



BRONX CHARTER SCHOOL FOR THE ARTS

ELEMENTARY SCHOOL FAMILY HANDBOOK

2019 - 2020

Table of Contents

Content	Page #
OUR MISSION	4
SCHOOL LOCATION AND DIRECTORY	4
OPERATING PRINCIPLES	5
EXPECTATIONS FOR STUDENTS	5
THE HOME/SCHOOL CONNECTION	5
PARENT/GUARDIAN INVOLVEMENT	5
FAMILY-STAFF COMMUNICATION	7
SCHOOL AND CLASSROOM VISITATION	7
VOLUNTEER OPPORTUNITIES	7
WHO CAN ANSWER MY QUESTIONS?	8
BOARD OF TRUSTEES	8
COMPLAINT RESOLUTION POLICY AND PROCEDURE	9
PHILOSOPHY OF TEACHING AND LEARNING	10
RIGOROUS INSTRUCTION: TEACHING HOW TO LEARN	10
QUALIFIED STAFF	11
CURRICULUM	11
WHAT ABOUT STUDENTS WITH SPECIAL NEEDS?	14
ASSESSING STUDENT PROGRESS	14
PROGRESS REPORTS AND REPORT CARDS	14
PROMOTION AND RETENTION POLICIES	15
SCHOOL OPERATIONS	18
ENROLLMENT LETTERS	18
VISITING PROCEDURES	18

ATTENDANCE AND ABSENCE POLICIES	18
WITHDRAWAL FROM SCHOOL	21
SAFETY & SECURITY OF BRONX ARTS FACILITY	21
EMERGENCY EVACUATION PLAN	21
SCHOOL DAY	22
LUNCH AND RECESS	22
DISMISSAL	22
INCLEMENT WEATHER PROCEDURES	23
FOOD IN SCHOOL	23
DRESS CODE	25
CARE OF BOOKS, EQUIPMENT, INSTRUMENTS, AND PROPERTY	26
PERSONAL BELONGINGS AND MONEY IN SCHOOL	26
TECHNOLOGY AND INTERNET USE	27
SCHOOL TRIPS AND EVENTS OUTSIDE OF SCHOOL	27
TRANSPORTATION	28
SCHOOL BUS OR PUBLIC TRANSPORTATION	28
PERMISSION TO WALK HOME	28
HEALTH AND SAFETY	29
ILLNESS AND INJURY	29
MEDICATION	29
PROOF OF IMMUNIZATIONS AND RECORDS	29
ALLERGIES	30
CONDITIONS AFFECTING BATHROOM USE	30
MANDATED CHILD ABUSE REPORTING	30
IMPORTANT WEBSITES	30
CODE OF CONDUCT AND DISCIPLINE POLICY	31
PARENTS AS PARTNERS	31

PROGRESSIVE DISCIPLINE	32
DUE PROCESS	34
SUSPENSION	34
EXPULSION	35
DISCIPLINE FOR SPECIAL NEEDS STUDENTS	35
PHYSICAL CONTACT BETWEEN STAFF AND STUDENTS	36

Our Mission

Bronx Charter School for the Arts is a public elementary school founded on the principle that a rich and vibrant background in the arts is a key component of achieving academic excellence. We strive to serve as a model that encourages creativity and innovation in the classroom and inspire students to develop the intellectual and personal fortitude to realize their dreams.

School Location

<p style="text-align: center;">Bronx Charter School for the Arts Elementary School 950 Longfellow Avenue Bronx New York 10474 Phone – (718) 893 - 1042 Fax – (718) 893 - 7910</p>
--

Title	Name	Email
Executive Director	Miriam Raccah	mraccah@bronxarts.net
Director of Operations	Karlene Cowan	kcowan@bronxarts.net

BRONX CHARTER SCHOOL FOR THE ARTS ELEMENTARY SCHOOL		
Title	Name	Email
Principal	Jonea Thomas	jthomas@bronxarts.net
Director of Curriculum	Patricia Rooney	prooney@bronxarts.net
Director of Curriculum & Special Populations	Jennifer Ciavirella	jciavirella@bronxarts.net
Dean of Students	Jahneel Small	jsmall@bronxarts.net
Director of Arts		
Social Worker	Allan Smith	asmith@bronxarts.net
Guidance Counselor	Jacqueline Smith	jsmith@bronxarts.net
Operations Manager	Erica Jones	ejones@bronxarts.net
Operations Associate	Audriana Blackwell	ablackwell@bronxarts.net
Administrative Assistant	Fatoumata Traore-Sanogo	fsanogo@bronxarts.net

Operating Principles

At Bronx Arts, we believe that the following operating principles are essential elements of a school that supports the work of teachers and students. While reading this handbook, please note how these operating principles have informed every aspect of the school design, including curriculum, staff development, and discipline policies. The operating principles are as follows:

Expectations for Students

The Bronx Arts Operating Principles are the foundation for a school-wide set of expectations for our students, as follows:

BE RESPONSIBLE
BE CONSIDERATE
USE CREATIVITY

The Home/School Connection; Families as Partners

Families play a key role in the educational success of their children. We rely on our families, to teach their children the value of education, discuss schoolwork and new ideas. Parents or guardians must check in regularly with teachers and reinforce the Bronx Arts Expectations for Students. The expertise, hard work and creativity of the many family members who volunteer their time are essential to our development as a school. This section will show how families and staff members can work together towards the ultimate goal: successful, happy children.

Parent/Guardian Involvement

Bronx Charter School for the Arts believes the school and parents and family members of our students are partners in helping all our learners to achieve academic success. The school is committed to working with parents and family members through both the integrity and caliber of the instruction provided and the involvement of parents and families to support and enhance the opportunities for the children's academic and intellectual growth.

Bronx Charter School for the Arts will:

1. Provide high quality curriculum and instruction in a supportive and effective learning environment that enables student academic achievement.
2. Provide the necessary curriculum materials for effective instruction aligned to the Common Core Standards.

3. Employ effective instructional staff and provide teachers with ongoing professional development and support.
4. Provide additional academic intervention for students, where and when possible, through such programs as the Response to Intervention program during the school day, after school enrichment and tutoring, Saturday School and Intersession School (if available).
5. Provide the appropriate homework to reinforce the academic skills that have been taught in school.
6. Provide counseling for those who require emotional and social support to overcome obstacles to their learning and academic achievement.
7. Communicate regularly with parents and guardians regarding individual student progress. Communication will take place by email, telephone calls, letters, notes, meetings, workshops, newsletter, robo-calls and the school's website.
 - Quarterly progress reports will be sent home to families/guardians.
 - Parents/guardian teacher conferences will be scheduled as per the school's annual calendar.
8. Provide opportunities for parents and families to become engaged as follows:
 - Volunteer at the school during the school day.
 - Participate in school wide events and activities.
 - Serve to the extent possible on policy advisory committees including the Title I, Part A, parent representative.
 - Join the Parent Teacher Organization (PTO).
 - Attend the monthly Parent Teacher Organization (PTO) meetings.
 - Participate in a variety of parent/guardian workshops hosted by the school to address topics such as academic standards, curriculum, instruction, assessment, and social and emotional behaviors.
 - Connect with community based organizations which provide resources to our families.
 - Regular informal gatherings with the principal.

Bronx Charter School for the Arts Parents/Guardians will:

1. Ensure that students attend school and arrive promptly at the official start of the school day.
2. Monitor their child's daily attendance and adhere to the school's Student Attendance Policy. Students who miss 10% of the school year or in excess of 18 days of unexcused absences may be at risk of not being promoted to the next grade at the end of the school year.
3. Stay informed about their child's progress by reading and responding promptly to communication with the school.

4. Ensure students complete their homework assignments.
5. Students who are assigned to the After School and Saturday school program must attend regularly or forfeit the seat for poor attendance.
6. Review and adhere to the school's Student Code of Conduct/ Discipline Policy. Failure to abide by the school's Discipline Policy could result in expulsion.
7. Attend parent teacher conferences.
8. Participate in school events, PTO meetings and workshops.

