



**HARLEM PREP
HIGH SCHOOL**
Work Hard. Go to College. Change the World!

The way of the Dragon: We Fly High

Staff Playbook

2025-2026



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Other Helpful Resources:
[HPHS Operations Playbook](#)

STAFF HOURS, ATTENDANCE, and PREPAREDNESS

STAFF HOURS

The work day begins at **7:30 AM** and ends at **4:30 PM**, Monday-Friday.

Unless otherwise noted by Leadership or because of exempt status, all staff members are expected to be present and actively working at HPHS for these hours each day.

STAFF ARRIVAL

Staff members are expected to be in the building **BY 7:30AM** and setting themselves, their space, and their scholars up for a successful day.

Staff members are required to show their staff identification card to Joffe security guards and to sign in at the kiosk.

*Please note we have consistently announced morning meetings or morning huddles that are noted in the HPHS Leadership message each Friday and those will occur at **7:30 AM sharp** when announced.*

HUDDLES

Huddles are shortened team gatherings (10-15 minutes), typically held in the morning, although occasionally after school, and leveraged to ensure our team is on the same page and aware of our foci/priorities.

Huddles are announced in the Friday Leadership message and typically follow a consistent pattern weekly. All teammates, for example, should expect to have a start-of-the-week huddle every Monday morning at 7:30 AM. Staff are expected to arrive at our Monday morning huddle having already read the Leadership message.

Please note that on the days when we have morning huddles, teammates will be expected to be unpacked and actively present in our huddle for the entire time. We highly encourage you to arrive 5-10 minutes earlier on days when we have morning huddles to ensure you are on time and ready at 7:30 AM.

Arriving to huddle at or after 7:30 is considered late and is a serious professional concern as this time is sacred to ensuring our team is on the same page for our scholars and community and critically important information, schedules, and other materials are often distributed at this time. If you are ever running late to huddle you should notify the Leadership team asap

Huddles may be announced at other times such as after instruction or in place of after school events. Always stay abreast of the week's huddle schedule by checking the Leadership message and keeping up with daily emails.

LATENESS TO WORK

You are late if you are walking into the building **at or after 7:30 AM**.

We highly encourage all staff to plan ahead for the realities of NYC traffic and public transportation woes and give themselves a daily buffer to avoid being late to work.

In the event that you are running late to work or know that you will arrive after 7:30 AM, we ask that you email HPHS_leadership@democracyprep.org to notify Leadership as soon as possible in case any shifts to our start of the day need to occur. *(You must also submit in trinet)*

**If you arrive more than two hours late (after 9:30 AM), you will be required to take a half DREAM Day for that time.*

Please note that completion of the lateness form is a professional courtesy and not an excused lateness to work.

Teammates who arrive to work late should expect a follow-up from their grade level leader, direct coach, or member of the leadership team (LT) documenting their lateness and next steps. This documentation will be shared with Human Resources.

REQUESTING AN EARLY DISMISSAL

Any staff member who needs to leave before the end of the workday must get approval from the Leadership team in advance as soon as possible.

Just as with any planned absence, all teammates who are given approval for an early dismissal should develop their own coverage plan and communicate that with all relevant parties (leadership team, grade level leads, teacher covering class, etc.) in advance.

For those requests that are emergencies, the expectation is to reach out asap to your direct supervisor and coordinate coverage for the remainder of the day where possible. This is important knowing that your teammates will be asked to step in at the last minute.

**If you need to leave more than two hours early before 2:30 PM), you will be required to take a half DREAM Day for that time.*

Repeatedly leaving early due to recurring appointments or graduate school must be approved with input from HR as well and may lead to an adjustment of your salary.

DREAM DAYS (paid personal time off)

All instructional and scholar support teammates have a total of **8** DREAM or personal days to use throughout the year (This also varies depending when your start date is). If you start later in the school year you will have fewer days.

All leaders, college, and operations teammates have a total of **8** DREAM days to use throughout the year.

DREAM Days can be used in half or full-day increments.

DREAM Days can be used when you are feeling unwell and cannot come to work, need to take a personal day, and or when you have an event that may occur on a work day and you need to be out. Please review the following stipulations:

- DREAM Days may not be taken preceding or following scheduled vacation days, i.e. before Spring Break or after.
- Planned DREAM Days are not to be taken during listed staff, All-Hands-on-Deck Days where everyone's presence is absolutely critical to our success as a school community.
- If your DREAM Day request is denied in Zenefits because it is not in line with expectations above and you dont report to work it will be logged as an unpaid time off via Human Resources.

Once you have used your allotted DREAM Days, days missed will be taken without pay.

VACATION DAYS

Leaders, college, and operations teammates all work on a 12-month schedule and are entitled to additional vacation days not granted to 10.5-month instructional and scholar support teammates.

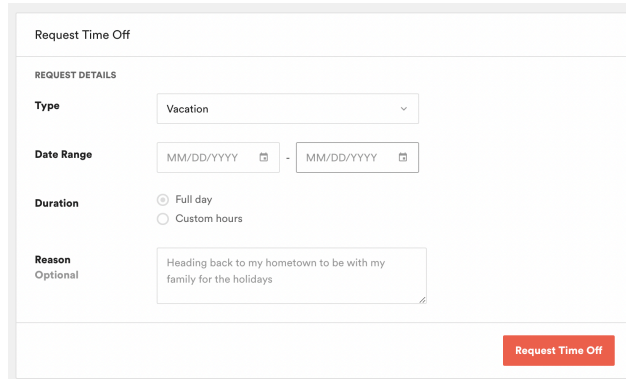
- Thanksgiving and Winter Break are the only paid breaks provided to 12-month employees.

Vacation Days can be used in half or full-day increments.

Unlike DREAM Days, vacation days must be planned and requested **at least two weeks** in advance with Dre.

SUBMITTING A TIME OFF REQUEST

All time off requests (DREAM + Vacation) occur through the DPPS Personnel System, **TriNet**.

The screenshot shows the 'Request Time Off' form in the TriNet system. The form is titled 'Request Time Off' and has a section for 'REQUEST DETAILS'. Under 'Type', 'Vacation' is selected. The 'Date Range' section has two date pickers, both showing 'MM/DD/YYYY'. The 'Duration' section has two radio buttons: 'Full day' (selected) and 'Custom hours'. The 'Reason' section is labeled 'Optional' and contains the text 'Heading back to my hometown to be with my family for the holidays'. A red 'Request Time Off' button is at the bottom right.

Steps for Taking a DREAM Day in ADVANCE:

1. Review the HPHS Leadership message for any planned DREAM or vacation days that are noted in the weekly schedule and consider if you should request another day.
2. Email leadership (hphs_dreamdays@democracyprep.org) to request taking a DREAM Day.
3. Receive approval, request for rescheduling, or disapproval.
4. If approved, submit your **TIME OFF** request in Trinet and then:
 - a. Send an all-day calendar invite to the LT and anyone else impacted by your absence (such as a co-teacher or homeroom partner).
 - i. LastName - Half DREAM Day PM
 - ii. Last Name - DREAM Day
 - b. Create your coverage plan for your absence.
 - i. Email your grade level team and other relevant teammates with your coverage needs as well as your lesson plan for the time you will be away.

Best practice: email teammates directly who you know are off on the period that you need coverage for.

- c. Finalize your coverage plan and email it to Leadership and all teammates supporting you in your absence, preferably **at least 24 hours before your absence.**
5. If you're unable to find coverage: contact your coach, who will then assign coverage.
 - a. *Please note that it is the expectation that you make an effort to find your own coverage by directly emailing staff members available and not simply sending an email to all staff requesting volunteers. You will be asked for your documentation of requests before LT will assign coverage for you.*
6. When designing materials for your absence, be sure to specifically request coverage for any posts and responsibilities that must get done in your absence and not just classroom teaching coverage.

Taking an Emergency DREAM Day:

Employees are expected to send an email to hphs_dreamdays@democracyprep.org **no later than 6:45 AM** or, in the event of an emergency, as soon as practical¹ any time they are going to be absent from work that was unplanned. The email should include the following:

In your email, please state the following:

- If a Dream Day Request, title the subject: Dream Day, the date, and your periods that you are teaching and your posts (Date MM:DD) Periods: #,#,#,#
 - E.g. "Dream Day (09.09) Periods: 1,4,5,7,8
- In the body of your email:
 - list out the periods that need coverage with the class titles or posts
 - Provide a digital copy of the substitute lesson that is to be taught & instructions
 - This emergency lesson should be low lift for people covering the lesson, but should be relevant to what is being taught in the sequence of your class.

Teammates should also text or gchat their homeroom partners to ensure scholars are best supported in their absence.

This form should be bookmarked on their DPPS phone for easy access. In addition, you will need to submit a request on Zenefits as soon as possible.

If you are feeling ill the night before, **please alert the LT to let them know that you anticipate being out.** The same principle can be applied to waking up and feeling ill. If you are able to make it in, that's great! But if not, you have given LT more time to ensure that an accurate coverage plan is in place.

The **6:45 AM** deadline is to ensure that grade-level leaders, operations, and leadership teammates have ample time to complete an emergency coverage plan for your classes and

posts and communicate this to the rest of the team. Scholars and covering teammates always have a productive and more positive experience where there is a strong work plan in place for students.

If an employee fails to report in on a morning he or she is absent, that individual will be deemed to have taken an unauthorized absence and will be subject to discipline, up to and including termination, absent extenuating circumstances that prevent the employee from contacting DPSS.

