

Our Mission

Our mission at Bronx Academy of Promise Charter School is to educate each student to high learning standards using a curriculum that emphasizes information about the various career choices available to them. The school will prepare students to succeed in high school, make informed decisions about a direction for their careers, and become productive citizens. The school will provide a comprehensive academic curriculum with character and career education integrated into the subject areas. The curriculum will promote excellence in all areas: cognitive, social, emotional, and moral development. Students will experience learning gains each school year to attain learning proficiency, and the community, parents and staff will participate meaningfully in the school to continuously improve its potential for success.

Welcome Back, Families!

We are thrilled to welcome you and your children back to another exciting school year! The first day of school is always filled with energy, anticipation, and new beginnings. Our dedicated staff has been working hard to create a positive and engaging learning environment for all our students.

As we kick off this new year, we want to thank you for your continued support and partnership. Your involvement is crucial in helping us provide the best possible experience for your child. We encourage open communication and invite you to be an active part of our school community.

Here's to a fantastic year of growth, learning, and discovery! If you have any questions or need assistance, please don't hesitate to reach out.

Sincerely,

Nicholas Parrino

Principal

We are pleased to present to you our 2026-2027 Parent Handbook. We hope this will be a useful guide as we begin a year of working and learning together. By way of introduction, the purpose of this parent handbook is to provide you with helpful information about the day-to-day procedures at your child's school and to inform you about the core educational programs and philosophies.

It is our hope that this information will explain how we provide your child with a world-class education. As you will see, our school is committed to providing a learning environment founded on cutting-edge research and exemplary methods of teaching and learning.

You, the parents, play an important role in making this school great. We simply cannot achieve our lofty goals without you. Please know that we encourage parent participation in all class programs and extracurricular activities.

As specific questions arise over the course of the year, please refer to this Parent Handbook to address your questions or concerns. Please feel free to call the school office or your child's teacher with any additional questions you may have.

We all share the highest expectations for the upcoming school year. We look forward to working together with you to make 2025 – 2026 our most successful year.

SCHOOL HOURS

Monday – Friday 8:00 a.m. – 3:15 p.m.

Executive Director	Ms. Catherine Jackvony
Principal	Mr. Nicholas Parrino
Math Instructional Coach	Ms. Aldrina Arshravan
ELA Instructional Coach	Ms. Nancy Jimenez
Dean /High School Assistant Principal	Ms. Rachel Osias
Special Education Coordinator	Ms. Sharon Giblin
Early Childhood Coordinator	Ms. Ruth Camilleri
Operations Manager	Ms. Jessica Rivera
Business Manager	Ms. Candace Greene

Human/Public Relations Manager	Ms. Nichelo Campbell
Business/Operations Assistant	Ms. Brittany Diodato
School Secretary	Sharon Porter
School Secretary	Crismaily Valdez
Parent Coordinator	Loida Montilla
School Address:	1349 Inwood Avenue Bronx, New York 10452
School Phone	718 -293 – 6950
School Fax	718 -293- 6958

Arrival and Departure Procedures

Arrival

The Bronx Academy of Promise Charter School opens at 8:00 am for breakfast. Breakfast is served between 8:00 a.m. and 8:25 a.m. Students who report after 8:30 will require a late pass to enter the classroom. Teachers will not have the opportunity to speak with parents during the arrival time. If you would like to speak with your child's teacher, please feel free to contact the school and leave a message. Teachers are focused on instruction during the school day and will return telephone calls during planning time or before and/or after school.

Departure

Bronx Academy of Promise Charter School has chosen to integrate a staggered dismissal procedure. Pre-K through 2nd Grade students will dismiss at 3:00 p.m. Third to Fifth grade will dismiss at 3:10 pm. Students in grades Sixth through Eighth will be dismissed at 3:20 p.m. Pre-K and Kindergarten will be dismissed from the parking lot adjacent to the school. All other grades will be dismissed through the front of the building. Parents can pick up their children outside in front of the building on Inwood Avenue. In the event you arrive after the designated time, students will be brought back into the building to be picked up and signed out as Late Pickup.

Students taking the bus will be dismissed to the area near the Nurse's office so that teachers can group the designated color bus routes and then escort the students to their buses using the Cromwell Avenue exit.

Teachers will only release students to family and friends that are listed on a child's emergency card or enrollment papers. We reserve the right to ask for identification at any given time. In addition, no student will be permitted to leave the school early without being accompanied by a parent or designated guardian. This is for the safety and security of all students.

Early Dismissal

If a child needs to be released from school early, a note should be sent with the child indicating the time he/she needs to leave. On an emergency basis, phone calls will be accepted. Parents/ Guardians need to fill out the Early Dismissal Log at the security desk. The child will be sent to the office to meet the parent/guardian. No early dismissals will be permitted after 2:30 pm.

Late Pick-Ups

Unfortunately, there is no supervision or provision for child care services after 3:15; therefore it is imperative that students are picked up on time. However, there may be the rare occasion when emergencies prevent families from picking up their child from school on time. In such instances, parents/guardians should call the school immediately and notify the staff of your expected arrival time. Parents that pick up their child or children after 3:15 will be required to sign the Late Pick-Up Book. On the other hand, late pickups without notification, on a consistent basis or inaccurate telephone numbers for parents/guardians may be referred to Child Protective Services.

Attendance

Excellent attendance and punctuality are critical to student success. Absence is time away from the learning process. As our school holds a standard for student success, we encourage parents to help their children maintain exemplary attendance. In fact, academic testing and report card grades depend on consistent and prompt arrival at school in the morning and full daily attendance. We appreciate your cooperation on your child's behalf.

Each student is expected to have a 95% attendance rate for the school year.

The office MUST be informed immediately if there is a change in home address or telephone number.

Lateness

- Your child will be considered late to school, if they arrive after 8:30 a.m. and three late passes is equivalent to one absence. Please understand that this circumstance will exclude your child from 100% attendance.

***At no time is a child to be dropped off late or picked up early without a parent/guardian signature.

Absences

When your child is ill and stays home from school, a note explaining the illness should be sent to the school with the child. Excusable absences include medical and/or dental visits and family emergencies. Unexcused absences will be recorded and monitored and all truanancies will be reported to the NYC Department of Education. However, whether it is an excused or unexcused absence, each one is still considered a day of absence from school and recorded as such.

Excused: An absence, tardiness or early departure may be excused if due to personal illness, illness or death in the family, religious observance, quarantine, required court appearances, medical appointment, "Take Your Child to Work" day or other such reason as may be approved.

Unexcused: An absence, tardiness or early departure is considered unexcused if the reason for the lack of attendance does not fall into the above categories. (e.g. babysitting, haircut, oversleeping, etc.)

Absentee Policy

As previously stated, each student at BAOP is expected to have at least a 95% attendance rate for the entire school year. Parents are expected to implement a change towards increasing attendance rate if ever their child falls below this rate and/or when contacted by the school regarding the matter of attendance as listed below:

- If a student accumulates 8 unexcused absences there will be communication via phone from the school to the parent.
- If a student accumulates more than 10 unexcused absences a formal letter will be sent home to the parent.
- If a student accumulates 10 unexcused absences, the parent will be expected to attend a school conference.
- If a student accumulates 15 or more unexcused absences, an investigation for possible educational neglect may be launched to ensure the well-being of the student.

In general, you should keep your child home from school when they have any of the following symptoms or illnesses:

- Fever
- Diarrhea
- Vomiting
- Certain illnesses and rashes like chickenpox, measles or hand, foot and mouth disease

Delayed Openings and Early Closings

At times, there may be conditions that would necessitate the closing of school. If BAOP does choose to close for the day or early, every effort will be made to contact parents and leave messages through PowerSchool Phone Blasts, ClassDojo, phone, text, and email messages. Any scheduled after school activities will also be canceled if school must close early.

Transportation

Yellow bus transportation to and from school is a privilege, and it is imperative that your child abides by the school "Bus Code of Conduct." It is expected that our parents understand and support the rules surrounding appropriate conduct on the bus. It is the school's right to monitor and ensure the safety of all students on the bus and will take what measures necessary to do so. Please be aware that Failure to comply with the rules will result in suspension and/or revoke the privileges from riding the bus permanently. Any telephone request to keep your child off the bus for the day must be made to the main office before 2:00 p.m. The school will not be held responsible if the request is made after 2:00 p.m. and your child is placed on the school bus. In the event the school bus arrives at a student's destination and there is no adult at the stop to receive the student or the student refuses to leave the bus, the procedure from the Office of Pupil Transportation (OPT) (718) 392-8855 is as follows:

The student will be allowed to get off the bus at their stop unless they notify the driver that the designated adult is not present and that they will remain on board. The driver will drop off the other students on the bus route and return the student to the appropriate stop.

