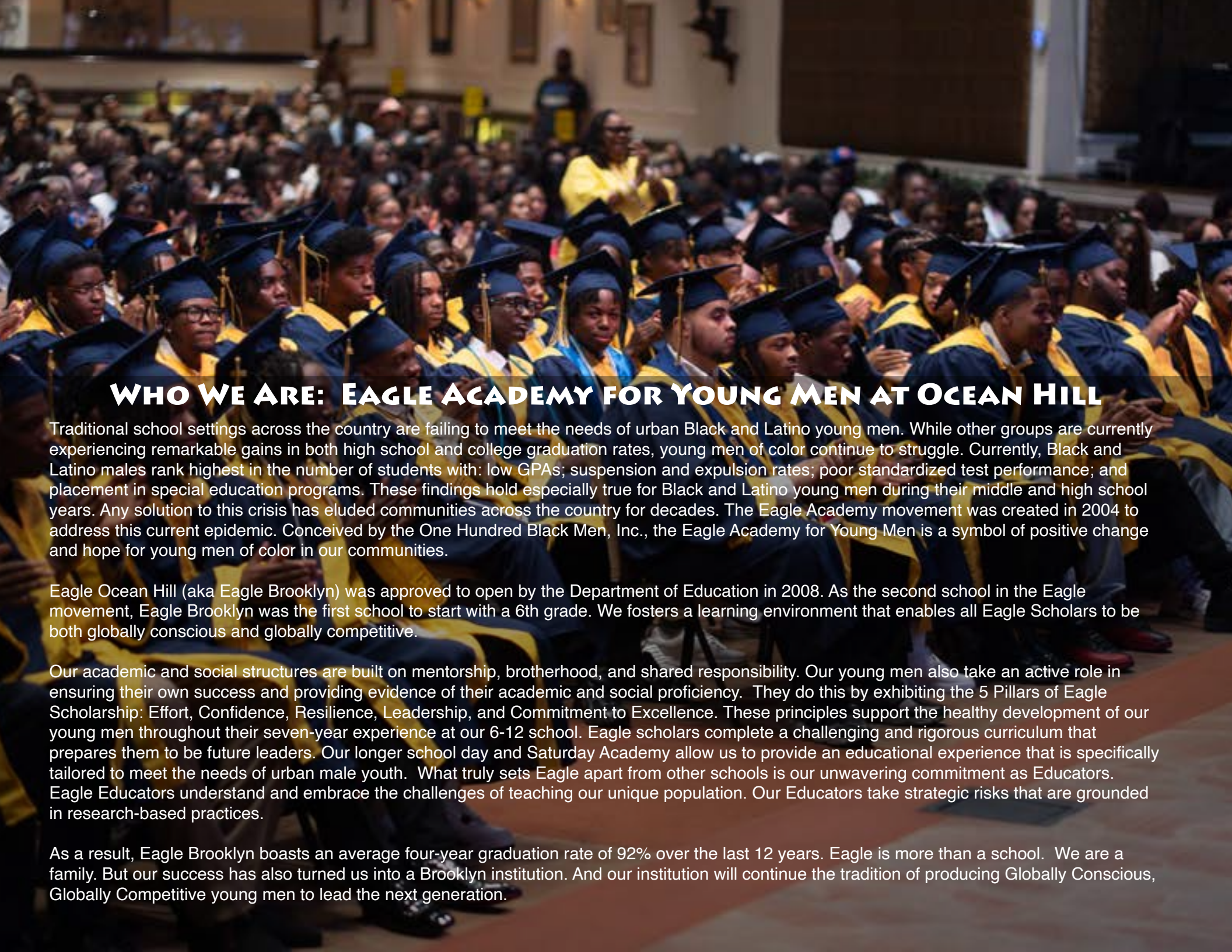


EAGLE

WE ARE BACK HOME

The Institution...

EAGLE RISING

A large group of graduates, primarily young men of color, are seated in an auditorium. They are wearing blue graduation caps and yellow stoles over their blue gowns. They are looking towards the front of the room. The background shows more graduates and the architecture of the building.

WHO WE ARE: EAGLE ACADEMY FOR YOUNG MEN AT OCEAN HILL

Traditional school settings across the country are failing to meet the needs of urban Black and Latino young men. While other groups are currently experiencing remarkable gains in both high school and college graduation rates, young men of color continue to struggle. Currently, Black and Latino males rank highest in the number of students with: low GPAs; suspension and expulsion rates; poor standardized test performance; and placement in special education programs. These findings hold especially true for Black and Latino young men during their middle and high school years. Any solution to this crisis has eluded communities across the country for decades. The Eagle Academy movement was created in 2004 to address this current epidemic. Conceived by the One Hundred Black Men, Inc., the Eagle Academy for Young Men is a symbol of positive change and hope for young men of color in our communities.

Eagle Ocean Hill (aka Eagle Brooklyn) was approved to open by the Department of Education in 2008. As the second school in the Eagle movement, Eagle Brooklyn was the first school to start with a 6th grade. We fosters a learning environment that enables all Eagle Scholars to be both globally conscious and globally competitive.

Our academic and social structures are built on mentorship, brotherhood, and shared responsibility. Our young men also take an active role in ensuring their own success and providing evidence of their academic and social proficiency. They do this by exhibiting the 5 Pillars of Eagle Scholarship: Effort, Confidence, Resilience, Leadership, and Commitment to Excellence. These principles support the healthy development of our young men throughout their seven-year experience at our 6-12 school. Eagle scholars complete a challenging and rigorous curriculum that prepares them to be future leaders. Our longer school day and Saturday Academy allow us to provide an educational experience that is specifically tailored to meet the needs of urban male youth. What truly sets Eagle apart from other schools is our unwavering commitment as Educators. Eagle Educators understand and embrace the challenges of teaching our unique population. Our Educators take strategic risks that are grounded in research-based practices.

As a result, Eagle Brooklyn boasts an average four-year graduation rate of 92% over the last 12 years. Eagle is more than a school. We are a family. But our success has also turned us into a Brooklyn institution. And our institution will continue the tradition of producing Globally Conscious, Globally Competitive young men to lead the next generation.



EAGLE OCEAN HILL HISTORY

From an early vision, detailed in an eighty-paged document, the Eagle Academy for Young Men at Ocean Hill would emerge. It was 2008, a time when the notion of a single gender public school was unfamiliar to most, and one specific to address the needs of young men of color in New York City was especially inconceivable. While this was good in theory, earning the trust of prospective families and convincing them that we were designed for their sons was an immense task. That September, fourteen educators rose to the occasion as our doors officially opened to sixty-five black and brown sixth-grade boys.

At the time, we did not fathom that our approach would transform urban education. Instead, we did what needed to be done. We had to be dynamic. We knew the strategy that worked on a given day may never work again. Our efforts would not always mirror what was outlined in the new school proposal, or what was prescribed protocol from Tweed. A scholar's unique circumstance had to be met with an equally unique response. This is the work! Sixteen years later, we are continuing the charge.

Over these years, we have grown from just a middle school into a 6-12, and graduated twelve cohorts (1,077 young men total) into adulthood. Our young men have earned millions of dollars in college scholarships. They have designed community gardens and have traveled across this hemisphere for service projects. They've had internships at TV studios, investment banks, and construction sites. They have won PSAL championships. They have performed at the DNC. They have worked together to help their Eagle brothers through difficult classes and difficult moments.

At the advent of the 2026-2027 school year, we continue to reflect on a journey that has included successes and challenges, highs and lows, and caused its share of blood, sweat and tears. The challenges of Covid-19 tested the strength of our community in ways we could have never imagined. Now we are facing the opportunity and challenge of Artificial Intelligence. But one thing has not changed. The enthusiasm of raising our boys to men still motivates us as it did when Eagle was merely a concept.

A structure is only as good as its foundation. At our core are committed educators, who share in the belief that a supportive school family and access to opportunity will inspire change. We are upheld by parents who believe in us as our first parents did. We are comprised of young men who identify themselves as brothers.

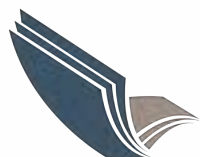
Eagle Ocean Hill is not confined to the building in which we operate. We are more than our mantras, more than our Five Pillars, more than our six Houses. We are a family. And we are a Brooklyn institution!



EAGLE SCHOLAR PLEDGE

An Eagle Scholar embodies humble confidence in all that he attempts. It is through his commitment to excellence that he strives to become better than he was the day prior. Knowing that there will be times when he falls, as mistakes are a part of life, his resilience allows him to get up and put forth a greater effort during his next attempt. He also realizes that he has the support and encouragement of his brothers, who provide him added strength to proceed forward. His most powerful tool is his mind, with it he learns from each experience and makes sound decisions, which determine his tomorrow. He makes no excuses, is accountable and accepts responsibility for his actions. As a young man, he is aware of the image he conveys and how he is perceived. Always respectful to others, he also commands it in return. He takes pride in his family, friends, community, and most of all-himself. Through his leadership, he blazes a trail for others to follow.

**I AM AN EAGLE SCHOLAR GLOBALLY CONSCIOUS
AND GLOBALLY COMPETITIVE!**



2026- 2027 Bell Schedule

EAGLE REGULAR MONDAY- THURSDAY SCHEDULE		
PERIODS	HIGH SCHOOL	MIDDLE SCHOOL
0	8:00 - 8:40	EARS - 8:00 - 8:40
1	8:45 - 9:30	8:40 - 9:25
2	9:32 - 10:17	9:26 - 10:11
3	10:19 - 11:04	10:12 - 10:57
4	11:06 - 11:51	10:58 - 11:43
5	Lunch / Ujima 11:53 - 12:18	11:44 - 12:29
6	Lunch / Ujima 12:20 - 12:45	12:30 - 1:15
7	12:47 - 1:32	LUNCH 1:20 - 1:45
8	1:34 - 2:19	HOUSE 1:50 - 2:50
9	2:21 - 3:06	M-W Extended Day 1 2:50 - 3:35
10	M-W Clubs / Tutoring 3:08 - 4:00	M-W Extended Day 2 3:35 - 4:20

EAGLE UP 🦅 FRIDAYS/ B SCHEDULE		
HS Fridays	MS Fridays	HS B Schedule
0 - 8:00 - 8:40	EARS - 8:00 - 8:30	0 - 8:00 - 8:40
1 - 8:45 - 9:16	Town Hall 8:30 - 9:20	1 - 8:45 - 9:16
2 - 9:18 - 9:49	1 - 9:25 - 9:55	2 - 9:18 - 9:49
3 - 9:51 - 10:22	2 - 9:56 - 10:26	3 - 9:51 - 10:22
4 - 10:24 - 10:55	3 - 10:27 - 10:57	4 - 10:24 - 10:55
7 - 10:57 - 11:28	4 - 10:58 - 11:28	7 - 10:57 - 11:28
Lunch 11:30 – 11:55	5 - 11:29 – 11:59	8 - 11:30 - 12:01
8 - 11:57 - 12:28	6 - 12:00 - 12:30	LUNCH 12:03 - 12:29
9 - 12:30 - 1:00	LUNCH 12:30 - 1:00	9 - 12:30 - 1:00

Who To Contact At Eagle

RESPONSIBILITY	EDUCATOR	EMAIL
Pupil Info	Ms. Erica Ms. Chanel	egermosen@schools.nyc.gov cbunch@schools.nyc.gov
Scholar Attendance	Ms. Erica	egermosen@schools.nyc.gov
Technology	Mr. Duncan	sduncanjr@schools.nyc.gov
Transportation	Ms. Erica (yellow bus, train)	egermosen@school.nyc.gov
Uniforms	Ms. Dixon	ndixon5@schools.nyc.gov
Scholar Attendance	Ms. Erica	egermosen@schools.nyc.gov
Transcripts	Guidance	9th- Ms. Jones djones42@schools.nyc.gov Mr. Ben bbocian@schools.nyc.gov 10th- Ms. Watt twatt3@schools.nyc.gov 11th- Ms. London llondon2@schools.nyc.gov 12th- Ms. Lesane llesane@schools.nyc.gov
Discipline	MS- Mr. Boothe HS- Ms. Dixon	mboothe2@schools.nyc.gov ndixon5@schools.nyc.gov
ENL	Ms. Shima	mshima@schools.nyc.gov
OMNY Cards	Ms. Chanel	cbunch@schools.nyc.gov
IDs and Photos	Ms. Nicole	ncocchiario2@schools.nyc.gov
Special Education MS	Mr. Jones	kjones21@school.nyc.gov
Special Education HS	Mr. Aruz	jaruz@school.nyc.gov
Building Response Lead	Mr. O	dollivierre2@schools.nyc.gov
Scholar Council HS	Ms. Folks/ Ms. London	qfolks2@schools.nyc.gov llondon2@schools.nyc.gov
MS Extended Day	Dr. McCoy	zmccoy@schools.nyc.gov
Shakur Institute/ SOAR Travel	Dr. McCoy	zmccoy@schools.nyc.gov
HS Clubs	Mr. Pal	jpall2@schools.nyc.gov
College Advising	Ms. Williams	mwilliams@eafny.org
CBO Partnerships	Mr. Holman	mholman3@schools.nyc.gov
WYEP/ SYEP Working Papers	Ms. Dixon	ndixon5@schools.nyc.gov
Athletics	Mr. Kevin	khamilton12@schools.nyc.gov



Eagle Academy Staff Directory

Eagle Leadership Team

Mr. Meade	Principal	rmeade3@schools.nyc.gov
Ms. Bringley	11th/ 12th Grade Assistant Principal	tlohr@schools.nyc.gov
Ms. Harris	10th Grade Assistant Principal	kharris15@schools.nyc.gov
Mr. McCoy	9th Grade Assistant Principal	imccoy@schools.nyc.gov
Ms. Strauss	MS Assistant Principal	tstrauss@schools.nyc.gov
Dr. McCoy	MS Assistant Principal	zmccoy@schools.nyc.gov

Eagle Administrative Staff

Ms. Lucy	Payroll Secretary	lciviletti@schools.nyc.gov
Ms. Erica	Pupil Accounting Secretary	egermosen@schools.nyc.gov
Ms. Chanel	Pupil Accounting Secretary	cbunch@schools.nyc.gov
Ms. Megan	Events Coordinator	mbarksdale3@schools.nyc.gov
Mr. Drewery	Administrative Assistant/ Events Coordinator	idrewery@schools.nyc.gov
Ms. Nicole	Attendance/ Support	NCocchiaro2@schools.nyc.gov
Mr. Legree	Parent Coordinator	clegree2@schools.nyc.gov

Eagle Special Education and Support Services

Mr. Aruz	HS SPED/ Business & Finance/ Future Ready	jaruz@schools.nyc.gov
Mr. Jones	MS SPED	kjones21@schools.nyc.gov
Mr. Alassari	HS SETTS	talassari2@schools.nyc.gov
Ms. Morton	HS SETTS	rmorton3@schools.nyc.gov
Mr. Pappas	MS Speech	mpappas2@schools.nyc.gov
Ms. Toles	HS Speech	ktoles@schools.nyc.gov
Mr. Gocheekit	Physical Therapy	rgocheekit@schools.nyc.gov
Ms. Baez	SBST	cbaez15@schools.nyc.gov



