

JOHN DEWEY HIGH SCHOOL

THE NEW YORK CITY DEPARTMENT OF EDUCATION



STUDENT HANDBOOK

2026 - 2027

HEATHER ADELLE

PRINCIPAL

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2026–27 School Year Calendar

- This is the 2026–27 school year calendar for NYCPS schools from 3-K through grade 12. If your child attends a private, parochial, charter school, NYC Early Education Center (NYCEEC), or Family Childcare Program, please contact your child’s school for information about their calendar. Please note the following:
- On days when school buildings are closed due to inclement weather or other emergencies, NYCPS may be in session remotely.

Date	Weekday	Event
September 10	Thursday	First day of school
September 21	Monday	Yom Kippur, schools closed
September 23	Wednesday	Evening Parent-Teacher Conferences for middle schools and D75 schools
September 24	Thursday	Evening Parent-Teacher Conferences for high schools, K–12, and 6–12 schools
September 30	Wednesday	Evening Parent-Teacher Conferences for elementary schools and Pre-K Centers
October 12	Monday	Italian Heritage/Indigenous Peoples' Day, schools closed
November 3	Tuesday	Election Day, school will be in session remotely for all students
November 5	Thursday	Afternoon and Evening Parent-Teacher Conferences for elementary schools and Pre-K Centers; students in these schools dismissed three hours early
November 11	Wednesday	Veterans Day, schools closed
November 12	Thursday	Afternoon and Evening Parent-Teacher Conferences for middle schools and D75; students in these schools dismissed three hours early
November 19	Thursday	Evening Parent-Teacher Conferences for high schools, K–12, and 6–12 schools
November 20	Friday	Afternoon Parent-Teacher Conferences for high schools, K–12, and 6–12 schools; students in these schools dismissed three hours early
November 26–27	Thursday–Friday	Thanksgiving Recess, schools closed
December 24–January 1	Thursday–Friday	Winter Recess, schools closed

January 18	Monday	Rev. Dr. Martin Luther King Jr. Day, schools closed
January 26-29	Tuesday–Friday	Regents Administration
February 1	Monday	Professional Development Day; students that attend high schools and schools that serve only grades 6-12 are not in attendance. All other students attend school.
February 2	Tuesday	Spring Semester begins
February 15–19	Monday–Friday	Midwinter Recess, schools closed
March 3	Wednesday	Afternoon and Evening Parent-Teacher Conferences for elementary schools and Pre-K Centers; students in these schools dismissed three hours early
March 4	Thursday	Afternoon and Evening Parent-Teacher Conferences for middle schools and D75 schools; students in these schools dismissed three hours early
March 9	Tuesday	Eid al-Fitr, schools closed
March 18	Thursday	Evening Parent-Teacher Conferences for high schools, K-12, and 6-12 schools
March 19	Friday	Afternoon Parent-Teacher Conferences for high schools, K-12, and 6-12 schools; students in these schools are dismissed three hours early
March 26	Friday	Good Friday, schools closed
April 22-30	Thursday–Friday	Spring Recess, schools closed
May 12	Wednesday	Evening Parent-Teacher Conferences for high schools, K-12, and 6-12 schools
May 13	Thursday	Evening Parent-Teacher Conferences for middle schools and D75 schools
May 17	Monday	Eid al-Adha, schools closed
May 26	Wednesday	Evening Parent-Teacher Conferences for elementary schools and Pre-K Centers
May 31	Monday	Memorial Day, schools closed
June 8	Tuesday	Clerical Day; no classes for students attending 3-K, Pre-K, elementary schools, middle schools, K-12 schools, and standalone D75 programs
June 10	Thursday	Anniversary Day/Chancellor's Conference Day for staff development; students do not attend school
June 15–18; 21–25	Tuesday–Friday; Monday–Friday	Regents Administration
June 28	Monday	Last day of school for students

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Administration / Supervision

Principal – Ms. H. Adelle	107
A.P. English – Mr. T. Wierzbowski	216
A.P Foreign Language & ENL - Ms. P. El Amri	368
A.P. Organization – Mr. J. Messinger	105
A.P. Pupil Personnel Services – Ms. B. Frias	167
A.P. Data & Technology – Mr. J. Antonucci	103
A.P. Safety & Security - Mr. J. Getreu	167
A.P. Mathematics & Teaching & Learning Academy - Ms. J. Henry	323
A.P Arts & Stem Academy Ms. Woods	231
A.P. Social Studies & Law & Justice Academy – Ms. Rosenblum	351
A.P. Physical Education & Business, Hospitality, & Tourism & Pre Med Academy - Ms. D. Balsamo	G6
A.P. Science – Robert Pasternack	251
A.P. Special Education - Ms. A. Houston	117

Guidance

Arts Academy- Ms. D. Natale	117G
Business Academy- Ms. K. Kong	117E
Law Academy- Ms. S. Suo	117F
Pre-Med/Health Academy- Ms. Taylor DeVita	117I
STEM Academy- Ms. B. Brutus	117H
Teaching Academy - Ms. R. Ponce	117C
Special Education- Ms. J. Boyle	117A
Special Education- Mr. R. Matera	117B
English New Language- Ms. T. Neff	347A
English New Language- Ms. S. Hoti	347B
College & Career, 9th & 10th Grade / SEI & LTA - Mr. J. Chiaia	113D
College & Career, 11th & 12th Grade - Ms. Linda Mazzola	113
Psychologist- Mr. J. Russo	117
Social Worker- Ms. J. Rosario	327
Social Worker- Ms. M. Costello	106

The Four Agreements

BE IMPECCABLE WITH YOUR WORD

Speak with integrity.
Say only what you mean.
Avoid using words to speak against yourself or to gossip about others. Use the power of your words in the direction of truth and love.

DON'T TAKE ANYTHING PERSONALLY

Nothing others do is because of you. What others say and do is a projection of their own reality, their own dream. When you are immune to the opinions and actions of others, you won't be the victim of needless suffering.

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THE FOUR AGREEMENTS

DON'T MAKE ASSUMPTIONS

Find the courage to ask questions and to express what you really want. Communicate with others as clearly as you can to avoid misunderstandings, sadness and drama.

With just this one agreement, you can completely transform your life.

ALWAYS DO YOUR BEST

Your best is going to change from moment to moment: it will be different when you are healthy as opposed to sick.

Under any circumstance, simply do your best, and you will avoid self-judgement, self-abuse, and regret.

Academy Description

Pre-Med and Health Academy

The Pre-Med Academy equips students with knowledge and competencies that allow them to excel in college pre-med and health professional programs. Students experience an immersive clinical internship, study anatomy, medical technology, medical ethics, and take AP and college-level courses. Students graduate with certifications in CPR, first aid, and others accredited by the American Red Cross. All applicants are interviewed; information available at premed@johndeweyhighschool.org

STEM Academy

The STEM Academy provides students with a rigorous college preparatory curriculum with opportunities to explore the disciplines of computer science, engineering, and robotics and to take AP and college level courses. Courses will prepare students for colleges, career paths, and more. With significant opportunities for hands-on learning, students will gain fluency with the design process. All applicants are interviewed; information available at STEM@johndeweyhighschool.org

The Academy for Business Management and Culinary Arts

The Academy of Business Management and Culinary Arts focuses on preparing students with the technical skills they need to apply to future careers and everyday situations. We offer paid and unpaid internships, job shadowing, mentoring and partnerships through the National Academy of Finance and Careers through Culinary Programs.

The Academy of Fine and Performing Arts

Students will experience a unique journey in Visual, Theater, or Dance Arts. Students will be introduced to learning the basics of each field and advance by learning new techniques and skills in their focus area culminating in an Endorsed Diploma. Theater Arts students will participate in acting, scene study, and play writing. Dance will include traditional and modern dance, jazz, interpretive dance, and choreography. Visual Arts classes include studio art, ceramics, and photography.

The Academy of Law and Justice

This is an opportunity for students interested in law and exploring the struggle for justice and human rights. Program electives focus on the criminal justice system. Through our affiliation with the Justice Resource Center and Facing History & Ourselves, students visit criminal and juvenile court, work with lawyers and politicians, and participate in moot court, mock trial, and Model UN competitions. Students will also have the opportunity to apply to a variety of law related internships.

