

The Antonia Pantoja Preparatory Academy



Staff Handbook 2025-2026

Staff Handbook

2023-2024

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SCHOOL MISSION AND VISION

Our Vision

APPA Graduates possess the confidence and ability needed to make a difference in their community, continuing the work of Antonia Pantoja.

Fundamentally, Antonia Pantoja Preparatory Academy is a school for leadership. Students who graduate APPA are thoughtful, literate young men and women with a plan for the next steps in their lives and prepared to make the world a better place.

Mission Statement

Leadership, Excellence, Achievement, Productivity: LEAP

Instructional Focus

If we continue to implement APPA Way strategies while deepening our understanding of the science of learning, then we will develop individual and department level shifts instructional strategies that support students in completing complex, high-quality work responsive to feedback.

Core Values

Citizenship

We believe that students should respect and value the world's cultures, committing to service and care for their community and families.

Scholarship

We will engage students in academic excellence, as they prepare for successful college and career achievement, developing strong leadership skills.

Integrity

We will nurture students to become accountable, while inculcating the values of ethical and moral conduct.

BELL SCHEDULE

| Period | Begins | Ends |
|--------|--------|------|
|--------|--------|------|

| | | |
|-----------|-----------|-----------|
| 1 | 8:30 a.m | 9:15 a.m |
| 2 | 9:18 a.m | 10:03 a.m |
| 3 | 10:06 a.m | 10:51 a.m |
| 4 | 10:54 a.m | 11:39 a.m |
| 5 | 11:42 a.m | 12:27 p.m |
| 6 (Lunch) | 12:30 p.m | 1:15 p.m |
| 7 | 1:18 p.m | 2:03 p.m |
| 8 | 2:05 p.m | 2:50 p.m |



Staff Schedule

| Day | Hours | STAFF DUTY |
|---------------------|-------------------|---|
| Monday | 7:50 - 3:50 pm | <ul style="list-style-type: none">• Whole School PD after student dismissal |
| Tuesday | 7:50- 2:50 | <ul style="list-style-type: none">• ICT Co-Planning Time 7:50 - 8:30 |
| Wednesday Friday | 8:30 am - 2:50 pm | Common Planning Time during C6: <ul style="list-style-type: none">• Weekly Grade Team Meeting• Tuesday Department Team Meeting• Flex Time for CO-Planning |

Calendars

To help streamline information, avoid confusion, and support long-term planning, the APPA Master Calendar will serve as the clearinghouse for all dates. The assessment and DOE calendars serve as simplified versions of aspects of the master.

- [APPA Master Calendar](#)
- [2025-2026 NYC DOE Calendar](#)
- [APPA Assessment Calendar](#)

INSTRUCTIONAL EXPECTATIONS

During the past three Academic Years, the Instructional Leadership Team worked in conjunction with the larger faculty to begin to define the [“APPA Way” of teaching and learning](#). This small set of common instructional strategies aligns with the science of learning and provides a common experience for students in each classroom:

- Strategy 1: The Brain Dump
- Strategy 2: Power Ticket
- Strategy 3: Specialized Instruction in ICT
- Strategy 4: Metacognitive Routines

In developing the common protocols, the ILT relied on a theoretical framework rooted in [Rosenshine’s Principles of Instruction](#), the [Danielson Framework](#), and the concept of [productive struggle](#).

Last year, the ILT supported faculty members in incorporating new strategies into their practice using the [WALKTHRU](#) Resource. This year, the faculty will continue to build upon this work. With the support of the ILT, each faculty member will work to define common strategies at their department and individual level that embodies their approach to the science of learning.

Staff should further plan their lessons around these common classroom features:

1. **Success Starter:** Classes should traditionally begin with an independent warm-up activity posted for students to complete (i.e. Brain Dump or other question).
2. **Learning Target:** The day’s objective should be posted in a permanent place for students to reference throughout the period.
3. **Closure:** Lessons should end with a closing activity (such as an exit ticket or Brain Dump) that allows students to consolidate their understanding of the day’s Learning target.

