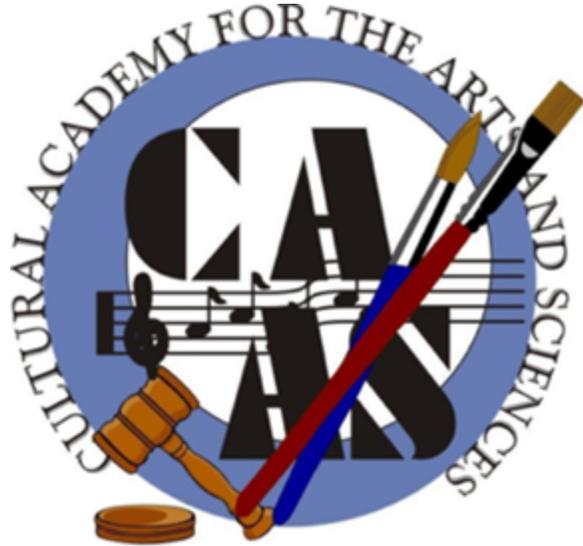


# Cultural Academy For the Arts & Sciences



## Student Handbook 2020-2021

5800 Tilden Avenue  
Brooklyn, NY 11203  
Telephone: 718-968-6630  
Fax: 718-968-6635  
[www.brooklyncaas.com](http://www.brooklyncaas.com)  
Principal: Sanatha Alexis

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Welcome to the 2020-2021 school year. The purpose of the Student Handbook is to communicate the expectations, policies, procedures and practices for the upcoming school year. The faculty and administration will strive to provide the best educational opportunities that will contribute to all students' social- emotional growth and academic achievement. As a school, we are charged with creating and providing a climate where students and staff can experience success in an atmosphere of mutual caring, respect and responsibility.

## ***Our Vision***

We envision the development of the whole child by partnering with all stakeholders to provide equal access to experiences in the arts and sciences that connect to the next stage of our students' academic, social, civic and professional lives.

## ***Our Mission***

We are committed to providing equal access to success under an umbrella of support.

## ***Instructional Focus***

### **Literacy**

If we teach students close reading strategies and incorporate discussion techniques, then students will be able to analyze and synthesize information in order to think and write critically, resulting in increased college, career and civic readiness through blended and remote learning.

## ***Our Core Values:***

**D**iligence      **R**espect      **E**xcellence      **A**ccountability      **M**otivation  
**C**ommunity      **A**wareness      **A**ccess      **S**upport

# ***New for School Year 2020-2021 due to COVID-19***

## ***Types of Teaching and Learning:***

*At CAAS, whether your child is participating in blended learning or learning 100 percent remote, they will receive instruction by 1) interacting live with their teachers and 2) by independently completing assignments and projects throughout the school day and week.*

## ***Teachers:***

*CAAS students engaged in remote learning will, for the most part, be taught by teachers from their school community.*

## ***Live Interaction:***

*CAAS Teachers will provide daily live instruction for our fully remote learners, as well as for those students participating in the blended learning model.*

## ***Posting Schedules:***

*CAAS will post class schedules on pupil path (IO) and schedules for live instruction for all students at <https://www.caas-hs.org/cohort-calendar>—those fully remote as well as those participating in blended learning—online. You will have access to these schedules in advance so you can plan your work and family commitments. Schools will also ensure students have sufficient time for high-quality interactions with their teachers and classmates.*

## ***Direct Support:***

*CAAS Teachers will have dedicated time (Office Hours) every school day to engage with students and families via video conference or telephone. We encourage you to take advantage of this time to get guidance and updates related to your child's progress and learning.*

## ***Lunch in the Classroom:***

*In-person student lunch will be instructional time in most instances, modeled on our Breakfast in the Classroom program. Students will engage with a specific content area. Staff and students will maintain all health and safety guidelines for in-person learning and for consuming food and drink during this time.*

### **Community Building:**

*All students will have routines that build community, center the day, and set them up for success. This will provide all students with community- and relationship-building experiences that are an integral part of a typical school community. For example, this may consist of a daily morning meeting where the teacher engages students in activities related to social-emotional wellness and community-building.*

### **Social-Emotional Support:**

*At CAAS, we know that current circumstances in the pandemic have been very difficult for you and your children. Students have been isolated from their teachers, classmates, and school communities. For this reason, we will allow time for teachers, school-based staff, and students to readjust to being in school buildings and to adapt to changes. In addition, we will integrate social-emotional activities and trauma-informed care into academic subjects to the greatest extent possible throughout the day. We will also prioritize mental health support throughout the school year. CAAS cultivates a learning climate focused on sustaining strategies proposed for achieving maximum academic success and positive social-emotional learning outcomes. This is achieved through diverse practices. We use a collaborative team approach to analyze data and respond to discipline-related behavioral patterns. RtI is a collaborative team approach that utilizes academic data to support and develop interventions relevant to student success.*

### **Grading:**

*All students must meet the same academic requirements, whether they are engaged in fully remote or blended learning. The teacher overseeing your child's classwork is responsible for designing or selecting assessments to measure student progress. These may include projects, exams administered within or outside the online platform, portfolios, and other measures of student mastery.*

# *Attendance Policy for School Year 2020-21*

- *All DOE schools must use “attendance” and not “interaction” as a measure of student engagement and instructional time in remote and in-person learning settings. This is a return to a more traditional definition and practice of taking attendance, aligned to [New York State Education Law \(Open external link\)](#).*
- *The definition of “present” will be defined as:*  
***In Person:*** *Students are physically present in the classroom / school learning environment for instruction during the scheduled school day.*  
***Remote:*** *Students are virtually present in a virtual learning environment for synchronous instruction during the scheduled school day.*
- ***Definitions and Considerations:***