The Academy of Teaching and Learning

The Academy of Teaching and Learning at J.D.H.S. gives students the opportunity to explore fields in education. This program's 4 year sequence will provide a solid foundation for students who are interested in becoming educators. Students have the ability to take several classes that are focused on pedagogy and a focus on social emotional growth for teaching children. In partnership with Kingsborough Community College students will have the opportunity to earn college credits while taking classes at Kingsborough through their Education Department.

Programs & Initiatives

A.C.E.S- Academic, Career and Essential Skills

ACES is a special education program that gives students who are alternately assessed, academic skills and life skills that they can use to be successful outside of school. The Culinary Program will also introduce the health and taste benefits of cooking with fresh produce, with the students even growing fresh produce right in the classroom! The program will emphasize the importance of cooking with fresh produce through the creation of an indoor garden in the classroom. This will be achieved with the use of aeroponic gardening systems. The aeroponic garden tower works by having students supply the reservoir below the tower with nutrient rich water. A pump in the reservoir delivers the nutrient rich water to the top of the tower, where gravity causes the water to drip down over the plant roots located inside of the tower. The crops that are harvested by the students will be turned into café menu items. The fresh basil leaves can be made into a pesto spread for sandwiches, and the romaine lettuce can be used for Mermaid Café creations!

Future Ready

JDHS has joined FutureReadyNYC Healthcare to become an early champion of the effort to equitably grow career-connected learning. Our school works to develop labor market-aligned career-connected pathways to help students develop 21st century skills, participate in career-connected coursework, work experience, early college credit and/or an industry valued credential, and personalized career advising to prepare for rewarding careers.

National Honor Society

The National Honor Society is an active society of students who display remarkable academic achievements supporting John Dewey High School and our community. Students are nominated for the National Honor Society, on the basis of academic performance, as well as maintenance of attendance and community service. Students also must qualify on the basis of character, service to community, and leadership.

Advanced Placement Courses

Our students may earn college credits by taking AP courses, which culminate in the examinations given each spring. The academic rigor associated with the curriculum of these courses, and the higher weighting, provides students with a great advantage when applying to colleges and universities. Advanced placement courses are offered to qualifying students in the following subject areas: Art History, Biology, Calculus, Chemistry, Chinese Language and Culture, Economics, English, Physics, Psychology, Spanish, Statistics, United States History and World History.

College Now

College Now is a nationally recognized high school-to-college partnership between Kingsborough Community College and John Dewey High School. Its primary purpose is to prepare students to successfully negotiate the educational and emotional changes that occur during their transformation into college freshmen. The program offers rigorous freshman-level college credit and developmental coursework without cost to our juniors and seniors. The benefits of the program are fourfold:

- Increases student awareness of the demands of higher education
- Prepares students for post-secondary education without remediation
- Facilitates a smooth transition between educational systems
- Helps students to enter college with college credits

Students interested in being involved in the program can see their guidance counselor in their junior or senior year

Title III Language Enrichment Program

The Title III Language Enrichment Program is designed to support multilingual learners to improve their English skills while they get to know their classmates, the school, and New York City. The Title III Saturday Academy occurs on Saturdays throughout the school year, and includes instruction from English as a New Language teachers and regular trips to explore the city. Other events, trips, and classes will be announced throughout the school year.

Legacy Program

The Legacy Project: Empowering Students for College, Career, and Beyond

The Legacy Project, led by Mr. Personette, is a comprehensive college and career readiness initiative that begins in students' junior year and continues through their senior year and beyond high school. This transformative program equips students with the tools, knowledge, and mentorship needed to navigate their postsecondary journey with confidence.

Junior Year Focus:

- In-depth college research and exploration of vocational and military pathways
- Intensive SAT preparation and exposure to a wide range of colleges and programs
- Career planning exercises tailored to individual interests and goals
- Peer mentorship through the "Big & Little" model, pairing juniors with senior mentors

Senior Year Focus:

- Crafting personal statements and completing college applications
- Utilizing fee waivers and applying for scholarships to reduce college costs
- Financial literacy education covering FAFSA, TAP, SEEK, EOP, Parent PLUS loans, and both subsidized and unsubsidized loans

Post-High School Support: Graduates become part of the Legacy Project Alumni Mentorship Program, which supports their transition into college and adulthood. Alumni return to share their experiences, offering guidance and inspiration to current students.

Software Engineering Program

Our software and engineering program is designed to give students the opportunity to experience various aspects of technology, including computer graphics, web design/ JAVA, and graphic communications. These courses are designed to teach students not only how to use technology for learning, research, and presentation, but to further apply these skills in college and in their careers.

Robotics

Dewey's nationally-ranked and award winning robotics team, also known as The Megalodons, has participated in various national and regional competitions. The team avidly participates in "FIRST Robotics," a competition that attracts schools with robotics teams internationally. The team has also been featured in various local newspapers, including the New York Daily News. Their efforts have resulted in beating some of the top high schools in the country and some of the specialized high schools in New York City, such as Brooklyn Tech and Stuyvesant High School. Their accomplishments have led to visits from the previous New York City school chancellor Dennis Walcott and astronaut Gregory Olsen.

The team originated as a small after-school club and gradually grew into a highly-selective program with its own classes and curriculum, and currently consists of members who work during and after school diligently.

Our Robotics Team came in as one of the top 24 schools out of 66 at the Big Robotics Day at the Javits Center. They took home the excellence in engineering award. In 2017 they won the First Robotics Competition at the New York Tech Valley Regional also receiving the Innovation in Control Award.

U.S Army Junior Reserve Officers' Training Corps - JROTC

is one of the largest character development and citizenship programs for youth in the world. The National Defense Act of 1916 established organized JROTC programs at public and private educational institutions. In 1964, Congress expanded the program to all military services and changed from active duty to shared support from the services and schools. As congressionally mandated by Title 10 United States Code, Section 2031, each military service must have a JROTC program to "instill in students in United States secondary educational institutions the values of citizenship, service to the United States, and personal responsibility and a sense of accomplishment." JROTC's mission, "To Motivate Young People to be Better Citizens", is the guide post for the program's success.

Game Theory

The Video Game Design program is a two-semester course that will teach you the hard and soft skills needed to start a career in game development. Skills gained include how to draft game design documents, how to work on teams, and how to use game design software. In this class students will create experiences for users that combine storytelling, artistic vision, and technical capabilities.

This course is designed to introduce talented high school freshmen, sophomores, and juniors to the process of digital game development and the game industry.

EMT

The JDHS EMT program is designed to provide students with the knowledge and skills necessary to assess and treat traumatic injuries and medical emergencies in the prehospital setting. Areas of study include an introduction to emergency medical services systems, roles and responsibilities of EMTs, basic cardiac life support, anatomy and physiology, medical emergencies, trauma care, special considerations for working in the prehospital setting, and providing safe patient transportation. Special attention will be paid to stress management, self-care, and fostering humanity through public service.

Arts Endorsed Diploma

Students in Grade 12 who have completed 10 semester credits in a single art form (dance, music, theater, or visual arts) are eligible to take an Arts Commencement Assessment. On successful completion of the exam, students receive the Chancellor's Arts Endorsed Diploma.

