# METROPOLITAN
## BUSINESS ACADEMY

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# Teacher Resource Manual

# 2011-2012

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**Judy Puglisi**

Principal

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**James Moseley**

Assistant Principal

August 29, 2011

Dear Staff Members,

Welcome to the 2011-2012 school year.  I am very excited to work with you as we create a  student centered learning environment that provides both student rigor and support in order to ensure each of our students reach their full academic potential.  It is with this in mind that the MBA leadership team designed this year's Teacher Resource Manual.  This manual will serve as guide to school-wide expectations that will support the continued development of our high performance school culture.

Please be sure to review this manual thoroughly, as we have instituted new building-wide policies that are designed to support both students and teachers.  We will review these policies at upcoming staff meetings.  If you should need immediate clarification, please email me at judith.puglisi@new-haven.k12.ct.us.  I hope you find this resource helpful throughout the school year.

Wishing you an exciting school year filled with joyful learning and professional accomplishments.

*Judy*

Judith Puglisi
Principal
Metropolitan Business Academy

**This document was written, compiled, organized, and edited by educators for educators.  We hope you find it useful.**

*~ Adam Scott, Anthony Sacco, Judy Puglisi, James Moseley, Danielle Mathiason, Charline Cupole, Ann Brillante, Leslie Blatteau*

*The information in this manual is based on information available at the time of compiling.  Double check dates and times of meetings in weekly announcements, district emails, and other sources of information.

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## Useful Documents and Appendices

# School Overview

## About Metropolitan

Metropolitan is a full college preparatory program that offers students four academic paths of study.  These pathways are supported by the Center for 21st Century Skills and the National Academy Foundation.  Students who choose an academy and complete its prescribed curriculum will graduate with a certificate in that specialized academic concentration, in addition to a high school diploma.

Metropolitan is committed to offering students opportunities to apply its core values of *Innovation*, *Integrity*, and *Involvement* through project based learning using state of the art technology, school leadership positions, internships, and community service.

## Mission

MBA is committed to ensuring all students realize their full educational potential by providing supportive, innovative, and rigorous instruction in a safe school environment.

## Vision

Metropolitan Business Academy -- A school of innovation, integrity, and involvement -- uses the resources of the school and community to offer a challenging, integrated curriculum that inspires students to become self directed 21st century learners on their journeys to excellence.

## Explanation of Academic Pathways

The **Academy of Allied Health and Science** prepares students to pursue further education toward a career in the medical sciences through rigorous specialized curriculum and community based partnerships.

The **Academy of Digital Arts and Technology** provides students with opportunities to explore science through technology with a focus on innovation using animation, web design, movie making, and ecommerce.

The **Academy of Finance** connects students with the world of financial services, offering a curriculum that covers banking and credit, financial planning, international finance, securities, insurance, accounting, and economics.

The **Academy of Law and Public Service** prepares students to pursue further education toward a career in law, political activism, journalism, criminal justice, community action, and public service.

**School Code:** 070503          **Website:** www.metropolitanbusinessacademy.org

**Metropolitan Business Academy**

Transformation School - Board Presentation

Judy Puglisi, Principal
James Moseley, Assistant Principal
Ann Brillante, Magnet Resource Officer

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*This slide show explains the* **three transformation goals** *that the Metropolitan Business Academy Community will be focusing on this academic year.*

*If you would like the slide show emailed to you, just ask!*

## Priority#1

**Tier II, Priority 1:** Rigorous Instruction: All adults will deliver and support challenging, engaging, and intentional instruction.

**Strategies**

- Use Instructional Coaches to support and monitor implementation of instructional best practices.
- Instructional Coaches will:
  - facilitate summer workshops to develop school - wide instructional best practices.
  - meet monthly with targeted teachers to review progress and instructional goals.
  - Be available to work with grade level teams and contribute to weekly professional development.
- Teachers will adopt a school wide professional commitment plan where they will commit to standardizing lesson plans, purposeful engagement in collaborating with colleagues, and continued reflection and honest discourse about

**Outcomes**

- Reduce course failure rates to 5% or less
- Increased student engagement in the classroom (use behavioral check list to capture a baseline for engagement in September and work to increase)
- Increased teacher reflection and teacher collaboration through lesson studies
- Increased CAPT Scores across all disciplines by 10%

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## Priority#2

**Tier II, Priority 2:** Ensure Curricular Pathway to Success: All adults will develop and support personalized student learning plans aligned with rigorous standards based instruction.

**Strategies**

- Broaden teacher instructional practices:
  - Expanded advisory periods
  - Include re-teaching cycles
  - Include academic support in schedule
  - Implement meaningful technology integration in all courses
- Increase rigor and student support
- Implement Mandatory After School Tutoring
- Continue to develop collaboration with Foundation for the Arts and Trauma to develop healthy schools initiative.

**Outcomes**

- Increased student engagement, reduced failure rates, increased CAPT, CTE, and curriculum quarterly exams scores
- Increased Student Achievement
- Build positive school culture as identified by a decrease in anecdotal discipline google doc entries
- Improve school culture survey results
- Decrease chronic absences by 10%

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## Priority#3

**Tier II, Priority 3:** Cultivate a High Performance Culture: All staff members will support the high performance school culture.

**Strategies**

- Introduce grade level project-based learning teams.
- Implement College Summit, continue the work of healthy schools initiative, and leadership development.
- Continue working with Boost! Initiative to support parent engagement and school connectedness for students.
- Collaboratively develop standardized electronic data monitoring system and improve staff expertise in data management

**Outcomes**

- High collaboration among teachers as indicated by data team rubrics and increased relevant and aligned projects
- Increased number of intentional, well developed student leaders, positive school culture as indicated by number of student participants in partner trainings and leadership activities.
- Maintain 90% parents involvement in student led conferences and increase participation in in after school activities.
- Increase instructional intervention response time.

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# General Information

## Accessing School Email from Home
Open an internet browser window and type in the following URL:
> https://exchange.new-haven.k12.ct.us/exchange

A window will come up asking you for your username and password.  This information is the same information that you use when logging into school computers or accessing your email at school.  You must insert the domain name before a backslash and your district issued username.

> Username: gwexchdom\firstname.lastname
>
> Password:  pa55w0rd (just a sample password, use password issued by the district.)

Realize that information you save to your PDrive while working on school computers is not accessible from networks outside of New Haven Public Schools.  Teachers will receive the **weekly announcements** via email.   Weekly Announcements will be sent out by the principal to inform people about events, dates, or other important information.

## Bell Schedule
Metropolitan students attend four classes per day on both A day and B day.  These classes run in alternating 87-minute blocks on Monday through Thursday.

Period 1 – 7.44-9.11
Period 2 – 9.14-10.39
Period 3 – 10.42-12.37
> 1st Lunch – 10.43-11.08
> 2nd Lunch – 12.05-12.35
Period 4 – 12.40-2.05

On Friday, students dismiss at 12.30 and teachers attend their Professional Learning Community meetings, data team meetings, or other professional development.  On Fridays, students attend classes for 63 minutes each and dismiss at 12.30pm.

Period 1 – 7.44-8.45
Period 2 – 8.48-9.50
Period 3 – 9.53-11.25
Period 4 – 11.28-12.30

## Bullying

Bullying is defined as physical, verbal, or psychological attacks or acts of intimidation or the intentional isolation that is intended to cause fear, distress, or to harm the victim while on school grounds or at a school sponsored activity.

BOE Code 5131.911: The New Haven Board of Education will not tolerate any form of bullying or harassment of the members of the New Haven Public School Community by students or employees of the New Haven Public Schools.  Bullying and or harassment includes, but is not limited to, acts based on: gender, ethnicity, nation of origin, race, sexual orientation, physical characteristics, or mental capacity.  The New Haven Public Schools require students, faculty, staff, and or parents to report all cases of bullying and harassment immediately, to the school's administrator, administrator's designee, or director.  Teachers and other school staff that receive reports of bullying from students are required to report this information to the appropriate administrator immediately.

## Dress Code

Faculty and staff members are expected to use good judgment and strive for a healthy professional appearance at all times.  Traditionally, teachers have adhered to a business casual code of dress.  We want to model the professionalism that we expect from our students, and so blue jeans, athletic wear, and shorts should not be worn unless it is appropriate for a planned activity or field trip.

## Employee Assistance Program (EAP)

The City's Employee Assistance Program (EAP) is always there when you need it. It is a confidential resource available to employees and their family members.  Many things affect the way you do your job. Parenting, family concerns, stress, relationships, depression, alcohol and drug problems all influence the way you work. That's why EAPs are beneficial. They can help you and the members of your immediate family cope with problems that can affect your work – and your life.  EAP counselors listen to your problems and understand what you're going through. If you need help, you or a member of your family can call the EAP directly and make an appointment to talk to a counselor.  In some cases, supervisors may make referrals to the EAP.  In those instances, employees may contact the Department of Human Resources and/or the Office of Labor Relations for more information.

