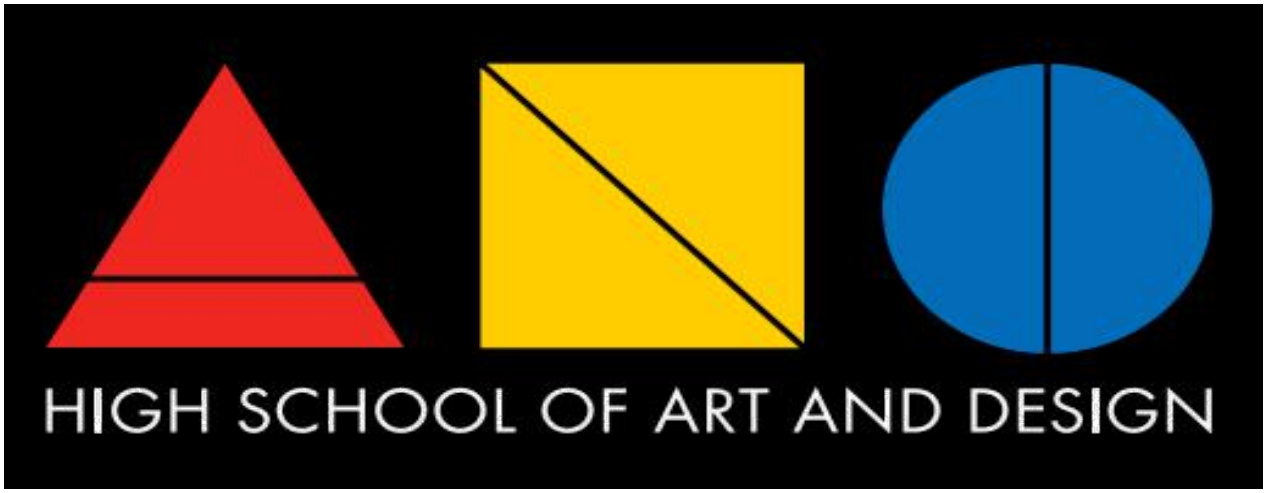


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Maximillian Sugiura, Principal

STUDENT

HANDBOOK

2026-2027

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High School of Art & Design

For over 89 years, High School of Art & Design, located in the heart of the New York City design center, has been nurturing talented students to become accomplished professionals through its extensive art programs. We are a committed CTE high school with an elective focus on our design programs in architecture, fashion design, graphic design, illustration, digital photography, cartooning, animation, and film/video technology.

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

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

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

Art & Design High School
Bell Schedule 2026-2027

PERIOD	BEGINS	ENDS
1	8:05	8:51
2	8:55	9:41
3	9:45	10:35
4	10:39	11:25
5	11:29	12:15
6	12:19	1:05
7	1:09	1:55
8	1:59	2:45
9	2:49	3:35

2026-2027 NYC DOE CALENDAR

Date	Weekday	Event
September 10	**Thursday**	**First day of school**
September 21	Monday	Yom Kippur, schools closed
September 23	Wednesday	Evening Parent-Teacher Conferences for middle schools and D75 schools
September 24	Thursday	Evening Parent-Teacher Conferences for high schools, K–12, and 6–12 schools
September 30	Wednesday	Evening Parent-Teacher Conferences for elementary schools and Pre-K Centers
October 12	Monday	Italian Heritage/Indigenous Peoples' Day, schools closed
November 3	Tuesday	Election Day, school will be in session remotely for all students
November 5	Thursday	Afternoon and Evening Parent-Teacher Conferences for elementary schools and Pre-K Centers; students in these schools dismissed three hours early
November 11	Wednesday	Veterans Day, schools closed
November 12	Thursday	Afternoon and Evening Parent-Teacher Conferences for middle schools and D75; students in these schools dismissed three hours early
November 19	Thursday	Evening Parent-Teacher Conferences for high schools, K–12, and 6–12 schools
November 20	Friday	Afternoon Parent-Teacher Conferences for high schools, K–12, and 6–12 schools; students in these schools dismissed three hours early
November 26–27	Thursday–Friday	Thanksgiving Recess, schools closed
December 24–January 1	Thursday–Friday	Winter Recess, schools closed

2026-2027 NYC DOE CALENDAR CTD.

January 18	Monday	Rev. Dr. Martin Luther King Jr. Day, schools closed
January 26-29	Tuesday–Friday	Regents Administration
February 1	Monday	Professional Development Day; students that attend high schools and schools that serve only grades 6-12 are not in attendance. All other students attend school.
February 2	Tuesday	Spring Semester begins
February 15–19	Monday–Friday	Midwinter Recess, schools closed
March 3	Wednesday	Afternoon and Evening Parent-Teacher Conferences for elementary schools and Pre-K Centers; students in these schools dismissed three hours early
March 4	Thursday	Afternoon and Evening Parent-Teacher Conferences for middle schools and D75 schools; students in these schools dismissed three hours early
March 9	Tuesday	Eid al-Fitr, schools closed
March 18	Thursday	Evening Parent-Teacher Conferences for high schools, K–12, and 6–12 schools
March 19	Friday	Afternoon Parent-Teacher Conferences for high schools, K–12, and 6–12 schools; students in these schools are dismissed three hours early
March 26	Friday	Good Friday, schools closed
April 22-30	Thursday–Friday	Spring Recess, schools closed
May 12	Wednesday	Evening Parent-Teacher Conferences for high schools, K–12, and 6–12 schools
May 13	Thursday	Evening Parent-Teacher Conferences for middle schools and D75 schools
May 17	Monday	Eid al-Adha, schools closed
May 26	Wednesday	Evening Parent-Teacher Conferences for elementary schools and Pre-K Centers
May 31	Monday	Memorial Day, schools closed
June 8	Tuesday	Clerical Day; no classes for students attending 3-K, Pre-K, elementary schools, middle schools, K–12 schools, and standalone D75 programs
June 10	Thursday	Anniversary Day/Chancellor's Conference Day for staff development; students do not attend school
June 15–18; 21–25	Tuesday–Friday; Monday–Friday	Regents Administration
June 28	**Monday**	**Last day of school for students**

Student Expectations

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

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

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

Student Expectations

1. Respect for Others: Treat peers, teachers, and staff with respect and courtesy.
2. Punctuality: Arrive on time for all classes, meetings, and school events.
3. Preparedness: Come to class with necessary materials and completed assignments.
4. Active Participation: Engage actively in class discussions, critiques, and collaborative projects.
5. Open-Mindedness: Be willing to explore new ideas, techniques, and perspectives.
6. Commitment to Growth: Strive for continuous improvement and personal growth in artistic skills and knowledge.
7. Adherence to Deadlines: Meet all project and assignment deadlines.
8. Professional Conduct: Behave in a manner that reflects well on the school and the individual, both on and off-campus.

Responsibility Statements

1. Respect School Property: Care for school facilities, equipment, and materials.
2. Academic Integrity: Maintain honesty and integrity in all academic and artistic work.
3. Collaboration: Work cooperatively with others and contribute positively to group projects.
4. Health and Safety: Follow all health and safety guidelines, particularly in studios and workshops.
5. Responsibility for Learning:Take responsibility for your own learning and seek help when needed.
6. Digital Citizenship: Use digital tools and resources responsibly and ethically.
7. Feedback Utilization: Use feedback from teachers and peers constructively to improve work.
8. Community Contribution: Participate in school and community events, contributing positively to the school culture.
9. Self-Discipline: Manage time effectively and practice self-discipline in pursuing artistic and academic goals.
10. Respect for Diversity: Appreciate and respect diverse perspectives and cultural expressions in the arts.

- Students must carry their ID card at all times.
- Students must have their teacher's permission to leave the classroom.
- Students must adhere to our dress code.
- Students should keep school property clean and take great care with materials that are borrowed.
- Students should return materials on time and in the same condition that they were given to them and make restitution for lost or damaged textbooks, etc.

- Students should notify teachers or their guidance counselor when problems might affect their performance in school.
- Students are responsible for work missed due to absence.
- Students are required to complete assignments according to the requirements of individual teachers.
- Students should respect the belongings of others.
- Students should be concerned about the safety of others whether it be in the building, outside school environs or online.
- Students are never to be in the possession of controlled substances.
- Students are never to be in possession of an electronic cigarette.
- Students are never to post libelous material on social media
- **Students are never to exclude, bully, harass or discriminate based on actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, or sex.**

SUPPORT SERVICES

Guidance Counseling Department: Guidance counselors are available to assist students in many ways.

Some of the reasons students may want to talk with their counselors are:
a. career planning
b. further education after high school
c. education program planning
d. personal problems
e. ability and interest testing
f. education and academic advising

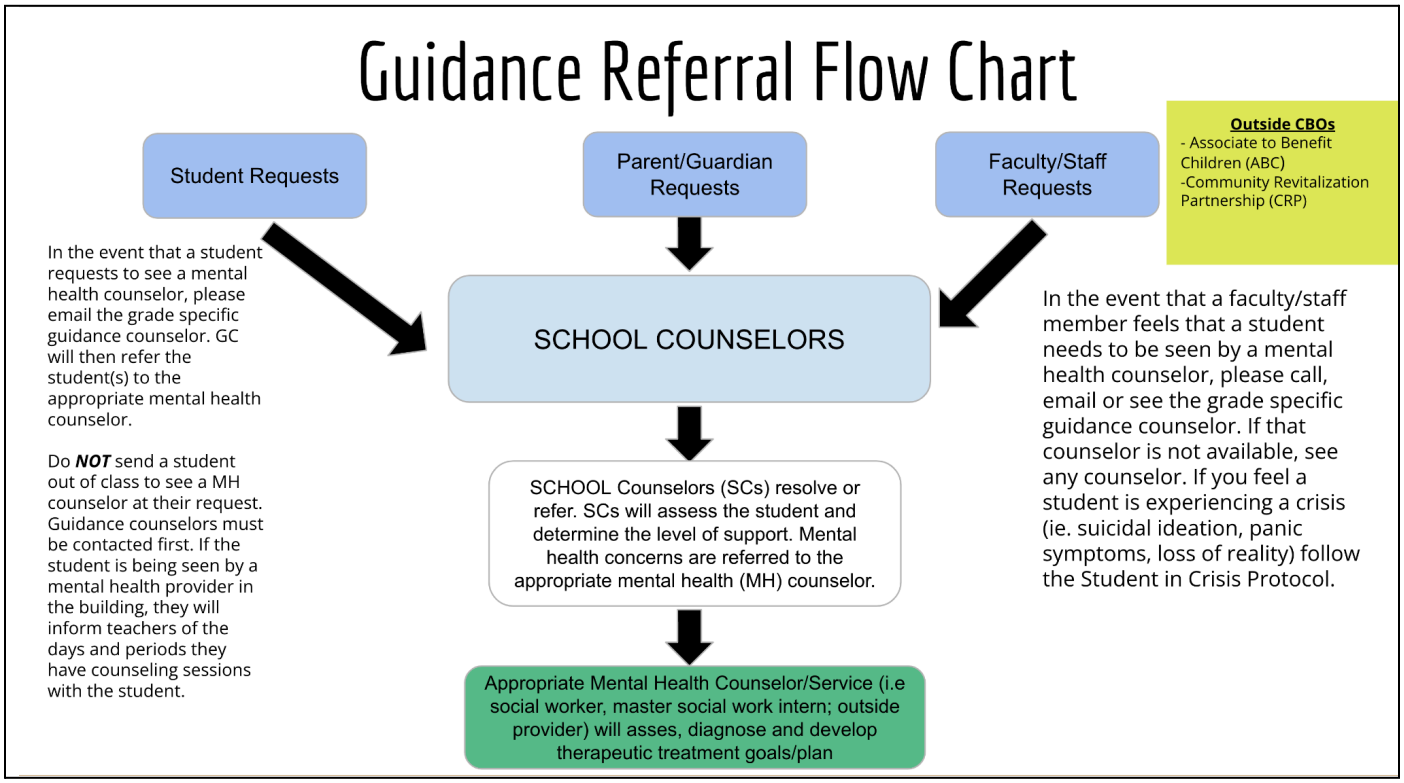
Staff	Title	Email	Phone
Ms. Montero	9th Grade School Counselor	mmontero5@schools.nyc.gov	212-752-4340 X 10202
Ms. Ernst	10th Grade School Counselor	mernst3@schools.nyc.gov	212-752-4340 X10203
Ms. Cox	11th Grade School Counselor	acox3@schools.nyc.gov	212-752-4340 X10205
Mr. Reyes	12th Grade School Counselor	nreyes2@schools.nyc.gov	212-752-4340 X10206
Dr. Kopie	College Counselor	MKopie@schools.nyc.gov	212-752-4340 X60202
Ms. Daly	AP Guidance/Science	mdaly6@schools.nyc.gov	212-752-4340 X10204
Mr. McCalla	AP Building Culture/PE/Health	bmccall2@schools.nyc.gov	212-752-4340 X 42001
Ms. Langer	School Nurse	klanger@health.nyc.gov	212-752-4340 X60403
Ms. Kohn	AP ISS	lkohn4@schools.nyc.gov	212-752-4340 X19021
Ms. Gaynor	Mental Health Coordinator	dgaynor4@schools.nyc.gov	212-752-4340 X 60502

