



STUDENT AND CAREGIVER HANDBOOK

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Dear BSA students and caregivers:

On behalf of the staff and the Board of Trustees (the “Board”), I would like to welcome you to Broome Street Academy Charter High School. Broome Street Academy is a recognized charter high school, with a unique model that supports the academic and social needs of young adults. We believe in student strengths and value caregiver involvement, respect for each other, a safe, supportive school culture and healthy social emotional relationships.

Broome Street Academy has as its basis 5 Pillars of Success in School and in life. These include *Professionalism, Resilience, Investment, Dignity, and Empathy*. These values are operationalized in how we support students and build our community. We have a culture of high expectations, and use these “pillars” as we support each and every one of our students to reach all of their goals.

The distinguishing features of Broome Street Academy are:

The creation of a School culture grounded in youth development; we are located at The Door – a nationally renowned youth development organization, giving students access to a rich team of professionals and range of programs and services during and after the school day.

A focus on building positive relationships with adults through daily Advocacy periods.

A series of intervention opportunities that are incorporated into our curriculum and instruction.

The expectation and opportunity for all students to earn a technical credential to prepare them for careers and college

Please review the Student and Caregiver Handbook (the “Handbook”) and do not hesitate to call or email if you have any questions about the Handbook or any other School issues during the year.

We believe that the Broome Street Academy community is a very special one, and we can’t wait to share it with all of you!

Melissa Silberman

Head of School



Our Mission

Broome Street Academy Charter High School will prepare our young people for post- secondary success that leads to positive life outcomes. We value student strengths and will provide multiple pathways to success through a curriculum of rigorous academic, career and social instruction grounded in the principles of positive youth development.

Broome Street Academy Values

- The development of individual student strengths
- Caregiver involvement
- A learning environment that fosters mutual respect
- A safe, supportive school climate
- Standards based curriculum that is relevant
- Student learning that is meaningful and goal oriented
- Development of and respect for community partnerships
- Healthy social and emotional relationships

Broome Street Academy Students

Broome Street Academy graduates will possess a) strong personal qualities, b) 21st Century knowledge, c) collaborative and d) technological skills that will enable them to contribute to their community and pursue their educational and professional goals.

We believe that there are four principles of positive youth development that are key to every student’s success. These are: 1) providing a safe space for students to learn where their basic needs are met; 2) maintaining a system of routines and rituals; 3) creating the opportunity for investment and choice in one’s own learning experience; and 4) providing differentiated instruction that meets the needs of all learners.

Broome Street Academy teaches its students to be more than great students. We firmly believe that by teaching our 5 pillars of Professionalism, Resilience, Investment, Dignity, and Empathy (P.R.I.D.E.) both in and out of the classroom, students will develop the tools they need to accomplish their goals. Our School has been designed to teach and model these pillars in every classroom and in every office, and through all activities and School policies.

Personal qualities	21 st Century Knowledge	Collaborative Skills	Technological Skills
<ul style="list-style-type: none"> • Professionalism • Resilience • Investment • Dignity • Empathy 	<ul style="list-style-type: none"> • Acquires a sound foundation of knowledge in the content areas • Demonstrates achievement on a variety of assessments • Thinks critically and analytically • Is solutions oriented • Plans for the future • Communicates effectively • Exhibits a healthy lifestyle • Pursues meaningful careers • Participates in the economic, political, social and cultural realms of society 	<ul style="list-style-type: none"> • Contributes to group effort • Supports peers • Demonstrates effective leadership • Recognizes and supports the perspective of others • Negotiates towards a working solution • Uses conflict resolution strategies • Understands and appreciates diversity 	<ul style="list-style-type: none"> • Uses technology ethically • Develops technological knowledge • Integrates technology into daily living and learning environments • Uses information systems in a variety of learning, career and personal contexts

FORMS TO BE REVIEWED/COMPLETED BY EVERY FAMILY

During the orientation program each family will be presented with several forms and information sheets to review. Some of the forms will require the signature of the caregiver(s). Please feel free to ask any questions or express any concerns you may have.

The forms and information sheets will include:

Appendix A - The Acceptable Use Policy for Computer, Technology and Internet Use

Appendix B - Annual Notice of Rights under the Family Educational Rights and Privacy Act (FERPA)

Appendix C – FERPA Consent Opt-Out Form

Appendix D - Metro Card Replacement Policy

Appendix E - Community Activity Permission Form

Appendix F – Cell Phone Policy

Appendix G – Freedom of Information Law



SCHOOL OVERVIEW

Instructional Day

The School's instructional day begins promptly at 8:45AM and ends at 3:44PM Monday through Friday. In addition we offer lunch-time and after school homework, intervention and Regents prep sessions. Breakfast is available, free of charge to all students, from 8:00-8:30AM every school morning. Half-day sessions, provided for teacher professional development, caregiver conferences, and other special events, can be found on the School calendar on our website www.broomestreetacademy.org

Metro Cards

Students will receive a Metro Card in September at the beginning of the school year during Advocacy and a second card in February for the rest of the school year. If a student misplaces their Metro Card the School will deactivate the misplaced card and order the student a replacement.

Students will ONLY receive a new Metro Card upon deactivation of their lost/stolen/damaged Metro Card. The school will call home when a student loses excessive cards. *Note that there may be a wait for a replacement depending on inventory.*

Arrival at School

Students must enter the School building at the Broome Street entrance at 555 Broome Street. Students are not permitted to enter the School building at the 121 Avenue of the Americas entrance. Students may not leave the School building during the School day unless accompanied by a teacher, administrator, authorized staff person or caregiver. Students need permission from their caregiver and will be given a pass if leaving school.

Dismissal

Students are dismissed from their academic day at 3:44PM at which point they have the option to stay for any after school activities and/or activities at The Door or BSA. *Please note that depending on credits some students will be dismissed earlier.*

Early Dismissal from School

If a student needs to leave School early for any reason their caregiver must contact the front desk at 212-453-0295. Students will only be released to an adult whose name and information has been provided on the caregiver contact sheet. If someone other than an individual on the caregiver contact sheet is picking up the student, a caregiver must confirm by calling the school in advance. Students are expected to attend all of their classes until it is time for their early dismissal. Identification must always be presented when picking up a student.



Visiting the School

BSA welcomes caregiver involvement. We host curriculum night, teacher conferences and other activities both during and after school. To ensure that your needs are met please contact the school if you are able to visit. Caregivers may request a conference at any time and the school will make every attempt to accommodate the request. Conferences may be requested via School phone, School e-mail or by sending a note to the teacher.

When arriving at School for a visit or meeting, please sign the log book in the Lobby at 555 Broome Street. A BSA staff member will come downstairs to meet you and escort you upstairs. When you are ready to leave the School, a BSA staff member will escort the visitor(s) out of the building.

Visitors are required to abide by School policies at all times, including the rules for Public Conduct on School Property found within the Handbook, and following any reasonable order of School officials. Visitors are only allowed to use the staff bathrooms, located on the second, third and fifth floor of the building, not the student bathrooms. Visitors who do not abide by School policies may be restricted from BSA and/or reported to law enforcement.

School Closing

If the NYC public Schools close due to bad weather, then our School will also close. In the event that weather conditions become hazardous during the School day, or it is deemed unsafe for students to travel to school, our School will close and/or call for an early dismissal, allowing students sufficient time to get home. *Caregivers will be notified through our automated phone call system. Any changes in contact information must be immediately communicated to the school. Please contact the Caregiver Coordinator @ 212-453-0295.*

Food Service

Broome Street Academy will provide a breakfast and hot lunch service. Students who eat breakfast at School should report to BSA at 8:00AM but no later than 8:20AM. In addition, dinner is served at the Door at 5:30PM, and is available to all students at that time. ALL families must complete a "School Meals Applications Form" or complete the form online: www.myschoolapps.com. Completing the form online will make sure that the school receives the state and federal funding that it deserves.

HEALTH AND SAFETY

Students' health and safety is the School's foremost responsibility. The following information describes the precautions taken to protect the wellbeing of students. If your student has any specific health or safety needs please inform the School Nurse in writing so that appropriate accommodations can be made. Medical documentation may be required to accommodate a health issue.

Illnesses

Students are asked not come to School if they have any type of illness that is contagious. Examples range from “pink eye” to the flu. This is to protect other students and School staff from getting sick and then also having to miss School. A doctor’s note is required upon return.

School Nurse

Students at the School will have access to a School nurse as well as the Adolescent Health Center at our partner organization, The Door. The Adolescent Health Center is located on the Lower Level of the building. During the school day, students must have an appointment but after school hours they may visit unannounced.

Immunization Requirements

State law requires that each student entering kindergarten or a new School district in grades K –12 have a certificate of immunization at the time of registration or any documentation required by your state or local government. All students must have all immunizations and vaccinations required by law. Students may lose their place at the School if written proof of all required immunizations is not provided on time.

Vaccination Variances

BSA will comply with the Public Health Law concerning vaccinations and any exceptions to the vaccination rule. Vaccination variance requests must be made in a timely manner in writing, indicating the reason for the vaccination variance request.

Medications

BSA must be informed of any prescription medication that a student is required to take at School. To dispense prescription medication to students, the School must receive a written order from the student’s doctor and a signed Medication Administration Form from the student’s caregiver. All medication must be brought to the Nurse’s office in its original prescription container, labeled with the student’s name, the name of the medication, date of expiration, and the prescribed dosage. Students may not bring their own medicine to School and may not keep their own medicine in their backpack, classroom or elsewhere. This includes over-the- counter medication. (Medication Administration Form) **This must be completed annually.** Forms are available in the nurse’s office.

Physicals

Students must have, on file, documentation showing that they had such physical examinations as are required by state regulations. (Department of Health CH05) Forms are available in the nurse’s office.

Emergencies and Contacts

In case of emergencies, caregivers will be contacted by phone as soon as possible. Caregivers must provide the School with updated contact and emergency notification information anytime this information changes during the School year. This must be completed in PowerSchool, which is the school’s student database that all families have access to. If you need assistance please contact the school. Please remember to keep your phones/cell phones turned on and with you throughout the day in case of an emergency. The School will only release students to parents, guardians and other individuals identified in writing by the legal guardians as permitted to pick up the student from School. If a legal guardian

seeks to challenge the appropriateness of allowing a particular caregiver to pick up or visit a student, the School must be provided with a copy of legal documents attesting to this fact.

All legal guardians are presumed to have equal rights to make decisions regarding their student's education, pick up their student from School, and participate in School activities, absent legal documents indicating the contrary. Please provide the School with any legal documents which provide for, or limit a caregiver's right to participate in their student's education.

After School Activities

Broome Street Academy offers extracurricular activities such as sports and clubs led by teachers overseen by our Coordinator of Student Activities. Students also have the option to participate in after-school activities at The Door, our partner organization. These activities include dance, music, visual arts, tutoring, enrichment and community service, and are open to both Broome Street Academy students and other Door members ages 12-21. The hours of sports and clubs vary by activity. After-school Door programming extends until 8pm every weekday, with extended hours until 10pm on Wednesdays.

