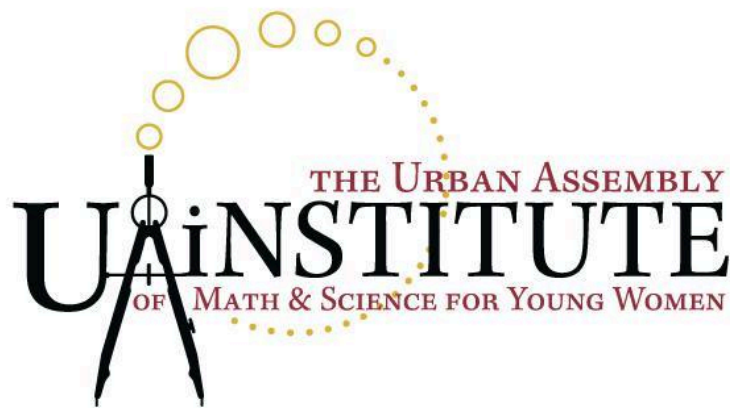


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Staff Handbook 2025-26

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Once you have finished reading through the handbook please complete the [Staff Handbook Sign Off & Emergency Contact Information](#) form

General Code of Conduct & Responsibility

GENERAL CODE OF CONDUCT & RESPONSIBILITY

What do we value as a community of learners?



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Community Values

At UAI, we expect that all students and staff make appropriate choices that will ensure academic, professional and personal success and will embody our core values of **EQUITY, RIGOR, POWER** and **JOY**. The community at UAI is deeply committed to working tirelessly to provide our students with rigorous, engaging, and challenging lessons to push student achievement each and every day. In our classrooms we value **thinking, accountability, individual choices, communal responsibility, positive social interactions, and clear expectations through routines and norms**. The UAI community pushes for collective greatness. Our belief is that in order to disrupt the systems of societal oppression, we must hold each other and our students to the highest standards and continually challenge one another to new and higher levels of achievement.

Accountability

In order for our school to run smoothly and safely, we must all be accountable for our own actions. We are accountable in the sense that we must recognize not only what we are doing, but also how what we are doing impacts those around us.

For students, accountability lies in their learning choices and school-wide behaviors. We ask our students:

- *Are you Ready to Learn and actively think through class activities and discussion?*
- *Are you providing yourself with opportunities to be self-reflective - taking stock of what you can do well and making commitments to improve and work on your growth areas?*
- *Are you open to suggestions towards improvement and how do you use those suggestions to grow?*

As staff, accountability lies in our job to offer students a safe, structured and nurturing learning environment and to model desired behaviors and communication. We ask ourselves:

- *Am I effectively planning so that students must engage in high order thinking for the large majority of the class period?*
- *Am I actively seeking and receiving feedback to improve my planning and lesson execution?*

- *Am I teaching students how to self-regulate and am I using SEL strategies to help them develop the skills to do so?*
- *Am I aware of unconscious bias and am I fairly addressing student behavior? Is the behavior due to a flaw in my planning? Is the behavior typical for the age group? Have I made my expectations clear? Am I consistent in following through and fairly (without unconscious bias) applying consequences?*
- *As a role model, am I acting and speaking in the same way that I would expect from my students and peers?*

Individual Choices

At UAI, our belief is that one of the major components of individual success (and failure) is determined through personal choice. Discipline means “self-regulation”, which is an essential component in all facets of life. Discipline is not what happens when something is wrong; it is something that we use every day to be our best. Supporting students and colleagues to make the best choices possible, for both themselves and our larger community, is our goal. In order to make positive choices, we all must be aware of two things:

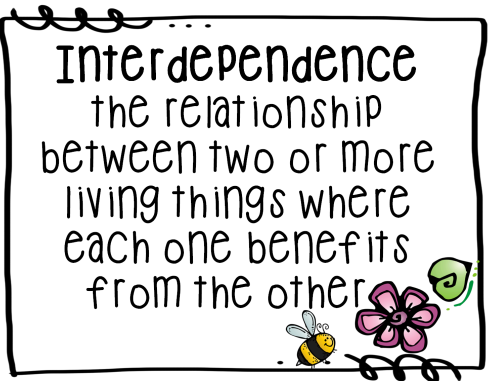
Expectations –

Is what is being asked of us clear, concise and uniform? If not, how can I bring clarity?

Consequences -

If poor choices are made and my community is impacted, do I know what the consequences will be and why? If not, how can I find out and share?

Expectations and consequences are explicit when we all choose to carry out the rules of the school in a uniform way, demonstrate consistency and use terminology that is recognizable.



Interdependence
the relationship
between two or more
living things where
each one benefits
from the other

Communal Interdependence and Positive Social Interactions

With social interactions being a fundamental component to learning and community building, peer-to-peer, student-to-staff, and staff-to-staff interactions are integral components of a functioning, happy and healthy school environment. Creating an environment where opinions and ideas can be respectfully shared, where the impact of our choices are explored and where rules of communication are established, generate positive learning opportunities. As staff, we support community development by creating continuous opportunities for positive social interactions and chances for self-reflection, model positive behaviors and establish clear expectations throughout our building. Students, in return, need to commit to participating in social opportunities (classroom norms, school-wide events, informal interactions) to the best of their abilities, follow school rules and expectations and demonstrate a willingness (with support) to reflect on actions, build on strengths (and when necessary, change maladaptive approaches).

Clear Expectations through Routines and Norms

Creating a well-functioning environment requires that all facets of our day to day operations are clear, as uniformed as possible and predictable. Making expectations known, following protocols and procedures across the school and responding to problems with consistency helps students develop routines. Routines and predictability support learning and overall positive behavior. We create expectations and routines by consistently following classroom formats, establishing positive social norms, adhering to agreed upon rules/policies, and developing clear consequences for our actions.

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Professional Expectations & Operational Policies



Professional Expectations & Operational Policies

What are the standard operating procedures?

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Official Hours and Time Keeping

Different union titles have different rules governing hours of work. Nonetheless, all hours of work are created to best serve the needs of our students and school community.