Family-Staff Communication

Because Bronx Arts provides a unique kind of educational program, families may have questions about their child's daily classroom work and his or her progress towards learning standards. We encourage families to send notes, schedule conferences, phone school staff and attend school functions in order to fully understand their child's educational experience and progress and provide information that may be helpful for their child's teachers.

In general, a child's teacher is the first person that students and family members should contact with questions, issues, or ideas. If a problem exists that a teacher cannot resolve the concern should be directed to a member of the Bronx Arts Leadership Team.

School and Classroom Visitation

Bronx Arts welcomes visitors to the school, especially family members. However, all visitors must be sensitive to instruction, and must make sure that visits do not disrupt the work of teachers or others who are instructing or supervising students. Family members are encouraged to make appointments in advance to speak to teachers when necessary.

Volunteer Opportunities

Every parent, guardian, or caregiver, is encouraged to volunteer at least 10 hours a year at Bronx Arts. Because we all have demanding schedules and are busy, we have identified a variety of ways that family members can help. To learn more about volunteer opportunities, please contact the Operations Manager. All regular volunteers must undergo a background check in accordance with New York State law.

Support with School Related Questions

In general, Bronx Arts staff members are happy to help family members with whatever aspect of school operations. However, many of the questions most frequently asked by family members in our main office are usually best answered by one particular Bronx Arts staff member. The following is a list of the people at Bronx Arts who can best help with particular questions:

Type of Questions	Who to speak w/ at Bronx Arts
Questions about, schoolwork, tests, assignments, class trips, conflicts with other students in class, and anything that takes place inside of the classroom.	Classroom Teacher or Learning Specialist RTI Teacher SETSS Teacher
Questions about art projects, arts field trips, or conflicts with other students within a particular arts class.	Classroom Teacher
Questions about, modifications being made to address special learning needs, or anything that takes place during class when the Learning Specialist is present.	Learning Specialist RTI Teacher SETSS Teacher
Questions about concerns that arise across grades, questions about school-wide testing, and report cards.	Principal
Questions about overall school performance and goals, the school building, school security, or overall school operations (non-academic).	Executive Director
Questions about the arts program, artist-in-residence program, curriculum, and partnerships with outside arts organizations.	Director of Arts
Questions about an incident that happened on the bus, discipline matters, suspensions, etc.	Dean of Students
Questions about attendance, doctor's notes; need a school letter, changes in pick-up time, changes in transportation, changes in student information (i.e. new address or phone number), transportation, enrollment and lottery, and events and school trips.	Operations Associate
Questions about general Bronx Arts information, purchasing Bronx Arts t-shirt uniform.	Operations Manager

Board of Trustees

The Board of Trustees is responsible for overseeing all aspects of school operations, including fiscal oversight, long-term planning, fundraising and supervision of the Executive Director. Additionally, on the Board of Trustees there is a seat reserved for a parent representative or legal guardian of a Bronx Arts student. Board meetings are held regularly throughout the year and are open to the public. These meetings are posted at the front lobby of the building

Complaint Resolution Policy and Procedure

The Board of Trustees intends for the first step in the conflict resolution process to be for complainants to discuss issues with the appropriate person or people at the school staff level, including the Executive Director.

However, any individual or group may bring a complaint to the Board of Trustees. The Board of Trustees will hear complaints pertaining to Bronx Arts' operation, management, or policies, or alleging any violation of the provision of the charter or any provision of law relating to the management or operation of the charter school.

To present a complaint to the Board of Trustees, a complainant may attend a meeting of the Board of Trustees (consistent with the open meetings law) and request to be added to the agenda, or the complainant may submit the complaint at any time, orally or in writing, to the Board Chair.

The Board may choose to act immediately on a complaint (as in emergency situations that suggest a child is in danger) or may initiate an investigation that takes place over a period of time, or both. Such investigations may include such actions as the review of documents and student records, and conversations with staff, families, and students.

All complaints will be added to the agenda of the Board meeting subsequent to their submission, for discussion by the full Board. In all cases, even if an investigation is not complete, the Board Chair will respond in writing to all complaints within 14 days after the Board meeting subsequent to the submission of the complaint, in order to provide an official acknowledgement of the complaint, and provide a status update or communicate the determination of the Board on the matter. If necessary, the Board chair will provide a second response once the Board has made a final determination on the complaint.

Complaints may be submitted to the Chairman of the Board of Trustees is reachable by mail via Bronx Arts or at boardchair@bronxarts.net.

If a complainant determines that the Board of Trustees has not adequately addressed their complaint, the complainant may address the complaint to the New York State Board of Regents, which shall investigate and respond. The Board of Regents has the power and duty to issue appropriate remedial orders to Bronx Charter School for the Arts.

Philosophy of Teaching and Learning

Rigorous Instruction: Teaching How to Learn

All people learn through experience, practice, and reflection. To learn, one must be continuously challenged with new ideas, and inspired and guided to come up with new ideas on one's own. The teacher's role is to guide students in this process by:

- linking new ideas and concepts with existing knowledge and interests;
- motivating students through the selection of learning materials and the structure of learning activities;
- pushing students to challenge themselves;
- modeling thinking and learning, and;
- ensuring that optimal conditions for learning exist

At Bronx Arts, we work together to teach children to take responsibility for their own education. This is what we mean by the words "rigorous instruction". We do not expect our students to become memorizers of rote facts and information supplied by a lecturing teacher. Instead, we expect that children will be actively engaged in their own learning, and that they will ask questions that serve to push them further in their own thinking. We require that our students become continual learners, developing the capacity to constantly challenge themselves as independent, critical thinkers, and take action based upon learned material.

We are an Inclusion School

At Bronx Arts, we believe that excellent teaching means providing each student with the appropriate curriculum that matches his or her ability level and academic/social needs. Therefore, all of our students are educated together, in an inclusive setting. Bronx Arts does not separate students with special needs into self-contained classes. Instead, all students' needs, including special needs, are met through careful assessment and customized instruction, which may include one-on-one assistance and small-group work when necessary and appropriate. Students and teachers understand that instruction and attention may look different for each child. At Bronx Arts, we believe that an inclusive environment prepares students for the reality of living in a diverse society and helps to develop the necessary values of acceptance and understanding.

We Have a Highly Qualified Staff

Because we are an innovative and exciting place for educators to work, Bronx Arts has been fortunate in attracting a very highly qualified and carefully selected staff. The No Child Left Behind Act (NCLB) requires us to let our families know about the qualifications of each of our teachers if they wish to inquire. All parents of Bronx Charter School for the Arts students have the right to know the professional qualifications of the classroom teachers who instruct their child. Federal law allows for certain information about classroom teachers to be given in a timely manner if requested. Families have the right to ask for the following information about each of their child's teachers:

- Whether the New York State Department of Education has licensed or qualified the teacher for the grades and subjects he or she teaches.

- Whether the New York State Department of Education has decided that the teacher can teach in a classroom without being licensed or qualified under state regulations because of special circumstances.
- The teacher's college major; whether the teacher has any advanced degrees and, if so, the subject of the degrees.
- Whether any teachers' aides or similar paraprofessionals provide services to their child and, if they do, their qualifications.

To receive any of this information, please call (718) 893-1042 to speak to the Principal.

Curriculum

Schools across New York State are required to implement fully the Common Core Standards in English Language Arts, Mathematics and Literacy in Social Studies and Science. Our English Language Arts and Mathematics curriculum have both been updated to prepare our students. Moreover, our library materials have been improved to reflect the required reading materials.