## ***In-person Instruction: Present***

- *Student is physically present in the classroom / school learning environment for instruction during the scheduled school day.*

## ***Remote Instruction: Present (any of the below)***

- *Student is virtually present in a remote learning environment for synchronous instruction during the scheduled school day.*
- *Daily attendance must be logged in the Attendance Tracker daily.*

## ***Blended/in person Instruction: Absent***

- *Not physically present in the classroom school learning environment for instruction during the scheduled school day.*
- *In the school building but not attending any classes or not meeting with a guidance counselor or other licensed pedagogue.*

## ***Remote Instruction: Absent***

- *Not **virtually** present during remote class, remote lesson, or scheduled teacher-student instruction during the scheduled school day.*

# *Health and Safety for COVID-19*

## *Prevention:*

- *If a student (or staff member) is feeling sick, they **MUST** stay home. Additionally, if their symptoms are consistent with COVID-19, they will be asked to get tested.*
- *Students will be with the same group all day, unless that is impossible. We are going to be paperless, so students have to carry devices with them to and from school. The school has limited resources to lend out devices.*
- *Students and staff **must** wear face coverings protecting their nose and mouth while at school or on their way to school at all times. (Exceptions will be made for children who can't wear a face covering for medical reasons) Face coverings are mandatory as aligned with CDC guidelines. If needed, face coverings, hand sanitizer, and cleaning supplies will be readily available. We will have a school-based team ready to respond in the event that there is a health concern.*
- *Students should bring in their own personal hand sanitizer to carry with them. Again, we will have these supplies readily available.*
- *Schools will be cleaned throughout the day and disinfected each night, with special attention to high-touch areas.*
- *Students and staff must maintain **six feet** of physical distancing throughout the school day, anywhere on school grounds and to and from school.*
- *Students Feeling Sick in School: If a student begins experiencing symptoms in school, they will be isolated and monitored by a school staff member until they are picked up by their parents or guardian.*
- *Testing: All school staff members are asked to get tested for COVID-19 in the days leading up to the beginning of school. All school staff are also asked to get tested monthly during the school year. **Free testing is also available for families citywide.***

## ***2020 - 2021 Comprehensive Educational Plan (CEP) Goals***

### **Chronic Absenteeism**

1. By June 2021, Chronic Absenteeism Rate for Economically Disadvantaged students will decrease 12.3 percentage points, from 42.5% to 30.2%, as measured by Chronic Absenteeism Rate for Economically Disadvantaged.
2. By June 2021, Chronic Absenteeism for Black students will decrease 6 percentage points, from 37.5% to 31.5%, as measured by Chronic Absenteeism Rate for African Americans.
3. By June, 2021, Chronic Absenteeism for Students with Disabilities (SWDs) will decrease 6.4 percentage points, from 49.3% to 42.9%, as measured by Chronic Absenteeism Rate for SWDs.

### **High School Math**

1. By June 2021, there will be a 2 points increase, from 83 to 85 of black students achieving progress in Math, as measured by the Math Academic Achievement Value.
2. By June 2021, there will be a 7.4 points increase, from 78 to 85.4 of economically disadvantaged students achieving progress in Math, as measured by Math Academic Achievement Value.

### **Graduation Rate**

1. By August 2021, 5-Year Graduation Rate for all students will increase 1.5 percentage points, from 78.8% to 80.3%, as measured by 5-Year Graduation Rate for all students.

### **College, Career, Civic Readiness (CCCR)**

1. By June 2021, College, Career, Civic Readiness (CCCR) for economically disadvantaged students will Increase 4.2, from 110.8 to 115, as measured by College, Career, and Civic Readiness Index.

### **NYC School Survey**

1. By May 2021, NYC School Survey for Parents participation will Increase 12 percentage points, from 13% to 25%, as measured by parent survey completion rate.



## Cultural Academy for the Arts & Sciences

### *Tilden Educational Campus*

5800 Tilden Avenue

Brooklyn, NY 11203

Phone: 718- 968-6630 Fax: 718-968-6635

*“Providing equal access to success under an umbrella of support”*

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Halley Tache, Assistant Principal

Sanatha Alexis, Principal

Preston Graham, Community Schools Director

Dear CAAS Community:

We believe in educating our children holistically. Specifically, we have developed a program that incorporates life skills development with academics, college preparation and civic readiness. We intend to see that all of our children have success academically as well as emotionally especially during these unprecedented times of a pandemic. We will provide social emotional support to all our students and staff. In addition, instill civic engagement into the culture and community of our school, working to make a difference in the civic life of our communities and developing the combination of knowledge, skills, values and motivation to make that difference. Our goal is to ensure that everyone has the ability to make informed decisions, develop proper relationships, resolve conflict and excel academically. Our school offers college classes, apprenticeships and mentorship both on and off site. In addition, healthy adult and peer relationships are formed so that there will be better accountability to ensure success while we have the capacity to offer our children an opportunity to build leadership skills and pursue their interests. Our vision for this school is to ensure that all students receive personal attention, develop resiliency, energy and perseverance. We have high expectations for all and will empower everyone to become active in his or her own learning in addition to developing a capacity for leadership. In addition, we will provide ESL services and instructional support for students in need of further development of academic skills through blended and remote learning.