○ UFT Positions

■ *Substitute Hours*

- *Teachers 6 hours and 50min (everyday): 8AM-2:50PM*
 - 8:00-8:30 Lesson Plan Prep, Copies, and Classroom Readyng
 - 8:30-2:50 - Assigned Sub Schedule
- *Paraprofessionals 6 hours and 50min (everyday): 8AM-2:50PM - daily for all*
 - 8:00-8:30 Cafeteria & School Entry Support
 - 8:30-2:50 Assigned Sub Schedule

■ *Staffed Teachers & Paraprofessionals*

- Mondays 8:30AM- 4:00PM
 - 8:30AM-2:50PM - School Day
 - 2:50PM-3:00PM - Transition Time
 - *This is time for staff to wrap up their days, take a bio break, grab some water, etc. - to be ready for the 60min Monday PD*
 - 3:00PM-4:00PM - [60 minutes of professional development on Mondays for teachers and paraprofessionals](#)
- Tuesday 8:30-3:30 (teachers) - 3:25 (paras)
 - 8:30-2:50 - Regular School Day
 - 2:50-3:25 - Para OPW - bussing support (if student has bussing), call home to give parents weekly update on progress, support classroom teachers in prep for student and next days' lessons, etc.
 - 2:50-3:30 - Teacher OPW - prep lessons, IEP meetings, subject team meetings,

■ *Social Workers & Guidance Counselors*

- 8:40AM-4:00PM, (including 50 min lunch), Mondays thru Fridays
 - Counselors are expected to join staff PD meeting on Mondays

■ *School Secretary Hours*

- Purchasing Secretary - Hours (7 hr & 20min): 7:30AM-2:50PM
- Payroll & Pupil Accounting Secretary - Hours (7 hr & 20min): 8:00AM-3:20PM

○ DC37 Positions

- *Parent Coordinator* 8:00AM-4:00PM
- *Dean (Community Asst)* 8:00AM-4:00PM
- *Technology Coordinator* 8:30AM-4:30PM

- All staff members are expected to be present and prepared in their assigned place to begin their day with students at their assigned start time.
- All staff members are expected to be present and prepared in their assigned place until the end of their assigned day.
- Upon arrival, all staff are expected to move their time cards to show that they are “In” or “Out” of the building. All cards are collected at 8:30. If you are late, you must retrieve your card from Damaris and punch in.

Weekly Family Outreach Time

- Teachers have 55 minutes per week to be completed at your discretion (can be done from home)
- All outreach MUST be logged in this the provided spreadsheet (please see the staff Google Classroom) each week
- Total outreach per week must be a full 55 minutes. This could be...
 - 10-11 five minute phone calls
 - One 55 minute parent & student conference
 - A mixture of emails and phone calls with total work time equalling 55 minutes
- Sending only a mass email to student families does NOT meet expectations since this would NOT equal 55 minutes of parent outreach

Professionalism

- Communicate professionally. All communication should be professional, respectful and appropriate.
- Engage professionally. All staff effort is needed to make UAI excellent. The expectation is that all staff are engaged in professional improvement and that they consistently prioritize performing professional responsibilities at the highest possible level of quality and in a timely manner.
- Problem solve professionally. This team is working to build an excellent school that our children and their families deserve. All staff play a role in problem solving to make UAI excel. All Staff members should
 - be upfront and clear about problems and either act to resolve issues within purview or raise issues to key personnel empowered to enact change
 - take on a problem solving attitude
 - keep communication positive and affirmative and work towards collaboration versus isolation or separation.
- Keep our spaces professional.
 - The Main Office is a welcoming space for families and other community members. The main office is where staff can communicate with the secretary & other office staff to get support regarding payroll, pupil accounting, human resources topics, and other school operations support. The main office is where staff can get support from the parent coordinator regarding parent engagement. The main office should be kept clean, clear, quiet and professional at all times.
 - The Guidance Suite and Director of Student Supports office are for the Social Emotional Support team members to work with students. Many conversations in this room will be confidential and require privacy. Please treat these spaces accordingly.
 - Teachers and staff can use the Teacher’s Lounge located in room 145 and 402. These are a shared space. Please take care to leave the space clean and tidy.

Partial Absences - Lateness or Partial Day

- Many of our students arrive at UAI well-below grade level performance. They rely on the excellence of our teachers to overcome this lag and catch up to their peers in order to achieve academic levels needed to break systemic patterns. Teacher attendance impacts student performance. Excessive teacher absence impedes the ability for our students to excel.
- Excessive lateness can result in disciplinary action, including docked pay, letters to the file, unsatisfactory ratings, and termination. ***More than 3 latenesses will be considered excessive lateness, and each subsequent lateness, staff can expect to have a letter to file. Multiple letters to file can result in increased levels of consequence, including suspension and termination.***
- Classroom-based teachers are required to be in their class ready to teach at the start of the school day – i.e., when the students arrive. The time that it takes the teacher to get to his/her class is not part of their contractual workday. Likewise, all other employees must be at their work assignments at the beginning of their Workday. Any lateness will be documented and time will be deducted from CAR total.

Sick and Personal Days

- It is expected that all staff are present to perform their duties unless too sick or for other extenuating circumstances.
- Full time UFT pedagogues can be paid for up to 10 self-treated days. 3 of the 10 self-treated days may be used as personal business days, as long as they are applied for, in writing to the **Principal one week or more in advance and approved, in writing, by the Principal.**
 - **LANGUAGE FROM UFT CONTRACT: November 2021 UPDATE**
 - Please review existing contractual understandings around sick days provided to UFT pedagogues. If you are a teacher or other appointed pedagogue and are absent from school because of illness, you will be paid for up to 10 days in any school year without submitting a doctor's note. These are known as "self-treated days." Read the full text [HERE](#)
 - Having a certain amount of paid "self-treated days" does not equate to being entitled to taking off 10 days. Excused or unexcused absences "which are so numerous as to limit the effectiveness of service" may lead to appropriate disciplinary action (e.g., letter to file; Expedited Time and Attendance process; Education Law 3020-a charges). (DOE Labor Guidance). The UFT echoes this [HERE](#), stating "If your supervisor suspects that you are abusing the sick leave provisions in the contract -- for example, absences are always on Mondays or Fridays or before holidays, s/he may investigate."
- Paid personal days will NOT be granted to extend school holidays or vacations.
- When calling sick, all staff MUST call the Principal, no later than 6:00AM of the day you are absent.
- All staff must call no later than 8AM if they are going to be late.
- All teachers must be registered and if directed to do so, teachers are expected to use the [SubCentral application](#) to request a substitute teacher.
- Excessive absences can result in disciplinary action, including docked pay, mandatory use of time cards, letters to the file, unsatisfactory ratings, and termination. ***More than 7 absences in a single school year is considered excessive absence.*** Medically documented absences (e.g. letters from doctor's office) are still considered as an absence. Excused absences "which are so numerous as to limit the effectiveness of service" may lead to appropriate discipline action (e.g., letter to file; Expedited Time and Attendance process; Education Law 3020-a).

