BROOKLYN SCHOLARS CHARTER SCHOOL

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Parent and Student Handbook 2025-2026

A charter school managed by
National Heritage Academies, Inc.

Parent and Student Handbook
Table of Contents

Board of Trustees and Administrative Staff 5

Academic Excellence

Curriculum and Moral Focus™ 8
Grades K-2 8
Grades 3-5 8
Grades 6-8 8
Moral Focus™ 8
Achievement 9
Academic Celebration 9
Student Grade Placement, Acceleration, Promotion, or Retention 9
Student Support Services and Special Education 11
Child Find 11
Rehabilitation Act of 1973 – Section 504 (General Education) 11
The Response to Intervention Team 11
The Individual Education Program 12
Educational Placement of Students with Disabilities 12
Parent Participation 13
Crisis Management: De-escalation, Isolation and Restraint of Student. 13

Student Responsibility

Homework 14
Philosophy 14
Guidelines 14
Make-Up Work 14
Technology Use and Internet Safety Practices and Procedures 15
General Rules 15
Internet Use 16
Positive Behavior Intervention Support 18
Building-Wide Expectations 18
Student Code of Conduct 19

Acts of Misconduct 19
Disciplinary Procedures 20
Due Process Procedures 22
Long-Term Suspension and Expulsion Procedure 23
Provisions for Services During Suspension or Expulsion 23
Discipline of Off Campus Behavior 24
Definition of Terms 24
IDEA Student Discipline 25
Student Searches 27
Behavior Threat Assessment & Management (BTAM) Process 28

Parental Partnership

Communication 29
Secure School Website 29
Parent Satisfaction Survey 29
Parent-Teacher Conferences 29
Attendance 30
Arrival 30
Dismissal 30
Tardiness and Early Dismissal 30
Absences 31
Truancy 32
Family Vacations 32
Family Death or Terminal Illness 32
Illness During the School Day 32
Voluntary Withdrawal 32
Dress Code 33
Uniform Preferred Vendor Information 33
Uniform Requirements 33
General Expectations 34
Title I Parent and Family Engagement Policy 35
Visitor and Volunteer Guidelines 39
General 39
Classrooms 39

Field Trips 39

General School Procedures

Transportation 41
Meals 41
Recess 41
Field Trips 41
Lost and Found 41
Personal Items 41
Emergency School Procedures 42
Tobacco Use and Non-Smoking Policy 42
Payments Made to School. 42
Medical Information 43

Notifications

Rights Under FERPA 45
Right to Know Under Federal Law 46
Rights Under the Protection of Pupil Rights Amendment 46
Scouting America 47
Title IX 47
Unsafe School Choice Option 48
Asbestos Management Plan 48
Pesticide Notification 48
Safety Notification 49
Complaint Procedures 49

Other

School-Parent Compact 50
School-Wide Volunteer Opportunities 52

Board of Trustees

Kevin Clark, President
Marvelyn Hinckson, Vice President
Laya Vosges, Treasurer
Yvette Wilds, Secretary
John Whitehead, Trustee
Julia Chance, Trustee

Board meetings are open to the public and meeting dates and times are posted at the school.

Administrative Staff

Roxanne Thomas, Principal
Ligoria Berkeley-Cummins, Dean of Lower Elementary
Peta Kelly, Dean of Upper Elementary
Clodette Jean-Louis, Dean of Middle School
Shakera Bennett, Dean of Special Education and Intervention
Sarah Parker, Registrar

The Main Office can be reached at 718-348-9360, Monday through Friday, 7:30 a.m. to 4:00 p.m.

Student Creed
We are Brooklyn Scholars…
We **S**trive to achieve academic excellence
We are **C**onfident, committed and college-bound
We have **H**igh expectations for the future
We are **O**rganized for effort
We **L**earn as much as we can everyday
We **A**spire towards greatness
We **R**espect ourselves and others
We are **S**uccessful in school and life because we never give up
We are Brooklyn Scholars.

School Mission
Brooklyn Scholars Charter School will be a force for positive change in East New York. We will build an organization that sets high standards and promotes fundamental values such as integrity, achievement, excellence, and accountability. We will offer K-8 students a rigorous educational program that prepares them for success in high school, college and throughout life. We will make college the rule, not the exception for students and families. We will involve the community in our school-and our school in the community-for the improvement of both.

National Heritage Academies

National Heritage Academies is a network of public charter schools serving families and students in multiple states. Our early childhood, elementary, middle school, and high school programs are designed to put children on a solid path to success in high school, college, and beyond. As a network, all National Heritage Academies schools share a common vision, while each individual school enjoys the flexibility of tailoring their program to meet the needs of their specific community.
NHA's Parent Relations Department provides guidance to parents and the school in resolving concerns. Once the classroom teacher, dean, and/or principal have been contacted regarding

your concern, you may also reach out to the Parent Relations team to discuss any additional needs.

Parent Relations Contact Information:
Phone: (877) 642-7471 (Monday–Friday; 8:00 a.m.–4:30 p.m.)
Email: ParentRelations@nhaschools.com

National Heritage Academies
3850 Broadmoor Avenue
Grand Rapids, Michigan 49512
www.nhaschools.com

Notwithstanding anything herein to the contrary, all policies and procedures will comply with Federal and State applicable laws.

Philosophy

Our belief is simple: set high standards, make expectations clear, provide meaningful instruction, and watch children excel. Every student is given the tools for success -- in and out of the classroom. With a commitment to hard work, good citizenship, and personal responsibility, students experience a safe, secure learning environment where achievement thrives.

We make a nine-year commitment to every child. It begins from day one, in kindergarten, setting the expectation that every student will be prepared to attend college.

- **Our curriculum is built** around a strong emphasis on math, reading, science, and social studies—the foundation for college readiness.
- **We teach critical life, work, and study skills**, emphasizing that hard work and good character are essential for success in school and in life.
- **Students take a nationally recognized test** three times a year. Teachers use test results to establish academic goals, develop learning plans, and track progress.

The K-8 Model

Studies show that students who stay in the same school from K through 8th grade perform better, feel more secure, and remain more engaged than students who transition to middle school settings. The K-8 model offers:

- **Greater academic success.** The K-8 model prevents learning loss which often occurs in the transition from elementary to middle school. Studies show that 6th, 7th, and 8th grade students in K-8 schools score higher on standardized tests than students in middle school's settings.
- **Higher self-esteem.** Adolescents in K-8 schools have better self-esteem, participate more in extracurricular activities, and have more interest in leadership opportunities than students in middle-school settings.
- **Fewer behavior problems.** Adolescents in K-8 settings have better attendance and fewer behavior problems than their middle-school counterparts.
- **More collaboration among teachers.** Our K-8 teachers work together across and within grade levels to ease transitions and ensure each child's academic needs are planned for and met each year.

College Prep

The NHA curriculum is designed so that each year builds upon the last so that students leave our school with a solid foundation for learning. The curriculum was developed to prepare each student with the knowledge, skills, and character traits to succeed in high school, college, and the competitive world beyond.

Academic Excellence: Curriculum and Moral Focus™

Grades K-2

During these years, students are *learning to read*. They're also introduced to basic math, science, history, and places in the world around them. The bar is set high because these early years are the most important for preparing students to excel in the years ahead.

Grades 3-5

During these years, *learning to read* becomes *reading to learn*. Math prepares students for algebra and beyond. Science focuses on plants, animals, earth science, the human body, and healthful living. While social studies explore ancient and American history, state studies, economics, and geography.

Grades 6-8

During the middle school years, the NHA curriculum ensures students are well prepared for high school. English language arts concentrate on in-depth reading comprehension, discussion, research, and writing. Math centers on reasoning and algebra. Science focuses on energy, motion, forms of matter, objects in space, technology, and more. Social studies explore regions of the world, civics, economics, American history, and government. The bar is set high because success in high school is essential for success in college.

Moral Focus™

It is our goal to not only support the virtues parents try to instill at home, but to explicitly teach students the skills, behaviors, and virtues necessary for leading an ethical life. We believe it is imperative to equip students with both the moral and academic foundations necessary to interact successfully in today's society. Our Moral Focus™ Program is centered on the study of 9 Virtues: Wisdom, Respect, Gratitude, Self-control, Perseverance, Courage, Encouragement, Compassion, & Integrity. Virtues are fundamental to a great education, and great schools place equal importance on developing the heart and mind of students.

Monthly Virtues		
September – WISDOM	October – RESPECT	November – GRATITUDE
December – SELF-CONTROL	January – PERSEVERANCE	February – COURAGE
March – ENCOURAGEMENT	April – COMPASSION	May – INTEGRITY

Character is defined by which virtues our students determine are important to their lives and there are certain necessary steps to acquire or strengthen those virtues. Our Moral Focus™ Program is structured around a clearly defined process for teaching and learning virtues. That process outlines those steps allowing teachers to intentionally guide students through the process of teaching virtues. They provide them with the opportunity to learn virtues in a way that will not only affect their mind, but change their heart.

Academic Excellence: Achievement

Supporting our vision *to better educate more children*, the school has implemented grading practices that best match the needs of our students, parents, and teachers, with the ultimate goal of supporting high-quality learning for all students.

Teachers utilize the MyNHA gradebook application to track students' academic performance on identified learning goals, with the ultimate goal of ensuring high levels of learning and proficiency on state accountability tests.

We encourage you to speak with your child's teacher or talk with a member of the school's leadership team if you have questions or would like more detailed information related to the school's grading practices.

Academic Celebration

At the end of each quarter, special recognition is given to those students in grades K-8 who have achieved excellence in their academic progress as well as in the Moral FocusTM. An honors ceremony is held as an extension of the opening ceremony. Students are given awards based on their individual accomplishments during the previous quarter. At the end of each marking period, there are award ceremonies in which each student is recognized for his/her academic and social performance and achievement in various areas.

Student Grade Placement, Acceleration, Promotion, or Retention

The principal is authorized to make initial grade placement of a student and to promote, accelerate or retain students after initial grade placement. After initial grade placement, a student is expected to progress through the grades one year in each grade receiving the benefits of academic, social and physical growth usually accompanied with a full year of development. On occasion, it may be in the best interest of the student to have a new grade placement, be accelerated more than one grade, or be retained in the current grade. In this event, supporting documentation with interventions already offered to the student will be provided by the school. If a student's parent or teacher believes one of these grade changes should be considered, a written request for consideration should be provided to the principal, including the reasons for such consideration. The final decision regarding placement, acceleration, promotion, or retention of a student rests solely with the principal.

The principal shall consider the following, when making such decisions:

1. The education record of the student, including but not limited to a student's grades, standardized test scores, reading, speaking and math skills, the curriculum of each grade, the available teacher(s) skill(s) delivering the instruction and available programs
2. Attendance
3. Discipline
4. The physical, social and emotional readiness of the student for the curriculum of each grade
5. The recommendation of the student's parents and teachers
6. The applicable laws governing these decisions.

The goal of placing, accelerating, promoting or retaining a student is to enhance the opportunity for the student to achieve learning goals, meet state and school performance expectations, and to be prepared for high school, college, and career plans.

Special Education Students
Students with individualized education programs (IEPs) may be promoted to the next grade level in the spring, whether or not standardized tests indicate mastery of the grade level curriculum. The decision to retain or advance a special education student who has not mastered the grade level curriculum is made jointly by the CSE and the school. In considering whether a special education student will be retained, the following factors are considered:

- IEP goals and objectives. Has the student mastered the goals and objectives established by the Committee on Special Education (CSE) of the student's district of residence?
- The student's social and emotional development. Will the student benefit from being moved to the next grade level?

The principal, after consultation with the IEP Team (including CSE representation) makes the final decision regarding the promotion and retention of students with disabilities. The parent of the special education student may appeal the decision to the Board of Trustees of the school or may seek review of the suitability of the school for the student by the Committee on Special Education. The school's special education team and building administration will work with the CSE and the parent to determine if the student's needs are better met through retention or through change of placement to another setting. If the parent objects to a recommendation the CSE, the parent may initiate mediation or impartial review.

