2021-22 CSA Discipline Policy

Effective: September 1, 2021
Student Discipline Policy
All families and staff must be familiar with the rules and expectations of the School, and are expected to uphold them. Our policy is transparent, while respecting the confidentiality of students and families where appropriate. The commitment to these policies on the part of all members of the school community are critical to maintaining a healthy, safe, and thriving school environment.

The School reserves the right, in its sole discretion, to amend or discontinue any of the policies, procedures, practices or general descriptions set forth in this policy, including to take immediate action when required, and to create alternatives to disciplinary protocols when in the best interests of our students, staff members and/or the School. This policy does not represent, nor should be viewed as a contract by the School of any sort.

The policies set forth apply when such behavior can reasonably be expected to impact the educational process and/or create a risk of substantial disruption within the School environment (except where noted), regardless of whether such behavior occurs on School property (at any time, including before/after School hours), during a School function or a field trip, while a student is traveling to or from the School, or outside any of the foregoing locations in certain circumstances (e.g., cyber-bullying, on-line harassment).

Tiered Infractions
The following is a non-exhaustive list of possible infractions and penalties that may be issued to a student who is determined to have violated the School’s discipline policy. This guide displays our intervention process for all negative and problematic behaviors. CSA reserves the right to use any intervention deemed appropriate in response to any negative or problematic behavior that disrupts the learning environment, or creates an unsafe school environment for students and staff. Infractions are documented in our Student Information System, DeansList.

Responses for Tier 1 Infractions Tier 1 Infractions are typically handled by a classroom teacher. The table that follows summarizes these minor infractions and outlines the range of possible responses.

<table>
<thead>
<tr>
<th>Examples of Tier 1 Infractions (Disorderly Behavior)</th>
<th>Range of Possible Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tardiness to class</td>
<td>Teacher Warning (Non-verbal, verbal)</td>
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<tr>
<td>Minor class disruption (calling out, distracting students)</td>
<td>Reteaching</td>
</tr>
<tr>
<td>Unprepared for class (e.g., no binder)</td>
<td>Redirection</td>
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<tr>
<td>Off-task, not following directions</td>
<td>Proximity to student</td>
</tr>
<tr>
<td>Sleeping / Head down in class</td>
<td>Non-verbal cues</td>
</tr>
<tr>
<td>Not following hallway expectations (Running, yelling)</td>
<td>Quick private Student/Teacher Conference (During class)</td>
</tr>
<tr>
<td>➤ Repeated behaviors (1-2 times in one period)</td>
<td>Parent outreach (Email)</td>
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<tr>
<td></td>
<td>Restorative approaches</td>
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<tr>
<td></td>
<td>Seat Change</td>
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<tr>
<td></td>
<td>➤ DeansList referral (Staff-Managed)</td>
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</tbody>
</table>
**Responses for Tier 2 Infractions** Tier 2 Infractions are more disruptive to learning than Tier 1, and can include single behaviors and the accumulation of three Tier 1 infractions in one class period.

<table>
<thead>
<tr>
<th>Examples of Tier 2 Infractions (Disruptive Behavior)</th>
<th>Range of Possible Responses</th>
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</thead>
<tbody>
<tr>
<td>● Three Tier 1 Infractions in one period</td>
<td>● Student/Teacher conference (15 min. During lunch)</td>
</tr>
<tr>
<td>● Gum/Candy/Food</td>
<td>● Staff Extended Day Commitment (15 Min.)/Parent outreach (Phone call)</td>
</tr>
<tr>
<td>● Pushing or shoving another student</td>
<td>● School Counselor session</td>
</tr>
<tr>
<td>● Using profane or vulgar language, gestures or behavior</td>
<td>● Administrative classroom support</td>
</tr>
<tr>
<td>● Throwing objects in class</td>
<td>● Individual Behavior Contract Behavior and conduct tracking sheet or journal</td>
</tr>
<tr>
<td>● Intentional disrespect to staff</td>
<td>● Electronic (Phone) confiscation</td>
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<tr>
<td>(inappropriate language, yelling, lying, name-calling, refusal to follow directions)</td>
<td>● Parent Meeting</td>
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<tr>
<td>● Lying or giving misleading information to school personnel</td>
<td>● Dean Conference</td>
</tr>
<tr>
<td>● Use of cellphone in school</td>
<td>● 1 period of Alternative Learning Space (ALS) based on severity (Admin.)</td>
</tr>
<tr>
<td>● Engaging in inappropriate behavior on the school bus</td>
<td>● Phone confiscation (parent or guardian needs to come to school to pick up)</td>
</tr>
<tr>
<td>● Inappropriate use of school technology</td>
<td>➤ <strong>DeansList Referral (Staff-Managed)</strong></td>
</tr>
<tr>
<td>● Posting or distributing inappropriate material at or on school premises</td>
<td>➤ <strong>Parent Outreach</strong></td>
</tr>
<tr>
<td>● Engaging in scholastic dishonesty which includes but is not limited to:</td>
<td>➤ <strong>Reflection &amp; relationship building during Extended Day Commitment (15 Min.)</strong></td>
</tr>
<tr>
<td>○ Cheating (i.e. copying from another’s paper; using unauthorized material during a test; unauthorized collaboration with another student)</td>
<td></td>
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<tr>
<td>● Plagiarizing</td>
<td></td>
</tr>
</tbody>
</table>