Daily Morning Meeting

Every classroom will be scheduled for "Morning Meeting" during the first 15 minutes of school. This is an extremely important activity that will help all students settle in and calm. It will create a safe, community feel in the classroom and will decrease disruptions in the morning and throughout the day. During the morning meeting time, each student is greeted by teachers and other students. There is a sharing time where students can share ideas, items, stories, pictures etc. and students can ask questions. There is a group activity where students will get energized for their day. The morning meeting closes with the Morning Message where the teacher points out important information about the day. It's the first shared reading of the day.

Reading and Writing

Bronx Arts recognizes the need for both the explicit teaching of skills and the opportunity for children to participate in literacy activities that are designed to build comprehension and meaning. Students in grades Kindergarten through three learn about how phonics and how words work through the *Wilson Foundations program*. Students in grades Kindergarten through two work with the Teachers' College Units of Study for Teaching Reading and the Units of Study in Opinion, Information, and Narrative Writing. Grades three through five students use materials from the Engage NY curriculum, as well as Pearson's ReadyGen. Bronx Arts classrooms are also supplied with reading materials at a variety of levels to meet students' needs and interests. Reading and Writing instruction also includes the following key components:

- Reading Aloud: teacher reads selections aloud to students
- Shared Reading: teacher and students read texts together
- Guided Reading: students read independently and in small groups with observation, guidance, and help from the teacher
- Independent Reading (including sustained silent reading): students read texts on their own and with each other

- Modeled/Shared Writing: teacher and students collaborate to write text as a group with the teacher as a scribe
- Interactive Writing: teacher and students write text together, sharing scribe responsibilities
- Independent Writing: students respond to topics and/or texts on their own
- Journal Writing
- Word and Letter Study: students learn about the components of written and spoken language

Guided Reading

Our approach places Guided Reading at the heart of language arts instruction. Guided Reading is central to student learning because it provides the teacher with an opportunity to respond to individual student needs and teach reading strategies in a targeted instructional setting. At Bronx Arts, Guided Reading has the following characteristics:

- a teacher works with a small group;
- children in the group are similar in their progression through the reading process and are able to read approximately the same level of text;
- teachers introduce the story and assist children's reading in ways that help to develop independent reading strategies;
- each child reads the whole text;
- the goal is for children to read independently and silently when developmentally appropriate;
- the emphasis is on reading increasingly challenging books over time;
- children are grouped and regrouped in a dynamic process that involves ongoing observation and assessment.

Mathematics

Bronx Arts uses Achievement First's Navigator Math program in Kindergarten through grade 3. This program places an emphasis on student engagement with and dialogue around math concepts and skills. In grades 4-5, students use the Engage NY curriculum. The curriculum is aligned with the Common Core Standards. All students have an opportunity to engage in rigorous problem solving and discussion of solution pathways using the Cognitively Guided Instruction (CGI) framework.

Science and Social Studies

The Bronx Arts science and social studies curricula are organized around units of study that include Reading and Writing based on the New York State Common Core Standards in literacy, as well as New York state's Science Standards and the Social Studies Framework. Students are asked to participate in hands on activities, engage in discussion, and make connections between disciplines.

Arts

Bronx arts provides high quality, engaging instruction to all grades in music, dance, visual art and theater in order to help all students discover and develop their natural artistic talents.

We believe:

- All arts classes are disciplines, not a pastime or break from “real learning”.
- Students learn specific arts skills and appreciation through arts education while developing valuable life skills through the arts.
- The skills developed in and through the arts will help students to gain exposure and access to academic, social, and professional opportunities typically reserved for their more affluent peers.
- The arts can enhance academic subjects when meaningful and natural alignments are identified and integrated.

The Arts program will:

- Provide a culturally rich curriculum, which is standards-based, sequentially developed, rigorous, and developmentally appropriate across all grades.
- Provide students with at least two opportunities to present/perform in each discipline annually.
- Balance creativity and exploration in a safe, supportive, and nurturing environment, where daily objectives are met, and student behavior is indicative of a classroom culture that prioritizes the mutual respect between students and teachers and students with their peers.
- Partner with at least one artistic and/or cultural institution or independent artist to enhance the arts education of students.

Academic Intervention Services

The school also provides academic intervention services to struggling students using the Response to Intervention model. Additional curriculum materials such as Words Their Way, Rally Education Reading, and online resources such as Reflex Math, Reading A-Z, NewsELA, and ReadWorks are utilized.

What About Students With Special Needs?

Special needs refers to **educational** accommodations, modifications, and supports that ensure student access to all curriculum. At Bronx Arts, we support inclusion. Inclusion in education refers to a model wherein special needs students spend most or all of their time with non-special (general education) needs students.

Students Learning English

Bronx Arts is committed to providing services for students whose first language is other than English in an integrated, non-exclusionary setting. The English Language Learner Specialist works with students and classroom teachers in a “push in” and “pull out” program (based on the child’s proficiency level) to address the English developmental literacy and language needs of ELL students, as well as to help them access the regular curriculum.

Assessing Student Progress Tools

Bronx Arts uses Fountas and Pinnell’s benchmark reading assessments, and the New York State assessments in ELA, Math, and Science to measure student progress. We also use NWEA MAP assessments (**N**orthwest **E**valuation **A**ssociation’s **M**easures of **A**cademic **P**rogress). This is a computer adaptive test that students take two to three times per school year. Computer adaptive tests adjust to each student’s learning level, providing a unique set of test questions based on their responses to previous questions. Adaptive tests make it possible for teachers to pinpoint what each child needs in order to learn best

Bronx Arts also administers Interim assessments in the form of unit tests are given throughout the school year to assess student progress towards the standards. This gives the teachers data about each student’s performance, which helps with planning and instruction.

Progress Reports

Progress Reports will be shared with families at the halfway point in each quarter. This will give families an opportunity to gauge how their child is performing prior to the end of the quarter.

Report Cards

Four formal reports of student progress are sent home each year, usually in November, January, April, and June. Families are required to meet with their child’s teacher during Family-School conferences to discuss student progress.

Promotion and Retention Policy

At Bronx Arts students are promoted based on their academic, artistic and social achievements. The school makes every effort to assess the development of the whole child when making decisions about promotion. In this way, Bronx Arts aims to create a climate that ensures the greatest possible success for each student.

In order to be promoted, a student must demonstrate mastery of a majority of Bronx Arts grade-level benchmarks. No single benchmark or performance in an individual discipline is decisive; they are considered collectively. Please see the promotional policy below

PROMOTION

The Bronx Charter School for the Arts Board of Trustees expects students to progress through each grade within one school year. To accomplish this, instruction should accommodate the varying interests, growth patterns, and capabilities of individual students. Students shall progress through the grade levels by demonstrating growth in learning and meeting grade-level standards of expected student achievement.

RETENTION

Identification of students who should be retained and who are at risk of being retained in their current grade level should be made on the basis of the following:

1. Indicators demonstrating academic achievement, notably progress toward meeting the New York State Common Core Standards for each grade level.
2. Student Attendance.

In addition to this criteria, students who are performing 1.5 or more reading levels below grade level, according to Fountas and Pinnell, will also be strongly considered for retention. All students who are performing far below grade level and/or are at the bottom 15% of their class may be retained. The leadership team will make the final decision about students being retained, after taking into account report card grades, reading level, mock exam data (in grades 3-5), modified promotional criteria per Individualized Education Plans, and social-emotional implications. Retention will be used as a final resort, after all other school interventions have been leveraged.

CONTINUATION IN KINDERGARTEN

Students who have completed Kindergarten shall be admitted to first grade unless a committee comprising of the parents/guardians, teacher(s) and the principal agree that the student shall continue in Kindergarten. The committee shall utilize a portfolio of the student work including progress on standardized reading assessments in making the determination.

Whenever a student continues in Kindergarten for an additional year, the Executive Director or designee shall secure an agreement, signed by the parents/guardians, stating that the student shall continue in Kindergarten.