Please feel free to use the following information to contact EAP and find the appropriate program.

**Behavioral Health Consultants, LLC.**
**1-800-864-2742**
**(203) 407-1029**

Behavioral Health Consultants, LLC. is the EAP for all employees of the City of New Haven: all departments within the City Hall Building (165 Church Street), all

departments within the Hall of Records Building (200 Orange Street), **Board of Education**, Health Department, New Haven Public Library, Department of Parks, Recreation and Trees, Department of Public Works, Department of Police Service, and the Department of Fire Services.  Provider is subject to annual change; if you have any questions, feel free to contact Human Resources.

## Harassment

Harassment is unwanted behavior which interferes with the rights of individuals to study, work, and enjoy school.  Everyone has the right NOT to be harassed and all students should feel safe at school.

## Honors Contracts

Metropolitan does not track its students.  Every student has the opportunity to complete an Honors contract and receive honors credit on their transcripts for a course of their choosing.  All teachers must offer Honors Contract opportunities for any student who is interested.  Full explanations of Honors Contracts can be found in the *Useful Documents and Appendices section* of this manual.

## Mandated Reporting

School personnel must report any suspicion that any child under the age of 18 has had physical injury inflicted upon him/her other than by accidental means or has injuries which are at variance with the history given of them, or is a condition which is the result of maltreatment such as, but not limited to malnutrition, sexual abuse, sexual exploitation, deprivation of necessities, emotional maltreatment or cruel punishment or has been neglected, if the suspected perpetrator is:

- A person responsible for such child's or youth's health, welfare, or care
- A person given access to such child by such responsible person
- A certified school employee

<div align="center">(Ct. General Statutes, Sec. 17-38a)</div>

**Any child who is suspected to be in imminent risk of abuse should be reported.**  Definitions for recognizing child abuse can be found in the *Useful Documents and Appendices* section of this manual.

If you suspect that a student at Metropolitan has been abused according to these guidelines, you are mandated to report your suspicions to the Principal.  If she is unavailable, the issue should be reported to the guidance counselor, social worker, clinician, or other administrative personnel so that a report can be made to the CT Department of Children and Families.  The oral report must be made as soon as practicable, but not later than 12 hours after the mandated reporter has reasonable

cause to suspect or believe that a child has been abused, neglected or placed in imminent risk of serious harm.

Any mandated reporter, i.e. any adult teacher or staff member, has the right to file a Form 136, Child Abuse Form, on their own accord.  In all cases, the Principal should be notified that a report has been made.   In cases involving the school, the official form will be filed by teacher or staff member making the report in conjunction with school officials. Any mandated reporter who makes an oral report to either the Department of Children and Families or the police must, within 48 hours, file a written report to the Commissioner of the Department of Children and Families; this written report must be made on **Form DCF-136.**

Within a few hours of making the report, the mandated reporter, and/or school administrator should receive a phone call from the investigator from the Department of Children and Families and/or police.  School officials shall co-operate, to the extent appropriate, in determining the course of the investigation.  School officials shall not allow police or DCF officials to interview a child without parental permission unless the suspect is a parent or guardian.  Any interviews of students on school grounds shall be done in the presence of a school official.

Please remember that in all cases of suspected child abuse, information that is discussed should be kept strictly confidential, both for your protection and that of the family involved.  Suspected child abuse should only be discussed with school personnel who "need-to-know", These cases should **NOT** be the topic of casual conversation with other teachers or staff.  These reports are allegations and must be investigated to prove their validity.  Cooperation in this regard is your legal and ethical responsibility.

## Online Gradebook Wizard

Your grading system should be explained to students at the outset of the year, and to parents and administrators if necessary.  Metropolitan pays for all teachers to have access to a web based grading program called gradebook wizard.  Please go to www.gradebookwizard.com to set up your account.  Be sure to use the Metropolitan Business Academy school code so that your gradebook can be linked to your colleagues and students can access your class when they log in.  This program has many control and communication options.  If you need help getting started, please seek out a colleague.  This program has a separate password for parents and students and it is important to remember student grades can be accessed by parents via the internet. Please make sure that your grades are updated as much as possible.  Remember, **failures must be recorded as 50's not zeros.**  Teachers must keep accurate records of attendance, grades, and student feedback in portfolios. The online gradebook, www.gradebookwizard.com, is just one option to support teachers with their record keeping.

**PTSO and Parent Volunteers**

Metropolitan has a very active group of parents who attend student led conferences, as well as attend and support PTSO sponsored activities.  All teachers are part of the PTSO, and all parents are part of the PTSO.  Teachers are welcome to attend any meetings held by the organization.  The PTSO meeting schedule is on the website.  The PTSO is rolling out a newly founded **Teacher Grants Program**.  The specifics of these programs will be on the PTSO webpage, and any teachers can submit a grant for a project, trip, supplies, etc.  Teachers are encouraged to attend a PTSO meeting, or send a student representative, to explain submitted proposals.  If you need parent volunteers for your classroom or to chaperone a field trip, talk to the Ms. Brillante about sending out an email blast to all the parents that she has in her email contacts.

If you have coordinated any parents to come into your class to volunteer in some capacity, remind them that he or she must sign in at the front desk and check into the main office.  When they arrive, Ms. Carmen will call your classroom, and you can send a student down to escort the parent to your room.

## Resource Manual Committee

The Resource Manual Committee is made up of a group of Metropolitan faculty and administrators who met over the summer with the goal of creating a comprehensive collection of information about our school and how it works.  We also wanted to compile a collection of resources to support teachers in the important and complicated work that they do every day.

This is the first Edition of the Metropolitan Teacher Resource Manual and so we know that while it does have much useful information, it is also missing some things that could be added.  All proposed changes to this resource manual must be presented to a member of the committee to bring to the agenda of a resource manual committee meeting.  Members of the committee are listed below this section.

Minor changes to the manual, including typographical or grammatical errors will be made to the online version of the manual without explicitly notifying the staff.  Any staff member who notices minor errors of this nature should email Danielle Mathiason so that the handbook can be updated.  Minor updates will be made throughout the year without committee meetings.

The teacher resource manual will be reviewed annually by this committee each June.  If you have any resources that you would like added to the manual, email them to Danielle Mathiason at [Danielle.Lapan@new-haven.k12.ct.us](mailto:Danielle.Lapan@new-haven.k12.ct.us) (notice conflicting name and email address) with the words **"Review for Addition to Manual."**  If there are

hard copy items you would like added, put them in her mailbox with a sticky note or memo indicating **"Review for Addition to Manual."** Ms. Mathiason will keep this information until the next meeting of the Committee. If there are motions to make significant changes to this resource guide during the academic year, a meeting of the committee can be called to consider proposed changes. If any changes in policies or procedures are made by any groups within the school (having been approved by the principal), or by the administration, those changes will be emailed to teachers directly. These changes will be made to the online version of the handbook. All changes to the resource manual made during the 2011-2012 academic year will be integrated into the revised print version of the 2012-2013 resource manual along with other approved changes.

Resource Manual Committee Members:
- Adam Scott
- Anthony Sacco
- Judy Puglisi
- James Moseley
- Danielle Mathiason
- Charline Cupole
- Ann Brillante
- Leslie Blatteau

## School Closings

Information on school weather related closings, delays, and dismissals may be obtained by listening to WELI radio 960am, WTNH News Channel 8, or at the New Haven Public Schools website: www.nhps.net. You can also get school closings text alerts by registering your cell phone at: http://www.wtnh.com/subindex/about_us/text_alerts It is requested that parents and students do not call the main office for this information.

## Sexual Harassment

Sexual Harassment is unwelcomed behavior, either physical or verbal, of a sexual nature. School board policy as well as state and federal law prohibit sexual harassment. It includes, but is not limited to, sexual kidding or verbal abuse, petting, pinching, grabbing, or rubbing up against someone in a sexual way, telling sexual jokes or making sexual innuendoes, spreading sexual rumors about another, or displaying or distributing sexually graphic material.

The New Haven Board of Education will not tolerate any form of harassment of any members of the New Haven Public School Community by students or employees of the

New Haven Public Schools.  If harassment is observed or if anyone is the victim of any form of harassment, it should be reported immediately so that it can be investigated.

## Smoking

Metropolitan Business Academy is a smoke free in its building and on its grounds.

## Student Breakfast Information

Breakfast and lunch are available to student's every day.  Breakfast opens by 7:10 and closes by 7:30.  If a student arrives after breakfast has already closed in the morning, students will not be able to get breakfast that day.   If a student is late to class and uses breakfast an excuse, their lateness should be noted in the Tardy Log and the teacher should make a phone call home to let parents know their student is missing important class time.

