

New York City Department of Education
The East New York Arts and Civics High School
Dr. Monique Davy Principal
Alyson Forde Assistant Principal
800 Van Siclen Avenue
Brooklyn, New York 11207
718-927-5540

**The East New York arts and civics
High School
2025 – 2026**

**Faculty/Staff Handbook
And
Policies and Procedures Manual**

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The East New York Arts and Civics High School
Mission Statement and Vision

Mission

The East New York Arts and Civics High School is dedicated to equipping students with the skills to become positive contributors to their communities. T.E.A.C.H. students will cultivate a thirst for knowledge, compassion for others, and the bravery needed to effect the changes they wish to see in the world.

Vision

Every student will graduate within four years with an established post-secondary plan, showcasing their knowledge and skills needed to pursue college, start a career, and make positive contributions to their community.

T.E.A.C.H.

4Cs Commit, Communicate, Collaborate, and Create

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Part I

Teaching and Learning

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***T.E.A.C.H. is Committed to the
Following Principles***

Students need to develop expertise in reading, writing, public speaking and research methods through their course-work and independent learning experiences in order to meet the challenges they face currently and in the future.

- ❖ Our community-based approach to education encourages students to make meaning of the global world we live and work in by becoming actively involved in social change through interaction with community agencies, schools, health care facilities, and government agencies.
- ❖ Learning experiences that stress personal reflection, self-esteem, and the value of the individual are essential.
- ❖ Our personalized small learning community is dedicated to encouraging and supporting all members of the school.
- ❖ The most effective learning provides students with many and varied opportunities for demonstrating their knowledge and reflecting on their progress.
- ❖ We will provide many opportunities for parents and students to participate meaningfully in the life of the school.

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Professional Commitment

As a teacher at TEACH High School, I am prepared to make the professional commitment described below and do everything I can do to make the school excel.

- Always treat all students with respect and dignity.
- Practice tolerance and respect for diversity in the classroom.
- Practice “active learning” and “engaging learning” in my classroom.
- Engage students in higher order and critical thinking activities.
- Implement a standards-based writing process in my content area.
- Differentiate teaching and learning.
- Engage students in authentic and rigorous tasks.
- Create and support discussion and discourse.
- Commit to the school’s vision, educational approach and goals.
- Contact parents on a regular basis (via Kinvoled, phone, letter, in person, etc.) about their child’s challenges, absences and successes.
- Effectively establish positive work relationships with colleagues and collaborate with them regularly on an ongoing practice.
- Work with other teachers as a department member, grade-team member, and member of a professional learning community in a collegial fashion.
- Engage in inter-visitation on a regular basis to investigate and share best practices between teachers across all grade levels and content areas.
- Check emails daily and respond to them when necessary.
- Accept that classrooms at T.E.A.C.H. are learning laboratories open to critique from colleagues, supervisors, and visitors.
- Adhere to all policies and procedures in the **Faculty Handbook**

I have read and understand the professional commitment expected of all staff members at T.E.A.C.H. Community High School.

Signature

Date

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Non-Negotiables for 2025-2026

Education in our times must try to find whatever there is in students that might yearn for completion, and to reconstruct the learning that would enable them autonomously to seek that completion. ~ **Allan Bloom**

To be a teacher at THE EAST NEW YORK ARTS AND CIVICS HIGH SCHOOL means you must agree to consistently **support** the structures we wish to put in place. Listed below are the non-negotiables for the 2025-2026 school year:

- Monitor and use assessment data to drive student learning!
- Complete The Week at a Glance
- Integration of Technology
- Infusion of Essential Questions
- Course Syllabus & Student Rubrics
- Use Kinolved to monitor student attendance, STARS to input grades
- Student Portfolio or Work Folders

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Professional Development Calendar

Opening Day PD	September 2 & 3 2025
Election Day Professional Development	November 4, 2025
January Professional Development	January 26, 2025
June Anniversary Day (PD)	June 4, 2025
Monday PD	Every Monday school is in session
Common Planning Time /	5th period by Department

Professional Development Workshops

During the **2025-2026** school year various workshops will be implemented to assist faculty with the enhancement of professional development. The following is a list of the tentative workshops:

- Assessment and Data
- Week at a glance
- All students READING
- Station Teaching
- Purposeful Planning
- Portfolio Assessment
- Differentiation

The workshops will run during monthly professional development session

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Marking Periods for 2024-2025

Fall Semester	
1st Marking Period	Sept. 5, 2024- Oct. 15, 2024
2nd Marking Period	Oct. 16, 2024 – Nov. 27, 2024
3rd Marking Period	Dec. 2, 2024– Jan. 17, 2024
4th Marking Period	January 17, 2024
Spring Semester	
1st Marking Period	Jan. 28, 2025 - Mar. 12, 2025
2nd Marking Period	Mar. 13, 2025 – April. 24, 2025
3rd Marking Period	April.25, 2025- Jun. 16, 2025
4th Marking Period	June 16, 2025

Please be advised that there should be ongoing communication with parents throughout the semester to identify areas of need or concern. It also allows us to be pro-active in our efforts to assist students with meeting academic standards. Students and parents should receive progress reports. All failing grades require a comment.

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Differentiated Instruction Strategies

- **#1 Easy to do**
 - Flexible grouping
 - Mentors
 - Open Ended Task
 - Questioning Techniques
 - Students as teachers/producers

- **#2 Just expand what you do**
 - Independent Projects/Research
 - Learning Centers/ Stations
 - Pre-assessment instruction
 - Product Grids
 - Students Self-Assessment/Rubrics

- **#3 Save for last**
 - Curriculum compacting
 - Tiered Assignments

- **#4 Other Differentiated Instruction Strategies**

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Assessment Policy & Practices

In order to promote the academic, social, and total growth of each of students we must build a culture of formative assessment in our classrooms and throughout our school. Several data systems are available to teachers and staff that allow you to monitor the growth of each of your students. These systems also allow you to research their past performance and to communicate class expectations and student growth with various members of our school community, including parents and students.

Additionally, all classroom teachers are expected to use best practices in formative assessment for all their students. Various workshops and supports will be given to each teacher to assist them in developing their formative assessment capabilities.

Kinvolved is a school-based system that allows you to report attendance and student progress to parents. Portal by New Visions and Insight systems also allows you to view past attendance, a myriad of data and transcript records. Dr. Dye is the system administrator and should be contacted with any issues related to this system.

