



Boston Day and Evening Academy

**Student and Family Handbook
2018-19**

Student and Family Handbook

Welcome to Boston Day and Evening Academy!

We are delighted that you have chosen to join our community, to work to receive your high school diploma, and to let us help you plan for your future beyond graduation. We are all here to support you in your efforts to be successful and we appreciate your choice to be part of our BDEA family.

You will have many positive and life changing experiences as you pursue your dreams. Our staff will honor your commitment to your own learning and we will do all that we can to support and encourage your success. You should take advantage of the wide array of opportunities that you will be exposed to so that you can gain competency in the many areas that will help you later in life. Your participation, effort and attendance are an important part of this process.

Your voice is important as well. Here at BDEA we put our students first and we want to hear your concerns, suggestions and ideas. Your participation on committees, in groups, and in classes is one way for you to build community and to advocate for positive change.

We are looking forward to getting to know you and to sharing your success. Welcome!

Mission

Boston Day and Evening Academy re-engages off-track students in their education preparing them for high school graduation, post-secondary success and meaningful participation in their community.

Vision Statement

Boston Day and Evening Academy will continue to be an innovative leader in student-centered education for off-track learners.

History

BDEA began serving at risk students in September 1995 as the Downtown Evening Academy, Boston's first evening, diploma-granting, public high school. In 1998, the school became a Horace Mann Charter School (chartered by the state) and was renamed the Boston Evening Academy. In 2003, the Day program was added, strengthening the city's ability to serve at-risk, over-age, and academically under prepared 8th grade students who are as old as eighteen but have not yet reached 8th grade benchmarks. During the same year, BDEA became a member of the Coalition of Essential Schools (CES), joining a select group of schools that are informing the national conversation around education reform.

Horace Mann Charter Status

On July 1, 1998, Boston Evening Academy became a Horace Mann Charter School. A Horace Mann Charter School is "a former public school that operates under a five year charter approved by the local school committee, the local teachers' union president and the Board of Education." Horace Mann Charter status means that Boston Day and Evening Academy serves Boston Public School students but operates with important autonomies, which allow for our student centered, trauma-

sensitive programming. Charter school students follow the same state standards, take the same state tests and abide by virtually all the same laws and regulations as other public school students.

Non-discrimination Policy

Boston Day and Evening Academy, in accordance with its non-discrimination and zero tolerance policy, does not discriminate in its programs, activities, facilities, employment and educational opportunities on the basis of race, color, age, disability, sex/gender, gender identity or expression, religious beliefs, national origin, ancestry, retaliation, sexual orientation, genetics or military status and does not tolerate any form of intimidation, threat, coercion and/or harassment that insults the dignity of others and interferes with their freedom to learn or work.

Competency based education

Boston Day and Evening Academy is a competency-based school. This means that probably unlike any other school you have attended, progress at BDEA is measured by how many competencies or abilities you demonstrate through assessments, and not by typical tests or grades.

For example, when you decide to get your driver's license, you will have to know how to drive a car. Maybe during your performance test you might have to parallel park or do a three point turn on a hill or drive onto a highway. When you demonstrate competency, you get a driver's license.

BDEA's license is a high school diploma. To earn this diploma involves a lot more than getting a driver's license. But how you get it is quite similar. For example, you have to demonstrate that you read and understand chapters in books, write essays and research papers, and solve complicated math problems. You are ready to get your BDEA license, a high school diploma, when you are able to meet the competencies that are listed on your Individual Learning Plan (ILP) in the following subject areas:

- ◆ Math
- ◆ Humanities/English Language Arts
- ◆ Science
- ◆ Technology

In addition to demonstrating these competencies (abilities) BDEA students must also pass MCAS requirements, complete a research-based Capstone project (see section Capstone below), and take courses in Post-Graduate Planning that will help prepare them for college and career.

LEARNING AND GRADUATING

Programs

BDEA provides a small, supportive, innovative educational setting for its 400 students who have not had success within other schools or who have dropped out and are "dropping back in". By replacing grade levels with competency-based learning, BDEA motivates its students towards educational success with an innovative, experiential curriculum, and intense personalization. The programs include academic classes, enrichment classes, and an advisory class. In advisory, students learn the skills to become creative and critical thinkers, independent learners, and active citizens while getting regular coaching. Students work toward graduation by demonstrating what they know and what they are able to do through completing projects and demonstrating what they have learned through

portfolios and exhibitions, in addition to traditional assessments such as quizzes, tests, and reports. All students have the same graduation requirements, which include passing the MCAS exams.

Seminar

Seminar is the first class you will take when you enter BDEA as a student. Seminar is a full trimester course (11 weeks), and includes Humanities/English Language Arts, Math, and Science. You will remain with the same “cohort” or group of students while you learn about the school and why BDEA, an “alternative” high school, is different from any other school you may have attended—at the same time we are learning more about who you are as a person and as a learner. Seminar gives you a chance to get to know your teachers, learn about school practices and routines, and introduces you to non-academic departments like Post Graduate Planning and Enrichment activities like beat-making and cooking. You will participate in Symposium along with the rest of the school, and will be able to assess toward benchmarks at the end of your first Trimester.

