



**SOUTH
BRONX
COMMUNITY**
CHARTER HIGH SCHOOL

STUDENT & FAMILY HANDBOOK
2023-2024

*Promoting student academic excellence through an emphasis on academic,
personal and professional skills in a supportive and responsive learning
environment.*

Email: info@southbronxcommunity.org

Website: www.southbronxcommunity.org

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Dear Students, Families, Guardians and Friends,

Welcome to South Bronx Community Charter High School (SBC). We are excited to be partnering with you and looking forward to a productive and successful school year. At SBC, we strive to help each student reach his/ her potential and become his/her ideal self. We accomplish this work by emphasizing academic, personal and professional skills development in a supportive and responsive learning environment. We respect our students for who they are and the future young professionals, community leaders and fulfilled, self-aware, and resource-ful adults they represent.

This handbook contains useful information about our expectations, policies and procedures. It also details responsibilities for SBC students, staff, leaders, families and guardians. We hope that you find it an informative resource and look forward to working with you throughout the school year. In advance, thank you for taking an active part in your child's education.

Sincerely,

A handwritten signature in black ink, appearing to read "John Clemente and Natalie Ferrell". The signature is written in a cursive style with some overlapping loops.

John Clemente and Natalie Ferrell
SBC Co-Founders

Core Features

Mission

South Bronx Community Charter High School promotes student excellence through an emphasis on academic, personal and professional skills in a supportive and responsive learning environment. SBC students graduate with a positive sense of self, ready to design and realize their futures in college, community and career.

Key Elements

Inspired by local and national movements to address disparities in student outcomes, like the New York City's Young Men's Initiative and My Brother's Keeper, SBC envisions a future where all young men and women are achieving at high levels of academic success. Our educational program and its four principal elements are specifically designed to advance this vision. We view education as a means to economic security and productive adulthood. Subsequently, we help our students to develop the abilities to design their own futures using a transferable skill set that includes problem-solving, collaborating and leading.

At SBC every student is held to a high standard of performance. We provide each one with the personalized support s/he needs to succeed and we, adults and students, co-construct strategies that continuously enhance our community. At SBC all learning is transparent. The design and use of our competency framework allows every student to know his or her learning target and what is needed to advance, improve and achieve. At SBC, students are working at different paces consistent with their needs. They receive individual and small group feedback and have frequent access to adult support. SBC students are assessed based on their ability to apply knowledge and skills to real-world problems and situations. They are provided multiple opportunities for revision and

reflection and supported in developing social-emotional skills and mindsets that contribute to persistence and their ultimate success.

At SBC, students have a positive sense of self, being able to articulate their worth, strengths and abilities. South Bronx Community Charter High School represents the integration of four core design elements and we draw implementation insights from schools like EPIC North, EPIC South and Nelson Mandela High School for Social Justice which all share common elements and aims. Our four elements are: competency-based teaching and learning; cultural responsiveness; supportive staffing; and adaptive operations and management. We believe, based on research and through practical experience implementing the three new high schools, that SBC's distinguishers create the conditions for high student achievement, excellence and success.

COMPETENCY-BASED ACADEMIC PROGRAM

- *We believe that a high school diploma should signal competence and readiness.*
- *We believe that grades should clearly communicate what students know and are able to do.*
- *We believe that learning pathways should be shared and transparent to students.*
- *We believe that students should be challenged and supported to learn at increasingly independent levels over time.*

South Bronx Community Charter High School's competency-based approach allows students to progress based on mastery of skills, rather than time spent in class meaning that no student is left behind and all are held to a rigorous standard that will prepare them for college and career. The principal focus is to help students develop and demonstrate competencies — clear actionable learning targets, such as the ability to read analytically — that demonstrate their academic,

personal and professional readiness.

Competencies are aligned to the Common Core and assessed through students' fulfillment of performance tasks — rigorous, engaging and complex projects. Because learning pathways are accessible online, students move at their own pace, and receive support as needed. Teachers' shared focus on a set of competencies mean that students have multiple opportunities to encounter and master core critical thinking, reading and writing skills across domains.

CULTURAL RESPONSIVENESS

- *We believe that it is important to honor student identity.*
- *We believe that strong relationships between staff and students are at the core of an effective learning model.*
- *We believe student empowerment and investment are essential to building authentic community.*
- *We believe learning experiences must provide a window and mirror for students.*

Student engagement is a major factor in preventing student dropout. SBC uses culturally responsive education practices to promote students' sense of belonging, positive school culture and attendance. Culturally Responsive Education is the simple but powerful contention that achievement is anchored not just in building from one's existing strengths but in full engagement of one's self and lived experience. At SBC, this includes incorporating student choice and voice in curriculum, examining personal identity through a weekly rites of passage program, and holding students accountable through restorative justice as an alternative to zero-tolerance discipline.

BALANCED STAFFING AND SCHEDULES

- *We believe that we can assess social and emotional learning (SEL).*
- *We believe that SEL skills are contextual and best*

Core Values

EMPOWERMENT

Students make important decisions about the direction of their learning and their lives. At SBC, we listen to our young people and, instead of prescribing paths, we present options, and teach skills pertaining to leadership and choice.

PERSONALIZED AND APPLIED LEARNING

Learning is built upon a sense of self and connects wherever possible to practical experience. At SBC, all students and staff maintain personal growth plans that engage strengths to surmount challenges and that emphasize application.

INCLUSION AND SERVICE

We embrace the communities already in our students' lives just as we guide them to forge new ones. At SBC, honoring who we are is intimately bound with deciding who we'll be through acts of service and connection.

CULTURAL RESPONSIVENESS

Cultural biases in education are rooted out and all students' senses of place and perspective are reflected in content and pedagogy. At SBC, instruction connects students to their heritage and expands access points to learning.

CONTINUOUS GROWTH AND DESIGN FOR TRANSFORMATION

Students and staff understand how future ability evolves from present ability and approach learning to improve both the self and the world. At SBC, we encourage our students to take risks, learn from failure and design a better future.

COLLECTIVE RESPONSIBILITY

We each exist as unique and powerful learners but we also work together to transform our community and our- selves. At SBC, our learning community operates on the moral principle of Ubuntu — "I am because we are."

General Information

Academic Calendar 2023-2024

Dates subject to change

Date	Day	Event
August		
14-25	Mon- Fri	Staff Summer Orientation
28-31	Mon-Thurs	9th Grade Summer Bridge, Rising 12th Grade International Trip
September		
1	Friday	Staff PD- No Classes
4	Monday	Labor Day - School Closed
5-6	Tues-Wed	Staff PD - No Classes
7	Thursday	First Day of School
28	Thursday	Back To School Night
October		
9	Monday	Indigenous People's Day - School Closed
11	Wednesday	SAT - 12th grade PSAT/NMSQT - 11th grade Algebra I Regents Diagnostic - 10th grade CCRA+ - 9th grade
31	Tuesday	Full Day Staff PD - No Classes
November		
7	Tuesday	Election Day - Curriculum Planning Day, No Classes
16-17, 20	Thurs-Mon	Quarterly Intensive/Student Led Conferences
21	Tuesday	Friendsgiving
22	Wednesday	Broader Leadership Retreat
22-24	Wed-Fri	Fall Break - No Classes

December		
25-31	Mon-Fri	Winter Break - School Closed
January		
1	Monday	Winter Break- Schools Closed
2	Tuesday	Full Day Staff PD - No Classes
3	Wednesday	Classes Resume
15	Monday	Dr Martin Luther King Day - School Closed
22-26	Mon-Fri	Mid-Year Intensive/Regents Exams/Intervention Meetings (Algebra, LE, ELA)
29	Mon	City-wide PD Day- Curriculum and Grading (Internal)
30	Tuesday	Spring Semester Begins
February		
19	Monday	Presidents Day - School Closed
20	Tuesday	Broader Leadership Retreat
19-23	Mon-Fri	Mid-Winter Break - No Classes
26	Monday	Full Day Staff PD - No Classes
27	Tuesday	Classes Resume
March		
27-29	Wed-Fri	Mid-Semester Mastery Intensive/Spring Student Led Conferences
April		
1	Monday	Staff PD Day
9	Tuesday	SAT - 11th grade PSAT - 10th grade Living Environment Mock Regent - 9th Grade
10	Wednesday	Curriculum Planning Day - No Classes (Broader Leadership

22-26	Mon-Fri	Spring Break - No Classes
29-30	Mon-Tues	Spring Break - No Classes
May		
1	Wednesday	Classes Resume
23-24	Thurs-Fri	9th Grade ROP Trip
27	Monday	Memorial Day - School Closed
28	Tuesday	Gateway Schedule Begins
June		
6	Thursday	Full Day Staff PD - No Classes
14-26	Friday-Wed	Regents Exams
19	Wednesday	Juneteenth - School Closed
25	Tuesday	Graduation (Tentative)
26	Wednesday	CommUnity Day- Last Day of School for Students
27-28	Thurs-Fri	Summer Break - School Closed
July		
1-5	Mon-Fri	Summer Break - School Closed
8-26	Mon-Fri	Summer Mastery Intensive
29-31	Mon-Wed	12th Month Staff Vacation
August		
1-9	Thurs-Fri	12th Month Staff Vacation
12	Monday	Staff Orientation Begins

Weekly Schedule and School

Hours

Monday	Arrival: 9:00am Dismissal: 1:30pm
Tuesday	Arrival: 9:00am Dismissal: 4:00pm
Wednesday	Arrival: 9:00am Dismissal: 4:00pm
Thursday	Arrival: 9:00am Dismissal: 4:00pm
Friday	Arrival: 9:00am Dismissal: 4:00pm

Any changes to the schedule will be informed to parents via e-mail, phone call and/or letter.

Arrival and Dismissal

Students may enter the building beginning at 8:30am each morning. Upon entering, students are greeted by SBC's staff members. They then have the option of proceeding to the Commons (cafeteria) to eat a healthy breakfast. Students need to finish breakfast by 8:55am in order to be present at morning circle by 9:00am. Note: we recommend that students who wish to have breakfast at school, arrive at school by 8:40am at the latest in order to have plenty of time to eat. Students are dismissed at 1:00pm on Mondays and at 4pm Tuesday through Friday. Students are dismissed through the same exit they use to enter the building.

Public Transport to and from SBC

South Bronx Community, like most high schools in NYC, does not offer school bus services for students, but rather offers students MetroCards to travel to school. Metro- Cards are provided by the NYC Department of Education, Office of Pupil Transportation (OPT) for use by students on city buses and subways. MetroCards are assigned by the OPT based on the distance a student lives from school. The table below summarizes how Metrocards are assigned:

MetroCard can only be used by students. If they let anyone else use or borrow it, a police officer or transit personnel can take away their card. If they alter or damage the card on purpose or use it in any other way than intended, it may be confiscated, and the individual responsible for misuse may be fined or arrested.

MetroCard eligibility will be assigned by the OPT after July 15th each year (not all students are eligible for MetroCards). To determine your eligibility, visit: <http://schools.nyc.gov/Offices/Transportation/ServicesandEligibility/BusTransportation/default.htm>. You can find the approximate distance from your home to the school by using Google walking maps (<https://maps.google.com/maps>). If you have any questions or concerns about your child's commute to and from school, please contact our main office. We want to ensure that all students can get to school safely and efficiently, and we will work with you to address your questions or concerns.

You may also visit schools.nyc.gov/Offices/Transportation for general information relating to city-wide school transportation. Alternatively, you may call (718) 392-8855. Finally, if your child has an Individualized Education Program (IEP) that requires busing, we will work with the OPT to accommodate your child.

Lives less than 1/2 mile from school	Lives 1/2 mile or more from school, but less than 1 1/2 mile	Lives 1 1/2 mile or more from school
Not Eligible for Metrocard	Eligible for half-fare MetroCard (these MetroCards may be used on buses only)	Eligible for Full-Fare Metrocard (these MetroCards may be used for all buses and trains)

Note: students may receive two replacements for lost or damaged MetroCards, per school year. Students should contact SCB's Campus Manager, to complete a form for a replacement. There is a one-week waiting period for processing between the time of completing the form and then receiving a replacement card. Families should make arrangements to provide/pay for transportation during this time

School and Family Communication

Visiting SBC/ Classroom Visits

SBC is a school that encourages interaction with the wider community. The establishment of a friendly and informative professional community is a priority. When authorized individuals enter our facility, they will check in with security and be supplied with visitor name tags. They will also check in with the Campus Manager at our main desk. All students and staff are encouraged to be ambassadors for our school. Students are encouraged to introduce themselves to all visitors, share information about our school and answer questions. Whenever possible, a panel of students will be available to introduce key elements of the school and answer visitor questions. They will also accompany visitors on classroom visits and provide context for project work.

Website and Online Student Portal

All families will have access to SBC's Learning Management System, Schoology, where they can log on and see their student's progress on work. Students will access their assignments and will receive grades in this portal. In addition, SBC plans to add a section for families on the website with important information and regular updates.

Student Led Conferences

At SBC, we believe that the Student - Led Conference model embodies all of the positive aspects of the traditional parent-teacher conference model, with additional benefits for the student and family. In student-led conferences the child is not only present, but in charge of explaining his or her progress, showing evidence of that

progress, reflecting on accomplishments, and setting short and long-term goals. For our high schoolers, this

allows them to take more ownership of the learning process and prepares them for the level of accountability that will be expected in college and career. Student Led Conferences will take place three times per year in November, March and June. Dates will be shared at the beginning of the school year.

Family Involvement at SBC

Family involvement at SBC is essential to creating an effective school community in which all students succeed. We look forward to partnering with families and would appreciate family support in the following areas:

1. *CREATING AN EFFECTIVE LEARNING ENVIRONMENT AT HOME*
 - a. Set a schedule and structure to make sure your child completes schoolwork.
 - b. Limit TV and "electronic" time.
 - c. Keep books and other reading materials available and set aside a time to read each day.
2. *LEARNING ABOUT AND SUPPORTING SBC'S VALUES AND PROGRAMS*
 - a. Encourage your child to participate fully in fieldwork and extended trips.
 - b. Be familiar with and discuss with your child the contents of this handbook.
 - c. Attend school-wide activities during the year.
3. *STAYING INFORMED ABOUT YOUR CHILD'S PROGRESS*
 - a. Attend all student led conferences
 - b. Attend formal presentations of student work when possible
 - c. Read teacher communications and promptly return permission slips and other communications asking for family response.