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Danielson Classroom Evaluations

The Four Domains - Descriptions of the four domains are presented in the table below.

1. Planning & Preparation

Effective teachers plan and prepare for lessons using their extensive knowledge of the content area, the relationships among different strands within the content and between the subject and other disciplines, and their students' prior understanding of the subject. Instructional outcomes are clear, represent important learning in the subject, and are aligned to the curriculum. The instructional design includes learning activities that are well sequenced and require all students to think, problem solve, inquire, and defend conjectures and opinions. Effective teachers design formative assessments to monitor learning, and they provide the information needed to differentiate instruction. Measures of student learning align with the curriculum, enabling students to demonstrate their understanding in more than one way.

2. Classroom Environment

Effective teachers organize their classrooms so that all students can learn. They maximize instructional time and foster respectful interactions with and among students, ensuring that students find the classroom a safe place to take intellectual risks. Students themselves make a substantive contribution to the effective functioning of the class by assisting with classroom procedures, ensuring effective use of physical space, and supporting the learning of classmates. Students and teachers work in ways that demonstrate their belief that hard work will result in higher levels of learning. Student behavior is consistently appropriate, and the teacher's handling of infractions is subtle, preventive, and respectful of students' dignity.

3. Instruction In the classrooms of accomplished teachers, all students are highly engaged in learning. They make significant contributions to the success of the class through participation in high-level discussions and active involvement in their learning and the learning of others. Teacher explanations are clear and invite student intellectual engagement. The teacher's feedback is specific to learning goals and rubrics and offers concrete suggestions for improvement. As a result, students understand their progress in learning the content and can explain the learning goals and what they need to do in order to improve. Effective teachers recognize their responsibility for student learning and make adjustments, as needed, to ensure student success.

4. Professional Responsibilities

Accomplished teachers have high ethical standards and a deep sense of professionalism, focused on improving their own teaching and supporting the ongoing learning of colleagues. Their record-keeping systems are efficient and effective, and they communicate with families clearly, frequently, and with cultural sensitivity. Accomplished teachers assume leadership roles in both school and LEA projects, and

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they engage in a wide range of professional development activities to strengthen their practice. Reflection on their own teaching results in ideas for improvement that are shared across professional learning communities and contribute to improving the practice of all.

Setting Up and Maintaining Your Classroom

The following is a list of suggestions for you to use while setting up your classroom. Embedded in these questions are the essential elements of every classroom at T.E.A.C.H. is expected to contain. Work to make your classroom a bright, clear, interactive space. Use bright colors to set a cheerful tone. After each new concept is studied, make sure that a clear, readable chart is posted that contains the key content of that new idea.

Fill your room with visual clues of the content:

A teenager's day is very fragmented. The environment we establish in our classrooms can help students make the immediate transition we expect from them as they pass from one subject class to another.

Anyone walking into your room should immediately recognize:

- **Your content area**
- **The specific unit of study the students are currently pursuing**
- **Evidence of the key ideas of past units**

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

- **Clearly label a bookshelf for reference materials.**
- **Post important formulas, charts of editing marks, conversion tables or maps where students can clearly read them and refer to them often.**
- **Maintain a record of homework and class assignments in a single space so that students who are absent can refer to it.**
- **Are bulletin boards updated with student work, clearly titled, and include a description of the assignment that produced the work? The progress that led to the creation of the final**

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- **product should be clearly articulated.**
- **Are key concepts and vocabulary posted in your classroom? If you have just finished a study of Early Americans, the key language connected to this study should be posted. If you have just finished a unit on exponents, charts explaining the use of exponents should be posted**

Reading and writing are integral to all content areas:

- **Do you have a content specific library with a variety of genres and reading levels?**
- **Do you keep track of and celebrate what the students have read in your class?**
- **Are there examples of student writing in your classroom?**
- **Have you labeled the student work? For example: Read this lab report for an excellent model of how to present data. This essay has an introduction that really grabs the reader. Notice how this piece incorporates evidence from the documents we studied in class.**

Accountable talk helps students organize their thinking and take part in a learning community:

- **Is the classroom set up to facilitate student to student talk?**
- **Is the seating arrangement flexible enough to facilitate smooth transitions between direct instruction, small group work and whole class discussion?**

Save time at the start of each period and keep instruction clear and organized:

- **Is there a clearly posted Agenda for the day's lesson?**
- **Does the Agenda have time limits and a clear description of each step or task in the lesson?**
- **Does the Agenda clearly contain each step of a workshop lesson?**

Organize furniture, materials, and equipment to support the workshop model and accountable talk:

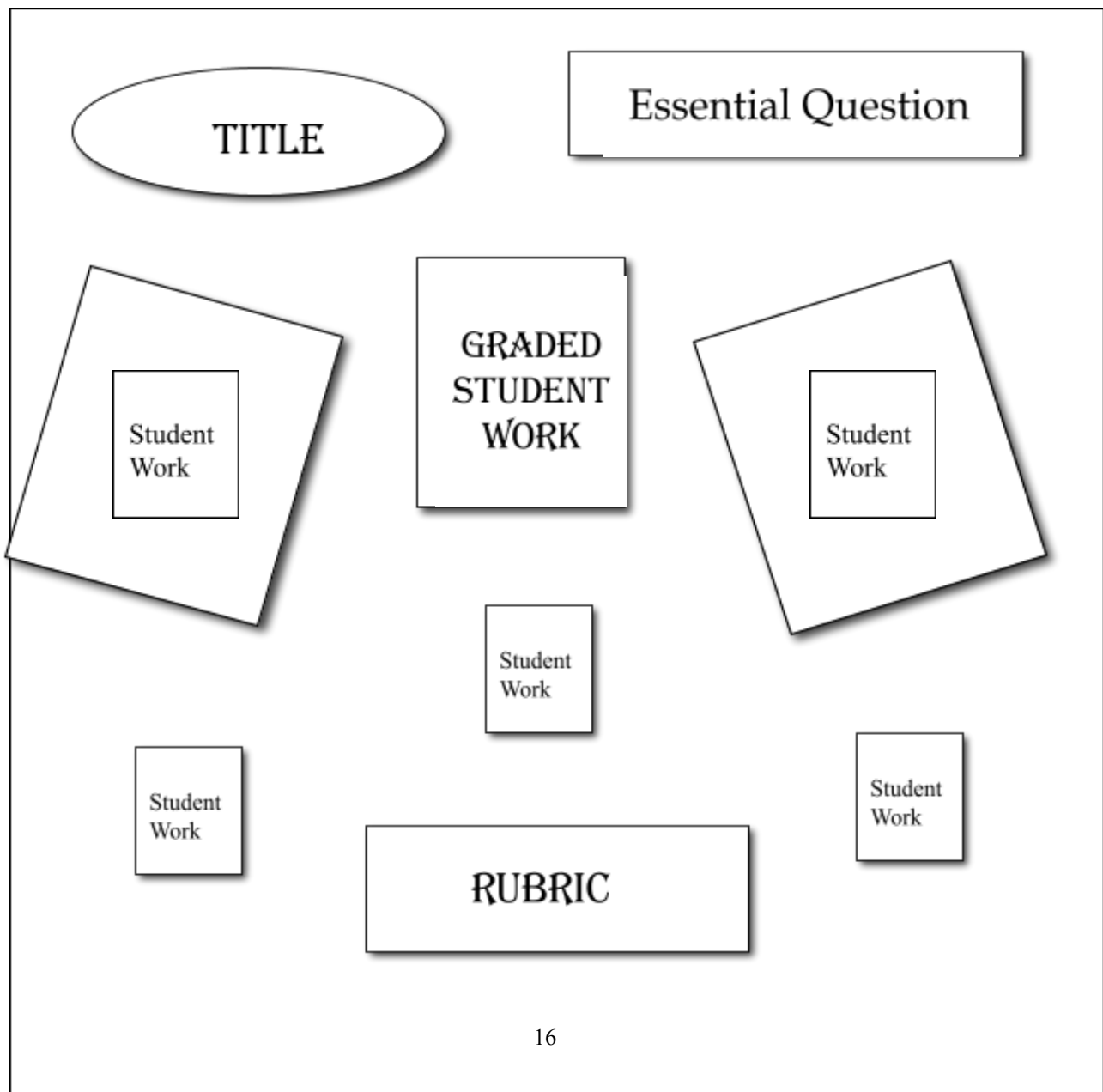
- **Are the desks in collaborative groups?**
- **Are there clear pathways to the entrance, the exits, and the classroom**

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library?

Is there a clear materials and resource area where students can pick up and organize any special materials needed for the lesson?

A Good Bulletin Board Looks Like



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Please make sure student names and dates are visible and current.

Part II



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Policy & Procedure

ABSENCE

Teacher report time is 8:00 am. Teacher attendance is crucial for the continuity of instruction. Please make all efforts to limit the number of days you are late or absent from school.

For each day of your absence, you must call or email the Subcentral absence reporting system. In addition to alerting school staff via email.

- **SubCentral Website (information only):**
<http://schools.nyc.gov/Offices/DHR/Employees/SubstituteTeachersPerDiem/>
- **SubCentral SmartFind Express Website (system access):**
www.subcentral.nycenet.edu
- **SubCentral SmartFind Express IVR (telephone access):** 718-935-6740
- **SubCentral Help Desk Email Address:** subcentral@schools.nyc.gov
- **SubCentral Office Number (Live Help Desk, 6am to 5pm: Monday-Friday):**
718-935-4401
- **Registration Info:** In order to use the Subcentral system, you will need to register with the system using your file number as your Access ID and PIN. You **must**

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change your PIN number as part of completing the registration process. You can register and change your PIN Number by calling 718-935-6740.

If you are unable to report your absence before 6:30 AM, you must contact Principal Davy (mdavy6@schools.nyc.gov), AP Dye (vdye@schools.nyc.gov), and Brianna Marchione (bmarshall@schools.nyc.gov) via email by 7:30 (718-927-5540) to indicate that you are going to be absent that day.

If you know in advance that you will be absent on a particular day (e.g. professional meeting, religious observance, graduation), please notify Payroll Secretary B. Marchione to get approval from your principal.

When you return from an absence, PLEASE make certain you see the Payroll Secretary to sign your Cumulative absence record form (your CAR).

Absences before or after holidays or weekends will be carefully scrutinized, as will other patterns of absences.

Absences for personal business require **ADVANCE NOTICE** and **APPROVAL** of the Principal. Days off for personal business are intended to be used only for personal business that cannot be conducted on a day other than a school day and during hours other than school hours. <https://www.uft.org/files/attachments/op201.pdf>

The “Instructions to Substitutes” which are given to the Per Diem teachers each day they are covering classes at T.E.A.C.H., specifies that they MUST take the attendance of each class that they cover. Please make certain that you record the attendance taken by the substitute when you return from an absence. In addition, it is of utmost importance that there is follow-up to the assignment(s) left for the substitute teacher.

Generic lesson plans must be on file with THE SECRETARY for use during your absence.

- ❖ These plans should be generic in nature so that any person covering your class can execute the lessons easily.

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- ❖ All materials necessary for the lesson must be attached to the lesson.
- ❖ Since we cannot guarantee only one person will be providing coverage, it is necessary that separate lessons be provided for each class section.
- ❖ Upon your return, these lessons must be replenished.

ABSENT TEACHER COVERAGES

There are occasions when we do not have enough per diem teachers to cover the classes of absent teachers. Under these circumstances, you may receive a notice indicating that you will have a coverage that day. This notice will be placed in your folder and delivered via email.

It is important that your students are engaged when you are absent. The students must realize that although you are absent, you left work for them, which will become part of their grades. Therefore, you **MUST** have on file with AP Dye, **a minimum of three assignments for each class you have on your schedule.** Written work and homework, which will be collected and graded, must be part of the lessons left for the substituting teacher. The students must be informed that their attendance will be taken and will be part of their grade. Should they cut the class, a telephone call or letter will be sent home.

If a note or letter is left for you by the substituting teacher concerning a discipline problem, it is of utmost importance that you attempt to resolve the difficulty. It is imperative that your students realize that although you may have been absent, they are still responsible for their actions in your classroom.

ACCIDENTS OR ILLNESS

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Students are not permitted to leave the building without proper authorization during the school day.

In the case of an illness or accident, which is not serious, the student should be sent to the Medical Office. If necessary, the school nurse or office staff will make arrangements with the parents/guardians for the child to be picked up from school.