Through our interdisciplinary approach to education, we have developed programs that are academically stimulating and rigorous. We have been able to facilitate this through the hiring of talented teachers who are knowledgeable about their disciplines as well as other areas. Thus, they will work to make learning fun and engaging. In addition, our students will attend an advisory class that personalizes each student’s education experience, builds a positive and supportive relationship and helps each student to achieve the school-wide expectations for learning. We would like to offer our parents the opportunity to volunteer to be an advisory parent/guardian representative. The role of parents/guardians is vital to support our students in achieving their goals. Please contact me or Mr. Young, Parent Coordinator, if you are interested in participating as a parent partner in our school.

Academics at Cultural Academy for the Arts and Sciences provides the rigor for students desiring to be successful in college and beyond through blended and remote learning. We offer an ever-increasing number of Regents and Advanced Placement courses in various academic disciplines. We also offer partnerships with Medgar Evers College and Kingsborough Community College for advanced students seeking opportunities to gain college credit while at Cultural Academy for the Arts and Sciences.

We welcome you and embrace you as part of our family. We are proud of and grateful for our staff who work hard each year in the best interests of all of our children. We are a family, working collectively to build a school where our children learn that they can accomplish any goal with hard work and a caring, dedicated staff. If you have any questions or comments, please contact us.

Sincerely,

*Sanatha Alexis*, Principal

## 2020 – 2021 Bell Schedule

Period	Student Time	Teacher Time
Teacher Co-planning		8:00am - 8:30am
1	8:35am - 9:20am	8:35am - 9:20am
2	9:21am - 10:06am	9:21am - 10:06am
3	10:07am - 10:52am	10:07am - 10:52am
4	10:53am - 11:38am	10:53am - 11:38am
Instructional Student Lunch	11:39am - 12:24pm	11:39am - 12:24pm
6	12:26pm - 1:11pm	12:26pm - 1:11pm
7	1:12pm - 1:57pm	1:12pm - 1:57pm
Office Hours		2:00pm - 2:20pm
Teacher Prep	Dates for monthly PD TBD	2:20pm - 2:50pm

**Model 1B**

Week	Mon.	Tues.	Wed.	Thurs.	Fri.
	Group D (Remote)				
1	Group A	Group A	Group A	Group B	Group B
2	Group B	Group A	Group A	Group B	Group B

 *In-Person Instruction*

- Every student must join at least 1 club. It will be very useful when they apply for college and for future jobs. All will be virtual until further notice.
- Students will be programmed for academic intervention enrichment classes based on need
- Scanning opens at 8:15am daily on 57th Street and closes at 9:30am
  - Students will not be permitted in any earlier due to COVID - 19 restrictions
  - Breakfast will be on a grab and go basis at 57th street when the students come through scanning
  - Cell-phones will not be collected at morning entry however all electronic devices must be turned off and kept in the students bag. Violations of that policy may lead to collection of the phone by administration

# What it means to be a CAAS Student

All children can learn and be successful when held to high expectations and given appropriate support and interventions that are designed to meet their individual needs during blended and remote learning. All members of C.A.A.S. are invested in the personalization of the teaching and learning experience. Our school is designed to be a professional learning community that is responsive to student needs, promotes resilience and academic achievement. The environment will emulate a college campus with supportive partnerships, working towards an academic plan that creates a pipeline to advanced placement, higher education and the world of work. As a professional learning community, our school will provide smaller personalized learning experiences that educate the whole child, offering academic, social and emotional support, as well as, building positive and supportive relationships within our school community during a blended and remote structure.

Classrooms will invite and motivate student discovery in addition to being designed to include and foster academic vigor and differentiation towards attainable achievement through blended learning and remote learning. CAAS classrooms will inspire free exchange of ideas guided by the principles of “accountable talk”, thus allowing the students to nurture each other’s intellect and achievement, and cause a deep bond between peers and their educators. Students will take an active role and responsibility in their learning and academic progress. In addition, students develop intelligent habits of mind that are developed through the daily expectations placed on the learner. This will enable students to acquire the skills of self-monitoring, self advocacy and managing their own learning.

The path students would take in our school will begin with the development of critical literacy and math skills. Students will follow a path that leads to enrichment opportunities towards Advanced Placement Program and College Now courses in the higher grades. Students will also have the opportunity to choose a concentration in the Culinary Arts. These learning experiences will further students’ experience in developing their research skills as a contingency for high school graduation and college.

Teachers work in teams and will be proactive leaders in the development and maintenance of educational excellence at CAAS. Teacher teams meet regularly to collaborate and share, refine and assess the impact of lessons and strategies consistently to help increasing numbers of students learn at higher levels. These professional learning communities work continuously focused on youth development, student work, explicit learning goals and a belief in efforts-based ability that calls for time and support for student learning and development. Professional development will concentrate on developing educators’ abilities to analyze what students really need to know and be able to accomplish in order to be successful and prepare for the world of college. Using this data, educators identify ways to realign and modify their instructional strategies, keeping current with research and discussing rationales and strategies for implementing change in curriculum and planning. Progress benchmarks will be articulated so that, regardless of students’ entering abilities, they have equal access to meet real accomplishment criteria that are recognized frequently.

# CAAS Students Take *LEAPS* towards Achievement



## Leadership – Empowerment – Advocacy – Perseverance - Success

Each year, CAAS honors and celebrates all our students' efforts and achievements. During our Celebration, one student from each grade is chosen and presented with the *LEAPS Award* for commitment to exemplary work and efforts towards academic achievement, leadership and citizenship.