➤ Tier 2 behaviors or 3 or more Tier 1 infractions in one class period

**Responses for Tier 3 Infractions** Tier 3 Infractions are extremely disruptive behaviors, including repeated Tier 2 infractions.

<table>
<thead>
<tr>
<th>Examples of Tier 3 Infractions (Extremely Disruptive Behavior)</th>
<th>Range of Possible Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Repeated Tier 2 Infractions</td>
<td>● Alternative Learning Space (ALS) (run by Administrator)</td>
</tr>
<tr>
<td>● Leaving School premises or class without permission</td>
<td>● Dean Extended Day Commitment</td>
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<tr>
<td>● Aggravated Horseplay</td>
<td>● School Based Community Service</td>
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<tr>
<td></td>
<td>● Family + Administrator Meeting</td>
</tr>
</tbody>
</table>
- Defying or disobeying the authority or directive of school personnel in a way that substantially disrupts the educational process and/or poses a threat to the school community
- Inappropriate use of the Internet
- Tampering with or altering a school record or document
- Cursing at a staff member
- Bullying (online or in school)
- Using slurs (Cyber-based infractions included) based upon actual or perceived race, ethnicity, color, national origin, citizenship/immigration status, weight, religion, gender, gender identity, gender expression, sexual orientation, or disability
- Cutting class
- Bringing unauthorized persons to school premises
- Theft (If severe, student will be referred to police)
- Fighting (If severe, student will be referred to police)
- Gambling
- Engaging in vandalism, graffiti or other intentional damage to school property or property belong to staff or students
- Engaging in harassing, intimidating and/or bullying behavior, including (cyber-bullying); such behavior includes but is not limited to: physical violence; stalking; verbal, written, or physical conduct that threatens another individual with harm; hazing; taunting; exclusion from peer groups designed to humiliate or isolate; using derogatory language or making derogatory jokes or name calling to humiliate or harass

➤ Tier 3 behaviors or repeated Tier 2 infractions

- Warning Letter
- Behavior and conduct tracking sheet or journal
- Short-term in-school suspension
- Short-term out-of-school suspension
- Long-term suspension
- All suspensions require session with counselor

➤ DeansList Referral (Office-Managed)
➤ Parent Outreach
➤ Office-Managed Consequence
**Responses for Tier 4 Infractions**

Egregious acts of disruption or violence are categorized as Tier 4 Infractions.