NYC Public School/Guidance counselors are professional educators who work collaboratively with stakeholders to develop strategic programs and services to support students in achieving success.

School/Guidance Counselors are **not trained mental health practitioners or therapists**. School/**Guidance Counselors** specialize in working with each student to deliver a comprehensive guidance plan inclusive of academics, career and social emotional development.

According to the school social work association of America, school social workers bring unique knowledge and skills to the school system and the student services team. **School Social Workers** are trained mental health professionals who can assist with mental health concerns, behavioral concerns, positive behavioral support, academic, and classroom support, consultation with teachers, parents, and administrators as well as provide individual and group counseling/therapy. School social workers are instrumental in furthering the mission of the schools which is to provide a setting for teaching, learning, and for the attainment of competence and confidence.

School psychologists are trained in human development, behavior, and mental health. "These professionals work to improve their students' lives across a number of areas, including helping with academic performance, boosting social functioning, working to resolve behavioral problems, and supporting emotional health" (Alliant University). The school psychologist will assess and identify students who may be having a hard time academically and case manage students' IEPs. They also evaluate for continued eligibility for special education services.



RESPECT FOR ALL

The administrative team is dedicated to protecting the safety of our community and assuring that any violation of Respect for All guidelines is thoroughly investigated. The investigative process is just and fair and is conducted within the guidelines of Chancellor's Regulations A-831 and A-832. All students receive training on chancellor's regs A-832 & A-831. Complaints of harassment can be made either in writing or verbally using the Student Complaint/Reporting Form. A&D strongly encourages reporting of ALL incidents of sexual violence and harassment in order for students to protect themselves & others. In the event of an emergency, please call 911.

1 Report of Respect for ALL violation received

When a report is made to the Respect for All liaisons will

- Explain the student's rights and options
- Provide Support and safety measures as needed
- Communicate the findings with the Principal
- Connect to resources

2 A formal investigation is initiated

An investigation will take place and the respondent will be engaged. The Safety and Guidance team will interview the parties involved. Both parties will notify their parent/guardian present of the formal interview. Investigators will then interview any witnesses, collect and compile evidence and enter the findings in our online reporting system, OORS. Members of the team have 10 days to complete the investigation and report the findings and relay the **principal's decision and if the allegation was substantiated or not.**

Please see the Respect for ALL in NYC Public Schools: A831 & A832 handout for a full description of Art & Design's Investigative Process.

3 Confidentiality

- It is the NYC Public Schools' Policy to respect the privacy of all parties and witnesses to complaints brought under this policy.
- **In accordance with state and federal laws protecting the confidentiality of student record information; the parents of the alleged victim may only be notified of any follow-up action, interventions or supports that pertain to the alleged victim and the parents of the accused may only be notified of any follow-up action that pertain to the accused.**

There are four ways to report this type of behavior:

- File a complaint online (https://www.nycenet.edu/bullyingreporting/Home/LoginUser)
- Notify a staff member at your school, including the Respect for All Liaison or Sexual Harassment Prevention Liaison, verbally or in writing
- Call 718-935-2288
- Email Respectforall@schools.nyc.gov

Out of School Supports

Any student who presents signs of depression or suicidal ideation will immediately be attended to. Our crisis team is trained to assess the situation and respond accordingly. Parents will be contacted and asked to come to school. The guidance team will provide you with a list of resources/referrals. It is important for parents to seek help from a trained clinician outside of the school. It is highly encouraged that your child receives an initial evaluation with a mental health provider and that you conference with your child's counselors so that we can develop a sound reintroduction plan.

Please ask the mental health provider to generate a list of recommendations for support in school. Additionally, if you wish for us to have access to the mental health provider you must give permission for the mental health provider to speak with us regarding your child's emotional health. The Guidance team at Art & Design implores you to contact us if you need assistance. We are your partners and will do our due diligence to provide you the support and resources necessary to help your child grow academically and socially.

Contact NYC Well for Support

NYC Well has a staff of trained mental health professionals that can help callers find the most appropriate mental health and substance abuse services for their needs. Services include counseling, suicide prevention, crisis intervention, peer support, referrals to care, assistance in connecting to the referral, and follow-up services. NYC Well is free and confidential and operates 24 hours per day, 7 days per week via phone, text, and internet chat. NYC Well is multilingual and multicultural:

- You can call or text **988** or go to NYC Well, an online resource for individuals, families, and agencies in need of help and information.

Helpful Links/Resources

- NY State Office of Alcoholism and Substance Abuse Services (https://www.oasas.ny.gov) oversees one of the nation's largest addiction services systems with nearly 1,600 prevention, treatment, and recovery programs
- Combat Heroin(https://oasas.ny.gov/combat-addiction?utm_medium=301&utm_source=combataddiction.ny.gov): visit this site to learn about the warning signs of abusing opioids and/or heroin, the progression of addiction, and stories of hope.
- NY State Hopeline offers help 24 hours a day for alcoholism, drug abuse, and problem gambling. The NYS Hopeline webpage has listings on prevention, treatment, and mental health services.
- Talk2Prevent (https://oasas.ny.gov/talk2preventutm_medium=301&utm_source=talk2prevent.ny.gov) is a website for parents that includes a toolkit with conversation starters, a list of warning signs, as well as information about underage drinking and drug use.
- NYC Health (https://www1.nyc.gov/site/doh/health/health-topics/alcohol-and-drug-use.page), The NYC Department of Health and Mental Hygiene website offers resources for alcohol and drug abuse as well as NYC data.
- Partnership for Drug-Free Kids (https://drugfree.org/) is a nonprofit organization working to reduce teen substance abuse and support families impacted by addiction.
- 13 suicide and crisis intervention hotlines to call or text when you need help (https://www.cnet.com/news/suicide-hotlines-crisis-hotlines-to-call-or-text-when-you-need-help/)

Psychology Today also has a database you may use to find therapists and psychiatrists:Find a Therapist, Psychologist, Counselor - Psychology Today.

Additional Outside Resources:

- Institute for Family Health - Center for Counseling of Harlem: https://institute.org/location/family-health-center-of-harlem/
- Lenox Hill Hospital - Outpatient Center for Mental Health: http://www.lenoxhillhospital.org/departments.aspx?id=330
- Metropolitan Center for Mental Health - Outpatient Mental Health Clinic (St. Nicholas Ave): www.metropolitancenter.com
- New York Counseling and Clinical Social Work Services - Outpatient Mental Health Clinic: https://www.nyccsw.org/
- NYC Health + Hospitals/Gotham Health, Gouverneur - Department of Behavioral Health: https://www.nychealthandhospitals.org/gothamhealth/gouverneur/our-services/behavioral-health/
- The Center: https://gaycenter.org/recovery-health/health/#mental-health
- The Door - A Center of Alternatives: Adolescent and Young Adult Services: https://door.org/
- The Institute for Family Health: https://institute.org/
- Union Settlement Association - James Weldon Johnson Counseling Center: https://www.unionsettlement.org/
- NYC Teenspace- https://www.nyc.gov/site/doh/health/health-topics/teenspace.page

ACADEMICS

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

To complete the:
9th grade - you need 12 credits
10th grade - you need 24 credits
11th grade - you need 36 credits
12th grade – you need 44 credits

Report cards are issued six times a year. Report Cards indicate grades for each of your subject classes as well as absences and lateness for individual classes and comments from each teacher. The minimum passing grade is 65. If you receive a failing grade, you will have to repeat the class during summer school; PM school or the following academic year. Please note we are limited as to the number of seats we can offer repeating students during the summer school term. The grades on your 3rd (January) and 6th (June) report card are recorded on your high school transcript. A transcript is a record that documents every class and grade you received in high school. Transcripts travel with you from school to school. They are also used when you apply to college.

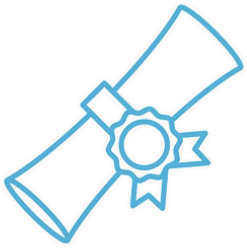
1. **Academic Alerts –** In the middle of each marking period, an academic alert will be mailed to parents.
2. **Tutoring** and **Regents Prep** are usually offered after school in most subject areas. You are the only one who can make the effort to utilize these free-of-charge services. Outside tutoring can be very costly. Trying to solve a problem when it is too late is poor planning and will only result in negative consequences.
3. **Graduation Requirements** as per *NYC Department of Education:*

Minimum Exam Requirements

All students must pass at least **five Regents exams** or State-approved alternatives to Regents exams in order to graduate with a Regents Diploma. Subject-area requirements for exams vary by diploma type and endorsement. All Students can earn a Regents or advanced Regents diploma. Some students, including students with disabilities, can graduate with a local diploma by earning different exam scores. Speak to your school counselor to learn more about Regents exams, State-approved alternatives, and these other exam flexibilities for students who met specific eligibility requirements. **ALL STUDENTS ENROLLED IN A COURSE THAT CULMINATES IN A REGENT EXAM WILL BE ENROLLED IN THE REGENT EXAM.**

ART AND DESIGN HIGH SCHOOL

GRADUATION REQUIREMENTS



WHAT DIPLOMA AM I PURSING?

All freshmen students are programmed to graduate with an "Advanced Regent Diploma" with a CTE designation. This diploma includes 9 regents exams and 44 credits required for graduation.

Through a unified curriculum that incorporates a broad spectrum of disciplines integrating art, technology, and academics, our students are prepared to go on to college and careers with industry-standard mastery in the major of their choice.