STUDENT SUPPORT

Broome Street Academy Social Services provides an integrated continuum of services targeted at the social, mental and personal development of the students at BSA. In addition to teachers, we offer a strong team of support staff, enhanced by our partnership with The Door.

School Social Workers and Mental Health Counselors

Our social workers practice a team approach to problem solving with students, caregivers, teachers, support staff and administrators. They support faculty in the use of instructional and interpersonal strategies that address socio-emotional development, build character and enhance self-discipline.

They work with the Special Education team to provide individual counseling to students according to their Individual Education Plans (IEPs) or 504 plans as well as run supportive groups addressing issues like healthy relationships, stress management, or bullying. Mental health counselors from The Door offer additional clinical and crisis resources for students.

Guidance Counselors and College Coordinator

The school has two Guidance Counselors: a 9th/11th grade counselor, and a 10th/12th grade counselor. Guidance Counselors work one-on-one with students and their families to chart a course of study that meets their individual goals academically, personally, and professionally. Broome Street Academy also has a College Coordinator who works with 9th to 11th grade students in groups to explore their college and career interests and goals and with 11th and 12th grade students individually on their college and financial aid applications. This team works with The Door's Career and



Education Department to connect students to internships and work-based learning opportunities such as The Door’s nationally recognized This Way Ahead internship program.

Community School Team

Broome Street Academy is the only charter high school in New York City that is part of the city’s Community School Initiative. Our Community School Supervisor works with the Director of Admissions and Partnerships and Caregiver Coordinator to bring in external resources that can not only benefit students, but also family members. The community school team also works with grade level teams to help students maintain the high attendance that leads to academic and personal success.

Alumni Coordinator

Broome Street Academy has a Post-Secondary Success Coach dedicated to helping graduates achieve their educational, professional, and personal goals after high school. This individual is available to help alumni graduate from college, connect to jobs and internships, and take advantage of other supportive programs at The Door that extend up to age 24.

Adolescent Health Center

In addition to the school nurse, through The Door, Broome Street Academy has access to a comprehensive health center onsite. Students can access primary health services such as annual physicals, immunizations, eye exams and glasses and dental care during or after the school day.

Legal Services

Students and families can also access free legal consultation from The Door’s attorneys in civil areas. The Door specializes in immigration law, but also has expertise in other civil matters.

Caregiver Involvement

Broome Street Academy believes that the active involvement of caregivers in the academic and extracurricular lives of our students is fundamental to their success. Our Caregiver Coordinator will serve as the primary liaison between BSA and the caregivers engaging every caregiver of every student to create a network of support among all BSA families. Please contact the school if you have any questions regarding caregiver support and involvement.

Monthly Caregiver Meeting Events

Once a month, caregivers meet to discuss all things BSA from fundraising to upcoming events to creating new ways to support our students, community and families. Caregivers voice their concerns and opinions on all BSA matters. This is also an opportunity for caregivers to network, socialize and learn to support each other.

Caregiver/Teacher Conferences

Occurring twice per year, BSA caregivers have the opportunity to meet with their student’s teachers to discuss academics, behavior, and overall performance in school. Additional provisions are offered by support staff in order to provide assistance to the caregivers and students with all of their needs.

Students with Disabilities

Compliance with the Child Find Requirements of IDEA

BSA 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 (IEP), or referral to the Committee on Special Education (CSE) of the students' 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 students' district of residence for an evaluation.

Compliance with Data Reporting Requirements of the IDEA

In compliance with 34 CFR §300.645, the School will submit an annual report to NYSED detailing the number of students with disabilities it serves, the nature of each student's disability, and each student's educational placement and setting. For reports that are the responsibility of the district of residence, the School will make any necessary data available to the district in a timely fashion and will comply with 8 NYCRR §119.3, which details requirements for the "Charter School Report Card" and includes information relating to students with disabilities.

In compliance with 34 CFR §300.645, the School will submit annually the following reports by the dates noted: (1) PD-1C/4C: Dec. 13 - Count of Students with Disabilities Provided Special Education on December 2 and the Settings in which Students with Disabilities are provided services; (2) PD-5C: mid-July - Students Exiting Special Education ; (3) PD-6: Feb. 1 - Special Education Personnel; (4) PD- 8: mid-July - Students with Disabilities Suspended for Disciplinary Reasons; and (5) SEDCAR-1: Mar. 1

ASEP Request for IDEA sub allocation.

The special education staff in conjunction with the Head of School will be responsible for ensuring the collection, maintenance, and reporting of all data regarding students with disabilities. The reports listed shall be provided to the school district of residence and NYSED, as required.

Section 504 plans

Section 504 of the Federal Rehabilitation Act of 1973 (Section 504) protects individuals against discrimination on the basis of a disability. Unlike the IDEA which only applies to students with one of the categories of disabilities covered by the law, Section 504 applies to any student who has a disabling condition that could interfere with participation in a major life activity (such as learning). This could be something chronic, such as diabetes or ADHD or short term, like a broken leg. Where a student is otherwise qualified to participate, he or she cannot be excluded solely on the basis of a disability. The School will develop and implement a Section 504 Accommodation Plan tailored to the needs of students evaluated and determined to be eligible for protection under the law. For students who enroll in the School with a Section 504 Accommodation Plan already in place, it is the responsibility of the caregiver to provide the School with the

plan and to have this plan updated annually. All new referrals for Section 504 accommodations are handled by BSA's Director of Special Education, who serves as the Section 504 Coordinator and who can be reached for referrals at (212) 453-0295.

Services for Students with Disabilities

The CSE has primary authority to direct special education placements and services for all students with Individualized Education Programs (IEPs). All students that have IEPs will have their program and related services provided as set forth in their current IEP. Our current service delivery model includes ICT (Integrated Co-Teaching) and SETSS (Special Education Teacher Support Services). We want all of our students to be educated with their non-disabled peers within the least restrictive environment appropriate for their needs. Most related services including Speech and Counseling are all provided in school. If your child requires a related service for which we do not have a program provider you will be able to receive services through an RSA provided by CSE 9.

If your child has or requires a Behavior Intervention Plan as part of their IEP, compliance with their BIP will be overseen by the Academic Intervention Department Chair.

Intervention Services

At BSA, we take your child's growth and education very seriously. Through our RTI program we identify students that are below grade level in order to provide them intervention in reading, writing, and math. Intervention is provided during the school day in small groups as well as after school through tutoring. Students that show a gap greater than 2 grade levels may receive intervention from the designated faculty, SETSS Teacher, or content Special Education teachers.

Requests for Special Education Services (Initial)

If you believe your child is in need of Special Education services and would like to make a request for Special Education services, you must write a letter which includes: your name and relation to child, child's full name, date of birth, OSIS number, and reason you are requesting an evaluation. Please submit all requests to the Director of Special Education and they will be immediately submitted to the CSE by the Director of Special Education. The CSE will contact you to schedule your child's evaluation and make a determination regarding the necessity of services.

English Language Learners (ELL Services)

We offer support for all levels of ELL students. ELL services are delivered through our ELL class as well as indirect classroom support dependent on student level and need. All ELL students will sit for the NYSESLAT exam until they have reached proficiency. For more information regarding our ELL program you may reach out to our Director of Special Education.

Academic Policies

Grading and Awarding Course Credit

Our grading and credit accumulation policy is aligned with requirements set forth by New York State to attain a high school diploma. Course credits are awarded on a semester basis. Students are awarded half credits (0.5 credits) for each

class they pass each semester. New York State requires that students accrue 108 hours of instruction in order to be awarded credit. ATTENDANCE IS CRITICAL TO STUDENT SUCCESS. Students who have 12 or more absences to a class, or 6 absences for an 80 minute class that meets every other day, are at risk of failing and will earn a grade of “54” in the class due to attendance. A passing grade at Broome Street Academy is 65, consistent with New York requirements. Grades are calculated as follows:

	Quarter 1	Quarter 2	Semester 1	Quarter 3	Quarter 4	Semester 2
Classwork & Participation	15%	15%	Semester grade is the average of grades earned for Quarters 1 and 2	15%	15%	Semester grade is the average of grades earned for Quarters 3 and 4
Homework	15%	15%		15%	15%	
Common Assessments	30%	30%		30%	30%	
Formative and Summative assessments	40%	40%		40%	40%	

Classwork/Participation

Classwork: learning products and processes

Participation: the manner in which students engage in and contribute to learning tasks with the teacher and with fellow students during the class period.

Homework

Learning tasks/products intended to be completed at home.

Common Assessments

Regents-aligned and standards-aligned Interims, Midterms and End of Year Assessments

Class-specific Formative and Summative Assessments:

Formative: Do-now’s, Exit Slips, project products and process, labs, etc.

Summative: quizzes, tests, project products

Broome Street Academy caregivers and students have the ability to access attendance data, grades and contact teachers through the PowerSchool system. Instructions explaining how to access this system will be given to students and caregivers during the first week of school. If a caregiver has any questions, they may contact the Director of Data and Assessment: Marquis Alvaradous: malvaradous@broomestreetacademy.org

On Time Work Policy

All assignments earning credit will provide an evaluation explanation or rubric, guidelines, and a clear due date.

To earn credit, students must complete the assignment by the designated due date unless a request has been made for an extension and granted in advance. Extensions are granted only in extenuating circumstances, and are at the discretion of the teacher and administrator.

Assignments not completed by the due date may be subject to point deduction as outlined in the guidelines and evaluation explanation or rubric.

Missed Schoolwork

Students are responsible for meeting with teachers to arrange and collect make-up assignments, and to return completed assignments to teachers by the designated due date. Teachers are responsible for preparing assignments for students unable to attend school due to an excused absence. Late assignments are acceptable and assessment / evaluation may reflect the severity of the lateness. Teachers maintain up-to-date assignment systems for students missing class.

Required Assessments

BSA uses norm referenced standardized tests and assessments required by the state to assess student knowledge and skills. Students are required to take the NWEA MAP (Northwest Evaluation Association Measure of Academic Progress) assessment three times per year to determine academic growth and to ensure progress toward targeted goals. Students will also take all required New York State assessments including Regents exams required for graduation. Students will have the opportunity to take additional Regents exams required for a Regents diploma with an advanced designation.

Absences

Students are expected to attend school daily, on time, and for the entire day. Coming to school every day is one of the ways students demonstrate their commitment to achieving academic success. Poor attendance is often a major contributing factor for the limited academic progress of a student. It is for this reason unexcused absences will not be accepted. A note must be provided if your child is absent. Student absences will be “excused” if a note is received within a week of the absence.

When possible, please notify the School office by 8:30 A.M. if a student must be absent from School for any reason. An automated call will be made to the caregiver after 1:00pm if a student is absent from school. Students who are tardy consistently or excessively without advance notice from the caregiver or a valid excuse may receive supportive interventions.

