

HIGH SCHOOL OF ART AND DESIGN

245 East 56th Street
New York, New York 10022
Tel. 212-752-4340 Fax 212-752-4945
artanddesignhs.org

Maximillian Re-Sugiura, Principal

**STUDENT
HANDBOOK
2021-2022**

High School of Art & Design

For over 85 years, High School of Art & Design, located in the heart of the New York City design center, has been nurturing talented students to become accomplished professionals through its extensive art programs. We are a committed CTE high school with an elective focus on our design programs in architecture, fashion design, graphic design, illustration, digital photography, cartooning, animation, and film/video technology.

We are a high school of approximately 1500 students registered in grades 9 through 12 from all five boroughs who are an ethnically and culturally diverse group of young professionals. Our students have elected to attend this school because of its opportunities to learn and grow from our licensed art teachers who are professional artists and our industry partners who collaborate to ensure that our students are introduced to and taught required software programs for their field of study. High School of Art & Design has a community of scholars dedicated to fostering the creative and academic talents of each of our students.

The mission of the High School of Art & Design is to inspire, educate, and fully prepare our gifted students to become exceptional artists. Through a unified curriculum that incorporates a broad spectrum of disciplines integrating art, technology and academics, our students are prepared to go on to college and careers with industry-standard mastery in the major of their choice. With a commitment to promoting strong ethical values and professional demeanor, we strive to foster a sense of community among our students, staff and parents. We are dedicated to engendering students' productive, creative and innovative participation in the world of visual arts as concerned and caring citizens of the global community.

We are very proud of our students and staff. We hope that your learning experience here will prove to be the utmost in education as well as an enjoyable experience.

Student Expectations

We are an artistic community in which every member/student, staff and parent, is expected to work collaboratively in creating and maintaining a responsible ethical climate for learning.

As a student in High School of Art & Design, you must take responsibility for your education. You can create a positive learning climate by demanding the most of yourself and respecting the rights of others. Courtesy and respect are vital to good relations with others and necessary for your personal and educational success. Each of us must recognize that our actions reflect upon the whole school community.

If you are unable to access Pupilpath or Myschools, please contact our parent coordinator, Janeen Johnson, at JJohnson32@schools.nyc.gov

Students are required to report to school on time prepared and ready to learn.

- Students are required to attend classes every day and on time for each class.
- Students must carry their ID card and Programs at all times.
- Students must have their teacher's permission to leave the classroom.
- Students must adhere to our dress code.
- Students should seek the assistance of their subject teacher if they are experiencing difficulties in class.
- Students should keep school property clean and take great care with materials that are borrowed.
- Students should return materials on time and in the same condition that they were given to them and make restitution for lost or damaged textbooks, etc.
- Students should notify teachers or their guidance counselor when problems might affect their performance in school.
- Students are responsible for work missed due to absence.
- Students are required to complete assignments according to the requirements of individual teachers.
- Students should respect the belongings of others.
- Students should help to preserve a noise free learning environment in the classrooms and in the hallways.
- Students should be concerned about the safety of others whether it be in the building, outside school environs or online.
- Students are never to be in the possession of controlled substances.
- Students are never to be in possession of an electronic cigarette.
- Students are never to post libelous material on social media
- **Students are never to exclude, bully, harass or discriminate based on actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, or sex.**

ACADEMICS

1. **Grades** - are determined by your performance on test scores, reports, projects, homework and class participation. At the beginning of each semester, teachers will explain exactly how your grade is earned. Therefore, it is your grade from the first day of class. All marking periods count toward the final transcript grade that equals one credit earned. You must earn 44 credits plus 5 Regent exams (math, science, social studies, English and one additional regents in math, science or social studies) to graduate. There will be a midterm and a final exam/project at the middle and end of each semester, respectively. Parents and students will be notified of any scheduled state exams in advance. High school is a four-year program and you must earn a certain number of credits each year.

To complete the: 9th grade - you need 12 credits

 10th grade - you need 24 credits

 11th grade - you need 36 credits

 12th grade – you need 44 credits

2. **Report cards** are issued six times a year. Report Cards indicate grades for each of your subject classes as well as absences and lateness for individual classes and comments from each teacher. The minimum passing grade is 65. If you receive a failing grade, you will have to repeat the class during summer school or the following academic year. Please note we are limited as to the number of seats we can offer repeating students during the summer school term. The grades on your 3rd (January) and 6th (June) report card are recorded on your high school transcript. A transcript is a record that documents every class and grade you received in high school. Transcripts travel with you from school to school. They are also used when you apply to college.
3. **Academic Alerts** – In the middle of each marking period, an academic alert will be mailed to parents.
4. **Tutoring** and **Regents Prep** are usually offered after school in most subject areas. You are the only one who can make the effort to utilize these free-of-charge services. Outside tutoring can be very costly. Trying to solve a problem when it is too late is poor planning and will only result in negative consequences.
5. Graduation Requirements as per *NYC Department of Education*:

Minimum Exam Requirements

All students must pass at least **five Regents exams** in order to graduate or State-approved alternatives to Regents exams in order to graduate. Subject-area requirements for exams vary by diploma type and endorsement. All Students can earn a Regents or Advanced Regents diploma. Some students, including students with disabilities, can graduate with a local diploma by earning different exam scores. Speak to your school counselor to learn more about Regents exams, State-approved alternatives, and these other exam flexibilities for students who met specific eligibility requirements.

College & Career Readiness:

Coursework, exam scores, and activities outside the classroom can support students in working towards their goals for after high school.

Course work

Students can prepare for college-level work by taking higher-level courses in high school. These courses may include:

- 8-credit course sequence in math, including Algebra I, Geometry, and Algebra II
- 8 –credit course sequence in science, including Living Environment, Chemistry, and Physics
- Advanced Placement (AP), International Baccalaureate (IB), and Honors courses
- Courses for college credit, such as College Now or CUNY Early College

Exams

High exam scores may help students avoid taking remedial classes in college. For CUNY, students may meet the college readiness requirement based on certain test scores.

College Readiness in Reading and Writing	College Readiness in Math
<ul style="list-style-type: none">● English Regents score of 75+● SAT 1 Verbal score of 480 +● SAT Critical Reading score of 480+● SAT Evidence-Based Reading & Writing score of 480+● ACT English score of 20+	<ul style="list-style-type: none">● Common Core-aligned Algebra I or Geometry Regents exam score of 70+ or Algebra II exam score of 65+● Any math Regents exam score of 80+ and a passing grade in Algebra II/Trigonometry or a higher● Math SAT score of 500+ or SAT Math Section (March 2016 and later) score of 530 +● ACT Math score of 21+

NAVIANCE

Naviance Student is linked with Naviance™, a service that we use in our College Office to track and analyze data about college and career plans. Naviance Student allows you to:

- Get involved in the planning and advising process – Build a resume, complete online surveys, and manage timelines and deadlines for making decisions about colleges and careers
- Research colleges – Compare GPA, standardized test scores, and other statistics to actual historical data from our school for students who have applied and been admitted in the past
- Research careers – Research hundreds of careers and career clusters, and take career assessments
- Create future plans – Create goals and to-dos, and complete tasks assigned to you by the school to better prepare yourself for your future college and career goals

6. **Pupil Path** is the online grading tool used by your teachers to record assignments, grades and attendance. Parents and students can access updates of all classroom information through a secure, private account. Teachers update student records once a week and parents may contact teachers through this website.

Pupil Path allows you to view the following:

- Assignments and projects along with due dates.
- Your performance in class including homework, classwork, tests and projects.
- Progress reports from teachers throughout the school year.
- Handouts and assignments when you are absent from school.
- Your transcripts and graduation eligibility status.
- School announcements, new calendar listings and upcoming events

By enabling you to see this information on a daily basis we will be able to work together to ensure that you remain on track in every class. As we work together we will ensure that you get the most out of your education.

To register for Pupil Path go to <https://pupilpath.skedula.com/> and click "Parents Register" if you are a parent or "Student Register" if you are a student. Then complete the following:

- Your email address (required for Parents, optional for Students)
- Your first name (Parents only)
- Your last name (Parents only)
- Your child's OSIS (9 digit school ID # which appears below)
- (Parents and Students) Your child's date of birth (Parents and Students)
- The registration code (appears below) (Parents and Students)

After clicking "Register", you will receive an email with an activation link that will allow you to set your password. If you have any difficulty signing into Pupil Path, please contact Ms. Johnson (Parent Coordinator).

7. **Program Changes** – Only schedules that contain an error may be changed. Students are not permitted to request a program change in order to be in a friend's class or to have a specific teacher. If you feel there is an error, obtain an Add/Drop Form, detail the change and submit it electronically to your Guidance Counselor.
8. **Assembly Programs** are considered additional learning activities. Students are required to act appropriately and respectfully while in an assembly. The same procedures are to be followed as if you were in a classroom.
9. **Interdisciplinary Research Papers** are a school wide expectation geared toward college and career readiness. The Common Core standards outline a new definition of rigorous curriculum with a focus on college and career readiness that reflect the demands of the 21st century. These instructional expectations are intended to help all students succeed on cognitively demanding tasks and develop along the continuum toward college and career readiness. The interdisciplinary research papers are interwoven into our curriculum to create a comprehensive College preparation program that addresses the four distinct

dimensions of college readiness: cognitive strategies, content knowledge, self management skills, and knowledge about post-secondary education.

10. **AP classes** – Success in Advanced Placement classes is a good predictor of college readiness. In the spring semester, students are presented with course offerings for the upcoming school. Students are given the opportunity to submit their preference of courses. The AP committee evaluates candidates for AP courses based on: attendance, overall GPA, subject specific GPA, and potential to succeed in an AP level curriculum. Final AP course enrollment is at the discretion of the school. Every attempt will be made to accommodate student choice. Students who wish to be dropped from an AP course must adhere to the Add/Drop Policy.