Eagle Academy Staff Directory

6th Grade Team

Ms. Haggins	ELA	jhaggins@schools.nyc.gov
Ms. Parham	ELA	dparham5@schools.nyc.gov
Ms. Ifill	ELA/Humanities	sifill@schools.nyc.gov
Ms. Domond	Math	adomond@schools.nyc.gov
Mr. Miles	Math	pmiles@schools.nyc.gov
Ms. Thomas	Science	acooperthomas@schools.nyc.gov
Mr. Mohammed	Math/Science	lmohammed@schools.nyc.gov
Ms. Monteith	Reading Intervention	nmonteith@schools.nyc.gov
Mr. Charles	Reading Intervention	tcharles16@schools.nyc.gov
Mr. McLean	Reading Intervention	imclean3@schools.nyc.gov
Mr. White	ELA/ Math Support	jwhite79@schools.nyc.gov
Mr. D Williams	ELA/ Math Support	dwilliams174@schools.nyc.gov
Mr. Morsby	ELA/Math Support	rmorsby@schools.nyc.gov
Mr. D Johnson	Scholar Coordinator	djohnson127@schools.nyc.gov
Ms. Diana	Guidance	dfayad@schools.nyc.gov

7th Grade Team

Ms. Allen	ELA/Humanities	eallen11@schools.nyc.gov
Ms. Johnson	ELA/Humanities	ljohnson72@schools.nyc.gov
Ms. Barclay	Math	tbarclay3@schools.nyc.gov
Mr. N Johnson	Math	njohnson54@schools.nyc.gov
Mr. Valle	Science	rvalle3@schools.nyc.gov
Mr. Davidson	US History	cdavidson13@schools.nyc.gov
Mr. Robbins	ELA Support	wrobbins@schools.nyc.gov
Mr. Woods- Gilbert	Math Support	pwoodsgilbert@schools.nyc.gov
Mr. Dunn	Math Support	rdunn23@schools.nyc.gov
Ms. Williamson	Scholar Coordinator	twilliamson9@schools.nyc.gov
Mr. Leite	Support	
Dr. Thomas	Guidance	tthomas8@schools.nyc.gov



Eagle Academy Staff Directory

8th Grade Team

Mr. Jackson	ELA	jjackson92@schools.nyc.gov
Ms. Small	ELA	dsmall8@schools.nyc.gov
Mr. DeGrazia	Algebra I	rdegrazia2@schools.nyc.gov
Mr. Ford	Algebra I	sford8@schools.nyc.gov
Mr. Johnson	Living Environment	MJohnson142@schools.nyc.gov
Mr. Alphonso	US History	kalphonso@schools.nyc.gov
Mr. Baptiste	ELA/ Math Support	tbaptiste11@schools.nyc.gov
Mr. Warren	Math Support	
Mr. Boothe	Scholar Coordinator	mboothe2@schools.nyc.gov
Mr. Abad	Support	
Mr. Daley	Support	adaley8@schools.nyc.gov
Mr. Shann	Support	jshann5@schools.nyc.gov

HS ELA

Ms. Folks	ELA 9/ SETTS	qfolks2@schools.nyc.gov
Mr. Benoit	ELA 9H/ ELA 10	abenoit3@schools.nyc.gov
Ms. Ji	ELA 10/ ELA 9	dji7143@schools.nyc.gov
Ms. Rashid	ELA 11	smatin@schools.nyc.gov
Ms. Kleberg	AP Lang/ AP Seminar	gkleberg@schools.nyc.gov
Mr. Yearwood	ELA 12/ AP Afam Studies	cyearwood2@schools.nyc.gov

HS Math

Mr. DeGrazia	Geometry	rdegrazia2@schools.nyc.gov
Ms. Soares	Algebra	ssoares2@schools.nyc.gov
Mr. Kennedy	Geometry/ Personal Finance	bkennedy3@schools.nyc.gov
Ms. Alexander	Geometry	sjoseph39@schools.nyc.gov
Ms. Tom	Geometry/ Algebra II	ctom18@schools.nyc.gov
Mr. Bonini	Algebra II/ Pre Cal/ AP Cal	abonini@schools.nyc.gov



Eagle Academy Staff Directory

HS Social Studies

Ms. Cowell	Global I	wcowell@schools.nyc.gov
Mr. Tillery	Global II	jtillery@schools.nyc.gov
Ms. Penson	Global	spenson6@schools.nyc.gov
Mr. Foehr	AP HUG/ APUSH/ US	gfoehr@schools.nyc.gov
Mr. Johnson	US History/ SETTS	jjohnson133@schools.nyc.gov
Mr. Polius	PIG/Economics	gpolius@schools.nyc.gov

HS Science

Ms. Lopez	Biology	alopez77@schools.nyc.gov
Mr. Thakurdeen	Earth & Space Science	dthakurdeen@schools.nyc.gov
Mr. Romain	Earth & Space Science	jromain6@schools.nyc.gov
Mr. Duncan	Computer Science	sduncanjr@schools.nyc.gov
Mr. Pal	Chemistry	jpal2@schools.nyc.gov
Mr. McFadden	Climate Change/ APES	smcfadden5@schools.nyc.gov

HS Spanish

Ms. Crespo	Spanish I/II	rcrespo3@schools.nyc.gov
Ms. Shima	Spanish I/III	mshima@schools.nyc.gov

HS Art Electives

Mr. Bunch	Art/ Art Honors	tbunch@schools.nyc.gov
Mr. McClain	Art	fmcclain@schools.nyc.gov
Mr. Roberts	Barbering	aroberts18@schools.nyc.gov
Ms. Wilson	Culinary Arts	awilson33@schools.nyc.gov
Mr. LaBrew	Fashion Design	klabrew@eagleacademybk.org
Mr. Binyard	Music Production	lbinyard2@schools.nyc.gov
Mr. Kupillas	Music Production	
Mr. Khadim	Band/ Drumline	kgueye@schools.nyc.gov
Mr. Haggins	Future Ready 11	rhaggins2@schools.nyc.gov
Mr. O	Edgenuity	dolliviere2@schools.nyc.gov



Eagle Academy Staff Directory

HS Physical Education

Mr. Bennett	Health/ PE	mbennett11@schools.nyc.gov
Mr. Wright	PE/ Weightlifting	dwright41@schools.nyc.gov
Mr. P Williams	Fitness	pwilliams56@schools.nyc.gov
Mr. T Williams	Conditioning	twilliams137@schools.nyc.gov
Mr. O'Meara	Wellness	tomeara@schools.nyc.gov

HS Scholar Support

Ms. Jones	9th Grade Guidance A-K	djones42@schools.nyc.gov
Mr. Ben	9th Grade Guidance L-W	bbocian@schools.nyc.gov
Ms. Watt	10th Grade Guidance	twatt3@schools.nyc.gov
Ms. London	11th Grade Guidance	llondon2@schools.nyc.gov
Ms. Lesane	12th Grade Guidance	llesane@schools.nyc.gov
Mr. Holman	Career & Alumni Support	mholman3@schools.nyc.gov
Ms. Williams	Post Secondary Manager	mwilliams@eafny.org
Ms. Dixon	Scholar Support	ndixon5@schools.nyc.gov
Mr. Hannah	12th Scholar Coordinator	thannah@schools.nyc.gov
Mr. Colbert	11th Scholar Coordinator	rcolbert3@schools.nyc.gov
Mr. Barber Ellis	11th Scholar Coordinator	abarberellis@schools.nyc.gov
Mr. Soriano	10th Scholar Coordinator	msoriano8@schools.nyc.gov
Mr. Geradeau	9th Scholar Coordinator	jgeradeau@schools.nyc.gov
Mr. Thomas	Support	jthomas114@schools.nyc.gov
Mr. Sanchez	Support	jsanchez124@schools.nyc.gov
Mr. Roc	Support	jroc@schools.nyc.gov
Mr. Bolton	Support	jbolton2@schools.nyc.gov
Mr. Bailey	Support	ebailey11@schools.nyc.gov
Mr. Mincey	Support	amincey@schools.nyc.gov
Mr. Walker	Support	ewalker15@schools.nyc.gov
Mr. Lewis	Support	jlewis116@schools.nyc.gov

EAGLE PARENT TEACHER ASSOCIATION

The goal of Parent Teacher Association is to enrich the experience of Eagle families through events and workshops. The PTA serves as the liaison between parents and the school, fundraises for the school, organizes educational workshops, celebrates the successes of scholars and educators, and much more.

WHO'S WHO ON THE PTA BOARDS 2026-2027

PTA Executive Board

President - Shea Tucker (Dylan Tucker 8th)

Secretary - Shaquanna Shaw (Jamari Shaw 8th)

Treasurer - Allison Maurice (Tyler Maurice 8th)

Title I PAC

Chairperson - Osariemen Elcock (Tylib Elcock- 9th)

Co-Chairperson - Allison Maurice (Tyler Maurice 8th)

Secretary- TBA

SLT Members

PTA Executive Board &

Rashad Meade (Principal)

Mr. McCoy (Assistant Principal)

Lavonia Durant (Cam'ryn Fletcher 9th)

Ms. Lesane (Educator)

Ms. Folks (Educator)

Mr. Bunch (Educator)

Zion Evelyn- Greenidge (Scholar) 12th

Menelek Mullen (Scholar)12th

PARENT EVENTS FOR 2026-2027

- Parent Appreciation
- Breakfast with the Brothers
- Educator Appreciation
- Multicultural Celebration
- Parenting Workshops
- Health / Education Workshops
- Media Workshops
- College Workshops
- Mother/Son Dance
- Eagle Family BBQ
- 8th Grade Stepping Up
- Senior Graduation
- Picture Day

eaglebkpta@gmail.com

Instagram- @eaglebkpta

SATURDAYS AT 10AM

September 26th

October 3rd

November 7th

December 5th

January 9th

February 6th

March 6th

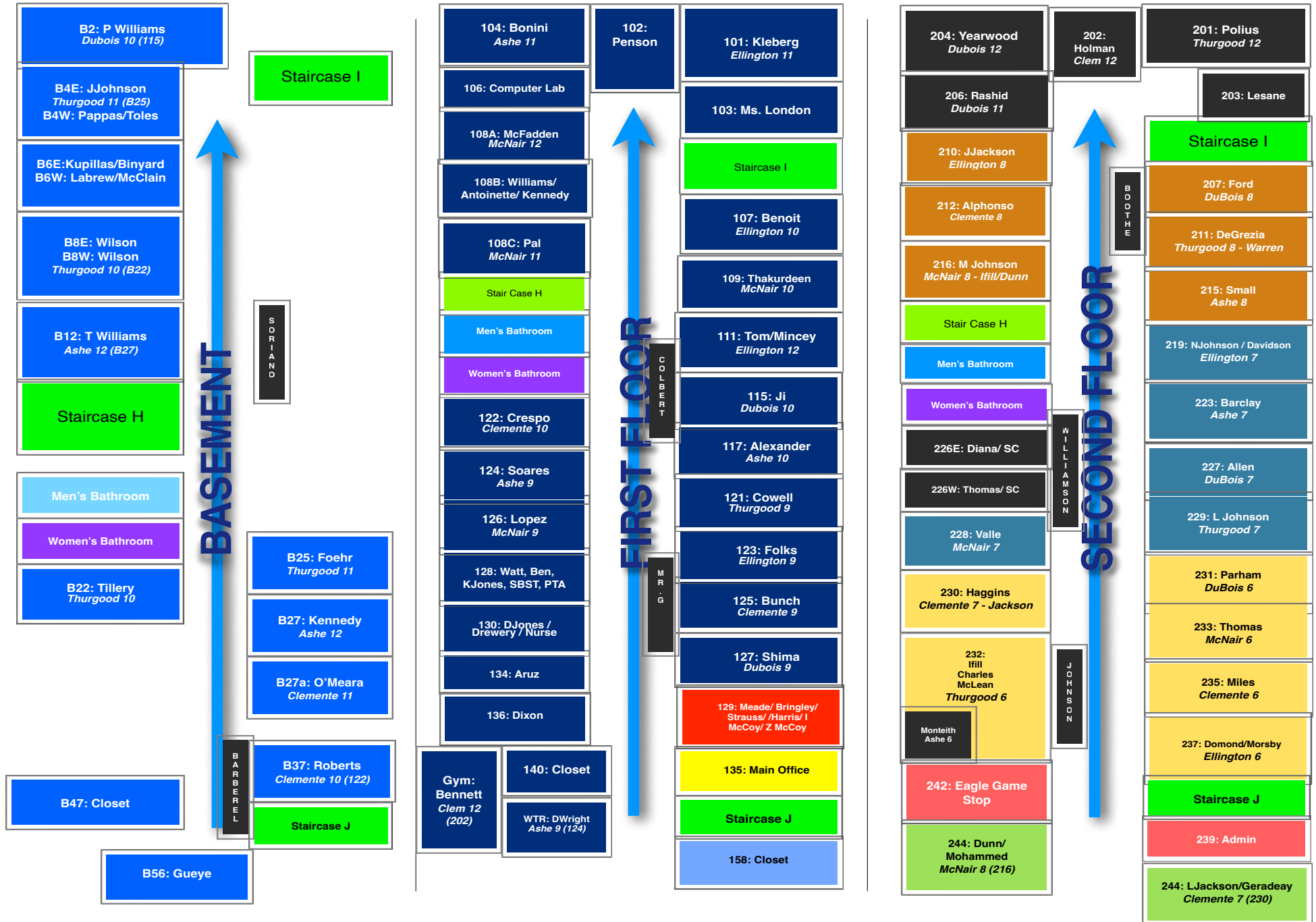
April 3rd

May 1st

June 5th



EAGLE FLOOR PLAN 26-27





Attendance

**GOAL: Attendance will increase from 89% to 92%.
Chronic absenteeism will decrease from 36% to 25%.**

All scholars are expected to attend all classes on time, in full uniform, prepared with the necessary materials and ready to participate.

Attendance is a fundamental pillar of academic success and overall school achievement. Regular attendance is crucial because it ensures that scholars are consistently exposed to the curriculum and participate in the daily learning experiences that build foundational knowledge and skills. Good attendance provides opportunities for scholars to interact with educators, collaborate with peers, and receive timely feedback, all of which reinforce learning and help scholars stay on track. Furthermore, consistent attendance helps students build essential skills such as punctuality and responsibility, which are valuable both in school and in their post Eagle lives. Absences can create gaps in learning, making it harder for students to catch up, which can lead to lower academic performance and increased disengagement.

Entry procedures:

Middle school scholars begin at 8:00AM in the cafeteria.

High school scholars begin at 8:30AM in the auditorium.

All scholars should enter through the Herkimer entrance doors. Scholars who get to the building before their designated start time will need to go to the auditorium.

Absences/ Check out Procedures:

Scholars must bring documentation (doctor's note, parent note) to the main office for any absences. Scholars who are absent without documentation are marked for an unexcused absence. It is the responsibility of the scholar (and his parent/guardian) to bring documentation AND get any assignments missed from all educators.

- Educators will contact parent when a scholar misses class or is tardy more than once in a week.
- Grade level counselors and scholar coordinators will reach out to families if a scholar continues to be late or absent, or if there is a pattern of frequent tardiness or absences.

Scholars who need to check out of school may only do so with documentation from a parent/guardian and only at the appointed time. Scholars should bring the note to the office in the morning so that office staff can alert their educators.

If a scholar needs to leave school without prior documentation, their parent/guardian will need to pick them up.