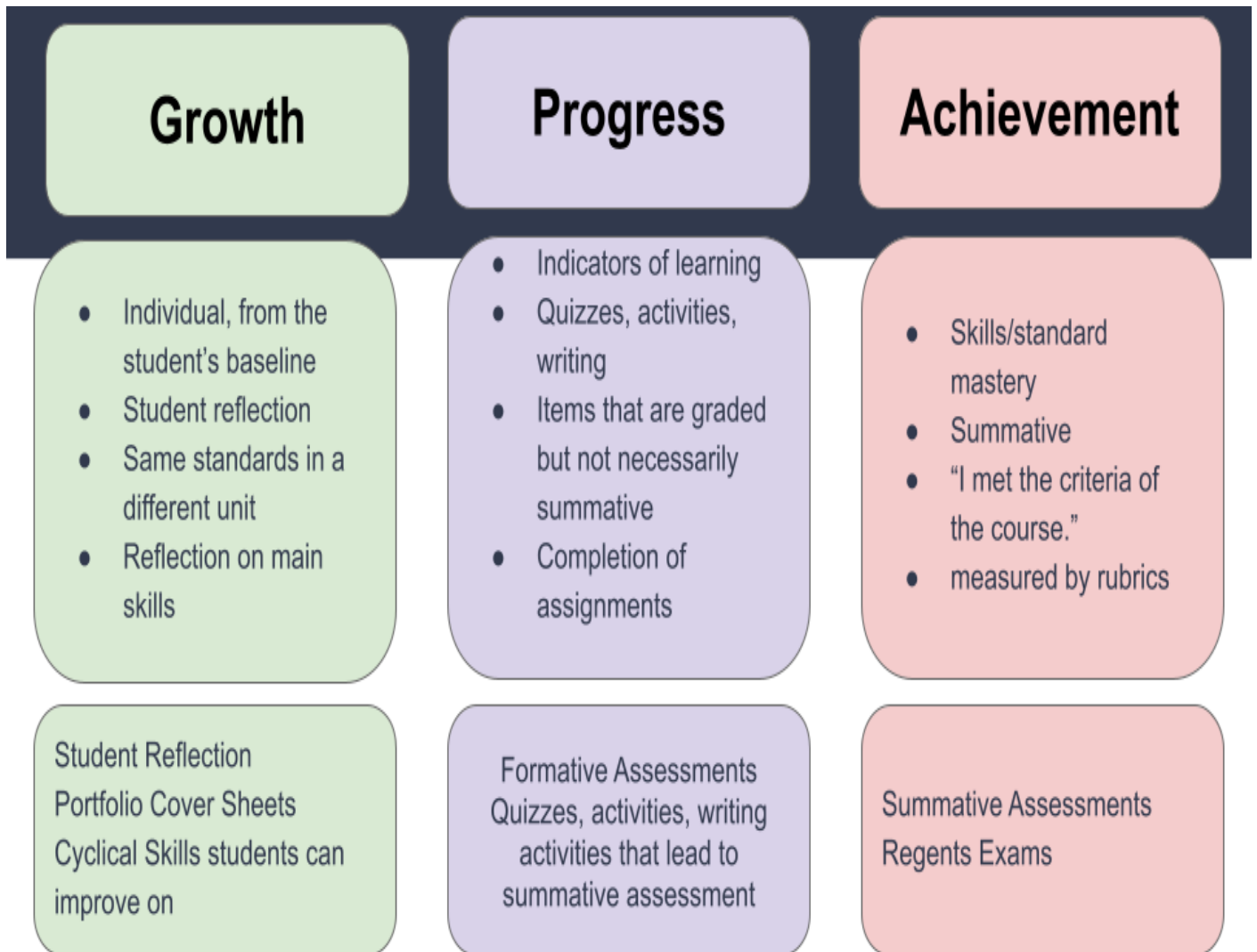
Internships

The John Dewey High School internship program is designed to provide practical experiences to students interested in expanding their experience in the real-world job sector in their respective fields of interest. They will be given the resume building skills necessary to prepare them for interviews and practical skills to make their employment sustainable.

HE3AT

The HE3AT Instructional Program provides students an opportunity to critically think about and use the principles of design thinking and applied entrepreneurship to design solutions to real-world problems, while also learn in-demand professional skills that are present across a variety of careers in one of the HE3AT Fields (Healthcare, Education, Environment, Energy, Agriculture, Technology). As such, the HE3AT place-based sites serve to model expectations similar to those that will be encountered in the professional lives of adults.

Grading Structure



Every teacher will supply you with the Subject Grading Policy. All policies at John Dewey High School include Daily Engagement, Major Assessments, and Minor Assessments. All three components must be met with fidelity and effort, for this to be achieved we expect all students to meet the requirement of every student every day outlined in NYCDOE Academic Policy (pg. 86).

Attendance

John Dewey High School adheres to Academic Policy regarding attendance in instruction and fosters the belief that ALL students must be in attendance to attain the full percentage of engagement outlined in our grading policy.

Summary of 2026-27 Attendance Policy (86) – During the 2026-27 school year, in accordance with New York State Law, the New York City Department of Education will use attendance as a measure of student engagement and instructional time in remote and in person learning settings. To see the full 2026-27 attendance policy and related policies, refer to the [Attendance InfoHub](#).

Every Student Every Day

- Make all efforts to remove barriers to student attendance through the taking of attendance and the monitoring of chronic absenteeism;
- Collaborate with critical stakeholders across the school community for improved attendance and the reduction of chronic absenteeism;
- Communicate regularly with families and students about the benefits of regular attendance to academic achievement, and the joy and excitement of being in school; and
- Engage students in learning by personalizing supports that are differentiated, culturally responsive and meet the needs of the whole child.

Dewey Grading Policy

Overview

The primary purpose of our JDHS school wide grading policy is to clearly communicate with you and your families how you will be assessed, your progress towards successful completion of coursework, and opportunities to seek academic support, if needed. It will align your experience across classes and set clear expectations for your performance. These parameters will allow for more meaningful and cohesive conversations about your performance in individual courses.

Grading Categories:

1. Daily Engagement - **25%**
2. Major Assessment - **45%**
3. Minor Assessment - **30%**

Conversion Tables for Rubrics

5 point rubric

1 =
54
2 =
55 - 64
3 =
65 - 78
4 =
79 - 84
5 =
85 - 100

4 point rubric

1 = 54
2 = 55 - 64
2+ = 65 - 78
3 = 79 - 84
4 = 85 - 100

Policy for Late and Missing Assignments

1. If you have **missing** work under **Major and Minor Assessments**, you must make up the work by attending an afterschool **Reassessment** period within the timeframe communicated by your teacher. Once you have submitted the assignment, your grade earned will not be lower than 54. If you don't complete the work at all, your grade may become zero (0).
2. You may only submit late work within one week of the assigned due date. If you submit late work after one week has passed, you must show proof that you have attended an after-school **Reassessment** session. You will have one more week to complete it.
3. If you miss an exam, you are required to make it up in after-school **Reassessment** within five (5) days of the exam.

Academic / AI Dishonesty Policy

1. The work students submit must be their own, in their own words. The student's individual voice should be clearly evident, and the ideas of others must be acknowledged, attributed, and/or cited. When referencing the words or ideas of others, students are to quote or paraphrase, as well as provide references to any and all sources consulted. Failure to acknowledge sources, or to submit the work of others as one's own is a serious violation of integrity at John Dewey High School, as well as in colleges, and the professional workplace.
2. Engaging in academic dishonesty includes but is not limited to:
 - a. Plagiarizing (appropriating another's work and using it as one's own for credit without the required citation and attribution, e.g., copying written work from the Internet, or any other source, including Artificial Intelligence (AI))
 - b. Cheating, such as
 - copying from another's test paper;
 - using material during a test which is not authorized by the person giving the test, including use of AI;
 - collaborating with another student during the test without authorization;
 - knowingly using, buying, selling, stealing, transporting, or soliciting, in whole or part, the contents of an un-administered test;
 - substituting for another student or permitting another student to substitute for one's self to take a test;
 - bribing another person to obtain a test that is to be administered;
 - or securing copies of the test or answers to the test in advance of the test
3. Students must be able to validate the authenticity of their work by producing drafts or version history, as appropriate, and being able to discuss their process.
4. Responsible uses of AI will vary depending on the context, such as a classroom activity or assignment. Teachers will clarify if, when, and how AI tools will be used. Appropriate AI use should be guided by the specific parameters and objectives defined for an activity.
5. Students are required to confirm that they have successfully completed the AI Acceptable Use Training and affirm the following:
 - a. *I understand that AI-generated work is not automatically my own original work.*
 - b. *I will not submit AI-generated writing, images, or responses as my own unless my teacher clearly allows it.*
 - c. *I will follow all teacher instructions and class policies regarding AI use.*
 - d. *I understand that using AI to cheat, plagiarize, or misrepresent my work is a violation of academic integrity.*
 - e. *I will ask my teacher if I am unsure whether AI use is allowed.*
 - f. *I understand that misuse of AI may result in academic consequences under school policies.*

6. If a teacher determines that an assignment was plagiarized (e.g. through non-acceptable use of AI), the teacher will (1) re-educate the student on AI Acceptable Use, and (2) allow the student to redo the assignment with verified authenticity (e.g. supervised in Reassessment). Subsequent instances will additionally warrant the following:
 - a. Teacher calls home,
 - b. Teacher refers the student to Reassessment to complete the assignment,
 - c. Teacher refers the student to AI Detention where an assignment on AI will be completed, and which needs to be submitted with the redone assignment from Reassessment. Failure to submit the detention assignment to the teacher will result in a grade reduction of 10 points on the resubmitted assignment.