COVERING FOR TEAMMATES:

When a teammate is out, another teammate will always need to cover their classes and posts.

If you are asked to cover a class or post by a teammate and doing so will not put you “on” for 4 periods or more without a break, you are expected to accept the coverage². This includes covering for classes outside of your normal grade band and content area.

Grade Level Leaders, Operations, and Leadership work together to support you in developing a coverage plan and share this as early as possible each day where relevant.

- *If you are assigned emergency coverage and cannot complete the coverage because of a meeting, professional obligation, or because you would be “on” for 4 periods in a row without a break, email LT immediately to inform them of the conflict so that new arrangements can be made*
- Whenever possible, LT will arrange coverage for any community posts (lunch, bathroom, etc.) that you have on days where you cover classes unexpectedly in order to give you back time.

CREATING A COVERAGE PLAN FOR YOUR ABSENCE:

Teammates should aim to make coverage lessons easy to facilitate for teammates covering outside of their content area. They should also provide seating charts so that teammates know who the scholars are in the event that they are unfamiliar with the scholars.

Preparing scholars for your absence and looping them into expectations while you are out is a best practice that should be leveraged, where possible, to minimize disruption to instruction.

COVERAGE PAY

The standard secondary teaching load across DPNY for the 25-26 school year is 5 academic class periods per day or 25 academic class periods per week. Teachers who exceed this

² If you are truly unable to cover the class because of a previously scheduled meeting or other obligation, make sure that you express that to your teammate so that they do not think that you are just saying no without a rationale.

threshold through academic block coverage within a particular week are entitled to additional compensation at a rate of \$45/period. This will be logged by the Leadership Team and will be paid out the month following, typically on the 15th of the month.

Ex: Julius reached the threshold X times in May → Will receive additional compensation June 15 paycheck.

Special considerations:

- Coverage should also be provided for any planned long-term leave (FMLA, etc.) from the first day of the leave.
- **ICT Classes:** If one of two teachers is absent after a week of absence (5 days), coverage should be provided for the second teacher.
- **SETSS:** Coverage should be provided for SETSS / small-group pull-out according to the policies above.

DOCTOR DAYS

There will be 5 total for the year whall staff are given a half day (afternoon off) in order to attend to their personal wellness and health.

This time provides staff with the opportunity to plan ahead and schedule related health care appointments (annual physical, dermatologist, OB-GYN, dentist, vision screening, etc.) in advance without having to use their DREAM days to do so.

SCHOOL CALENDAR + All Hands On Deck Day DATES [HERE](#)

Each year the Board of Trustees of each school, following consultation with the school administration, will establish school calendars that comply with the New York Education laws relating to compulsory attendance. Democracy Prep has discretion with regard to the dates of attendance; however, in most instances, it will follow the calendar established by the New York City Department of Education for all legal holidays.

The Principal and Operations Manager will designate dates on the calendar when advanced DREAM Days may not be scheduled, which will include:

- Midterms, Finals, and Regents Examination periods
- Days before and after long weekends, or holidays.
- Schoolwide family engagement events (Family Orientation, Back to School Night, Family Conferences, Senior Signing Day, and Graduation)
- Schoolwide scholar events or trips
- School Review days

If your DREAM Day request is denied in Trinet because it is not in line with expectations above then it will be logged as an unpaid time off via Human Resources.

SCHOOL CLOSURE

When NYC public schools close for weather, so do Democracy Prep schools.

If there is a school closure for other than weather-related problems or other emergencies that close the New York City public schools, you will receive an email as soon as possible to notify you of a schedule change.

STAFF IDs

Once provided, all HPHS staff are expected to wear their school ID daily while entering and working in the building. Joffe Emergency Services' will be checking for staff ids upon entry to the building every day and at all times. Staff who do not have their school id will be required to sign in daily and get clearance from their school-based leadership teams.

Forgetting your staff ID at home is a violation of our adult expectations. Please do your part to ensure this is packed in your bag each morning before reporting to work.

STAFF COMMUNICATION + SOCIAL MEDIA

HPHS thrives on open, predictable, and respectful lines of communication. Staying in communication with your colleagues and with our communication platforms is the best way to make sure that you are up to date on important events, school-wide pushes, achievements, etc.

- When seeking to have an in-person conversation, always make sure to ask if now is a good time to talk. If a teammate cannot speak at the time, reach out to schedule a time to check in.
- Democracy Prep outfits all employees with a work laptop and cell phone for professional use and communication. Teammates are expected to bring both of these items to work daily and have them turned-on and charged. *Not having your work technology is considered a breach of our professional expectations and inhibits the ability of scholars, staff, and families from reaching you.*



EMAIL

- **HPHS relies on email to communicate formal updates and feedback.** You can expect to receive emails pertaining to whole school information, from your coach with feedback, from the DP Network, scholars and families with questions, etc.
 - HPHS teammates are expected to check email daily, Monday-Friday, and to respond to communication within 24 hours.
 - It is a good best practice to check your email prior to scholar arrival, briefly during your prep period, and before departing for the day.
- Your email communication with scholars should be limited and focused on academics and targeted feedback. *Do NOT engage in communication with scholars about inappropriate topics or in the evenings/on weekends when unrelated to school. Always report instances of inappropriate scholar communication to Scholar Support + Leadership.*

DP CELL PHONES

Scholars and families are the primary stakeholders who will contact you via your work cellphone at HPHS. However, there may be instances when more quick or urgent communication is needed and you will be expected to be reached at your DP phone number.

- Teammates must bring their DP phones to work each day. It should be charged up and turned on from 7:30am - 5:00 pm Monday-Friday. This is to ensure that you can be reached by teammates during normal school hours and scholars/families until 5:00 pm for homework help or inquiries.
- *Please note that if you need to be inaccessible from 4:00 PM on due to a commitment, e.g. graduate school, you should plan to check your texts/voicemail prior to the start of the following school day to make sure that you did not miss scholar communication that needs to be followed up on.*
- Teammates must have their voicemails set up and must delete old voicemails to ensure that there is space for new voicemails to be left.
- Teammates are expected to return parent/scholar phone calls and text messages within 24 hours.
 - This is hugely critical to maintaining strong and productive relationships with these key members of our school community and reducing any misunderstanding/miscommunication from occurring.

Forgetting your work phone at home is a violation of our adult expectations. Please do your part to ensure this is charged and packed in your bag each morning before reporting to work.

Google Chat & Spaces

This messaging platform is integrated in Gmail. It allows for quick collaboration among teammates and is for **internal Democracy Prep Staff communication only** when more quick or urgent communication is needed. Google Chat & Spaces allow HPHS teammates to quickly share documents and talk with one another without having to send multiple emails.

- **HPHS Staff Space:**
 - Any safety-related emergencies.
 - Any adjustments to schedules, programming, and rooms, that come into effect immediately affecting the whole team.
 - Urgent requests or inquiries that interfere with instruction at a given moment.
 - Sharing documents/resources for all teammates to quickly have access to.
 - Important whole school reminders and or updates that need to be acknowledged or acted upon faster than 24 hours via email.
- **Direct Google Chat Messages:**
 - Any person or position-specific request.
 - Any “heads up” message.
 - Any casual conversation that does not need documentation or reminders.
 - Any message to brighten someone’s day!



DEANS LIST:

Is the DPPS student information system (SIS) dedicated to logging scholar culture and communication data including:

- Individual scholar merits + demerits
- Nurse referrals (ops use only)
- Scholar behavioral referrals
- Period by period class attendance
- Family outreach + communication

<https://dp.deanslistsoftware.com/>

JUPITER:

Is the DPPS student information system (SIS) dedicated to logging scholar official attendance at the start of the day, as well as weekly scholar academic performance (grades).



Jupiter also includes additional features including:

- Scholar + family messaging system
- Junopod - A formative assessment platform that can log grades directly into your gradebook
- Family contact information
- Advisory scholar academic performance review

<https://jupitergrades.com/login/>

GOOGLE CALENDAR

This is a tool that will help you to stay on top of our school-wide calendar and to set helpful reminders to help you accomplish your daily tasks. Google Calendar can be used to:

- See important HPHS and DPPS daily, weekly, and monthly events
- Set daily/weekly reminders to update Google Classroom, our grade level homework trackers, enter Demerits, or complete important deliverables.
- Send and receive Calendar Invites for huddles, meetings, coaching conversations, and PD

When you are sent a Google Calendar invite from a teammate, accept the invite by selecting YES unless it does not pertain to you or you cannot attend the scheduled event. Accepting these events will help you to receive notifications and keep you organized so that you never miss a meeting or event on campus.

This is the tool used to document your pre-planned early dismissals, late arrivals, DREAM, and Vacation Days (Ops + Leadership only) as mentioned earlier.

SOCIAL MEDIA:

HPHS has its own Instagram account which is leveraged to share information about important upcoming events for scholars and families, as well as to post photos from things happening on and off campus. Check us out at: https://www.instagram.com/dp_hphsdragons/?hl=en or @dp_hphsdragons.

Social Media accounts representing HPHS or Democracy Prep Public Schools via an HPHS club account, teacher account, etc. must be approved by HR.

HPHS teammates should be cautious with their social media presence. Consider the following:

THE DOs

- Be mindful of the content of your posts.
- Be mindful of who sees your posts.

THE DON'Ts

- Your social media accounts are not covered by the Democracy Prep Media Release authorization.
- Do not post pictures of scholars on your personal social media accounts unless the picture was previously posted on HPHS's Instagram page or Website.
 - Facebook
 - Instagram
 - Snapchat
 - Twitter
 - TikTok
- Do not friend scholars or families on your personal social media accounts.

