

# BRONX DANCE ACADEMY

Respect. Rigor. Collaboration. Creativity.



## Parent Handbook 2023-2024

*“Bronx Dance Academy: Artists that learn in the Bronx and lead in the world.”*

Sandra Sanchez, Principal  
Jose Vigo, Assistant Principal

Dear Parents,

Our Parent Handbook for Bronx Dance Academy establishes the guidelines and procedures that will help us to set and maintain clear expectations for all. It has been created and established with the input of teachers and non-instructional staff. It is presented in two parts: **Organizational Matters** and **Instructional Matters**. Everything matters as we work together to meet the needs of the students we serve each day.

Our vision, our mission, and our values drive our efforts to provide all children with a comprehensive educational program so they develop their skills, abilities, and interests to the fullest potential. Our goal is for our students to become independent life-long learners and ready for attending college and pursue a satisfying career.

Please read this handbook in its entirety, download it from Google Docs, save it to your computer, and keep it as a reference tool to use throughout the year. It is everyone's responsibility to know and adhere to the policies, procedures, and regulations in it. Please feel free to see Mr. Vigo, the Assistant Principal (A.P.), if you have any questions.

Thank you for your cooperation. Have a wonderful school year!

Sincerely,

Sandra Sanchez  
*Principal*

## **BDA Vision**

Bronx Dance Academy is a performing arts school committed to creating a culture of rigor, respect, collaboration and creativity.

These core values will allow all students to develop a strong sense of self, critical thinking skills, and unlock their creative potential. Our students will be able to apply these unique talents and perspectives to create a force of positive change within their communities and the world.

## **BDA Mission Statement**

Bronx Dance Academy, a performing arts school, believes in creating a respectful, rigorous, collaborative, and creative environment that promotes success and equity for all members of our community.

Our teachers will work collaboratively to continuously reflect on and deepen their knowledge of instruction using the practices of culturally responsive teaching, data analysis, and knowledge of students to promote equity and develop meaningful relationships with all learners.

Our school will work in partnership with students, families, and the community to develop an environment that will produce high-achieving learners who graduate college and career ready, well prepared to meet the demands and challenges of the 21st century.

Students will engage in a rigorous thematic curriculum that supports connections between the performing arts, content areas, and students' individual identities. The culturally relevant curriculum and connection to their passion in the performing arts will bring joy to the students each day and will help cultivate the skills to become lifelong learners.

Students will leave our school as leaders and critical thinkers with a strong sense of self. They will be able to successfully apply their skills and creativity to make improvements to their community and the world.



□ CONTENTS □

<b>PART I - ORGANIZATION MATTERS</b>
Arrival Staff and Students, Breakfast
Attendance and Punctuality
Bathroom Use
Cell Phone Use
Classroom Computers and Laptops
Communication with Administration
Communication with School
Communication with Teachers
COVID Protocols
Discipline
Dismissal
Eating & Drinking
Emergency Cards
Names and Pronouns
Materials and Supplies
Medications & Nurse
Official School Hours
Parent Engagement
PTA
Parties
Permission Slips & Field Trips
Personal Property
Photographing Students
Respect
School Pictures
Safety
Social Media
School Leadership Team
Schedule
Senior Activities
Uniform Policy

**PART II - INSTRUCTION MATTERS**

Academic Intervention
Assessments (School Based)
Assessments (NYS Exams)
Class Dojo
Danielson Domains
Differentiation of Instruction
English Language Learners
Google Classroom
Grading Policy
Homework
IEP Students
Parent-Teacher Conferences
Promotion and Portfolios
Report Cards
Rubrics
Saturday Academy

~ Education is the most powerful weapon which you can use to change the world. ~ *Nelson Mandela*

**ORGANIZATIONAL MATTERS**

### **Arrival Students and Breakfast**

- Students must report to school for line-up at 8:20 A.M. Monday through Friday.
- Students eat breakfast in the cafeteria from 8:00-8:20 A.M. daily.  
Students should not expect to have breakfast after 8:20 A.M.
- Students are not allowed to be anywhere except in the cafeteria or dance studio between 8:00-8:20 A.M.
- Seventh and eighth grade students line-up for morning pick-up in the dance studio.
  - Seventh grade - Room 114
  - Eighth grade - Room 115
- Six grade students line-up for morning pick-up in the cafeteria.
- Seventh and 8th grade students should get breakfast from the cafeteria and proceed to the assigned dance studio until line-up at 8:20 A.M.