RETENTION IN THE FIRST AND SECOND GRADE

Although the typical pattern of progress is an annual promotion to the next higher grade, retention of students in the first and second grade may be considered when a student is not progressing at an expected rate. In all instances, retention decisions will be made by a committee comprising of the child's teacher(s) and the principal/designee. Retention decisions should be made only after a careful and systematic review of a portfolio of student work including, but not limited to grades, standardized Reading/ English Language Arts assessments and attendance in making the determination.

RETENTION IN THE THIRD, FOURTH AND FIFTH GRADE

Although the typical pattern of progress is an annual promotion to the next higher grade, retention of students in any grade may be considered when a student is not progressing at an expected rate. In all instances, retention decisions will be made by a committee consisting of the student's teacher(s) and the principal.

Retention decisions should be made only after a careful and systematic review of a portfolio of student work including but not limited to grades, attainment of level 2 or higher on the New York State Assessments in English Language Arts and Mathematics, and attendance.

CONSIDERATIONS REGARDING PROMOTION AND RETENTION

General

- No student shall be retained more than one year at any given grade level.
- If a student has been retained, it is expected that he/she will be provided with academic intervention services.

English Language Learners

- English Language Learners (ELL) as designated by the New York State Identification Test for English Language Learners (NYSITELL) results, will not be retained solely due to their ELL status. ELL students will be evaluated based on a comprehensive review of a portfolio comprising of student work, grades and standardized test results including the New York State Assessments in English Language Arts or the NYSESLAT (New York State English as a Second Language Achievement Test), Mathematics, and attendance.
- It is reasonable to consider English Language Learners to be at risk of retention and eligible for supplemental instruction based on the challenges they face in acquiring English language proficiency.

Special Education

- It is possible that Special Education students may be retained, but Special Education students will not be retained solely because of their identified disability.
- Students in all grades will be promoted based on the promotional criteria listed on their IEP.

NOTIFICATION

First notification in writing to parents/guardians of students at risk of retention can occur as early as January 31st, but not later than 30 days after.

Final notification of retention for grades K-5 students shall occur no later than the first week of June. Parents of all students must be provided the opportunity of a face to face meeting to discuss the decision with the principal and the teacher.

PROMOTION/RETENTION APPEAL PROCESS

The decision to retain a student may be appealed consistent with the Board's Policy. The burden shall be on the appealing party to show why the decision should be overruled.

To appeal the decision, the appealing parents/guardians shall submit a written request to the Board of Trustees specifying the reasons why the decision should be overruled. The appeal must be initiated by the appealing party and received by the Board of Trustees within five (5) working days of the notification of the decision to retain the student. The executive director and teacher(s) shall be provided an opportunity to state orally and/or in writing the reasons for the decision and provide supporting documentation related to the criteria on which the decision was based.

Within five (5) working days of receiving the written request for appeal, the Board of Trustees shall determine whether or not to overrule the school committee's decision. The decision of the Board shall be final.

School Operations

This section deals with the policies and procedures that are important to the day-to-day operations of the school. We ask that families read this section of the handbook carefully so that they can support our efforts.

Enrollment Letters

Families often find it necessary to obtain a letter from school that confirms that their child is attending Bronx Arts. We are glad to create these letters for families; however, we require 48 hours to generate them. Request forms for these letters are available from the Operations Associate.

Visiting Procedures for Parents and Guardians

All visitors must enter the school through the main entrance and be checked-in with the school safety agent. **All visitors must present proper photo identification.** No one will not be allowed to enter the building without proper photo identification.

Visitors will receive a nametag and must wait in the lobby near the school safety agent until they are escorted to their destination.

Please arrange for an appointment to meet with the desired staff member **before** visiting the school. We cannot guarantee availability without an appointment.

Attendance and Absences

Consistent school attendance is essential for academic and social success at school. Arriving late to school or being picked up early is disruptive to the carefully planned learning activities of the class.

Bronx Charter School for the Arts Attendance Policy

Statement of Objectives:

The school is an active partner with parents and families in ensuring our students are provided with the best opportunity to learn and achieve academic success. The school attendance policy is designed to meet the following objectives:

- To raise student achievement and ensure all students meet the expectations of the Common Core Standards;
- To identify attendance patterns in order to design attendance improvement efforts;
- To verify that all students are complying with education laws related to compulsory attendance.

School Recordkeeping and Data Collection

The attendance record for each student shall be kept in a register of attendance in a manner consistent with NYSED (New York State Education Department) regulations. Attendance shall be taken and recorded in accordance with the following:

- At the beginning of the school day during morning meeting by the homeroom teacher;

- Students arriving after 8:01 will be recorded at the front desk and documented in the student information manager, PowerSchool.

Promotion/ Retention Decision

A student's attendance record is a determining factor in promotion/ retention decision. A student who has accumulated more than 10% of the number of students attendance days or 18 days in the school year as unexcused absences may be retained in the current grade at the end of the school year. Frequent one or two day absences due to illness will be reviewed by the school to determine whether the student can make sufficient progress to perform academically at a peer level and to be promoted to the next grade.

Notice of Minimum Attendance Standards/ Intervention Strategies and Community Awareness

In order to ensure that parents/guardians are informed, the following guidelines should be followed:

- The attendance policy will be included in the parent handbook which will be distributed to parents and families at the beginning of the school year or at the time of enrollment in the school. This handbook will also be emailed out and available on the web site;
- The school's publications will include periodic reminders of the policy;
- The school will provide copies of the policy to any member of the community upon request.

Notice of Students who are Absent, Tardy or Depart Early without Proper Excuse

- Teachers, Social worker, Counselor, Dean of Students and/or Principal will notify parents by phone on a daily basis when a student is absent, tardy and depart early without proper excuse;
- The Principal, Social worker, Dean of Students and/or Counselor will schedule face to face meetings periodically with parents of affected students to address attendance problems and discuss impact on academic progress including possible retention;
- Chronic absenteeism (pattern of unexcused absence) is evidence of educational neglect and by law school personnel are mandated to report to the authorities including Child Protective Services.

Students who are chronically absent and chronically tardy will be required to make up any missing work and assignments.

Excused Absences and Tardies	Unexcused Absences and Tardies
Illness verified by a doctor's note	Routine doctor's appointments
Death of a close family member	Family vacation
Court appearance	Parent/Guardian/Sibling Illness
Religious Holiday	Bad Weather

Tier	Amount of Days	Who	Next Steps	Suggested Interventions
1	1 unexcused absence/tardy	Operation Associate	Automated Notification	
2	3 consecutive unexcused absences/tardies	Teacher	Courtesy call	<p>Courtesy call</p> <p>Request for appropriate documentation, if necessary</p> <p>Refer to Guidance Counselor or Social Worker for additional support</p>
2	5 consecutive unexcused absences/tardies	Teacher Guidance Counselor Social Worker	Wellness Check-strategies and supports	<p>Refer to outside community resources/services</p> <p>Create an attendance plan with family</p>
3	4-6 consecutive unexcused absences/tardies	Teacher Dean	Intervention Meeting	
4	<6 consecutive unexcused absences/tardies	Teacher Principal	Meeting	

Attendance Incentives

In order to encourage student attendance, the school will develop and implement strategies and programs including but not limited to:

- Attendance honor rolls list to be celebrated in community meetings and publications;
- Monthly celebrations by teachers, counselor and administrators;
- Morning meeting and character education program to include focus on consistent attendance.

Disciplinary Consequences

Chronic unexcused absences and tardiness may result in sanctions such as denial of participation in extracurricular activities.

Appeals Process

A parent/guardian may request a review of their child's attendance record.

Review by Board of Trustees

The Board of Trustees, Program Committee, shall review the school's attendance record at its monthly meetings and the Board shall make any revision to the policy and plan deemed necessary to improve student attendance.

In order to maximize learning, all Bronx Arts students are expected to attend school every day that school is in session, arriving on time and staying until dismissal, unless extraordinary circumstances prevent them from such participation.

- For security reasons, Bronx Arts will not allow pick-ups between 3:00 pm and dismissal at 3:30 pm. Our entire school is preparing for dismissal.