You will graduate with various certifications related to the arts such as the Adobe Suite certification

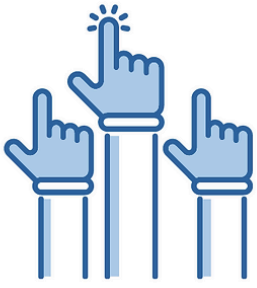
WHAT REGENTS DO I TAKE?

You are set to take the following Regents:
- (1) ELA (65+)
- (2) U.S. History, Global History (65+)
- (3) Algebra I, Geometry, Algebra II (65+)
- (3) Living Env., Chemistry, Physics (65+)
- (1) Arts regents (65+)



Aim to pass with even higher scores to get into your first-choice college. CUNY's and SUNY's (city/state schools) are very competitive and affordable.

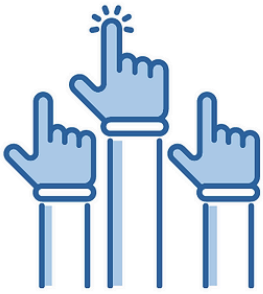
If you pass a Regents exam and the corresponding class in middle school, you may not have to take it again in high school. Documentation required.



WHAT DO I NEED FOR COLLEGE?

You need several things for college:

Attendance: colleges are looking for consistency and strong attendance.
Grades: colleges want to see growth. aim for 85+ if you want to attend a 4-year college.
Extracurriculars through school: Join clubs through the school.
Extracurriculars outside of school: jobs, internships, summer arts programs, and weekend programs.
AP/College Now: more rigorous courses that can save you thousands by giving you college credit!!



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IF I FINISH MY CORE CLASSES EARLY, WHAT CLASSES DO I TAKE?

Art and Design HS has a number of electives and classes outside of the state-mandated curriculum to interest and challenge you!

- **CTE Classes:** 10+ credits within your major and the corresponding industry exam(s)
- **AP Classes:** Successfully completed classes may count towards college credit (can save you thousands)
- **College Now:** Successfully completed classes at CUNY colleges may award you college credit (can save you thousands!!) for a variety of subjects
- **Electives:** classes such as financial literacy, ceramics, advanced watercolor techniques, and more! (They change every year)





WHAT SHOULD I DO AFTER HIGH SCHOOL?

There are many options for you and the guidance department can help you with this difficult decision!

Some options are:
- 2 year schools (associates degree)
- 4 year schools (bachelors degree)
- Trade/vocational schools (advanced certificates or a specific job or career)
- working (immediately joining the workforce)

THIS SOUNDS COMPLICATED... WHO SHOULD I REACH OUT TO IF I HAVE QUESTIONS?

This is a complex process but luckily we have a fantastic support system to help you with this process. You can reach out to your teachers with general questions, but the best place to reach out to is the Guidance Department. They are there to assist you with planning for your future! The Guidance Department is there for all students no matter what!



ENGLISH LANGUAGE ARTS
VERTICAL SKILLS ALIGNMENT

WRITING SKILLS: In each grade, I will be able to...

SKILL	9th Grade	10th Grade	11th Grade	12th Grade
Claim / Thesis	...introduce one clear, precise, arguable claim in one sentence that responds to the task.	...develop a focused thesis with 2–3 clear reasons and distinguish claim from counterclaim.	...craft nuanced, defensible claims that show reasoning and awareness of multiple perspectives.	...construct a sophisticated, complex thesis that engages contradiction and layered ideas with clear significance.
Evidence	...select and integrate relevant textual evidence from given and found sources (1-2 pieces per paragraph; short quotations).	...select and integrate relevant evidence from multiple sources (direct quotes; paraphrase) with context/lead-in/attribution	...evaluate and synthesize evidence across multiple texts, integrating quotes seamlessly, paraphrasing appropriately, and including counter-evidence.	...synthesize multiple sources and perspectives, selecting precise evidence that advances complex arguments.
Analysis	...explain how evidence supports a claim (explicit meaning and basic inference).	...analyze how and why evidence supports a claim using "means-proves-connects", including author's choices and development of ideas.	...develop deeper analysis using "means-proves-connects" to explore implications and multiple interpretations.	...produce sustained, sophisticated analysis evaluating relationships among ideas and multiple perspectives.
Literary / Rhetorical Devices	...identify and connect 1-2 literary/rhetorical devices to a central idea.	...analyze how 2-3 literary/rhetorical devices develop meaning and support the claim.	...analyze multiple literary/rhetorical devices and how they interact to shape meaning across a text.	...evaluate how multiple literary/rhetorical devices work together to deepen complexity and impact across texts.
Counterclaim	...identify and acknowledge an opposing perspective.	...develop a counterclaim with evidence and explain why the main argument is stronger.	...engage multiple perspectives and incorporate counterarguments into the line of reasoning.	...evaluate and integrate counterarguments with nuance, assessing credibility and limitations.
Organization	...write structured paragraphs using topic sentences, evidence with context, and discussion.	...organize multi-paragraph essays with logical sequencing and clear transitions.	...construct a strategic and clear line of reasoning across an entire essay.	...use purposeful, flexible organization to enhance argument and flow.
Narrative & Creative Expression	...share personal experiences and ideas through writing and creative responses	...develop voice and communicate ideas through storytelling and multiple modes of expression	...explore complex perspectives, themes, and audiences through creative and analytical work	...create original, authentic work that demonstrates independence, reflection, and purpose

READING SKILLS: In each grade, I will be able to...

SKILL	9th Grade	10th Grade	11th Grade	12th Grade
Identifying Claims / Central Ideas	...identify a theme/central idea in a text.	...analyze how a theme/central idea develops over a text.	...evaluate multiple claims or central ideas across texts.	...critically evaluate complex and competing ideas across texts and contexts.
Identifying Craft	...identify foundational literary /rhetorical devices	...analyze how literary and rhetorical devices develop meaning.	...analyze how multiple craft choices interact to shape meaning.	...evaluate how craft creates complex, layered meaning and authorial impact.
Text Analysis	...explain what a text says and make basic inferences.	...analyze how individuals, events, and ideas develop and interact.	...analyze multiple texts for nuanced understanding and perspective.	...synthesize and evaluate complex ideas across multiple texts and disciplines.

RESEARCH SKILLS: In each grade, I will be able to...

SKILL	9th Grade	10th Grade	11th Grade	12th Grade
Research Process	...conduct guided research using given and found sources; Introduction to academic databases (Gale/JSTOR).	...develop a research question and gather multiple credible sources (including databases like Gale/JSTOR).	...evaluate credibility, bias, and relevance while synthesizing multiple perspectives.	...design independent research, evaluate sources critically, and synthesize complex ideas into sustained arguments.
Research Writing	...write a structured research paper (3–4 given and found sources, basic essay structure).	...write a multi-page research/argument essay integrating multiple sources, including scholarly sources	...write extended research papers (6+ sources) with sustained argument.	...produce college-level research writing with complex synthesis and extended analysis.
Citation (MLA)	...use MLA conventions with support, including basic in-text citations and a Works Cited page. Introduction to annotated bibliographies.	...consistently apply MLA conventions and accurately integrate and cite evidence from multiple sources. Utilize annotated bibliographies to manage sources.	...independently manage citations across longer research projects and develop annotated bibliographies that summarize and evaluate sources.	...produce sophisticated research products that synthesize multiple sources, evaluate credibility and relevance, and use annotated bibliographies to support independent inquiry.

LANGUAGE SKILLS: In each grade, I will be able to...

SKILL	9th Grade	10th Grade	11th Grade	12th Grade
Style / Voice	...use clear academic language and appropriate tone.	...develop a consistent voice with varied sentence structure and word choice.	...adapt voice and style for different purposes, audiences, and genres.	...develop a distinctive and authentic voice, making intentional stylistic choices to communicate ideas effectively.
Conventions (Grammar & Mechanics)	...apply basic grammar rules and sentence structures.	...use varied sentence structures and correct common errors.	...control complex sentence structures and revise for clarity and flow.	...demonstrate mastery of grammar, punctuation, and stylistic control.

PRESENTATION & DISCUSSION SKILLS: In each grade, I will be able to...

SKILL	9th Grade	10th Grade	11th Grade	12th Grade
Discussion (Socratic Seminar)	...participate in structured discussions using evidence.	...build on others' ideas and support responses with textual evidence.	...lead discussions and pose analytical questions using multiple sources.	...facilitate sustained, student-driven discussions synthesizing multiple perspectives.
Present D ation / Speaking	...present ideas clearly using structure and preparation.	...present organized ideas and respond to audience questions.	...present complex ideas with confidence and minimal notes.	...adapt communication for audience and purpose with clarity and sophistication.
Collaboration	...work effectively in groups and contribute ideas.	...collaborate and share responsibility in group work.	...take leadership roles in collaborative tasks.	...lead and adapt collaboration across contexts and audiences.
Performance & Embodied Communication	...use drama-based strategies (tableau, movement, voice) to explore and present ideas in a group, building comfort with physical expression.	...apply performance techniques (projection, delivery/tone, blocking) to convey meaning and support analysis in small-group presentations.	...use embodied performance to interpret complex texts, make intentional choices, and collaborate effectively in ensemble work.	...independently and collaboratively use performance techniques to communicate nuanced interpretations, engage an audience, and demonstrate confidence and presence.

SOCIAL STUDIES
VERTICAL SKILLS ALIGNMENT

WRITING SKILLS: In each grade, I will be able to...				
SKILL	9th Grade	10th Grade	11th Grade	12th Grade
Overall	**...build historical foundations.**	**... use structure & development.**	**...deepen historical analysis.**	**...demonstrate independence.**
Claim / Thesis	...write a clear arguable claim.	...write an arguable claim with multiple reasons with a counterclaim.	...create a complex claim situated within multiple viewpoints .	...craft an original, nuanced claim pre-viewing supporting ideas.
Evidence	...find relevant evidence in sources, properly introduce quotes, 1/ℙ.	...choose strongest evidence, introduce and source perspectives.	...bring together several pieces of evidence, 2/ℙ, perspective, & context.	...synthesize evidence 3/ℙ, evaluate reliability and add new understandings.
Analysis	...connect evidence to a central thesis and evaluate reliability.	...explain relevance, cause/effects, and connect to my thesis.	...evaluate connections and reliability, supporting thesis and minor claims.	...increased sophisticated connections and evaluations.
Counterclaim	...write an opposing argument based on one piece of evidence.	... two pieces of evidence, and explain strength of the main argument.	... weigh multiple viewpoints using multiple pieces of evidence.	...nuanced argument with multiple layers fully woven into my essay.
Context-ualization	...identify and describe 2 causes/factors that led to a historical event.	...explain sequence of 3 events/circumstances leading to a topic.	...explain and analyze 3+ historical events/key terms in progression.	...independently sequence historical events, people, and processes providing complex background.
Paragraph Structure	...write TEAR para-graphs with 1+ quoted piece of evidence.	...write TEAR para-graphs with 2+ pieces of evidence.	...write paragraphs using 2–3 pieces of evidence, quote or paraphrased..	...write analytical paragraphs that blend multiple cited, paraphrased evidence..

RESEARCH SKILLS: In each grade, I will be able to...				
SKILL	9th Grade	10th Grade	11th Grade	12th Grade
Research Paper	...complete a 1–2 page research paper, more teacher guided, using 2–3 sources.	...construct a 3–4 page research paper, providing start using 3–4 sources (1 found from Gale or JSTOR).	...research and write a 4–5 page paper on own question, using a mix of primary, secondary, and scholarly sources.	...independently construct a 5–6 page research paper on self-created question, 8 sources, and creating a public-facing artifact.
Citation	...complete a Works Cited page in proper MLA format.	...complete a MLA Works Cited page for provided and found sources.	...independently create a Works Cited and in-text citations.	...create a fully formatted annotated bibliography for all my sources.