### Student Responsibilities and Expectations

At Cultural Academy for the Arts and Sciences (CAAS) the students are expected to work hard to meet rigorous academic standards. To do this, students are expected to act as responsible young adults. There are **8** major policies at CAAS to guide student accountability:

- Respect the rights of others both at CAAS and in the greater community
- Be a leader, making informed decisions, planning and setting positive examples
- Be **on time** to school every day
- **Students must wear a face covering everyday to school, in school and when they leave school**
- **If you feel sick you must let a staff member know immediately and see the nurse**
- Students must **bring** their **devices** to school daily.
- Respect and follow school rules and directions
- Be accountable to your work, setting smart goals and taking responsibility (ownership) for your learning

## Student Responsibilities and Expectations (Continued)

- Ask for help and work to build a support system for your success
- Successfully complete all subjects,, participate in blended and remote learning or 100% remote learning daily and maintain good grades
- Students are provided lockers in their assigned class room. They are expected to buy locks, maintain them and respect other student's property.

### ***The following is a list of expectations for students at CAAS:***

- Students are expected to report to school promptly between 8:15am and 8:25am. Students will not be permitted in before 8:15am due to Covid- 19 restrictions.
- Students are expected to have their ID cards and programs with them at all times. A \$2.00 fee is charged for the replacement of student ID cards after the first loss.
- Students are expected to report to school on time and prepared with their device.
- Students will remain in their classroom for the duration of the school day.
- Students are permitted to eat breakfast and lunch in the classroom.
- Students are expected to attend school on their [assigned days](#) for the entire duration of their schedule.
- Students are expected to complete all class and homework assignments.
- Students are expected to actively participate in class instruction (synchronous) during blended and remote learning.
- Students are expected to refrain from acts of physical and verbal abuse towards peers and adults.
- Students are expected to refrain from wearing hats, durags, bandanas, scarves or other forms of headgear anywhere inside the building.
- Students are allowed to bring electronic devices but may not use these electronic devices in school. Please refer to CAAS Cell Phone Policy for further information.
- Students are expected to have a pass to move about the building while classes are in session.
- Students are expected to refrain from acts of vandalism and graffiti
- Students are expected to avoid acts of academic dishonesty.

As *Cultural Academy for the Arts and Sciences* follows the *Citywide Standards of Conduct and Uniform Disciplinary Measures*, all students are expected to adhere to the rules, regulations and all health/safety protocols as outlined therein. Copies of this document are available in all administrative offices.

### ***Responses to Infractions:***

All infractions are subject to the consequences outlined in the *City Standards of Conduct and Uniform Disciplinary Measures*. In addition to the mandated consequences students who commit infractions of the school and city discipline codes are subject to detention and class removal. Once the student has been given a primary disciplinary consequence, he/she will receive consequences according to progressive disciplinary policies as follows:

- Mediation / Harm Circle
- Detention

- Class Removal and face-to-face Parent Conference
- Principal Suspension and face-to-face Parent Conference
- Superintendent Suspension and face-to-face Parent Conference.
- Students may also be referred to guidance and other counseling services.

### **Attendance**

Daily attendance in all classes and students' homerooms is considered indispensable to academic success, and also represents each student's most basic responsibility as a member of the Cultural Academy for the Arts and Sciences. Therefore, every student is expected to attend all classes, unless legitimately absent from school. To that end, all teachers take attendance each day during each period. Daily telephone calls are made to parents to report unauthorized class absences.

### **Legal Reasons for Absence or Lateness**

In accordance with New York State Law and the Regulation of the Commissioner of Education, the following are legal reasons for absence or lateness:

- Sickness (Please note that students cannot dismiss themselves from school when they are feeling ill. They must be dismissed by a school official with an adult to sign the student out.)
- Sickness or death in the family
- Impassable roads, or weather making travel unsafe by the DOE Chancellor
- Religious observance
- Quarantine
- Required appearance in court
- Remedial health treatment
- Pre-approved or pre-validated college visits
- The school should be notified when students are absent (718-968-6630) and a note should accompany students when they return to class.

### **Illegal Absences or Lateness**

When a student is absent from or late to school with the knowledge of parents for other than legal reasons it is considered a case of "unlawful detention." Excuses which indicate "travel," "vacation," "work," or "needed at home" are examples of such detention. The school acknowledges the occasional legitimacy of such absence. On such occasions, parents are obligated to inform the school in advance of any anticipated absence so the student can make arrangements to make up work, reschedule tests, etc. at the discretion of the classroom teacher. If pre-notification is not made the student will earn a zero for all work missed. In the event that the "unlawful detention" provision is abused, the student and parent will be subject to disciplinary action.

### **Cutting**

Cutting refers to unexcused absences from a class or activity to which a student has been assigned. There are no permitted cuts at CAAS. Students will remain in their assigned class for the duration of the day when attending in person instruction.

### **Classroom Consequences of Cutting**

- Parent Conference
- Referral to Guidance and/or Dean
- Detention

## **Lateness and Its Consequences**

Unexcused lateness, which results in missing classes are considered cuts.

Students who have been consistently late to school and or class will have academic and behavior consequences.

- Parent Conference
- Referral to Guidance and/or Dean

## **Truancy**

Absence without the knowledge and consent of the parent or guardian is considered truancy. A student who is truant is considered to be cutting all classes missed and will be subject to the disciplinary action outlined for Lateness and Cutting

## **Early Excuse**

Students should not have appointments during the school day unless absolutely necessary. In such cases where a student must leave for an appointment, an adult must sign them out of the school. Students are expected to return to school with the early excuse pass signed by a doctor or parent.

## **Reconciliation of NX grades earned during COVID-19**

Students will be responsible to complete the classes they have earned an NX grade for during COVID-19. These classes will be in addition to their regular daily schedule and be virtual.

## **Extended Classes - Academic Intervention Services**

Extended classes are offered during the academic school day in order to provide support and/or acceleration in particular subject areas. Based on student needs and assessments, decisions are made in order to provide students with a series of systems to maintain and promote student achievement. Students who need additional support, will receive two additional extended classes during the week in an area of academic need. In addition, our school offers blended learning (on-line) classes for students who need additional classes to remain on track for graduation or to enhance their education with additional challenging coursework.