- Staff can expect interim disciplinary action if staff attendance rate is *on pace to be absent for 7* or more unexcused times
 - Step One: Counseling Meeting with Annie, or Kiri.
 - If within a single marking period, you have 3 or more unexcused absences (self-treated days) or 2 or more unexcused absences on a Monday or Friday or immediately before or after a school holiday OR if you have a total of 6 unexcused absences for the year to date.
 - This does not include pre-approved personal or non-attendance days (e.g. PD, Jury Duty, etc.). This does not include medically excused absence (for self or child).
 - NOTE: Depending on the individual situation, you may be called into a counseling meeting if you have excessive absence, excused or unexcused. If you have medical appointments that require your absence from school and they are so numerous as to limit the classroom effectiveness, you may be referred to the DOE medical board for evaluation & review. Based on the outcomes of that review, further disciplinary action could be taken.
 - Step Two: First Letter to File and meeting with Annie, or Kiri
 - If after the counseling meeting, absenteeism continues, you can expect a letter to file if you reach 5 or more unexcused absences within 1 marking period OR reach 7 unexcused absences for the entire school year.
 - This does not include pre-approved personal or non-attendance days (e.g. PD, Jury Duty, etc.). This does not include medically excused absence (for self or child).
 - Step Three: Second Letter to File and meeting with Jen, Annie, or Kiri
 - If after the first letter to file, absenteeism continues, you can expect a second letter to file for the next unexcused absence.
 - This does not include pre-approved personal or non-attendance days (e.g. PD, Jury Duty, etc.). This does not include medically excused absence (for self or child).

Absentee Lesson Plan Policy

- All lessons MUST be posted in Google Classroom for each day that the teacher is out
- All lessons should NOT have to have copies made and should be completed on computers
- All lessons should be flipped lessons (so the sub is not required to deliver content)
- All Work MUST be submitted at the end of the class period
- All Work MUST be graded (and all students are aware of that) by the absent teacher upon return

Coverages and Coverage Payments

- Coverages will be compensated as per collective bargaining.
- In case of an unplanned absence, the coverage coordinator will distribute coverage assignments at the start of each day.
- Please check the daily announcement email for coverage assignments and materials each morning.
- Your first coverage is unpaid per semester, as per the UFT/DoE Contract.
- It is expected that teachers make their best efforts to implement the lesson plans and/or work left by the absent teacher, take attendance, maintain a record of any problems encountered.
- After the first mandated coverage by contract, coverages will be paid as per UFT / DoE contractual agreement. The coverage coordinator, Kiri, will oversee coverage assignments and payment. Please see Damaris with any questions regarding coverage schedules and payment. Teachers should check paycheck regularly to ensure they've been compensated for coverages. (See [DOE's Payroll Portal](#))

- The Principal will maintain a list of teachers who would like to offer to teach for coverages during any particular period. The coordinator will always give these people the first opportunity for the coverage.

Supervising Students

- **When a staff member is teaching a class or leading an activity, s/he must provide planned instruction for the entire duration of the scheduled time, and is responsible for the safety and wellbeing of the students involved for the entire duration of the scheduled time.**
- No staff member may change the scheduled time of a class or activity, end it or dismiss students early, or make changes to the staffing or location of a class or activity without prior permission from the Principal or Assistant Principal.
- **While supervising students, staff should *only* use personal cellular phones for professional purposes, such as taking attendance or specific lesson related activities.**

Field Trip Chaperone Expectations

Field trips are approved by Annie - if you would like to take students on a trip, please email Annie your trip plan including: trip destination, departure and return time of trip, number of students attending, number of needed chaperones.

Chancellor's Regulation A-670 provides guidance for planning and executing field trips for students, and outlines the responsibilities of superintendents, principals and staff. It also establishes required supervisory ratios and protocols for handling emergencies. Please refer to the full text of [Chancellor's Regulation A-670](#).

1. All school rules apply on school sponsored field trips. Field Trip Chaperones are expected to follow school rules, follow the directions given by the coordinating teacher, work cooperatively with other volunteers and school staff members, and serve as a role model for students. The chaperone will follow the trip plan developed by the lead teacher.
2. Students must be supervised at all times while at a school sponsored event. As a Field Trip Chaperone, you will assist school staff with supervising students. For the protection of both the student and the Field Trip Chaperone, chaperones should not be alone with a student at any time, for example in a restroom.
3. Chaperones are responsible for the children in your group for the full duration of the trip. It is important that you assume responsibility.
4. Attendance checks must be done in intervals to ensure all students are accounted for.
5. Monitor student behavior from the time they leave school until they return, appropriate behavior is required on transit to and from the field trip site.
6. In the event of a student injury or illness, or incident, Chaperones must immediately call the student's guardian to inform them AND call Annie and/or Kiri. If the student is in need of immediate medical attention, Chaperones must use their judgment and if needed, call 911 first.
7. Students in grades 9-12 may only leave a trip site if their signed permission form gives them explicit permission to do so. Otherwise Chaperones must escort all students back to school.

Teacher Prep Period Expectations

- Teachers have five "prep" periods per week.
- These "prep" periods are to be used for grading, planning, room set-up, academic outreach to families, and other duties to ensure that all instructional periods can be executed with high quality for students.

- “Prep” periods should also be used to write PLOPs (Present Level of Performance) for students with disabilities.