After returning to the assigned stop, if a designated adult is still not there, the driver will radio the dispatcher who will contact OPT and 911 and the police will determine the best course of action. Children will not be returned to the school. Parents must call Grandpa's and Bobby's Bus Company 718-409-4600

School Withdrawals

Parents/Guardians requesting to withdraw their child are asked to complete an official withdrawal form and arrange the return of all school books and materials.

Health and Safety

Every student must have a current physical on file and be in compliance with their immunizations

Allergies: Please alert us to any allergies that your child may have and provide medication (if necessary) to prevent a serious allergic reaction.

Illness: The health and physical well being of all our students is a matter of great concern to us. When a child has an accident or becomes too ill to remain in class, you or your emergency contact will be contacted. For this reason, it is most important that we are notified immediately if telephone numbers are changed or if there is a change in your emergency contact information.

If a child has a medical reason for not participating in physical education, a physician's note must be obtained with a statement of his/her condition. It is extremely important that parents have their physician inform the school of their child's medical condition so that his/her activities can be modified as needed.

Medication and Dietary Supplements: The dispensing of medicines (including inhalers and aspirin substitute) to students by employees of the school without specific authorization by a licensed physician and the parent of the student is prohibited. Information, including forms that must be signed by the physician and the parent are available from the health office. If a student requires medication during the school day, parents must have a NYC DOE form filled out by the child's doctor. Teachers are not to make any arrangements regarding medicine. If a teacher sees a student taking medication during the school day, the teacher must report to the principal with this information for further clarification and direction.

When school personnel are asked to administer medication to students during school hours, the following conditions must be met:

1. All medication must come in its original container. Prescription medication must have an unaltered pharmaceutical label attached. Over-the-counter medication, dietary supplements, and other non-prescribed medication must be labeled with the student's name, medication name, directions concerning dosage, and time of day to be taken.

2. The parent or legal guardian must complete and sign a Parent's Consent for Giving Medication at School. A new form must be completed at the beginning of each school year and anytime the medication or dosage changes.
3. Medication must be administered and stored in the health office.
4. The parent or guardian is notified when additional medication is needed and when unused or discontinued medication needs to be picked up from school.

Students may not carry or self-administer medication (including inhalers and over-the-counter drugs) or dietary supplements unless an Individualized Health Care Plan has been developed and signed by the school nurse and principal.

School Meals

All students will be provided a lunch period. The Bronx Academy of Promise Charter School participates in the Free and Reduced Price Meal Program provided by the state and federal governments. Applications are distributed at the beginning of each year and **each family must complete** the application and return it to the Main Office. All forms will be submitted for approval for a child to qualify for free or reduced lunch. Please note that you may apply at any time during the school year should your financial situation change.

Standard of Dress

All students are expected to adhere to the following standard of dress guidelines while on campus or while attending an off campus school sponsored activity. All final decisions regarding appropriateness of the uniform, headwear, shoes, hair style, or appearance in general is left to the discretion of Administration.

Uniform Policy

An important component of our school environment is the school uniform. Students are expected to be in compliance with the school's uniform policy daily. We ask parents to be aware of the uniform policy and assist with making sure it is followed each day. We have a required school uniform for several very important reasons:

- Uniforms unite us as a community. When you look at a group of students in uniform, it is a powerful visual statement of our community. Students make a commitment that when they put on their uniform; they are agreeing to live up to the school's high expectations.
- Uniforms reduce distractions and clothing competition. Often students spend more time discussing and evaluating what others are wearing or not wearing than they spend focusing on learning. Wearing uniforms eliminates this distraction.

- Uniforms make us all equal. We all have the same mission. We are all going to college. We all come to school looking the same way.

- Uniforms look professional. Students look neat when they arrive to school with shirts tucked into their pants. The students come mentally prepared for school and “dressed for work.”

Dress Code

Elementary School (Grades Pre K -5)

GIRLS

Tops: * Vest - navy blue with School Logo – Must be worn on top of collared shirt
Light blue polo shirt, short or long sleeve

Polo shirts can be purchased at any retail store without a school logo but, a student must have a vest with the school logo on top of clothing at all times.

Bottoms: Navy blue solid color skirt or skort, or jumper
Navy blue pants

Stockings/Socks: Solid Navy blue/white/Black stockings, navy blue/white socks

BOYS

Tops: * Vest - navy blue with School Logo - Must be worn on top of collared shirt
Light blue polo shirt, short or long sleeve

Polo shirts can be purchased at any retail store without a school logo, but a student must have a vest with the school logo on top of clothing at all times.

Bottoms: Navy blue pants or shorts
Socks: Solid Navy blue/black or white

All Grades BOYS and GIRLS

Gym Attire: Light blue T-shirt with school Logo
Navy blue sweatshirt & sweatpants with School Logo (NO hooded apparel) Navy blue mesh shorts with School Logo.

Middle School (Grades 6-8)

GIRLS

Tops: * Light blue oxford shirt short or long sleeve Cardigan or V-Neck sweater - navy blue with School Logo - Must be worn on top of collared shirt

Standard Tie – Navy Blue

Cardigan/sweater and a tie must be worn at all times and school logo must be shown on top of clothing

Stockings/Socks: – Solid Navy blue or white stockings, navy blue or white socks

Bottoms: Navy blue skirt, skort, jumper or pants

BOYS

Tops: *Light blue Oxford shirt short or long sleeve

Cardigan or V-Neck sweater - navy blue with School Logo - Must be worn on top of collared shirt

Standard Tie – Navy Blue

Cardigan/sweater and a tie must be worn at all times and the school logo must be shown on top of clothing.

Bottoms: Navy blue pants or shorts

Socks: Solid Navy blue/black/white socks

All uniform items can be purchased and/or ordered at Kidstown Uniform Company and a link is provided within the school's website.

Regulations

Each student is expected to be in complete, presentable, and clean uniform each day unless an out of uniform day has been declared for the school, class, or the student uses a school awarded out of uniform pass. Proper grooming is expected of each student and cut or ripped jeans are **NEVER** allowed as part of a "Dress Down Day."

Appropriate Sizes: The size of shirts and pants shall be appropriate to the student's body size and shall not be unduly oversized or undersized.

Shirts: Shirts shall be tucked into the waistband of the pants or skirt.

Skirts and Dresses: The hem of the girls' skirts or dresses must be no shorter than mid-thigh.

Pants/Shorts: Pants with belt loops shall be worn with a belt that is properly fastened. Pants shall be worn so that the waistband is worn at the waist and not below the waist.

Shorts: Students may wear hemmed walking shorts or Bermuda shorts.

Unacceptable Shorts: Athletic shorts including spandex-style “bicycle” shorts, cut-off jeans, frayed jeans or pants, cutoff sweatpants, short-shorts, running shorts, and see-through boxer-type shorts are not permitted.

Jewelry: Jewelry should be appropriate for school and earrings should be no larger than a nickel in size and should not hang below the face. In addition, the school does not permit any facial or body jewelry, other than in the ear.

Artificial Eyelashes: Artificial eyelashes of any kind including strip lashes, extensions, or clusters are not permitted during the school day.

Fingernails: Artificial fingernails of any kind are not permitted. They must be manicured as well as rounded and of reasonable length.

Fingernail Polish: Fingernail polish is permitted only if it can be fully removed with acetone. Gel polish, acrylic overlays, dip powder, shellac, or any polish that cannot be removed with acetone is not permitted.

Headbands: Students may wear headbands only in solid navy blue or white. No other colors, patterns, or styles are permitted. This is not the same as headwear exceptions for religious reasons,

Shoes/Footwear: Dress shoes of a solid color (navy blue, brown or black) must be worn. Athletic shoes, of any color, are only permitted on Physical Education days. Shoes must be securely fastened and shoes with heels, clogs, flip-flops, Crocs, slides or fashion boots are NOT permitted. Boots are not considered shoes and are never permitted to be worn during the school day. In inclement weather, students can wear protective boots and bring in their dress shoes to change into when they arrive at school.

High School Uniform Guidelines

The high school uniform reflects the professional and college- and career-ready environment we are building at BAOP. Students are expected to arrive at school in the appropriate uniform and maintain a neat, clean, and school-appropriate appearance throughout the school day.