John Dewey High School Bell Schedule

JOHN DEWEY HIGH SCHOOL

Bell Schedule

REGULAR DAY
48-MINUTE PERIODS



SHORT
THURSDAY
SCHEDULE

PERIOD	START	END	PERIOD	START	END
1	8:05	8:53	1	8:05	8:44
2	8:56	9:44	2	8:47	9:26
3	9:47	10:35	3	9:29	10:08
4	10:38	11:26	4	10:11	10:50
5	11:29	12:17	5	10:53	11:32
6	12:20	1:08	6	11:35	12:14
7	1:11	1:59	7	12:17	12:56
8	2:02	2:50	8	12:59	1:38
9	2:53	3:41	9	1:41	2:20

SHORTENED INSTRUCTIONAL DAYS

SEPTEMBER 24, 2026
OCTOBER 8, 2026
OCTOBER 22, 2026
NOVEMBER 5, 2026
DECEMBER 3, 2026 HALF DAY
DECEMBER 17, 2026
JANUARY 14, 2027
FEBRUARY 11, 2027

MARCH 4, 2027
MARCH 25, 2027
APRIL 8, 2027
APRIL 15, 2027 HALF DAY
MAY 6, 2027
MAY 20, 2027

Student Policies & Procedures

Attendance

You are required to attend school and follow your program every day school is in session. Your attendance in school is very important. Good attendance is reflected in your grades. When you are absent, late, or cutting your parent or guardian will be notified. Students with less than the Department of Education's Promotion Policy Goal of 90% attendance may receive a reduction on the class work portion of their report card grade unless they submit to their teacher acceptable absence notes (e.g., death in family, doctors notes, etc.).

- If you are absent from school, you must do the following when you return:
 - Have your parents or guardian write a note giving the reason for your absence. The note should include your name, OSIS #, official class, and the date(s) of your absence(s). A medical note should accompany your parent's note when you received medical care or if you have been absent from school for 5 or more consecutive days due to illness.
 - All notes must be brought to the Attendance Office within 5 days after you return to school.
 - Make up all assignments: see class syllabus, class website.
 - In case of a lengthy or anticipated absence, your parent or guardian must notify your guidance counselor, teachers, and the Attendance Office.
 - Family vacations should be planned to coincide within vacation days. Teachers are not obliged to make prior arrangements for assignments, projects, and other instructional activities involving work that has not been assigned. Student absences for vacation not on the calendar will be treated as an unexcused absence.

Lateness

It is your responsibility to arrive at school and each class on time. Lateness interferes with learning and achievement and could result in academic failure and disciplinary actions. If you arrive late to school, you must report directly to class.

Scanning

John Dewey High School is a scanning school. As per chancellor's regulations **all students and visitors** must pass through scanning each time they enter the building.

- Scanning begins at 7:30am. Students who arrive early to school can go to the cafeteria for free breakfast.
- Students should arrive no later than 10 minutes prior to their first period class to ensure they are on time.
- Students must have their school issued ID out anytime they enter the school.
- Students must swipe their ID card as they enter the school. Students who do not have their ID will receive a temporary ID. New IDs can be purchased in Room 163.
- Students should be ready to go through scanning as they enter the building. This includes:
 - Fully emptying pockets
 - Removing belts
 - Removing hats and hoods
 - Taking off all jewelry
 - Removing backpacks and bags
 - Electronics such as: Cell phones, mp3 players, laptops, cameras, tablets are to be kept inside your bag.
 - Glass bottles are not permitted in the building
 - No open containers are permitted. Please wait until you enter the school to open them.
 - E-Cigarettes, lighters, cigarettes, and all Category I weapons listed in the NYC DOE citywide Behavioral Standards Handbook.

School IDs

- All students are responsible for having their school issued ID on them at all times while in the building. If students do not have their ID they are subject to disciplinary actions.
- If your ID is lost or stolen you need to report it in room 167. There will be a monetary charge for replacing lost IDs.
- Please be advised students who do not have an ID card are subject to waiting until the entry scanning line slows down.

OMNY / Metro cards

OMNY Card's are given out on the first day of each semester. Students are responsible to keep their OMNY Card safe at all times. If your OMNY Card is lost or stolen go to room 163. Please note that you may not be able to receive your new OMNY Card the same day that you report it lost or stolen.

Online Student Management System

All students are required to update their schools account for access to the jupiter platform. Please follow instructions emailed to each student. If you require further assistance please contact Mr. Antonucci, JAntonucci@schools.nyc.gov

<https://login.jupitered.com>

Website

Be sure to check out our school website to stay up to date about our news, upcoming events and important announcements. You will also find helpful student links, school forms, examination schedules, event calendar, photo galleries and even fun facts!

Take some time and navigate all there is to see!

[John Dewey High School](#)

Library

The library is available to students during their lunch period or any period in which they have not been programmed for a class. The library is a quiet study and maker space for all students. Students must follow school procedures and policies regarding books, materials and conduct while visiting the library.

- A student ID card is required for entrance. No temporary IDs.
- The doors will be locked 5 minutes after the late bell rings. Students will not be admitted into the library after the doors are locked.
- The library will be fully cleared out with 5 minutes remaining in the period, at this time all students must leave the library.
- Students who choose to go to the library must remain there the entire period.
- Students must get a bathroom pass from the front door aide to use the bathroom. If students leave the library without a pass they may lose their library privileges.
- If students are cutting in the library they may lose their library privileges and there will be disciplinary action and a phone call home.

Internet Usage Policy

The purpose of access to or use of the Internet through Department of Education connections or equipment is solely educational; therefore, students who utilize these connections must foster that purpose by using Internet resources only for educational purposes and in an appropriate and legal manner. All students using the Internet through Department of Education connections or equipment are specifically prohibited from:

- Sending or receiving personal messages.
- Using the internet for commercial purposes, advertising or similar objectives.
- Vandalizing data, software, or equipment.
- Utilizing copyrighted materials without permission.
- Lobbying for political purposes or soliciting votes
- Accessing pornographic or obscene material.
- Sending or receiving messages that are racist, sexist, inflammatory, hateful or obscene.
- Requesting or providing home phone numbers, addresses, photographs, videos or other personal information without authorization.
- Social Media usage should be used in an appropriate and respectful manner.

Homework Policy

In accordance with the Chancellor's regulations, homework is considered to be a vital component of the education process. It is a reflection of the classroom activity which:

- Enhances the academic growth of the student.
- Prepares students for subject lessons.
- Reinforces concepts taught in the classroom.
- Stimulates and furthers individual interests.
- Develops independent study skills to foster initiative, responsibility and self-direction.

Trip Policy

School trips are a great opportunity, and we want every student to participate safely and responsibly. Please read the guidelines below so you know what's required.

✓ Eligibility

To attend a school trip, you must:

- Be medically cleared by the school nurses (medical paperwork has to be up to date)
- Submit all required forms on time
- Be listed on the final attendance sheet

If any of these steps are incomplete, you may not attend.

Medical Clearance

- Your teacher will submit your name to the nurses for review (Return nurses forms if given.)
- If you are **not medically cleared**, you cannot go on the trip.
- Trips may be postponed if many students are not cleared.
- You may not be able to attend if medical forms are not completed and returned.

Permission Forms

Every student must turn in:

- A **signed parent/guardian consent form**
- Any additional required signatures

No signed form = No trip.

Important Reminders

- Deadlines matter. Late forms or missing medical clearance may remove you from the trip. **You cannot be added to the roster last minute!**
- All school rules apply during the trip.

Follow all instructions from teachers and

John Dewey High School Event Eligibility Policy

Students must be in good academic standing to participate in school-sponsored events, including dances, trips, athletic events, senior activities, and other extracurricular functions. A student will be considered academically **ineligible** if:

- The student is failing two (2) or more classes at the time eligibility is reviewed.

Academic eligibility will be checked prior to ticket sales and again before the event. Students may regain eligibility if their grades improve before the final review.

Participation in school events is a privilege. All students' disciplinary records will be reviewed before approval is granted for attendance at any John Dewey High School-sponsored event.

A student may be denied participation if their disciplinary history includes:

- Major behavioral incidents
- Repeated violations of the Code of Conduct
- Recent suspensions or other serious disciplinary actions

Final eligibility decisions rest with school administration.

Prom Guest Policy (Non School Guests)

All JDHS students attending Prom must meet the academic and disciplinary eligibility requirements outlined above. Disciplinary records will be reviewed prior to approval.