Posting images of scholars on your social media accounts without these images first being posted on our official Instagram account or school website can lead to disciplinary action. Additionally, communication with scholars on personal social media accounts is grounds for termination.

Platform	What's it used for
Gmail	For communication that needs to be documented and referenced again
Text or Call	Quick or urgent communication needs with teammates and official communication with scholars and families

Google Chat & Spaces	Internal staff communication and collaboration during the day, doesn't need to be referenced again.
Deans List	Logging daily scholar culture data + family communication/outreach
Jupiter Grades	Logging weekly scholar academic performance (grades)
Parent Square	Platform for distributing whole school communication to scholars and families.

INSTRUCTIONAL DELIVERABLES

Planning is key for the academic and cultural success at Harlem Prep High School. To achieve our DP's mission at HPHS, methodical and intentional work must be completed and documented with transparency in a timely manner.

Backwards Planning & Curriculum Planning: Benchmark Exam Analysis, Scope & Sequence, Scholar-Facing Unit Plans

All long-term curricular materials are due on set days/time prior to its execution. Your coaches will be providing you with instructional feedback on your test analysis, scope and sequence, and scholar facing unit plans.

Each assignment will be given a template to complete to include all its components.

Scope & Sequences must include, but are not limited to the following components: Trimester, unit topic, essential question, time, heart of the unit, learning objectives, target standards, assignments, projects, tier 3 prioritized vocabulary, and resources & materials.

Scholar-facing Unit Plans must include, but are not limited to the following components: knowledge targets, reasoning targets, skill targets, and product targets.

Lesson Planning + Internalization

All lesson plans for the upcoming week are due on Tuesdays by 11:59 AM. Your coaches will be providing you with instructional feedback on your lesson planning/internalization scripting in line with these expectations. **After feedback is given, edits to the lesson plan must be submitted by Friday, EOD.**

All lessons must include aims, standards, a mastery assessment, lesson pacing, key teacher instructional moves (engagement strategies, universal design for learning (UDL) strategies, etc.), Heart of the Lesson (HOL), Criteria for Success (CFS), Key Questions and Exemplars.

Lesson Internalization Cheat Sheet



Heart of the Lesson

Distill the learning of the lesson into 2-4 sentences.

Exemplars/CFS

Determine what mastery of the HOL looks like.

Key Questions

Identify places where scholars learn the HOL. Plan in scaffolds.

HOL/Aim	
Effective HOLs/Aims	<ul style="list-style-type: none"> • For teacher knowledge and understanding • Aligns to the standard, objective and exit ticket • Explains the key take-away (skill or knowledge) from the lesson and why that take-away is important • Is specific enough that truly understanding the HOL is the same as mastering the lesson • Includes essential vocabulary from the lesson • Is clear and concise (only 2-4 sentences long)
HOL Non-negotiables	<ul style="list-style-type: none"> • Align to the precise new learning of the lesson objective • Require scholars to show written and verbal evidence of the new learning of the lesson • Require scholars to precisely articulate their thinking and learning of new material through responding to objective and CFS aligned questions • Allow teachers to monitor and respond to the accuracy of scholar implementation and articulation of the learning • Directly address misconceptions about the new learning of the lesson • Launches scholars into implementation of independent objective and CFS aligned practice • Facilitates a scholar-teacher “think ratio” of at least 70:30 and a “talk ratio” of at least 50:50 • Consumes 60+% of the lesson timing, so that the majority of the lesson is given to

	development of the objective for the day
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Exit Tickets

Effective CFS	<ul style="list-style-type: none"> • What is given in the prompt? If it is given in the prompt, you can include it in the CFS (cite evidence, show work, compare opinions, etc) • Use your HOL. What do you want to see in a response that shows mastery of HOL? • Think about the KEY QUESTIONS scholars must master to achieve the HOL, not just the one exit ticket/exemplar question. • Think about your verbs!!! “Identify, describe, explain, justify, compare” etc. • Include statements like “explain how”, “determine how” and then let the scholar figure out that how. Guide, do not give. Let them figure out the path, relationship, technique, connection. Promote and embrace that purposeful struggle. Once you do, scholars will too and become more confident in their ability to problem solve. • At times, your CFS will be on the procedural side if you are introducing a new concept. Once scholars have mastered the procedure, think about the “gradual release” to where the HOL and assessment are about connection rather than content.
Ensuring Scholar Success	<ul style="list-style-type: none"> • What can I leverage during a lesson to ensure scholars are successful on exit tickets/assessments according to the HOL and CFS? • Anchor Charts! These can be in a slide or in a resource folder on Google Classroom. Scholars can refer to these charts especially if they need help with procedure. • KEY QUESTIONS! Spend the most time here during a lesson. Ensure that scholars have correctly answered the question and internalized the information (or at least record it) before moving on. • Real time data. Use those CFUs in written and oral form. • Show calls with discussions. ALWAYS end on the correct answer for key questions and have scholars record that answer before moving on to the next part of the lesson. • They will use those answers to master the HOL. You can reveal exemplar answers to exit tickets, as well, if the information is needed for the next lesson. Just be sure you planned in time for that.

Key Questions

Effective Key Questions: Stop and Assess	<ul style="list-style-type: none"> • Identify two places in the lesson to stop and assess Scholars understanding (Include question assessing key skills and content for Success on the mastery assessment). • identify places where the HOL is taught. Scholars do not demonstrate understanding at these key places, then they will have trouble mastering the heart of the lesson. • These places include both questions at the same rigor level as the mastery assessment and questions that build to that rigor level. • These places include written questions and Scholar materials and verbal checks for understanding questions.
Effective Key Questions:	<ul style="list-style-type: none"> • include scaffolds for each of the key points to ensure that struggling Scholars can master the

Scaffolding	<p>content before moving forward.</p> <ul style="list-style-type: none"> Ensures that scaffold Provide support, without lowering bigger bar or reducing scholars' cognitive left
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Lesson 1: G7 RL17 Animal Farm Film

Tenet #1 - Identify the Heart of the Lesson

Identify the most important part of the lesson for that day. This is what kids need to walk away knowing, written in 2-4 sentences.

Heart of the Lesson:

Aim/Objective	Heart of the Lesson
SWBAT compare and contrast two mediums' effects.	Stories can be presented through many different mediums, or formats, to create new and different versions of the narrative. Effective readers analyze how each version uses the available tools and techniques to craft a story and to create a reader experience, and then can examine how one version differs from another.

Tenet #2 - Write Exemplars and Criteria For Success

Exemplars and Criteria for Success - The exemplar is the sample response that shows mastery of the HOL, while the CFS identifies the characteristics of that response.

Exemplars With Criteria for Success:

Exit Ticket Question	Exemplar and Criteria For Success (CFS)
Write a brief paragraph to explain what is similar and different between 9:30–10:00 of the Animal Farm film and the first paragraph (“I have little more to say.”) on p. 11 of the Animal Farm text. Identify and explain a specific technique used in the film that added to or changed your experience of the text. Cite evidence from each version for support.	<p>Exemplar (excerpted):</p> <p>Both versions of Animal Farm convey the messages that the animals should not become like the humans and that the animals are all equals. Major’s speech is much shorter in the film version and does not include the specific details about what the animals must not do, such as, “live in a house, sleep in a bed, or wear clothes” (p. 11) The sound in the film added to my experience. The animals’ loud applause after his speech showed me how much they agreed with his idea about animals being equals.</p> <p>Criteria For Success:</p> <ul style="list-style-type: none"> includes a claim comparing and contrasting the produced and written versions explains how specific techniques of the medium add to or change the experience of the text cites textual evidence from each version to support claims
<p>N/A: Scrapped for timing and pacing.</p> <ul style="list-style-type: none"> Scholars will be STAR testing this day which takes priority. 	

- If scholars are done, this lesson will be facilitated.

Tenet #3 - Identify Key Questions Related to the Heart of the Lesson

Key Questions - The questions or problems/activities in the lesson that help scholars master the HOL.
 This is where most of the lesson time should be spent.

Examples of Key Questions:

Key Question	Answers	Scaffold Questions and Answer
What is similar in the two versions? How does the film differ from the text?	Exemplar Response: Animal Farm film; Animal Farm <ul style="list-style-type: none"> • Similarity: Animals are inspired by Major's speech and want change. • Differences: <ul style="list-style-type: none"> ○ Major does not discuss his dream. ○ Major dies suddenly in the middle of the song. ○ Song has no words 	What do you recall from chapter 1 of the novel? <ul style="list-style-type: none"> • Animals attended the speech. • Animals were inspired by the speech.
What technical choices were made in the film? What do these choices emphasize?	Exemplar Response: Animal Farm film <ul style="list-style-type: none"> • Sound: song has music, but no words; The animals make animal noises. • Camera angles: show Major giving his speech and show different animals' reactions and singing • Tone of voice: Major has a serious tone. • Emphasizes the emotions that Major and the animals feel as they sing 	Recall: What are some technical choices a director can make in a film? <ul style="list-style-type: none"> • Lighting • Addition of tone and facial expressions • Sound in the form of music and speech • Camera angles.
How does the film add to or change your experience of the text?	Exemplar Response: Animal Farm film <ul style="list-style-type: none"> • helps me visualize the barn and the animals • helps me focus on Major's call for the animals to revolt 	N/A

Grading for Equity

Equitable grading has three pillars: accuracy, bias-resistance, and intrinsic motivation. Grades must accurately reflect only a student's academic level of performance, exclude nonacademic criteria (such as behavior), and use mathematically sound calculations and scales.