Teacher Responsibilities for Professional Periods

- Teachers have five “professional” periods per week.
- Restorative Justice Periods
 - Teachers will facilitate behavior interventions with students who are struggling behaviorally - it is the teacher’s discretion to select these students
 - Week 1: complete [behavior intervention](#) meeting with individual student
 - Week 2-4: check-in with student on progress towards goals and refine goals as needed
 - Week 5: repeat cycle with new student and continue brief check ins with previous student(s)
 - Teacher must enter notes into the behavior log “Guidance Intervention” tab after each meeting
- Cafeteria Duty Expectations
 - Support cafeteria entry and exit
 - Allow no more than two students out at a time for bathroom - no students may go upstairs without written permission from teacher
 - Lock bathrooms at end of period
 - Monitor student interactions closely and intervene as needed
 - Actively walk throughout cafe reminding students of expectations
 - Keep volume at reasonable levels
 - Stay seated
 - Ensure students clean up
- Hallway Duty Expectations
 - Unless radioed for assistance in removing a student, the following applies...
 - Stay stationed on your assigned floor or your assigned “route” reminding students of expectations as needed
 - Students in bathroom should be reminded to use them quickly and return to class
 - Volume must remain at a reasonable level
 - Use respectful and appropriate language
 - All food is out of sight
 - Students move directly to and from their assigned location
 - Radio SAVE room in 15 minute intervals - “5th floor, or basement, or stairwell, etc. clear”
 - Lock bathrooms at end of period
- Co-Planning
 - Lesson Rehearsals & Student Work Analysis
 - Week 1: Choose high leverage lesson for upcoming week
 - ILT initiates the selection of high leverage lesson
 - Evaluate for student-thinking and SWD/ELL needs
 - Week 2: Analyze student work (various levels) using Atlas Protocol
 - How many kids completed the task? Why did this happen?
 - Make sure to include avoidant kids in convos
 - Bring student work from at least 3 diff populations (ENL/SWD/black/etc)
 - Repeat cycle
 - During team meetings, the teacher:
 - Intellectually engages and focuses on instructional planning and development.
 - Asks questions, actively listening to understand, adding on to colleague’s contributions, making contributions to the conversations in service of improving instruction.
 - Engages in dialogue with colleagues and coaches that invites multiple perspectives, values the

exploration of biases and assumptions, questions the status quo, and entertains new ways of knowing and being.

- Uses student outcomes to reflect on their own areas of need instructional & strength.
 - implements feedback from colleagues and supervisors to improve practice.
 - engages with colleagues to meet shared goals by demonstrating mutual respect for everyone's opinions, ideas, and perspectives.
 - manages conflict by providing time, space, grace, and support for individuals as they work through their emotions. Teachers monitor their own emotions in productive ways.
- Mentoring
 - Conferencing
 - Shared Curriculum & Assessments

Paraprofessional Responsibilities

- Paraprofessionals must be in their assigned location on time for every period.
- Paraprofessionals should follow the schedule of their assigned students and actively engage with students (both their 1:1 student and other students in the classroom as time permits) in support of learning.
- Paraprofessionals must communicate with classroom teachers to execute optimal activities that support student learning and independent achievement.
- If paraprofessionals need to miss a class for any reason, including lateness, they should notify Dai, so that she can either assign a coverage or determine that it is more appropriate to notify the classroom teacher(s) that the paraprofessional will not be present for that period.
- If your assigned student has not reported by 9AM, please text or email Dai. She will be in touch with you about reassignment for the day. Of course, if your student arrives later in the day, you'll return to that assignment, but if your student is absent for the day, we may need to pull you to support the student and classrooms in other places.
- If your assigned student is absent or late to school, you must call home daily.
- *Release time for Paraprofessionals:*
 - Paraprofessionals may not take classes during their regularly scheduled school day, which includes the extended day schedule, therefore, release time CANNOT be used during this time. Principals are not authorized to make exceptions to this condition. Paraprofessionals are encouraged to take courses during the late afternoon, evenings, and/or weekends to avoid conflict with their work schedules.
 - During the fall, spring, and summer semesters, the Department of Education will grant 2 1/2 hours of release time per week with pay for study and/or travel to an accredited college. The paraprofessional must complete a total of at least five (5) semester hours/credits during that same semester of undergraduate study to be eligible for release time. Release time requests will only be considered towards the completion of the participating paraprofessional's first bachelor's degree (Post-baccalaureate studies and additional Bachelor's degrees will not be considered for participation). At the beginning of each semester, any paraprofessional requesting release time must present a copy of the college bursar's receipt or other documentation of actual enrollment to the school principal or designee.
 - Release time can only be used for non-classroom study or travel. Paraprofessionals must arrange classes during the late afternoon, evening, or weekend to avoid a conflict with their work schedule and to ensure that adequate classroom coverage is provided. Paraprofessionals must submit a class schedule to their principal in advance of the commencement of classes. The principal will then have sufficient time to review, approve, or request that the schedule be modified. Release time cannot be rescheduled or changed on a weekly basis. The principal has the final decision in approving or denying release time, dependent upon scheduling and coverage issues, which may be required.

Grading Policy

- Grading Policy

- [50-100 grading scale](#)
 - [Rick Wormeli Videos](#)
- 70% Performance / 30% Progress
- Marking Period & Year End Cumulative Grading
 - Each Marking Period is Graded Independently of the Others
 - For the Final Annualized Grade, all four marking periods are averaged together
- Competency Based Grading
 - Name standards to be assessed on **Summative Assessment**
 - Identify what students will be able to know and do on the final assessment.
 - **Align Progress** Tasks to named standards
 - Be sure that progress tasks (homework, classwork, etc.) aligns to summative task - i.e. that by engaging with and completing the progress tasks - students will be prepared to succeed on the summative task.
 - Develop a system of giving **feedback** on Progress to improve
 - When kids complete progress tasks (in class or via homework), how do students receive feedback (peer or teacher) on their work. How is the feedback useful to them so that they can improve their performance? How are you making sure students understand how the feedback is helping them prepare to succeed on the summative assessment?

Professional Assignments, Meetings, and Professional Development

- As per contract, UFT Mandatory Professional Development (PD) and Family Engagement & Teacher work times will be 2:50-4:30PM on Mondays.
- All staff are expected to attend and actively participate in all meetings and professional development activities and arrive on time and ready.
- These are a part of UFT contractual time.
- A repeated pattern of latenesses to or absences from these meetings can result in disciplinary action.

Time Cards

- Time cards must be punched for per session activities – you must punch in and out for all per session activities.
- Patterned failure to punch in or out for per session can result in nonpayment for those activities.
- All per session sheets and time cards must be submitted on time. Patterned failure to submit time sheets and per session forms will result in nonpayment for those activities.

Staff Communication

Email

- Every staff member has been provided a @uainstitute.org email account and is expected to check it at least once every day that school is in session. Relevant information is shared through this email account daily.
- All staff has been granted a Department of Education email account and must use it for grade sheet uploading for STARS, as per programmer instructions.
- For help with your DoE email account, call the DOE Helpdesk at 718-935-5100. All DOE employees should be checking their DOE email accounts regularly as this is how the DOE communicates with you.

Staff Mailboxes

- Mailboxes are located in room 145. Mailboxes must be checked and cleared at the beginning and the end of every school day.