In the case of a serious illness or accident where the student cannot or should not be sent to the Medical Office without proper supervision, notify the Security Desk (ext. 100), main office Ext. 353, 354, or another teacher who will seek help.

An accident form will be placed in your mailbox, which **MUST** be completed and returned to the AP Dye no later than the following day. Any statements from witnesses should also accompany the returned form. It is incumbent upon the teacher to provide as much pertinent information as possible and to make certain the time requirement is followed.

Any STAFF MEMBER who may incur an accident or illness, please notify Administration immediately.

AED PROTOCOLS

As designated by the Principal, the AED contact person for T.E.A.C.H. is Brandon Alfred. Immediately on determining that there is an unconscious victim, **911 must be called**, the internal building response team must be activated, and the AED must be brought to the victim.

The procedure for activating the internal response team at this school is: Responders will be notified via classroom intercom system or radio. **At all schools with Public Address systems, the following announcement must be made three times over the PA: "Code blue," and state the location of the emergency.**

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Any staff trained and certified staff member hearing the announcement over the PA, or responding to the school's internal response protocol, will immediately retrieve the closest AED to bring to the scene.

- At the scene with the victim, trained personnel will aid including but not limited to:
 1. scene safety and evaluation
 2. call 911 immediately
 3. retrieve the AED
 4. Check for breathing 5-10 seconds
 5. checking for breathing
 6. If the person is not breathing begin CPR with compression
 7. application of the AED and usage (if necessary)
 8. Do not stop CPR until the AED is turned on and the defibrillation pads are applied
 9. Continue CPR/AED until EMS arrives

The law requires that AED equipment be provided and maintained on-site in each instructional school facility in locations and quantities adequate to ensure ready and appropriate access for use during emergencies. Each instructional school facility should have as its goal a specific response plan that targets a response time from the victim's collapse to defibrillation of less than or equal to 5 minutes. Clearly visible signs must indicate the location of an AED device.

The AED's at this school are located as follows:

- 1. entrance near security office**
- 2. 1st Floor Physical Education office**
- 3. Across from room 325**

ATTENDANCE

Each staff member is to move his/her timecard from the "OUT" to the "IN" rack upon arrival. **Please do not move any other person's card.** Any individual who is found doing this will be subject to disciplinary action. All staff working per session must clock in and out for the per session activity and attach a student attendance list to their timesheet.

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Any staff member who must leave school prior to the end of the day, on OFFICIAL BUSINESS, is to sign the "OUT BOOK" in Room 326. All requested information MUST be completed.

If an emergency exists which requires a staff member to leave the building PRIOR to the end of the school day, he/she must notify both Administration and Ms. Marchione. When you do leave the building, you must sign the "OUT BOOK" which can be found in the main office. All requested information MUST be completed. Please be aware that this may result in a CAR deduction for the time – particularly if paid coverages are necessary.

BULLETIN BOARDS

Please see attached bulletin board requirements.

CHILD ABUSE POLICY

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

PHYSICAL ABUSE:

The non-accidental physical injury of a child inflicted by a parent or legal caretaker which ranges from superficial bruises and welts to broken bones, burns, serious injuries and, in some cases, death.

PHYSICAL NEGLECT:

The withholding of, or failure to provide a child with adequate food, shelter, clothing, hygiene, medical care, and/or supervision needed for optimal growth and development.

SEXUAL ABUSE:

The sexual exploitation of a child by a parent, guardian, relative, caretaker, or other person which may range from non-touching offenses, such as exhibitionism, to

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fondling, intercourse, or use of a child in the production of pornographic materials.

EMOTIONAL ABUSE:

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

EDUCATIONAL NEGLECT:

The failure of a person in parental relation to a child to ensure that child's prompt and regular attendance in school or the keeping of a child out of school for impermissible reasons.

As a mandated reporter, when a child comes before you in an official or professional school related capacity and you have reasonable cause to suspect that the child has been abused, maltreated or neglected ("child abuse"), **you are required to notify administration immediately**. You are not required to possess certainty before a report is made, only reasonable suspicion.

You are also obligated to make a report if a parent, guardian, custodian or other person legally responsible for such child comes before you in your professional or official capacity and states from personal knowledge facts, conditions or circumstances which, if correct, would render the child an abused or maltreated child.

CLASSROOM MANAGEMENT

In cases of excessive lateness, absence or cutting, inappropriate dress (includes hats, do rags and electronic devices, eating in class, lack of class participation, talking in class, unprepared in class (no textbook, no notebook, no homework, no pen/pencil, etcetera), teachers are to adhere to the following:

- **Students must not be excluded from class or sent out of the room.**

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- Teachers should take the initial steps to address the problem, this can include, but is not limited to, speaking to the student and contacting the parent by telephone or mail.
- If the aberrant behavior is excessive, the teacher should refer the case to his/her immediate supervisor.
- Teachers are requested to document the calls, letters and referrals that have been made.

CORPORAL PUNISHMENT

Corporal Punishment and/or Verbal Abuse of students is strictly prohibited. Disruptive behavior by a student must never be punished by use of physical force or verbal abuse. Such behavior usually reflects underlying problems that require guidance intervention. If you are having difficulty with your students, please utilize the ladder of referral so that Mr. Dye can assist you.

The Department of Education defines corporal punishment as:

“Any act of physical force upon a pupil for the purpose of punishing that pupil. Such term shall not mean the use of reasonable physical force for any of the following purposes:

1. To protect oneself from physical injury.
2. To protect another pupil or teacher or any other person from physical injury (e.g. breaking up a physical altercation without using excessive force);
3. To protect the property of the school or of others; or
4. to restrain or remove a pupil whose behavior is interfering with the orderly exercise and performance of school district functions, powers or duties, if that pupil has refused to comply with a request to refrain from further disruptive acts, provided that alternative procedures and methods not involving the use of physical force cannot be reasonably employed to achieve the purposes set forth in 1 through 3 above.”

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Similarly, while **Verbal abuse** is not corporal punishment, it is **strictly prohibited**, and **all violations must be reported to the Office of Special Investigations**. Verbal abuse includes:

1. Language that tends to cause fear or physical or mental distress.
2. Language that includes words denoting racial, ethnic, religious, gender, disability, or sexual orientation which tends to cause fear or physical or mental distress.
3. Language that tends to threaten physical harm; or
4. Language that tends to belittle or subject students to ridicule.