## **Trustworthiness**

If a student cheats at CAAS, the person most harmed is the student. The integrity of the school is also compromised. The following statements reflect the seriousness with which we, at CAAS, view cheating. Cheating includes, but is not limited to:

Representing someone else's work as one's own such as:

- Test answers
- Research papers
- Class Projects
- Homework
- Labs
- Using unauthorized oral or written assistance for quiz, test, or other assignments.
- Knowingly providing another student with the opportunity to cheat in one of the ways described above.

The teacher and an administrator will determine the consequences for the first incident. All incidents of cheating are reported to the student's parents/guardians and to the guidance counselor and/ or advisor.

While any incident may be reported to the principal, all second incidents of cheating must be referred to the principal, who will meet with the student and his or her parents and determine the consequences.

All teachers have the obligation to make clear to students that cheating is not tolerated, to proctor in-class evaluations, and to monitor assignments with vigilance and seriousness. However, the primary responsibility for honorable behavior resides with the student.

### **Dress Code**

**This policy is TEMPORARY. It will be evaluated by CAAS on a continuing basis. If it is determined that this policy is not being followed CAAS reserves the right to revert to our previous dress code.**

In the interest of encouraging positive school spirit, a disciplined and focused educational environment, and promoting student safety, Cultural Academy for the Arts and Sciences establishes the following Dress Code and Standard of Decency governing student dress at school and while participating in school-sponsored activities. Administrators shall have the discretion to determine the appropriateness of attire and grooming, and may make special exceptions for students in certain subjects, such as arts courses, physical education, for medical necessities or established and verifiable religious purposes. Enforcement of this policy shall be in accordance with New York City Discipline procedures for students. Enforcement of this policy shall not infringe on any individual's religious beliefs or protected free speech.

Students are expected to adhere to common practices of modesty, demonstrate personal grooming standards of cleanliness and to wear appropriate clothing while in school, on field trips, and during off-school events at which students represent Cultural Academy for the Arts and Sciences. Any personal grooming or clothing that disrupts the educational process or is provocative in nature is in violation of the Dress Code and Standard of Decency policy.

**The Dress Code and Standard of Decency includes but is not limited to the following:**

#### **A. Allowed:**

- Mask/face covering daily for the duration of the day.
- Long shorts, dresses or skirts at or below the knee with THE SHORTEST PART BEING AT OR BELOW THE KNEE.
- Shirts that cover your midsection AND meet the waist of your pants or shorts. Your midsection must not be exposed.
- Shirts with or without collars
- Ankle length jeans, pants, and dresses/skirts
- All colors including prints, checks, stripes and plaids.

**B. Not Allowed:**

- Sleeveless clothing including tube tops and halter tops. All tops and dresses must have sleeves. Shoulders should not be visible.
- Clothing that reveals your midsection
- See-through clothing
- Tights, leggings, jeggings or spandex as a stand-alone item of clothing.
- Exposed underwear including boxers, sports bras and bras.
- Saggy pants revealing underwear or any portion of the body below the naval.
- Pajama (tops or bottoms), unless it is a sanctioned school function, i.e. pajama day.
- Excessively-ripped or torn clothing.
- Hats, bandanas, stocking caps and “do rags” and other head coverings unless these items are being worn for established religious purposes. These items may be confiscated and will only be returned at the end of the semester. (This applies to male and female students.)
- Spiked jewelry and jewelry that is obscene disruptive to the educational process or could endanger students.
- Clothing bearing sexually explicit, profane, vulgar, violent, racist, sexist, homophobic, alcohol and/or drug related statements or images.
- Gang affiliated clothing or accessories.
- Sunglasses or goggles

**Other dress code provisions:**

- Approved school spirit wear such as CAAS sweatpants and sweatshirts may be worn.
- Footwear that is safe and appropriate must be worn at all times.
- Hair shall be groomed so that it is clean and safe for participation in school activities.
- Hats, sunglasses, wigs, face paint or other items that will impair a staff member or safety agent’s ability to identify that student may not be worn inside the building.
- Tights, leggings, jeggings, spandex may only be worn underneath clothing that meets the CAAS dress code and standard of decency.
- Headgear including kerchiefs, wraps, caps, du-rags, bandanas, and sweatbands are not allowable anywhere in the building. Headgear must be stored away in lockers or bags. **If headgear is visible school staff will need to confiscate the item.**

## **Cell Phone Policy**

**School-based policy of the Cultural Academy For The Arts & Sciences for use of cell phones, computing devices, and portable music and entertainment systems on school property school-year 2020-21 (in effect beginning Fall 2016).**

Students are permitted to bring the following electronic items to school: 1) cell phones; 2) laptops, tablets, iPads and other similar computing devices and 3) portable music and entertainment systems, such as iPods, MP3 players, PSP, and Nintendo DS.

**The use of cell phones, computing devices and portable music and entertainment systems at school is subject to the restrictions below.**

**Cell phones:**

Students may bring cellphones to school, but they will not be used and subject to collection as per Chancellor's Regulation by the school.

*\*The Cultural Academy for the Arts & Sciences is not responsible for lost, stolen, or damaged cell phones.*

**Computing devices:**

Students must bring computing devices to be used for instruction daily and portable music and entertainment systems may not be turned on or used at school.