Electronic Sharing

- The principal reserves the right to supervise the file sharing in Google Drive.
- All files in Google Drive should only be replicated or shared within the UAI shared environment. Specific requests to share outside of the UAI shared environment must be approved by school administration.
- **Student information should be kept confidential** - no phone numbers or other personal information should be shared with family members other than those on the students' blue card and with anyone other than UAI DOE staff. Please see Annie or Kiri with all questions regarding with whom and how to share information about students.

Disposal of DOE Tech, Furniture and Curricular Materials

- Do not discard DOE books, curriculum, furniture or electronics without administrative approval.
- Please send all requests for disposal of technology to the Technology Coordinator
- Please end all requests of all other material disposal (furniture, curriculum, texts etc.) to Dai, the School Business Manager

Keys and Elevator Passes

- All staff will receive a key that opens necessary classroom doors as well as adult bathroom doors.
- Staff who request will receive an elevator pass as well.

Human Resources / Payroll Office

All matters pertaining to payroll, per session, and coverage payments, as well as any other payroll matters should be addressed with Damaris, the payroll secretary. If you have moved, gotten married or divorced, had any change in status, are choosing a health plan, joining the blood bank, considering an absence or leave, handing in Doctor's notes, etc., please see Damaris or call HR Direct to change your information with the DOE (718) 935-4000.

Electronic Deposit

If you wish to enroll, please coordinate online using the [DOE's Payroll Portal](#). If you have changed your bank, please notify the DOE via the Payroll Portal. For any questions, please call HR Connect.

Payroll Stubs

UFT payroll periods are the 1st and 16th of each month. Paper checks must be signed for from the Secretary. Please remember to pick up your payroll stub each pay day if you have signed up for paper copies on the Payroll Portal. If you do not need paper copies of your stubs delivered, please sign up for the "electronic stubs only" option on Employee Self Service (ESS) in the Payroll Portal online.

For a copy of any documents from your personnel file, please email a request to the Secretary.

Per Session Procedures

- Payroll is entered twice monthly: once for the 1st through the 15th and once for the 16th through the end of the month.
- Please submit your completed and signed per session form with time card to the secretary as soon as possible after the close of a given pay period to allow for processing before the close of the Timekeeping approval period.
- For budgeting and compliance purposes, **NO PER SESSION FORMS WILL BE ACCEPTED more than 2 days after the close of the period in which the work was done. Patterned lateness of form submission may result in revocation of per session jobs.**
- All per session activity requires punching in and punching out on a timecard.

Postings

- Per session activity must be posted and approved by the administration in advance.
- Staff interested must apply by sending an email of interest to the person indicated on the posting.
- Staff will also be asked to complete an OP75 form for their per session work. Staff will not be paid for per session work that was not posted. Postings will be placed on UAI weekly blog
- Activities that have not been posted may be recommended to the administration for consideration as posted Per Session activities.

Classroom Supplies, Texts and Materials

- UAI will make every effort to ensure that all classrooms and all teachers are adequately supplied. Please email the principal and assistant principal with supply requests. To order specific instructional items such as books, unit materials, software, or other one-of-a-kind articles, please create a cart on www.shopdoe.com and send it to the Principal and Assistant Principal.
- Please be sure to organize, store and care for all materials, technology and supplies in your classrooms and be sure to create systems and structures for your students to do the same.
- UAI makes every effort to provide staff with open access to copying machines. Because the copy machines are a shared resource, it is expected that all staff will make the effort to learn to use it in a correct and responsible manner.
- It is not acceptable to leave a copy machine jammed or broken. Please make every effort to correct any problem that might occur, or, if you have an immediate commitment (i.e., a class), be sure to find someone who can fix the problem so that the next staff member who comes to use the copier will not have to deal with a broken machine.
- **If you're unable to fix it, please report the problem to the Secretary in 145 who will call the vendor for service.** Do not leave your copies unattended, and be sure to take them, as well as all originals, with you once they are finished.
- If something needs custodial attention, notify Dai via email, she will call the Custodial office or e-mail a request for cleaning or repairs.
- No microwaves or refrigerators are allowed in classrooms!

Reimbursements

If any classroom materials or supplies are purchased with your own private money, they cannot be reimbursed without prior approval from administration. In the event that you do have prior approval, please obtain a certificate of sales tax exemption from the School Business Manager in order to avoid having to pay New York State Sales Tax. NYS sales tax will never be reimbursed from school funding. Additionally, please save any receipts from personal purchases for school use, as Teachers Choice money may become available later in the year, and documentation will be needed. Submit paper copies of receipts along with your Reference number and mailing address to the Principal for reimbursement checks via SIPP (Small Item Payment Process).

Anything that has been purchased and reimbursed with school funds will be considered property of the school.

Use of Technology

- Before attempting to use any piece of technology, staff are expected to make themselves familiar with its proper use.
- Shared materials, like laptops, headphones, and laminator, will be stored and housed in a central location and must be returned there after use.
- **Please notify the Technology Specialist, Principal and Assistant Principal of any broken or malfunctioning technology.**
- Under no circumstances are any technological resources to be taken out of the school building without the permission of an administrator and technology coordinator.
- When technology is approved for off site or overnight use, please complete the DOE sign out form with the item description and serial number.
- It will be placed in your personnel file, and you will be responsible for the full replacement value of any items damaged, destroyed, lost, or stolen while in your care or not returned at the end of the year in the condition in which they were received.
- **To ensure technology is not lost, stolen, or damaged, it must be locked up whenever it is not directly in use. To this end, each classroom will be provided with a padlock so that technology can be securely stored in the closet in your classroom. Students should not be permitted to use iPads, etc. without direct staff supervision.**
- In the event that a piece of classroom technology is lost or stolen, you must inform both the Principal and Assistant Principal immediately via e-mail. The NYC DOE policy for missing or stolen items is that the following steps must be taken:
 - 1) Make every effort to locate the item in question.
 - 2) Notify the Technology Coordinator, and Assistant Principal if the item cannot be located.
- Failure to follow these guidelines will result in the loss of your security deposit.

Use of Technology to Communicate with Students and Families

- Under no circumstances are staff to be “friends” with students on social media.
- Under no circumstances are staff to communicate with students on social media.
- All staff social media accounts should be set to private and images should be entirely appropriate.