English Learner Students
The retention of an English Learner (EL) student is a decision that is carefully considered by the building principal. The principal, in collaboration with the EL Coordinator, EL teacher, and Special Populations Team, should consider evidence related to the student's performance in each subject area when making this determination. An English Learner student may not be retained solely based on a lack of language skills, but may be retained for other factors.

Academic Excellence: Student Support Services and Special Education

It is the goal of the school to provide appropriate educational opportunities for all students.

It is the school's obligation to provide a free and appropriate public education (FAPE) to all students with suspected disabilities or disabilities, as defined under the Individual with Disabilities Education Act ("IDEA") and state regulations. For additional specifics regarding a student's special education rights, parents are encouraged to review the *Procedural Safeguards* that are available from a school administrator or special education provider.

Child Find

The Individuals with disabilities Education Act includes a Child Find Mandate. Child Find requires all school districts to locate, identify and evaluate all children with disabilities regardless of the severity of their disability. This obligation encompasses all children who are suspected of having a disability, including children receiving passing grades and "advancing from grade to grade…" A parent who suspects that their child may have a disability and is in need of special education and related services may initiate a free evaluation of their child by contacting the school principal or the local Committee on Special Education ("CSE") and providing a written request for an evaluation under IDEA and/or Section 504. The school must take the parents request into consideration and provide a response consistent with State and Federal special education requirements. If the CSE does not suspect a disability, it may refuse to conduct an evaluation. If the CSE refuses, it must give the parent written notice explaining the reason(s) why it is declining to initiate an evaluation, what data the decision was based upon, and other factors considered. The parents then have the right, if they choose, to request a due process hearing to seek a ruling to conduct an evaluation.

Rehabilitation Act of 1973 - Section 504 (General Education)

Section 504 of the Rehabilitation Act of 1973, 29 USC 794, (sometimes referred to as "Section 504") prohibits discrimination against individuals with disabilities solely on the basis of their disability. If you have Section 504 questions, please contact the school's principal who has been designated as the Section 504 Coordinator. The Section 504 Coordinator is responsible for investigating and resolving complaints. In addition, any individual who desires information related to the Rehabilitation Act of 1973, or the Americans with Disabilities Act, may contact the school's principal or the NHA Special Education Department at (616) 222-1700. The school does not discriminate against individuals seeking to access a program or service of the school based on disability. Where an individual desires to participate in a program or service and requires an accommodation(s) in order to do so, they should contact the school's principal to request an accommodation. In addition, if you suspect that your child has a disability which may qualify him/her for support under Section 504, you should contact the school's principal to begin the referral process. Upon initiation of the Section 504 referral process, parents will be provided with a copy of the Section 504 Procedural Safeguards and Parent/Student Rights which contains complaint and due process procedures.

The Response to Intervention Team

The Response to Intervention Team (RtI) is a committee of school personnel set up by the principal to ensure ongoing and effective support for students and classroom teachers. Parents are informed if their child is being considered for referral to the RtI for behavioral and/or

academic support. The RtI is a general education intervention process and team membership will generally include: a building administrator, the student's general education teacher, and a staff member knowledgeable in accommodations and interventions. Parents may also be invited to participate in this meeting. The team provides a forum to discuss the student's academic and behavioral data and needs. In addition, the team generates, initiates, and monitors implementation of interventions designed to address the individual needs of the student. This includes use of the resources of the school, family, and the community. This process creates awareness and understanding of the issues affecting the student and their academic, behavioral, and functional performance. The RtI may serve as the pre-referral intervention-planning team for those "unidentified" students whose difficulties may suggest the presence of a disability. As appropriate, the RtI may refer a student to the Committee on Special Education ("CSE") of the student's district of residence for formal assessment. Parents should be informed if the RtI is considering a referral of their student to the CSE. Prior to initiating a special education evaluation, written parental consent/permission must be obtained. Information gathered through implementation of interventions identified by the RtI will be taken into consideration as a part of the special education evaluation along with progress monitoring and other data sources provided by the parent, educational staff, and others as deemed appropriate. The RtI's review of documentation of intervention strategies, the student's response (progress monitoring data), in addition to a referral for special education testing for a suspected disability, fulfills the Child Find requirement under IDEA and State special education requirements.

The Individual Education Program

The school will comply with the IDEA and state regulations and every student identified as having a disability will be provided an Individual Educational Program (IEP) designed to address their unique needs. All required components of the IEP will be addressed by the CSE including but not limited to: a description of the student's present level of academic achievement and functional performance including disability related needs, goals and objectives, supplementary aids and services, program services, ancillary services, extended school year, etc. All students with disabilities are considered general education students first. Each IEP is designed to assure that eligible students receive a free appropriate public education (FAPE) and specially designed instruction delivered by highly qualified special education staff within the least restrictive environment (LRE). Prior to the opening of school and throughout the school year, registration forms are reviewed to identify students with current IEPs from previous schools attended. The parents are informed of their rights, procedures, and responsibilities under special education law. Decisions regarding an IEP are made by the IEP Team. This team has required participant's which minimally includes, general and special education providers, administrators, and the parent(s).

The IDEA includes specific rights for parents of children with disabilities. This information is contained in the document commonly referred to as the Procedural Safeguards. We encourage parents to review this document carefully so they are fully informed of their rights. Copies of this document are provided at a minimum of at least once per school year and can be obtained from your school office or by contacting the state's Department of Education.

Educational Placement of Students with Disabilities

The school is committed to educating students with disabilities in the least restrictive environment (LRE) in order to meet their educational needs as determined by the student's IEP Team. This means that to the maximum extent appropriate, children who are disabled are educated with children who are nondisabled and special classes, separate schooling or other removal of children with disabilities from the regular educational environment occurs only if the

nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

In an effort to meet with the LRE requirements, the school must ensure that a continuum of placement options is available to students with disabilities, including: services provided within the general education classroom; pull-out services; special classes; home instruction; instruction in hospitals and institutions; and in unique circumstances, access to programs and services located in settings outside the school including those operated by the CSE. Placement decisions are the determination of the Individualized Education Program Team (IEPT) which is facilitated by the CSE/local district.

Transfer Students:

In-State Transfer: If a child with a disability (who had an IEP in effect in a previous public agency) transfers to a new school in the same state and enrolls in the new school within the same academic year, the public agency (in consultation with the child's parents) shall provide the child with a free appropriate public education, including services comparable to those described in the prior IEP, until the public agency adopts the prior IEP or develops, adopts, and implements a new IEP that is consistent with federal and state laws.

Out of State Transfer: If a child with a disability (who had an IEP in effect in a previous public agency) transfers to a new school in a different state and enrolls in the new school within the same academic year, the public agency (in consultation with the child's parents) shall provide such a child with a free appropriate public education, including services comparable to those described in the prior IEP's until the public agency conducts an evaluation, if determined to be necessary by the agency, and develops a new IEP, if appropriate, that is consistent with federal and state laws. The evaluation conducted is considered an initial evaluation as special education eligibility within the new state must be determined.

In order to comply with these transfer requirements, under certain circumstances the school may need to contract with another school/entity for the provision of educational services.

Parent Participation

Parents are an important member of the school community and have the right to participate in all meetings involving the evaluation, identification, and educational placement of their student. Parents will be invited to participate and share information about their student prior to and during the IEPT meeting. Parents are encouraged to review the *Procedural Safeguards* so that they are fully informed of their rights.

Crisis Management: De-escalation, Isolation and Restraint of Student

The school is committed to maintaining a safe learning environment for all students, staff, and visitors. It is the policy of our school to only utilize approved physical restraint in response to emergency or crisis situations. Use of restraint procedures should: (a) not be viewed as a behavior change or intervention strategy, (b) be implemented only under extreme situations and as a matter of last resort, (c) be implemented only by trained personnel, and (d) be accompanied by school wide pro-active positive behavior supports to prevent the need for their use. When such activities are utilized, documentation procedures are required in addition to timely communication with parents and other key members of the educational system. This documentation must remain on file at the school and is considered part of the student's educational file.

Student Responsibility: Homework

Philosophy

The school staff believes that homework is an important component of the educational process as it allows students to be actively engaged in their own learning. It is expected that the following objectives will be accomplished through regular and well-planned homework:

- Students will develop more self-direction and individual responsibility.
- Students will develop independent study skills.
- Students will become organized.
- Students will learn to budget their time.
- Homework is intended to align with student proficiency goals.

Guidelines

1. Parents and students should expect regular homework.
2. Assigned homework that requires completion is part of each student's evaluation.
3. Homework will be planned and assigned for specific instructional purposes related to classroom objectives.
4. The quantity of homework will be within reason. As the school year progresses, the amount of homework and the number of days homework is assigned may increase depending on the maturity and ability of the students.

Make-Up Work

Students have an obligation to complete assignments missed during illness, suspension, or unexpected absence from school. In keeping with our belief that students should develop a sense of responsibility, we expect them, with their parents' help, to contact their teachers to secure missed assignments.

In cases of prolonged absence due to illness, the student's teachers should be called, so necessary arrangements can be made to have assignments picked up.

Student Responsibility: Technology Use and Internet Safety Practices and Procedures

Students are offered access to the National Heritage Academies (NHA) computer network for creativity, communication, research, and other tasks related to the NHA academic program. All use of computers, furnished or created data, software, and other technology resources as granted by NHA are the property of NHA and are intended for school business and educational use. Students are to use the computer network responsibly. The use of the network is a privilege, not a right, and may be revoked if abused. The user is personally responsible for his/her actions in accessing and using the NHA computer network and the school's technological resources.

The school educates students about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms and cyber bullying awareness and response.

General Rules

1. **Privacy:** The school and NHA reserve the right to monitor Internet traffic and to retrieve and review any data composed, sent, received, or stored using the NHA network or Internet connections, including e-mail. Users do not enjoy any expectation of privacy when using any NHA technology or transmissions originating within or around school property.

2. **Bullying:** The school prohibits cyber-bullying involving the use of information and communication technologies, including but not limited to e-mail, text messages, blogs, instant messages, personal Web sites, on-line social directories and communities, video-posting sites, and online personal polling Web sites, for hostile behavior, by an individual or group. Communications that are intended to defame, harm, threaten, intimidate, or harass students, staff members, or the school during or outside school hours and on or off school premises are strictly prohibited.

3. **Materials and Language**: Use of or accessing profane, abusive, pornographic, obscene, and/or impolite materials or language is not permitted. Accidental access should be reported to the instructor immediately. Intentional circumvention of web-filtering is prohibited.

4. **Installing/Copying:** Students are not to install or download any hardware, software, shareware, or freeware onto any media or network drives. Software installed by anyone other than the network administrator will be removed. Downloading of non-work-related files is permitted only with an instructor's permission. Students may not copy other people's work or intrude into other people's files. All copyright laws must be respected. Use of any other organization's network or technology resources via the NHA network requires the instructor's permission and must comply with the rules appropriate for that network.

5. **Access:** Users may not access the computer network without proper authorization. Users are to use their own username and password when using a computer. Users must log off the computer when they are finished with their work and are not to log on to a

computer for someone else or tell others their password. Students are to notify the instructor if someone else is thought to know his/her password.

6. **Data Protection:** Users must not attempt to damage or destroy equipment or files. Though efforts are made by NHA to ensure the safety and integrity of data, NHA makes no warranties of any kind, either expressed or implied, for the service it provides. NHA will not be responsible for any damage to data.

7. **Storage:** Users are to delete their files and materials they no longer need.

8. **Printing Resources:** Paper and toner are costly, and excessive use is wasteful. Documents must be proofread before printing. Users are to print only the needed part(s) of documents. Students must obtain permission from an instructor before printing documents.

9. **Technology Disruptions:** Users may not perform any activity designed to deny the availability of network or computer services. These activities are malicious and pose a cyber threat by denying or limiting services without authorization or permission.