- All non-JDHS guests must present a valid school ID *and* or a valid state-issued photo ID if over 18.
- The parent/guardian of the JDHS student must be aware of and approve of the guest's attendance.
- JDHS will request and review disciplinary records or a behavioral clearance from the guest's current school.

Non–John Dewey High School Guests

Students wishing to bring a guest from outside John Dewey High School on select events only must comply with the following requirements:

- All non-JDHS guests must present a valid school ID upon entry.
- JDHS will request and review disciplinary records or a behavioral clearance from the guest's current school.
- Guests must meet all ages, enrollment, and eligibility requirements established by JDHS.

The school reserves the right to deny entry to any guest who does not meet these requirements or whose disciplinary or behavioral background raises concerns.

Final eligibility decisions rest with school administration.

Bathroom Passes/General Passes

- You may not leave a classroom during class time without an authorized pass and the permission of the teacher.
- Students are not permitted to use the bathroom during the first or last 10 minutes of the period.
- Each classroom will have a Sign In/Sign Out book for use of a pass. Every time you are given a pass the following must be reordered in the classroom log: Your Name, OSIS #, Time Out/Time In.

Hall Sweeps

- Students caught in a hall sweep will be brought to the Dean's office.
- Parents or guardians will be contacted and anecdotes will be entered on Sync Grades.
- Any student caught in a hall sweep will be assigned detention.
- Students will be returned to class by a dean &/or Community Associate.

Gender Neutral Bathrooms

Transgender and gender nonconforming students must be provided access to facilities (restrooms, locker rooms or changing rooms) consistent with their gender identity consistently asserted at school. A transgender student may not be required to use a facility that conflicts with the student's gender identity consistently asserted at school. A student whose gender identity is fluid should work with their school to facilitate restroom and locker room access that affirms their identity

- John Dewey High School has implemented a number of initiatives to ensure that students feel affirmed in their school regardless of sexual orientation and gender identity/expression. These include:

Out for Safe Schools Badges:

The Out for Safe Schools program helps Teachers, administrators, and other support staff employees “come out” as visible allies for LGBTQ+ students. As part of the program, participating staff wear badges identifying themselves as allies in order to make John Dewey a safer, more welcoming place. John Dewey High School also has a student-run LGBTQ+ and Allies club (Heart to Heart) with support from school staff. For more information regarding the Heart to Heart club refer to the [“clubs”](#) section.



Cafeteria Expectations

All Students in the school use the cafeteria. It is important to be considerate of others and think about the environment you would like to eat in.

- Students are expected to arrive and leave on time.
- Upon entering the cafeteria students need to swipe their IDs.
- There are two lines in the cafeteria for lunch. Students can use either line.
- Students are expected to behave appropriately and to clean up after themselves by leaving tables and the surrounding area clean and depositing waste in the containers provided.
- Failure to comply with the cafeteria rules can result in lunch detention or disciplinary consequences in accordance with DOE regulations.
- Students must get a bathroom pass from the cafeteria aide to use the bathroom during their lunch period.

Dragons' Den (School Store)

The Dragons' Den located in the Cafeteria is open for students during their designated lunch periods. Students can purchase school supplies, school apparel, water and snacks, during their lunch period.

Elevator

Elevator passes may be obtained from the Deans' Office (Room 163) when a note from a doctor is provided. If you do not have a pass you cannot use the elevator.

Working Papers

Applications for working papers can be obtained in room 163.

College and Career Office

The College and Career Office provides hands-on assistance with students' college and financial aid applications, job and internship searches, scholarship applications, SAT and ACT preparedness, and resume writing. All of these services are available throughout the school year and a library of college and career reading material is readily available to all students in Room 113.

Program Changes

See your Academy Guidance Counselor.

Guidance and Counseling

Guidance and Counseling is available to every student. These services include assistance with educational planning, interpretation of test scores, bereavement counseling, college and career information, help with home, school and or social concerns, or any questions you would like to discuss. Students can speak with a Counselor during their lunch periods or during a scheduled time.

Nurse

If you become ill and need the medical room (139), you must obtain a pass from your subject teacher. If you are deemed ill enough to be sent home, your parents or guardian will be called to school to take you home. You may ONLY leave the building with a parent or guardian. Blue cards must be up to date with your current home address and phone number. Blank blue cards are available in room 163. If you have any medical conditions such as Asthma, Seizures, or Diabetes please visit the nurses' office to pick up forms to be filled out by a physician and returned to the nurse. Medication is not given to any student who does not have a doctor's order.

Immunization

All students must have complete and up to date immunization records indicating immunization against measles, mumps, polio, rubella, diphtheria, pertussis and tetanus. Students who do not have current immunization will be excluded from school. In addition, for all students' health and safety, they must have annual medicals to participate in physical activities. Immunization records and medicals are stored in the nurse's Office.

Lost & Found

Students who find lost articles are asked to bring them to the Lost and Found located in Room 163. John Dewey High School is not responsible for any items that are lost or stolen.

High School Graduation Requirements

Advanced Regents Diploma	Regents Diploma
• 9 Regents Examinations – Comprehensive English, US History, Global History, Living Environment, a Physical Science, Common Core Algebra, Geometry, Algebra 2, a Foreign Language • 8 credits in English and Social Studies • 6 credits in Science and Mathematics • 2 credits in the Arts (Art, Music, Dance, and /Theater) and a Foreign Language • 5 credits in Physical Education (including Health) 6 credits in a Foreign Language	• 5 Regents Examinations: ▫ Comprehensive English ▫ One history ▫ One math ▫ One science ▫ One additional exam (not the LOTE) • 8 credits in English and Social Studies • 6 credits in Science and Mathematics • 2 credits in the Arts (Art, Music, Dance, and /Theater) and a Foreign Language • 5 credits in Physical Education (including Health) • 2 credits in a Foreign Language

Regents Diploma for Students with IEPs
• 5 Regents Examinations: ▫ Comprehensive English ▫ One history ▫ One math ▫ One science ▫ One additional exam (not the LOTE) ○ Students must receive 55 or higher on all 5 Regents OR Students can graduate with a 45 in one or more Regents if they have earned a 65 in another. ○ However, the 45 cannot be earned in Math or ELA. • 8 credits in English and Social Studies • 6 credits in Science and Mathematics • 2 credits in the Arts (Art, Music, Dance, and /Theater) and a Foreign Language • 5 credits in Physical Education (including Health) • 2 credits in a Foreign Language

Discipline Policy

Dress Code

As per The New York City Department of Education:

In order to provide an environment conducive to promoting educational excellence with minimum distractions and disruptions of the learning environment, we expect you and your child's cooperation in complying with the following dress code. All students, both male and female, are expected to give proper attention to personal cleanliness and to dress appropriately for school and school functions. A student's dress, grooming, and appearance, including hair style/color, jewelry, make-up and nails, shall:

- Recognize that excessively brief garments such as tube tops, net tops, halter tops, tank tops, spaghetti straps, plunging necklines (front and/or back), clothing that exposes midsection of the body, miniskirts, and see-through garments are NOT appropriate for school.
- Ensure that all underwear is completely covered by outer garments.
- Include footwear at all times.
- Not include the wearing of hats in the building, except for acceptable documentation of medical or religious purpose.
- Not include items that are vulgar, obscene, and libelous, or denigrate others on account of race, religion, national origin, gender, sexual orientation, or disability.
- Not promote or endorse the use of alcohol, tobacco, or illegal drugs, and/or encourage other illegal or violent activities.

Students who violate the dress code shall be required to modify their appearance by covering or removing the offending item, or, if necessary or practical, replacing it with an acceptable item. Any student who refuses to cooperate may be required to return home with a parent/guardian or be suspended.

JDHS Student Electronics Policy

Update March 27, 2026

At John Dewey, all cell phones and electronic devices must be turned off and placed into the school's locked storage units upon entry for the entire instructional day (8:05 a.m.- 3:40 p.m.). Students will receive a ticket and must return the ticket at the end of their day to retrieve their personal internet-enabled electronic devices. If a student loses their ticket, they will have to wait until students with tickets have their devices returned to them, and then a secondary verification process will be used to match them with their devices. Students with an approved early dismissal will be able to retrieve their phone through our school personnel in room 163.