Women’s Uniform

The standard ladies' uniform consists of:

- BAOP blazer
- White button-down shirt
- Khaki pants or plaid skirt/skort
- Crosstie

The plaid skirt/skort must be worn at an appropriate length and in a manner consistent with the school's uniform expectations.

Men's Uniform

The standard men's uniform consists of:

- BAOP blazer
- White button-down shirt
- Khaki pants
- Blue tie

Community Casual Uniform Days

On designated relaxed uniform days, high school students may wear approved BAOP uniform alternatives in place of the standard blazer and formal shirt-and-tie combination. These options include:

- BAOP school polo
- BAOP cardigan
- BAOP school sweater

Community uniform days are still uniform days. Students are expected to wear the approved school items and maintain a neat, polished, and school-appropriate appearance. Clothing that is not part of the approved school uniform may not be substituted.

Personal Grooming & Appearance

High school students have additional opportunities for personal grooming and self-expression that are not permitted in the elementary and middle school grades. These allowances apply only to high school students and must remain consistent with a polished, professional, and school-appropriate appearance.

Nails: Acrylic nails, nail tips, gel extensions, and other artificial nail styles are permitted for high school students. Nails must be maintained at a reasonable and functional length that allows students to comfortably and safely participate in classroom activities, Physical Education, laboratory activities, and other school responsibilities. Extremely long, excessively pointed, or sharply tapered nail styles—including stiletto-style nails—are not permitted. Nail designs must remain school-appropriate.

Eyelashes: Eyelash extensions and other enhanced lash styles are permitted for high school students. Lash styles must be neat, school-appropriate, and reasonably proportioned. Extremely dramatic or excessively long lash styles that interfere with a student's vision, participation, or ability to maintain a professional appearance are not permitted.

General Expectations

All uniform items must be clean, neat, and appropriately maintained. Students may not alter uniform items in a manner that changes the intended appearance of the uniform.

The school reserves the right to determine whether a particular clothing item, accessory, nail style, lash style, or grooming choice is inconsistent with the expectations of a safe, professional, and school-appropriate learning environment.

These uniform and grooming guidelines apply **only to high school students** and do not change the uniform expectations for elementary or middle school students.

Enforcement

The school will strive to achieve full compliance through the use of positive reinforcement measures, and will resort to disciplinary action only when positive measures and supports fail to assure compliance.

Exceptions to the uniform dress code shall be permitted when:

- A student wears a costume or special clothing necessary for a school play or other school-sponsored activity as permitted by the principal.
- The wearing of clothing in compliance with the uniform dress code violates a student's sincerely held religious belief, then such students and the student's parent shall submit a signed affidavit setting forth the religious issue and the requested exemption to the Dress Code Policy.
- A student's parent requests a reasonable accommodation to address the student's disability. Such requests shall be reduced to writing and submitted to the principal for approval.
- When the student's parent/guardian has secured an exemption from school administration for religious/health considerations.
- When a field trip or school event may require specialized clothing, appropriate attire is required.

UNIFORM POLICY: NOT IN COMPLIANCE

It is the responsibility of the parents to see that their children are in uniform. If the student is not in compliance, the following steps will take place.

- **FIRST OCCURRENCE –**

The student will be given a verbal warning by his/her teacher.

- **SECOND OCCURRENCE –**

A call will be made by the classroom/homeroom teacher to the parent/guardian to bring in clothes and remind them that students must adhere to the school uniform policy.

- **THIRD OCCURRENCE –**

A call will be made to the parent/guardian, by the Parent Coordinator, to once again bring in the required uniform and to remind them of the school uniform policy. A letter will be sent home reinforcing the uniform policy guidelines.

- **NON-COMPLIANCE**

Students who continue to disregard the uniform policy will be subject to additional consequences and/or parent conferences, such as loss of trips, extra curricular activities, school events or after-school and/or lunch detention.

Lost and Found

A Lost and Found bin is located in our school building. Most lost items are never claimed! Please label all sweaters, coats, hats, lunch boxes, and backpacks with your child's name. Children and parents can check the Lost and Found bin for belongings. Unclaimed articles will be donated to charity before the Winter Break and at the end of the school year.

Money

Money should only be brought into the school for a specific purpose (class trip, book fair, fund-raiser, lunch, etc.) and must be put into an envelope with the child's name, grade, teacher and amount. Children should not bring money into school without a specific purpose. The school will not be responsible for lost or stolen money.

Visitors

To ensure the security of the building and the safety of all students, all visitors, parents/guardians, volunteers, must report to the security desk to sign in, provide the necessary documentation and receive a visitor's pass.

What is NOT Permitted

Cell Phones and Other Electronic Devices – Personal cell phones and other electronic devices, such as SMART watches and earbuds or earphones are strictly prohibited at BAOP. Open possession or use of these devices once inside the school building, unless instructed by the teacher, will result in immediate confiscation and will be turned over to the Dean's Office. Please see our new Cell Phone Policy in accordance with the Governor's new regulations below.

Governor Hochul has introduced a law that requires all K–12 schools in New York to prohibit unsanctioned use of smartphones and internet-enabled devices during the entire school day. While this legislation provides guidelines and funding to support schools, it also allows each school to develop policies that best fit their unique needs and community.

After careful consideration and with the safety of our students as the top priority, we have decided to maintain our current cell phone policy. Given the realities of our neighborhood and the importance of minimizing distractions and potential safety risks, this policy continues to serve our school community well.

For your reference, here is a summary of our School Policy with updates based on the new regulations:

- All personal cell phones and electronic devices (including smart watches, electronic gaming devices and earbuds) are **strictly prohibited** during the school day.
- Devices must be **turned off and stored in students' backpacks inside lockers.**
- (Grades 6th to 8th Grade Only) There will be additional classroom "Electronic Device Lockers" that students can put their devices in during homeroom that will be locked until student dismissal by their homeroom teacher or administrator should they not want to store it in their lockers.
- Use of devices is not permitted in classrooms, hallways, restrooms, lunch periods, or during transitions.
 - If a student is found in possession of an electronic device during the regular school day, the device will be confiscated and returned at the end of the school day. For the first infraction, the student will receive a warning and the parent will be contacted.
 - If there is a second infraction, the parent will be contacted and the phone will only be returned to the parent/guardian.
 - If there is a third infraction, the parent will be contacted for a meeting and the student could face disciplinary action, which could include entering into a behavioral contract and loss of privilege of bringing electronic devices into school.
- Students needing to contact family during the day may do so by requesting use of a school phone. Parents and guardians have two main methods of contacting their child during the school day; Calling the Main Office and Class Dojo.

We understand many families provide phones for safety and convenience especially when traveling to and from school. While understanding these situations we also ask for your support in helping students comply with our expectations during the school day.

Thank you for partnering with us to maintain a safe, respectful, and focused learning environment for all our students. Should you have any questions or concerns, please do not hesitate to contact the office.

Rolling book bags – They do not fit into cubbies or lockers and are safety concerns as children drag them through the hallway and outdoors. Please provide your child with a regular over the shoulder backpack.

Toys (that may distract from the educational process) should remain at home

Soda cans, store bought cans such as Arizona Ice Teas or thermos are not permitted in the building. If you need to bring in something to drink it needs to be a juice box or pouch. The school now allows students to bring resealable plastic bottles only for water. (Subject to our Code of Conduct regarding prohibited substances on school property)

Field Trips

Throughout the school year, children are taken on field trips to enhance and expand learning. Parent permission is required for each student to participate in the field trip and must be given on the approved school form. Students must be in BAOP uniform for field trips, unless otherwise determined by the classroom teachers. Some trips may require a fee per student, but we will do our best to keep the costs to a minimum.

If a students' attendance on any field trip is contingent on a behavior contract with the class, parents must be notified of these conditions prior to the field trip and may be required to accompany their child on the trip. Adequate supervision is a key to effective field trips. Parent chaperones may not bring other children with them on the field trip. Chaperones must be at least 21 years of age.

Family Involvement

We encourage families to participate in the daily educational experience of their child. We believe that families are an integral part of student learning. The school works jointly with our Parent Teacher Organization (PTO) which holds a meeting once a month.

BAOP offers a number of after school family events throughout the school year. We urge all families to take part in these events to foster a sense of home-school connection.

