



**BROOME STREET
ACADEMY
CHARTER HIGH SCHOOL**

STUDENT AND PARENT/CAREGIVER HANDBOOK

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Contents

Our Mission 2

BSA Principles of Positive Youth Development 2

PRIDE Pillars..... 2

Forms to be Reviewed/Completed by Every Family..... 3

SCHOOL OVERVIEW..... 4

Instructional Day 4

Student MetroCards..... 4

Arrival at School 4

Dismissal..... 4

Early Dismissal from School 4

Visiting the School 4

School Closing..... 5

Food Service 5

Health and Safety 5

Suspicion of Under the Influence 5

Illnesses..... 5

Immunization Requirements..... 5

Medications..... 6

Physicals 6

Emergencies and Contacts 6

Extracurricular Activities 6

STUDENT SUPPORT 6

School Social Workers and Mental Health..... 6

Students in Temporary Housing 7

College Coordinator 7

Community School Team 7

Adolescent Health Center 8

Legal Services 8

Parent/Caregiver Involvement 8

Academic Conferences..... 10

STUDENTS WITH DISABILITIES..... 10

Compliance with the Child Find Requirements of IDEA 10

Compliance with Data Reporting Requirements of the IDEA..... 10

Section 504 Plans 11

Services for Students with Disabilities..... 11

Intervention Services 11

Requests for Special Education Services (Initial) 12

English Language Learners (ELL Services)..... 12

ACADEMIC POLICIES..... 12

Grading and Awarding Course Credit 12

Graduation Requirements 13

Post-Secondary Readiness, Course Enrollment and Assessment of Performance..... 14

Absences 14

Late to School 14

Late to Class 15

Cutting Class..... 15

Student Information System 15

Awards and Incentives 15

Grade-Level Initiatives 15

Field Trips/Community Activities 16

SCHOOL CULTURE AND CLIMATE 16

The Five Pillars..... 16

Advisory 17

Dress Code 17

Code of Conduct..... 18

Classroom Expectations and Procedures 18

Bathroom Expectations and Procedures 18

Lunchroom Expectations and Procedures 18

Hallway Expectations and Procedures 18

Evacuation Expectations and Procedures 19

Lockdown Expectations and Procedures 19

Lunchtime Open Campus Policy 19

Student Lockers & Desks 19

Food and Beverages..... 19

Student Cell Phones/Earbuds/Electronic Devices 19

Violations of the Student Code of Conduct..... 20

What Happens When a Student Breaks a Rule in the Code of Conduct? 20

Restorative Practices..... 21

BSA Restorative Practices are based on the following principles:..... 21

Possible Disciplinary Actions 22

Appeals 24

Mediation 24

DISCIPLINE FOR STUDENTS WITH DISABILITIES 25

General..... 25

Provision of Services During Removal for Students with Disabilities 25

Applicable Procedures 26

OTHER CONDUCT RELATED POLICIES..... 26

Gun Free Schools Act 26

 Dignity For All Students Act Policy 27

 Students’ Rights..... 27

 Reporting and Investigating 27

 Search and Seizure Policy 28

 Suspicion of Child Abuse and/or Neglect 29

Civil Rights	29
Public Conduct on School Property	29
Traveling Around the School Building	30
School Safety.....	30
STUDENT RECORDS	30
Confidential Student Records Policy In Accordance with FERPA	30
Request for Amendments to Records.....	31
List of Education Records	31
List of Employees with Access.....	31
Dissolution.....	32
Disclosure of Educational Records and Personally Identifiable Information.....	32
Freedom of Information Law (FOIL)	32
Appendix A: The Acceptable Use Policy for Computer, Technology and Internet Use	33
Appendix B: Family Educational Rights and Privacy Act (FERPA) – Annual Notice	34
Appendix C: Family Educational Rights and Privacy Act (FERPA) Consent Opt–Out Information Form.....	35
Appendix D: Community Activity Permission Form.....	36
Appendix E: Cell-Phone Policy	37
Appendix F: Freedom of Information Law (FOIL) Notice	38
Appendix G: Complaint Policy	39
Appendix H: Migrant Education Program.....	42
Appendix I: ESSA Funded Programs Complaint Procedures.....	43
Appendix J: Title IX Policy	46
Appendix K: Broome Street Academy Incident Response Matrix.....	47



Dear Students, Parents, and Caregivers,

With warm greetings from the entire Broome Street Academy Charter High School (BSA) community, I extend a heartfelt welcome as we embark on the journey of the 2023-24 School Year! It is with great enthusiasm that we unite once again, forging ahead to reinvigorate our academic, artistic, and extracurricular programs. This year promises to be a blend of cherished traditions and fresh innovations, enriching our students' academic, extracurricular, and social-emotional experiences.

Whether you are newcomers or familiar faces within our community, I'd like to draw your attention to the defining elements of Broome Street Academy Charter High School, elements that have been acknowledged as instrumental in shaping our uniquely powerful educational model. We stand committed to addressing the academic and social needs of young adults striving towards their post-secondary aspirations, supported by several fundamental attributes:

- An inclusive, nurturing school culture rooted in the principles of youth development.
- Our strategic partnership with The Door, a nationally renowned youth development organization, providing students with access to a diverse team of professionals and an array of programs and services, both during and after school hours.
- The cultivation of positive relationships between students and adults, intentionally fostered through regular weekly Advisory periods and ongoing interactions throughout the day.
- Comprehensive academic and social-emotional intervention services readily available to all students.
- A rigorous and supportive curriculum, designed to meet students at their current level of performance while challenging them to surpass their own expectations.
- Commencement of college and career counseling from 9th grade onwards, empowering students to craft personalized plans for their postsecondary pursuits and receive unwavering support in realizing these aspirations.

A cornerstone of our community is the collective commitment to our five P.R.I.D.E. Pillars, which underpin success both within our school and throughout life's journey. These pillars—Professionalism, Resilience, Investment, Dignity, and Empathy—serve as guiding principles in our high-expectation culture. We employ these pillars to bolster each student's pursuit of their goals, not only during their time at BSA but also in the years that follow, as they embark on their unique paths to achievement.

Please take the time to review our Student and Parent/Caregiver Handbook and do not hesitate to reach out via phone or email should you have any inquiries about the Handbook or any other school-related matters throughout the year.

At Broome Street Academy, we firmly believe that our community is indeed extraordinary, and we are eager to share this special experience with each and every one of you.

Warm regards,

Lynnette Ford
Head of School

Our Mission

Broome Street Academy Charter High School will empower our students to reach their highest aspirations for post-secondary success. Our equitable, holistic, and student-centered approach will provide students with access to a rigorous, standards-based curriculum that will equip our graduates with the skills they need to make a positive impact on their communities and the broader world.

BSA Principles of Positive Youth Development

We believe that there are four principles of positive youth development that are key to every student's success:

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.
4. Providing differentiated instruction that meets the needs of all learners.

PRIDE Pillars

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.

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.



Forms to be Reviewed/Completed by Every Family

During the enrollment process, each family will be presented with several forms and information sheets to review. Some of the forms will require the signature of parent(s)/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 - Community Activity Permission Form
- Appendix E - Cell Phone Policy
- Appendix F - Freedom of Information Law
- Appendix G - Complaint Policy
- Appendix H - Migrant Family Form
- Appendix I - ESSA Funded Programs Complaint Procedures
- Appendix J - Title IX Policy

SCHOOL OVERVIEW

Instructional Day

The School's instructional day begins promptly at 9:00 AM and ends at 3:48PM Monday through Friday. In addition, we offer clubs, advisory sessions, after school office hours, intervention and Regents prep sessions. Breakfast is available, free of charge to all students, from 7:40am – 8:12am every school morning. Half-day sessions provided for parent/caregiver conferences, and other special events, can be found on the School calendar on our website. The school day will end at 12:27PM on half days. www.broomestreetacademy.org

Student MetroCards

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

Students will ONLY receive a new MetroCard upon deactivation of their lost/stolen/damaged MetroCard. 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.

Dismissal

Students are dismissed from their academic day at 3:37pm , at which point they have the option to stay for office hours and/or activities at The Door or BSA. Students are invited to attend 9th period office hours which dismisses at 4:30PM.

Early Dismissal from School

If a student needs to leave School early for any reason, their parent/caregiver must contact the Main Office at (212) 453-0295, ext. 3485 or by email at contactbsa@broomestreetacademy.org. Students will only be released to an adult whose name and information has been provided on the parent/caregiver contact sheet. If someone other than an individual on the parent/caregiver contact sheet in our Student Information System is picking up the student, a parent/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.

Students may not leave the School building during the School day unless they have earned off campus lunch privileges or are accompanied by a teacher, administrator, authorized staff person or parent/caregiver. Students who leave the school building without permission may be denied re-entry to the building and a parent/caregiver will be contacted.

Visiting the School

Parents/Caregivers are always welcomed to visit the school building; however it is policy that those who wish to visit schedule in advance to ensure that someone is available to assist. Conferences may be requested via emailing BSA's Operations Team at contactbsa@broomestreetacademy.org or calling the school directly at (212) 453-0295, ext. 3485.

When arriving at the School for a visit or meeting, please sign the log book in the 1st Floor Lobby at 555 Broome Street. A BSA staff member will come downstairs to meet you and escort you to your destination.

When you are ready to leave the School, a BSA staff member will escort you 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 this Handbook, and following any reasonable order of School officials. Visitors are only allowed to use the staff bathrooms, located on the first, second, third and fifth floor of the building. Visitors are not permitted to use student bathrooms. Visitors who do not abide by School policies may be restricted from BSA and/or reported to law enforcement.

School Closing

BSA follows guidelines set forth by the NYC DOE. If they deem it appropriate to 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. Parents/Caregivers will be notified through ParentSquare. Any changes in contact information must be immediately communicated to the school.