Grades should only include summative assessments and not formative assessments.

Gradebooks should be updated every Thursday by EOD. The number of assignments for classwork, tests/projects, and homework needed by week can be found in the school calendar.

Documentation & Box

Naming Conventions:

- Course.Unit##_Date.LessonName/Topic
- **Ex:** GlobalHistory1.Unit01_09.06.MapReadingSkills
- *You may develop a shorter course code with your coach that saves you space/time, ex: GH1 instead of Global History 1.*

Uploading Items to Box:

- File trees on Box
 - Instructional → Content → Course → Trimester # → Unit ## → Week # (Dates)
 - Must have Weekly Folders labeled by date for each unit
 - **Ex:** Week 1 (Sept 05- Sept 08)

STAFF POSTS

To support strong whole school culture and ownership, all HPHS teammates from Operations, Scholar Support, Leadership, and Instruction assist with contributing to various posts during the school day.

Posts are assigned by Leadership and are always on an expected schedule, i.e. Monday + Wednesday during Period 8.

There are various posts that need coverage throughout the day including, but not limited to AM Arrival, hallway/stairwell/bathroom posts, lunch, front desk, Reflection Room, and dismissal posts.

[Link to Post](#)

FAMILY ENGAGEMENT + COMMUNICATION

Our ability to achieve our school-wide goals and ensure our scholars make academic growth over the course of the year cannot occur without strong family engagement.

ADVISORS

TEACHERS

AFTER SCHOOL, SATURDAY TUTORING, GLOBAL CITIZENS, AND FIELD TRIPS

MONDAY-FRIDAY OFFICE HOURS:

One way that we support scholars academically is through Monday-Friday in-school Office Hours.

- Every week, teachers will host Office Hours or an opportunity for students to get additional support with course content and skills, makeup missed assessments, ask questions, etc. via each of their teachers. Typically a school-wide schedule is organized with a respective department or two hosting Office Hours each day of the week. Grade level leaders will own

SATURDAY TUTORING:

An additional support that we provide to our scholars periodically throughout each Trimester is Saturday tutoring.

- Over the course of each Trimester we will provide a number of opportunities for Saturday tutoring.
 - ***Staff who participate in these opportunities will receive additional compensation as this is occurring outside of the typical school day.***
- The Operations team/Leadership will alert staff of upcoming Saturday tutoring opportunities to collect staff availability and interest. Afterward, selected staff will be asked to request scholars for Saturday tutoring based on academic needs and scholar data collected.
- The HPHS Operations team will organize all teacher tutoring selections and develop a schedule for each scholar. Afterward, they will notify scholars and families of their selection for tutoring that weekend.
- Saturday tutoring is also a great way to help catch up with a student who has been absent due to illness or travel or to help a scholar who has recently fallen behind to work on missing assignments.

- This is also a great time to invite scholars to come in to work on long-term projects and group assignments as the blocks of time allow them longer periods of work time than a typical class period.

REGENTS SATURDAY TUTORING:

In May and June, all HPHS teammates are expected to participate in our NY Regents Exam test preparation which occurs on 4-5 Saturday mornings in the lead-up to the June Regents Exams. We ask that all available teammates support at least 2/5 of the Regents Saturdays, with an emphasis on all Regents Teachers supporting all 4 to ensure their scholars are best equipped to succeed.

To prepare for Regents Saturday Tutoring the HPHS Operations team will collect teammate availability at the end of Trimester 2 and build a schedule incorporating this information to ensure that all Regents Prep courses can occur. This is a great opportunity to leverage the multiple talents of our HPHS teammates with teammates assuming different roles to support our school-wide programming, e.g. Leadership teaching classes, SST leading small group tutoring, teachers supporting culture, etc.

Different than Saturday tutoring throughout the year, Regents Prep Tutoring involves all scholars enrolled in Regents courses rather than a selection of scholars. A school-wide schedule is produced by the Leadership and Operations team to ensure everyone gets additional practice.

Similar to Saturday tutoring, teammates who support Regents Prep Tutoring in any capacity will receive additional compensation for their service.

GLOBAL CITIZEN TRIPS

During our February and April breaks, HPHS provides staff and scholars the opportunity to travel abroad to see the world! In order to make these trips possible, however, we need staff to assist in chaperoning these travel opportunities for our scholars.

Global Citizen Trip Examples:

- Ecuador (international - passport required)
 - 2 Chaperones needed
 - 13 Scholars
- South Korea (international - passport required)
 - 2 Chaperones needed
 - 13 Scholars
- South Africa (international - passport required)
 - 2 Chaperones needed
 - 13 Scholars

Although these are incredible opportunities for scholars and staff to bond and see the world, chaperoning a trip is still considered being “at work” for DPPS staff. Additionally, these opportunities occur once again during our time off and do not come with additional compensation.

Global Citizen trip chaperones do not have to pay for any travel-related expenses or trip programming with the exception of personal use of money for food at the airports and souvenirs.

Leadership typically collects Trip Leader interest in August and chaperones are determined in October of each year.

FIELD TRIPS

Proposals must be submitted six weeks prior to the trip. The proposal can be found on [the Ops Portal](#).

Democracy Prep Public Schools Arrival (Uniform) System 25-26

Policy:

Uniform checks will occur at arrival, including for scholars who are tardy, each day by DOC/ADOC, Principal(s), AP(S), and select Operations and or SST team members. While scholars will not enter the building out of uniform, classroom teachers will ensure that they stay in uniform throughout the day. Any uniform violations must be reported to the ADOC/DOC via email or text immediately, so that family communication can be made.

Procedure:

- Deans will own the loaner table during arrival and will pull students/families aside to support with adjusting and providing uniform loaners or purchases.
- Placement of the Loaner table will be key. Tables should be placed away from the arrival line to avoid crowding (not near entrance).
- Uniform flyers should be taped to the loaner station table for awareness.
- School leaders should support with uniform checks during morning greetings.

Communication:

- All notifications regarding uniform violations will be communicated to families and scholars on the same day the violation occurs. All necessary staff will also be informed to ensure consistent enforcement and support.

Notes:

- It is important for uniform corrections to happen outside for the first few months of school. This is so that conversations with families are happening in real time. Families need to feel that we are holding them accountable to the uniform system.
- All DP NY schools are transitioning to this system in support of decreasing uniform infractions.



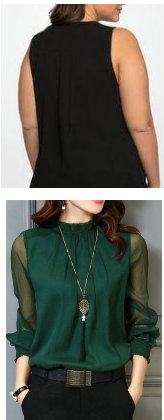


Hardship and Exemption Management:


All requests for uniform hardship accommodations will be handled by the Director of Social and Emotional Wellness, Destony Stewart, and the Acting Director of Scholar Support, Shavalsia Sabb. Families must complete and submit a [hardship form](#), which will be reviewed. Responses will be provided within 72 hours of receipt.

STAFF DRESS

Staff dress should reflect the culture of the school. Democracy Prep sets high expectations for our students and employees are expected to model these expectations.




MONDAY-THURSDAY STAFF DRESS:




BUTTON-UP OXFORD SHIRT GRANDDAD SHIRT	SLACKS & PANTS	TOPS	DRESSES + SKIRTS	SHOES
				

				
<ul style="list-style-type: none"> - Button up shirts that are cut professionally to not be tucked in, may be left untucked. - Professional dress shirts that are meant to be tucked in must always be tucked in. 	<ul style="list-style-type: none"> - Appropriate dress bottoms are identified as having back & side pockets only - Khakis and Chinos are acceptable. 	<ul style="list-style-type: none"> - Can be button ups, turtlenecks, shells or fashion blouses - Less than 4" deep from collar bone - Must cover back and undergarments entirely. - If sleeveless, shoulder strap must be at least 3" thick. Thicker straps are better. - High armholes preferred so there is no underarm spillage. 	<ul style="list-style-type: none"> - 2 inches above the knee or longer - Must cover thighs when sitting, stretching up, walking and climbing stairs. - Slits are appropriate if they meet the above 2 points. - Can be fitting but not clingy. - Top must meet same expectations as blouses 	<ul style="list-style-type: none"> - Heels 3 inches or lower - Dress shoes, flats, toms, sandals with a back strap. - Low cut boots or boots no higher than knee length are acceptable for women. - Sneakers

FRIDAY STAFF DRESS:











Optional, otherwise Monday - Thursday expectations apply

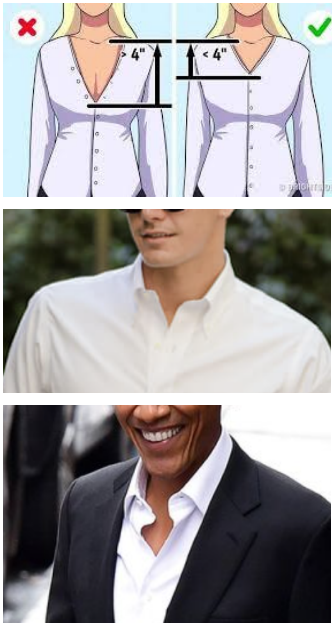
College or DPPS Swag	SLACKS & PANTS	SHOES
		

		
<ul style="list-style-type: none"> - Any college shirt or sweatshirt - Any DPPS piece of swag 	<ul style="list-style-type: none"> - Appropriate dress bottoms are typically identified as having back & side pockets only - Appropriate pants do not have metal studs around the pockets. - Khakis and Chinos are acceptable as long as they meet the above 2 points. 	<ul style="list-style-type: none"> - Any type of sneaker is appropriate to wear on Fridays. - Professional dress shoes are also acceptable.