Communication

Class Dojo and PowerSchool are the primary ways the school notifies and updates parents, faculty, and staff within minutes, with on-time messaging that will help share information, important messages and ensure safety. This program proactively provides direction and/or information via telephone message/text and/or email. Please be sure to update all contact numbers and information with the Main Office to ensure accurate notification by the school.

Change of Address & Verification Letters

The office must be informed immediately if there is a change in home address, telephone number and email for the purpose of mailings and emergencies. Two proofs of address are required (utility bill and lease). If there is a need for a verification letter, it must be requested in the main office with the School Secretary and it will be sent home in your child's folder the day after the request was made.

Home-School Connection Folders: The school strongly believes in having clear communication between home and school. Every student will have a BAOP Home-School Connection Folder used to communicate with parents. Parents should expect to receive this folder during the week with important notices and information regarding school activities and calendar events. Parents will receive this important information and it is crucial that parents read all school correspondences and respond accordingly.

Conferences: Since parents are the child's first teachers, they are our partners in education. Therefore, regular communication with parents is an essential part of a child's education. Parent conferences allow teachers and parents to discuss student achievement as well as to develop means to assist students in areas of difficulty. The regularly scheduled conferences should focus on the skills a student has attained as well as those that have not yet mastered. Teachers will be clear on how the grade was calculated and what expectations have not been met. The purpose of the conference is to help parents better understand their child's school performance. When a teacher finds a student's work or behavior unacceptable, the teacher will notify the parent. If the unacceptable performance or frequent misbehavior continues, a parent conference will be arranged, suggesting a mutually convenient date and time. The reason for the request will be stated clearly, such as your child has failed the last three math tests. In making the appointment, the teacher will take into account the nature of the agenda and the time needed for adequate discussion.

E-Mail: All staff email addresses are: first initial last name@bronxacademyofpromise.com
Example: nparrino@bronxacademyofpromise.com

Web-Site: Please visit us at www.bronxacademyofpromise.com or Bronxaop.com

Follow the school on Social Media:
Instagram, Facebook, and X:
Search "**BronxAOP**"

Subscribe to your child's Class Dojo and Google Classroom

Class Dojo App:
Search Class Dojo in your APP Store

Parent Complaints/Concerns

A complaint will be treated as an expression of genuine dissatisfaction, which needs a response. We wish to ensure that:

- Parents wishing to make a complaint know how to do so
- We respond to complaints within a reasonable time, and in a courteous and efficient way
- Parents realize that we listen and take complaints seriously.
- We take action where appropriate.

Our informal complaint procedure, for issues that do not involve a violation of the charter or law, is outlined in the following steps.

- Submit your complaint, in writing, and be sure to include the following details:
 - a. A detailed statement of the complaint.
 - b. What specific action or relief you are seeking.
 - c. Contact information for you – name, address, email address, telephone number.
- **Teacher:** First bring your complaint to your child's classroom teacher.
- **Parent Coordinator:** If you are not satisfied with the response, you may contact the Parent Coordinator, lmontilla@bronxacademyofpromise.com.
- **Principal:** If you are not satisfied with the response from the Parent Coordinator, you may contact the Principal at nparrino@bronxacademyofpromise.com.
- **Executive Director:** If you are not satisfied with the response from the Principal, you may contact the Executive Director, Catherine Jackvony, at cjackvony@bronxacademyofpromise.com
- **BAOP Board Parent at Large:** If you are not satisfied with the response from the Executive Director, you may contact BAOP Board's Parent at Large, Carlivi Rojas, at crojas@bronxacademyofpromise.com.
- **Authorizer:** If you are not satisfied with the response from the Parent at Large, you may contact BAOP's authorizer, the NYC Department of Education at charteroversight@charterschools.nyc.gov.
- **NYSSED:** If you are not satisfied with the response from the authorizer, you may contact the New York State Board of Regents at charterschools@nysed.gov.

Our formal complaint process, for issues that involve a violation of the charter or law, is described below:

Any individual may bring a complaint to the BAOP Board of Trustees alleging a violation of a term of its charter, a provision of the NYS Charter Schools Act, or any other provision of law relating to the management or operation of the charter school.

- To bring a complaint to the BAOP Board of Trustees, you may contact BAOP Board's Parent at Large, Carlivi Rojas, at crojas@bronxacademyofpromise.com. Be sure to include the following details:
 - a. A detailed statement of the complaint including the provision of the School's charter or law that you allege has been violated.

- b. What specific action or relief you are seeking.
 - c. Contact information for you – name, address, email address, telephone number.
- Complaints received at least five business days in advance of a board meeting will be addressed at that meeting; complaints not received within that time period will be addressed at the next regularly scheduled board meeting. Emergency situations will be dealt with on a case by case basis.
- **Authorizer:** If you are not satisfied with the response from the Parent at Large, you may contact BAOP's authorizer, the NYC Department of Education at charteroversight@charterschools.nyc.gov.
- **NYSED:** If you are not satisfied with the response from the authorizer, you may contact the New York State Board of Regents at charterschools@nysed.gov.

Parties and Holidays

Birthday Parties

A student may celebrate his/her birthday in their classrooms; however parents must make prior arrangements, at least a week in advance, with the classroom teacher in order to arrange for a convenient time and day.

Please be mindful that it still is an educational setting and all celebrations should be minimal helping to minimize the time away from instruction. Please do not bring in any balloons or candles to avoid any safety issues. In addition, please be sure to check with the teacher to address any food allergies. Invitations for outside parties are not permitted to be distributed in the school unless the entire class is invited.

Subject to change based on CDC and NYS Department of Health Guidelines.

Holidays

National holidays will be marked with appropriate activities and celebrations throughout the school year.

Religious holidays will not be celebrated as such in school. However, these holidays can be an opportunity for learning tolerance and understanding of other cultures. Your child may learn about these holidays in a cultural context.

ACADEMICS

General Information

The Bronx Academy of Promise Charter School is a child centered pre-kindergarten through eighth grade school with an emphasis on character education and career preparation. Students will have the opportunity to gain the competencies needed to be successful at high school and beyond. Our school will address the fundamental skills in literacy and math. Science and social studies will include experiential and project based learning. Career information will be incorporated in connection with the curriculum content and standards.

Daily Instruction

Students will receive daily instruction in literacy and mathematics. Science and social studies may occur daily or be alternated if students are working on projects. In addition, science and social studies will be integrated into the ELA curriculum as an interdisciplinary approach to learning. Each week students will receive instruction in art, music, technology and physical education from a specialist.

Character education/moral education will be integrated into the school day during unstructured times as well as content lessons. Social Emotional Learning (SEL) will take place daily using the Responsive Classroom model as well as through monthly workshops from the guidance counselors. Most important, is the modeling and demonstration of appropriate interaction by staff and parents. The child centered school culture will support positive interactions and conflict resolution.

High expectations for students will emanate from student goal setting as well as classroom and grade level targets for growth and achievement. Parents will participate through PTO meetings, workshops, teacher and school communications, and parent-teacher Conferences.

We will continue to utilize the iReady program at BAOP. This program collects Math and ELA data from student assessments in order to analyze learning gaps. This program also assists in providing additional support to teachers to help meet the needs of each individual student.

Literacy

Students will be working on listening, speaking, reading, writing, and presenting through a balanced literacy program utilizing both trade books and an anthology. They will engage in shared reading activities, mini lessons, word skills, comprehension practice, small group guided reading, independent reading, writing workshops, and oral presentations. Guided reading is an instructional setting that enables the teacher to work with a small group of students to help them learn effective strategies for processing text with understanding. The purpose of guided reading

is to meet the varying instructional needs of all the students in the class, enabling them to greatly expand their reading powers. The teacher selects and introduces texts to readers, supports them while reading the text, engages the readers in discussion, and performs a mini-lesson before and/or after the reading. Generally, after reading a text, the teacher extends the meaning of the text through writing, text analysis, or another learning activity. The lesson may also include work with words based on the specific needs of the small group. Explicit writing techniques are taught using the 6 +1 Trait Writing program . This instructional approach offers a shared vocabulary that describes key characteristics found in good writing: ideas, organization, voice, word choice, sentence fluency, conventions and presentation. The traits and approach are applicable to all types of writing, and provide a frame for assessing student writing and fitting instruction to specific student's needs. Writing will be embedded across all subject areas, including electives. Literacy is the most important subject in elementary school.