Internet Use

The World Wide Web is a vast collection of resources readily available to any user on any computer connected to the Internet. NHA integrates the use of these resources into student instruction. Student Internet usage is permitted only in the presence and supervision of a teacher, the child's parent, or other designated adult school personnel. NHA is not responsible for the accuracy or quality of information obtained through the Internet or the NHA computer network.

Some material accessible via the Internet contains illegal, defamatory, inaccurate, or potentially offensive language or images. While the school uses Internet resources to achieve educational goals, there is always a risk of students accessing other materials. However, we believe that the benefits of using technology outweigh the disadvantages. Teachers are trained in the appropriate use of technology with students, but parents of students are responsible for setting and conveying the expectations regarding the use of media and information sources at home and at school.

The Children's Internet Protection Act (CIPA) is a federal law enacted by Congress to address concerns about access to the Internet and other information. Under CIPA, schools must certify that they have certain Internet safety measures in place. These include measures to block or filter pictures that (a) are obscene, (b) contain child pornography, or (c) when computers with Internet access are used by minors, are harmful to minors. Schools subject to CIPA must adopt a policy such as this to monitor online activities of minors and to address (a) access by minors to inappropriate matter on the Internet and World Wide Web, (b) the safety and security of minors when using electronic mail, chat rooms, and other forms of direct electronic communications, (c) unauthorized access, including so-called "hacking," and other unlawful activities by minors online, (d) unauthorized disclosure, use, and dissemination of personal information regarding minors, and (e) restricting minors' access to harmful materials.

NHA complies with CIPA by deploying a Web content filtering product which categorizes Internet sites and sends updates to NHA and cloud site-based hardware. A process is in place

for changing the categorization of Web sites. The following categorizations are currently in place:

- Obscenity and Pornography Filtering: The website and content filter allows NHA to manage Internet access several URL categories pertinent to CIPA.
- Web Filtering: The website and content filter that is supported by the web content filtering product and can be updated based off need of the school.
- Monitoring: The website and content filter contains reporting tools and a real-time monitoring function and reports online activities of minors.
- Policy Management: The website and content filter allows customization of Internet policies, based on a user or group, with the ability to set appropriate policies based on age or need.

Positive Behavior Intervention Support

The purpose of school-wide Positive Behavior Intervention Support (PBIS) is to establish a climate in which appropriate behavior is the norm. While the Student Code of Conduct necessarily focuses on misconduct and the resulting consequences, we actively promote PBIS as a strategy to teach, model and reinforce positive social behavior as an important aspect of a student's educational experience. Teaching behavioral expectations and recognizing students for meeting and exceeding them are important community-building strategies that shape the culture of our schools.

Building-Wide Expectations

The PBIS expectations are designed to (1) provide a clear understanding of expected student behavior, (2) be few in number, (3) be positively stated and structured, (4) use familiar language, and (5) include example behaviors defined for purposes of instruction. These expectations will be clearly posted in each of our schools.

Student Responsibility: Student Code of Conduct

Our goal is to offer a quality education program. To fulfill this goal, students need a positive, safe, and orderly school environment in which learning can take place without disruption. Students who do not observe the rules of good conduct in the classroom or on the playground decrease both the learning and safety of others and their own opportunities to learn. Therefore, our staff takes a very proactive role in enforcing the Student Code of Conduct outlined below.

Students are expected to demonstrate respect and courtesy by obeying staff members, being kind to others, and being considerate of others' and the school's property.

Acts of Misconduct

A student who engages in any of the acts of misconduct listed in this Student Code of Conduct will be disciplined in accordance with the disciplinary levels described below. Additionally, a student who engages in an act of misconduct that violates the law may be referred to the appropriate law enforcement.

Students are expected to follow the Code of Conduct when

- on school property;
- in a motor vehicle being used for a school related purpose;
- at a school-related activity, function, or event;
- en route to or from school;
- at any time or place when the student's behavior creates or would foreseeably create a substantial disruption within the school environment

Acts of misconduct include, but are not limited to, the following:

- Acts of defiance and/or threats toward teachers/other adults/fellow students
- Any and all forms of smoking, tobacco possession or use including e-cigarettes/vaporizers and paraphernalia
- Any public display of affection having sexual connotations
- Arson
- Coercion, extortion, or blackmail
- Criminal acts other than as enumerated herein
- Criminal Sexual Conduct as defined by state law
- Defacement/Damage of property or theft/possession of stolen property
- Discrimination, bullying (including cyber-bullying) and/or harassment of any student, staff member or volunteer
- Engaging in any willful act which disrupts the normal operation of the school community
- Engaging in gangs or gang-related activities, displaying gang-related items or affiliation (e.g., wearing clothing, using language, throwing signs, and writing names or symbols associated with a gang)
- Excessive tardiness or absences as defined in the Attendance Policy
- Failure to cooperate or comply with directions of school personnel and volunteers
- False alarms
- False allegations against staff, volunteers, or students
- Falsification of records or scholastic dishonesty (including cheating and plagiarism)
- Fighting, physical assault and/or battery on another person

- Improper dress in violation of the Dress Code
- Improper or disrespectful communications to staff, volunteers, or students
- Indecency (either with clothing/exposure, pictures, or public display of affection)
- Malicious or willful types of behavior that endanger the safety of others
- Misuse of copyrighted materials
- Persistent disobedience. Disregard for the Student Code of Conduct as evidenced by frequent short term out of school suspensions.
- Possession of dangerous weapons as defined by state law and dangerous weapons or instruments not otherwise enumerated herein
- Possession of electronic device(s) defined by school policy
- Possession of firework(s), explosive(s) and/or chemical substance(s)
- Possession of look-a-like weapons
- Possession of personal protection devices (such as tasers, mace, pepper-spray, etc.)
- Selling, using, or possessing obscene material
- Suspended or expelled student on school property or attending school activities
- Title IX Sexual Harassment
- Trespassing, loitering
- Use of profane and/or inappropriate language and/or gestures
- Use, possession, distribution, and/or sale of alcohol and/or illegal drugs, or being under the influence of drugs or alcohol, or attempted use, distribution and/or sale of alcohol and/or drugs including but not limited to, controlled substances as defined by law, marijuana, look-a-like or imitation drug substances and illegal chemical substances
- Verbal assault
- Violation of Technology Use and Internet Safety Practices and Procedures
- Violations of building rules and regulations
- Violations of rules or policies as set forth in the Parent and Student Handbook

Parents or students who are unsure of what conduct is prohibited by each act should consult with the principal.

Disciplinary Procedures

A student may be disciplined at any level depending upon the facts, frequency and/or severity of the act of misconduct. A Behavior Referral will be completed for each violation of the Code of Conduct and copies are made for the parent and kept in the student's file. Discipline records will be included in any student file properly requested by the parent to be transferred to a subsequent school. Corporal punishment is prohibited as a means of discipline.

Before any disciplinary action is taken at Levels 1-4, the student will be notified of the allegation of a code of conduct violation and given an opportunity to explain his or her conduct. For actions related to Levels 5 and 6, the due process procedures are outlined under suspension and long-term suspension and expulsion procedures.

Level 1 EARLY INTERVENTION: The behavior may be a violation of the code of conduct or a disruption of the orderly operation of the classroom or a school activity. The inappropriate behavior is directly addressed with the student.

Level 2 PARENT NOTIFICATION: The parent is notified by mail or a note home of the misbehavior.

Level 3 PARENT CONTACT: A conference with the parent is held in order to discuss the incident and appropriate disciplinary action.

Level 4 BEHAVIOR SUPPORT PLAN (BSP): When Level 2 and 3 behaviors become chronic or a student accumulates more than ten (10) suspension days in a semester, the dean and/or principal shall schedule a meeting with the parents in order to implement a Behavior Support Plan or BSP. A BSP will take into consideration the motivation for the inappropriate behavior, positive interventions that might be utilized to diminish the inappropriate behavior and disciplinary consequences that will take place if the behavior continues. The BSP is an intervention tool and does not require parent consent to implement. Copies are made for the parent and kept in the student's file. Violation(s) of the BSP will result in disciplinary action and a revised BSP. In the event of multiple (3-5) violations and revisions of the BSP, the School Principal, or the Principal's designee in the Principal's absence, has the discretion to impose additional disciplinary measures or recommend the student for additional disciplinary measures up to and including expulsion.

Level 5 SUSPENSION OF FIVE (5) SCHOOL DAYS OR LESS OR OTHER DISCIPLINARY INTERVENTIONS: When the act of misconduct is such that it disrupts the school learning environment or violates the Behavior Contract, the resulting consequence by the school administration may include suspension from school for up to five (5) school days, or other options that allow the school to practice discretion to enact the practices and procedures to align with Behave With Care and the School-wide Behavior System. The school administration may convene a meeting with the student, parents, and others to develop or update an existing Behavior Contract that outlines the expected behavior and disciplinary action. The Behavior Contract will be signed by school administration and offered to the student and parent(s) for signature. Copies are made for the parent and kept in the student's fil e. The student will be granted a right to due process as described in the Due Process Procedures of this Code of Conduct.

Level 6 LONG TERM SUSPENSION OR EXPULSION: When the act of misconduct is considered a crime under state law, constitutes extreme non-compliance with school rules, is so extreme that it threatens the safety of others, or a student is persistent in his/her disobedience of the rules of the school, the student may serve a long-term suspension or be expelled from school. If a suspension for more than five (5) school days or expulsion is contemplated, the Board of Trustees will appoint a hearing officer to conduct a due process hearing. After hearing testimony about the violation of the code and reviewing the student's school record, the hearing officer will make a recommendation to the Board of Trustees concerning appropriate disciplinary action. The student, his/her parents, and any other person with relevant information may give input to members of the Board of Trustees before a final decision is made. A written record is made of all actions taken. The record is then copied and distributed to all involved parties.

Discrimination, Bullying and Harassment

The school prohibits any and all acts of discrimination, bullying (including cyber-bullying) and harassment of students by school employees or students that creates a hostile environment by conduct, with or without physical contact and/or by verbal threats, intimidation or abuse that would unreasonably and substantially interfere with a student's educational performance, opportunities or benefits, or mental, emotional and/or physical well-being or reasonably cause the student fear of physical harm. Such conduct shall include but is not limited to, discrimination and harassment based on actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, or sex. Bullying (including cyber-bullying) and intimidation includes a gesture or written, verbal, graphic or physical act

(including electronically transmitted acts-i.e. internet, cell phone, or wireless hand-held device) that is reasonably perceived, under the circumstances, to have the effect of harming a student or damaging a student's property, placing a student in reasonable fear of harm to the student's person or damage to the student's property, or that has the effect of insulting or demeaning a student or group of students in such a way as to materially disrupt or interfere with the school's educational mission or the education of any student.

Acts of discrimination, harassment, bullying, and intimidation apply to behavior in school during school hours, before and after school, while on school property, at all school-sponsored events or off school property where such conduct creates or would foreseeably create a substantial disruption within the school environment.

The Principal shall be the Dignity for All Students Coordinator ("Coordinator"). The Coordinator may be reached by contacting the school office.

Procedures:

1. Any school employee who has witnessed or has reliable information that a student has been subject to any act of discrimination, bullying or harassing behavior shall promptly report the incident to the Coordinator and shall make a written report to the Coordinator within two (2) school days of the initial report.
2. A student, volunteer, or visitor who has witnessed or has reliable information that a student has been subject to any act of discrimination, bullying or harassing behavior should, and are strongly encouraged to, report the incident to a teacher, other staff member or the principal. Such report of should be done in written form, providing as much information as possible. The report may be done anonymously.
3. The Coordinator will conduct a thorough and prompt investigation.
4. Within two (2) school days of receiving a report the Coordinator shall notify the parent of the alleged victim of bullying and the parent of the alleged perpetrator of bullying. Upon completion of the investigation report, the Coordinator shall notify the parent of both the victim and perpetrator of the results of the investigation.
5. There will be no reprisal or retaliation against any person who reports an act of discrimination, bullying or harassment in good faith. Such reprisal or retaliation by a student is a violation of the Student Code of Conduct and will result in disciplinary action pursuant to the Student Code of Conduct.
6. Any student who is found to have falsely accused another of discrimination, bullying or harassment is subject to remedial action in accordance with the Student Code of Conduct. Discrimination, bullying, or harassing behavior is a violation of the Student Code of Conduct and will result in disciplinary action pursuant to the Student Code of Conduct.