ADVANCED PLACEMENT COURSE ELIGIBILITY REQUIREMENTS

- Students with ≥ 85 in the subject area
- 75-84 in the subject area with a teacher recommendation is needed
- If a student is denied access to the course, the student can submit an appeal that will be reviewed by the administrative team

Add/Drop Policy: Scheduling is determined by many variables. We cannot guarantee that students will get their selection but will try to honor any request that fits the needs of graduation requirements, class availability, space in the student schedule, etc. This is particularly true for AP courses. You will need to get approval from the principal if you wish to drop an AP or upper level elective within the 10th school day. **YOUR SCHEDULE REQUEST MAY NOT BE HONORED DUE TO THE OVERALL NEEDS OF THE SCHOOL.**

Schedule Change Steps:

- Review your program with your parent/guardian as no schedule change will be made for academic courses (English, Social Studies, Math, Science, and Spanish) without parent signature and telephone conference to discuss this change.
- If you choose to add or drop a course access an Add/Drop from the guidance counselor's Google Classrooms. Electronically submit the Add/Drop form complete with parent signature to your guidance counselor
- Schedule changes must be made prior to the 10th school day

11. Valedictorian/Salutatorian selection process:

All grade and rank calculations are based on weighted scores.

- Valedictorian- The highest scholastic rank of the graduating class.
- Salutatorian- The second highest scholastic rank of the graduating class.

In the event there is a tie, the selection committee will consider the following in the order listed below:

1. AP Courses
2. Community Service
3. Regents grades

Contacts for General Support

We are here for you 100%. Whatever you need, please reach out to us day or night for support!

- Technology Issues: Fahsan@schools.nyc.gov
- General Information or Concerns: Jjohnson32@schools.nyc.gov
- Academic Concerns: 09th Grade – Ms. Pace Lpace3@schools.nyc.gov
- Academic Concerns: 10th Grade - Ms. Cox acox3@schools.nyc.gov
- Academic Concerns: 11th Grade – Mr. Reyes Nreyes2@schools.nyc.gov
- Academic Concerns: 12th Grade - Ms. Montero mmontero5@schools.nyc.gov
- Discipline and Social Issues: Mr. McCalla, Assistant Principal bmccall2@schools.nyc.gov
- Assistant Principal of Math and Instructional Support – Ms. Budney tbudney@schools.nyc.gov
- Assistant Principal of English, Social Studies, World Language– Ms. Li kli24@schools.nyc.gov
- Assistant Principal of Arts and CTE – Mr. Lopez Klopez28@schools.nyc.gov
- Assistant Principal of Guidance and Sciences – Ms. Daly Mdaly6@schools.nyc.gov
- Principal: Maximillian Re-Sugiura Mresugiura@schools.nyc.gov

Bell Schedule

Teacher Time (6 hours and 20 minutes)		
Please note that the start time for teachers and students is the same - 8:20 am.		
PERIOD	BEGINS	ENDS
0 period (SETSS)	7:32	8:16
1 period	8:20	9:04
2 period	9:08	9:52
3 period	9:56	10:40
4 period	10:44	11:28
5 period	11:32	12:16
6 period	12:20	1:04
7 period	1:08	1:52
8 period	1:56	2:40

Grading Policies are by Department:

Humanities (English, Social Studies, and Spanish)

Classwork/Participation - 60%

Projects - 40%

Science

Classwork/Participation/Homework: 40%

Labs: 20%

Exams/Projects/Quizzes: 40%

Math

Class participation 20%

Homework 20%

Projects 15%

Tests and Quizzes 45%

Physical Education

Classwork/Participation - 60%

Projects/Assessments - 40%

Art Department

SUMMATIVE ASSESSMENT 60%

Project Final: 40% Composed of students' final project submission graded against a rubric that includes all skills acquired through process. Incomplete work will receive no higher than 55% of the total of the 40%.

Assessments: 20% Students participation in critiques, peer evaluation, responding to artworks. Artist statements, oral and digital presentations. Also included are exams, professional technical assessments, quizzes.

FORMATIVE ASSESSMENT 40%

Class Participation and Professionalism: 20% Composed of students' class participation i.e completion of daily Do Now assignments, shared discussion, submission of group work, notebooks, and class work. Adhering to due dates of project submissions is a crucial component of your professionalism grade.

Project Process / Homework: 20% Process is based on checkpoints in the process of completing a final project and/or homework assignments, i.e. thumbnails, roughs, preparatory drawings and research, responsive reading and annotations, artists statements, etc...

ART DEPARTMENT LATE-WORK POLICY: HSAD has adopted a 1-week "grace-period" system before points are deducted for each assignment not submitted on the initial due date. Students are therefore required to speak with their Art and CTE teachers about the number of points deducted as well as the final date that work will be accepted.

ATTENDANCE

1. **Daily Absence** – A phone call and email from the parent/guardian is required each time a student is absent for the day. On the day the student returns to school, a written explanation of the absence (or Dr.'s note) is to be shown to each teacher who will sign or initial the note. Student then gives a note to designated school personnel.
2. **Appointments** – All doctor/dental appointments should be made **after** school hours. Early dismissal should be avoided at all times, however, if students **must** leave before dismissal, the parent should send a note stating the time of dismissal and the nature of the appointment. Designated school personnel will contact the parent to verify the authenticity of the note.
3. **Ill Students** – Someone listed on the Emergency Contact Card regardless of the student's age must pick up any student who needs to go home early due to illness.
4. **Extended Vacations** – **are not acceptable** and will be noted as an unexcused absence on the official attendance records. We expect students to be present on the opening day of school and the first day after each holiday or break.
5. **Return from Absence** – In addition to bringing an excuse note for an absence, it is also the student's responsibility to arrange for all work missed. Students should check their Pupil Path account to see if their assignments have been posted.
6. **2021/2022 Non Attendance days:** The following lists nonattendance days for the 2021-2022 academic year.

2021-2022 NON-ATTENDANCE DAYS

DATE	OCCASION
September 16	Yom Kippur
October 11	Indigenous Peoples' Day
November 11	Veterans Day
November 25-26	Thanksgiving Recess
December 24-December 31	Winter Recess
January 17	Dr. Martin Luther King Jr. Day
February 1	Lunar New Year
February 21-25	Midwinter Recess
April 26-April 28	Spring Recess
May 2	Eid al-Fitr
May 30	Memorial Day
June 9	Chanecellor's Conference Day
June 20	Juneteenth

Entry Protocols

ENTRY PROTOCOLS

Visitor Entry Protocols:

- Visitors may only enter through the main entrance.
- Identification is required
- Visitors must be:
 - Vaccinated
 - Cleared through temperature/health screening under COVID- 19 protocols
 - Announced
 - Issued a pass
 - Escorted to/from locations whenever possible

Visitors must be escorted out of the building through the main entrance/exit and indicated in the visitors' log as having exited the building. Passes must be returned to the School Safety Agent (SSA) at the main desk.

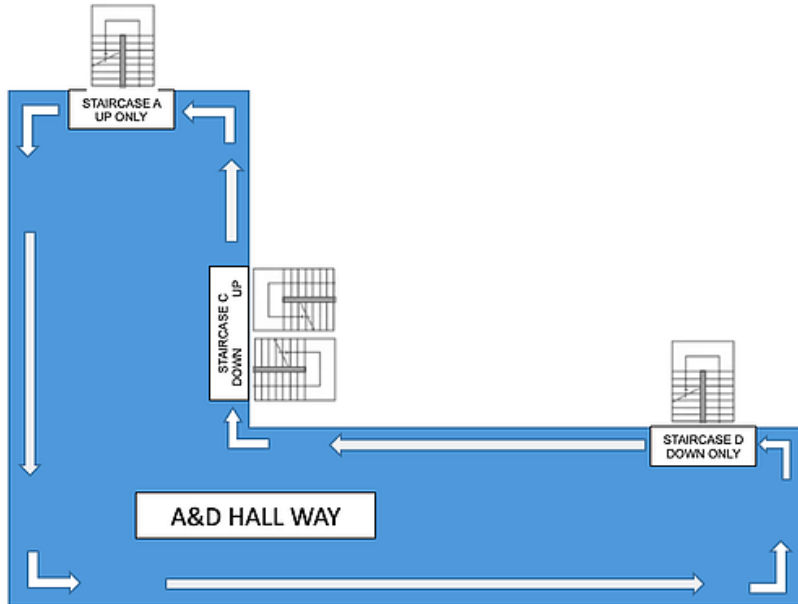
- If a parent is called to the school to pick up their child, the child must be brought to the main lobby to meet the parent.
- Non-essential individuals should not be allowed to enter school building.

STUDENT ENTRY PROTOCOLS

- All students will be encouraged to approach the building from the east side of 56th street, from 2nd avenue. Social distance markers placed in front of the building must be followed as students form a queue for entry. Students must remain in a single file keeping three feet from the person ahead.
- Students must wear a mask. If they do not have one, a mask will be provided for them.
- Students must complete the daily health screening survey either using the paper copy provided or using the phone APP: <https://healthscreening.schools.nyc/>
- Students will scan in with their student ID and proceed to staircase C to head up to the cafeteria for breakfast or to class if the first period has begun.
- Staircase D is for down traffic only.
- Once you exit stairwell (C) on any floor please follow the directional markers to your class. The flow of traffic will move to the right as you enter the hallway.
- Students who fail to meet the entry requirements will be held in the nurse's office, room 604, to be reassessed by the school nurse and await parent pickup if COVID-19 symptoms are confirmed.
- Staff members exhibiting COVID – 19 symptoms will be directed to leave the building.
- Schools are prohibited to record or track student and/or staff temperatures or other health information.
- Face coverings and gloves will be worn continually by designated staff taking temperatures

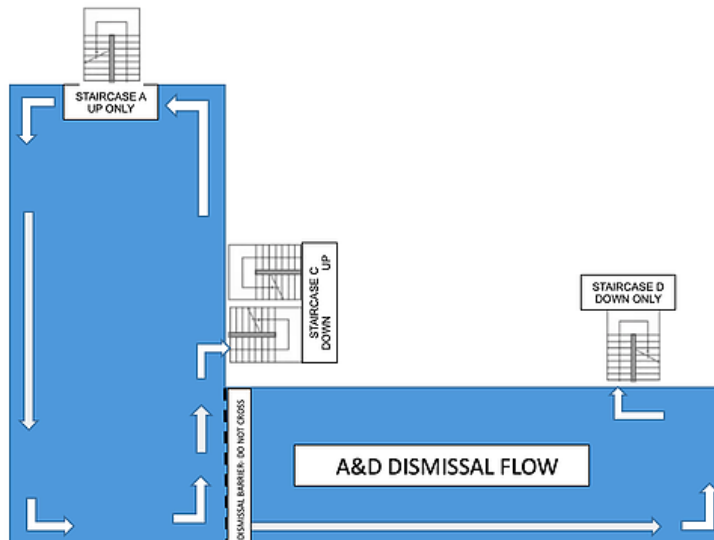
STUDENT MOVEMENT PROTOCOLS

- STAIRCASE A – Up traffic only floors 6 through 11
- STAIRCASE C – Up and down traffic, follow the directional arrows.
- When entering from the first floor, the right half of the staircase is for up traffic only. The left half is for down traffic.
- When entering from floors 5 through 11, the right half is for down traffic only and the left half is for up traffic.
- STAIRCASE D – Down traffic only.
- HALLWAYS – When entering the hallway from a staircase or a classroom, traffic moves to the right and in a counterclockwise motion around the perimeter of the hallway.