School personnel will supervise the collection and distribution of cell phones. Cell phones and electronic devices **cannot be charged at any time in the building.**

- Parents / Families may contact our school's main office by calling 718-373-6400 ext. 0 to contact a student.
- John Dewey High School is **not responsible** for **loss, theft, or damage** to personal electronic items if on your person.

- Parents will be notified through call, Talking Points, Jupiter, and/ or email for all official communications. If you need assistance to sign up for all communication systems, please use the **Contact Us** tab on our website Johndeweyhighschool.org.
- Students can report to Rm. 163 if they need to call home.

Students will be subject to discipline for not storing their personal electronic devices upon entry each day.

Non-compliance of this policy will result in:

A call to parent/ guardian to reinforce the policy and arrange pick-up time for the device during school hours by parent/ guardian only. Thereafter a mandatory parent-meeting with the principal (or designee) and the students' personal electronic device(s) will be held by the main office every day for the rest of the school year.

Progressive Discipline

<u>Progressive Discipline Chart</u>	
Level 1 Infraction Range: B1 – B12	<u>1st Offense:</u> Phone Call to Parent/Guardian & Dean Conference with Student. <u>2nd Offense</u> of any Level 1 Infractions: Phone Call to Parent/Guardian/Dean Conference with Student/1-2 Day Lunch Detention <u>3rd Offense</u> of Any Level 1 Infractions: Phone Call to Parent/Guardian/Dean Conference with Student/3-4 Day Lunch Detention
Level 2 Infraction Range: B13 – B20	<u>1st Offense</u> of any Level 2 Infractions: Phone Call to Parent/Guardian/Dean Conference with Student/1-2 Day Lunch Detention <u>2nd Offense</u> of any Level 2 Infractions: Phone Call to Parent/Guardian/Dean Conference with Student/3-4 Day Lunch Detention <u>3rd Offense</u> of any Level 2 Infractions: Phone Call to Parent/Guardian/Dean Conference with Student/1-2 Day After-School Detention
Level 3 Infraction Range: B21 – B32	<u>1st Offense</u> of any Level 3 Infractions: Phone Call to Parent/Guardian/Dean Conference with Student/1-4 Day After-School Detention <u>2nd Offense</u> of any level 3 Infractions: Phone Call to Parent or Guardian/Dean Conference with Student/1-4 Day Classroom Removal <u>3rd Offense</u> of any Level 3 Infractions: Phone Call to Parent/Guardian/Dean Conference with Student/Principal Suspension 1-5 Days (AP Approval)
Level 4 Infraction Range: B33 – B49	<u>All Level 4 Infractions must be directly reported to AP Getreu</u> <u>1st Offense</u> Can result in a 1-5 Day Principal Suspension <u>2nd Offense</u> 1-5 Day Principal Suspension/ Superintendent Suspension <u>3rd Offense</u> of any Level 4 Infractions: Superintendent Suspension with Office of Suspension Approval
Level 5 Infraction Range: B50 – B62	<u>All Level 5 Infractions must be directly reported to AP Getreu</u> <u>**Automatic Superintendent Suspension**</u> Suspension can range from 6 days – 1 year suspension Depending on the nature of the incident.

SEL In House Program & Detention

SEL In House Program

There are three ultimate goals of any in-school suspension program:

- Solve root problems
- Encourage positive behavior
- Discourage repeat offenders

The program also provides:

- Academic support
- Time to work on assignments
- Behavioral resources to keep students engaged.

Policy

1. The SEL In-House Program at John Dewey High School will be utilized for students who fail to attend after-school detention three sessions in a row. The duration of the program will be two (2) days.
2. Students will be expected to complete two (2) full days of SEL In House program in order to be released to their regularly scheduled program created at the beginning of the year.
3. The SEL Program will provide students with full instruction on all core subjects including Math, English, Science and Social Studies as well as health, social-emotional learning and/or a potential elective period.
4. The SEL In-House program is designed to provide instruction and social-emotional learning to help all students succeed at the highest level possible.
5. All deans must inform students of the rules/regulations for missing detention three (3) times in a row. Rules and regulations will be posted in the dean's office for visual student understanding.
6. Upon completion of the SEL In-House Program, the student will be given a Behavior-Intervention Plan form as a follow up. This will ensure and provide information/data if the student is attending their classes after the incident.

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THE NEW YORK CITY DEPARTMENT OF EDUCATION

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www.johndeweyhighschool.org
@JohnDeweyBK

Heather Adelle, Principal



SEL - In House Program

1. Policy

1. The SEL In-House Program at John Dewey High School will be utilized for students who fail to attend after-school detention three sessions in a row, recidivism for minor infractions. The duration of the program will be a minimum of two (2) days.
2. Students will be expected to complete a minimum of two (2) full days of SEL In House program in order to be released to their regularly scheduled program created at the beginning of the year.
3. The SEL Program will provide students with full instruction in all core subjects including math, English, sciences and social studies as well as health, social-emotional learning and/or a potential elective period. The SEL In-House program is designed to provide instruction and social-emotional support to help all students succeed at the highest level possible.
4. All deans must inform students of the rules/regulations for missing detention three (3) times in a row. Rules and regulations will be posted in the dean's office for visual student understanding.
5. Upon completion of the SEL In-House Program, the student will be given a Behavior-Intervention Plan form as a follow up with the recidivism reflection program. This will ensure and provide information/data if the student is attending their classes after the incident.

2. Duration – minimum of two days, from period 3 - period 8 each day with 1 lunch period

3. Purpose - the purpose of the SEL In-House program is to provide continued instruction to students while supporting their social/emotional needs. Support for these needs are found in SEL activities such as "Circles," one-on-one conversations, group talk, written reflections, self-contracts, and BIP forms.

4. Expectations -

1. Instructors will:

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www.johndeweyhighschool.org
[@JohnDeweyBK](https://twitter.com/JohnDeweyBK)

Heather Adelle, Principal

- i. Be supported by the SEL team for activities and mentoring
- ii. Instructors will be provided with subject based lessons to support literacy and numeracy on their designated coverage period.

2. Counselors -

- i. Will be informed of their student (s) in the program
- ii. Articulation with dean for context
- iii. Re Entry conference to develop behavior plan

3. SEL Supports -

- i. Restorative Justice
- ii. TCIS/De-escalation
- iii. SAPIS Support
- iv. Mindfulness

4. Students

- i. Arrive on time
- ii. Engage in the learning
- iii. Be respectful, all parties are here to help
- iv. Commit to the process of betterment of self (this can be proven through reflection, written reflection, BIP forms, weekly check-ins,

5. School Aides

- i. School Aide support
- ii. Daily check in
- iii. Provide lunch
- iv. Bathroom breaks
- v. Overall needs of students

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Heather Adelle, Principal

Detention

1. Deans expectations (pre-detention)
 - a. Responsible for:
 - i. Handing out detention slips
 - ii. Contact parents
 - iii. Filing information in folders
 - iv. Inform Vanessa of student, infraction, and date detention will be served.
 - v. Community Coordinators will send out email to respective teachers informing them that a student of theirs is serving after-school detention due to cutting. Information must be sent 24 hours prior to serving.
2. Teacher expectations (pre/post detention)
 - a. Teachers will receive an email that a student in their class will attend detention at the end of the day.
 - b. Within the email, there will be a link that teachers can enter the work for the day so that the student can complete any missing work.
 - c. Teachers should expect the work completed the following day.
3. Student expectations (during detention)
 - a. After school Detention is from 3:00pm - 4:30pm in Room 149
 - b. Be on time (If you are more than 15 minutes late, you will be sent home and your attendance will not be counted)
 - c. Use the bathroom BEFORE coming to detention; once you enter you may not leave until dismissal
 - d. Cell phones will be collected upon entry
 - e. Work will be provided by the teacher of each class that you cut
 - f. Completed work will be collected at the end of the detention time

Smoking in School

It is against the fire laws of this city for anyone to smoke in any part of the school building. Smoking tobacco products, including vapes and e-cigarettes, is prohibited on school grounds at all times. Cigarettes are prohibited items and must not be brought to school. Students found in possession of cigarettes, lighters, matches, vapes, e-cigarettes are also subject to disciplinary action. Tobacco products will be confiscated and discarded.