## Student Lunch Information

Sophomores and Juniors have the first lunch wave and Freshman and Seniors have the second lunch wave.  There are some exceptions for mixed grade level classes that meet during third period.  After students arrive in the lunchroom, they will be allowed to enter the serving area to pick up their lunch in small groups as directed by the lunch time monitor.  Students should attend one lunch wave per day with their class.  If you observe a student in more than one lunch wave, please approach that student for an explanation, and then report that student to his or her third period teacher so that the teacher can follow up.  Students must stay in the cafeteria during lunch unless they are given a pass by a classroom teacher to attend a lunch time tutorial.  The maintenance department works very hard to keep the school as clean as possible.  Please be aware that food in a classroom can cause mold issues and fruit fly infestations if it is not disposed of correctly.

Students will be allowed to play basketball during lunch if there is enough staff available to adequately supervise students.  Both basketball at lunch, and lunchtime tutorial are a privilege.  If students are disruptive to other classes or other behavior issues arise such as hall walking, teachers should inform the office so the issue can be addressed.

## Vandalism

We are proud of the state of the art facilities that we have at Metropolitan, and it is the responsibility of all faculty, staff, and students to help keep it clean and free of vandalism.  Please report, to an administrator or to Ms. Carmen, any acts of vandalism done to the building, grounds, or equipment as soon as it is noticed so that it can be

taken care of.  Please message to students that they should commit to keeping the school and its equipment free from vandalism, and they should expect the same of their peers.  When equipment is fully functional and the halls and classrooms are free of graffiti, clutter, and trash, anxiety is lowered and students feel safe.  These two ingredients are critical for students to fully engage in learning and access the top notch education available at Metropolitan.

## Work Related Injuries

All work related injuries must be immediately reported to a school administrator and/or clerk on the day of the injury.  Additionally, staff members must report injuries to the Personnel Office by calling 203.946.8806.  Written reports are not required.  If the employee suffers an injury requiring medical attention, he or she should seek medical treatment at Occupational Health and Treatment Center located at:

**175 Sherman Avenue, 5<sup>th</sup> floor**
**New Haven, CT 06511**

Access their website for numbers, hours of operation, directions, etc.
Website:  http://www.srhs.org/body.cfm?id=105&fr=true

# School Wide Policies and Procedures

## Addressing Plagiarism with Students

Excellent written expression of well-formulated ideas is a fundamental skill for academic and career success.  It is a skill that our students are working on through out their high school careers, and they will continue to work on in college.  While students are at Metropolitan, they are in a safe learning environment, and it is our responsibility to give them the writing support that they need so that they can be successful.  Many students plagiarize because they have not yet been taught what plagiarism is.  They do not know that it is something serious that could get them dismissed from college or have other serious consequences.  **It is our job as educators to teach them about plagiarism not punish them because of plagiarism.**  Many of our students do not know the difference between research, reporting, analyzing, and making arguments based on their research and prior knowledge.  Many of our students have also not yet been taught the discreet skills of finding something on the internet, processing it, and incorporating their learning correctly into an assignment.

Teach students that plagiarism could mean any of the following infractions:
- Taking someone else's assignment or portion of an assignment and submitting it as one's own.
- Submitting material written by someone else or rephrasing the ideas of another without giving the author's name or source.
- Submitting purchased papers as one's own.
- Submitting papers from the Internet written by someone else as one's own.
- Copying and pasting text from the internet and submitting it as one's own.

If student work is found to be plagiarized, teachers should help the student access the appropriate writing support so that students can write an assignment that meets the standards.  Teachers should not fail students who plagiarize.  They should require that they resubmit the assignment done correctly after accessing writing support.  These writing supports may include:
- After school tutorial with the student.
- Showing the student models of the steps between finding information and a final product.
- Pair the student with another student who had is especially skilled at correctly incorporating research into writing assignments.
- Discuss other supports with the library media specialist.  Ms. Cupole is an amazing wealth of resources.

## Administration of Midterm, Final Exam, and Quarterly Assessments

Teachers must administer midterm and final exams on the date and time that they are scheduled.  If a teacher wishes to schedule an exam for an alternate date or time, he or she must obtain administrative approval in advance.

All quarterly exams must be administered in the time frame designated by your curriculum supervisor, and all data from those exams must be entered electronically or delivered to your curriculum supervisor by the given deadline.

## Attendance

Pick up your attendance sheet from your mailbox before every first period class.  Send the completed attendance sheet to the office during the last five minutes of first period or at the beginning of second period to ensure accurate attendance records.    Review attendance prior to sending it to the office to make sure tardy students are not marked absent by the main office. If for some reason your attendance sheet is misplaced, email Carmen your list of tardy and absent students at by the end of period 1.  Carmen's email address is Carmen.Echevarria@new-haven.k12.ct.us.  You may want to assign a student to remind you to do this bringing your attendance to the office in order to streamline your day.

Teachers must keep attendance logs for each class, so to can help identify any inaccuracies on the school wide attendance sheet.  This can be done in a book or on gradebookwizard.com.  If you are new to gradebookwizard, please go to gradebookwizard.com and open an account.  If you have any questions about gradebookwizard.com, please seek out colleagues for help.

## Evacuation Procedures

The evacuation route for fire drills and emergencies shall be posted in each classroom.  Please familiarize your students with the evacuation route and procedures for each of the rooms that you teach in.  During an emergency, all students will take their backpacks and calmly and quietly exit the building.  Teachers should accompany students as they exit and instruct students to stay together as a class.  Teachers should not be found socializing with adults instead of supervising students.  You can return to the building when the school administrator or designee signals to return.

## Grading Policies

All MBA teachers are required to maintain a portfolio of student work that includes student work samples with written teacher feedback.  Students should be allowed to resubmit assignments after receiving teacher feedback.  When appropriate, no numerical grades should be noted until work is resubmitted.  When teachers do give numerical grades on any assignments, **failures will be recorded as 50's, not zeros.**  The rationale for this is based on the work of Douglas B. Reeves.  He has done extensive research in the area of teacher feedback and grading practices.  In his book

entitled <u>The Learning Leader, How to Focus School improvement for Better Results</u>, Reeves articulates the detrimental effects of assigning a value of zero to missing work in a 100 point grading system.  This practice is mathematically inaccurate.  If A=90, B=80, C=70, D=60, the incremental ratio between each grade is 10 points.  Copies of the relevant chapters of the book above are available in the principal's office or the library media center.

*According to Reeves, "To insist on using zero on a 100-point scale is to assert that work is not turned in is worthy of a penalty that is six times greater than work that is done wretchedly and worthy of a grade D."*

## Hall Passes

Students are only allowed **FIVE** passes out of class per marking period.  Students must sign their name, the date, destination, time in, and time out on the classroom log.  A format for this Hall Pass Log can be found in the *Useful Documents and Appendices* section of this manual.  Students will use the *MBA* pass.  They will write their name, date, destination, and time they left your room.  Teachers must sign the pass before they leave.  Remind students that they are only allowed to use the bathrooms on the same floor as their classroom.  If a student says it is an emergency and has used all five of their passes, fill out the Metropolitan Business Academy Teacher Pass.  Students still need to document this on the Hall Pass Log.  Multiple emergencies warrant a call home.  Some teachers offer students extra credit points in exchange for unused bathroom passes.  This will encourage students to only leave the room when absolutely necessary.

## Lockdown / Code Red Procedures

A lockdown is signaled when a school administrator or other official personnel announce **"Code Red"** over the intercom.  When a code red is called, a serious situation is putting Metropolitan students and faculty at risk.  It could mean unauthorized personnel are in the building, someone is armed and dangerous in an area of the building, or some other serious threat is at hand.

Teachers should immediately go to the door and welcome any students or faculty that are in the hallway into their rooms.  They should then close the door.  Teachers should teach with their doors locked from the outside so they can simply close the door without worrying about keys during a code red situation.  Lights should be switched off and shades or blinds should be drawn over the windows.  All students in regular classrooms should line up against the classroom wall that is shared with the hallway.  Students and teachers should remain out of site of the doors or windows and remain silent.  In classrooms where there are two doors, students should line up between the doors out of site of the doors and away from the windows.  Students in the bathroom

can lock the bathroom door from the inside and remain inside until the end of the lockdown period.  Students and teachers who are in rooms other than classrooms should close the entry doors to those spaces and remain quiet and out of site of windows and doors.  **No one is allowed to leave the room during a code red for any reason.**  Students should take cover and lie down on the ground if any gunshots or explosions are heard.  All students and teachers must remain in the designated lockdown area until the end of the lock down.  The end of a lockdown is signaled when a school administrator or other official personnel announce **"Code White"** over the intercom.