PRESENTATION & DISCUSSION SKILLS: In each grade, I will be able to...				
SKILL	9th Grade	10th Grade	11th Grade	12th Grade
Presentation Prep	...use a graphic organizer preparing a claim, 3 pieces of evidence, and counterclaim.	...use a graphic organizer to create a claim, 3+ evidence, a developed counterclaim/rebuttal, using multiple researched sources.	...make a clear claim, 5-6 pieces of relevant evidence, multiple counterclaims and perspectives, and discussion questions.	...independently organize claims, evidence, and counterclaims without organizer, using self-researched sources, and prepare discussion questions.
Public Speaking	...present in a groups (max. 4) with prepared script, good eye contact, using 2–3 bullet points and citations on slides.	...present in groups of 2–3, bulleted notes (not reading), sharing speaking time equally, and answering questions from peers and teachers.	...address a topic using minimal notes, engaging the audience with confidence, and answer unplanned defense questions.	...confidently construct and deliver a verbal argument without script, maintain eye contact, and defend against unplanned questions.
Socratic Seminar	...participate in a Socratic Seminar (inside/outside), take discussion notes, assess a partner's progress, and reflecting graphic organizer, with the teacher moderating.	...participate in a Socratic Seminar (inside/outside, team-based, or full class), take discussion notes, reflect using a graphic organizer, and some student moderators.	...participate in Socratic Seminars,contribute questions and ideas, take content notes, self-assess and assess peers, with student moderator.	...participate in a full-class Socratic Seminar with little to no teacher facilitation, take notes in my own format, and reflect on and assess both myself and my peers.

Toward College & Career Readiness:

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

Course work

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

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

Exams

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

College Readiness in Reading and Writing	College Readiness in Math
- English Regents score of 75+ - SAT 1 Verbal score of 480 + - SAT Critical Reading score of 480+ - SAT Evidence-Based Reading & Writing score of 480+ - ACT English score of 20+	- Common Core-aligned Algebra I or Geometry Regents exam score of 70+ or Algebra II exam score of 65+ - Any math Regents exam score of 80+ and a passing grade in Algebra II/Trigonometry or a higher - Math SAT score of 500+ or SAT Math Section (March 2016 and later) score of 530 + - ACT Math score of 21+

XELLO

XELLO is a service that we use in our College Office to track and analyze data about college and career plans. XELLO allows you to:

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

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

OASIS/GAMA allows you to view the following in your NYCSA account:

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

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

Program Changes – Only schedules that contain an error may be changed. Students are not permitted to request a program change in order to be in a friend's class or to have a specific teacher. If you feel there is an error, obtain an Add/Drop Form, detail the change and submit it electronically to your Guidance Counselor.

Assembly Programs are considered additional learning activities. Students are required to act appropriately and respectfully while in an assembly. The same procedures are to be followed as if you were in a classroom.

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

ADVANCED PLACEMENT COURSE ELIGIBILITY REQUIREMENTS

- Students with >= 85 in the subject area and teacher recommendation
- For AP Lang students must have sat for the ELA Regents and scored an 85 or above
- Maximum of 2 AP Classes will be allowed- More than 2 AP classes need principal approval

ADVANCED PLACEMENT PARENT/STUDENT CONTRACT

The purpose of the AP Parent/Student Contract is to provide information to parents and students and to facilitate students' success in an academically challenging course. Please read the list of expectations below confirming your commitment to AP courses offered at Art and Design. I recognize that participation in an AP course requires me to:

- Demonstrate increased student independence.

- Take on a high degree of responsibility.

- Meet higher standards than other high school classes.

1. An AP course is the equivalent of a college-level course. The curriculum for an AP course, as set by The College Board is designed to prepare students to take a national exam in May.

2. Taking an AP course means having to complete assignments at a very fast pace. The pace of an AP course is set by the College Board. To develop the skills necessary and to learn the content required for the AP exam, the course must move at a steady (some say rapid) pace. The student in an AP course must feel comfortable if the class moves on to another skill or new content before she has mastered the previous skills and content.

3. You can expect to have longer reading assignments, more writing assignments, more work to be prepared outside of class, and more work to be completed over school vacations and the summer. Understand, that due to the nature of AP courses, extra time may be required to review material with the teacher of the course. It may be necessary to attend tutoring for additional assistance.

4. The content and the skills in an AP course are more sophisticated than those in a previous course in the same subject area. While students may have mastered the skills and content in non-AP courses, it does not guarantee they will master as quickly or as easily the skills and content of an AP course.

5. You will have to be committed to work longer hours, work independently and think abstractly in the discipline, AND balance such a commitment with their other obligations and goals tend to have the most positive experiences in an AP course. You agree to remain committed to enrolling in an AP course (your schedule will not change unless there are extenuating circumstances).

6. The add/drop period for an AP course is ten days after the course has begun. After that time, students may request to withdraw from the course. Due to our schedule being student driven, we have made staffing decisions based upon student need/request and other classes may be full. You will need to get approval from the principal if you wish to drop an AP or upper level elective within the 10th school day.

7. Recognize that the material covered in an AP class is extremely challenging. While your grade in this course and the score you receive on the AP exam matter, the amount and quality of knowledge I take from this class to college is most important.

8. Ensure you have read the course description for the AP course(s) and have chosen to enroll in and meet the requirements for each course.

9. Ensure you have consulted with your parents, school counselor and teachers to ensure that you are registered for the appropriate number of AP courses.

Grading Policies

In accordance with NYC DOE academic policy, "schools have the discretion in deciding which specific measures of performance are factored into students' grades. Schools must make determinations of passing or failing based on how well students comprehend the subject matter, concepts, content, and skills addressed in each course or subject". To measure the level of competency, students are given several opportunities to demonstrate their competency of skills and content knowledge."

Science Grading Policy:

Classwork/ Labs: 50% Composed of students' classwork and participation (i.e. completion of daily Do Now assignments, shared discussion – both individual comments/questions and responding to others using Accountable Talk protocols, submission of group work, notebooks, individual class work, journal entries, exit slips)

Exams/Projects/Quizzes: 50% Composed of students' final project submission graded against a rubric that includes all skills acquired through process, including components in the process leading up to the completion of the project/presentations. This also includes exams/quizzes aligned to the skills and standards addressed in the projects.

Late Work Submission: Homework is assigned and is due the next class day.

- Up until a week after the grace period students will receive up to 90% when completed.
- Up until two weeks after the grace period students will receive up to 80% when completed.

Humanities Department Grading Policy:

Class work, group work, homework, participation: 40%
Essays/Exams/Major Projects: 60%

Math Department Grading Policy:
Test/Quizzes/Projects (The practice of make-ups will continue): 60%
Homework: 20%
Class participation: 20%

Phys Ed Grading Policy:

On time, prepared and participating in all class activities to the best of your abilities including acceptable conduct throughout the class time:100%
Late, not doing all parts of the class activities: 80%
Poor class participation, not doing all parts of the class activities: 70%

*** Phone use - Lose 25 points first occurrence, lose 50 points for 2nd occurrence during class.
*** Disruptive behavior - Lose 20 points 1st occurrence, lose 40 points 2nd occurrence during class.

Phys Ed Grading Policy ctd:
-Absent = 0 (without an email/message from a parent)
-Absent = excused (with an email/message)
-Not Prepared/Not Participating = 0
-Cutting = 0
-Sick In Class = excused (parental email/message/nurse note) **HANDWRITTEN/TYPED NOTES WILL NOT BE ACCEPTED**

LATENESS:

- If you come in while the class is still doing the warm up, you lose 20 points.
- Arrival must be before the stretching routine is done. Arrival after the whole warm up is done will result in a No Participation grade of 0.
- Leave after taking attendance and return after the warm up will result in a No Participation grade of 0.

Health Grading Policy:

Classwork/Participation: 60%
Projects: 40%

ART

SUMMATIVE ASSESSMENT 60%

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

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

FORMATIVE ASSESSMENT 40%

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

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

ART DEPARTMENT LATE-WORK POLICY: HSAD has adopted a 1-week "grace-period" system before points are deducted for each assignment not submitted on the initial due date.

Add/Drop Policy

Scheduling is determined by many variables. We cannot guarantee that students will get their selection but will try to honor any request that fits the needs of graduation requirements, class availability, space in the student schedule, etc. **YOUR SCHEDULE REQUEST MAY NOT BE HONORED DUE TO THE OVERALL NEEDS OF THE SCHOOL.**

Schedule Change Steps:

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

4. **Valedictorian/Salutatorian selection process:** All grade and rank calculations are based on weighted scores.
   - Valedictorian- The highest scholastic rank of the graduating class.
   - Salutatorian- The second highest scholastic rank of the graduating class.

Valedictorian and Salutatorian is determined after Marking Period 1 of the student's 8th semester (i.e. The end of Marking Period 1 in the Spring Semester of their Senior Year)

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

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

Working Papers

Complete application (Working Papers Application) and submit the application along with the below items to **Ms. Johnson in Room 607**

- An application with Section 1 completed and signed by a parent
- A birth certificate as proof of your age
- An original version of a:
  - New York State doctor's note (stating the student is "fit for employment")
  - Certificate of physical fitness completed by a NY State physician
- Schooling record:
  - School ID
    - To complete the Schooling Record section of the application and:
      - A letter from school or
      - A recent report card

National Honor Society

- Where you'll discover the essence of excellence, leadership, service, and character that defines our prestigious society. Explore how our members embody these values, engage in impactful initiatives, and contribute to our vibrant artistic community. Join us on a journey of academic achievement and meaningful contributions as we celebrate the spirit of scholarship and service together. Please see this link for more information.

Internships

- Whether you're seeking hands-on experience in your field of study or exploring new industries, we're here to guide you through the process. Discover exciting opportunities, learn about application tips, and embark on a rewarding internship experience that sets you apart in today's competitive job market.
- Your first step to a paid internship is to become I-9 verified! You only need to get verified one time at your time in Art and Design. To start this process, you need to get your working paper first. To get your working paper, you need to submit a working paper application signed by guardian, letter from your doctor stating you can work, and a passport/birth certificate/green card to Ms. Johnson in 607.
- Once you have your working paper, you may make a zoom appointment with the district WBL office to approve you to get paid.
- When you get I-9 verified, you can now get a paid internship! Ms. Lee (the WBL coordinator) posts internships occasionally on your guidance counselor's Google Classroom. Check those out! You may also email her at slee97@schools.nyc.gov to ask for an internship. Please include your major, grade level, and what type of work you'd like to do in your internship. In the early fall, the A&D Agency (Art and Design's in-house advertising agency) application is available.
- You may also apply for the Industry Scholars Program (ISP). Students intern at different companies, depending on their interests, around the city. Interns are usually placed at a company not too far from school or their home. Interns typically help companies with social media (graphic designing, illustrating, working with various platforms and design programs), fashion (shadow work, sewing, designing), and film and production (shadowing, editing).
- During the fall and spring, ISP internships are typically 8 weeks for 10 hours a week and in the summer, 5 weeks for 30 hours a week. Ms.Lee will announce in your guidance counselor's Google Classroom when the application is open. To apply, login to your Career Pathways (CPP) account, go to Application, submit your resume, a 3-5 sentence paragraph as to why you want an internship, and select ISP (Industry Scholars Program) internship.
- When you complete your internship, you can check your hours to confirm you have your 54 required hours! To check your hours, login to CPP, go to Employability Profile, scroll down to the bottom to Total Hours and look for 54 or more (if less than 54, you need an internship).

