

DR. JOEL E. HECKETHORN, PRINCIPAL

JASHAUN ROEBUCK, ASSISTANT PRINCIPAL



# Student Handbook

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### **Principal's Message**

At Bronx Community High School, the word community means that we are here to support one another in an educational environment where every individual wants to succeed. As your principal, I am responsible for ensuring that you receive the education that will prepare you for college and your career. I must ensure that we hold you to high expectations of achieving your best and preparing for the world beyond high school. To that end, I will always attempt to be fair, empathetic, and understanding; however, I will also expect your best and that you demonstrate a willingness to succeed. We are here to support you and want to challenge you both academically and in building relationships and life skills. We expect everyone to respect each other and our space. We will insist that everyone focus on getting an education and become life-long learners. We hope the best for each of you, but also understand that Bronx Community High School is not for everyone. If you ever need to talk, my office door is always open and available. I hope you have a wonderful year, and I want to see each of you at graduation when it is your turn.

Sincerely, Dr. Heckethorn

### **Vision Statement**

The Bronx Community High School embraces a vision of educational opportunities for young adults aspiring to effect change in their communities and society. As a school community, we will capitalize upon each student's strengths and foster students' achievements, and maintain high academic standards. In a nurturing environment, the student's academic and personal behaviors will be cultured in a manner that emphasizes a journey predicated upon critical and independent thinking that will enable them on a lifelong learning journey. This journey will provide opportunities for students, parents, staff members, and all stakeholders for professional enrichment and continuous self-reflective practices that will stimulate the instructional process. As a collective community, we will empower our students to take on life's challenges and become successful leaders confidently.

### **Mission Statement**

At the Bronx Community High School, we believe that students learn best and are able to achieve their highest potential when they are known, accepted and cared about by the adults in the community. We believe that students achieve when we assess their prior knowledge, build upon their understanding and connect their learning in an authentic and relevant way as we provide multiple opportunities for college and career readiness. We believe that the school environment must be structured, such that clear expectations for student behavior and performance are consistently articulated and reinforced through frequent, transparent feedback that will reestablish our students' confidence in schools as a place of success. Our goal is to develop critical thinking skills in our students and inspire them to feel a sense of urgency towards making a positive contribution to their community and society.

## Our Core Values

### We Foster a Positive School Culture

<b>F</b> ocused	On the goal ahead.
<b>O</b> wnership	Believe you can and you will.
<b>R</b> espect for all	Make dignity your virtue.
<b>T</b> ransformation	Embrace change.
<b>I</b> nnovative	Re-develop yourself whenever necessary.
<b>T</b> iming	Make each of your 1440 minutes count for something every day.
<b>U</b> niformity	Become a global citizen, there is only one world.
<b>D</b> ecisiveness	Live with the consequences of your decisions, move forward with pride.
<b>E</b> xcellence	There is dignity in playing but first place is for winners.

### CEP Goals 2023-2024

#### Priority 1 – All students learn to read well

*By June 2024, we will increase the number of students in the transfer high school cohort who earn ELA accountability Level 2 or higher (score of 65+) on the English Regents Exam from 34 to 44.*

*By June 2024, we will increase the number of students in the transfer high school cohort who earn math accountability Level 2 or higher on the Algebra I Regents Exam from 40 to 45.*

#### Priority 2 – All students are physically and emotionally safe

*By June 2024, we will increase the percentage of favorable responses on an Internal Survey aligned to the NYC DoE Student Perception Survey conducted three times a year around Supportive Environment from 86% to 88%.*

#### Priority 3 – All students have a high-quality academic experience

*By August 2024, the percentage of all students in Cohort X (Class of 2018) who earn Regents, Local, or HSE Diplomas will be at least 67%.*

#### Priority 4 – All students graduate college and career ready and have a strong plan and pathway to economic security

*By June, 2024, for all students, we will Increase participation from 85% to 100%, as measured by a post secondary transition experience.*

#### Priority 5 – All districts and schools are more inclusive and responsive for parents and families, including having more families choose NYC Public Schools

*By June 2024, we will offer at least three parent workshops and information sessions on topics that families recommend and in their preferred language(s).*

#### Chronic Absenteeism

*By June 2024, for All Students, we will decrease 5 percentage points, from 85% to 80%, as measured by Chronic Absenteeism Rate.*

#### Quality Individualized Education Program (IEP)

*By June, 2024, we will improve Alignment of IEPs across the present level of performance (PLOP) by an increase of 20%, from 60%% to 80%, as measured by IEP Review.*