EXITING THE BUILDING

- At dismissal students will engage in social distancing in a single file format as they exit the halls into the stairwell and out the building.
- Classrooms will follow the evacuation chart below into the staircase and out the building accordingly:
- Staircase C – Exit through main doors
- Staircase D – Exit through Exit D
- As students exit the building, they will make a sharp left and proceed east on 56th street to 2nd avenue.
- At 2nd avenue students will:
- Head South on second avenue to the 53rd street train station to access E and M trains.
- Head North on second avenue to the 59th street train station to access the N, R, W, 4, 5, 6 trains



HAND SANITIZING

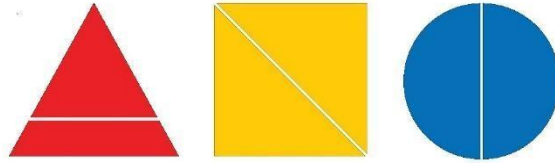
- Dispensers: Hand sanitizer dispensers will be available at the following locations:
 - Outside the Attendance office- Room 103
 - Outside the Guidance suite- Room 102
 - Outside the save room – Room 428
 - Inside the cafeteria
 - Outside the main office – Suite 607
 - Outside the nurse’s office- Room 604
 - Outside suite 701
 - Outside AP humanities office- Room 802
 - Outside the faculty lounge- Room 918
 - Outside PTA/Work based learning suite – Room 1001
 - Outside AP Art office- Room 1119
- Additional hand sanitizers will be available in every classroom and office.

NURSES OFFICE

- Minor issues such as paper cuts should be addressed by the teacher in the classroom.
- The nurse’s bathroom will only be accessible to patients in the nurse’s office. Students with bladder or bowel concerns should be referred to the nurse.
- To comply with COVID -19 social distancing guidelines, teachers must call the medical room prior to sending students to the medical room for first aid or treatment.
- If a student becomes ill at school the nurses will seek to obtain consent from the students’ parent/guardian allowing the student to be released from school to travel home or to a doctor unaccompanied. In addition, the nurse must determine that the student is not too ill to either walk or travel alone using public transportation. If the student is deemed not well enough to travel alone, she/he/they may only be picked up by a parent/guardian or other adult designated on the student's blue, home contact card.
- The nurse’s office will keep a written record of a parent’s verbal consent along with the nurse's written assessment that the student was well enough to walk or travel alone using public transportation.
- If a student is referred to the nurse’s office displaying COVID -19 symptoms the student will be escorted to the isolation room and await pickup from parent/guardian or adult on the blue card.

CAFETERIA- BREAKFAST AND LUNCH

- Breakfast begins at 7:15 am in the cafeteria. Breakfast is free for all students. Students are permitted to bring in their own breakfast/lunch. **Food is permitted in the classrooms.**
- Students are permitted to leave the building for lunch if they are eligible for lunch leave. They are not permitted to order and have food delivered. Failure to follow this procedure will result in disciplinary measures. **Every student must complete a lunch form to participate in the free lunch program.**
- LUNCH LEAVE PROGRAM – Seniors and Juniors with an 80 or better average will be encouraged to go out for lunch. See contract on next page.
- Students eating in the cafeteria will be required to practice three feet social distancing. Each table has been marked for seating that meets the seating requirements.
- Half the gymnasium has been set up to accommodate the overflow from the lunch room
- Masks must be worn when students are not eating or drinking.
- Hot lunches will be served and students will practice social distancing while waiting on the lunch line.



HIGH SCHOOL OF ART AND DESIGN

245 East 56th Street, New York, NY 10022

212-752-4340

www.artanddesignhs.org

Maximillian Re-Sugiura

It is with great pleasure that we inform you that we are reinstating the upper class lunch leave incentive program for the 2021 Fall term at A&D.

Seniors and Juniors who maintain an average of 80 or better per marking period, will be eligible to leave the building for lunch. We believe rewarding students for their academic achievements empowers them to be more productive in the classroom. We also believe this will increase student morale, open additional food choices, and reduce the amount of traffic in the School Cafeteria.

As you know, the neighborhood has an eclectic choice of restaurants and fast food eateries:

Subway, Pizzerias, McDonalds, Delis, Chinese and other eateries. **Please note- Beginning September 13, all inside dining will require proof of vaccination**

Your child may be eligible for this privilege based on his/her last marking period average.

However, with this privilege comes great responsibility and will be revoked for the remainder of the marking period if:

- Student behaves inappropriately while on lunch leave:
 - Loiters and disrupts local merchants.
 - Play in the streets
 - Engage in disorderly conduct (Fight, play fight, horseplay)
- Student does not return or returns late.
- Students are on lunch detention
- Student does not have their HS of Art and Design ID
- Student is late to school or cuts a class

Additionally, students who leave campus for the lunch period are not supervised by the Art and Design faculty. The Dept. of Education and Art and Design administrators, faculty and staff are not liable for your child's safety while they are off campus during the lunch period. Students who participate in the program must remain off site for the entire lunch period and will not be allowed back in the building until 5minutes before the end of the period. **Art and Design expects a certain code of conduct from students while they are enrolled in the off-campus lunch privilege. We also ask them not to leave trash and food waste around the school, and to be mindful of their interactions with the neighborhood and the local merchants.**

We hope that you share our enthusiasm for this new incentive program and help in promoting it by discussing it with your child.

In order to allow your child to be eligible to participate in this program your written permission is necessary. Please read the consent form attached carefully. **Forms are available in the Guidance Suite.**

No child will be permitted to leave the building without a signed consent form on file.

Upper-Class Lunch Leave Program

Departure Site: **SCHOOL: Exit 1 (Main)**

Return Site: **SCHOOL: Exit 1 (Main)**

Lunch Period	Departure Time (Cut off)	Return time (Not Before)
4	10:44 (10:49)	11:28 (11:23)
5	11:32 (11:37)	12:16 (12:11)
6	12:20 (12:25)	1:04 (12:59)
7	1:08 (1:13)	1:54 (1:49)

INAPPROPRIATE BEHAVIOR

Any behavior at Art & Design that interrupts the orderly process of a class, virtual/in person, or disrupts the general school tone will not be tolerated. In order to maintain a positive learning atmosphere, it is important that any disruptive incident be handled expeditiously. A copy of the **Citywide Behavioral Expectations** will be distributed at the beginning of the school year.

1. **Structured Results for Inappropriate Behavior:**

- 1st incident:* will be handled at the discretion of the teacher
- 2nd incident:* a written referral to the Dean who will conference with the student
- 3rd incident:* the parent will be notified
- 4th incident:* the Principal will be notified to determine consequence

The Principal can determine any consequence from a reprimand, parent conference, detention, exclusion from extracurricular activities, removal from classroom, Principal's Suspension or Superintendent's Suspension.

Any student who has violated the school code of conduct may be required to carry a **Daily Progress Report**, which is a form filled out by each teacher alerting the Principal, Dean and parent as to the student's behavior in a classroom.

2. **Dress Code** – Please be aware of the dress code as follows:

This dress code promotes self-expression and does not tolerate any types of hate including but not limited to: fatphobia, ableism, sexism, racism, transphobia, homophobia, etc.

This dress code was developed to promote equity among all.

All private parts (breast, chest, nipples, butt, and genitalia) must stay covered. Underwear worn at hips must not show. Clothing with overly graphic displays of lewdness, violence, or hate speech will not be tolerated. All types of head coverings are allowed.

Any athletic clothing for Phys Ed class is allowed as long as it allows for full range of motion, will stay in place on the body during movement, and adheres to the requirements for general clothing.

3. **Elevators** – Upon arrival, students must follow the above Entry protocol unless they have been issued an elevator pass. A doctor’s note requesting use of the elevator is mandated to be issued a pass and must be renewed each school year. Passes are to be shown to school staff otherwise you will not be permitted the use of the elevator.

4. SCHOOL-BASED POLICY OF ***HIGH SCHOOL OF ART & DESIGN***. FOR USE OF CELL PHONES AND ELECTRONIC DEVICES, COMPUTING DEVICES, AND PORTABLE MUSIC AND ENTERTAINMENT SYSTEMS ON SCHOOL PROPERTY:

1. Cell phones and portable music and entertainment systems may not be turned on or used during the administration of any school quiz, test or examination.
2. Use of cell phones, portable music and entertainment systems and other electronic devices during the administration of state standardized examinations is governed by State Education Department Rules.
3. Cell phones, computing devices and portable music and entertainment systems may not be turned on or used during school fire drills or other emergency preparedness

Cell phones, computing devices, portable music and entertainment systems may be used as set forth below consistent with Regulation A-413:

During the school day:

- May not be turned on or used during instructional time, except for instructional and educational purposes with the explicit approval of the teacher.