VOLUNTEER OPPORTUNITIES

Family and Community Volunteers enrich the life of SBC and provide invaluable support for student success. At SBC we value adults as responsible models for students, and so we value the modeling of community service. We recognize that students need to increase their familiarity with their community and with the range of roles that adults play professionally and as citizens. Any time that is spent by adults in supporting SBC is deeply appreciated. Examples include:

1. Additional adults can assist with targeted discussion or feedback on work in progress, or they can serve as an audience when students present completed work.
2. Since some learning occurs out of the building in fieldwork settings, adult volunteers are needed on field trips and service learning experiences. Additional adult supervision is often helpful, allowing for smaller groupings of students and more individual attention.
3. Before the end of the 9th grade year, panels are convened to review “gateway projects” and to listen to students defend their work. The panels include community members and “experts,” as well as family members.
4. In a school that encourages community engagement and a culture of warmth and acceptance, there are times when family members are needed to provide refreshments or supplies for events or to host or supervise events.

Procedures for Parent/Guardian Concerns

Any individual or group may bring a complaint to the School's attention. This policy describes both the formal and informal complaint processes, corresponding to different types of alleged violations. Although any individual or group may bring a formal complaint, our school has established an informal complaint process to expeditiously resolve matters in question. Complaints that do not involve an alleged violation of our school's charter or charter law should be addressed through the informal process described below.

Informal Complaint Process

Often, issues or complaints can be resolved informally and do not need to involve the formal complaint process described below. Using the informal process does not

prevent you from using the formal complaint process later. If you elect to follow the informal complaint procedures to resolve a complaint appropriate for a formal complaint, you shall be permitted at any time to stop the informal complaint procedures and initiate formal complaint procedures.

The informal process is for issues that do not involve a violation of the charter or law. Informal complaints are those such as problems with assigned teachers or classes, or issues with grades, promotion, or retention. Using the informal approach may result in a more timely resolution of the issue.

Even issues involving a violation of the charter or law may be resolved informally, and you may wish to use this avenue before making a formal complaint.

Below is the process for stakeholders to file informal complaints.

To make an informal complaint, provide your concerns, in writing, to the appropriate staff member described in the following steps. Addressing your complaint as soon as it arises and at the lowest possible administrative level will allow for early resolution. Please follow the following steps:

Teacher

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

Head of School

If the issue is not resolved with the teacher, or the family has not heard back from a teacher within a reasonable amount of time (48 hrs. for a response), the family may submit the complaint to the Head of School.

Executive Director

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

Board of Trustees

If after working with the Executive Director, the issue is still unresolved, or the issue involves the Executive Director directly, the family may send their concern in writing to the Chair of the Board of Trustees, either via email at chairperson@southbronxcommunity.org via mail to: Chair of the Board, South Bronx Community Charter School, 1110 Washington Avenue, Bronx, NY 10456. The Board of Trustees will then investigate the concern and provide a written response back to the family within 45 days.

Formal Complaint Process

Section 2855 (4) of the NYS Charter Schools Act provides a formal complaint process for use by individuals (including parents) or groups who believe that a charter school has violated a term of its charter, a provision of the NYS Charter Schools Act, or any other provision of law relating to the management or operation of the charter school. Families making a formal complaint do not have to follow the informal process and can file a complaint directly with the Board of Trustees.

All formal complaints must be submitted via email at chairperson@southbronxcommunity.org via mail to: Chair of the Board, South Bronx Community Charter School, 1110 Washington Avenue, Bronx, NY 10456.

The contents of the letter/email should include a detailed written statement of the nature of the complaint including the names of the individuals involved and the time, date, and place the incidents and/ or actions at issue occurred; an allegation referring to the specific term of the charter or provision of law that the School has violated, what response, if any, was received from the School thus far, what relief the complainant is seeking, and the name, address, and phone number of the complainant.

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

If, after an individual or group makes a complaint to the school's Board of Trustees alleging a violation of the provisions of the school's charter or of any provision of law relating to the management or operation of the school, the individual or group believes that the Board of Trustees has not adequately addressed the complaint, they may present that complaint to the NYS Board of Regents¹.

Bringing a Complaint to the Board of Regents

The Board of Regents has delegated the authority to the Commissioner of Education to handle complaints brought to the Regents concerning charter schools. All complaints brought to the Board of Regents/Commissioner concerning charter schools must be submitted in writing to the State Education Department's Charter School Office, either via mail at the address below, or via email (charterschools@nysed.gov):

Charter School Office
NYS Education Department
89 Washington Avenue
Albany, NY 12234

If sent by email, the subject line of the email should read:

"Complaint: South Bronx Community Charter High School"

The contents of the letter/email should include:

(i) A detailed statement of the complaint including the provision of the school's charter or law that you allege has been violated.

(ii) What, if any, response you received from the school's Board of Trustees.

(iii) Copies of all relevant correspondence between you and the school and you and the New York State Education Department if applicable. (You should maintain copies of all correspondence and materials for your own files.)

(iv) What specific action or relief you are seeking.

(v) Contact information for you – name, address, email address, telephone number.

For more information about the NYS Board of Regents' guidelines for filing complaints or grievances, you may email the NYS Board of Regents at the following email address:
charterschools@nysed.gov

¹ For more information, see <http://www.p12.nysed.gov/psc/complaint.html>.

School Wide Policies

Attendance

- Regular, punctual school and class attendance is essential to a student's educational success. Unless a student is excused, attendance is required every day.
- Excused absences include: personal illness, appointment with a health professional that could not be scheduled after school, observance of a religious holiday, a family emergency, or a planned absence for a personal or educational purpose that has been approved in advance by the school.
- Upon returning to school after an absence, a student is required to provide a note signed by a parent or guardian that explains the reason for the absence. A doctor's note is requested when the reason for absence included an appointment. Without a note, the absence is marked as "UNEXCUSED."
- Students who arrive after school begins must sign in at the main office before going to first class.
- Students who are late to Morning Meeting will be responsible for developing plans with their advisors that effectively restore their commitment to the school community.
- Each student's permanent transcript indicates the number of absences and latenesses per school year, and this record is sent with college, post-secondary program and employment applications.

Student Dress Code

At SBC, we want to ensure we set up every student for success by maximizing their focus on academics, nurturing their personal and professional skills and promoting a responsive learning environment. The student dress code applies to all students for the entire school day. The dress code also applies to field trips, site visits, and other school-related activities, unless the supervising adult informs students and families otherwise. The following figures and notes provide

guidelines for what students are required to wear to school each day:

TOP

An official South Bronx Community top for girls and boys includes one of the following:

- Black or Gray short-sleeve polo with logo.
- Black or Gray long-sleeve polo with logo

Official SBC tops do not need to be tucked in but they must not be too long. Students may also wear an official South Bronx Community sweater in school with an official SBC top beneath the sweater or SBC pullover.

While students should appropriately dress for the weather on their way to school, they are not allowed to wear non-SBC outerwear inside the school building. Students concerned about their temperature should wear a SBC sweater with logo. A good rule of thumb, the SBC logo should be visible at all times when a student is in school.

BOTTOMS

Khaki, Jeans, Sweatpants (NO TIGHTS, YOGA PANTS, SHORTS, SKIRTS or SKORTS).

OTHER ELEMENTS

- Students may choose their footwear and accessories. If this element of choice becomes an issue for students, we reserve the right to create a more specific policy in the future.
- Both dress up and dress down days will happen periodically throughout the year for certain occasions at which point a notification to parents via email or flyer will be sent out.
- There may be additional uniform options introduced in the future that students can earn over time.
- SBC staff may ask students to remove any items that distract students from the learning process or are not perceived as professional, safe, and respectful.

Official South Bronx Community tops may be purchased online through our school store on the Ideal Uniforms website (<https://www.idealuniform.com/SBCCHS>) and delivered to your home.

Call SBC's main office with any questions regarding the school's dress code.

All students must be in uniform by 9:00am. Students who are missing a uniform item (pants or polo) will report to the Operations Coordinator. The Operations Coordinator will work to have uniform items to loan to students to avoid lost learning time, and a parent/guardian may be called to bring uniform items to school if SBC is not able to loan an item. All loaned uniform items must be washed and returned within one week or the family will be billed for the item.

School Cancellation and Delays

In the event of inclement weather, we will follow the NYC Department of Education (DOE) school closing policy. In the event that NYC DOE schools are not in session, South Bronx Community's closing will be announced by e-mail and an automated phone call. The decision to cancel or delay school due to inclement weather will ordinarily be made before 6:00am. Should a weather-related or other type of emergency arise during the school day, it may be necessary to dismiss students early after school has begun. In this situation, parents/guardians will be notified via e-mail and an automated phone call to ensure that parents/guardians are aware and all students can return home safely.

The Food Program

South Bronx Community offers breakfast and lunch to students each day through the NYC DOE food services program. Breakfast and meals are free of charge. However, all families must fill out a meal form at nyc.applyforlunch.com by September of each year. SBC strongly encourages parents and guardians to submit the Application electronically; parents and guardians may do so via this website: nyc.applyforlunch.com.

In addition to a provided breakfast and lunch, students may also bring in a breakfast and lunch of their choice.

The following guidelines should be used when bringing breakfast or lunch:

- Food should be healthy: Sandwiches, granola bars, crackers, cheese sticks, fruit, and other low sugar items – no candy, junk food, etc.
- Food should be clean and manageable: require no washing before or after, not leave a mess on work or desk, not take up excessive space or keep student from working
- Students do not have access to a microwave or stove.
- Only water is allowed in classrooms.

Hydration during the school day is important, and students are allowed to bring in clear water bottles to drink throughout the day. Water is the only beverage allowed in classrooms, and an individual student may lose her/his opportunity to carry a bottle if it becomes a distraction.

Personal Items

ARTICLES OF CLOTHING AND BOOK-BAGS

Students are expected to bring a book-bag to and from school daily. Students will have their book-bags at their side during the course of the school day. They are also expected to come to school dressed appropriately given the day's weather. On cold days, students should certainly wear extra clothing to school such as a jacket to keep warm. Students are highly encouraged to leave all valuable items at home (e.g. wallets, money, jewelry, etc.). If a student brings any valuable item to school, they must store in their designated locked space throughout the day. At the end of the day, students' belongings will be made available to students before they depart school.

ELECTRONIC DEVICES

We understand that parents/guardians may want to contact their student as she/he travels to and from school. SBC's students are permitted to bring

electronic devices such as, but not limited to, phones, media players, tablets, etc., into the school building. However, students will be required to place any electronic items in the designated locked space.

If electronic devices are not stored away and are seen or heard during the school day, they will be confiscated. School leadership will hold the device until it is collected in person by a parent/guardian. Note that parents/guardians may always call SBC's main office to relay important information to a child.

INTERNET SAFETY AND RESPONSIBLE USE OF TECHNOLOGY

South Bronx Community is committed to undertaking efforts that serve to make safe for students the use of SBC computers for access to the Internet. To this end, although unable to guarantee that any selected filtering and blocking technology will work perfectly, SBC uses technology protection measures that block or filter Internet access by:

- Adults to visual depictions that are obscene or child pornography
- Minors to visual depictions that are obscene, child pornography, or harmful to minors, as defined in the Children's Internet Protection Act

SBC uses procedures that provide for the safety and security of students using electronic mail, chat rooms, and other forms of direct electronic communications; monitoring the online activities of students using school computers; and restricting student access to materials that are harmful to minors. In addition, SBC prohibits the unauthorized disclosure, use and dissemination of personal information regarding students; unauthorized online access by students, including hacking and other unlawful activities; and access by students to inappropriate matter on the Internet.

All users of the school's computer network, including access to the Internet, must understand that use is a privilege, not a right, and that any such use entails responsibility. They must comply with the requirements of

this policy and state regulation, in addition to generally accepted rules of network etiquette, and SBC's policy on the acceptable use of computers and the Internet. Failure to comply may result in disciplinary action including, but not limited to, the revocation of computer access privileges. As part of this policy, SBC shall also provide age-appropriate instruction regarding appropriate online behavior, including:

- Interacting with other individuals on social networking sites and in chat rooms, and cyberbullying awareness and response.

REPORTING OF VIOLATIONS

Violations of the Internet Safety Policy and this regulation by students and staff shall be reported to the School Leaders. The School Leaders shall take appropriate corrective action in accordance with authorized disciplinary procedures. Penalties may include, but are not limited to, the revocation of computer access privileges, as well as school suspension in the case of students and disciplinary charges in the case of teachers.

Field Experiences and Community Trips

Field experiences are important parts of our educational model, and there will be many opportunities for students to learn outside of our school building. South Bronx Community field experiences are defined as trips that classes of students take that are not within walking distance of the school and involve more than one class period. For all field experiences that require transportation, either on bus or subway, parents and guardians will be required to sign a written permission slip. Students who do not return a permission slip signed by a parent or guardian by the date specified on the slip will not be allowed to go on the trip.

Community trips, on the other hand, include trips within walking distance of the school that typically last one class period. All parents/guardians signed a form during enrollment authorizing their child's participation in community trips during the school year. Therefore, permission slips will not be provided

or required.

Because field experiences and community trips are a critically important part of our educational model, we expect all students to attend. An absence from a field experience will be treated the same way as an absence from a regular school day.

Learning at SBC

Learning Model and Competency Framework

At SBC, we employ competency-based education (CBE) where competencies are the central organizing unit for curriculum design, learning facilitation and assessment. Teaching and learning at SBC is organized around helping students to master specific knowledge and skills—academic, social and emotional—that collectively define what a student must know and be able to do in order to be college and career ready. The SBC competency framework is aligned to the New York State Learning Standards, inclusive of the Common Core State Standards, in order to help students master the skills and knowledge necessary to pass PARCC-aligned Regents exams, graduate from high school, and complete at least two years of college and/or a career internship of their choice. This framework is currently in use among three new NYCDOE schools: EPIC North, EPIC South and Nelson Mandela High School for Social Justice, that members of the leadership team helped to design and found.

This broader set of skills and abilities was organized into 19 critical domains, called competencies, a collection that is simultaneously ambitious and accessible for students in a way that standards are often not. Each attainment is related to the others in its domain and described in simple “I can” language with which students can straightforwardly understand and pursue. These attainments have been mapped back to a series of frameworks including the Common Core Standards (encompassing the New York State Learning Standards), the CASEL Social and Emotional Standards and the Next Generation Science Standards. Our framework in sum is represented by the following components:

- **Competencies:** Critical domains of attainments grouped into larger areas of competence.
- **Attainments:** Actionable skills or abilities, both

academic and social emotional, that student’s must be able to develop, and apply in multiple contexts in order to graduate college and career ready. Attainments are essential in nature and may occur within and across academic domains and content areas. Being mapped to a number of more discrete standards, they are most closely equated with “power standards” utilized by charter networks such as Uncommon Schools.

- **Performance Criteria:** Rubrics for each attainment describing the level of performance necessary to achieve competency, articulated on a four point scale: 1=emerging, 2=developing, 3=arriving, and 4=advancing.