MONDAY-THURSDAY INAPPROPRIATE STAFF DRESS:

Include but are not limited to:




SLACKS	COLLARED SHIRTS /BLOUSES	DRESSES + SKIRTS	SHOES
 	  	  	 

			
<ul style="list-style-type: none"> - No leggings, unless they are under an appropriate dress - No cargo pants 	<ul style="list-style-type: none"> - No racerback shirts - No undergarments should be seen. Make sure bras are not visible.. - No spaghetti straps - Cleavage no deeper than 4" from collar bone - No tee shirts or tank tops 	<ul style="list-style-type: none"> - No shorter than 2 inches above the knee. - Undergarments should not be seen - Slits must be no shorter than 2" above the knee. - Not too tight - Top must meet same expectations as blouses 	<ul style="list-style-type: none"> - Heels no higher than 3 inches. - Flip flops or sandals without back strap are unacceptable

STAFF DRESS-DOWN EXPECTATIONS:

Every last Friday of the month & on announced days with scholars in the building

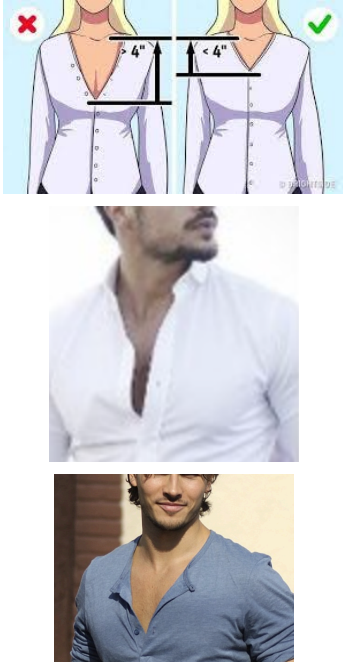

SHIRTS	BOTTOMS	SHOES
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<ul style="list-style-type: none"> - Can be a professional top - Casual long and short sleeves T-Shirts - Flannel shirts are acceptable - Polo shirts are acceptable - Must cover back and undergarments entirely - If sleeveless, cut must run from neck to end of shoulder - Less than 4" deep from collar bone 	<ul style="list-style-type: none"> - Jeans minorly ragged - Shorts no shorter than mid-thigh. - Leggings are only allowed if worn with a tunic that covers the entire rear. - Dressed down combinations of bottoms or dresses that meet professional appropriateness are allowed. - Active wear only allowed on dress down days when scholars are not in the building or physical activity is announced by supervisor. 	<ul style="list-style-type: none"> - Heels 3 inches or lower - Dress shoes, flats, toms, sandals with a strap. - Low cut boots or boots no higher than knee length are acceptable for women. - Any type of sneaker is acceptable.

INAPPROPRIATE DRESS DOWN ATTIRE:

Include but are not limited to:

SHIRTS	BOTTOMS	SHOES
		

		
<ul style="list-style-type: none"> - No racerback shirts - No undergarments should be seen. Make sure bras are not visible.. - No spaghetti straps - Cleavage no deeper than 4" from collar bone - No shirts that show the belly when hands are up. 	<ul style="list-style-type: none"> - No jeans with excessive rips - No shorts shorter than mid-thigh. - No leggings without a tunic to cover the entire rear. - No activewear unless it's a dress down day with no scholars or a physical activity has been announced by the supervisor. 	<ul style="list-style-type: none"> - No heels higher than 3 inches - No sandals without a backstrap - No flip flops

As a rule of thumb, be mindful of your body type and fit. What may look appropriate on some body types may not look acceptable in others. Always follow the basic expectations on skin exposure and bottom length. *In addition to the above items, sexually provocative garments and clothing with profane symbols or content are deemed inappropriate forms of dress during normal business hours.*

RESPONSE TO INAPPROPRIATE ATTIRE:

If you report to work improperly dressed or groomed, you can expect your supervisor to check in with you prior to scholar arrival or as soon as possible without disrupting instruction (where possible).

During this meeting, they will discuss ways in which you can alter your attire to meet professional expectations (add a cardigan, change shirt, etc.). At their discretion, you may be instructed to return home, and nonexempt employees will not be paid for time spent in transit to

change clothes. Exempt employees may be asked to submit a half or full dream day for the time missed off work, depending on the length of the commute. Additionally, teammates who are sent home due to inappropriate attire are expected to trade posts with any teammates who covered for them in their absence.

HPHS FACILITIES

STAFF KEYS + SECURING OUR SPACES:

While scholars are in the building, whenever a teammate leaves a space that is unattended by another adult, the space must be locked. As a result, it is expected that all teammates carry their staff id and keys daily while at work.

Securing our unused spaces ensures that our personal, professional, and peers' belongings are kept safe and in good condition. Additionally, this prevents scholars from getting involved in unsupervised activities that could lead to disciplinary action or personal harm and unnecessarily involve our staff.

Staff must sign the [Annual Key Agreement Form](#) to receive their keys. This key must be returned to the Operations Manager on or before June 30, 2026. Failure to do so will result in disciplinary action being taken, including, but not limited to:

- Loss of key holding privileges
- Restrictions on non-school day building hours
- Principal disciplinary action
- Incurred fee of \$25 per key to replace the lost key(s)

Please do your part to keep our school safe and secure.

CLASSROOM CLEANLINESS:

[Reference D.E.A.C. Checklist](#)

All teammates at HPHS are expected to show care for the classrooms they teach in and use. Before the end of the day teammates should check their assigned classroom spaces to ensure the following:

- Desks are organized and free of clutter/writing with chairs pushed underneath them.
- Supplies such as tissues, paper towels, Clorox wipes, hand sanitizer and expo markers are well stocked.
- The white board is clean with the next day's date, aim, and agenda is correctly written on the board.

- In addition, teammates must make sure that they have written the aim and agenda for the day in the classrooms in which they teach, if different from their homeroom.
- Technology (chromebooks, headphones, document camera, clicker, chromebook cart, etc.) are properly placed in the classroom in an orderly and secure fashion. Chromebooks should be in a locked chromebook cart. Headphones are wrapped up and placed in a bin. Turn off all technological devices—except chromebook cart.
- Homeroom slides are updated.

At the end of the class period, teachers should do the following:

- Scan the room to check for dropped materials, tissues, etc.
- Instruct scholars to help with cleanup of the space
- Re-adjust desks for the next class period, if they have shifted throughout the period
- Ensure that the board is erased if another teacher must use the space next
- Ensure that loose papers and materials are collected and disposed of properly

STAFF WORK SPACES/OFFICES:

Just as we expect instructional and homeroom teammates to care for their classrooms before, during, and after school, we expect the same for teammates who have individual, team, or shared workspaces.

These shared or individual workspaces should be organized and free of clutter and reflect a sense of pride for the individuals that leverage these spaces to support their work.

Do not leave snacks around or in your desks, cabinets, etc unless they are securely stored in a plastic bin with a top. Rodents and cockroaches are unfortunately a part of our life at Taino Towers and we want to continue to keep their populations in check/decreasing. Frequent extermination of our spaces occurs on a monthly basis to support our individual and collective efforts.



Where possible, always secure your personal belongings in your workspace/office (door locked) or in the drawers of your desk (locked) to prevent any theft or misplacement of your personal and professional items.

KEEPING SHARED SPACES CLEAN:

From our teacher supply room to copiers and the Staff Work Room, we share many spaces as a staff. Working to keep those spaces neat and clean will ensure that we all benefit from the

spaces. We will, from time to time, take time as a staff to collaboratively clean up our spaces or be assigned designated spaces to address in teams or individually as a part of our DROP EVERYTHING AND CLEAN initiative.

Supply Centers

- Follow ops procedures for taking supplies (i.e. do not take a whole bin - take only what you need. *If the supply is something like double-sided tape, be sure to return it when you are done using it.*
- Always put bins and supplies back in the area you found them. Secure the lid, put away the excess supply, and leave the room as you found it.
- If you have a supply to donate, speak with ops to ensure that there is a space for it.
- Follow ops procedures for re-ordering materials that are in low supply

Kitchenette

- No hoarding of supplies or snacks.
- Ensure that when using the staff refrigerator that you are timely about cleaning out your old containers and food
- If a spill happens, grab a paper towel or a broom and address it right away
- If splatter occurs in the microwave, wipe it down after use

Copiers

- When making copies, do not send many copies to the printer from a remote location
 - *Stay with your copies as they are printing to ensure no issues occur to your job.*
 - A monitored printer will lead to less unreported and therefore frustrating jams.
- Address any and all jams as they happen asap.
- If an emergency occurs and you need to leave a jam unattended or if you cannot fix the jam after attempting, email hphs_ops@democracyprep.org ASAP to alert them of the jam
- Do not leave originals or piles of copies behind. These items can put pressure on the copiers and cause them to overheat
- If staples are needed, open the finisher door to retrieve the staples from inside the copier. Follow the steps on the screen to replace the staples. If you are unsure of how to do this, ask a teammate and if nobody can help, email hphs_ops@democracyprep.org
- If the printer is out of toner, alert ops by emailing hphs_ops@democracyprep.org
- Always fill up the printer with paper after completing a job so that those coming after you do not have to stop mid-job to do this
- If we are running low on paper, alert ops by emailing hphs_ops@democracyprep.org so that an order can be placed.