Confiscation and return of electronic items

Measures will be instituted in a progressive fashion. Such measures may include, but are not limited to:

- warnings
- confiscation of item and return at end of school day
- confiscation of item and return following parent conference
- confiscation of item and return following student entering into behavioral contract
- revocation of privilege to bring item to school.

Student Bill Of Rights

New York City public schools seek to cultivate a sense of mutual respect among students, parents and staff. City schools also aim to involve students in activities and programs, within and outside the school community, that stress a commitment to civic responsibility and community service. With the cooperation of all members of our school communities, students can reach educational excellence while enjoying a rich learning experience.

I. The Right to a Free, Public School Education

The right to a free, public school education is a basic “student right” guaranteed to all children. Students have a right to:

1. Attend school and receive a free, public school education from kindergarten to age 21 or receipt of a high school diploma, whichever comes first, as provided by law; students who have been determined to be Multiple Language Learners are entitled to bilingual education or English as a second language program as provided by law; students with disabilities who have been determined to be in need of special education are entitled to a free, appropriate, public education from age 3 until age 21, as provided by law;
2. Be in a safe and supportive learning environment, free from discrimination, harassment, bullying, and bigotry, and to file a complaint if they feel that they are subject to this behavior (see Chancellor’s Regulations A-830, A-831, A-832, A-420, and A-421);
3. Receive courtesy and respect from others regardless of actual or perceived age, race, creed, color, gender, gender identity (including the right of students to use bathrooms and locker rooms in accordance with their gender identity and to be addressed by the name and pronouns consistent with their gender identity) gender expression, religion, national origin, citizenship/immigration status, weight, sexual orientation, physical and/or emotional condition, disability, marital status, and political beliefs;
4. Receive a written copy of the school’s policies and procedures, including the Citywide Behavioral Expectations for Supporting Student Learning (including the Discipline Code) and the New York City Department of Education (NYCDOE) Student Bill of Rights and Responsibilities, early in the school year or upon admission to the school during the school year;
5. Be informed about diploma requirements, including courses and examinations and information on assistance to meet those requirements;
6. Be informed about required health, cognitive, and language screening examinations;
7. Be informed about courses and programs that are available in the school and the opportunity to have input in the selection of elective courses;
8. Receive professional instruction;
9. Know the grading criteria for each subject area and/or course offered by the school and to receive grades for schoolwork completed based on established criteria;
10. Be informed of educational progress and receive periodic evaluations both informally and through formal progress reports;
11. Be notified in a timely manner of the possibility of being held over in the grade or of failing a course;
12. Be notified of the right of appeal regarding holdover or failing grades; confidentiality in the handling of student records maintained by the school system;

13. Request or by parental request to have their contact information withheld from institutions of higher learning and/or military recruiters; (To protect the rights of students and parents to determine how student information is released to the military, schools that administer the Armed Services Vocational Aptitude Battery (ASVAB) will not release student scores to military recruiters unless both the parent and the student provide written consent.)
14. Receive guidance, counseling, and advice for personal, social, educational, career, and vocational development.

II. The Right to Freedom of Expression and Person

All students are guaranteed the right to express opinions, support causes, organize and assemble to discuss issues and demonstrate peacefully and responsibly in support of them, in accordance with policies and procedures established by the New York City Department of Education. Students have the right to:

1. Organize, promote, and participate in a representative form of student government;
2. Organize, promote, and participate in student organizations, social and educational clubs or teams and political, religious, and philosophical groups consistent with the requirements of the Equal Access Act; representation on appropriate school-wide committees that influence the educational process, with voting rights where applicable;
3. Publish school newspapers and school newsletters reflecting the life of the school and expressing student concerns and points of view consistent with responsible journalistic methods and subject to reasonable regulations based on legitimate pedagogical concerns; circulate, including through electronic circulation, newspapers, literature, or political leaflets on school property, subject to reasonable guidelines established by the school regarding time, place and manner of distribution, **except where such material is libelous, obscene, commercial, or materially disrupts the school, causes substantial disorder, or invades the rights of others;**
4. wear political or other types of buttons, badges, or armbands, except where such material is libelous, obscene or materially disrupts the school, causes substantial disorder, or invades the rights of others; post bulletin board notices within the school or on the school website subject to reasonable guidelines established by the school, except where such notices are libelous, obscene, commercial or materially disrupt the school, cause substantial disorder, or invade the rights of others;
5. Determine their own dress within the parameters of the NYCDOE policy on school uniforms and consistent with religious expression, except where such dress is dangerous or interferes with the learning and teaching process;
6. Be secure in their persons and belongings and to carry in the school building personal possessions which are appropriate for use on the premises;
7. Be free from unreasonable or indiscriminate searches, including body searches;
8. Be free from corporal punishment and verbal abuse (as per Chancellor's Regulations A-420 and A-421)
9. Decline to participate in the Pledge of Allegiance or stand for the pledge.

III. The Right to Due Process

Every student has the right to be treated fairly in accordance with the rights set forth in this document.

Students have the right to:

1. Be provided with the Discipline Code and rules and regulations of the school;
2. Know what is appropriate behavior and know which behaviors may result in disciplinary responses;
3. Be counseled by members of the professional staff in matters related to their behavior as it affects their education and welfare in the school;
4. Know possible dispositions and outcomes for specific offenses;
5. Due process with respect to disciplinary responses for alleged violations of school regulations for which they may be suspended or removed from class by their teachers; students with disabilities, or who are “presumed to have a disability” have the right to certain protections under the Individuals with Disabilities Education Act (IDEA);
6. Due process of law in instances of disciplinary responses for alleged violations of school regulations for which they may be suspended or removed from class by their teachers; students with disabilities, or who are “presumed to have a disability” have the right to certain protections under IDEA.
7. Know the procedures for appealing the actions and decisions of school officials with respect to their rights and responsibilities as set forth in this document;
8. Be accompanied by a parent and/or representative at conferences and hearings; the presence of school staff in situations where there may be police involvement.

IV. Additional Rights of Students Age 18 and Over

The federal Family Educational Rights and Privacy Act (“FERPA”) gives students who have reached 18 years of age certain rights with respect to the student’s education records.

- Students age 18 and over have the right to request, inspect, and review their own education records within 45 days of the day the New York City Department of Education (NYCDOE) receives the student’s request, in accordance with the procedures set forth in Chancellor’s Regulation A-820.
- Students age 18 and over have the right to request that their own education records be changed when they believe they are inaccurate, misleading, or otherwise in violation of their privacy rights under FERPA, in accordance with the procedures set forth in Chancellor’s Regulation A-820.
- Students age 18 and over have the right to provide written consent before personally identifiable information in their own education records is disclosed, except in certain cases when FERPA allows disclosure without consent, including the following:
 - ❖ Disclosure to a school official who needs to review an education record in order to fulfill his or her professional responsibility. Examples of school officials include people employed by the NYCDOE (such as administrators, supervisors, teachers, other instructors, or support staff members), as well as people whom NYCDOE has engaged

to perform services or functions it would otherwise use its own employees to perform (such as agents, contractors, and consultants), and who are under the direct control of the NYCDOE with respect to the use and maintenance of personally identifiable information from education records.

- ❖ Disclosure, upon request, to officials of another school district in which a student is trying to enroll, plans to enroll, or is already enrolled if the disclosure is for purposes of the student's enrollment or transfer.
- ❖ Other exceptions that permit disclosure of personally identifiable information without consent include certain types of disclosures:
 1. To authorized representatives of government entities and officials in connection with audits, evaluations, or certain other activities;
 2. In connection with financial aid for which the student has applied or which the student has received;
 3. To organizations conducting studies for, or on behalf of, the NYCDOE;
 4. To accrediting organizations to carry out their accrediting functions;
 5. To parents of students age 18 and over if the student is a dependent for Internal Revenue Service (IRS) tax purposes;
 6. To comply with a judicial order or lawfully issued subpoena;
 7. To appropriate officials in connection with a health or safety emergency; and
 8. Of information that the NYCDOE has designated as "directory information." Most of these types of disclosures are subject to certain additional requirements and limitations. Please see FERPA and Chancellor's Regulation A-820 for more information about them.

Students age 18 and over have the right to inspect and review the record of disclosures that FERPA requires schools to keep when making disclosures of personally identifiable information without consent. However, schools are not required to record disclosures to school officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosure to parents or to students age 18 and over.

Students age 18 and over have the right to file a complaint with the US Department of Education if they feel that the NYCDOE has failed to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

Family Policy Compliance Office
US Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-5920

Phone: 1-800-USA-LEARN (1-800-872-5327)

V. Student Responsibilities

Responsible behavior by each student supports the rights set forth in this document. Violation of some of these responsibilities may lead, in accordance with the Discipline Code, to disciplinary measures. Full acceptance of responsibility with the exercise of rights will provide students with greater opportunity to serve themselves and society. Students have a responsibility to:

1. Attend school regularly and punctually and make every effort to achieve in all areas of their education;
2. Be prepared for class with appropriate materials and properly maintain textbooks and other school equipment;
3. Follow school regulations regarding entering and leaving the classroom and school building;
4. Help maintain a school environment free of weapons, illegal drugs, controlled substances, and alcohol;
5. Behave in a manner that contributes to a safe learning environment and which does not violate other students' right to learn;
6. Share information with school officials regarding matters which may endanger the health and welfare of members of the school community;
7. Respect the dignity and equality of others and refrain from conduct which denies or impinges on the rights of others;
8. Show respect for school property and respect the property of others, both private and public; be polite, courteous, and respectful toward others regardless of actual or perceived age, race, creed, color, gender, gender identity, gender expression, religion, national origin, weight, citizenship/immigration status, sexual orientation, physical and/or emotional condition, disability, marital status, and political beliefs, and refrain from making slurs based on these criteria;
9. Behave in a polite, truthful, and cooperative manner toward students and school staff;
10. Promote good human relations and build bridges of understanding among the members of the school community;
11. Use non-confrontational methods to resolve conflicts;
12. Participate and vote in student government elections;
13. Provide positive leadership by making student government a meaningful forum to encourage maximum involvement;
14. Work with school staff in developing broad extracurricular programs in order to represent the range of physical, social, and cultural interests and needs of students;
15. Observe ethical codes of responsible journalism;
16. Refrain from obscene and defamatory communication in speech, writing, and other modes of expression, including electronic expression, in their interactions with the school community;
17. Express themselves in speech, writing, and other modes of expression, including electronic expression in a manner which promotes cooperation and does not interfere with the educational process;
18. Assemble in a peaceful manner and respect the decision of students who do not wish to participate;
19. Bring to school only those personal possessions which are safe and do not interfere with the learning environment;
20. Adhere to the guidelines established for dress and activities in the school gymnasium, physical education classes, laboratories, and shops;
21. Be familiar with the school Discipline Code and abide by school rules and regulations;

22. Provide leadership to encourage fellow students to follow established school policies and practices;
23. Keep parents informed of school-related matters, including progress in school, social and educational events, and ensure that parents receive communications that are provided by school staff to students for transmittal to their parents.