These procedures are not applicable to Title IX Sexual Harassment.

Due Process Procedures

The following due process procedures govern the suspension or the expulsion of a student from the school's regular educational program. If a student charged with violation of the Code of Conduct has been returned to the regular school program pending a decision, then such action of reinstatement shall not limit or prejudice the school's right to suspend or expel the student following that decision.

A. Suspension of Five (5) School Days or Less

As a general rule, prior to any suspension of the student, the principal shall provide the student with the following due process:

1. The principal will provide the student with notice of the charged misconduct, and, if the student denies the charges, the principal shall provide the student with an explanation of the basis for the suspension.

2. The student and the student's parent(s) shall, on request, be given an opportunity for an informal conference with the principal to present the student's version of the event and to ask questions of the complaining witnesses.

3. Written notice shall be provided by personal delivery, express mail delivery or equivalent means reasonably calculated to assure receipt of such notice within 24 hours of the decision to propose suspension.

If a student's presence in the school poses a continuing danger to persons or property or an ongoing threat of disruption to the academic process, at the principal's discretion, the conference shall take place as soon after the suspension as is reasonably practicable.

The School will disenroll a student upon receipt of either written notice from a parent/guardian of intent to withdraw or a records request from another school. If at the time of receipt of a notice of disenrollment there are pending disciplinary proceedings against the student involving potential suspension or expulsion, the School may elect to complete those proceedings.

Long-Term Suspension and Expulsion Procedure

A meeting with parents will be convened to discuss incidents that may warrant the long-term suspension or expulsion of a student. Long-term suspension is a suspension from school in excess of five (5) school days. Expulsion is defined as permanent removal of a student from school. In situations where a long-term suspension or expulsion is recommended following a meeting of parents and administrators, as described above, the Board of Trustees will appoint a hearing officer to conduct a formal hearing. The student, together with his or her parents or guardian, will be given an opportunity to present testimony and witnesses, and to cross examine witnesses regarding the allegations of misconduct. A student has the right to be represented by counsel or an advocate at such time. A record will be made of the testimony. After hearing the evidence and making a determination as to whether the Code of Conduct was violated, the hearing officer will review information from the student's education record and anecdotal information regarding the student's past behavior. All such information will be made available to parent or guardians. The hearing officer will present a written recommendation concerning findings of fact and disciplinary consequences to the Board of Trustees which will make a final decision about expulsion or long-term suspension within a reasonable timeframe. During this time, the student may remain out of school and will receive alternative educational services as described below. The student, together with his or her parents or guardians, may appeal this decision to the Chancellor of the New York City Department of Education.

Provisions for Services During Suspension or Expulsion

The school commits to ensuring that all students receiving a suspension or expulsion will be provided alternative instruction sufficient in quality and quantity to comply with section 3214 of the Education Law and other applicable laws. Strategies to be implemented may include, but are not limited to, home-based instruction, after-school instruction, tutoring, and contracting with additional providers.

Specifically, for suspension of five (5) school days or less, the school will ensure that each affected student receives all classroom assignments and a schedule to complete such assignments during the time of his or her suspension. Provisions will be made to permit a suspended student to make up assignments or tests missed as a result of the suspension. The school will also provide alternative instruction and by appropriate means will assist the student, so that the student is given full opportunity to complete assignments and master the curriculum, including additional written instructions, phone assistance, computer instruction, and/or home visits and one-on-one tutoring.

For suspensions in excess of five (5) school days, the school will provide tutoring and home visits in addition to the above referenced instructional supports. The services provided will be designed to ensure that the student is given the opportunity to master the curriculum and take such assessment tests and measures as the school would otherwise provide.

For students who are expelled, the school will provide instructional support services until the end of the school year or until the student is enrolled in another school or participating in an alternative education program operated by the student's school district of residence.

- When a child returns to school following a period of suspension, a meeting with parents will be convened to discuss the incident that led to the suspension and to develop a plan of action for the future. Some other details related to an out-of-school suspension are:
- Students suspended from school are not allowed to visit the school or attend any school-related activities during the period of suspension
- Students of compulsory attendance age will be provided alternative instruction as described above. If the student completes assignments, the student must submit the assignments on the day of readmission to the school in order to receive credit for completed work.
- At the discretion of the principal, out-of-school suspension reports, conduct reports, and/or corrective action plans can be removed from a student's permanent school file at the end of the school year if that student shows improvement in behavior after the disciplinary action was implemented.

Discipline of Off Campus Behavior

The school reserves the right to discipline students in accordance with its code of conduct for off campus behavior, including behavior during transportation to and from school or school trips. Some factors which may be considered in determining whether the behavior warrants discipline include, but are not limited to, the following:

- Whether the behavior created material and substantial disruption to the educational process
- Whether a nexus (connection) to on-campus activities exists
- Whether the behavior creates a substantial interference with a student’s or staff member’s security or right to educate and receive education
- Whether the behavior invades the privacy of others

Definition of Terms

Behavior Referral is a specific written record of the student's act of misconduct. It documents the date, nature of the offense, and the disciplinary action taken by the teacher and/or school administration.

Behavior Support Plan (BSP) is a written document that identifies the motivation for chronic misbehavior and what steps will be taken in order to help a student overcome inappropriate behavior. It will be signed by school administration and offered to the student and parent(s) for signature.

Behavior Contract is a written document that outlines specific behavior expectations and disciplinary action for a student.

Expulsion is defined as a decision to remove a student from school due to extreme non-compliance with school rules/state law. This final decision shall be made by the Board of Trustees with right to appeal this decision to the Chancellor of the New York City Department of Education.

Long-Term Suspension is defined as a suspension from school in excess of five (5) school days. *The law requires students to be suspended no less than one year in the event that a dangerous weapon is brought to school, but the suspension may be modified on a case-by-case basis, subject to review by the Board of Trustees.

Out-Of-School Suspension refers to a decision to temporarily remove a student's right to attend school or any school-related activity not to exceed five (5) school days. A meeting with the parents shall be convened to discuss the incident that led to the suspension and to develop a Behavior Contract for the future.

IDEA Student Discipline

Students who have Individualized Education Programs developed by the CSE or Section 504 plans are entitled to certain additional rights in the area of discipline.

Discipline Procedure for Special Education Services

Students with disabilities have the same rights and responsibilities as other students and may be disciplined for the same behavioral offenses. Discipline of a student identified as having a disability, however, will be in accordance with the following:

- Students for whom the Individualized Educational Program (IEP) includes specific discipline and behavior guidelines, they will be provided those supports in accordance with those guidelines. If the disciplinary guidelines are ineffective or if there is a concern for the health and safety of the student or others, the matter will be immediately referred to the Committee on Special Education (CSE) of the student's district of residence to reconsider the guidelines.
- The CSE shall be notified immediately whenever suspension from classes for more than ten days is contemplated, and the school shall work with the CSE to arrange appropriate alternative instruction.
- If the student has been identified as a student with a disability or is a student who should be deemed to have a disability and suspension for more than ten days is contemplated, the school's special education coordinator will take immediate steps to refer the student to the CSE. If a connection between the disability and the misconduct is found, no penalty may be imposed, and the school will work with the CSE to consider a possible program modification.
- Although no penalty may be imposed on a student whose misconduct is a manifestation of his or her disability, a student may be removed from school and placed in an Interim Alternative Educational Setting (IAES) for up to 45 school days whether or not the conduct is a manifestation of disability, if the student is found guilty of bringing a weapon

to school, of bringing drugs to school, or causing serious physical injury to another individual in the school. In any such long-term removal the student will receive services in the IAES as determined by the CSE of the student's district of residence.

- The student shall not be suspended for a total of more than ten (10) school days during the school year without the specific involvement of the CSE.
- In considering change of placement for a student referred for disciplinary purposes, the CSE is expected to follow its ordinary policies with respect to parental notification and involvement. The school shall work with the CSE to schedule an expedited meeting to consider a change in placement for the student under the following circumstances:
    - A student with a disability who has previously been suspended for ten (10) school days violates the code of conduct; or
    - The CSE has determined that the conduct which resulted in the disciplinary action was a manifestation of the student's disability; or
    - A student with a disability violates the code of conduct and the conduct would be punishable by a suspension in excess of ten (10) school days if the student did not have a disability

Provision of Services during Suspension for Special Education Students
For suspensions in excess of five (5) school days, students will be provided with assistance adequate to enable the student to complete the assignments and keep up with classroom work, as well as fulfilling the guidelines of the IEP. Provisions will be made to permit a suspended student to make up assignments or tests missed as a result of suspension. The school will also provide alternative instruction, including assignment instructions, phone assistance, computer instruction, and home visits and one-on-one tutoring, so suspended students are given a full opportunity to complete assignments and master the curriculum. School personnel, in consultation with the student's special education teacher, make the service determination.

A "change of placement" occurs if a child is removed from class for more than ten (10) consecutive school days or if the child is subjected to a series of short-term suspensions totaling ten (10) school days that constitute a "pattern". School administrators may determine, on a case-by-case basis, whether a number of short-term suspensions constitute a change of placement. If a student is suspended frequently, but no pattern exists and there has been no "change of placement," alternative education services will be provided to the extent determined necessary to enable the student to progress appropriately in the general curriculum and to achieve the goals of his/her IEP. School personnel, in consultation with the student's special education teacher, make the service determination.

During any removal of the student from the general education setting for more than ten (10) school days services will be provided to the extent necessary to enable the student to progress appropriately in the general curriculum and to achieve the goals of his/her IEP. These service determinations will be made by the CSE of the student's district of residence. The school will implement the recommendation of the CSE with respect to services to be provided to the student in an Interim Alternative Education Setting.

Committee on Special Education (CSE) Meetings
Meetings of the CSE are required either to develop a behavioral intervention plan or, if the student has one, to review the plan when (a) the student is first removed from his/her current placement for more than five (5) school days in a school year and (b) when commencing a removal that constitutes a change in placement. Subsequently, if other removals occur that do not constitute a change in placement; the school will work with the CSE to review the student's behavioral intervention plan and its implementation to determine if modifications are necessary.

Due Process
If the discipline contemplated would constitute a change in placement, then (a) no later than the date on which the decision to take such action is made, the school shall notify the parent of that decision and provided with a copy of New York State's procedural safeguards, and (b) within ten (10) school days after the decision is made, the CSE shall meet to determine if the behavior subject to the disciplinary action is a manifestation of the student's disability.

If, upon review, it is determined that the student's behavior was not a manifestation of his/her disability, the student may be disciplined in the same manner as a student without a disability.

If, upon review, it is determined that the student's behavior was a manifestation of his/her disability, the student's IEP Team will meet to revise the IEP.

Parents may request a hearing to challenge the CSE's manifestation determination. The student will remain in his/her current educational placement during the pendency of the hearing unless his/her offense involves a serious bodily injury, drugs, or weapons or he/she poses a health or safety risk.

If a parent requests a hearing or an appeal to challenge the IAES or the manifestation determination regarding a disciplinary action relating to weapons, drugs, or serious bodily injury, the student shall remain in the IAES pending the decision of the hearing officer or until the expiration of the time period provided for in the disciplinary action, whichever occurs first, unless the parent and school agree otherwise.

Student Searches

The Board of Trustees is committed to ensuring an atmosphere on school property and at school functions that is safe and orderly. To achieve this kind of environment, any school official authorized to impose a disciplinary penalty on a student may question a student about an alleged violation of law or the district code of conduct. Students are not entitled to any sort of "Miranda"-type warning before being questioned by school officials, nor are school officials required to contact a student's parent before questioning the student. However, school officials will tell all students why they are being questioned.