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jroebuck3@schools.nyc.gov

## Bronx Community High School 2023 – 2024 Staff Organization Chart.

Staff	Title	Email Address	Ext.	Room #
Heckethorn, Joel	Principal	Jheckethorn@schools.nyc.gov	11131	114A
Roebuck, Jashaun	I.A Assistant Principal	Jroebuck3@schools.nyc.gov	11461	118
Cuevas, Erica	Sped Teacher	Ecuevasrodriguez@schools.nyc.gov		
Clarke, Chevaughn	Sped Teacher	CClarke31@schools.nyc.gov		
Ditmars, Carol	Art/ENL Teacher	CDitmars@schools.nyc.gov	11481	148
Vasquez, Chastity	School Counselor	Cvasquez34@schools.nyc.gov	11181	118A
Isaac Danso		IDanso@schools.nyc.gov	11153	153
James, Sheila	English Teacher	SCousin@schools.nyc.gov	11451	145
Mauro, Mike	Gym Teacher/Freshman House	MMauro3@schools.nyc.gov		
Hasa, Luis	Social Studies	Lhasa2@schools.nyc.gov	11171	117
Rivera, Christine	Sped Teacher/Senior House, PCT	CRivera35@schools.nyc.gov	11211	121B
Steiner, Robyn	Social Studies Teacher/ Junior House, PCT	RRogers5@schools.nyc.gov	11191	119
	Science Teacher		11501	132
Rodriguez, Kaylin	Social Worker	KRodriguez101@schools.nyc.gov	11184	118C
Kelly, Courtney	Math Teacher/ Sophomore House	ckelly9@schools.nyc.gov	11153	153
Wise, Ruth	School Secretary	RWise2@schools.nyc.gov	11189	118D
Gomez, Lantiuska	Parent Coordinator	lgomez37@schools.nyc.gov	11189	118P
Christopher, Brooke	ELA Teacher	bchristopher4@schools.nyc.gov		