**These additional restrictions apply to the use of computing devices, portable music and entertainment systems:**

1. Portable music and entertainment systems may not be turned on or used during the administration of any school quiz, test or examination.
2. Electronic devices other than personal computers may not be turned on or used during the administration of any school quiz, test or examination, except where such use has been explicitly authorized by the school or is contained in an Individualized Education Program or Section 504 Accommodation Plan.
3. Computing devices and portable music and entertainment systems may not be turned on or used during school fire drills or other emergency preparedness exercises.
4. Computing devices and portable music and entertainment systems may not be used in locker rooms or bathrooms.

**School Responses:**

Students must adhere to this policy at all times. Failure to adhere to this policy will result in disciplinary responses including: confiscation, parent conference, loss of cell phone privileges, and other consequences in accordance with the Chancellor's Regulations.

**Discipline:**

Students who use cell phones, and/or portable music and entertainment system in violation of any provision of the DOE's Discipline Code, the school's policy, Chancellor Regulation A-413, and/or the DOE's Internet Acceptable Use and Safety Policy ("ISUSP") will be subject to discipline in accordance with the guidance interventions and disciplinary responses set forth in the Discipline Code.

**Note:**

- a. **We will temporarily suspend the collection of cell phones to limit person to person contact due to COVID-19, however, cell phones and apple watches must remain turned off and stowed away for the duration of the day, or they will be collected by administrative staff.**
- b. **If cell phones and apple watches become an issue, we will resume collection.**

### **School Computer/Equipment Usage**

- Computer/Equipment usage is a privilege that requires care and respect for our resources.
- Students cannot use classroom computers in their rooms, they must have their own device.
- Any changes on backgrounds and screensavers or illegal downloads will be considered vandalism on any borrowed DOE device
- Any student who breaks these rules will lose computer privileges and is subject to suspension.

### **Morning Entry:**

- All students will enter school through 57<sup>th</sup> Street entrance beginning at 8:15 am.
- All students must stand at least 6 feet apart at all times, including when they wait to enter the building
- All students must wear a mask when they enter the building and for the duration of the school day
- All students must swipe their I.D. Card when they enter the building. Students who enter the building without identification may have their entrance delayed and be asked to wait. Students without their ID cards may have their entrance delayed for the following reasons:
  - Students who do not have their ID cards must sign in and then have their entry manually entered. Manual entry input takes time and will prevent prepared students from entering the building.
  - Students may be required to have a new card reprinted prior to entering the building. There is a \$2 fee for new cards. However, students will be given new cards and be expected to pay at a later date.
- You may not bring in any glass, nor open, bottles or containers to school nor can you bring permanent markers/paint, controlled substances or paraphernalia. There is a more complete list of prohibited items, titled “weapons” in the chancellor’s discipline code. Please contact Ms. Marisa Oliveri 718 968 6630, ext. 151 if you have questions.

### **Breakfast:**

Students will be provided with a grab and go breakfast upon their arrival to school from 8:15am - 9:30am.

### **School rewards:**

Students in good standing have opportunities to participate in all school activities and be Student Government members, School Interns, Success and College Mentors. Celebrations of student achievement occur throughout the school year.

## RESOURCES & PROGRAMS

### *After School Programs*

Students are expected to attend an after school program or leave the building when school is dismissed. To be eligible to play on a sports team or be part of a school club, students must not be on academic or social probation. They must maintain passing or above average grades across their classes. They must not fail more than 2 classes.

### *CAAS Student Council*

This is a student elected body that works with a faculty advisor, to address the needs and wants of the student body. Led by a president and a vice president, elected representatives from each grade design activities for the school and participate in decision-making around school policy.

***College Now Program:*** Students have the opportunity to take college classes at our school! The College Now Program offers students in 10<sup>th</sup> and 11<sup>th</sup> grade college-level classes for high school credit. Students in 12<sup>th</sup> grade can take classes at our school for college credit that are transferable to their college. We also offer introductory college preparatory classes where 11<sup>th</sup> grade students can receive college credit. In addition, we are working with our national partner to offer college mentoring from college students in other universities across the country.

### *Culinary Arts Program*

CAAS Culinary Arts is a program that prepares students for the creativity, organization and business aspect of the food industry. CAAS Culinary students are actively involved in school events, as well as, developing experience with basic, intermediate and advanced culinary skills and diverse cuisines.

### *Edmentum On-Line Learning Classes*

Students have the opportunity to take classes on-line to stay on track for graduation. They may also choose from additional classes of interest to enhance their learning experience. These classes include all New York State required courses, additional world languages, Advanced Progress Classes and electives.

### *TRIO Program – Brooklyn College*

Brooklyn College partners with CAAS to provide students beginning in grade 9 with college level experiences and preparation. Our TRIO partner is on campus every Thursday to work with students in preparation for college.

### *CareerWise New York*

CareerWise New York provides new and needed robust pathways for students that lead to well-paying, in-demand, entry-level jobs. It braids traditional learning with workplace learning, and demands committed engagement between young people and employers to ensure work-ready students positioned for success, and qualified, diverse talent that allows businesses to thrive.

### ***Parents as Our Partners***

Parents are strongly encouraged to take an active part in their children's high school education. Although we realize that parents have additional responsibilities, we also know how important their children's education is. Working with your children in support of their academic success and growth is a vital part of their academic achievement. We sincerely appreciate and encourage parent partnerships as part of student success in school. In addition to teachers and administration, the Parent Coordinator will serve as a contact for parents and guardians, so that parents can access holistic information about, and be more supportive of their child.

### ***School Leadership Team (SLT)***

This team is made up of the Principal, UFT Chapter Leader, PTA President and 50% parents/50% school personnel, in addition to 2 students. This is the committee that helps to make informed decisions in the best interests of our school community. The SLT sets objectives for the school based on the school's mission and decides how to use resources to meet those objectives.