<table>
<thead>
<tr>
<th>Examples of Tier 4 Infractions</th>
<th>Range of Possible Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Repeated Tier 3 Infractions</td>
<td>• Short-term in-school suspension</td>
</tr>
<tr>
<td>• Engaging in behavior on the school bus which creates a substantial risk of or results in injury</td>
<td>• Short-term out-of-school suspension</td>
</tr>
<tr>
<td>• Planning, instigating, or participating with others in an incident of group violence</td>
<td>• Long-term in-school suspension</td>
</tr>
<tr>
<td>• Using force against, or inflicting or attempting to inflict serious injury against school personnel</td>
<td>• Long-term out-of-school suspension</td>
</tr>
<tr>
<td>• Sexual harassment</td>
<td>• All suspensions require session with counselor</td>
</tr>
<tr>
<td>• FALSELY activating the fire alarm or calling in a false alarm or bomb threat</td>
<td>• Expulsion</td>
</tr>
<tr>
<td>• Possession of pornography</td>
<td>➤ Deanslist Referral (Office-Managed)</td>
</tr>
<tr>
<td>• Posting or distributing literature or material containing a threat of violence or depicting violent actions against or obscene, vulgar or lewd pictures of staff or students, including posting such material on the Internet.</td>
<td>➤ Parent Outreach</td>
</tr>
<tr>
<td>• Possession, sale, or use of tobacco, alcohol, drugs or paraphernalia</td>
<td>➤ Office-Managed Consequence</td>
</tr>
<tr>
<td>• Possession or sale of a weapon or unsafe object</td>
<td>➤ Tier 4 behaviors or repeated Tier 3 infractions</td>
</tr>
<tr>
<td>• Starting a fire</td>
<td>➤</td>
</tr>
</tbody>
</table>

➤ Tier 4 behaviors or repeated Tier 3 infractions
**Extended Day Commitment**

**Staff Extended Day Commitments**
A Staff Commitment is a time for a student to meet with a teacher or staff member in order to reflect on their choices, make amends to address a negative choice when appropriate, and make a plan for better choices in the future. Commitments are held after school in increments of 15 minutes and run Monday - Thursday. In the case of a Staff Commitment, the teacher or staff member will notify the family of the day and time that the Extended Day Commitment is scheduled. Failure to attend an Extended Day Commitment with a teacher will result in a rescheduling of the Commitment at the teacher’s convenience, AND/or an automatic Dean Extended Day Commitment (see below). Every Commitment will be scheduled the day after the infraction occurs with a protocol to ensure consistency and effectiveness unless the teacher has made other arrangements with the student’s parent.

**Dean Extended Day Commitments**
A Dean Commitment is a time for a student to meet with the Dean in order to reflect on their choices, make amends to address a negative choice when appropriate, and make a plan for better choices in the future. Are 45 minutes and run Tuesday-Thursday unless other arrangements are communicated to the parent by the Dean. Parents will be notified of the date and time of the Commitment. Any student who skips a Dean’s Extended Day Commitment will be assigned an automatic ALS (see below).

**Alternative Learning Space (ALS)**
The Alternative Learning Space (ALS) provides students an opportunity to reflect on their behavior and receive 1:1 support as necessary outside of the regular classroom environment. The goal of ALS is for the student to reset and refocus in order to be able to transition back into the classroom as quickly and safely as possible. ALS is not recorded as a suspension; however, five separate incidents of ALS (for any time period or behavior) or three full days of ALS (whichever occurs first) will result in an automatic 1 DaySuspension. ALS may be automatically assigned if a child is removed from class. **ALS may also be assigned for any student dressed inappropriately for school and unable to procure the proper uniform from parents.** Parents will be contacted any time their child is assigned an ALS. A parent meeting may be requested prior to students assuming their regular school schedule after serving a full day of ALS.

The school shall follow due process procedures consistent with Goss vs. Lopez, 419 U.S. 565 (1975).

**Suspensions**

**In-School Suspension (ISS)**
Students involved in misconduct that does not pose a danger to staff, students, or severely disturb the learning environment may be assigned an in-school suspension. ISS involves placement of the student in another area of the school building where the student will receive equivalent alternative instruction. Students that are assigned an ISS will have a period of community service and a session with a school counselor prior to resuming their school schedule. Students assigned ISS are suspended from all-school sponsored extracurricular activities (e.g., sports practices and games, recess, field trips, clubs, special programs, etc.) during their time in ISS.