Graduation and Degree Requirements: Three Steps to Earn a Diploma

In order to graduate from Boston Day and Evening Academy, you will complete accomplish three significant goals. You will:

- ◆ Reach a 240 or better on English Language Arts and mathematics MCAS exams and a 220 or better on the Science MCAS
- ◆ Demonstrate BDEA’s set of competencies as listed on your Individual Learning Plan (ILP)
- ◆ Complete a capstone trimester that involves an internship and a digital portfolio presentation to a committee consisting of community members from outside the school
- ◆ Take Career Readiness, Beyond BDEA, and 2 Enrichment classes

MCAS

One of the most significant pieces of evidence that a student must produce is the ability to score 240 or better on the English Language Arts and Math MCAS exams and 220 on Science. All students must pass this state mandated graduation requirement. While there is some controversy about the ability of these exams to measure achievement, MCAS is another way for students to show what they know and are able to do outside of classroom work. This is how the state explains the requirement:

Beginning with the class of 2010, students must either earn a scaled score of at least 240 on the grade 10 MCAS [ELA](#) and [Mathematics](#) tests, or earn a scaled score between 220 and 238 on these tests and fulfill the requirements of an [Educational Proficiency Plan \(EPP\)](#).

Because BDEA does not have grades (9, 10, 11, 12), students do not take MCAS until they are ready to pass it. This eliminates teaching to the test and any fears that students may have about taking the test.

Benchmarks and Independent Learning Program (ILP)

One of the pieces to the graduation puzzle is meeting benchmarks in the areas of Humanities/English Language Arts, mathematics, science, and technology. These benchmarks are listed in a document called the *Individualized Learning Plan (ILP)*, which will be given to you when you start school. Instead of receiving grades like “A”, “B”, and “C”, you will be assessed on what you know and how you demonstrate what you know. One week of every trimester is reserved for you to assess toward benchmarks. When your teachers are convinced that you “know what you know”,

and you “demonstrate competency”, you get to check off that benchmark in your ILP book, meaning you are one step closer to graduation.

Capstone

The Capstone Project provides a student with an opportunity to apply the different competencies, habits of mind, and habits of success that they have acquired during their education and apply these resources to a final project. This project often involves an internship outside of school, workshops that prepare you for post-graduate studies and culminates in a digital presentation of what the student has learned. This final presentation is the celebration of competency where the student makes the final demonstration of what he or she knows and is able to do. This event is a signal to both the student and the community that you are a high school graduate and prepared to move on to college or career.

Assessment weeks

Assessment week is the time for students to not only show what they have been doing in their classes, but also to show other demonstrations of competency outside of their class work. A student might be writing a story for the literary magazine or organizing a youth group at a church. Another student might be helping his parents run a small business or help plan an anti-violence rally at the local youth center. These different experiences might produce evidence that can be used to demonstrate competencies. Assessment week is the time for student to present evidence to show what they know and are able to do.

To verify the evidence, a teacher might ask the student to talk about his or her work. Sometimes a teacher might ask a student to perform a task like teaching a math problem or writing a summary of a short video clip. To prove that the student is a strong reader, the teacher might question the student in order to determine that the student is able to think deeply about the books the student has read

If a teacher is not satisfied that the student knows and is able to do something essential for a high school graduate to know or do, the teacher will arrange for the student to get coaching in order to develop this essential ability.

Portfolios and Portfolio Reviews:

Your student portfolio is a binder of work that you collect over the year. You will compile and organize your portfolio in Advisory and each trimester your teachers will coach you around which items you should put in each section.

Once a year, usually at the end of Trimester 3, you participate in a portfolio review with your advisor and a family or community member. This is an opportunity for you to understand your progress at BDEA, be reflective and use the Habits of Minds to assess your own growth as a student. Students have traditionally enjoyed this experience as it allows them to think about their educational experience and set goals toward graduating.

Symposium

Symposium is an annual showcase of student work where families and community members are invited to observe, interact, and learn. Once a year, regular classes are suspended for three weeks and students choose one of several topics to research during that time. Most work is experiential (“hands-on”) and projects range from building a library to renovating a greenhouse, writing a

graphic novel, creating a “claymation” video about covalent bonding, and the chemistry of baking. Projects change every year, so you have lots of opportunity to be involved with several Symposia. At the end of the three weeks, each project presents their work during a one-night event held at the school. Symposium provides an opportunity for students to work in small groups on collaborative projects of common interest.

BDEA Faculty and Staff

Visit the Faculty and Staff Page on the [BDEA website](#) to learn more about each of our teachers and other staff.

Post-Graduate Planning

The Post-Graduate Planning (PGP) program at Boston Day and Evening Academy ensures that students have access to career and skill building opportunities, and to job and internship placement. PGP development begins in the first trimester and includes training in a variety of skill sets including creating a resume, writing a cover letter, assembling references, accessing career networks, interviewing effectively, and maintaining a job. Involvement in the PGP program gives students the opportunity to experience a variety of career paths and to have exposure to career training workshops.

PGP staff also work closely with students to prepare for vocational training and college prep. Several visits to college campuses are planned throughout the year, students are prepped for SATs, and families are assisted through the financial aid process. PGP also hosts weekly guest speakers from a variety of professions and asks students for the kinds of jobs and careers they would like to hear about and explore.