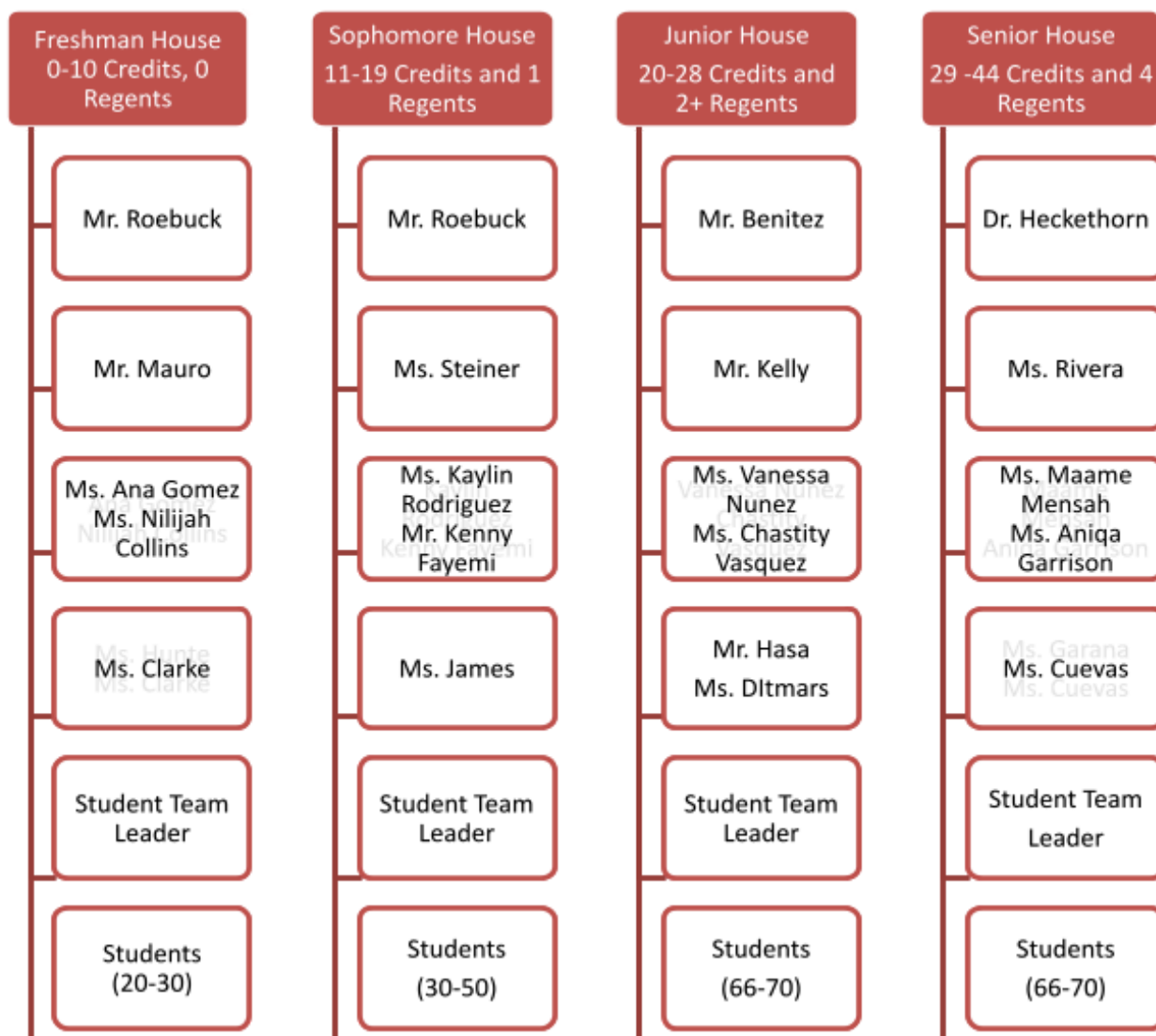
### New York City Mission Society

Staff	Title	Email Address	Ext.	Room #
Garrison, Anika	Program Director	Agarrison@missionsociety.org	11183	118E
Nunez, Vanessa	Internship Coordinator, Senior Advocate Counselor	Vnunez@missionsociety.org	11185	118G
Mensah, Maame	College and Career Senior Advocate	Mmensah@missionsociety.org	11181	118H
Collins, Niliyah	Advocate Counselor, Recruitment	Ncollins@missionsociety.org	11187	118F
Fayemi, Kehinde	Advocate Counselor, Community Service	Kfayemi@missionsociety.org		118O

### Other DOE Supporting Staff

Staff	Title	Email Address	Ext.	Room #
Reid, Donna	YABC Assistant Principal	DReid3@schools.nyc.gov	11151	115
Ripoll, Lizette	Attendance Teacher	LRipoll@schools.nyc.gov	12731	118
Sweis, Jaklin	Librarian	jsweis@schools.nyc.gov	12092	Lib
Layana, Luis	Community Associate	llayana2@schools.nyc.gov	11181	118

## The House Structure



We allow students to move from the freshmen, Sophomore, and Junior Houses to achieve Senior House status.

The following are the requirements:

Freshman House – 0-10 credits, 1 Regents required for promotion to the Sophomore House.

Sophomore House-11-19 credits, 2 Regents required for promotion to the Junior House.

Junior House – 20-28 credits, 4 Regents required for promotion to the Senior House.

Senior House – 29 - 44 or above credits, 5 Regents required for graduation.

## Grading Policy

- Grades are numerical
  - 90, 91, 92, ..., 100
  - 65, 70, 75, ..., 90 in increments of 5
  - 55 failure
  - 45 attendance
- Teachers will attempt to have between 15 and 17 varied grades recorded each trimester equally distributed across the following percentage categories:
  - Focus Friday - 40% of your grade
    - Projects, Tests, Quizzes, Papers, Large Learning Tasks
  - Class Work - 25% of your grade
  - Valuable Contribution - 25% of your grade
    - Active listening, discussion, and group work - based on standardized rubrics
    - Attendance impacts your Contribution grade, and you can't make up the grade because of the nature of the assessment.
  - Do Now - 10% of your grade.
  - If teachers assign homework, assignments should be used in an authentic way to contribute to learning that they can assess in one of the categories. Teachers should not evaluate homework singularly, and you should not be penalized for not completing a homework task.
- All absences will be excused with a note from a family physician for medical or proper documentation for religious or emergency reasons as per the DoE Chancellor's Regulations or Academic Policy and approved by the principal or assistant principal.
- Teachers should only accept make-up work during the benchmark in which the absences occurred with reasonable time constraints.
- **Teachers will not provide packets of work to be made up during the last week of the benchmark.**
- Teachers will post all work on Google Classroom, and you are encouraged to complete work on the same day you are absent.
- Teachers will update the grade book weekly to reflect your progress. Teachers should provide you with meaningful feedback on any assessment being entered into the grade percentage when possible; teachers should provide ample opportunity to show mastery of the standards and allow you to resubmit assessments to improve grades. However, teachers will never tolerate cheating or plagiarism.