Therefore, Teachers are required to refrain from practices which may cause physical harm or excessive fear/mental anguish. All suspected violations will be reported to the Office of Special Investigations.

Teachers who engage in corporal punishment and/or verbal abuse may receive any of the following disciplinary actions:

- A verbal warning, or
- A written reprimand, and/or
- You may be removed from the school building, and/or
- You may have your license revoked and be terminated for cause.

Moreover, all staff at T.E.A.C.H. has a professional obligation to report suspected cases of corporal punishment/verbal abuse to Dr. Davy ASAP. Failure to do so may result in disciplinary action.

For more detailed information, please refer to the Chancellor's Regulations which can be obtained by seeing Administration.

Chancellor's Regulations Websites

A412 – <http://docs.nycenet.edu/docushare/dsweb/Get/Document-17/A-412.pdf>

A420 - http://docs.nycenet.edu/docushare/dsweb/Get/Document-19/A-420_11-16-04.pdf

A421 - <http://docs.nycenet.edu/docushare/dsweb/Get/Document-20/A-421.doc.pdf>

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A443 - <http://docs.nycenet.edu/docushare/dsweb/Get/Document-22/A-443.pdf>

A610 - <http://docs.nycenet.edu/docushare/dsweb/Get/Document-25/A-601.pdf>

A750 - <http://docs.nycenet.edu/docushare/dsweb/Get/Document-26/A-610.pdf>

A830 - <http://docs.nycenet.edu/docushare/dsweb/Get/Document-36/A-750.pdf>

A831 - <http://docs.nycenet.edu/docushare/dsweb/Get/Document-45/A-830.pdf>

C105 - <http://docs.nycenet.edu/docushare/dsweb/Get/Document-55/C-105.pdf>

DESIGNATED DEPARTMENTAL TEST DAYS

In order to give students ample opportunity to study for exams, and not to have them overburdened with multiple tests with multiple tests in the course of a day, we have a system whereby full-period tests are given departmentally on the following days:

- Monday:** **No Tests should be given except for school wide exams.**
Tuesday: Math, English
Wednesday: Social Studies, Art
Thursday: Science, Health
Friday: **No Tests should be given except for school wide exams**

DISCIPLINE

<https://www.schools.nyc.gov/school-life/know-your-rights/discipline-code>

The Administration of T.E.A.C.H. is committed to ensuring that our school is a safe and secure environment for all students and staff. Toward that end, students must be taught that:

- 1. they are responsible for their behavior.**
- 2. that there are standards of behavior with which they must comply, and**
- 3. that there are consequences when they do not meet those standards.**

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The Discipline Code sets forth a comprehensive description of unacceptable behavior and the range of permissible disciplinary and intervention measures that may be used when students engage in such behavior. All teachers are encouraged to familiarize themselves with the Discipline Code – It will be provided when we receive our copies from DOE.

In order to promote a secure and orderly environment, teachers must immediately report to the Dr. Allen-Davy, AP Dye or School Safety any conduct that poses a danger to the health and/or safety of the school community. Moreover, all teachers are responsible for developing and utilizing techniques and measures that promote optimal learning and address behaviors which negatively impact upon the education process.

LADDER OF REFERRAL

-Speak to the student.

-Contact the parent.

-Refer to Dean or Guidance Counselor

-Enlist the assistance of your immediate supervisor.

A situation deemed dangerous to the health and/or safety of the staff and/or students is to be referred to the Dean's Office, Room 322A or Dr. Allen-Davy's office Room 336.

The following incidents are the **ONLY** ones that should be referred to the Dean's Office:

- ❖ an assault upon a staff member
- ❖ an assault upon another student
- ❖ a fight in the classroom
- ❖ a physical or verbal threat against a staff member
- ❖ a physical or verbal threat against another student
- ❖ a theft from a staff member
- ❖ a theft from a student
- ❖ a substantial disruption of the educational process

Do not send the student out of your classroom. If you feel that there is an immediate danger to yourself, or your students call Security immediately. If you cannot get to a phone, send another student for help.

If it is necessary to refer a child to the Dean's Office for any of the above offenses, a Discipline Referral or Witness Statement must be completed and sent to the Dean's Office immediately. Referrals and/or Witness Statements may be obtained from your

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Assistant Principal, Supervision or the Dean's office. You can also send a referral through Kinolved. Without this information the dean cannot be expected to take the appropriate action.

If a child is registered in your class, you may NOT exclude him from the class, nor may you refuse to allow him to enter your class. If you feel that circumstances prevail which would require action to be taken against the child, your Assistant Principal or the dean should be notified. The matter will then be thoroughly investigated.

Rumor control is essential to maintaining a stable school environment. Should anyone hear of an impending problem, i.e. a fight after school, a previous incident that may lead to further problems etcetera, it is imperative that Principal Davy, AP Dye, The Dean or School Safety be notified as soon as possible.

If you suspect that a student is the victim of physical, emotional or sexual abuse or neglect, it is imperative that you report it immediately to Ms. Mathieson or a Guidance Counselor.

EQUIPMENT

A request to borrow equipment must be justifiable and work related. A "Request for Off Site Equipment Utilization by Board of Education Personnel" form must be completed and approved by the Assistant Principal and the Principal.

FIRE DRILLS

Please remember that all students and staff must always obey all fire drill regulations. In general, it is expected that:

- All students and staff will evacuate the building as quickly and as quietly as possible. The use of portable cell phones or CD players is not allowed. Teachers, please contact the homes of students who fail to follow your instructions and/or, if the situation warrants it, refer the matter to the Dean or Administration ASAP.

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- Teachers are expected to escort their classes outside of the building and actively supervise their classes until the conclusion of the fire drill. Teachers should bring their attendance books with them to ensure the safe evacuation of all students.
- Teachers are expected to secure their classrooms as they exit the building. Under no circumstance, should you allow a student to remain in your classroom or accompany another class outside of the building.
- The use of the elevator is strictly prohibited during all fire drills.
 - Classrooms that exit through the A staircase will exit the building and turn left until all students have crossed Bergin Street. Classrooms that exit through the B staircase will exit through the parking lot, turn right at the gate and proceed along Linden Blvd. until all students/staff are evacuated and a safe distance from the school has been established. .
 - All teachers should familiarize themselves with the location of fire extinguishers and fire alarms. Also, every classroom should have a go folder outlining the procedures during a fire drill. Please let me know if this is missing from your classroom so that we can provide you with this information.