Staff Bathrooms

- Everyone appreciates and enjoys a clutter-free, clean, and fresh-smelling staff restroom.

- To ensure that each teammate is able to experience the above we must work together to keep our bathrooms clean. To do so:
 - Flush immediately after release (to prevent clogs and smells)
 - When in doubt, flush the toilet and double-check before leaving.
 - Lift the seat, where possible and if necessary wipe it down.
 - Ensure all hygiene products are disposed of properly in the trash can.
 - Throw away all paper towels in the trash can.
 - If available, spritz some Poo Pourri before and/or air freshener afterward.
 - Where necessary, prop the door open to air it out after an intense use.
- *If someone knocks on the door while you are using the bathroom please alert them someone is inside. We want to prevent any violations of privacy by accidentally unlocking the bathroom door due to no response.*
- Report any facilities concerns to hphs_ops@democracyprep.org

SUPPLY MANAGEMENT + REQUESTS

Classroom supplies are made available at all times in the Glass Cabinets outside of the Main Office (City College - 360). Instructional staff are responsible for replenishing their classrooms with the necessary supplies:

- Pencils
- Pens
- Paper (Copy, Lined, Graph)
- Post-it Notes
- Index Cards
- Expo Markers & Cleaner
- (Paper)Clips
- Staples

The Ops team will maintain regular ordering and inventory cycles to ensure we stay stocked:

1. The OC orders a month's worth of supplies on the last Friday of the Month.
2. The OC restocks the glass cabinets on the 15th and 30th of each month.
3. Teammates must flag if a supply is running low or empty via email.
4. Ops will then provide requested supplies from our emergency stock.

It is also every teammate's responsibility to ensure we are maximizing our budget and resources. When leveraging supplies, take only what you need and be sure to communicate to Ops when you take the last of a supply. **If you require an item that isn't regularly stocked:**

1. Obtain written pre-approval from your (instructional) coach.
2. Complete the [HPHS Expense Request Form](#).
3. Ops will receive a notification upon request submission.

4. Within 24 hours, you will receive a response from the OM notifying you if your request was approved or if further clarification is needed.
5. You do not need to send any additional emails beyond form.
6. Orders should be received within 2-3 weeks.

UPHOLDING OF ADULT EXPECTATIONS

5 PILLARS OF DPPS ADULT EXPECTATIONS:

All expectations set forth in this document and the DPPS Personnel Handbook are rooted in the following buckets of expectations:

1. **Academics + Curriculum**
2. **Coaching + Feedback**
3. **Workday expectations**
4. **Scholar Support**
5. **Professional norms and code of conduct**

Healthy boundaries + mandated reporting:

Professional boundaries are the appropriate standards of behavior between school employees and the public. Power imbalances often exist within a professional relationship, and boundaries serve to protect both the professional and the public.

One of the most significant aspects of the teaching profession is the professional relationship between students and teachers. **The relationship between a teacher and a student is not equal. Not only do teachers shape students' minds and guide their learning, but they also have the power to impact a student, emotionally, mentally, and physically.** This is also true for non-instructional employees at our schools or the network who interact with students.

Boundaries are necessary for normal and healthy professional relationships. There are specific boundaries you must set when working with K-12 youth. Setting and maintaining appropriate boundaries will help to keep you and the minors you work with safe.

As an educator (not matter your role) you are a mandated reporter in New York state.

Mandated reporters often have frequent contact with children and have an early opportunity to help them get the intervention, support, and services they need to stay safe and well.

We are mandated by New York State law to report suspected child abuse and neglect to the state hotline, the New York State Central Register (SCR).

As a mandated reporter you must immediately make a report or cause a report to be made (for example: ensuring that a supervisor makes the report), when in your professional role you are presented with reasonable cause to suspect abuse or neglect.

[Click here to review the expectations for all school-based staff in NY who serve as mandated reporters](#)

UPHOLDING ADULT EXPECTATIONS:

Teammates should expect that when they fall short of meeting adult expectations that they will receive follow up from the various supports across our school including:

- Grade Level Leaders
- Department Facilitators + Chairs
- Dean of Special Services
- Civics Coordinator
- Operations Team
- Deans + Social Workers
- Leadership
- Fellow colleagues

This support will almost always include:

1. Written documentation of where expectations were not met and if necessary,
2. An in-person check-in/conversation about where expectations were not met

In the case where an expectation was not met previously, was addressed in writing and/or in person, and continues to not be met, teammates should expect:

1. To receive additional documentation in writing about this concern, as well documentation (i.e. a write up) of this concern uploaded to their HR personnel confidential file.
2. To receive a check-in with a member of the Leadership team to discuss a plan of action for addressing the concern and development of agreed-upon action steps moving forward.

If said expectations are continued to not be met despite these interventions, teammates should expect:

1. To be placed on an Performance Improvement Plan for a set period of time in order to demonstrate improvement with respect to the expectations of concern.
 - *If improvement is made, teammates will be removed from the PIP.*
 - *If improvement is not made, teammates will be notified of next steps with Leadership + HR, including disciplinary action (i.e. termination).*

When you know that you are struggling to meet our adult expectations or need more support to do so, please do not hesitate to reach out to your Grade Level Leader, Department Head, or Leadership Coach asap. We know that working together is the key to our collective success and

we would much rather be looped into a challenge you are facing earlier rather than finding the an expectation not met later on, on our own.

This document is sourced through other Democracy Prep staff resources including but not limited to: [DPPS Personnel Handbook](#) and [The Crest](#).

Incentives for Behavior (Time Attendance and In-Class Behaviors)

Our incentives focus on individual and class-wide rewards for consistent positive behavior.

- **"Perfect punctuality" passes:** For every two weeks a student isn't late to any class, they earn a "Punctuality Pass." These passes can be redeemed for:
 - A five-minute early dismissal from a non-core class (with teacher permission).
 - One homework assignment extension for a minor assignment.
- **"Always Ready":** Students who go an entire month without missing any class (including excused absences, but specifically for *not* skipping and being sent out) receive a personalized certificate of achievement and a shout-out on the school's announcements board. After three consecutive months, they get a small gift card to a local coffee shop or fast-food restaurant.
- **"In-class all-star" recognition:** Classrooms that have a full week with no students sent out can earn a collective reward, such as:
 - A class-wide "listen to music while working" period.
 - The teacher brings in a small treat for the class (e.g., cookies, donuts).
- **"Demerit do-gooder" drawing:** At the end of each month, all students with zero demerits for that month are entered into a drawing for a larger prize, such as:
 - Tickets to a local sporting event or movie.
 - Individual dress down day.
 - A voucher for school merchandise.

Semester trip Incentives

These semester-long incentives provide exciting, high-value rewards for sustained positive behavior related to attendance and conduct.

The eligibility criteria for all semester trips:

To be eligible for any of the semester trips, students must meet *all* of the following criteria for the *entire semester*:

- **The In-Class Solutions Award:** This award recognizes a student's ability to self-manage their behavior, resolve conflicts, and contribute to a productive and positive classroom environment.

- **The Engagement & Attendance Award:** This award celebrates a student's **consistent commitment** to being on time and present in class, which are essential for academic success.
- **The Upholding Our Community Values Award:** This award honors students who consistently **demonstrate respect** for themselves, their peers, and the school community by following our shared guidelines and expectations.

The Semester Trips:

For students who successfully meet all the eligibility criteria, they can choose from one of the following highly anticipated trips:

1. **Amusement park excursion:** A full day at a local amusement park or outdoor adventure park (e.g., ropes courses, zip-lining). This trip offers thrills and a chance to bond with peers outside of the school setting. All transportation and entrance fees would be covered by the school.
2. **City Culture & exploration day:** A trip to explore city colleges, museums, historical sites, or cultural centers, followed by a group lunch at a popular eatery. This trip blends educational enrichment with social enjoyment, providing a different kind of experience. Transportation and entry fees for venues would be included.
3. **"Relax & recharge" retreat:** A half-day retreat to a local recreation center or natural park area. This could involve recreational sports, a guided nature walk, or simply a chance to relax and socialize in a more laid-back environment. Light refreshments and activities would be provided.

Tier Behavior Management System (TBMS)

Updated Changes to the DREAM Dollar System for the 25-26 school year

All scholars receive 30 dollars each day. This will create a buffer that allows for more DREAM Dollars to be deducted if needed for things such as lateness, uniform, and homework, while allowing scholars to end their days and weeks with money in their accounts. Scholars will never drop below 0 dollars on any given day or week.