The master set of competencies and attainments will live in SBC’s Learning Management System, Schoology, to be used by teachers and students to plan teaching and learning activities. The framework will evolve based on feedback from teachers, students, higher education and employers. As trends in employment, technology, and education change, our competencies will adapt to maintain our student’s readiness for college and work. See our 19 competencies and 66 attainments in Appendix B.

Curriculum

SBC encourages the use of integrated and thematic curriculum and instruction, because we believe it offers a better model of real world application than the segregated domains of traditional subjects. Any course can address any attainment, but by aligning the competency framework to state standards and graduation requirements, SBC’s curriculum will cover content from required courses, including English Language Arts, Math, Science and History as well as Physical Education and Languages Other Than English. At the beginning of each year, staff members come together to construct a long-term plan.

Each year-long course is built around ten to twelve attainments and the recurrence of attainments among courses is encouraged to provide students multiple opportunities to practice and master essential skills.

SBC School Day

Based on compelling research in adolescent development, the student schedule will start later and reflect a more professional work day; the typical academic day will begin at

9 AM and run until 4:00 PM (breakfast will be served at 8:30 AM). Every day will begin with a morning circle to develop community spirit where students lead an activity and guided reflection. Students will then typically participate in four types of classes during the school day (see table below).

Portions of student schedules including targeted support and selectives will be personalized based on students' interest and needs

South Bronx Community Charter HS Course Types

	Studios	Selectives	Rites of Passage	CORE
Focus	Themes in STEM and Humanities constructed around a complex problem or essential question to promote depth and develop critical thinking skills	Interest-based academic, creative and active competencies	Personal development, promote community	Social-emotional support, college and career preparation and identity and leadership development
Purpose	Student-centered, interdisciplinary problem-based learning focused on deep application	Application of skills and acquisition of content knowledge leading to higher order thinking skills and conceptual understanding	Make connections between skills we use in the community and skills we need to develop for academic success.	Connection with an adult, development of attitudes and behaviors necessary for college and career success.
Duration	47 minutes	47 minutes	80 minutes	47 minutes
Frequency	4 times per week	2 times per week	1 time per week	5 times per week
Facilitation	Interdisciplinary teams of teachers supported by Learning Coaches	Teachers and Learning Coaches	2 staff members	Learning Coaches supported by teachers
Format	Cooperative and independent learning activities	Whole class and small group activities	Circles facilitated by staff and students	Small teams
Assessment	Culminating performance-based projects, including papers, presentations and reports, that demonstrate application	Problem-based assessments that demonstrate mastery	Rites of Passage markers for each year of the program that establish group identity, purpose and commitments.	Problem-based assessments that demonstrate mastery

Grading Principles and Practices

SBC encourages continuous learning and a culture of revision, meaning students have opportunities to improve and enhance their work over time as they work towards achieving mastery. Three times per year, SBC will issue formal progress reports and hold student-led conferences. Academic credit will be awarded annually. To earn a full academic course credit, students will have to satisfactorily meet course objectives and learning targets.

Our grading scale is comparable to the 4.0 scale, which is used in many schools and colleges:

1. Does not Meet the Standard (Emerging)
2. Approaches the Standard (Developing)
3. Meets the Standard (Arriving)
4. Exceeds the Standard (Advancing)

For each major assessment, teachers will use common rubrics that make clear the criteria that a student will have to meet in order to receive a 1, 2, 3 or 4. In addition, scores may be awarded between performance levels of 2 and 3 (2.5) and 3 and 4 (3.5).

Grade Level Promotion

Our goal is for students to graduate within four years of first entry into high school. At SBC there are no hurdles between grades that induce a sense of failure; instead the entire community is relentlessly focused on the ultimate goal of graduation, college and career. Every student is focused on developing all of the attainments he or she needs to graduate in four years. Advisors will work with students to determine the number of attainments each student has demonstrated and regularly revise strategies in their Individual Learning Plan for acquiring the remainder. Non-passing performance is not averaged and instead gets recognized as

a work in progress. They will review a master report periodically with students and families will be kept informed about student progress towards earning sufficient competencies to graduate. The SBC data management system, Schoology, will provide snapshots of student mastery, which can be accessed online. Finally, students who have achieved competency in a certain area may choose to pursue a higher level of competency, particularly if it is in conjunction with other competencies they have not yet obtained. This allows students to use their strengths to address their weaknesses, a key skill for college and career readiness.

Graduation Requirements

Students at SBC will meet and exceed state requirements for a Regents diploma. A student who spends four years at SBC will have acquired at least and likely more than the number of credits required under state law. By taking enough Studios, Selectives, Targeted Supports and CORE students will earn the equivalent credits typically acquired through year or semester-long single-subject classes in traditional high schools. For example, portions of English credit can be earned by mastering attainments through the combination of the Humanities Studio, writing Targeted Support and reading Targeted Support. After each cycle, advisors will review with students their competencies and credit equivalents and work with them to develop plans to accumulate at least the following credits to graduate: 4 ELA, 4 Social Studies, 3 Science, 3 Mathematics, 1/2 Health, 1 Arts, 1 Language other than English (LOTE), 2 Physical Education, and 3.5 Electives. In addition, a student must:

- Pass the English, U.S. History to Global History Regents exams and a Math and a Science Regents exams
- Demonstrate proficient levels of mastery in all competencies
- Enroll in at least one college level course.

Student Supplies (Chromebooks)

SBC leverages innovative technology in order to prepare students for postsecondary opportunities in today's technologically driven world. We will issue a Chromebook computer to every student that will be their primary tool for accessing learning materials at SBC. This includes access to the internet for research and learning, teacher-designed and curated deeper learning experiences, communication tools to enhance collaboration, and a learning management system that tracks student progress in relation to our competency framework. Personalized learning requires ready access to learning targets, curriculum resources, and assessment tools that meet the needs of both students and teachers. Students will be expected to have their Chromebook with them at all times during school hours and will take the Chromebook home with them daily in order to complete assignments outside of school. Students and families will sign a technology agreement upon issuance of the laptop where they agree to the educational terms of use and a replacement fee of \$85 if the Chromebook is lost or damaged.

Symposia

Symposia is a component of our real world learning experiences along with college and career experiences, where students engage in learning conference-style events that provide a platform for students to demonstrate their learning to an audience of external evaluators, peers and community members. The goal is for students to demonstrate their best learning and symposia will be planned at least once a year together with other schools utilizing our learning model (currently 3 district high schools in Brooklyn and Queens) as well as local schools in District 7. Session styles include feedback sessions, Teach Ins, Panel Discussions and Gallery Walks.

Celebrations of Achievement

At SBC, we believe that celebrating student achievement is an important element of our learning community. As part of our competency framework, achievement in academic and social emotional development will be identified and celebrated in our morning meetings, CORE groups and other recognition programs. We believe that identifying students' strengths will help them graduate with a positive sense of self as they enter

college, community and career.

Extended Learning Opportunities

AFTER-SCHOOL PROGRAM

SBC students will be able to partake in optional after school programs featuring a variety of activities including clubs, sports and academic supports. As part of SBC's competency-based and culturally responsive approach, student interest will be a main factor in determining what is offered in the after-school program. After-school program offerings will be taught by SBC staff and on occasion partner community organizations. Program offerings will change periodically. The program will run from 4:00-5:30PM Tuesdays through Thursdays.

SERVICE LEARNING

At SBC, service learning projects are an integral part of supporting students in developing their personal and professional skills by taking them out of their comfort zone, challenging them and placing them with peers and other adults in authentic settings. College and career readiness requires exposure to authentic real world experiences. We will develop opportunities for students to develop and hone their competencies off-campus through partnerships and programs that provide access to higher education courses, job training and apprenticeships, internships, mentorships and community service. Through service learning activities, students can identify how they can be problem solvers and positive contributors to the communities they belong to now and in the future.

School Culture

The creation of a safe, secure and supportive learning environment is critical to the mission of SBC. To that end, this Code of Conduct is designed to explain the SBC approach to building a culture that respects each community member's right to learn and work and the consequences of breaching our community's trust. This Code of Conduct is designed to accomplish three things:

- **Accountability:** By joining SBC every student and staff member becomes responsible for the health of the community. This is best accomplished when everyone holds themselves accountable for their own behavior and takes accountability when their behavior negatively affects others or their own success.
- **Community Safety:** Teaching and learning requires a safe environment where every community member feels free to share his or her ideas in a productive and non-threatening manner. Everyone should feel physically and emotionally safe at SBC. Focusing on the creation of strong relationships will enhance community safety for all.
- **Competency Development:** The SBC program is competency-based. Not only are students expected to strive to attain Academic Knowledge and Skills, but in order to graduate college and career ready, they must also develop and demonstrate competency in social emotional learning. These competencies include learning to live productively in a community, resolving problems in a non-violent and non-threatening manner, and seeking useful assistance when necessary.

Well-functioning organizations establish healthy rules of order. For a school to maintain peace and safety, it is important that the community agrees to behavioral expectations and consequences. In recent years in the area of criminal justice there has been increasing respect for and use of a model for maintaining community order and peace called Restorative Justice. In a Restorative Justice Model, as applied at SBC, relationships among community members are very highly valued. The goal of our

Restorative Justice school discipline policy is not simply compliance with rules, but the maintenance of a strong and peaceful community and the development of conscience. Though rules and consequences do exist in a formal sense, students are not expected to behave well only because the rules say so. Rather they are expected to internalize the understanding that they are living within an interdependent group of people and that their actions have an impact on other individuals and on the group as a whole. If there is wrongdoing, it is essential that the offender acknowledge the people who have been hurt, and then seek to restore a positive relationship with the offended individual or individuals. Empathy is developed. Restorative Justice contrasts with the more common Retributive Justice model in which retribution or punishment is applied to an offender as a response to rule breaking, and the punishment alone is the focus of the consequence.

At SBC, students are consistently encouraged to take responsibility for their behavior and to improve their judgment. Consequences for misbehavior are applied with the goals of increasing self-awareness and increasing the awareness of community interdependence. Mediation, conferencing, apology, peace circles, and reparation for the victim are examples of the means by which Restorative Justice is achieved. Students commonly complete Behavior Reflection Sheets that require a written articulation of the community values that were offended by wrongdoing, along with a plan for corrective action and a statement of commitment to improvement. More typical school consequences such as school suspension and even expulsion are possible at SBC, but they are viewed only as a part of the broader plan of response. See the fully articulated discipline policy in Attachment A.

Student Health and Safety

Emergency and Evacuation Procedures

Emergencies in schools must be addressed in an expeditious and effective manner. Schools are at risk of acts of violence, natural, and manmade disasters. To address these threats, the State of New York has enacted the Safe Schools Against Violence in Education (SAVE) law. Project SAVE is a comprehensive planning effort that addresses prevention, response and recovery with respect to a variety of emergencies in schools.

The South Bronx Community Charter High School Building-Level Emergency Response Plan (the 'Plan') was developed by the South Bronx Community Charter High School Interim School Safety Team.

As we share space with an institution with other public schools, our final District-wide and Building-Level Safety Plans will be created in coordination with our shared space School Safety Teams.

This Building-Level Emergency Response Plan was written by the same team that created the South Bronx Community Charter High School District-wide School Safety Plan, and in full coordination with the District-wide Plan.

Our goals in creating and implementing our Building-Level Emergency Response Plan are:

- To create an atmosphere and set of practices that prevent violence or unsafe conditions
- To create/implement a plan that will minimize the effects of serious violent incidents and emergencies
- To have an effective response plan for all predictable safety concern situations
- To produce a document that can be used as the basis for informing and training all school constituencies in regard to keeping our school safe.

Health Staff

SBC is located in a private facility and has a NYCDOE nurse staffed during all days students are in session. It is important for all students to complete the forms required by the NYCDOE nurse in order to receive full access to all of the benefits provided.

Students may visit the nurse's office if they become ill during the school day, injure themselves, or have a health related question. Students needing basic care after-school or when the nurse is not available may receive assistance from other trained SBC staff.

Dispensing of Medication

As part of the enrollment process, SBC requires each student who requires medication during the school day to provide an up-to-date, completed Medical Administration Form (MAF). This form must be completed by a doctor and returned to SBC at the beginning of the year, if it has not been provided during the enrollment process. Without this form, students may not take medicine while in school. Only the school health professional or other authorized personnel may dispense over-the-counter medications such as acetaminophen (i.e., Tylenol), or ibuprofen (i.e. Advil), and only if there is an up-to-date MAF on file. In such cases, the school nurse will only distribute medicine to students with updated MAFs as called for by the MAFs submitted by/for those students. The school does not stock any cold remedies such as cough drops or vitamins.

No student is permitted to carry any over-the-counter or prescription medications on their person or in their school bag during the school day. Prescription inhalers for asthma and an injection of epinephrine for anaphylaxis are the exceptions to this rule; only students who are medically required to carry the medicines and who have an up-to-date, complete MAF may carry these medicines with them during the school day.

The Campus Health Center may store extra emergency medication for any student who requires such medicine during the school day. To store this medicine, the school requires an up-to-date, completed MAF on file. Parents/guardians should contact the school prior to arrival on the first day if they have any specific medical questions or their children have a condition that requires management at school. If a student requires prescription medication during the school day, such medication must be supplied by the student or her/his family, and will be dispensed per SBC's Medication Administration Plan.

Incident Report

Any accident involving a student will be documented. SBC staff will contact the parent or guardian; in the event that the parent or guardian cannot be reached, a report will be sent home with the student. In emergencies, SBC staff will notify the people indicated on the student's Emergency Contact form, as well as law enforcement office or emergency medical personnel as necessary or in the best judgment of SBC staff.

In any emergency, SBC's absolute priority will be first to attend to the emergency and ensure the safety and health of the student or students involved in the incident, then secure the surrounding area to address the unsafe conditions, and then contact parents, guardians, and/or emergency contacts.

Medical Dismissal

The Campus Health Center or staff may recommend that a student be dismissed if she/he is too ill to take part in her/his coursework. When such a recommendation is made, the student's parent/guardian will be contacted directly by phone. Parents/guardians must respond promptly when called to pick up their student for medical reasons. To ensure students' health and safety, sick or injured students are not permitted to depart school on their own - they must be accompanied by their parent/guardian or someone who the parent/guardian has authorized to pick up their child. Parents may sign a letter on file with the school

allowing for independent release of their child if their child is ill and they are not able pick up their child. However, if parents are unable to be reached and the child is unable to travel safely on her/his own, SBC staff may contact emergency medical personnel to attend to the child.