### **Attendance and Punctuality**

Please note that absences are not taken into consideration for student grades, the BDA grading policy, and promotion. However, absences have a negative impact on student learning outcomes. Therefore, attendance and punctuality are an important part of your child's academic progress. It is highly suggested that parents/guardians make every effort to schedule appointments outside of school hours. Absences should be kept to a minimum and vacations and weekends should not be extended. Per DOE policy, students' absences and latenesses beyond 1 day a month is considered excessive. DOE policy mandates that schools support families with excessive absences through calls home and/or intervention from the schools attendance teacher.

### **Attendance Reporting Procedures for Students**

- In the morning, teachers pick up the daily attendance sheet in the general office.
- The teacher (never a student) takes ACCURATE attendance during the first period, and sends it down to the main office with a section sheet monitor.
- Main office personnel will receive attendance sheets by 9:00 am.
- First period teachers prepare the daily section sheet.
- Last period teachers file the daily section sheet.
- Late students will sign-in at the main office when they arrive and main office personnel will provide them with a signed and dated late pass indicating the time of student late arrival.
- Main office personnel will process corrections on ATS bubble sheets.
- Attendance is taken each and every period for the remainder of the day on the section sheet.
- The bubble sheet procedure is repeated during last period classes.
- During a fire drill, bomb scare evacuation, or other emergency evacuation, the teacher must carry the section sheet with him/her.

### **Bathroom Use**

Teachers must check the *section sheet* every period to determine which students have already used the bathroom or left the room for any reason so that those students do not abuse the privilege by asking to leave again.

### **Classroom Computers and Laptops**

Teachers enforce all BDA rules at all times. More specifically, the following rules apply in the use and proper maintenance of the classroom computers.

- Students are not permitted to modify any software settings or hardware components on the computers and laptops in any classroom. Any concerns should be brought to the attention of a Teacher.
- Last period teachers must log out of the school network and shut down all classroom computers.
- The computer area should remain clean, tidy and ready for the next class to use.
- Students are not permitted to use the computers and/or laptops unsupervised.
- Computers are not to be personalized by a) Installing any programs without the teacher's permission , b) Changing the desktop background, c) Adding, changing or moving icons on the desktop.

It is important for students to understand, using the school computers and the school network is a privilege NOT a right. Not complying with any of the above rules will result in denied access to the computers, and possible further consequences.

### **Communication with Administration**

- Meetings with school administrators should be scheduled beforehand. Parents are to call the main office and speak to the Parent Coordinator in order to schedule a meeting with administration.
- Once date, time and availability is confirmed with administration, the Parent Coordinator will reach out to the parent for final confirmation.

### **Communication with Staff**

- Important daily notices and memos will be backpacked and or posted on Class Dojo where parents will be able to communicate directly about the notice or memo posted.
- When you communicate with school staff by letter please be sure to include:
  - the date
  - Parent/Guardians first and last name
  - students first and last name
  - students grade and class number
- Each Tuesday from 3:00 P.M. to 3:40 P.M. Teachers and parents can take this time to communicate with each other on any questions, comments, or concerns in regards to the progress of a student.
- If there are any questions, comments, or concerns parents/guardians need to express outside of parent teacher conference, or parent engagement times, parents/guardians are welcome to contact a teacher or staff directly through the messaging capabilities via Class Dojo.

### **Confidentiality**

- Confidential information related to students (academic achievement and/or social adjustment, etc.) may not be shared with a person not professionally responsible for the student's educational adjustment. Personal information regarding a student can only be given/shared to an authorized administrative staff member and of course, to the child's parent/legal guardian.
- Teachers/MMCC and BDA Staff should not discuss issues related to their students while in public places, where confidentiality may be compromised.
- Comments and entries on student record cards should not be speculative. They must be supported by factual evidence, not opinions. Students may never view another student's records, nor may they carry them for any purpose.

## **Student Records**

- Parents have the right to see their own child's folder, under supervision of staff personnel. Students may never see other students' records. When a student moves to another New York City school, his/her records are sent to the new school.