Teachers should review lockdown procedures and practice them ahead of time so that students understand the seriousness of the lockdown procedure.  Teachers should remind students that when a lockdown is called, they may need to remain in lockdown for an extensive period of time.  Teachers should do their best to keep the situation as calm as possible.  **Do not call the office during a lockdown except to report a medical emergency or to report significant information regarding the crisis.**

## Reporting Cuts

A student has cut your class if there is no reasonable explanation for why the student has not shown up.  If they show up within the last few minutes of class or leave with a given pass and do not return to class, and there is no reasonable explanation for their location in the time they should have been in your class, the student's behavior should be documented as a cut.  In order to try to obtain a reasonable explanation for why a student is not in your class, follow the steps below:

- Check the school wide attendance sheet to see if they are absent, arrived to school after your class ended, had an early dismissal, or are in in-school or out of school suspension.  **In these cases, there is no need to write up the student.**
- Talk to the student to find out where they were.  Often times, our students are pulled out for various activities, speakers, to speak with counselors, or with other legitimate appointments.  **In these cases, there is no need to write up the student.**  Teachers should still communicate to the student that it is their responsibility to make up any missed work.

If a student has cut your class, follow these steps:

- Document the cut in your attendance record and in the googledocs discipline referral form.
- Call home so parents/guardians are aware that their child cut your class.

We want to message that it is important to be in class in order to learn the necessary materials and complete the work.  Do not focus on the fact that the student cut; focus on the work they missed as a result of the cut.  It is important that teachers do not personalize cuts or other disruptive behaviors.  Teachers should

find out why students missed class and problem solve the issue with the student/parent. Administrative support is always available, but it is important for teachers to take these steps first.

## Sub Folder Guidelines

In case of absence, it is ideal that up-to-date lesson plans be submitted, electronically, to Mr. Moseley. Also, all teachers must prepare a sub folder by the end of September which should be updated as necessary. Please see the bulleted list of guidelines below for additional information and clarification:

- Sub folders will be colored (not manila) and will be permanently housed in each teacher's mailbox. This will insure that all materials are visible and contained within one centralized location.

- Each folder should contain at least one, updated, and/or appropriate lesson that spans the entire length of the 87 minute period.

- Each folder should contain each of your class rosters for the purpose of attendance and safety. Please be sure to update this quarterly.
- Each folder should contain the general sub information sheet that contains the bell schedule, pass policy, teacher's schedule and location of those classes, location of staff lounge, etc.

- Feel free to place a supplementary document in your sub folder that informs the substitute of who you are, and what your general procedures may be. A general sub letter will be made available to all teachers.

## Tardy Students

All teachers must have a tardy log and clip board with a pen or pencil attached in a visible and accessible area of the classroom. A format for this tardy log can be found in the *Useful Documents and Appendices* section of this manual. All late students must sign their name, date, time, and if they had a pass or not on the classroom log when they enter the room. Teacher should review the log for accuracy at the end of each class period. All teachers must accept students with or without a pass. If a student is tardy three times, the teacher must contact a parent/guardian to let them know in a proactive way that their child was late and missed important class time as a result. Classroom routines should be established so that tardy students are able to access materials quickly and begin working. Do not ignore tardy students as a consequence for being late. This only encourages inappropriate, off task, and disruptive behavior. Acknowledge the student, and help the student to be on task quickly.

## Teacher Monitorials

All teachers may be assigned to a monitorial duty. These monitorial duties include, but are not limited to, hall duty, café duty, and the learning lab. It is important to arrive at your monitorial on time and stay for the duration of the period. If you are not able to attend your monitorial for some reason or need to leave it early, you need to arrange coverage with a colleague. Monitorials are an important part of keeping all students supervised, the school running smoothly, and everyone safe. Specific monitorial duties will be explained by administrators at the beginning of the year. The protocols and locations of monitorials may be adjusted during the year by the administration.

## Textbooks

Textbooks are loaned to students during the academic year. It is the responsibility of each student to care for the textbooks at all times. Teachers are responsible for numbering, assessing the book's condition, distributing books at the beginning of the year, and collecting them at the end of the academic year. A textbook inventory must be maintained. An inventory form can be found in the *Useful Documents and Appendices* section of this manual. A copy of this inventory must be submitted to Ms. Carmen to keep on file in the main office for easy reference for students who withdraw from school during the school year.

## Policy for Updating Website

The school website is maintained by technology teacher, Adam Scott. School news and event updates can be published to the web site to raise awareness for parents and the public. All updates should be sent to Adam through school email at adam.scott@new-haven.k12.ct.us. Please provide 48 hours of notice before any content needs to be published to the web. All news items should include a title and be proofread for spelling and grammatical errors.

# Metropolitan Teachers

## What We Do and Why We Do It

At Metropolitan Business Academy, teachers and students are lifelong learners who work hard and work together.  Teachers develop personal relationships with students, and then we make the most of these relationships by creating classrooms where we challenge our students to reach their highest potential.

At MBA, teachers model the behaviors that we want our students to also demonstrate:
- Communicating respectfully
- Demonstrating a positive work ethic
- Taking academic risks
- Supporting the work and ideas of others
- Creating a safe space for authentic learning

In order to get the most out of our time together in the classroom, teachers and students will work bell to bell.  Even while students work independently during class time, teachers can take advantage of this work time by connecting with students in need of extra support, challenging students who are ready for more and circulating through the classroom to support the learning of all students.  Through careful planning and ongoing assessment, teachers will craft experiences where students learn how to think critically and express themselves in the language of specific content areas.

While the 87-minute block might seem like a long stretch to keep adolescents active and engaged, the Metropolitan Business Academy faculty uses a school wide lesson template to ensure highly-structured and rigorous instruction.  Organizing the daily agenda and chunking the period are two significant steps teachers can take to ensure that everyone works bell to bell.

## Lesson Structure to Support Working Bell to Bell
1. Greet students
2. Warm up/opening/review learning goals
3. Attendance/announcements
4. Homework collection/review of previous day's work/assign new homework
5. Chunking of lesson
   a. Model skills
   b. Guided practice
   c. Independent practice
6. Closure/wrap up/check for understanding

## Why We Do These Things?
1. Sets the tone.  Lets you know who is in the room.  Allows you to connect personally with kids.  Observe if individual students seem out of the ordinary.  Encourages students to be out of the hall and in your room.  Makes students feel welcome in your class.

2. Also sets the tone.  Students always know there is something to do when they walk in the room.  Actively engages students.  Gets them to start thinking about your class.  Students can connect to the material more directly.  Students know what they will be working on in class.
3. Accountability for teachers and students.
4. Students need to know that homework matters.  Parents are eager to see their children with purposeful assignments to do at home.  Reinforces lessons/material.  Reinforces 21st century and college readiness skills.  Review homework/previous class for any students who have been absent or were confused about material at the end of the previous class.  Assign homework at the beginning of class so that if your plan changes and you run out of time the homework will still have been assigned.
5. Chunking makes good use of the block period by actively showing students what they will be learning how to do, giving them a chance to practice with teacher and/or peers, and giving them time to practice on their own.
6. Students need a chance to synthesize what they have learned.  Teachers have to check for understanding in order to adjust the next day's lesson as needed.

# Addressing Student Behavior

## Discipline Referrals

Discipline referrals are to be submitted through our online discipline referral form. Each morning, administrators will receive a list of the previous day's referrals via email.
Part of the form includes fields where teachers can categorize behavior and also a field where teachers can write in a description of the incident.  Even though a disruption happens that may seem small, it should still get documented so that the administration can be made aware of recurring issues or any trends that may be building wide.  Usage of the googledoc discipline system is a way for the administration to easily access information so that supports can be applied quickly for students and teachers.  Usage of the googledoc discipline system does not affect teacher evaluations or influence administrative perception of a teacher's classroom management style or skills.

Any discipline referrals made by teachers are on record throughout the year, and can be entered as evidence at student disciplinary hearings.  It is important for the language of these referrals to focus on what exactly happened in the class that caused a disruption to the teaching and learning that was taking place.  Even though discipline issues can be frustrating for teachers, it is important for teachers to remember that the language of the referral should reflect what happened and not how angry or frustrating that child has been over any course of time.
Examples of effective discipline referrals can be found in the *Useful Documents and Appendices* section of this manual.
This googledoc discipline form can be found at:
https://docs.google.com/spreadsheet/formResponse?formkey=dHBtQTJLUm14bnB1U2N CWTlVYTlGSmc6MA&ifq
The form will also be linked to the Metropolitan website and password protected.  The password can be obtained by Adam Scott.

In the *Useful Documents and Appendices* section of this manual, you will find a chart called **Adult Actions to Prevent Discipline Problems Before They Start**.
This chart focuses on Instructional, Relational, and Procedural strategies to promote a positive and healthy learning environment.  If you consistently communicate that your classroom is a safe place where people respect each other, students will internalize this message and make more of an effort to act accordingly.

