period. See our school calendar for specific dates of each marking period.
- All teachers are to track scholars' academic progress and grades using Engrade.

E-COMMUNICATIONS

- Teachers may create class pages.
- Teachers may post assignments, projects and updates on a regular basis on their class pages.
- Helpful hint: Number all assignments for ease in record keeping.
- Teachers may communicate announcements and messages through this tool.
- Teachers are required to check their email accounts for email and respond in a timely manner.
- Only use your @schools.nyc.gov email for professional conversations with and or about scholars.
- Save all email correspondence with parents until the course has concluded and then save it in a folder in your email box.

ADVISOR PARENT CONFERENCES

Advisory is one of the core components of our school. At Jonas Bronck Academy, the Advisory teacher is responsible for staying abreast of the academic progress of each scholar in his/her Advisory. The Advisor is responsible for frequent monitoring of student progress. Jonas Bronck Academy Advisors prepare to meet with the parents of each of their advisees during the Parent Conferences rather than with the several sets of parents of the scholars in their subject area classes.

In the weeks prior to the Parent Conferences, each Advisor is to meet with each subject area teacher of each of his/her Advisees in order to be able to facilitate student-led conferences with the parents of each advisee. Working with the advisee, Advisors will prepare scholars to discuss their academic progress and to present strategies of how that advisee can improve. Each advisee leads their own student-led conference. During the conference the advisee will show his/her parent samples of his/her recent work for each subject class. Portfolios may be used for this purpose.

Conferences should be scheduled in advance so that each parent has a reasonable amount of time to meet with the Advisor.

Should a parent wish to speak with a subject area teacher directly, they will make a separate appointment for another time.

- Advisors will hold at least two conferences with parents of their scholars over the course of the year.
- Be sure to keep a record of the following information:
 - List of parents who attend (date and time) to document contact
 - Issues discussed, strategies discussed, and goals set
 - Things for you to do; reminder for follow-up

The following are some helpful tips/guidelines for successful conferences. We will work together as a staff to ensure parents are welcomed into the school and provided with the information they need:

- Make sure that bulletin boards have updated work without typos and are free of graffiti.
- Clean up classrooms, your desk, files, etc.
- We will send a notice to parents regarding teacher availability and schedule conferences through notes home
- Have a welcome sign, sign-in forms, volunteer sign-ups, and copies of grading policy, rules, etc.
- Set up a display, including books, student work, notebooks, etc.
- Keep your grade book, attendance records, and student folders handy
- Have materials to keep younger siblings occupied (crayons and paper)
- Provide magazines, handouts with “Tips for Parents,” etc. for parents who are waiting to meet with you
- Although translators will be available, make arrangements with them.
- Be prepared to discuss modifications you’re making for special needs and ESL scholars
- Open the conference with a set time limit (10-15 minutes) and schedule another appointment for parents who require lengthier conversations.
- Begin and end conferences on a positive note
- Have a representative sample of each student’s work to show the parent
- Be patient, calm, respectful, and professional at all times
- If you’re uncomfortable with a parent, arrange to have another teacher attend the conference with you
- If you have negative comments, make suggestions for improvement
- Update contact information if necessary

This is a suggested outline to follow during a conference:

1. Welcome the parent and the child and outline ground rules for student-led conferences
2. Scholar discusses their strengths and shows an example of work that illustrates this
3. Scholar discusses area of where growth is needed and shows an example of work that illustrates this
4. Scholar discusses each of their subject area grades and explains their progress
5. Give parents time to question, share information, or make comments
6. If you feel the meeting will exceed the time set, stop and make another appointment
7. Create a plan for improvement and follow-up with phone calls and letter home
8. Summarize meeting and jot notes for follow-up before the next parent enters the room

All student official files are stored in the Main Office. Student discipline and academic files are stored in the Main Office. The student’s current teacher must have a specific, educationally legitimate reason to access student records.

No personally identifiable student information, including telephone numbers, may be released to non-school agencies or individuals, e.g. School Safety Agents, another student’s parent, the NYPD, etc. Please contact Ms. Gonzalez if you are asked to release student information in any way.