Acceptable excused absences include:

- Doctor appointments
- Court appearances (in cases where the student must appear in court)
- Illness (if for more than 3 consecutive days, a doctor's note must be provided)
- Death in the student's family
- Religious observance
- Lawful suspension or exclusion from School by School authorities
- Temporary School closing due to severe weather or other emergency conditions as determined by the School.

Students who are absent from School cannot attend or participate in School events or sponsored activities, unless the School has given advance permission.

Late to School

- Attendance will be reflected in PowerSchool and caregivers can access it at any time.
- It is the student's responsibility to retrieve assignments missed because of lateness.
- Chronic lateness to School will result in a Caregiver Conference and may result in a meeting to plan supportive interventions with the student.

Late to Class

- Three unexcused lateness' result in one unexcused absence in class
- Chronic lateness to class may result in supportive interventions and/or in a failing class grade and a caregiver meeting will be scheduled.

Cutting Class

- If a student has an unexcused absence from a class it is considered a cut.
- If a student leaves the building during the School day, without permission, it is considered a cut.
- Caregivers will be contacted in cases of cutting and students may face disciplinary action.

Student Lockers & Desks

Every student will have access to a lock and a locker in which they are expected to store personal items. Lockers are considered School property, and as such, always remain under the control of the School and are subject to search at any time. Students do not have a reasonable expectation of privacy regarding use of school lockers, desks and other spaces provided by the School. A combination padlock will be issued every year during orientation and must be returned to the school at the end of the school. Lost or damage to the padlock will result in a \$10 charge which will be added to a student fee account. The School is not responsible for books, clothing, or other valuables left in lockers. Please see BSA's Search and Seizure Policy in the Handbook for further information.

Cell Phones/Electronic Devices

At BSA, we work to protect our learning environment from interruptions and ensure the safety of our students. Hence, the following guidelines must be followed (please also see Appendix I: Cell Phone Policy):

- Cell phone/electronic device usage is prohibited in the school building unless approved by a teacher and an Administrator.
- Cell phone/electronic devices are to be out of sight and turned off (in student's locker, purse, or book bag) at all times unless directed otherwise by an instructor.
- If a cell phone/electronic device disrupts a classroom environment (ringing, vibrating, students using the device), staff will notify the Community and Environment team (Deans).
- Students may not charge their cell phone/electronic device anywhere in the building.
- Caregivers should not call students on their cell phones during the school day. Caregivers can call the main office to reach their student. Students will be held accountable if they are talking with their caregiver on their cell phone during the school day.

What happens when a student uses their electronics without permission?

In the event that students do not follow the school's guidelines, the following interventions will take place:

- **1st Offense:** Students will receive a **warning** and will have to put all electronic devices in their locker.
- **2nd Offense:** The electronic device will be confiscated from student by a Dean until the end of the day. Upon retrieval of phone, the student will also receive a letter of acknowledgment to be signed by caregiver and student.
- **3rd Offense:** A Dean will confiscate the device and the caregiver will have to come to the school to retrieve the device(s). The caregiver and the student will meet with a Dean to form a plan to support the student in meeting expectations.
- **4th Offense:** Further interventions will be planned as needed. (This could include the student turning in phone/device every morning to their dean until further notice.)

Bathroom Policy

- Use of the School bathroom is not permitted for students during the first and last five minutes of class.
- Students must show a bathroom pass in order to be granted permission to use the School bathrooms.
- Students must abide by all school rules in the school bathroom including no cell phones or electronic devices.

Lunch Time

At BSA we believe that students should demonstrate respect for each other and the environment:

- Students are expected to eat lunch in the cafeteria and be seated in an orderly fashion.
- Throwing of food, yelling, fighting, and public displays of affection in the cafeteria are all prohibited and will result in disciplinary action.
- Students are not permitted to leave the school for lunch with the exception of senior privilege as granted by staff.
- Students are responsible for cleaning personal food/drink items, or they will stay after lunch to clean which results in an unexcused lateness in the next class.
- Students must report to lunch during their assigned period and are not allowed to be in a classroom with any staff member(s) during their assigned lunch period.

Food and Beverages

- With the exception of water, food and beverages are not permitted in the classrooms, unless for a special activity or celebration under the discretion of a staff member.
- All beverages brought into the building must be in clear visible bottles.

Traveling to lunch or classes on all floors

- Students should use the staircase to travel to lunch or all classes on all floors including the gym.
- Students can be given an elevator pass if they have a documented medical condition that specifies the necessity to do so.

Fire Drills and Emergency School Evacuations

There will be regular fire and emergency evacuation drills at the School throughout the School year. Please reinforce with your student the importance of following staff directions during these drills.

Sending Students Home

BSA will make every attempt to re-engage students so that they can remain in class and in school.

- Students may be sent home for exhibiting behavior that disrupts the learning environment and/or the safety of others. The Director of Community and Environment must approve the request for a student to be sent home.
- A caregiver will be contacted before a student is sent home and a plan for dismissal will be created.
- Students will be sent with the proper documentation from the School and will be signed out at the Front Desk.
- Students have the right to and are responsible for any work or exams missed in the event that they miss class time.

Provisions to Implement Alternative Instruction Options

BSA will ensure that alternative educational services are provided to students who has been suspended or removed to help that student progress in the general curriculum of the School. Alternative instruction for suspended students will be of sufficient duration to enable a student to cover all class material, take all tests and quizzes, keep pace with other students, and progress to the next grade level. Alternative Instruction will be provided for students receiving special education services.

COMPLAINT POLICY

Problem Resolution Policy

The School maintains an open door policy and encourages caregivers to utilize it and strive to resolve problems. Whenever a member of our community, including a caregiver, has a problem or complaint, they are expected to communicate directly with their student's teacher, the Dean of Students for the student's grade and/or the Director of Community and Environment to resolve problems early and informally wherever possible. While it is our hope that you

will be able to use the Problem Resolution Policy to resolve problems, caregivers can also utilize the Formal Complaint Policy as described below.

Formal Complaint Policy

All formal complaints from staff, caregivers and other sources, should be handled in the following way:

- Formal complaints should be directed to the Director of Community and Environment in writing, and will be promptly addressed.
- If this attempt at resolution is not successful, written communication should be directed to the Head of School.
- If the complaint relates to the behavior of the Head of School it should be brought directly to the Chief Executive Officer, who will handle it in accordance with the steps below.
- If the complaint is not resolved to the satisfaction of the complaining party by the Head of School the complaining party should ask in writing that the Head of School pass along the formal complaint to the Board of Trustees.
- The Head of School will promptly provide the formal complaint to the Board of Trustees.
- A representative of the Board of Trustees will send a written acknowledgement of receipt of complaint to the complaining party within 5 business days of receiving such complaint.
- The Board of Trustees will investigate the concern and respond to the complaining party in writing with their findings and decision within 30 business days of receipt of the formal complaint.

For matters relating to alleged violations of law or of the School's charter agreement, appeals of decisions made by the Board of Trustees may be made first to the State University of New York's Charter Schools Institute and then to the Board of Regents through the New York State Education Department.

AWARDS AND INCENTIVES

At Broome Street Academy we ask a lot of our students and celebrate their hard work and dedication. We have instituted several incentive programs designed to help motivate our students to achieve their best both academically and socially. Below are a few of the incentive programs we offer our students at BSA.

Grade-Level Initiatives

When a student exemplifies one of our five pillars – Professionalism, Resilience, Investment, Dignity, and Empathy- we as a School community recognize them for the pillar they have embodied. Each grade-level team will have a system to honor students for their positive contributions at monthly assemblies as well as ongoing initiatives.

Honors

Students who earn an overall grade point average of 85-89.9 in a given quarter or semester will earn Honors for that quarter or semester. Students who earn an overall grade point average of 90-100 will earn High Honors for that quarter or semester. Students who earn these honors will be celebrated at BSA's Honors Awards ceremonies. Students also have the opportunity to be nominated for and apply to the National Honors Society.

Field Trips/Community activities

Walking trips can occur during class in the SOHO neighborhood to support classroom learning. All caregivers must sign and complete the permission form and return it to school on the first day of school (see Appendix E). Field trips will be planned during the School year. Caregivers will receive advance notice of all such trips. A permission slip must be signed by the student's caregivers in order for the student to participate in a field trip that is outside of the community. Students without a signed permission slip will not be permitted to attend the field trip and will remain at the School.

OTHER SCHOOL POLICIES

Search and Seizure Policy

BSA believes in respect for property:

A student and/or a student's belongings may be searched by an Academy staff member if the staff member has a reasonable suspicion that a search of that student will result in evidence that the student has violated the law or a School rule. If items which are either prohibited on School property or which may be used to disrupt or interfere with the educational process are discovered, the aforementioned items will be removed from the student by Academy authorities. Legal items will be returned to caregivers at the School. Items not retrieved will be discarded. Illegal items will not be returned and may be turned over to the police.

In the event of a situation which requires immediate intervention to protect the safety and security of the school community or any individual, if there is a reasonable suspicion that a student is in violation of the law (i.e., rumors of drugs or dangerous weapon, smell of alcohol or marijuana), and/or if it is known that a student has been in recent violation of the school's weapon/drug/alcohol policies, BSA may conduct searches of students and student property. This includes, but is not limited to, backpacks. School desks, lockers and other equipment remain the property of the school and students should have no expectation of privacy in these areas. Prior to any search, students will be given an opportunity to produce any item in his/her possession that should not be in school. Should a student refuse to cooperate with a search request, the school may confiscate the property in question. Law enforcement may also be contacted to assist with a search, as appropriate.

A school search will be justified at its inception if the school officials had reasonable grounds to suspect it would turn up evidence that a student violated or was violating law or school rules. The scope of the search will be permissible if the measures used were related to the objectives of the search, and not excessively intrusive in light of the age and sex of the student and the nature of the infraction.

The family of the student who has been searched will be notified of the incident.

Suspicion of Child Abuse and/or Neglect

Staff members are required to comply with the state child abuse and neglect laws regarding the mandatory reporting of suspected neglect and/or abuse. Any School official or employee who knows or has reasonable cause to suspect that a child has been subjected to abuse or neglect, or who observes the child being subjected to conditions or circumstances

which would reasonably result in abuse or neglect, must immediately report or cause a report to be made via the state Office of Children and Family Services (“OCFS”), as required by law (see www.ocfs.ny.gov).

Civil Rights

BSA does not discriminate or tolerate any discrimination on the basis of race, religion, color, national origin, ethnicity, gender, sex, sexual identity, age or disability in providing education services, activities, and programs, including vocational programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and Section 504 of the Rehabilitation Act of 1973, as amended. Please report any suspected discrimination to the Head of School at (212) 453-0295.