Current DREAM Dollar System Details

This amount changes based on demerits received for:

1. **Lateness (-5)**
2. **Uniform infractions (-1) for each piece**
3. **In school suspension (-10)**
4. **Homework (-1) for each homework assignment is missing**
5. **Behavior demerits (-1)**

6. Send Outs (-4)

- a. What gives the demerit is the teacher clicking the demerit buttons, not the send-out'/'**
 - b. button. The teacher must give 4 demerits for the send out to equal -4.**
-

Scholars will also be allowed to earn DREAM Dollars by earning DREAM value merits. Merits = +1 DREAM Dollar each. Behaviors that would earn scholars merits are:

Discipline

- **Sample Behaviors:**
 - Keeping the desk, cubby or locker
 - organized
 - Following classroom routines without reminders
 - Taking responsibility for mistakes and correcting them
 - Turning in assignments early
 - Wearing a school uniform or appropriate attire

Respect

- **Sample Behaviors:**
 - Being kind and respectful to others
 - Including someone who feels left out
 - Resolving a conflict peacefully
 - Offering to help a peer in need
 - Showing empathy and understanding
 - Using polite language and manners consistently

Enthusiasm

- **Sample Behaviors:**
 - Completing homework on time consistently
 - Participating actively in class discussions
 - Helping classmates understand a concept
 - Showing improvement in test scores or effort
 - Staying focused during independent work time
 - Using classroom resources responsibly
 - Volunteering for classroom jobs or helping the teacher
 - Demonstrating leadership in group activities

- Encouraging others to do their best
- Participating in school clean-up or service projects
- Representing the school positively (e.g., during events or field trips)

Accountability

- Telling the truth, even when it is hard
- Sample Behaviors:
 - Cleaned up the school community by being asked or volunteering
 - Found a lost item(personal items, money, headphones, etc)
 - Supported a classmate or teammate with a conflict or problem
 - Helped tutor a classmate or friend

Maturity

- Sample Behaviors:
 - Trying again after failing or making a mistake
 - Accepting feedback and using it to improve
 - Taking on a challenging task without giving up
 - Showing perseverance over time
 - Demonstrating a “can-do” attitude

*Elementary teachers track merits and demerits in Class Dojo throughout the school day so that scholars can see and hear their DREAM dollars. At the end of every school day, teachers will need to transfer all DREAM merits and demerits from Class Dojo over to Deanslist and reset the points in Dojo to zero.

All Scholars will have opportunities to use their DREAM Dollars to purchase rewards throughout the school year. All schools will have a DREAM dollar store, where scholars have the opportunity to shop with their DREAM dollars at the following frequency:

- Pre-K-8: Monthly
- HS: Bi-Monthly

**For scholar behaviors escalated beyond Tier 3, including initiating a physical altercation, please refer to the suspension norming resource for appropriate next steps.*

Go Home: no uniform OR 2 sendouts (-60 dollars)

Sendout: zero points in deanslist because the behaviors are entered separately

Sendout: 3 tier 1s OR 2 tier 2s

System for demerits:

- 1) **State clear direction.**
- 2) **Give correction for behavior.**
- 3) **If behavior continues “That is one for _____.”**

Deanslist Send Outs and Referrals

When we send out scholars we are following the Who, What, Where, Why method:

Refer Student

Student(s):

Referral Category:

Incident Type:

Location:

Details:

Period:

If a referral is automatic for a Tier 3 behavior - choose the specific behavior and provide details.

Refer Student

Student(s):

Referral Category:

Incident Type:

Location:

Details:

Period:

Staff should be as specific as possible including any language or gestures that have been used so we are able to address the behavior accordingly. Remember these are legal documents and must be accurate.

Reflection Room Procedures

Step 1: Enter the Reflection Room **SILENTLY**, and **URGENTLY**.

Teacher/SST/DOC: Scholar will enter the Reflection Room. Sounds should be completely off and they should not be engaging with any scholars.

Step 2: A Member of the SST/DOC will assign a desk and select which reflection sheet the student must complete (Chromebooks will be available at each desk.) **Teacher/SST/DOC:** Scholar will be sitting and completing their Reflection Form. If you feel a scholar should not be sitting at a specific seat, please feel

free to tell the scholar to find another seat. This is to ensure scholars wanting to sit next to and engage with their peers don't break the culture of the DREAM ROOM.

Step 3: Open Chromebook and open **Google Classroom**,

Teacher/SST/DOC: Scholar should not be talking at this point.

Step 4: Once you're in **Google Classroom**, join new class: "**The Reflection Room**" Class Code: **bwziey7**

Teacher/SST/DOC: Scholar should not be talking, engaging with other scholars, or asking you any questions unless it is necessary.

Step 5: Once in the class, Complete **ALL Sections** of your assigned **Reflection Form** and use **COMPLETE** sentences and submit once completed.

Teacher/SST/DOC: Scholars should be completing their Reflection Form using full sentences unless told otherwise.

Step 6: Once completed, **raise your hand** quietly (show maturity and respect) and wait for adults to call on you to inform them that you've completed the reflection form.

Teacher/SST/DOC: At this point, scholars will raise their hand quietly to inform you that they have completed their reflection.

Step 7: You will complete the original reflection sheet and you **will be assigned additional work** to complete until you are told to come up and reflect.

Teacher/SST/DOC: You will then let the scholar know that there still shouldn't be any talking unless a Teacher/DC is reflecting with you.

Step 8: Once you are called on to reflect, **silently transition** to the Reflection Chair. **Teacher/SST/DOC:** You will then reflect with the scholar in regards to why they were referred. Other scholars, who are not reflecting, should be reading their DEAR book, or sitting silently waiting for you to reflect with them.

* If you are interested in additional resources to help you with your behavior, organization skills, or anything you may be struggling with, please reach out to the DREAM Coaches.

Restorative Conversations

All students that are sent out of class must have a restorative conversation, preferably before reentering the learning space:

Restorative conversations with scholars are meant to be a restorative conversation between a staff member and a scholar. These occur after an occurrence in which the relationship between the two may have been impacted negatively. This is usually after a send out, but could also occur after a difficult conversation, Family Teacher Conferences or any other time a relationship may be strained. The goal is to listen to each other's perspective, hear how the other feels in the moment, how they feel now and then discuss and establish clear next steps for rebuilding the relationship.

SST/DOC will select a conversation sheet to discuss with the scholar. After the scholar is prepped he/she will take a “hard copy” of the Restorative conversation sheet with them to, once completed, both the scholar and teacher will sign. The scholar will return the signed sheet to the SST/DOC.

What A Restorative conversation is NOT:

1. A conversation of exerting power over the scholar
 - a. The conversations should be an open forum for both parties to talk about the emotions of the moment.
 - b. Limit the use of the word “I”

HPHS Detention Policy

When:

- Starting **9/08**, detention will be held daily.

Where:

- **Dream room**

Who will be running Detention?

The Dean of Culture & Associate Dean of Culture will be running after school detention every Wednesday and Friday.

Time

- Immediately following dismissal.
- After scholars last period class of the day.

Behaviors that warrant detention (Auto send out):

- 2 Send Out (3 tier 1 behaviors in 1 class or 2 tier 2 behaviors)
- Cell Phone/Phone Refusal
- Cursing at staff or peer
- Walking out of class without Permission
- Physical Horseplay/Playfighting
- Cheating on assignments
- Throwing something at another student (seen by teacher)

Detention System

- Scholars who earned detention Monday and Tuesday will serve detention on Wednesday. (Until we pivot to daily detentions)
- Scholars who have earned a detention will be picked up by a dean during the **final five minutes** of their last period. They will then be **escorted** to the Student Support Room.
- Scholars who earned detention Wednesday and Thursday will serve detention on Friday. (Until we pivot to daily detentions)

- Scholars will be provided chromebooks and reflection forms will be available on Google Classroom that needs to be completed before they can be dismissed.
- Once their reflection forms are completed, scholars will have the opportunity to complete their HW and/or assignments while they wait to reflect with adult running detention.
- Two sendouts in a day, scholars will earn an In School Suspension/Early Dismissal.
- Three Detentions in a row, will earn a mandatory parent meeting on that following Monday with a member of the Scholar Support Team

Consequences for Skipping Detention

- If a scholar decides to skip detention without notifying a member of the Scholar Support Team, they will receive an additional detention for skipping detention and will still have to serve the detention that they originally earned. If scholar skips again, scholars will earn a 1 Day In School Suspension and a mandatory re-entry meeting with their family before they can return back to their regular classes at HPHS.

HPHS Hallway and Bathroom Transition

To maintain a safe, structured, and efficient school environment, all hallway transitions at Harlem Prep High school will follow these guidelines:

Standard transition

A “standard transition” is any transition that does not involve the arrival process, dismissal process or a transition to or from lunch. These are the same posts for each of the standard transitions. All standard transitions are 3 minutes long.

During transitions scholars will:

- Move quietly and urgently through the hallway, talking at a level 1 volume.
- Listen for the warning bell. This will sound 1 minute before the end of class bell.
- Go directly to their next class, not walking in the opposite direction of their classes or stopping in other classrooms or offices.
- Earn reminders for urgency if they are not seated, silent and working in their next class by the time the timer hits zero. We want to ensure that scholars are set-up for success in each academic class.
- Earn a late to class violation for not being present in the classroom when the bell rings -- this must be logged in DeansList.
- Earn a send out for any rough-housing in the hallway or in classrooms.

During transitions staff will:

- Be at their posts on time, which is 1 minute before the end of the period and remain until the hallway is 100% clear of students.
- Dismiss their classes on time adhering to the times listed in the master schedule for their grade level.
- Model warm/firm with purposeful interactions with scholars in the hallway while ensuring they urgently get to class.
- Issue demerits to students who are not moving urgently through the halls, walking in the wrong direction for class, or being excessively loud, but not those arriving late to class. Scholars will receive a late violation if they arrive late to class from the teacher, not the hallway post.
- Ensure that the scholars' expectations are being upheld 100% of the time and always issuing consequences when a shirt is untucked, a scholar is chewing gum, eating or drinking non-water, or if a scholar is disrespectful or unkind.
- Teachers who are teaching will be at the threshold, greeting the incoming scholars and being a presence in the hallway.

Bell Schedule: coming soon

Monday - Thursday

Friday A -

Friday B

Transition posts - Between class period transitions

Please see below for the transition posts for all periods except the transitions to periods

*Note there should not be anyone in the Teacher's lounge. Everyone is either at the Threshold of their door, or they are in the hallway assisting with transition.