Withdrawal from School

In the event that a decision is made to withdraw a student in order to enroll him or her in another school, the parent or guardian on record must notify the classroom teacher and the Operations Associate in writing. This will provide a smoother transition and facilitate the transfer of records.

Safety & Security of Bronx Arts Facility

All visitors in the building are required to sign in with the security guard in the lobby and provide identification. To ensure the safety of our students, the security guard, and other Bronx Arts staff members frequently monitor the hallways. To see a copy of our school's Safety Plan, please see the Director of Operations.

Emergency Evacuation Plan

Bronx Arts has an emergency evacuation plan. In the event that the school needs to be evacuated for an extended period of time, all students and staff will go to The Point Community Development Corp., located at 940 Garrison Ave., approximately 6 blocks southwest from the school. Families will be contacted as soon as is practicable from this location and given instructions. Please make sure to keep the school up to date with contact and emergency contact information. Students and staff are familiarized with emergency evacuation procedures. In compliance with state regulations, Bronx Arts has a minimum of 12 practice evacuation/lockdown drills per year.

School Day

Instruction begins promptly at 8:00 am and ends at 3:30 pm. Students who are picked up late must be signed out with the security guard and operations staff.

Arrival and Breakfast

All students are expected at school by 7:55 am. Breakfast is served between 7:40 - 7:55 am every day. There will not be any adult supervision for students prior to 7:40 am; please do not leave children alone at Bronx Arts before this time. All children will enter the building through the main glass doors. Students who arrive after 7:50 am will not be served breakfast, unless they arrive on a late school bus.

Students who arrive at 8:01 am will be marked late. Chronic lateness has a negative impact on student performance and is treated as a serious neglect of responsibility on the part of families. Chronic lateness can also affect a student's likelihood of promotion.

For families who drive their child to school, please be advised that we are using a "Kiss & Ride" for drop-off. There are generally two or three staff members on the corner and street to greet school busses and students. Parents are urged to kiss their child(ren) goodbye and ride off so we may keep traffic moving and have a safe arrival for those who are walkers.

Lunch and Recess

Lunch period is combined with a short outdoor recess. In inclement weather, recess is replaced by an indoor recreation period. Student lunch and recess times are staggered, and may change during the course of the school year. Various members of the Bronx Arts staff and School Aides supervise lunch and recess.

A code of conduct for appropriate play at recess is strictly enforced. Appropriate play consists of appropriate language, physical contact, and behavior. Infractions are handled in accordance with the Code of Conduct.

Dismissal

Bronx Arts' school day ends at 3:30 pm. Bused students are escorted to buses; students who are picked up by their families will be escorted to designated pick-up areas. Family members should not pick up their child earlier than 3:30 pm. No students can be dismissed between 3:00 pm and 3:30 pm. Adult family members should wait outside of the school building in the designated pick-up area until their child is brought to them.

Staff will only release students to family members and friends designated by the students' parent or legal guardian listed on the emergency contact card. We will ask for identification from this person if we do not know her/him. It is critical that families inform their child about who is authorized to pick her/him up from school.

Dismissal Changes

If an adult family member knows that he/she must pick up a child early or change his or her normal transportation routine (i.e. if a child who normally rides the bus should, instead, wait for pick-up by an uncle), **the adult family member must email a scan or photo of signed dismissal request to dismissal@bronxarts.net before 2:00pm.** We advise

parents to also call to follow up to ensure the email was received. Messages left on the Bronx Arts answering machine are not considered notice.

For safety reasons, any student being picked up who normally takes the bus must be signed at from the main office. Bus changes after 3:00pm require the student to be released by the bus captain. The authorized pickup must go to the students bus and sign the child out from the bus captain's dismissal sheet.

Inclement Weather Procedures

Please be advised that during inclement weather, we will have indoor dismissal. Inclement weather is defined by rain, snow or frigid cold. A determination of indoor dismissal will be made by the front office. Upon arrival, authorized pickups will be notified if we are having an indoor dismissal.

Food in School

Sound nutrition is necessary for healthy child development and school success. Through an independent food provider, Bronx Arts offers breakfast and lunch free to all students each day. These meals comply with the nutritional requirements of the School Breakfast Program and the National School Lunch Program. Menus are provided each month and are posted on the cafeteria board each day.

Families can supplement or replace their child's meals. Families wishing to do so may send food from home. However, we do not allow certain foods that are not healthy and do not provide a sustainable source of energy for the demanding school day, nor that does not comply with our state grant and funding.

PLEASE NOTE: The following snacks are **not** permitted at any time, and will be sent back home if brought to school:

- Soda
- Candy
- Gum
- Sugared drinks such as Kool-Aid, quarter water, energy or sports drinks, or Capri Sun
- Donuts, cookies, chips, or any unhealthy or sugar filled snacks

The following snacks are permitted and recommended:

- Water or 100% juice ONLY
- Sliced fruits or vegetables
- Applesauce (no sugar added)
- Yogurt (low sugar but not diet)

Students are not permitted to bring or be delivered "fast foods", and are not able to heat their lunches.

We will continue to encourage children who are eating school lunches to eat a healthy portion so that they are not hungry. If we have any concerns with a child's eating patterns the family will be contacted by the child's teacher or an administrator.

Families must notify the operations staff of any allergies their child may have. A doctor's note stating the nature of the allergy must also be provided. No meal changes will be made without a doctor's note. Please note that we cannot accommodate all allergies.

Birthday acknowledgements will take place at 3:00 pm (in the classroom and with the approval from teachers), once a month for all students born in that specific month

- Friday, September 27
- Friday, October 25
- Friday, November 22
- Friday, December 20
- Friday, January 31
- Friday, February 28
- Friday, March 27
- Friday, April 24
- Friday, May 29
- Friday, June 19

There should be **no**:

- Decorations
- Goodie bags
- Outside birthday party invitations
- Sheet cake/ Cupcakes
- Sugary drinks
- Candies
- Cookies
- Unhealthy snacks or food

There may be single serve portions of:

- Apple sauce
- Yogurt
- Fruit cups
- Cheez-its
- Animal crackers
- Graham crackers
- Popcorn
- Water

Dress Code

Bronx Arts students are expected to dress appropriately for school in clothing that is clean, neat, comfortable, and seasonally and age appropriate. Students will be engaged in various activities throughout the day ranging from dancing to creating art projects. Clothing should be suitable for these activities. Students are expected to dress in a manner which is not disruptive to the educational process and which does not pose a danger to the student or others.

ALL CLOTHING, especially outerwear, should be labeled with a child's name. Bronx Arts is not responsible for lost clothing.

Bronx Arts staff will have final say as to whether or not a student's clothing is appropriate for school. If a child comes to school in clothing that does not meet the dress code, the child's family will be called and expected to bring appropriate clothes to school. If a parent is unable to bring the uniform shirt to school, the student will be given a new shirt and billed accordingly (currently \$8, short sleeve shirt).

Bronx Arts Shirts

All Bronx Arts students are required to wear a Bronx Arts shirt every day to school. Bronx Arts sells a range of shirt choices, including short- and long- sleeved shirts and sweatshirts. Bronx Arts shirts may be purchased from the main office prior to the start of school and while supplies last.

While the student is in school, the Bronx Arts t-shirt must be visible. Therefore during the colder months students can wear a Bronx Arts sweatshirt, or layer shirts with a long sleeved shirt underneath and a Bronx Arts shirt over. Students will not be allowed to wear a sweatshirt or sweater over their Bronx Arts shirts.

FAMILIES FACING FINANCIAL HARDSHIP should contact the Guidance Counselor or Operations Manager and Bronx Arts will try to accommodate this need once proof of hardship is provided.

Coats

Coats may not be worn inside the school building during the school day. All coats and outerwear must be hung on the student's assigned hook. Coats may be worn during a class change if the student is exiting the building. The Principal and/or the Principal's designee may make an exception if the building/classroom is unusually cold.