Counseling and Student Support Services

At SBC, we utilize a multifaceted approach to provide students with counseling and support services. We staff our school in such a way to provide every student with the support they need to develop holistically through interactions with, access to, and support from caring adults. There are typically two adults in every classroom, a teacher and Learning Coach. The Learning Coach, a unique SBC position, has educational and/or youth development expertise and works alongside a teacher to provide students with one-on-one conferencing, small group tutoring and progress monitoring of social emotional skills development. The Learning Coach is attuned to students' social emotional skill goals and needs, and in addition to providing in-class support, facilitates our Rite of Passage and CORE Advisory programs.

Students will belong to a CORE advisory group where they will receive support from two adults, a Learning Coach and teacher. This group will stay together through- out the four years and these adults will be the main point people for the student, an adult they can count on for guidance, support, and crisis intervention when necessary. One of the student's CORE leaders will serve as the student's official advisor and will have one-on-one meetings with their advisees periodically. SBC also employs a full-time licensed mental health counselor for students who are in need of one-on-one counseling.

Mandated Reporting of Abuse

All members of the South Bronx Community staff are known as Mandated Reporters, in compliance with state law. If a member of the staff suspects that a child is being abused or neglected, she/he is obligated to report the suspicion to the Administration For Children's Services (ACS). Signs of abuse or neglect may include but are not limited to:

- Patterns of lateness to school and absence from school;
- Patterns of late pick-up from school or the school bus;
- Students appearing consistently unkempt or dirty; or
- Signs of physical abuse, such as bruises, cuts, or ap- parent fear of innocuous interpersonal contact.

Should a Mandated Reporter at SBC be required to make a report to ACS, SBC's Social Worker will be available to provide supportive services to the family and student throughout the process, and the Social Worker will act as the ongoing liaison between family, ACS, and school.

Threats to Self

If a student threatens her or his own life, this will be brought immediately to the attention of the South Bronx Community's Leadership team. If the Leadership Team feels that the child is in imminent danger, the parent will be contacted and, for the child's well-being, a psychological evaluation will be required before the child can return to school. When a student exhibits potentially suicidal behavior and the parent refuses to cooperate with the school or to take alternative preventive measures, the licensed mental health counselor must report this information immediately to the Administration for Children's Services (ACS).

Search and Seizure

To ensure the safety of students and staff, SBC maintains the right to search students and their

property if there is reason to believe a school norm or state law has been violated. To that end, school administrators may search the students' storage area, student coats, backpack, computer or other personal belongings. Classrooms, supply rooms and lockers are the property of SBC and no student shall store any belongings in these locations without expressed consent from SBC staff. Storage of personal items in SBC property does not guarantee or provide any expectation of privacy

Privacy and Records

Family Educational Rights

The Family Educational Rights & Privacy Act (FERPA) is a Federal law designed to protect the privacy of students' education records. FERPA gives families certain rights with respect to their children's education records. Those rights are explained below.

- Families or eligible students have the right to inspect and review all of the student's education records maintained by the school. For records including information on more than one student, families are limited only to information pertaining to his/her child. Schools are not required to provide copies of materials in education records unless, for reasons such as great distance, it is impossible for families or eligible students to inspect the records. Schools may charge a fee for copies.
- Student records or other identifiable information are maintained in a secure location to ensure confidentiality. Records that are no longer required or need to be disposed are done so in a manner that ensures confidentiality and security.
- Families and eligible students have the right to request that a school correct records believed to be inaccurate or misleading. If the school decides not to amend the record, the parent/guardian or eligible student then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the parent/guardian or eligible student has the right to place a statement with the record commenting on the contested information in the record.
- Generally, schools must have written permission from the parent/guardian or eligible student before releasing any information from a student's record. However, the law allows schools to disclose records, without consent, to the following parties:
 - School officials with legitimate educational interest
 - Other schools to which a student is transferring
 - Specified officials for audit or evaluation

purposes

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

PROCEDURE FOR ACCESSING STUDENT RECORDS

1. A parent/guardian may request to review his or her child's student file. Any person requesting to review a student file must request it in writing and submit it to the main office.
2. The Campus Manager will review the request and determine whether to release the information to the requester. If the requester is not a parent/guardian, a Consent for Release of Student Information letter will be sent to the parent/guardian for permission.
3. Once permission is granted to review a student's file, the requester must sign the Record of Access form.

If a student has an IEP, the requester must also sign the Confidential File Access Log form in the student folder.

PROCEDURE TO AMEND OR APPEAL STUDENT RECORDS

1. If a parent/guardian believes the education records relating to the student contain information that is inaccurate, misleading, or in violation of the student's right to privacy, he or she may ask that the record be amended. A parent/guardian may express the appeal in writing to the School Leadership Team and must

include the following:

- Information that is claimed to be inaccurate, misleading, or in violation of the student's privacy rights
 - Records in which the parent/guardian believes the information is contained
 - Basis for the claim (i.e., why he/she believes the information is inaccurate, etc.)
 - The parent's/guardian's proposed change
2. The School Leadership Team will review the request and make a determination within fifteen school days of receiving the letter. The School Leadership Team will provide the parent/guardian with a written response to the request and explain the reason for his/her decision. If the action is warranted, the school may decide to remove, modify, or expunge the information in the record. Removing, modifying, or expunging an entry is not an admission that the entry was improper or that any person acted improperly by including the entry on the record.
 3. If the request is denied or no ruling is made in the allotted time, the parent/guardian has the right to appeal the decision to the Board of Directors within twenty school days from the adverse ruling or failure to rule.
 4. A hearing officer will be appointed by the Board of Directors. A hearing will be held within twenty school days after the parent/guardian files the request with the Board, and the parent/guardian will be given notice of date, place, and time of the hearing with sufficient advance notice.
 5. A parent/guardian will be given the opportunity to present the appeal and may be assisted or represented by individuals of his or her choice or own expense. The hearing officer's decision must be based solely on the evidence presented at the hearing.
 6. A written report containing a summary of the evidence and the reasons for the decision will be issued fourteen calendar days from the conclusion of the hearing. If necessary, the hearing officer will direct the School Leadership Team to amend the records accordingly and inform the parent/guardian in writing. The hearing officer's decision will be final. If the parent/guardian does not agree with the decision, the parent/guardian has the right to place a statement in the record commenting on the contested information or

stating why he/she disagrees with the decision of the hearing officer, or both.

Freedom of Information Law (FOIL)

South Bronx Community Charter High School complies with New York State's "Freedom of Information Law" (FOIL). When the school receives a request for information under the Freedom of Information Law, it responds to it in the following manner:

- Within five business days of receipt of a written request, the school shall make the information available to the person requesting it, deny the request in writing, or provide a written acknowledgment of receipt of the request that supplies an approximate date, which shall be reasonable under the circumstances, for when the request will be granted
- If South Bronx Community Charter High School determines to grant access to the requested information, and if circumstances prevent disclosure to the person making the request within twenty business days of the acknowledgment of receipt of the request, the school shall state, in writing, both the reason for the delay and a date certain, within a reasonable period of time, depending on the circumstances, when the request will be granted in whole or in part. Failure of the school to conform to the provisions of paragraph one above or this paragraph two, shall constitute a denial of the request

- Upon timely receipt of such an appeal, South Bronx Community Charter High School shall, within 10 business days of the receipt of the appeal (or such period defined by law, as may be modified over the course of the charter), fully explain the reasons for further denial or provide access to the record sought. The school also must forward a copy of the appeal, as well as its ultimate determination, to the New York State Committee on Open Exceptions to disclosure: South Bronx Community Charter High School may deny access to a requested record for a variety of reasons, including that: a) such access would constitute an unwarranted invasion of personal privacy; b) such access would violate either state or federal law; c) such records are compiled for law enforcement purposes; and/or d) such records are interagency or intra-agency materials which are not statistical or factual tabulations of data, instructions to staff that affect the public or a final policy. Except for records specified in Public Officers Law §87(3), the school shall not be required to prepare any record that it does not maintain or have in its possession

Appendix A: South Bronx Community Charter High School Discipline Policy

Mission Statement

The mission of South Bronx Community Charter High School is to promote **student excellence** through an emphasis on academic, interpersonal and professional skills in a supportive and responsive learning environment.

SBC students graduate with a positive sense of self, ready to design and realize their futures in college, community, and career.

Introduction

The creation of a safe, secure and supportive learning environment is critical to the mission of SBC. To that end, this Code of Conduct is designed to explain the SBC approach to building a culture that respects each community member's right to learn and work and the consequences of breaching our community's trust. This Code of Conduct is designed to accomplish three things:

- **Accountability:** By joining SBC every student and staff member becomes responsible for the health of the community. This is best accomplished when everyone holds themselves accountable for their own behavior and takes accountability when their behavior negatively affects others or their own success.
- **Community Safety:** Teaching and learning requires a safe environment where every community member feels free to share his or her ideas in a productive and non-threatening manner. Everyone should feel physically and emotionally safe at SBC. Focusing on the creation of strong relationships will enhance community safety for all.
- **Competency Development:** The SBC program is competency-based. Not only are students expected to strive to attain Academic Knowledge and Skills, but in order to graduate college and career ready, they must also develop and demonstrate

competency in social emotional learning. These competencies include learning to live productively in a community, resolving problems in a non-violent and non-threatening manner, and seeking useful assistance when necessary.

Philosophy

The SBC framework for culture and discipline is influenced by Standards and Promising Practices for Schools Educating Boys of Color developed by the Coalition of Schools Educating Boys of Color (COSEBOC) in partnership with N.Y.U.'s Metropolitan Center for Urban Education. Harsh policies and procedures have unintended consequences and evidence indicates that zero-tolerance policies in actuality contribute to student failure. Therefore, SBC instead relies on the combination of Positive Behaviors Intervention and Support (PBIS) and Restorative Justice (RJ) approaches whereby positive behavior is taught and supported and inappropriate behavior is dealt with inside the community in a more developmentally appropriate manner that does not undermine academic achievement. This focus is applied at the primary (school-wide), secondary (group) and tertiary (individual) levels. All SBC staff are trained in culturally responsive education to understand the context in which their students live and learn in order to ensure a healthy balance between structure and support.

The use of competencies provides SBC with the resources to articulate the behaviors necessary for college and career readiness, teach them explicitly, acknowledge them when exhibited, suggest strategies for achieving them, and finally assess them. As primary prevention, SBC uses frequent praise, community building and other practices to reinforce these competencies. Analysis of data also allows staff to evaluate the efficacy of their practices and procedures and improve the school culture for all.

Based on the model of functional behavior assessment, SBC staff members seek to understand the purpose of misbehavior in order to respond in constructive ways that both protect the learning environment and allow students to correct their behaviors. Consequences will never be merely a response to conflict and will never be used simply to make a staff member's job easier or get a student or parent's attention. The goal is to make problem behavior less effective, efficient and relevant, and desired behavior more functional.

Restorative justice views misconduct as a violation against people and damaging to relationships that affect both individuals and the larger school community. It focuses on problem-solving through the expression of feelings and strategies to address problems in the future. In this model accountability is defined as understanding the impact of actions, taking responsibility for choices, and suggesting ways to repair harm to others and the community. Restorative Justice practices at SBC include:

- Developing trusting and caring relationships between adults and students.
- Fostering skills to SBC conflict, such as listening, empathy, critical thinking, and self-control.
- Determining what has happened and why by asking questions and listening to answers.
- Maximizing student involvement in deciding how to resolve problems.
- Resolving problems with open-ended questions, exploring different responses, reflecting on motives, and allowing for disagreement.
- Assisting students in considering ways to make amends for misbehavior, such as replacing, repairing, cleaning, or apologizing.
- Following up to determine whether the problem was solved or more work needs to be done.
- Encouraging reflection.
- Allowing flexibility for different students, needs, and situations.
- Minimizing the punitive impact when control is necessary to repair the relationship and address underlying issues.

SBC expects all stakeholders to commit to each other and the mission of the school.

PARENTS/GUARDIANS/PERSONS IN PARENTAL RELATIONSHIP ARE EXPECTED TO:

1. Recognize that the education of their children is a joint responsibility of the parents and the school community.
2. Set an example of respecting the worth of other persons.
3. Send their children to school, on time, ready to participate and learn.
4. Ensure absences are excused for legal reasons only.
5. Insist their children be dressed and groomed in a manner consistent with the student dress code.
6. Help their children understand that in a democratic society appropriate rules are required to maintain a safe, orderly environment.
7. Know and support school rules and help their children understand them.
8. Cooperating with school officials when discipline is necessary.
9. Build good relationships with teachers, other parent and their children's friends.
10. Help their children deal effectively with peer pressure.
11. Inform school officials of changes in the home situation that may affect student conduct or performance.
12. Provide a place for study and ensure homework assignments are completed.
13. Provide their current address and telephone number to the school and alternate/emergency contacts.
14. Attend conferences and meetings when requested.

Expectations for Adults

15. Comply with all communication processes: e.g. notes, forms, consents, emergency cards, etc. Use school computers, fax equipment, or other electronic devices, including personal electronic devices, appropriately.

LEARNING COACHES ARE EXPECTED TO:

1. Assist students in coping with peer pressure and emerging personal, social and emotional problems.
 2. Initiate conferences with students, families, counselors and others as necessary, as a way to resolve problems.
 3. Regularly review with students their educational progress and career plans.
 4. Provide information to assist students with further educational goals and/or career planning.
 5. Encourage students to benefit from the curriculum and extracurricular programs.
 6. Use school computers, fax equipment, or other electronic devices including personal electronic devices, appropriately.
 7. Know school policies and rules, and enforce them in a fair and consistent manner.
 8. Help their students understand that in a democratic society appropriate rules are required to maintain a safe, orderly environment.
 9. Resort to discipline only when all other avenues of behavior modification have been explored and a multidisciplinary team has assessed the context of the situation.
 10. Build good relationships with teachers, parents/ guardians and their students.
 11. Schedule a conference when information has been received regarding changes in the home situation of a student that may affect student conduct or performance.
3. Demonstrate interest in teaching and concern for student achievement.
 4. Know school policies and rules, and enforce them in a fair and consistent manner.
 5. Establish positive classroom procedures and practices to support effective teaching and maximize student learning.
 6. Communicate to students and parents: Course objectives, requirements and state standards; Assessments and marking/grading procedures; Assignment deadlines; and Expectations for students; and Class- room discipline plans
 7. Communicate regularly with students, parents and other teachers concerning growth and achievement.
 8. Use school computers, fax equipment, or other electronic devices including personal electronic devices, appropriately.
 9. Help their students understand that in a democratic society appropriate rules are required to maintain a safe, orderly environment.
 10. Resort to discipline only when all other avenues of behavior modification have been explored and a multidisciplinary team has assessed the context of the situation.
 11. Build good relationships with teachers, parents/ guardians and their students.
 12. Help their students deal effectively with peer pressure.
 13. Schedule a conference when information has been received regarding changes in the home situation of a student that may affect student conduct or performance.