## **Discipline**

### **Code of Discipline**

School officials must consult the *NYC Discipline Code (Appendix 3)* to determine which level of discipline to impose. A student's age, maturity, previous disciplinary record (including the nature of prior misconduct, the number of prior instances of misconduct, and the disciplinary measures imposed for such misconduct) and the circumstances surrounding the incident should be considered when deciding on the appropriate disciplinary and intervention measures. Please familiarize yourself with the NYC Discipline Code.

### **Discipline and School Tone**

### **Ladder of Referral for Behavior Issues**

Teachers are expected to establish trusting and respectful relationships with their students. Such relationships help to PREVENT misconduct. Prevention is more effective than punishment. Please establish a positive classroom environment by *recognizing achievement (Appendix 5)*, using the steps described in the *Ladder of Referral for Behavior Issues (Appendix 6)*, filling out an *IST Form (Appendix 7)*, and asking the student and the family to sign the *individual behavior contract (Appendix 8)* in order to establish clear expectations.

UNDER NO CIRCUMSTANCES MAY A TEACHER ASK A STUDENT TO LEAVE THE CLASSROOM OR PREVENT A STUDENT FROM COMING IN FOR BEHAVIOR ISSUES.

STUDENTS MUST BE SUPERVISED BY LICENSED PERSONNEL AT ALL TIMES.

PARAPROFESSIONAL STAFF MUST NOT BE LEFT ALONE WITH STUDENTS AT ANY TIME.

### **Dismissal**

- Dismissal begins at 2:50 P.M.
  - 8th grade gets dismissed from dismissal point A
  - 7th grade gets dismissed from dismissal point B
  - 6th grade gets dismissed from dismissal point C (exit door closest to 4 train)

Teachers will escort their classes OUTSIDE TO THE STREET to ensure their safety as well as an orderly dismissal. Students will never be dismissed on their own or simply left at the doorway.

### **Eating and Drinking**

Eating and drinking while classes are in session is prohibited. Students are only allowed to drink water while classes are in session.

### **Emergency Contacts & Blue Cards**

Each student will be provided with a blue card at the beginning of the school year. The Parent Coordinator will be sure to check for 100% of students' updated blue cards. Individuals identified on the blue card may pick up a child from school or receive confidential information about the child. Students CAN NOT and WILL NOT be released to anyone under 18 years of age or to a person not listed on that student's blue card. It is vital that all teachers and the school have relevant and accurate contact information for each child. If



necessary parents/guardians can contact the main office and speak with the Parent Coordinator to update their child's blue card.

### **Internet Usage**

As per the Department of Education, "The purpose for accessing or using the Internet through the DOE's connection or equipment is solely educational; therefore, anyone who utilizes the DOE's connection must foster that purpose by utilizing the internet resources only for educational purposes and in an appropriate and legal manner only. Violators of this policy may be subject to disciplinary/legal action."

### **IPods and Headphones**

The use of these personal items are prohibited upon entering the school building. Such items should either be placed inside the student's backpack or locked within their own locker for the remainder of the school day. Students should keep a pair of plug-in headphones in their backpacks or lockers to use for educational purposes when granted permission by a staff member. Plug-in headphones will be the only kind of headphones to use for instructional purposes. Bluetooth headphones are not allowed.

### **Library Computer Lab**

Teachers enforce all BDA rules at all times. All classroom computer and laptop rules apply for the Library Computer Lab. More specifically, the following rules apply in the use and proper maintenance of the Library Computer Lab.

- Students may not use the library computer lab unsupervised.
- Students are responsible for maintaining a clean and tidy work area and cleaning up after themselves in preparation for the next person's use of that area.
- Students must work quietly as well as observe and respect all library use rules which will be prominently displayed in the library.

### **Names and Pronouns**

In alignment with DOE policy, every BDA student is entitled to be addressed by the name and pronoun that correspond to the student's gender identity that they assert at school. Students are not required to obtain parental consent or a court-ordered name and/or gender change before being addressed by the name and pronoun that they choose.

For families that would like to formally change a student's name and/or gender for official DOE records, the student's name can be changed on these records if the parent submits a signed Name and Gender Change Request Form (form found on DOE website) to the school.