**Short-term Suspensions**
If the student breaches the discipline policy aligned with CSA's code of conduct in a manner that requires an immediate short-term suspension (10 days or less), then the following procedures will be in place:
● The student is removed from class and school if the student's presence in school poses a continuing danger to persons or property or is an ongoing threat of disruption to the academic process; otherwise, the student is brought in for a meeting;
● The student is made aware of his or her infraction(s), and the resulting consequence;
● The student may respond to the allegations against them;
● A written notice will be sent to the legal guardian within 24 hours of the suspension. There will also be an attempt to notify the guardian by telephone the day of the infraction and, if possible, send the student home with the parent’s permission or ask for a parent to pick the student up to begin the suspension immediately. Any non-English speaking parent will be informed, both verbally and in print, in their native language.
● The notice will describe the incident and will state how long the student will be suspended.
● After the suspension, a parent/guardian is required to have a resolution conference with an administrator and/or designee about the incident, in person or via phone. A statement of understanding may be given to the parent to sign in the resolution conference with the administrator, and/or designee.

Students assigned an OSS are suspended from all school-sponsored extracurricular activities (e.g., sports practices and games, recess, field trips, clubs, special programs, etc.) during their period of suspension.

**Long-term Suspension or Expulsions**

Expulsion is defined as a permanent removal of a student from school due to extreme non-compliance with the school’s rules or state laws. Under certain circumstances, students may be subject to long term suspension and/or expulsion. The following list includes, but is not limited to, infractions that could lead to long term suspension and/or expulsion:

● Student is found on school premises or at school-sponsored or school-related events, including athletic games, in possession of a dangerous weapon, including, but not limited to, a gun or a knife; or a controlled substance, including, but not limited to, illegal narcotics of any kind;
● Assault any staff on school premises or at school-sponsored or school-related events, including athletic games;
● Have repeated or excessive out-of-school suspensions;
● Have a repeated fundamental disregard of school policies and procedures
● Destruct or attempt to destruct school property including arson;
● Possess or under the influence of alcohol or narcotics on school premises, or at a school-sponsored, or school-related events;

In addition, to any of the preceding infractions, any breaches of Federal law, New York State law, or bylaws of the City of New York may be handled in cooperation with the New York Police Department and may result in expulsion.

The School may seek to impose a long-term suspension or expulsion when such action is warranted by circumstance. If a student commits an infraction that requires a long-term suspension (more than 10 days) or expulsion, then the following procedures will be followed:

● The student is removed from class and school if the student’s presence in school poses a continuing danger to persons or property or is an ongoing threat of disruption to the academic process; otherwise, the student is brought in for a meeting;
● The student is made aware of his or her infraction, and the resulting consequence;
● On determination that the student’s behavior indeed requires a possible long-term suspension, the Dean and/or the Assistant Head of School will state to the student that he or she is being considered for a long-term suspension or expulsion, and the reason for this action;
A written notice will be sent to the legal guardian within 24 hours of the suspension. There will also be an attempt to notify the guardian by telephone the day of the infraction and, if possible, send the student home with the parent’s permission or ask for a parent to pick the student up to begin the suspension immediately. The parent will be informed that a hearing is to take place to weigh the evidence and consider either long-term suspension or expulsion as a result. Any non-English speaking parent will be informed, both verbally and in print, in their native language.

The school sets a formal hearing date. The student and parents receive a written notice that states the charges, the date, time and place where the hearing will be held, and the notice of their right to obtain legal counsel, present and question witnesses, and confront and provide evidence.

A short-term suspension will be imposed until the hearing on the long-term suspension or expulsion. Every effort will be made to ensure that the hearing is held as soon as practicable in order to limit the amount of time the student spends outside the classroom, but not so soon as to prevent the parent/guardian from seeking counsel and making arrangements to attend the hearing.

After the Head of School, the Board, and/or a hearing officer hears the case, the Head of School and the Board issue a written statement to the student and parent stating the decision.

This statement will also be placed in the student’s permanent record.

If the parent/guardian fails to attend the hearing and fails to notify a school official of the need to reschedule the hearing prior to its start, or if the student withdraws from the School prior to occurrence of the hearing, the School may conduct the hearing in the parent/guardian’s absence. In such an event, the School shall notify the parent/guardian in writing of the School’s determination, the student’s placement (if applicable) and their appeal rights, if any.

During a suspension or expulsion, a CSA staff member or designee will provide educational services to the extent required by law. When providing educational services to suspended students, CSA will provide materials in a timely manner and offer two hours per day of voluntary one-on-one direct instruction (alternative instruction) at a location and time determined by CSA. For a student who has been expelled by the school, the means and manner of alternative instruction will be the same as for a student who has been suspended. Alternative instruction will be provided until the earlier of (i) the end of the school year or (ii) the student is enrolled at another accredited school, or otherwise participating in an accredited program, including any alternative education program operated by the student’s school district of residence.