## Redirecting Students

If a student breaks one of the rules, re-direct the student back to the correct behavior/academic task and take the time to document the infraction in Google Docs. (See below for examples).

   a. Cell phone or electronics—Remind the student about the rule. Tell them to put the cell phone or electronics away and get back to work. Log the infraction in Google Docs.
   b. Inappropriate language—Remind the student about the rule. Model respectful language in the classroom and tell them to get back to work. Log the infraction in Google Docs.
   c. Dress code violation—Even if students are not in dress code, they should be admitted to your classroom. This will cut-down on students in the halls without passes. However, in order to address the violation, the teacher must log the issue in Google Docs.
   d. Hats—Students should not wear hats inside of our school building, hallways or classrooms. You can tell students respectfully and directly to take off their hats. If students resist, you can log the infraction in Google Docs.
   e. Excessive talking—Remind students that side conversations interfere with their success. Be sure students are clear about the academic task, ask them if they need anything from you, and then redirect them to their work. Log the infraction in Google Docs.

The googledoc discipline referral system does not diminish the need for teachers to call student houses to communicate with parents, guardians, and student supporters about student performance, both positive and negative.

## Removing Students from Class

If a student seriously disrupts the learning environment of the classroom or acts in a way that makes the room unsafe, call the Youth Coordinators, Mr. Jinks and Mr. Griffin. They will temporarily take the student and work individually with him/her. You can expect that the student will work through the issue by reflecting and writing and then return to class ready to engage in the academic work. Teachers should be willing to welcome the student and work with them when they return and then document the infraction in Google Docs. If necessary, Mr. Jinks and Mr. Griffin will work with teachers and students to mediate more serious or complicated situations.

## Calling Home

Calling home is a very effective way to maintain a positive classroom learning environment. Phone calls that communicate positive messages are just as important as calls that communicate messages of concern about student behavior. Some strategies

for making effective phone calls can be found in the *Useful Documents and Appendices* section of this manual.  If you are new to calling parents, consult with your colleagues.  It can be helpful to role play a phone call or create a checklist ahead of time of everything you want to communicate  All parent contact should be recorded in the parent call log.  Each teacher is responsible for keeping their own log of parent communication.  A sample log can be found in the *Useful Documents and Appendices* section of this manual.

## Enforcing the Dress Code for Students

All students will be required to wear school uniforms.  The uniform requirements are located on our website.  If you notice a student out of uniform, document it in the googledoc discipline referral form.  Since this is the first year that students at Metropolitan will be wearing uniforms, it is going to take all faculty and staff to support this transition.  Consider giving students points daily for wearing their uniform correctly.  This will encourage the positive behavior that we expect from students school wide.  Also, be patient with any adjustments made to enforce this dress code by the administration.  Please bring any suggestions to the administration, and please share any affective strategies that you use to support the dress code policy with your colleagues.

# Professional Development

## Professional Learning Communities

The faculty and staff at Metropolitan operate in professional learning communities.  In addition to school wide staff meetings and district CIA meetings, teachers at Metropolitan meet in smaller professional learning communities on a regular basis.  The faculty at Metropolitan is committed to student centered learning and the professional learning communities may look like interdisciplinary planning meetings, project based learning teams, advisory group and re teaching cycle meetings, student strategy meetings, etc.  At these meetings, faculty members will support one another by offering to take notes, submit minutes, follow up and follow through with fidelity, and participate with utmost professionalism.

## Professional Development Calendar

The professional development calendar will be disseminated as soon as it is finalized.  Please keep your professional development calendar with this manual when you receive it.  Expect changes to the professional development calendar in cases of weather, district wide calendar adjustments, or additions or subtractions based on supports needed for Metropolitan to achieve the three transformation goals for the year.

## High School CIA Meeting

The following departments must attend district wide CIA meetings:  English, Math, Social Studies, World Language, Arts, Music, and PE.  Check with administrators or content area supervisors in the beginning of the year to note locations of meetings.  The dates for these meetings are listed below.

- August 29 – 8.00am-12.00pm
- October 17 – 2.45pm-4.15pm
- December 5 – 2.45-4.15
- February 13 – 2.45-4.15
- May 7 – 2.45-4.15

## Data Teams and Data Days

Data Teams are small grade-level or department teams that examine individual student work generated from common formative assessments.  Data team meetings are collaborative, structured, scheduled meetings that focus on the effectiveness of teaching and learning.  Data teams adhere to a specific process during their meetings:

1. Collect and chart data
2. Analyze strengths and obstacles

3. Establish goals: set, review, revise
4. Select instructional strategies
5. Determine results indicators

All faculty members are assigned to a data team that meets regularly. These meetings are facilitated by Data Team Leaders that have been designated by the administration. Data team leaders must also attend meetings of the building wide data team.

The **NHPS Data Practices Rubric** can be found in the *Useful Documents and Appendices* section of this manual along with other research and resources about the data team process from the Center for Performance Assessment and the Leadership and Learning Center.

## Data Days

| *Full Days* | *Early Release Days* | *After School (Site Based – 90 minutes)* |
|---|---|---|
| • August 30<br>• November 8 | • October 3<br>• January 30<br>• April 30 | • November 28<br>• December 19*<br>• February 27<br>• March 19*<br>• May 21<br>*(Progress Monitoring) |

# Student Portfolios

## Basic Information
1. Every student needs a portfolio in every classroom.
2. Student portfolios are maintained by students.
3. Student portfolios remain in the classroom at all times.

Resources to Support the Student Portfolio Process can be found in the *Useful Documents and Appendices* section of this manual.

## Working Portfolios vs. Showcase Portfolios

The **working portfolio** is not a final product; it is a work in progress. Working portfolios can contain the following: warm-ups/do-nows, class notes, teacher handouts, class readings, what students are currently working on in class, writing drafts, completed homework/class work, etc. It is also a place students can keep other materials for your class, like their bathroom pass. Students might use their working portfolio on a daily or weekly basis depending on the class.

The **showcase portfolio** is a final product. It is maintained throughout the school year, and it will be added to each year. Each department *must* decide what should be included in the showcase portfolio for each subject/grade level. Each portfolio needs to have a Table of Contents sheet, so students will be able to keep their portfolios organized. Student work should be organized with the oldest assignment first and the newest assignment last (September to June). This shows student growth throughout the year. It also helps students become aware of how much work they have completed in each class and if they are missing any major assignments. The showcase portfolio does *not* include everything the student does in every class.

### What to include in a Showcase Portfolio:
Each department needs to decide what is most important to subject areas and individual courses. Those items will be moved from the working portfolio to the showcase portfolio. Possible items to be included are:

- Quizzes or Tests
- Quarterly Assessments
- 21$^{st}$ Century relevant assignments
- Essays
- Other writing assignments
- Projects
- Descriptions of digital projects with URLs for project locations

Note: Showcase Portfolios should include drafts and rubrics! They can also include the directions/instructions for specific assignments/projects.

## Organizing and Maintaining Portfolios

Students will need time to manage/maintain their portfolios. The longer you wait to have students move materials from their working portfolio to their showcase portfolio, the more class time it will take. Students often struggle with organization, so they will require guidance. Here are times to have students move materials from the working portfolio to their showcase portfolio:

- When you hand back the assignment you want in the showcase portfolio. This will only take about 5 minutes of your class time.
- Midway through the quarter. This will give students an opportunity to pick out work samples for their student led conference and move work to the showcase portfolio. This can take up to 30 minutes depending on the number of assignments.
- At the end of the marking period. This is a good time to have students reflect on their progress. If you only have students organize their portfolios at the end of the marking period, it will take students at least half a class period to organize their portfolios.

## Helping Students Organize Their Portfolios

1. Have students get both portfolios, or pass both portfolios out to students.
2. Keep a copy of the Table of Contents for yourself, and add to it each time you have students put work into their showcase portfolios.
3. Put the full list of assignments up where students can see it each time students are organizing their work. This will help keep them on task, and it will also help them identify any missing assignments from their showcase portfolio.
4. Circulate the room while students are organizing their portfolios to help students who are unsure of the directions.
5. Do not expect students to be silent while they complete this task. Allow them to help each other organize and talk about their work.
6. Collect the showcase portfolios before students leave the class. Do not let any student remove their portfolio from the classroom.

## Grading Portfolios

Before items are added into a showcase portfolio, all MBA teachers are required to give written feedback for student work without numerical grades. Students should then be allowed to resubmit assignments after receiving teacher feedback. How the showcase is graded needs to be decided by the individual teacher. The showcase portfolio can be graded each time you have students add work to it, at the end of each marking period, or at the end of the year. The simplest way to calculate a showcase portfolio grade is to divide the number of assignments in the portfolio by the number of assignments that should be in the portfolio. For example, if students should have 20 items in their portfolio, but they only have 18 items their grade would be an A-/90. (18/20 = 90).