Jewelry and Accessories, etc.

Students should leave sentimental and/or valuable jewelry at home, as these items can easily be lost or damaged. Students may not wear large pendants or medallions. Chains and necklaces must be tucked into the student's shirt. Large pieces of jewelry, especially hoop earrings, are not allowed as they can pose safety issues for children. Any jewelry that is distracting to students is not allowed. Bronx Arts is not responsible for lost or stolen jewelry.

Other Clothing Items or Accessories

- No adornment is allowed that reasonably could be perceived as, or used as a weapon (such as chains, spikes, etc.).
- Pants must be worn at the waist and not drag on the ground.
- No item of clothing may have any ornamentation including labels, brand names or graphics.
- No hats or other headwear are to be worn in the building.
- Skirts and shorts must be no more than one inch above the knees.
- Comfortable footwear such as sneakers and soft bottom shoes are only accepted. High heels are not permitted. Inclement weather shoes can be worn when it is raining or snowing.
- Leggings should be worn under skirts for dance class.
- No gang-related clothing, accessories, symbols or intimidating manner of dress, as identified by local law enforcement agencies, are allowed.
- No fake nails, makeup, or colorful lip gloss are allowed.
- Large backpacks on rollers are not recommended and not necessary. They are difficult for many children to handle and are too large for our alcove storage. Soft sturdy backpacks are encouraged.
- Accessories such as purses, umbrellas, sunglasses, bandanas and scarves must be stored with student's coats and book bags at the start of the day, and may not be used or worn during the school day.

Care of Books, Equipment, Instruments, and Property

Any books, pieces of equipment, musical instruments, or other items that Bronx Arts students are allowed to take home are the property of Bronx Charter School for the Arts. Any books, musical instruments, or other items that are lost or damaged must be replaced or repaired at the parents' or guardians' expense.

Personal Belongings and Money in School

Students may NOT bring any:

- Games
- Toys
- Cell phones
- Pagers
- Gameboys/DS/Ipods/MP3 players
- Any other electronic devices

Bronx Arts is not responsible for these belongings while they are in the possession of students. If these items are seen or heard during school, they will be confiscated and held for parent pick-up.

Teachers and staff are not responsible for money that is brought to school by children. If a child is purchasing a T-shirt, or paying for some other school-related item or activity, **it should be in a sealed envelope and labeled with the child's name, exact dollar amount, and purpose. Otherwise, children should not bring money to school.**

Technology and Internet Use

Students may use school-provided Internet access only under the supervision of a member of the staff. This is to ensure that students' access only educationally appropriate websites while at Bronx Arts.

School Trips and Events Outside of School

School trips are an essential part of the Bronx Arts curriculum. Adult family members are encouraged to come on the trips and serve as chaperones. However, babies, and those siblings, family members, and friends who are under the age of eighteen, are strictly prohibited from accompanying Bronx Arts students on school trips.

Families are requested to sign a year long permission and notify the school if particular trips are not allowable for their child.

At times, families may be asked to help cover the cost of trips. Families who are not able to pay for a trip should notify the classroom teacher so that arrangements can be made for the school to cover the cost, if possible.

Transportation

School Bus or Public Transportation

Transportation is provided through the NYC Department of Education for all children who live more than half a mile from the school. This may take the form of Metro cards for public transportation or the traditional yellow school bus.

Eligibility for yellow bus routes is determined by the Department of Education. Bronx Arts does not make the final decisions regarding transportation. Although the bus drivers and dispatchers try their hardest on a daily basis to ensure students' timely arrival at their home stop, safety, not timeliness, is their primary concern. Thus, when certain conditions such as inclement weather, poor roads, heavy traffic, etc. present themselves, families will have to understand that school buses may occasionally arrive late to their home stop.

Please see below for the eligibility chart:

Grade Level	Distance Code A: Less than 0.5 mile	Distance Code B: 0.5 mile or more, but less than 1 mile	Distance Code C: 1 mile or more, but less than 1.5 miles	Distance Code D: 1.5 miles or more
Grades Kindergarten, 1, and 2	Not Eligible	School Bus or MetroCard	School Bus or MetroCard	School Bus or MetroCard
Grades 3-6	Not Eligible	MetroCard only	School Bus or MetroCard	School Bus or MetroCard

Contact Numbers

Pioneer – 718.931.5450

Logan/Grandpa- 718.409.4600

OPT – 718.392.8855

There is a system of expectations and accountabilities for student behavior on the bus. This is contained within the code of conduct (see later section). It is very important that all students and parents follow these rules. Questions about eligibility, routes, and stops should be directed to the Operations Associate. Discipline issues that arise on the bus are handled by the Dean of Students.

Permission to Walk Home

If a family would like their child to be dismissed from Bronx Arts and walk home alone, the parent or guardian must complete the Walk Home Alone Permission Slip. This permission slip must be returned to the child's classroom teacher(s).

Health and Safety / Illness and Injury

Students exhibiting any of the following symptoms should be kept home from school:

- A fever of 100 degrees or higher
- Vomiting
- Loose bowel movements
- Difficulty breathing
- Open or draining cuts or sores
- Severe coughing, runny nose, or other cold symptoms
- Rash or hives
- Symptoms of Pink eye
- Symptoms of Lice, ringworm, or other contagious conditions
- Is in pain

Children exhibiting any of the above symptoms, will be required to be picked up from school immediately. Please remember that this policy must be strictly enforced to ensure the safety and health of all students and staff at Bronx Arts. If the immediate family cannot be reached, the school will contact one of the family members or friends listed on the Emergency Contact form.

If a child becomes sick or is injured at school, appropriate basic first aid will be administered if required, an accident report will be filled out (in the case of an injury), and the parent, guardian or emergency contact will be notified by phone. School administrators and the school nurse will determine whether a child should be returned to class or sent home.

In the event of serious illness or injury requiring emergency care, Bronx Arts will contact emergency services (911). Additionally, the school building will have both an automatic defibrillator to address cardiac emergencies.

Medication

All medication will be administered at school by the school nurse. This includes both prescription and over-the-counter should be clearly labeled with the student's name and accompanied by a Medication Administration Form (available from the Operations Associate) that is consistent with the labeled directions for administration. Written permission from a parent or legal guardian to administer the medication in school is also required. . Medication may not be transported via school bus or kept in students' possession, but must be taken to school by an adult family member and handed over to the appropriate staff member.

Proof of Immunizations and Records

As required by law, students must show proof of immunization. Parents must provide updated health records every year. Children who cannot provide proof of records are not able to attend Bronx Arts. Student health records are maintained confidentially and separately.

Allergies

Parents are required to alert Bronx Arts to any allergies a student has, and provide medication, if necessary, to prevent severe allergic reactions. This includes allergies to foods, plants, animals, medicines, and other substances.

Conditions Affecting Bathroom Use

Any medical condition which may affect the frequency of a child's bathroom visits should be brought to the attention of his/her teacher.

Mandated Child Abuse Reporting

Bronx Arts is required by law to report possible and suspected cases of child abuse, based on the existence of certain symptoms, characteristics, and circumstances. All reports are confidential and will be maintained in confidential and secured files

Important Websites

Bronx Arts Website - www.bronxarts.net

Office of Pupil Transportation - www.opt-osfns.org

Child Nutrition Knowledge – www.cn.nysed.gov

Time Out NY – www.timeoutnewyorkkids.com

Scholastic for Parents – www.scholastic.com/parents/

This site contains age appropriate guides for helping children learn to love reading. Divided into early childhood and school age children, the site also contains resources for helping children with math, technology and other subjects.

KidsReads – www.kidsread.com

This website shares reviews of “cool new books” and authors. The books are categorized by age and by genre. There is a link for podcasts and another for book clubs.