Scholars are not allowed to leave campus until the end of the school day!

REPORT CARD DATES 2026-2027

Term 1, Marking Period 1: September 8th - October 22nd

Date	Action
Thursday, October 22nd	Marking Period Ends
Monday, October 26th	Grades Submitted
Thursday, October 29th	Report Cards & Parent-Teacher Conferences (1-3pm, 5:30-7:30pm)

Term 1, Marking Period 2: October 23rd - December 3rd

Date	Action
Thursday, December 3rd	Marking Period Ends
Monday, December 7th	Grades Submitted
Thursday, December 10th	Report Cards

Term 1, Marking Period 3: December 4th - January 25th

Date	Action
Monday, January 25th	Marking Period Ends
Thursday, January 28th	Grades Submitted
Tuesday, February 2nd	Report Cards

Term 2, Marking Period 1: February 3rd - March 19th

Date	Action
Friday, March 19th	Marking Period Ends
Monday, March 22nd	Grades Submitted
Thursday, March 25th	Report Cards & Parent-Teacher Conferences (1-3pm, 5:30-7:30pm)

Term 2: Marking Period 2: March 22nd - April 21st

Date	Action
Friday, May 8th	Marking Period Ends
Monday, May 10th	Grades Submitted
Thursday, May 13th	Report Cards & Identity Project

Term 2: Marking Period 3: May 3rd - June 14th (HS) / June 21st (MS)

Date	Action
Tuesday, June 15th	Marking Period Ends
Monday, June 14th	HS Grades Submitted
Monday, June 21st	MS Grades Submitted
Thursday, June 24th	Report Cards

EAGLE SCHOOL-WIDE GRADING POLICY

Educators are expected to **update grades weekly**. Each week, there should be **3-5 new assignments** added to **Jupiter Grades**. The grades should be an accurate record of scholars' work.

It is crucial that grades are updated and accurate so scholars, parents, guidance counselors, scholar coordinators, House leaders, coaches, etc. can track scholars' progress.

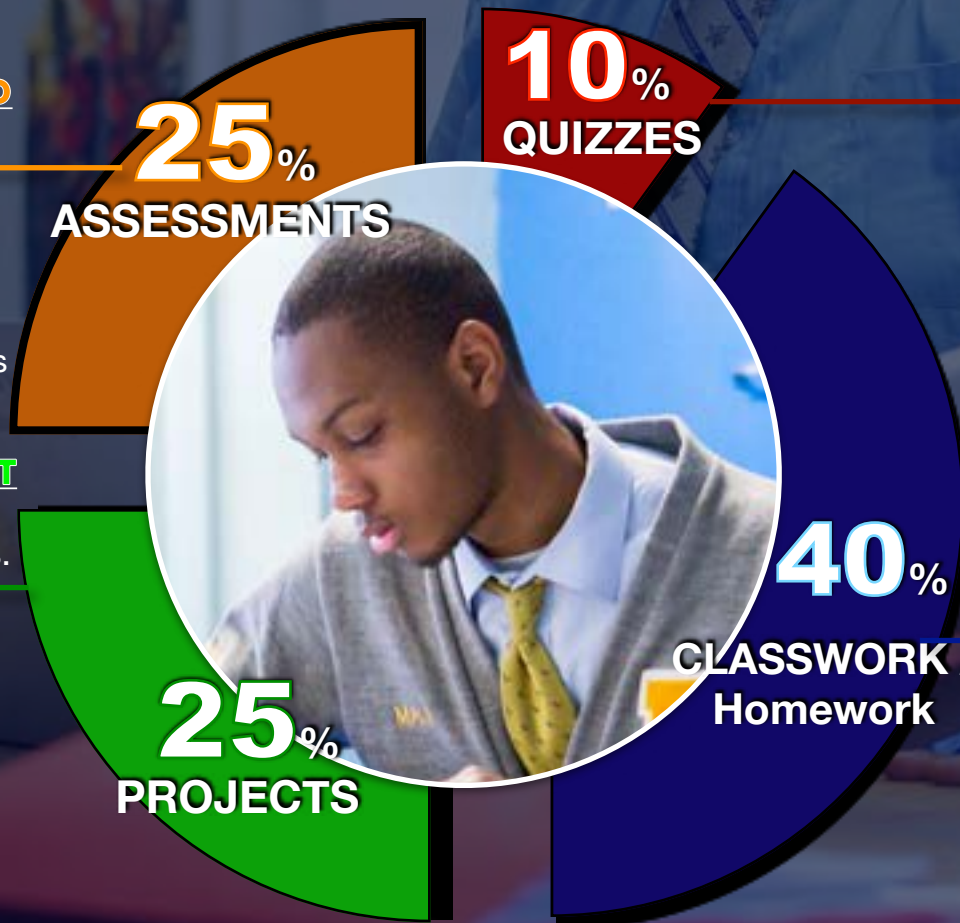
Report card are given at the end of each Marking Period (approximately 6 weeks). Progress Report will be site out mid-Marking Period. Grades for these will be pulled from Jupiter Grades. For specific dates for report cards and progress reports, please see our Report Card Page.

ASSESSMENTS & EXTENDED WRITING ASSIGNMENTS

At least 2 unit exams and/or extended writing tasks should be assigned within a marking period. Interims should also be included in this category. Pre-tests/ baselines should not be factored into scholar's grade.

STANDARDS-BASED PROJECT

This means at least one project that has two or more components. Each part should demonstrate authentic, real-world experiences. A tracking tool and standards-based rubric should be established for each component.



QUIZZES

- At least 5 quizzes should be given within a marking period.
- Quizzes should be utilized to track mastery of Power Topics between Interim Assessments.

CLASSWORK, PARTICIPATION, EFFORT, WORK QUALITY, HOMEWORK

- Classwork includes Do Nows, QOD, exit tickets, notebook checks, independent tasks, group tasks, class preparedness and participation.
- Effort and work quality should be assigned based on whether or not the scholar is working **to his individual potential**.
- At least 2 homework assignments should be given each week.

TEACHHUB AND EMAIL

TO ACCESS YOUR EMAIL, TEACHHUB, AND GOOGLE CLASSROOM:

You will need to get your DOE email address from your UJIMA leader OR Mr. Duncan (Rm 106).

To access your DOE email & Google classroom accounts:



Go to www.gmail.com
Your email is ____@nycstudents.net
Password: Eagle2026 (MS)
Eagle2627 (HS)



Your DOE email is crucial to your success in High School.
You will receive emails daily about:

- Assignments & Deadlines (homework, projects, etc.)
- Upcoming Exams (unit exams, midterms, finals, regents)
- Upcoming School Events (sporting events, culture events, clubs etc.)
- Transcripts & Report Cards
- College & Career Information

CHECK YOUR EMAIL DAILY!!!!



NYC Public Schools

Sign In

Username or Email

Password

Sign In

[Password and Profile Management](#)

TEACHHUB

There is a Teachhub app for all devices.

Scholars can check :

- Class schedules
- Grades
- Assignments
- Jupiter



JUPITER ACCESS

HOW TO ACCESS YOUR JUPITER ED ACCOUNT

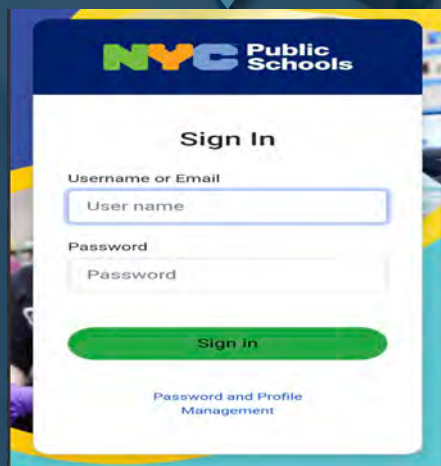
You will need to get your DOE email address and password from your UJIMA leader OR Mr. Duncan (Rm 106).



Go to Teach Hub
website
teachhub.nyc.gov



Once in CLEVER, find
the Jupiter icon and
click on it. You will be
redirected to create a
password.



Login using
your DOE
credentials



Once in Teachhub,
type CLEVER in the
search bar and click
on the icon



Eagle General Supply List

- FULL Eagle Uniform
 - Laptop OR Tablet with keyboard
 - Pens and Pencils
 - Calculator (6th/7th: Scientific; 8th-HS: Graphing)
 - Folder & notebook for each subject
 - Combination Lock for locker (HS only)
 - Safe place for ID card, Metrocard, Schedule, etc.
 - Water bottle
- *Teachers will have more specifics in Sept



UNIFORM POLICY

The Eagle uniform symbolizes the Eagle Scholar's commitment to living the Five Pillars and becoming Globally Conscious and Globally Competitive. When in proper uniform, a scholar's appearance will reflect the characteristics of a professional, motivated, and focused young man. The Eagle uniform sets the Eagle Scholar apart from students in other schools. Ties are sold at the school for \$10. Families will be provided with a list of suggested vendors for uniform items.

- Scholars are **not** allowed to wear cargo pants or jeans for any reason.
- Scholars are **not** allowed to wear hoodies, sandals, flip flops, or Crocs/ clog type shoes.
- Scholars are not allowed to wear pooh shiesties, hats or other non religious head coverings

Being in full uniform daily is MANDATORY for all Eagle Scholars! Scholars who do not come in uniform must go to rm 136 and get uniform items for collateral. Being out of uniform consistently may result in disciplinary action.

Middle School Uniform

Uniform Monday-Thursday: Grade-appropriate tie, Grey Slacks, Blue Oxford Shirt, (Optional: Royal Blue Vest/Sweater/). ALL Black Sneaker/Shoes.

Uniform for all scholars on Fridays: Eagle Polo Shirt (Royal) or designated Eagle T-shirt, School approved Khaki pants

High School Uniform

Uniform Monday-Thursday: Grade-appropriate tie, Grey Slacks, Blue Oxford Shirt (Optional: Navy Blue Vest/Sweater/Half Zip)

Uniform for all scholars on Fridays: Any Eagle t-shirt, polo, jersey, hoodie, etc. Grey or khaki pants.

EAGLE NON-NEGOTIABLE CLASSROOM POLICIES

To show our Commitment to Excellence and create a focused learning environment with high expectations, it is imperative that we present a united front on the top five school-wide, non-negotiable classroom policies. These expectations are in addition to the NYC Public Schools Citywide Behavioral

The Big 5

#1 - Scholars will demonstrate confidence in their academic ability by being PRESENT EVERY DAY, ON TIME. *Scholars absent more than twice a week are considered chronically absent and will be monitored by a Guidance Counselor.*

#2 - Scholars will maintain a professional tone in the classroom through the use of academic language at all times. *Scholars not using professional language need to demonstrate resilience and will be redirected by scholar success team on positive reinforcement systems in a professional manner.*

#3 - Scholars will show a commitment to excellence by being in full uniform at all times. *If a scholar does not have his full uniform, he will be sent to 136, be given a written documentation tardy slip, and his family will be called by the end of the academic school day.*

#4 - Scholars will demonstrate leadership by always positively supporting their Eagle Brothers. *Scholars who make choices that tarnish our brotherhood will be sent to a grade-level scholar success team leader, depending on the situation.*

#5 - Scholars will show full effort by following instructions about technology. *Scholars must lock up their phones with their House Leader or Scholar Coordinator Team when they arrive in the morning. Scholars who violate this New York State rule will have their phones confiscated.*





Regulation of the Chancellor

Number: **A-832**

Subject: **STUDENT-TO-STUDENT DISCRIMINATION, HARASSMENT, INTIMIDATION AND/OR BULLYING**

Category: **STUDENTS**

Issued: **October 7, 2021**

ABSTRACT

It is the policy of the New York City Department of Education ("DOE") to maintain a safe and supportive learning and educational environment that is free from harassment, intimidation and/or bullying committed by students against other students and discrimination by students against other students on account of actual or perceived race, color, creed, ethnicity, national origin, citizenship/immigration status, religion, gender, gender identity, gender expression, sexual orientation, disability, or weight. Such discrimination, harassment, intimidation and/or bullying is prohibited and will not be tolerated in school, during school hours, during online learning, before or after school, while on school property, at school-sponsored events, while traveling in vehicles funded by the DOE or off school property when such behavior disrupts or would foreseeably disrupt the educational process or endangers or would foreseeably endanger the health, safety, morals, or welfare of the school community. This regulation sets forth reporting, investigative, notification, and follow-up procedures for student-to-student discrimination, harassment, intimidation and/or bullying. Students who have engaged in behavior which violates this regulation will receive interventions, supports, and disciplinary responses, as appropriate, consistent with the Citywide Behavioral Expectations to Support Student Learning ("Discipline Code") and Chancellor's Regulation A-443. Victims and witnesses will receive interventions and supports as appropriate. For complaints of peer sexual harassment, please refer to Chancellor's Regulation A-831.

I. POLICY

- A. It is the policy of the DOE to maintain a safe and supportive learning and educational environment that is free from discrimination, harassment, intimidation and/or bullying committed by students against other students. Discrimination, harassment, intimidation, and/or bullying are prohibited in school, while on school property, during school hours, during online learning, before or after school, at school-

sponsored events, or while traveling in vehicles funded by the DOE. Such behavior is also prohibited off school property when it disrupts or would foreseeably disrupt the educational process or endangers or would foreseeably endanger the health, safety, morals, or welfare of the school community.

- B. It is the policy of the DOE to prohibit retaliation against any student, parent, or DOE employee who in good faith reports or participates in an investigation of allegations of student-to-student discrimination, harassment, intimidation and/or bullying. Any adverse act against individuals due to their participation in such protected activity is considered retaliatory. Allegations of retaliation will be investigated and subject to appropriate disciplinary action if substantiated. The term “parent,” whenever used in this regulation, means the student’s parent(s) or guardian(s), or any person(s) in a parental or custodial relationship to the student, or the student, if the student is an emancipated minor or has reached 18 years of age.
- C. It is a violation of this regulation for any student to harass, intimidate or bully another student.
- D. It is a violation of this regulation for any student to discriminate against another student on account of actual or perceived race, color, creed, ethnicity, national origin, citizenship/immigration status, religion, gender, gender identity, gender expression, sexual orientation, disability, or weight. See Chancellor’s Regulation A-830 (Definitions section, <https://www.schools.nyc.gov/docs/default-source/default-document-library/a-830>) for definitions of conduct prohibited by this Regulation.
- E. Harassment and bullying are the creation of a hostile school environment for another student by conduct or by threats, intimidation, or abuse, including cyberbullying, that either:
 - 1. have or would have the effect of unreasonably and substantially interfering with a student’s educational performance, opportunities, or ability to participate in or benefit from an educational program (e.g., the student is not regularly attending classes; the student’s academic performance or performance in class has changed), school- sponsored activity or any other aspect of a student’s education (e.g., the student is no longer regularly attending extracurricular activities or level of participation is changed); or
 - 2. have or would have the effect of unreasonably and substantially interfering with a student’s mental, emotional, or physical well-being (e.g., the student’s behavior in school is impacted; the student is withdrawn or isolating themselves; the student appears to be anxious, depressed, or distracted); or

3. reasonably cause or would reasonably be expected to cause a student to fear for their physical safety (e.g., the student and/or other students or staff have expressed concerns about the student's safety); or
4. reasonably cause or would reasonably be expected to cause physical injury or emotional harm to a student.