The Board authorizes the principal and/or his/her designee to conduct searches of students and their belongings if the authorized school official has reasonable suspicion to believe that the search will result in evidence that the student violated the law or the code of conduct. An authorized school official may conduct a search of a student's belongings that is minimally intrusive, such as touching the outside of a book bag, without reasonable suspicion, so long as the school official has a legitimate reason for the very limited search.

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

Before searching a student or the student's belongings, the authorized school official should question the student concerning the allegation that he or she has violated the law or the school code. Students should be encouraged to explain their actions and to voluntarily consent to the search. Searches will be limited to the extent necessary to locate the evidence sought.

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

Behavior Threat Assessment & Management (BTAM) Process

Recognizing that certain behaviors may be indicative of potential risk of safety to self or others, school officials will implement a threat assessment process.

The BTAM team will be a multi-disciplinary team made up of school officials. For purposes of assessment and intervention, school officials shall mean principals, deans, mental health counselors, social workers, teachers, law enforcement, NHA employees and outside consultants who have a legitimate educational interest in the behavior the student (34 CFR §99.36).

The following behaviors shall be reported for screening:

- Commits an act of violence upon a teacher, administrator or other school employee.
- Commits an act of violence against another student while on school property.
- Commits an act of violence against any person on school property.
- Possess or display a gun, knife, explosive or incendiary bomb, or other dangerous weapon on school property.
- Threatens to use any instrument that appears capable of causing physical injury or death while on school property.
- Knowingly and intentionally damages or destroys the personal property of a teacher, administrator, other school employee or any person lawfully on school property.
- Knowing and intentionally damaging or destroying school property.
- Risky behaviors such as grievances with classmates, discipline problems, criminal activity, cruelty to animals, intolerance, prejudice or affiliation with gangs are paired with escalating behaviors or unexplained behavioral changes.
- Threats and/or communications that have context and meaning to support a legitimate safety concern.
- Persons on the receiving end of a concerning behavior fear for their safety.
- Concerning behavior or threat made through the state confidential tip line.

If the screening reveals that there is a need to conduct a full threat assessment the BTAM team shall meet to collect data and investigate the event.

At the conclusion of the BTAM assessment, school leadership shall complete the BTAM Intervention and Monitoring plan. Only the Intervention and Monitoring plan shall be maintained in the student’s educational record. The Intervention and Monitoring plan shall be reviewed and modified as determined by the BTAM team until it can be placed into an inactive status.

Parental Partnership: Communication

Effective communication between the school and home is vital to the academic success, and emotional and social well-being of students. The school will communicate often and by a variety of means in an effort to keep parents informed of the programs, events, and activities at school and the academic growth and achievement of students.

Secure School Website

National Heritage Academies (NHA) is committed to student achievement and parental involvement. NHA maintains a secure website, the NHA Parent Portal, containing student information to link these two core values. This secure online tool can be accessed by visiting the school website and logging in through the NHA Parent Portal link in the upper right corner of the homepage. Administrators and teachers daily update student records, analyze data, and communicate important information on this site.

NHA recognizes the value of informed and involved parents in the learning process. The NHA Parent Portal provides another way for parents to stay connected to the school. The online connection begins as soon as a student applies to attend an NHA school. The parent(s) of the applicant are sent a letter with detailed instructions for accessing their own *free* online account. After following these instructions, parents can log on to the system from any computer or mobile device with Internet access and review their child's admissions information, attendance, and grades.

Through the NHA Parent Portal, parents also can access NHA's school-to-parent communication tool to see school updates and engage with staff members, including sending direct messages. Questions related to the Parent Portal should be directed to parentportalsupport@nhaschools.com.

Parent Satisfaction Survey

Measuring and understanding parent satisfaction is an important part of our culture. In an effort to understand school-wide parent satisfaction, our students' parents are surveyed twice per year. Parents are expected to complete one survey per household.

Parent-Teacher Conferences

Parent-teacher conferences are conducted face-to-face twice each school year. In addition, parents are encouraged to inquire about their child's performance any time during the school year. We believe that by continually monitoring students' progress, the parent-teacher conferences will serve as a review with very few surprises.

During each conference, teachers review the student's progress and discuss his/her strengths and opportunities. Parents are encouraged to ask questions in order to learn as much as possible about their child's performance. We aim to make parent-teacher conferences a positive experience for everyone involved.

Parental Partnership: Attendance

Regular attendance establishes good work habits and self-discipline. Our school records attendance every morning and afternoon.

Arrival

Students should arrive at school by 7:00 a.m. and report directly to their morning line-up area. All students wearing hats should remove them upon entering the building. Students are expected to walk quietly and orderly to their classrooms. Breakfast will be served from 7:10 a.m. to 7:30 a.m. Students will not be allowed to eat breakfast after 7:30. Prompt arrival is essential for an orderly opening assembly and to set the tone for the day.

Dismissal

School dismisses at 2:50 p.m. In the interest of students' safety and teachers' preparation time, parents are asked to pick up their children immediately after dismissal and no later than 3:00 p.m.

Release of Student to Parent

If a parent wishes to pick up his/her child before the normal dismissal time, he/she must come to the main office. Students will not be dismissed to a parent who is waiting outside the building in his/her vehicle. A parent may be required to show proper identification. Students will only be dismissed between 2:00 p.m. to 2:45 p.m. with the approval of the principal. A request for an early dismissal must be in writing and signed by the parent.

Release of Student to Non-Parent

The main office will maintain a list of authorized individuals to whom students may be released early. Students will only be released to non-parent individuals who are on the list. Parents create this list at the beginning of the school year and may alter it by filling out a form obtained from the office. Anyone seeking a student's release must report to the school office and present proper identification. *In an emergency, a student may be released to someone not on the list with the principal's approval.*

After School Program

If you are picking up your child early from the Good Shepherd After School Program, please contact them directly at 347-663-9535. The main office does not have access to your child once they are signed into the after-school program.

Tardiness and Early Dismissal

Students are considered tardy if they arrive to their homerooms after the start of either class or morning ceremony, if held prior to class. Parents must walk tardy students into the school office and sign them in on the sign-in sheet. Early dismissals from school will be marked accordingly in the student's record. Parents who dismiss their child early from school, for any reason, must sign the child out.

If a tardy is due to a doctor or dental appointment, a note from a physician may be requested. Tardies are excused for only the following reasons:

- Personal illness or injury
- Funerals
- Doctor or dental appointments (which could not be arranged outside school hours)

- Religious observances
- Late arrivals due to weather conditions (which do not require a parent note)
- Authorized tardy (approved by the principal)

We consider abuse of tardies and/or early dismissals as lost instructional time, which may be addressed by the principal.

Please Note: When a student accumulates 10-20 tardies and/or early dismissals, a parent meeting may be held and an Attendance Corrective Action Plan may be initiated.

Absences

All absences are to be verified by communication from the parent to the school office. This communication should be documented for record-keeping purposes. Voicemail is available before and after school hours.

If an absence is not verified by communication from the parent, the absence is considered unexcused. An absence may be excused if communication is provided by the parent within five days following the absence and meets the guidelines below for an excused absence. The communication should contain the following information:

- Student's name
- Teacher's name
- Date of absence
- Reason for absence
- Phone number
- Signature of parent

If an absence is due to illness and lasts five days or more, a note from a physician may be requested. Absences are excused only for the following reasons:

- Personal illness or injury
- Funerals
- Doctor or dental appointments (which could not be arranged outside school hours)
- Religious observances
- Authorized absence (approved by the principal)

Abuse of excused absences may be investigated by the principal and could result in a referral to the Local School District Attendance Officer or other disciplinary action.

Absences (Excused and Unexcused)	Procedures & Notifications
0	Notification of Attendance Expectations to all parents/guardians
10% of total school days	Parent Meeting and Completion of Attendance Corrective Action Plan (ACAP)*
18 days	Appropriate Consequence*

*Potential referral to the Local School District Attendance Officer with certified return receipt to parent. Such referral shall be issued pursuant to the Truancy section of the Parent and Student Handbook. Factor considered in grade promotion.

Note: Any student who accumulates 20 consecutive days of unexcused absences will be subject to potential withdrawal from the school.

Attendance Corrective Action Plan (A-CAP) is a written document that identifies the causes for excessive tardies and/or absences and what steps will be taken to minimize the number of occurrences. It is signed by the parents, student, and staff member.

Truancy

A student is truant if unexcused absences total ten (10) or more school days in a school year. If truant, the student will be referred to the Local School District Attendance Officer.

The principal may act as the school's attendance officer or delegate that duty. The school's attendance officer investigates possible school attendance violations and takes other necessary actions to enforce the compulsory education laws.

Family Vacations

Parents planning to take their child on a trip must notify the principal or secretary at least two weeks before departure. The student's absence will be an excused absence if approved by the principal. Lengthy trips are discouraged and may be cause for withdrawal. It becomes the student's responsibility, with the help of the parents, to make arrangements with each teacher for missed assignments and to complete assigned work upon his/her return to school. The student is to complete all assignments within the same number of days as the length of the vacation. Incomplete assignments will not receive credit. Students who miss an announced test during their absence will take the test when all missed work is completed and within the same number of days missed due to the vacation. In fairness to the teacher's time, work will not be given in advance of the trip.

Family Death or Terminal Illness

If there is a death, terminal illness, or similar traumatic situation in a student's family that may affect his/her attendance, emotional well-being, and/or level of concentration, the office staff members should be notified.

Illness During the School Day

If a student becomes ill during the school day, appropriate arrangements will be made for the student's care while waiting for parent pick-up. Students with vomiting or fever must be symptom-free for 24 hours before returning to school.

Voluntary Withdrawal

To withdraw a student, a parent must complete a Student Withdrawal form available in the office. If the parent decides to re-apply for enrollment, they will be placed on a waiting list if a seat is not available.

Parental Partnership: Dress Code

To enable students to reach high academic standards, the school has put in place a dress code designed to reduce distractions. Implementing a dress code promotes student learning and increased academic instruction time. Interpretation of the Dress Code is at the principal and staff's discretion and their decision is final.

Dress code guidelines prohibit student dress or grooming practices which present a health or safety risk to the student or others, disrupt the educational program, or limit a student from achieving educational goals because of blocked vision or restricted movement.

Uniform Preferred Vendor Information

The School's preferred uniform vendor is The Gym Uniform Co. To purchase uniform items, you may contact The Gym Uniform Co. at 516-390-0044.

Uniform Requirements

Uniform Tops

- Grades K-5: All shirts must be a short- or long-sleeve hunter green polo. Shirts may be embroidered with school emblem.
- Grade 6: All shirts must be a short- or long-sleeve yellow cotton oxford. Shirts may be embroidered with school emblem.
- Grade 7: All shirts must be a short- or long-sleeve yellow cotton oxford. Shirts may be embroidered with school emblem. Students must also wear a green plaid tie.
- Grade 8: All shirts must be a short- or long-sleeve yellow cotton oxford. Shirts may be embroidered with school emblem. Students must also wear a green plaid tie and hunter green blazer.
- Students may also wear solid hunter green sweaters and vests. Or they may wear hoodies embroidered with the school emblem.
- Shirts must be tucked neatly into bottoms.

Uniform Bottoms

- Dress bottoms must be solid khaki.
- Athletic, spandex and denim materials, yoga-style pants, carpenter loops, and decorative embroidery are not permitted.

Uniform Shoes

- Shoe colors must be black or brown.
- Shoes must be loafer style, dress shoes, tennis shoes, or closed toed sandals.

Uniform Headwear & Accessories

- Socks must be solid forest green, tan, brown, or black.
- Tights and leggings worn underneath uniform bottoms must be solid forest green, tan, brown, or black.

PE Uniform

- Tops: K-5 gray; 6-8 hunter green
- Bottoms: K-5 gray; 6-8 hunter green

General Expectations

Tops

- Shirts and tops must cover the back, shoulders, chest, and midriff. Undergarments must not be visible.
- Spaghetti strap shirts, halter tops, tank tops, undershirts, muscle shirts, sheer, or any other clothing items that show bare midriff are not permitted.