[STAFF POST](#)

Hallway Sweeps

*At no point, should there be a teacher sitting, either in their classroom, at a post, or in the Teacher's lounge during a transition. You are either:

- Walking to your next class with urgency and verbally moving scholars along.
- Standing in the hallway, helping to break up crowds. Reminding scholars to walk to the right and keep moving. Giving mask redirections.

HPHS Arrival/Dismissal Policy

Arrival

Teammates Needed + Posts:

- **Social worker (Rotating) -** Posted on the corner of 2nd Ave and 123rd directing HPHS Scholars toward arrival.
- **A member of operations, leadership including Doc-** Greet scholars on 2nd Ave. Doing uniform checks (shirts must be tucked in) and ensuring scholars are lining up toward the Courtyard Gates preparing to hand in their phones and other tech. Allowing scholars to start to enter building at 7:45am - 8:15am
- **Doc and/or Adoc-** Will collect phones and other technology from scholars as they enter the theater (give ticket and put in lock boxes). Responsible for ensuring that scholar technology is locked away. In our hallways, we focus on **being present and engaged**. Please put away your devices (headphones etc...and save snacks for the cafeteria. By doing this, you help create a safe, clean, and connected community for all of us.
- **Bag Check and scanning -** Safety agents responsible for searching bags for items that should not be in the school building. If items are found they will inform DOC and call families.

Out of uniform policy:

Scholars who are out of uniform will be asked to correct their attire **immediately** before they enter the building.

- If a scholar is able to make the change (e.g., tucking in their shirt), they will be allowed to proceed.
- If they refuse to change or do not have the required uniform, they will be **pulled from the line** by a dean. The dean will then contact the scholar's family to seek support in getting the scholar into uniform.
- **A member of operations, leadership, all staff are-** Circulating (by their posts) upstairs and pushing scholars to go to class (Homeroom staff meeting scholars at the threshold).
- The locking boxes will be kept in the security office on the 2nd floor.
- **Fernandez and Santos-** At 8:15 a.m., the process at the 2nd Avenue gate ends. Santos and/or Fernandez will:
 - **Close the gate** and move to the main entrance to continue their duties.
 - **Update attendance records** for any scholars who have not yet arrived. Their status will be changed from **absent** to **late**.

Scholar Morning Arrival Process

Upon arrival at HPH, scholars will follow a structured process designed to ensure a safe, orderly, and focused start to the day.

- **Line Up & Uniform Check:** Scholars will line up outside the Courtyard Gates on 2nd Avenue. A member of the operations and leadership team including Doc will be there to greet them and conduct a uniform check, specifically ensuring shirts are tucked in.
- **Technology Hand-off:** As scholars enter the building, they will go to the theater to hand over their phones and other personal technology. Doc and Adoc," will collect these devices, give the scholar a ticket, and secure the technology in lock boxes.
- **Safety & Bag Check:** Simultaneously, safety agents will be conducting bag checks to ensure that no prohibited items enter the building. If any such items are found, the safety agent will contact Doc and the scholar's family.
- **Moving Through Hallways:** Once inside, scholars are expected to be present and engaged, with no headphones or food/drinks in the hallways. This ensures a safe, clean, and connected community for everyone.

Homeroom staff expectations:

Morning Welcome and Community Building (7:45 - 8:05 a.m.)

Our morning routine is designed to welcome every student, set a clear and calm tone for the day, and build a sense of community. The 20-minute block from 7:45 to 8:05 a.m. is dedicated to this essential start.

Before Students Arrive (7:45 - 7:55 a.m.)

- **Prepare the Space:** Have the structure of the morning routine clearly outlined on the board.
- **Post the Prompt:** Write a thoughtful reflection question on the board for students to consider and journal about.

Welcoming Students (7:55 - 8:00 a.m.)

- **Warm Greetings:** Position yourself at the door to warmly greet each student by name. Make it known that you are happy they are there. For example: "Morning, [student name]. It's great to see you. It's a new day and a fresh start."
- **Set Expectations:** Once students are in the room, clearly state the expectations for the morning. For example: "Please find your seats, take out your notebooks, and begin working on the prompt on the board."

Materials Check and Check-In (8:00 - 8:05 a.m.)

- **Materials Check:** As students get settled, circulate through the room to check that everyone has the necessary materials for the day. This is a quick way to ensure students are prepared to learn.

- **Schedule, Planner, & Transcript Review:** As students get settled, circulate through the room to ensure each scholar has their planner and transcript out on their desk. Guide them to check their schedules for upcoming assignments and write them into their planners. Then, prompt students to briefly review their transcript to track credits earned, missing requirements, or GPA goals. This quick routine helps students build habits of organization, accountability, and long-term academic planning.

Step by step:

Step 1: Open Your Planner

- Place your planner on your desk.
- Write down today's date and subject schedule.
- Add any homework due or upcoming tests.

Step 2: Check Your Schedule

- Review what classes and activities you have today.
- Highlight or star any classes where you know you need extra focus.

Step 3: Review Your Transcript

- Take out your transcript.
- Look at:
 - **Credits earned so far**
 - **Credits still needed**
 - **GPA goals for this year**
- Circle or note any areas you want to ask your teacher or counselor about.

Step 4: Set Your Goal for the Day

- Write one goal in your planner (ex: "Participate twice in ELA," "Complete math Do Now in under 5 minutes," "Stay focused during science lab").

Step 5: Be Ready to Learn

- Keep your planner and transcript neatly on your desk.
 - Begin your Do Now activity silently.
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- **Connect with Each Student:** As students work on their journals, take a moment to have a brief, personal check-in. This is a great time to ask questions like: "How is your morning going?" or "What are you looking forward to today?"
 - **Positive Narration:** Actively look for and acknowledge positive behaviors. For example: "I see you, [student name], quietly taking out your materials and getting right to work."
 - **Celebrate Success:** Find opportunities to recognize and celebrate students for their accomplishments, both big and small. For example: "I heard you helped your family this morning—that's amazing!" or "Thank you so much for helping me set up the chromebook cart."

Late Arrival

- Scholars arriving outside of the HPHS arrival window will be required to hand in all technology to a Safety agents before receiving a late pass to class
- SST will do uniform check and will be posted in the main floor lobby
- Safety agents will continue the above process at 8:30am.

Early Dismissal

- Scholars with a confirmed early dismissal will report to the Doc & Adoc to collect their tech and receive their early dismissal pass

Dismissal

Our goals for dismissal every day are as follows:

1. End the day positively with scholars.
2. Get students home safely and urgently.
3. Ensure the floor is calm and orderly.
4. Have those circleback conversations with scholars and families.
5. Have scholars who have earned detention serving their consequence.

To accomplish these goals, we must adhere to the following dismissal process to ensure adequate supervision throughout the 2nd & 3rd stairwells and outside. We will be dismissing in waves to diminish the hallway traffic and allow staff on posts to ensure that they are able to monitor for behavior.

With each Wave's dismissal one homeroom teacher will remain in the homeroom with anyone staying back. The other homeroom teacher may be required to be at a dismissal post and should leave ahead of the first wave to be at their designated post.

- This year all scholars are dismissing at 3:50 PM they will collect their Technology as they exit the building.
 - A staff member will be posted in the lobby or at the front desk to support scholars picking up their phone following these activities
 - 12th grade 3:00 dismissal if in good standing
 - 11th grade 3:00 dismissal if in good standing
 - 10 grade 3:56 dismissal
 - 9th grade 4:00pm dismissal
- Scholars attending Office Hours, clubs, or detention will not collect their technology until after 4:30PM.

HPHS Lunch Policy

Period	Location	Staff
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		Leader on Duty	Zone 1 (Inside to the left by Projector)	Zone 2 LEAD (Inside Cafeteria doors, lunch line right side)	Zone 3 (Right side/middle , near second projector sitting area)
4 - 10:59am - 11:45am	3rd Floor Cafeteria				
5 - 11:48am - 12:34pm	3rd Floor Cafeteria				
6 - 12:38pm - 1:24pm	3rd Floor Cafeteria				

- When scholars come into the lunch room, they head straight to the lunch line.
- If they are not eating lunch or have their own they will head to their seats and start their lunch
- Please remind them of Level 2 volume expectations when they come in (if necessary).
- When the bell rings, and they're all in the cafeteria, bring them to attention, remind them of:
 - Seating expectations - once you're in your seat, that's your seat. If you get out of it without permission, that's a demerit, by the third demerit, send out.
 - Zone 2** runs the bathroom list.
 - Counts as a trip, logs in smartpass if we have or issues pass if we don't
 - End time - trash can goes around with 10 minutes left in the period.
 - 11:35a
 - 12:24p
 - 1:14p
- Adults split the room in 3 zones. (See above for locations)
 - Stand** with the scholars, actively monitoring.
 - Staff should not be on their phone unless it's to check communication
 - Staff are expected to **intervene** when scholars are being disruptive, such as being too loud or out of their seats. If needed, staff should **reset the entire space** to regain order and focus.
 - Adults leaving the space should be minimal.
- Demerits** if necessary, but send-outs when necessary.
- Activities**
 - There will be games available for scholars to play. .
 - You can also play movies on the projector if you'd like.
- Dismissal**
 - Bring scholars to attention when it's time to dismiss.
 - You should dismiss two tables at a time with one adult,

- c. Student exit and head to their next class.