A copy of the Citywide Standards of Discipline and Intervention Measures can be found on the DOE website at the following link:

[Discipline Code](#)

Respect for All

John Dewey High school is committed to maintaining a safe and supportive learning environment which is free from harassment, intimidation and/or bullying and from discrimination based on actual or perceived race, color, citizenship/immigration status, religion, creed, national origin, disability, ethnicity, gender, gender identity, gender expression, sexual orientation, or weight. Each student and staff member brings to the New York City public school community the richness of our City's cultural diversity and the desire for respect.

What is Bullying?

Bullying behavior is very different from conflict. It is behavior that is **intended to cause some kind of harm**. The person doing the bullying purposely says or does something to hurt the target of his/her behavior.

There is always an **imbalance of power** (physical or social) or strength between the person doing the bullying and the target of the behavior. The person doing the bullying may be physically bigger or stronger or may be older or have greater social status or social power than the person being targeted.

- An older student verbally abuses younger students on the bus and does not let them sit where they want to
- A bigger child threatens a smaller child for his lunch
- A very popular teenager intimidates others to do his/her bidding

It is **aggressive behavior** by one individual (or group) that is **directed at a particular person** (or group). The aggressive behavior is **unwanted and negative**. It is deliberate and unprovoked. The targeted person is harmed by what is purposely being said or done. There is only one person feeling emotional upset—the person who is the target of the bullying. The person who engages in bullying behavior derives some sense of satisfaction from his/her behavior and does not feel sorrow or regret about the harmful effects of her/his behavior.

- A student intentionally bumps into a classmate whenever they pass in the hallway and encourages other students to laugh
- An athlete taunts another student about his sexual orientation in the locker room

- Classmates make fun of a student's clothes or a mock student's accent or taunt him/her about his / her grades

Although bullying can occur in a single incident, it is usually **a pattern of behavior repeated over time** and can take many forms –physical, verbal or social.

- A group of students regularly call another student names and hold her/him up for ridicule in front of others
- A student repeatedly uses social media to embarrass and harass a classmate
- A student gets others to go along with excluding a particular girl/boy from participating in activities in which she would otherwise be included.

What help is available for students who have been the targets of bullying?

School counselors are available to provide counseling services or referrals.

If you believe you have been the target of bullying or intimidating behavior, harassment or discrimination by another student, please report your concerns immediately to your school's Respect For All Liaison Ms. Biada located in room 163 or to **any other staff member**.

If you have knowledge of such behavior happening to another student, please report the incident immediately to your school's Respect For All Liaison or to any other staff member.

A student may make a report of bullying, intimidation, discrimination or harassment by another student in writing or orally to the school staff members listed on your school's **Respect for All** posters which are displayed throughout your school **or to any school staff member**.

Respect for All



Bullying or harassment of any kind is NEVER acceptable!

All schools should be safe and supportive learning environments free from bullying, intimidation, harassment, sexual harassment, and discrimination.

Bullying is harmful and aggressive behavior that is unwanted. It can be one or many incidents and can look different each time.

Our school's Respect for All (RFA) Liaison is:

Ms. Biada

They can be found in Room # 163

If you or a classmate is bullied or harassed, you should report the incident immediately to your RFA Liaison or a caring adult.

Students who engage in prohibited behavior are subject to appropriate intervention and disciplinary action consistent with the Citywide Behavioral Expectations to Support Student Learning (Discipline Code) and Chancellor's Regulation A-443.

schools.nyc.gov/RespectForAll

Other ways to report bullying or get support:

- Submit a complaint online at nycenet.edu/BullyingReporting or scan the QR code below



- Call the Anti-Hate Hotline at **718-935-2889**
- Call the P311 Bullying Support Line at **718-935-2288**
- Email RespectForAll@schools.nyc.gov

Want to talk to someone outside of school?

- Call or text **988** anytime for mental health support.

[f](https://www.facebook.com/nycschools) [i](https://www.instagram.com/nycschools) [t](https://www.tiktok.com/nycschools) [y](https://www.youtube.com/nycschools) [in](https://www.linkedin.com/company/nycschools) /nycschools

Respect for All - Frequently Asked Questions Cyberbullying

**PAUSE BEFORE
YOU POST!**

**"I WISH I COULD TAKE
THAT BACK!"**

Once you post something on the Internet, you can't later say,
"nevermind"

It could really hurt someone, including you. Take a few extra moments and think before you click.

Online **DOs** and **DON'Ts**

DO

BLOCK

DON'T

FORWARD

DO

RESTRAIN

DON'T

RETALIATE

At our school students know that if there ever is any drama that carries over to the online world, our teachers and principal have our back. We can go right to them if need be. When we do, I don't know how they do it exactly, but they make sure they always put an end to it. This makes for a more positive online experience for all of us.

Kevin Torres,
Hudson High School



DO save bullying messages.

DO give them to the school when you report the incident.

DON'T email them.

DO

DE-FRIEND

DON'T

DEFEND

DO

REPORT

DON'T

RESPOND

**Did
You
Know?**

Bullying based on race, sex, gender, religion, disability, age, sexual orientation, or weight is called discrimination...

Students who violate NYCDOE rules may be punished.



Taken from NYC DOE website

Students Have a Right To

1. Attend school and receive a free public school education from kindergarten until age 21 or receipt of a high school diploma, whichever comes first, as provided by law; students who have been determined to be of limited English proficiency are entitled to bilingual education or English as a second language program as provided by law; students with disabilities who have been determined to be in need of special education are entitled to free, appropriate education from age 3 until age 21, as provided by law
2. Be in a safe and supportive learning environment, free from discrimination, harassment and bigotry
3. Receive courtesy and respect from others regardless of age, race, creed, color, gender, religion, national origin, sexual orientation, disability, marital status and political beliefs
4. Receive a written copy of the school's policies and procedures, including the discipline code and the New York City Board of Education Bill of Student Rights and responsibilities, early in the school year or upon admission to the school during the school year
5. Be informed about diploma requirements, including courses and examinations and information on assistance to meet those requirements
6. Be informed about required health, cognitive and language screening and examinations
7. Be informed concerning courses and programs that are available in the school and the opportunity to have input in the selection for elective courses
8. Receive professional instruction
9. Know the grading criteria for each subject area and/or course offered by the school and to receive grades for school work completed based on established criteria
10. Be informed of educational progress and receive periodic evaluations both informally and through formal progress reports

11. Be notified in a timely manner of the possibility of being held over in the grade or of failing the course
12. Be notified of the right of appeal regarding holdover or failing grades
13. Access to review their education records upon request, if in high school. The right to review records is always afforded the parent/guardian and eligible student
14. Confidentiality in the handling of student records maintained by the school and by the school system
15. Receive guidance, counseling and advisement for personal, social, educational, career and vocational development

Reassessment Afterschool Program

Reassessment Afterschool Program

“In real life there are no second chances...”
Or are there?

EXAMPLES

Driver exams, teacher licensing exams,
medical board exams, and bar exams

The idea behind the reassessment policy is to encourage students to play an active role in their intellectual growth, and to uphold the school's principle of life-long learning. The policy will be designed not just for struggling students but for any student wishing to improve a grade.

KEY Components

In order to reassess, students must:

Show a willingness to improve by demonstrating adequate preparation, personal responsibility, and reflection.

Be in communication with teacher for plan and time frame

Attend the assessment program with fidelity

Accept all feedback and demonstrate reflection of feedback in work product.

DOE Emergency Procedures and Policies

In addition to the JDHS policies and procedures, all staff members are trained in the DOE's Emergency Response procedures. Please click the link below for more information:

[Emergency Readiness](#)

Missing Student Protocols

In the event of a missing student, all DOE employees must adhere to the following Missing Student Protocol.

[**Missing Student Protocol and Responding to Door Alarms**](#)

GRP Summary Sheet for Teachers and Students

The General Response Protocol (GRP) has been designed (in collaboration with the “i love U guys” Foundation) to provide all schools with the direction they will take when an emergency incident occurs. At its core is the use of **common language** to identify the initial measures all school communities will take **until first responders arrive**. In every incident, school administrators will need to assess the unique circumstances that will affect how the GRP is implemented.

Each protocol has specific staff and student actions that are unique to each response. In the event that a student or staff member identifies the initial threat, calling 911 and administration is required.



Lockdown (Soft/Hard) – *Soft Lockdown* implies that there is no identified imminent danger to the sweep teams. Administrative teams, Building Response Teams, and School Safety Agents will mobilize to the designated command post for further direction. ***Hard Lockdown*** implies that imminent danger is known and NO ONE will engage in any building sweep activity. All individuals, including School Safety Agents will take appropriate lockdown action and await the arrival of first responders.