## Bronx Community High School Trimesters and Benchmarks 2023 – 2024

<b>September 7, 2023 – June 13, 2024</b>				
<b>TRIMESTER</b>	<b>DATES</b>	<b>NUMBER OF DAYS</b>	<b>HOLIDAYS</b>	<b>DATES</b>
<b>TRIMESTER 1</b>	<b>SEPT. 8 – DEC. 4</b>	<b>57 DAYS</b>		
<b>B1</b>	September 7 - October 6	21	Yom Kippur, schools closed	Sept. 25
<b>B2</b>	October 10 - November 3	19	Indigenous Peoples' Day, Schools closed	Oct. 9
<b>B3</b>	November 6 - December 1	17	Election Day, No students Thanksgiving Recess	Nov. 7 Nov. 23 – 24
<b>TRIMESTER 2</b>	<b>DECEMBER 4 – MARCH 5</b>	<b>50 Days</b>		
<b>B1</b>	December 4 – December 22	15		
<b>B2</b>	January 2 - February 2	18	Rev. Dr. Martin Luther King, Schools closed Regents Rating Day, Schools Closed	Jan. 15 Jan. 23-26  Jan 29
<b>B3</b>	February 5 - March 5	17	Midwinter Recess, Schools Closed	Feb. 19– 23
<b>TRIMESTER 3</b>	<b>MARCH 6 – JUNE 13</b>	<b>58 Days</b>		
<b>B1</b>	March 6 – April 5	20	Good Friday, Schools closed Easter, Schools Closed	March 29 April 1
<b>B2</b>	April 8 - May 15	20	Eid Al-Fitr, schools closed Spring Recess	April 10 April 22-30
<b>B3</b>	May 16 - June 13	18	Memorial Day, schools closed Algebra Regents Chancellor's Day	May 27 June 4 June 6



## **Attendance**

### **Absence and Lateness**

Attendance is key to your success. Students arriving on time and present daily have a much better chance of succeeding and doing well in their classes. It would help if you made every attempt to be here every day. We know that students get sick from time to time and have competing obligations outside school. We support you and expect you to be in class if you continue to matriculate at BCHS.

Teachers must take Attendance each period and log into the New DOE system (TBD). You should never cut a class. You should take a copy of any appointment documentation to each of your teachers to have them sign it before submitting it to Ms. Wise. Lastly, the first-period class starts at 8:53 a.m. You should be in your room by the official start time. If you arrive after the start of any class period, you should receive a late pass from the prior teacher or staff. Staff will provide you with a green or red pass as applicable.

Absences of 10 consecutive days will automatically generate a 407 (attendance) form on ATS, and 21 days results in a Long term absence (LTA) which begins the exit interview process. You must be in school to benefit from learning and earn credits.

### **Attendance Team/Call Center**

Every day, advisors and administrators will report to a designated room to make attendance calls to any student that has not arrived at school by first period. Teachers and staff will attempt to reach your guardian first, but staff will also contact you. Therefore, we must have working phone numbers and contact information. You should provide your advisor with updated information whenever it changes. You should always answer the call or text. It is best to alert your advisor first when you need to be absent or are running late, don't wait for us to reach out to you.

### **Restroom**

If you need to use the restroom, you must have the official uniform restroom pass and sign out in your teacher's attendance log book before exiting the classroom. You are not permitted to use the restroom during your class's first and last ten minutes.

When going to the bathroom, you are not permitted to go to the main office or classrooms to speak with other students or staff. Instead, you are encouraged to use the restroom quickly and return to class.

### **Leaving Early**

You may not leave the school building early unless a parent, guardian, or authorized adult (as indicated on your Blue Card) comes to pick you up and sign you out in the main office. If you need to leave early for medical or other appointments, please ask to see your advisor, the secretary, or an administrator. It would be best if you tried to make all efforts to plan your appointments after school or on the weekend. No students under 18 may leave during the middle of the day unaccompanied.

**Bell Schedule**

The end of one class also indicates the beginning of the next period, so please travel quickly from class to class. We encourage you to arrive early and eat breakfast in the cafeteria before school. We will provide lunch at the end of the day. Likewise, we will continue providing snacks if you arrive before 8:53 a.m. or before your first official class. We will attempt to schedule a full schedule, including the first period.

Student Schedule		
PERIOD	BEGINS	ENDS
MON - FRI		
(breakfast)	8:35 AM	8:53 AM
<b>1<sup>st</sup></b> (51 min)	8:54 AM	9:45 AM
<b>2<sup>nd</sup></b> (51 min)	9:46 AM	10:37 AM
<b>3<sup>rd</sup></b> (51 min)	10:38 AM	11:29 AM
<b>4<sup>th</sup></b> (51 min)	11:30 AM	12:21 PM
<b>5<sup>th</sup></b> (51 min)	12:22 PM	1:13 PM
<b>6<sup>th</sup></b> (Lunch, 17 min)	1:14 PM	1:31 PM
<b>7<sup>th</sup></b> (51 min)	1:32 PM	2:25 PM

## Graduation Requirements

It is imperative that you know your transcript and that you understand your path to graduation. In addition, it would help if you were proactive in meeting with your advisor and guidance counselor to ensure that you are taking the correct classes. It would be best if you were your advocate to graduate.