Student Support

Along with the academic programs, the school provides additional support for students through the Student Support Team which includes a staff of community field coordinators and paraprofessionals who connect students with agencies offering mental health counseling, mediation services, legal advocacy, housing assistance, and child care. BDEA has replaced the traditional guidance office model with an emergency room model of triage for the traumas and personal crises that are part of life. The combination of strong academics along with relevant student supports is a significant partnership contributing to the academic success of BDEA students.

Enrichment

The school offers a variety of engaging Enrichment Courses throughout the year. Students must take two Enrichment courses as part of their graduation requirement.

CODE OF CONDUCT

As a Horace Mann School, Boston Day and Evening Academy operates within the Boston Public Schools, and as such, all students are enrolled in the Boston Public Schools. In general, Boston Day and Evening Academy will adhere to the Boston Public Schools Code of Discipline and School-based Policies and integrates restorative justice practices as summarized below.

The Code of Conduct and School-Based Policies apply to the behavior of a student while he/she is in school, at a school-sponsored activity, and on his/her way to and from school: one hour before school and one hour after school (i.e. walking home, waiting for the "T", on the bus). While in school each of us has a responsibility to our education as well as the safety and well being of each other and ourselves. It is expected of each student that he/she can and will adhere to school policies.

BDEA Policies

The BDEA community values the safety and well being of others so we expect that **all members of the BDEA community will adhere to the following expectations:**

- ◆ Be respectful, courteous and thoughtful in your behavior, action, and words.
- ◆ Students are expected to arrive at class on time and prepared to learn.
- ◆ Students are not allowed to leave the building during class time without permission from a student support staff member or an administrator, or from a parent (if under the age of 18).
- ◆ If you have been excused from class or from school, you will be given a pass which must be carried with you and shown to a BDEA security officer or staff member, if asked.
- ◆ Running in the hallways, and loud or boisterous noise or behavior, is not permitted at any time.
- ◆ BDEA has visitors almost daily and their impression of the school depends on how we all comport ourselves.
- ◆ Per the City of Boston's Workplace Smoking Restriction Regulation, there is absolutely no smoking anywhere on the school campus. It shall be a violation of this policy for any student, staff, administrator, or visitor to use, consume, display or sell any tobacco products or tobacco paraphernalia at any time on school property, at off-campus, school sponsored events and extra-curricular activities, within vehicles located on school property and within 500 feet of school property. Failure to comply with this regulation may result in confiscation of tobacco products/paraphernalia, community service, information about cessation programs, suspensions, and a fine of up to \$1,000.
- ◆ The use, possession, distribution or sales of any prescribed or non-prescribed controlled substances is strictly prohibited in school. BDEA has a tiered discipline approach which includes, suspension, community service, restitution letter, attending the Boston Public School Counseling Intervention Center, and additional addiction counseling if needed.

BULLYING PREVENTION AND INTERVENTION

On May 3, 2010 Governor Patrick signed an *Act Relative to Bullying in Schools*. This law prohibits bullying and retaliation in all public and private schools, and requires schools and school districts to take certain steps to addressing bullying incidents. Parts of the law (M.G.L. c. 71, § 37O) that are important for students and parents or guardians to know are described below.

These requirements are included in the school's or district's Bullying Prevention and Intervention Plan ("the Plan"). The Plan includes the requirements of the new law, and also information about the policies and procedures that the school or school district will follow to prevent bullying and retaliation, or to respond to it when it occurs.

Definitions

Aggressor is a student who engages in bullying, cyberbullying, or retaliation.

Bullying is the repeated use by one or more students of a written, verbal or electronic expression or a physical act or gesture or any combination thereof, directed at a target that: (i) causes physical or emotional harm to the target or damage to the target's property; (ii) places the target in reasonable fear of harm to himself/herself or of damage to his/her property; (iii) creates a hostile environment at school for the target; (iv) infringes on the rights of the target at school; or (v) materially and substantially disrupts the education process or the orderly operation of a school. Bullying includes cyberbullying.

Cyberbullying is bullying through the use of technology or any electronic devices such as telephones, cell phones, computers, and the Internet. It includes, but is not limited to, email, instant messages, text messages, and Internet postings.

Hostile environment is a situation in which bullying causes the school environment to be permeated with intimidation, ridicule, or insult that is sufficiently severe or pervasive to alter the conditions of the student's education.

Target is a student against whom bullying, cyberbullying, or retaliation is directed.

Retaliation is any form of intimidation, reprisal, or harassment directed against a student who reports bullying, provides information during an investigation of bullying, or witnesses or has reliable information about bullying.

Prohibition Against Bullying

Bullying is prohibited:

- ◆ on school grounds,
- ◆ on property immediately adjacent to school grounds,
- ◆ at a school-sponsored or school-related activity, function, or program, whether it takes place on or off school grounds,
- ◆ at a school bus stop, on a school bus or other vehicle owned, leased, or used by a school district or school,
- ◆ through the use of technology or an electronic device that is owned, leased or used by a school district or school (for example, on a computer or over the Internet),
- ◆ at any program or location that is not school-related, or through the use of personal technology or electronic device, if the bullying creates a hostile environment at school for the target, infringes on the rights of the target at school, or materially and substantially disrupts the education process or the orderly operation of a school.

Retaliation against a person who reports bullying, provides information during an investigation of bullying, or witnesses or has reliable information about bullying is prohibited.