### ***Parent Teachers Association & Parent Coordinator***

The PTA meets at least once a month. Parents are notified of meetings via mailings, e-mails, phone calls and handouts to students. Parents and teachers are strongly encouraged to attend these meetings as parents especially have an opportunity to promote change and improvements to the school, as well as address immediate concerns. The parent coordinator serves as a link between the parents and staff.

# Requirements for Graduation\*

To achieve a high school diploma a student must complete 44 credits in required courses, pass the standardized tests, and eight terms of physical education.

Subjects	Local & Regents Diploma	Advanced Regents Diploma
English	8 credits	8 credits
Social Studies:	8 credits	8 credits
Global Studies	4 credits	4 credits
US History	2 credits	2 credits
Economics	1 credit	1 credit
Participation In Government	1 credit	1 credits
Mathematics	6 credits	6 credits
Science	6 credits	6 credits
Language	2 credits	6 credits
Art	1 credit	1 credit
Music	1 credit	1 credit
Health	1 credit	1 credit
Physical Ed.	8 credits	8 credits
Electives	7 credits	7 credits

# TYPES OF DIPLOMAS

## **REGENTS DIPLOMA**

In addition to the noted subject area requirements, diplomas may be granted with a Regents endorsement to students who receive a passing score (65) in the following **5** Regents examinations:

- English Language Arts Regent
- Global Studies Regent **or** US History and Government Regent
- Mathematics Regent
- Science Regent
- One other Regent

## **ADVANCED REGENTS DIPLOMA**

In addition to the noted subject area requirements, diplomas may be granted with a Regents endorsement to students who receive a passing score (65) in the following **8** Regents examinations:

- English Language Arts
- Global Studies
- US History and Government
- Second Language (Spanish, French)
- Mathematics (2 Regents examinations, Integrated Algebra, Geometry, and/or Trigonometry)
- Science (2 Regents examinations, Living Environment, Chemistry, Earth Science and/or Physics)

### **English Language Learners:**

Students with limited English proficiency entering school in this country in grade 9 or later may take required Regents examinations, other than the English Language Arts Regents examination, in their native language where available (Spanish, Haitian-Creole, Russian, Korean or Chinese) if the examination is taken within three years of entering this country. Test accommodations will be available to them if such accommodations are documented.

### **Special Education Students:**

Special Education students will continue to be required to meet the same standards for graduation as all other students. Test accommodations/modifications will be available to them if such modifications are documented on their IEP. Diplomas will be granted to eligible students.

# Life at CAAS

*CAAS provides expanded choices and educational opportunities for parents and students.*

Consistent with the school's commitment to provide an academically rigorous, college preparatory education to a diverse population, the school staff strives to personalize education for each student and their parent or caretaker. *All* members of the school community get to know one another through a grade team model. Faculty and staff at CAAS design the curriculum so that students can develop content knowledge and skills in key academic disciplines.

CAAS offers academic and guidance programs, in addition to organizational structures that provide an array of educational opportunities and support systems. These include, but are not limited to, Advisory; Core and Elective Classes both on site and on-line (FuelEd), Student Mentorship Program; Extended Classes, CAM Program; TRIO Program, Student Council, Clubs and Activities, family workshops, celebrations and gatherings. In addition, students who require ESL/Bilingual and Instructional Support Services will receive the mandated support for their core classes while still having the opportunity to major in their interest areas. The Campus offers classes on Saturdays for students who would like additional support or courses.

Classes at CAAS have an organizational structure that helps to define the roles and responsibilities of teachers who recognize that students' social, emotional wellbeing impacts their attitudes toward school and their academic performance. Students are mentored by their older peers and have the support of adult staff team members of the school community, in addition to their guidance counselors, who personalize each student's educational experience, work to know the student well, and support the student to achieve the school-wide expectations for student learning. The focus of our practices will foster social and academic development. CAAS teams work to address the issues and concerns related to grade level along with the appropriate preparation for promotion, graduation and a successful college or workforce path.

## **Philosophy and Purpose**

CAAS's philosophy is to work towards personalizing education for our students. We work in teams so that staff members and students know each other well so that students make the most of their experience. Overall, the purpose is for CAAS to create a cohesive school community, enhancing student life skills, including civic engagement and college readiness throughout the grades, improving student academic achievement, and reducing discipline issues using the principles of social emotional learning and building resiliency.

## **Our Community Goals:**

1. To create a sense of family and community at CAAS.
2. To learn group dynamics and to find ways that make sense for students to solve conflicts.
3. To help students develop constructive relationships with their peers and key adults at CAAS.
4. To learn to understand and appreciate people who are different from themselves.
5. To build proactive leadership skills and instill civic duty.

**CAAS themes:**

- Community building, group cohesion and group maintenance
- Citizenship, Collaboration, Collective Intelligence
- Developing an Academic Plan: Goal-setting, reflection and self-assessment
- Life skills, healthy development and self-care
- Moving on to college or career
- Personal passions, hobbies and interests
- Real-world connections and service learning
- Rituals and celebrations
- Student Activities
- Tools for school and learning

**Activity Formats**

- Actionable Feedback for continuous improvement
- Building writing skills in every class
- Cornell Notes
- Exposure to challenge
- Gatherings/Performances
- Journaling and written reflection:
- Lessons in coping mechanisms and building life skills
- Personal connections and conferencing
- Problem solving
- Project-based learning
- Real-world connections
- Small and large group discussions

**Development of interpersonal and intrapersonal skills**

- Students will learn to be more self-aware, self-managed, and self-directed.
- Students will offer and find peer support.
- Students will contribute in a positive way to a school's climate.
- Students will develop peer relationships.