Sports

Welcome to the Art & Design High School Sports page! We are excited to offer a wide variety of sports opportunities to our students, and this page will provide you with all the information you need to stay updated on our athletic programs. Below, you will find important Public School Athletic League (PSAL) forms and eligibility requirements to ensure you are prepared to participate in our sports teams.

Important PSAL Forms

To participate in any sports activity at Art & Design, students must complete the following PSAL forms:

1. Medical Form : This form must be completed and signed by a licensed medical professional and a parent or guardian. It ensures that the student is physically fit to participate in sports activities.

2.Consent Form: This form must be signed by both the student and their parent or guardian, granting permission for the student to participate in athletic activities.

3. Concussion Informational Form: This form acknowledges that students and parents understand the risks of concussions and the safety measures in place.

Please submit all completed forms to AP McCalla's office (Rm 420) before participating in any sports activities.

Eligibility Requirements

To be eligible to participate in Art & Design High School sports teams, students must meet the following criteria:

- Academic Standing: Students must maintain a minimum GPA of 65 or higher in all their classes to remain eligible for sports participation.

- Attendance: Students must maintain regular attendance and demonstrate good behavior to participate in sports activities.

- Age and Grade Level: Students must be within the appropriate age range for their sport and grade level.

- Student Enrollment: Students must be officially enrolled in Art & Design High School to participate in the sports program.

Additional Information

- Tryouts: Tryouts are held for most sports teams. Please check with the athletic director for dates and times.

- Practice Schedules: Practice schedules will be posted on the sports page and communicated to students by their coaches.

- Game Schedules: Game schedules for each sport will be available on the sports page and in the athletic director's office.

For any questions or concerns regarding the sports program, please contact the athletic director, Mr. McCalla, at bmccall2@schools.nyc.gov

Please see here for access to PSAL forms in different languages.

Contacts for General Support

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

- Technology Issues: **Fahsan@schools.nyc.gov**
- General Information or Concerns: **Jjohnson32@schools.nyc.gov**
- Academic Concerns: 9th Grade- Ms. Montero **mmontero5@schools.nyc.gov**
- Academic Concerns: 10th Grade- Ms. Ernst mernst3@schools.nyc.gov
- Academic Concerns: 11th Grade - Ms. Cox **acox3@schools.nyc.gov**
- Academic Concerns: 12th Grade – Mr. Reyes **Nreyes2@schools.nyc.gov**
- Mental Health Support and 504s- Ms. Gaynor **DGaynor4@schools.nyc.gov**
- Discipline and Social Issues: Mr. McCalla, Assistant Principal **bmccall2@schools.nyc.gov**
- Assistant Principal of Math: Mr. Chan **kchan15@schools.nyc.gov**
- Assistant Principal of English, Social Studies and LOTE: Ms. Li **kli24@schools.nyc.gov**
- Assistant Principal of Instructional Support Services: Ms. Kohn **lkohn4@schools.nyc.gov**
- Assistant Principal of Arts and CTE: Mr. Pasetsky **ipasetsky@schools.nyc.gov**
- Assistant Principal of Guidance and Sciences – Ms. Daly **Mdaly6@schools.nyc.gov**
- Principal: Maximillian Sugiura **Msugiura3@schools.nyc.gov**

ATTENDANCE

School Attendance Policy - Parent Guide When Your Child is Absent for the Day

If your child will miss the entire school day:

1. **Send an email to adattendance@NYCDOE.onmicrosoft.com**
2. **Fill out the Attendance form**
3. **When your child returns to school, they must bring the completed Absence Form to the Attendance Office in Room 103**

When You Need to Pick Up Your Child Early

Only people listed on your child's Emergency Contact Card can pick up students under 18. To pick up your child:

1. **Sign in at the safety desk**
2. **Go to the Attendance Office in Room 103 to sign your child out**
3. **Complete the Early Excuse Form before your child can leave**

When Your Child Has an Appointment

Please try to schedule appointments after school hours. If your child must leave early and you cannot pick them up yourself:

1. **Send an email to adattendance@NYCDOE.onmicrosoft.com**
2. **Fill out the Attendance form**
3. **Complete the Early Excuse Form (pages 1, 2, and 3) one day before the appointment**
4. **Submit the form to the Attendance Office (Room 103) with the time and reason for leaving**

Important: If you allow your child to leave school alone for an appointment, you are responsible for their safety. The school is not responsible once your child leaves without an adult from their emergency contact list.

When Your Child is Sick at School

If your child becomes ill during the school day:

1. **Your child must go to the Nurse's Office (Room 604) first**
2. **Someone from your Emergency Contact Card must pick them up (this applies to all students, regardless of age)**

Extended Vacations

Extended vacations during school time are not allowed and will be marked as unexcused absences. Students are expected to be in school on opening day and the first day back after holidays and breaks.

When Your Child Returns After Being Absent

Your child must:

1. **Bring the completed Absence Form to Room 103**
2. **Check Teach Hub or Google Classroom for missed assignments**
3. **Arrange to make up any missed work**

In Case of Emergency

Email adattendance@NYCDOE.onmicrosoft.com immediately and include:

- **What the emergency is**
- **What time your child needs to be dismissed or picked up**

Questions? Contact the Attendance Office in Room 103

If no printer is available and you are aware of the scheduled absence/early dismissal or pick-up:

- For scheduled appointments/early dismissals:
    1. Students will retrieve the appropriate form from the Attendance Office (Room 103) prior to period 1 the day before their scheduled absence or early dismissal
    2. Students/Teachers will fill out page 2 of the respective form throughout the day
    3. Students will take the form home to be signed by their parent/guardian and submit the signed form upon their return to school
- Parent/Guardian will send an email to adattendance@NYCDOE.onmicrosoft.com notifying the Attendance Team of the scheduled absence/early dismissal- This is to inform the Guidance Counselors and attendance team of the scheduled absence or early departure/pick up
- Complete the attendance form online on the day of the scheduled absence/early pick-up- This is an easy way for us to keep track of the plethora of emails we receive regarding absences/early dismissal each day

If no printer is available and there is an unscheduled absence due to an illness or an emergency:

- For unscheduled absences
    1. Send an email to adattendance@NYCDOE.onmicrosoft.com
    2. Complete the Online Attendance Form
    3. Upon my student's return to school, my student will pick up the absence form from Room 103 before 1st period
    4. Students/Teachers will fill out page 2 of the respective form throughout the day and student will return the form to Room 103 at the end of the day
    5. The attendance team will print and attach the parent email to absence form for our records

If no printer is available and your student will be picked up early by a parent/guardian:

1. Send an email to adattendance@NYCDOE.onmicrosoft.com prior to the parent/guardian arrival.
2. Sign in at the safety desk and report to room 103. A member of the attendance team will give you an Early Excuse form to complete and will call your student down to be dismissed. In this case, page 2 of the form need not be completed, rather, we ask the student to email the teachers of the classes they will be missing to let them know they will not be in attendance.

If no printer is available and your student will be dismissed early without pickup:

1. Send an email to adattendance@NYCDOE.onmicrosoft.com
2. Complete the attendance form online on the day of Early dismissal.
3. A member of the attendance team will call your student down to be dismissed and will send home a copy of the Early Excuse Form to be completed by you.
4. Upon their return to school, your student will bring the early excuse form in, complete page 2 of the form and return to Room 103 at the end of the day.

NURSES OFFICE

- Minor issues such as paper cuts should be addressed by the teacher in the classroom.
- The nurse's bathroom will only be accessible to patients in the nurse's office. Students with bladder or bowel concerns should be referred to the nurse.
- If a student becomes ill at school the nurses will seek to obtain consent from the students' parent/guardian allowing the student to be released from school to travel home or to a doctor unaccompanied. In addition, the nurse must determine that the student is not too ill to either walk or travel alone using public transportation. If the student is deemed not well enough to travel alone she/he/they may only be picked up by a parent/guardian or other adult designated on the students blue, home contact card.
- The nurse's office will keep a written record of a parent's verbal consent along with the nurse's written assessment that the student was well enough to walk or travel alone using public transportation.

Change of Address, Telephone Number, or E-Mail

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

CAFETERIA- BREAKFAST AND LUNCH

- ★ Breakfast begins at 7:30 am in the cafeteria. Breakfast is free for all students. Students are permitted to bring in their own breakfast/lunch. **Food is NOT permitted in the classrooms.**
- ★ Students are permitted to leave the building for lunch if they are eligible for lunch leave. They are **NOT permitted to order and have food delivered.** Failure to follow this procedure will result in disciplinary measures.
- ★ LUNCH LEAVE PROGRAM – Seniors and Juniors in good standing will be encouraged to go out for lunch. See contract on next page. **If eligible, every student must complete a lunch form to participate in the free lunch program.**
- ★ Students are not allowed to eat lunch outside of the cafeteria. STUDENTS CANNOT EAT LUNCH IN THE CLASSROOM. THERE IS NO FOOD ALLOWED IN CLASSROOMS.

Upper-Class Lunch Leave Program

Seniors and Juniors who are in good standing (PASSING ALL THEIR CLASSES), will be eligible to leave the building for lunch. We believe rewarding students for their academic achievements empowers them to be more productive in the classroom. We also believe this will increase student morale, open additional food choices, and reduce the amount of traffic in the School Cafeteria.

Your child may be eligible for this privilege based on his/her last marking period. If a student fails a class required for graduation they will not be permitted to leave.

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

Student behaves inappropriately while on lunch leave

- Loiters and disrupts local merchants.
- Engage in disorderly conduct (Fight, play fight, horseplay)

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

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

BEHAVIORIAL EXPECTATIONS

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

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

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

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

Dress Code

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

This dress code was developed to promote equity among all:

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

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

Wheeled Device and Footwear Policy

A clear distinction is maintained between transportation to school and movement within our halls to protect school property and ensure student safety.

Core Principle: Any item with wheels must remain outside or be stored in a designated area.

- **Wheeled Footwear (Heelys):** Students are required to wear shoes with solid, non-scuffing soles. Footwear equipped with retractable or removable wheels **is strictly forbidden** from use inside the school. Walking is the only permitted means of travel on foot.
- **Longboards and Skateboards:** While boards may be used to travel *to* school, **they are never to be ridden, carried, or kept in classrooms or hallways**. All boards must be promptly stored within a student locker or left in the lobby area upon entering the building.
- **Hoverboards and Electronic Scooters:** Motorized devices represent a fire hazard and a collision risk. These items are **strictly prohibited** within the school building. Students using e-scooters for commuting must use outdoor racks. Internal charging of batteries is absolutely prohibited.

Elevators

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

Cell Phone Policy

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

1. Effective as of the 2025-2026 school year, the High School of Art and Design will implement a comprehensive "bell-to-bell" cell phone policy in compliance with New York State requirements. This policy prohibits the use of smartphones and internet-enabled personal devices throughout the entire school day to create a distraction-free learning environment that supports student academic achievement, mental health, and social development.