TEACHERS ARE EXPECTED TO:

1. Maintain a climate of mutual respect and dignity, which will strengthen students' self-concept and promote confidence to learn.
2. Be prepared to teach.

Expectations for Students

While SBC is committed to being an environment where each student's freedom is respected and valued, there are certain non-negotiable rules that all students are expected to abide by without exception. These include:

- **Dress code:** In order to demonstrate that they are college and career ready, students will be expected to dress professionally and in a way that does not serve as a distraction to the educational process.
- **Physical Contact:** Fighting, play fighting and other inappropriate physical contact or threat of physical contact or harm is not allowed and will not be tolerated. Students must learn to find better ways to solve disputes other than inappropriate physical means.
- **School Property:** All members of the school community must respect the space in which they learn and the personal property of others. Stealing, graffiti, defacing, or breaking the property of the school is strictly prohibited.
- **Bullying:** All members of the community must feel safe, and bullying of any kind, including cyberbullying, is strictly prohibited.
- **Gang Activity:** Students have important identities outside of the school, but within the building their primary focus must be learning. Collaboration and cooperation is essential to that effort, thus gang activity violates that norm and is strictly prohibited.

Interventions

At SBC the purpose of discipline is to maintain a safe environment for learning to take place. Consequently, a range of interventions are available in consideration of the nature, frequency, and effects of the offense.

- **Self-Fixes:** Students will be taught strategies, such as de-escalation and calming techniques, for reflecting on behavior and given the opportunity to adjust it themselves.
- **Counseling:** Each student is assigned a Learning Coach who is their primary adult to turn to in times of need. If students are unable to self-fix minor behaviors that prevent them or others from learning or disrupt the peace of the school community, they will be afforded the opportunity to see their Learning Coach, who will work with them to identify the pertinent issues, develop an action plan, and return to class as soon as possible. Learning Coaches will facilitate communication between students and teachers, serve as liaisons to external service providers, and coordinate a range of supports to enable students to return to full participation in learning.
- **Reparations:** Students will always be given the opportunity to address the harm they have caused, even if it appears only to affect themselves. Part of being a responsible member of a community is understanding that harming oneself harms the group. The nature of reparations will be at the discretion of school staff, but to the extent possible should involve the victim in discussion of the chosen remedy. Examples of reparations include replacing, fixing or cleaning damaged property; service or assistance to make up for lost time; or written or verbal apologies.
- **Conflict Resolution and Mediation:** SBC will provide students with time and space to resolve conflicts in productive manners. This may involve individuals or groups. No student shall be forced to participate in conflict resolution activities, but it highly encourage

as an effective means to repair strains on relationships.

- **Peer Jury:** In cases deemed appropriate by SBC staff, student volunteers will hear cases of minor delinquent acts or school offenses. Peer juries are overseen by an adult coordinator with youth volunteers acting as jurors. Jurors offer guidance and support to the referred student and develop an agreement that outlines actions needed by the student in order to repair harm.

Exclusion

SBC does not frequently employ suspension or expulsion as a means of discipline. The school is designed to provide a range of support to address any misbehavior that might disrupt learning or create an unsafe environment. Learning Coaches and Social Workers will play a primary role in addressing these behaviors and the school culture will reinforce the notion that a student may ask or be asked to temporarily leave a classroom to seek assistance and support.

Levels of infraction, corresponding interventions and commensurate consequences are detailed in *Appendix A: Levels of Infractions, Guidance and Discipline*

Progressively more serious disciplinary consequences shall be imposed upon any student who repeatedly commits one or more disciplinary offenses. Repeated violations of the code of conduct, even for offenses not generally punishable by suspension or expulsion if committed on their own, may be punishable by suspension or expulsion when taken together with other offenses previously committed.

Alternative Instruction

Students may not be penalized academically during the suspension or removal period. Students are permitted to take any Citywide or State examinations that are administered during the period of their removals or suspensions for which

no make-up examination is permitted by the testing authority, as well as to make up school examinations, such as midterms or finals, which may affect their academic records.

During the period of their removal or suspension, students will be provided with alternative instruction, which includes, but is not limited to, class work and homework assignments. The instruction must provide the student with an opportunity to continue to earn academic credit and must be appropriate to the individual needs of the student.

The Right to Due Process

Every student has the right to be treated fairly in accordance with the rights set forth in this document. Students have the right to:

- Be provided with the Discipline Code and rules and regulations of the school;
- Know what is appropriate behavior and what behaviors may result in disciplinary actions;
- Be counseled by members of the professional staff in matters related to their behavior as it affects their education and welfare in the school;
- Know possible dispositions and outcomes for specific offenses;
- Due process with respect to disciplinary action for alleged violations of school regulations for which they may be suspended or removed from class by their teachers; students with disabilities, 504 plans, or who are “presumed to have a disability” have the right to certain protections under IDEA. SBC shall follow due process procedures consistent with *Goss v. Lopez*, 419 U.S. 565 (1975);

- Know the procedures for appealing the actions and decisions of school officials with respect to their rights and responsibilities as set forth in this document. N.B. appeals of suspensions may be filed by a student, a parent or by a representative acting on his/her/their behalf. All appeals must be in writing and must set forth the grounds for the appeal and the relief requested. Appeals must be submitted to the SBC Board of Trustees within (10) school days of the effective date of suspension;
- Be accompanied by a parent and/or representative at conferences and hearings;
- The presence of school staff in situations where there may be police involvement.

Incident Protocol Following Serious Incidents

1. Restorative coordinator collects statements from necessary students and staff and notifies parent/guardian of the disciplinary response. Goals of the reflection/reintegration period are set.
2. Leadership team provides communication to staff, and then to families (for any serious incident that impacts the entire community).
3. Restorative coordinator loops in necessary adults (advisor, counselor, SPED, impacted adults etc) to determine goals of the **Independent Reflection and Restoration Period** and creates the **Community Reintegration Plan**. They send out communication regarding incident response to involved adults, CORE and Studio facilitators.
4. For an incident requiring suspension, student and family are required to have a suspension meeting. This meeting details the goals of the community reintegration plan upon a student's return.
5. During the **Independent Reflection and Restoration Period**, a student meets with the restorative coordinator at the beginning of the day to review the requirements of the independent reflection and restoration time:
 - Students must turn in cell phone and stay in the designated independent reflection space and restoration space
 - Student sets daily goals around their independent reflection and restoration period work with restorative coordinator. This includes goals

related to the restorative process as well as daily goals around work.

- Student completes the Reflection Task and begins to work towards harm and healing circle with their advisor.
 - Student meets with academic teachers to work towards completion of work.
6. Circle(s) are held, and repair of interpersonal harm + agreements moving forward are solidified and documented in the **Community Reintegration Plan**.
 7. Students plans for and completes the elements of the Community Restoration of Harm (eg. public accountability taking).
 8. Students complete the **Contract for Success** with their advisor and present it to the restorative coordinator.
 9. Advisor and other CORE leaders prepare CORE students for reintegration circle in CORE (upon coming back from community separation, student does NOT attend morning meeting, but integrates first period in CORE).
 10. Restorative Coordinator sends student Restoration Plan and **Contract for Success** to teachers.
 11. Advisor checks in with student a week later regarding follow-through on plan, RJ follows up with advisor.

Students With Disabilities

Students with disabilities have the same rights and responsibilities as other students and may be disciplined for the same behavioral offenses using the same procedures described above. If a student identified as having a disability is removed from his or her usual placement during the course of the school year for a total of eight days, such student will immediately be referred to the Committee on Special Education (CSE) of the student's district of residence for reconsideration of the student's educational placement. Such a student shall not be removed from placement for a total of more than 10 days during the school year without the specific involvement of the CSE of the student's district of residence prior to the 11th day of removal, because such removal may be considered to be a change in placement. If, upon review, it is determined that the student's behavior was not a manifestation of his or her disability, then the student may be removed in the same manner as a student without a disability, except as relates to the provision

of services to students with disabilities during periods of removal. Parents may request a hearing to challenge the manifestation determination. Students for whom the Individualized Education Program (IEP) includes specific disciplinary guidelines (e.g., a Functional Behavioral Assessment (FBA), Behavioral Intervention Plan (BIP) or goals and objectives related to student behavior) will be disciplined in accordance with those guidelines.

Corporal Punishment

Corporal punishment is expressly prohibited by SBC and will result in disciplinary action for staff, up to and including immediate termination of employment as well as reporting to relevant authorities. If an employee becomes aware of an incident of corporal punishment, the employee must report the matter immediately to his or her supervisor or a member of the school leadership team. Failure to report corporal punishment will result in disciplinary action, up to and including termination of employment.

Threats of Harm to Self

SBC takes the well-being of its students very seriously. If a student threatens his or her own life or threatens the life of someone else, this will be brought immediately to the attention of a member of the school leadership team. If either feels that the child is in imminent danger, the parent/guardian will be contacted and a psychological evaluation will be required before the child can return to school. When a student exhibits potentially suicidal behavior and the parent refuses to cooperate with the school or to take alternative preventive measures, the school must report this information immediately to ACS.

Attendance

Students are expected to be present at school for the entire day whenever school is in session. Learning Coaches will work with students to schedule to the extent possible important appointments after school or on days when school is not in session. Vacations should be taken only during school breaks. In the event of sickness or family emergency, parents must notify the school by

calling the main office by 8:00 a.m. Parents must leave a message if no one answers indicating their name, their child's name, the reason for the child's absence, and a number at which the parent may be reached. Routine appointments such as annual physicals and dental exams should be scheduled for days when school is not in session. Students are expected to be present in school as detailed in their personal schedule with all the materials they will need for their classes. Students who arrive after 9:00a.m. will have to check in with their respective Learning Coach. Under no circumstances will students under the age of 16 be dismissed without a parent or legal guardian present.

Lockers

It is important to remember that lockers are school property and should be treated accordingly. While students may decorate the inside of lockers with shelves, pictures, and magnets, items such as stickers, paint and markers should not be used. Students must lock their lockers at all times. Lockers cannot be used as an excuse for being late to class. All lockers will be cleaned out at the end of the year, and any items found will be discarded or donated to charity.

Technology Use

SBC provides access to computers, an Intranet/Internet system, and other equipment and services to students as part of the learning experience in the school building. In order to maintain appropriate use of our technology equipment students should adhere to the following guidelines:

- Only log in as yourself and not as another user
- Do not download software, plug-ins, games or other programs without permission
- Do not change desktop, taskbar, screensaver, or any other computer settings
- Do not access anyone else's data folders, files or documents
- Do not eat or drink near computers or computer equipment

Search and Seizure

School property that is assigned to students,

including cubbies, lockers and desks, remain the property of the school and students, therefore, have no expectation of privacy in these areas. Such areas are subject to canine searches and to random searches by school officials at any time. We have begun doing random searches in the mornings one to two days a week (we use wands as opposed to metal detectors) to deter the entry of illicit items. School authorities will make an individual search of student's book bag, desk, lockers, cubbies, and person only when there is reasonable suspicion to believe that a student is in the possession of an item which is prohibited on school property, e.g. illegal contraband or which may be used to disrupt or interfere with the educational process. Searches will be conducted under the authorization of the school leadership team or designee. Items which are prohibited on school property, or which may be used to disrupt or interfere with the educational process, may be removed from student's desks, book bag, lockers, cubbies, and person by school authorities.

Dignity for All Students Act Policy

SBC will provide a safe and productive learning environment for all students. In accordance with the New York Dignity for All Students Act (DASA). SBC will promptly address all incidents of harassment and/or discrimination of students that impede students' ability to learn, including any form of bullying, cyber-bullying, taunting or intimidation. No student shall be subjected to harassment by employees or students on school property or at a school function and SBC reserves the right to discipline students, consistent with this Discipline Policy, who engage in harassment of students off of school property under circumstances where such off-campus conduct 1) affects the educative process; 2) actually endangers the health and safety of SBC students within the educational system; or 3) is reasonably believed to pose a danger to the health and safety of our students. This includes written and/or verbal harassment that materially and substantially disrupts the work and discipline of the school and/or which school leaders reasonably forecast as being likely to materially and substantially disrupt the work and discipline of the school.

- **Dignity Act Coordinator:** SBC designates the Associate Director of Social Emotional Learning as the Dignity Act Coordinator (DAC). The DAC is trained to handle human relations in the areas of race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender and sex. The DAC will be accessible to students and other employees for consultation and advice.
- **Reporting and Investigating:** All SBC staff members are responsible for reporting harassment of which they have been made aware to their immediate supervisor. Both cyberbullying and bullying must be reported by a staff person within one day of being told and a written report must be submitted within 2 days after making the oral report. The results of the investigation will be reported to the student(s) and the parent(s). Any student who believes that s/ he is being subjected to harassment, as well as any other person who has knowledge of or witnesses any possible occurrence of harassment, shall report the harassment to their Learning Coach. A staff member who witnesses harassment or who receives a report of harassment shall inform a member of the school leadership team. The contacted school leader shall

promptly investigate the complaint and take appropriate action to include, as necessary, referral to the next level of supervisory authority and/or other official designated by the school to investigate allegations of harassment. Follow-up inquiries and/or appropriate monitoring of the alleged harasser and victim shall be made to ensure that harassment has not resumed and that those involved in the investigation of allegations of harassment have not suffered retaliation.

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

APPENDIX A: Levels of Infractions, Guidance and Discipline

LEVEL 1

INFRACTIONS – UNCOOPERATIVE/ NONCOMPLIANT BEHAVIOR

- Unexcused absence from school
- Failing to wear the required school uniform
- Cutting classes (reporting to school and failing to attend one or more programmed classes)
- Being late for school or class
- Bringing items to or using items in school in violation of school policy
- Failing to be in one's assigned place on school premises
- Behaving in a manner which disrupts the educational process (e.g., making excessive noise in a classroom, library or hallway)
- Engaging in verbally rude or disrespectful behavior
- Wearing clothing, headgear (e.g., caps or hats), or other items that are unsafe or disruptive to the educational process
- Posting or distributing material on school premises in violation of written school policy and/or school rules
- Failing to provide school officials with required identification
- Using school computers, fax machines, telephones or other electronic equipment or devices without appropriate permission

- Parent outreach
- Intervention by counseling staff
- Guidance conference(s)
- Restorative Approaches
- Positive Behavioral Interventions and Supports (PBIS)
- Individual/group counseling
- Peer mediation
- Mentoring program
- Conflict resolution
- Collaborative problem solving
- Development of individual behavior contract
- Short-term behavioral progress reports
- Referral to PPT (Pupil Personnel Team)
- Community service (with parental consent)
- Referral to a Community-Based Organization (CBO)
- Functional Behavioral Assessment (FBA)/Behavioral Intervention Plan (BIP)

RANGE OF POSSIBLE DISCIPLINARY RESPONSES TO BE USED IN ADDITION TO GUIDANCE INTERVENTIONS

- Admonishment by pedagogical school staff
- Student/teacher conference
- Reprimand by appropriate supervisor (e.g., Youth Development Director, Academic Director, Executive Director)
- Parent conference
- In-school disciplinary action (e.g., formal restorative conference, detention, exclusion from extracurricular activities, or communal lunchtime)
- Removal from classroom by teacher (After a student is removed from any classroom by any teacher three times during a semester, a suspension must be sought if the student en-gages in subsequent behavior that would otherwise result in a removal by a teacher.)