### **Materials and Supplies**

Submit your supplies' requests by e-mail to the Principal's secretary. School equipment must be attended to at all times and returned to a secure area as soon as possible, after use. Missing equipment must be reported immediately to the Principal or Assistant Principal. Equipment (including computers) may not be taken out of the building unless the proper request form has been filled out AND APPROVED BY THE PRINCIPAL.

### **Medication & Nurse**

Staff members, other than the school nurse, are NOT permitted to administer ANY medication. Parents of students who need regular medication must fill out a Medical Authorization form 504. Students with Asthma must have an authorization to self-medicate form on file.

Students who do not feel well or who sustain an injury should be sent to the nurse with an appropriate pass and with a note explaining the situation. Use discretion when sending students so that you only send students with significant, serious conditions that warrant such a visit to ensure that the nurse can attend to the students who really need her care and attention. The nurse will make the phone call to the homes, if necessary.

### **Official School Hours**

- Monday through Friday - 8:30 A.M. (arrival) - 2:50 P.M. (dismissal)
- Half Days - 8:30 A.M. (arrival) - 12:00 P.M. (dismissal)
  - Half days include shortened instructional periods as well as lunch within the building

### **Parent/Family/Guardian/Guest Visits**

For everyone's safety, permission for guests/visitors must be obtained from administration at least 2 days before any such visit.

### **Parties**

All parties must be approved, in advance, by administration. Parties should be kept to a minimum so as not to detract from the priority of classroom instruction. All parties should occur as late as possible in the school day so as not to interfere with lunch periods. All music should be rated G. Student allergy lists must be referenced and no food should be present at a party that may make any student ill.

### **Passes**

Students leaving a classroom (including an art/dance studio) or office for any reason must have an appropriate *hall pass*. Paper passes should be signed by an adult (teacher, paraprofessional, or non-instructional staff), dated and indicate the time the student left any given location and where the student is going.

### **Passes for Lateness**

It is important that student tardiness is monitored and recorded. Students who arrive in school after 8:30 A.M. must be entered as late to ATS and be given a late pass by the main office personnel. This late pass needs to indicate (**in pen**) the date, time, student's name, student destination, and indication of who has issued the pass. Main office personnel will monitor late comers.

### **Permission Slips & Field Trips**

Signed parental *DOE official permission slips for day trips* must be obtained for every student in order for him/her to be able to attend a trip. Permission slips must be filed and saved by the trip coordinator until the end of the school year. Verbal approval by parents is NOT acceptable. Under no circumstances may students be dismissed during a field trip. Students who do not attend the trip for the day will be placed in a classroom for the day designated by their teacher.

### **Personal Property**

All valuables must be secured at all times. Please protect your valuables. The school cannot be responsible for personal items left unattended or unlocked.

### **Photographing Students & Staff**

Students may not take photographs/videos of other students or staff in the school building to avoid online “distribution” and/or Internet abuse. For everyone’s protection, staff members will not photograph/record students for any other purpose besides an organized school/class activity and Staff will obtain *permission*, in writing, from students’ parents/guardians, prior to taking any photographs or videos.

### **Respect**

Everyone within the Bronx Dance Academy community must exhibit, promote, and foster professionalism. Respect for the school and a respect for the well-being of each member of our school community is mandated. Professional demeanor and decorum must be modeled and practiced by everyone, including but not limited to students, staff, the community, and peers, at all times.

### **Safety**

- **Accident/Incident Reports**

If a student is injured during the course of the school day, a staff member in charge of the child will immediately report the injury/accident to a supervisor and fill out an accident report. The student would then be escorted to the nurse for treatment, if required. The parent or guardian will be notified as soon as possible in the event their child was involved and or injured in an accident or incident.

- **Building Security**

All visitors must sign in at the security desk in the lobby. Security is everyone’s responsibility. “If you see something (suspicious), say something (to the Security Officer/Main Office/Principal/Assistant Principal).”

- **Fire Drills/Shelter Drills**

Students are expected to follow all instructions given in a silent and orderly manner. Drills are just as important as real scenarios and students are expected to treat them as such.

### **School Pictures**

Bronx Dance Academy uses an outside vendor to take school pictures of students during the spring. All pictures taken will be submitted to the 8th grade year book unless stated otherwise by the student’s parent/guardian. If a parent/guardian wishes to not have their child’s picture submitted to the 8th grade yearbook, the Parent Coordinator must be notified in writing, no later than April 1st.