Reporting Bullying

Anyone, including a parent or guardian, student, or school staff member, can report bullying or retaliation. Reports can be made in writing or orally to the principal or another staff member, or reports may be made anonymously. All reports should be made or cc'd to: Alison Hramiec, Head of School, Boston Day and Evening Academy, 20 Kearsarge Avenue, Roxbury 02119, 617 635-6789 x 119, ahramiec@bostonpublicschools.org

School staff members must report immediately to the principal or his/her designee if they witness or become aware of bullying or retaliation. Staff members include, but are not limited to, educators, administrators, counselors, school nurses, cafeteria workers, custodians, bus drivers, athletic coaches, advisors to an extracurricular activity, or paraprofessionals.

When the school principal or his/her designee receives a report, he or she shall promptly conduct an investigation. If the school principal or designee determines that bullying or retaliation has occurred, he or she shall (i) notify the parents or guardians of the target, and to the extent consistent with state and federal law, notify them of the action taken to prevent any further acts of bullying or retaliation; (ii) notify the parents or guardians of an aggressor; (iii) take appropriate disciplinary action; and (iv) notify the local law enforcement agency if the school principal or designee believes that criminal charges may be pursued against the aggressor.

Professional Development for School and District Staff

Schools and districts must provide ongoing professional development to increase the skills of all staff members to prevent, identify, and respond to bullying.

The content of such professional development is to include, but not be limited to: (i) developmentally appropriate strategies to prevent bullying incidents; (ii) developmentally appropriate strategies for immediate, effective interventions to stop bullying incidents; (iii) information regarding the complex interaction and power differential that can take place between and among an aggressor, target, and witnesses to the bullying; (iv) research findings on bullying, including information about specific categories of students who have been shown to be particularly at risk for bullying in the school environment; (v) information on the incidence and nature of cyberbullying; and (vi) Internet safety issues as they relate to cyberbullying.

Weapons, Assault and Threat Policy

The Boston Day and Evening Academy has a “vision of peace” for our school and the greater community. If a student is found to be in possession of any form of weapon on school grounds or assaults and/or threatens a student or staff member, he or she may be subject to an **expulsion hearing** and dependent on the nature of the weapon and the circumstances, he or she may also be subject to formal charges and prosecution according to the laws of the Commonwealth of Massachusetts.

Dress and Appearance

Students must maintain an acceptable standard of appearance, dress, and behavior at all times. Boston Day and Evening Academy recognizes the right of the individual to freely express oneself through dress and appearance. However, the exercise of a student’s right shall not adversely affect the health or safety of another, or the right of another to work or study without interference, nor shall it create or promote disorder in the school or classroom. Any student who comes to school without proper attention having been given to personal cleanliness or neatness of dress or

appearance will be provided resources in school to support them or may be sent home to be properly dressed for school.

Students will not wear the following during regular school hours or at any time on school grounds:

- ◆ Sunglasses, hats or do-rags
- ◆ Cutoffs or shorts shorter than mid-thigh
- ◆ Shirts that show the mid-section
- ◆ Clothes, paraphernalia, or jewelry that contains gang, drug, or alcohol-related symbols, obscene or profane language, hate messages, or any other potentially disrespectful or disruptive language or symbols

Students who do not follow these guidelines will be sent to Student Support and will be required to change into acceptable clothing. This may result in unnecessary class absences. Inability to follow these guidelines repeatedly will be dealt with progressively, i.e., parent/guardian contact, referral to Student Support, review by the Attendance Review Team, and so on.

Cellular phones and other electronics

Cell phones and other electronics should not be seen or heard and are not to be used during class time unless for instructional purposes and approved by the teacher. If a student has a child or family member who is ill, he/she is encouraged to have the family member(s) call the main office at (617) 635-6789 in order to get in touch with the student. If students must receive a call due to special medical or emergency reasons, he/she must answer the call outside of the classroom.

Food and drinks

Food and drinks may be allowed in a classroom at each teacher's discretion. Students may eat during breaks in the cafeteria or in a classroom or office upon receiving permission from the teacher or staff member.

Hats

Upon entrance into the school building all students are required to remove their hats, headscarves, wave caps or any other related head worn materials. We are all equal and do not need any identifying colors or symbols while in school. If for any reason a student needs to wear a scarf, hat or head covering (i.e. medical, cultural, or religious reasons) please inform a staff member so that written permission can be obtained from the Head of the School.

Breaks between classes

Students have time between classes to use the bathrooms. The designated break time or at the end of class are the only times during which a teacher should allow a whole class to leave the room. It is at the teacher's discretion that a student is allowed to leave class to use the bathrooms. Students must sign out for this purpose.

MBTA Passes/One Card

All students receive either an SPass (1/2 fair) or a Full TPass, according to BPS process of allocation based on distance from school. Any lost or stolen T passes cannot and will not be replaced without payment of up to \$10.00 per card. If a pass is damaged, it will be replaced at no charge.

Fire & Safety Regulations

In the event of a fire or emergency in the building please follow the directions of the staff. Remain calm and pay attention to directions. Each classroom has a clearly outlined fire/emergency exit plan posted at the door to the classroom. Please be sure to make yourself familiar with this plan. Fire alarm boxes are located in several different areas of the building and in the event of an emergency the appropriate staff member will sound the alarm and you will be instructed by your teacher or other staff member where to walk to for safety.