GUIDANCE INTERVENTIONS

LEVEL 2

INFRACTIONS – DISORDERLY BEHAVIOR

- Smoking and /or use of electronic cigarettes and/or possession of matches or lighters
- Gambling
- Using profane, obscene, vulgar, or lewd language, gestures, or behavior
- Lying to, giving false information to, and/or misleading school personnel
- Misusing property belonging to others
- Engaging in or causing disruptive behavior on the school bus
- Inappropriate use of electronic technology (e.g., unauthorized audio/video recording)
- Leaving class or school premises without permission of supervising school personnel

GUIDANCE INTERVENTIONS

- Parent outreach
- Intervention by counseling staff
- Guidance conference(s)
- Restorative Approaches
- Positive Behavioral Interventions and Supports (PBIS)
- Individual/group counseling
- Peer mediation
- Mentoring program
- Conflict resolution
- Collaborative problem solving
- Development of individual behavior contract
- Short-term behavioral progress reports
- Referral to PPT (Pupil Personnel Team)
- Community service (with parental consent)
- Referral to a Community-Based Organization (CBO)
- Referral to appropriate substance abuse counseling services
- Referral to counseling services for youth relationship abuse or sexual violence
- Referral to counseling services for bias-based bullying, intimidation, or harassment
- Functional Behavioral Assessment (FBA)/Behavioral Intervention Plan (BIP)

RANGE OF POSSIBLE DISCIPLINARY RESPONSES TO BE USED IN ADDITION TO GUIDANCE INTERVENTIONS

- Admonishment by pedagogical school staff
- Student/teacher conference
- Reprimand by appropriate supervisor (e.g., Youth Development Director, Academic Director, Executive Director)
- Parent conference
- In-school disciplinary action (e.g., formal restorative conference, detention, exclusion from extracurricular activities or communal lunchtime)
- Removal from classroom by teacher (After a student is removed from any classroom by any teacher three times during a semester, a suspension must be sought if the student engages in subsequent behavior that would otherwise result in a removal by a teacher.)

LEVEL 3

INFRACTIONS – DISRUPTIVE BEHAVIOR

- Defying or disobeying the lawful authority or directive of school personnel or school safety agents in a way that substantially disrupts the educational process and/or poses a danger to the school community (this behavior does not include Level 1 or 2, uncooperative/noncompliant or disorderly behavior, such as using profane language, 15; or wearing prohibited clothing, 9; or bringing prohibited items to school, 5)
- Entering or attempting to enter a school building without authorization or through an unauthorized entrance
- Using slurs based upon actual or perceived race, ethnicity, color, national origin, citizenship/immigration status, weight, religion, gender, gender identity, gender expression, sexual orientation, or disability
- Shoving, pushing, or engaging in a minor altercation or similar physical confrontational behavior towards students or school personnel (e.g., pushing past another person), or throwing an object (e.g., chalk) or spitting
 - at another person (for more)
 - serious physically aggressive behavior, see 36)
- Bringing unauthorized persons to school or allowing unauthorized

of written school rules

- **Engaging in gang-related behavior (e.g., wearing or displaying gang apparel and/or accessories, writing graffiti***, making gestures or signs)
- Tampering with, changing or altering a record or document of a school by any method, including, but not limited to, computer access or other electronic means
- ***Engaging in vandalism, graffiti or other intentional damage to school property or property belonging to staff, students or others
- Knowingly possessing property belonging to another without authorization
- Violating the school's Internet Use Policy (e.g., use of the school's system for non-educational purposes, security/privacy violations)
- Engaging in scholastic dishonesty which includes but is not limited to:
 - Cheating (e.g., copying from another's work; using material during an assessment which is not authorized by the person giving the assessment; collaborating with another student during the assessment without authorization; knowingly using, buying, selling, stealing, transporting, or soliciting, in whole or part, the contents of an unadministered

for another student or permitting another student to substitute for one's self to take an assessment;

- Bribing another person to obtain an assessment that is to be administered; or securing copies of the assessment or answers to the assessment in advance of the assessment);
- Plagiarizing (appropriating another's work and using it as one's own for credit without the required citation and attribution, e.g., copying written work from the Internet, or any other source);
- Colluding (engaging in fraudulent collaboration with another person in preparing written work for credit);
- Posting or distributing libelous material or literature (including posting such material on the Internet)

GUIDANCE INTERVENTIONS

- Parent outreach
- Intervention by counseling staff
- Guidance conference(s)
- Restorative Approaches
- Positive Behavioral Interventions and Supports (PBIS)
 - Individual/group counseling
- Peer mediation
- Mentoring program
- Conflict resolution
- Collaborative problem solving
- Development of individual

visitors to enter school in violation

assessment; substituting

- behavior contract
- Short-term behavioral progress reports
- Referral to PPT (Pupil Personnel Team)
- Community service (with parental consent)
- Referral to a Community-Based Organization (CBO)
- Referral to appropriate substance abuse counseling services
- Referral to counseling services for youth relationship abuse or sexual violence
- Referral to counseling services for bias-based bullying, intimidation, or harassment
- Functional Behavioral Assessment (FBA)/Behavioral Intervention Plan (BIP)
- Supports for Students Transitioning from Suspension: SBC must provide appropriate support services to students returning from suspension to maximize their ability to meet social and academic standards within the school community. Support services may include any of the range of guidance interventions or a combination of services as best meets the needs of the individual student.

In-school disciplinary action (e.g., formal restorative conference, detention, exclusion from extracurricular activities or communal lunchtime)

Removal from classroom by teacher (After a student is removed from any classroom by any teacher three times during a semester, a suspension must be sought if the student engages in subsequent behavior that would otherwise result in a removal by a teacher.)

Short Term Suspension for 1-5 days
Suspension that results in immediate reinstatement

** Long Term Suspension that results in continued suspension for a fixed period of 6-10 school days

**RANGE OF POSSIBLE
DISCIPLINARY RESPONSES TO BE
USED IN ADDITION TO GUIDANCE
INTERVENTIONS**

1. Admonishment by pedagogical school staff
2. Student/teacher conference
 - Reprimand by appropriate supervisor (e.g., Youth Development Director, Academic Director, Executive Director)
 - Parent conference

LEVEL 4

INFRACTIONS – AGGRESSIVE OR INJURIOUS/HARMFUL BEHAVIOR

- Engaging in sexual conduct on school premises or at school-related functions (D-I only)
- Making sexually suggestive comments, innuendoes, propositions or similar remarks, or engaging in nonverbal or physical conduct of a sexual nature (e.g., touching, patting, pinching, lewd or indecent public behavior, or sending or posting sexually suggestive messages or images)
- Posting, distributing, displaying, or sharing literature or material containing a threat of violence, injury or harm, or depicting violent actions against or obscene, vulgar or lewd pictures of students or staff, including posting such material on the Internet
- Engaging in physically aggressive behavior other than minor altercations as described under 24, which creates a substantial risk of or results in minor injury
- Engaging in an act of coercion or threatening or instigating violence, injury or harm to another or others
- Engaging in or causing disruptive behavior on the school bus which creates a substantial risk of or results in injury
- Engaging in harassing, intimidating and/or bullying behavior, including using electronic communication to engage in such behavior (cyber-bullying);

such behavior includes, but is not limited to: physical violence; stalking; verbal, written, or physical conduct that threatens another with harm; seeking to coerce or compel a student or staff member to do something; hazing; taunting; exclusion from peer groups designed to humiliate or isolate; using derogatory language or making derogatory jokes or name calling to humiliate or harass.

- Engaging in harassing, intimidating and/or bullying behavior, including using electronic communication to engage in such behavior (cyber-bullying) based on an individual's actual or perceived race, weight, religion, religious practices, gender, gender identity, gender expression, sexual orientation, or disability; such behavior includes, but is not limited to: physical violence; stalking; verbal, written, or physical conduct that threatens another with harm; seeking to coerce or compel a student or staff member to do something; hazing; taunting; exclusion from peer groups designed to humiliate or isolate; using derogatory language or making derogatory jokes or name calling to humiliate or harass.
- Possessing controlled substances or prescription medications

without appropriate authorization, illegal drugs, synthetic hallucinogens, drug paraphernalia, and/or alcohol

- Falsely activating a fire alarm or other disaster alarm
- Making a bomb threat
- Taking or attempting to take property belonging to another or belonging to the school without authorization, without using force or intimidating behavior. (D-J only)
- Creating a substantial risk of serious injury by either recklessly engaging in behavior, and/or using an object that appears capable of causing physical injury (e.g., lighter, belt buckle, umbrella, or laser pointer) (D-M)
- Causing a serious injury by either recklessly engaging in behavior, and/or using an object that appears capable of causing physical injury (e.g., lighter, belt buckle, umbrella, or laser pointer)
- Inciting/causing a riot (G-M only)
- **Possessing or selling any weapon
- Using controlled substances or prescription medication without appropriate authorization, or using illegal drugs, synthetic hallucinogens, and/or alcohol.

GUIDANCE INTERVENTIONS

- Parent outreach
- Intervention by counseling staff
- Guidance conference(s)
- Restorative Approaches
- Positive Behavioral Interventions and Supports (PBIS)
- Individual/group counseling
- Peer mediation
- Mentoring program
- Conflict resolution
- Collaborative problem solving
- Development of individual behavior contract
- Short-term behavioral progress reports
- Referral to PPT (Pupil Personnel Team)
- Community service (with parental consent)
- Referral to a Community-Based Organization (CBO)
- Referral to appropriate substance abuse counseling services
- Referral to counseling services for youth relationship abuse or sexual violence
- Referral to counseling services for bias-based bullying, intimidation, or harassment
- Functional Behavioral Assessment (FBA)/Behavioral Intervention Plan (BIP)
- Supports for Students Transitioning from Suspension: SBC must provide appropriate

support services to students returning from suspension to maximize their ability to meet social and academic standards within the school community. Support services may include any of the range of guidance interventions or a combination of services as best meets the needs of the individual student

RANGE OF POSSIBLE DISCIPLINARY RESPONSES TO BE USED IN ADDITION TO GUIDANCE INTERVENTIONS

1. In-school disciplinary actions (e.g., formal restorative conference, detention, exclusion from extracurricular activities or communal lunchtime)
2. Removal from classroom by teacher (After a student is removed from any classroom by any teacher three times during a semester or twice in a trimester, a principal's suspension must be sought if the student engages in subsequent behavior that would otherwise result in a removal by a teacher.)
3. Short Term Suspension for 1-5 days
4. Suspension that results in immediate reinstatement
5. Long Term Suspension that

- results in continued suspension for a fixed period of 6-10 school days
6. Extended Suspension that results in extended suspension for 30 to 90 school days with an automatic review for early reinstatement after 30 or 60 school days
 7. Suspension that results in a one year suspension and assignment to an alternative program with an automatic review for reinstatement after 6 months
 8. Suspension that results in a one year suspension and assignment to an alternative program without the opportunity for early reinstatement
 9. Expulsion

LEVEL 5

INFRACTIONS – SERIOUSLY DANGEROUS OR VIOLENT BEHAVIOR

- Starting a fire
- Threatening to use or using force to take or attempt to take property belonging to another
- Using force against, or inflicting or attempting to inflict serious injury against school personnel or school safety agents
- Using extreme force against or inflicting or attempting to inflict serious injury upon students or others
- Planning, instigating, or participating with another or others, in an incident of group violence
- Engaging in threatening, dangerous or violent behavior that is gang-related
- Engaging in physical sexual aggression/compelling or forcing another to engage in sexual activity
- Selling or distributing illegal drugs or controlled substances and/or alcohol
- Possessing or selling any weapon, other than a firearm
- Using any weapon to threaten or to attempt to inflict injury upon school personnel, students, or others
- Using any weapon, other than a firearm, to threaten or to attempt to inflict injury upon school personnel, students, or others
- Using any weapon, other than a firearm, to inflict injury upon

school personnel, students, or others

- Possessing or using a firearm

GUIDANCE INTERVENTIONS

- Parent outreach
- Intervention by counseling staff
- Guidance conference(s)
- Restorative Approaches
- Positive Behavioral Interventions and Supports (PBIS)
- Individual/group counseling
- Peer mediation
- Mentoring program
- Conflict resolution
- Collaborative problem solving
- Development of individual behavior contract
- Short-term behavioral progress reports
- Referral to PPT (Pupil Personnel Team)
- Community service (with parental consent)
- Referral to a Community-Based Organization (CBO)
- Referral to appropriate substance abuse counseling services
- Referral to counseling services for youth relationship abuse or sexual violence
- Referral to counseling services for bias-based bullying, intimidation, or harassment
- Functional Behavioral Assessment (FBA)/Behavioral Intervention Plan (BIP)
- Supports for Students Transitioning from Suspension: SBC must provide appropriate support services to

students returning from suspension to maximize their ability to meet social and academic standards within the school community. Support services may include any of the range of guidance interventions or a combination of services as best meets the needs of the individual student

RANGE OF POSSIBLE DISCIPLINARY RESPONSES TO BE USED IN ADDITION TO GUIDANCE INTERVENTIONS

1. Long Term Suspension that results in continued suspension for a fixed period of 6-10 school days
2. Extended Suspension that results in extended suspension for 30 to 90 school days with an automatic review for early reinstatement after 30 or 60 school days
3. Suspension that results in a one year suspension and assignment to an alternative program with an automatic review for reinstatement after 6 months
4. Suspension that results in a one year suspension and assignment to an alternative program without the opportunity for early reinstatement
5. Expulsion

APPENDIX B: Competencies and Attainments

SBC Competencies

At SBC, teaching and learning is wholly organized around helping students to master specific competencies both Academic and Social/Emotional Skills—that collectively define what a student must know and be able to do in order to be considered college and career ready. Our competency framework is aligned to both the New York State Learning Standards, inclusive of the Common Core State Standards, and the NYCDOE College and Career Readiness Benchmarks in order to help students master the skills and knowledge necessary to pass PARCC-aligned Regents exams, graduate from high school, and complete two years of college and/or a career internship of their choice.