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

See here to access A&D's Cell Phone Policy

Confiscation and return of electronic items

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

- Warnings
- Confiscation of item and return at end of school day
- Confiscation of item and return following parent conference
- Confiscation of item and return following student entering into behavioral contract
- Revocation of privilege to bring items to school.

Student Bill Of Rights

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

I. The Right to a Free, Public School Education

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

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

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

II. The Right to Freedom of Expression and Person

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

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

III. The Right to Due Process

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

Students have the right to:

1. Be provided with the Discipline Code and rules and regulations of the school
2. Know what is appropriate behavior and know which behaviors may result in disciplinary responses;

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

IV. Additional Rights of Students Age 18 and Over

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

- Students aged 18 and over have the right to request, inspect, and review their own education records within 45 days of the day the New York City Department of Education (NYCDOE) receives the student's request, in accordance with the procedures set forth in Chancellor's Regulation A-820.
- Students aged 18 and over have the right to request that their own education records be changed when they believe they are inaccurate, misleading, or otherwise in violation of their privacy rights under FERPA, in accordance with the procedures set forth in Chancellor's Regulation A-820.
- Students age 18 and over have the right to provide written consent before personally identifiable information in their own education records is disclosed, except in certain cases when FERPA allows disclosure without consent, including the following:

❖ Disclosure to a school official who needs to review an education record in order to fulfill his or her professional responsibility. Examples of school officials include people employed by the NYCDOE (such as administrators, supervisors, teachers, other instructors, or support staff members), as well as people whom NYCDOE has engaged to perform services or functions it would otherwise use its own employees to perform (such as agents, contractors, and consultants), and who are under the direct control of the NYCDOE with respect to the use and maintenance of personally identifiable information from education records.
❖ Disclosure, upon request, to officials of another school district in which a student is trying to enroll, plans to enroll, or is already enrolled if the disclosure is for purposes of the student's enrollment or transfer.
❖ Other exceptions that permit disclosure of personally identifiable information without consent include certain types of disclosures:

1. To authorized representatives of government entities and officials in connection with audits, evaluations, or certain other activities
2. In connection with financial aid for which the student has applied or which the student has received
3. To organizations conducting studies for, or on behalf of, the NYCDOE
4. To accrediting organizations to carry out their accrediting functions
5. To parents of students age 18 and over if the student is a dependent for Internal Revenue Service (IRS) tax purposes

6. To comply with a judicial order or lawfully issued subpoena
7. To appropriate officials in connection with a health or safety emergency
8. Information that the NYCDOE has designated as "directory information." Most of these types of disclosures are subject to certain additional requirements and limitations. Please see FERPA and Chancellor's Regulation A-820 for more information about them.

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

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

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

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

V. Student Responsibilities

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

1. Attend school regularly and punctually and make every effort to achieve in all areas of their education
2. Be prepared for class with appropriate materials and properly maintain textbooks and other school equipment
3. Follow school regulations regarding entering and leaving the classroom and school building
4. Help maintain a school environment free of weapons, illegal drugs, controlled substances, and alcohol
5. Behave in a manner that contributes to a safe learning environment and which does not violate other students' right to learn
6. Share information with school officials regarding matters which may endanger the health and welfare of members of the school community
7. Respect the dignity and equality of others and refrain from conduct which denies or impinges on the rights of others
8. Show respect for school property and respect the property of others, both private and public; be polite, courteous, and respectful toward others regardless of actual or perceived age, race, creed, color, gender, gender identity, gender expression, religion, national origin, weight, citizenship/immigration status, sexual orientation, physical and/or emotional condition, disability, marital status, and political beliefs, and refrain from making slurs based on these criteria
9. Behave in a polite, truthful, and cooperative manner toward students and school staff

10. Promote good human relations and build bridges of understanding among the members of the school community
11. Use non-confrontational methods to resolve conflicts
12. Participate and vote in student government elections
13. Provide positive leadership by making student government a meaningful forum to encourage maximum involvement
14. Work with school staff in developing broad extracurricular programs in order to represent the range of physical, social, and cultural interests and needs of students
15. Observe ethical codes of responsible journalism
16. Refrain from obscene and defamatory communication in speech, writing, and other modes of expression, including electronic expression, in their interactions with the school community
17. Express themselves in speech, writing, and other modes of expression, including electronic expression in a manner which promotes cooperation and does not interfere with the educational process
18. Assemble in a peaceful manner and respect the decision of students who do not wish to participate
19. Bring to school only those personal possessions which are safe and do not interfere with the learning environment
20. Adhere to the guidelines established for dress and activities in the school gymnasium, physical education classes, laboratories, and shops
21. Be familiar with the school Discipline Code and abide by school rules and regulations
22. Provide leadership to encourage fellow students to follow established school policies and practices
23. Keep parents informed of school-related matters, including progress in school, social and educational events, and ensure that parents receive communications that are provided by school staff to students for transmittal to their parents.

PROGRESSIVE LADDER OF SUPPORT AND DISCIPLINARY RESPONSES

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

1. **Concurrent Support and Disciplinary Response to Misconduct**
   When a student engages in misconduct, support is provided to address the student's inappropriate behavior and/or underlying needs, in conjunction with a disciplinary response, if appropriate. The goal is to foster social emotional growth and pro-social behavior and prevent future misbehavior.
2. **Universal Prevention for All Students**
   The school takes a whole school approach to promoting positive student behavior. Social emotional learning is infused into the curriculum. School staff meet regularly to ensure that there is a comprehensive student support program in place that includes counseling services, guidance, opportunities for social emotional learning, student engagement opportunities, and prevention and intervention behavioral supports to encourage and foster pro-social student behavior, foster resiliency, and build students' positive connection to the school community. The school has a system in place for early identification of students in need of prevention, intervention, and/or support.
3. **Initial Response(s)**
   When a student experiences difficulty or engages in inappropriate behavior, the teacher contacts the parent and, depending on the nature and severity of the behavior and the age and maturity level of the student, takes

one or more of the following steps: has a conference with the student; refers the student to a school counselor, the Pupil Personnel Team (PPT), and/or the deans' office.

4. **Supports and Intervention Options**

a. Collaborative problem solving
b. Community service (with parental consent)
c. Conflict resolution
d. Development of Individual behavioral contract
e. Functional Behavioral Assessment (FBA)/Behavioral Intervention Plan (BIP)
f. Guidance conference
g. Health education
h. Individual/group counseling
i. Individualized Support Plan (ISP)
j. Intervention by counseling staff
k. Mentoring
l. Parent Outreach
m. Positive behavioral interventions and supports
n. Referral to appropriate substance abuse counseling services
o. Referral to a community-based organization (CBO)
p. Referral to counseling services for bullying, intimidation. or harassment, including bias-based bullying, intimidation, or harassment
q. Referral to counseling services for youth relationship abuse or sexual violence
r. Referral to mental health support services
s. Referral to Pupil Personnel Team (PPT)
t. Referral to the Substance Abuse Prevention and Intervention Specialists (SAPIS) Program
u. Restorative practices
v. Short-term behavioral progress reports
w. Social emotional learning

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

5. **Disciplinary Response Options**

<u>Range of In-School Disciplinary Response(s)</u>

a. Pedagogical school staff meeting with student to address the misbehavior and its impact
b. Student/teacher conference
c. Formal meeting with student by appropriate supervisor (e.g., assistant principal, principal) to address the misbehavior and understand its impact
d. Parent conference
e. Other in-school disciplinary response (e.g., formal restorative conference, exclusion from extracurricular activities, or communal lunchtime)

<u>Teacher Removal or Principal's Suspension</u>

f. Removal from classroom by teacher
g. Principal's suspension (up to 5 school days)
h. Superintendent's Suspension
i. Immediate reinstatement
j. 6–10 school days

k. 11–15 school days
l. 16–20 school days* (for Level 4 and 5 infractions only)

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

Chancellor's Regulations A-432
SEARCH AND SEIZURE

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

Chancellor's Regulations A-443
STUDENT DISCIPLINE PROCEDURES

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

- Appropriate support and interventions must always be implemented before removal of the student is considered.
- 1 to 4 Days
- Principals Decision
- Parent must be notified
- Work must be provided
- Additional considerations must be in place for Special Education Students.

Chancellor's Regulations A-820
CONFIDENTIALITY AND RELEASE OF STUDENT RECORDS; RECORDS RETENTION

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

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

Security

1. ***Bullying –*** *Art & Design has a very diverse student population and strives to maintain an environment of respect and acceptance. Students are expected to treat their peers with courtesy and respect. Any student who feels uncomfortable due to bias-based bullying, intimidation or harassment must report the incident immediately to a teacher, the Dean, or any other adult ally.*
2. ***Bathrooms –*** *are closed during the first and last 5 minutes of each period. Only one student at a time from each class is permitted in the bathroom. At no time are students permitted to "hang out" in the bathroom.Bathrooms are located on the 8th and 10th floor. Students must present a bathroom pass and their Student ID to gain access. The gender neutral bathrooms are in the nurse's office in 604 and when staffed on the 9th floor. Students are required to scan their ID in order to access the bathroom. If you do not have your ID your name will be entered into the system manually by the support agent manning the bathroom.*
3. ***Lockers– Locker Usage Rules & Regulations for Hall Locks & Locker Room:***

Use of a locker is a privilege. A violation of any locker regulation may result in the loss of locker privileges.

- Lockers are assigned once students complete the mandatory Locker Form. Students may not "trade" locker assignments with other students.
- **STUDENTS MAY NOT SHARE LOCKERS.**
- Students **may not** visit their locker during class time. Students may use hall lockers before the beginning and/or the end of their school day. PE lockers may be used only during PE period.
- It is not permitted to store any type of flammable or dangerous materials in school lockers.
- Health & Safety inspections of lockers may be conducted by school officials **ANY TIME.** Students found in violation of the regulation specified on this page will be subject to disciplinary action as per **DOE** guidelines.

Locks are school issued and thus belong to the school. You MAY NOT remove the lock from any of these lockers. If you lose the lock, you must pay $5 for a replacement lock.

The gender Neutral locker room is in the north-west corner of the gym.

OMNY Cards – Every student will be issued an OMNY Card during the first week of school. This card is to be used to travel to and from school and may be used for traveling to and from an afterschool program or part-time job. OMNY Cards can be used up to 4 times a day. Your card is available for use on weekends or when school is not in session. This card is NON-TRANSFERABLE. Please keep it secure. If lost or stolen, please report the incident immediately to designated staff to deactivate the card. Replacement cards will be given upon availability. OMNY Cards should not be kept in your book bag nor left unattended.

I. D. Cards – must be carried with you at all times, in and out of school. You must swipe your card in the morning, which determines your official time of arrival. Any student who misplaces their I.D. card must secure a duplicate.

Visitors - Parents and other visitors are welcome to visit schools but must present a photo ID to School Safety. All visitors must report to the front desk to sign in and obtain a visitor's pass, which must be worn the entire time they are in the building. Visitors must be escorted to their destination. Visits to individual classrooms during instructional time are permitted only with the approval of the Principal and the teacher, and such visits are not permitted if their duration or frequency interferes with the delivery of instruction or disrupts the normal school environment. Trespassing on school premises is prohibited.