## Portfolio Reflection

Students need to be given time to look through their showcase portfolios and write reflections.  Students should reflect on each major assignment after they complete it. They should also reflect on their work at the end of each quarter.  They should complete the Showcase Portfolio Reflection Sheet at the end of the school year.  The Showcase Portfolio Reflection Sheet can be found in the **Useful Documents and Appendices** section of this manual.

# Advisory and Student Led Conferences

## Faculty Advisors

All faculty members will be assigned to a small group of students for which they will act as a faculty advisor.  Advisory groups are usually between 9 and 14 students.  We will meet with our advisory groups at least once a month.  The purpose of advisory is to give every student at least one adult in the building who is there to help them and be their advocate.  Advisory groups will participate in team building activities throughout the year and other activities to help students prepare for their futures.  We will discuss issues that students have during the year and students are encouraged to bring any issues they are having to advisory for discussion.  Part of each advisory meeting will be dedicated to discussing each student's academic progress in all classes.  We will also use our advisory sessions to prepare for Student Led Conferences.  Faculty advisors are responsible for calling parents to schedule these conferences.  If you have any questions about **Advisory**, please see Danielle Mathiason or an administrator.

## Student Led Conferences

Student led conferences occur three times per year and are strategically scheduled in the middle of the first, second, and third marking period.  Instead of traditional "meet the teacher" night and "report card night," students must attend individual Student Led Conferences.  Student Led Conferences are attended by a student's faculty advisor, and an adult (anyone over 18) who cares about that student's future.  This adult can be a parent, sibling, other relative, family friend, or friend's parent as long as they are 18 or over.  During these meetings, students present a collection of work representing each of their classes.  The student will also explain how well they are doing in each class and how they plan to maintain their grades or improve their grades.  All Metropolitan students are expected to achieve Cs or higher on their report cards.  During these conferences, advisors can remind parents or guardians of the many student supports that are available including after school tutorial, behavior check sheets or other monitoring tools, counselors and clinicians, etc.

All teachers are responsible to schedule meetings for the evenings of Student Led Conferences with each of their advisees.  Teachers must call the students home and do their best to make contact with the parent or guardian who lives there.

If you are having trouble contacting a family, please see Ms. Carmen in the office.  She may have more up-to-date numbers.  If trouble persists when contacting parents, or if parents or guardians miss multiple meetings, seek administrative support.

Student led conferences are most effective when students have a clear picture of how they are doing in their classes and what they need to do to improve.  Students should be able to enter the conferences with the best assignments they have completed from each class.  **The assignments students present should include teacher feedback**.  Students should bring the copies of their work to their advisors to be kept in their advisory folders in preparation of student led conferences.  Teachers can also

distribute work directly to student advisors.  When students enter meetings with no assignments from classes and no teacher feedback the Student Led Conferences are less fruitful because neither the student, parent, nor advisor has enough information to guide the conversation.

Student Led Conferences allow Metropolitan to maintain over 90% parent engagement.  High parent engagement has a positive affect on student achievement.  Each faculty member is expected to make every reasonable effort to reach 100% completion for Student Led Conferences.

Student advisory lists will be generated and distributed by the guidance office or the administration early in the year.  If you have any questions about Student Led Conferences, please see Danielle Mathiason or an administrator.

Student Led Conferences are from 6.00pm-8.00pm on
- **October 13,**
- **January 5**
- **March 15**

Locations within the school to be announced

# Available Student Supports

## Guidance Office

Ms. Belinda Legere is the Guidance Counselor at Metropolitan.  The Guidance Office is located off the Student Center near the school store.  The guidance office provides support services to students, staff, and parents. Additional responsibilities include student rostering/scheduling, and maintaining individual student Education Plans, etc.  Ms. Legere Oversees implementation of the College Summit Program and serves as a member of the Student Support Services Team (SSST).

## Miss Kim and Miss Nisha and SCSU Social Work Interns

Ms. Kim and Miss Nisha's office is located next to the guidance office in the student center.  Metropolitan is able to access added support services because of a long standing relationship with the Foundation for the Arts and Trauma and a new collaboration with Southern Connecticut State University, Department of Social Work.  If you have concerns about students, please stop by that office to relay your concerns, or email any member of the administrative team so that the student can get attended to as soon as a clinician or social worker is available.  **Teachers at Metropolitan should never cast themselves in the role of a "social worker" or "clinician." Instead, teachers should direct students to the professionals in the building who can attend to their behavioral or emotional needs and help them to further access additional supports.**  The hours that clinicians and social workers are available will be circulated to all teachers and posted on the office door.  Both Ms. Kim and Ms. Nisha are part of the Student Support Services Team (SSST).

Sessions with support staff may have a large impact on a student's ability to engage in the learning in your classroom.  The goal of these clinicians is to attend to the student and then return them to class as quickly as possible.  Support staff will be reminded to send students back to class with passes.

We want students to feel safe in school and confident that there are many adults in the building that care about them, including teachers, administrators, clinicians, support staff, etc.  So far, students who take advantage of these support services have been able to avoid any stigma that may have been traditionally associated with students who need counseling during the school day.  In the beginning of the year, these social workers and clinicians may come into classes to introduce themselves and distribute passes for students who want to come and "check it out".  While this may cause a slight disruption to your class in the moment, realize that matching student needs with support services will give students the ability to more fully access their education.

## School Nurse

The nurse is available to see students on Wednesdays.  The nurse's office is located off the student center.  Please send students to the nurse with a pass.  If a student is sick on any other day of the week, they should be sent to the office.  Teachers are not permitted to give any medicines of any kind to a student.

## School Social Work Office

Ms. Diane Ortiz is the social worker at Metropolitan.  She provides social work counseling primarily to Special Education Students who have social work as part of their Individualized Education Plan (IEP).  She is able to see other students as well if her schedule permits.  She is in our building on **Monday** and **Friday** and at Hillhouse High School for the other days.  Ms. Ortiz is a member of the Student Support Services Team (SSST) as well.  Ms. Ortiz also participates in the Individual Education Plan (IEP) process.  She does much more than what is described here, so stop down and introduce yourself.

## Student Strategy Meetings

Strategy meetings at Metropolitan are usually conducted in grade level teams.  They are an opportunity for teachers to discuss specific students who are falling behind, not engaging in class, or who may be exhibiting other behaviors that are affecting their academic performance.  At these meetings, teachers consider individual students and decide on some strategies that can be applied to give that student additional support.  The specific format for these meetings can be found in the *Useful Documents and Appendices* section of this manual.  During these meetings, no student should be discussed for more than 15 minutes.  Be sure to assign a note taker, time keeper, and a facilitator to keep these meetings focused.  Before the meeting ends, be sure to 1. Recap which members of the team are responsible for the follow up that was decided, and 2. Decide on a method for further communication about student progress ("reply all" emailing, student advisor will check in with teachers, etc).

## Student Support Services Team (SSST)

The Student Support Services Team (SSST) provides systematic identification, intervention, referral and support for students and their families.  The school social worker, counselors from the Foundation for the Arts and Trauma, SCSU Social workers, and the guidance counselor are all members of the SSST.  The Student Support Services team works to remove barriers that disturb, interrupt or distract learners. They are integral partners in supporting social-emotional learning, positive school climate, and school and classroom behavior management.  This group will meet once a week and a system by which teachers can refer students to the SSST will be explained in the

beginning of the year.  If you have any questions about the SSST, please see Nisha Sajnani ("Miss Nisha") or a member of the administrative team.

# Extra Curricular Information

## After School Activities

After school clubs and activities will run between 2.15 and 5.00 from Monday through Thursday. All after school activities must be cleared through the after school coordinator, and all attendance sheets must be picked up from and dropped off to the after school coordinator every time the club meets.

If any faculty or staff member is interested in acting as an advisor for an after school club, please see our after school coordinator to complete any necessary paperwork. There will be many after school activities running, so it is important to notify her of the club's purpose and the days and times the club will be meeting so that she can assign a location that is not in conflict with another running club. Attendance sheets must be picked up from the after school coordinator and returned to her at the end of the day so that she can record attendance data and be made aware of any issues. It is important that the afterschool coordinator knows which students are supposed to be attending which after school activities so that the after school scene at Metropolitan remains a safe and productive time for all participants.

## After School Tutoring

All teachers who are holding after school tutoring sessions should send their hours of availability to Adam Scott to post on the website (adam.scott@new-haven.k12.ct.us). When students stay afterschool for tutoring or academic support, they should stay in the room where they are receiving extra help. They should not drop in and out of other running clubs or tutorials or cause disruptions. If a student leaves one tutorial and needs to enter another one to get extra help in another subject area, they should arrive with a pass from the previous tutorial. The after school coordinator will distribute bus tokens to students who stay after for extra help. Students must present the after school coordinator with a pass in order to receive a bus token. Tokens will be available to students while supplies last. At the end of every after school tutoring session, please complete the googledoc form that is located at the following website:
https://docs.google.com/spreadsheet/viewform?formkey=dHVNOXh0NDNhSjZJVm9mS2RLeHVGN1E6MQ
You will also be able to link to this form from our school website. If you prefer, you can email a list to the after school coordinator with the following indicators:
*Teachers Last Name, Subject, Students Name, Amount of Time you worked with the Student*. It is important that the after school coordinator keep track of the attendance data so that we can continue to get bus tokens and other resources for our students.