Mathematics

The Bronx Academy of Promise math program, Envision MATH New York (K-8) and Guided Math are centered around interactive and visual learning and differentiated instruction to address the specific needs of all student populations whether they be on level, struggling or at-risk learners, the gifted and talented, those with learning disabilities, or children who are English learners and challenged to master math and other subject content at the same time they are becoming proficient in English. The program is based on computational skills with supplementary conceptual activities. In addition, the school integrates EnVision Math with the Engage NY content to address important math understandings on each grade level.

Science and Social Studies

Social Studies and Science will follow the state standards and curriculum. The science program offers students a variety of avenues to interact with the world of science. For example, Elevate Science helps students investigate real-life phenomena through project-based learning. The curriculum develops strong reasoning skills and critical thinking strategies, as students engage in explorations, formulate claims, and use data for evidence-based arguments. Bronx Academy of Promise provides instruction in Science and Social Studies that features multiple levels of inquiry differentiated to provide access for all learners. Literacy and mathematics will often be integrated into these content areas. Career education will also be incorporated through visitors and field trips.

Music, Art, Technology and Physical Education

Music, Art, Technology and Physical Education are taught by specialists in each field. Children will have the opportunity to explore these subjects and gain skills.

ASSESSMENTS

BAOP employs multiple assessments to monitor student progress, inform instruction, and ensure that all students succeed. Teachers work to ensure that assessments are not stressful times for students; rather they are presented as opportunities to show off all that students have learned. Teachers analyze the results to inform their instruction, identify students in need of extra help, and assess the overall effectiveness of the school's curriculum. Results are shared with families through the report cards that are distributed four times each year.

New York State Assessments take place in the spring for English Language Arts and Mathematics. Fifth and eighth grade students will take the NYS Science Assessment which includes an online assessment as well as lab activities conducted throughout the year. All of the state assessments are high stakes tests that measure school progress and impact the school report card.

Formative assessments are used during the school year to help teachers plan instruction. The Fountas and Pinnell reading assessment will be given at the beginning of the school year to determine placement for guided reading instruction and administered both at mid-year and at the end of the school year, to measure student progress and address student strengths and needs. The Envision Math Readiness/Placement test from SAVVAS is used at the beginning of the school year to determine placement for guided math instruction and administered both at mid-year and at the end of the school year, to measure student progress and address student strengths and needs. In addition, classroom teachers will design other formative assessments that will assist with the education of each student.

These include timely assessments to gauge students' levels of standards mastery; performance tests, including pre- and post-testing measurements; monitoring of journals and portfolios; observations; teacher-designed tests; and evaluation of writing samples that focus on the development of various writing skills

Assessment Program

Assessment is the process of collecting, reviewing, and using information to make informed decisions about student learning. The type of information collected is determined by the intended use of the results or type of decision that is needed. Effective programs (specifically for reading) should include: screening, diagnostic, progress monitoring, and outcome.

I. Screening assessments: quick and efficient measures of overall reading ability or efficient measures of critical skills known to be strong indicators that predict student performance. (Fountas and Pinnell Assessment)

II. Diagnostic assessments: define a student's strengths and weaknesses with critical skills. Individually administered to provide specific information needed to guide appropriate instruction. Help teachers plan instruction by providing in-depth information regarding students' skills and instructional needs.

III. Benchmark assessments: measures of a student's achievement with proficiency based on grade level performance standards. Assessments are easy to administer, score, and interpret. Provide information to plan instruction and inform needed interventions. (EnVision integrated assessments)

IV. Progress monitoring assessments: determine whether a student is making adequate progress with critical skills and current instruction. Should be administered as part of the instructional routine; weekly; biweekly, or monthly depending on student need. Ensures individual instruction is provided for students at risk for failure. Data used is on-going. (Data Team Assessments)

V. Outcome assessments: provide evaluation of the effectiveness of instruction and indicate student year end achievement when compared to grade level performance standards. Administered to students at the end of a grading period or year. Can be administered as a group or individually. Often used for school, district, or state reporting purposes. (NYS Assessments)

VI. Informal assessments: provide additional information about student learning to assist educators in meeting the needs of students- typically not standardized or normed- thus do not meet technical criteria applied to more formal measures and should not replace formal assessments. (Teacher observations)

CURRICULUM

The Bronx Academy of Promise Charter School follows the National Common Core Standards and Engage NY curriculum guidelines. The New York State standards and guides can be found on the New York State Education Department website. www.nysed.gov

GRADES

Report cards are issued four times during the school year with parent conferences scheduled during the first and third quarter distribution times. Interim reports will be issued during each quarter to communicate your child's progress. Report cards in grades Pre-K-5 will reflect standards-based assessment scores.

Pre-Kindergarten-Sixth Grade

Level 1

Below Standard

Student performance does not demonstrate an understanding of the knowledge and skills expected at this grade level.

Level 2

Approaching Basic Standard

Student performance demonstrates a partial understanding of the knowledge and skills expected at this grade level.

Level 3

Meets Proficiency Standard

Student performance demonstrates an understanding of the knowledge and skills expected at this grade level.

Level 4

Exceeds Proficiency Standard

Student performance demonstrates a thorough understanding of the knowledge and skills expected at this grade level.

Seventh-Eighth Grade

4	90-100	Above Grade Level
3	75-89	On Grade Level
2	74-65	Approaching Grade Level
1	64- 0	Below Grade Level
Below 70 is a failing grade		

Awards

AAA Promise Awards will be granted for achievement, attitude and attendance, during a special ceremony in the spring of each school year.

Requirements for AAA Promise recipients include:

- Achievement- Receiving all 4s in all subject areas (report card) for the first 3 marking periods
- Attendance- Student must arrive to school on time daily and have perfect attendance
- Attitude- Student must exhibit a dedication to their studies and exemplify all of our character education traits

Grading and Promotion/Retention**Promotion Policy**

Statement of Belief: Bronx Academy of Promise Charter School believes that the promotion of students from one grade to another should be based on the student's ability, achievement, and attendance. The school recognizes that social promotion and grade retention are not necessarily successful in remediating student academic weaknesses without supplemental support to address areas of academic weakness. The retention of any student will be based on a thorough review of the individual case with the final decision resting with the school principal.

Automatic Promotion to the Next Grade:

Students will be promoted to the next grade if they meet all of the following criteria:

1. Passing grades in English Language Arts, Mathematics, Science and Social Studies, and
2. An attendance rate of 90% or above, and
3. Appropriate social, emotional, and physical well-being and adjustment

Bronx Academy of Promise will use a comprehensive process of review when a student is at risk of retention and does not meet the criteria for automatic promotion. Building academic teams will compile and review documentation to assist in making an informed decision regarding appropriate placement for the student. Students who do not meet the criteria for automatic promotion to the next grade will be considered for retention under the following circumstances:

In grades pre-kindergarten, first and second—

1. Lack of achievement in designated promotion standards as evidenced by
 - Student work
 - Teacher observations
 - Grades and performance on school-administered standardized assessments (Fountas and Pinnell)
 - Report card grades
2. An attendance record of below 90%

In grades third, fourth and fifth—

1. Lack of achievement in designated promotion standards as evidenced by
 - Student work
 - Teacher observations
 - Report card grades
2. Lack of achievement at or above Level 2 on New York State standardized assessments in English Language Arts and Mathematics
3. An attendance record of below 90%

In grades sixth, seventh and eighth—

1. Lack of achievement in designated promotion standards as evidenced by
 - Student work
 - Teacher observations
 - Report card grades
2. Student must attain passing grades in
 - English Language Arts
 - Mathematics
 - Science
 - Social Studies
3. Lack of achievement at or above Level 2 on New York State standardized assessments in English Language Arts and Mathematics
4. An attendance record of below 90%

High School Grading & Graduation Policy

High school students receive percentage-based grades for each course. Course grades reflect a student's overall academic performance, including assessments, assignments, projects, classwork, and other course requirements.

High School Grading Scale

<u>Percentage</u>	<u>Letter Grade</u>
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90–100	A
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80–89	B
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70–79	C
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65–69	D
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0–64	F
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A 65 or higher is considered a passing course grade. A grade below 65 is considered failing.

Course Credits

Successful completion of high school courses results in the awarding of course credit. Students must successfully complete the courses required by BAOP and meet New York State graduation requirements.

New York State requires students to earn a minimum of 22 credits for a high school diploma. As part of BAOP's college- and career-preparatory program, BAOP students are expected to graduate with a minimum of 24 credits.

BAOP's additional credit requirement is designed to provide students with a broader academic experience, additional opportunities to explore career pathways, and stronger preparation for college, careers, and life after high school.