CHANCELLOR'S REGULATIONS

1. No child may ever be used to render personal service for a teacher or staff member. A child may not be sent to the store, may not do work that should have been completed by the teacher on his/her preparation period, and may not be removed from a class or leave a class early to carry papers, push a cart, move boxes, or otherwise engage in work that is the sole responsibility of adults employed by the school.
2. No business enterprise may be conducted on school property and staff members may make no unauthorized collections
3. Children may not, as a disciplinary measure, be denied lunch, be placed in the hall, be told to stay home, be sent home without proper authorization nor have personal property destroyed or thrown away. (Parents must be provided with an opportunity to retrieve property taken from a student).
4. No drug or medication is to be administered by a teacher or an unauthorized school staff member, unless it is an epipen administered during an emergency.
5. No instructional machine or piece of equipment may ever be removed or borrowed from the school without permission and receipt from the school leaders. (e.g. computers, musical instruments, videos, etc.).
6. Student work is property of the school and of the scholars who created it. Use of the work of students or of other colleagues without express permission of those students, colleagues and administrators is not permitted.
7. Funds may not be solicited from children without the written authorization of Ms. Gonzalez
8. A staff member leaving the school building from other than the main entrance may not provide access to any person from "outside." Please ensure that the door is secured.
9. No child may be sent home during the course of the day without administrative authorization. No parent may pick up a student from class without office authorization.

SEXUAL MISCONDUCT

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

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

STUDENT-TO-STUDENT SEXUAL HARASSMENT

Student-to-Student sexual harassment is conduct and/or communication by a student directed against another student. Sexually harassing behavior may take many forms, including but not limited to engaging in physical conduct of a sexual nature, making sexual comments, displaying or distributing sexually oriented pictures, making obscene gestures, pressuring for sexual activity, spreading rumors of a sexual nature and engaging in sexually violent or coercive behavior.

CHANCELLOR'S REGULATIONS A-420 – CORPORAL PUNISHMENT

Corporal punishment is any act of physical force upon a pupil for the purpose of punishing that pupil.

Such term shall not mean the use of reasonable force to protect oneself from physical injury to protect another pupil or teacher from injury; to protect the property of school or of others; or to restrain or remove a pupil whose behavior is interfering with the orderly exercise and performance of school functions; or if that pupil has refused to comply with a request to refrain from further disruptive acts.

No corporal punishment shall be inflicted in any of the public schools, nor punishment of any kind tending to cause excessive fear or physical or mental distress. Violation of this bylaw constitutes grounds for dismissal.

All allegations of corporal punishment by Department of Education employees must be reported immediately to the proper authorities.

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

CHANCELLOR'S REGULATION A-750 - SUSPECTED CHILD ABUSE

School personnel are mandated to report all cases of suspected child abuse and maltreatment immediately. Procedures are outlined in Chancellor's Regulation A-750 (see attached)

Refer case to the guidance counselor, and notify the principal of the referral.

If the guidance counselor is not available, see the principal; they will notify her of the referral as soon as possible.

If none of the above is available, you must phone in the report. The number for the Child Abuse Hotline is: 1.800.635.1522 Reminder: Obtain the incident # from the call and have the child's full name, birthday, OSIS, and address at the time of the call. This information is available on the blue cards.

Be sure to file appropriate paperwork after phoning in the report. (Call EIC at 718.935.3210 to create an incident report).

CHANCELLOR'S REGULATION C-110 – CONFLICT OF INTEREST

This regulation supersedes C-110 dated December 3, 2008.

The regulation sets forth the conflict of interest rules for officials and employees of the New York City Department of Education to comply with the Conflicts of Interests Law, Chapter 68 of the New York City Charter.

Changes

- Section II. G has clarified that the New York city Conflicts of Interest Law applies to employees during leaves of absence.
- The Regulation has been updated to conform to the Department's current structure.

CHANCELLOR'S REGULATION A-421A – VERBAL ABUSE

1. Verbal abuse of scholars is prohibited. Disruptive behavior by student must never be punished by the use of verbal abuse.

2. Verbal abuse is language that tends to cause fear or physical or mental distress; words denoting racial, ethnic, religious, gender, disability or sexual orientation; threatens physical harm; or belittles or subjects scholars to ridicule.
3. All allegations of verbal abuse by Department of Education employees must be reported immediately to the proper authorities.
4. At the time of the communication, the supervisor will be advised as to how the investigation is to proceed from those authorities.