Regents Diploma		Advanced Regents Diploma	
Examination Requirements			
You must achieve a score of 65 or higher on these <b>five</b> Regents exams:  <b>English Language Arts</b> (ELA) Any <b>mathematics</b> exam (Algebra I, Geometry, <i>or</i> Algebra II/Trigonometry) Any <b>social studies</b> exam (Global History and Geography <i>or</i> U.S. History and Government) Any <b>science</b> exam ( Living Environment, Chemistry, Earth Science, <i>or</i> Physics) Any <b>additional</b> Regents exam or assessment approved by the State for this purpose		You must achieve a score of 65 or higher on these <b>nine</b> exams:  <b>English Language Arts</b> (ELA) Three <b>mathematics</b> exams (Algebra I, Geometry, <i>and</i> Algebra II/Trigonometry) Any <b>social studies</b> exam (Global History and Geography <i>or</i> U.S. History and Government) Two <b>science</b> exams (Living Environment <i>and</i> one of these: Chemistry, Earth Science, or Physics) Any <b>additional</b> Regents exam or assessment approved by the State for this purpose Any NYC <b>Languages Other Than English</b> (LOTE) exam	
Minimum Credit Requirements			
8	Core English		8
8	Social Studies: Global History (4), U.S. History (2), Participation in Government (1), Economics (1)		8
6	Mathematics: Including at least two credits of advanced math (e.g., Geometry or Algebra II)		6
6	Science: Life Science (2), Physical Science (2), Life Science or Physical Science (2)		6
2	Languages Other than English (LOTE)*		6
4	Physical Education (every year, distributed in specific ways)		4
1	Health		1
2	Visual Art, Music, Dance, and/or Theater		2
7	Electives		3
44	TOTAL CREDITS		44

## **Advisory**

At BCHS, our mission statement states that "students learn best and can achieve their highest potential when they are known, accepted, and cared about by the adults in the community." Furthermore, we espouse that students achieve when the staff "provide multiple college and career readiness opportunities." Additionally, we believe that the school environment must be structured with clear expectations for student behavior and student performance is consistently articulated. So, to fully realize our mission statement in the fall of 2022, we will relaunch our advisory program. In addition, we know that students entering BCHS need to adjust to a new school environment, build community, feel respected, and have an advocate to help them foster college and career readiness. Lastly, advisors, teachers, and staff will support you by clearly communicating how you are performing and suggesting academic, social, emotional, and post-secondary improvement strategies.

Advisory will meet two times a week. Advisors have agreed to plan meaningful experiences for you and be one of the conduits for outreach to your family. It is evidence-based that building the relationship between a school, students, and their families, as well as Community Based Organizations and community partners, will provide a stepping stone to increased graduation rate and overall student success at BCHS.

Our staff will ensure that we provide the following services to meet this goal:

1. Staff will reach out to your families and engage them in your education and the operations and activities of Bronx Community HS.
2. Staff will create effective partnerships with physical and mental health organizations to meet your varied needs and your families.
3. Ms. Wise, our parent coordinator, will provide a monthly newsletter of activities, coordinate all parent-teacher meetings, and engage your families with the school.
4. Our staff will continue to forge partnerships with several college programs and support you and your family with the college application process, as well as community-based organizations to provide programs and presentations that address your academic and social development.
5. We will continue to collaborate our work between NYC Mission Society, the Bronx Community High School, and the surrounding communities. The combined team will continue to organize and chaperone college tours to many schools in the area and connect vocational training programs.
6. Ms. Wise will continue to provide interest and engagement surveys to gauge the needs as well as the expertise of your families. We hope to develop a strong cadre of parents who will become vested in our school community, enhancing our school's program and your success.

## Code of Conduct

BILL OF STUDENT RIGHTS AND RESPONSIBILITIES, K-12 PREAMBLE New York City public schools seek to cultivate a sense of mutual respect among students, parents, and staff. City schools also aim to involve students in activities and programs within and outside the school community that stresses a commitment to civic responsibility and community service. With the cooperation of all members of our school communities, students can reach educational excellence while enjoying a rich learning experience. Our Code of Conduct guides you as you strive to become productive citizens in a diverse society.