Classroom Environment

The expectation is an engaging classroom environment, which clearly exhibits the learning process, and demonstrates a shared sense of ownership by both the teacher and students.

Teachers will incorporate the following guidelines throughout the school year:

1. A clearly posted learning target that defines what students should know and/or be able to do at the end of the lesson.

2. Displays of recently completed student work that conveys a sense of co-ownership of the classroom.
3. Established routine use of the SMARTPass System
4. Appropriate visual aids to support the content of the class, such as word walls, accountable talk steps, infographics, and other visual aides.

Curriculum

All core courses are based on a programmatic curriculum purchased from a national source, such as HMH Into Literature, Core Knowledge, Illustrative Mathematics, Passport, and Amplify. From these, each course has a scope and sequence for the year found in the [APPA Curriculum Drive](#). Through these scope and sequence documents, APPA faculty have unpacked the national curricula and sequenced it to reflect APPA student needs, the rhythm of the school year, and culturally relevant material.

Lesson Plans

Planning is an essential component of teaching. It is expected that all faculty members are planned for each lesson and can provide a written lesson plan if asked.

Lesson plans should embody the values of our learning community. The instructional leadership team will support the faculty in developing a new lesson plan template that helps bring efficient clarity to the planning process. Lessons should embody the [APPA Way](#) as much as possible.

In the event of an expected absence, teachers must leave lesson plans with Ms. Posimato to share with the substitute or teacher covering the class.

In addition, teachers must submit one “more generic” lesson plan to be used in the case of an emergency. If employed, teachers should replace the plan with a new one should there be a second need later in the year.

These substitute plans should be printed and given to Ms. Posimato by September 15th.

SPECIAL EDUCATION SERVICES

Special education services are provided to students who need the support in their development (Students with Disabilities). These services are recommended after comprehensive testing, observation, and analysis by the trained and competent professionals. The School Intervention Team reviews student data (qualitative and quantitative), to determine recommendations and referrals for special education services. All initial referrals must be deliberated by the Intervention Team. If a staff member thinks that a student should receive intervention, he or she MUST inform the School Intervention Team, and provide the details of all interventions and supports provided to the student. Discussions with the parent is the responsibility of the SIT.

Students' IEPs contain and detail critical information and data on their academic, social, behavioral, health, and management needs. IEPs are a legal document. It is a requirement that teachers read and be knowledgeable of your students' IEPs, and provide the modifications detailed in it. IEPs can be accessed via SESIS online, using your DOE outlook login credentials.

Integrated Co-Teaching

Integrated Co-Teaching (ICT) is the primary delivery model of special education at APPA. Co-teachers bring different strengths and areas of expertise to their partnership. While the general educator is the content specialist, the special educator brings an awareness of specialized instruction necessary for skill growth.

Regardless of position, ICT pairs are considered full-partners in the classroom with equal responsibility for the class's success. Co-teachers are co-planners, co-assessors, co-graders, and co-instructors. The class should be seen as Mr. ___ and Ms. ___ class, not Mr. ___ with Ms. ___ pushing in.

The primary goal of the special education teacher in ICT settings is to provide specialized instruction to students needing support and realize IEP goals. This concept is enshrined in strategy #3 of the [APPA Way](#). Co-teachers should consider the [six models of co-teaching](#) so as to best structure the classroom for a given lesson to support the delivery of impactful specialized instruction.

Paraprofessionals

Paraprofessionals are important in the pedagogical development of the students. Professional conduct, and activities designed to support student learning are expected at all times. It is the responsibility of the classroom teachers to guide and support paraprofessionals with clear expectations for daily classroom activities.

Paraprofessional responsibilities include the following:

- One-on-one or small group instruction as outlined by the teacher
- Reinforcement of behavior through the use of positive behavior supports
- Guiding and assisting students in small group instruction settings with class routines and transitioning from one activity to the next
- Teaching students, under the direction of teacher
- Collecting data documenting student behavior for instructional purposes
- Writing separate anecdotal information concerning a student's behavior while they are receiving 1:1 related services.