**College Opportunities**

CAAS students who have completed 28 credits and maintained an 80 plus average, may enroll in college classes. Dually enrolled students can receive both high school and college credit for non-remedial courses taken as part of the College Now Program in which they earn a C grade or higher. Non-credit foundations courses in writing and mathematics, in addition to Advanced Placement courses will be offered as part of the honors track for all students.

**The Process of Small Learning Communities**

- All teachers are advisors who work with students to develop their personal education plans, build positive relationships and foster informed decision making.
- Student and Staff Council

- Community Service
- Team Inquiry Process: Closing the gaps between major content areas and instructional support, developing interventions and making curriculum adjustments based on ongoing analysis of student quantitative and qualitative data (Action Research) to foster continual growth and achievement.
- Study Groups across the Concentrations to Build Capacity
- Collaborative Professional Development/Leadership Capacity Development

The curriculum incorporates critical thinking and problem-solving with a vision that we can teach our students to think with a solid foundation of constructed experiential knowledge. An emphasis in differentiated instruction where teachers provide multiple entry points so that students will have equal access to the content will be an integral part of our teaching practice to accommodate student needs and foster success. Vertical (subject specific) and horizontal (grade specific) teams of teachers meet regularly to share, refine and assess the impact of lessons and strategies consistently to help increasing numbers of students learn at higher levels. These professional/small learning communities work continuously focused on student work, explicit learning goals and a belief in efforts-based ability that calls for time and support for student learning. In every subject, at every grade level, the curriculum must include commitment to a knowledge core, high thinking demand, and active use of knowledge. Professional development would concentrate on developing educators' abilities to analyze what students really need to know and be able to accomplish in order to be successful and prepare for the world of college. Using this data, educators identify ways to realign and modify their curricula to facilitate instruction, keeping current with research and discussing rationales and strategies for implementing change in curriculum and planning. Progress benchmarks should be articulated using marking periods as a framework so that, regardless of students' entering abilities, they have equal access to meet real accomplishment criteria that are recognized frequently.

## ***ACCIDENTS INVOLVING STUDENTS***

A. Student Accident or Illness: If a student has a minor accident or feels ill, the student should be escorted by a staff member to the Medical Office for medical aid. The CAAS staff member should call ahead to the Medical Office (extension 447) to alert the Nurse or Health Aide of the arrival of the accident victim / ill student. It is expected that all persons concerned in an accident will file a report on **the day the accident** occurred.

These include the injured person, two witnesses (if possible), the School Nurse, and either the staff member who observed the accident or teacher in-charge of the activity.

If a student is injured in a school-related incident and wishes to file a claim for expenses, the claim must be filed within 90 days of the occurrence. For further information, see an Assistant Principal.

An Accident Report must be completed by the student and submitted to the Medical Office within **24 hours**.

B. Need for an Ambulance and/or Emergency Care - If a student suffers a **SERIOUS ACCIDENT** or medical problem that might require an ambulance and/or emergency care, the Principal, an Assistant Principal, and the School Nurse should be contacted immediately.

**DO NOT ATTEMPT TO MOVE THE STUDENT AS THIS MAY AGGRAVATE THE PROBLEM**

## ***ADDRESSES OF PUPILS***

When a student has a change of address, you (parent/guardian) should reach out to Mrs. Lopez, Administrative Assistant (Extension 385) so that his/her permanent records can be updated. Mrs. Lopez will be responsible to make the changes and inform the appropriate staff.

## ***AED***

NYS law requires that every school be a [Public Access Defibrillation](#) site, which means that the AED needs to be clearly visible and accessible to the public. To this end, CAAS has a location on the third floor to the right of the Principal's office, Room 331A. Since this is a campus, there are AED units on each floor. Staff members interested in AED training or to refresh their certification, should speak to the Principal. See "Code Blue."

## ***ATTENDANCE—STUDENTS***

Student attendance is recorded each day in Skedula. All students returning from an absence are to bring in an absence note and show it to each teacher for their signature before delivering it to the Main Office.

## ***DRESS CODE—STUDENTS***

We strive to focus on career and college readiness and for our students school is a workplace in which we expect that all students will dress appropriately.

1. Head coverings are only permitted for religious reasons.
2. No tank tops.
3. No shirts with images or words that have profanity, bias language or that promote illegal activity of any kind.
4. Shorts and skirts must be of a reasonable length
5. Flip-flops and shoes without backs are not permitted for safety reasons.

### ***ID CARDS***

All students must carry their ID cards. Loss of photo ID needs to be reported to Ms. Lewis in the main office, room 331B, for replacement.

### ***PARENT BILL OF RIGHTS***

Parent Bill of Rights is available at [Parent Bill of Rights - Rules & Policies - New York City Department of Education](#)

### ***PARENT TEACHER ASSOCIATION***

Parents are encouraged to attend PTA meetings when possible.

### ***PARENT TEACHER CONFERENCES***

In addition to the four **virtual** parent teacher conferences each year, inquiry/grade teams can call a **virtual** parent conference to discuss a student's progress.

### ***VISITORS***

The only visitors permitted in the school are those on legitimate school matters such as an official Department of Education personnel, parents, members of city agencies and elected public officials, community members on school matters. Due to new COVID-19 guidelines all visitors must be by appointment only and previously approved by the Principal. All visitors must sign in at the desk at the main entrance and must be collected and escorted **to the main office** and then to their destination. The guest must return to the security desk at the conclusion of the visit. Parents who wish to see teachers are first to be directed to the Parent Coordinator who will make the necessary arrangements. Teachers should not be interrupted during a teaching period to see a visitor.