### Restorative Practices

At Bronx Community, we believe in supporting students in understanding their actions and correcting their behavior. Remember, we are a transfer school for students that are often older high school students. Our responsibility is to transition our students from teenagers to young adults who will encounter the world sooner than traditional high school students. Therefore, we aim to teach students that actions have consequences while learning about their missteps is just as valuable. Time lost from class or school due to a suspension should be our last resort. **Again, we will not tolerate violence or harassment and will consider all DoE disciplinary steps when considering how to handle disciplinary actions. The administration has the final say.**

This school year, we would like to engage in more Restorative practices that our Advisors, counselor, and social worker will spearhead. But, first, BCHS staff, students involved, and their families must agree upon the restorative practices. If the agreement to follow these steps is not agreed upon by everyone or not followed, the traditional DoE discipline steps will replace any Restorative practice.

#### *Levels of consequence*

- o Suspension vs. non suspension incidences.
- Fighting vs. Disrespectful Behavior
- Is Plagiarism and Cheating on quizzes/exams included in Restorative Practice? Yes, if the teacher and student agree.
- The teacher, advisor, and administrator will work with the student to determine the appropriate action steps.

#### *Student Reflection Piece.*

- The student will choose how they want to present their Reflection piece.
- Essay, PowerPoint, Short story, Poem, Speech
- Reflection should be meaningful, not just do it.
- Rubric(s)
- Reflection should be presented/handed in after services have been completed (with TIME).

#### *Student choice for services:*

- Once the student and advisor have determined the number of hours, the student should have a choice of how to fulfill the hours.

- Hospital with children, nursing home, soup kitchen, Walks (AIDS, cancer, DIMES),? Counseling/Therapy?

#### *Contract*

- The contract should be clear, detailed, and on the level of understanding of the student; it should be in writing and should include the following:
  - The contract should include the date the student will complete the hours.
  - The contract should include the name, address, and phone number where the student will complete the hours.
  - Name, title, and number of a contact person of the facility.
  - Name of check-in person from Bronx Community
  - The contract will include consequences if the student doesn't complete the hours. If the agreement to follow these steps is not agreed upon by everyone or not followed, the traditional DoE discipline steps will replace any Restorative practice.

#### *Bronx Community Point Person*

- Usually the advisor is the point person, but you can ask another staff member.
- That staff member must agree to be a point person and support you.
- Have a few "Mini Check-ins" with the student to ensure they are on track.
- Provide feedback to the Dean/Counselor/A.P.

#### *Second Offense*

- What if there is a second offense for the student? **Then we will enact the traditional NYC DoE Discipline Code per the Chancellor's Regulations.**

### **BCHS Dress Code**

Bronx Community High School expects our students to dress in an appropriate manner suitable to a learning environment. Per the Chancellor's Regulations. [NYC Public Schools Dress Code Guidelines](#)

Our school staff reserves the right to ask you to change your attire per the Department of Education guidelines. We will contact your family if you do not comply with the agreed upon dress code and ask you to wear appropriate clothing including a plain shirt or sweatpants provided from the school. An excellent guide to what is reasonable is to judge what manner of dress would be acceptable for a professional job. Lastly, we have access to a washer and dryer in the school building. Please ask your advisor if you need assistance in maintaining your clothes. Failure to follow the dress code will result in a referral to the code of conduct mentioned above.

Thank you for being cooperative in maintaining a safe and productive learning environment by wearing appropriate attire.

### **Academic Expectations and Integrity**

Bronx Community High School is committed to advancing the pursuit of intellectual excellence and expectations for academic integrity among all students. Accordingly, our school standards imply that students will engage in ethical and responsible behavior and conduct, free of academic dishonesty, harassment, or misbehavior.

We expect our students to engage thoughtfully in the learning process, engage with classmates, and push themselves to achieve. As a result, we believe all students can succeed and graduate with a high school diploma.

Bronx Community High School is a community built on trust and understanding. As students at BCHS, we commit to respecting and supporting each other.

We build our school culture on a foundation of working hard as a community and as individuals. Please be aware that academic dishonesty takes away from your learning and is unacceptable at Bronx Community High School. Academic integrity includes being in attendance and engaging in the lessons and work. Trying to manipulate your way through credits and classes will only short you of your full potential and make you ill-prepared for the world after high school.

### **Technology**

At BCHS, we want to embed technology authentically in every lesson to support learning and make it meaningful. We know that 21st and 22nd Century learning includes the most cutting-edge technology. Moreover, we understand that the careers you will embark upon don't yet exist because of the speed of technology innovation. Therefore, we will move to a one-to-one laptop for each student this fall. You will pick up a computer assigned to you in the morning, use it throughout the day, and return it at the end of school.

You are responsible for your laptop and should take care of the device. However, you may use your own computer or device if you choose. Teachers will provide you with Google Classroom, Microsoft Office, Apps, and other educational technology to support your learning.