GRADING POLICY

Students will receive a letter grade at the end of each marking period representing progress towards the learning goals of the course. The marking period grade must be representative of the percentages below. Students may not receive a grade lower than 60 in any marking period. Numerical averages below 60 must be rounded up.

| SCALE | RANGE | DESCRIPTION |
|-------|--------|---|
| A | 90-100 | The student has exceeded the standard for the content in this area and can demonstrate understanding and application. |
| B | 80-89 | The student has met the standard for understanding basic content, vocabulary, and skills including foundational knowledge and concepts that are explicitly taught in class. |
| C | 70-79 | The student is approaching meeting the standard for understanding basic content, vocabulary, and skills including emerging foundational knowledge and concepts that are explicitly taught in class. |
| D | 65-69 | The student is developing skills to meet the standard. Has partial understanding of basic content, vocabulary, and limited skills in obtaining knowledge and concepts explicitly taught in class. Will require more direct teacher support. |
| F | 60-64 | The student has a limited or lack of understanding of content explicitly taught in class and is unable to provide adequate evidence of content based understanding or application. |

APPA is on a semester schedule, such that final grades are awarded for courses in January and June. Each semester is made up of two marking periods. Final grades represent the average of both marking periods. Teachers have the discretion of adjusting this average upwards should they feel the final grade does not adequately represent the student's ultimate mastery of the material.

Grades are based primarily on how well students demonstrate understanding of the subject matter, concepts, content, and skills addressed in a course or subject. Even in courses like physical education (PE), science labs, or electives, students must be graded based primarily on how well they have learned the concepts and subjects being taught.

All marking periods end in a quarterly assessment, which should represent all content taught thus-far in the course. Quarterly assessments should align grade level standards and will align to Regent's and state-testing format in many courses. Teachers will submit quarterly assessments before administering them as per the [assessment calendar](#). Students need not take a quarterly assessment if sitting for a Regent that quarter.

| Category | Examples of Assignments | Weight |
|----------------------|---|--------|
| Class Participation | Engagement in class discussion, turn and talks, Success Starters, Independent Reading | 15% |
| Quarterly Assessment | End of Marking Period Assessment (not given in Regents-ending quarters) | 15% |
| Assessments | Tests, Papers, Projects, Quizzes, Labs, Socratic Seminar (40% when in a Regents-ending quarter) | 25% |
| Classwork | Exit Tickets, Problem Sets, Independent Practice, Brain Dumps (for participation), Group Work | 30% |
| Homework | At-Home Independent Practice Graded for Completion, not mastery | 15% |

Students may not fail a class because of attendance or disciplinary issues. They may fail a class because their lack of attendance precluded them from making appropriate progress towards realizing the learning goals of the class, as represented by limited classwork, participation, and poor assessment results.

In some classes, there is limited distinction between classwork and homework. Teachers have the discretion to combine these two categories should they wish. However, this may only be done if significant class time is devoted to the independent student work through the workshop model.

Frequency of Assignments

Because feedback is so essential to the learning process, students should turn in and receive grades on assignments at least once per week, but preferably twice. These grades should be entered weekly into the digital gradebook. Marking Period Grades must consist of at least two assessments beyond the quarterly assessment and fifteen classwork and/or homework tasks.

Marking Period Dates

| Term 1 | | | | |
|----------------|------------------------------|---|-----------------------------|---------------|
| Marking Period | Dates | Quarterly Assessment Due to Admin | Quarterly Assessment Window | MP Grades due |
| MP 1 | September 4th - November 7th | October 31st (<i>exam-based</i>) | November 5th, 6th, 7th | November 14th |
| MP 2 | November 10th - January 16th | January 9th (<i>project-based</i>) | January 14th, 15th, 16th | January 23rd |

| Term 2 | | | | |
|----------------|--------------------------|--|-----------------------------|---------------------------------------|
| Marking Period | Dates | Quarterly Assessment Due to Admin | Quarterly Assessment Window | MP Grades due |
| MP 3 | January 20th - April 1st | March 23rd (<i>exam-based</i>) | March 30, 31, & April 1 | April 17th |
| MP 4 | April 13th - June 26th | June 5th (<i>for non-Regents ending classes only</i>) | June 11th, 12th, 15th | June 17th (seniors) June 23 (6-11) |

PROMOTIONAL POLICY: 8TH & 12TH GRADE

Students that are currently enrolled in the 8th grade MUST pass all core subjects with a minimum of a 65% or as per the respective student's IEP or ENL status. Students who do not meet this requirement may go to summer school to achieve mastery and gain promotion.