If the parents/guardians are not satisfied with the decision of the School, they may file a written appeal to the Board of Trustees via the Head of School within five business days of the date of the suspension/expulsion decision. Upon receipt of an appeal, a Board Committee composed of no less than three trustees who were not involved in the hearing will investigate the appeal as soon as practicable and will render its determination no later than 10 business days from the date of the written appeal. The Board Committee may adopt the decision in whole or in part. The scope of the appeal will be limited to (a) the record established during the hearing, and (b) any written statement either party wishes to add to the record from the hearing. In rendering its determination, the Committee may consult the recording of the hearing and any evidence submitted in connection with the hearing by the parties. Final decisions of the Board alleging a violation of the School’s charter or of applicable law may be appealed to the School’s authorizer, the State University of New York. If the parents/guardians are not satisfied with the decision of the authorizer, the matter may be further appealed to the New York State Board of Regents.
Behavioral Supports

Behavior Data Tracking (DeansList)
DeansList is a software platform that enables schools to easily track and manage accurate behavioral records and positive reward systems.

Staff-Managed Interventions
DeansList Referrals are completed by staff members who wish to document a student’s behavior and/or intervention, and do not need any additional measure to be taken by administrative staff.

Office-Managed Interventions
DeansList Referrals are completed by staff members who wish to document a student’s behavior and the attempted multiple interventions which were unsuccessful. Staff members request administration to follow up directly with the student in regards to his/her behavior.

Student Interview and Searches

Student Interviews
School staff may question or interview students and/or take statements from students regarding violations or potential violations of the discipline policy without the consent or presence of parents or legal guardians.

Searches of Property
Students have no reasonable expectation of privacy rights in school lockers, cubbies, desks, or other school storage places. The School exercises overriding control over such school property, which may be opened and subjected to inspection at any time by school officials. An attempt will be made to communicate with parents prior to a student property search, with the exception of significant safety or security threats.

Searches of the Person
The School authorizes the instructional and operational leaders or their designees to conduct searches of students and their belongings if the authorized school official has reasonable suspicion to believe that the search will result in evidence that the student violated the law or the School’s discipline policy or otherwise constituted a threat to the health, safety, welfare, or morals of the School, other students, school personnel, or any other person lawfully on school property or attending a School Function. An authorized school official, with minimal suspicion, may also conduct a search of a student's belongings that is minimally intrusive, such as touching the outside of a book bag for a security check so long as the school official has a legitimate reason for the limited search, including investigative purposes.

An authorized School official may search a student or the student’s belongings based upon information received from an informant who is deemed reliable, at the official's sole discretion. Individuals, other than the School’s staff members, will be considered reliable informants if they have previously supplied information that was accurate and verified, they make an admission against their own interest, they provide the same information that is received independently from other sources, or they appear to be credible and the information they are communicating relates to an immediate threat to safety. School staff members will be considered reliable informants unless they have knowingly supplied information in the past that was not accurate.

Before searching a student or the student’s belongings, the authorized school official should seek an admission from the student that he or she possesses physical evidence that they violated the law or the
school code, or request the student to voluntarily consent to the search. Searches will be limited in scope to that which is necessary to locate the evidence sought.

Whenever practicable, searches will be conducted in the privacy of administrative offices with more than one witness present, and students will be present when their possessions are being searched.

**Discipline of Students with Special Needs**

In addition to the discipline procedures applicable to all students, the following procedures are applicable to students with disabilities. If a student is not specifically identified as having a disability but the School, prior to the behavior which is the subject of the disciplinary action, has a basis of knowledge—in accordance with 34 CFR 300.534—that a disability exists, the student may request to be disciplined in accordance with these provisions. The School shall comply with sections 300.530-300.536 of the Code of Federal Regulations and the following procedures, except in the event that the following procedures are inconsistent with federal law and regulations.

The School shall maintain written records of all suspensions and expulsions of students with a disability including the name of the student, a description of the behavior, the disciplinary action taken, and a record of the number of days a student has been suspended or removed for disciplinary reasons.