Regents Examinations

Students will participate in New York State Regents examinations according to their individual course sequence and graduation pathway. Regents examinations are separate from course grades and are used to meet New York State graduation assessment requirements.

A student may pass a course but not pass the corresponding Regents examination, or may pass a Regents examination while still needing to successfully complete the associated course and earn the required credit.

Under the standard Regents pathway, a 65 is the established passing score on a Regents examination. Regents examinations use a New York State scale score; a score of 65 does not mean that a student answered 65% of the questions correctly.

Students pursuing a Regents Diploma with Advanced Designation may have additional course and assessment requirements.

Students with Disabilities

Students with disabilities who meet applicable New York State eligibility requirements may have access to Regents safety-net provisions based on their IEP. These provisions may provide additional pathways for eligible students to meet assessment requirements for a Local Diploma.

Regents safety-net provisions are not a separate classroom grading scale. Students continue to receive course grades using the BAOP high school grading scale. The student's IEP, course history, assessment results, and applicable New York State requirements determine whether a safety-net provision applies.

Staying on Track for Graduation

To graduate from BAOP, students must:

- Successfully complete their required courses.
- Earn a minimum of 24 credits to meet BAOP's graduation expectation.
- Meet the applicable New York State assessment and Regents requirements for the diploma they are pursuing.
- Meet any additional requirements associated with their individual graduation pathway.

BAOP will monitor each student's course grades, credits, Regents examinations, and graduation requirements throughout high school. Families will be kept informed of their student's progress and will have opportunities to work with the school to ensure that students remain on track for graduation.

Graduation requirements are established by the New York State Education Department and may be updated by the State. BAOP will follow the requirements applicable to each student's entering cohort.

High School Promotion & Retention

High school promotion is different from the elementary and middle school promotion process. In high school, a student's progress toward the next grade level is based primarily on successful course completion and credits earned, rather than solely on age or completion of the school year.

Students are expected to successfully complete their scheduled courses and earn the credits required to remain on track for graduation. The school will review each student's academic

progress, including course grades, credits earned, Regents examinations, and graduation requirements, when determining a student's progress toward the next grade level.

A student who does not successfully complete one or more courses may be required to participate in academic intervention, make up missing coursework or credits, repeat a course, or take part in another approved credit-recovery option. Students who are not earning sufficient credits to remain on track for graduation may be retained in their current grade level or placed on an individualized academic plan, as appropriate.

Because high school students may take courses at different levels and sequences, students in the same grade may have different schedules and course placements. A student may advance to the next grade level while continuing to complete a previously unsuccessful course when appropriate and when permitted by the student's academic plan.

BAOP will communicate with students and families regarding academic progress and will work with families to develop a plan when a student is at risk of falling behind in credits or graduation requirements.

The goal of the high school promotion process is to ensure that students remain on track to graduate with the credits, coursework, and assessment requirements necessary for their chosen graduation pathway.

English Language Learners

The retention of any and all English Language Learners will be considered on a case-by-case basis and determined by the collaboration of the administrator, classroom teacher, related services and the school's ESOL Department.

The promotion standards apply to English language learners (ELLs) who have been in an English language school system for three or more years unless they have an approved extension of services for year four or five. A comprehensive assessment of students' class work, statewide mathematics test results, and attendance will determine whether or not ELLs enrolled in an English language school system for between two and three years will be promoted. Promotion criteria in ELA will be set on the New York State English as a Second Language achievement test (NYSESLAT) after the New York State Education Department releases progress targets. There will be no ELA promotion standards for these students this year. ELLs in an English language school system for fewer than two years are exempt from the promotion standards.

Special Education

Promotion

Students with “standard promotion criteria” listed on page 9 of their Individualized Education Plan (IEP) are subject to the promotion criteria above and students with “modified promotion criteria” on their IEP will be promoted on the basis of that modified criteria.

Grading and promotion are based on the degree of success that the individual student has achieved in completing his/her educational program. Students are graded according to their ability and achievement, consistent with the purpose and content of the class or course. All teachers are expected to give statements of course and objectives as well as grading factors to all students and parents.

Students with “standard promotion criteria” listed on their Individualized Education Plan (IEP) are subject to the promotion criteria above and students with “modified promotion criteria” on their IEP will be promoted on the basis of those modified criteria.

Special Requirements for Students with Disabilities

The IDEA requires that states and school districts include students with disabilities in their assessment system with accommodations where appropriate. As we develop and implement the curriculum assessments, the needs of students with disabilities who are working toward New York State Standards must be considered. While there is a need to promote high expectations for all students, the rights of students with disabilities to have an equal opportunity to access these standards must be protected. Adherence to IEPs is necessary.

The Special Educator Resource Teacher and/or Coordinator will review the appropriate IEPs with classroom teachers. Each teacher will sign off that they have read their student's IEP and understand what is expected of them in order to service the child. Teachers will also receive a summary of their students' IEPs.

Academic Interventions

If your child is experiencing academic difficulties, there are interventions for assistance:

- 1) Differentiated instruction (groupings in the classroom)

- 2) Academic Intervention Services--small group remediation in ELA and Math in Guided Reading and Guided Math
- 3) Child Study Team
- 4) Special education settings including speech, occupational therapy, physical therapy, small group pull out classes
- 5) Special education requirements beyond pull out classes, such as ICT classrooms

Under the No Child Left Behind Act of 2001 federal funds are allocated in Title I to provide needed support services to students experiencing difficulty in reading/writing and/or mathematics skill acquisition. Research-based resources and professional development will be used in our Title I program to enable staff to appropriately target each child's individual needs. These students are selected because they require additional intervention to meet the benchmarks for ELA and Math New York State Testing. There will be a major emphasis on using student data to inform our instructional practices throughout the curriculum.

Child Study Team (CST)

The purpose of the Child Study Team is to provide support and interventions for students having learning problems and/or behavioral difficulties. The CST Team will utilize a problem solving approach and is a collaborative team effort of professionals with differing areas of expertise.

Child Study Process:

Meetings will be held once a month. Once a student is referred to CST, the CST team will:

Meet to discuss a student's strengths and weaknesses in an effort to determine possible academic or behavioral interventions.

Follow up meetings are held to determine if the recommendations were effective or if the student may require further interventions such as possible Special Education referral.

Homework

It complements learning that takes place in the classroom and reinforces the skills necessary to excel in ELA and Math. It does not necessarily require paper and pencil. Authentic reinforcement, such as reading together with your child or reviewing math facts within a cooking activity helps to support the learning that has taken place within the classroom. In addition, the school strongly suggests independent reading for your child on a daily basis.

Students will be expected to complete any unfinished classwork as well as any long term projects as part of their homework.

The New York State Department of Education suggests homework should last for approximately 10 minutes per grade. For example, in first grade students should spend about 10 minutes on their homework and in fourth grade, students should spend about 40 minutes on their homework

Technology

Each student will be assigned a personal computing device while they are learning in the building. These devices will be assigned to each student as a specific number. In the beginning of the year, parents will sign a “Technology Contract,” to ensure the proper handling of these devices both in the building as well as at home. (Should circumstances require some form of Remote Instruction) In the event of damages, replacement of parts, or other issues surrounding these devices, the school will refer to the signed contract for reimbursement and guidance.

Social-Emotional Learning

The culture of the school will promote the positive social-emotional learning, character and moral education of the children. Each classroom will build a community of learners. Morning Guided Mindfulness will set the tone for the day along with Responsive Classroom morning meetings.

Behavioral expectations will be posted in each classroom. These will include respect for oneself, others, property, and being prepared to learn. Students will practice the school and classroom routines so they will be familiar with and have the skills to follow the rules.

Classroom consequences may include: reminders, redirection, teacher proximity, change of seat, time out, parental communication.

If a child exhibits difficulty after the above interventions, he/she may be referred to the school counselor and/or the Child Study Team.

In a serious situation, the child may be referred to the School Dean for additional consequences or possible suspension. Serious situations may include: violence, destruction of property, possession of weapons, drugs or other contraband. Parents can expect notification of behavioral difficulties and will be asked to provide support to the teacher in creating a safe learning environment.

- To establish a positive school climate, we will strive to model the core values such as Caring, Respect, Responsibility, Trust, and Family and create a warm and supportive learning environment that is based on mutual respect, fairness, and opportunities for all to contribute.
- To support academic achievement, we will strive to align our academic content and instruction with our core values in order for students to recognize connections between

character and their studies. In doing so, we hope that students can demonstrate greater responsibility, initiative, and self-discipline in their academic efforts.