PBS For Parents – www.pbs.org/parents

This site contains guides on a variety of topics such as child development, curriculum connections, and technology for kids. It also shares information on hot issues in education. On the lighter side, there are games, stories, and guides to the TV programs offered by PBS. The guide is also available in Spanish.

CODE OF CONDUCT and DISCIPLINE POLICY

Bronx Charter School for the Arts has adopted comprehensive systems and protocols to reduce student disruption and misconduct, adapted from the *New York City Department of Education's Citywide Standards of Intervention and Discipline Measures*. In fact, these systems and protocols support and reinforce positive behavior and enhance children's character development while helping them succeed.

A wide range of strategies have been implemented to reduce poor behavior and maintain a safe learning environment, including conflict resolution, restorative practices, counseling, and a structured system of positive reinforcement. The inclusive practices are geared toward reducing the loss of instructional time, while exclusionary practices such as in-school suspension, out-of-school suspension, and expulsions are kept to a minimum.

The standards set forth in the Code of Conduct apply to behavior:

- In school during school hours
- Before and after school, while on school property
- While traveling on vehicles funded by the New York City Department of Education
- At all school-sponsored events and
- On other-than-school property when such behavior can be demonstrated to negatively affect the educational process or endanger the health, safety morals, or welfare of the school community
- When misbehavior involves communication, gestures or expressive behavior, the infraction applies to oral, written or electronic communications, including, but not limited to, texting, e- mailing, and social networking.

Parents as Partners

It is important that families collaborate with the school to help nurture the skills students need to succeed in school and in society. All members of the school's staff are responsible for keeping parents informed of their child's progress, and communicate both successes and concern regularly. Outreach to parents includes, but is not limited to, a phone call and/or a written communication.

Parents are asked to be familiar with the *Code of Conduct and Disciplinary Policy* to ensure they become active and involved partners in promoting a safe and supportive school environment. This includes meeting with their school officials (when requested), attending report card conferences, and participating in school community events.

Determining the Disciplinary Response

School personnel consults the Code of Conduct and Disciplinary Policy when determining which disciplinary measures to impose. The following facts are taken into consideration prior to determining the appropriate disciplinary measures:

- The student's age and maturity;
- The student's disciplinary record (patterns) -including the nature of any prior misconduct, the number of prior instances of misconduct, and the disciplinary and guidance intervention measures applied for each;
- The nature, severity and scope of the behavior;
- The circumstances/context in which the conduct occurred;
- The frequency and the duration of the behavior;
- The number of persons involved in the behavior;

- The student's IEP (Individualized Education Plan), BIP (Behavioral Intervention Plan) and 504 Accommodation Plan, if applicable.

Progressive Discipline

Understanding discipline as a “teachable moment” is fundamental to a positive approach to discipline. Progressive discipline uses incremental interventions to address inappropriate behavior with the ultimate goal of teaching pro-social behavior. Progressive discipline does not focus on punishment. Instead, The goal is to prevent a recurrence of negative behavior by helping students learn from their mistakes. Every reasonable effort is made to correct student behavior through guidance interventions and other school based resources. Guidance interventions, as described in detail in the next section, are essential because inappropriate behaviors or violations of the Code of Conduct may be symptomatic of more serious problems that students are experiencing. It is, therefore, important that school personnel be sensitive to issues that may influence the behavior of students and respond in a manner that is most supportive of their needs.

Appropriate disciplinary responses emphasize prevention and effective intervention, prevent disruption to education, and promote the development of a positive school culture. For students with disabilities whose behavior impedes the student's participation in school, a functional behavioral assessment (FBA) is conducted to understand the causes of the student's behavior.

Guidance Interventions

To promote positive behavior, Bronx Charter School for the Arts provides a range of prevention and intervention strategies and support services for students during and after school hours throughout the school year. When a student engages in misconduct, the Disciplinary Policy provides a comprehensive list of guidance interventions that must be considered based on the type of behavior in which a student has engaged. When used consistently and appropriately, guidance interventions help improve student behavior, lower repeated misbehavior and contribute to a more positive school environment.

Guidance interventions are an integral part of a comprehensive response, and the school provides support services at all stages of the disciplinary process, including during suspension. Support services include any of the interventions or a combination of such services that best meet the needs of the individual student.

Progressive Infraction Levels

To ensure that staff, students, and parents are aware of all expected standards of behavior, the school Disciplinary Policy provides graduated accountability measures for students who engage in repeated misbehaviors despite prior interventions and/or prior impositions of appropriate disciplinary measures.

More severe accountability measures are imposed on those students who commit more serious infractions, or who engage in a pattern of persistent misconduct. Whenever possible, school officials use guidance interventions and/or the least severe appropriate discipline responses prior to imposing strict penalties.

Infractions are grouped into five levels.

<p>Level 1 Uncooperative/Noncompliant Behavior</p>	<p>Unexcused absence; Out of Uniform ; Late to School; Bringing prohibited items or equipment to school; Using school equipment or devices without permission; Disrupting learning; Off Task Behavior; Not following teacher/staff instructions; Engaging in verbally rude or disrespectful behavior; Not following established classroom norms and behavior expectations</p>
<p>Level 2 Disorderly Behavior</p>	<p>Profane language/behavior; Disrespect to students/staff; Refusal to Follow Instructions/Expectations; Minor Theft or Misuse of Property; Leaving class without permission; Throwing objects; Horseplay/Play fighting; Frequent or Repeated Level 1 Infractions</p>
<p>Level 3 Disruptive Behavior</p>	<p>Disobeying school personnel in a way that substantially disrupts educational process; Using slurs to comment on disability, ethnicity, religion, color, race, gender, or orientation; Minor physical altercation; Tampering with or altering school records; Vandalism, graffiti, or other intentional damage to school or personal property; Teasing (repeated pattern of behavior); Using school equipment or devices without permission; Disrupting learning; Off Task Behavior; Not following teacher/staff instructions; Engaging in verbally rude or disrespectful behavior; Frequent or Repeated Level 2 Infractions.</p>
<p>Level 4 Aggressive or Injurious/Harmful Behavior</p>	<p>Possessing, Sharing, or Displaying Violent or Obscene Material (includes Internet); Serious Aggression; Coercion with direct or implied threat of violence; Instigating Violence • Harassment, Intimidation, or Bullying; Sexually suggestive behavior; Non-verbal Sexual conduct; Possession of Controlled Substances or Paraphernalia; Taking or Attempted Taking of property; False Alarm or Bomb Threat; Creating substantial risk of serious injury by using object that can cause serious physical injury; Causing serious injury through reckless behavior or use of an object that could reasonably cause injury; Possession of distribution of any weapon; Using controlled substances; Leaving school building without permission; Frequent or Repeated Level 3 Infractions</p>
<p>Level 5 Seriously Dangerous or Violent Behavior</p>	<p>Starting a fire; Using or threatening force to take property; Using force with school personnel; Using extreme force, inflicting, or attempting to injure others; Planning, instigating, or participating in group violence; Gang related threats, or violent/dangerous behavior; Physical sexual aggression or coercion; Selling or distributing illegal drugs, controlled substances, or alcohol; Possessing or Selling any weapon; Using any weapon to threaten or attempt to inflict injury; Frequent or Repeated Level 4 Infractions</p>

Due Process

All students are entitled to due process for all disciplinary actions. In all disciplinary matters, students will be given notice and an explanation of why the action is being taken, and will have the opportunity to present their version of the facts and circumstances to the staff member imposing discipline. In any situation that requires a referral, the child's parent or guardian will be notified of the incident.

Students and their parents have the right to appeal disciplinary decisions to BCSA's Principal, then to the Executive Director, then to BCSA's Board of Trustees, and then to the New York State Board of Regents in accordance with BCSA's complaint process.

Suspension

Out of school suspensions will only be used in situations where the student's continued attendance poses a threat to his or her own welfare or to the learning or welfare of other school community members.

This policy is based on the belief that out-of-school suspension is often not effective as a discipline tool because it is not conceived of by students as a punishment, but rather as an opportunity to miss school. In addition, out-of-school suspension often results in a significant disruption of the educational process.