Public Conduct on School Property

BSA is committed to providing an orderly, respectful environment that is conducive to learning. The School requires that all staff, students, visitors and families treat each other with civility at all times. To create and maintain an orderly and respectful environment, it is necessary to regulate public conduct on School property and at School functions. For the purposes of this policy, “public” shall mean all persons when on School property or attending a School function including students, staff, parents and other visitors. No person, either alone or with others, shall:

- Intentionally injure any person or threaten to do so.
- Intentionally damage or destroy School property or the personal property of a teacher, administrator, other School employee or any person lawfully on School property. Damage and destruction includes graffiti and arson.
- Distribute or wear materials on School grounds or at School functions that are obscene, advocate illegal action, appear libelous, or obstruct the rights of others.
- Disrupt classes, School programs or other School activities.
- Intimidate or harass any person
- Enter any portion of the School premises without authorization or remain in any building or facility after it is closed.
- Obstruct free movement of any person on School property or at School functions
- Violate the traffic laws, parking regulations or other restrictions on vehicles.
- Violate the prohibition on alcohol, drugs, and other illegal substances.
- Violate the prohibition on tobacco and smoking.
- Violate the prohibition on weapons, firearms and dangerous objects.
- Loiter on School property
- Gamble on School property or at School functions.
- Refuse to comply with any reasonable order of School officials performing their duties.
- Willfully incite others to commit any of the acts prohibited by the Code of Conduct.
- Violate any federal or state statute, local ordinance, or Board policy while on School property or at a School function.

Students who violate this policy shall be subject to penalties contained in the School’s Code of Conduct.

Visitors who violate this policy will have their authorization, if any, to remain on School property or at a School function withdrawn and they will be directed to leave the premises. If they refuse to leave, they will be subject to ejection. The Head of School or his/her designee is responsible for enforcing the conduct required by this section of the Handbook. The School reserves the right to restrict caregiver and visitor access to the School building for failure to comply with this Policy or School rules. In addition, caregiver and visitor conduct may be reported to law enforcement at the discretion of School administration. The School will, of course, continue to serve the student's educational needs and will continue to treat him/her with fairness and provide due process.

SCHOOL CULTURE AND DISCIPLINE

Our culture of learning is grounded in policies and practices that foster safety while treating one another with mutual respect. We are solutions-oriented and believe that all students can become responsible citizens of our community. We believe in connecting students to the school community and providing opportunities to participate in a wide range of pro-social activities and bonding with caring, supportive adults through our Champion Advocacy class. This model, coupled with a comprehensive program of prevention and intervention, gives our students the support they need.

To ensure this we have created a Student Code of Conduct that outlines what a BSA student is expected to do as a member of our community. To support classroom engagement and compliance with our Code we have adopted models of positive correction and adapted the Student Code of Conduct to incorporate each of our classroom strategies. All staff are trained in the procedures governing these models.

The Five Pillars

BSA is committed to providing a safe and productive learning environment in which our students can achieve success both in and out of the classroom. All Broome Street Academy staff and students are expected to embody our five pillars of PRIDE: Professionalism, Resilience, Investment, Dignity, and Empathy. Students are required to abide by the Student Code of Conduct, a document that is signed by both student and caregiver.

- 1. Professionalism:** BSA students will demonstrate professionalism through timeliness, professional dress, a strong work ethic, and respect toward themselves, fellow students, staff, and their School.
- 2. Resilience:** BSA students will demonstrate resilience through a positive attitude, perseverance, and a determination to succeed.
- 3. Investment:** BSA students will demonstrate investment through engagement in their academics and contributions to the School community.
- 4. Dignity:** BSA students will demonstrate dignity by taking PRIDE in their work, and holding themselves and all members of the School community to high moral standards.
- 5. Empathy:** BSA students will demonstrate empathy through compassion, consideration of others, and participation in creating a culture built on kindness, honesty, and trust.

Champion Advocacy

What are we trying to accomplish?

Build relational trust, help students self-advocate and build staff capacity.

Why is this important?

There may be nothing more important in a child's life than a positive and stable relationship with a caring adult. For students, a positive connection to at least one school adult – whether a teacher, counselor, sports coach, or other school staff member – can have tremendous benefits that include reduced bullying, lower drop-out rates, and improved social emotional capacities. Rather than leave these connections to chance, we will become student champions and invest time in making sure that every student is known by at least one adult.

Throughout the year, champions support each other through the successes and challenges of building relationships with students. By meeting daily in advocacies we can help students make better choices and accelerate learning.

Student Code of Conduct

Students are required to abide by educational honor codes:

Plagiarism is the unauthorized use or close imitation of the language and thoughts of another author and the representation of them as one's own original work.

Cheating (this includes but is not limited to the following)

- Copying another student's work
- Talking or making hand gestures to another student while testing
- Recording answers anywhere prior to a test
- Using any text or reference sheets without permission
- Using electronic devices while testing

Dress Code

The BSA Dress Code stresses School-Appropriate presentation to build professionalism in appearance. Accordingly, shirts must not display midriff, cleavage, or bra. All tops (dresses and shirts) must have sleeves, therefore tank tops and tube tops are not permitted. Visible undergarments such as bras, camisoles, underwear, or boxers are not permitted. Clothing with vulgar language, obscene pictures, weapons, drugs/alcohol/tobacco products or paraphernalia are not permitted. Clothing or accessories with identifiable gang/crew affiliation are not permitted. The dress code will be checked upon arrival to the school as outlined below:

- The BSA logo must be displayed on students' shirt/outer layer.
- Each student must own at least 1 BSA issue polo shirt. (gray, light blue, navy blue, pink, and purple)
- Some days will be designated as "Professional Dress", requiring the school polo.
- Students may wear any polo shirt in solid gray, light blue, navy blue, pink, or purple.
- Students are encouraged to show PRIDE by wearing BSA/Door provided "swag" shirts.
- Shirts can be earned through clubs, teams, competitions, and events.

- BSA sweaters and hoodies may be worn, however all non-BSA cold-weather clothing must be worn under his/her BSA logo shirt
- Pants, including jeans, may be solid khaki, gray, blue, or black
 - Pants may **not** be ripped
 - Shorts or skirts must be solid colors, no shorter than the student's hanging arms
 - Sweatpants, cargo pants, track pants, and/or leggings are not permitted.
 - Pants must be worn at the waist. Sagging pants below the waist will not be permitted.
- Most types of shoes, including sneakers, are permitted. However, we do not permit slides, flip flops, or heels higher than 2 inches due to safety concerns.
- Headdresses can be worn indoors **only** for religious or health reasons.
- Hats, headscarves, bandanas, durags/bonnets, and the like are not permitted.
- Sunglasses are not permitted.

Students who are not dressed in a School-Appropriate way will be required to change into a shirt/pants loaned to the student by the school for the day. Clothing will be returned at the end of the day. *Repeated instances will result in disciplinary intervention.*

Violations to the Student Code of Conduct

BSA believes that following the Code of Conduct will help us to achieve the mission of the School and to ensure that there is a sense of respect and security throughout the School community. Nevertheless, BSA has established procedures that are followed when this sense of safety, inclusivity, and productivity is broken. BSA utilizes a Code of Conduct that is based on the New York City Department of Education's Citywide Behavioral Expectations and incorporates many of its standards (hereafter "The Code of Conduct.") The Code of Conduct, included in this Handbook prohibits behaviors that are inconsistent with BSA's goal of maintaining a sense of belonging and safety throughout the School. The Code of Conduct explains the kind of supportive interventions a student may receive for specific kinds of behavior, as well as possible disciplinary responses. Behavior that is in violation of the Code may result in an exclusion from social or afterschool activities, from regular classroom instruction (suspension) or, under certain circumstances, permanent removal from school (expulsion).

Restorative Practices

Broome Street Academy believes in Restorative Practices; this means that we believe that all the members of our community (staff, students, and families) have the ability to address and prevent harm by talking and working together. We are committed to addressing our challenges in thoughtful and responsive ways by taking responsibility for our actions and developing solutions as a community. We believe all of our students belong here in our community and that each one deserves every opportunity to correct his/her mistakes and to grow from each challenge or conflict.

- **Accountability:** BSA Restorative practices provide opportunities for students who have violated the Student Code of Conduct to be accountable to those they have harmed, and enable them to repair the harm they caused to the extent possible.

- **Community Safety:** BSA Restorative practices recognize the need to keep the community safe through strategies that build relationships and empower the community to take responsibility for the well-being of its members.
- **Competency Development:** BSA Restorative practices seek to increase the pro-social skills of those who have harmed others, address underlying factors that lead youth to engage in disruptive behavior, and build on strengths in each young person.

LEVEL	BEHAVIOR	SUPPORT INTERVENTION	POSSIBLE DISCIPLINARY RESPONSE TO BE USED IN ADDITION TO SUPPORT INTERVENTION
1	1.1 Disrespect Toward Others Any behavior that demonstrates a lack of regard for the feelings and wellbeing of others and/or disrupts the learning environment.	<ul style="list-style-type: none"> • Communication with caregiver • One-on-One Restorative Conversation with staff or administrator • Restorative Conversation with those involved in the incident • Behavior and/or Attendance Contract • Mediation/Conflict Resolution • Community Service • Caregiver meeting • Individual/Group Counseling • Review and/or revise pre-existing Behavior/Attendance Contract 	<ul style="list-style-type: none"> • Removal from classroom/event • Detention during lunch/afterschool/Zeroperiod • Exclusion from extracurricular activity • Behavior Contract/Disciplinary Probation • Short-term loss of privileges (such as leadership programs, internships, team/sports programs and/or special events) • 1-2 day(s) In-School Suspension <p>* Alternative Instruction and Reintegration Plans are required for any student who is removed from class and/or suspended.</p>
	1.2 Teasing Name-calling, gossiping, rumors, taunting, etc.		
	1.3 Academic Negative Doing little to no work during the class period; being insubordinate to teachers or staff.		
	1.4 Trespassing A student is in a non-BSA space, or on School grounds without permission of BSA and/or The Door.		
	1.5 Lateness A student enters school/class after the stated time on the bell schedule.		
	1.6 Cutting A student is absent for a period class and/or is not present on the floor; leaving class without permission of personnel.		
	1.7 Dress Code Infraction A student is out of dress code – no BSA shirt, inappropriate pants or is covering the BSA shirt with other clothes (jackets, coats, hoodie, sweatshirt, etc.)		
LEVEL	BEHAVIOR	SUPPORT INTERVENTION	POSSIBLE DISCIPLINARY RESPONSE TO BE USED IN ADDITION TO SUPPORT INTERVENTION
2	2.1. Vandalism Causing intentional damage to school property, property belonging to staff, students or others	<ul style="list-style-type: none"> • Communication with caregiver • One-on-One Restorative Conversation with staff or administrator • Restorative Conversation with those involved in the incident • Behavior Contract • Mediation/Conflict Resolution • Community Service 	<ul style="list-style-type: none"> • Removal from classroom/event • Detention during lunch/afterschool/Zeroperiod • Exclusion from extracurricular activity • Behavior Contract/Disciplinary Probation • Short-term loss of privileges (such as leadership programs, internships, team/sports programs and/or special events)
	2.2 Threats/Intimidation Engaging in or verbalizing an act of coercion; threatening violence or harm to others or threatening property destruction.		