Food Service

On full school days, BSA will provide breakfast and hot lunch service daily. Breakfast for students will begin at 7:40am. On half-days, breakfast is served at the standard time and bagged lunch is provided. All families must complete a "School Meals Applications Form" or complete the form online: www.myschoolapps.com. Completing the form online will ensure that the school receives the state and federal funding it needs to provide free meals for students.

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 Operations Team in writing so that appropriate accommodations can be made. Medical documentation may be required to accommodate a health issue.

Suspicion of Under the Influence

If a student is suspected to be under the influence, they will be assessed by a School administrator upon notification. Once the initial evaluation is complete, the administrator will take action as deemed appropriate which may include calling emergency services.

Illnesses

Students are asked not to 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.

If a student has COVID-19, they are required to send proof of their PCR results to BSA's Operations Team via email to contactbsa@broomestreetacademy.org in order to ensure that their absences will be excused.

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.

Students in temporary housing are entitled to immediate enrollment in school, even if they don't have their immunization records or any other documentation needed for enrollment. In this case, BSA will work with students to obtain their records, including immunization records.

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 parent/caregiver. All medication must be brought to the Main 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. The Medication Administration Form must be completed annually even if it was previously submitted. Forms are available in the Main Office.

Physicals

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

Emergencies and Contacts

In case of emergencies, parents/caregivers will be contacted by phone as soon as possible. Parents/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 parent/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 parent/caregiver's right to participate in their student's education.

Extracurricular Activities

BSA offers extracurricular activities such as sports and clubs led by teachers and coaches. 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 BSA students and other Door members. The hours of sports and clubs vary by activity. After-school Door programming takes place until 6PM every weekday.

STUDENT SUPPORT

BSA 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

BSA's counseling department practices a team approach to problem solving with students, parents/caregivers, teachers, support staff, and administrators. The team consists of clinical social workers, social work interns, and mental health support staff from The Door. They work closely with students and families to provide

IEP-mandated counseling, crisis intervention counseling, attendance intervention, mediation, and general support. They assist faculty in the use of instructional and interpersonal strategies that address social-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. The Door's Adolescent Health Center offers additional clinical and crisis resources for students, including psychiatric evaluation and ongoing psychiatric care.

Students in Temporary Housing

The McKinney-Vento Act states that students and youth who lack "a fixed, regular, and adequate nighttime residence" will be considered homeless (also known as, Students in Temporary Housing).

McKinney-Vento eligible students have the right to:

- receive a free, appropriate public education;
- enroll in school immediately, even if lacking documents normally required for enrollment, or having missed application or enrollment deadlines during any period of homelessness;
- enroll in school and attend classes while the school gathers needed documents;
- continue attending the school of origin, or enroll in the local attendance area school if attending the school of origin is not in the best interest of the student or is contrary to the request of the parent, guardian, or unaccompanied youth;
- receive counseling or services as requested from BSA or The Door,
- receive transportation to and from the school of origin, if requested by the parent/caregiver or guardian, or by the local liaison on behalf of an unaccompanied youth; and
- receive educational services comparable to those provided to other students, according to each student's need.

BSA does not discriminate on the basis of inadequate or transitional housing. If you believe you have been discriminated against or have a complaint about BSA's Students in Temporary Housing policy, please reach out to our STH Liaison, Danielle Glantz, or by email at dglantz@broomestreetacademy.org or see the link below on how to file a complaint.

[Complaint Procedures | New York State Education Department \(nysed.gov\)](#)

College Coordinator

BSA has a College Coordinator who works with 9th to 11th grade students in groups to explore their college and career interests and goals. The College Coordinator also works with 11th and 12th graders 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 Onward" internship program. In addition to college trips and learning opportunities throughout the year, BSA has college and career fairs scheduled regularly that draw many colleges from across the city, state, and country. BSA and The Door also do outreach to alumni and offer support as young people transition into college/career. We are available to help alumni graduate from college, connect to jobs and internships, and take advantage of other supportive programs at The Door, which extend up to age 24. Please contact Stacey Landis, Supervisor College Advising, via email at slandis@door.org

Community School Team

BSA is the only charter high school in New York City that is part of the City's Community School Initiative. Our Community School Director works with our Admissions & Recruitment Counselor to bring in external resources that benefit students and 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. Please contact Jennifer Fernandez, Community Schools Director, via email at jfernandez@door.org

Adolescent Health Center

Through our partnership with The Door, BSA 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. To schedule an appointment, call the health center directly at 212-453-0222. For questions, text 833-569-0033.

Legal Services at The Door

For legal help or to make a referral, students can drop by The Door's Legal Services Center on Mondays and Wednesdays from 2pm-5pm on the 3rd Floor. In the event the Legal Service Center is unable to accept new referrals, The Door's Legal Team will provide the students with a referral list for other organizations.

Parent/Caregiver Involvement

As a Title I School, Broome Street Academy Charter High School implements a parent/caregiver and family engagement policy in adherence to the Elementary and Secondary Education Act, providing outreach to parents¹ and families and offering programs, activities and procedures for the involvement of parents and families. These programs are planned and operated with the assistance of a parent representative group and Title I Stakeholders Committee. This policy is in the Student and Parent/Caregiver Handbook, which is distributed to parents and families yearly. BSA commits to the following:

In adhering to Title I, Part A parent and family involvement requirements, BSA will provide plentiful opportunities for the participation of all parents and families, including parents and family members with English proficiency limitations, parents and family members with disabilities, and parents and family members of migrant children, including providing information required under section 1111 of the ESEA.

BSA defines parental and family involvement as the participation of parents in regular, two-way communication involving student academic learning, sports, after school activities, and related services, ensuring—

1. that parents and family members play a role in their child's education;
2. that parents and family members are encouraged to be involved in their child's education;
3. that parents and family members collaborate in their child's learning and are included in decision-making to assist in the education of their child;

BSA implements parental and family involvement throughout the year to improve student and school performance. These activities include periodic parent/student/teacher conference nights, parent orientations, college prep evening events, attendance information events for parents and family members.

Broome Street Academy recognizes the important role that parents play in children's success and encourages parents to meet with teachers as often as needed or desired.

BSA, as part of its Title I schoolwide plan, will involve the parents of all children in decisions about how the 1 percent of Title I, Part A funds reserved for parental and family involvement is spent, and will ensure that not less than 90 percent of the one percent reserved goes directly to the schools, with priority given to high need schools. This discussion will generally take place at the annual Title I meeting, in conjunction with Broome Street Academy's Open School Night and August Orientation. Funded parent and family engagement activities will include not less than one of the following:

- Supporting The Door's and BSA's community-based organization in providing professional

¹ The word "parent" in this section refers to caregivers as well as parents.

- development for school personnel regarding engagement strategies.
- Supporting programs that reach parents and family members at home, in the community, and at school.
- Disseminating information on best practices focused on parent and family engagement, especially best practices for increasing the engagement of economically disadvantaged parents and family members.

In addition to the above, BSA parents and family members are involved in the community in the following ways:

Monthly NEWSLETTER: Every month, parents receive a substantial and detailed newsletter that includes highlights from the month, sports schedules, pictures and descriptions of events, calendars, and academic reminders.

PARENTSQUARE: All communication to parents and families is delivered via an online platform called ParentSquare that BSA uses to communicate to parents, staff, and teachers. ParentSquare enables teachers to set up parent and/or student groups for each class, and to communicate easily and often. Messages come through both a smartphone application and email.

PARENTS/CAREGIVERS ARE ENROLLED IN OUR STUDENT INFORMATION SYSTEM: BSA asks that all parents enroll in BSA’s Student Information System (SchoolTools) in order to track their students’ attendance, grades, and credits toward graduation.

PARENTS/CAREGIVERS AND FAMILY MEMBERS ATTEND WORKSHOPS TO SUPPORT THEIR WORK AS PARENTS/CAREGIVERS AND FAMILY MEMBERS: School-wide events for parents and family members include high school enrollment meetings, back to school nights, parent conference nights, student orientations, and other celebratory events throughout the school year.

PARENT/CAREGIVER REPRESENTATIVE TO THE BOARD OF TRUSTEES: As part of BSA’s charter, a parent representative acts as a liaison to the board. They attend board meetings and assist in decision-making as it pertains to parent/caregiver involvement.

BSA will conduct an annual evaluation of its parent/caregiver and family engagement policy. At the annual Title I Stakeholder Committee meeting, parent representatives will participate actively in this evaluation of parent and family involvement events, communication, and policies, in addition to the thorough evaluation of Broome Street Academy’s Title I Schoolwide program as a whole.

During the review, the committee will also review the plan to continue to identify barriers to greater participation especially for parents and family members whose English skills are limited, parents and family members with disabilities, parents and family members of migrant children, parents and family members with limited literacy or who are economically disadvantaged or parents or family members of any racial or ethnic minority background. The committee will seek to continue to identify the needs of families to assist with the learning of their children and identify strategies to support successful school and family interactions as per ESSA Section 1118(a)(2)(D)(i-iii). These findings will be used to design strategies for more comprehensive family engagement.

BSA will build a capacity for strong parent and family involvement and engagement in order to engender involvement of parents and family members and to support a relationship between the school, family, and the community to improve student academic achievement, through the following activities specifically described below:

A. BSA will provide assistance to parents and families of children, in understanding academic assessments, curriculum, accommodations and standards. These topics are also reviewed at the Annual Title I Meeting. In addition, BSA will work with parents and family members to help them monitor their child's progress through effective communication both in person, online, and via phone.

B. BSA will provide assistance to parents and family members to work with their children to improve their academic achievement. This will be done using training tools to foster parental involvement. This includes the periodic offering of parent programming, as well as college prep and financial aid evening events in partnership with The Door, which are open to all parents and families.