### **School Access**

Students that come earlier than 8:00 A.M. for tutoring, must have signed permission from the parents.

### **School Elevators**

Elevators are for staff member use only. Student(s) are not allowed to ride the elevator unless it is for a medical reason where they will still only be permitted to ride the elevator with an accompanying adult.

### **School Leadership Team**

The SLT's main responsibilities are creating the Comprehensive Education Plan (CEP) for the school and making decisions about how the school's budget will be aligned to implement the CEP. An equal ratio of Parents, Administrators, and Staff meet monthly and the minutes are available for review in the Secretary's office.

### **Schedule**

Student's schedules are aligned with the D.O.E. academic policy guide to ensure all students are receiving instruction according to academic need. Schedules are weekly based and are also subject to change throughout the school year.

### **Senior Activities**

Bronx Dance Academy believes senior activities are privileges earned throughout the school year from students with good grades, participation, attendance, behavior, and embodiment of the various values such as: respect, collaboration, and creativity instilled in students throughout the year. Senior activities are not mandatory.

### **Social Media**

Bronx Dance Academy has a zero tolerance policy when it comes to social media during school hours. Students are not allowed to participate on social media while on the school premises or while school is in session.

### **Uniform Policy & Yellow Passes**

The uniform for Bronx Dance Academy is as follows:

#### **6th Grade:**

- -**Gold** polo w/ BDA logo in all black [COOKIES COLOR LINK](#)
- -Black pants (no leggings)
- -*Optional*: Black BDA crewneck sweatshirt

#### **7<sup>th</sup> Grade:**

- -**White** polo w/ BDA logo in color
- -Black pants (no leggings)
- -*Optional*: Black BDA crewneck sweatshirt

#### **8<sup>th</sup> Grade:**

- -**Burgundy** polo w/ BDA logo in all black [COOKIES COLOR LINK](#)
- -Black pants (no leggings)
- -*Optional*: Black BDA crewneck sweatshirt

Students must wear the approved school uniform in the classroom. To promote the school uniform policy, students must hang other colored sweaters, sweatshirts, or jackets in their lockers.

Teachers will monitor uniform policy implementation on each classroom's daily section sheet and always address (at least verbally) students for being out of uniform. Teachers will talk to the student about the importance of respecting the community, following rules, and being disciplined (life skills). Not wearing a uniform is breaking a BDA Rule and consequences will be implemented for repeated offenders. Not wearing a uniform is a Level 1 infraction on the City's Code of Discipline and as such it can be entered in the state's

Online Occurrence Report System (OORS). Teachers will call parents, or contact them via Class Dojo and inform them about students who are not wearing their uniform. Teachers will send the names of students who are not wearing their uniform to the Parent Coordinator, who will follow up with the students' parents. Extra uniform shirts and pants may be available for students to wear, if necessary.

Only a staff member may issue a yellow, laminated, no-uniform pass to be used by BDA staff members as a reward to qualifying students. These passes will be used sparingly. The staff member to give these passes to the students that have rightly earned this privilege will also ensure the return of the pass at the end of the day. These passes are numbered, bear the name of the staff member, and are also signed by administration.



~ The achievements of an organization are the results of the combined effort of each individual. ~ *Vince Lombardi, Football Coach and Motivational Teacher*

# INSTRUCTIONAL MATTERS

## Academic Intervention

When students are not performing at grade level, intervention must be provided. Interventions include various forms, such as Saturday Programs, Extended Day, After School Programs, Pull-Out/Push-in Programs during the school day (SETTS, ESL, small group, individual instruction). Teachers will meet on a regular basis to discuss students' progress, including areas of need and strengths so that the efforts of all teachers are aligned and congruent. Families will be informed by a Teacher when students are underperforming academically as part of a broader effort to intervene and help students succeed. Teachers will also keep record of these meetings in order to follow-up with appropriate interventions and continue meeting with the families consistently and throughout all four school terms.