	<p>2.3 Smoking and/or possessing matches or lighters.</p>	<ul style="list-style-type: none"> • Caregiver meeting • Individual/Group Counseling • Referral to a Community-Based Organization • Referral to external counseling/support service agency • Functional Behavioral Assessment (FBA) or Behavioral Intervention Plan (BIP) • Review/Revise pre-existing Behavior Contract 	<ul style="list-style-type: none"> • 1-3 day(s) In-School Suspension <p>* Alternative Instruction and Reintegration Plans are required for any student who is removed from class and/or suspended.</p>
	<p>2.4 Academic Dishonesty Engaging in scholastic dishonesty which includes but is not limited to cheating and plagiarism, & violating the school's internet use policy.</p>		
	<p>2.5 Knowingly Possessing Property Knowingly possessing property belonging to another without permission.</p>		

	BEHAVIOR	SUPPORT INTERVENTION	POSSIBLE DISCIPLINARY RESPONSE TO BE USED IN ADDITION TO
	<p>3.1 Tampering with School Documents Accessing without authorization, changing, or moving a record or document of a school by any method, including, but not limited to, computer access or electronic means.</p>	<ul style="list-style-type: none"> • Communication with caregiver • Caregiver meeting • One-on-One Restorative Conversation with staff or administrator • Restorative Conversation with those involved in the incident • Formal Restorative Conference • Behavior Contract • One-way Contract with a commitment ensuring the harassment will not happen again • Mediation/Conflict Resolution [not to be used for Harassment or Bullying] • Community Service • Restorative Community Circle • Individual/Group Counseling • Referral to a Community-Based Organization • Referral to external counseling/support service agency • Functional Behavioral Assessment (FBA) or Behavioral Intervention Plan (BIP) • Review/Revise pre-existing Behavior/One-way Contract 	<ul style="list-style-type: none"> • Removal from classroom/space/event • Detention during lunch/afterschool/Zero period • Exclusion from extracurricular activity • Behavior Contract/Disciplinary Probation • Short-term loss of privileges (such as leadership programs, internships, team/sports programs and/or special events) • 1-5 day(s) In-School Suspension or Out-of-School Suspension • Disciplinary Hearing <p style="text-align: center;">* Alternative Instruction and Reintegration Plans are required for any student who is removed from class and/or suspended.</p>
<p>3.2 Contributing to an Unsafe Environment Creating risk by recklessly engaging in behavior including but not limited to, disobeying directives of staff, school safety, or law enforcement; entering school or allowing entry to unauthorized persons against school rules; gang-related behavior including apparel, accessories, written, verbal, or physical gestures, signs or language; engaging in sexual behavior during school or school-related events; posting, sharing, or distributing material containing a depiction of violence; posting, sharing or distributing obscene pictures of students or staff, including posting such on the internet or texting; using an object capable of causing injury.</p>			
<p>3.3 Physical/Verbal Aggression/Horseplay (Moderate) Any type of incidental physical contact toward students or staff that may or may not cause injury (ex: swearing, pushing, throwing things play fighting, or other physical contact).</p>			
<p>3.4 Harassment/Discrimination Using slurs, taunting, threatening, stalking, or seeking to intimidate or coerce another based on actual or perceived race, color, weight, national origin, ethnic group, citizenship/immigration status, religion, religious practice, disability, sexual orientation, gender, gender identity, gender expression, sex. DASA</p>			
<p>3.6 Bullying Intentional aggressive behavior involving a power/strength imbalance including, but not limited to: Physical Intimidation(hitting, pushing, punching), Verbal abuse (name-calling, teasing), and/or Cyber bullying (sending mean, threatening or vulgar messages or images, posting sensitive, private information about another person; pretending to be someone else in order to make that person look bad; or intentionally excluding someone from an online group); or intentionally excluding someone from an organized or informal activity during the school day or under circumstances in which this Code of Conduct is applicable</p>			

	BEHAVIOR	SUPPORT INTERVENTION	POSSIBLE DISCIPLINARY RESPONSE TO BE USED IN ADDITION TO SUPPORT INTERVENTION
	<p>4.1 Physical Aggression (Severe) Any type of physical contact or threat that causes injury to students or school staff. (e.g. punching, hitting, kicking, shoving, grabbing, slapping, spitting, pinching or similar behaviors).</p>	<ul style="list-style-type: none"> • Communication with caregiver • Caregiver meeting • One-on-One Restorative Conversation with staff or administrator • Restorative Conversation with those involved in the incident • Formal Restorative Conference • Behavior Contract • One-way Contract with a commitment ensuring the harassment will not happen again • Mediation/Conflict Resolution [not to be used for Sexual Harassment] • Community Service • Restorative Community Circle • Individual/Group Counseling • Referral to a Community-Based Organization • Referral to external counseling/substance use/support service agency • Functional Behavioral Assessment (FBA) or Behavioral Intervention Plan (BIP) for students with an IEP • Review/Revise pre-existing Behavior/One-way Contract • 	<ul style="list-style-type: none"> • Removal from classroom/space/event • Detention during lunch/afterschool/Zero period • Exclusion from extracurricular activity • Behavior Contract/Disciplinary Probation • Short-term loss of privileges (such as leadership programs, internships, team/sports programs and/or special events) • 1-8 day(s) In-School Suspension or Out-of-School Suspension • Referral to the Discipline Review Board • Disciplinary Hearing <p style="text-align: center;">* An Alternate Instruction Plan and Reintegration Plan is required for any student who is removed from class and/or suspended</p>
<p>4.2 Sexual Harassment/Suggestive Behavior Making sexually suggestive comments, innuendoes, propositions, or engaging in nonverbal or physical conduct of a sexual nature (e.g. touching, patting, pinching, or sending or posting sexually suggestive messages or images).</p>			
<p>4.3 Possession of Controlled Substances Possession of controlled substances or prescription medication without appropriate authorization, illegal drugs, drug paraphernalia or alcohol.</p>			
<p>4.4 Falsely activating a Fire Alarm Falsely activating a fire alarm or other disaster notice.</p>			
<p>4.5 Theft without force or intimidation Taking or attempting to take property belonging to a person or the school without using force or intimidating behavior.</p>			
<p>4.6 Making a Bomb Threat Making a bomb threat.</p>			

	BEHAVIOR	SUPPORT INTERVENTION	POSSIBLE DISCIPLINARY RESPONSE TO BE USED IN ADDITION TO
	5.1 Starting a Fire Starting a fire or attempting to start a fire in any campus setting.	<ul style="list-style-type: none"> • Communication with caregiver • Caregiver meeting • One-on-One Restorative Conversation with staff or administrator 	<ul style="list-style-type: none"> • Removal from classroom/space/event • Detention during lunch/afterschool/Zero period
	5.2 Threatening to Use Force to Take Property Threatening to use force or using force to take or attempt to take property belonging to another person or the school.	<ul style="list-style-type: none"> • Restorative Conversation with those involved in the incident • Formal Restorative Conference • Behavior Contract 	<ul style="list-style-type: none"> • Exclusion from extracurricular activity • Behavior Contract/Disciplinary Probation • Short-term loss of privileges (such as leadership programs, internships, team/sports programs and/or special events)
	5.3 Using Force to Inflict Injury Using force against or inflicting or attempting to inflict serious injury upon another person.	<ul style="list-style-type: none"> • One-way Contract with a commitment ensuring the harassment will not happen again 	<ul style="list-style-type: none"> • Caregiver accompanies child to school • 1-10 day(s) In-School Suspension or Out-of-School Suspension
	5.4 Using Force to Inflict Injury Based on Characteristics Using force against or inflicting or attempting to inflict injury upon another person based on actual or perceived race, color, weight, national origin, ethnic group, citizenship/immigration status, religion, religious practice, disability, sexual orientation, gender, gender identity, gender expression, sex.	<ul style="list-style-type: none"> • Mediation/Conflict Resolution [not to be used for Sexual Harassment] • Community Service • Restorative Community Circle • Individual/Group Counseling • Referral to a Community-Based Organization 	<ul style="list-style-type: none"> • Disciplinary Hearing • Long-term suspension or expulsion** • Referral to Law Enforcement <ul style="list-style-type: none"> * Alternative Instruction and Reintegration Plans are required for any student who is suspended. ** Before a Dean suspends a student for an Extended Suspension (more than 10 days), the Principal will schedule a formal disciplinary hearing. At this hearing, the school will present evidence to support the charge of a code violation and the student will have the opportunity to present his/her case and be accompanied and represented by a caregiver and/or an advocate or counsel. If the student has an IEP, the Principal will also refer the student to the Committee on Special Education {CSE} for a Manifestation Determination Review {MDR}. *** A student may not be expelled without a formal disciplinary hearing. The determination of the Hearing Officer will be reviewed on the record of the disciplinary hearing by the Board of Trustees.
	5.5 Engaging in Physical Sexual Aggression Engaging in physical sexual aggression, compelling or forcing another to engage in sexual activity.	<ul style="list-style-type: none"> • Referral to external counseling/substance use/support service agency • Functional Behavioral Assessment (FBA) or Behavioral Intervention Plan (BIP) for students with an IEP 	
	5.6 Selling or Distributing Drugs Selling or distributing illegal drugs, controlled substances, or alcohol.	<ul style="list-style-type: none"> • Review/Revise pre-existing Behavior/One-way Contract 	
	WEAPONS: The New York City Department of Education has defined the Term WEAPONS for disciplinary purposes. It has also provided a list of Category I and Category II weapons. This List is attached. It will govern the following Level 5 violations.		
	5.7 Possessing or Selling any Category I or Category II Weapon Possessing or selling any Category I or Category II weapon on school property or in a setting in which this Code of Conduct applies.		
	5.8 Threatening to Cause Physical Injury Using Weapons Threatening to cause physical injury using any Category I or Category II weapon.		
	5.9 Using Weapons to Cause Physical Injury Using any Category I or Category II Weapon for the purpose of causing physical injury.		<p>Note: certain Category II weapons may have legitimate purposes, such as a box cutter or scissors. Before scheduling a suspension hearing for possession of an article listed as a Category II weapon for which a purpose other than infliction of harm exists, the Principal may consider whether the object is in the student's possession for legitimate reasons. A hearing officer may also consider whether there are mitigating factors when a student is found to have violated the Code of Conduct by possessing such object in the school setting.</p>

Weapons	
Category I Category II	
<ul style="list-style-type: none"> • Firearm, including pistol and handgun, silencers, electronic dart, and stun gun • Shotgun, rifle, machine gun, or any other weapon which simulates or is adaptable for use as a machine gun • Air gun, spring gun, or other instrument or weapon in which the propelling force is a spring or air, and any weapon in which any loaded or blank cartridge may be used (such as a BB gun or paintball gun) • Switchblade knife, gravity knife, pilum ballistic knife and cane sword (a cane that conceals a knife or sword) • Dagger, stiletto, dirk, razorblade, box cutter, case cutter, utility knife and all other knives • Billy club, blackjack, bludgeon, chukka stick, and metal knuckles • Sandbag and sandclub • Sling shot (small, heavy weights attached to or propelled by a thong) and slung shot • Martial arts objects including kung fu stars, nunchucks and shirkens • Explosives, including bombs, fire crackers and bombshells 	<ul style="list-style-type: none"> • Acid or dangerous chemicals (such as pepper spray, mace) • Imitation gun or other imitation weapon* • Loaded or blank cartridges and other ammunition • Stunweapons • Any deadly, dangerous, or sharp pointed instrument which can be used or is intended for use as a weapon (such as scissors, nail file, broken glass, chains, wire).
<p>* Before requesting a suspension for possession of an article listed in Category II for which a purpose other than infliction of physical harm exists, e.g., a nail file, the principal must consider whether there are mitigating factors present. In addition, the principal must consider whether an imitation gun is realistic looking by considering factors such as its color, size, shape, appearance and weight.</p>	

Note: BSA Code of Conduct - After reviewing the Code of Conduct and considering the student's disciplinary history, including previous violations of the Code of Conduct, the School Leader may, in his or her discretion, consider support interventions and disciplinary responses from the next Level.