C. BSA will educate its teachers, specialized instructional support personnel, Head of School, and other staff, on how to reach out to, communicate with, and work with parents and family members as equal partners. These trainings will focus on the school's ongoing parental involvement events, including parent education, back to school nights, and college-prep evening events. This will happen annually during August Professional Development.

D. BSA will ensure that information relayed at school and parent and family programs, meetings, and other activities, is shared in an understandable format, including alternative formats upon request, and, in a language the parents and family members can understand. This Title I parent and family engagement policy will be included in the Student and Family Handbook, which outlines in detail the expectations of Broome Street Academy parents, and the opportunities for involvement that are offered as part of the Title I schoolwide plan.

E. BSA will ensure that resources are provided to parents and family members that encourage full participation for meetings and parent teacher conferences.

BSA will make available a copy of the parent/caregiver and family engagement policy to all parents and families as required by law. This will be distributed annually in the Student and Parent/Caregiver Handbook as well as posted on each school's website.

Academic Conferences

Occurring twice per year, BSA parents/caregivers have the opportunity to meet with their student's teachers to discuss academics, behavior, and overall performance in school.

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 parent/ 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 Senior Director of Diversity, Equity & Inclusion, 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 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 the District Committees on Special Education (CSE 9), please visit the link [here](#) to learn more.

If your child has or requires a Behavior Intervention Plan (BIP) as part of their IEP, compliance with their BIP will be overseen by the Senior Director of Diversity, Equity & Inclusion, Dafina Westbrook (dwestbrooks@broomestreetacademy.org).

Intervention Services

At BSA, we take your child's growth and education very seriously. Through our MTSS (Multi-Tiered System of Support), we use a response to intervention program (RTI) program to identify students that are below grade level in order to provide intervention in reading, writing, and math. Intervention is provided during the school day in small groups as well as after school during office hours.

Our model has three tiers and uses classwork, tests, student interviews, and progress monitoring to evaluate and respond to your child's academic needs.

Tier one intervention: occurs within the classroom and is provided by general and special education teachers

Tier two intervention: involves small group tutoring and remediation

Tier three intervention: consists of more intense tutoring and with parental consent may involve a referral for a special education evaluation.

Parents/Caregivers will be notified if their student moves from tier 2 to tier 3 intervention.

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 Senior Director of Diversity, Equity & Inclusion, Dafina Westbrook at dwestbrooks@broomestreetacademy.org and they will immediately submit it to the CSE (Committee on 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. Students who may possibly be an ELL will be administered the New York State Identification Test for English Language Learners (NYSITELL). All ELL students will sit for the New York State English as a Second Language Achievement Test (NYSESLAT) exam until they have reached proficiency. For more information regarding our ELL program you may reach out to Dafina Westbrook at dwestbrooks@broomestreetacademy.org.

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. A passing grade at Broome Street Academy is 65, consistent with New York requirements.

Grades are calculated as follows:

Category	Quarter 1	Quarter 2	Semester 1	Quarter 3	Quarter 4	Semester 2
Daily Work <ul style="list-style-type: none"> • Do-Now • Classwork • Exit Tickets -Homework	45%	45%	Semester grade is the average of grades earned for Quarters 1 and 2	45%	45%	Semester grade is the average of grades earned for Quarters 3 and 4
Common Assessments <ul style="list-style-type: none"> -Interim Exams -End of Quarter Finals 	15%	15%		15%	15%	
Formative And Summative Assessments <ul style="list-style-type: none"> -Quizzes -Tests -Projects -Labs 	40%	40%		40%	40%	

Graduation Requirements

BSA grants Regents and Advanced Regents diplomas according to NYS Requirements. To earn a Regents Diploma, students must achieve the following MINIMUM Requirements, although BSA students strive to exceed the minimum:

- English Language Arts: 4 credits
- Social Studies: 4 credits (2 Global, 1 US, 1/2 Economics, 1/2 US Government)
- Mathematics: 3 credits
- Science: 3 credits (1 Life Science, 1 Physical Science, 1 Life or Physical)
- Language Other Than English: 1 credit
- Visual Art/Dance/Music/Theater: 1 credit
- Health: 1/2 credit
- Physical Education: 2 credits
- Electives: 3 1/2 credits
- Regents Exams: pass 5 exams (English, Math, Science, Global History, US History)

To earn an Advanced Regents Diploma, students must achieve the following:

- Follow one of these pathways available at BSA:
 - o Two additional credits of Language Other Than English (total of 3 credits in a LOTE)

o Five-unit sequence in Arts

• Complete 3 additional Regents Exams for a total of 1 English, 3 Math, 2 Science, 1 Global History and 1 US History.

Post-Secondary Readiness, Course Enrollment and Assessment of Performance

The School supports all students in achieving post-secondary readiness by providing access to advanced and college level courses and expecting all students to engage in rigorous courses every year of high school. Students are expected to enroll in a full schedule of courses every year they are enrolled at BSA even if they have sufficient credits to meet the minimum requirements for a NYS Regents Diploma with fewer courses. We strongly recommend that every student complete at least 4 credits of Mathematics courses and 4 credits of Science courses, 2 credits of Language other than English, and at least one AP, College or other advanced course while at BSA. In addition, all students are encouraged to strive for an Advanced Regents Diploma and achieve “college ready” scores of 80 or higher on each of their Regents exams.

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 while poor attendance may limit a student’s academic progress. To alert BSA about a student’s absence, contact must be made between the parent/caregiver and the attendance office within 3 days (8:30am on the day of absence until 8:30am on the third day of absence). Emails, notes, and calls are accepted. Notice received after 3 days will not be excused.

When possible, please notify the School office by 8:30 A.M by calling the Main Office at (212) 453-0295, ext. 3485 or by emailing contactbsa@broomestreetacademy.org, if a student must be absent from School for any reason. An automated call will be made to the parent/caregiver at 11:00 A.M if a student is absent from school. Any student absent for three or more class periods in a day is considered absent for the full day and will receive an additional phone notification. Students who are tardy consistently or excessively without advance notice from the parent/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

Late to School

- Attendance will be reflected in SchoolTool and parents/caregivers can access it at any time.
- It is the student’s responsibility to retrieve assignments missed because of lateness.
- Students may be assigned detention or office hours to make up any missed work
- Chronic lateness to School will result in a Parent/Caregiver Conference and may result in a meeting to plan supportive interventions with the student.
- Continued accumulation of latenesses may lead to additional consequences up to and including New York Statewide Central Register (SCR) contact if educational neglect is suspected.

Late to Class

- Chronic lateness to class may result in supportive interventions and a parent/caregiver meeting will be scheduled.
- Students will still be responsible for submitting any missed work.

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.
- Parents/Caregivers will be contacted in cases of cutting, students may face disciplinary action, and students will still be responsible for submitting any missed work.

Student Information System

BSA's Student Information System (SIS) is used to provide students and families with access to current grades and attendance via the internet. To access this information you will need to follow these steps:

1. Open the internet browser on your computer
2. Type <https://www2.schooltool.com/BSA/Default.aspx> into the address bar
3. Type your Username and Password exactly as they are provided (both are case sensitive).
4. View the information
5. Remember to log off when you are finished.

Parents/Caregivers and Students have separate passwords. It is advisable that you keep your username and password secure and not share it with anyone else.

Your Confidential ID and Your Password can be obtained from the BSA Main Office

The Grades and Attendance tab will allow you to check assignments and scores by clicking on the blue percentage across from a class. To email the teacher a question or concern, please click the blue teacher's name link. The Grades History tab will show you the grades your child received in previous grading periods. The Teacher Comments tab is used to access current teacher comments for your student and the School Bulletin tab has current announcements for our school.

If a household does not have internet access, please feel free to reach out to BSA's Main office and we would be more than happy to suggest other services and resources to assist in this matter.

Awards and Incentives

At BSA 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 quarterly assemblies as well as ongoing initiatives.

Honors

Honor Roll: Quarter GPA 85-89.9

High Honor Roll: Quarter GPA 90+

Academic Improvement: 7 pt increase from previous quarter GPA and current quarter GPA

Regents Award: 85+ on Regent test taken

Scholar Athlete: 85+ current quarter GPA and playing in current sport season

Scholar Artist: 85+ current quarter GPA and scholar artistic skills

PRIDE Awards: Professionalism, Resilience, Integrity, Dignity, Empathy

Field Trips/Community Activities

Walking trips can occur during class in the SOHO neighborhood to support classroom learning. All parents/caregivers must sign and complete the permission form and return it to school on the first day of school (see Appendix E). Field trips involve travel beyond our neighborhood. They will be planned during the School year. Parents/Caregivers will receive advance notice of all such trips. A permission slip must be signed by a parent/caregiver or by a student that is over the age of 18 years of age in order for them 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.

SCHOOL CULTURE AND CLIMATE

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 be responsible citizens of our community. We believe in connecting students to the school community by providing opportunities to participate in a range of social emotional development programs including Advisory Groups. This model, coupled with a comprehensive program of prevention and intervention, gives our students the support they need.

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 BSA 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 parent/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.

Advisory

All students are assigned an Advisor who acts as mentor and facilitator each year of their time spent at BSA. Meetings with this Advisor take place in a small group setting in a mandatory Advisory Class. Advisory includes study and organizational skill building, life skills, individual student support activities, and goal setting. Incorporating SEL (social-emotional learning) strategies to build relationships and develop empathy will help students feel connected to their learning and to one another.

The goals of students participating in advisory are:

Connectedness: When students have a strong relationship with their teachers and peers, it is easier to support their emotional well-being and respond to their urgent needs as these arise. Students need regular reminders that staff care about them, and they need opportunities to connect with one another in informal and academic contexts.

Predictability: By creating predictable routines and structures, teachers can help their students feel safe and emotionally secure. Using routines such as check-ins and journaling can help students engage with the learning and can support their emotional well-being.