Throughout the course of the school year there will be periodic fire drills. Students are expected to follow the guidelines and learn the proper exit route from their classroom and out of the building.

Please note that **NO** student shall tamper with any of the school's fire emergency alarms, extinguishers or any other related apparatus or emergency reporting devices. Failure to comply with this regulation will result in a suspension or expulsion and dependent on the circumstances may even result in a monetary fine as set forth by federal and state fire safety laws.

Setting off a fire alarm without an emergency being present or damaging other fire safety devices is a federal offense and punishable by federal and state law under the Commonwealth of Massachusetts.

Before and After School Hours

Boston Day and Evening Academy students may remain on campus or come to school early only under the direct supervision of a BDEA staff member. (i.e., for use of the computer lab, learning center, classrooms, enrichment activities, etc). Students may not linger around school grounds after school hours unless they are in a supervised area under the above named situations. School is accessible to students during the hours of 8:00 a.m. - 4:00 p.m. Monday through Friday.

Lockers

Lockers are assigned, at no cost to students, by Ms. Garcia in the front office, and you must request a locker in order to have one assigned to you. Lockers are not to be shared and are subject to search at any time.

Visitors

Although we welcome young people and adults to view visit Boston Day and Evening Academy, no student may invite a visitor without obtaining the **written** permission of Boston Day and Evening Academy administration at least one day prior to the visit. Visitors who do not have a visitor permission slip may be removed from school grounds or arrested for trespassing, depending on the circumstances. Additionally, **students are not allowed to bring children to school during school hours.** Students who arrive on campus with children will be asked to leave the school.

Family Engagement

BDEA understands that the education of our children has to be inclusive of all stakeholders as collaborative partners, and that this job cannot be done in isolation. Families and guardians play an essential role in supporting and inspiring our students. However, because we understand that our students are older, and many are independent, we engage families and guardians by including them in the assessment process through the student's portfolio reviews during the year, our Annual Symposium, our annual Thanksgiving Dinner, our annual Welcome Back BBQ, and by inviting them to participate in our community service days in our gardens or at our Poetry Coffee Houses. This invitation and expectation begins when a student is considering the school as an option –right at the

application process. Family Orientations are held monthly, and each trimester, we hold a family meeting. Families are also an important part of the accountability process of the school, whereby the Office of Charter Schools interviews and gathers information and feedback on the school through an annual visit and the Re-Chartering Process.

In addition, families can arrange a visit, call or just drop by the school at any time, and request an appropriate time to meet with a teacher, staff or administrator.

Parent/Guardian or Student Compliant

BDEA follows BPS circulars and code of conduct found on the [BPS website](#).

In summary: If a person (staff or student) believes s/he is being harassed or discriminated against, s/he should:

- a) immediately inform the person that the behavior is offensive and request that it stop;
- b) or if that is not possible, report such behavior to the appropriate person (staff should report the offense to the Principal, students report to the Principal or a staff member). Students are also encouraged to tell their parents.

Reports of harassment and discrimination will be kept confidential, to the extent permitted by law. Once a staff member receives a complaint, s/he must document the incident in writing, and give it to the Principal within one working day. The Principal will have the authority and the responsibility of ensuring that complaints are addressed immediately. The Principal will review complaints and document and maintain all records of harassment and discrimination. Any person who, after investigation, is found to have committed any act of harassment or discrimination toward a student or staff member will be subject to disciplinary action or termination of employment.

Parents/Guardians and Students are encouraged to contact the school for any concerns they may have with staff or processes at BDEA. Ideally the situation should be handled with the person connected to the conflict first. If a successful resolution is not reached with that person the Head of School should be notified directly, who will take action on the matter. If a successful resolution is not reached with the Head of School, persons may file a written complaint to the Superintendent's office.

School Nurse

The nurse's office is located on the main level in room 115.

Office hours are 10:30 a.m. to 2:30 p.m. Monday through Thursday.

The school nurse will

- ◆ Evaluate and manage the health needs of all students
- ◆ Manage students with special health needs
- ◆ Give medications as prescribed
- ◆ Provide first aid and emergency care
- ◆ Manage the control of communicable diseases

Parents can help the school nurse care for your student by

- ◆ Letting the nurse know if your child has any chronic or acute illnesses;
- ◆ Communicating with the nurse directly if medication or health needs change; and

- ◆ Updating your address and phone number with the Registrar (617 635-6789 x 104) should they change.

In order to administer prescription medications, the nurse must have a doctor's order and signed parent's permission. Non-prescription ("over the counter") medications such as *Tylenol* or *Motrin* can be given without a doctor's note but do require parental permission. Parents must supply their child's medication, which must be in the original pharmacy container. Health insurance is available for every child in Massachusetts. If you need more information about insurance and health care, call the school nurse of the Mayor's Health Line at 617 534-5050.

Snow Days and School Cancellations

On occasion, the BPS may need to close school or delay school opening because of bad weather or an emergency situation. Parents and guardians should listen to the major radio or television stations for announcements beginning at 5:30 a.m. Other methods of finding out about cancellations include:

Calling the City Storm Center at 617 635-3050

Calling BPS Central Office at 617 635-9000

BPS website: www.bostonpublicschools.org

Internet: www.cancellations.com

- If schools are closed: the day will be made up at the end of the school year.
- If there is a delayed opening: The length of the delay will be announced. School dismissals will be at the regular time.