What Happens When a Student Breaks a Rule in the Code of Conduct?

When the Code of Conduct is violated, those most directly affected by the incident can expect to have a restorative conversation that is aimed at achieving a resolution that will repair the harm done, as well as repair the relationships of those involved. When a student breaks a rule or behaves in a way that disturbs the educational process or endangers others, the staff member and/or the Dean will decide the level of violation and the appropriate support or intervention and possible disciplinary response to the incident. In some cases, the Dean will make a referral to the Discipline Review Board for review.

Disciplinary Responses

If the conduct of a student significantly disrupts the academic process or creates risks for the student or others, the Director of Community and Environment may initiate procedures for other kinds of disciplinary responses, including the following:

Detention/Zero period

- Exclusion from class or school events
- Behavior Contracts/Disciplinary Oversight
- An In-School Suspension
- An Out-of-School Suspension
- In rare instances, long-term suspension (or expulsion).

Procedures as described below will be followed:

Detention

Scholars may be assigned to Detention after school or during Zero Period as a consequence of violating the Code of Conduct, or for lateness or uniform violations. Students will be advised of the reason for the Detention and given an opportunity to respond or explain. Caregivers will be notified in the event that their scholar receives a detention. Calls and emails will be sent to the addresses and numbers provided to us; Caregivers are required to maintain current phone numbers and email addresses with the School.

Exclusion from Social/Extracurricular Activities

A student may be excluded from social or extracurricular activities for academic or behavioral reasons. A student who is suspended or otherwise disciplined for violating the Code of Conduct within 15 days of a field trip or social activity may not be permitted to participate in the trip or activity.

Behavior Contract/Disciplinary Oversight

In some instances, the school may decide that a Behavior Contract is necessary in order to encourage changes in a student's behavior. For the duration of this Behavior Contract, the student is considered to be on disciplinary oversight, during which time the student's behavior is monitored and evaluated. The disciplinary oversight period is a positive effort to help recognize the student's ability to grow, to seek help when necessary, and to make better choices concerning their academic life.

SUSPENSIONS AND EXPULSIONS

Suspensions are a severe form of disciplinary action that can be imposed in-school or out-of-school given the violation to the Student Code of Conduct. Students will be informed of the alleged violation(s) to the Student Code of Conduct and be given an opportunity to explain their actions. Caregivers will be notified of the violations via phone and/or e-mail within 24 hours and will have the opportunity to seek a meeting with school staff so that the circumstances and charges can be explained to them.

- In-school suspension (Alternative Instruction)

Students attend school and are provided instruction in an alternative space. Students are given all assignments for the day, assistance from teachers if needed, make-up assignments and Regents work. Students who receive counseling and/or need additional support are provided that during this time including conversations on academic progress. Students complete a reflection on their violations to the Student Code of Conduct that led to their in-school suspension and are to follow all school policies during alternative instruction.

- Out-of-school suspension

Short-term Suspensions (10 days or less):

Our students are assured Due Process protections before any removal from school or from classes for disciplinary reasons. Before suspending a student, the Dean will arrange for a preliminary investigation of reported misconduct and will notify the student of the allegations and provide the student with an opportunity to respond. The Dean will also notify Caregivers in writing and arrange, upon request, an immediate informal conference at which time caregivers will have an opportunity to ask questions and present relevant, additional information. If the student's presence in school presents a continuing danger to persons or property or an ongoing threat of disruption to the academic process, the suspension will be out of school and will be effective immediately. Under some circumstances the suspension will be served within the school setting. The Dean may suspend a student for up to ten days.

Long-term Suspension (more than 10 days):

Long-term suspension may only be imposed after a student has been found guilty during a formal hearing conducted by an impartial hearing officer (see "Disciplinary Hearings," below).

Expulsion

When a student's behavior is severe it may result in the school seeking expulsion. As with long term suspensions, this triggers due process rights including a hearing (see below) at which the student can get the benefit of counsel and other formal protections. Where a hearing officer determines that expulsion is the appropriate remedy the school will work with the family and NYC DOE to bring about a smooth transition to another school. Also see Appeals, below.



DISCIPLINARY HEARINGS

A disciplinary hearing will be held for any student charged with disciplinary offenses potentially leading to a long term suspension or expulsion. A hearing officer will preside over a disciplinary hearing to determine if a student should have a long-term suspension (10 or more days), expulsion, or other interventions included in Level 1-5 in the Discipline Code used by the school, such as a behavioral contract allowing the student to work towards restoring his/her place in the community by agreeing to terms agreed by the school, caregiver, student and hearing officer. By entering into a contract with a student who has been found by a hearing officer to be culpable for a long term suspension or expulsion, the school is allowing the student an opportunity to avoid such consequences if he or she complies with the terms of the contract. The consequences called for by the hearing officer may be deferred while the student is in compliance with the contract. Contract reviews will take place after a hearing on a quarterly basis to assess student's progress towards goals set by the hearing officer. Failure to abide by any hearing officer decisions may result in a termination of the contract and the immediate imposition of the consequences called for by hearing officer.

If necessary, the student will be immediately removed from class and/or the school.

The school will verbally inform the student of the violation(s) and consideration for a long term suspension and/or expulsion.

The caregiver will be notified via certified mail and phone call (sent out within 24 hours) of the school's decision to hold a hearing and to seek a long term suspension or expulsion, provide a description of the incident which resulted in the suspension and indicate a formal disciplinary hearing to be held. The notification must inform the caregiver of the violations. Caregivers must be notified of their right to be represented by counsel, to question witnesses, and to present evidence. Caregivers will receive the date, time, and place of a hearing in the letter.

The hearing officer will have the authority to hear and render a decision on the matter and will have the right to ask clarifying questions as needed.

A written decision will be sent to the caregiver and the student within seven days after the hearing.

Appeals

Caregivers may appeal disciplinary actions to the Grievance Committee of the school's Board of Trustees. A request for an appeal must be received by the President of the Board of Trustees, M. David Zurndorfer, Proskauer LLP, 11 Times Square, 19th Floor, New York, NY 10036, within two weeks of the decision.

On appeal, the Grievance Committee will review the record of the formal disciplinary hearing and any exhibits presented there, and the student and the school will each have an opportunity to present a summary of their positions along with any additional evidence. The Grievance Committee may elect to ask questions of the parties as well. The Grievance Committee will provide the student and caregiver a written decision within seven days of the appeal hearing. The decision of the Grievance Committee shall be final, except where violations of law or the School's charter are alleged. Such allegations may be further appealed to the SUNY Board of Trustees through its Charter Schools Institute, and, if SUNY does not resolve the matter to the caregiver's satisfaction, to the State Board of Regents.



Additional Information about Gang-Related Activity

Broome Street Academy is a neutral space. Gang related activity/behavior is prohibited on Broome Street Academy's campus and at all BSA events. We require that our students not demonstrate visible or audible gang identifiers. This includes, but is not limited to the following:

- Flags, bandanas, beads (Rosaries included) – “Repping” of any kind
- Handshakes – “Peacing” of any kind
- Hand signs – “Stacking” of any kind
- Cadences – “Calls, Yelling, etc.”

Broome Street Academy recognizes the importance and necessity of deterring all person emulating gangs or contributing to the proliferation of gangs/crews. A gang/crew is defined as “any ongoing organization, association, or group of three or more persons, whether formal or informal, having as one of its primary activities the commission of criminal acts and having a common name or common identifying signs, colors, and/or symbols.”

If a student has to be asked more than once to remove items from sight or to eradicate gang related behavior, s/he will face disciplinary action. We all must do our part to ensure that the BSA environment is conducive to learning and that our community is safe for everyone. Broome Street Academy prohibits the following on School property and at BSA related functions and activities whether they are on or off School property:

- Initiating, advocating, or promoting a gang/crew activities;
- Tagging or defacing School property with gang/crew names, slogans and/or insignias;
- Conducting gang/crew initiations;
- Threatening another in any way in connection with a gang/crew or gang/crew-related activity;
- Inciting, soliciting, or recruiting others for gang/crew membership or gang/crew related activities;
- Aiding or abetting any of the above activities by one's presence or support;

Any student found to have engaged in any of the above shall be subject to consequences in accordance with the School's Code of Conduct and as determined by the Dean of Students/Head of School. BSA administration further prohibits the following in School and at any School related events:

- Wearing of gang/crew apparel, accessories, signs, insignias, or symbols on one's clothing or person;
- Display of gang/crew apparel, accessories, signs, insignias, or symbols on personal property;
- Communication in any method (verbally or nonverbally) designed to convey gang/crew membership or affiliation.

Gun Free Schools Act

BSA believes that all students will respect the safety of the community: Federal and State law require the expulsion from School for a period of not less than one year of a student who is determined to have brought a firearm to the School, or to have possessed a firearm at school, except that the Head of School may modify such expulsion requirement for a student on a case-by-case basis, if such modification is in writing, in accordance with the Federal Gun-Free Schools Act



of 1994 (as amended). "Weapon," as used in this law means a "firearm," as defined by 18 USC§8921, and includes firearms and explosives. (New York Education Law

§3214(3) (d) effectuate this federal law.)