PROGRESSIVE LADDER OF SUPPORT AND DISCIPLINARY RESPONSES

The ladder of supports and disciplinary responses below illustrates a progressive approach to inappropriate behavior. Student misbehavior must be handled on a case-by-case basis. In all cases, implementation of appropriate interventions and disciplinary responses must take into account a number of factors, including the nature and severity of the misconduct. In certain cases, student supports and interventions may be used in lieu of or in tandem with in-school disciplinary responses. In some cases, a student's misconduct may require or be most appropriately addressed by a targeted or significant disciplinary response, along with supports and interventions.

1. Concurrent Support and Disciplinary Response to Misconduct

When a student engages in misconduct, supports are provided to address the student's inappropriate behavior and/or underlying needs, in conjunction with a disciplinary response, if appropriate. The goal is to foster social emotional growth and pro-social behavior and prevent future misbehavior.

2. Universal Prevention for All Students

The school takes a whole school approach to promoting positive student behavior. Social emotional learning is infused into the curriculum. School staff meet regularly to ensure that there is a comprehensive student support program in place that includes counseling services, guidance, opportunities for social emotional learning, student engagement opportunities, and prevention and intervention behavioral supports to encourage and foster pro-social student behavior, foster resiliency, and build students' positive connection to the school community. The school has a system in place for early identification of students in need of prevention, intervention, and/or supports.

3. Initial Response(s)

When a student experiences difficulty or engages in inappropriate behavior, the teacher contacts the parent and, depending on the nature and severity of the behavior and the age and maturity level of the student, takes one or more of the following steps: has a conference with the student; refers the student to a school counselor, the Pupil Personnel Team (PPT), and/or the deans' office.

4. Supports and Intervention Options

In alphabetical order:

- a. Collaborative problem solving
- b. Community service (with parental consent)
- c. Conflict resolution
- d. Development of Individual behavioral contract
- e. Functional Behavioral Assessment (FBA)/Behavioral Intervention Plan (BIP)
- f. Guidance conference
- g. Health education
- h. Individual/group counseling
- i. Individualized Support Plan (ISP)
- j. Intervention by counseling staff

- k. Mentoring
- l. Parent Outreach
- m. Positive behavioral interventions and supports
- n. Referral to appropriate substance abuse counseling services
- o. Referral to a community-based organization (CBO)
- p. Referral to counseling services for bullying, intimidation, or harassment, including bias-based bullying, intimidation, or harassment
- q. Referral to counseling services for youth relationship abuse or sexual violence
- r. Referral to mental health support services
- s. Referral to Pupil Personnel Team (PPT)
- t. Referral to the Substance Abuse Prevention and Intervention Specialists (SAPIS) Program
- u. Restorative practices (see also pages 16–17)
- v. Short-term behavioral progress reports
- w. Social emotional learning

For students serving a superintendent’s suspension, student supports are provided in an alternate instructional site. Contact between the site and the student’s home school is established to ensure academic progress and a successful transition upon return.

5. Disciplinary Response Options

- Range of In-School Disciplinary Response(s)
 - a. Pedagogical school staff meeting with student to address the misbehavior and its impact
 - b. Student/teacher conference
 - c. Formal meeting with student by appropriate supervisor (e.g., assistant principal, principal) to address the misbehavior and understand its impact
 - d. Parent conference
 - e. Other in-school disciplinary response (e.g., formal restorative conference, exclusion from extracurricular activities, or communal lunchtime)
- Teacher Removal or Principal’s Suspension (see pages 21–23)
 - f. Removal from classroom by teacher
 - g. Principal’s suspension (up to 5 school days)
- Superintendent’s Suspension (see pages 24–25)
 - h. Immediate reinstatement
 - i. 6–10 school days
 - j. 11–15 school days
 - k. 16–20 school days* (for Level 4 and 5 infractions only)

*Superintendent’s suspensions for more than 20 school days may be imposed only when required by law or for Level 5 infractions that involve seriously dangerous and/or violent behavior where the circumstances warrant the imposition of a longer suspension. All suspensions in excess of 20 school days require approval by the Senior Executive Director of the Office of Safety and Youth Development or other designee of the Chancellor or the Community Superintendent. See pages 24–25 for more information.

Chancellor's Regulations A-432

SEARCH AND SEIZURE

Personal and metal detection searches of students, their belongings and their lockers shall be conducted by School Safety Agents (SSAs) on behalf of the principal/designee if there is reasonable suspicion to believe that a student has violated or is violating the law or school rules and regulations

Chancellor's Regulations A-443

STUDENT DISCIPLINE PROCEDURES

SAVE Removal of Students from Classrooms by Teacher occurs when a student engages in behavior which is substantially disruptive of the educational process or substantially interferes with a teacher's authority over the classroom.

- Appropriate supports and interventions must always be implemented before removal of the student is considered.
- Save removal can range from 1 to 4 Days
- Save removal is a Principal's Decision
- Parent must be notified
- Work must be provided
- Additional considerations must be in place for Special Education Students.

Chancellor's Regulations A-820

CONFIDENTIALITY AND RELEASE OF STUDENT RECORDS; RECORDS RETENTION

In keeping with the individual's right to privacy, no part of a student's education record, however created, may be divulged with personally identifiable information to any person, organization, or agency in any manner unless there is

- written consent
- A court order
- Health or medical emergency

Security

1. **Bullying** – *Art & Design has a very diverse student population and strives to maintain an environment of respect and acceptance. Students are expected to treat their peers with courtesy and respect. Any student who feels uncomfortable due to bias-based bullying, intimidation or harassment must report the incident immediately to a teacher, the Dean, or any other adult ally.*
2. **Bathrooms** – *are closed during the first and last 10 minutes of each period. Only one student at a time from each class is permitted in the bathroom. At no time are students permitted to “hang out” in the bathroom. Boys and Girls bathrooms are located on the 8th and 10th floor. Students must present a bathroom pass to gain access. The gender neutral bathrooms are in the nurse’s office in 604.*
3. **Lockers– Locker Usage Rules & Regulations for Hall Locks & Locker Room:**
Use of a locker is a privilege. A violation of any locker regulation may result in the loss of locker privileges.
 - Lockers are assigned. Students may not “trade” locker assignments with other students.
 - **STUDENTS MAY NOT SHARE LOCKERS.**
 - Students **may not** visit their locker during class time. Students may use hall lockers before the beginning and/or the end of their school day. PE lockers may be used only during PE period.
 - It is not permitted to store any type of flammable or dangerous materials in school lockers.
 - Health & Safety inspections of lockers may be conducted by school officials **ANY TIME**. Students found in violation of the regulation specified on this page will be subject to disciplinary action as per **DOE** guidelines.

*Locks are school issued and thus belong to the school. You **MAY NOT** remove the lock from any of these lockers. If you lose the lock, you must pay \$5 for a replacement lock. The gender Neutral locker room is in the north-west corner of the gym.*
4. **Metro Cards** – Every student will be issued a Metro Card during the first week of school. This card is to be used to travel to and from school and may be used for traveling to and from an afterschool program or part-time job. Metro Cards are only valid on official school days. If you attempt to use your card on weekends or when school is not in session, you are subject to a ticket, which the school cannot do anything about. Metro Cards are only in effect until 8:00 p.m. This card is NON-TRANSFERABLE. Please keep it secure. If lost or stolen, please report the incident immediately to designated staff to deactivate the card. Replacement cards will be given upon availability. Metro Cards should not be kept in your book bag nor left unattended.
5. **I. D. Cards** – must be carried with you at all times, in and out of school. You must swipe your card in the morning, which determines your official time of arrival. Any student who misplaces their I.D. card must secure a duplicate.
6. **Visitors** - Parents and other visitors are welcome to visit schools but must be vaccinated and present a photo ID to School Safety. All visitors must report to the front desk for sign in and obtain a visitor’s pass, which must be worn the entire time they are in the building. Visits to individual classrooms during instructional time are permitted only with the approval of the

Principal and the teacher, and such visits are not permitted if their duration or frequency interferes with the delivery of instruction or disrupts the normal school environment. Trespassing on school premises is prohibited.

GRP Summary Sheet for Teachers and Students

The GRP provides all schools with the direction they will take when an emergency incident occurs. At its core is the use of *common language* to identify the initial measures all school communities will take *until first responders arrive*. In every incident, school administrators will need to assess the unique circumstances that will affect how the GRP is implemented. Each protocol has specific staff and student actions that are unique to each response. In the event that a student or staff member identifies the initial threat, calling 911 and administration is required.

A&D is required to perform several evacuation drills in the Fall term.

Please read it all carefully.

When the bell sounds to signal the evacuation teachers are to:

- Instruct the class to move swiftly, leaving their belongings behind, exit the classroom in single file towards the staircase according to the evacuation plan. (Copy attached)
 - Be sure to grab your RED folder with the class list and Agenda cards.
 - Merge into the staircase in single file.
 - Remind students to remove any headphone, remain silent and to move swiftly.
 - Note if any students are missing based on your attendance for the class. Use the attendance cards to indicate this:
 - **Green = all students are accounted for**
 - **Red = Student missing**
 - **Red + = Medical alert- student in need of medical attention.**

Follow the evacuation “Where do I go” evacuation plan on the following page:

Floor wardens are to assist in ensuring that the students and faculty exit the floor swiftly and to call the “ALL CLEAR” once the floor is evacuated. The floor wardens and their assistants are to monitor the flow of traffic down the stairwells, reminding students to:

- Remove their headphones
- Remain silent
- Move swiftly

Holding areas: In the event that a child or adult cannot exit through the staircase due to limited mobility, they are to be escorted by the floor warden to the holding room on that floor. A teacher must remain in the room with the disabled student. If one is not available, the floor warden or the assistant floor warden must remain with the student.