School Records

Student records are filed in the main office. When a student enrolls, they are responsible for completing several forms, some of which require the signature of a parent or guardian. These forms must be completed by the assigned deadline and returned to the registrar.

The student's transcript or **permanent record** includes the student's name, date of birth, address, years and grades completed, and courses and benchmarks earned. The permanent record is kept for 60 years after the student leaves the school system.

All other records regarding the student are **temporary records** and are destroyed seven years after the student leaves the system. Parents/guardians have a right to receive a copy of the temporary record before it is destroyed. They may request a copy by contacting the administrator of the school last attended.

Student Health Records

Under state Student Record Regulations, student health records are subject to special confidentiality protections. Although the student health record is part of the temporary record, it does not have the same accessibility as the transcript or temporary record. Generally, only the school nurse can fully access the student's health record information.

Transcripts

Transcripts can be requested from the registrar upon request. The transcript shows competencies earned, modules taken, and years at BDEA. To request a transcript please call Ms. Hill-Singleton at 617 635-6789 x 104.

Change of Address or phone

Any change of address or telephone number must be reported to the registrar (Ms. Hill-Singleton) at BDEA **and** the Boston Public Schools Family Resource Center (617 635-8015).

Report cards

Report cards, which measure student progress towards benchmarks as well as progress towards graduation, are mailed to the student's home each term. The report cards include narrative information from teachers with specific information and recommendations, as well as a chart describing progress. If a student does not receive a report card, a call to the school should be made to verify the address we have on file.

ATTENDANCE POLICY

Attendance Expectation: Excellent attendance is a priority at Boston Day and Evening Academy! It is our expectation that students will attend school every day, stay in school, and attend all classes. It is our belief that there is a clear and positive correlation between student learning and consistent and prompt attendance in class. Learning requires a continuity of attendance and effort. We strongly believe that what occurs in class is vital to student learning. The richness of class discussions, the exchange of ideas with peers and teachers, and the opportunity to defend one's ideas, means that even if students make up the missed work, they have forever lost an opportunity for increased learning and skill development.

BDEA expects that students will arrive to class on time and prepared to work. If a student is more than 5 minutes late for class they will be considered tardy. Two tardies will equal one absence. BDEA's support team and the student's advisor will contact home when students miss days during each trimester. Family meetings will be scheduled for excessive absences.

Expulsion

BDEA follows BPS's code of conduct and expulsion policy. An expelled student is not allowed to attend school for a minimum of eleven school days and a maximum of one full school year.

Massachusetts state law permits the Head of School to expel a student who brings to school a dangerous weapon or a controlled substance; who assaults educational staff or who is convicted of a felony. Other offenses for which a student may automatically be expelled include:

- ◆ Harming or attempting to harm another person with a weapon
- ◆ Bringing a firearm, or other weapon (or dangerous object) to school
- ◆ Using a mock gun in a threatening manner
- ◆ Possessing, selling, or distributing controlled substances

In order to expel a student, a school administrator must notify the student and a parent/guardian of the specific violation, schedule a hearing, and inform them by letter of the date, time, and place for the hearing. At the hearing, the Administrator serves as a Hearing Officer, listens to witnesses and examines evidence. If the Administrator decides to expel a student, the student must be notified in writing. If the student or parent/guardian disagrees with the expulsion, they may appeal the decision to the Boston Day and Evening Academy Board of Trustees within ten days of receiving the

letter. They may also ask the Board to review the case at an alternate date. The student and his/her parent/guardian may bring a lawyer or an advocate to the hearing.

Acceptable Use Policy for Networks, including the Internet

Boston Public Schools policy states that all technology used to access the network will be used in a responsible, legal, and ethical manner. Failure to do so will result in the termination of network and e-mail privileges for the user and/or other disciplinary action.

Individual users of the network—students and adults—are responsible for their use of the network. Use of the network must support education and research and must be consistent with academic actions of the Boston Public Schools staff. Use of other organizations' networks or computing resources must comply with the rules appropriate for that network. Use of the network for illegal or commercial activities is prohibited.

A responsible network user will:

- Use language that is considered appropriate
- Be polite
- Send information that other users will not find hurtful or offensive
- Conform with copyright laws and always give credit to the author of the material used
- Never reveal personal information about yourself or any user such as address, telephone number, credit card numbers, social security number, etc.
- Neither tamper with the system nor alter, delete, or destroy anyone else's files, data or images, not share their username and password with others; you are responsible for all activities done through your account

A responsible network user must be aware that:

- Use of the network and e-mail is a privilege, not a right
 - The BPS network is to be used only for educational purposes
 - E-mail is not guaranteed to be private
 - It is important to log off the computer at the end of every session so another user cannot use your password
 - Identifying photos of students with their first and last names may not be used on a website
 - Violation of this policy will result in the possible loss of internet privileges and/or disciplinary action pursuant to the Code of Discipline and/or prosecution under state and federal law
- Persons issued an account are responsible for its use at all times

Theft and Vandalism

Boston Day and Evening Academy believes that theft and/or vandalism are serious offenses against the school community. The act of attempting or stealing and/or vandalizing private or school property may result in writing and publicly reading a restitution letter, participating in a healing circle, performing community service, paying restitution, and/or be suspended, or expelled.