TEACHER RESPONSIBILITIES

Teacher evaluation will be conducted in a manner consistent with DOE's [ADVANCE](#) system and based on the Danielson Framework for Teaching.

Classroom observations and intervisitations will not be limited to administrators' evaluative visits. Peers, coaches, and administrators will all visit classrooms regularly throughout the year to support the collective professional growth of the faculty.

Professional Conduct

It is expected that all staff will conduct themselves in a manner that befits the profession. Our conduct and level of professional decorum will determine the respect that our students accord us.

- All staff should clock in at the main office at or before the beginning of their contractual day.
- There is limited but growing research that teacher attire contributes to the student perception of the learning environment of the class. To that end, teachers should consider how their professional dress supports the overall atmosphere of the instructional space and student performance.
- All staff, at all times, are expected to conduct themselves professionally and may not use profanity, name-calling, loud abusive tones or aggressive physical behavior.
- Staff members must consider that their online persona and social media presence is a representation of their school self. Nothing may be posted that betrays our school values, offends, insults, or otherwise interferes in a harmful way with the ability to make meaningful in-school relationships with students.
- As per Chancellor's regulations, staff members are not permitted to have a student as an online "friend" on Facebook or any other social media app.

- Staff members may only communicate with students through approved DOE methods, such as school email. Under no circumstances may a staff member send text or other private electronic messages to students.
- Outside of dismissal, staff members may only enter and leave the building through the main entrance. They must gain approval from administration for all expected absences and time out of school during contractual hours.
- Cell phones may not be used for private use during instructional periods.

Parent Communication

It is important that teachers are in contact with parents. The 40 minute contractual parent engagement time is built into contractual teacher work-day . Parent engagement is not limited to this time.

It is expected that parent contact be made as soon as possible when patterns of concern arise – especially if a student is frequently late to class, non-participatory, or in danger of failing a marking period. Individual teachers must reach out to families where the student is in danger of failing.

Grade teams may identify point-members as the primary contact for a specific family. However, this may not replace the need for contact from the teacher of a failing course.

Records of parent contact should be logged with the [parent outreach form](#). If at any point, teachers complete a discipline referral form for a student, that teacher is responsible for contacting the home of the student before a disciplinary measure can be administered.

Hallway Supervision

Teachers should maintain a presence in the hallway during transition times.

Student Conduct

A safe and orderly environment is essential for effective teaching and learning. To that end, it is necessary to address inappropriate behaviors quickly, effectively, and consistently. The goal of APPAs disciplinary policies is not to punish, but to support students in developing skills of self-regulation, self-management, and good decision making.

To that end, the possible interventions listed below are conditional. Staff members and administration will use the intervention as a guide, but will adjust interventions based on the personal circumstances of the individual student.

School Referral System

Teachers will use the [Discipline Referral Form](#) to report disciplinary issues that rise above teacher-level interventions. In the note, teachers should include both a description of the student's infraction as well as any previous interventions attempted. The classroom teacher must contact the home to inform them of the occurrence & that they will be written up for detention. If contact is not made, after school detention for HS cannot be given. These referrals will be addressed by the dean's office promptly. Teachers will receive notice of the resolution to the referral.

Student Removal From Classrooms

As a learning community, we place the utmost value on preserving student instructional time. Student removal from class should be a rare occurrence. Students may not be removed from class or not permitted to enter class because of latenesses or minor infractions. However, there are rare times when a student poses such a disturbance to the classroom as to make learning impossible. Such examples include:

- Throwing objects in class that can cause injury or harm to others.
- Inappropriate language directed at students or staff that is aggressive in nature.
- Student to student verbal altercation that is aggressive in nature.
- Destruction of classroom property.