Teaching and learning is organized into cycles, with four types of courses offered: Subject Area Classes (interdisciplinary, problem-based learning focused on a network-wide theme); Selectives (units of study focused on competency strands and/or clusters); Targeted Support (dedicated time for mastering discrete skills); and CORE (social-emotional and leadership development).



READ ANALYTICALLY

I can read, decode and interpret text and other media. I can use various strategies to access information from charts, graphs, and diagrams. I can read for meaning and demonstrate understanding through personal response. I can respond to text and media by showing understanding, making connections, and making judgments. I can understand and make meaning from news sources, academic writing, literature and other forms of media to advance my own knowledge, understanding, and enjoyment.



COMMUNICATE & BE CREATIVE

I can interact with others through verbal, visual and artistic expression. I can use clear, concise, organized language to express thoughts and ideas in front of a group. I can listen effectively and engage others in conversations, in working together and in presenting information and ideas. I can actively respond to participants in a conversation. I can express my thoughts, ideas and emotions through visual arts, music, performance, multimedia or other means of artistic representation. I can use multiple forms of media to convey learning.



WRITE EFFECTIVELY

I can express myself in my own unique voice. I can write to communicate, organize, and record information. I can develop and present a logical sequence of ideas using appropriate structure and conventions. I can demonstrate proper grammar use and mechanics. I can synthesize and properly integrate outside resources into my writing. I can edit language and style both independently and with assistance from peers and adults. I can take different positions for different tasks. I can write to express my feelings and views or to persuade an audience. I can appropriately credit sources of information



THINK CRITICALLY AND DESIGN SOLUTIONS

I can distinguish between facts and opinions. I can analyze, synthesize and evaluate information to guide my actions and beliefs. I can formulate and raise questions. I can assess and draw inferences from sources. I can develop responses beyond what is rote. I can navigate complex situations. I can design and build solutions to complex challenges.



CONNECT TO ENVIRONMENT

I can understand my physical, social and cultural environment. I can interact with and adapt to my surroundings. I can operate in different cultural settings. I can explain the impact of personal and collective actions on communities, environment, and society. I can correctly apply concepts of cause and effect and correlation.



CONCEPTUALIZE GROWTH & DEVELOPMENT

I can conceptualize how living things develop and how we design objects in relationship to their environment. I understand how complex systems, both living and built, function and the interdependencies within them. I can apply my understanding of living things and systems in a variety of situations.



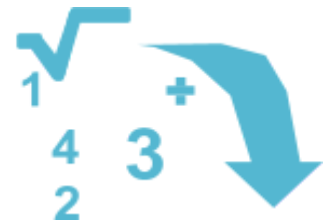
SYNTHESIZE SYSTEMS AND PROCESSES

I can analyze how parts of a system interrelate and work together over time. I can break systems into their component parts. I can understand the organization and structure of a system at different levels. I can identify and assemble factors to explain and produce general processes.



SCIENTIFICALLY

I can ask questions, do research, and make hypotheses. I can test my hypotheses, analyze results, and draw conclusions, and I can use this information to deepen my understanding of the world around me. I can apply the scientific method beyond the science classroom to investigate real world problems.



APPLY NUMERACY

I can think and express ideas in quantitative terms. I know how numbers connect and relate. I can estimate and figure out the correct solution when I see a problem. I can create and evaluate mathematical expressions and equations for a given situation. I am numerically literate and can use my skills in a variety of contexts to make wise decisions.

INVESTIGATE



EVALUATE SPACES, SHAPES & CONDITIONS

I can effectively use measurement and evaluation in a wide variety of situations and contexts. I use measurements in order to design, build and modify. I understand the relationship between angles and measurements. I can identify shapes and provide proof of their classification. I can track changes in conditions and the long and short term effects of these changes.



PRACTICE SOCIAL RESPONSIBILITY

I can contribute to my community both locally and globally. I can learn from and take the perspective of those who are different than me. I can identify social and ethical norms in a variety of situations. I am aware of the events, people and systems that shape politics and world affairs and I can take action and access power based on that knowledge. I know my own history and culture and value learning the culture and language of others.

APPLY HISTORY IN VARIETY OF WAYS

I make sense of my life and take action as a result of understanding the world around me, including the people, places and events that have made the world the way it is. I can use the past in understanding current events, literature, art, people and places. I can identify trends and patterns over time. I can evaluate primary sources.



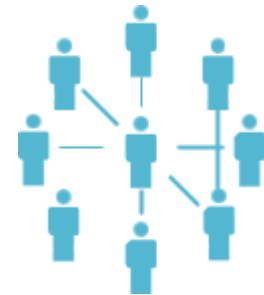
DESIGN MY FUTURE

I can author my own story around college, career and life. I have a design mindset and I can plan and implement things myself with little instruction, support or guidance. I can look for opportunities to empower myself and pivot as necessary in dynamic contexts. I can execute successfully when presented with external barriers to my success.



DEVELOP MYSELF

I can assess my feelings, interests, values and strengths. I have a well-grounded sense of self confidence and can advocate for myself to get my needs met, but can also admit when I'm wrong. I can handle stress, control my impulses and persevere in overcoming obstacles. I can adapt to new contexts and accept critical feedback as an opportunity for growth.



MANAGE MY RELATIONSHIPS

I have the agency and skills necessary to successfully create and maintain positive relationships with a broad range of diverse people. I can prevent, manage and resolve interpersonal conflict and make decisions that build social capital and contribute positively to my community.

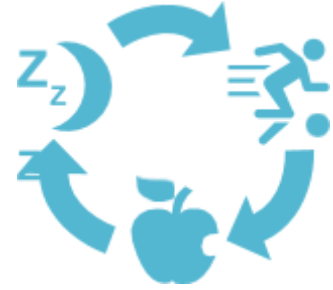


USE TECHNOLOGY & MEDIA PURPOSEFULLY

I can engage with media and technology for a variety of reasons. I use computers, tablets, phones and related technology to find, select, organize, and share ideas and information. I can use technology to be more efficient in my work. I can use various forms of media to express thoughts and ideas. I am able to determine bias in media and its effects on consumers. I know that my actions on social media can affect other aspects of my life and will navigate in appropriate and safe ways.

DIRECT MY LEARNING

I can set goals and manage my trajectory towards those goals despite challenges I may face. I can be self-directed but know how to ask for help when needed. I believe that my abilities will grow with my effort and I value learning as a life-long journey.



STAY HEALTHY

I can take care of myself physically, emotionally, and mentally. I can identify harmful situations and know how to respond to negative experiences. I am able to see how my actions affect the well-being of others and my environment. I am my body's keeper. I understand how my body works and use that knowledge to make positive choices.



ANALYZE DATA AND INFORMATION

I can conduct observations, interpret information, identify patterns, differences, relationships and reach conclusions. I can sort, analyze, and represent information in a variety of forms to others. I can make predictions based on what information tells me. I use data and information to substantiate claims. I can survey and interview.

SBC Competency-based Attainments

Teaching and learning is wholly organized around helping students to master specific competencies which are derived from the essential knowledge, skills and behavior that individuals need for happiness and success in life. Each attainment is designed to be memorable and meaningful, comprises multiple standards and is written in active achievement-oriented language that can be understood by our young people and the adults that work with them.

1. I can read and interpret technical text and literature.
2. I can maneuver technology.
3. I can articulate complex thoughts and ideas in writing.
4. I can understand domain and context specific words and use them appropriately.
5. I can verbally articulate a point of view.
6. I can make connections to current events.
7. I can access knowledge around a wide variety of careers.
8. I can use appropriate tools strategically.
9. I can use math to handle finances effectively.
10. I can problem solve.
11. I can formulate a sound argument based on evidence.
12. I can think creatively.
13. I can represent mathematical expressions.
14. I can take real world problem and express it in mathematical form.
15. I can use reasoning to justify a solution or argument.
16. I can create models for a situation.
17. I can summarize, represent and interpret data.
18. I can reason abstractly.
19. I can show precision in my work.
20. I can estimate and/or hypothesize.
21. I can look for and make use of structure or patterns from source materials.
22. I can look for and express regularity in repeated reasoning.
23. I can plan and carry out investigations.
24. I can determine a central idea from a source.
25. I can construct explanations and design solutions for a situation.
26. I can apply the scientific method.
27. I can analyze how things change as they grow.
28. I can analyze how events, ideas, and individuals interact and develop.
29. I can interpret meaning based on context.
30. I can ask questions and define problems.
31. I can obtain, evaluate, and communicate information.
32. I can recognize how point of view influences the presentation of ideas and information.
33. I can evaluate the influence of Engineering, Technology, and Science on Society and the Natural World
34. I can cite evidence and information to build, express,

and/or substantiate an argument or interpretation.

44. I can write effectively for a particular audience, purpose or task.
35. I can conduct research.
36. I can analyze how a subject or scene is represented across different mediums.
37. I can develop or strengthen my writing by planning, revising, editing, rewriting, or trying a new approach
38. I can express thoughts, opinions, or feelings in writing.
39. I can demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
40. I can believe in myself and engage with my life with confidence, vision and purpose
41. I can control my responses and behaviors in a range of situations, so that I can pursue goals and live up to the realistic standards that have been set for me.
42. I can successfully resolve disagreements and arguments, remaining respectful and considerate of others
43. I can assume responsibility for my thoughts and actions and understand the power of my decisions
44. I can seek and connect to the resources and people that I need to meet my needs and goals
45. I can work collaboratively with others.
46. I can be aware and appreciate the motives, opinions, and feelings of others.
47. I can value diversity, remain open-minded and consider other people's perspectives
48. I can make decisions based on what I think is right and follow through on commitments to others.
49. I can take care of myself in healthy ways.

50. I can relate, socialize and form relationships with

people in productive, healthy and meaningful ways

51. I can set, monitor, adjust and achieve realistic goals that support my growth and development
52. I can make it through tough situations and recover from challenges and setbacks
53. I can develop my leadership abilities by using my talents and resources to help others.
54. I can plan & organize myself and my time in ways that support and improve my work.
55. I can show strength and take action even in the face of fear
56. I can reflect on my thoughts, actions & experiences & make decisions and meaning that are based on my observations & insights

Chromebook Contract and Consent Form

South Bronx Community (SBC) is pleased to provide students with a Google Chromebook to enhance, enrich, and facilitate learning and communication. The use of an SBC Chromebook is a privilege extended to students for use inside and outside the school facility. The school's Chromebooks are provided for use as a productivity tool for school-related purposes, curriculum enhancement, and communication.

All Chromebooks and related equipment and accessories are SBC property and are provided to the students for a period of time as deemed appropriate by the school's administration. With this privilege comes responsibility and as a condition of use, students and parents are required to abide by the contract.

ACCEPTABLE USE. The use of the Chromebook must be consistent with the education objectives of SBC.

- a. Use of electronic resources for recreational entertainment during class is prohibited.
- b. To transmit or knowingly receive any materials in violation of any U.S or NY State law is prohibited. This includes, but is not limited to, the following: copyrighted material, threatening, harassing, pornographic, obscene, or profane material, materials related to the illegal use or manufacture of restricted substances, defamatory or discriminatory material, or material protected by trade secret.

NETWORK ETIQUETTE. You are expected to abide by the generally accepted rules of network etiquette.

- a. Be polite. Never send, or encourage others to send abusive messages.
- a. Use appropriate language. Do not swear, use vulgarities, or any other inappropriate language, material or images. Remember that you are a representative, an ambassador, of SBC. You may be alone on the computer but what you do and say can be viewed globally.
- a. Privacy. Do not reveal your full name, phone number, or home address, or those of other persons when using the internet unless by permission of the legal guardian of the party to be revealed.
- a. Electronic mail (email). Email is not guaranteed to be private. Network or other computer use or storage areas are and will be treated as school property. Computers, files and communications may be accessed and reviewed by administrative personnel and may be accessed by other computer users. Messages relating to or in support of illegal activities must be reported to the authorities.
- a. Do not use computers or the network in such a way that would disrupt the use by other people. Talk, Write, and Chat commands may be intrusive and should only be used after receiving permission from the other party.

VANDALISM. Vandalism is defined as any malicious attempt to harm or destroy data of another user or any other agencies or networks that are connected to the system. This includes, but is not limited to, the uploading or creation of computer viruses. Any vandalism will result in the loss of computer services, disciplinary action, and legal referral.

DAMAGE OR LOSS OF PROPERTY. Students are expected to keep their Chromebooks in excellent condition. In the case of extensive damage beyond normal wear and tear, as judged by administration, or in the case of a loss of a Chromebook will result in an \$85 fine.

I have read this contract and agree to abide by the terms and conditions of the contract. All parties must sign on the appropriate lines.

Date: _____

Student name (please print): _____

Student Signature: _____

Parent Signature: _____

School Leader Signature: _____

Student & Family Annual Pledge for the 2022-2023 School Year

Parent/Guardian and Student Acceptance of Terms

IN SIGNING AND SUBMITTING THIS PLEDGE:

I acknowledge that I have received, read, and support South Bronx Community Charter High School's Student & Family Handbook and its policies.

I understand that I am expected to be actively involved in my child's education and to maintain open communication with the staff and administrators of SBC.

I acknowledge that I have read the section of the SBC Student & Family Handbook regarding the Anti-Bullying Laws and I understand that this law will be strictly enforced at SBC.

I acknowledge that I have read the section of the Unity Student & Family Handbook regarding the Family Educational Rights and Privacy Act (FERPA) and the procedures for accessing, amending, and appealing my child's school records once he/she is age 18 or over.

I acknowledge that I have read and agree with the section of the Unity Student & Family Handbook regarding field trips and trips outside of the school building.

My signature below indicates that I have received a copy of SBC's FERPA policy, SBC's Procedure for Accessing Student Records, and SBC's Procedure to Amend or Appeal Student Records.

This Pledge must be signed and returned to the student's advisor no later than November 30. If I have any questions or comments regarding the Student & Family Handbook, I will call the school's main office at (347) 964-8550 to speak to my child's advisor or a member of the school leadership team.

Student Name (please print) _____

Student Signature _____

Parent/Guardian Name (please print) _____

Parent/Guardian Signature _____

Parent/Guardian Phone (day) (evening) _____

_____ Today's Date

Addendum - COVID-19

Stakeholder Engagement

Over the last several months, SBC leaders have collected data and engaged school stakeholders and community members in developing our reopening plans.