## Class Activity Guidelines

When students have an idea for an event or an activity, they should prepare a proposal for the intended activity.  Proposal guidelines and suggested formats can be found in the *Useful Documents and Appendices* section of this resource manual.  All activities and class sponsored events must be approved by the administration.  A permit must be submitted downtown for all activities that are approved outside school hours.  Permits will be submitted by Carmen or the administration only after proposals have been approved.

All activities must have adequate adult supervision.  After an event, a report should be submitted to the administrations and kept on file with the class advisor.  Report Templates and Guidelines can be found in *Useful Documents and Appendices* section of this resource manual.

## Class Advisor Guidelines

This section explains the responsibilities of Student Council Class Advisors (Class of 2012, 2013, 2014, and 2015).  This section does not explain the role of Faculty Advisors (as in Advisory Group).   The role of the Class Advisor is very important to influencing positive school culture.  The class advisor should be encouraging and supportive to students as they develop into young leaders.  Class Advisors should encourage the Class Officers to use their leadership to exhibit and encourage school connectedness and enthusiasm in their peers both within and beyond their classes.  Class advisors should support class officers in the planning and execution of activities, fundraisers, and school wide activities that promote a healthy and positive school climate.  During this process, the role of the class advisor is to keep these student leaders focused on the goals of their activities and help them to prepare for meetings in which they seek administrative approval for activities.  Class advisors should remain positive and solution oriented when students feel frustrated.  Coordinating student leaders takes time and patience.  All class advisors should:

- Enlist the help of friends on the faculty to support them and their students for specific activities.

- Supervise class activities, class meetings, and oversee the election process for class officers.

- Calendar monthly class meetings and work with the class officers to create an agenda for those meetings.

- Work with students to create proposals for the administration in order to get class activities approved.  Proposal guidelines and suggested formats can be found in the *Useful Documents and Appendices* section of this resource manual.

- Communicate the class meeting agenda to the rest of the school and the leadership team to see if items should be added such as potential after school programs, extended learning opportunities, etc.

- Keep all proposals – both approved and unapproved in a folder.

- Support students as they complete reports for each event / activity. These reports will inform everyone about the successes of class activities and also inform other classes who may be looking to coordinate similar events.

- All reports should be submitted to the administration and kept in a folder with the class advisor. Report Templates and Guidelines can be found in *Useful Documents and Appendices* Section of this resource manual.

## Organization of Student Council and Class Officers

Every class will elect Student Council officers. Student Council officers and Class Officers are the same thing. If a student is elected as a class officer, he or she is on Student Council. Non elected students can also be members of the student council if they help with an event or activity. **Class Advisors** are responsible for the organization and execution of the election process. They must ensure that any student who runs for a Class Office has given at least 10 hours of community service to the school and submits a written letter of recommendation from a teacher. Students must also complete an Application with an essay presenting their interest in becoming a Class Officer. The Application with Essay form will be decided on by individual Class Advisors. These applications should clearly explain the expectations of Class Officers and due dates for completed applications. The elected positions for each class are as follows:

- President
- Vice President
- Secretary
- Treasurer
- Class Representatives (Four or Five)

Only students running for President will make speeches at the time of elections. Class Advisors must approve these speeches. Ballots will be created for all Class Office positions. Students can run for more than one office in an election, though they cannot hold two class offices at one time. For instance, someone can run for all positions. If they get elected to the Class Presidency, instruct students to cross the newly elected president off subsequent ballots. **A student is elected to a Class Office with a majority vote. A majority is ½ plus 1 (except for cases of representatives).** This may mean multiple rounds of voting in cases where there are more than two candidates and a majority is not reached after the first round of votes are cast and tallied. Only students present at the Class Meeting, where the election is taking place, can vote. It is important to count how many students are in attendance during an election so that advisors can correctly calculate the majority.

Four or Five Representatives should also be elected.  Elected Class Representatives will represent about 20 classmates (depending on the size of the class depends on how many representatives should be elected).  These groups of twenty will be assigned by the class advisor to each representative.  The best way to divide this group is alphabetically since there are not traditional homerooms at Metropolitan.  The idea is that every student at Metropolitan knows who their Class Representative is so that they are ensured a voice at Class Meetings.  We should encourage students to seek out their Class Representative or other Elected Officers if they have an idea, suggestion, complaint, etc.  Also, having a bigger core group that meets regularly will foster more momentum, responsibility sharing, and will be able to remain a viable group if a few people cannot commit as they originally planned.

During voting, candidates can cast votes.  Teachers cannot cast votes nor influence voting.  Even if there is only one candidate running for the position of President, a speech should still be made, and students should still vote.  Even if there is only one candidate running for a position other than president, students should still vote.  Class elections can be held in the lecture hall.  Class Officer meetings will be either after school or during lunch.  Sometimes special meetings may be called during the school day.  Meeting schedules depend on the availability of the Class Advisor, and upcoming scheduled events.  Class Officers are expected to follow the Class Activity Guidelines when planning a class wide or school wide event.  All elected officers are expected to attend all meetings and, with full support of their Class Advisor, follow through on preparing, planning, and executing innovative ideas that support a positive Class and School Culture.  If you have questions about any of the above mentioned information, see Ann Brillante.

One Class Officer (not necessarily the president) from each class will attend monthly City-Wide Student Council meetings.  Each Class Advisor will choose which Class Officer attends City-Wide Student Council Meetings each month.  Attendees of the City-Wide Student Council must act as a conduit of information between the other schools represented at the City-Wide Meeting and Metropolitan Business Academy.  The principal will decide which faculty member accompanies the students at City-Wide meetings after considering interest as well as availability in teaching schedules.

# Metropolitan Library

**Library Hours**
A Day  9:15 a.m. – 2:30 p.m.
B Day 7:30 a.m. – 2:30 p.m.
These hours may be adjusted to account for the teaching schedule of the library media specialist, meetings, or other special programs that may be running.

**Library Procedures**
All students are welcome in the library with a "pass and a purpose".  Please send students with a pass only for the period that you have them or for their designated lunch period.  Passes are not necessary before or after school.

Students are required to sign in and leave their pass at the desk.  If the student returns to class before the end of the period, the pass is signed with the time and the student is given that pass to return to class.

Feel free to call the library at 203-497-7730 (7730 from a phone within the school) to follow up on student attendance or stop by to see the sign in log.

**Library Resources**
The Library Media Specialist is available to collaborate on projects that promote information literacy skills.  Classes are always welcome to come to the library with their teacher.  To best manage the space, **sign up is available in the library** for the following spaces:
- Computer Lab (27 computers)
- Floor Computers (12-14 computers)
- Floor Space (10 – 40 seats)
- Individual Laptops
- Conference Rooms (small working groups or meetings)
- 2 Mobile Labs (27 computers each) *Prior to signing out the mobile labs, a brief training is necessary.*
- Check Out Books

**Computer Problems**
Computer problems should be reported by email to:
Charline.Cupole@new-haven.k12.ct.us
Reports should include:
- Details of problem

- Computer number
- Location of the computer

## Email or Telephone Problems

Call the help desk at 946-8800 or Refer to the Procedure from the IT department section of this manual.

## Electronic Storage Space

P Drives are provided by the district for faculty and students.

Issues with faculty P Drives should be directed to the help desk at 946-8800.

Issues with student P Drives should be emailed to Charline.Cupole@new-haven.k12.ct.us.  Students should use the P drive to store all work so they can access the work from all computers in the building.  Always remind students to save their work early and often in their P: Drive.  Teachers who save information on their P: Drives will only be able to access that information from a computer that is on the New Haven Public School network.

# Resources and Procedures from the IT department

**Google Apps for Education**

In 2011-12 NHPS will be launching Google Apps for Education as a new resource for schools.

- Google Apps for Education can provide web page, student e-mail and file storage and will be made available for any NHPS school that chooses to take advantage of this resource.
- Google Apps for Education will also serve as the district supported technology solution for High School 21$^{st}$ Century Portfolios.

In the coming weeks, additional information will be sent about how to begin using this new resource.

**What is Google Apps for Education and Why are We Using it?**

- "Google Apps for Education" is a free to use web based application, web page, student e-mail, and file storage system that is hosted by Google as a cloud service.  It is provided "free of charge" to accredited school districts.
- The IT department has worked with a teacher focus group to research "21$^{st}$ Century Student Portfolio" applications and selected Google Apps for Education as the best solution for NHPS.  This system provides an ideal space for students to build their portfolios and engage in other education related work under the direct guidance of teachers.
- This will not be a replacement for Student P: Drives but an application that can be used to solve the "21$^{st}$ Century Student Portfolio" need and provide additional technology tools for NHPS schools.