In such instances, please notify the main office, who will send a staff member to remove the student and bring him/her to the dean's office.

Restorative Practices

Whenever possible, restorative practices will be used in conjunction – and sometimes in lieu of – traditional consequences. These will include conferences, circles, and on-going mediation and mentoring. In addition, any student returning from a suspension must participate in a re-entry conference with their guardian and the principal or assistant principal before returning to class.

The crisis intervention team will begin meeting regularly to review referral data and develop tiered interventions for students in need of further support.

| Level of Infraction | Examples | Action By | Possible Interventions |
|----------------------|--|---------------|---|
| Unscholarly Behavior | Unprepared for class Food after first period Late for class No books Excessive Talking | Teacher | Student conference Phone Call Home Parent Conference Grade Team Referral RestorativeConference Teacher Detention |
| Level 1 | Cutting class Leaving the classroom without permission Using profanity, vulgar or lewd language, gestures, or behavior Disrespecting Staff Member | Teacher | School Detention Phone Call Home RestorativeConference |
| Level 2 | Repeated Level 1 infractions Cutting Detention Using profanity, vulgar or lewd language, gestures, or behavior <u>Entering or interrupting a class they are not in.</u> | Dean's Office | Long School Detention RestorativeConference |
| Level 3 | Repeated Level 2 Infractions | Dean's Office | In-School Detention |

| | | | |
|-------------|---|-------------------------------|--|
| | Shoving, or pushing or engaging in a minor altercation or similar confrontation behavior towards students or school personnel, or throwing an object, spitting at another person Cheating & Plagiarizing | AP Climate and Culture | Long School Detention RestorativeConference |
| Level 4 & 5 | See DOE Discipline Code | | |

| Specific Infractions | Action By | Possible Interventions |
|------------------------------|-----------|--|
| Missed Detention | Dean | Progress interventions up the ladder. |
| Trespassing | Principal | Principal Suspension |
| Repeated Level 3 Infractions | AP | In-School Suspension until parent conference |

Food

Students are not allowed to eat in class outside of school-sanctioned events (such as a pizza lunch). The one exception to this rule is 1st period, where students will be able to bring up a school breakfast from the cafeteria.

Available Consequence

Whenever possible, restorative practices will be used in conjunction – and sometimes in lieu of – traditional consequences.

The Dean Staff will prioritize immediacy of consequences. As much as possible, consequences will be assigned on the same day as the infraction. For example, if a student interrupts another classroom and is

assigned detention, we will attempt to make parental contact immediately so that detention will be for that same day.

1. Teacher Detention
2. School Detention (2:55 - 3:25)
3. Long School Detention (2:55 - 3:55)
4. Extended Detention (2:55 - 4:25)
5. In-School Suspension (Middle School)
6. Principal's Suspension (Served after school hours in High School)
7. Superintendent Suspension (Off Site Location Pending hearing)

Re-Entry Conferences

Students and a family member must attend a re-entry conference with an administrator and guidance counselor after any suspension. Full details on this procedure can be found in the [May 2020 memo](#).

Hall Pass Policy for Students

The SMART PASS system is used to monitor any student movement outside of the classroom including who has signed out for bathroom breaks, water breaks, nurse's pass, and/or dean/office check in. The SMART PASS application will be loaded onto a kiosk in every classroom where individual students will sign up to pass in the hallway and be either given the green signal for GO or red signal for a place on a queue as they wait in the classroom.

There will be a school wide limit of 8 students allowed to be signed out of their classrooms at any given time. When additional students sign out for a pass, they will be signaled from RED to GREEN as their place in line comes up once other traveling students have signed back into their classrooms.

Students will be given a limited amount of opportunities to sign out for the bathroom/water. No student will be allowed to sign out for water more than three times in a day or sign out for the bathroom more than four times in a day.

When students must leave the classroom, they will no longer need to carry a pass as there will be a monitor by the bathroom and in offices indicating which students are on a GREEN pass and which are still waiting in queues in their classrooms. Unless it is an emergency, only one student should leave the class at a time.