Acts of student-to-student harassment and bullying include but are not limited to harassment, intimidation and/or bullying on account of actual or perceived race, color, creed, ethnicity, national origin, citizenship/immigration status, religion, gender, gender identity, gender expression, sexual orientation, disability, or weight.

F. Student-to-student discrimination, harassment, intimidation and/or bullying may take many forms and can be physical, non-verbal, verbal, or written. It may be a single incident or a series of related incidents.

1. Electronically communicated discrimination, harassment, intimidation and/or bullying means communications via technology including, but not limited to: internet; cell phone; email; personal digital assistant; wireless handheld device; social media; blogs; texting; apps; chat rooms; and gaming systems.
2. Acts of student-to-student discrimination, harassment, intimidation and/or bullying may include but are not limited to:
 - physical violence;
 - stalking;
 - threats, taunts, teasing;
 - aggressive or menacing gestures;
 - exclusion from peer groups designed to humiliate or isolate;
 - using derogatory language;
 - making derogatory jokes, name calling, or slurs, including statements based on a student's actual or perceived race, color, creed, ethnicity, national origin, citizenship/immigration status, religion, gender, gender identity, gender expression, sexual orientation, disability or weight;
 - written or graphic material, including graffiti, photographs, drawings, or videos, containing comments or stereotypes that are derogatory of others that are electronically circulated or are written or printed;
 - verbal or physical conduct that threatens another with harm;
 - hazing; and
 - deliberately using a name, mispronouncing a name or using a pronoun in a manner that discriminates, harasses, bullies, or intimidates based on a student's actual or perceived race, color, creed, ethnicity, national origin,

GLOBALLY COMPETITIVE TEACHING FRAMEWORK

A FUSION OF PEDAGOGICAL PRACTICES

Besides direct instruction, utilize inquiry, peer discussion, experiential learning, peer coaching, stations, memorization, multiple modalities, etc

REAL-WORLD LEARNING PARTNERSHIPS

A partner that scholars can actively work with (a scientist at a local lab or university; a local nonprofit; the local police precinct, a nearby elementary school, etc.)

TECHNOLOGY AS A TOOL

Scholars should learn to utilize new technology for research, organization, and presentation of projects

VARIED LEARNING ENVIRONMENTS

Learning occurs in a variety of settings and locations besides individually in the classroom: on trips, outside, in groups, in pairs, etc.



GLOBALLY COMPETITIVE COMPETENCIES

FIVE PILLARS

- Proactive stance toward life and learning (Confidence & Commitment to Excellence)
- Grit, Tenacity, Perseverance (Resilience)
- Empathy, Compassion, Integrity (Leadership)

GLOBAL CONSCIOUSNESS

- A global perspective
- Commitment to human equity and well-being through empathy and compassion for diverse values and worldviews
- Solving ambiguous and complex problems to benefit a community

CURATION & ANALYSIS

- Evaluating information and arguments
- Meaningful knowledge construction through making connections and identifying patterns
- Experimenting, reflecting, and taking action on ideas in the real world

COLLABORATION & CONNECTION

- Working interdependently as a team
- Social, emotional, and intercultural skills
- Managing team dynamics and challenges
- Communicating for audience and impact
- Voice and identity expressed to advance humanity

IMAGINATION

- Economic and social entrepreneurialism
- Asking the right inquiry questions
- Pursuing and expressing novel ideas and situations
- Turning ideas into action



EDUCATOR OF THE MONTH/ SCHOLAR SPOTLIGHT

The Educator of the Month Program is designed to recognize outstanding educators for their contributions to their school, excellence in and out of the classroom, leadership, innovation, dedication, and work on behalf of Eagle Academy scholars 6-12. Each month, the school recognizes two educators, one from middle school and another from high school. Nominations may be submitted by the school faculty, scholars, and parents. Regardless of the outcome, Eagle Academy would like to stress that the real tribute of this award is the nomination. It symbolizes the esteem and appreciation the community has for its educators.

Scholar Spotlights are designed to recognize scholars for their contributions to the Eagle community and for exemplifying our 5 Pillars: Confidence, Leadership, Effort, Commitment to Excellence and Resilience. Each month, the school recognizes two scholars, one from middle school and another from high school. Nominations may be submitted by their fellow Eagle brothers, school faculty, and parents.

Nominations

Educator of the Month and Scholar Spotlight nominations will be sent via email and can be found using the QR codes below:



The nominations for each month are due by the last day of each month. Nominations received after the deadline will be added to the following month's award.

Selection & Presentation

At the beginning of each month, the Selection Committee will review all nominations and select the Educators of the Month and Scholar Spotlights. The winners will receive a prize and acknowledgment on our social media platforms.

EAGLE SCHOLAR ROAD MAP

It is imperative that scholars learn how to independently navigate challenges over their seven years at Eagle. To help guide them in the process, we created the Eagle Scholar Road Map, which provides them with the steps necessary to navigate through a challenge.

Access &
Utilize
Resources

Execute

START

Completion/
Internalization
/Victory

Step 1: Understand the Challenge

- Articulate which parts of the task/job/situation he is able to do independently.
- Articulate which parts of a task/job/situation he isn't sure how to do or handle.
- Ask questions about those particular parts of the task/job/situation to seek clarification.
- Have confidence that he CAN in fact solve this problem.

Step 2: Access & Utilize Resources

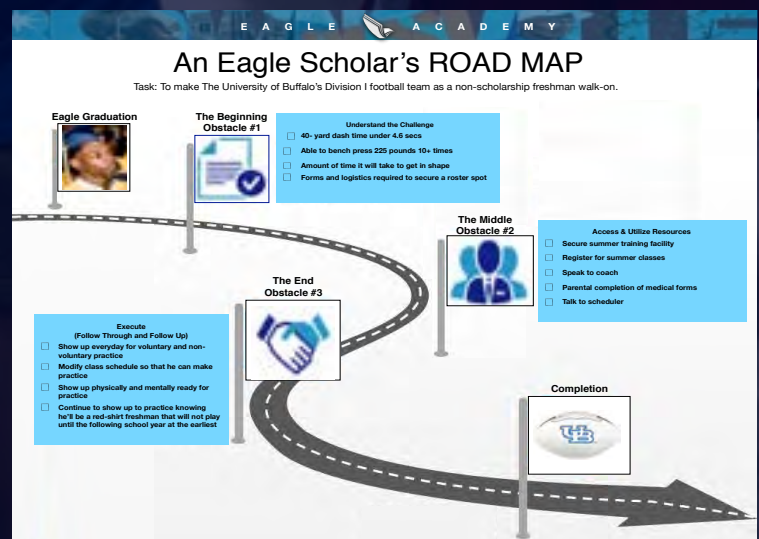
- Correctly determine which resources he needs to utilize to get answers to his questions (books, parent, teacher, peer, supervisor, internet, etc.)
- Actually get the answers to his questions from those resources.
- Utilize problem solving and decision making skills to fully think through all aspects of the situation and choose the best resources to apply to his solution.

Step 3: Execute (Follow Through and Follow Up)

- Go back to the task/job/situation and complete it or navigate it successfully.
- Utilize self-regulation skills to stay focused on following through.
- Have the confidence to push through to the end.
- Articulate what was learned through the process so he can use it next time.
- Repeat the whole process if necessary.

HOW EAGLE EDUCATORS SUPPORT THIS WORK

- Explicitly reference the steps of the Road Map when introducing projects or assignments.
- Explicitly reference / model / teach Problem Solving, Decision Making, Self-Regulation, Having Confidence through real-world examples, personal examples, and case studies.
- When goal-setting with scholars, make a clear "execution" plan so scholars know what completion of the goal really looks like.
- Build in reflection / self-assessment time to discuss the process and how to improve next time.



HOUSES OF EAGLE SCHOLARSHIP

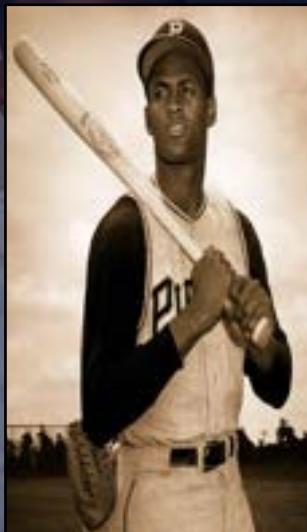


ASHE HOUSE

Arthur Robert Ashe Jr. was born on July 10, 1943, in Richmond, Virginia. He was the first and only African American player to win the men's singles title at Wimbledon. After brain surgery in 1988 came the discovery that Ashe had been infected with the human immunodeficiency virus (HIV), the virus that causes AIDS. Ashe established the Arthur Ashe Foundation for the Defeat of AIDS to provide treatment to AIDS patients and to promote AIDS research throughout the world.

House Leaders

6th: Monteith
7th: Barclay
8th: Small
9th: Soares / Wright
10th: Alexander/ Penson
11th: Bonini
12th: Kennedy/ Twill



CLEMENTE HOUSE

Roberto Walker Clemente was born in Barrio San Anton in Carolina, Puerto Rico on August 18, 1934. Roberto Clemente is remembered today as one of the game's best all-round right fielders, with one of the best arms in baseball. Often referred to as "The Great One," Clemente was the first Latin American player elected to the baseball Hall of Fame. Tragically, Roberto Clemente's life ended on December 31, 1972 in a plane crash while en route to Nicaragua with relief supplies for earthquake victims.

House Leaders

6th: Miles
7th: L Jackson
8th: Alphonso
9th: Bunch/ McClain
10th: Crespo/Roberts
11th: O'Meara
12th: Holman/ Bennett



DUBOIS HOUSE

Born on February 23, 1868 in Great Barrington, Massachusetts DuBois was a scholar and political activist. W.E.B. DuBois' life-long fight for racial equality earned him a lasting and important place in this country's history. Du Bois helped found the National Association for the Advancement of Colored People (NAACP). DuBois attended Harvard University and in 1895 became the first African-American to receive a doctorate from the school. DuBois continued for decades as a strong public voice on behalf of African-Americans.

House Leaders

6th: Parham
7th: Allen
8th: Ford
9th: Shima/ Thomas
10th: Ji/ Coach Will
11th: Rashid
12th: Yearwood



ELLINGTON HOUSE

Duke Ellington was born on April 29, 1899 in Washington, D.C. He divided his studies between music and commercial art, and by 1918 established a reputation as a bandleader and agent. In 1923 he went to New York City and soon became a successful bandleader. After the 1940s he concentrated more on longer works, including several suites (arrangements of music) built around a central theme, frequently an aspect of African American life. Always a fine orchestral pianist, with a style influenced by the Harlem stylists of the 1920s.

House Leaders

6th: Domond
7th: Davidson / N Johnson
8th: J Jackson
9th: Folks
10th: Benoit
11th: Kleberg
12th: Tom



MCNAIR HOUSE

Dr. Ronald Erwin McNair was the second African American to fly in space. He was born on October 21, 1950, in Lake City, South Carolina. He graduated for North Carolina A&T State University where he graduated with a bachelor's of science degree in physics in 1971. He and six other astronauts died aboard the space shuttle Challenger January 28, 1986. To honor Dr. McNair, the United States Congress endowed the Ronald E. McNair Post-Baccalaureate Achievement Program.

House Leaders

6th: Thomas
7th: Valle
8th: Dunn / Ifill
9th: Lopez
10th: Thakurdeen/Aruz
11th: Pal
12th: McFadden



THURGOOD HOUSE

Thurgood Marshall was born on July 2, 1908, in Baltimore, Maryland. In 1935 he successfully attacked segregation in education when he participated in the desegregation of the University of Maryland Law School. The most famous case won by Marshall was *Brown v. Board of Education* (1954), which outlawed segregation in public schools and more or less ended the practice once and for all. On October 2, 1967, Marshall became the first African American justice to sit on the Supreme Court.

House Leaders

6th: Charles
7th: L Johnson
8th: Warren
9th: Cowell
10th: Wilson/ Tillery
11th: Johnson/ Foehr
12th: Polius



MIDDLE SCHOOL HOUSE

An Eagle Scholar must be committed to excellence at all times. It is equally important that these accomplishments be recognized and highlighted by the entire Eagle community. To celebrate scholars that surpass others in their continued pursuit of academic excellence, we will have a series of ceremonies and challenges throughout the year.

MIDDLE SCHOOL HOUSE

Time	Activity	Expectation for Scholars
First 5 mins	Transition/ Calm Down Time	Scholars should enter a quiet space. This is when educators check attendance and award House Points in Live Schools.
20 mins	Homework/ Study Block	Scholar use their resource book to determine what homework they need to complete. Scholars begin to work on homework that they potentially need support with and plan for when they will finish, or review notes and assignments.
30 mins	House Time	House leaders use this time to hold scholar discussions, team building, discuss Town Hall and reflect on what the House can do better. Each month will have a focus for discussion.
5 mins	Dismissal	Scholars should gather their belongings and transition to extended day (Mon-Wed) and home (Thurs)





HOUSE LEADERSHIP STRUCTURE

Within the house structure, it is vital that fraternal bonds are established. Based on research, it has been concluded that the young men need a system that promotes accountability, responsibility, and leadership. To ensure that our Eagle Scholars learn these skills and develop a system of scholar government, all houses are organized with specific levels of leadership.

Houses will choose their Leaders at the beginning of October. Captains/co captains will meet monthly to discuss leadership responsibilities and obstacles.

Captain

Works closely with their house leader in order to aid in facilitating the day-to-day events in the house. Works closely with house brothers.

- Is the scholar that checks in with his brothers daily
- reports any issues back to his house leader
- Helps lead discussions in House



Co-Captain

Support the Captain.

- Make sure House brothers clear the cafeteria tables
- Makes sure that their House brothers respect their House room



Every house will vote and nominate captains and co-captains. We will have monthly Captain and Co-captain meetings with leadership representation from each house. Captains and Co-captains will go through a series of workshops to develop their leadership capabilities.

HIGH SCHOOL UJIMA

High School Ujima Leaders have three main responsibilities:

1. CONNECT WITH YOUR HOUSE SCHOLARS

- Engage actively with House Scholars. Get to know them.
- If a scholar is exhibiting worrying behaviors, share that information with the guidance staff.

2. SUPPORT SCHOLARS WITH COMPLETION OF SCHOOL WORK

- Utilize Jupiter Grades to ensure House Scholars are actively completing assignments.
- Confer with scholars 1-to-1 to support them in making wise academic decisions.
- Explicitly teach and give scholars time to practice various study skills in small groups.

3. SUPPORT SCHOLARS IN BUILDING IMPORTANT CAREER / EXECUTIVE FUNCTIONING SKILLS.

- Execute FutureReady lessons to help scholars explore careers and develop work-ready and life-ready skills.
- Create an environment where scholars are held accountable for engaging in Ujima work.



UJIMA COMPONENTS

ACADEMIC SUCCESS

- Educator will hold 1-on-1 conferences with scholars about grades. Ask specifics about their work, their challenges, and steps to take to improve.
- Educator will teach and have scholars practice various study skills.
- Scholars will work in groups to hold each other accountable for studying, completing assignments, and grade improvement.

FUTUREREADY

- Scholars will engage in FutureReady Career Exploration / Life Readiness activities.

BROTHERHOOD

Depending on the week, scholars may engage in group reflection, team building activities, or house challenges.

TOWN HALL

- Scholars actively listen to Mr. Meade and engage in the accompanying activities.