Biographical Information Changes

- Students: The Parent Coordinator will be responsible for updating all student’s family information in ATS System. Advisors should update Skedula and report any change in address or phone number to the Parent Coordinator. Note: changes of address cannot be entered WITHOUT a utility bill or other proof of address in the parent or guardian’s name.
- Staff: All staff is required to complete the sign off that says the reviewed this handbook AND that asks for their own emergency contact form. This must be completed and returned by the first day of school. This form must be completed each year.

Emergency Information Sheets for Students

- At the beginning of each semester, the SST (student support team) will distribute blue cards to collect information from students' families. Teachers should turn in the forms to the SST in 304, who will coordinate data entry into the UAI data systems that contain all possible means of contacting the student in the event of an emergency.
- This information should include phone numbers for relatives, neighbors, as well as email addresses for both students and parents.
- Once complete, staff can reference [OASIS](#) if you need to check a phone number that is not on SyncGrades for a student. Advisors should make any updates to this document throughout the year.

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School Policies



School Policies

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Cell Phone & Technology

Please click the link above to review the entire presentation on our cell phone policy.

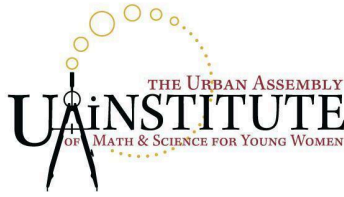
Beginning September 2025, NO personal student WiFi or Data Enabled devices are allowed to be used in school buildings.

NOTE: To sustain this rule, staff use of personal cell phones, smart watches, etc. should be restricted to ONLY work business in classrooms and student-occupied spaces (offices, etc.). Personal use should happen in staff-only spaces like teachers' lounge or offices.

Here are some key slides:

Teacher Roles When you see something say something. No warnings. Call the Deans' office at any sight of a device out of pouch or broken pouch.	PROCEDURES WHAT HAPPENS IF A STUDENT FORGETS THEIR POUCH? If a student forgets their pouch, they will have their devices collected and stored in the Deans' office for the school day. The devices will be returned to the student at dismissal. If a student consistently forgets their pouch, it will be considered lost. Parents/guardians will be notified, and a replacement pouch will be provided at the student's expense (\$10).
PROCEDURES WHAT IF THE POUCH IS DAMAGED, LOST, OR STOLEN?  If a student damages or loses their pouch, school staff will collect the phone/pouch and send it to the Deans' office for the remainder of the school day. The student will be assessed an \$10 replacement fee. Examples of damage include: - Bent pins - Deep scratches on the plastic globe and the surrounding green ring - Intentional pen marks on the inside - Pin and button not fully recessing	PROCEDURES WHAT HAPPENS IF A STUDENT UNLOCKS THEIR POUCH WITHOUT PERMISSION, DAMAGES IT, OR USES AN ALTERNATE PHONE? Disciplinary Responses for Policy Violations First Violation (e.g., device confiscated, damaged pouch, or forgotten pouch): The device will be confiscated and secured in the Deans' office (room 304) for the remainder of the school day. A Dean will call home to inform the family. The student may be issued a lunch detention or other consequence per the NYCPS Discipline Code. Second Violation: The device will be confiscated and returned only to a parent/guardian at the end of the school day. The student will be assigned a more serious disciplinary consequence, such as an in-school suspension. Patterned Violations (e.g., consistent unauthorized device use, or repeatedly forgetting the pouch): The student will be required to turn in their personal internet-enabled device to the Deans daily for safe storage. The device will be returned at dismissal. Further violations may result in an out-of-school suspension, in accordance with the NYCPS Discipline Code. Damaged Pouch: Examples of pouch damage include a bent pin, ripped fabric, deep scratches on the lock exterior or green ring, or intentional pen marks on the inside. Damaged pouches will result in a \$10 fee for a replacement, payable to the Deans' Office.
PROCEDURES HOW DO WE BEST ADDRESS ANY PARENTAL CONCERNS? The benefits of a phone-free learning environment greatly outweigh the few inconveniences. - If students keep their phone in airplane mode, you can still see GPS tracking. - If a parent/student conversation needs to happen during the school day, the parent can call the office, or the student can request to go to the office to call their parent. - Medical pouches can be used when required. - School emergencies will follow our emergency management system's communication protocol (see next slide).	PROCEDURES WHAT IF THERE IS AN EMERGENCY AT THE SCHOOL? UAI will use OASIS to communicate with all families in the event of an emergency inside of the building.

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UAI Student Dress Code Policy

UAI's student dress code supports equitable educational access and is written in a manner that does not reinforce stereotypes. To ensure effective and equitable enforcement of this dress code, school staff shall enforce the dress code consistently and in a manner that does not reinforce or increase marginalization or oppression of any group based on race, sex, gender identity, gender expression, sexual orientation, ethnicity, religion, cultural observance, household income or body type/size. The purpose of the UAI dress code is to set clearly defined expectations around student attire.

Our values:

- *All students should be able to dress comfortably for school and engage in the educational environment without fear of or actual unnecessary discipline or body shaming.*
- *All students and staff should understand that they are responsible for managing their own personal "distractions" without regulating individual students' clothing/self expression.*
- *Student dress code enforcement should not result in unnecessary barriers to school attendance.*
- *School staff should be trained and able to use student/body-positive language to explain the code and to address code*

Expectations for Dress:

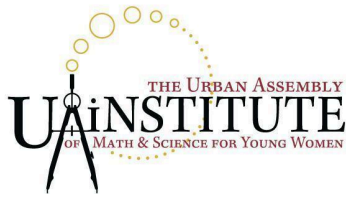
- 1) **Basic principle: Certain body parts must be covered for all students at all times.** Clothes must be worn in a way such that private areas are fully covered with opaque fabric. However, cleavage does not have coverage requirements.
- 2) Any clothing or headwear that depicts any violent acts, threats of violence, hate speech/symbols, lewd or obscene language or any references to drugs/illegal acts is not permitted. If on headwear, it will be asked to be removed immediately for the day.
- 3) Rips in pants/shorts must not show undergarments.

If a student does not meet dress code expectations, actions may include:

- A one-on-one discussion with the staff member that identified the dress code violation.
- The individual may be given a loaner garment and return to class after changing.

No punitive action will be taken for dress code violations.

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UAI Lateness Policy

At UAI, we balance our expectations regarding punctuality and timeliness with our desire for our students to have every opportunity for learning available to them. With this balance in mind this policy will lay out our school expectations related to lateness, what teachers and staff should do in the direct moment of missed expectations, and available next steps for teachers and staff that are geared towards teaching accountability, responsibility, and supporting students in making positive choices.