HIGH SCHOOL GRADING POLICY

The T.E.A.C.H. the academic year is divided into two (2) academic terms, which are divided into three (3) marking periods. Grades received for the first three marking periods stand alone. The fourth marking period is an average of the first three marking periods. Students will receive final term grades in January and June, which will appear on the student's official transcript.

The grade of 65 is required to pass a subject and earn credit. Grades of 90 and below are given in multiples of five (5) points (65,70,75, etc.) All grades above 90 (91, 92, etc.) may

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be given in increments of one (1). All teachers should carefully explain their grading policies at the beginning of the semester. **A grade of 60 should not be used.** A grade of 55 indicates that a student is failing and will need additional support and/or increased effort to pass. A grade of 50 indicates that the student is not attending class on a regular basis. A grade of NS should be given to students who never report to your class.

Please note:

High School Graduation Requirements

Students must accumulate 44 credits in order to receive a High School diploma.

Subject Area	# of credits needed for regular diploma	# of credits needed for advanced diploma
English	8	8
Social Studies	8	8
Math	6	6
Science	6	6
Physical Education	4	4
Health	1	1
Arts	2	2
Foreign Language	2	6
Electives	7	7

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Students must pass with a 65 or higher New York State Regents Examinations in the following subjects: One social studies exam Global History and Geography or United States History, Earth Science, Living Environment and/or Chemistry, Algebra I, Geometry and/or Algebra II, and English Language Arts. Moreover, candidates for an advanced diploma must receive a grade of 65 or higher on the Foreign Language regents. In addition, in order for our students to be college ready they must receive no less than 70 on their Algebra Regents and 75 on the ELA Regents.

HOUSE KEEPING REMINDERS

Teachers are responsible for keeping a clean and orderly classroom for the next teacher. This includes erasing the board and ensuring that the furniture is appropriately placed.

Absolutely no food or drink is permitted in classrooms by students or staff. Teachers may eat or drink in Department Offices, Administrative Offices, the Teacher Lounge or the Teacher Cafeteria. Students may only eat or drink in the Student Cafeteria. Teachers are asked to encourage students to use the wastebaskets. It might be helpful to assign a student on a rotating basis to circulate the wastebasket toward the end of the class period.

Bulletin boards reflecting students' work should be maintained and kept current in each classroom. Staff members are also asked to adopt a bulletin board in the corridors to display additional student work and celebrate success.

Equipment should not be left in a classroom unattended. At the end of the school day or when you know that you are the last teacher to use the room, **PLEASE lock the classroom door.**

Please make sure that telephone boxes and cellphone carts are kept locked. Textbooks and other materials are not to be left on floors or placed on windowsills or radiators.

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KEYS

To obtain a key, a WRITTEN request must be submitted to Ms. Marchione she will follow up with the custodian.

School keys are NOT to be given to students for ANY reason. It is very convenient to give a student a key to a room or a closet to get some material or some other item. Difficulties have occurred which contradict the use of this practice. Keys will be removed from the student and given either to the Principal or the Assistant Principal. Do not leave keys lying around where they may be easily "LOST".

LATENESS

If you are going to be unavoidably late, it is imperative that you telephone the school so that class coverages can be arranged. **Upon arrival you must punch in your timecard to indicate your time of arrival.**

All lateness is recorded and becomes part of the faculty member's record. Payroll deductions may be made for lateness of more than 20 minutes each and for cumulative lateness of more than three and one-half hours as per Board of Education regulations. A staff member not following the above procedure will be noted present when first seen by Administration.

LETTERBOXES

The letterbox box is in the main office and is used for department information. All staff members should empty their letterboxes at least once a day. They **SHOULD NOT** be used for permanent storage. The letterboxes will be cleaned periodically, and any material found in them will be discarded. An announcement will be posted one day prior to this action.

METROCARDS

Metro cards are distributed during the first week of the semester in the student cafeteria. At all other times, students may come to the Main Office, **ONLY** during their

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lunch periods to fill out a request for a replacement metro card. Teachers are **NOT** to issue passes from their classes for this purpose.

PASSING TIME

In order to facilitate orderly and timely passing of students between periods, it is of utmost importance that teachers stand in their doorways during these times. The presence of an adult helps to reduce many of the problems that may occur in the hallways. Kindly usher your students in.

PAYROLL MATTERS

Questions about payroll matters that are not of an urgent matter should be directed to the Payroll Secretary via email. The Payroll Secretary will make every effort to answer promptly.

Please note that requests for information needed for payroll purposes must be supplied promptly so that your payroll records will be kept accurate. It is imperative that you respond promptly to requests made by the Payroll Secretary.

All medical documentation for absences must be submitted to the Payroll Secretary immediately upon your return to work. One day per month, September to June, is added to your bank.

Absences for death in the family or graduations either for yourself or a child may be treated as non-attendance days. As there are a multitude of circumstances involved with these absences, please consult with the Payroll Secretary. Paychecks/stubs will be issued electronically.

PER SESSION EMPLOYMENT –

<https://www.uft.org/your-benefits/forms-and-documents/per-session>

Staff members may apply only for those activities for which an approved Per Session Vacancy is posted. All per session employees must complete an application for each per session activity (OP 175) prior to commencing service.

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Individuals applying for a second per session activity must obtain an approved waiver prior to commencing service in the second activity. Individuals who have been approved for waivers in prior years must submit new waiver applications each year.

No individual is authorized to work in a per session activity during the normal school day. An employee must either report to work early or stay late.

No per session compensation may be paid for work performed at home.

Each per session employee is required to punch a timecard to record the exact time of **arrival** and **departure**. The timecard is to serve as the basis of entries on the Personnel Time Report completed at the end of each month. If the time clock is unavailable, time of arrival and departure may be handwritten and **must** be signed by the supervisor in charge of the activity.

Each per session employee is required to submit a completed time sheet and their timecard at the end of each month to the Per Session Secretary. If you are submitting for more than one activity, you must use a separate time sheet for each activity. Time sheets submitted for per session work that required a waiver that was not previously approved will result in the withholding of per session payment.

At no time can you put in for payment for two (2) activities during the same hour.

PERSONAL ITEMS

Please be aware that the school cannot be responsible for losses of personal items. **DO NOT leave pocketbooks, wallets, briefcases or any valuable item in sight and/or unattended.** Although monetary value of an item that mysteriously disappears may not be large, the inconvenience caused by its loss certainly will be.