“Attention: We are now in Soft/Hard Lockdown. Take proper action.”

(Repeated twice over the PA system.)

Students are trained to:

1. Move out of sight and maintain silence.

Teachers are trained to:

1. Check the hallway outside of their classrooms for students, lock classroom doors, and turn the lights off.
2. Move away from sight and maintain silence.
3. Wait for First Responders to open door, or until hearing the “All Clear” message: **“The Lockdown has been lifted”**, followed by specific directions.
4. Take attendance and account for missing students by contacting the main office.



Evacuate – The fire alarm system is the initial alert for staff and students to initiate an evacuation. However, there may be times when the PA system and specific directions will serve as the alert initiating an evacuation. Announcements will begin with “Attention”, followed by specific directions. (Repeated twice over the PA system.)

Students are trained to:

1. Leave belongings behind and form a single file line. In cold weather, students should be reminded to take their coats when leaving the classroom. **Students in physical education attire WILL NOT return to the locker room.** Students without proper outdoor attire will be secured in a warm location as immediately as possible.

Teachers are trained to:

1. Grab evacuation folder (with attendance sheet and Assembly Cards).
2. Lead students to evacuation location as identified on Fire Drill Posters. **ALWAYS LISTEN FOR ADDITIONAL DIRECTIONS.**
3. Take attendance and account for students.
4. Report injuries, problems, or missing students to school staff and first responders using Assembly Cards.



Shelter-In – “Attention. This is a Shelter-In. Secure all exit doors.” (Repeated twice over the PA system.)

Students are trained to:

1. Remain inside of the building.
2. Conduct business as usual.
3. Respond to specific staff directions.

Teachers are trained to:

1. Increase situational awareness.
2. Conduct business as usual.
3. The Shelter-In directive will remain in effect until hearing the “All Clear” message: **“The Shelter-In has been lifted”**, followed by specific directions.

BRT members, floor wardens, and Shelter-In staff will secure all exits and report to specific post assignments.



HOLD:

No movement throughout the building. Everyone must remain where they are until hearing the "All Clear."

Hold is initiated when there is a condition inside the school building, and the immediate need to address the condition **requires staff, students, and visitors to remain in place and conduct business as usual until the "All Clear" is announced.**

Hold might be initiated to manage an incident in the building that **does not** place the school community in danger, or whenever directed by First Responders

Hold does not replace a soft or hard lockdown.

The Building Response Team and School Safety Agents will sweep the building. Anyone found in the restrooms, hallways, stairwells, or the lobby will be taken to a designated area until the "All Clear" announcement is made.

Announcements must be made to remind everyone to disregard any "end of class" signals. No one may enter or leave their room or office until the announcement is made indicating that the "All Clear" has been issued and the building can return to regular operation.

During a Hold, anyone entering the school must be informed of the Hold. If students are returning from lunch, they must be escorted to a designated area where they can remain, with proper supervision, until the "All Clear" announcement is made.

Public Address:

The public address announcement for Hold is, **"Attention, This is a Hold. All staff, students, and visitors are to remain where they are until they hear the All Clear."** This is repeated twice each time the announcement is made.

When Hold is used, additional announcements must be made to:

- provide information to staff,
- remind everyone to disregard the bell signaling the end of the class, and
- remind teachers/staff that they may continue with instruction/business, but may not let students/staff in or out of the room.

Actions: Upon hearing the Hold announcement:

Staff must:

- Lock the door.
- Hold in their current location.
- Contact the main office to report any students who were out of the class when the Hold was announced.

Students/staff must:

- Remain where they are until the "All Clear" announcement is made.
- Ignore any bells that usually signal the end of the class.
- Remember that there is no use of the classroom pass and everyone must remain in place until the Hold is lifted.

Child Abuse

Chancellor's Regulation A-750 addresses all matters of child abuse, neglect. If you suspect any abuse of a student, please act accordingly and notify your supervisor immediately. Remember we are all MANDATED REPORTERS.

How to Report Child Abuse and Neglect

Step 1: Oral Report

- As soon as you suspect child abuse or neglect, immediately call the State Central Register (SCR) Mandated Reporter Hotline at 1-800-635-1522, or 311. The SCR is open 24 hours-a-day, 7 days-a-week.

If a child is in immediate danger, call 911.

- Provide as much information as possible to the protective specialist at the SCR. If available, give information to help identify and locate the child or parents in question.

Step 2: Written Report

- A signed written report must be filed with the local Child Protective Services (CPS) within 48 hours of an oral report.
- To obtain a copy of the mandated reporter form, contact your local CPS office or visit the New York State Office of Children and Family Services (OCFS) at www.ocfs.state.ny.us and go to the "Forms" and "LDSS-2221A" links.
- Submit the written mandated reporter form to the local Administration for Children's Services field office in the borough where the child resides. You may request the address from the child protective specialist at the time you make the oral report to the SCR.

If you are a mandated reporter and there is reasonable cause to suspect child abuse or neglect, report the case immediately.

Call 1-800-635-1522 or 311



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Sports & Clubs

Athletics

Students are encouraged to take advantage of after school sports. Students must have their PSAL paperwork on file for EACH YEAR they participate. Participation in sports is a privilege and any student-athlete not following the team contract may no longer be allowed to participate.

PSAL Eligibility Requirements

- All student athletes must have a valid medical and parent consent form on file. Medical forms are to be filled out by a doctor and are valid for 1 year of date of issuance. These forms can be obtained from our Athletic Director in the gym area.
- In order to gain and/ or maintain eligibility to be a student-athlete each student must pass five credit bearing courses + physical education in the most recent marking period with the exception of:
 - Incoming 9th grade student-athletes are eligible to compete in PSAL activities immediately upon entry into high school. The second report card is the first report card to determine continued eligibility for 9th grade students.
 - A senior programmed for 4 or 5 classes who fails one, in his/her senior year, will be eligible for PSAL so long as the failed class is not required for graduation.
- At the end of each marking period a student must receive 90% attendance in order to be considered for athletic eligibility.
- There is a minimum, cumulative GPA requirement of “65” for all report cards issued.
- A student must be present in school and must attend all assigned classes in order to participate in any team practice, scrimmage, league or non-league game, meet, contest or try-out on that day. Exceptions to this rule may be granted by the school Athletic Director, on a case by case basis.

For More Information:

Eligibility

Physical Education Policy

Physical Education - is an important aspect of school life. As you develop your mental abilities in academic classes, you develop your physical self in physical education classes. Students must take physical education every semester except the one in which they take health education. Students must pass 7 semesters of physical education and 1 semester of health education in order to graduate.

Our school's physical education policies are:

1. If you are unprepared for physical education, you will not be allowed to participate in class activities. This lack of participation will affect your final grade. If you feel ill, you may be excused from participation.
2. An absence note must be presented on the day following each and every absence. Any absence, lateness, or unpreparedness will limit the extent of your participation in class.
3. Class assignments must be handed in on the date announced.

Appropriate attire in physical education is necessary for ensuring safety. Clothing with buckles, zippers, and rivets is dangerous. Hygiene is another concern. Sanitary conditions must be kept in all areas where there are mats, benches and other equipment students may be sitting or lying on.

Acceptable Clothes:

Sweatpants T-shirt short sleeved T-shirt long sleeved Shorts (elastic waist)

Leggings Sweatshirts Regular sneakers (no platform sneakers)

Unacceptable Clothes

Crop tops Cut off shorts Crocs

Denim shorts Tank tops Pants that come underneath the sneakers

Students are responsible for their own property.

Dressing inappropriately or not dressing for physical education class will result in an unprepared for the day. Students must leave their book bags, etc. in secured lockers.

PSAL TEAMS

- Boys Lacrosse
- Girls Lacrosse
- Boys Basketball
- Girls Basketball
- CoEd Wrestling
- Girls JV Volleyball
- Girls Varsity Volleyball
- Boys Varsity Volleyball
- Boys Soccer
- Girls Soccer
- Girls Outdoor Track
- Boys Outdoor Track
- Boys Badminton
- Girls Badminton
- CoEd Double Dutch
- Boys Tennis
- Girls Tennis
- Boys Table Tennis
- Girls Table Tennis
- Girls Softball

Clubs

To start clubs here at John Dewey High School see your Academy Community Worker.

For a complete list of clubs please see the JDHS website:

[JDHS Clubs](#)