Students that would like APPA passes to the library will only be permitted to do so by admin, deans, or the pedagogue supervising lunch.

Lunch Policy for Students (Middle School)

6th and 7th Grade students will be asked to line up outside of Room 251 to be escorted down to the cafeteria by the YMCA mentors after the 5th period bell. Any students that do not abide by this expectation is liable to be written up for a disciplinary referral.

8th grade students will be escorted by their classroom teacher to the lunchroom at the conclusion of 5th period. They will be released to the custody of the licensed pedagogue who will keep them lined up in the hallway outside of the cafeteria until the cafeteria is cleaned.

If a student has other activities during this time (clubs, extra help, or restorative justice) they should be given a pass ahead of time so that they can leave the lunchroom with their food. Pass booklets will be given to teachers for this purpose only. Only admin and the lunch pedagogue are permitted to write out library passes.

No students should be left unattended or without a pass from the teacher responsible for their students during the lunch period.

Late Policy for Students

Students are expected to be on time for all classes. Teachers are expected to create policies and structures that will encourage punctuality. Please note the following procedures that should be followed:

Students must be allowed to enter class, regardless of lateness. Students should never be sent away from the classroom for the purpose of obtaining a pass. If a student is consistently late, appropriate disciplinary action can be taken. If a student enters the building after 10:00 am their cell phones will be held in the dean's office for a "late today, stay today" conference before being dismissed.

Student Dress Code

APPA is a uniform school for **middle school students**, and this expectation must be consistently enforced. Middle school students are required to wear a black shirt polo shirt and khaki, black or dark colored shorts or pants. During the winter months students may wear the APPA sweatshirt, YMCA sweater, plain black or khaki sweatpants. Students who report to school out of uniform should have their names sent to the dean's office. The dean's office will then follow up appropriately with the parent and with detention with the dean. A pattern of uniform violations will result in an in-person parent conference with the dean or appropriate administrator.

High school students are required to wear articles of clothing that do not exhibit profanity

and/or sexual content.

GENERAL ADMINISTRATIVE MATTERS

Laptop and Computer Lab Policy

Computers that are given to the staff and/or are students belong to NYC DOE. Therefore it is imperative that proper treatment and care must be given consideration.

For laptops/laptop carts:

- Ensure that ALL laptops are accounted for BEFORE and AFTER prior to moving on to another assignment or room location.
- Actively monitor students using the laptops to prevent mistreatment to the hardware and software of the computer
- SECURE the laptops by LOCKING them up either in a closet or cart to prevent theft

For Smart/Promethium Boards:

- Please be sure to turn off the board at the end of the day.

Staff Attendance

Teacher attendance and punctuality are essential to ensure the continuity of educational services. Excessive absence or lateness negatively impacts student progress and could lead to disciplinary action.

Teachers can request up to three personal days per year. These requests must be submitted to the principal for approval, a minimum of 5 days prior to the date. These requests must be submitted in writing using the *Request for Personal Day* form'

Excessive lateness and/or absences on the part of a staff member are justifiable reasons for an ineffective or unsatisfactory rating. Payroll deductions will be made for excessive lateness and absences as stipulated by DOE regulations and collective bargaining.

Timekeeping Procedures

Time Cards

1. Staff members must move their own timecards from the OUT to IN section on arrival, and from the IN to OUT sections at departure.
2. Staff members must punch their timecard when leaving before the end of the official working day.
3. No staff member may move or punch the timecard of another staff member.
4. Staff members should sign their timecard and return it to the payroll secretary on the last working day of each month.

Absence Reporting

Staff members should use the appropriate sick/vacation/personal day form to request an expected full-day or partial-day absence. These should be turned into the principal at least two weeks in advance.

In the event of an unexpected absence, staff members must call the school at 718- 824-3152 Extension 22852 and leave a clear message. Alternatively, staff members may call or text Ms. Posimato directly. All absences must be reported by 7:30 am.