**How can I use Google Apps for Education and is it Safe?**

- The IT Department is working with Google to setup an official NHPS district-wide presence and will deploy this information to school site based technology contacts about how to begin using Google Apps once this process is completed.
- If a school chooses to use the student email tool, the system can be configured to restrict students from communicating with contacts outside the district, this is strongly recommended.  Monitoring and administrating the system is the responsibility of each school that decides to use it.
- While IT will provide "train the trainer" sessions several times throughout this school year (to be announced), the IT Help Desk is unable to respond to "Google Apps for Education" related support requests directly.  Google provides help, customer forums, and how to related pages which should be reviewed closely.

- More information and detailed support contacts can be found at:
  http://www.google.com/apps/intl/en/edu/get_apps.html

**NHPS IT Help Desk Overview**

The NHPS IT Help Desk can be reached through "helpdesk" in the e-mail global address list or, for urgent calls, by calling 203-946-8800.  The IT Help Desk provides the following services:

- o Help staff with computer issues (9000 requests per year on average)
- o Answer computer technology "how to" questions
- o Process/route IT support requests that need to be handled by other components of IT Support: Network Services, Application Support, or outside vendors.

If your school has a technology facilitator, please engage them first with technology questions before contacting the Help Desk.  The Help Desk partners with technology facilitators at the schools who usually act as technology front-line support for their respective schools.  All technology facilitators should be using the **Track-IT!** Web based help desk system to place non-urgent technology support requests!  The Help Desk will try to resolve PC problem calls by walking callers through possible solutions over the phone or by remote controlling their PCs.  In the event this effort is unsuccessful an IT Support tech will be dispatched.

**Problems with Telephones, PCs, and your school's computer network:**

If you are experiencing a problem with your PC, always try rebooting your PC first before placing a support request; over half of all computer problems are memory leak related and can be resolved though a reboot.

If your school has a technology facilitator, please see them first for help with your computer/telephone technology problem.

For **urgent requests** call the NHPS IT Help Desk at 203-946-8800.  All other requests should be entered in as e-mails to "helpdesk" if at all possible.  **"Urgent"** requests include:  head office computers & telephones, computer network access issues that affect multiple classrooms (internet, e-mail not working for entire school or entire floor/section of school).

If your request is not urgent please try using the NHPS Intranet web site (http://intranet) as a resource.  There are many helpful FAQ documents and self help web links available.

The easiest way to place a support request is to use your NHPS e-mail account to send an e-mail to "helpdesk".  The helpdesk e-mail account is monitored during core hours of

operation (8am – 5pm) by IT Support staff.  Please include: PC serial number, location information (site/school, address), room number, contact information, and your availability in support request e-mails.  Be prepared to provide this information if you call.

**IT Support Team Contacts**

| Team Member | Position | Phone | Cell |
|---|---|---|---|
| Frank Gentile | IT Director | 203-691-2671 | 203-868-6464 |
| Bob Cusson | Project Leader | 203-691-2672 | |
| Kevin Moriarty | Systems Programmer | 203-691-2675 | |
| Cissy Murphy | Helpdesk Supervisor | 203-946-8800 | |
| John Prokop | Part Time – Help Desk Specialist | | |
| Mike Ames | Part Time – Data Entry Specialist | | |
| Bill Zesner | AOS –  Supervisor , Network Services | 203-691-2673 | |
| Brian Dower | AOS – Network Specialist | | |
| Jack Hay | AOS – Network Specialist | | |
| Mark Williams | AOS – IT Support | | |
| Jamal James | AOS – IT Support | | |
| Marco Eagles | AOS – IT Support | | |
| Erick Dyson | AOS – IT Support | | |

**Service Delivery**

Contact Frank Gentile at frank.gentile@new-haven.k12.ct.us  or at 203-691-2671 for the following:
- To provide feedback concerning IT Department services you received.
- Any requests for additional computers or help with putting together a purchase order for new computer equipment paid out of your site/department's budget.

- To report old equipment that needs to be disposed of.
- To submit computer technology related suggestions you feel could help the district.
- All requests for program development related services.

Please let us know how we are doing!  I have a strong commitment to a continued process of improvement for the services my team provides the district.  Feedback is very important to this effort.  Customer service is critical to the success of the NHPS Technology Management effort.

**District Wide Acceptable Use Policy (AUP) For Internet and the District's Computer Network**
With the spread of telecommunications throughout the modern work place, the Board recognizes that employees will shift the ways they share ideas, transmit information, and contact others. As staff members are connected to the global community, their use of new tools and systems brings new responsibilities as well as opportunities.

Employees are expected to communicate in a professional manner consistent with applicable state and federal law. Communication over networks is not private. The privacy of staff is to be respected, but any network communications may be accessed by appropriate personnel under appropriate circumstances. **The district reserves the right to access stored information on the network in cases where there are reasonable expectations of wrongdoing or misuse of the system.** Network supervisors may examine communications in order to ascertain compliance with network guidelines for acceptable use.

Inappropriate uses of networked information resources, include, but are not limited to the following:
- Accessing, displaying or sending offensive messages or pictures.
- Use of computers or/and the district computer network for activities not related to work or educational purposes.
- Using impolite, profane, rude, vulgar, offensive, disrespectful, or abusive language.
- Harassing, insulting, threatening or attacking others, including, but not limited to, sexual harassment.
- Damaging computers, computer systems or computer networks.
- Violating copyright laws.
- Using another's password.
- Trespassing in another's folders, work or files.
- Intentionally wasting limited resources.
- Employing the network for commercial purposes.

The Board directs the Superintendent to specify those behaviors that are permitted and those that are not permitted, as well as appropriate procedures to guide employee use.

Electronic mail and telecommunications are not to be utilized to share confidential or restricted information about students or other employees.

# Community Partnerships and Special Programs

## Advisory Board

The Advisory Board at Metropolitan provides a platform for communication between educators and representatives from the public and private sectors within a community. Metropolitan relies on the assistance of Board members to provide students with opportunities to explore careers in a specific industry, and to learn how their classroom experiences, both in the Academy and in their core academic classes, connect with the real world.  The Advisory Board has four goals this year:

- Internships / Job Shadowing / Field Experiences
- Career day speakers and ongoing speakers to work with classroom teachers to make direct connections between curriculum and work world.
- Secure Sponsorships
- Public Relations and Buzz

The Advisory Board will have a kick off event in the fall and then have meet quarterly for the 2011-2012 academic year.

## Boost!

Metropolitan Business Academy is a Boost! School.  Boost! Is a partnership between the United Way of Greater New Haven, the City of New Haven and the New Haven Public Schools.  The goal is to increase access to quality wraparound services to support children's overall development and enhance their ability to focus and learn in the classroom.  *Boost!* Wrap around services fall into four broad domains which have been demonstrated to contribute to children's ability to succeed in school.

- Physical Health
- Social and Behavioral Health
- Family Support and Engagement
- School Engagement / Extended Learning

The exact combination of services varies from school to school and is tailored to respond to needs identified by parents, teachers and other community stakeholders.  A *Boost!* Directory has been developed as a resource for Students, Families, and Schools and can be found online at the following URL:

http://uwgnh.org/sites/uwgnh.org/files/Boost%20Directory%20FINAL12.28.10.pdf

or, you can link to it from the Boost! Webpage:  http://uwgnh.org/boost/about

Ann Brillante is the *Boost!* Coordinator at Metropolitan.

## College Summit

College Summit is a national nonprofit organization that partners with schools and districts to strengthen college-going culture and increase college enrollment rates, so that all students graduate career and college-ready.  100% of Metropolitan Students are accepted to college.  The College Summit Partnership offers students opportunities for

leadership development, college preparation, and more.  Ms. Legere and Ms. Blatteau are overseeing the College Summit Program at Metropolitan.

More information can be found on at the following URL: http://www.collegesummit.org/

## National Academy Foundation (NAF)

Metropolitan is using the National Academy Foundation (NAF) design model and curriculum in its development of Metropolitan's Academy of Finance.  The **Academy of Finance** connects high school students with the world of financial services, offering a curriculum that covers banking and credit, financial planning, international finance, securities, insurance, accounting, and economics.  The mission of the National Academy Foundation (NAF) is to sustain a national network of career academies to support the development of America's youth toward personal and professional success in high school, in higher education, and throughout their careers.  Presently, NAF sustains a national network of career academies focusing on finance, travel and tourism, and information technology.  It provides support, professional development, and technical assistance.   NAF is one of the largest career academy networks in the country and the only one that is national in scope.   If you would like more information, visit their website:  www.naf.org