MIDDLE SCHOOL-WIDE POLICIES

We must be a unified front to support our scholars in meeting the high expectations we hold for them. To that end, it is expected that every Eagle Educator enforce the same policies with all scholars.

CELL PHONES

- All cell phones will be collected by one staff member per grade at the beginning of the school day. Cell phones will be returned to scholars after extended day or House. Scholars who come late will be required to drop off their phones when they arrive.

TRANSITIONS

- During transitions, ALL EDUCATORS should be in the hallway (delivering or receiving their classes).
- Educators are responsible for all scholars in their class until they are handed off to the next period. If an educator is late please let a SC or admin know BEFORE leaving.
- Scholars should line up outside of their classroom before entering.

BATHROOMS/ WATER FOUNTAIN/ NURSE POLICY

- Only 1 scholar may leave the classroom at a time (unless to go to the nurse).
- If a scholar is requesting to use the bathroom, he must put up the “four fingers” signal.
- If a scholar is requesting to get water, he must put up the “three fingers” signal.
- No scholar may use bathroom during the first period of the day or during the first and last 10 minutes of each period unless it’s an extreme emergency.
- Scholars MUST have a pass to go to the nurse. Use your discretion, if a scholar is feeling dizzy or hard of breath, call the nurse or a SC/admin to escort him to the nurse.

CLASSROOM STRUCTURES

Scholars should have assigned seats for each of their classes. Desks should be arranged in an organized manner that adequately supports the type of lesson being taught.

EAGLE SCHOLAR RESOURCE GUIDE

Scholars will receive a resource book during the first week of school. The purpose of the book is to help scholars organize. Here are some of the features that scholars will be required to use.

SCHOLAR ORGANIZER PAGES

Scholars will write down their homework for each period. Scholars will track their credits and grades.

EAGLE GRADUATION TRACKER			
Use your Permanent Record and your Current Schedule to complete this checklist after each semester			
COURSE	PERMANENT RECORD	CURRENT SCHEDULE	ADDITIONAL COMMENTS
ENGLISH			
Core English (Classes start with EES)	8		
Other English			
TOTAL ENGLISH	8		
HISTORY			
Global History	4		
U.S. History	2		
Government	1		
Economics			
TOTAL HISTORY	7		
MATH			
Geometry, Trigonometry, Pre-Calculus	2		
Other Math			
TOTAL MATH	6		
SCIENCE			
Living Environment	2		
Earth Science, Chemistry, Physics			
Other Science			
TOTAL SCIENCE	6		
ART			
Visual Arts (Classes start with VIS)	2 or 6		
Other Art			
TOTAL ART	2 or 6		
HEALTH			
Health	1		
TOTAL HEALTH	1		
PHYSICAL EDUCATION			
Physical Education	4		
TOTAL PHYSICAL EDUCATION	4		
REGENTS EXAMS			
Regents Exams (Classes start with REG)	7		
Other Regents Exams			
TOTAL REGENTS EXAMS	7		

EAGLE BROOKLYN REPORT CARD TRACKER									
CLASS	MAP 1 Grade	NEXT STEPS	PERMANENT RECORD	MAP 2 Grade	NEXT STEPS	PERMANENT RECORD	MAP 3 Grade	NEXT STEPS	PERMANENT RECORD
MATH	%		%	%		%	%		%
ELA	%		%	%		%	%		%
SOCIAL STUDIES	%		%	%		%	%		%
SCIENCE	%		%	%		%	%		%
ASSESSMENT TRACKER									
MATH	WINTER MAP	MAP WINTER	SPRING MAP	SPRING MAP	FINAL	ELA	WINTER MAP	MAP WINTER	SPRING MAP
INTERIM ASSESSMENT						INTERIM ASSESSMENT			
SOCIAL STUDIES	WINTER MAP	MAP WINTER	SPRING MAP	SPRING MAP	FINAL	SOCIAL STUDIES TESTS & ASSESSMENTS			
SCIENCE	WINTER MAP	MAP WINTER	SPRING MAP	SPRING MAP	FINAL	SCIENCE TESTS & ASSESSMENTS			

Calendar of Assignments WEEK OF		
	WEEK	WEEK
MONDAY		
TUESDAY		
WEDNESDAY		
THURSDAY		
FRIDAY		
Test/Quizzes		

HOUSE PAGES

Scholars will use these pages to learn about their house leaders, house brothers and Eagle!

EAGLE OCEAN HILL HISTORY

From an early vision, outlined in an eighty-page document, the Eagle Academy for Young Men at Ocean Hill would emerge. It was 2008, a time when the notion of a single gender public school was unfamiliar to most, and one specific to addressing the needs of young men of color in New York City was especially inoperable. While this was good in theory, earning the trust of prospective families and convincing them that we were dedicated for their sons was an immense task. That September, fourteen educators rose to the occasion as our doors officially opened to sixty-five black and brown sixth grade boys.

At the time, we did not fashion that our approach would transform urban education. Instead, we did what needed to be done. We had to be dynamic. We knew the strategy that worked on a given day may never work again. Our efforts would not always mirror what was outlined in the new school proposal, or what was prescribed protocol from Tweak. A scholar's unique circumstance had to be met with an equally unique response. This is the work! Thirteen years later we are continuing the change.

At the advent of the 2021-2022 school year, we continue to reflect on a journey that has been met with successes and challenges, highs and lows, one that has seen its share of chaos, sweat and tears. The challenges of the Covid-19 tested the strength of our community in ways we could have never imagined. Over these years, we have grown from just middle school into high school, and graduated seven cohorts of young men into adulthood. Our young men have earned millions of dollars in college scholarships. They have designed community gardens and have traveled across the hemisphere for service projects. They've had internships at TV studios, investment banks, and construction sites. They have won PIAA championships. They have performed at the DNC. They have worked together to help their Eagle brothers through difficult classes and difficult moments.

The enthusiasm of raising our boys to men still motivates us as it did when this was merely a concept. Still, a structure is only as good as its foundation. At our core are committed educators, who share in the belief that it is possible, without family and access to opportunity will inspire change. We are upheld by parents who believe in us as our first parents did. We are comprised of young men who identify themselves as brothers.

Eagle Ocean Hill is not confined to the building in which we operate. We are more than our mantras, more than our Five Pillars, more than our six Houses. We are a family!

EAGLE MANTRAS

I AM GLOBALLY CONSCIOUS AND GLOBALLY COMPETITIVE.

WE ARE MORE THAN A SCHOOL. WE ARE A FAMILY.

PEOPLE THINK WE DON'T EXIST.

EXCUSES ARE THE COUSINS OF LIES.

WHEN ONE FALLS, WE ALL FALL.

ROBERTO CLEMENTE HOUSE

House Leader: _____
Captain: _____
Co-Captain: _____

HOUSE MEMBERS

HOUSE MANTRA:

TOWN HALL PAGES

Scholars will use these pages to reflect upon their week and record their thoughts during the Friday Town Hall with Mr. Meade.

Town Hall Meeting

Thank you for your input!

What is the most important thing you learned from this meeting?

What is the most important thing you learned from this meeting?

THEY DIDN'T KNOW WE WERE SEEDS.

YOUR WEEK IN 3 WORDS

WEEK 1

WEEK 2

WEEK 3

WEEK 4

WEEK 5

Town Hall Meeting

Thank you for your input!

What is the most important thing you learned from this meeting?

What is the most important thing you learned from this meeting?

VOCABULARY WORD OF THE WEEK

Goal: MS scholars will increase exposure to words that are frequently seen on the SATs.

Scholars are exposed to a new vocabulary word each week during Town Hall. Scholars are given the definition and examples of the word used in real life.

VOCABULARY WORD OF THE WEEK

FLUCTUATE

Definition: (verb) rise and fall irregularly in number or amount

Example Sentences:

- 1- March weather is so crazy! The temperature keeps fluctuating every day.
- 2- Platinum Honor Roll scholars' grades never fluctuate. They are always high!

Scholars are given a challenge to earn points for their house. These challenges are announced during Town Hall and also during the day!

VOCABULARY WORD OF THE WEEK

Challenge for the Day:

When during the day will you demonstrate the most diligence with your work?

Scholars share their sentences with educators, these sentences are displayed during Town Hall to encourage more use of the words.

VOCABULARY WORD OF THE WEEK USED IN THE CLASSROOM

It is conducive to give money to charity. - Alden G.

Studying is conducive to getting good grades. - Joshua S.

Walking up and down the stairs is conducive for my mental health. - Lucas S.

Brushing your teeth is conducive to oral hygiene. - Clemente S.

Working together as a team is conducive to winning the basketball game. - Ellington S.

Being quiet is conducive to hearing the speaker. - Shakim P.

Reading is conducive to increasing your reading level. - Lameer S.

A quiet library was conducive to studying for the big test. - Ashe S.

My house is a conducive place for me to sit and do my homework. - Thugood S.

Scholars play Word Jeopardy to review past words of the week!

Fill in the Blank	Morphology	Synonym	Fix the Error
200	200	200	200
300	300	300	300
400	400	400	400
500	500	500	500
600	600	600	600

MIDDLE SCHOOL ACADEMIC HOUSE CHALLENGES & AWARDS

An Eagle Scholar must be committed to excellence at all times. It is equally important that these accomplishments be recognized and highlighted by the entire Eagle community. To celebrate scholars that surpass others in their continued pursuit of academic excellence, we will have a series of ceremonies and challenges throughout the year.

Award/ Challenge

DESCRIPTION

HONOR ROLL

These scholars will receive special recognition at the Marking Period Award Ceremony, receive a certificate, and be posted on the Academic Excellence bulletin board.

PLATINUM: Any scholar who earns a grade average of 95% or higher AND passing all classes
GOLD: Any scholar who earns a grade average of 90%-94% AND passing all classes
SILVER: Any scholar who earns a grade average of 85%-89% AND passing all classes
BRONZE: Any scholar who earns a grade average of 80%-84% AND passing all classes
ROSE GOLD: Any scholar who shows improvement of at least 5 points from one marking period to the next

PILLAR AWARDS

Houses will nominate a scholar in their house who displays one of the five pillars consistently. Once every marking period, scholars will be awarded a pillar band.

ROAD TO TURKEY BOWL

In the weeks leading up to the Turkey Bowl, scholars will compete in flag football games against other houses to earn the highest seed. The day before Thanksgiving, all scholars and staff will take a bus to a field, where scholars will compete by house for the Turkey Bowl Championship.

SPELLING BEES

In an effort to increase scholar exposure to vocabulary, scholars will be invited to participate in the Eagle Spelling Bee. Scholars will compete against their House brothers, across their grade. Finalist will advance to the City-wide Spelling Bee. Scholars who make these rounds have the chance to participate in the National Spelling Bee.

EAGLE MARCH MADNESS

During the winter and spring stretches, scholars will compete in our own Eagle March Madness tournament. Houses compete in a series of games to earn their spot in the championship bracket. Once the bracket is set, houses will face off in head-to-head basketball matchups, advancing round by round until one house is crowned the Eagle Games champion!

EAGLE OLYMPICS

In May, all Eagle middle schools will come together to compete for the Eagle Cup. Events will include: track & field, flag football, 3 on 3 basketball and soccer.

SHAKUR INSTITUTE

MISSION

The Shakur Institute at Eagle Academy seeks to support highly motivated students by providing accelerated academic, cultural, and social opportunities to enhance their intellectual curiosity and development to become global leaders of the 21st Century. Scholars will foster strong connections with their peers, educators, institutions, and local businesses throughout New York City. Scholars will enhance their independent thinking skills by processing, analyzing, and evaluating information to create new ideas and solve problems.

BENEFITS

- 8-10 High School Credits earn by the end of 8th Grade
- A.P. Courses beginning in 9th Grade
- Peer Mentoring
- Internships
- College & Career Readiness Support
- College Tours (SUNY, CUNY, Out-of-State)
- Travel Abroad (Global Glimpse, Educational Tours)
- Future Ready

QUALIFICATIONS

- Must be an incoming 8th or 9th grade scholar for 2026-2027 school year
- Minimum of an 85 overall average
- Minimum of an 80 on 3/4 Regents exams for incoming 9th (Algebra I, ELA, Bio and US History)
- Two Letters of Recommendation
- Scholar Interview
- Completed Application
- Math and ELA Entry Exam





EAGLE EARLY COLLEGE ARC SHAKUR INSTITUTE

GRADUATION REQUIREMENTS

8

Subject	Credits	R
Regents-Level English	2	Y
Regents-Level Algebra 1	2	Y
Regents-Level US History	2	Y
Regents-Level Biology	2	Y
Electives / PE		

9

Subject	Credits	R
Honors English 9	2	
Geometry	2	Y
AP Human Geography	2	AP
Earth/ Space Science	2	Y
Spanish I	2	
Visual Art or Music	2	
Health & PHY ED	1.58	

10

Subject	Credits	R
AP Seminar	2	Y
Algebra 2 / Trig	2	Y
Global History	2	Y
Chemistry	2	Y
Spanish II	2	
FutureReady	2	
Physical Education	1.16	

11

Subject	Credits	R
AP English Language & Comp	2	AP
AP Pre-Calculus	2	AP
AP US History	2	AP
AP Biology	2	AP
Spanish III	2	Y
FutureReady / College Prep	2	
Physical Education	1.16	

12

Earn up to 10 College Credits

Subject	Credits	R
AP African American Studies	2	AP
AP Pre-Calculus	2	AP
Government & Econ	2	
AP Environmental Science	2	AP
College Now	2	C
College Preparation AND Community Service (100hrs)	2	
Physical Education	1.16	

The **Early College Arc** is designed to enable Scholars to complete the bulk of their High School requirements by the end of their tenth grade year. All scholars in our Shakur Institute are on this Arc. This highly competitive Early College Arc provides Scholars with the opportunity to take multiple AP and College Now courses during their 11th & 12th grade years. Scholars that qualify for this Arc must earn 6 credits during 8th grade with 3 Regents exams passed, a minimum of 17 credits after their 9th grade year, and then 30 credits after their 10th grade year. Entering the 11th grade, Early College Arc Scholars must have successfully passed a minimum of 8 Regents exams. To remain in the program, Scholars must earn at least a 75% + on their Math and English Regents exams. Scholars must also maintain a GPA of 3.0 or above (80%). Full participation in FutureReady and either a PSAL sport or Extended Learning Opportunity is mandatory for this Arc.

EAGLE STANDARD ACADEMIC ARC

Graduation Requirements

9

Subject	Credits	R
English 9	2	
Algebra I	2	Y
Global History Year 1	2	
Biology	2	Y
Spanish I	2	
Arts Electives	2	
Health & Physical Education	1.58	

10

Subject	Credits	R
English 10	2	
Geometry Year 1	2	
Global History Year 2	2	Y
Earth & Space Science	2	Y
Spanish II or FutureReady	2	
Arts Electives & CTE Electives	2	
Physical Education	1.06	

11

Subject	Credits	R
English 11	2	Y
Geometry Year 2	2	Y
United States History	2	Y
Chemistry	2	
Spanish III or FutureReady	2	Y
Electives / Post-HS Success Prep	2	
Physical Education	1.06	

Earn up to 5 College Credits

12

Subject	Credits	R
English 12	2	AP
Trigonometry <i>OR</i> Statistics	2	
Government & Economics	2	
AP Environ Sci <i>OR</i> Climate Science	2	AP
College Now <i>OR</i> CDOS Work	2	C
College & Career Preparation AND Community Service (100hrs)	2	
Physical Education	1.06	

The **Standard Academic Arc** is designed to still challenge those scholars who enter high school with no Regents / credits. Scholars are given the all the same college and career opportunities as those on the Early College Arc. They have the opportunity to engage in all our CTE programs and External Learning Opportunities. They are required to meet the college-ready scores of at least 75% on both the English and Algebra I Regents. In their senior year, they are required to take either an AP course, a College Now course, or complete a CDOS work-based learning experience.