The Department of Education monitors computer use. Therefore, visiting or downloading questionable sites or documents on these computers is inadvisable. Please refer to the DOE Internet Usage Policy at <https://www.schools.nyc.gov/about-us/policies/internet-acceptable-use-policy>.

### **Abuse and Harassment**

The use of foul language, derogatory comments, cursing, racial slander, gender bias, harmful religious speech, or sarcasm at the expense of others, or making any member of our community the brunt of any put-downs is all construed as verbal abuse. Furthermore, raising your voice, yelling, or using a threatening tone can be considered abuse. Always remember that it is how you are perceived that matters. Therefore, speak to your colleagues, teachers, and school staff in a tone and manner that you would want others to use with you. We understand the language you use outside of school may be normalized and accepted, but inside our school, it may offend others in the community.

Unfortunately, we live in unsettling times regarding allegations of sexual abuse/harassment and physical abuse. It is never okay to physically or sexually harass another person. Do not compromise yourself by saying or doing anything that may be deemed inappropriate by your fellow students, staff, or teachers. If you feel that someone is harassing you either physically or verbally, you should immediately report it to an adult in the building. No member of the community should ever feel unsafe.

Finally, we will not tolerate online bullying. We are a caring and respectful school that does not discriminate against any label. If you engage in online bullying against any

community member, you are subject to the same consequences as verbal or physical abuse and harassment. Always be kind and treat others how you want them to treat you.

### **Cell Phones**

Students may not have cell phones in use during school time. You will turn in your cell phone upon entering the building before going through scanning. We will return your phone to you at the end of the school day. We will notify families and return the phone to the guardian.

### **Food in Class**

We expect that you refrain from eating in classes other than the snacks provided. Breakfast is served every morning in the cafeteria starting at 8:35 a.m. and lunch is provided at 1:13pm. If you bring your own food, please arrive early to eat prior to class or plan to stay and eat after school. With our new computer policy, it is important that students and staff refrain from drinking or eating around the laptops as they may get damaged.

There has been a severe rodent epidemic in our school building. Put all food items into a bag and tie it tightly; dispose of these "packages" in the receptacle in that room.



## **NYC Mission Society**

The New York City Mission Society's motto – "Changing Lives Since 1812" – resonates tremendously. It speaks to the fact that we have been helping those in need longer than any other human services organization in New York City. It also makes us conscious of the great responsibility of those at New York City Mission Society for honoring and perpetuating the organization's legacy.

While the face of need has changed many times in New York City over the years, New York City Mission Society has consistently been at the forefront of human service delivery. Before the Civil War, we helped people primarily from Northern and Western Europe: the British, the Irish, and the Germans. After the Civil War and through World War I, we helped immigrants from Southern and Eastern Europe: the Italians, the Polish, and the Greeks. Today, we focus most of our work on African-American and Latino populations in Harlem and the Bronx. And recently, we offered our help to those affected by the World Trade Center disaster.

Reflecting upon New York City Mission Society's rich history has reinforced our belief that human services are most effective when they embrace values such as dignity, kindness, and respect. These time-honored values have always been at the core of our work and are the thread that connects New York City Mission Society's past to its present.

**Our Mission:** New York City Mission Society improves the lives of children, youth, and families in New York City's most underserved communities. By providing educational support, workforce development, restorative justice, and supportive services that respond to community needs, we create cycles of success for generations to come.

**Our Vision:** New York City Mission Society envisions a city in which every New Yorker thrives in a safe and loving environment, contributes to the community's overall well-being, and receives the support needed to achieve a joyful and independent life. Our Values: New York City Mission Society values kindness, compassion, dignity, respect, and excellence. We demonstrate these values by delivering services that encourage critical thinking, self-confidence, and resilience in the children, youth, and families we serve.

### **College and Career @ BCHS**

The Learning to Work program assists all Bronx Community High School students with College and Career readiness. Our team works closely with the school community and families to ensure all graduating seniors have been exposed to various colleges and careers to help them solidify a post-secondary plan.

The school community works together to offer assistance with financial aid and college applications, as well as explore the different types of learning institutions through college tours. Some students may be more interested in a trade school or a certification to jump-start their career of choice; the College and Career team is here to help. We look

forward to another exciting school year, and we can't wait to expose the students at BCHS to all of what we have in store in the world of College and Careers.