Bottoms

- Pants, capris, and shorts must be fitted or belted at the waist to prevent sagging and undergarments must not be visible.
- Shorts must extend past the mid-thigh (mid-thigh is determined as halfway between inseam and knee).
- Skirts, skorts, dresses, and jumpers must be no more than two (2) inches above the knee in length.
- Pajama pants are not permitted without administrative permission.

Shoes

- For safety reasons, students are required to wear shoes appropriate for indoor and outdoor activity.
- Shoes that are unsafe (for example flip-flops or shoes with wheels) are not permitted.
- Slippers are not permitted without administrative permission.
- Athletic shoes with non-marking soles are to be worn for P.E. class.

Headwear & Accessories

- Hats, hoods, and other headwear except for religious or medical purposes, must not be worn inside the school building.
- Any jewelry, chain, or other apparel posing a safety risk is not permitted.
- Ear piercings are permitted.
- Hair must not obstruct vision or distract from the learning environment.
- Sunglasses are not permitted inside unless for medical purposes.

Miscellaneous

- Revealing clothing is prohibited. All clothing must fit appropriately and must not be excessively tight or loose. Such clothing includes all sheer, low-cut, or otherwise revealing garments.
- Areas typically covered by undergarments must not be visible.
- Clothing, accessories, or grooming may not depict or advertise weapons, alcohol, tobacco, drugs, drug paraphernalia, sexual or obscene language or images, threats, or racial or ethnic slurs/symbols, or promote conduct expressly prohibited by the Student Code of Conduct.
- Wearing, carrying, and displaying gang paraphernalia, names, signs, or symbols is prohibited.
- Spirit week and other special occasion attire may be worn only with administrative permission.

Parental Partnership: Title I Parent and Family Engagement Policy

The school has adopted a policy addressing the importance of parent and family engagement. The school and the board of education recognizes the rights of parents or guardians to be fully informed of all information relevant to their children who participate in programs and projects funded by Federal and State Funds, including Title I (Elementary and Secondary Education Act) [1116(a)(1)]. The Parent and Family Engagement Policy was jointly developed with and agreed on, by parents and family members of participating children [1116(a)(2)(A)]. The Parent and Family Engagement Policy is provided to parents, families, and community partners in an understandable format and is updated to meet the needs of the included stakeholders [1116(b)(1)]. In addition to existing policies and guidelines, the school also recognizes the need for a policy that meets the requirements under Section 1116 of the Elementary and Secondary Education Act (ESEA), as reauthorized by the Every Student Succeeds Act (ESSA) of 2015 (P.L. 114-95). The school will ensure parental involvement and family engagement in these programs and projects by:

Building a Capacity for Parent and Family Engagement
Parents and family members of students are vital contributors in the education of their children. The school will ensure that all parents/guardians are involved in our school in a meaningful manner in order to improve student academic achievement. Two-way communication between the school and home, both verbal and written, provides a sound base for a good partnership to provide an effective educational program for all students. Full realization of the partnership will be achieved through on-going commitment and active participation by both home and school. The policy describes how federal and applicable state requirements for parental and family engagement will be met and sets the school's expectations and objectives for meaningful parent and family involvement and engagement. Specifically, we will do the following in order to build a capacity for parent/guardian involvement and engagement:

a. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables students to meet the challenging State academic standards, and the ways in which each parent will be responsible for supporting their children's learning; volunteering in their child's classroom; and participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time [1116 (d)(1)];
b. Provide assistance (materials and education) to parent/guardians of children served in understanding such topics as the school's curriculum, assessments, and proficiency level expectations, and how to work with educators to improve the achievement of their children [1116(e)(2)]. Efforts are made to assist parents in understanding challenging State academic content standards and the academic achievement levels established for students, the school curriculum, and school expectations and assessment results[1116(e)(1)];
c. Educate all school staff in the value and utility of contribution of parents/guardians; and in how to reach out to, communicate with, and work with parents/guardians as equal partners; implement and coordinate parent/guardian programs, and build ties between parents/guardians and the school [1116(e)(3)];
d. Coordinate and integrate, to the extent feasible and appropriate, parent/guardian involvement programs and activities that encourage and support parents/guardians in more fully participating in the education of their children [1116(e)(4)];

e. Ensure that information related to school and parent/guardian programs, meetings, and other activities is sent to the parents/guardians in a format and, to the extent practicable, in a language the parents/guardians can understand [1116(e)(5)];
f. Provide other reasonable support for parental involvement and involvement activities to ensure a sucessful partnership amongst the school, parents, and the community to improve student achievement [1116(e)(14)].

Providing the coordination, technical assistance, and support necessary to assist the school in planning and implementing effective parent/guardian involvement and engagement activities to improve the student academic achievement and school performance [1116(a)(2)(B)].
To the extent feasible and appropriate, parent and family engagement strategies will be coordinated and integrated with other relevant Federal, State, and local laws and programs [1116(a)(2)(C)]**.**

The following initiatives have been implemented at the school:
a. Annual Fall Federal and State Programs (including Title I) Parent Meeting to inform all parents/guardians of Federal and State Program requirements, their rights to be involved and provide input in school policies and planning, how progress is measured and how they receive feedback about their child's progress [1116(c)(1)].
b. Parent and family meetings are scheduled throughout the year to provide all parents with a description and explanation about the school's curriculum, assessments, and proficiency level expectations. Efforts are made to assist parents in understanding challenging State academic standards and the achievement levels established for students, the school curriculum, and school expectations and assessment results [1116(c)(4)(B)].
c. Parents/guardians have the opportunity to make arrangements to speak to their child's teacher regarding their child's progress throughout the school year.
d. Parent-Teacher Conferences are scheduled during the school year to give parents/guardians the opportunity to discuss and to get information pertaining to their child's academic progress.
e. Progress reports and report cards are sent home to notify parents of their child's performance and progress.
f. The principal will be available upon request to help parents/guardians better understand the state assessments.
g. Parent learning events and materials to help parents and families develop and use at-home skills that support their child's academic and social development.
h. Meetings are scheduled for parents to provide suggestions and direction relating to the education of their children and for the school to respond to any parent suggestions as soon as practicably possible [1116(c)(4)(C)].

Other activities that promote parent/guardian involvement and engagement (but not limited to):
a. School assemblies/ceremonies (parents invited)
b. Volunteer opportunities
c. Classroom observations (as requested)
d. Special event and reminder notices
e. Parent Room with community resources listed and computer access
f. Voice of Parent survey
g. Athletic and extra-curricular events (as they occur)

In order to develop a partnership between the home and the school, and to build meaningful, consistent, and effective communication, the information regarding school programs is provided to parents/guardians in a timely manner according to the following ways [1116(c)(4)(A)]:

a. Annual Federal and State Programs (including Title I) Parent Meeting
b. Annual Parent and Family Continuous School Improvement Meeting
c. The Parent and Student Handbook
d. Regular school and classroom newsletters
e. The annual school calendar
f. Report Cards
g. Parent-Teacher conferences
h. Parent and Family Engagement events
i. The School-Parent Compact
j. Bilingual staff or translators are available for interpretation and translation of important documents for limited English proficient parents/guardians and families of migratory children
k. School administration will meet with families who have limited English proficiency, families with members who have disabilities, families experiencing homelessness, and migratory families to provide information regarding support available to them [1116(f)]

Involving Parents/Guardians in the development of the Parent and Family Engagement Policy, continuous school improvement planning process and plan

Parents/guardians will be involved in the planning, review, and improvement of the school's parent and family engagement policy, and the joint development of the continuous school improvement plan, the intervention program, and the Parent and Family Engagement Plan [1116(a)(2)(F)], [1116(a)(3)(B)], [1116(c)(3)]. At least annually, the school, parents/guardians, and family members will be invited to evaluate the content and effectiveness of the Continuous School Improvement Plan, Parent and Family Engagement Plan, and the Intervention Program [1116(a)(2)(D)]. The school will offer a flexible number of meetings at different times to ensure as many parents/guardians as possible will have the opportunity to participate in the joint development and evaluation of the before-mentioned policies [1116(c)(2)].

The school, to the extent practicable, will provide full opportunities for the participation of parents/guardians with limited English proficiency, parents/guardians with disabilities, and parents/guardians of migratory children, including providing information and school reports required in a format, and to the extent practicable, in a language the parents/guardians understand.

Conducting, with the involvement of parents, an evaluation of the content and effectiveness of the parental and family engagement policy and initiatives in improving the academic quality of the school, including identify barriers to greater participation by parents in activities authorized by Title I.

Parents/guardians, family, and school staff members will be asked to evaluate the effectiveness of parent and family engagement policy initiatives and the level of responsiveness to parent and family concerns. The findings of such an evaluation will be published and made available for review by parents/guardians and will be used to design strategies for more effective parent/guardian involvement. The evaluation of the content and effectiveness of the parent and family engagement policy will identify [1116(a)(2)(D)]:

a. Barriers to participation by parents, including parents who may be economically disadvantaged, disabled, limited English proficient, limited literacy, or any racial or ethnic minority backgrounds;
b. The needs of parents and family members in assisting with the learning of the children;

c. Strategies to support successful school and family interactions.

All stakeholders will be given an opportunity to review, plan, and help improve Federal and State Programs (including Title I), including parent and family engagement activities and strategies that are implemented with Federal and State funds. Strategies and activities may include, but are not limited to [1116(a)(3)(D)]:

a. Providing professional development for school staff on parent and family engagement strategies;
b. Supporting parent, family, and community outreach programs;
c. Best practices for increasing parent and family engagement;
d. Collaborating with community partners or other vendors with expertise in increasing parent and family engagement.

Parents/guardians are responsible for submitting any comments and feedback if the Parent and Family Engagement Policy or if schoolwide plan is not satisfactory [1116(b)(4)], [1116(c)(5)]. Comments can be included in the formal survey given during planning and evaluation meetings, through open discussion, or through private means (mail, email, telephone) including anonymously. The feedback provided will be used by the school to design strategies for more effective parent and family engagement and to revise, if necessary, this Parent and Family Engagement Policy [1116(a)(2)(E)].

Jointly developing, with involvement of parents and the school, the school-parent compact and outlining shared responsibilities and means for improving student academic achievement.

The school-parent compact will address the importance of communication on an ongoing basis by the following means:

a. Describing the school's responsibility to provide high-quality curriculum and instruction in a supportive learning environment that enables students to succeed academically by meeting state standards [1116(d)(1)];
b. Describing the parents' responsibility to support their children's learning by participating in decisions relating to their children's education [1116(d)(1)];
c. Sharing, at least annually, the compact during parent-teacher conferences as it relates to student achievement [1116(d)(2)(A)];
d. Providing parents frequent reports on their children's progress [1116(d)(2)(B)];
e. Providing parents reasonable access to communicate with school staff on an individual or community wide basis [1116(d)(2)(C)];
f. Providing parents opportunities to volunteer and participate in their child's class, including observation of classroom activities [1116(d)(2)(C)];
g. Ensuring two way and meaningful communication, to the extent practicable, in a language family members can understand [1116(d)(2)(D)].

Collaboration Statement

All stakeholders will have the opportunity to contribute to the development of the Continuous School Improvement Plan, Parent and Family Engagement Plan, and the Title I Parent and Family Engagement Policy. Stakeholders include staff, parents/guardians, board members and community partners. All stakeholders are encouraged to participate in and attend parent meetings and family events. Stakeholders will have the opportunity to provide the school with feedback through written surveys. Feedback provided to the school through communication and the written surveys will be reviewed for incorporation into the Continuous School Improvement Plan, Parent and Family Engagement Plan, and Title I Parent and Family Engagement Policy.
Effective Date: 6.28.22

Parental Partnership: Visitor and Volunteer Guidelines

Visitors and volunteers are expected to review and honor the following guidelines while visiting or volunteering for the school. Violation of these guidelines endangers the safety of students and their right to an education. Those not abiding by these guidelines may be barred from the building and/or prevented from participating in future volunteer opportunities. Please contact the school's office for information on becoming a volunteer.