## Assessments

Rigorous Teacher Created Assessments (TCA) such as pre- and post-assessments for every unit planned to be taught per subject area (ELA, Math, Social Studies, Science, and Arts). Teachers will collect pre-assessment data and compare them to post-assessment data to determine student growth. Data will be gathered and organized in trackers (EXCEL files provided by the school's administration) and submitted by e-mail to a supervisor upon request. Other assessments include: base-, mid-, and end-line assessments, iReady assessments, formative assessments such as conferencing with students, and unit interim assessments (quizzes).

## Bulletin Boards

Throughout the year, bulletin boards will serve as models to celebrate our community of learners and their accomplishments throughout the terms.

## Danielson's Domains

The *Framework for Teaching (Appendix 26)* is a research-based set of components of instruction that is grounded in a constructivist view of learning and teaching. In this framework, the complex activity of teaching is divided into 22 components (and 76 smaller elements) clustered into four domains of teaching responsibility: planning and preparation (Domain 1), classroom environment (Domain 2), instruction (Domain 3), and professional responsibilities (Domain 4). Each component defines a distinct aspect of a domain; two to five elements describe specific features of a component. Levels of teaching performance (rubrics) describe each component and provide a roadmap for the improvement of teaching. The *Framework* may be used for many purposes, but its full value is realized as the foundation for professional conversations among practitioners as they seek to enhance their skills in the complex task of teaching. BDA will use the *Framework* as the foundation for mentoring, coaching, and professional development thus linking all those activities and helping teachers become more thoughtful practitioners.

## Differentiation of Instruction Reflected on Multiple Student Products

In order to provide appropriate instruction, based on the available data pertaining to the students' strengths and weaknesses, teachers must plan for and implement instructional modifications and accommodations. In addition, students must be given the opportunity to show mastery of skills and in depth understanding of complex content through tasks appropriate for their level, interest, and learning style. It is an expectation that all teachers know every IEP student's goals and plan accordingly. IEP goals may be accessed through SESIS.

## **ELL (English Language Learners)**

Students who receive below 40% on the Language Assessment Battery test receive ESL instruction through the services of a pull-out teacher. It is important for the classroom teachers and the ESL teacher to confer on a regular basis to align their teaching, based on the strengths and needs of the students. These students also take the New York State English as a Second language Assessment Test (NYSESLAT) which identifies language proficiency and acquisition. This assessment test is a very important state exam. It is an expectation that all teachers understand the role of our school's ESL teacher and collaborate in order to ensure success for our ESL students.

## **Google Docs**

We are using technology to track and assess our instructional approaches and their effectiveness. It is your responsibility to update parts of the Google Docs environment that pertain to your work. Some examples of what needs to be updated regularly include: student contact information (everyone), student grades (point teachers), yearly teacher goals, units, assessments, etc.

## **Grading Policy**

The Engrade entries must reflect BDA's grading policy:

### **20% Student's Ability to Collaborate**

- Student behavior according to BDA Rules posted in every classroom and respect charts.
- Student, rubric-based assessed collaboration during student group work (i.e. independent practice part of a lesson plan and project work)
- Student, rubric-based assessed skill for accountable talk during instructional time (i.e. mini lesson and share parts of a lesson plan)

### **10% Homework**

- Homework should be an opportunity for our students to practice content delivered in the classroom. Students should be free to make mistakes and be corrected in order to learn. We grade the effort our students make daily.

### **25% Post Unit Assessment(s)**

- Every unit must start with a pre-assessment that assesses basic skills necessary to process the unit's content and end with a post-assessment which includes a mirror assessment of the pre-assessment plus questions that address content taught.
- Pre- and post-assessment data need to be gathered and submitted to administration throughout the year.
- Post Unit Assessments are part of a student's portfolio.

### **20% Unit Interim Assessments**

- Data gathered from these formative assessments will be used to inform instruction in order to ensure that every student ends the unit successfully.
- Interim assessments need to be carefully filed and be available for review by a supervisor until the end of the school year. A **post-assessment is different from a unit's project.**

### **25% Unit's Student Project**

- Students will work on at least one project per unit. Students should be presented with project choices based on their level, interest, and learning style.
- Project work should include student presentation of the project work within a classroom, grade, and/or school.