If a student does receive out-of-school suspension, he or she will receive out of class instruction provided by a certified teacher for two (2) hours per day during the period of the suspension.

In cases of suspension, the Principal or her designee shall inform the student verbally of the suspension, the reason or reasons for it, and whether it will be served in school or out of school. The student shall be given an opportunity to deny or explain the charges. The Principal or their designee shall also immediately notify the parent(s) or guardian(s) by phone and in writing that the student has been suspended from school.

Written notice shall be provided by personal delivery, express mail or equivalent means reasonably calculated to assure receipt of such notice within 24 hours of suspension at the last known address. Notification shall also be made by telephone if the school has been provided with a contact telephone number for the parent(s) or guardian(s). Such notice shall provide a description of the incident or incidents that resulted in the suspension and shall offer parents or guardians an opportunity for an immediate informal conference with the Principal or his/her designee. The notification and hearings shall be in the dominant language used by the parent(s) or guardian(s).

Formal suspension hearings are required for suspended students to be readmitted to class, and will be scheduled with reasonable consideration for parents' s schedule. The notification provided shall be in the dominant language used by the parent(s) or guardian(s). At the formal hearing, the student will have the right to be represented by counsel, question witnesses, and present evidence.

The Principal or his/her designee will personally hear and determine the proceedings or may, at his or her discretion, designate a hearing officer to conduct the hearing.

Expulsion

Students may be expelled from Bronx Arts for the following reasons:

- a. selling, using, or possessing weapons, fireworks, or other dangerous instruments
- b. possessing, using, selling, or transferring cigarettes, alcohol, drugs, or other controlled substances or drug paraphernalia
- c. assault or repeated incidents of threats, bullying, or use of force
- d. commission of a felony
- e. conduct that poses an immediate or ongoing danger to the health and welfare of the students and/or faculty
- f. sexual harassment or abuse
- g. ongoing incidents of misconduct that persist even after repeated intervention by school staff and that represent a pattern and are damaging to the school community such as fighting, stealing, and vandalism
- h. any other act which school officials determine reasonably warrants an expulsion

Expulsion Steps

1. The Principal or his/her designee will investigate and document the incident. Suspension procedures will be followed. In extreme cases, parents will be asked to immediately pick up the child from school.
2. The Principal or his/her designee will consider the circumstances and determine whether the conduct warrants expulsion. Once a decision is made to begin expulsion proceedings, the Principal will immediately notify in writing (certified letter) the student's parents or guardians of intent to expel, provide a copy of the expulsion policy, and assure receipt of such notice within 24 hours.

Discipline for Special Education Students

The aforementioned discipline rules and procedures apply to students with disabilities to the extent that they are consistent with federal laws and regulations regarding the placement of students with disabilities. This includes procedures for parent and student notification and appeal.

BCSA's disciplinary policy, as regards any student with a disability, will be in accordance in all respects with the Individuals with Disabilities Education Act (IDEA), including but not limited to the requirements and procedures set forth in section 121(d) and section 519-529 of Part 300 of Title 34 of the Code of Federal Regulations. The school will cooperate with the CSE of the local district of residence of the student's school district of residence to ensure compliance with Part 300 of the IDEA. In cases where the discipline policies described above violate the provisions of IDEA, the provisions of IDEA will take precedence.

In addition, BCSA will implement the following rules and procedures with respect to the discipline of students with disabilities:

1. BCSA will provide parents of students with disabilities with a copy of the rules and procedures regarding discipline, including the appeals process. All students are expected to follow all the school rules regardless of disability or classification.
2. If a Special Education student has a short term suspension warranted (which is less than or equal to 10 consecutive or cumulative days during an individual school year), they will receive alternative instruction, but no IEP services are provided.
3. When suspending or removing a special education student for more than 10 school days in a school year or imposing a suspension that would constitute a change in placement, BCSA will immediately contact the CSE of the local district of residence to convene a Manifestation Determination Review (MDR) meeting no later than 10 school days after a decision is made to impose a disciplinary change and ensure that the student's parent is provided with a copy of their procedural due process rights.
 - a. Upon the CSE of the local district of residence completion of the manifestation determination, those students whose behavior is not a manifestation of their disability will be subject to the same disciplinary measures as non-disabled students.
 - b. In addition, this or another meeting will serve to develop or review a functional assessment and behavior plan or to modify the existing plan, and if necessary, determine education services or the interim alternative educational setting consistent with the free appropriate education (FAPE) requirements. The school will cooperate fully with the CSE of the local district of residence to gather data to define the behavioral problem and implement the behavior plan.
 - c. If the behavior is determined to be a manifestation of the student's disability, the student will be returned to his or her current placement unless the parent agrees to a change or there is an impartial hearing or court order permitting the placing of the student in an interim alternative education setting.
4. During long term suspensions, the charter school will guarantee the child's right to a free appropriate education (FAPE), and instruction will continue to be provided in a manner consistent with the child's IEP goals that provides progress in the general education curriculum. This will be provided by an appropriately certified teacher.

Physical Contact between Staff and Students

Bronx Charter School for the Arts believes that establishing nurturing and caring relationships between staff and students is important, and that appropriate and positive physical contact between staff and students is acceptable and beneficial to the educational process.

Examples of permissible physical contact include:

1. Indications of encouragement, affection, and support, including but not limited to:
 - touching a child on the shoulder
 - patting a child on the back
 - shaking hands with a child
 - holding hands with a child (only for safety and to avoid danger to the child and others)
2. Attempts to awaken or attract the attention of a child who is sleeping or not responding to verbal cues, including but not limited to:
 - Tapping a child on the shoulder or hand
 - Patting a child on the back
3. Educational interventions intended to improve academic skills, help a child participate in an activity, or complete a task, including but not limited to:
 - Grasping a child's hand to help him guide a pencil
 - Helping a child to tie his/her shoe
 - Touching a child's shoulder in a game of tag
4. Safety interventions intended to protect a child's physical well-being, or the well-being of another person, including but not limited to:
 - Restraining a child who is fighting
 - Removing from a room a child who is throwing things at others
 - Stopping a child from stepping into the street

Bronx Arts does **NOT** condone physical contact in the following cases:

- Contact as a part of disciplining a child or correcting a child's behavior (corporal punishment), unless a safety intervention (see # 4 above)
- Contact that is forceful enough to purposefully or accidentally cause injury or harm to a student, unless a safety intervention (see # 4 above)
- Contact that results in harm to a student
- Contact that is sexual in nature

The New York State Dignity for All Students Act (Dignity Act)

Effective July 1, 2012, The New York State Dignity for All Students Act (Dignity Act) was signed into law on September 13, 2010. This legislation amended State Education Law by creating a new Article 2 –Dignity for All Students:

The Dignity Act states that NO student shall be subjected to harassment or discrimination by employees or students on school property or at a school function based on their actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex.

- The Dignity Act amended New York State Education Law to include instruction in civility, citizenship and character education by expanding the concepts of tolerance, respect for others, and dignity.

- The Dignity Act also amended Education Law, instructing Boards of Education to include language in the codes of conduct to comply with the Dignity Act

Dignity Act Highlights:

- All public elementary and secondary school students are protected by the Dignity Act.
- The Dignity Act prohibits the harassment and discrimination of students by students and by school personnel.
- Bullying and hazing are forms of harassment and discrimination and will be considered violations of the Dignity for all Students Act.
- The Dignity Act applies to behavior on school property (including athletic fields, playgrounds, and parking lots), in school buildings, on a school bus/vehicle, as well as at school-sponsored events or activities.
- All incidents that involve the type of harassment and bullying stated in the dignity for all students act will be documented. A school must also document what steps it is taking to stop the harassment.
- Each school will assign a Dignity Act Coordinator, who will document and handle all incidents regarding Dignity for all students Act violations.