Every room has an evacuation poster with the holding room listed for each floor.

The following rooms are holding rooms 227, 319, 427, 513, 613, 717, 817, 917, 1005, 1105

WHERE DO I GO DURING AN EVACUATION?

<u>Stairwell D</u>	<u>Stairwell C</u>
Make a left when you exit the building and head east on 56 th towards 2 nd avenue. Cross 56 th at the crosswalk heading south on 2 nd ave towards 55 th st. Turn right at 55 th st and head west on 55th st. There will be a BRT member guiding the group to ensure there is no bottlenecking.	Exit through main entrance, cross 56th st. directly in front of building, make right towards 3rd Ave. Make a left on 3rd and walk south. Make left on 55th and walk east. There will be a BRT member guiding the group to ensure there is no bottlenecking.
	1st floor: Rooms 102, 103
4th floor: Rooms 420	4th floor: Rooms 422, 424, 426, 428, 428A
5th floor: Room 502-gym, 504	5th floor: Room 501, 507- Café
6th floor: Room 601-Library 602, 603, 604, 605	6th floor: Room 607, 611, 613(Holding room) , 615, 617, 619, 624
7th floor: 701, 702, 703, 705, 707, 709	7th floor: Room 711,715, 717(Holding room) , 719, 721, 725
8th floor: 801, 802, 803, 804, 805, 807, 809	8th floor: 811, 817(Holding room) ,819, 821, 822, 824, 825
9th floor: 901, 902, 903, 904, 905, 907, 909	9th floor: 911, 917(Holding room) , 918, 919, 922, 924, 925
10th floor: 1001, 1002, 1003, 1005 (Holding room) , 1007	10th floor: 1009,1011, 1017, 1021, 1022
11th floor: 1101, 1102, 1103, 1105(Holding room) , 1107, 1109, 1111	11th floor: 1113, 1117, 1119, 1120, 1122, 1123, 1124

General Instructions:

1. Silence, speed and order must be enforced throughout the drill.
2. Be certain that the classroom doors are closed and **locked**.
3. Teachers must lead their class in promptly evacuating the building using the staircase chart above.
4. All staff members, students and visitors must leave the building. (NO EXCEPTIONS)
5. Use your assembly cards to inform BRT members and First Responders of the condition of your group
6. Once the all clear is given students must return to the class they were attending when the alarm sounded.

Lockdown (Soft/Hard)

Soft Lockdown implies that there is no identified imminent danger to the sweep teams. Administrative teams, Building Response Teams, and School Safety Agents will mobilize to the designated command post for further direction.

Hard Lockdown implies that imminent danger is known and **NO ONE** will engage in any building sweep activity. All individuals, including School Safety Agents will take appropriate lockdown action and await the arrival of first responders.

Attention: We are now in Soft/Hard Lockdown. Take proper action is repeated twice over the PA system.

Students are trained to:

1. Move out of sight and maintain silence.

Teachers are trained to:

1. Check the hallway outside of their classrooms for students, lock classroom doors, and turn the lights off.
2. Move away from sight and maintain silence.
3. Wait for First Responders to open the door, followed by specific directions.
4. Take attendance and account for missing students by contacting the main office.

PLEASE NOTE: DURING COVID STUDENTS WILL REMAIN IN THEIR SEATS DURING THE SOFT LOCKDOWN DRILL. IN THE EVENT OF A REAL LOCKDOWN, A HARD LOCKDOWN, STUDENTS WILL GATHER IN THE CORNER OF THE ROOM OUT OF SITE.

Soft Lockdown Directions for floor wardens

1. The principal and the BRT members will gather in the PS59 office as the command center for the soft lockdowns.
2. The principal will announce “**Attention: We are now in a soft lockdown, take proper action**”
3. Upon hearing the announcement commencing a **soft lockdown**, immediately report to you assigned floor or exit.
4. **Door Wardens:** The custodian will lock the entrance doors and the door wardens will monitor to ensure that no one enters the building. In the event that the front entrance is not locked, entering visitors will be held in the lobby during the drill.
5. **Floor wardens:** Begin checking each door latch to ensure that they are locked and cannot be opened from the outside.
6. Check the door window. If you can see inside of the room, note if the light is on or off and if anyone is visible.
7. Knock on the door to see if anyone responds. (Do not use a key to open the door)
8. Once you have check all the rooms on your assigned floor you must announce over the radio that your floor is clear by calling out: “**Floor __ all clear**”
9. Once all the floors are clear the principal will announce: “**The lockdown has been lifted, you may resume regular activity**”

Below are the floor wardens for each floor:

Staff	Floor/Post	Responsibilities	If Floor Warden is absent or teaching an available dean will cover. If no one is absent the deans will do verticals
Rafael	L2	<u>Floor Warden</u>	Toruka
Toruka	L1	<u>Floor Warden</u>	Rafael
Ludwin	4	<u>Floor Warden</u>	Serrao, Spector, Zurek
Ludwin	5	<u>Floor Warden</u>	Serrao, Spector, Zurek
Johnson	6	<u>Floor Warden</u>	Balgobin
Perez, AP	7	<u>Floor Warden</u>	Engler
Li, AP	8	<u>Floor Warden</u>	Charlemagne
Budney, AP	9	<u>Floor Warden</u>	Endy
Familia, AP	10	<u>Floor Warden</u>	Endy
Lopez, AP	11	<u>Floor Warden</u>	Ornela
Cunningham	Exit D A&D	<u>Post Warden</u>	Reyes, Montero
Daly, AP	Main Exit A&D	<u>Post Warden</u>	Pace, Cox

Evacuate - The fire alarm system is the initial alert for staff and students to initiate an evacuation. However, there may be times when the PA system and specific directions will serve as the alert initiating an evacuation. (Repeated twice over the PA system.)

Students are trained to:

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

Teachers are trained to:

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

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

Students are trained to:

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

Teachers are trained to:

1. Increase situational awareness.
2. Conduct business as usual.
3. The Shelter-In followed by specific directions.

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

HOLD

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

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

Hold does not replace a soft or hard lockdown.

Upon hearing the Hold announcement **staff must:**

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

Students/staff must:

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

Extra-Curricular Activities

Clubs, sports teams, productions and exhibits have events that occur throughout the year. These events will be held virtually. ***Students participating in any extracurricular activity must be in good academic, attendance and disciplinary standing.***

Change of Address, Telephone Number, or E-Mail

It is imperative that we always have your most current information in case we need to reach you during an emergency. We also communicate via telephone when your child is late, absent, ill or is involved in a disciplinary occurrence. We inform you of Academic Alerts, school events, PTA Meetings and special school activities via e-mail. We send report cards, Regents schedules, mid-term and final exam schedules, and suspension letters via postal mail. When the address or telephone number of a student is changed, it is the responsibility of the student to notify their Guidance Counselor immediately by producing proof of the change in address.

At Art & Design We're Accountable!

Building Literacy through Accountable Reading, Talk, & Writing

Objective: Students will deepen their understanding of a *text* and will be able to construct *evidence-based* arguments.

The Anchor Standards (below) apply across disciplines and help students with Regents & College Readiness. These standards can be summarized as:

1. gather evidence
2. analyze & apply evidence
3. synthesize evidence

Common Core ELA Anchor Standards

Reading

- Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- Determine a central idea of a text, determine the meaning of words and phrases as they are used in a text, and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
- Determine an author's point of view or purpose in a text, delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

Writing

- Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
- Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.



At Art & Design We're Accountable!

Building Literacy through Accountable Reading, Talk, & Writing

Objective: Students will deepen their understanding of a *text* and will be able to construct *evidence-based* arguments.

Part One: Accountable Reading & Talk

gather evidence:

Decoding: Do you know what each word means?

analyze & apply evidence:

Making Meaning: Bring your background knowledge to the text to make sense of it.

analyze, apply, & synthesize evidence:

Engaging Critically: Have a conversation with the text and others, and construct theories.

Steps for Students: "When reading or speaking..."

1. Make a Prediction

I predict that • I bet that..... • I think that... • What would happen if...
Since ___ happened, I bet ___ will happen • I wonder if... • Can I predict the outcome if...

2. Ask a Question

What's this part about... • How is ___ like this ___ ... • What would happen if...
What does this section ___ mean... • Do you think that • Why did • Why • Who is.....

3. Clarify Something

Now I understand... • This makes sense now... • I No, I think it means...
agree with you. This means... • At first I thought ___, but now I think...

4. Make a Comment

This is good because... • This is confusing because... • I like/don't like the part where...
My favorite part so far... • I think that... • Can I elaborate on the reason ___

5. Make a Connection

This reminds me of... • The differences are... • What conclusion can I draw from the "text"?
What information can I gather to support my idea about ___ • This makes me think of...
This part is like...

(compiled from Kylene Beers, the mainidea.net, Norman L. Webb, and others)

At Art & Design We're Accountable!

Building Literacy through Accountable Reading, Talk, & Writing

Objective: Students will deepen their understanding of a text and will be able to construct *evidence-based* arguments.

Part Two: Accountable Writing:

gather, analyze & apply, and synthesize evidence:

Students will organize and review the evidence they gathered in *Part One: Accountable Reading & Talk*, construct a claim, select specific evidence that supports that claim to **synthesize (create) their argument**, add a concluding sentence that ties it all together, and self-assess their completed argument using the steps in *Part One: Accountable Reading & Talk*. (T-E-A-R: **T**hesis or claim, **E**vidence, **A**nalysis, and **R**elate back to claim)

Steps for Students: "Now that you've read your text..."

1. Organize your Evidence

Review your collected evidence, and organize (or group) it in a way that allows you to identify potential claims. Remember: the evidence needs to *support* the claim!