UAI holds students and staff to high expectations regarding their timeliness and punctuality, believing that it has a direct connection to giving yourself the most opportunities to succeed, both academically and socially. With that in mind, we expect that students are on time for each and every class that is on their schedule. **On time** means that they are present, seated and ready to learn at their designated class's start time. All students should be present at school's designated start time of 8:30AM, and repeat their punctuality by being present, seated and attentive at the start of every subsequent class for the day.

Late to School Protocol

When a student is late for school they must swipe in at the CAAS system located at the front door of the building. If there is no staff supervising the CAAS system due to tech issues or severe tardiness, that student will be directed to sign in at the main office. The student will then go directly to their designated class and be admitted immediately.

Our SST (Student Support Team) will support chronically late students with various interventions including:

- Family connections (phone, zoom, in person meeting)
- Individual meeting with student to find reason/create strategies and goal set (phone call/text wake up)
- Advisory lessons around lateness/re-teaching expectations
- Scheduling class/individual discussion from counselor around lateness
- Small group meetings/circle

Students who are continually late to school should be discussed by grade teams for extra support. Additional interventions will be identified on a case by case basis.

Late to Class Protocols

If a student is late to class the responsibility of next steps will shift to the teacher whose class they are late for. Lateness to class consists of any instance where a student is not present, attentive and seated in their designated class by start time. Students may have lateness excused if in possession of a note from a teacher where lateness is explained. **Students should be admitted to class immediately with or without a note.** Teachers should then mark lateness on period attendance in the Attendance Platform. Here is a list of possible next steps available to teachers.

- Individual meeting with student to find reason/create strategies (phone call/text wake up)
- Family connections (phone, zoom, in person meeting)
- Class mini lesson around lateness, importance of being on time
- Scheduling extra time (i.e. lunch, after school) for student to "make up" time missed (based on teacher availability)
- Scheduling class/individual discussion from counselor around lateness
- Scheduling class/individual discussion from dean around lateness
- Small group meetings (if more than one student needs support)
- Connecting with student's advisor for support, potential strategies already in place

Students who are continually late to class should be flagged to advisors for extra support. Additional interventions will be identified on a case by case basis. [Click Here to Return to the Table of Contents](#)

- **Grading Scale**

- The UAI grading scale is 50-100. There are no grades lower than 50.
 - If a student does not submit or complete an assignment the grade is 50.
 - If a student fails an assignment/assessment, the lowest failing grade is 55.

- **Grading Weights**

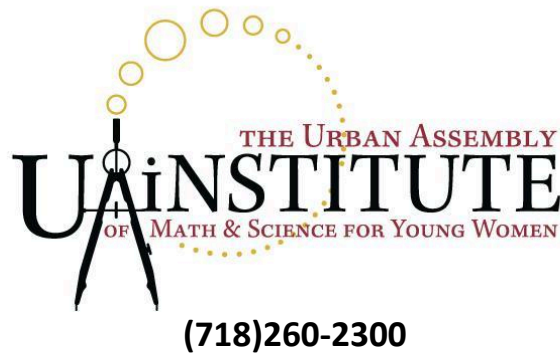
- Performance = 70%
 - Performance grades are summative, un-scaffolded, un-supported assessments. They are designed to assess students' abilities to independently demonstrate competency in skills and content covered in the course thus far. These assessments should happen at least 2 times in each marking period (a midterm and end of MP). Students **MUST** have multiple practice attempts PRIOR to sitting for the summative assessment (practice tests, study sessions, previews/reviews, etc.)
- Progress = 30%
 - Progress grades are still incentive based grades to help students develop habits and discipline to independently prepare for performance assessments. Homework, classwork, previews, quizzes, etc. are all examples of progress grades.
- Feedback and Communication
 - In addition to numerical grades, ALL staff are expected to provide students and families with detailed, more narrative accounts of student progress in class AND suggestions on how to continually improve performance in the class. This feedback can be on assignments, contact home (weekly outreach) and 1:1 conferences.

- **Report Card Grades**

- Passing Report card grades are numerical 65-100
- The only failing grade is 55
 - **NOTE:** Any student in danger of failing a marking period **MUST** have successful, recorded (in the weekly outreach log) contact home to inform families that their child is failing. Failure to successfully contact homes and/or record the contact in the outreach log can result in the overturn of the failing grade. If we do not include families in student progress in time for them to support and intervene to help their child, then we are the ones who failed them (not the other way around).
- Letter grades (P/F or NC/NS etc) can **ONLY** be used with supervisor permission.
- Grades are due 3 school days following the close of the marking period

- **Annualization**

- UAI is an annualized school.
 - Each marking period is graded independently of all other marking periods
 - HS Students who pass in the spring will earn full credits for the entire year.. Students who successfully pass at the end of MP2 hold onto their fall credits, regardless of spring outcomes.
 - Final year grades (transcript grades) are an average of all 4 marking periods.



Outside Lunch Form

Student's Name: _____

Grade: _____

At UAI, Students in **grades 7th-12th** have access to outside lunch privileges. During the 11:10-12:05 lunch period, students can leave our main campus and enjoy their lunch break in the surrounding neighborhood. In order for students to participate in outside lunch activities, written permission given by the child's parent/guardian **MUST** be on file with the school.

I, _____ the parent/guardian of the student named above, hereby give permission for my child to have lunch outside of the UAI building. I understand the following conditions apply:

- Students **must arrive at school by 8:30** in order to go out for lunch with their student ID. No student ID, no outside lunch.
- Students who leave for lunch must return by 12:05 for their next period class.
- Students **may not bring outside food back into the school building**, if they do, the items will be discarded.
- Students/Parents **may not order food delivery to the school under any circumstance**.
- School staff will NOT monitor students when students are off campus for lunch.
- Students who leave for lunch **must remain outside for the entirety of the period**, 11:10-12:05.
- The school has full discretion to remove a student's outside lunch privileges at any time.

I understand that my child is responsible for her/his actions and behavior at all times and I have spoken to my child about the conditions listed above.

I give my child permission to leave UAI during their lunch period. This permission is valid for the 2025-2026 school year. I understand the conditions under which my child's privilege may be revoked.

Parent/Guardian signature: _____ Date _____

Cell Phone number: _____

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Social Emotional Supports & Procedures

SOCIAL EMOTIONAL SUPPORTS & PROCEDURES

Outside of the classroom, what Social Emotional Supports are available to UAI students?