Excessive Absences

Unexpected absences in excess of six days, unless medically certified, will result in disciplinary action.

Substitute Lesson Plans

In the event of an expected absence, teachers must leave lesson plans with Ms. Posimato to share with the substitute or teacher covering the class.

In addition, teachers must submit one “more generic” lesson plan to be used in the case of an emergency. If employed, teachers should replace the plan with a new one should there be a second need later in the year.

These substitute plans should be printed and given to Ms. Posimato by September 15th.

Coverages

If asked to cover a class, teachers must follow the lesson plan provided.

Safety

Visitor Control Procedures

- The School Safety Agent records the date, time, name and destination of all visitors in the Visitor's Log Book.
- The visitor will proceed to the Main Office, Room 285.
- Main Office staff will determine if the visitor is to be allowed further access to the school.
- Staff members are to obtain prior permission from the Principal or the Assistant Principal to receive a school visit from a guest speaker, a representative from an outside agency, or an organization.
- Staff members are to obtain prior permission from the Principal or the Assistant Principal in order to have an unregistered child (e.g. son, daughter, or family friend) spend the day, or part of the day, in the school building. No teacher is to accept an unregistered child in his or her classroom without administrative notice.
- All guests, et al must sign the Visitor's Log Book in the Lobby and Guest Log in the Main Office.
- X376 graduates will not be admitted to the building unannounced. Prior arrangements must be made. See the Principal for approval. School Safety must be informed of the student's name, date, time, and length of visit.
- The Main Office is to be given prior notification of date and time of a parent/visitor appointment.

Fire Drill Procedures

The purpose of fire drills is to prepare all APPA community members to respond appropriately in the event the building must be evacuated.

- All teachers should maintain and keep accessible a Building Response Team (BRT) folder in the event of drills and emergencies.
- When the alarm sounds, students must be directed to line up at the door in an orderly fashion, exit the classroom, and move as a unit to their assigned exit.
- Students must assemble at the designated assembly point.
- Teachers should hold up their red card if a student who was present in their room upstairs is missing or a manilla folder if all are present
- When the BRT gives the all clear to re-enter the building, middle school students will enter first. All students must go through scanning in the 180.
- Teachers should again take attendance upon returning to the classroom.
- Please report any discrepancies to the Principal or Assistant Principal immediately.

Materials Supply and Request

The supply closet will be open and staffed each day from 8:00 to 8:30. Teachers should feel free to make immediate requests during that time. If in stock, teachers will be given the material immediately.

Outside of this time, teachers may complete the supply request form and turn it in to Ms. Vasquez. School staff will have the supplies ready for pick up in the main office as soon as possible.

There is no need to request copy paper. Boxes of copy paper will be kept by each copy machine and restocked regularly.

Student Attendance

Each student is required to meet a minimum of 90% attendance as per the DOE's graduation requirements.

Beginning in 2025-26 academic year, all teachers will take attendance period attendance through the digital Application on Teachhub.

Trips

Trips must have a clear purpose and be planned ahead of time.

1. Teachers planning a trip must liaise with the Trip Coordinator.
2. Please complete a Trip Request form, and submit it to the Principal at least **two weeks** in advance.
3. Permission slips must only be given to students after approval for the trip has been given by the Principal.
4. No trips will be approved for citywide testing dates.
5. The teacher in charge should have the appropriate contact information for each child..
6. Any unusual occurrence on the trip must be reported immediately to the Principal.
7. Cell phones will be collected for trips.

Prejudice and Hate Free Policy

In order to insure that all students feel welcome, safe and part of our school community, it is the policy of APPA not to tolerate any kind of bias, discrimination, prejudice, or inappropriate and/or offensive comments based on racial, ethnic, religious background, political beliefs, gender, age, or sexual orientation. We celebrate the diversity of our student body, and we are committed to creating a safe learning environment for our school community.

All members of our community are strictly prohibited from:

- Making inappropriate remarks.
- Making threats.
- Harassing or bullying other students because they are different.

APPENDIX

1. [Chancellor's Regulations](#)
2. [Emergency Readiness Protocol NYC DOE](#)