School Governance

The school is governed by a volunteer Board of Trustees to whom the Head of School reports. The Trustees include active and retired professionals plus teacher, parent, alumni, and student

representatives and a cadre of other volunteers. These dedicated community leaders participate in securing private funding, tutoring students, offering enrichment activities, and representing the organization to others. The school is also supported by the BDEA Foundation, Inc. which receives all gifts on behalf of the school.

Board meeting dates

All Board meetings are held at the school every other month, with the annual meeting taking place in June. All meetings begin at 5:30 p.m. and the dates are posted on the school website.

School Partnerships

BDEA partners with many local organizations to support services to students and families, and to enhance program quality and delivery. Our list of partners is extensive and can be accessed by logging on to the [school web site](#) and clicking on *About BDEA/Community Partners*.

Glossary of Terms

Advisor – A designated BDEA teacher or staff member who works with students on a one-on-one basis on issues including scheduling, future goals, and other personal concerns. An advisor also serves as the student’s advocate.

Coalition of Essential Schools (CES) – A nationwide organization to which BDEA belongs. CES is a network of over 1200 schools nationwide that follow “10 Common Principles,” such as “there should be a tone of decency in the school,” and “teachers should serve more as coaches, helping students improve their skills and academic work.”

Competencies – A group of defined skills and content that BDEA students demonstrate proficiency in through a variety of ways in order to graduate. There are five main competency categories: Math, Science, Humanities (a combination of History and Literature), Technology and Personal Development.

Exhibition – A public forum in which students present their work to their peers, teachers, and community. The exhibition can take the form of an oral presentation, a project, or a display.

Narrative Report Card – Given out twice per year, these reports provide detailed information about the courses the students are taking, course requirements, and the student’s performance.

Portfolio – A purposeful collection of their own work put together by the student that demonstrates his/her growth over a period of time.

Rubric – A way of rating student work (portfolio, exhibition, written work, etc.) using a defined set of criteria that spell out the expectations of what is considered excellent, good, fair, and poor work.

School-Parent/Guardian Compact

Boston Day and Evening Academy and the parents/guardians of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA), agree that this compact outlines opportunities for parents/guardians, the entire school staff, and students to build and foster relationships that help students to improve their academic achievement and social and emotional growth. The compact outlines existing pathways for engagement and describes ways in which families and the school can work together to expand collaborative opportunities to keep students at the center of their learning and to support their success.

This compact is in effect during school year 2018-2019.

School Responsibilities

Boston Day and Evening Academy will:

1. Continue to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables students to meet both the State's academic achievement standards and the school's benchmarks for demonstrating competence in the Habits of Mind and Habits of Success.

BDEA is a student-centered, competency-based school, and uses neither Carnegie Units (A, B, C, D, F) nor traditional grade levels (9th, 10th, 11th, 12th) to measure academic progress. Instead, we offer a diverse, supportive, trauma sensitive school culture that blends strong academics with social and emotional supports, to give students the tools they need to reach their fullest potential through a rigorous academic program, and which inspires critical and creative thinking, independent learning, and active citizenship.

At BDEA, Habits of Mind (Reflection, Evidence, Perspective, Connection, Possibilities, and Relevance) are the cornerstones for our instruction and assessment, and the Habits of Success (Curiosity, Social Intelligence, Vision, Self-regulation and Perseverance) are practiced every day in advisory, through Enrichment classes, and reinforced through a strong culture of support and student advocacy.

Students are assessed for a period of one trimester after enrolling at BDEA and placed into classes that are appropriate for what they know (as demonstrated through the assessment process) and what they have yet to learn. This is called their "learning edge", where they are challenged and engaged by academic content but not overwhelmed and lost. As students meet benchmarks and demonstrate competence in each of their classes, they move ahead to the next module in the series. If life happens—as it almost always does--this system allows for students to receive supports through a variety of means that help them to learn the material they missed and continue on their individual road map to graduation.

In lieu of parent-teacher conferences, BDEA holds portfolio reviews twice a year (fall and spring). Parents/guardians, family members, teachers, and friends are all invited to attend a student's review in order to support their presentation of progress towards their goals in classes, graduation, and Habits of Success. Students write a letter to their parents summarizing their progress, and all parties work together to set goals for the student. The review is always held with a positive framework, and provides a neutral ground for conversation about academic progress, attendance, post-graduate planning, and over-all health and happiness.

Portfolio review dates are scheduled at the beginning of the year and are on the school calendar. As Portfolio review time approaches, advisors and students reach out to parents several weeks prior to the review to make appointments based on time that the parents can participate in the review process.

Provide parents/guardians with frequent reports on their children's progress. Specifically, the school will provide reports as follows:

BDEA operates on a trimester schedule with a one-month summer school held in July. Progress is reported to parents regularly via phone calls from teachers and advisors, and via report cards delivered to parents at the end of each trimester. Parents are invited to visit classes at any time, and to talk with teachers and advisors whenever they want to check in on their child's progress. Parents are also able to log in to the school's student data records and access, via password, their student's attendance records as well as their progress meeting benchmarks towards competency and class completion.