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Social Emotional Support Staff

In addition to advisors, teachers and peers in their classroom learning communities, students at UAI also have access to a host of different support systems. Often, on their own, students will seek out support to aid them in a host of issues. Sometimes, however, students need help in making connections to adults in supportive roles. We have a team of social workers, deans, and teachers who are here to support our students.

If you need support for a student, please contact Ms. Jen (jenc@uainstitute.org or ext 50811 in room 508) or Ms. Annie (anniea@uainstitute.org X30111). One of them will coordinate support services with you.

Mandated Reporting. What do I do If I suspect that one of my students is being abused or neglected?

As staff working with children, **we are all mandated reporters**. Mandated Reporters, by law, must report suspected child abuse or maltreatment to the New York State Central Register (SCR) of Child Abuse and Maltreatment, also known as the Child Abuse Hotline.

The law also assigns civil and criminal liability to those professionals who do not comply with their mandated reporter abilities. *Mandated reporters are required to report suspected child abuse or maltreatment – or cause a report to be made – when, in their professional roles, they are presented with **reasonable cause to suspect abuse or maltreatment**.*

- **Mandated Reporter Phone Number: (800) 635-1522**
- **Public Hotline (800) 342-3720**

Procedures For Reporting Child Abuse or Maltreatment

If you suspect that a student is being abused, YOU MUST report concerns to Ms. Jen or Ms. Annie for swift follow-up.

DO NOT WAIT UNTIL THE END OF THE DAY TO SPEAK TO SOMEONE ABOUT YOUR CONCERNS. Gathering information, conducting a student interview and reaching out to the NYS Central Register takes time. There are also incidents when students may refuse to go home to threaten to run away. The more time we have during the school day to develop a plan of action, the better.

REPORTING CHAIN:

- Staff identifies that a child may be experiencing abuse by an adult at home
- Staff member reports concerns to the appropriate social worker or Administrator immediately
- Investigation by UAI Counselor (in conjunction with reporting staff and others who may be knowledgeable of events)
- If concern is low, the situation will be monitored on an ongoing basis by UAI Counselor & student Advisor.
- If there is reasonable cause to believe that there is abuse taking place. Counselor will support reporting staff to call ACS
- If call is made and accepted by ACS, UAI Counselor will support staff to obtain a caller ID number and share with Jen C. who will complete appropriate DOE and State Reports

Suspected suicidal/self-harming actions. What do I do If I have reason to believe that a student is suicidal/ Has made comments about wanting to harm themselves?

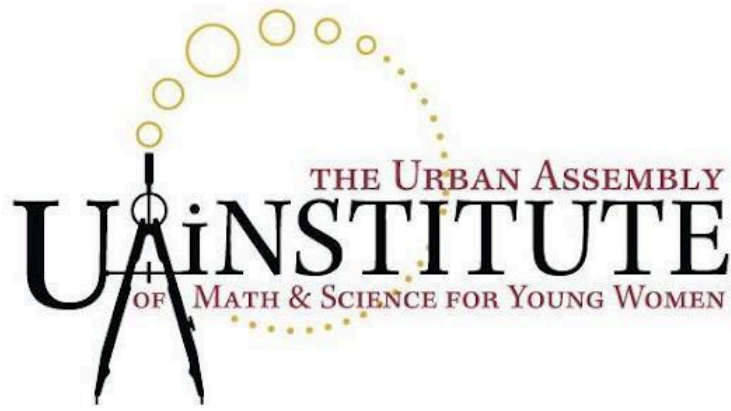
Similar to our jobs as mandated reporters, we are also responsible to respond in a structured way if we have reason to believe that a student wants to harm themselves. In situations regarding our student's lives, it is always best to err on the side of caution and react, rather than not.

If you have any reason to believe that a student may want to harm themselves (ie. has written about the topic in their work, has openly expressed a desire or you have been told by a peer), you must report your concerns to a counselor or administrator immediately. If you are with a student and they have expressed suicidal ideation, do not leave them alone. If you are able to, walk the student to the social worker's office. If you cannot leave with the student, request that the social worker or an administrator picks the student up from your location.

Once the student is in the care of a social worker or Administrator, a more thorough assessment will be made and appropriate follow-up will be made based on findings.

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Overview of Discipline at UAI



Overview of Discipline at UAI

Establishing a school-wide tiered framework of behavioral supports and interventions is essential to implementing progressive discipline. The goal of behavioral support is to foster resiliency, help students understand and follow school rules, and support them in developing the skills they need to meet behavioral expectations.

Understanding discipline as a “teachable moment” is fundamental to a positive approach to discipline. Progressive discipline uses incremental interventions to address inappropriate behavior with the ultimate goal of teaching prosocial behavior. Progressive discipline does not seek punishment. Instead, progressive discipline seeks concurrent accountability and behavioral change. The goal of progressive discipline is prevention of a recurrence of negative behavior by helping students learn from their mistakes. Essential to the implementation of progressive discipline is helping students who have engaged in unacceptable behavior to:

- understand why the behavior is unacceptable and the harm it has caused;
- understand what they could have done differently in the same situation;
- take responsibility for their actions;
- be given the opportunity to learn prosocial strategies and skills to use in the future; and
- understand the progression of more stringent consequences if the behavior recurs.

Every reasonable effort must be made to correct student behavior through guidance interventions and other school-based strategies such as restorative practices. When a student engages in misconduct, support services are provided to address the student’s needs either separately or coupled with disciplinary action. The goal is to foster social-emotional growth and pro-social behavior and prevent future misbehavior.

Culture Handbook Documents:

- [Tiered Consequences for Recidivist Behavior](#)
- [Beyond Classroom Response for Serious Incidents](#)
- [Cafeteria Expectations](#)
- SAVE [Room Daily Checklist](#)
- SAVE [Room Expectations for Removed Students](#) - Student facing
- [Suspension Hearing Checklist, Info & Investigation Protocol](#)
- SAVE [Room/Hallway Job Description & Procedure](#)
- [Conflict Reporting Form \(MS\)](#)
- [Classroom Pass Template](#)
- Behavior Log
- [Behavior Intervention Protocol](#)

Dean Staff

Jean-Necole Longmore, jeanl@uainstitute.org, ext. 30431, room 304

Alaisha Clark, alaishacl@uainstitute.org, ext ext. 30431, room 304

Nicole Phillip, nicolep@uainstitute.org, ext. ext. 30431, room 304