Empowerment: A school environment that takes into account the social-emotional needs and wide range of experiences that students bring with them empowers students by including them in the class decision-making and provides them with authentic choices and tasks. This is the only generation that has experienced remote learning during a global pandemic. Tapping into their expertise and interests and giving them a voice and choice to make decisions about their learning will develop their SEL competencies and their sense of agency.

Dress Code

BSA respects students' rights to express themselves in the way they dress. All students are also expected to respect the School community by dressing appropriately for an educational environment. Students are invited to dress for success and embody the PRIDE Pillar of Professionalism in their attire to ensure readiness for college recruitment and/or career opportunities that may arise. Student attire should facilitate participation in learning as well as the health and safety of the entire School community. Students are welcomed and encouraged to wear BSA apparel as a display of school spirit.

Minimum Dress Requirements:

- The following clothing is not allowed:
 - Tube tops, belly tops, and short tops that do not cover the full chest area.
 - Mini – skirts or short skirts that do not cover the full thigh area
- Shoes must be worn at all times and should be safe for the school environment (pajamas, bedroom shoes or slippers shall not be worn, except for school activities approved by the Head of School).
- See-through or mesh garments must be worn with appropriate coverage underneath that meet the minimum requirements of the dress code.
- Specialized courses may require specialized attire, such as sports uniforms or safety gear.

Additional Requirements:

- Clothing may not depict, imply, advertise, or advocate illegal, violent, or lewd conduct, weapons, or the use of alcohol, tobacco, marijuana or other controlled substances.
- Clothing may not depict or imply pornography, nudity, or sexual acts.
- Clothing may not display or imply vulgar, discriminatory, or obscene language or images.
- Clothing may not state, imply, or depict hate speech/imagery targeting groups based on race, ethnicity, gender, sexual orientation, gender identity, religious affiliation, or any other protected classification.
- Sunglasses may not be worn inside the building.
- Students who are not dressed in a School appropriate fashion will be required to change into items loaned to the student by the school for the day. Clothing will be returned at the end of the day.

Code of Conduct

BSA students are expected to exhibit acceptable standards of conduct at all times. Students are given every consideration concerning their rights and are expected to share in the responsibility. BSA believes that following the Code of Conduct will help us to achieve the mission of the School and ensure that there is a sense of respect and security throughout the School community.

Classroom Expectations and Procedures

- Students will follow directions and classroom protocols as communicated by teachers.
- Students will show respect for others.
- Students will use appropriate school language.
- Students will be prepared for class.
- Students will not use cell phones or any other electronic devices with the exception of school assigned laptops and approved devices during class time.

Bathroom Expectations and Procedures

- Students have the right to use the bathroom consistent with their identity.
- During the school day, students may use the bathrooms on the 4th and 5th floors.
- Limited access is available to the 1st and 2nd floor bathroom during the school day.
- Students must show a bathroom pass in order to be granted permission to use the School bathrooms.
- Use of the School bathroom is not permitted for students during the first and last five minutes of class.

Lunchroom Expectations and Procedures

Lunch is a time for students to eat, relax, and socialize with friends. However, be reminded that all school rules as outlined in the covenant still apply during lunchtime.

- Students are to use a volume of voice respectful of others surrounding them.
- Students are required to keep tables clean and wiped after breakfast and lunch.
- Students are expected to remove their own garbage and place it in the provided trash cans.
- Students may only attend their scheduled lunch period.
- Students may use electronics but must use them responsibly.
- Students may only listen to music with headphones.

Hallway Expectations and Procedures

- Students are expected to move quickly to their next class.
- Students are expected to keep their voices low while in the hallways.
- Students should use appropriate school language.
- Students are expected to keep hands, feet, and objects to themselves.
- During class time, students should only be in the hallway with a pass.

- Students are expected to keep doorways, stairs, and hallways clear to allow for safe flow of traffic.

Evacuation Expectations and Procedures

An evacuation is how to move students, staff, and visitors out of the building quickly and orderly.

Fire drills, actual fires, and imminent threat of danger from weapons are the most common evacuation scenarios. Student roles in an Evacuation:

- Leave belongings behind (unless told otherwise and/or it is a rapid dismissal).
- If possible, bring phones (keeping them silent).
- Remain quiet.
- Most importantly, listen for and FOLLOW THE INSTRUCTIONS OF THE ADULTS.

Lockdown Expectations and Procedures

Why call a lockdown? There is a threat inside the building. Over the P.A. System, "Locks, Lights, and Out of Sight" will be announced. Student roles in a Lockdown:

- It is critical that students are silent, this includes their cell phones and/or other devices.
- Staying out of sight (this applies to all in the classroom).
- Not opening the door!

Lunchtime Open Campus Policy

Students who have earned 11 or more credits are permitted to leave the school building during their lunch time. Students may leave the campus at any time during their lunch period but must return in time to attend their next class. Repeated failure to return on time for class will result in suspension of privileges. Lunch privileges can also be suspended or revoked based on students' academic and/or behavioral performance.

Student Lockers & Desks

Every student will have access to a lock and a locker in which they are expected to store personal items. Sharing lockers is not permitted. 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 at the beginning of the academic year and must be returned to the School at the end of the year, at this time students will also be required to clean out their lockers.

Only school assigned locks can be used on student lockers, personal locks are not permitted and are subject to removal if found. Loss or damage to the padlock may result in a \$10 charge. 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.

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.

Student Cell Phones/Earbuds/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:

- Cell phone/earbuds/electronic device usage is prohibited during instructional periods and office hours, including Advisory and Club Time unless approved by a staff member for use directly related to the learning goals of the period.
- Cell phone/electronic devices may not be used to record community members at school or during school activities without their consent.

- Cell phone/earbuds/electronic devices are to be out of sight and turned off (in a student's locker pocket, purse, or book bag) at all times unless directed otherwise by a staff member for use directly related to the learning goals of the period.
- During testing periods and/or in response to misuse, students may be required by School Administration to store their devices in secure storage provided by the school.
- During class periods, Teachers may collect phones and/or other electronic devices.
- If a cell phone/earbuds/electronic device disrupts a classroom environment (ringing, vibrating, flashing, students using the device), staff may notify the Student Life Team in accordance with the student Code of Conduct
- Parents/Caregivers who wish to communicate with their student during the school day should call or email the main office. Students will be held accountable if they are talking with their parent/caregiver on their cell phone during the school day. BSA Main Office: (212) 453-0295, ext. 3485 contactbsa@broomestreetacademy.org

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

- 1st Offense:
Students will receive a verbal reminder of cell phone policy and will have to put all electronic devices away.
- 2nd Offense:
Students will receive 2nd verbal reminder of cell phone policy and will have to put all electronic devices away. Parents/Caregivers will be notified by the staff member who gave the warning.
- 3rd Offense:
The electronic device will be confiscated from the student by a member of the Student Life Team until the end of the day. Parents/Caregivers are notified by a member of the Student Life Team.
- 4th Offense:
Further interventions will be planned as needed including daily phone/device turn-in for the duration of the school day and/or class period. A Parent/Caregiver conference will be conducted to discuss the interventions.

Violations of the Student Code of Conduct

The Incident Response Matrix (Appendix K) details the procedures that are followed when the sense of safety, inclusivity, and productivity at BSA is compromised. BSA utilizes an Incident Response Matrix that is based on the New York City Department of Education's Citywide Behavioral Expectations and incorporates many of its standards. The Matrix 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 Incident Response Matrix explains the kind of supportive interventions a student may receive for specific kinds of behavior, as well as possible disciplinary responses including loss of privileges, exclusion from regular classroom setting (suspension) or, under certain circumstances, permanent removal from school (expulsion).

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 engage in a restorative process 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, a Dean of Student Life or their designee will decide the level of violation and the appropriate support or intervention and possible disciplinary response to the incident.

BSA will address student behaviors and incidents that occur off School property, including online activity, if said activities create or would foreseeably create a risk of substantial disruption within the school environment or where it is foreseeable that the conduct, threats, intimidation, or abuse might reach school property.

Restorative Practices

BSA 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 their mistakes and to grow from each challenge or conflict.

All members of a school community bring with them diverse abilities, interests, viewpoints, and family and cultural backgrounds. These differences can be a source of great energy and strength when members of the community value and respect one another. Using restorative practices to foster positive interpersonal and intergroup relations and to address inappropriate behavior when it occurs is a cornerstone of a progressive approach to discipline. A restorative approach to discipline changes the fundamental questions that are asked when a behavioral incident occurs. Instead of asking who is to blame and how those engaged in the misbehavior will be punished, a restorative approach asks four key questions:

- What happened?
- Who was harmed or affected by the behavior?
- What needs to be done to make things right?
- What can be done differently in the future?

BSA Restorative Practices are based on the following principles:

- **Accountability:** BSA provides 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 recognizes the need to keep the community safe through strategies that build relationships and empower the community to take responsibility for the wellbeing of its members.
- **Competency Development:** BSA seeks to increase the socio-emotional 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.
- **Peace Circle/Mediation:** When a person harms another, we want to allow an opportunity for the responsible party to take accountability for their actions and collectively engage in a process to address the needs and repair the harm done to the community.
- **Family Group Conferencing:** Similar to peace circles but includes Parents/Caregivers. Parents are raising, teaching, and supporting our students and we want to involve them as much as possible to help build a strong and healthy school community.
- **Restorative Workshops, Assignments, Activities:** Students involved in an incident may be asked to complete an activity, attend specialized programs or do an assignment reflecting on their role in the matter at hand.

Disciplinary Responses

If the conduct of a student significantly disrupts the academic process or creates risks for the student

or others, a Dean of Students may initiate procedures for other kinds of disciplinary responses, including the following:

- Exclusion from class or school events
- Behavior Contracts/Disciplinary Oversight
- Short Term Suspension
- In rare instances, long-term suspension or expulsion.