EAGLE SCHOLAR-ATHLETE ARC

GRADUATION REQUIREMENTS

9

10

11

12

Earn up to 5 College Credits

Subject	Credits	R
English 9	2	
Algebra I	2	Y
Global History Year 1	2	
Biology	2	Y
Spanish I	2	
Arts Electives	2	
Health & Physical Education	1.58	

Subject	Credits	R
English 10 <i>OR</i> AP Seminar	2	
Geometry	2	
Global History Year 2	2	Y
Earth & Space Science	2	Y
Spanish II	2	
Arts & CTE Electives	4	
Physical Education	1.16	

Subject	Credits	R
English 11 <i>OR</i> AP English	2	Y
Trigonometry	2	Y
United States History	2	Y
Chemistry	2	
Electives & Post-HS Success Prep	4	
Physical Education & Wellness Elective	1.16	

Subject	Credits	R
English 12 <i>OR</i> AP African American Studies	2	AP
Pre-Calculus <i>OR</i> Statistics	2	
Government & Economics	2	
AP Environ Sci <i>OR</i> Climate Science	2	AP
College Now <i>OR</i> CDOS Work	2	C
College & Career Preparation AND Community Service (100hrs)	2	
Physical Education	1.16	

The **Scholar-Athlete Arc** is designed to ensure that scholars who want to play sports in college are fulfilling the NCAA requirements during high school in order to be eligible to play Division 1, 2, or 3. Scholars must maintain at least a 78% average in all core subjects for NCAA eligibility. Scholars are given the all the same college and career opportunities as those on the Early College Arc. They have the opportunity to engage in all our CTE programs and External Learning Opportunities. They are required to meet the college-ready scores of at least 75% on both the English and Algebra I Regents.

EAGLE CAREER & TECHNICAL ARC

GRADUATION REQUIREMENTS

9

Subject	Credits	R
English 9	2	
Algebra I	2	Y
Global History Year 1	2	Y
Biology	2	Y
Spanish I	2	
Arts Electives	2	
Health & PHY ED	1.58	

10

Subject	Credits	R
English 10	2	
Geometry Year 1	2	
Global History Year 2	2	Y
Earth/Space Science	2	Y
CDOS Elective	1	
Arts/CTE Electives & FutureReady	2	
Physical Education	1.16	

11

Subject	Credits	R
English 11	2	Y
Geometry Year 2	2	Y
United States History	2	Y
Chemistry	2	
Post-HS Success Prep	2	
Arts/CTE Electives & FutureReady / WBL	2	
Physical Education	1.16	

12

Subject	Credits	R
English 12	2	
Personal Finance & Stats	2	
Government & Econ	2	
Weather & Climate Change	2	
CDOS WBL AND Community Service (100hrs)	2	
Arts/CTE Electives & FutureReady	2	
Physical Education	1.16	

The **Career & Technical Arc** is designed for scholars to take full advantage of the career and technical training we offer. On top of completing the necessary Regents and credit requirements, scholars on this arc are expected to be a part of our FutureReady Business program and complete the requirements for the CDOS Commencement Credential, which means they will complete work-based learning, sit for work-readiness assessments in their field, and graduate ready for entry-level positions in the field of their choice. Scholars on this arc are still provided with all the same college preparation afforded to scholars on our other tracks and are expected to apply to at least SUNY and CUNY schools.

HIGH SCHOOL-WIDE ACADEMIC POLICIES

We must be a united front to support our scholars in meeting the high expectations we hold for them. To that end, it is expected that every Eagle Educator enforce the same academic policies with all scholars.

Course Syllabus

On the first day of class, educators will provide scholars with a course syllabus, containing the following information:

- Contact information and office hours
- Course description, course objectives, essential questions, and unit sequence
- Eagle Common Grading criteria & Late-Work Policy (see grading policy)
- Academic Integrity Policy
- Required materials
- Classroom rules and expectations
- Any other course-specific information

Google Classroom & Late Work Policy

Educators are expected to give scholars plenty of warning about assignments and quizzes by posting them on Jupiter Grades with the due date **at least 1 week in advance**. This will allow scholars to plan ahead with their work. Following that, here is the updated late work policy.

When assigned...	It will be accepted...
<i>a regular, one-night HW assignment</i>	...two days late ONLY, for a grade deduction. After that, it will NOT be accepted *.
<i>a HW packet with several days to complete</i>	...two days late ONLY, for a grade deduction. After that, it will NOT be accepted *.
<i>classwork</i>	... ONLY on its due date*.
<i>a larger assignment (i.e. project, essay, lab report, test/ quiz, presentation, etc.)</i>	... ONLY on it's due date UNLESS • scholar demonstrates LEADERSHIP and CONFIDENCE by asking for an extension (more time to complete) BEFORE the due date or • there are extenuating circumstances explained by putting in the EFFORT to get documentation (i.e. doctors note).

***Exception: If a scholar is absent on the due date but demonstrates COMMITMENT TO EXCELLENCE and turns in the assignment with documentation of the absence (i.e. doctor/parent note, PSAL game schedule, trip slip, etc.) the the assignment will be accepted for full credit.**

Makeup Work

All educators will provide a specific place (in person/online) for scholars to access any work missed due to absences. It is the scholar's responsibility to complete any work missed within 5 days of the original absence. Educators are not required to give scholars full credit for work missed due to cutting/unexcused absences from the class. Assignments that were due on the day scholar was absent is due the day they get back.

Eagle Success Tracker (Academic Probation)

If scholar is failing **two or more classes** on his report card, he will be assigned an Eagle Success Tracker through his counselor. The counselor will provide the scholar his Success Tracker in the morning and touch base/debrief the day with the scholar periodically during the day. The next morning, the counselor will collect the previous day's tracker (signed by the parent) and provide a new one for the day.

Cheating/ Academic Integrity

For certain assignments (identified by the educator), AI tools (ChatGPT, Claude, Gemini, etc.) may be used for research and brainstorming only: to find sources on a topic, generate questions, or think through ideas before you write.

However, all submitted work must be written and completed independently by the scholar. No copied, lightly paraphrased, or lightly edited AI-generated text can be submitted. Plagiarism of any kind — from another scholar, a website, a book, or an AI tool — will receive an automatic zero and be reported per school policy.

HIGH SCHOOL-WIDE BEHAVIORAL POLICIES AND EXPECTATIONS

We must be a united front to support our scholars in meeting the high expectations we hold for them. To that end, it is expected that every Eagle Educator enforce the same behavioral policies with all scholars. In addition to, and consistent with, the Big 5 and the NYC Public Schools Discipline Code (<https://tinyurl.com/4vmdjpzd>), the following policies apply to all high school scholars.

Attendance/ Late Policy

All scholars should arrive to the school and be on time for their scheduled classes. If a scholar arrives late, they should turn in their phone to 136 and get a note to class. If a scholar is more than 5 minutes late to a class, they must go to rm 136 to get a note. Scholars that are consistently late to class will receive detention. If a scholar is absent, they should bring their note to Ms. Erica or Ms. Chanel in the main office.

Uniform

Scholars are expected to be in full uniform everyday. Scholars are not allowed to have any outerwear on during the school day. Underwear and undergarments should not be visible. If a scholar is missing an item, he may request it from rm 136 in exchange for collateral. Consistently being out of uniform will result in disciplinary action.

Lockers

Most classrooms are outfitted with lockers. Scholars can request a locker from any educator. Scholars should lock their valuables/ belongings in a locker with a lock (not provided). **Eagle Academy is not responsible for stolen items that were not properly secured in a locker.**

Leaving The Classroom

Scholars are not allowed to leave the classroom during the first 10 minutes of a period. If a scholar needs to use the restroom, scholars should take the pass and sign the bathroom log. Scholars are expected to be back in class within 2 minutes. Scholars are not allowed in bathrooms during 4th and 7th periods.

Substitutes

If an educator is absent, scholars are still required to go to that class. Substitute educators will take attendance and give out assignments for that period. Scholars should not be in the gym, auditorium, cafeteria, hallways or spaces during class time without being under the direct supervision of an educator.

Leaving The Building

Scholars should only use the main entrance to enter and exit the building. Once scholars enter the building they are not allowed to leave the building until after their last scheduled class. If a scholar needs to leave school, parents/guardians must check out their scholar by coming to/ contacting the main office. **Scholars who exit the building without proper authorization will be subject to disciplinary action in accordance with NYC Public School policy.**

Lunch

Scholars are NOT allowed to have food delivered to the school via UberEats, DoorDash, GrubHub or any other delivery service. Only selected seniors are allowed to leave for their lunch period (status sent via email). **All other scholars are NOT allowed to leave the building during lunch periods. Scholars who exit the building without proper authorization will be subject to disciplinary action in accordance with NYC Public School policy.** Scholars should be in the cafeteria during their lunch period ONLY. Scholars may leave the cafeteria if an educator has given them a note.

HS CELL PHONE POLICY

"The Institution, Eagle Brooklyn"

Cell phones will now be collected when scholars enter the building and be returned to them when they leave for the day. Here is our cell phone collection system.

SCHOLARS WHO DO NOT TURN IN THEIR PHONES WILL HAVE THE PHONE TAKEN BY A SCHOLAR COORDINATOR. THE PARENT WILL BE CALLED TO COME AND COLLECT THE PHONE. THE PHONE WILL NOT BE RETURNED TO THE SCHOLAR.

FROM 8:00am to 9:20am, CELL PHONE COLLECTION WILL OCCUR IN THE LOBBY.

BACK OF AUDITORIUM & LOBBY

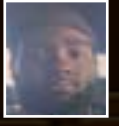


Mr. G
9th Grade
Phone Collection/
Redistribution



Mr. Soriano
10th Grade
Phone Collection/
Redistribution

Mr. McCoy, Ms. Harris, Ms. Dixon, Mrs. Bringley, Mr. Bailey, Mr. Haggins, Mr. Walker will be in lobby supporting collection.



Mr. Barber-Ellis
12th Grade
Phone Collection/
Redistribution



Mr. Colbert
11th Grade
Phone Collection/
Redistribution

9th and 10th
drop phones
in the back of
the auditorium

11th and 12th
drop phones
right before
steps by 140

Entrance

FROM 9:20am to 9:45am MR. BARBER-ELLIS WILL BE IN THE LOBBY TO CATCH LATE SCHOLARS & COLLECT THEIR PHONES. THEY WILL BE LOCKED UP WITH OTHER PHONES. AFTER 9:30am, LATE SCHOLARS WILL TURN THEIR PHONES INTO MS. DIXON in 136.

SCHOLARS PHONES WILL BE RETURNED IN THE SAME PLACE @ 3:06pm

NATIONAL HONOR SOCIETY

MISSION STATEMENT

“To create enthusiasm for scholarship, to stimulate a desire to render service, to promote worthy leadership, and to encourage the development of character in students.”

FACULTY COUNCIL

Dr. McCoy – Chapter Advisor
Mr. Bonini – Council Member
Ms. Cowell – Council Member
Mr. Foehr – Council Member
Ms. Lesane – Council Member
Mr. McFadden – Council Member
Mr. Tillery – Council Member

4 PILLARS of NHS

The National Honor Society is built upon four fundamental pillars that guide our members:

- **Scholarship:** Maintain a cumulative GPA that meets chapter standards. Strive for academic excellence every semester.
- **Leadership:** Take initiative in your school and community. Inspire others through your actions and decisions.
- **Service:** Give back selflessly. NHS members complete a required number of community service hours each year.
- **Character:** Demonstrate integrity, respect, and responsibility in everything you do – inside and outside school.

REQUIREMENTS

To be considered for and maintain membership in the National Honor Society, students must meet the following academic criteria:

- **GPA Requirement:** A cumulative Grade Point Average (GPA) of **90** is required.
- **Service: 20 hrs of community service**
- **Academic Standing:** Students must maintain this GPA throughout their membership.
- **Monitoring:** Academic progress will be reviewed by the Faculty Council at the end of each semester.
- **Consequences:** Failure to meet the GPA requirement may result in a probationary period or dismissal from the chapter, as per NHS bylaws.

Please consult the NHS Chapter Bylaws for detailed information regarding academic probation and dismissal.

HIGH SCHOOL AP AND HONORS CLASS ADMISSION POLICY

We have created clear policies around admission into advanced placement and honors classes, so scholars understand what is expected of them in these more challenging courses.

Scholars that want to take honors level or AP level work should:

- Be self motivated and display self discipline
- Have good organizational skills
- Have a great attendance record
- Have an ability to work both independently and collaboratively
- Take initiative to improve constantly
- Demonstrate a commitment to excellence in learning

Admission Criteria for AP Courses

- Consistently submits work on time or early.
- Consistently puts in so much effort that his assignments often exceed expectations.
- 85% current content-specific average.
- Attends the info session in the Spring.
- Teacher Recommendation
- COMPLETE AP CONTRACT
- Completes Summer Assignment (if applicable)

Advanced Placement Courses Offered

- AP Human Geography: 9th Grade
- AP Seminar: 10th Grade
- AP Biology: 10th-11th Grade
- AP Pre-Calculus: 10th-12th Grade
- AP US History: 11th Grade
- AP Language and Composition: 11th Grade
- AP African American Studies: 12th Grade
- AP Environmental Science: 12th Grade
- AP Calculus: 12th Grade



EAGLE'S FUTURE READY

We are excited to continue this journey with you as part of the FutureReadyNYC (FRNYC) community.

FRNYC PILLAR#1:

Early College Credits and Credentials

FRNYC PILLAR #2:

Career-Connected Instruction

FRNYC PILLAR #3:

Work Based Learning

FRNYC PILLAR #4:

Individualized Advising

FRNYC PILLAR #5 :

Financial Literacy

Eagle Business Pathway

Business & Finance Pathway offers a comprehensive curriculum designed to prepare students for careers in the business sector, with a focus on business management and marketing specialist occupational titles.

EAGLE ACADEMY ATHLETIC CONDUCT CARDS AND COMMUNICATION

The athletic program at Eagle Ocean Hill is designed to enhance each scholar's athleticism and self-esteem by emphasizing skill development and physical conditioning. The athletic program provides a value-building experience in which students strive for physical and mental excellence. Athletics are an excellent means of bringing together home, school, and community, and are considered an integral part of our school experience.

This system of accountability has been revised to more accurately assess a scholar's daily academic and behavioral performance. Each educator must initial and place a check in the designated space if a scholar athlete met the standard in each of the identified indicators. If a scholar athlete does meet the standard, the letter "COACH" must be written in the slot. Below, you will find the conduct card that needs to be completed by educators daily.

Uniform Consequence

If a scholar athlete fails to wear his uniform, he will be required to do extra drills. If this is a consistent infraction, he will also not be allowed to play in the next game; he will be required to attend the game and be benched.