- To strengthen family and community involvement, we hope to make parents an active participant in their children's education. We intend on creating opportunities for parents to learn about, understand, and support our character education initiatives.
- To improve student interaction, we hope to create a positive, consistent approach to school and classroom discipline in which students are held accountable for our core values. Students will be provided with opportunities for moral action by participating in community outreach and teamwork with staff and parents to display moral leadership, set examples for younger children, and to stand up for what is right.
- To support students' social emotional needs , we will be incorporating The Responsive Classroom approach. This will help elementary and middle school educators to create safe, joyful, and engaging classrooms and school communities where students develop strong social and academic skills and every student can thrive.

CODE OF CONDUCT

The School Board of Bronx Academy of Promise Charter School is committed to providing a safe school environment where students may receive quality educational services without disruption or interference. Responsible behavior by students, teachers, other staff personnel, parents and other visitors is vital to achieving this goal.

Bronx Academy of Promise has high expectations for conduct on school property and at school functions. These expectations are based on principles of mutual respect, citizenship, character, honesty and integrity. The Board recognizes the need to clearly define these expectations for acceptable conduct on school property, to identify the possible consequences of unacceptable conduct, and to ensure that discipline when necessary is administered promptly and fairly. To this end, the Board has adopted a Code of Conduct, and this code applies to all students, school personnel, parents and other visitors when on school property or attending a school function. The Bronx Academy of Promise Code of Conduct is distributed to parents at Kindergarten Orientation and whenever a new student begins the school year.

Bronx Academy of Promise Discipline Plan

The staff at Bronx Academy of Promise believes that every student should have the opportunity to learn skills and values that are necessary for personal development and social order in a free society. In order to achieve this goal it is necessary for students to behave in a safe orderly way for an effective learning environment. The school strongly believes in restorative practices—practices that highlight the issues that are underneath or behind the disruptive behaviors. Our goal is to work together with families, on an individual basis, to provide a supportive, but structured behavioral environment in which to learn, while addressing all behaviors that are considered inappropriate for school.

Every student has the right to learn and be safe, and no one has the right to interrupt learning or make others feel unsafe. Attached below is Bronx Academy of Promise's Discipline Form that documents the behaviors that will not be allowed at school, as well as the consequences and measures taken to maintain discipline in the school. Staff members will utilize their classroom management systems and give verbal warnings prior to progressing through any of the consequences.

Internet Policies

Acceptable Use Policy for Internet Access

Freedom of inquiry and access to information is fundamental to the development of our society, and is the right of all students and staff. On-line electronic resources provide an exceptional opportunity for the promotion of intellectual inquiry, comprehensive information gathering, and awareness of global diversity through worldwide communication and exploration. On-line resources such as the Internet can be used to educate, to inform, to communicate and to entertain. As a learning resource, they are similar to books, magazines, video, CD-ROM, and other information sources. Students and staff have access to other individuals, government documents, social and scientific data, library indexes, and many other types of information.

Student Expectations in Use of the Internet

The use of the Internet is a privilege, not a right, and inappropriate use or violation of any of the following standards will result in consequences laid down by the school.

1. Use of the computer at school is limited to school related activities. Internet users are expected to behave responsibly in accessing and viewing information that is pertinent to the mission of the school.
2. Vandalism and other infractions of school policy while using the Internet will result in immediate cancellation of privileges along with disciplinary action.
3. Students are expected to abide by the generally accepted rules of network etiquette. These include (but are not limited to) the following:

Standards of Behavior

Be courteous and respectful in your messages to others.

Use appropriate language. Do not swear, use vulgarities or any other inappropriate language.

Illegal activities are strictly forbidden.

Do not reveal your home address or phone number, or that of other students.

Note that electronic mail (e-mail) is not guaranteed to be private. People who operate the system do have access to all mail. Messages related to or in support of illegal activities may be reported to the authorities.

Never agree to get together with someone you "meet" on-line without first checking with your parents or a responsible adult at school.

Only public domain software ("shareware") can be downloaded. Copyright laws must be respected.

Do not post personal messages on bulletin boards or "list servers." Send personal messages directly to the person to whom you want to write.

Do not use the network in such a way that you would disrupt the use of the network for other users.

Bronx Academy of Promise Charter School
DASA Policy-Dignity For All Students Act

Respect for all:

All pupils have the right to attend schools that are safe, secure, and peaceful environments. The Board recognizes that discrimination, such as harassment, hazing and bullying, are detrimental to student learning and achievement. These behaviors interfere with the mission of the school to educate its students and disrupt the operation of the school. Such behavior affects not only the students who are its targets but also those individuals who participate and witness such acts.

Bullying in schools has historically included actions shown to be motivated by a pupil's actual or perceived race, color, religion, national origin, ancestry or ethnicity, sexual orientation, socioeconomic status, age, physical, mental, emotional, or learning disability, gender, gender identity and expression, obesity, or other distinguishing personal characteristics, or based on association with any person identified in any of the above categories.

The Board prohibits all forms of discrimination, such as harassment, hazing and bullying on school grounds, school buses and at all school-sponsored activities, programs and events. Discrimination, harassment, hazing or bullying that takes place at locations outside of school grounds which can be reasonably expected to materially and substantially interfere with the requirements of appropriate discipline in the operation of the school or impinge on the rights of other students are prohibited, and may be subject to disciplinary consequences.

Definitions

Bullying

Bullying is understood to be a hostile activity which harms or induces fear through the threat of further aggression and/or creates terror. In order to facilitate implementation of this policy, provide meaningful guidance and prevent behaviors from rising to a violation of law, this policy will use the term bullying (which is usually subsumed under the term "harassment") to describe a range of misbehaviors such as harassment, hazing, intimidation or discrimination. The accompanying regulation provides more guidance regarding the definition and characteristics of bullying.

Discrimination

Discrimination is the act of denying rights, benefits, justice, equitable treatment or access to facilities available to all others, to an individual or group of people because of the group, class or category to which that person belongs (as enumerated in the Definitions section, under Harassment, below).

Hazing

Hazing is an induction, initiation or membership process involving harassment which produces public humiliation, physical or emotional discomfort, bodily injury or public ridicule or creates a situation where public humiliation, physical or emotional discomfort, bodily injury or public ridicule is likely to occur.

Harassment

Harassment has been defined in various ways in federal and state law and regulation. The Board recognizes that these definitions are important standards, but the Board's goal is to prevent misbehavior from escalating in order to promote a positive school environment and to limit liability. The Dignity for All Students Act (§§10-18 of Education Law) defines harassment as the creation of a hostile environment by conduct or by verbal threats, intimidation or abuse that has or would have the effect of unreasonably and substantially interfering with a student's educational performance, opportunities or benefits, or mental, emotional or physical well-being; or conduct, verbal threats, intimidation or abuse that reasonably causes or would reasonably be expected to cause a student to fear for his or her physical safety. The harassing behavior may be based on any characteristic, including but not limited to a person's actual or perceived:

- o race,
- o color,
- o weight,
- o national origin,
- o ethnic group,
- o religion,
- o religious practice,
- o disability,
- o sex,
- o sexual orientation, or
- o gender (including gender identity and expression).

In some instances, bullying or harassment may constitute a violation of an individual's civil rights.

Prevention

The school setting provides an opportunity to teach children, and emphasize among staff, that cooperation with and respect for others is a key value of the Bronx Academy of Promise Charter School. A program geared to prevention is designed to not only decrease incidents of bullying but to help students build more supportive relationships with one another by integrating the bullying prevention program into classroom instruction. Staff members and students will be sensitized, through professional development and instruction, to the warning signs of bullying, as well as to their responsibility to become actively involved in the prevention of bullying before overt acts occur.

In order to implement this program the Principal will designate a Bullying Prevention Coordinator (BPC)/ DASA Coordinator on an annual basis. The role of the coordinator is to coordinate dissemination of information on anti-bullying, implement strategies to prevent bullying, and enforce this policy. In addition, committees consisting of staff, administration, students and parents will be created to assist the administration in developing and implementing specific prevention initiatives, including early identification of bullying and other strategies. Lastly, the program will include reporting, investigating, remedying and tracking allegations of bullying.

Intervention

Intervention by adults and bystanders is an important step in preventing escalation and resolving issues at the earliest stages. Intervention will emphasize education and skill-building. Successful intervention may involve remediation. Remedial responses to bullying and harassment include measures designed to correct the problem behavior, prevent another occurrence of the behavior and protect the target. Remediation may be targeted to the individual(s) involved in the bullying behavior or environmental approaches. In addition, intervention will focus upon the safety of the target. Staff is expected, when aware of bullying, to either refer the student to designated resources for assistance, or to intervene in accordance with this policy and regulation.