General

1. Potential volunteers must complete the appropriate level of background check before a volunteer assignment begins. Parents and guardians may complete the online Volunteer Authorization and Release form on the parents' form site to begin the background check process. Individuals who do not have access to the parents' form site can complete the Volunteer Authorization and Release form on the school's website as a community member.
2. All visitors and volunteers must be processed through the visitor management system, using their driver's license and must wear a form of identification provided by the school. They may also be required to submit to a criminal background check.
3. All visitors and volunteers must sign both in and out in the school office. They may not walk directly to any classroom unless given permission by the office staff.
4. All visitors and volunteers must reinforce and demonstrate the school's Moral Focus™ Philosophy.
5. The distribution of literature, without prior approval from a dean or the principal, is prohibited.
6. Visitors and volunteers must abide by staff instructions, asking for clarification if necessary.
7. Corporal punishment is prohibited.
8. The school is a public school with a Board policy of neutrality regarding religion. Visitors and volunteers may neither show preference for any one religion over any other religion nor share their personal religious views with students.
9. Appropriate dress is required.
10. The use of any of the following is strictly prohibited: tobacco, marijuana, e-cigarettes/vaporizers and paraphernalia, and alcohol.

Classrooms

1. The teacher is ultimately responsible for the students and activities in his/her classroom.
2. Volunteers should enter classrooms quietly and wait for a break in the activity before communicating with the teacher and students.
3. Student infractions must be addressed by the classroom teacher.
4. Classroom issues regarding students are confidential. Visitors and volunteers may not talk with others about the learning or disciplinary needs of any child other than their own.
5. Classroom visitors are allowed for a limited time and must have the principal's permission.

Field Trips

1. Volunteer drivers must provide a valid driver's license, proof of insurance, and a sufficient number of seat belts to transport their assigned students. Volunteer drivers,

overnight chaperones, and anyone in attendance of a field trip may be required to submit to a criminal background check.
2. Volunteers must follow all instructions provided by the teacher or school.
3. Smoking is prohibited in the presence of students.
4. Volunteer drivers must drive directly to the event and return directly to school (or pre-approved location) immediately after the event. “Side trips” are prohibited.
5. Volunteer drivers should leave radios off and avoid playing music.
6. Volunteers must behave appropriately when participating on field trips.

Field trips are a privilege, not a right, and participation is determined at the teachers’ and administrators’ discretion.

General School Procedures

Transportation

To get to and from school, students may receive rides from their parents or walk. Students who reside between 1.5 and 15 miles from school are entitled to yellow bus transportation or Metro Cards from their school district of residence. Parents of students who meet this requirement must submit a request to the student's school district of residence.

Meals

For grades K-8, the school schedule allows for a 45-minute lunch period. A nutritious lunch, including milk, may be purchased at school, or students may bring lunch from home. Breakfast will be served from 7:10 to 7:30 a.m.

All food/beverages must be brought into school with Scholars. Constant deliveries to classrooms disrupt instruction.

Your student's school is participating in Community Eligibility Provision (CEP), a Federal program which offers free meals to all enrolled students. Parents should complete a Household Information Survey as part of the program participation. These forms are available online or in the school's front office. The Household Information Survey determines the funding your student's school will receive to provide supplemental student support services. Incomplete forms may result in the elimination of these school services.

Recess

As in the classroom, the supervising adult is the authority during recess. When playing games, students are encouraged to include anyone interested in participating. Games that are abusive or demeaning are not permitted. All students are to remain in the designated recess area. Students may not use playground equipment while waiting for school to begin, waiting for rides, or following dismissal.

Field Trips

When students travel away from school, they are subject to the same rules, regulations, and appropriate politeness observed at the school. As in the classroom, the teacher will judge behavior as acceptable or unacceptable. Misbehavior or disregard of school policies can result in denial of field trip privileges. Signed permission slips must be on file with the teacher for each student on each field trip.

Lost and Found

The lost and found is located in the parent room. Unclaimed items are donated to charity at the end of each semester.

Personal Items

The school will not accept responsibility for the personal items of students. We expect students to leave belongings that are not necessary for their education at home. Any personal items that staff members judge to be unsafe, inappropriate for school, or interfering with students' educational focus will be confiscated and held in the office or remain in the possession of a staff member until the parents retrieve them. The school shall not be responsible for any items lost or damaged while in its possession.

Students shall not possess cell phones, smart watches, tablets, music players, video equipment, cameras, gaming devices, AI glasses, and electronic devices during the instructional day at school or school-related events. Subject to the Search and Seizure Practices and Procedures, the possession of such electronic devices during those restricted times constitutes the consent to search for and confiscate the device(s) by school personnel. Confiscated devices may be returned at the end of the school day.

Coaches and personnel in charge of extracurricular activities may make exceptions to this rule upon obtaining the principal's permission.

Any exceptions to this general rule sought by parents for specific health or safety concerns should be brought to the attention of the principal. The principal's determination is final.

Emergency School Procedures

In the case of severe weather (e.g., major snowstorm, ice storm, dangerous wind chills, heavy fog), the principal will notify local radio and TV stations regarding the decision to close school or delay its opening. A phone message will also be sent out to each family through our SchoolConnect calling system. In the event of closure, teachers will provide learning opportunities through the use of digital tools or materials relevant to current learning targets to promote every day as a learning day.

The school will follow the lead of the NYC Department of Education in its decision to close school due to weather.

Severe Thunderstorm Watch or Warning
If school is already in session when the watch or warning is issued, the school stays open. The staff takes safety precautions.

Tornado Watch
Students remain in school, and the staff takes safety precautions. Students are released to parents or other designated adults upon request.

Tornado Warning
All students and staff members remain in the building and take shelter in designated areas. Students may be detained beyond the usual dismissal time. Students are released to parents or other designated adults upon request.

Emergency Drills
Emergency drills are held throughout the year. In some instances, parents may be informed following a drill.

Tobacco Use and Non-Smoking Policy

The school is a non-smoking facility. Any form of smoking, including but not limited to e-cigarettes/vaporizers and paraphernalia, and tobacco use are prohibited anywhere on school property, in all indoor facilities, and in the presence of students.

Payments Made to School

Checks written to the school that are returned for insufficient funds are processed through a service called Payliance. If a check is returned, Payliance contacts the person who wrote the check to collect the check's face value plus a collection fee. If he/she cannot be contacted or

fails to respond properly, the check may be resubmitted to the bank with applicable collection fees.

Medical Information

To maintain a healthy learning environment, students are offered certain health services and are required to provide evidence of required immunizations.

Immunization Requirements

Within 14 days of the first day of school, parents must show proof of their child's up-to-date vaccinations OR provide a valid medical exemption from vaccination. A medical exemption is allowed when a child has a medical condition that prevents them from receiving a vaccine. There are no nonmedical exemptions to school vaccine requirements.

To attend or remain in school, students who are unvaccinated or overdue must receive at least the first dose of all required vaccines within the first 14 days. They also must plan to receive subsequent vaccines in the series within a 14-day period of when they are due to complete the immunization series.

Please refer to the New York State Department of Health website and the New York State Immunization Requirements for School Entrance/Attendance for the most current information regarding minimum required immunizations and important details for each age/grade level for the applicable school year.

Human papillomavirus (HPV) refers to a group of viruses with over 100 different strains or types. More than 30 of these viruses are sexually transmitted. Some of these viruses may lead to cancer. The virus lives in the skin or mucous membranes and usually causes no symptoms. There is no cure for HPV infection, although in many cases, the infection goes away on its own. The HPV vaccine is recommended for adolescents 11-18 years of age. Parents are encouraged to talk with their child's health care provider or local health department about HPV and immunization. More information is available at the Centers of Disease Control and Prevention's website.

Medication Administration

Only necessary medications that must be given during regular school hours will be administered.

All medications, whether prescribed (written instructions from a licensed prescriber are required for all prescription medication administered to students) or over the counter, require written permission from the custodial parent, who must complete the Medication Administration Permission form (one form per medication). The form must be renewed each school year or upon any change in medication or dosage.

A physician signature is required under the following conditions:

- All medications (prescribed and non-prescribed).
- Any possession or use of an inhaler or epinephrine injector.
- Any self-possession or self-administration of any medication.

Parents must include any prescribed treatment or care plan. An emergency care plan from the physician is required for asthma and epinephrine medications.

Prescribed medication must be delivered to the school in the original container, prepared and labeled by a pharmacy. The label must specify the name of the student, name of the licensed prescriber, name of the prescription drug, dosage, effective date, frequency of administration, and directions in a legible format. Over-the-counter medication must be in the original package with the student's name affixed to the package.

Medication supplied to the school must be in the exact dosage prescribed. The individual administering medications is not responsible for dividing or splitting pills.

All medication must be picked up by parent/guardian at the end of the school year or upon a student's withdrawal. Any medication not picked up will be discarded.

If a parent is accompanying their child on a field trip, the parent will be required to administer the child's medication.

Notifications

Rights Under FERPA

The Family Educational Rights and Privacy Act (FERPA) affords parents certain rights with respect to their child's education records. These rights are:

- The right to inspect and review the student's education records within 45 days of the day the school receives a request for access. Parents should submit a written request to the school principal clearly identifying the record(s) they wish to inspect. A school official will make arrangements for access and notify the parents of the time and place the records may be inspected.

- The right to seek an amendment of the student's education records that the parent believes are inaccurate, misleading or in violation of the student's rights of privacy. Parents should submit a written request to the school principal, clearly identifying the part of the record they want amended and specifying its inaccuracy. If the school decides not to amend the record as requested, it will notify the parents of the decision and advise them of their right to a hearing to challenge the content of the student's education records. Hearing procedures will be provided to the parents when a hearing is requested.

- The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. The school does not need written consent to disclose a student's education records if the disclosure meets one or more of the following conditions and the disclosure is to or for: (see 20 U.S.C. §1232g; 34 CFR Part 99.31):
    1. School administrators, teachers, support staff, and NHA personnel which have a legitimate educational interest
    2. Persons or organizations with whom the school or NHA has outsourced services or functions and which have a legitimate educational interest (e.g., attorneys, auditors, medical consultants, special and supplemental education providers, therapists)
    3. Officials of another school where the student seeks or intends to enroll or where the student is already enrolled so long as the disclosure is for purposes related to the student's enrollment, and as long as a proper records release request is received by the sending school
    4. Certain federal and state officials and educational authorities (for audit, evaluation, reporting, or compliance purposes) or state and local authorities concerning the juvenile justice system in accordance with state statute
    5. Appropriate parties in connection with financial aid to a student
    6. Organizations conducting studies for, or on behalf of, the school or NHA to develop, validate, or administer predictive tests, administer student aid programs, or improve instruction
    7. Accrediting organizations to carry out accrediting functions
    8. Compliance with a judicial order or lawfully issued subpoena after the school makes a reasonable effort to notify the parent of the order or subpoena
    9. Appropriate parties, in connection with an emergency if knowledge of the information is necessary to protect the health or safety of the student or other individuals.