- *Parent/Family Engagement* - SBC has distributed a parent survey and newsletter to collect input and share information about critical components of our preparations for reopening. In addition, the SBC Parent Committee has met to review elements of the plan while in development. SBC has also held virtual meetings with parents on June 4th, July 16th, and July 29th to provide information about health and safety protocols, reopening plans and remote learning. Additional input will be collected the week of August 17th, 2020.
- *Staff Engagement* - SBC has collected input from teachers about remote learning and reopening plans through surveys distributed in April, June and July. SBC leaders conducted a Q&A/presentation with staff on June 24th and July 29th to discuss and receive input on the timeline (and criteria) for hybrid/remote decisions, health and safety protocols in place at the school, supporting staff considered in a high risk category related to COVID-19, and to share input provided by families about reopening plans. Additional input will be collected the week of August 17th, 2020.
- *Community Engagement* - SBC has also received guidance and support from its Board of Trustees, the community of school leaders across NYC affiliated with the NYC Charter Center and the NY State Charter Schools Association. In addition, SBC has collected student input through surveys and focus groups with student government and special education students.

Communication Tools and Platforms

Timely communication about health and safety will be critical throughout this school year. To that end, SBC employs several systems to ensure that we stay connected.

- *Parents/Families* - SBC uses ALMA, a web-based student information system, to collect all family contact information and to distribute letters from

school leaders that include announcements to families about health and safety information, critical dates and deadlines, and special events. SBC also uses a text messaging system, One Call, for urgent communication.

- *Students* - SBC uses Schoology, a web-based learning management system, to manage student academic performance documentation and data. In addition, staff and school leaders distribute updates to students about health and safety information, critical dates and deadlines, and special events through this platform.
- *Community* - SBC provides periodic updates for the community through the school website and social media accounts:
Website: <http://www.southbronxcommunity.org>
Facebook: <https://www.facebook.com/SBCCHS/>
Instagram: <https://www.instagram.com/southbronxcommunity/>
Twitter: <https://twitter.com/sbxcharter>

Visual Cues and Reminders

SBC will encourage all students, faculty, staff, and visitors to adhere to CDC and DOH guidance regarding the use of personal protective equipment (PPE), specifically acceptable face coverings, maintaining proper social distance, and good hygiene protocols such as hand washing. In addition, visual cues will help students and school personnel with flow of traffic in frequently used areas throughout the building.

HEALTH AND SAFETY

Staff and students will be educated on the importance of wearing masks or face coverings, maintaining a social distance of 6 feet at minimum and constant hand sanitizing/cleaning. SBC will collaborate with the building custodial staff to ensure that all commonly touched surfaces are cleaned regularly. Staff and students will have their temperatures taken daily upon entering the building and will be offered hand sanitizer. Anyone who requires a mask will be provided with one. Each classroom and office will be regularly outfitted with disinfecting wipes, hand sanitizer and spare surgical masks.



Health Checks

Parents should perform a health screening of their child each morning before coming to school. Any student or staff member with a fever of 100°F or greater and/or symptoms of a possible COVID-19 virus infection should not be present in school. The Centers for Disease Control and Prevention (CDC) keep an up to date list of symptoms of Coronavirus on its website. This list is not all inclusive as some individuals may display other symptoms or none at all. As of 7/13/2020, the following are listed as the most common symptoms of COVID-19:

- Fever or chills (100°F or greater)
- Cough
- Shortness of breath or difficulty breathing
- Fatigue
- Muscle or body aches
- Headache
- New loss of taste or smell
- Sore throat
- Congestion or runny nose
- Nausea or vomiting
- Diarrhea

All staff will observe students or other staff members for signs of any type of illness such as:

- Flushed cheeks
- Rapid or difficulty breathing (without recent physical activity)
- Fatigue, and/or irritability
- Frequent use of the bathroom

Students and staff exhibiting these signs with no other explanation for them will be sent to the school health office for an assessment by the school nurse. If a school nurse is not available, the school will contact the parent/guardian to come pick up their ill child or send the staff member home.

Health screenings including daily temperature checks and completion of a screening questionnaire are required for staff, contractors, vendors, and visitors.

Individuals at Increased Risk

The Center for Disease Control has outlined a list of underlying conditions which could make one more susceptible to contracting COVID. These factors and conditions include:

- Age over 50
- Asthma (moderate-to-severe)
- Cancer
- Cerebrovascular disease (affects blood vessels and blood supply to the brain)
- Chronic kidney disease
- COPD (chronic obstructive pulmonary disease)
- Cystic fibrosis
- Hypertension or high blood pressure
- Immunocompromised state (weakened immune system) from blood or bone marrow transplant, immune deficiencies, HIV, use of corticosteroids, or use of other immune weakening medicines
- Immunocompromised state (weakened immune system) from solid organ transplant
- Liver disease
- Neurologic conditions, such as dementia
- Obesity (body mass index [BMI] of 30 or higher)
- Pregnancy
- Pulmonary fibrosis (having damages or scarred lung tissues)
- Serious heart conditions, such as heart failure, coronary artery disease, or cardiomyopathies
- Sickle cell disease
- Smoking
- Thalassemia (a type of blood disorder)
- Type 1 diabetes mellitus
- Type 2 diabetes mellitus

Please note that there may be other conditions that make one susceptible to COVID as we still continue to learn more about this disease. One should use the utmost discretion when assessing their health situation and symptoms.

SBC staff and students will be trained on recognizing potential symptoms and screening thresholds. According to the NYS Department of Health (DOH) and NYSED, a temperature of 100.0 degrees is the threshold for quarantine/potential infection. If a staff member or student has such a reading, they will immediately be placed in a designated isolation room and their guardian or emergency contact will promptly be called by an adult monitor. The monitor must maintain social distancing procedures and ensure that the student or staff stay in isolation until they are picked up or administration allows them to leave.

Parents who do not consent to temperature checks or

any form of at-home screenings will not be allowed to send their child to school and remote learning will be provided to them. Any student that does not comply with the health and safety protocols in the school building will be provided with a remote learning program.

Individual with COVID-19 Symptoms

Students are required to have a daily temperature check and periodic completion of a screening questionnaire. Anyone who has a temperature of 100°F or greater or has a positive response on the screening questionnaire must be isolated from others and sent home immediately. Students will be supervised in the isolated area while awaiting transport home. SBC will refer such persons to a healthcare provider and provide resources on COVID-19 testing.

Exposure and Quarantining

Once it is confirmed that a staff member or student has been exposed to someone with the virus for more than 10 minutes, they should be quarantined for 14 days and not display any symptoms in order to return to school. Currently, there is no mandate from New York State authorities requiring a child to get tested prior to returning to school after suspected exposure or symptoms.

If at least one person reports having a positive coronavirus case, their classroom will close. Then, the health department, upon confirming the positive test, will launch an investigation to find whether that person was in close contact — meaning they were within six feet of each other for more than 10 minutes — with anyone else at the school. The classroom will reopen after 14 days, following the investigation (the 14-day closure period would include the number of days a room was closed as an investigation unfolded). Also, other students and staff members who were in close contact with the student will be asked to quarantine for 14 days.

Cleaning and Disinfection

The CDC provides reopening guidance for cleaning and disinfection with specific guidance for schools along with the cleaning and disinfection decision tool to aid in determining what level of cleaning and/or disinfection is necessary. School wide cleaning must include classrooms, restrooms, cafeterias, libraries, playgrounds, and busses. The guidance provides a general framework for cleaning and disinfection practices. The framework is based on doing the

following:

- Normal routine cleaning with soap and water will decrease how much of the virus is on surfaces and objects, which reduces the risk of exposure;
- Disinfection using US Environmental Protection Agency (EPA)-approved disinfectants against COVID-19. Where disinfectants are used, products should be registered with EPA and the NYS Department of Environmental Conservation (DEC). Frequent disinfection of surfaces and objects touched by multiple people is important;
- When EPA-approved disinfectants are not available, alternative disinfectants will be used (e.g., 1/3 cup of bleach added to 1 gallon of water or 70% alcohol solutions).
- Cleaning and disinfection will be performed daily
- School custodians will maintain logs that include the date, time, and scope of cleaning and disinfection

FACILITIES

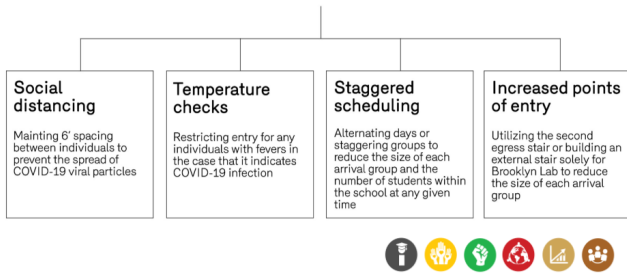
When students and adults return to our school buildings for in-person instruction, it will be vitally important that the physical spaces they occupy are configured and maintained in a way that provides the maximum possible protection from spreading the coronavirus.

SBC will follow health guidance related to social distancing and other safety measures that must be put in place to slow the spread of COVID-19. To meet the requirements of that guidance, SBC will use the NYCDOE and NYSED recommendations for maximum capacity in our buildings, which will mean there will not be more than 50% capacity at any given time. This will provide sufficient space for 6 feet of distance to be maintained between individuals while in school. This will also mean that on average students will be able to be in school up to two days a week. Additional supports may be provided as needed for special populations.

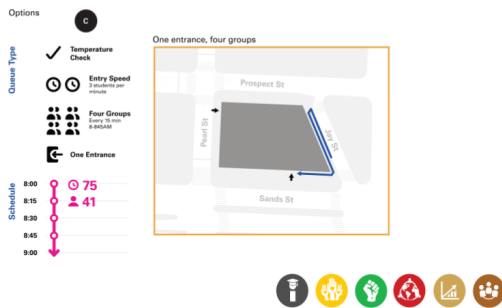
Below are schematics that will guide SBC's planning with regard to school arrival and a typical classroom configuration:

Sample Arrival Strategy

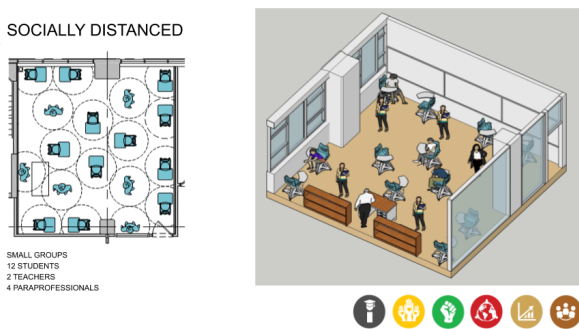
Preventive measures



Sample Arrival Strategy



Sample Classroom



Fire Drills and Other Safety Drills

Education Law § 807 requires that schools conduct 8 evacuation and 4 lockdown drills each school year. When planning drills, SBC may modify their drill procedures to minimize risk of spreading infection. Conducting drills is an important part of keeping students and staff safe in an emergency, however, steps will be taken to minimize the risk of spreading infection while conducting drills. As such, it may be necessary for SBC to conduct drills in the 2020-21 school year using protocols that are different than it is used to.

Regardless of the modification used when conducting a drill, students will be instructed that if it was an actual emergency that required evacuation or lockdown, the most imminent concern is to get to safety; maintaining social distancing in an actual emergency that requires

evacuation or lockdown may not be possible and should not be the first priority.

Modifications to evacuation drill protocols may include, but are not limited to:

- Conducting drills on a “staggered” schedule, where classrooms evacuate separately rather than all at once, and appropriate distance is kept between students to the evacuation site.
- Staggering by classroom minimizes contact of students in hallways, stairwells, and at the evacuation site. If SBC is conducting drills using a modified procedure, it is required that the drill be conducted with all students in the school building on that school day, it may be necessary to do so during a class period that is extended for this purpose; and
- If SBC re-opens with a “hybrid” in-person model, such as one where students attend school alternate school days to reduce the occupancy of the school building, SBC will ensure that all students are receiving instruction in emergency procedures, and participating in drills while they are in attendance in-person.

Modifications to Lockdown Drills may include, but are not limited to:

- Conduct lockdown drill in classroom setting while maintaining social distancing and using masks;
- Conducting lockdown drills on a “staggered” schedule with smaller numbers of students present to maintain social distancing, however schools must be certain that all students are receiving instruction in emergency procedures and participating in drills while they are in attendance in-person; and
- Conduct lockdown drill in classroom without “hiding”/ “sheltering” but provide an overview of how to shelter or hide in the classroom.

CHILD NUTRITION



The Office of Food and Nutrition Services will continue to service SBC’s food needs and ensure that service personnel will follow all appropriate guidelines for safety as recommended by the NYCDOH. SBC staff will be trained to reinforce these protocols on an as-needed basis. All students will be served cold breakfast and lunch in their classrooms. Students will be required to sanitize their hands and wipe down their desks prior to and after each meal. The assigned staff

in each room will walk around with a garbage receptacle to collect student's waste to avoid movement and maintain social distancing procedures within the classroom.

Grab and Go meals will also be provided during specified time for any students who are not required to physically be in the building. All student families will receive a notice informing families of the change in how breakfast and lunch periods will be conducted.

TRANSPORTATION

As a high school, SBC students primarily rely on the use of NYCDOE Office of Pupil Transportation (OPT) issued metrocards for use on NYC MTA trains and buses. If a student's Individualized Education Plan (IEP) indicates that they require door-to-door school bus service, the OPT will arrange such service, including pick-up and drop-off times. SBC will work closely with the assigned bus company and driver to ensure that strict guidelines surrounding deep cleaning of buses daily, social distancing on the bus and at the bus stop, and mask wearing for students and bus drivers are strictly adhered. Additionally, students will need to be trained on these protocols.



MTA Subway and Bus Riding Protocols

Students must wear masks at all times from the time they leave their home. Students must also be sure to sanitize their hands when arriving at the station and after swiping their metrocard. It is recommended that students use something disposable to protect their hand when holding on any of the bus or train railings. Upon leaving the train, students should allow as much space as possible between them and the passenger in front of them and should continue to maintain distance as they make their way to the out of the station and to the school building. Once they arrive, they will be met by a school staff member upon entry for a temperature

check and provided hand sanitizer.

Bussing Protocols

Students must wear masks at all times from the time they leave their home. While waiting at the student's assigned bus stop, which will likely be the student's home, students must do their best to maintain a minimum of 6 feet from any bystanders. If a student is unable to maintain such a distance, we advise that the student find a less populated area or stand safely near the curb where they typically onboard the bus. Once the bus arrives, the student should sanitize their hands before boarding the bus and promptly move to his/her seat while avoiding touching any other seats or students. Students must be directed by the bus matron to a seat that is socially distanced from any other rider. Upon arriving at the school, the student will off-board the bus and enter the school building where they will be met by a school staff member upon entry for a temperature check and provided hand sanitizer.

As of July 30th, OPT can not guarantee bus service will be available for any NYC public or charter school students. If this is not resolved by the time school reopens, SBC leadership will work with any student's family who requires such service to ensure the student has options to safely get to and from school, such as providing them with a metrocard, or exploring remote learning options.