2. Construct a Claim

Think: "*What are you arguing?*" or "*What are you trying to prove?*"

3. Select Specific Evidence that Supports your Claim

Think: "*How does this piece of evidence prove (or support) my claim?*"

4. Synthesize (Create) your Argument

Your argument should be well constructed, and include **all** of the following elements:

1. Your claim

Your claim should be clear, concise, and specific.

2. Evidence to support your claim.

Evidence should be specific, clear, and directly support your claim.

3. An analysis of the evidence to support the claim.

Deconstruct (break down) and analyze the evidence in a way that shows or explains **how** or **why** the evidence proves (or supports) your claim.

4. A concluding (or summarizing) sentence that ties your argument together.

5. Self-Assess your Argument

Use *Accountable Reading & Talk* to assess your argument, referring to the criteria in Step 4.



At Art & Design We're Accountable!

Building Literacy through Accountable Reading, Talk, & Writing

Objective: Students will deepen their understanding of a text and will be able to construct evidence-based arguments.

gather, analyze, apply, & synthesize evidence

Webb's Depth of Knowledge (DOK) Questions

Levels 3 & 4 questions promote critical thinking.

DOK 1: (Recall)

- Can you recall _____?
- When did _____ happen?
- Who was _____?
- How can you recognize _____?
- What is _____?
- How can you find the meaning of _____?
- Can you select _____?
- How would you write _____?
- What might you include on a list about _____?
- Who discovered _____?
- What is the formula for _____?
- Can you identify _____?
- How would you describe _____?

DOK 2: (Skill/Concept)

- Can you explain how _____ affected _____?
- How would you apply what you learned to develop _____?
- How would you compare _____? Contrast?
- How would you classify _____?
- How are _____ alike? Different?
- How would you classify the type of _____?
- What can you say about _____?
- How would you summarize _____?
- What steps are needed to edit _____?
- When would you use an outline to _____?
- How would you estimate _____?
- How could you organize _____?
- What would you use to classify _____?
- What do you notice about _____?

DOK 3: (Strategic Thinking)

- How is _____ related to _____?
- What conclusions can you draw?
- How would you adapt _____ to create a different _____?
- How would you test _____?
- Can you predict the outcome if _____?
- What is the best answer? Why?
- What conclusion can be drawn from these three texts?
- What is your interpretation of this text? Support your rationale.
- How would you describe the sequence of _____?
- What facts would you select to support _____?
- Can you elaborate on the reason _____?
- What would happen if _____?
- Can you formulate a theory for _____?

DOK 4: (Extended Thinking)

- Write a thesis, drawing conclusions from multiple sources.
- Design and conduct an experiment. Gather information to develop alternative explanations for the results of an experiment.
- Write a research paper on a topic.
- Apply information from one text to another text to develop a persuasive argument.
- What information can you gather to support your idea about _____?
- DOK 4 would most likely be the writing of a research paper or applying information from one text to another text to develop a persuasive argument.
- DOK 4 requires time for extended thinking.

Depth of Knowledge (DOK) Levels



Level One Activities	Level Two Activities	Level Three Activities	Level Four Activities
<p>Recall elements and details of story structure, such as sequence of events, character, plot and setting.</p> <p>Conduct basic mathematical calculations.</p> <p>Label locations on a map.</p> <p>Represent in words or diagrams a scientific concept or relationship.</p> <p>Perform routine procedures like measuring length or using punctuation marks correctly.</p> <p>Describe the features of a place or people.</p>	<p>Identify and summarize the major events in a narrative.</p> <p>Use context cues to identify the meaning of unfamiliar words.</p> <p>Solve routine multiple-step problems.</p> <p>Describe the cause/effect of a particular event.</p> <p>Identify patterns in events or behavior.</p> <p>Formulate a routine problem given data and conditions.</p> <p>Organize, represent and interpret data.</p>	<p>Support ideas with details and examples.</p> <p>Use voice appropriate to the purpose and audience.</p> <p>Identify research questions and design investigations for a scientific problem.</p> <p>Develop a scientific model for a complex situation.</p> <p>Determine the author's purpose and describe how it affects the interpretation of a reading selection.</p> <p>Apply a concept in other contexts.</p>	<p>Conduct a project that requires specifying a problem, designing and conducting an experiment, analyzing its data, and reporting results/ solutions.</p> <p>Apply mathematical model to illuminate a problem or situation.</p> <p>Analyze and synthesize information from multiple sources.</p> <p>Describe and illustrate how common themes are found across texts from different cultures.</p> <p>Design a mathematical model to inform and solve a practical or abstract situation.</p>

WHAT IS A THESIS STATEMENT?

A thesis statement:

- tells the reader how you will interpret the significance of the subject matter under discuss
- is a road map for the paper; in other words, it tells the reader what to expect from the rest of the paper
- directly answers the question asked of you. A thesis is an interpretation of a question or subject, not the subject itself. The subject, or topic, of an essay might be World War II or Moby Dick; a thesis must then offer a way to understand the war or the novel
- makes a claim that others might dispute.
- is usually a single sentence somewhere in your first paragraph that presents your argument to the reader. The rest of the paper, the body of the essay, gathers and organizes evidence that will persuade the reader of the logic of your interpretation.

Tips and Examples for Writing Thesis Statements

Summary: This resource provides tips for creating a thesis statement and examples of different types of thesis statements.

Contributors: Elyssa Tardiff, Allen Brizee

Tips for Writing Your Thesis Statement

1. Determine what kind of paper you are writing:

An **analytical** paper breaks down an issue or an idea into its component parts, evaluates the issue or idea, and presents this breakdown and evaluation to the audience.

An **expository** (explanatory) paper explains something to the audience.

An **argumentative** paper makes a claim about a topic and justifies this claim with specific evidence. The **claim** could be an opinion, a policy proposal, an evaluation, a cause-and-effect statement, or an interpretation. The goal of the argumentative paper is to convince the audience that the claim is true based on the evidence provided.

Tips for Writing Your Thesis Statement- (cont)

If you are writing a text that does not fall under these three categories (e.g., a narrative), a thesis statement somewhere in the first paragraph could still be helpful to your reader.

2. Your thesis statement should be specific—it should cover only what you will discuss in your paper and should be supported with specific evidence.
3. The thesis statement usually appears at the end of the first paragraph of a paper.
4. Your topic may change as you write, so you may need to revise your thesis statement to reflect exactly what you have discussed in the paper.

Example of an analytical thesis statement:

An analysis of the college admission process reveals one challenge facing counselors: accepting students with high test scores or students with strong extracurricular backgrounds.

The paper that follows should:

- Explain the analysis of the college admission process
- Explain the challenge facing admissions counselors

Example of an expository (explanatory) thesis statement:

The life of the typical college student is characterized by time spent studying, attending class, and socializing with peers.

The paper that follows should:

- Explain how students spend their time studying, attending class, and socializing with peers

Example of an argumentative thesis statement:

High school graduates should be required to take a year off to pursue community service projects before entering college in order to increase their maturity and global awareness.

The paper that follows should:

- Present an argument and give evidence to support the claim that students should pursue community projects before entering college

Argumentative Thesis Statement - Rubric

Evaluation Criteria

Using the rubric and the space provided, closely examine and critique your own thesis statement for relevance, appropriateness, quality, and specificity.

Factor 1 - Declarative sentence

Rating: _____

4 - The thesis statement is in the form of a declarative sentence that states clearly and concisely states the main point that the author is trying to make. Establishes focus that clearly directs the body of the essay.

3 - The thesis statement is in the form of a declarative sentence and makes a point, but is a bit too broad. Establishes the topic or stance that adequately directs the body of the essay.

2 - The thesis statement is in the form of a declarative sentence, but is vague and does not make a concrete point. Contains an unfocused topic that lacks clear direction for the body of the essay.

1 - The thesis statement is not in a declarative sentence. Thesis statement inadequately identifies a topic or fails to establish the direction of the essay.

Factor 2 - Scope

Rating: _____

4 - The scope of the thesis statement is narrow and refined, and each point raised can be explored thoroughly throughout the essay. There are no exceedingly broad generalizations that confuse the topic at hand.

3 - The scope of the thesis statement is somewhat too broad or narrow. While it provides the points to be examined, they are either too large to sufficiently write on in an essay, or too narrow to provide enough material for an essay.

2 - The scope of the thesis statement is excessively broad or narrow. The statement either over-generalizes, or is so specific that the supporting evidence will be extremely limited.

1 - The thesis statement's scope is totally inappropriate, failing to provide a viable platform on which to build your essay.

Accountable Writing


Topic:

Step 1: Brainstorm and organize your evidence. Review your collected evidence, and organize (or group) it in a way that allows you to identify potential claims. Remember: the evidence needs to support the claim!

- _____
- _____
- _____

Step 2: Thesis Statement. Construct a claim. *Think:* “What are you arguing?” or “What are you trying to prove?”

Step 3: Select specific evidence that supports your claim/thesis. *Think:* “How does this piece of evidence prove (or support) my claim?”

1. _____ CLAIMS 
2. _____
3. _____

Step 4: Complete outline. Your argument should be well constructed, and include all of the following elements:

- a) **Your Claim:** Your claim should be clear, concise, and specific
- b) **Evidence to support your:** Evidence should be specific, clear, and directly support your claim
- c) **Analysis** of the evidence to support the claim. Deconstruct (break down) and analyze the evidence in a way that shows or explains how or why the evidence proves (or supports) your claim
- d) **A conclusion or (summarizing)** sentence that ties your argument together.

Introduction: Could be general to specific or specific to general.