- The right to file a complaint with the U.S. Department of Education concerning alleged failures by the school to comply with the requirements of FERPA:

  Family Policy Compliance Office
  U.S. Department of Education
  400 Maryland Avenue SW
  Washington, D.C. 20202-5920

Right to Know under Federal Law

Parents of students have the right to know the professional qualifications of the school's classroom teachers and the school must give this information to parents in a timely manner if they ask for it. Specifically, parents have the right to ask for the following information about each of their child's classroom teachers:

- Whether the State Department of Education has licensed or qualified the teacher for the grades and subjects he/she teaches
- Whether the State Department of Education has decided that the teacher can teach in a classroom without being licensed or qualified under state regulations because of special circumstances
- The teacher's college major
- Whether the teacher has any advanced degrees and, if so, the subject of the degrees
- Whether any teachers' aides or similar paraprofessionals provide services to their child and, if they do, their qualifications

Rights Under the Protection of Pupil Rights Amendment

The Protection of Pupil Rights Amendment (PPRA) affords parents certain rights concerning student privacy, parental access to information, and administration of physical examinations to minors. These include the right to:

- Consent before students are required to submit to a survey, which is funded in part or in whole by a program of the U.S. Department of Education, that concerns one or more of the following protected areas ("protected information survey"):
    1. Political affiliations or beliefs of the student or student's parent
    2. Mental or psychological problems of the student or the student's family
    3. Sexual behavior or attitudes
    4. Anti-social, demeaning, illegal, or self-incriminating behavior
    5. Critical appraisals of others with whom respondents have close familial relationships
    6. Legally-recognized privileged relationships, such as with lawyers, doctors, or ministers
    7. Religious affiliations, beliefs, or practices of the student or parent
    8. Income, other than as required by law, to determine program eligibility

- Receive notice and an opportunity to opt a student out of the following:
    1. Any other protected information survey, regardless of funding
    2. Any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of the student (except for hearing, vision, scoliosis, or any other physical exam or screening permitted or required under state law)
    3. Any activity involving the collection, disclosure, or use of personal information or the marketing, selling, or distributing of such information to others

- Inspect the following, upon request and before administration or use:
    1. Surveys created by a third party before their distribution by a school to its students
    2. Instruments used to collect personal information from students for marketing, sales, or other distribution purposes
    3. Instructional material used as part of the educational curriculum

The school protects student privacy in the administration of protected surveys and the collection, disclosure, or use of personal information for marketing, sales, or other distribution purposes. The school will also both directly notify parents through U.S. Mail, e-mail, parent meetings, or the Parent and Student Handbook of the specific or approximate dates (if such events are planned and/or scheduled) of the above activities and provide an opportunity to opt a student out of participating in them. *Parents who believe their rights have been violated may file a complaint with*:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue SW
Washington, D.C. 20202-5920

Scouting America

The school does not discriminate against any group officially affiliated with either Scouting America or any other youth group listed in Title 36 of the United States Code (as a patriotic society) that wishes to conduct a meeting within an open forum. The school does not deny such access or opportunity or discriminate for reasons based on the membership or leadership criteria or the oath of allegiance to God and country of Scouting America or the youth groups listed in Title 36 of the United States Code (as a patriotic society).

Title IX

If students, their parents/guardians, or anyone else on their behalf believe they have been subjected to discriminatory harassment, including but not limited to harassment related to the students' sex, sexual orientation, gender, gender identity and expression, or pregnancy by school board members, staff, students, vendors, contractors, or other persons doing business with the School, it should be immediately reported to the school principal (Academy or designee) of the school and should provide specific details regarding the event, the date of the event, and the parties involved. The complaint will be considered confidential and will be expeditiously investigated by the Academy or designee with the assistance of NHA legal counsel as necessary and appropriate.

The School intends to comply with Title IX of the Education Amendments Act of 1972, which states, in part: "No persons in the United States 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 financial assistance...."

As such, the School does not discriminate on the basis of sex in its education program or activities, and is required by Title IX and its regulations not to discriminate in such a manner. This requirement not to discriminate in the education program or activity extends to admission and employment.

The following person shall be the Compliance Officer/Title IX Coordinator and is responsible for investigating any complaint alleging noncompliance with Title IX.

Roxanne Thomas
2635 Linden Blvd.
Brooklyn, NY 11208
Phone: (718) 348-9360
79.rthomas@nhaschools.com

Any person may report sex discrimination, including sexual harassment (whether or not the person reporting is the person alleged to be the victim of conduct that could constitute sex discrimination or sexual harassment), in person, by mail, by telephone, or by electronic mail, using the contact information listed for the Title IX Coordinator, or by any other means that results in the Title IX Coordinator receiving the person's verbal or written report. Such a report may be made at any time (including during non-business hours) by using the telephone number or electronic mail address, or by mail to the office address, listed for the Title IX Coordinator.

Inquiries about the application of Title IX and its regulations to the School may be referred to the Title IX Coordinator, to the Assistant Secretary for Civil Rights of the Department, or both.

A specific procedure for grievances related to Title IX issues is set forth as the "Title IX Grievance Procedure." 34 CFR 106

The language above will be posted on the School's website within two clicks of the home page; in other School-related documents made available to students, parents, staff, and applicants (e.g., student newspapers, parent newsletters, student handbooks, employee handbooks, application forms, recruiting materials, etc.).

Unsafe School Choice Option

A student attending a persistently dangerous school or a student who is a victim of a violent criminal offense on school property has the right to transfer to another safe school in the district, if his/her parent requests a transfer. If there is not another safe school in the district providing instruction at the student's grade level, the school shall contact neighboring districts to request that the student be permitted to transfer to a school in one of those districts.

Asbestos Management Plan

The Asbestos Hazard Emergency Response Act (AHERA) requires us to annually notify parents, students, staff members, and others who regularly occupy the school building of compliance with AHERA. An Asbestos Management Plan (AMP) has been developed for the school and is on file in the school office. Parents may schedule an appointment with the principal if they wish to review the AMP.

Pesticide Notification

The school aims to control pest populations and to reduce the use of active pesticides throughout the school by implementing an integrated pest management program. The health and safety of all persons within the school's facilities are of primary concern. In addition to providing parents with this annual notification, the school will notify parents in advance of individual pesticide applications of non-emergency applications of pesticides such as an insecticide, fungicide, or herbicide, other than a bait or gel formation, that is made to the school ground or building. Please note that notification is not given for the use of sanitizers, germicides,

disinfectants, or antimicrobial cleaners. In certain emergencies, such as an infestation of stinging insects, pesticides may be applied without prior notice to prevent injury to students, but parents will be notified following any such application. Advance notice will be posted on the front door and posted in a public, common area of the school other than the entrance. A parent can also request to be notified by letter postmarked at least 72 hours before the application is to take place. Please contact the school office if you wish to be notified by letter or wish to review the school's integrated pest management program or records. Your school will provide additional information regarding this.

Safety Notification

Chancellor's Regulation A-418 requires us to annually inform parents about the means through which information about registered sex offenders may be obtained. These means include the New York State Division of Criminal Justice Services website, also accessible by telephone at 1-800-262-3257. The school also maintains any notifications it receives from the New York City Police Department.

Complaint Procedures

Any individual or group may bring a complaint to the board of trustees* of the school alleging a violation of the New York State Charter Schools Act, the charter school's charter, or any other provision of law relating to the management or operation of the charter school. If the individual or group determines that the board of trustees has not adequately addressed the complaint, the complainant may present the complaint to the Chancellor of the New York City Department of Education, which shall investigate and respond. Thereafter, if the individual or group determines that the Chancellor of New York City Department of Education has not adequately addressed the complaint, the complainant may present the complaint to the Board of Regents/State Education Department, which shall investigate and respond. Board of Regents Rule 8 NYCRR § 3.16 delegates to the Commissioner of Education the authority to receive, investigate, and respond to complaints, and issue appropriate remedial orders on behalf of the Board of Regents. The Commissioner's decision will be final.

National Heritage Academies' Parent Relations Department provides assistance to parents and the school by resolving concerns and assisting with parenting issues that influence children's education. The classroom teacher and principal should be the first line of communication. Parent Relations will work with parents and the school to bring about a satisfactory resolution. Parent Relations can be reached at 877-642-7471, Monday through Friday, from 8:00 a.m. to 4:30 p.m.

*The board of trustees may be contacted by sending or personally delivering a written complaint to this address:

Brooklyn Scholars Charter School
Attn: Board President
2635 Linden Blvd.
Brooklyn, NY 11208-4907

School-Parent Compact

Brooklyn Scholars Charter School and the parents of enrolled students agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards.

This school-parent compact is in effect during school year 2025-2026.

School Responsibilities: Brooklyn Scholars Charter School will:

- Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables children to meet the State's student academic achievement standards as follows: employing state qualified teaching staff and providing intervention support to the most academically at-risk students at the school.
- Hold parent-teacher conferences at least annually during which this compact will be discussed as it relates to the individual child's achievement. Adequate notice will be provided to parents of conference scheduling.
- Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows: the distribution of progress reports and report cards on a regular basis along with updates given during parent-teacher conferences and informal meetings with parents and teachers.
- Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows: during parent-teacher conferences, via regular email and phone communication with parents, through SchoolConnect and also during more informal consultations on an as-needed basis.
- Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows: notices regarding volunteer opportunities will be posted in the hallways of the school and communication will also be sent out via the school newsletters and SchoolConnect.

Parent/Guardian Responsibilities: We, as parents, will support our children's learning in the following ways:

- I understand that my child is enrolled in this school, so he/she has opportunities to achieve.
- I realize that the expectations and standards at this school are high and agree to support them.
- I understand and agree to be bound by all provisions outlined in the Parent and Student Handbook and acknowledge receipt of the Parent and Student Handbook by signing below.
- I will monitor my child's attendance and homework completion.
- I will participate in parent-teacher conferences and volunteer for school activities when possible.
- I will stay informed about my child's education and communicate with the school by promptly reading all notices from the school either received by my child, by mail, SchoolConnect or other means and responding, as appropriate.
- I will serve, to the extent possible, on policy advisory groups, such as being a parent representative on the school's Continuous School Improvement Team, or other school advisory or policy groups.

- I understand that my child must behave respectfully and responsibly to protect the safety, interest, and rights of others in the school. I will model appropriate behavior while in the school.

Please add any other commitment statements you would like to note:

_____

_____

_____ _____
Parent/Guardian Signature Date

_____ _____
Parent/Guardian Signature Date

Student's Commitment: I fully commit to this school in the following ways:

- I am enrolling in this school because I want to achieve. I will put forth my best effort every single day.
- I agree with my school's expectations, standards, and requirements because I have high expectations for myself.
- I understand and agree to follow the Student Code of Conduct and Dress Code in the Parent and Student Handbook.
- I will attend school all day, every day, unless I have an excused absence.
- I will complete my homework, submit it on time, and contact my teacher about any questions.
- I will behave respectfully and responsibly to protect the safety, interests, and rights of others in the school. I will accept responsibility for my actions.

Student Signature	Student Printed Name	Date	Grade
Student Signature	Student Printed Name	Date	Grade
Student Signature	Student Printed Name	Date	Grade
Student Signature	Student Printed Name	Date	Grade

Teacher's Commitment: I fully commit to this school in the following ways:

- I will provide each student opportunities to achieve.
- I will communicate with parents on a regular basis via personal contact, weekly newsletters, SchoolConnect or progress reports and will make myself available to students and parents for any concerns they may have.
- I will display integrity and respect to students, parents, and staff members through my words and actions.
- I will protect the safety, interests, and rights of all individuals in the classroom.

Teacher Signature	Teacher Printed Name	Date

School-Wide Volunteer Opportunities

The school Board of Trustees and staff members support the school's commitment to parental involvement, believing strongly that it is a main ingredient for student success. On the back of this page is a listing of the volunteer opportunities available to parents at the school. The committees are listed first, followed by committee support and other opportunities. Please check all opportunities in which you are interested. As you participate in these opportunities, you will be fulfilling the School-Parent Compact by helping to provide an exemplary educational experience for our students. Thank you in advance for helping make our school exemplary for our children.

Volunteers may be required to submit to a criminal background check.

Parent name(s): _____

Address: _____

Phone number: _____

Best time to be reached: _____

Children's names and grades:

Name: _____ Grade: _____

Name: _____ Grade: _____

Name: _____ Grade: _____

Name: _____ Grade: _____

Name: _____ Grade: _____

Please check all opportunities in which you are interested.

_____ **Picture Day Volunteer**
Assist teachers and the photographer with managing the students during picture day

_____ **School Day Trips Volunteer**
Provide support to the teacher and students during school day trips

_____ **Lunch/Playground Supervision**
Supervise classes during breakfast/lunch or recess on a weekly, bi-weekly, or monthly basis