CHANCELLOR'S REGULATION A-443-DISRUPTIVE & VIOLENT SCHOLARS -REMOVAL OF SCHOLARS FROM CLASSROOMS BY TEACHERS

A substantially “disruptive*” or “violent**” student may be removed from the classroom by the teacher when the student engages in behavior that is substantially disruptive to the educational process or substantially interferes with a teacher’s authority over the classroom.

The teacher is to consult the Discipline Code for behavior infractions subject to teacher removal.

Prior to the removal of the student, the teacher must provide the student with an explanation of the basis for the removal and allow the student to present his/her version of events.

The teacher must inform the principals/designee of the student removal and must submit a completed Student Removal Form by the end of the school day.

The student’s teachers must provide class work and homework during the removal period.

* Disruptive scholars are defined as those who are substantially disruptive of the educational process or who substantially interfere with a teacher’s authority in a classroom.

** Violent scholars are defined as those who commit acts of violence against any school employee; who commit acts of violence on school property against any student or other person lawfully on school grounds; possess on school property a gun, knife, incendiary bomb, or other dangerous instrument capable of causing physical injury or death; threaten, on school property, to use any instrument that appears capable of causing physical injury or death; knowingly and intentionally damage or destroy the personal property of any person lawfully on school property; or knowingly or intentionally damage or destroy district property.

In the instance when the student’s presence in the classroom poses a continuing danger and presents an ongoing threat of disruption to the academic process, the student may be immediately removed by administration. Prior incidents must be documented along with all prior interventions. (See Ladder of Referral)The teacher is to provide such notification to the student and the opportunity to be heard within one school day of the removal.

The teacher is to ensure that the removed student is escorted from the room by:

- an assistant principal or principal - in the instance of a disruptive student *
- a School Safety Agent - in the instance of a violent student**

A removed student may not be placed in a hallway or be sent unescorted to an office as a result of misbehavior.

The principal/designee will confer with the teacher to review the circumstances leading to the removal and determine the professional, pedagogical and classroom management criteria and standards that were used in deciding that a removal was to be imposed. At the time of this conference all supporting documentation is to be presented to the principal/designee, such as:

WITNESS STATEMENTS:

Must include the date and time of the statement collection, the person's name, class if student, description of the incident, and signature of the witness. Additionally, the receiving teacher must sign each witness statement and note the date and time.

ANECDOTAL RECORDS:

Teacher's logs, guidance referrals, SBST supports, parental communications, family conference notes, Student Intervention Forms, Collection of Student Work, etc., are part of the record.

REMOVAL AND NUMBER OF DAYS

The principals/designee, in consultation with the teacher, will determine if the period of removal will result in the student being removed from the classroom for a single period or for the entire day, for a total of four days.

In determining the number of days, consideration must be given to the student's age, maturity, previous disciplinary record and the circumstances surrounding the incident. If applicable, the student's IEP behavioral intervention plan or 504-accommodation plan is to be considered.

For scholars with disabilities the principals shall determine the number of days exclusion from the student's current education program in order to determine additional IDEA requirements.

The determination to set aside a student removal may be made at any point following notification to the principals/designee of the removal. In no event shall the determination be made later than the third school day following the removal. A student removal shall be set aside if the principal/designee determines that:

- The facts do not support a conclusion that the student committed the act or that the act substantially disrupted the class or substantially interfered with the teacher's authority over the classroom;
- The removal violates the law; or
- The behavior warrants a suspension and a suspension will be imposed.

Upon a parent's request, a conference must be held within two (2) school days of the student's removal.

The principals/designee shall provide an explanation of the basis of the removal and allow the student/parent to present his/her version of the events.

Where deemed appropriate by the principals/designee, the teacher and other staff will participate in the conference to discuss the incident and to recommend appropriate intervention strategies.

The principals/designee must rack (tally) the number of days and number of removals for each student utilizing the ATS system.

After any teacher removes a student from any classroom three times during a semester, a principal's suspension must be sought if the student engages in subsequent behavior that would otherwise result in a removal. Principal's suspension decisions will be determined in accordance with Board mandates and cannot exceed an aggregate of ten (10) schools days in a school year.