Scholar Athlete Conduct Card						
Scholar:	Science	SS	Math	ELA	Sci Lab	Ext. Day
Date: _____						
Scholar is in uniform						
Scholar is respectful and well behaved						
Scholar completed homework						
Scholar completed classwork						
Scholar must attend mandated HW Help						

☐ Initial the box when scholars have fulfilled the component successfully.
☐ If scholar does not fulfill component, please write JONES (Mr. Jones follow up).

Disrespect/Behavior Consequence

If a scholar athlete is disrespectful or misbehaves in any way, an educator should write "COACH" instead of their initials. The educator should contact the scholar's coach before end of day to explain the situation. Both coach and educator will decide the corrective action. If necessary, the coach will discuss with admin to determine what further disciplinary action will take place.

Additional Policy Information

- If a scholar athlete loses his conduct card, he will sit during practice that day and will receive other consequences depending on the situation.
- If a scholar athlete is absent from school, he may not participate in any practice or game that day.

HW/CW Consequences

If a scholar athlete does not complete 100% of their HW or CW, the educator should write the letter "X" in the designated space. If this space is marked, the scholar athlete will sit during practice time and make up the assignment. After completing the missed assignment he will be cleared to join practice. If a scholar athlete fails to follow this process, he will risk suspension or removal from the team.

Communication

Communication between coach, athlete and parent is key to success.

- All teams will create a Team Snap account. Here parents and athletes will be able to:
 - chat with team members, other parents, coaches
 - see the schedule for practice and games
 - post their availability



PSAL ATHLETIC POLICY

Scholastic Eligibility has 2 parts.

Part 1: The 5+1 Rule

- A student must pass FIVE credit-bearing subjects plus physical education, if taken, on the most recent Report Card (October, January, March, June) in order to be eligible.
- At least three of the five subjects passed must be core subjects (English, Mathematics, Social Studies, Foreign Language or Science).
- A student who is ineligible may become scholastically eligible by passing five credit-bearing subjects plus physical education on the next report card.
- The date all report cards are issued in a school at the end of a marking period shall be the official date for determining eligibility.

Part 2: The 10 Credit Rule

- A student must accumulate a minimum of ten credits (not including physical education) for the two semesters prior to the eligibility period. Night School and Summer School are included in this calculation. This rule will be in effect beginning with a student's third semester in high school.

General Scholastic Guidelines

- 1. GPA must be 65%.
- 2. A scholastically ineligible student may practice with the team as an incentive for him/her to establish eligibility.
- Any student who is scholastically ineligible at the start of the season, or becomes scholastically ineligible, may practice with the team provided the student is on the roster as "Inactive."
- If a student cannot reestablish eligibility by the end of the season, the student is not permitted to practice with the team.
- All athletes listed on the roster as Inactive may not participate in scrimmages, non-league games or regularly scheduled games.

Attendance Eligibility

- At the end of **each** marking period, a student must achieve, at a minimum, **90% attendance** in order to be considered for athletic eligibility for the next marking period.
- A student must be present in school and must attend **all** assigned classes in order to participate in any team practice, scrimmage, league or non-league game, meet, contest or try-out **on that day** (unless excused and approved as a bona fide absence).
- A student with **less than** 90% attendance at the end of any marking period is **ineligible**, but can establish attendance eligibility when the next report card is issued.
- A student who has been declared ineligible for failure to meet the 90% minimum attendance requirement and who re-establishes eligibility when the next report card is issued must maintain a minimum of 90% attendance for **every consecutive ten-day period** for the duration of the term. When a student fails to meet this requirement, he/she immediately becomes ineligible for the remainder of the term.
- **Suspended students** are **not** eligible to participate in any team practice, scrimmage, league or non-league game, meet, contest or try-out during the period of their suspension.

Ineligible Student Penalties

- For team sports, if an ineligible student is listed on the roster as *active*, and/or participates in any interscholastic contest, the team with the ineligible player shall **forfeit** the contest.
- If the offending team has gone on to compete in the playoffs, they will **forfeit** their **last** playoff contest (including the championship).

*** THESE ARE MINIMUM REQUIREMENTS. These requirements will NOT qualify you for NCAA and scholarships.

BUILDING EAGLE ATHLETES WITH NCAA ELIGIBILITY

The Scholar-Athlete NCAA Eligibility process ensures every Eagle scholar-athlete on the Clearinghouse Track completes the required core courses, exam scores, and GPA benchmarks to be a Qualifier for Division I, II, or III competition — tracked jointly by Coaches and Guidance from 9th grade through graduation.

NCAA Division I Core-Course Standard

4 years of..	English
4 years of..	History / Social Science
3 years of..	Mathematics (Algebra I +)
2 years of..	Science (including labs)
3 years of..	Extra- English, Sci, Math or Language

Eagle Process for NCAA Eligibility Check

1. Roster & Schedule (Early Jan & End of June)

ADs send Guidance Counselors the current roster of scholar-athletes on the NCAA Clearinghouse Track. Guidance counselors enter class requests that match Clearinghouse requirements.

2. Verify at Semester Start

Guidance Counselors double-check that every Clearinghouse-Track scholar-athlete was programmed correctly, and adjusts schedules as needed.

3. Monitor & Audit All Semester

Coaches check grades weekly; Coach Kevin & Guidance Counselors complete the Eagle NCAA Clearinghouse Audit each semester — confirming course names, credit counts, and grade minimums for every scholar-athlete.

- ✓ 16 total NCAA core-course credits (1 credit = 1 full year)
- ✓ Minimum 2.3 core-course GPA (78% overall per subject area)
- ✓ All core-course grades must be 70% or higher
- ✓ 10 of 16 credits — 7 in English/Math/Science — done before Senior year (10/7 rule)
- ✓ Coach Kev uploads final official transcript to the Eligibility Center

EAGLE SCHOLAR-ATHLETE COURSE TRAJECTORY

SUBJECT	Year 1	Year 2	Year 3	Year 4
English	English 9	English 10 <i>OR</i> AP Seminar	English 11 <i>OR</i> AP Language	English 12 <i>OR</i> AP African American
History	Global History 9 <i>OR</i> AP Human Geog	Global History 10	US History <i>OR</i> AP US History	Government / Economics
Math	Algebra I	Geometry	Trigonometry	—
Science	Biology	Earth & Space Science	Chemistry <i>OR</i> Computer Science	Climate Change <i>OR</i> AP Environmental**
Language	Spanish 1 & 2	Spanish 3 & 4**	Spanish 5 & 6**	—



SCHOLAR COUNCIL & LEADERSHIP

The purpose of the Eagle Scholar Council is to include scholars' voices to make changes that will improve the Eagle experience for all scholars. It is composed of scholar representatives from each grade. These scholars will all have equal power on the Council. Scholar Council supports many activities throughout the school year.

2026-2027 Executive Board

President: Isaiah Morrison Strong

Vice President: Beyty Diouf

Secretary: Shannon Ellis

Treasurer: Imperial Jenkins

Events Manager: Aiden Legrand

Communications Manager: Justin Macias

For more information on how to join, see Ms. Folks in rm 123 or Ms. London in rm 103.

HIGH SCHOOL ACADEMIC HOUSE CHALLENGES & AWARDS

An Eagle Scholar must be committed to excellence at all times. It is equally important that these accomplishments be recognized and highlighted by the entire Eagle community. To celebrate scholars that surpass others in their continued pursuit of academic excellence, we will have a series of ceremonies and challenges throughout the year.

Award/ Challenge	DESCRIPTION
HONOR ROLL	These scholars will receive special recognition at the Marking Period Award Ceremony, receive a certificate, and be posted on the Academic Excellence bulletin board. PLATINUM: Any scholar who earns a grade average of 95% or higher AND passing all classes GOLD: Any scholar who earns a grade average of 90%-94% AND passing all classes SILVER: Any scholar who earns a grade average of 85%-89% AND passing all classes BRONZE: Any scholar who earns a grade average of 80%-84% AND passing all classes ROSE GOLD: Any scholar who shows improvement of at least 5 points from one marking period to the next.
PILLAR AWARDS	Each House Leader will nominate a scholar in their house who displays one of the five pillars consistently. Once every marking period, scholars will be awarded a pillar band.
TURKEY BOWL	Houses will compete in flag football for the annual Turkey Bowl Championship in November.
DODGEBALL MANIA	Houses will compete in dodgeball for the December Dodgeball Mania Tournament.
DOOR DECORATING CONTEST	Houses will receive instructions and basic materials to compete for the best Holiday inspired door. The winning house will receive a pizza party.
MARCH MADNESS	Houses will compete in basketball for the March Madness tournament and championship.
SCHOLAR SPOTLIGHT	Each month, scholars can nominate other scholars to receive the Eagle Scholar Spotlight using the link https://forms.gle/RVD53YiC2vd9Kknd7. These scholars will be featured on our official social media pages.
ACADEMIC BOWL	Scholars can compete against their peers in a knowledge based tournament based on math, science, history, and English contents.



ELECTIVES AND CLUBS

Discover Passions; Explore Careers

Electives

Graphic Design
Music Production
Barbering
Culinary Arts
Business & Finance
Creative Writing
Fashion Design

Clubs

Ping Pong
Escape Room Design
Video Games
Film
Scholar Council
Hydroponics
Sustainability
Chess



EXTENDED LEARNING OPPORTUNITIES

Summer Search

Summer Search is a free, year-round mentoring program for scholars pairing them with mentors for social-emotional and leadership development and hands-on summer experiential learning (like wilderness trips, business programs, and arts camps).

Open to: 10th

Enroll: Fall

Contact: Mr. Holman



**SUMMER
SEARCH**

Extended Learning Opportunities or ELOs have been essential to getting our young men to go beyond the classroom and see the real world. Some go on trips abroad to experience life in another country, some have mentors from multi-billion dollar firms, and some get a glimpse at a different part of New York City.

Turner Construction

This global construction firm partners with the Eagle Academy to provide one-to-one and group mentorship to juniors and seniors. They have provided paid internships to a number of eligible Ocean Hill scholars.

Open to: 11th, 12th

Enroll: Fall

Contact: Mr. Holman

**Turner
Construction**

Global Glimpse

Scholars go on a 14-day international trip built around service-learning, cultural immersion, and leadership development. It's designed to build empathy and global perspective while preparing students for college and beyond.

Open to: 11th

Enroll: October

Contact: Mr. Pal



**Global
Glimpse**

BIVO

Brownsville In, Violence Out is an anti-gun violence initiative. BIVO provides participants with a variety of supportive services, including job training programs and access to employment, legal and therapeutic services, as well as school conflict mediation.

Open to: all grades

Enroll: Fall

Contact: Mr. Holman



Blackstone Mentorship

Blackstone Group provides monthly college and career mentorship to Eagle scholars. Selected scholars travel to their corporate office to meet with Blackstone staff and attend career readiness workshops.

Open to: all grades

Enroll: September

Contact: Ms. Harris

Blackstone

College Now

Students can earn up to 12 transferable credits, take courses on local campuses, and gain access to CUNY libraries and facilities. Eagle partners with Brooklyn College and offers multiple college courses at no cost to highly motivated juniors and seniors.

Open to: 11th, 12th

Enroll: early September and December

Contact: Ms. Lesane or Mr. Holman



Big Brothers/ Big Sisters (Moody's)

Moody's mentorship program helps scholars increase their networking and interviewing strategies along with the soft skills needed in the corporate sector.

Open to: all grades

Enroll: Fall

Contact: Mr. Holman

MOODY'S



S.O.A.R./ Eagle Travel Abroad

Scholars go on international trips to immerse themselves in the country's customs and culture. Past trips have been to Japan and Ghana. SOAR will travel to Europe in 2027.

Open to: 8th-12th

Enroll: ASAP

Contact: Dr. McCoy



EAGLE'S POST-SECONDARY SUCCESS PLAN

Goal: By 2030, 95% of Eagle seniors will graduate on a clear path to gainful employment that they will persist on for 4-5 consecutive years.

Sub-Goal #1: Academic Pride

By 2030, 95% of scholars truly live by the Five Pillars in academics and take pride in their academic achievements.

Sub-Goal #2: Extracurricular Pride

By 2030, 95% of scholars truly live by the Five Pillars in their out-of-classroom activities and take pride in their achievements.

Sub-Goal #3: Safety, Awareness & Responsible Living

By 2030, 95% of Seniors use the Five Pillars to make 'Grown-Grown' decisions in their relationships and personal lives and take pride in those decisions.

Sub-Goal #4: Ujima / House Challenges

By 2030, 90% of scholars will report a strong connection with their House Brothers through a robust Ujima curriculum and participating in monthly House Challenges.

Sub-Goal #5: FutureReady / Work Force

By 2030, cultivate 6-8 robust and clear trade / apprentice pipelines that result in gainful employment for graduates.

Sub-Goal #6: College / College + Sport

Hold higher expectations for scholars headed to competitive colleges to result in 95% college persistence through degree completion.

COLLEGE & CAREER APPLICATION PROCESS

FRESHMEN YEAR

Our mission is to guide every 9th grade Eagle Scholar in discovering their identity, building foundational post-secondary habits, and taking ownership of their academic journey.

- Attend and complete the Summer Bridge process
- Attend HS Orientation
- Complete Personality Quiz & Career Assessment Survey
- Learn about various careers; rank interest
- Create a Dreamboard
- Do the best you can in all classes!
- Attend Transcript & College Readiness Score Workshops; track your credits
- Attend the Engagement Fair
- Get involved in extracurriculars & programs
- Visit 1–2 campuses
- Meet with your Guidance Counselor

SOPHOMORE YEAR

Our mission is to guide every 10th grade Eagle Scholar in translating self-awareness into self-advocacy: deepening their exploration of post-secondary options through campus visits, resume building, and consequential thinking, while equipping them with the tools and confidence to navigate the choices ahead.

- Everything from Freshman Year should be completed and/or continued
- Do the best you can in all classes! Continue to track credits
- Participate in 10th Grade Career Day
- Draft your first resume
- Visit 1–2 campuses each semester
- Attend 1–2 rep visits in the College Office
- Take the PSAT 10
- Get job experience/apply for Summer Youth Employment
- Get involved in extracurriculars & programs
- Meet with your Guidance Counselor
- Choose a post-secondary option (college, trade, job training)
- Make a preliminary list of colleges or post-secondary programs you are interested in
- Apply for summer internships/program



COLLEGE & CAREER APPLICATION PROCESS

JUNIOR YEAR

Our mission is to guide every 11th grade Eagle Scholar in translating self-advocacy to self-direction through active research and early commitment. Scholars will make deliberate steps towards a post-secondary pathway that fits them through continued reflection, testing, and the early preparation of necessary documents.

- Everything from 9th & 10th grade completed
- Do serious research on college / career list
- Visit 2–3 more campuses including those out of NYC
- Do the best you can in all classes! Continue to track credits
- Draft brag sheets
- Draft personal statement & supplemental essays
- Take SAT
- Deepen involvement in extracurriculars / job
- Attend All Male College Fair/Career Pathways Expo
- Submit documents to determine financial aid eligibility (tax & income form)
- Meet with counselor and post-secondary advisor at least 2x a year
- Visit (in person/virtually) programs at the top of your list
- Attend summer workshops in the College Office

SENIOR YEAR

Our mission is to guide every 12th grade Eagle Scholar in this final stage of submission and decision. Scholars will evaluate their options with family and the Post-Secondary Team and commit to a post-secondary program that sets them up to walk across the stage into their next chapter with clarity and confidence.