If a student identified as having a disability is suspended during the course of the school year for a total of eight (8) days, such student will immediately be referred to the CSE of the student’s district of residence for reconsideration of the student’s educational placement. Such a student shall not be suspended for a total of more than ten (10) days during the school year without the specific involvement of the CSE of the student’s district of residence prior to the eleventh day of suspension, because such suspensions may be considered to be a change in placement.

In considering the placement of students referred because of disciplinary problems, the CSE of the student’s district of residence is expected to follow its ordinary policies with respect to parental notification and involvement.

**Due Process**

If discipline which would constitute a change in placement is contemplated for any student with an IEP, the following steps shall be taken: (1) not later than the date on which the decision to take such action is made, the parents of the student with a disability shall be notified by the school of that decision and provided the procedural safeguards notice described in 34 CFR §300.504; and (2) the CSE of the student’s district of residence and other qualified personnel shall meet and review the relationship between the child’s disability and the behavior subject to the disciplinary action (subject to CSE’s availability).

If, upon CSE review, it is determined that the child’s behavior was not a manifestation of his or her disability, then the child may be disciplined in the same manner as a child without a disability, except as provided in 34 CFR §300.530(d), which relates to the provision of services to students with disabilities during periods of removal.

Parents may request a hearing to challenge the manifestation determination. Except as provided below, the child will remain in his or her current educational placement pending the determination of the hearing.

If a parent requests a hearing or an appeal to challenge the interim alternative educational setting or the manifestation determination resulting from a disciplinary action relating to weapons or drugs, the child
shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the time period provided for in the disciplinary action, whichever occurs first, unless the parent and School agree otherwise.

**Provision of Services During Removal**

Those students with special needs removed for a period of fewer than ten days will receive all classroom assignments and a schedule to complete such assignments during the time of their suspension. Provisions will be made to permit a suspended student to make up assignments or tests missed as a result of such suspension. The school shall also provide additional alternative instruction within the ten (10) days and by appropriate means to assist the student, so that the student is given full opportunity to complete assignments and master curriculum, including additional instructions, phone assistance, computer instruction and/or home visits and one-on-one tutoring.

During any subsequent removal that, combined with previous removals equals ten (10) or more school days during the school year, but does not constitute a change in placement, services must be provided to the extent determined necessary to enable the child to appropriately progress in the general curriculum and in achieving the goals of his or her IEP. In these cases, school personnel, in consultation with the child’s special education teacher, shall make the service determination.

During any removal to an interim alternative educational setting not to exceed 45 days for weapon, drug or infliction of serious bodily injury-related offenses pursuant to 34 CFR §300.530(g) services will be provided to the extent necessary to enable the child to appropriately progress in the general curriculum and in achieving the goals of his or her IEP. These service determinations will be made by the CSE of the student’s district of residence. The School will, in consultation with the CSE, place students in interim alternative educational settings as appropriate per 34 CFR §300.520(g). The student should receive, as appropriate, a functional behavioral assessment, and behavioral intervention services and modifications that are designed to address the behavior violation so that it does not recur.

During any subsequent removal that does constitute a change in placement, but where the behavior is not a manifestation of the disability, the services must be provided to the extent necessary to enable the student to appropriately progress in the general curriculum and in achieving the goals of his or her IEP. The CSE of the student’s district of residence will make the service determination. The student should receive, as appropriate, a functional behavioral assessment, and behavioral intervention services and modifications that are designed to address the behavior violation so that it does not recur.

**Compliance with the Child Find Requirements of IDEA**

The School will comply with the federal Child Find requirements (34 CFR §300.111), which require schools to have in place a process for identifying, locating and evaluating students with disabilities. Students enrolling for the first time in a New York public school will be screened by a team of teachers (including both regular and special education teachers) to identify any possible indication that the child may need a specialized or Individualized Education Program, or referral to the CSE of the student’s district of residence. Other students will be brought to the attention of the team if they are demonstrating any problems within the regular classroom environment. Strategies will then be implemented to address any identified special needs of the student. Should the problems persist and a disability is suspected, the student will be referred to the CSE of the student’s district of residence for an evaluation.