PROHIBITED ITEMS

Vapes, lighters, pepper spray are not allowed in school. Teachers are requested to inform their students that anyone found in possession of any of the above items while in T.E.A.C.H. will have them confiscated. The item(s) will be returned only to a parent or guardian at the end of the month.

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Weapons and Laser Pointers are illegal on school grounds. If you see a child with one, or hear other students speaking about it, please inform a dean or an SSA as soon as possible.

ROOM PASSES

Each classroom will receive an official laminated pass. Each student who leaves the room MUST have this pass with him/her. We encourage you to keep a log of all students leaving the room. Please make sure that each student RETURNS the pass when he/she is finished.

Should any student fail to return the pass to you upon returning from his/her destination, a referral form must be forwarded to the Dean's Office. Failure to do this may allow your pass to be used improperly and may cause many difficulties to other staff members or to other students.

If your room pass is lost or stolen, please report this to the Dean or Administration. Passes should not be given during the first 10 minutes and last 10 minutes of each period. No passes are to be issued during periods 1 and 8.

SHELTER DRILLS

Mandated shelter drills are part of TEACH's Safety plan. During a shelter drill, at the sound/announcement of the alarm the teacher is to have the class line up at the classroom door. Move the class into the hallway, outside the classroom door, make sure the classroom is empty and close the door. Students should remain lined up in the hallway until all clear announcement is given. There is no talking during fire or shelter drills. At the conclusion of the drill, please return to the classroom and re-take attendance. Call the parents of any student(s) who does not cooperate during the drill.

Teachers without class assignments, deans, administrators, school aides, paraprofessionals and School Safety Agents are asked to assist during this exercise.

SPECIAL EMERGENCY ASSIGNMENTS

In the event of an emergency involving the security and safety of the students, staff and/or building:

A signal will be given. This will be:

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“Attention we are in a Soft or Hard LOCKDOWN. Take proper action”

In response to this announcement the following steps should be taken immediately:

1. Check the hallway outside of the office or classroom for students.
 2. Lock the classroom door, turn the lights off, move everyone out of sight and maintain silence.
 3. Soft lockdowns end with the announcement: the soft lockdown has been lifted”..
 4. Hard lockdowns end by first responders opening class-room doors.
 5. Report any missing/additional students by contacting the office.
- If the PA system is not working, teachers will be notified by School Safety Personnel or the Emergency Floor Warden. Please refer to the chart below to determine the Emergency Floor Warden for your classroom

Floor	Emergency Warden	Alternate
3	Brandon Alfred	Shatima Vincent

For an emergency evacuation of the building, please follow the regular fire drill procedures which are in effect.

The fire alarm is the initial alert for an evacuation due to a fire. During a bomb threat, do not use any electronic devices.

1. Secure the evacuation folder (class roster, GRP Assembly Card, and critical student information).

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2. Lead students to the evacuation routines posted on the fire drill posters.
3. Be prepared to use secondary egress if necessary.
4. Upon arriving at the staging area, take student attendance and report conditions using the GRP Assembly Card.

STUDENT ATTENDANCE

Each day attendance must be taken accurately. **You fill in the bubble in the appropriate space for each student who is ABSENT from your class. You MUST also fill in the bubble "ATTENDANCE TAKEN" each day.** Please be careful NOT to make any stray marks on the attendance sheets.

The SUBJECT CLASS attendance bubble sheets are to be picked up on daily from **the Main office (326)** before the start of first period and returned to the **Main Office**. DAILY SCHOOL WIDE ATTENDANCE will be taken during the third (3rd) period. The sheet will be picked up approximately ten (10) minutes after the start of the third period. Please make every effort to have the bubble sheet completed and available at that time. A student who is not present in your class **MUST** be marked absent. If a student must leave the building early, he/she must be picked up by a guardian on the BLUE CARD and **MUST** be signed out in the Main Office.

Home contact is essential when a student is absent from your class. **You MUST keep a log of all successful and unsuccessful attempts to contact parents/guardians regarding their child.**

STUDENT LATENESS

Students have the responsibility of getting from one class to another within the allotted passing time. At the sound of the second bell (late bell), kindly look up and down the hallway outside of your room. Gather those that belong to your class inside. If a student arrives to class late, record the lateness, whether or not he/she has a late pass and make appropriate home contact if repeated.

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SUPPLY REQUEST

Supplies can be requested by filling out a blue supply request form and placing it in the box in the main office.

Requests for laptop carts should be made to Mr. Mercado.

TRIP POLICY

In general, all school trips should have an educational focus and should be viewed as an extension of the curriculum and the learning environment.

Occasionally some trips are scheduled as part of the celebratory and ceremonial activities that accompany graduation or some other significant student achievement such as attendance or honor roll.

Individual teachers and other school personnel are prohibited from offering students the opportunity to participate in trips that have not received prior authorization from Administration.

Please remember that:

- ❖ All school trips must be approved in by Dr. Davy at **least two weeks prior to the date of the trip.**
- ❖ You can obtain a Trip Plan from Mr. Mercado in room 326.
- ❖ **Once the trip has been approved by please submit all documentation to Mr. Mercado. You will receive a permission slip and Ms. Marchione can make arrangements to obtain a substitute teacher if necessary.**
- ❖ For high school students, at least two (2) staff members are required for up to twenty (20) students. With respect to the two staff members noted above, one must be a teacher or supervisor. The other may be a member of the instructional staff (e.g. teacher, dean, guidance counselor, social worker) or a paraprofessional or school aide. For each additional fifteen students participating, an additional adult is required.