- Everything from grades 9–11 completed
- Give one last boost to your GPA
- Finalize college / career list
- Attend monthly senior workshops
- Determine if applying Early or Regular Decision to your program
- Research & apply to at least 2 scholarships
- Create FAFSA ID
- Finalize brag sheets & request letters of recommendation
- Finalize all essays (personal & supplementals)
- Re-take SAT (optional)
- College applications are due in the fall — everyone submits CUNY application!
- Complete FAFSA/TAP applications
- For applicable scholars, go on job interviews and/or apply to trade schools
- Review financial packages
- Commit to program by accepting aid, paying deposit, etc.
- Confirm dates of orientation, summer programs, school start date

CDOS WORK-BASED LEARNING

High School Scholars who want to demonstrate that they are ready to enter the Workforce can earn a CDOS credential during high school. To earn the CDOS credential, scholars must take at least 3 CTE courses and have 54 hours of work-based learning.

Scholars in the second semester of 12th grade complete an internship for their work-based learning. Typically they work 5-10 hours per week. To qualify, scholars must commit to following through, learning from their boss, and reflecting on their growth as a worker. Some examples of Eagle CDOS Internships include working with Turner Construction, the Campaign Against Hunger, the YMCA, the Fresh Air Fund, etc.

Mr. Holman is the point of contact and supervisor of our CDOS program.

Employability Profile

High School Scholars complete their 54 hours of work-based learning in the form of an internship. They are rated by their Employer on the Employability Profile. The Profile rates scholars in the following areas. Scholars must show growth in all 3 areas.

WORK HABITS

- Attendance
- Punctuality
- Workplace Appearance
- Takes Initiative
- Quality of Work
- Solves Problems / Makes Decisions
- Takes Responsibility for Learning
- Health & Safety

INTERPERSONAL SKILLS

- Response to Supervisor
- Communication Skills
- Cooperates with Others
- Resolves Conflicts
- Quality of Work
- Knowledge of Workplace Ethics

APPLICATION OF ACADEMIC SKILLS

- Observes Critically
- Reads with Understanding
- Solves Problems Using Math
- Utilizes technology

EMPLOYABILITY PROFILE RUBRIC SCALE

UNSATISFACTORY (1)

Not yet demonstrating the skills required for the position and needs to have a formal plan for improving skills. Needs additional training.

NEEDS IMPROVEMENT (2)

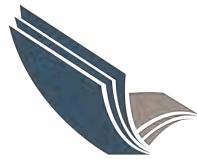
Inconsistently demonstrates the skills needed for the position. Further development is needed.

MEETS EXPECTATIONS (3)

Demonstrates the skills required for the position with rare exceptions, and shows initiative in improving skills.

EXCEEDS EXPECTATIONS (4)

Consistently demonstrates skills required for the position. Often exceeds expectations and has emerged as a leader that improves the overall team.



Class of 2027 Senior Events & Dues

\$50 OFF IF PAID BY OCT 9th!

Dear Parents/Guardians of the Senior Class of 2027,

We are excited about your scholar's senior year and the many opportunities we will have for our 2027 graduates. In order to make his senior year a memorable occasion, we are in the process of organizing every facet of senior activities.

Important Dates **Please be aware, more dates and activities may be announced at a later time.*

Fall Senior Week- October 13th-16th, 2026 **See separate correspondence for full schedule**

- Retreat to Alley Pond Adventure Course
- Life Skills & Planning
- Personal Statement / Interview Intensive
- CUNY Marathon / FAFSA Prep
- Senior Field Day with BELA

Senior Convocation Ceremony – Thursday, December 10th, 2026 10AM, Eagle Auditorium

Senior Portraits **Cost NOT covered by Senior Dues** **January 6th-7th, 2027**

Spring Senior Day -

- Senior Decision Day- **Friday, May 28th, 2027 10AM**, Eagle Auditorium
- Senior Cookout- **Friday, May 28th, 2027 11:30AM**, Eagle Nest

Senior Trip- **Cost NOT covered by Senior Dues** **TENTATIVE June 2nd-4th, 2027**, Virginia Theme Parks

Senior Awards Dinner- Tuesday, June 8th, 2027 5PM, Eagle Gymnasium

Senior Prom **Cost NOT covered by Senior Dues** **Wednesday, June 16, 2027 7PM**, Giando on the Water

Senior Graduation Rehearsal – TBD, CCC

Senior Graduation – TENTATIVE Thursday, June 24, 2027 10AM, CCC

Graduation Dues

Senior dues for the Class of 2027 will be \$450.00. This is an all-inclusive fee and is

MANDATORY for all graduating seniors. Here are the due dates:

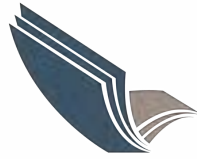
First \$100	Next \$100	Next \$100	Next \$100	Final \$50
by Sept 30th	by Nov 30th	by Jan 29th	by March 25th	by May 14th

For special circumstances, please speak to us.

PAY IN FULL BY OCT 9TH FOR \$50 OFF!

***Please Note: Graduation dues CANNOT be itemized.** Personal decisions not to participate in any activities covered under senior dues will **NOT** reduce the cost. **Senior dues must be paid in full in order to receive cap and gowns and diplomas.**

Continue on Back →



Graduation Dues cover:

- Senior Retreat
- Senior Day
- Convocation Ceremony
- Personalized Senior Cardigans
- Official Class of 2027 T-shirts
- Decision Day Ceremony
- Senior Cookout
- Senior Awards & Banquet
- Cap and Gowns
- Diploma & Cases
- Senior Yearbook
- Graduation Ceremony

OPTIONAL ACTIVITIES

Senior Portraits - *NOT part of dues*

Irvin Simon will come in to take senior portraits on **Wednesday, January 6th & Thursday, January 7th**. You will receive an appointment time. Prices vary.

Senior Prom - *NOT part of dues*

The Class of 2025 will celebrate its Senior Prom at **Giando on the Water** on Wednesday, June 16, 2027 **7-11pm** in partnership with the young women of BELA (Brooklyn Emerging Leaders Academy) You can view this venue at www.giandoonthewater.com. The cost of the prom is **\$150 per person**. This cost includes food, pictures, and party favors. Scholars may bring an outside guest for an additional cost of \$150. **Due: May 21st, 2027.**

Senior Trip - *NOT part of dues*

The Eagle Senior Class, along with BELA, will go on their senior trip from June 2nd-4th. They will travel to **Virginia** and be visiting 2 different amusement parks. The price is \$575 if paid **before May 1st**, and **\$625 if paid between May 1st and May 15th**. This includes food, travel, hotel accommodations, and amusement park admission. More information will be provided soon. **Initial Deposits are \$100 by Feb 5th, 2027. For More Information please contact Mr. Drewery via email.**

****Please Note: Scholars must display exemplary behavior, be on track to graduate, and must be passing ALL classes (including UJIMA) in order to attend the senior trip.***

Payment

All payment should be made to **Ms. Erica or Ms. Chanel** in **cash or money order** made payable to **Eagle Academy for Young Men at Ocean Hill**. **Please retain all receipts!** Please feel free to contact us at **718-495-0863** with any questions and/or concerns. We look forward to celebrating with you and your scholar during his final stride of high school academic greatness!

Sincerely,
The Eagle Senior Class Committee



EAGLE
ACADEMY

MONDAY

SEPTEMBER 2026

TUESDAY

WEDNESDAY

Middle School Dismissal

Monday - Wed 4:20pm

Thursday 2:50pm

Friday 1:00pm Dismissal

High School Dismissal

Monday - Thursday 3:06pm

Friday 12:54pm

FRIDAY

SATURDAY

	1	2	3	4	5
7 Labor Day	8 Staff PD (No Scholars in Attendance)	9 Staff PD (No Scholars in Attendance)	10 First Day of Classes HS Orientation	11	12
14 Boss Moves Monday	15	16	17	18	19
21 NO SCHOOL Yom Kippur	22	23	24 B Schedule	25	26
28 Boss Moves Monday	29	30			



OCTOBER 2026

Middle School Dismissal
 Monday - Wed 4:20pm
 Thursday 2:50pm
 Friday 1:00pm Dismissal

High School Dismissal
 Monday - Thursday 3:06pm
 Friday 12:54pm

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
			1	2	3 EAGLE UP SATURDAY
5	6	7	8	9	10
12 NO SCHOOL Italian Heritage/ Indigenous People Day	13 Senior Week	14 Senior Week	15 Senior Week	16 Senior Week	17
19	20	21	22 B Schedule End of T1 MP1	23	24 EAGLE UP SATURDAY
26	27	28	29 11:30 Dismissal Report Cards PT Conf: 1:00-3:00p 5:30-7:30p	30	31



NOVEMBER

Middle School Dismissal

Monday - Wed 4:20pm

Thursday 2:50pm

Friday 1:00pm Dismissal

High School Dismissal

Monday - Thursday 3:06pm

Friday 12:54pm

MONDAY

TUESDAY

WEDNESDAY

Thursday

FRIDAY

SATURDAY

2	3 ELECTION DAY REMOTE LEARNING DAY	4	5	6	7 EAGLE UP SATURDAY
9	10	11 NO SCHOOL Veterans Day	12	13	14
16	17	18	19 B Schedule	20	21
23	24	25	26 NO SCHOOL Thanksgiving Recess	27 NO SCHOOL Thanksgiving Recess	28
30					



EAGLE
ACADEMY

MONDAY

DECEMBER 2026

TUESDAY

WEDNESDAY

Middle School Dismissal

Monday - Wed 4:20pm

Thursday 2:50pm

Friday 1:00pm Dismissal

High School Dismissal

Monday - Thursday 3:06pm

Friday 12:54pm

THURSDAY

FRIDAY

SATURDAY

	1	2	3 End of T1 MP2	4	5
7	8	9	10 Report Cards Senior Convocation	11	12
14	15	16	17 B Schedule	12	13
21	22	23	24 NO SCHOOL Winter Recess	25 NO SCHOOL Winter Recess	26 NO SCHOOL Winter Recess
28 NO SCHOOL Winter Recess	29 NO SCHOOL Winter Recess	30 NO SCHOOL Winter Recess	31 NO SCHOOL Winter Recess		



JANUARY 2027

Middle School Dismissal

Monday - Wed 4:20pm

Thursday 2:50pm

Friday 1:00pm Dismissal

High School Dismissal

Monday - Thursday 3:06pm

Friday 12:54pm

MONDAY

TUESDAY

WEDNESDAY

THURSDAY

FRIDAY

SATURDAY

				1 WINTER RECESS	2
4	5	6	7	8	9 EAGLE UP SATURDAY PTA Meeting, 9:30AM
11	12	13	14	15	16
18 NO SCHOOL MLK Day	19	20	21 B Schedule	22	23
25 End of T1 MP3	26 REGENTS	27 REGENTS	28 REGENTS	29 REGENTS	30



FEBRUARY 2027

Middle School Dismissal

Monday - Wed 4:20pm
Thursday 2:50pm
Friday 1:00pm Dismissal

High School Dismissal

Monday - Thursday 3:06pm
Friday 12:54pm

MONDAY

TUESDAY

WEDNESDAY

THURSDAY

FRIDAY

SATURDAY

1 PD Day NO SCHOOL for Scholars	2 Spring Semester Begins Report Cards	3	4	5	6 EAGLE UP SATURDAY PTA Meeting, 10AM
8	9	10	11	12	13 WINTER RECESS
15 WINTER RECESS	16 WINTER RECESS	17 WINTER RECESS	18 WINTER RECESS	19 WINTER RECESS	20 WINTER RECESS
22	23	24	25	26	27 EAGLE UP SATURDAY



MARCH 2027

Middle School Dismissal

Monday - Wed 4:20pm

Thursday 2:50pm

Friday 1:00pm Dismissal

High School Dismissal

Monday - Thursday 3:06pm

Friday 12:54pm

MONDAY

TUESDAY

WEDNESDAY

THURSDAY

FRIDAY

SATURDAY

1	2	3	4 B Schedule	5	6 EAGLE UP SATURDAY
8	9 NO SCHOOL Eid al-Fitr	10	11	12	13 EAGLE UP SATURDAY
15	16	17	18	19 End of T2 MP1	20 EAGLE UP SATURDAY
22	23	24	25 11:30 Dismissal Report Cards PT Conferences 1:00-3:00p 5:30-7:30p	26 NO SCHOOL Good Friday	27
29	30	31			



APRIL 2027

Middle School Dismissal

Monday - Wed 4:20pm
Thursday 2:50pm
Friday 1:00pm Dismissal

High School Dismissal

Monday - Thursday 3:06pm
Friday 12:54pm

MONDAY

TUESDAY

WEDNESDAY

THURSDAY

FRIDAY

SATURDAY

			1 B Schedule	2	3
5	6	7	8	9	10
12	13	14	15	16	17 EAGLE UP SATURDAY
19]	20	21 End of T2 MP2	22 NO SCHOOL Spring Recess	23 NO SCHOOL Spring Recess	24 NO SCHOOL Spring Recess
26 NO SCHOOL Spring Recess	27 NO SCHOOL Spring Recess	28 NO SCHOOL Spring Recess	29 NO SCHOOL Spring Recess	30 NO SCHOOL Spring Recess	



MAY 2027

Middle School Dismissal
Monday - Wed 4:20pm
Thursday 2:50pm
Friday 1:00pm Dismissal

High School Dismissal
Monday - Thursday 3:06pm
Friday 12:54pm

MONDAY

TUESDAY

WEDNESDAY

THURSDAY

FRIDAY

SATURDAY

					1 EAGLE UP SATURDAY
3	4	5	6 B Schedule	7	8 EAGLE UP SATURDAY
10	11	12	13 Identity Project Report Cards	14	15 EAGLE UP SATURDAY
17 NO SCHOOL Eid-al-Adha	18	19	20	21	22
24	25	26	27	28 Decision Day & Cookout MS Olympics	29
31 NO SCHOOL Memorial Day					



JUNE 2027

MONDAY

TUESDAY

WEDNESDAY

THURSDAY

FRIDAY

SATURDAY

	1	2	3 B Schedule	4	5
7	8	9	10 NO SCHOOL for scholars PD Day	11	12
14 End of T2 MP3	15 Regents	16 Regents	17 Regents	18 Regents	19
21 Regents	22 Regents	23 Regents	24 Regents	25 Regents	26
28 Last day of school	29	30			



Ghana 2026



Graduation 2026



Turkey Bowl 2026



Seniors 2026



Decision Day 2026



Football 2025



Eagle Division 1



Earn Your Leisure



Meet the Educator 2025

JAPAN 2025



EAGLE BK YEAR IN REVIEW 2025



CLAYS THE EDDIE SHOT 2023



HOUSE CEREMONY



OPENING DAY 2024



RING CEREMONY 2024



GRADUATION 2025



TIE CEREMONY 2024



SENIOR AWARDS 2025



BARCLAYS EAGLE vs..2023



BATTLE OF THE BARBERS 2025



SENIOR CONVOCATION 2024



FOOTBALL "DOMINATE" 2024



THE INSTITUTION



SENIOR PROM 2025



SUMMER BRIDGE 2024



TURKEY BOWL 2024



LACROSSE 2025



THE FOOTBALL NEST



GRADUATION 2024