Thesis: _____

Specific Info: _____

General Info: _____

Topic Sentence/Main Point I _____

1. _____

2. _____

3. _____

Closing Statement: _____

Topic Sentence/Main Point II _____

1. _____

2. _____

3. _____

Closing Statement: _____

Topic Sentence/Main Point III (Counter Argument Rebuttal) _____

1. _____

2. _____

Closing Statement: _____

Conclusion: Restate the thesis IN DIFFERENT WORDS. Summarize main points. Summarize counter-claim rebuttal. _____

Accountable Writing Rubric

Review the argumentative writing rubric **BEFORE** and **AFTER** you have written your essay. Assess yourself...where are you? What improvements can you make based on the rubric

Score	1	2	3
Organization	<p>THESIS/CLAIM: The claim does not answer the question well.</p> <p>EVIDENCE and Analysis: Does not provide evidence, or only provides inappropriate evidence (Evidence that does not support claim). Does not provide reasoning, or only provides reasoning that does not link evidence to claim.</p> <p>RELATE: Does not relate back to claim.</p> <p>Overall organization is <u>not</u> in T-E-A-R order: T <i>hesis/Topic Sentence or claim,</i> E <i>vidence,</i> A <i>alysis, and</i> R <i>elate back to claim)...</i></p>	<p>THESIS/CLAIM: the claim answers the question fairly well. It is fairly clear and concise.</p> <p>EVIDENCE: Provides appropriate, but insufficient evidence to support the claim.</p> <p>Analysis: Repeats evidence and links it to the claim. May include some scientific principles, but not sufficient.</p> <p>RELATE: Partially relates back to claim.</p> <p>Overall organization is <u>not</u> in T-E-A-R order: T <i>hesis/Topic Sentence or claim,</i> E <i>vidence,</i> A <i>alysis, and</i> R <i>elate back to claim</i></p>	<p>THESIS/CLAIM: the claim is made restating the question and answering it clearly and concisely</p> <p>EVIDENCE: Provides appropriate and sufficient evidence to support the claim. Evidence may be data from a data table or graph, or it may be prior knowledge.</p> <p>Analysis: the following sentences should include details that explain your answers (evidence) in the topic sentence. They should provide justification that links the claim and evidence and includes appropriate and sufficient scientific principles to defend the claim and evidence.</p> <p>RELATE: Relates back to claim.</p> <p>Conclusion (optional): A conclusion sentence is present (if necessary) and adds further depth and meaning</p> <p>Organization is in T-E-A-R order: T <i>hesis/Topic Sentence or claim,</i> E <i>vidence,</i> A <i>alysis, and</i> R <i>elate back to claim</i></p>
Content	<p>The evidence chosen is poor and does not strongly support the answers in the topic sentence. There are no strong details present to explain the answers/evidence in the topic sentence.</p>	<p>The evidence chosen is fair and, for the most part, strongly supports the answers in the topic sentence. Some strong detail is used to explain the purpose of the evidence. Or, some of the evidence does not support the claim (is inappropriate).</p>	<p>The evidence chosen is not only clearly stated, but strongly supports the answers in the topic sentence. Strong details that explain the purpose of the evidence are explained in a logical manner.</p>
Grammar (complete sentences)	<p>Complete sentences are used and there are many errors that make it difficult to read or understand.</p>	<p>Complete sentences are used and there are many errors that make it difficult to read or understand.</p>	<p>Complete sentences are used and there are only a couple of errors that make it difficult to read or understand.</p>



Use the transition words below where applicable

To present uncommon or rare ideas

Seldom ... Few ... Not many ...
A few ... is uncommon ... is scarce ...
Rarely ... is rare ... is unusual ...

To present common or widespread ideas

Numerous ... Many ... More than ...
Several ... Almost all ... The majority ...
Most ... Commonly ... Significant ...
... is prevalent ... is usual ... Usually ...

To present inconclusive ideas

Perhaps ... may be ... might be ...
There is limited evidence for ... is debated ...
... is possibly ... could ...
... may include ...

To present prior or background ideas

In the past, ... Historically, ...
Traditionally, ... Customarily, ...
Beforehand, ... Originally, ...
Prior to this, ... Earlier, ...
Formerly, ... Previously, ... Over time, ... At the time of ...
Conventionally, ...
Foundational to this is ... In earlier ... Initially, ... At first, ...
Recently ... Until now, ... The traditional interpretation ...

To show relationships or outcome

Therefore ... As a result ... For that reason ... Hence, ... Otherwise, ...
Consequently, ...
The evidence suggests/shows ... It can be seen that ... With regard to ... After examining ... These factors contribute to ...
It is apparent that ...
Considering ... it can be concluded that ...
Subsequently, ... The effect is ... The outcome is ... The result ... The correlation ...
The relationship ... The link ... The convergence ... The connection ...
... interacts with ... Both ...
... affects ... Thus it is ... causes ...
... influences ... predicts ... leads to ...
... informs ... presupposes ...
... emphasizes ... demonstrates ...
... impacts on ... supports ...

To present others' ideas

According to ... Based on the findings of ... it can be argued ... proposed that ... As explained by ... states that ... claims that ... However, ... stated that ... suggested ... concluded that ... Similarly, ... stated that ... for example, ... agreed that ... Based on the ideas of ... defined ... as ... relates ...
As identified by ... disputed that ... contrasts ... With regard to ... argued that ... concluded that ... confirmed that ... argues ... highlights ... demonstrates ...
... found that ... identifies ... wrote that ... demonstrated ... also ... reported ... pointed out that ... maintained that ... hypothesized that ...
expressed the opinion that ... also mentioned ... asserts that ... identified ...
... goes on to state/suggest/say ... emphasizes ... challenges the idea ...
... showed that ... explored the idea ...

To compare and contrast

Similarly, ... In the same way ... Likewise, ... In comparison ... Complementary to this ... Then again, ... However, ... This is in contrast to ... In contrast, ... And **yet** ... Nevertheless, ... Conversely, ... On the contrary, ... On the other hand, ... Notwithstanding ... Whereas ... In contrast to ... That aside, ... While this is the case ... disputes ... Despite this, ...

To give examples

For example, ... as can be seen in ... supports ... An illustration of ... as demonstrated by ... is observed ...
Specifically, ... is shown ... exemplifies ... Such as ... As an example ... To illustrate, ... For instance, ...

To conclude

In summary, ... To review, ...
In conclusion, ... In brief, ...
To summarize, ... To sum up, ...
To conclude, ... Thus, ...
Hence, ...
It has been shown that, ...
In short, ...

To add ideas

Also, ... Equally important ... Subsequently, ...
Furthermore, ... Moreover, ... As well as ...
Next ... Another essential point ...
Additionally, ... More importantly, ... In the same way ... Another ... Then, ... In addition, ... Besides, ... Then again, ... Firstly, ... secondly, ... thirdly, ... finally, ... To elaborate, ...

Fall 2020 – 2021 Important School Dates

(Some dates are subject to change, please visit the school calendar available on our school website for up to date events)

NYC Department of Education School Year Calendar

2021–2022

This is the 2021–22 school year calendar for all K–12 NYCDOE public schools. If your child attends a private, parochial, or charter school, please contact your child’s school for information about their calendar. Please note the following reminders:

- November 2, Election Day, will be a fully remote, asynchronous instructional day for all students.
- On “Snow days” or days when school buildings are closed due to an emergency, all students and families should plan on participating in remote learning.
- Parent-teacher conference dates are the citywide defaults; individual school dates might differ from those below. Your child’s teacher will work with you to schedule your conference.

DATE	WEEKDAY	EVENT
September 13	Monday	First day of school for students
September 16	Thursday	Yom Kippur, schools closed
October 11	Monday	Italian Heritage Day/Indigenous Peoples’ Day, schools closed
November 2	Tuesday	Election Day, fully remote, asynchronous instructional day
November 3	Wednesday	Evening parent-teacher conferences for elementary schools and K–8 schools.
November 4	Thursday	Afternoon parent-teacher conferences for elementary schools and K–8 schools; students in these schools dismissed three hours early.
November 10	Wednesday	Evening parent-teacher conferences for high schools, K–12, and 6–12 schools.
November 11	Thursday	Veterans Day, schools closed
November 12	Friday	Afternoon parent-teacher conferences for high schools, K–12, and 6–12 schools; students in these schools dismissed three hours early.
November 17	Wednesday	Evening parent-teacher conferences for middle schools and District 75 school programs.
November 18	Thursday	Afternoon Conferences for middle schools and District 75 school programs; students in these schools dismissed three hours early.
November 25–26	Thursday–Friday	Thanksgiving Recess, schools closed
December 24–31	Friday–Friday	Winter Recess, schools closed
January 17	Monday	Rev. Dr. Martin Luther King Jr. Day, schools closed
January 25–28	Tuesday–Friday	Regents Administration

DATE	WEEKDAY	EVENT
January 31	Monday	Professional Development day for 9–12 and 6–12 schools, students in these schools do not attend
February 1	Tuesday	Lunar New Year, schools closed
February 2	Wednesday	Spring Term begins for semester-based schools
February 21–25	Monday–Friday	Midwinter Recess, schools closed
March 2	Wednesday	Evening parent-teacher conferences for elementary schools and K–8 schools.
March 3	Thursday	Afternoon parent-teacher conferences for elementary schools and K–8 schools; students in these schools dismissed three hours early.
March 9	Wednesday	Evening parent-teacher conferences for middle schools and district 75 schools and programs.
March 10	Thursday	Afternoon parent-teacher conferences for middle schools and district 75 schools and programs; students in these schools dismissed three hours early.
March 16	Wednesday	Evening parent-teacher conferences for high schools, K–12, and 6–12 schools.
March 18	Friday	Afternoon parent-teacher conferences for high schools, K–12, and 6–12 schools; students in these schools dismissed three hours early.
March 29–31	Tuesday–Thursday	3–8 ELA Assessment administration
April 15–22	Friday–Friday	Spring Recess (includes Good Friday and Passover), schools closed
April 26–28	Tuesday–Thursday	3–8 Math Assessment administration
May 2	Monday	Eid al-Fitr, schools closed
May 30	Monday	Memorial Day, schools closed
June 7	Tuesday	Clerical Day, K–5, K–6, 6–8, and K–12 schools and D75 programs, students in these schools do not attend
June 9	Thursday	Anniversary Day, Chancellor’s Conference Day for staff development, students do not attend
June 15–24	Wednesday–Friday	Regents Administration
June 20	Monday	Juneteenth (observed), schools closed
June 27	Monday	Last day of school for students