## **Homework**

Student homework is a daily extension and enrichment of classroom lessons and activities. It fosters independent study skills and develops responsibility for the use of materials and outside resources. Meaningful comments should be made on homework to reinforce learning. Meaningful comments are comments that will help the student move towards meeting the standards. Teacher comments on homework, class work and tests are a vehicle that can be used to communicate student progress to parents.

## **Individual Education Plans (IEPs)**

IEPs are confidential documents and must be kept under lock and key. All copies of the IEP will be collected at the end of the year by the IEP teacher.

- General Education Teachers, Self-contained and Collaborative Team Teaching (ICT) teachers will access their students' IEPs through SESIS. Lessons and student groups should reflect the IEP goals of individual students.
- Teachers must read, understand, and use the information in the IEP to set goals for students who receive special education services, provide appropriate testing modifications, and consider the appropriate promotional criteria for promotion decisions.

## **Parent-Teacher Conferences**

The Parent-Teacher Conference is an important communication vehicle; it affords us an opportunity to meet and speak to the parents/guardians of our students. There are two types of Parent Teacher Conferences:

- Meeting where the teacher speaks to the parent/guardian regarding concerns about his/her child. This conference can be a part of the Ladder of Referral or requested by the parent and often takes place during the preparation period of the teacher.
- Department of Education Parent-Teacher Conferences occur four times per school year. These conferences are mandatory for teachers to attend. Teachers prepare for these conferences and speak to the parents about their children's progress based on evidence and data already collected.

## **Parent Workshops**

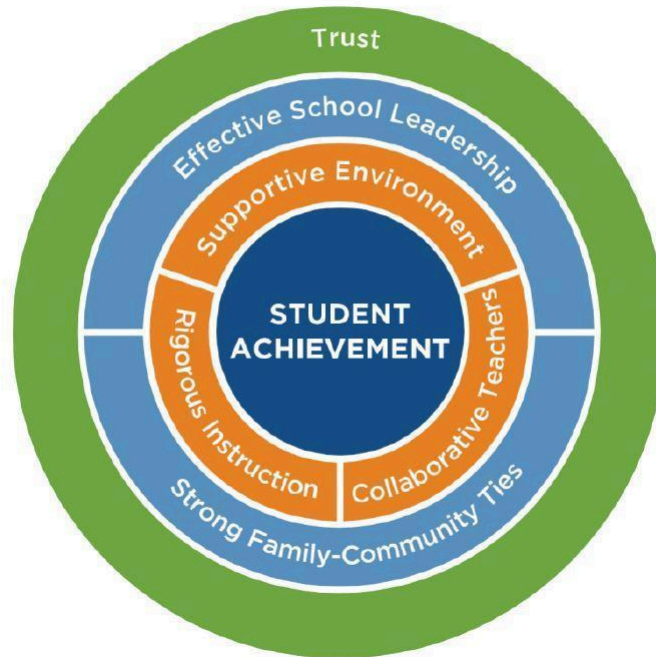
Educating our parents is a priority at our school. Through parent workshops parents are provided with strategies and techniques that empower them to support their children in acquiring new learning. The school will hold parent workshops in various areas. We urge you to encourage parents to attend.

## **Promotion & Portfolios**

Students' promotions to the next grade are based on their overall academic performance as measured through formative and summative in class assessments, progress on Iready, state tests, and the development of a portfolio of student work collected from all classes. Parents will be informed of students progress through ongoing communication via class dojo, grades updates on google classroom, in-person and virtual meetings held on tuesdays, and quarterly progress reports.



## The Framework for Great Schools



### **Report Cards**

The school will provide report cards for each student four times per year, one per quarter. Report card grades are based on rigorous and challenging assessments provided throughout the school year. Report cards are accessible through the parent's/guardian's MYSCHOOLS account.

### **Rubrics**

An instructional rubric is usually a 1 or 2 page document that describes the quality for a specific assignment. All rubrics have 2 features: a list of criteria for a project or assignment and a grade with descriptors of strong, middling, and problematic student work. They help teachers and students have clear expectations and they provide students with more informative feedback about the areas they need to work on, with common language being used for all student work. They help teachers think about student work with the same lens and understanding about the qualities and elements of particular assignments.

### **Saturday Academy**

Saturday Academy provides additional and intentional instruction for students who may need or want the additional assistance. Students should take advantage of Saturday Academy to also receive extra help for core subjects especially during testing times.