Possible Disciplinary Actions

Detention

Students may be assigned to Detention before/after school or during lunch as a consequence of violating the Code of Conduct. Students will be advised of the reason for the Detention and given an opportunity to respond or explain. Parents/Caregivers will be notified in the event that their scholar receives detention. Calls and emails will be sent to the addresses and numbers provided to us; Parents/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 during the school year may not be permitted to participate in a school field trip or social 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. A Dean/Associate Dean will meet weekly and review behavioral data to determine if a student requires further intervention. If so, a Parent/Caregiver meeting will be scheduled, and documentation will be provided to the student and the Parent/Caregiver outlining the expectations that have not been met and come to an agreement about how to support the student in meeting those expectations. Parents/Caregivers will receive a copy of the documentation and a copy will be placed in the student's file. This process will repeat up to four times, as necessary, and if interventions are not successful, the school will schedule a disciplinary hearing. [see below.]

Suspensions

Suspensions are a severe form of disciplinary action that may be imposed given the violation to the Student Code of Conduct. In the case that a suspension is deemed appropriate by School Authorities, students will be informed of the alleged violation(s) to the Student Code of Conduct and be given an opportunity to explain their actions. Parents/Caregivers have the right to request an opportunity for an informal conference before a suspension is issued unless the student's presence in the school poses a continuing danger to persons or property or an ongoing threat of disruption to the academic process, in which case the student's notice and opportunity for an informal conference shall take place as soon after the suspension as reasonably practicable.

Alternative Instruction

For a student who is suspended, the minimum requirement of alternative instruction is three hours. Alternative instruction may take place in the school building or at an alternative location, such as a library and is supervised by school appointed staff. Students are given all assignments for the day

and students who receive counseling and/or need additional support are provided it during this time. 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.

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, a Dean/Associate 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. A Dean will also notify Parents/Caregivers in writing and arrange, upon request, an immediate informal conference at which time Parents/Caregivers will have an opportunity to ask questions and provide 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 effective immediately. The Head of School or Senior Leadership Team staff member has the authority to issue suspensions.

Long-term Suspension (more than 10 days)

In addition to the initial due process protections that are assured for any removal from school or from classes for disciplinary reasons (see above), 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).

Access to The Door Services During Suspension

Students with pre-existing and/or standing appointments at The Door that overlap with their suspension period are allowed to access services accompanied by a Staff escort to and from their services. Based on the level of safety concern, this access may also be restricted at the discretion of BSA Administration. In-person appointments must be noted at the time that the suspension is issued. Students serving a suspension are not allowed to participate in unstructured time, special events workshops, and programs at The Door during the time of their suspension.

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 Code used by the school, such as a behavioral contract allowing the student to work towards restoring their place in the community by agreeing to terms agreed by the school, Parent/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. In most cases, 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 bi-weekly basis to assess a 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 the 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 Parent/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 Parent/Caregiver of the violations. Parent/ Caregivers must be notified of their right to be represented by counsel, to present and question witnesses, and to present and challenge evidence. Parents/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 Parent/Caregiver and the student within seven days after the hearing.

Appeals

Parents/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 (the Board), M. David Zurndorfer, Proskauer LLP, Eleven Times Square, 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 fifteen-minute summary of their positions. The Grievance Committee may elect to ask questions of the parties as well. The Grievance Committee will provide the student and Parent/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 Parent/Caregiver's satisfaction, to the State Board of Regents.

Mediation

- Student mediations may be required as a response to an incident.
- Mediations may be requested by students and staff by contacting the Student Life Team
- Participants in the mediation process must prepare with a School Social Worker before the mediation occurs.
- Mediations are meant to be held within 24 hours of an incident/request for mediation or at the earliest time that all parties are present in the school building.
- A Member of the Student Life Team and a School Social Worker are expected to be present during each mediation. If needed, a designee may also be asked to join.
- Parents/Caregivers will be contacted prior to all mediations. If parent/caregivers are not responsive to the call or email, staff will move forward with mediation but will document all attempts made to contact the parent/caregiver in BSA's school-wide communication log.
- Before beginning all students will sign a Mediation Agreement
- Violations of the Mediation Agreement may result in a stop to the mediation process and alternative action may be taken.
- After the mediation, the mediation leader will complete a Post Mediation form detailing the outcome of the mediation.
- Parents/Caregivers will be called after the mediation to discuss the outcome at the earliest time possible.

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 up to and including 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 more than ten school days during the School year, but where the behavior has been found by the CSE to not be a manifestation of the disability, 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 their 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 their 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).

Applicable Procedures

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 Parent/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 their 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.

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

If a Parent/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 Parent/Caregiver and School agree otherwise.

OTHER CONDUCT RELATED POLICIES

Gun Free Schools Act

BSA believes that all students must 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) effectuates 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 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.

Dignity Act Coordinator

The School designates the Senior Director of Equity and Inclusion, Dafina Westbrooks, dwestbrooks@broomestreetacademy.org 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.

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.

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 Student Life. A staff member who witnesses harassment or who receives a report of harassment shall inform the Dean of Student Life. The Dean of Student Life 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.

Search and Seizure Policy

A student and/or a student's belongings may be searched by a 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 BSA policy. 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 School authorities. Legal items will be returned to parents/caregivers at BSA if requested. Items not retrieved will be discarded. Illegal items will not be returned and may be turned over to the police.

An emergency condition is an incident that requires immediate intervention to protect the safety and security of the School community or any person. A search may be conducted if there is reasonable suspicion to believe that a student has violated or is violating the law or school rules and procedures. Once the emergency condition is under control, the School staff immediately take the student to the Head of School.

In the event of a situation which requires immediate intervention to protect the safety and security of the BSA community or any individual, if there is a reasonable suspicion that a student is in violation of the law (i.e., report from a reliable source of drugs or dangerous weapon, smell of alcohol on a students' breath, or suspicion that a student is under the influence of drugs or alcohol), BSA may conduct searches of students and student property. This includes, but is not limited to, coats, backpacks or other bags. 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 their possession that should not be in school. Such cooperation will be considered positively as part of determination of disciplinary consequences. Should a student refuse to cooperate with a search request, the School may still conduct a search with reasonable suspicion and confiscate the property as described above. Should a search by School officials result in illegal drugs and/or weapons being found, law enforcement can and may be contacted to recover any and all illegal items.

Broome Street Academy will conduct periodic random searches of the entire student population on any given day in the morning and also when students return from being outside for lunch. A search will be justified if School officials have reasonable grounds to suspect it would turn up evidence that any 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 gender of the student and the nature of the infraction. Searches will be conducted with a reasonable degree of privacy.

Parents/Caregivers of all students will be made aware of this policy and any changes therein. There will be times that schoolwide searches are announced to the community prior to the search, and there will also be searches scheduled without warning if there is a reason to conduct an unannounced search.

Parents/Caregivers will be notified if their student has had any items confiscated, what the items were, and if there are disciplinary consequences.

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 their designee is responsible for enforcing the conduct required by this section of the Handbook. The School reserves the right to restrict parent/caregiver and visitor access to the School building for failure to comply with this Policy or School rules. In addition, parent/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.

Traveling Around the School Building

- Students should primarily use the staircase B (BSA front desk side) to travel to classes on all floors including the gym.
- Students should primarily use the staircase A (BSA admin side) to travel to lunch
- Students can be given an elevator pass if they have a documented medical condition that specifies the necessity to do so.
- Students without an elevator pass are prohibited from using the elevator during the school day.

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 students 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

STUDENT RECORDS

Confidential Student Records Policy In Accordance with FERPA

The purpose of this policy is to ensure that 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 Senior Director of Operations, Lester Sampson, lsampson@broomestreetacademy.org 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 parent/caregiver of each student the FERPA notice and form contained within the Student and Community 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/parent/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 has the right to request that BSA amend their student's records if the parent/legal guardian/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 parent/legal guardian/caregiver of its decision in writing and advise the parent/legal guardian/caregiver of their right to a hearing in writing.

The FERPA Administrator shall maintain a record of all parties (other than parent/legal guardian/caregiver and School officials) that have requested and/or received personally identifiable information from a student's education records and indicate 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 guardian/caregiver, 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 Parent/Caregiver, the FERPA Administrator shall provide to the Parent/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 Parents/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 Parent/Caregiver, such information shall be destroyed. However, BSA may maintain a permanent record of a student's name, address and phone number, their grades, attendance record, classes attended, grade level completed and year

completed without time limitation.

Dissolution

In 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 parents/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 Parent/Caregiver submits a request to review records, the FERPA Administrator shall obtain the Parent/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/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 a Parent/ Caregiver is required unless the FERPA Administrator, in consultation with BSA'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 Parent/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 Parent/Caregiver so requests, copies of the records that have been requested for release will be provided to the Parent/Caregiver. The FERPA Administrator shall use BSA's form—Consent for Release of Student Information—to obtain the Parent's/Caregiver's written consent. The Consent for Release of Student Information form is distributed in BSA's enrollment packet.

FERPA permits the disclosure of "directory information" without specific permission from the Parent/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 Parent/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 Parent/Caregiver one (1) week prior to the proposed disclosure of such information to give the Parent/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.

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

This Acceptable Use Policy governs the access and use of all analog and digital communication systems (e.g. telephones, email, cloud access, computer use, faxes, the use of the internet, etc.) sent by a member of the Broome Street Academy ("BSA") community (staff, student, volunteer, family member) ("Member") or received at BSA 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.

Access provided to Members of the BSA community to BSA Systems (e.g. Google Suite, PowerSchool, Zoom, Remind, Edgenuity, etc.) in any form (e.g. usernames, email addresses, passwords, license keys, etc.) is understood to be a revocable license issued by BSA as licensor and the BSA Member as licensee.