Provide parents/guardians reasonable access to staff. Specifically, staff will be available for consultation with parents/guardians as follows:

BDEA staff are available to parents and guardians both in and out of school hours. Staff share their phone numbers with students and families and promptly respond to calls, messages, texts and emails. Staff are also available at all school events, and encourage the families of their advisees to come to the school for all celebrations.

In addition to regular connect-eds and other whole-school communications, our school events, lists of student's advisors and all staff contact information is available to parents on the school web site.

Provide parents/guardians opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:

BDEA believes that parents/guardians and families are a crucial component of student success in any school, and we believe that creating that relationship begins with us. Our first connection with parents and guardians can occur during the student's visit with the admissions manager, and we encourage parents and guardians to come to that meeting with their child. When students are taking part in Orientation (this happens 3 times a year when we enroll new cohorts of students), our Family Engagement team is bringing parents and guardians into the school for an introduction

to the culture and climate and learning systems at the school. Parents are encouraged to volunteer to help at registration (also 3 times a year); at all-school Garden Days (fall and Spring); our annual all-school Grateful Dinner in November; Symposium night in December; new parent orientation each trimester; and for any other opportunities that parents would like to provide to students as a volunteer (we have a parent who is registering students to vote). All of these events and opportunities are listed on the Family page on the school's web site and are communicated to parents and families by teachers and advisors.

Parent/Guardian Responsibilities

BDEA understands that parenting can be particularly challenging when children have endured a series of negative school experiences leading to dropping out or disengagement with school. For example, we know that some of the behaviors that contributed to less than successful experiences at previous schools don't just vanish. At BDEA, we continue to work hard at identifying the triggers that have caused difficulty in the past, and we work even harder at getting to know each child as an individual. We know that we have to earn their trust so that they will believe us when we have conversations about their strengths and their challenges, and how to build on the former and address the latter. But this process begins at home, and our data tell us that students that graduate from BDEA have someone in their lives outside of school whom they can trust, who provides consistent support, and who believes in them.

BDEA is a learning community and we encourage parents, guardians, and families to engage with us in the education of the whole student. Part of that education involves trust and communication, and that can be hard for most of our students. So that we can all provide the resources that each student needs, we encourage parents and families to connect with us to learn how to build positive relationships with the school and with their child.

We do not hold parents responsible for student's completing their homework or limiting TV: our students are young men and women who are beginning to take responsibility for their own lives and together, we need to encourage them to do so in responsible ways. We would like to support parents' and guardians' conversations with their child about the importance of attendance in completing high school, and encouraging open discourse about the impact of their choices (like not going to school) on their lives.

Students are learning more than academics at BDEA. They are talking to post-graduate planning about their hopes and dreams, and they are talking to student support about how to better manage their anger or about the feelings they have that might be preventing them from getting out of bed to getting to school on time. We need parents to be part of that equation, and we ask that they participate in regular conversations about continuing to build constructive relationships with their child. BDEA will be offering opportunities to meet with teachers, advisors, student support, and post-graduation planning staff around topics that range from academics to advocacy; from supporting your

student to identifying support services; from time management to managing life after graduation. We are also adding presentations by specialists in relationship building to help parents start and negotiate through difficult conversations with their child.

Student Responsibilities

Students commit to using the Habits of Mind and Habits of Success as guidelines for their academic work, their department, and for planning their next steps after graduation. The Habits of Mind are imbued in all classes and students practice them every day. The Habits of Success play an important role in the social and emotional development of our students and their ability to understand these habits and integrate them into their lives is measured through regular reflection, self-assessment, and through student advocacy and student voice.

HABITS OF MIND

REFLECTION

I understand what I believe and the reason for those beliefs. I recognize that there are different ways of expressing myself. I am able to effectively communicate my vision to others in different ways.

EVIDENCE

I am able to determine the difference between fact and opinion. I know where to find information and how to understand it.

PERSPECTIVE

I understand the presence of bias in various forms of communication. I recognize the effect of these biases and know how to discern truth.

CONNECTION

I understand why things are as they are, and I am able to understand how seemingly separate parts of society, the world, and life affect each other.

POSSIBILITY

I recognize that few things are inevitable. I am able to understand and evaluate complex ideas and issues and understand that for any given situation there could be multiple outcomes.

RELEVANCE

I understand the importance of different events, issues, ideas, and systems in my own life. I am committed to using this awareness to make informed choices.

HABITS OF SUCCESS

VISION

I set goals, and make a plan for achieving them. I have direction, and am optimistic.

PERSEVERANCE

When faced with an obstacle, I push through by asking for help and refocusing. I am able to acknowledge my successes.

CURIOSITY

I am not afraid to ask questions. I ask them with the goal of learning something new, and not necessarily to validate my own position. I am open-minded and believe that learning is ongoing.

SOCIAL INTELLIGENCE

I am able to communicate effectively and comfortably with friends, family, peers, colleagues, acquaintances, and people I have just met. I am professional and appropriate in my conversations and I understand the perspectives of others, even when they clash with my own beliefs and opinions.

SELF REGULATION

I am self-aware, and can advocate for positions in which I believe strongly. I regularly assess my own social and emotional health and recognize when I may need to ask for help. I am comfortable with myself, can trust my own council, and have integrity.

Signature of School Representative

Date

Signature of Parent/Guardian

Date

Signature of Student

Date