Provisions for students who don't feel safe at school

The Board acknowledges that, notwithstanding actions taken by staff, intervention may require a specific coordinated approach if the child does not feel safe at school. Students who do not feel safe at school are limited in their capacity to learn and reach their academic potential. Staff, when aware of bullying, should determine if accommodations are needed in order to help ensure the safety of the student and bring this to the attention of the principal. The principal, other appropriate staff, the student and the student's parent(s) will work together to define and implement any needed accommodations. The Board recognizes that there is a need to balance accommodations which enhance student safety against the potential to further stigmatize the targeted student. Therefore, each case will be handled individually, and the student, parent/guardian, and school administration will collaborate to establish safety

provisions that best meet the needs of the targeted student. Follow-up discussion and/or meetings will be scheduled, as needed, to ensure that safety concerns have been adequately addressed and to determine when and if accommodations need to be changed or discontinued.

Training

The Board recognizes that in order to implement an effective bullying prevention and intervention program, professional development is needed. The principal and/or appointed staff member will incorporate training to support this program in new teacher orientation and the annual professional development plan, as needed. Training opportunities will be provided for all staff, including but not limited to staff who have contact with students. The BPC will be trained in accordance with state requirements and will continue their professional development so as to successfully support this policy and program.

Reporting and Investigation

Although it can be difficult to step forward, the Board can't effectively address bullying if incidents aren't reported. Students who have been bullied, parents whose children have been bullied or other students or staff who observe bullying behavior are encouraged and expected to make a verbal and/or written complaint to any school personnel in accordance with the training and guidelines provided. At all times, complaints will be documented, tracked and handled in accordance with the regulations and procedures accompanying this policy, or, if applicable, [0100, Equal Opportunity and Nondiscrimination, or 0110, Sexual Harassment]. If a staff person is unsure of the reporting procedure, he/she is expected to inquire about how to proceed by speaking with their supervisor. All incidents of bullying will be reported to the New York State Education Department on at least an annual basis, so that the state can evaluate BAOP's performance under the policy. Such incidents may be included in the Violent and Disruptive Incident Reporting (VADIR) system, as applicable. There shall be a duty for all school personnel to report any incidents of student-to-student and staff-to-student bullying that they observe to their principal or other administrator who supervises their employment. In addition, there shall be a further duty for all school personnel to report any incidents of student-to-student and staff-to student bullying of which they are made aware by students to the principal or other administrator who supervises their employment. The results of the investigation shall be reported back to both the target and the accused in accordance with the accompanying regulation. If either of the parties disagrees with the results of the investigation, they can appeal the findings in accordance with the regulations that accompany this policy.

Disciplinary Consequences/Remediation

While the focus of this policy is on prevention, bullying acts may still occur. In these cases, offenders will be given the clear message that their actions are wrong and the behavior must improve. Student offenders will receive in-school guidance in making positive choices in

their relationships with others. If appropriate, disciplinary action will be taken by the administration as applicable. If the behavior rises to the level of criminal activity, law enforcement will be contacted. Consequences for a student who commits an act of bullying shall be unique to the individual incident and will vary in method and severity according to the nature of the behavior, the developmental age of the student, and the student's history of problem behaviors, and must be consistent with both the NYCDOE and BAOP Code of Conduct.

Non-Retaliation

All complainants and those who participate in the investigation of a complaint in conformity with state law, as well as the NYCDOE and BAOP's policies, who have acted reasonably and in good faith, have the right to be free from retaliation of any kind.

False Claims

Students who make false claims of harassment or bullying will be subject to disciplinary action as defined by this policy.

Dissemination, Monitoring, Review, and Reporting

This policy, or a plain language summary, shall be published in student registration materials, student, parent and employee handbooks. The district will ensure that reporting of information to the public will be in a manner that complies with student privacy rights under the Family Educational Rights and Privacy Act (FERPA).

2026-2027 SCHOOL YEAR

Wednesday	August 26	Staff Returns to School
Thursday	September 10	First Day of School
Monday	September 21	Yom Kippur – School Closed
Tuesday	September 22	Meet the Teacher Night (Pre-K to 8 th Grade) 6:00 to 7:30 p.m.
Friday	October 2	11:30 Dismissal—Professional Development
Monday	October 12	Italian Heritage Day/Indigenous People’s Day —School Closed
Friday	October 30	11:30 Dismissal
Monday	November 2	11:30 Dismissal Parent/Teacher Conferences 1:00 p.m. – 7: 00 p.m.
Tuesday	November 3	Remote Instruction Only! Parent/Teacher Conferences 8:00 a.m. - 12:00 p.m.
Wednesday	November 11	Veteran’s Day - School Closed
Wednesday	November 25	11:30 Dismissal
Thurs. – Fri.	November 26-27	Thanksgiving Recess—School Closed
Monday	November 30	Back to School
Friday	December 11	11:30 Dismissal—Professional Development
Wednesday	December 23	11:30 Dismissal

2026-2027 SCHOOL YEAR

Thurs.– Fri.	Dec. 24– Jan. 1	Holiday Recess—School Closed
Monday	January 4	Back to School
Monday	January 18	Dr. Martin Luther King Jr. Day—School Closed
Friday	January 29	11:30 Dismissal—Professional Development
Friday	February 12	11:30 Dismissal
Mon. – Fri.	February 15-19	Mid-Winter Recess –School Closed
Monday	February 22	Back to School
Tuesday	March 9	Eid al-Fitr –School Closed
Thursday	March 11	11:30 Dismissal—Parent/Teacher Conferences 12:30 p.m. – 7: 00 p.m.
Thursday	March 25	11:30 Dismissal—Professional Development
Fri-Mon	March 26-29	School Closed*
Thursday	April 1	BAOP 2025-2026 School Lottery
Wednesday	April 21	11:30 Dismissal
Thurs. – Fri.	April 22- 30	Spring Recess—School Closed
Monday	May 3	Back to School
Tuesday	TBD	NYS 5th & 8th Grade Science Test
Tues - Wed.	TBD	NYS ELA Assessments Grades 3-8
Tues. - Wed.	TBD	NYS MATH Assessments Grades 3-8
Monday	May 17	Eid al-Adha –School Closed
Friday	May 28	11:30 a.m. Dismissal
Monday	May 31	Memorial Day—School Closed
Friday	June 4th	11:30 Dismissal— Professional Development
Wednesday	June 23	11:30 Dismissal (Students Only)

Thursday	June 24	11:30 Dismissal (Students Only)
Friday	June 25	Last Day of School 11:30 Dismissal

*If a Traditional Snow Day is called during the year, the day will be made up on Monday March 29th.

PARENT CONTRACT 2026-2027

The Bronx Academy of Promise is a New York City charter school designed to provide instruction with high expectations for all children.

I understand that my positive participation in my child's education will help and encourage his/her achievements and attitude. When parents and teachers join with students in modeling standards and commitment to learning, we become their lifetime role models leading to their success. Therefore, this contract is a partnership designed to outline responsibilities to be carried out to the best of each parent/guardian's ability. Please read, agree, and sign the parent contract. Without your assistance, your child cannot reap the knowledge and skills we will offer.

I want my child to be successful in school. Therefore, as the parent/guardian I will encourage him/her by doing the following:

I will make sure my child is punctual and attends school every day.

I will make sure that my child is dressed in accordance with the school uniform policy.

I will support the school discipline policy and help my child to accept consequences for negative behavior.

I will pick up my child in a timely manner at dismissal and/or when notified that my child is ill.

I will support the school's policies such as homework and/or attendance.

I will provide a quiet place/time for my child to do homework.

I will encourage my child's efforts and be available for questions.

I will review all school communications and return any papers asked for.

I will remain involved in what my child is learning.

I will read with my child on a nightly basis and let my child see me read.

I will make sure my child gets adequate sleep and eats a healthy diet.

I will attend parent-teacher conferences to discuss and address report card issues.

I will attend PTO meetings and be a positive force in the school community.

I will attend school events whenever possible and be an active member of my child's education such as volunteering to assist with classroom activities.

I will keep positive communication between the teacher/principal and schedule a conference to discuss any problems or concerns.

I will provide my child with a library card and set up time to visit the library.

Parent Signature _____ Date _____