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

Members may not use the Systems in any way that may be seen as offensive, harmful, insulting or disruptive. Members may not use the Systems to: send derogatory, threatening, insulting or harassing remarks, sexually explicit messages, cartoons, 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.

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, devices, 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. I certify that I am at least thirteen years of age at the time of signing this agreement.

Student Name (Member):

Signature of Student:

Parent/ Caregiver Name (Member):

Parent/ 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 their 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:

Parent/ 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 Head of School 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: Community Activity Permission Form

Dear Parent/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. Parent/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 Charter High
School.

Parent Signature _____

Date: _____

Appendix E: Cell-Phone Policy

Student Cell Phones/Earbuds/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:

- Cell phone/earbuds/electronic device usage is prohibited during instructional periods and office hours, including Advisory and Club Time unless approved by a staff member for use directly related to the learning goals of the period.
- Cell phone/electronic devices may not be used to record community members at school or during school activities without their consent.
- Cell phone/earbuds/electronic devices are to be out of sight and turned off (in a student's locker pocket, purse, or book bag) at all times unless directed otherwise by a staff member for use directly related to the learning goals of the period.
- During testing periods and/or in response to misuse, students may be required by School Administration to store their devices in secure storage provided by the school.
- During class periods, Teachers may collect phones and/or other electronic devices.
- If a cell phone/earbuds/electronic device disrupts a classroom environment (ringing, vibrating, flashing, students using the device), staff may notify the Student Life Team in accordance with the student Code of Conduct
- Parents/Caregivers who wish to communicate with their student during the school day should call or email the main office. Students will be held accountable if they are talking with their parent/caregiver on their cell phone during the school day. BSA Main Office: (212) 453-0295, ext. 3485 contactbsa@broomestreetacademy.org

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

- 1st Offense:
Students will receive a verbal reminder of cell phone policy and will have to put all electronic devices away.
- 2nd Offense:
Students will receive 2nd verbal reminder of cell phone policy and will have to put all electronic devices away. Parents/Caregivers will be notified by the staff member who gave the warning.
- 3rd Offense:
The electronic device will be confiscated from the student by a member of the Student Life Team until the end of the day. Parents/Caregivers are notified by a member of the Student Life Team.
- 4th Offense:
Further interventions will be planned as needed including daily phone/device turn-in for the duration of the school day and/or class period. A Parent/Caregiver conference will be conducted to discuss the interventions.

STUDENT NAME (Print) _____

STUDENT SIGNATURE _____

DATE _____

PARENT/CAREGIVER SIGNATURE _____

DATE _____

Appendix F: Freedom of Information Law (FOIL) Notice

Broome Street Academy Charter High 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 Head of School, as the Records Access Officer, at this address: Broome Street Academy Charter High School, 555 Broome St, New York, NY 10013. The Head of School 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 principle 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 Head of School's designee. Appeals must be in writing and submitted to the Records Access Appeals Officer at this address: Broome Street Academy Charter High 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 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 Head of School at (212) 453-0295 or at Broome Street Academy Charter High 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.

More information about the Freedom of Information Law is available from the Committee on Open Government at <https://www.dos.ny.gov/coog/>.

Appendix G: Complaint Policy

In accordance with the requirements of § 2855(4) of the NYS Education Law, any individual or group may bring a formal complaint to the Board of Trustees alleging a violation of a term of BSA's charter, a provision of the NYS Charter Schools Act, or any other provision of law relating to the management or operation of the school. This policy describes both the formal and informal complaint processes, corresponding to different types of alleged violations. Although any individual or group may bring a formal complaint, BSA has established an informal complaint process to expeditiously resolve matters in question. Complaints that do not involve an alleged violation of BSA's charter or charter law should be addressed through the informal process described below.

Informal Complaint Process

Informal complaints are those such as problems with assigned teachers or classes, or issues with grades, promotion, or retention. BSA's Board of Trustees encourages students and parents/caregivers to discuss their concerns and complaints through informal conferences with the appropriate teachers, administrators, or other staff. Below is the procedural order of how BSA requests that stakeholders file informal complaints.

Often, issues or complaints can be resolved informally and do not need to involve the formal complaint process described below. Where appropriate, you may wish to use the informal approach, which may result in a more timely resolution of the issue and which is also suited to dealing with issues that do not involve a violation of the charter or law. Even issues involving a violation of the charter or law may be resolved informally, and you may wish to use this avenue before making a formal complaint. Using the informal process does not prevent you from using the formal complaint process later.

Concerns should be expressed as soon as possible to allow early resolution at the lowest possible administrative level. The complainant must follow the following steps:

Teacher

Most family concerns are about what happens in the classroom either academically or behaviorally. We ask that families first speak with their child's teacher to resolve concerns. Teachers are asked to respond to families within 24-48 hours.

Student Life Team

If the issue is not resolved with the teacher, or the family has not heard back from a teacher within a reasonable amount of time (24-48 hrs. for a response), the family may raise the concern with a member of the Student Life Team.

Head of School

If the issue remains unresolved, or the family has not heard back from the Student Life Team within a reasonable amount of time (24-48 hrs. for a response), the family may raise the concern with the Head of School. The Head of School, within her discretion, may call a meeting with the family and any other staff member who can be helpful in providing more information or a resolution to the concern.

Chief Executive Officer

If after working with the Head of School, the issue is still unresolved, the family may raise the concern with BSA's Chief Executive Officer. If the family has raised this concern with the Chief Executive Officer because the Head of School was unresponsive, the Chief Executive Officer may refer the family back to the Head of School after alerting the Head of School to the concern. If the family has raised the concern with the Chief Executive Officer because the concern was not resolved to the satisfaction of the family, the Chief Executive Officer will interview relevant staff members to investigate the concern and the actions taken up to that point. This investigation may take 1-3 weeks, depending on the nature of the

concern.

Board of Trustees

If after working with the Chief Executive Officer, the issue is still unresolved, the family may send their concern in writing to the President of the Board of Trustees, either via email at MZurndorfer@proskauer.com or via mail to: David Zurndorfer c/o Broome Street Academy Charter High School, 121 Avenue of the Americas, New York, NY 10013. The Board of Trustees will then investigate the concern and provide a written response back to the family within 45 days.

Formal Complaint Process

A formal complaint is a complaint by anyone that alleges that BSA's charter, the NYS Charter Schools Act, or any other provision of law relating to the management or operation of the school, has been violated. Families making a formal complaint do not have to follow the informal process and can file a complaint directly with the BSA Board of Trustees.

All formal complaints must be submitted in writing to the President of the Board of Trustees, either via email at MZurndorfer@proskauer.com or via mail to: David Zurndorfer c/o Broome Street Academy Charter High School, 121 Avenue of the Americas, New York, NY 10013.

The contents of the letter/email should include:

- A detailed statement of the complaint including the specific provision of the school's charter or law that you allege has been violated.
- What, if any, response you received from the school thus far.
- What specific action or relief you are seeking.
- Your contact information: name, address, email address, and telephone number.

The Board of Trustees will investigate and respond to the complaint within 45 days of receipt of the formal written complaint.

If you are not satisfied with the response from BSA's Board of Trustees, you may submit a formal complaint to BSA's authorizer, the SUNY Charter Schools Institute. Please complete the SUNY complaint form (in the pages following this policy) and email it to charters@suny.edu. Alternatively, please mail the form to:

SUNY Charter Schools Institute
353 Broadway
Albany, NY 12246

The Charter Schools Institute, acting on behalf of the Board of Trustees of the State University of New York, will investigate and respond.

If, after presentation of the complaint to the Charter Schools Institute, you determine that the Charter Schools Institute has not adequately addressed the complaint, you may present the complaint to the State Education Department, acting on behalf of the Board of Regents, which will investigate and respond. The contact information for the State Education Department is as follows:

Charter Schools Office Room #5N EB Mezzanine
89 Washington Avenue
Albany, NY 12234

The complaint must be clearly marked as a charter school complaint.

The Charter Schools Institute and the State Education Department each have the power and the duty to take remedial action to resolve the complaint, as appropriate.

If you elect to follow the informal complaint procedures to resolve a formal complaint, you shall be permitted at any time to stop the informal complaint procedures and initiate formal complaint procedures.

If an individual or group voices a complaint at a public meeting of BSA's Board of Trustees or to individual trustees, the Board of Trustees shall not respond to the substance of the complaint, but instead shall thank the individual or group for their time and direct them to the relevant complaint procedures.

[Please visit the link here to download the official form.](#)

Appendix H: Migrant Education Program

The Migrant Education Program (MEP) is authorized by Title I, Part C of the Elementary and Secondary Education Act. The MEP provides a variety of educational services to families who work in agriculture, regardless of their nationality or legal status. This program is free of charge to all eligible families and may include tutoring, free school lunch eligibility, educational field trips, summer programs, parent involvement activities, emergency needs and referrals to other services as needed. If this applies to your household, please take a moment to complete the survey listed below.

[Migrant Education Program Family Form - Spanish Version](#)

[Migrant Education Program Family Form - English Version](#)

Appendix I: ESSA Funded Programs Complaint Procedures

Below is the process for resolving complaints submitted to the New York State Education Department's (NYSED) Office of ESSA-Funded Programs alleging that a local educational agency (LEA), grantee or NYSED has violated a law, rule, or regulation in the administration of any "covered Federal program" under the Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act (ESSA) identified below.

These procedures offer parents and other stakeholders a process to file complaints and allow for the timely resolution of such complaints. Complaints filed against a local entity such as a school district, charter school, or grantee will be reviewed by NYSED's Office of ESSA-Funded Programs. Complaints filed against NYSED will be reviewed by NYSED's legal counsel.

A complainant may include any of the following: parents, public agencies, and other individuals or organizations. If the complainant is a minor, the complaint or appeal shall also be signed by his or her guardian, unless the statute or rule under which the complaint or appeal is filed prohibits this requirement. Complaints regarding equitable services for non-public schools should follow the procedures detailed at <http://www.p12.nysed.gov/nonpub/Ombudsman.html>.