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- ❖ It is not permissible for students to meet at or be dismissed from a site other than the school unless the consent form specifically authorizes this.
- ❖ Parents are welcome, and their participation should be encouraged, but their presence is in addition to, not in lieu of, the required ratio of staff to students.
- ❖ No student will be allowed to participate in a school trip unless his or her parent, guardian, or person in parental relation has signed a consent form allowing the student to participate (see attachments). A student who is eighteen years of age and not considered an emancipated minor, needs parental consent.
- ❖ Where there is an ongoing schedule of trips that is part of an assignment or internship, and students are required to attend them, a blanket approval form must state clearly that the students will be traveling independently to and from the site.
- ❖ Please understand that parents must receive full, information regarding all planned trips. The notice regarding a trip must include, at a minimum, the following information:
 - > Trip destination and need for parental consent as a prerequisite
 - > Name of person in charge of trip
 - > Cost of participation
 - > Date, time and place of departure and return
 - > Method of transportation; name of carrier, etc.
 - > Name of contact person and phone numbers at school
 - > Name, address, phone and fax numbers of lodging or site(s) to be visited.
- ❖ Additionally, a roster of students attending an approved trip should be distributed/posted so that all classroom teachers can maintain accurate attendance records. At the conclusion of the trip, a list of all students who participated must be given to the Main Office prior to departure so that all necessary attendance reversals can be made.
- ❖ Finally, if you would like additional information or are planning an out of state or international trip, please don't hesitate to refer to the appropriate chancellor's

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regulation which provides more detailed information re the requirements for these trips. For a copy of the chancellor's regulation A670, please see Mr. Mercado.

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Supply Form

Submit this form to Ms. Marchione

Teacher/Staff Name: _____ Date: _____

Quantity	Item	Purpose

Approval Signature: _____,
Brianna Marchione

Supplies being ordered, try again in a few weeks.

Order filled and delivered.

Received by: _____

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Room Repair Form

Teacher Name: _____

Room Number: _____

Return this form to Ms. Piper. The room listed above is in need of the following repairs:

- Broken Electrical Outlet located _____
- Window Blinds (circle all that apply): *ripped* *missing/broken cord*
 broken spring *broken wood insert* *other:* _____
- Peeling Paint located _____
- Hole in Wall located _____
- Window Mechanism Broken (describe and locate) _____
- Room Temperature too Cold in Winter
- Room Temperature too Hot in Summer
- Door Problem (circle all that apply): *Lock doesn't work properly*
 Door doesn't close properly *Door sticks* *Other:* _____
- Needs Painting
- Baseboard Broken or Missing (located): _____
- Floor Tiles Broken or Missing (located): _____
- Remove Broken Items (circle one): *Chair* *Desk* *Bookcase*

Other: _____



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Other: _____

Classroom Habits of Work

Punctuality

- ❖ Students arrive to class and submit homework and assignments on time.

Organization

- ❖ Have what you need, know where it is, and know what you must do.

Focus

- ❖ Participate fully, listen actively, and ask questions.

Cooperation

- ❖ Help yourself and others to learn.

Revision

- ❖ Re-read work aloud before handing it in, correct known errors, review work with another person, and be prepared to revise.

Enhancing the Classroom Environment

Enhancing the classroom environment offers a wealth of opportunities for students to make use of print and practice academic habits and skills. While the arrangement of the classroom is often viewed as a backdrop for teaching and learning, with careful attention and preparation, one can create a classroom environment that meaningfully supports an instructional program and student learning.

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Elements of an Enhanced Classroom Environment:

- Charts that support literacy
- Functional print used for classroom communication: class rules, schedules and messages
- Posters & decorations
- Co-created print as an instructional tool
- Displaying graded student work
- Organizing and using Interactive Word Walls or Frayer Word Walls
- Libraries that represent students' interest and student population
- Space for quiet time
- College Corner
- Culturally Relevant
- Posted process charts & diagrams (teacher or student made)
- Desks arranged in various positions other than rows

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Sample Pacing Calendar				
MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Writers find topics that they can put forth and support with evidence	Writers imagine a person or place they care deeply about...	From their own entries, writers play with the phrases I think, or I wonder	Writer begins free writing for the bigger picture from one or two entries.	Writers think about issues they return to often and think about all the time; these are topics of concern
Writers think about things they wish were different in their/our lives	Writers select their 3 best entries and share with their partners to choose which would be best to focus on	From the selected entry, writers decide on the idea they want to convey	Writers look at mentor texts in order to imagine what their own essay may look like	Writers commit to a big idea and then develop supporting ideas for their big idea by thinking about reasons, parts, etc Boxes/Bullets
Writers think of various ways to begin their essays: story/anecdote, provocative question, a brave statement	Writers move out of their notebooks to begin drafting, using their outlines	Writers realize that when they are tucking anecdotes into essays, they have to be concise and all parts need to help the reader relate to the idea of the essay	Writers learn to critique their work independently as well as using peer feedback.	Writers learn how the personal essay is a journey through reading a mentor text
Mentor texts help writers see the author's style and voice in the text	Writers revise their title and choose one that will both catch their readers' attention and give readers an idea of the main point	Introduce the RUBRIC; every student should have one inside their writing folder to follow daily	Writers prepare their writings for publication with great care; they make their work clear and easy to read	Begin thinking about and creating the author page with photo and designing a cover with relevance pictures/collage
Peer and Independent editing for grammar, spelling, and punctuation	Typing for Clarity and organization	Writing a response to the project		

New York City Department of Education
The East New York Arts and Civics High School
 Dr. Monique Allen-Davy, Principal
 Dr. Vernon Dye, Assistant Principal
 800 Van Siclen Avenue
 Brooklyn, New York 11207
 718-9275540

Student Name: OSIS #: Date:

GRADE UPDATE FORM – ALL PARTS MUST BE COMPLETED TO BE VALID

PART 1 – REASON FOR GRADE UPDATE

Select **ONLY ONE** of the sub-reasons from below. This form is incomplete without the required documentation listed below each sub-reason. You may attach originals or photocopies.

Change an existing grade	<input type="checkbox"/> Grade calculation/entry error. This update requires: (1) Teacher’s grade book* <i>*The grade book should include teacher name, course code and title, term/year, student name, student mark</i>
	<input type="checkbox"/> Grade update based on completion of outstanding coursework This update requires: (1) Explanation for grade change, update
	<input type="checkbox"/> Grade update-based on receipt of outstanding coursework Suspension, D79 etc.... This update requires: (1) Explanation for grade change, update

Required Signature	Date signed:
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PART 2 – GRADE UPDATE REQUESTED Complete the table below with information on the course you are requesting to add to, change, or remove from the student’s report card.

Year	Term	Course/	Course Title	Original Grade	New Grade)

PART 3 – PRINCIPAL SIGNATURE

In signing this form, I attest that:

- ✓ this report card update form is complete and accurate.
 - ✓ All required documentation is attached; and
 - ✓ The documentation attached supports this student’s grade update
- Please place the completed document in the student cumulative folder.