GRP Summary Sheet for Teachers and Students

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

A&D is required to perform several evacuation drills in the Fall and Spring term. Please read all carefully:

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

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

Follow the evacuation plan
Staircase C: Exit through main entrance, cross 56th st directly in front of the building, make right towards 3rd Ave. Make a left on 3rd and walk south. Make left on 55th and walk east. There will be a BRT member guiding the group to ensure there is no bottlenecking. Do not allow students to leave your group. If any student violates this protocol, make a note and report it to a dean.
Staircase D: Make a left when you exit the building and head east on 56th towards 2nd avenue. Cross 56th at the crosswalk heading south on 2nd ave towards 55th st. Turn right at 55th st and head west on 55th st. There will be a BRT member guiding the group to ensure there is no bottlenecking.

- Once everyone has exited the building listen for the all clear and escort your students back into the building the way you exited the building.
- For students returning to staircase C, teachers must keep the students out of the street and must cross 56th street directly in front of the building. There will be a BRT member guiding the group to ensure this is followed.

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

- Remove their headphones
- Remain silent
- Move swiftly

Holding areas: In the event that a child or adult cannot exit through the staircase due to limited mobility, they are to be escorted by the floor warden to the holding room on that floor. A teacher must remain in the room with the disabled student. If one is not available, the floor warden or the assistant floor warden must remain with the student.
Every room has an evacuation poster with the holding room listed for each floor.
The following rooms are holding rooms 227, 319, 427, 513, 613, 717, 817, 917, 1005, 1105

WHERE DO I GO DURING AN EVACUATION?

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

Instructions:

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

Lockdown (Soft/Hard) ***Soft Lockdown*** **implies that there is no identified imminent danger to the sweep teams. Administrative teams, Building Response Teams, and School Safety Agents will mobilize to the designated command post for further direction.**
Hard Lockdown **implies that imminent danger is known and NO ONE will engage in any building sweep activity. All individuals, including School Safety Agents will take appropriate lockdown action and await the arrival of first responders.**

Attention: We are now in Soft/Hard Lockdown. Take proper action.
(Repeated twice over the PA system.)
Students are trained to:
1. Move out of sight and maintain silence.

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

Soft Lockdown Directions for floor wardens

1. The principal and the BRT members will gather in Room 102C as the command center for the soft lockdowns.
2. The principal will announce **"Attention: We are now in a soft lockdown, take proper action"**
3. Upon hearing the announcement commencing a **soft lockdown,** immediately report to you assigned floor or exit.
4. **Door Wardens:** The custodian will lock the entrance doors and the door wardens will monitor to ensure that no one enters the building. In the event that the front entrance is not locked, entering visitors will be held in the lobby during the drill.
5. **Floor wardens:** Begin checking each door latch to ensure that they are locked and cannot be opened from the outside.
6. Check the door window. If you can see inside of the room, note if the light is on or off and if anyone is visible.
7. Knock on the door to see if anyone responds. (Do not use a key to open the door)
8. Once you have checked all the rooms on your assigned floor you must announce over the radio that your floor is clear by calling out: **"Floor __ all clear"**
9. Once all the floors are clear the principal will announce: **"The lockdown has been lifted, you may resume regular activity"**

Below are the floor wardens for each floor:

Floor	Staff	Floor/Post	Responsibilities
L2	Rafael	L2 Floor	Floor Warden
L1	Rafael	L1 Floor	Floor Warden
1	Cox	Main Doors	Hold doors open for faculty, staff & students
1	Montero	Post D Doors	Hold doors open for faculty, staff & students
1	Gaynor	Post D Doors	Hold doors open for faculty, staff & students
1	Madison	Post D Doors	Hold doors open for faculty, staff & students
1	Reyes	Front of school	Ensure that students exiting staircase C, main exit, cross 56th directly in front of the building and head east on 56. Ensure that students return the same way.
1	Daly	Floor Warden	Hold doors open for faculty, staff & students…remind students to walk quickly & to remain alert.
1	Erik	Recorder	Listen for the all clears on each floor and record the number of students and staff in each holding room
4	Timothy	4	Floor Warden - Stair case C
5	Timothy	5	Floor Warden-Stair C.
6	Diaz, E	6	Report to the Holding room- Rm613
6	Oni	6	Floor Warden - Staircase C
6	Rohanie	6	Stair D. Cover if Floor Warden is absent
7	AP Perez	7	Floor Warden- Staircase D
7	Ahsan	7	Stair C. Cover if Floor Warden is absent
8	AP Li	8	Floor Warden
8	Malaysia	8	Stair C. Cover if Floor Warden is absent
9	AP Kohn	9	Floor Warden
9	Jared	9	Staircase C. Cover if 9th Floor Warden is absent
10	AP Chan	10	Floor Warden
10	Edjelinda	10	Stair C. Cover if 10th Floor Warden is absent
11	AP Pasetsky	11	Floor Warden
11	Lilian	11	Stair C. Cover if Floor Warden is absent
Outside	Shelly	56th and 3nd South	Lead teachers from staircase C, exit through the main entrance, cross 56th st. directly in front of the building, make right towards 3rd Ave. Make a left on 3rd and walk south. Make left on 55th and walk east to the middle of the block.(You should meet Engler in the middle of the block)
Outside	Jenifer	Chase Plaza	Guide students exiting the building from staircase C down to thirds avenue to 55th st. Monitor activity at 56th and 3nd by the Chase Plaza. Students are not allowed in the chase plaza.

Outside	Sanchez	56th and 2nd South	Lead teachers out of Exit D, make a left when you exit the building and head east on 56th towards 2nd avenue. Cross 56th at the crosswalk heading south on 2nd ave towards 55th st. Turn right at 55th st and head west on 55th st. (You should meet Sanchez in the middle of the block.)
Outside	Serrao	56th street – corner of 56th & 3rd Avenue	Retrieve stop signs located in room 102; divert traffic at 2nd ave away from 56th street.
Outside	Esteban	56th and 2nd Ave.	Guide students exiting the building from staircase D down second avenue to 55th st. Monitor activity at 56th and 2nd avenue crossing and the Deli.

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

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

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

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

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

Teachers are trained to:
1. Increase situational awareness.
2. Conduct business as usual.
3. The Shelter-In followed by specific directions.

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

HOLD
Hold is initiated when there is a condition inside the school building, and the immediate need to address the condition requires staff, students, and visitors to remain in place and conduct business as usual until the "All Clear" is announced. Hold might be initiated to manage an incident in the building that does not place the school community in danger, or whenever directed by First Responders

Hold does not replace a soft or hard lockdown.

Upon hearing the Hold announcement:

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

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

Entry Protocols

ENTRY PROTOCOLS

Visitor Entry Protocols:
- Visitors may only enter through the main entrance.
- Identification is required
- Visitors must be:
  - Announced
  - Issued a pass
  - Escorted to/from locations whenever possible
  - Visitors must be escorted out of the building through the main entrance/exit and indicated in the visitors' log as having exited the building. Passes must be returned to the School Safety Agent (SSA) at the main desk.
- If a parent is called to the school to pick up their child, the child must be brought to the to meet the parent.
- Non-essential individuals should not be allowed to enter school buildings.

STUDENT ENTRY PROTOCOLS

- All students will be encouraged to approach the building from the east side of 56th street, from 2nd avenue.
- Students MUST Scan their ID card when they enter the building and if they leave the building for Lunch

At Art & Design We're Accountable!

Building Literacy through Accountable Reading, Talk, & Writing

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

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

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

Common Core ELA Anchor Standards

Reading

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Determine a central idea of a text, determine the meaning of words and phrases as they are used in a text, and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

Determine an author's point of view or purpose in a text, delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

Writing

Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

At Art & Design We're Accountable!

Building Literacy through Accountable Reading, Talk, & Writing

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

Part One: Accountable Reading & Talk:

gather evidence:

Decoding: Do you know what each word means?

analyze & apply evidence:

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

analyze, apply, & synthesize evidence:

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

Steps for Students: *"When reading or speaking…"*

1. Make a Prediction

I predict that • I bet that..... • I think that... • What would happen if...
Since ___happened, I bet ____will happen • I wonder if... • Can I predict the outcome if...

2. Ask a Question

What's this part about... • How is ___like this ____ ... • What would happen if...
What does this section ____mean... • Do you think that • Why did • Why • Who is.....

3. Clarify Something

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

4. Make a Comment

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

5. Make a Connection

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

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

At Art & Design We're Accountable!

Building Literacy through Accountable Reading, Talk, & Writing

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

Part Two: Accountable Writing:

gather, analyze & apply, and *synthesize* evidence:

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

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

1. Organize your Evidenc

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

2. Construct a Claim

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

3. Select *Specific* Evidence that *Supports* your Cla

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

4. *Synthesize* (Create) your Argume

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

1. **Your claim**
   Your claim should be clear, concise, and specific.
2. **Evidence to support your claim.**
   Evidence should be specific, clear, and directly support your claim.
3. **An *analysis* of the evidence to support the claim.**
   Deconstruct (break down) and analyze the evidence in a way that shows or explains ***how*** or ***why*** the evidence proves (or supports) your claim.
4. **A concluding (or summarizing) sentence** that ties your argument together.

5. Self-Assess your Argumen

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

HIGH SCHOOL OF ART AND DESIGN

SCHOOL-WIDE LEARNING INITIATIVE

At Art & Design We're Accountable!

Building Literacy through Accountable Reading, Talk, & Writing

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

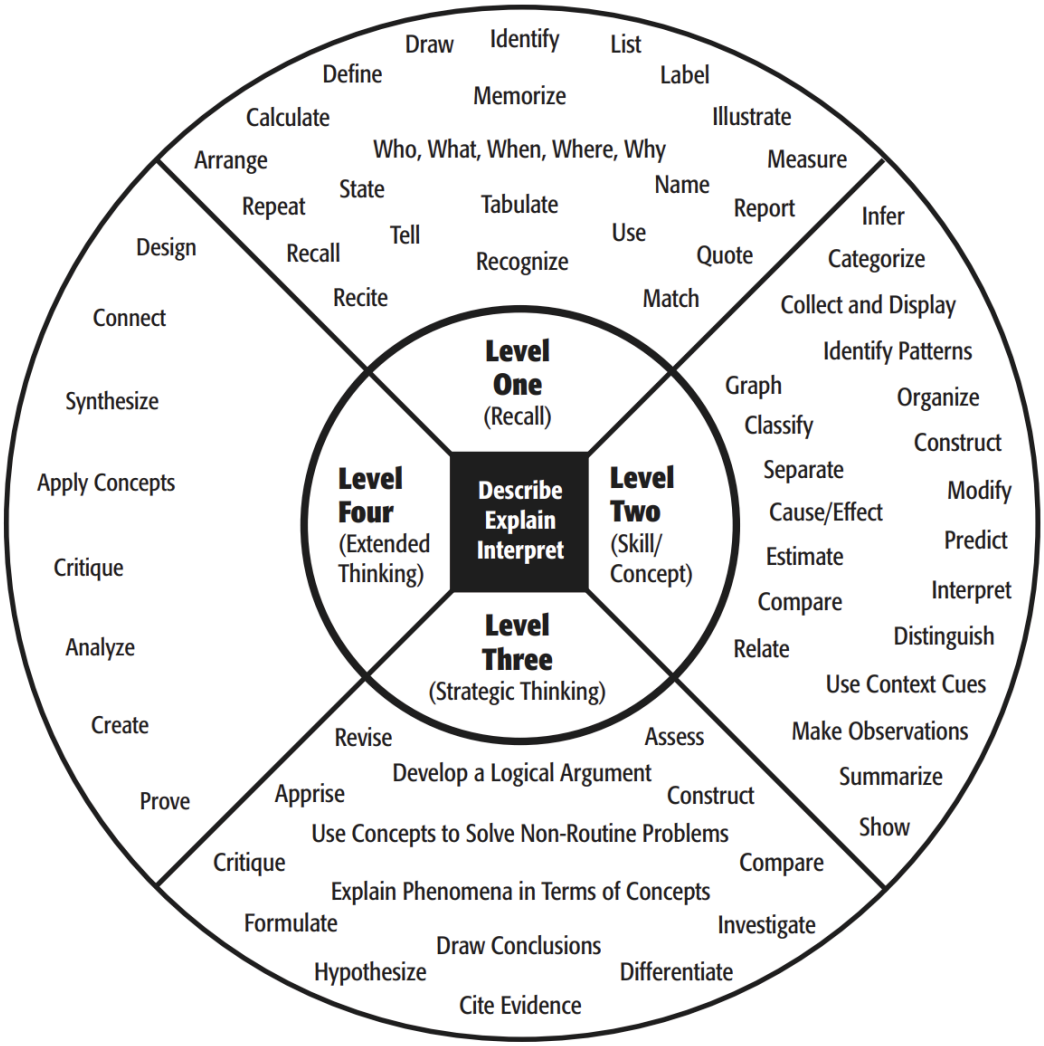
***gather, analyze, apply, & synthesize* evidence**