Each LEA in New York State is required to disseminate, free of charge, adequate information about these complaint procedures to parents of students, and appropriate private school officials or representatives.

Authorization

The procedures contained in this document meet the requirements of ESSA Section 8304(a)(3)(C) and 34 CFR Part 299, Subpart F - Complaint Procedures.

Covered Federal Programs

The ESEA programs for which an individual or entity may submit a complaint to NYSED include:

Title I, Part A: Grants to Local Educational Agencies
Title I, Part C: Education of Migratory Children
Title I, Part D: Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk
Title II, Part A: Supporting Effective Instruction
Title III, Part A: Language Instruction for English Learners and Immigrant Students
Title IV, Part A: Student Support and Academic Enhancement Grants
Title IV, Part B: 21st Century Community Learning Centers
Title V, Part B: Rural Education Initiative

Step 1: Attempt to Resolve the Complaint at the Local Level

Complaints/appeals regarding the administration and implementation of any of the programs listed above should first be addressed at the local level.

- For all LEAs located outside of New York City, complaints must be sent first to the Superintendent of the LEA or his/her designee. For complaints related to Title I, Part D programming provided at a neglected and/or delinquent facility, the complaint should also be sent to the Director of the Facility. If the local LEA fails to resolve the complaint within 30 business days or fails to resolve the issue to the satisfaction of the complainant, the complaint may then be sent to NYSED.

- In New York City, complaints should be sent first to the District Superintendent. If the local community school district fails to resolve the complaint within 30 business days or fails to resolve the issue to the satisfaction of the complainant, the complaint should be sent to the New York City Department of Education, Office of State/Federal Education Policy and School Improvement. If the New York City Department of Education, Office of State/Federal Education Policy and School Improvement fails to resolve the complaint within 30 business days or fails to resolve the issue to the satisfaction of the complainant, the complaint may then be sent to NYSED.

- Complaints/appeals regarding a regional Migrant Education Tutorial and Support Services (METS) Program Center’s administration and implementation of services for migrant eligible students should be sent first to the Director of the regional METS Program Center. Complaints/appeals regarding student eligibility for the NYS Migrant Education Program, should be sent first to the Director of the Identification and Recruitment (ID&R) Statewide Program Center. METS Program Centers and ID&R contact information is available at <https://www.nysmigrant.org/mets> (link is external). If the METS Program Centers and the ID&R Program Center fails to resolve the complaint within 30 business days or fails to resolve the issue to the satisfaction of the complainant, the complaint may then be sent to NYSED.

Step 2: Submission of Complaint to NYSED

To initiate a complaint with NYSED, a complainant must submit a written, signed complaint including the following:

1. A statement that the State, LEA, neglected and/or delinquent facility, or METS Program Center has violated a requirement of a federal statute or regulation that applies to any applicable program listed above.
2. The facts on which the statement is based, including sufficient information as to when, where and the nature of activity that is perceived to be in violation of law and/or regulation.
3. Documentation of attempts to resolve the issue with appropriate personnel at the local level where the child, subject to the complaint, attends (e.g. school building, school district, neglected and/or delinquent facility, METS Program Center, or grantee administrators). Appropriate personnel could include the child’s teacher, building principal, pupil personnel director, METS Director, Director of the Facility, the superintendent and/or local board of education.
4. The complainant’s recommendation for resolving the complaint.

Complaints may be emailed to CONAPPTA@nysed.gov (link sends e-mail) with “COMPLAINT” in the subject line of the email. Alternately, a complaint may be mailed to NYSED at the following address:

New York State Education Department
Office of ESSA Funded Programs
Attention: Complaint Coordinator
89 Washington Avenue, Room 320EB
Albany, New York 12234

Step 3: Review of Complaint

Once a complaint is received, the complaint coordinator will issue a Letter of Acknowledgement, via mail or email with confirmation, to the complainant that contains the following information:

1. The date that NYSED received the complaint;
2. The name and contact information of the assigned complaint coordinator;
3. How the complainant may provide additional information; and
4. A Statement of the ways in which the complaint coordinator may investigate the complaint.

The complaint coordinator retains authority for determining the manner in which the allegations will be investigated, which may include, but are not limited to, a review of written documentation, interviews, and/or on-site investigations.

During the investigative process, the complaint coordinator may contact the entity in question (“the alleged”) to inform them of the complainant’s allegations and request documentation necessary to determine whether a law, rule or regulations related to the administration of the covered programs was violated.

The complaint coordinator may, if necessary, request additional information from either party. Unless the complaint coordinator grants an extension, based on extenuating circumstances, the documentation from the alleged must be received within the stated timelines in the Letter of Allegations.

Step 4: Resolution of Complaint

Within 60 State agency work days of receiving the complaint, a Letter of Resolution will be sent via mail or email with confirmation to the alleged with a copy to the complainant. The letter will specify whether the allegation is sustained by the complaint coordinator and if any corrective action is required. If corrective action is required, the Letter of Resolution will specify the actions needed, timeline for implementation and the acceptable documentation for resolution. If the complaint coordinator finds an additional violation, which was not cited in the original Letter of Allegations, the complaint coordinator will add this violation to the Letter of Resolution.

In the case of exceptional circumstances, an extension of the 60-day complaint resolution period may be required. The State Education Department has determined that exceptional circumstances may include, but need not be limited to, such occurrences as:

- illness of involved parties;
- cancellation of scheduled on-site reviews due to unscheduled school closings;
- the need for extended review activities beyond those specified in the original written notification; and/or
- any other mutual agreement to changes in review scope or activity.

When exceptional circumstances are identified, the revised date for the completion of the complaint review will be provided in writing to all parties involved in the complaint or appeal. All parties to the complaint have the right to initiate a request for an extension beyond the 60 business day complaint resolution period based on exceptional circumstances. All such requests must be presented to the State Education Department.

Step 5: Appeal of Resolution to U.S. Department of Education

Both parties have the right to appeal the complaint coordinator’s Letter of Resolution to the United States Secretary of Education within 30 days of receiving the letter. Such appeals should be submitted to:

United States Department of Education
Compensatory Education Programs
400 Maryland Avenue, S.W.
Room 3W230, FOB #6
Washington, D.C. 20202-6132

Appendix J: Title IX Policy

Title IX of the Educational Amendments of 1972 (“Title IX”) states, “No person in the United State shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance.” These protections extend to sex and gender based discrimination that deprives a student of their right to the educational process.

Complaint Process and Investigation

Reporting an Incident of Sex and/or Gender-Based Discrimination/Harassment

Students who believe they or another student have been the target of sex or gender-based discrimination or harassment by a student, staff member, employee, or agent of BSA should report the behavior to the Title IX Coordinator (Lynnette Ford at lford@broomestreetacademy.org). Confidentiality will be maintained to the extent permissible, and no retaliation will be allowed to occur as a result of a good faith report of sex or gender-based discrimination.

Informal Complaint vs. Formal Complaint

An informal complaint may occur when the complaint is received through oral or written communication. If the complaint is received in written format, the complainant must elect for the complaint to be treated as an informal complaint. The complainant may choose to resolve the complaint through informal channels, including mediation, restorative justice, etc., which BSA will facilitate. Should the complainant elect to proceed informally, this does not preclude them from submitting a formal complaint and going through the formal complaint process outlined below.

A formal complaint must be submitted in writing by the complainant or by the Title IX coordinator. Upon receiving a formal complaint, the Title IX coordinator will appoint an investigator, who may be a member of BSA staff or the School’s legal counsel. Formal complaints will result in a formal investigation of the alleged behaviors to determine the following:

- 1) Whether the alleged behaviors have deprived the student of their educational process at BSA;
- 2) Whether BSA has jurisdiction of the individual alleged to have engaged in the discriminatory/harassing behavior;
- 3) Whether it is more likely than not that the alleged behaviors directly caused the deprivation of the student’s educational process at BSA.

At the conclusion of the investigation, the complainant will be informed of the decision-maker’s findings of the investigation. Should the complainant disagree with the findings of the investigation, the complainant may appeal the decision to the Title IX Coordinator, via written appeal. The Title IX Coordinator will allow the respondent 7 days to respond, via written statement. At which time both statements will be considered by the appeals decision-maker and a final ruling will be made.

Appendix K: Broome Street Academy Incident Response Matrix

LEVEL 1		
BEHAVIOR	SUPPORT INTERVENTION	POSSIBLE DISCIPLINARY RESPONSE TO BE USED IN ADDITION TO SUPPORT INTERVENTION
<p>1.1 Disrespect Toward Others Any behavior or language that is rude or demonstrates a lack of regard for the feelings and wellbeing of others.</p>	<ul style="list-style-type: none"> • Communication with Parent/Caregiver • Parent/Caregiver Meeting • One-to-One Restorative Conversation with staff or administrator • Restorative Conversation with those involved in the incident • Individual/Group Counseling • Behavior and/or Attendance Contract • Mediation/Conflict Resolution • Restorative Workshop/Activity • Review and/or revise pre-existing Behavior/Attendance Contract 	<ul style="list-style-type: none"> • Removal from classroom/space/event • Detention before/after school or at lunch • Exclusion from extracurricular activity • Behavior Contract/ Phone Contract • Short-term loss of privileges, which can include, but is not limited to: scholar attendance and participation at in-school special events, in-school and out-of-school sporting events, field trips, out-of-school special events, and scholar's participation in out of school lunch periods
<p>1.2 Teasing Name-calling, gossiping, rumors, taunting, etc. including via use of social media/ the internet</p>		
<p>1.3 Academic Disruption Behaving in a manner which disrupts the educational process for oneself or others, including making excessive noise in a classroom or hallway.</p>		
<p>1.4 Lateness A student enters school/class after the stated time on the bell schedule.</p>		
<p>1.5 Cutting A student is absent for a class when present at school and/or leaving class without permission of personnel.</p>		
<p>1.6 Dress Code Infraction A student is out of dress code.</p>		
<p>1.7 Failing to be in one's assigned pace on school premises</p>		