### **Level Up @ BCHS**

The Level Up program works as one of the many programs developed by the New York City Mission Society. Our goal is to teach students about the meaning of work as well as frosting the skill they have to provide our students with paid internships. Bronx Community High School students in good academic standing can work a minimum of 10 hours a week in a job field of their choice. We designed the Level Up program to help students develop professional skills while exploring their career interests. We provide BCHS Students weekly career readiness seminars and onsite support from site supervisors. Additionally, we afford BCHS Students the tools necessary to find and maintain employment long after completing the program. The Level Up coordinator hired by the CBO will bring the work of connecting students to in-school supports and community partners to fruition by utilizing the following strategies:

1. The Level Up Coordinator will meet with students during the community and family meetings to explain the students' roles and responsibilities. The Level Up will push into advisory weekly to update students on the school's planned activities and events.
2. The Level Up will become knowledgeable of the community surrounding Bronx Community HS and the neighborhoods where students reside. The Level Up will introduce themselves to community support services such as medical and mental health clinics and other Community-Based Organizations and community partners. In addition, the Stevenson Campus has acquired a comprehensive service clinic on site on the second floor, with services to be provided by Montefiore Hospital.
3. The Level Up will become BCHS' liaison and make referrals as needed.
4. The Level Up will work closely with our parent coordinator, our CBO team, and our students and their families to design and create after-school activities and clubs that meet the students' interests to enhance their re-engagement in the educational process. They will be instrumental in developing an incentive program focused on increasing attendance, securing and analyzing data, and using that analysis with the SLT and other interested school leaders to drive the school's performance.
5. The Level Up will develop partnerships with community vendors and provide enrichment programs to the school in sports, academic tutoring, dance, music, and physical fitness.
6. The Level Up will provide professional development and leadership opportunities to build internal staff capacity in all areas to ensure sustainability.

## NYC DoE Calendar 2023 - 2024 High Schools

Date	Weekday	Event
September 7	Thursday	First day of school
September 25	Monday	Yom Kippur, schools closed
September 28	Thursday	Evening Parent-Teacher Conferences for high schools, K-12, and 6-12 schools
October 9	Monday	Italian Heritage / Indigenous Peoples' Day, schools closed
November 7	Tuesday	Election Day, students do not attend school
November 16	Thursday	Afternoon and evening Parent-Teacher Conferences for high schools, K-12, and 6-12 schools
November 17	Friday	Afternoon Parent-Teacher Conferences for high schools, K-12, and 6-12 schools; students in these schools dismissed three hours early.
November 23-24	Thursday-Friday	Thanksgiving Recess, schools closed
December 25-January 1	Monday-Monday	Winter Recess, schools closed
January 15	Monday	Rev. Dr. Martin Luther King Jr. Day, schools closed
January 23-26	Tuesday-Friday	Regents Administration
January 29	Monday	Professional Development Day; no classes for students attending high schools and 6-12 schools, all

		other students attend school
February 19–23	Monday–Friday	Midwinter Recess, schools closed
March 21	Thursday	Evening Parent-Teacher Conferences for high schools, K–12, and 6–12 schools
March 22	Friday	Afternoon Parent-Teacher Conferences for high schools, K–12, and 6–12 schools; students in these schools dismissed three hours early.
March 29–April 1	Friday–Monday	Easter Weekend, schools closed
April 10	Wednesday	Eid al-Fitr, schools closed
April 22–30	Monday–Tuesday	Spring Recess, schools closed
May 23	Thursday	Evening Parent-Teacher Conferences for high schools, K–12, and 6–12 schools
May 27	Monday	Memorial Day, schools closed
June 6	Thursday	Anniversary Day / Chancellor's Conference Day for staff development; students do not attend.
June 14–26	Friday–Wednesday	Regents Administration (excluding June 19, when schools are closed)
June 17	Monday	Eid al-Adha, schools closed
June 19	Wednesday	Juneteenth, schools closed
June 26	Wednesday	Last day of school for students

## **Bronx Community Calendar**

See separate document.

## **Bronx Community Google Classroom**

## Signature Page

**I, the student,** \_\_\_\_\_ **have read the Student and Family Handbook** for Bronx Community High School for 2023-2024. I understand that the policies and information provided in this book are to support me and my academic, social-emotional, and overall school experience. Furthermore, I know that by signing this page, I agree to the best of my ability to abide by these expectations and positively contribute to the community. Lastly, I understand that policies must comply with the Chancellor's Regulations and NYC DoE Policies and may change at any time.

**Student's signature** \_\_\_\_\_

**Date** \_\_\_\_\_

**I, the guardian,** \_\_\_\_\_ **have read the Student and Family Handbook** for Bronx Community High School for 2023-2024. I understand that the policies and information provided in this book are to support me and my academic, social-emotional, and overall school experience. Furthermore, I know that by signing this page, I agree to the best of my ability to abide by these expectations and positively contribute to the community. Lastly, I understand that policies must comply with the Chancellor's Regulations and NYC DoE Policies and may change at any time.

**Guardian's signature** \_\_\_\_\_

**Date** \_\_\_\_\_