DOK Question Stems

DOK 1	**DOK 2**
• Can you recall_____? • When did ____ happen? • Who was ____? • How can you recognize____? • What is____? • How can you find the meaning of____? • Can you recall____? • Can you select____? • How would you write___? • What might you include on a list about___? • Who discovered___? • What is the formula for___? • Can you identify___? • How would you describe___?	• Can you explain how ____ affected ____? • How would you apply what you learned to develop ____? • How would you compare ____? Contrast_____? • How would you classify____? • How are____alike? Different? • How would you classify the type of____? • What can you say about____? • How would you summarize____? • How would you summarize___? • What steps are needed to edit___? • When would you use an outline to ___? • How would you estimate___? • How could you organize___? • What would you use to classify___? • What do you notice about___?
DOK 3	**DOK 4**
• How is ____ related to ____? • What conclusions can you draw _____? • How would you adapt____to create a different____? • How would you test____? • Can you predict the outcome if____? • What is the best answer? Why? • What conclusion can be drawn from these three texts? • What is your interpretation of this text? Support your rationale. • How would you describe the sequence of____? • What facts would you select to support____? • Can you elaborate on the reason____? • What would happen if___? • Can you formulate a theory for___? • How would you test___? • Can you elaborate on the reason___?	• Write a thesis, drawing conclusions from multiple sources. • Design and conduct an experiment. Gather information to develop alternative explanations for the results of an experiment. • Write a research paper on a topic. • Apply information from one text to another text to develop a persuasive argument. • What information can you gather to support your idea about___? • DOK 4 would most likely be the writing of a research paper or applying information from one text to another text to develop a persuasive argument. • DOK 4 requires time for extended thinking.

From Depth of Knowledge – Descriptors, Examples and Question Stems for Increasing Depth of Knowledge in the Classroom Developed by Dr. Norman Webb and Flip Chart developed by Myra Collins

Depth of Knowledge (DOK) Levels



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

Webb, Norman L. and others. "Web Alignment Tool" 24 July 2005. Wisconsin Center of Educational Research. University of Wisconsin-Madison. 2 Feb. 2006. <http://www.wcer.wisc.edu/WAT/index.aspx>.

Depth of Knowledge –Level 3 Students provide support for reasoning, apply complex and abstract thinking, and make decisions.	Depth of Knowledge –Level 4 Students make connections, related ideas within the content or among content areas, and devise one approach among alternatives on how a situation can be solved.
Engagement Prompts What makes ____better than/superior to_____? Explain or connect ideas using supporting evidence to _____. Analyze/synthesize information within one data source or text. What is the recurring theme in _____? Provide supporting details. Support your rationale. Evaluate and provide rationale. Verify the reasonableness of _____. What is your interpretation of _____? Cite evidence and develop a logical argument for _____. How is _____ related to _____? How would you adapt _____to_____? How would your test _____? What would happen if _____?	**Engagement Prompts** Investigate and draw conclusions about how _____ impacts the world today. How would you adapt ____to create _____that would be applicable in the real world? Analyze and explain multiple perspectives/issues within or across time periods, events, or cultures. Analyze how similar themes or ideas are developed in multiple texts. Evaluate for real-world occurrence. Design ___to improve___. Justify your choice. Gather, organize, and interpret information from multiple sources. Write a research report.
Strategic thinking DOK Level 3 requires higher cognitive demands than the previous levels. Students explain/justify thinking and provide supporting evidence for reasoning or conclusions drawn. Level 3 tasks typically require reasoning, complexity, developing a plan or sequence of steps, and have more than one possible response or solution.	**Extended thinking** DOK Level 4 requires complex reasoning and time to research, plan, and problem solve, and think. Tasks involve investigation or application to the real world and include none-routine manipulations or connections with and across discipline, content areas, and multiple sources. Students select one approach among many alternatives. Tasks usually occur over an extended period of time

*From Dept-of –knowledge Levels for Four Content Areas by Webb, N.

Revised Bloom's Taxonomy **Level 4 Apply** The student makes use of information in a context different from the one in which it was learned.	**Revised Bloom's Taxonomy** **Level 5 Analyze** The student breaks learned information into parts to explore understandings and relationships.	**Revised Bloom's Taxonomy** **Level 6 Create** The student creates new ideas, products, or viewpoints from previously learned information.
Engagement Prompts Which other way would you choose to _____? Use other attributes/characteristics to group/sort _____. Explain another situation where _____. Which factors would you change if _____? What questions would you ask of _____? Which actions would you take if _____? What would the result be if _____? Why does _____Work?	**Engagement Prompts** Determine if the information is based on fact or opinion. Explain what must have happened when_____. What conclusions can you draw_____? Which events could not have happed? What is similar to or different from_____? What is the motive/underlying them/message_____? What are other possible outcomes? Distinguish between _____. What is the relationship_____?	**Engagement Prompts** What changes could you make to revise____? What theory can you propose for _____? Develop a plan/proposal that _____? What might be a solution to _____? How many ways can you _____? How could you improve_____? Devise your own way to _____. What might happen if _____? Generate hypotheses _____. What are the alternatives? Design a _____to _____.
Apply (level 4) Carry out or use a procedure in a given situation	**Analyze (level 5)** Break down a concept or idea into parts and determine the relationships among the parts.	**Create (Level 6)** Combine elements or ideas to form a whole; reorganized elements or ideas into new patterns or structures.
Cognitive Processes Carrying out Executing Implementing Using	**Cognitive Processes** Differentiation Discrimination Distinguishing Finding Coherence Focusing Integrating Attributing Deconstruction Outlining Organizing	**Cognitive Processes** Construction Hypothesizing Designing Planning Generating Producing

*From Dept-of –knowledge Levels for Four Content Areas by Webb, N.

WHAT IS A THESIS STATEMENT?

A thesis statement:

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

Tips and Examples for Writing Thesis Statements

Summary: This resource provides tips for creating a thesis statement and examples of different types of thesis statements.
Contributors: Elyssa Tardiff, Allen Brizee

Tips for Writing Your Thesis Statement

1. Determine what kind of paper you are writing:

   An **analytical** paper breaks down an issue or an idea into its component parts, evaluates the issue or idea, and presents this breakdown and evaluation to the audience.
   An **expository** (explanatory) paper explains something to the audience.
   An **argumentative** paper makes a claim about a topic and justifies this claim with specific evidence. The **claim** could be an opinion, a policy proposal, an evaluation, a cause-and-effect statement, or an interpretation. The goal of the argumentative paper is to convince the audience that the claim is true based on the evidence provided.

Tips for Writing Your Thesis Statement- (cont)

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

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

Example of an analytical thesis statement:

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

The paper that follows should:

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

Example of an expository (explanatory) thesis statement:

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

The paper that follows should:

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

Example of an argumentative thesis statement:

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

The paper that follows should:

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

Argumentative Thesis Statement - Rubric

Evaluation Criteria

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

Factor 1 - Declarative sentence **Rating: _____**

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

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

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

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

Factor 2 - Scope **Rating: _____**

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

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

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

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

HIGH SCHOOL OF ART AND DESIGN

Accountable Writing

Topic:

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

- _____
- _____
- _____

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

_____

_____

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

1. _____ 

2. _____
3. _____

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

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

HIGH SCHOOL OF ART AND DESIGN

Accountable Writing Rubric

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

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

HUMANITIES DEPARTMENT

High School of Art and Design's Humanities Department cultivates critical thinkers, confident communicators, and engaged citizens through a rich exploration of literature, history, language, and culture. Our curriculum centers on three key initiatives:

Socratic Seminars



Through structured discussion circles inspired by Socratic methodology, students develop the art of respectful discourse and critical thinking. From grades 9-12, our students engage in regular seminars where they learn to articulate their viewpoints, listen actively to diverse perspectives, and build the confidence to contribute meaningfully to complex discussions.

Public Speaking & Presentation Skills



We empower students to become compelling communicators through:

- Individual and group presentations across the curriculum
- Partnership with Roundabout Theater teaching artists who use theatrical techniques to help students become comfortable and confident speakers
- Regular opportunities to present research findings and creative work to peers and faculty

Research & Writing



Our comprehensive research curriculum prepares students for college-level academic work through:

- Progressive development of research skills integrated throughout all ELA and Social Studies courses
- Eight research papers completed over four years - one per year in ELA and Social Studies
- Scholarly database navigation and media literacy
- Emphasis on the writing process, from initial drafting through thoughtful revision
- Command of academic conventions including MLA citation, annotated bibliographies, and works cited pages

Senior Year Academic Requirements Policy

Policy Statement

Students in their senior year who fall behind in core academic classes required for graduation will be subject to removal from their declared major program to ensure timely completion of graduation requirements.

Purpose

This policy ensures that senior students maintain adequate academic progress toward graduation while providing structured support and intervention opportunities before major program removal becomes necessary.

Scope

This policy applies to all senior students (students in their final year before expected graduation) who are enrolled in a declared major program.

Definitions

- **Core Academic Classes**: Required courses specifically mandated for graduation, including but not limited to English, mathematics, science, social studies, and major-specific requirements
- **Behind**: Failing to maintain a passing grade
- **Major Program Removal**: Withdrawal from specialized coursework, activities, and privileges associated with the declared major

Policy Details

Academic Progress Monitoring

1. **Mid-Term Assessment**: Academic progress will be evaluated at mid-term of each semester
2. **Early Warning System**: Teachers will report students at risk of failing core graduation requirements within two weeks of identification
3. **Documentation**: All academic deficiencies must be documented in the student's academic record

Criteria for Major Program Removal

A student may be removed from their major program if:

1. They are failing two or more core academic classes required for graduation
2. Previous intervention strategies have not resulted in satisfactory improvement
3. Continued enrollment in major-specific courses would prevent focus on graduation requirements
4. The Academic Standards Committee determines removal is in the student's best interest for graduation

Process for Major Program Removal

1. **Written Notice**: Minimum 48-hour written notice to student and parents/guardians
2. **Appeal Process**: Student has the right to appeal the decision within five school days
3. **Alternative Planning**: Academic counselor will work with student to restructure schedule prioritizing graduation requirements
4. **Support Services**: Continued access to academic support and counseling services