LEVEL 2		
BEHAVIOR	SUPPORT INTERVENTION	POSSIBLE DISCIPLINARY RESPONSE TO BE USED IN ADDITION TO SUPPORT INTERVENTION
<p>2.1. Vandalism Causing intentional damage to school property, property belonging to staff, students, or others</p>	<ul style="list-style-type: none"> • Communication with Parent/ Caregiver • One-on-one Restorative Conversation with staff or administrator • Individual/Group Counseling • Restorative Conversation with those involved in the incident • Behavior Contract • Mediation/Conflict Resolution • Restorative Workshop / Activity • Parent/ Caregiver Meeting • Referral to a Community-Based Organization • Referral to external counseling/support service agency • Functional Behavioral Assessment (FBA) or Behavioral Intervention Plan (BIP) for students with an Individualized Educational Plan, IEP • Review/Revise pre-existing Behavior Contract 	<ul style="list-style-type: none"> • Removal from classroom/ space / event • Detention before/after school or at lunch • Exclusion from extracurricular activity • Behavior Contract/Disciplinary Probation • Phone Contract • Short-term or long-term loss of privileges which can include, but is not limited to: scholar attendance and participation at in-school special events, in-school and out-of-school sporting events, field trips, out-of-school special events, and scholar's participation in out of school lunch periods • Short Term Suspension <p style="margin-top: 20px;">* Alternative Instruction and Reintegration Plans are required for any student who is removed from class and/or suspended.</p>
<p>2.2 Possession and/or use of cigarettes, electronic cigarettes, matches, lighters, and/or vaping devices</p>		
<p>2.3 Trespassing A student is in a non-BSA space, or on School grounds without permission of BSA and/or The Door.</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 Misusing Property Misusing property belonging to another.</p>		
<p>2.6 Falsifying School Records Make false or misleading statements orally or in writing in connection to official school interests.</p>		

2.7 Inappropriate Technology Use Using personal or school electronic devices in appropriately (e.g. unauthorized audio/video/photographic recording)		
2.8 Gambling		

LEVEL 3

BEHAVIOR	SUPPORT INTERVENTION	POSSIBLE DISCIPLINARY RESPONSE TO BE USED IN ADDITION TO SUPPORT INTERVENTION
<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 Parent/ Caregiver ● Parent/ Caregiver meeting ● One-to-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] ● Restorative Workshop / Activity ● 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) (for students with an Individualized Educational Plan, IEP) ● Review/Revise pre-existing Behavior/One-way Contract 	<ul style="list-style-type: none"> ● Removal from classroom/space/event ● Detention before/after school or at lunch ● Exclusion from extracurricular activity ● Behavior Contract//Disciplinary Probation ● Phone Contract ● Short-term or long-term loss of privileges ● Short Term Suspension ● Long-Term Suspension If the school seeks a long-term suspension as defined as a suspension longer than 10 days, the Head of School or their designee 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 Parent/ Caregiver and/or an advocate or counsel. If the student has an IEP, the Head of School will also refer the student to the Committee on Special Education {CSE} for a Manifestation Determination Review {MDR}. <p style="text-align: right;">* Alternative Instruction and Reintegration Plans are required for any student who is suspended.</p>
<p>3.2 Contributing to an Unsafe Environment Creating risk by recklessly engaging in behavior including but not limited to:</p> <ul style="list-style-type: none"> ● Disobeying directives of staff, school safety, or law enforcement ● Encouraging, provoking or inciting conflict or physical aggression ● Entering school with 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, including posting such on the internet or texting ● Posting, sharing or distributing obscene pictures of students or staff, including posting such on the internet or texting ● Posting or sharing libelous material or literature, including posting such on the internet or texting ● Using an object capable of causing injury 		
<p>3.3 Threats/Intimidation Engaging in or verbalizing an act of coercion; threatening violence or harm to others or threatening property destruction.</p>		
<p>3.4 Physical Aggression/Horseplay (Moderate) Any type of intentional or incidental physical contact toward students or staff that may or may not cause injury (ex: pushing, throwing things, play fighting, or other physical contact).</p>		
<p>3.5 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</p>		

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

3.7 Possession of Other's Property
Knowingly possessing property belonging to another without authorization.

LEVEL 4

BEHAVIOR

SUPPORT INTERVENTION

POSSIBLE DISCIPLINARY RESPONSE TO BE USED IN ADDITION TO SUPPORT INTERVENTION

4.1 Physical Aggression (Severe)
Any type of physical contact that causes injury to students or school staff. (e.g. punching, hitting, kicking, shoving, grabbing, slapping, spitting, pinching or similar behaviors).

- Communication with Parent/ Caregiver
- Parent/ Caregiver meeting
- One-to-One Restorative Conversation with staff or administrator
- Restorative Conversation with those involved in the incident

- Removal from classroom/space/event
- Detention before/after school or lunch
- Exclusion from extracurricular activity
- Behavior Contract/Disciplinary Probation
- Phone Contract

4.2 Sexual Harassment/Suggestive Behavior
Making sexually suggestive comments, innuendoes, propositions, or engaging in nonverbal or physical conduct of a sexual nature (ex. touching, patting, pinching, or sending or posting sexually suggestive messages or images).

- 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]

- Short-term or long-term loss of privileges
- Short – Term Suspension
- Long-Term Suspension If the school seeks a long-term suspension as defined as a suspension longer than 10 days, the Head of School or their designee 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 Parent/ Caregiver and/or an advocate or counsel. If the student has an IEP, the Head of School will also refer the student to the Committee on Special Education {CSE} for a Manifestation Determination Review {MDR}.

4.3 Possession of Controlled Substances
Possession of controlled substances or prescription medication without appropriate authorization, illegal drugs, drug paraphernalia or alcohol.

- Restorative Workshop / Activity
- Restorative Community Circle
- Individual/Group Counseling
- Referral to a Community-Based Organization
- Referral to external counseling/substance use/support service agency

4.4 Falsely activating a Fire Alarm
Falsely activating a fire alarm or other disaster notice.

- Functional Behavioral Assessment (FBA) or Behavioral Intervention Plan (BIP) for students with an Individualized Educational Plan, IEP for students with an IEP
- Review/Revise pre-existing Behavior/One-way Contract

* An Alternate Instruction Plan and Reintegration Plan is required for any student who is suspended

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.

LEVEL 5

BEHAVIOR	SUPPORT INTERVENTION	POSSIBLE DISCIPLINARY RESPONSE TO BE USED IN ADDITION TO SUPPORT INTERVENTION
<p>5.1 Starting a Fire Starting a fire or attempting to start a fire in any campus setting.</p>	<ul style="list-style-type: none"> ● Communication with Parent/ Caregiver ● Parent/ Caregiver meeting ● One-to-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] ● Restorative Workshop / Activity ● 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 Individualized Educational Plan, IEP ● Review/Revise pre-existing Behavior/One-way Contract 	<ul style="list-style-type: none"> ● Removal from classroom/space/event ● Detention before/after school or lunch ● Exclusion from extracurricular activity ● Behavior Contract/Disciplinary Probation ● Phone Contract ● Short-term or long-term loss of privileges ● Parent/ Caregiver accompanies child to school ● Short Term Suspension ● Long-term suspension If the school seeks a long-term suspension as defined as a suspension longer than 10 days, the Head of School or their designee 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 Parent/ Caregiver and/or an advocate or counsel. If the student has an IEP, the Head of School will also refer the student to the Committee on Special Education {CSE} for a Manifestation Determination Review {MDR}. ● Expulsion 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 or Hearing Officer. ● Referral to Law Enforcement <p style="margin-left: 40px;">* Alternative Instruction and Reintegration Plans are required for any student who is suspended.</p> <p style="margin-left: 40px;">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 Head of School 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>
<p>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.</p>		
<p>5.3 Using Force to Inflict Injury Using force to inflict or attempt to inflict serious injury upon another person.</p>		
<p>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.</p>		
<p>5.5 Engaging in Physical Sexual Aggression Engaging in physical sexual aggression, compelling or forcing another to engage in sexual activity.</p>		
<p>5.6 Selling or Distributing Drugs Selling or distributing illegal drugs, controlled substances, or alcohol.</p>		
<p>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</p>		
<p>5.8 Threatening to Cause Physical Injury Using Weapons Threatening to cause physical injury using a bomb or any Category I or Category II weapon.</p>		
<p>5.9 Using Weapons to Cause Physical Injury Using any Category I or Category II Weapon for the purpose of causing physical injury.</p>		

Weapons:

Category I

Category II

- Firearms, including pistols, starter guns, handguns, silencers, electronic darts, shotguns, rifles, machine guns, or any weapon which will or is designed to or may readily be converted to expel a projectile by action of an explosive
- Stun guns/weapons
- Air guns, spring guns, or other instruments or weapons 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)
- Daggers, stilettos, dirks, razorblades, box cutters, case cutters, utility knife, and all other knives
- Billy clubs, blackjack, bludgeon, chukka stick, and metal knuckles
- 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, firecrackers, and bombshells

- Acid or dangerous chemicals (such as pepper spray, mace)
- Imitation gun or other imitation weapon
- Loaded or blank cartridges and other ammunition
- Any deadly, dangerous, or sharp pointed instruments which can be used or is intended for use as a weapon (examples include but are not limited to: scissors; metal nail file; sticks/rods/bats; broken glass; chains; wire).

* 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 Head of School must consider whether there are mitigating factors present. In addition, the Head of School must consider whether an imitation gun is realistic looking by considering factors such as its color, size, shape, appearance and weight.