**Restroom Policy**

Students must have a pass from a teacher in order to use the restroom. **Students will not be permitted to use the restroom or water fountain during the first 10 minutes and last 5 minutes of each class**
period (unless it’s an emergency). Students are reminded that they are missing class time, and should return to class in a timely fashion.

**Electronics Policy**

School policy prohibits students from using cell phones or other electronic devices during instruction or anywhere within the school building. Therefore, these devices should be shut off once students enter the building. All students are expected to leave their phone with Operations staff upon entering the building. Devices will be returned to them at the end of the day as they exit.

If a student neglects to turn in a device and/or is caught using a device, it will be confiscated* by the teacher or staff member and turned over to the Main Office. The device must be picked up by a parent or guardian - parents will be contacted via phone by the Main Office. Repeated incidents of confiscated devices will result in further disciplinary consequences.

*The electronic device may be returned to the student at the end of the day only if it is the student’s first offense.

**Food, Gum, Candy, and Beverages**

If students bring their own lunch, this lunch may not include large bags of chips/cookies (single serving only). Candy and gum are not allowed in the school building. Only water is allowed (no soda, iced tea, Starbucks Frappuccino, etc.). CSA will provide water and milk during lunch.

CSA is a nut-free school. Please do not bring nuts or peanut butter to school.

Students may bring water in a non-glass bottle to drink throughout the day.

CSA students may only eat in the Commons, or designated classrooms as specified by the School.

**Dress Code**

The dress code at City School of the Arts reflects our learning philosophy: we provide a clear structure within which self-expression can flourish. CSA’s dress code serves three main purposes:

1. Unifying CSA as an artistic and intellectual community;
2. Removing unnecessary distractions so students can focus on academic and artistic pursuits; and
3. Fulfilling the functional needs of CSA students.

**Tops**

Students are required to wear a CSA uniform top, either shirt or sweatshirt, to school every day, unless otherwise approved by a CSA Staff Member. All CSA uniform tops are available online at Student Styles, [https://yourstudentstyles.com/collections/new-york-city-school-of-the-arts](https://yourstudentstyles.com/collections/new-york-city-school-of-the-arts). Uniform scholarships are available to any family upon request; please contact the main office with inquiries.

**Bottoms**

Students may wear any color or style pants, short, or skirt, including athletic wear and jeans. Shorts and skirts must fall three inches above the knee.

**Shoes**

Students may not wear open-toed or backless shoes, including flip-flops or slides, as they present a serious safety hazard for students. Students may not wear high heels exceeding one inch. Sneakers are encouraged.
**Bottoms**
Students may wear any color or style pants, short, or skirt, including athletic wear and jeans. Shorts and skirts must fall three inches above the knee.

**Shoes**
Students may not wear open-toed or backless shoes, including flip-flops or slides, as they present a serious safety hazard for students. Students may not wear high heels exceeding one inch. Sneakers are encouraged, particularly on days when students have Fitness.

**Other**
- Hats and other head coverings are not allowed, except for religious purposes. Hoodies may not be worn up. Non-religious hats and other head coverings must be removed;
- Jewelry is permitted but may not have logos, lights, motors, or any feature that may cause classroom distractions. Appropriateness of jewelry shall be at the discretion of the Dean of Students;
- Offensive attire, including backpacks, are not permitted at CSA. “Offensive” includes, but is not limited to:
  - Vulgar pictures, words, or drawings;
  - Promotion or advertisement of products that are sexually related or illegal for minors (tobacco, alcohol, drugs, etc.);
  - Promotion or advertisement of products that are inappropriate for minors; and
  - Profanity or prejudice language.
- **ALS** (see Student Discipline Policy) may be assigned for any student dressed inappropriately for school and unable to procure the proper uniform from parents.

**Dignity for All Students Act Policy**
CSA creates a safe and supportive environment for all community members; we abide by the New York State Dignity for All Students Act (DASA). This law seeks to “provide students with a safe and supportive environment free from discrimination, intimidation, taunting, harassment, and bullying (including cyber bullying) on school property, a school bus and/or at a school function.” Discrimination and harassment is prohibited by employees or students based on a person’s actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, and sex. To read the full Dignity for All Students Act, please visit [http://www.p12.nysed.gov/dignityact/](http://www.p12.nysed.gov/dignityact/). Our DASA coordinator is Donald Barnes.