The following are included within this definition:

- Any device, instrument, material, or substance that is used for or is readily capable of causing death or serious bodily injury. Knives with a blade of two and half inches or more in length fall within this definition.
- Any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive.
- The frame or receiver of any weapon described above.
- Any firearm muffler or firearm silencer.
- Any destructible device, which is defined as any explosive, incendiary, or poison gas, such as a bomb, grenade, or rocket having a propellant charge of more than four ounces, a missile having an explosive or incendiary charge of more than one-quarter ounce, a mine, or other similar device.
- Any weapon which will, or may readily be converted to, expel a projectile by the action of an explosive or other propellant, and that has any barrel with a bore of more than one-half inch in diameter.
- Any combination of parts either designed or intended for use in converting any device into any destructive device in the two immediately preceding examples, and from which a destructive device may be readily assembled.

DIGNITY FOR ALL STUDENTS ACT POLICY

The School and its Board of Trustees ("Board") are committed to providing a safe and productive learning environment within the charter School. In accordance with New York State's "Dignity for All Students Act" (DASA) the School is committed to promptly addressing incidents of harassment and/or discrimination of students that impede students' ability to learn. This includes bullying, taunting or intimidation in all their myriad forms.

Students' Rights

No student shall be subjected to harassment by employees or students on School property or at a School function. Nor shall any student be subjected to discrimination based on the student's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, or sex, by School employees or students on School property or at a School function.

In addition, the School reserves the right to discipline students, consistent with our Code of Conduct, who engage in harassment of students off School property under circumstances where such off-campus conduct 1) affects the educative process; 2) actually endangers the health and safety of School students within the educational system; or 3) is reasonably believed to pose a danger to the health and safety of our students. This includes written and/or verbal harassment which materially and substantially disrupts the work and discipline of the School and/or which School officials reasonably forecast as being likely to materially and substantially disrupt the work and discipline of the School.



Dignity Act Coordinator

The School designates the Director of Community and Environment as the Dignity Act Coordinator (DAC). The DAC is trained to handle human relations in the areas of race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender and sex. The DAC will be accessible to students and other employees for consultation and advice.

Reporting and Investigating

Personnel at all levels are responsible for reporting harassment of which they have been made aware to their immediate supervisor. Any student who believes that s/he is being subjected to harassment, as well as any other person who has knowledge of or witnesses any possible occurrence of harassment, shall report the harassment to any staff member or to the Dean of Students. A staff member who witnesses harassment or who receives a report of harassment shall inform the Dean of Students. The Dean of Students shall promptly investigate the complaint and take appropriate action to include, as necessary, referral to the next level of supervisory authority and/or other official designated by the School to investigate allegations of harassment.

Follow-up inquiries and/or appropriate monitoring of the alleged harasser and victim shall be made to ensure that harassment has not resumed and that those involved in the investigation of allegations of harassment have not suffered retaliation.

Material incidents of discrimination and harassment on School grounds or at a School function will be reported to the State Education Department as required by law.

No Retaliation

BSA and its Board prohibit any retaliatory behavior directed against complainants, victims, witnesses, and/or any other individuals who participate in the investigation of allegations of harassment. All complainants and those who participate in the investigation of a complaint in conformity with state law and School policies, who have acted reasonably and in good faith, have the right to be free from retaliation of any kind.

DISCIPLINE FOR STUDENTS WITH DISABILITIES

General

In addition to the discipline procedures applicable to all students, the following procedures are applicable to students with disabilities. A student not specifically identified as having a disability but whose school district of residence or charter 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 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 that in the event that the following procedures are inconsistent with federal law and regulations, such federal law and regulations shall govern.



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 engaged in, 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 ten 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 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 students' district of residence is expected to follow its ordinary policies with respect to parental notification and involvement.

Provision of Services During Removal for Students with Disabilities

Those students 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 also shall provide additional alternative instruction within the ten 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 one-on-one tutoring.

During any subsequent removal that, combined with previous removals equals ten 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 student 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 students' special education teacher, shall make the service determination.

During any removal for drug or weapon offenses pursuant to 34 CFR §300.530(g) services will 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. 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).

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.



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 caregiver(s) 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 students' disability and the behavior subject to the disciplinary action (subject to CSE's availability).

If, upon review, it is determined that the students' behavior was not a manifestation of his or her disability, then the student 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.

Caregiver(s) may request a hearing to challenge the manifestation determination. Except as provided below, the student will remain in his or her current educational placement pending the determination of the hearing.

If a caregiver 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 student 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 caregiver and School agree otherwise.

STUDENT RECORDS

Confidential Student Records Policy In Accordance with FERPA

The purpose of this policy is to ensure that Broome Street Academy Charter High School (BSA) is in compliance with the federal Family Educational Rights and Privacy Act (FERPA) and the confidentiality provisions of the federal Individual with Disabilities Education Act (IDEA) by setting forth BSA's policy and procedure with respect to reviewing records.

The FERPA Administrator

The Director of Operations shall oversee compliance with FERPA and the confidentiality provisions of IDEA (the FERPA Administrator).

The FERPA Administrator shall have the authority to process all requests for records pursuant to FERPA and/or IDEA's confidentiality provisions. The FERPA Administrator shall request photo identification of individuals identifying themselves as parents and/or legal guardians and shall maintain a copy of all such photo identification.

The FERPA Administrator shall maintain a master calendar to track each request to review records and the deadlines to make such records available.

With the exception of records kept by individual teachers, the FERPA Administrator shall store educational records in a central, secured location, access to which is limited to designated members of the administration.



Prior to or at the beginning of each school calendar year, the FERPA Administrator shall distribute to the caregiver of each student the FERPA notice and form contained within the Student and Family Handbook.

All requests for review of a student's records must be submitted in writing to the FERPA Administrator. The FERPA Administrator shall make all responsive records that are subject to disclosure available for inspection and review within forty-five (45) days for receipt of a written request to review records or within any shorter period prior to the meeting of a Committee of Special Education or a due hearing. The FERPA Administrator shall respond to reasonable requests for explanations and interpretations of the records. If a requested education record contains information on more than one student, the parents/legal guardian/caregiver may only review and inspect information pertaining to their student. The FERPA Administrator may redact copies of education records accordingly. The FERPA Administrator may charge the requesting party a reasonable fee for copies of all responsive records unless circumstances would effectively prevent the requesting party from exercising the right to review and inspect records because of the fee.

Request for Amendments to Records

A parent/legal guardian/caregiver (Caregiver) has the right to request that BSA amend their student's records if the Caregiver believes information in their student's records is inaccurate or misleading or that the information violates the student's right to privacy or other rights. The FERPA Administrator, in consultation with the appropriate BSA official and/or employee, shall decide whether to amend the information within two weeks of the receipt of a request for an amendment to records. If BSA decides not to amend the information as requested, it shall inform the Caregiver of its decision in writing and advise the Caregiver of the Caregiver's right to a hearing in writing.

Record of Access

The FERPA Administrator shall maintain a record of all parties (other than Caregivers and School officials) that have requested and/or received personally identifiable information from a student's education records and indicating the legitimate interest each such party had in obtaining access to the records. The FERPA Administrator shall use BSAS's form-Record of Access - for this purpose. The FERPA Administrator shall maintain a copy of the record of access with the education records of each student.

The FERPA Administrator shall keep the record of access confidential and shall not disclose it to individuals other than parents/legal guardians/caregivers, BSA officials and employees with a legitimate interest and authorized representatives of governmental officials charged with auditing the record keeping system.

List of Education Records

The FERPA Administrator shall maintain a list of the types and locations of education records collected, maintained or used by BSA on its form – "Records Maintained." Upon a request from a Caregiver, the FERPA Administrator shall provide to the Caregiver a copy of its list of records maintained.

List of Employees with Access

The FERPA Administrator shall maintain a list that contains the names and positions of those BSA employees who may have access to personally identifiable information of BSA students. The FERPA Administrator shall provide a copy of



this list to any member of the public requesting a copy. The FERPA Administrator shall inform Caregivers when personally identifiable information collected, maintained or used is no longer needed to provide educational services to their students. Upon written request by the Caregiver, such information shall be destroyed. However, BSA may maintain a permanent record of a student's name, address and phone number, his or her grades, attendance record, classes attended, grade level completed and year completed without time limitation.

Dissolution

On the unlikely event that Broome Street Academy Charter High School was to dissolve, BSA will implement the transfer of students and student records to the home school district of each student. BSA will assist students and their caregivers to find other appropriate and desirable schools if requested by the family.

Disclosure of Educational Records and Personally Identifiable Information

In many cases when an individual other than a Caregiver submits a request to review records, the FERPA Administrator shall obtain the Caregiver's signed and dated written consent prior to the disclosure of educational records and personal identifiable information. Personally identifiable information is information that includes the name of the student, parent/caregiver or other family member, the address of the child, a personal identifier number, and a list of characteristics or other information that would make it possible to identify the student with reasonable certainty. Written consent from the Caregiver is required unless the FERPA Administrator, in consultation with BAS's attorney determines that the written consent requirement is not required under FERPA or IDEA.

In cases where written consent is required, the FERPA Administrator shall provide information to the Caregiver about the nature of the records that are contemplated for release, the reason for the request and to whom the records would be released. If the Caregiver so requests, copies of the records that have been requested for release will be provided to the Caregiver. The FERPA Administrator shall use BSA's form - Consent for Release of Student Information- to obtain the Caregiver's written consent.

FERPA permits the disclosure of "directory information" without specific permission from the Caregiver. Directory information is information contained in educational records which would not generally be considered harmful or an invasion of privacy if disclosed, e.g. name, age, and address. The Caregiver has the right to refuse to let the disclosure of such information. BSA shall deliver a copy of its form- Notice of Intent to Disclose Directory Information to the Caregiver one (1) week prior to the proposed disclosure of such information to give the Caregiver an opportunity to object in writing to the proposed disclosure.

FREEDOM OF INFORMATION LAW (FOIL)

The School is subject to the New York Freedom of Information Law (Article 6 of the New York Public Officers Law, pursuant to Education Law § 2854(1) (e). Individuals interested in gaining access to public records maintained by the School should follow the FOIL process set forth in Appendix G .

SCHOOL SAFETY



BSA holds regular drills to instruct and train students in emergency and evacuation procedures so that everyone may leave the school building in the shortest time possible and without panic in the event of an actual emergency. On hearing the evacuation signal, all adults and children must exit the building quickly in an orderly manner. This may mean exiting the school without coats, jackets and book bags, but teachers will make every effort to ensure that students are not exposed to cold weather for too long. Visitors must also follow safety procedures.

BSA maintains appropriate safety plans in compliance with “Project SAVE,” the state’s Safe Schools Against Violence in Education (SAVE) law. These plans outline the operations of the School and its emergency procedures.

Under New York’s Violent or Disruptive Incident Reporting law (“VADIR”), BSA is required to report violent or disruptive incidents that occur on school property, including incidents occurring in, or on, a school bus (as defined in Vehicle and Traffic Law §142), and at school functions. Reporting dates can be found here:

http://www.p12.nysed.gov/irs/school_safety/school_safety_data_collection.html

Appendix A- The Acceptable Use Policy for Computer, Technology and Internet Use

This policy governs the access and use of all telephones, voice mail, electronic mail, mail, computers, faxes and the use of the internet, intranet and extranet, including all mail of any kind sent by a member of the Broome Street Academy (“BSA”) community (staff, student, volunteer, family member) or received at the Broome Street Academy through any BSA computer or other systems (“Systems”). Please return a signed copy of this policy to the Director of Operations. All information transmitted, received or stored using these Systems is the property of BSA.

BSA reserves the right to monitor its Systems and the content, including all e- mails. You should not have an expectation that the information in the Systems is confidential or private.

You may not use the Systems in any way that may be seen as offensive, harmful, insulting or disruptive. You may not use the Systems to: send derogatory, threatening, insulting or harassing remarks, sexually explicit messages, cartoon, jokes or other potentially offensive material; access pornography or other offensive sites; gain access to others computers; steal computer files; to damage in any way the Systems or any other system or computer; or write personal letters, resumes, junk mail, or other documents not related to BSA.

Computer software on the Systems may not be downloaded, copied, reproduced, altered or used by a person without prior authorization. The violation of copyright laws may result in a fine and imprisonment, as well as expulsion from the school. BSA will cooperate with software vendors in prosecuting those who violate copyright. BSA prohibits the use of any “pirated” or “bootleg” software on the Systems. The use of personal disks or software is not allowed on the Systems without prior authorization.



By signing below, I indicate that I understand and will abide by Broome Street Academy's Acceptable Use Policy. Should I violate this agreement, my access privileges may be revoked and I will be subject to disciplinary action and/or appropriate legal action.

Scholar Name: _____

Signature of Student: _____

Caregiver Name: _____

Caregiver Signature: _____

Date: _____

Appendix B - Family Educational Rights and Privacy Act (FERPA) – Annual Notice

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students."

Parents or eligible students have the right to inspect and review the student's education records maintained by the school. Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for parents or eligible students to review the records. Schools may charge a fee for copies.

Parents or eligible students have the right to request that a school correct records which they believe to be inaccurate or misleading. If the school decides not to amend the record, the parent or eligible student then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the parent or eligible student has the right to place a statement with the record setting forth his or her view about the contested information.

Generally, schools must have written permission from the parent or eligible student in order to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):

- School officials with legitimate educational interest;
- Other schools to which a student is transferring;
- Specified officials for audit or evaluation purposes;



- Appropriate parties in connection with financial aid to a student;
- Organizations conducting certain studies for or on behalf of the school;
- Accrediting organizations;
- To comply with a judicial order or lawfully issued subpoena;
- Appropriate officials in cases of health and safety emergencies; and
- State and local authorities, within a juvenile justice system, pursuant to specific State law

Schools may disclose, without consent, "directory" information such as a student's name, address, telephone number, date and place of birth, honors and awards, and dates of attendance. However, schools must tell parents and eligible students about directory information and allow parents and eligible students a reasonable amount of time to request that the school not disclose directory information about them. Schools must notify parents and eligible students annually of their rights under FERPA. The actual means of notification (special letter, inclusion in a PTA bulletin, student handbook, or newspaper article) is left to the discretion of each school. For additional information, you may call 1-800-USA-LEARN (1-800-872-5327) (voice). Individuals who use TDD may use the [Federal Relay Service](#). Or you may contact us at the following address:

Family Policy Compliance Office

U.S. Department of Education 400 Maryland Avenue, SW Washington, D.C. 20202- 8520

I have received a copy of the above policy and understand the contents:

Caregiver Name: _____

Signature: _____

Date: _____



Appendix C: Family Educational Rights and Privacy Act (FERPA) Consent Opt-Out Information Form

The Family Educational Rights and Privacy Act (FERPA), a Federal law, requires that the School, with certain exceptions, obtain your written consent prior to the disclosure of personally identifiable information from your child's education records. However, the School may disclose appropriately designated "directory information" without written consent, unless you have advised the District to the contrary in accordance with District procedures. The primary purpose of directory information is to allow the School to include this type of information from your child's education records in certain school publications. Examples include:

- A playbill, showing your student's role in a drama production;
- The annual yearbook;
- Honor roll or other recognition lists;
- Graduation programs; and
- Sports activity sheets, such as for wrestling, showing weight and height of team members.

Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations without a parent's prior written consent. Outside organizations include, but are not limited to, companies that manufacture class rings or publish yearbooks.

The following information is considered by the School to be directory information:

- Student's name
- Participation in officially recognized activities and sport
- Weight and height of members of athletic teams
- Degrees, honors, and awards received
- Address
- Telephone listing
- Electronic mail address
- Photograph
- Date and place of birth
- Major field of study
- The most recent educational agency or institution attended
- Dates of attendance
- Grade level
- Student ID number, user ID, or other unique personal identifier used to communicate in electronic systems that cannot be used to access education records without a PIN, password, etc. (A student's SSN, in whole or in part, cannot be used for this purpose.)

Parents are required to submit written notification to the Principal by September 30th, or within two weeks after enrolling at the School if later than September 30th, if they do not want the school to release Directory information.



Appendix D - Replacement Metro Card Policy

Broome Street Academy distributes Metro Cards to students at the beginning of each semester. Students will need to get a pass during their Advocacy period to go to the front desk for a new Metro Card. The school will call home when student loses excessive cards. *Note: Depending on inventory, there may be a delay in replacing a Metro Card.*

I have read the above policy

STUDENT NAME (Print) _____

STUDENT SIGNATURE _____

CAREGIVER SIGNATURE _____



Appendix E – Community Activity Permission Form

Dear Caregiver,

Over the course of the year, there will be many opportunities for students to take short walking trips in and around the SOHO area, supervised by BSA staff. Caregiver signature allows for trips like this to happen in gym class or other classes, at the discretion of their teachers. Students will be chaperoned on their trips and brought back to school to continue their school day

I, _____, give permission for my child

_____ to attend short walking trips from Broome Street Academy.

Caregiver Signature _____

Date: _____



Appendix F – Cell-Phone Policy 2018-2019 School Year

Broome Street Academy believes in maintaining a safe and effective educational environment for all its students. Research shows that the use of cellphones in the classroom can be detrimental to student performance. According to a survey and report from Common Sense Media that involved 1,240 interviews with parents and their 12 to 18 year old children, 50% of teens feel addicted to their mobile devices, and 59% of their parents agree that their kids have a problem putting their devices down (U.S. News & World Report).

Responsible use of electronics (cell phones, smart watches, portable gaming devices, etc.) will help BSA students to be...

- More attentive when communicating face to face
- More engaged in classroom activities and assignments
- Better task oriented
- Less dependent on electronics to do his/her classwork
- Less likely to engage in cyber conversations, gossiping, bullying, antagonizing, etc.
- Less likely to procrastinate with doing assignments in class
- Less distracted by things not related to school or classwork

What happens when a student uses their electronics without permission?

In the event that students do not follow the school's guidelines, the following interventions will take place:

1st Offense: Students will receive a **warning** and will have to put all electronic devices in their locker.

2nd Offense: The electronic device will be confiscated from student by a Dean until the end of the day. Upon retrieval of phone, the student will also receive a letter of acknowledgment to be signed by caregiver and student.

3rd Offense: A Dean will confiscate the device and the caregiver will have to come to the school to retrieve the device(s). The caregiver and the student will meet with a Dean to form a plan to support the student in meeting expectations.

4th Offense: Further interventions will be planned as needed. (This could include the student turning in phone/device every morning to their dean until further notice.)

How can I get in touch with a BSA student? How can BSA students contact their caregiver (s)?

If BSA students need to call home, they need to inform a staff member and a space/phone will be provided. In the event a caregiver needs to contact their student, they can call the school office, and their child will be contacted immediately and escorted out of his/her classroom. Caregivers must call (212) 453-0295.



Will cell phones be used for educational purposes?

Classroom teachers (especially for technology) may allow for educational cell phone use in the classroom with the approval of a school administrator.

Students who violate this policy will face consequences in accordance to our disciplinary code. We thank you for your cooperation and participation to help us create a safe and secure educational environment so our students can develop the necessary social and learning skills to be engaged, positive contributing members of our community.



Appendix G – Freedom of Information Law (FOIL) Notice

Broome Street Academy Charter School (the “School”) shall be subject to the Article 6 of the New York Public Officers Law, pursuant to Education Law § 2854(1)(e). Requests for public information must be in writing and submitted to the Principal, as the Records Access Officer, at this address: Broome Street Academy Charter School, 555 Broome St, New York, NY 10013. The Principal shall serve as the Records Access Officer for the School. Upon the receipt of a request for School records and information, the School will respond to the request in the following manner:

Within five business days of receipt of a written request, the School will, depending on the requested information, either

1. make the information available at the School’s principal location during normal business hours to the person requesting it;
2. deny the request in writing;
3. or provide a written acknowledgment of receipt of the request that supplies an approximate date for when the request will be granted or denied.

If the person requesting information is denied access to a record, he or she may, within 30 days, appeal such denial to the Records Access Appeals Officer, who shall be the Principal’s designee. Appeals must be in writing and submitted to the Records Access Appeals Officer at this address: Broome Street Academy Charter School, 555 Broome St, New York, NY 10013. Upon timely receipt of such an appeal, the School will, within 10 business days of the receipt of the appeal, fully explain, in writing, the reasons for further denial or provide access to the record(s) sought. The School also will forward a copy of the appeal, as well as its ultimate determination, to the New York State Committee on Open Government.

In the event an appeal for records is denied, the person requesting the information may bring a proceeding for review of such denial in pursuant to Article 78 of the Civil Practice Law and Rules.

The School may deny access to requested records for one or more of the following grounds:

- Such records are specifically exempted from disclosure by state or federal statute;
- Such access would constitute an unwarranted invasion of personal privacy;
- Such records, if disclosed, would impair present or imminent contract awards or collective bargaining negotiations;
- Such records are trade secrets or are submitted to the School by a commercial enterprise or derived from information obtained from a commercial enterprise and which if disclosed would cause substantial injury to the competitive position of such enterprise;
- Such records are compiled for law enforcement purposes and which, if disclosed, would meet the conditions set forth in Public Officers Law § 87(2)(3);
- Such records, if disclosed, would endanger the life or safety of any person;
- Such records are computer access codes;
- Such records are inter-agency or intra-agency materials that are not statistical or factual tabulations of data, instructions to staff that affect the public, or a final policy or external audits; or
- Examination questions or answers.

The School maintains a record setting forth the name, public office address, title and salary of every officer or employee of the School and a reasonably detailed current list, by subject matter, of all records in the School’s custody or possession. To receive such records, contact the Principal at (212) 453-0295 or at Broome Street Academy Charter



School, 555 Broome St, New York, NY 10013. The School may charge a copying fee for each page requested to be copied. The fee can be no more than the fee allowed by New York State law.